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FACULTY SENATE EXECUTIVE COMMITTEE

September 17, 2018

3:30 – 5:00 p.m.

Old Main-Champ Hall

Agenda

- 3:30 Call to Order** Rebecca Lawver
Approval of [August 27, 2018 Minutes](#)
- 3:35 University Business** Noelle Cockett, President | Frank Galey, Provost
- 3:50 Information**
EPC Monthly Report – [September 6, 2018](#) Ed Reeve
- 3:55 Reports**
[EPC Annual Report](#)..... Ed Reeve
[Honors Annual Report](#) Kris Miller
- 4:10 New Business**
Faculty Senate Meeting Time Change Becki Lawver
[Code 403.3.1](#) Standards of Conduct-Faculty Responsibilities to Student Kimberly Lott
[Code 403.3.2](#) Standards of Conduct-Professional Obligations Kimberly Lott
[Code 407.1.1](#) Non-punitive Measures Kimberly Lott
[Code 407.11.2](#) Inquiry into Allegations of Violation Policies 407.8 and/or 407.9 Kimberly Lott
[Code 407.11.3](#) Protection of Complainant and Others Kimberly Lott
- 4:45 Adjourn**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

August 27, 2018

3:00 – 4:30 p.m.

Old Main-Champ Hall

Present: Becki Lawver (President), Kimberly Lott (Past President), Patrick Belmont (President Elect), Provost Frank Galey (Ex-Officio), Michele Hillard (Exec. Sec.), Ben George, Zsolt Ugray, Jan Thornton, Robert Wagner, Timothy Taylor, David Brown, Matt Omasta, Rick Heflebower, Marilyn Cuch, Bryce Fifield, Timothy Taylor, Jessica Lucero, Britt Fagerheim for Erin Davis

Absent: President Noelle Cockett (Ex-Officio)

Guests: Edward Reeve, Interim Vice Provost,

Call to Order - Rebecca Lawver

Approval of April 16, 2018 [Minutes](#)

Motion to approve minutes made by Kimberly Lott. Seconded by Matt Omasta. Minutes approved.

University Business - Frank Galey, Provost

One of Provost Galey's priorities is shared governance and he is happy to be part of the Faculty Senate Executive Committee. He is looking forward to meeting and getting to know each of the members of the committee. He also plans to get out and visit as many departments as he can and get to know the faculty.

Recently, President Cockett made some reorganization changes to Student Affairs regarding the student success programs. The purpose of this change is to get like units working more closely together. Vice President James Morales will now have more time to focus on student life and well-being. The reorg will also provide a central location and cohesive services to the students. The following units will be moving to Academic and Instructional Services under Vice President Robert Wagner: Recruitment and Retention, Admissions, Academic Success, Financial Aid, Registrar's Office and the Disability Resource Center. This move will help keep the marketing groups together and will allow them to work with other state connections to recruit students both on and off campus. The Advising group will be moved under Vice Provost Janet Anderson. Janet will spend 50% of her time in the Provost's office and 50% in Robert Wagner's office. Administrative changes will continue until everything is in place. This reorganization is President Cockett's vision for helping our students. Some offices may be moving, however, most will stay where they are.

Last week there were approximately 600 first generation students on campus for connections. It is the USU's responsibility to help direct these students through their academic journey.

A LatinX Culture Center is being established and will be housed in the basement of the University Inn. This center will report to the Provost's office.

The President is getting ready to announce some new initiatives. These new initiatives will be reported in USU Today. It is important to make sure that everyone has opted in to receive the USU Today notifications so that they can remain informed.

As part of the sexual assault issues, the President has made substantial changes in the AAEO office. Currently they are working on filling three open positions in the office. They are searching for a

prevention specialist, AAEO director and Title IX coordinator. The prevention specialist has been hired and will be on board soon. USU will continue to provide training for sexual assault. All students must take this training or they will not be able to register next year. The other two searches should be wrapping up mid-September.

The Department of Justice is finishing their report and results should be coming out soon.

President Cockett would like to move the Graduate School from the Office of Research to the Provost's Office. Provost Galey would like the Faculty Senate to provide him with feedback on this proposal as well as should the leadership position be a Dean or Vice Provost. President Cockett would like to have these comments and be able to move forward in approximately 30 days. Senators should talk with their colleagues and provide information/responses to Becki Lawver. Becki will then bring the input to the Provost. The model in other universities trend toward the Graduate School being on their own or being aligned under the Provost's Office.

Information

Welcome 2018-2019 Faculty Senator Executive Committee - Becki Lawver

New faculty senate and alternate training was held on August 20. President Lawver shared with new senators the importance of their roles in sharing information with colleagues and within departments. Senators are asked to keep their fingers on the pulse of their department/college.

Faculty Senate Handbook - Becki Lawver

Working on new Faculty Senate handbook. Should be printed and ready to hand out at the September Faculty Senate meeting. Provide information to senators regarding their responsibilities and showing where the work goes.

Koch Task Force Update - Becki Lawver

The last semester of the academic year the senate was tasked with setting up a Koch task force to write a resolution. There is not much more information to provide other than the task force has been put together and they have met four times. The committee met with both Mica McKinney and Frank Caliendo to ask/answer questions and gain information. One member of the task force resigned from their duties, did not state a reason. The task force will continue to move forward. The expected outcome will be a resolution presented to the Faculty Senate. The Faculty Senate Executive Committee must approve the resolution to be placed on the agenda before it goes to the whole Faculty Senate for a vote. Some faculty might just want to see a report that is neutral and can provide them with information, however the resolution will be a formal statement with anticipated recommendations.

EPC Monthly Report – April 5, 2018 - Ed Reeve

Approved 168 course requests

Approved nine general education requests.

Approved Registered Student Policy Language through the Academic Standards Subcommittee

Four R401 program proposals were approved.

Reports

N/A

Old Business

Nominating Committee Code - John Gilbert

The request was sent to PRPC in the spring but nothing has been done with it yet. The suggestion was to develop a nominating committee that will assist in helping to identify individuals who can run for Faculty Senate President Elect. This will allow more faculty input into the process. Potentially we could have more than one nomination and there would be a choice as to who becomes the President-Elect.

New Business

The Faculty Senate meeting scheduled during spring break will be adjusted and rescheduled.

It states in code 402.6.1, that the Faculty Senate meetings will be held at 3:00 pm. However, there is nothing in code regarding the start time for the FSEC meetings. It would be nice to align FSEC

meetings with the bell schedule. FSEC would like to move the meetings to 3:30 – 5:00 pm to accommodate faculty who teach until 3:20 pm.

Motion to move start time from 3:00 pm to 3:30 pm for FSEC meeting made by David Brown.

Seconded by Patrick Belmont.

Motion to move item to Information for FS agenda made by Bryce Fifield. Seconded by Benjamin George. Moved to agenda.

The subject of faculty leaving campus and when they return has become an issue. Apparently, there is a problem with some faculty leaving or not working in the office and no one in the department/college knows where they are. Faculty need to report their leave and should be back on campus two weeks before the first day of school, however there is some concern with faculty not being present during their college retreats and departmental meetings. Technically the faculty are required to be on campus except during the official breaks. Nowhere is there a satisfactory answer/resolution in code and this problem sets a precedent. Interestingly enough, under the faculty code there are no consequences or disciplinary action for faculty who do not show up or stay on campus. Deans are unhappy because they do not show up for retreats and some leave before graduation. The students are the ones who suffer from this situation and it is important to think of the students and their perspective. The Provost stated that this issue is on his radar and he is visiting with the President about it. The Provost will continue to study this issue and work with faculty senate presidency. This situation does not send a good message to students nor other faculty and it was felt that this has been a problem as far back as 10 years.

Adjourned 4:05 pm

Report from the Educational Policies Committee September 6, 2018

The Educational Policies Committee (EPC) met on September 6, 2018. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc).

During the September 6, 2018, meeting of the EPC, the following actions were taken:

1. **General Education Subcommittee**

- No Report (No 2018 April Meeting)

2. **Academic Standards Subcommittee**

- No Action Items Reported from 2018 April Meeting.

3. **Curriculum Subcommittee**

- Approval of 13-course requests.
- Approval of a request from the Huntsman School of Business (HSB) to change the prefix of specified MGT courses to a new prefix of MSLE. This request was approved contingent upon the HSB college curriculum committee approving the prefix changes.
- Approval of the request from the Department of Mathematics and Statistics in the College of Science to offer an **Applied Mathematics Emphasis**.
- Approval of the request from the Office of the Executive Vice President and Provost to establish a **Latinx Cultural Center**.
- Approval of the request from the Request from the office of Academic and Instructional Services to establish a **Center for Student Analytics**.

**2017-2018 ANNUAL REPORT
OF THE
UTAH STATE UNIVERSITY
EDUCATIONAL POLICIES COMMITTEE (EPC)**

**Submitted by
Edward M. Reeve, Chair
September 2018**

2017-2018 Annual Report of the USU Educational Policies Committee

MEMBERSHIP:

The membership of the 2017-2018 Educational Policies Committee:

- Ed Reeve, Chair
- David Hole, College of Agriculture and Applied Sciences
- Leslie Brott, Caine College of the Arts
- Vijay Kannan, Jon M. Huntsman School of Business & Curriculum Subcommittee Chair
- Jared Schultz, Emma Eccles Jones College of Education and Human Services
- Ning Fang, College of Engineering
- Cathy Bullock, College of Humanities and Social Sciences
- Karen Mock, S.J. & Jessie E. Quinney College of Natural Resources
- Dan Coster, College of Science
- Scott Bates, Academic Standards Subcommittee Chair
- Lee Rickords, General Education Subcommittee Chair
- Robert Mueller, Regional Campuses
- Kacy Lundstrom, University Libraries
- Michelle Fleck, USU Eastern
- Troy Beckert Graduate Council
- Blake Harms, USUSA Executive Vice President
- Anuj Khasgiwala, Graduate Studies Senator
- Michael Peters, USUSA President
- Ex Officio, Fran Hopkin, Registrar's Office
- Ex Officio, Michele Hillard, Secretary

MEETINGS:

The Educational Policies Committee (EPC) is a standing committee of the Faculty Senate. During the 2017-2018 academic year, the regular meeting time of the EPC was the first Thursday of every month at 3:00 p.m. in the Champ Hall Conference Room in Old Main.

The EPC is supported by the following three subcommittees:

| | |
|---------------------------------|----------------------|
| Curriculum Subcommittee | Vijay Kannan (Chair) |
| General Education Subcommittee | Lee Rickords (Chair) |
| Academic Standards Subcommittee | Scott Bates (Chair) |

ACTIONS:

The Educational Policies Committee acts on items presented to it from three subcommittees: Curriculum, Academic Standards, and General Education; as well as other items submitted directly to EPC for consideration.

A. Actions originating from the Curriculum Subcommittee:

1. The Curriculum Subcommittee approved 776 requests for individual course actions.
2. The Curriculum Subcommittee and subsequently the EPC acted on a variety and number of proposals (N=29) for programs during the 2017 – 2018 academic year. Table 1 is a summary of those proposals.

Table 1. Action taken by the EPC/Curriculum.

| <u>Department</u> | <u>EPC Actions 2017-2018</u> |
|--|--|
| School of Applied Sciences, Technology, and Education | Add a school-based and community-based emphases to the Bachelor of Science degree in Agricultural Education. |
| Department of Communicative Disorders and Deaf Education | Offer a Masters in Communication Sciences, |
| Department of Sociology, Social Work, and Anthropology | Offer an Interfaith Leadership Certificate of Proficiency. |
| Jon M. Huntsman School of Business | Establish the Stephen R. Covey Center for Leadership. |
| Department of Human Development and Family Studies | Discontinue the Family and Consumer Science degree. |
| Department of Human Development and Family Studies | Discontinue Early Childhood Development Certificate Program. |
| Department of Kinesiology and Health Science | Discontinue the Master of Science in Health and Human Movement. |
| Department of Kinesiology and Health Science | Discontinue the Master of Health Promotion. |
| Department of Languages, Philosophy and Communication Studies | Offer a Masters in Communication Studies. |
| Department of Sociology, Social Work, and Anthropology | Offer a Social Work Minor. |
| Department of Physics | Restructure the PhD in Physics by reducing the number of research credits. |
| School of Applied Sciences, Technology and Education | Offer a Minor in Unmanned Aerial Systems. |

| | |
|--|--|
| Department of Animal, Dairy and Veterinary Sciences | Offer a Minor in Animal Biotechnology. |
| Department of Applied Economics | Drop the BA in International Agribusiness and add emphasis areas to the existing BS in Agribusiness degree. |
| Department of Applied Economics | Offer an Agriculture and Natural Resources Pre-Law Minor. |
| Department of Nutrition, Dietetics and Food Sciences | Restructure the BS into three separate BS degrees. |
| Jon M. Huntsman School of Business | Establish a Marketing and Strategic Department. |
| Provost's office | Offer a Bachelor's Degree in Integrated Studies. |
| Department of Languages, Philosophy and Communication Studies | Offer a Bachelor of Art in Portuguese. |
| Department of Watershed Sciences in the S. J. & Jessie E. Quinney | Offer a Graduate Certificate in Aquatic Ecosystem Restoration. |
| Department of Nutrition, Dietetics and Food Sciences | Offer a Bachelor of Science in Nutrition Science. |
| Department of Nutrition, Dietetics and Food Sciences | Offer a Bachelor of Science in Dietetics. |
| Department of Nutrition, Dietetics and Food Sciences | Offer a Bachelor of Science in Food Science. |
| Department of Computer Science | Offer a Master of Science in Data Science. |
| Department of Art and Design | Offer a Minor in Film Studies. |
| Department of Biology | Restructure Biology PhD and Biology-Ecology PhD. |
| Jon M. Huntsman School of Business | Change specialization name of "Value Creation" to Strategic Value Creation. |
| Jon M. Huntsman School of Business | Change the Management Minor to Leadership and Management Minor. |
| Jon M. Huntsman School of Business | Change name from MBA specialization: Shingo Leadership and Operational Excellence/Manufacturing Management to Supply Chain Management. |

Other Actions:

- Approval to add a section for "course objectives" in Curriculum
- Approval of "syllabus tools" in CANVAS

B. Actions originating from the General Education Subcommittee:

1. Courses approved (N = 27) by the EPC in 2017-2018 for General Education use are listed in Table 2.

Table 2. Courses approved by the EPC for a General Education Designation

| <u>Course Prefix and Number</u> | <u>Course Title</u> | <u>Course Designation</u> |
|--|---|----------------------------------|
| ENGL 5320 | Gender and Sexuality in Literature | CI |
| ENGL 5330 | Race and Ethnicity in Literature | CI |
| ENGL 5340 | Multimedia Literature | CI |
| SPAN 3610 | Survey of Spanish Literature II | CI |
| ENVS 4020 | Foundations of Environmental Studies | CI & DHA |
| HIST 3845/RELS 3845 | Mormonism and the American Religious Experience | DHA |
| HIST 3910 | Health, Disease, and Medicine in North America | DHA |
| TEAL 5080 | Integrating Arts into Academic Learning | DHA |
| POLS 5000 | Political Analysis | QI |
| MUSC 1115 | Diatonic Harmony for Non-Music Majors | BCA |
| TEE 2200 | Aquaponic Systems | BPS |
| HIST 3225 | Medieval Britain, 500-1500 | DHA |
| HIST 3460 | Comparative Asian History | DHA |
| HIST 4822 | Ancient China to 1800 | DHA |
| HIST 4825 | Historical Roots of the War on Terror | DHA |

| | | |
|------------------|-----------------------------------|-----|
| CCA 3070 | Unveiling the Anthropocene | DSC |
| SPED 5240 | Public School Internship | CI |
| LAEP 2300 | History of Landscape Architecture | BPS |
| GEOG 3100 | Human-Environment Geography | CI |
| WILD 5560 | Applied Avian Ecology | CI |
| PHIL 3990 | Philosophy and Pop Culture | DHA |
| CCA 3070 | Unveiling the Anthropocene | QI |
| RELS 3990 | | CI |
| PHIL 4500 | Ethical Theory | DHA |
| POLS 3200 | The Politics of Development | DSS |
| POLS 4260 | Asian Government and Politics | DSS |
| SOC 4410 | Race and Crime | DSS |

2. Actions that were taken by General Education Subcommittee (2017-18)

- Approval to discontinue the 15-year statute of limitations for General Education coursework at USU.

C. Actions originating from the Academic Standards Subcommittee:

- Approved Registered Students Policy
- Approved Language for Final Examinations and No-Test Days Policy
- Approved STUDENT CODE revision



Annual Report

Fiscal Year 2017-2018



Dr. Kristine Miller, Director
September 10, 2018

Compiled by: Andreas Leidolf, Coordinator
Reporting Period: 1 July 2017 – 30 June 2018

A. OVERVIEW

1. Vision, Mission, and Goals

The University Honors Program is charged with placing a diverse group of USU's most ambitious students at the heart of a dynamic intellectual community. Built upon four key pillars of learning (critical thinking, independent research, interdisciplinary learning, and civic engagement), the program trains its students to think deeply about how to make the world a better place. This university-wide program unites a variety of students and faculty across disciplines, whether in the classroom, through research, service, and creative projects, or at the many co-curricular events students attend on campus. Offering a progressive series of small, interdisciplinary seminars that satisfy USU's General Education requirements, the University Honors Program leads students both to wrestle with big global issues and to find practical, creative solutions to local problems. The practical application of academic knowledge is central to the program, which therefore engages students in professional development activities and gives them credit for internships, study abroad programs, research, grant writing, scholarly or creative presentations, and major service projects. All of this undergraduate work culminates in an honors capstone project designed to create both a close professional relationship with a faculty mentor and a final product that showcases the student's academic and professional skills.

The University Honors Program serves USU's stated land-grant mission by fostering the principle that academics come first, cultivating diversity of thought and culture, and serving the public through learning, discovery, and engagement. Actively recruiting a diverse student and faculty body and modeling the kinds of work that all USU students can and should do, the University Honors Program is a centerpiece of USU's educational mission. The university therefore guarantees the program adequate infrastructure resources, including an appropriate budget and faculty, staff, and administrative support as necessary. The university is committed to creating and sustaining a robust honors program that exemplifies the best that USU has to offer.

2. Personnel

In addition to the director, the Honors Program employs three 1.0 FTE professional staff positions: an academic advisor, a program coordinator, and a staff assistant. All professional positions experienced turnover and reorganization during FY 2017-2018. A previous Coordinator of Programs Senior position was split into two positions: an Academic Advisor II and a Program Coordinator II. See Table 1 for a list of personnel employed during the reporting period.

3. 2017-18 Highlights

FY 2017-18 was the fourth year of the university-wide USU Honors Program, which continues to thrive and grow. We offered six new Honors Experience General Education breadth seminars, the first of three new team-taught Honors Think Tank General Education depth courses, and 24 Honors Book Labs (four-week book discussions run for groups of five students by one or more faculty members); we also granted 53 students research and study abroad funding. Honors admitted our largest

A. OVERVIEW

Table 1. Utah State University Honors Program personnel during FY 2017-2018.

| Position | Name | FTE | Dates in Role |
|------------------------|-----------------------|------------------|-------------------------|
| Director | Dr. Kristine Miller | 1.0 ^a | 07/01/2014 - present |
| Academic Advisor II | N/A | <i>vacant</i> | 07/01/2017 – 07/31/2017 |
| | Lisa Hunsaker | 1.0 | 08/01/2017 - present |
| Program Coordinator II | N/A | <i>vacant</i> | 07/01/2017 – 08/13/2017 |
| | Mary Beth Barnes | 1.0 | 08/14/2017 – 10/27/2017 |
| | | <i>vacant</i> | 10/28/2017 – 04/01/2018 |
| | Andreas Leidolf | 1.0 | 04/01/2018 - present |
| Staff Assistant III | Sarah Favero (Jensen) | 1.0 | 11/21/2016 – 10/27/2017 |
| | | <i>vacant</i> | 10/28/2017 – 12/03/2017 |
| | Chelsey Gensel | 1.0 | 12/04/2017 - present |

^a Dr. Miller's appointment to the Honors Program accounts for 65% of her role at USU, with 35% allocated to the Department of English for her position as Professor of English.

incoming class to date—158 students—with an average index score of 130 and an average GPA of 3.91; the program served a total of 722 honors students from all eight USU colleges and 37 of 43 departments. We also engaged 217 faculty from 43 departments in teaching, mentoring, advising, service, and assessment. The University Honors Program continues to model the integration of high-impact educational practices (including undergraduate research and capstone work, internships, study abroad, service-learning projects, interdisciplinary book clubs and socials, national scholarship application support, and a robust alumni mentoring program) and collaborates with colleges, programs, and departments to find ways of delivering these high-impact experiences to all USU students. Honors was proud to mentor a Truman scholarship finalist and a Goldwater scholarship honorable mention this year, as well as to nominate Dr. David Peak for the Council for Undergraduate Research (CUR)-Goldwater Scholars Faculty Mentor Award, a recognition he deserved and won. Honors continues to offer students and faculty an interdisciplinary social and academic hub on campus, compiling a university-wide calendar of academic events, connecting students and faculty with research across disciplines, and providing faculty with standardized resumes of their honors work for promotion and tenure purposes. To help students, faculty, and alumni navigate such opportunities, Honors has maintained faculty, student, and alumni listservs and a centralized university events calendar,

A. OVERVIEW

developed a program-wide Canvas course where students can upload work and track progress toward honors graduation, published our fifth annual alumni newsletter, and continued a concentrated development effort to support student research, practical extensions of classroom work, and international travel. The program also collaborated with USU Admissions to fine-tune a CRM plan for high ability students and to create a new USU viewbook insert for the University Honors Program. We are pleased to welcome three new staff members this year, and our aim with this newly expanded staff is to do more proactive advising and to deepen and expand our quantitative and qualitative assessment of student outcomes. We will also continue to raise awareness about the Honors Program, both on and off campus, with the aim of increasing student, faculty, alumni, and community stakeholder involvement in the program.

4. Outlook for FY 2018-2019

The USU Honors Program, now in its fifth year under the leadership of Director Dr. Kristine Miller, bears all the hallmarks of a mature program poised for growth and innovation. Honors draws its strength from two key groups: a talented and active population of honors students who are fiercely passionate about our program, and an engaged cohort of faculty who care deeply about honors education and support the program with their continued ingenuity and creativity.

Opportunities for expanding the reach and impact of the University Honors Program abound. Honors consistently and increasingly collaborates with other USU offices to develop and share best practices in recruiting and retaining high ability students, engaging our alumni and cultivating prospective donors, and modeling pedagogical innovation, all activities that benefit the campus community at large. Additionally, our faculty, staff, and students actively seek partnerships with stakeholders in our community. The recent hire of a full-time program coordinator with a background in science community management and stakeholder engagement opens up the possibility of formalizing these activities and grounding them in a more strategic and proactive long-term approach to community building.

In building this collaborative community, the ability to demonstrate the impact of Honors on our participants, Utah State University, and relevant stakeholders becomes increasingly important. To that end, we have instituted in FY 2017-2018 a more systematic approach to tracking relevant outputs and outcomes, as well expanded self-evaluation and assessment involving the Director, Program Coordinator, Honors Student Advisory Board (HSAB), and Honors Faculty Advisory Board (HFAB). We hope to supplement self-assessment with external evaluation by a National Collegiate Honors Council evaluation team and formation of an external advisory board in FY 2018-2019, resulting in a rigorous, three-pronged assessment strategy.

Our program does face several challenges in FY 2018-2019. With all staff positions filled in FY 2017-2018, Honors can now implement—fully and in a timely manner—core activities that promote the long-term sustainability of our program, including recruiting, admissions, orientation, theme housing, advising and mentoring, student

A. OVERVIEW

programming, and development. However, our staff is operating at capacity, such that growing the program beyond its current size of 600-700 active on-campus students would require additional staff resources, particularly in the area of advising. Additionally, if we were to collaborate more closely with regional campuses, we would need to expand our staffing to handle the cross-campus coordination that such an expansion would require. Without increased staffing, we cannot simply maintain the status quo; our successful pattern of engaging and retaining existing students will eventually force us to roll back existing programming and basic student services in order to meet increasingly high demand.

A second challenge is that of dedicated space. The facilities currently housing the Honors Program were never meant to accommodate the number of students, faculty, and staff we currently support: our office is a converted showcase dorm room for the Living and Learning Community. With a full-time director and three 1.0 FTE staff, in addition to a half dozen student employees, we are beyond capacity in this limited space, and the director's office is of necessity down the hall from the main office. Although the space has twice been remodeled to create small enclosed offices (with support from the Office of the Provost), this short-term solution is not sustainable in the long run. Furthermore, a space-sharing agreement with Housing and Residence Life for the honors classroom and conference room, while supported by ample cooperation and good will on both sides, is also not an adequate long-term solution, since it presents numerous logistical challenges for our small staff.

To be clear, these challenges result from the strength of a program that showcases the best that USU has to offer: passionate, curious students; innovative, committed faculty; loyal, enthusiastic alumni; and engaged, caring staff. Given the resources to grow, Honors aims to support all Aggie students, faculty, alumni, and staff willing to take Horace's ancient "Sapere aude"—or Dare to Know—challenge. As our motto, this dare has become a challenge and opportunity for Honors: a true Dare to Grow.

B. PARTICIPANTS

In FY 2017-2018, the USU Honors Program:

- Served an honors student population of **772** students—57% of them female—from **all eight** of USU's colleges, **37 of 43** USU departments, and **109 of 200** academic majors.
- Recruited **158 new first-year** and **38 current/transfer** students to the program from a pool of **369 applicants**.
- **Graduated 38 students** with honors.
- Involved **217 USU faculty** from **43 departments** in teaching, mentoring, advising, service, and assessment.
- Engaged with **923 honors alumni** through its annual newsletter, regular emails, and student-alumni programming.

1. Student Participants

In FY 2017-2018, the Honors Program served a population of 772 students—443 of them female (57%)—making up 5% of the undergraduate student population on USU's main Logan campus. Compared to the general USU student population, a smaller percentage (4%) of honors students identified as belonging to an underrepresented ethnic minority (URM) or as being first-generation college students (10%, Table 2). However, the increase in percentages for URM and first-generation students in honors current-transfer admissions suggests that some of these students are identified by faculty as outstanding performers once they reach USU. The largest proportion of honors students came from USU's College of Engineering (ENGR), followed by the College of Humanities and Social Sciences (CHaSS) and the Jon M. Huntsman School of Business (HSB); the smallest percentage came from the Caine College of the Arts (CCA, Figure 1A). Figure 1B shows the student breakdown by college for USU's general student population. The most notable discrepancy between that general population and Honors is a substantially larger proportion of undeclared students in the general population, which complicates a potential comparison. Still, the honors student population appears to consist disproportionately of students who have settled on a major, with students from ENGR, CHaSS, and the College of Science (CoS) noticeably overrepresented, and students from the Emma Eccles Jones College of Education and Human Services (CEHS) somewhat underrepresented.

B. PARTICIPANTS

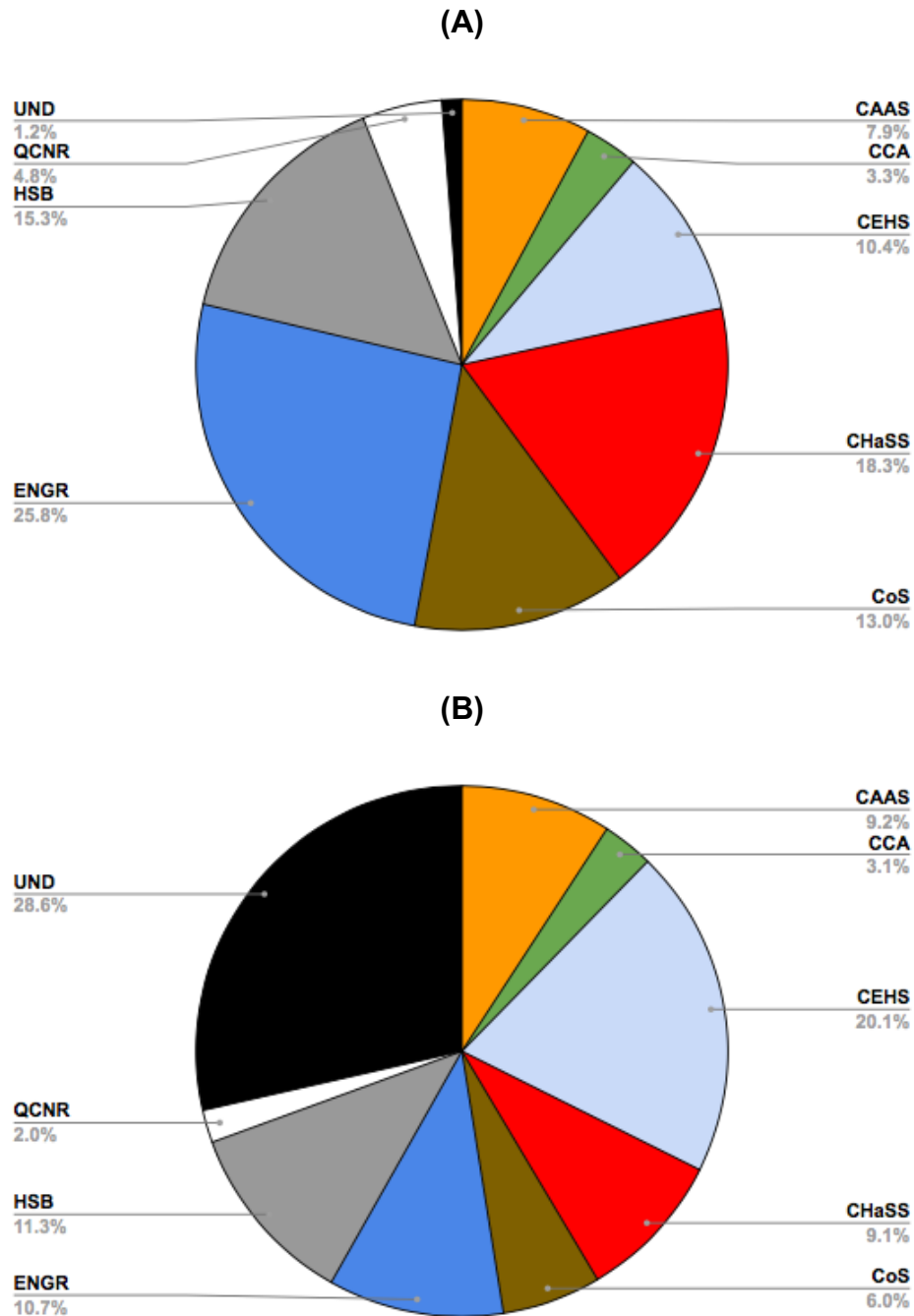


Figure 1. FY 2017-2018 Honors (A) and General USU (B) student population by college: CAAS = College of Agriculture and Applied Sciences, CCA = Caine College of the Arts, CEHS = Emma Eccles Jones College of Education and Human Services, CHaSS = College of Humanities and Social Sciences, CoS = College of Science, ENGR = College of Engineering, HSB = Jon M. Huntsman School of Business, QCNR = S.J. and Jessie E. Quinney College of Natural Resources, UND = Undeclared

B. PARTICIPANTS

This year, Honors admitted 158 first-year students, a 7% increase over FY 2016-2017, and an 11% increase over the 2012-2016 five-year average. The proportions of male and female first-years match those of the incoming general USU student population (Table 2), but again, the percentage of students identifying as first generation or belonging to a URM was lower. However, among current and transfer students admitted to the program, Honors outpaces the university-wide average.

Our program graduated 38 students this year, representing 5% of the total honors student population, 24% of this year's first-year cohort, and 27% of the 2014 first-year cohort (Table 2, Table A-1). The proportions of male and female graduates matched those of the honors student population at large; compared to the gender ratio of all USU graduates, it skewed more female (Table 2). Honors graduated a higher percentage of URMs and first-generation students than USU, as well, suggesting an honors impact on retention of these groups.

Table 2. Demographics of USU Honors Program and USU general student population for FY 2017-2018.

| | Total # | Male (%) | Female (%) | URM ^a (%) | 1 st Gen (%) | Veteran (%) |
|-------------------------|---------|----------|------------|----------------------|-------------------------|----------------|
| Total Honors Population | 772 | 43% | 57% | 4% | 10% | <1% |
| <i>USU Comparison</i> | 24,618 | 47% | 53% | 9% | 20% | 2% |
| First-year Honors | 158 | 42% | 58% | 8% | 7% | – ^b |
| Honors Current/Transfer | 38 | 50% | 50% | 16% | 16% | – ^b |
| <i>USU Comparison</i> | 5,832 | 43% | 57% | 10% | 9% | <1% |
| Honors Graduates | 38 | 42% | 58% | 5% | 8% | 0% |
| <i>USU Comparison</i> | 4147 | 45% | 55% | 3% | – ^b | – ^b |

^a Includes students self-identifying as Hispanic/Latinx, Black or African American, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

^b Data unavailable.

2. Faculty Participants

The Honors Program continues to benefit from broad and deep engagement with faculty from all eight colleges and 43 USU departments or programs. In FY 2017-2018, 217 faculty members participated in a range of academic activities: teaching honors

B. PARTICIPANTS

courses or Connections sections; leading Honors Book Labs, supervising Honors in Practice contracts and capstone projects (Table A-2); mentoring national scholarship applicants; serving as Departmental Honors Advisors (DHA, Table A-3); reviewing admissions and scholarship applications; and engaging in evaluation and assessment of the program (Table A-4). Almost a quarter of these faculty members participated in our program in more than one category of engagement. Faculty participants included 42% women, and were evenly distributed among the ranks of Assistant, Associate, and Full Professor, with a smaller proportion of Instructors and Lecturers. The highest number faculty involved with Honors were from CHaSS (26%), followed by CoS (14%). The proportion of faculty from the remaining six colleges ranged from 8-12% (Figure 2).

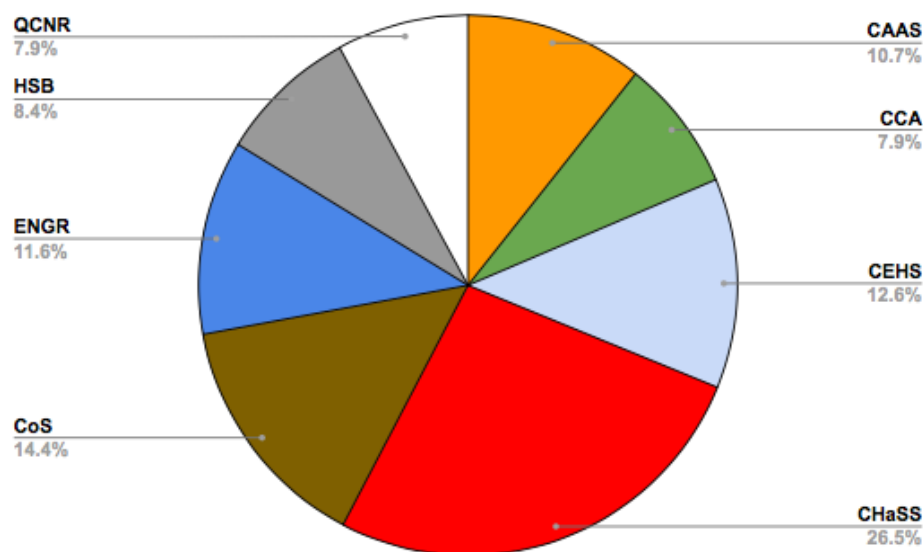


Figure 2. FY 2017-2018 honors-engaged faculty by college: CAAS = College of Agriculture and Applied Sciences, CCA = Caine College of the Arts, CEHS = Emma Eccles Jones College of Education and Human Services, CHaSS = College of Humanities and Social Sciences, CoS = College of Science, ENGR = College of Engineering, HSB = Jon M. Huntsman School of Business, QCNR = S.J. and Jessie E. Quinney College of Natural Resources.

3. Alumni Participants

The Honors Program draws on the professional expertise and positive attachment of a cohort of 923 alumni, 560 of whom are female (61%). During FY 2017-18, we actively engaged with 60 (7%) of these accomplished individuals in the Honors Alumni Mentoring Program. In addition, we reached out to the entire alumni cohort with the USU Honors Program Annual Newsletter, which was mailed to 1,047 email addresses.

B. PARTICIPANTS

USU honors alumni are evenly distributed among post-graduates (<5 years), early career professionals (5-10 years), and mid/late career professionals (>10 years, Figure 3A), and they come from a range of employment sectors, with most working in private industry, including self-employment (34%), followed by the academic sector (13%, Figure 3B). The small number of alumni continuing their education may be due to underreporting in this sector; anecdotally, it appears that a large proportion of alumni for whom no employment information was available are recent graduates who may be in graduate or professional school or completing internships.

B. PARTICIPANTS

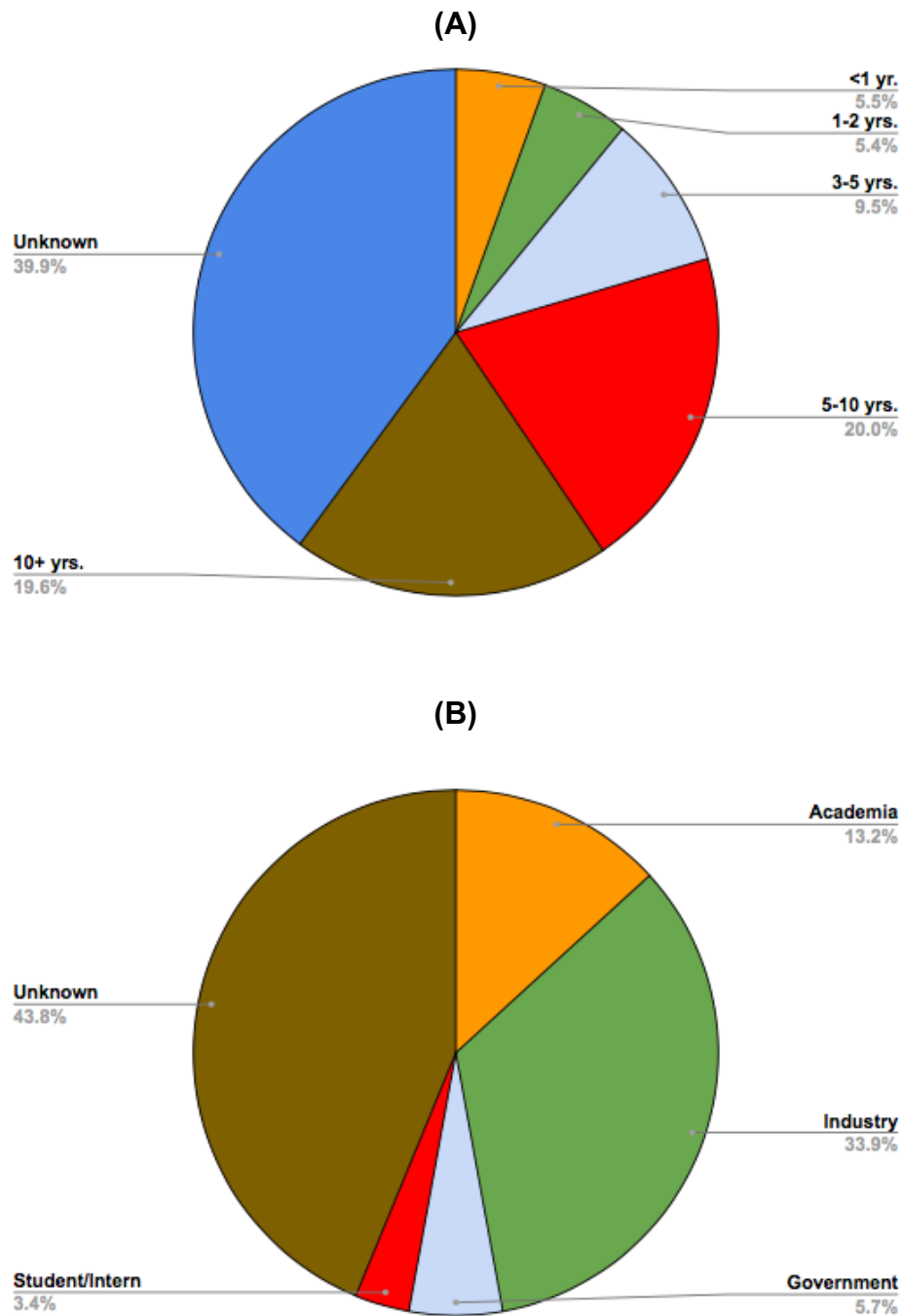


Figure 3. Time since USU graduation (A) and employment sector (B) of USU Honors Program alumni during FY 2017-2018.

C. PARTNERS

In FY 2017-2018, the USU Honors Program:

- Partnered with a wide range of offices and organizations, both on campus and in the local and national community.

12 USU partners

Five local or national partners

The Honors Program strives to enter into partnerships on campus and within the wider local, national, and global communities, in order to create opportunities for our students and faculty, advance best educational practices, and extend the footprint and impact of USU Honors beyond the boundaries of our program.

1. USU Partners

Academic and Instructional Services, Student Marketing and Communications (SMAC)—The Honors Program director and staff worked with SMAC to create a more targeted recruitment plan for Honors, to identify and market USU's educational strengths to high ability students, and to highlight honors student success stories for USU marketing campaigns.

Access and Diversity Center, Allies on Campus—All honors staff have completed Allies training, and the Honors Program's staff assistant, Chelsey Gensel, serves on the Allies advisory board.

Alumni Relations—The director collaborated with USU's Alumni Relations office as they developed their first USU alumni mentoring event this year. Alumni Relations used the Honors Alumni Mentoring Program as a model and included Dr. Miller on the planning committee for the event.

Center for Community Engagement—Honors partnered with the Center for Community Engagement to implement a Service-Learning Scholar transcript designation and to secure service-learning designations on select honors courses; the program director is part of the core writing team and task force for USU's self-assessment and application for an institutional Carnegie Community Engagement classification.

Connections—Honors collaborated with the Connections office to staff honors Connections sections, make participation in this transition-to-college program mandatory for all first-year honors students, and co-sponsor a USU Common Literature Experience author luncheon for honors students and faculty.

C. PARTNERS

Dining Services—Honors Professor Rebecca Charlton and her HONR 1350 (“Media Messages in Health and Nutrition”) students collaborated with Dining Services to develop strategies for reducing food waste on campus.

Housing and Residence Life—Honors partners with Housing and Residence Life to provide theme housing for honors students, including scholarship support, recruiting, Resident Assistant (RA) staff training, and programming.

Nora Eccles Harrison Museum of Art—Honors Think Tank professor Dr. Joyce Kinkead (HONR 3020: “Focus on Sustainability”) partnered with the Nora Eccles Harrison Museum of Art in a student-curated exhibit entitled “Growing West: Art, Agriculture, and Land”; the Honors Program also partners with the museum on joint marketing of events and collaboration in planning interactive opportunities for students to meet campus artists, musicians, and speakers.

Office of Admissions—The director and staff worked with USU Admissions to create a more targeted recruitment plan for Honors, to coordinate the recruitment of high ability students across colleges, and to train ambassadors and tour guides to incorporate information about Honors into their tours and scripts.

Office of Global Engagement—The Honors Program partnered with the Office of Global Engagement to pilot a Global Engagement Scholar transcript designation, to explore the possibility of honors study abroad programs, to fund study abroad experiences for honors students, and to track and award honors credit for study abroad.

Office of Research and Graduate Studies (RGS)—Honors works with RGS to help recruit and admit Undergraduate Research Fellows (URF), to coordinate research funding through Undergraduate Research and Creative Opportunities (URCO) grants, and to develop and model best practices for research mentoring across campus.

Orientation—Honors staff coordinated with Aggie Orientation staff to publicize the value of Honors to incoming honors and non-honors students.

University Libraries—Honors staff worked with reference librarians to archive honors student capstone projects through *Digital Commons* and Honors Think Tank outputs through *Digital Exhibits*.

2. Non-USU Partners

Apogee Instruments, Inc.—Apogee Instruments staff mentored an honors student for an Honors in Practice contract.

Cache Community Food Pantry—Honors Think Tank faculty (Dr. Joyce Kinkead, Dr. Kynda Curtis, and Dr. Ryan Dupont) collaborated with the Cache Community Food Pantry in their HONR 3010/3020/3030: “Focus on Sustainability” course.

Cache Valley Center for the Arts (CVCA)—CVCA staff mentored an honors student for an Honors in Practice contract.

C. PARTNERS

Hillcrest Elementary School—Honors Think Tank professor Dr. Joyce Kinkead and her HONR 3020: “Focus on Sustainability” students partnered with Hillcrest Elementary School to study and perform the play *Seedfolks* by Paul Fleischman.

National Collegiate Honors Council—Honors director Dr. Kristine Miller is editing a collaborative essay collection on best practices for honors contracts.

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CORE ACTIVITIES

Core activities represent the annual life cycle of routine work that promotes the long-term sustainability of the Honors Program and provides critical services to current and prospective students.

1. Recruiting

Honors staff and student volunteers participated in 13 recruiting events during FY 2017-2018 (Table 3). Although no data on the number of students and family members engaged is available, we intend to start tracking this information for FY 2018-2019.

Table 3. Recruiting events with Honors Program participation during FY 2017-2018.

| Event Name | Location | Date | # of Staff | # of Students |
|------------------------------------|------------|------------|------------|---------------|
| Aggie Orientation Information Fair | USU Campus | 07/11/2017 | 2 | 0 |
| Aggie Orientation Information Fair | USU Campus | 07/12/2017 | 2 | 0 |
| Aggie Orientation Information Fair | USU Campus | 07/13/2017 | 2 | 0 |
| Aggie Orientation Information Fair | USU Campus | 07/18/2017 | 2 | 0 |
| Aggie Orientation Information Fair | USU Campus | 08/01/2017 | 2 | 0 |
| Aggie Orientation Information Fair | USU Campus | 08/02/2017 | 2 | 0 |
| USU Welcome Fair | USU Campus | 08/22/2017 | 2 | 0 |
| USU Day on the Quad | USU Campus | 08/30/2017 | 4 | 1 |
| Open House | Layton, UT | 10/12/2017 | 2 | 0 |
| Open House | Logan, UT | 10/17/2017 | 1 | 1 |
| Open House | Sandy, UT | 11/07/2017 | 0 | 2 |
| A-Day | USU Campus | 02/23/2018 | 1 | 3 |

2. Admissions

The USU Honors Program received 319 first-year applications during FY 2017-2018. Applicants had an average high school GPA of 3.91, an average ACT score of 30.78, and an average USU index score of 130.29. Of these students, Honors invited 261 into the program. Students accepted had slightly higher scores across the board (GPA = 3.93, ACT = 31.25, USU Index = 131.46). Students rejected or waitlisted and not subsequently admitted to the program had noticeably lower scores across the board (GPA = 3.74, ACT = 27.22, USU Index = 121.51).

Of the 261 students accepted into the program, 103 declined their place due to a variety of reasons, but most commonly because they planned to attend another institution. The admissions process resulted in a first-year class for FY 2017-2018 of 158 students, of whom 29 deferred their enrollment (Table 4).

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Diversity of the pool of admissions applicants continued to be a challenge for Honors, with students who identified as URM or first generation making up only 8% and 5% of applicants, respectively (Table 4).

Honors also received 50 applications from current USU and transfer students last year. From this pool, 40 were admitted, with 38 accepting the offer. Interestingly, the percentage of URMs and first-generation students was significantly higher in this group (Table 4), suggesting that some of these students are identified by faculty as outstanding performers once they reach USU.

Table 4. Demographics of FY 2017-2018 Honors applicant and admission pool.

| Category | Total | Male (%) | Female (%) | URM ^a (%) | 1 st Gen (%) |
|-----------------------------|-------|----------|------------|----------------------|-------------------------|
| First-year Applicants | 319 | 44% | 56% | 8% | 5% |
| <i>Accepted</i> | 261 | 44% | 56% | 7% | 5% |
| <i>Admitted</i> | 129 | 32% | 68% | – ^b | – ^b |
| <i>Deferred</i> | 29 | 90% | 10% | – ^b | – ^b |
| Current/Transfer Applicants | 50 | 48% | 52% | 12% | 12% |
| <i>Accepted</i> | 40 | 48% | 52% | 15% | 15% |
| <i>Admitted</i> | 38 | 50% | 50% | 16% | 16% |

^a Includes students self-identifying as Hispanic/Latinx, Black or African American, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

^b Data unavailable.

3. Orientation

As in previous years, Honors participated in Aggie Orientation throughout the summer, which included six events during FY 2017-2018. Each orientation event involved a morning session with an overview of the Honors Program for students and families by the director or staff, as well as an afternoon information booth at the Aggie Orientation Information Fair (Table 3) in the Taggart Student Center, which—in addition to engaging and orienting incoming honors students—also doubled as a recruiting event for students not yet admitted to the program. Although no data on the number of students and families engaged is available, we have begun tracking this information for FY 2018-2019.

4. Honors Connections

Honors collaborated with USU Connections to provide a meaningful transition-to-college experience for 106 incoming first-year honors students. We recruited five top honors faculty as instructors and—with the support of the Office of the

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Table 5. USU Connections Honors sections taught during FY 2017-2018.

| Section Number | Instructor | UTF | Enrollment |
|----------------|-----------------------|-----------------------|------------|
| 073 | Prof. Susan Andersen | Frankie Urrutia-Smith | 22 |
| 074 | Dr. Kristina Scharp | Kyleigh Tyler | 21 |
| 075 | Dr. David Christensen | Jessica Christensen | 21 |
| 076 | Prof. Dustin Crawford | Emily Turner | 21 |
| 077 | Dr. Rebecca Blais | Tucker Gamble | 21 |

Provost—were able to attach Undergraduate Teaching Fellows (UTF) to each of the five Honors Connections sections (Table 5).

5. Theme Housing: Honors House

Honors once again collaborated with USU Housing and Residence Life to provide theme housing for 96 honors students in Building C of the Living Learning Community complex. All floors are staffed by RAs who are also honors students and receive additional training from our program staff so they can more effectively engage with and support their honors residents.

6. Advising and Mentoring

The Honors Program's academic advisor, Lisa Hunsaker, took 952 half-hour advising appointments during FY 2017-2018, for a total of 476 hours or the equivalent of twelve 40-hour work weeks. Advising is required each semester for honors students to ensure that they remain in good standing with Honors and retain their early registration privileges. The distribution of appointments by month is shown in Figure 4. Not surprisingly, the bulk of advising takes place in late fall, as students prepare to register for spring classes, and in late spring, as students approach graduation and registration for the following fall semester. Nevertheless, it is noteworthy that advising is a year-round activity: even in June, our slowest month, the advisor had 21 appointments.

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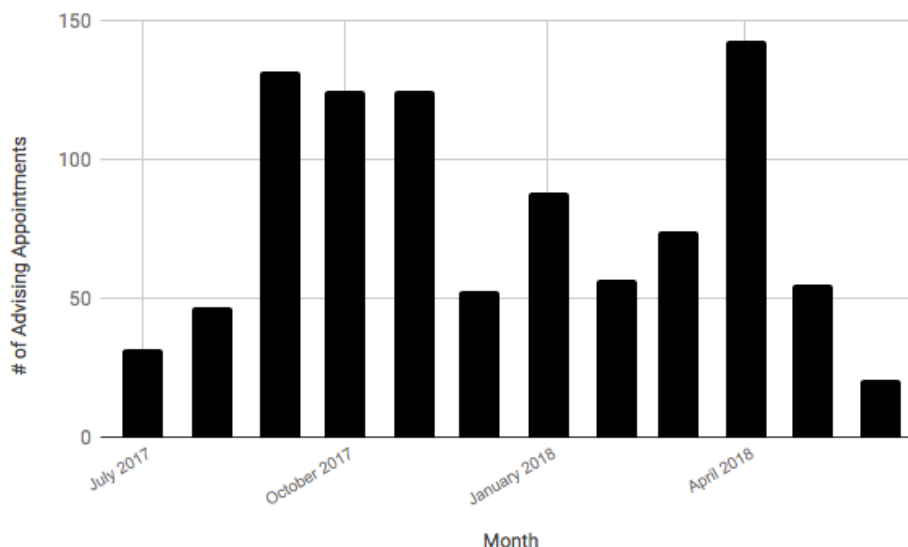


Figure 4. Honors academic advising appointments by month during FY 2017-2018.

Significantly, the above figure underreports the actual number of advising appointments, since it does not include advising by peer advisors or by email. In FY 2018-2019, we will begin tracking the number of peer advising appointments to reflect more accurately the services we provide to our students.

7. Website

The Honors Program's website, honors.usu.edu, continues to be one of the key ways our program communicates with prospective students, participants, and stakeholders. In addition to providing a wealth of information about the mission and goals of the program, honors milestones, and student opportunities, the website highlights the achievements of our students and alumni and thus generates excitement for and positive attachment to our program. The website also serves as a portal for those submitting applications for admission, seeking leadership and funding opportunities, scheduling advising appointments, or requesting documentation of faculty work for promotion and tenure.

During FY 2017-2018, the honors website received 51,788 page views in 9,777 visits by 3,119 unique visitors, with an average session duration of 4:28 minutes. Most visitors accessed our website from a desktop device (77%), followed by mobile (20%) and tablet users (3%).

8. Development

During FY 2017-2018, the Honors Program worked with USU Advancement and Alumni Relations to send an electronic annual newsletter to all honors alumni. We set up electronic and paper options for donations to Honors on all web solicitations from USU. We also arranged luncheons and facilitated communication between honors

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student scholarship winners and the donors who supported them. During this fiscal year, Honors received 53 donations or gifts from 15 donors, totaling \$11,895.

ACADEMIC PROGRAMS

The honors curriculum features a series of academic milestones that mark student achievements and progress toward honors graduation. These milestones include formal coursework, “Honors in Practice” academic projects, final capstone projects, and reflection upon academically oriented co-curricular events that students attend on campus and in the community.

9. Honors Courses

Honors Experience Seminars (USU General Education Breadth)—In FY 2017-2018, Honors funded the teaching of seven first-year experience seminars. Enrolling a total of 135 students, these courses met a range of USU General Education breadth requirements, including Humanities (BHU), Creative Arts (BCA), Social Sciences (BSS), Physical Sciences (BPS), and Life Sciences (BLS, Table 6). Specially selected by both the Honors Faculty and Student Advisory Boards as outstanding experiential learning opportunities, these classes featured hands-on interdisciplinary experiences for honors students. With enrollments capped at 25, the classes also allowed for meaningful interaction and mentoring between faculty and students. Overall, these courses were well-received, and Honors will offer each course twice more over the next two years before calling for a new round of course proposals.

Honors Think Tanks (USU General Education Depth)—The Honors Faculty and Student Advisory Boards helped the program to select three interdisciplinary, team-taught Think Tank courses last year, and we offered the first one during FY 2017-18. This course met USU’s General Education requirements for both Depth Science (DSC) and Depth Humanities/Arts (DHA), as well as fulfilling USU’s Communications Intensive (CI) and Quantitative Intensive (QI) requirements (Table 6).

Departmental Honors Sections—In addition to courses taught by competitively selected honors faculty, students could take some honors-only sections of required courses in select majors (Table 7). These sections were offered by the departments of Biology, English, and Mathematics, as well as the College of Engineering. These sections had a combined enrollment of 180 students.

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Table 6. Honors Experience Seminars and Think Tanks taught during FY 2017-2018.

| Course Number | Course Title | Term | USU Gen Ed | Instructor | Enrollment |
|--------------------|--|-------------|-------------|---|------------|
| HONR 1320 | Revolution! Reacting to the Atlantic Revolutions | Fall 2017 | BHU | Dr. Julia Gossard | 19 |
| HONR 1330 | Musical Rhythm in Our Minds and in Our Bodies | Fall 2017 | BCA | Dr. Tim Chenette | 20 |
| HONR 1340 | Food Matters | Fall 2017 | BSS | Prof. Denise Stewardson | 15 |
| HONR 1360 | The Limits of Possibilities | Fall 2017 | BPS | Dr. Todd Moon | 15 |
| HONR 1320 | Why Poetry Matters: The Ethics and Aesthetics of Modern World Poetry | Spring 2018 | BHU | Dr. David Richter | 16 |
| HONR 1330 | Creativity and Compassion: Social Engagement in the Arts | Spring 2018 | BCA | Prof. Dennise Gackstetter | 27 |
| HONR 1350 | Media Messages in Health and Nutrition | Spring 2018 | BLS | Prof. Rebecca Charlton | 23 |
| HONR 3010/ 3020 | Science Communication in an Alt World | Spring 2018 | DSC/ DHA | Dr. Katherine Potter/ Dr. Jennifer Peeples | 14/15 |

10. Honors in Practice

Honors Book Labs—These innovative labs offer faculty and honors students the opportunity to read and discuss books in small cross-disciplinary groups (no more than five students per lab). The labs meet four times for an hour per week in weeks two through five of each term. Faculty and students alike enjoy the flexibility to experiment and talk with people outside their disciplines about books of mutual interest, without grades or faculty evaluation of students. Faculty have led these labs as teams, taken field trips, invited guest speakers, or tied their labs to campus speaker series. Honors supports this high impact informal learning experience by hosting showcases that allow faculty to present their books and recruit students, purchasing books for all participants, and evaluating student reflections for honors points at the close of each round of labs. In FY 2017-2018, faculty from 14 academic departments and six colleges led 24 Book Labs attended by 114 students (Table 8). Both students and faculty express great satisfaction with this unprecedented educational opportunity.

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Honors Contracts—Contracts are honors milestones structured with work agreements between students, faculty, and the Honors Program. Every contract documents at least 20 hours of mentored experiential learning outside the classroom, and these experiences can include research, creative work, study abroad, internships, service projects, Honors Excel (graduate) courses taken with permission by honors undergraduates, and participation in the Honors Alumni Mentoring Program. During FY 2017-18, honors students completed 142 contracts, engaging with 96 USU faculty and 18 non-faculty, non-USU mentors in the process.

Table 7. Honors sections of departmental courses taught during FY 2017-2018.

| Course Number | Course Title | Term | Instructor | Enrollment |
|--------------------------|---|-------------|---------------------|-----------------|
| BIOL 1615 Section 001 | Biology I Laboratory | Fall 2017 | Lauren Lucas | 28 |
| ENGL 2010 Section 035 | Intermediate Writing: Research Writing in a Persuasive Mode | Fall 2017 | John Engler | 23 |
| ENGL 2010 Section 059 | Intermediate Writing: Research Writing in a Persuasive Mode | Fall 2017 | Dustin Crawford | 22 |
| MATH 1220 Section 006 | Calculus II | Fall 2017 | Dr. Lawrence Cannon | 18 |
| BIOL 1625 Section 001 | Biology II Laboratory | Spring 2018 | Lauren Lucas | 19 |
| ENGL 2010 Section 018 | Intermediate Writing: Research Writing in a Persuasive Mode | Spring 2018 | Rachel Quistberg | 18 |
| ENGL 2010 Section 024 | Intermediate Writing: Research Writing in a Persuasive Mode | Spring 2018 | Shannan Ballam | 20 |
| MATH 2210 Section 006 | Multivariable Calculus | Spring 2018 | Dr. Lawrence Cannon | 20 |
| ENGR 3080 Section 003 | Technical Communication for Engineers | Spring 2018 | Melissa Scheaffer | 12 ^a |

^a Course not offered/advertised until well after beginning of registration.

11. Honors Capstones

In FY 2017-18, Honors fine-tuned a one-credit capstone preparation course that allows students to study and reflect upon previous capstone projects in their disciplines, examine prior capstone proposals, draft an idea for their own projects, talk with peers

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about that idea, meet with faculty to develop the idea, and ultimately, submit capstone proposals in preparation for their final honors projects. This course served 49 students in FY 2017-2018.

To provide ongoing support to honors students working on their capstone projects, Honors instituted a capstone support group as an additional Canvas course during FY 2017-2018. Twice per semester, students were invited to a lunch event, which allowed program staff to facilitate conversations about the capstone process; student progress toward honors graduation; upcoming activities, plans, and next steps; as well as challenges and problems encountered in the final phase of their honors experience.

37 faculty mentored 43 honors students working on their capstone projects. Of this cohort, 38 students completed capstones and graduated with honors during FY 2018-2019 (Table A-1).

Table 8. Honors Book Labs conducted during FY 2017-2018.

| Book Title | Faculty Leader | Term | Students |
|---|---|-------------|----------|
| A Path Appears: Transforming Lives, Creating Opportunity (Nicholas Kristof and Sheryl WuDunn) | Dr. Sara Bakker | Fall 2017 | 4 |
| The Bourgeois Virtues: Ethics for an Age of Commerce (Deirdre McCloskey) | Dr. Chris Fawson | Fall 2017 | 5 |
| The North Water (Ian McGuire) | Dr. Laura Gelfand/ Dr. Paul Crumbley | Fall 2017 | 5 |
| Sherlock Holmes: The Complete Novels and Stories, Volume 1 (Arthur Conan Doyle) | Dr. Brian McCuskey | Fall 2017 | 5 |
| Stories of Your Life and Others (Ted Chiang) | Dr. John McLaughlin | Fall 2017 | 5 |
| Just Mercy: A Story of Justice and Redemption (Bryan Stevenson) | Dr. Ryan Seedall | Fall 2017 | 5 |
| March, Books 1-3 (John Lewis) | Dr. Steve Shively | Fall 2017 | 5 |
| The Sports Gene: Inside the Science of Extraordinary Athletic Performance (David Epstein) | Dr. Matthew Vierimaa | Fall 2017 | 5 |
| Like Water For Chocolate (Laura Esquivel) | Prof. Rebecca Charlton | Fall 2017 | 5 |
| The Immortal Life of Henrietta Lacks (Rebecca Skloot) | Dr. Abby Benninghoff | Spring 2018 | 5 |

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Table 8. Continued.

| Book Title | Faculty Leader | Term | Students |
|--|---|-------------|----------|
| Privilege Through the Looking-Glass (Patricia Leavy) | Dr. Mehmet Soyer | Spring 2018 | 4 |
| Ready Player One: A Novel (Ernest Cline) | Dr. Ryan Moeller/ Dr. Brian McCuskey | Spring 2018 | 5 |
| My Ántonia (Willa Cather) | Dr. Evelyn Funda/ Dr. Steve Shively | Spring 2018 | 5 |
| We Were Eight Years in Power (Ta-Nehisi Coates) | Dr. Stephen VanGeem | Spring 2018 | 5 |
| Lab Girl (Hope Jahren) | Prof. Mark Koven | Spring 2018 | 5 |
| The Monkey Wrench Gang (Edward Abbey) | Dr. Kerin Holt/ Dr. Judson Finley | Spring 2018 | 4 |
| The Genius of Birds (Jennifer Ackerman) | Dr. Kim Sullivan | Spring 2018 | 5 |
| Original Means: Politics and Ideas in the Making of the Constitution (Jack Rakove) | Dr. Thomas Terry | Spring 2018 | 4 |
| Homegoing (Yaa Gyasi) | Dr. Marissa Vigneault | Spring 2018 | 5 |
| Gödel, Escher, Bach (Douglas Hofstadter) | Dr. Lawrence Cannon | Summer 2018 | 4 |
| Quackery: A Brief History of the Worst Ways to Cure Everything (Lydia Kang) | Dr. Jessica Habashi | Summer 2018 | 5 |
| The Power of Habit: Why We Do What We Do in Life and Business (Charles Duhigg) | Dr. Travis Dorsch | Summer 2018 | 4 |
| Are We Smart Enough to Know How Smart Animals Are? (Frans de Waal) | Dr. Mirella Meyer-Ficca | Summer 2018 | 5 |
| What Every BODY is Saying: An Ex-FBI Agent's Guide to Speed-Reading People (Joe Navarro) | Prof. Arron Preston | Summer 2018 | 5 |

12. Co-curricular Events, including Last Lecture

270 honors students participated in, reflected on, and earned honors credit for attending co-curricular events on campus. Honors advertised 201 such events in its weekly co-curricular highlights email to students and hosted one major co-curricular event: the 42nd Annual Last Lecture. Dr. Brian McCuskey was chosen as the 2017

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Outstanding Honors Professor by a committee of USU honors students and asked to give what he imagined as a theoretical “last lecture” to students, faculty, and community members. Entitled “Alice vs. Sherlock: Which One Do You Trust?” the lecture staged what Dr. McCuskey called an “intellectual smackdown” between two seemingly different ways of thinking: the fantastic imagination of Alice in Wonderland and the rational deduction of Sherlock Holmes in London. The audience of approximately 300 was delighted to discover the similarities, rather than just the differences, between how these two literary characters think, and to consider the impact of those similarities on their own ways of thinking.

ENGAGEMENT, ENRICHMENT, AND COMMUNITY BUILDING

USU Honors strives to do more than administer an effective program and deliver desired outputs and outcomes. Thus, much of the Honors Program’s staff time and effort is devoted to activities that engage our participants, enrich the honors experience, and build community.

13. Weekly Events Email

In FY 2017-18, Honors generated 60 email campaigns, 30 for students and 30 for faculty, that we sent out via MailChimp. These weekly emails, sent each Monday morning, featured important program announcements and deadlines; summarized honors events and co-curricular activities across campus; and advertised office hours and contact information for program staff, peer advisors, and peer tutors.

The student email was sent to an average of 591 recipients and had a 59% open and a 6% click rate, which is over three times the industry average for mail campaigns of this nature. The faculty email went to an average of 358 recipients, getting a 34% open rate, about twice the industry average; the click rate was 2%, which is the industry average. Overall, the Honors Program’s weekly event emails reached 13,810 users and engaged a maximum of 1,182 at any given time.

14. Canvas Course Software

Honors instituted a program-wide Canvas course in FY 2017-2018, allowing students to upload work directly for the director’s evaluation and to track their honors points in real time. This change also allowed program staff to communicate in targeted ways with specific cohorts of honors students. The director’s evaluation of all student work in this Canvas course ensures that every honors learning experience is overseen by three faculty members: a project mentor, a Departmental Honors Advisor, and the Honors Program Director.

17. Donuts with the Director

Dr. Miller hosted one “Donuts with the Director” event each term this year, giving students the opportunity to ask questions, express concerns, and check in with program staff. These morning events took place on October 3, 2017, and January 24, 2018, and were attended by an average of 30 students.

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18. Honors Brain Break

Honors staff and the Honors Student Council organized a “brain break” during fall and spring semester finals weeks, encouraging students to stop by the office to take a break from studying with a snack and drink. The Spring Brain Break was also combined with the annual Thank-a-thon, which encourages honors students to show their appreciation to the faculty and staff who have made a difference in their lives by writing them thank-you note on cards designed by honors students and provided by the Honors Program.

19. Honors Graduation Celebration

Following the USU Honors Program’s 2018 Medallion Ceremony, Honors hosted a graduation dinner celebration at the Logan Golf and Country Club on May 3, 2018, which was attended by 19 of our graduates and their guests. In addition to hosting the dinner, staff and student volunteers facilitated games and gave away a number of door prizes at this fun annual celebration of our graduates.

20. Faculty-Student Socials

Honors held four faculty-student socials in FY 2017-2018: a fall opening social (August 30, 2017), a holiday social (December 6, 2017), a spring opening social (January 10, 2018), and a spring closing social (April 18, 2018). These well-attended, catered events drew an average of 85 guests, allowing honors students at different stages in the program to meet and interact, and to practice their social and professional networking skills with honors faculty from various disciplines.

21. Faculty Appreciation Social

To thank the many passionate and engaged USU faculty who make this program possible, Honors hosted a faculty appreciation dinner social at the Logan Golf and Country Club on April 25, 2018, from 4:30-6:30 p.m.

22. Annual Newsletter

As in previous years, the Honors Program generated an electronic “Year-in-Review” annual newsletter aimed at an audience of alumni and program stakeholders. The newsletter was emailed to 1,047 recipients and had a 39% open rate. Of that potential readership, 4% clicked on embedded links to access secondary content referenced in the newsletter. These metrics represent twice the industry standard for electronic mail campaigns.

PROFESSIONALIZATION

In addition to fostering students’ curiosity and equipping them with the academic skill to think critically and communicate clearly, Honors also strives to prepare students for the next steps in their educational or career paths. The comprehensive listing below attests to the importance of professionalization in the USU Honors Program experience. Anecdotal evidence suggests that these activities have been largely effective and are well

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received by students and faculty. Currently, their scope and direction are largely dictated by honors staff expertise and interests, and so this programming has grown organically, yet somewhat haphazardly, over time. A major goal for FY 2018-2019 will thus be the systematic organization of these various activities into a more strategic, purposeful, and comprehensive program.

23. Alumni Mentoring Program

For the third year in a row, Honors ran the Alumni Mentoring Program, pairing current honors students with successful alumni for a structured, curriculum-based mentoring and shared-learning experience. After receiving 60 expressions of interest from alumni, honors staff were able to match 40 students from all stages in the Honors Program (Figure 5) with 30 mentors—13 (43%) of them female—from different employment sectors and career stages (Figure 6). The program was once again very successful, as indicated by the positive tone of student reflections and the high (85%) completion rate. Perhaps more impressively, informal feedback from alumni mentors suggests that they considered the program to be of value and worth their time, with 77% returning for a fourth year during FY 2018-2019.

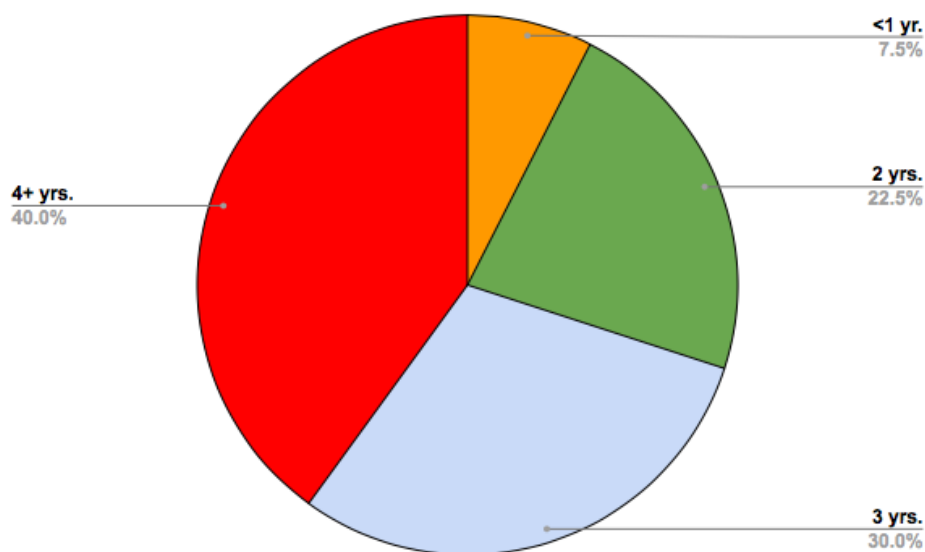


Figure 5. Time left until graduation of 40 honors student participants in the Alumni Mentoring Program FY 2017-2018.

D. PROGRAMMING

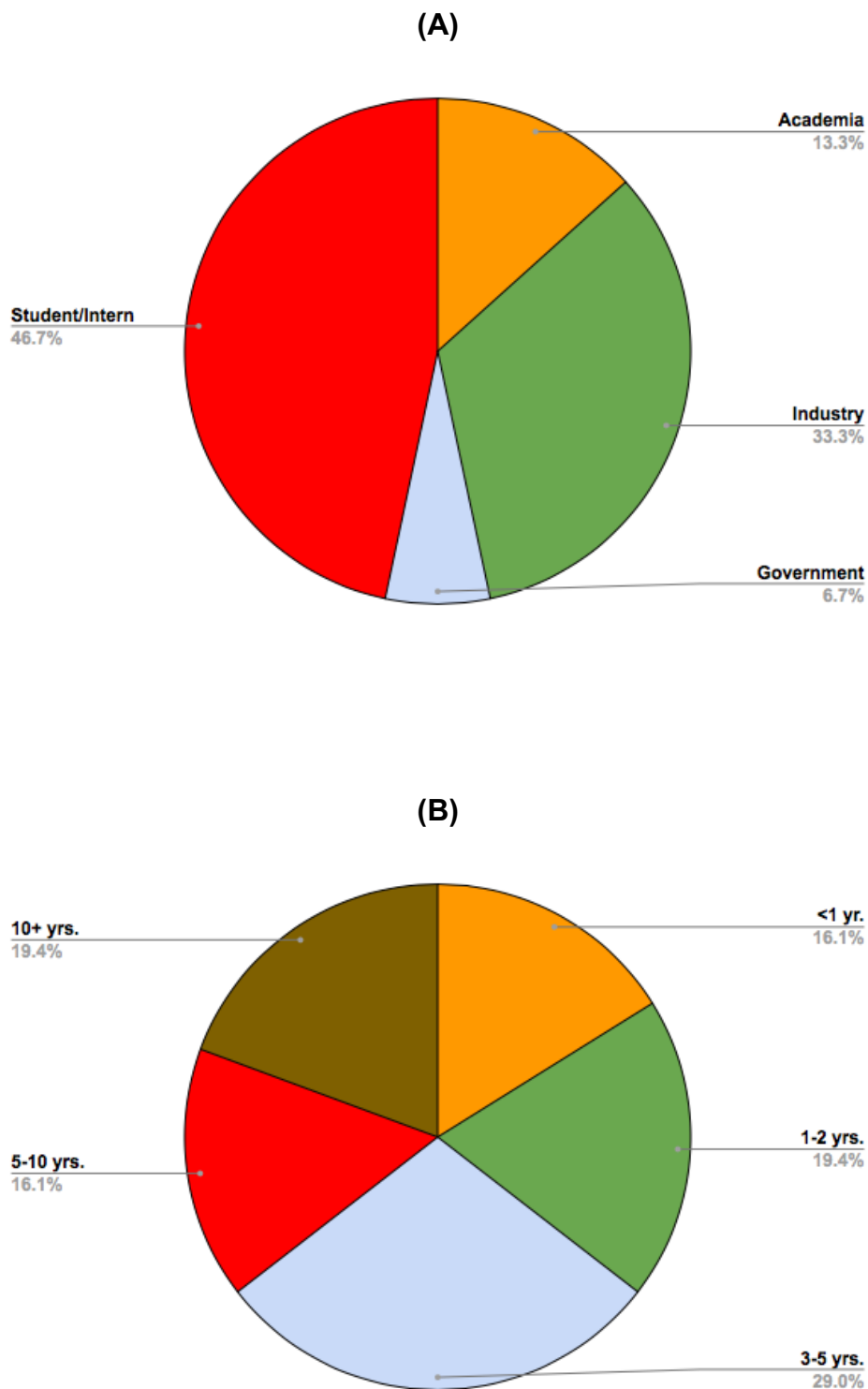


Figure 6. Demographics of honors alumni participating in the Alumni Mentoring Program during FY 2017-2018: (A) Employment sector; (B) Time since graduation.

D. PROGRAMMING

22. Meal with A Mentor

One of the cornerstones of an honors education at USU is the formation of deep and meaningful mentoring relationships between faculty and students. Last year, Honors supported this process by allowing students to nominate a faculty mentor whom they might join for a meal paid for by the Honors Program. The seven selected students were able to deepen their professional relationship with their mentors during one-on-one Honors-hosted lunches at the USU Skyroom restaurant.

23. Workshops

Former Honors Program Coordinator Mary Beth Barnes used her background in career services and student professionalization to conduct two professionalization workshops during October 2017: “Time Management Strategies,” and “Preparing for Career and Graduate School Fairs.”

24. National Scholarship Mentoring and Application Support

The Honors Program at USU coordinates support for student applicants to prestigious national scholarship programs (with the exception of international scholarships such as Fulbright and Boren, which are coordinated by the Office of Global Engagement). Honors faculty member Dr. David Peak once again conducted a Goldwater Scholarship “boot camp,” mentoring four students, one of whom eventually earned a Goldwater Honorable Mention. Honors Program director Dr. Kristine Miller also mentored Madeleine Waddoups to become a finalist for the Truman Scholarship.

25. Student Employment

Undergraduate Teaching Fellows (UTF)—With dedicated support from the Office of the Provost, Honors was once again able to attach UTFs to all of its courses. Eight honors students were selected and assigned to courses based on faculty recommendations (Table 9). In addition to the standard trainings for all USU employees, these students received valuable training, mentoring, and professional development in the areas of peer mentoring, instructional technology and Canvas, and identification of students of concern.

Peer Advisors—Honors matched dedicated support from the Office of the Provost to hire two peer advisors, Jessica Christensen and Holly Palmer. In addition to the standard trainings for all USU employees, these peer advisors received valuable mentoring, training, and professional development from the Honors Academic Advisor, Lisa Hunsaker, and kept regular office hours to assist in honors student advising and mentoring.

Peer Tutors—Honors provided professional development and training to three honors students by employing them as academic tutors in Mathematics/Statistics and Writing: Emmaline Davis (Mathematics, Fall 2017), Frost Mitchell (Mathematics, Fall 2017/Spring 2018), and Cassidy Gummersall (Writing, Fall 2017/Spring 2018).

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Table 9. Honors Undergraduate Teaching Fellow (UTF) appointments during FY 2017-2018.

| UTF Name | Course Number | Course Title | Semester |
|-----------------------|----------------|--|-------------|
| Frankie Urrutia Smith | HONR 1320 | Revolution! Reacting to the Atlantic Revolutions | Fall 2017 |
| Sierra Wise | HONR 1330 | Musical Rhythm in Our Minds and in Our Bodies | Fall 2017 |
| Emily Turner | HONR 1340 | Food Matters | Fall 2017 |
| Silvia Smith | HONR 1360 | The Limits of Possibilities | Fall 2017 |
| Morgan Sanford | HONR 1320 | Why Poetry Matters: The Ethics and Aesthetics of Modern World Poetry | Spring 2018 |
| Jaydon Carling | HONR 1330 | Creativity and Compassion: Social Engagement in the Arts | Spring 2018 |
| Jessica Smith | HONR 1350 | Media Messages in Health and Nutrition | Spring 2018 |
| Kyleigh Tyler | HONR 3010/3020 | Science Communication in an Alt World | Spring 2018 |

26. Student Leadership

Honors Student Council (HSC)—Honors staff, particularly the honors advisor, Lisa Hunsaker, worked with and mentored nine honors student members of HSC during FY 2017-2018 (Table A-5). Participation in the HSC provided opportunities for emerging student leaders to practice teamwork and collaboration and to hone their motivational and leadership skills. The HSC also conducted a wealth of student programming, including an opening social (September 20, 2017), a corn maze visit (October 24, 2017), a “Friendsgiving” dinner in the Living and Learning Community (November 22, 2017), a Fall Brain Break (December 11-15, 2017), a Penny Wars competition benefiting Sub for Santa and the United Nations Foundation’s “Girl Up” campaign (December 2017 and March 2018), as well as the operation of an HSC Instagram account.

Honors Student Advisory Board (HSAB)—Honors contributed to the professional development of eight students (Table A-6), one from each USU college, by inviting them to serve on the HSAB, providing leadership opportunities that included participation with faculty in the honors admissions process for the Fall 2017 incoming class, the development of programming and events for honors students, consultation on the honors curriculum, and identification of key initiatives to engage Honors in the community.

Last Lecture Committee—Honors invited seven students to serve on the 43rd Annual Last Lecture Selection Committee (Table A-7). The committee was responsible for soliciting nominations for Outstanding Honors Professor of the Year from their fellow

D. PROGRAMMING

honors students, reviewing nominations, selecting finalists for interviews, conducting the interviews, and selecting the winner. This year's award went to Dr. Jeannie Johnson from the Department of Political Science in CHaSS.

27. Thank-a-thon

A recurring theme in the Honors Program's preparation of students for the next stage of their educational and career paths is an emphasis on the importance and power of showing appreciation. As in previous years, Honors held two Thank-a-thons during FY 2017-2018, encouraging students to write thank-you notes to faculty and staff members who made a difference in their lives. Each event, on average, generated 50 thank-you cards, which Honors distributed to their recipients on behalf of the students.

E. FUNDING

In FY 2017-2018, the USU Honors Program returned 22% of its budget to student participants in the form of scholarships and awards, research and study abroad funding, and miscellaneous academic and professionalization funding; the program also supported the development and teaching of honors courses by disbursing an additional 15% of total funds to honors faculty and their academic departments.

- **\$5,500** in **scholarship** and award funds to seven honors students
- **34** undergraduate **research** awards totaling **~\$14,500** to 33 honors students
- **19 study abroad** awards totaling **\$14,000**
- Almost **\$8,000** in **miscellaneous** academic and professionalization funding to support mentoring, Book Lab, and scholarship interview experiences
- **~\$20,000** in **student wages**, allowing honors students to gain professional experience as teaching fellows, peer mentors, peer advisors, peer tutors, and office assistants
- **\$44,500** in direct funding to academic departments to support honors faculty teaching and development of **nine honors courses**

1. Student Funding

Scholarships and Awards—Honors awarded \$4,500 in scholarships through a competitive application and review process to five honors juniors and seniors (Table 10). Pono Sukanuma, a Spring 2018 honors graduate in Journalism and Communication Studies with a minor in International Studies, and Thomas Hill, a Spring 2018 honors graduate in Mathematics, each received the Joyce Kinkead Outstanding Honors Capstone Award, which carries a \$500 cash prize.

Research Funding—Honors issued 34 research awards totaling \$14,439.42 to 33 students to conduct research and to present the findings of their faculty-mentored capstone or Honors in Practice contract work (Table A-8). This total includes six URCO match awards (Table A-9).

E. FUNDING

Table 10. Honors scholarship and award recipients during FY 2017-2018.

| Scholarship/Award | Amount | Recipient | Graduation Year/Major(s) |
|--|---------|----------------|--|
| Helen B. Cannon Award | \$1,000 | Hannah Penner | '19/International Studies |
| Lawrence O. Cannon Award | \$1,000 | Rylee Jensen | '19/Wildlife Ecology and Management |
| Douglas D. Alder Scholarship | \$1,000 | A.J. Walters | '20/Biological Engineering, Cellular and Molecular Biology, Biochemistry |
| Elaine Alder Service Scholarship | \$1,000 | Luke Flynn | '18/Marketing, Economics, International Business |
| Joseph G. and Karen W. Morse Scholarship | \$500 | Jacob Caldwell | '19/Economics |

Study Abroad Funding—Honors issued 19 awards totaling \$14,000 to support global learning and engagement, service-learning, and research activities of honor students in Asia, Australia, Europe, and South America (Table A-10).

Miscellaneous Support—Honors provided \$5,055 in funding for on-campus printing and copying to 1,011 students over two semesters; of that allocation, \$1,154.35 was used. To support honors student participation in Honors Book Labs, Honors purchased books for 114 students for a total of \$1,748.77. An additional \$307.09 was used to fund the “Meal with a Mentor” program, allowing 12 students and their faculty mentors to network and get to know each other personally and professionally over lunch at the USU Skyroom. Finally, Honors provided \$765.02 to support honors student Madeleine Waddoups’s travel to Phoenix, Arizona, as a Truman Scholarship finalist.

Student Wage Support—Honors contributed to the professional development of 16 honors students by offering them employment in our program. In total, Honors allocated \$21,054.25, \$19,712.40 of which was disbursed, to support two Honors Peer Advisors, two Honors Mathematics Tutors, an Honors Writing Tutor, and two Honors Office Assistants; to attach peer mentors to all five Honors Connections sections in Fall of 2017; and to attach UTFs to all nine honors courses during the Fall 2017 and Spring 2018 semesters (Table A-11).

2. Funding to Faculty and Departments

Honors supported the teaching of nine honors courses (four in fall and five in spring) with \$40,500 (Table 6). In addition, five honors faculty received course-development funding of \$1,000 per course in Fall 2017 (for a total of \$5,000) for the creation of new Spring 2018 honors courses.

F. OUTPUTS, OUTCOMES, AND IMPACTS

In FY 2017-2018, honors students and faculty generated a large number of relevant outputs and outcomes fully or partially attributable to their participation in the USU Honors Program:

- **38** capstones deposited in electronic format in USU Libraries' *Digital Commons*.
- **35** presentations at national conferences, **11** peer-reviewed publications, and **two** miscellaneous original works by honors students and faculty.
- Honors students earned **403** national, university, college, or departmental awards and honors.
- Honors faculty earned **28** national, university, college, or departmental awards and honors.

OUTPUTS

1. Student Capstones

Anjewierden, K. 2018. Don't panic: a music therapy student's journey. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Armbrust, T. 2018. Designing a synthetic spider silk based coating for urinary catheters to reduce the risk of CAUTIs. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bolingbroke, L. 2018. Coorstek spine discectomy. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Buntrock, M. 2018. Does familiarity with a talker's voice facilitate speech intelligibility in noise? Honors Capstone Project, Utah State University, Logan, Utah, USA.

Livingston, B. 2018. An investigation of the impact of changing social norms on female clothing attire pre and post WW II. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Campbell, J. 2018. Crowdsourcing consciousness: you think, therefore I am. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Carver, T. 2018. An analysis of state heterogeneity and voting patterns in the United States Senate. Honors Capstone Project, Utah State University, Logan, Utah, USA.

F. OUTPUTS, OUTCOMES, AND IMPACTS

- Cook, Amanda. 2018. Linear enamel hypoplasia and its relation to socioeconomic class in the 19th century United States. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Cook, Alexander. 2018. Designing a synthetic spider silk based coating for urinary catheters to reduce the risk of CAUTIs. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Cronin, M. 2018. Rickshaw for Common Ground. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Dehlin, A. 2018. Young women's sexist beliefs and internalized misogyny: links with psychosocial and relational functioning and sociopolitical behavior. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Elwood, M. 2018. The vestibular contribution to balance control in older adults during locomotion and stair negotiation. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Fleri, J. 2018. Impacts of hydroelectric dams on aquatic invertebrate life cycles: the role of desiccation. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Gardner, T. 2018. Preliminary development of a software defined radio system for cube satellites. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Girardelli, K. 2018. Vitamin D deficiency in pregnancy and early childhood. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Hale, J. 2018. Paid to perform: effects of age on player performance and salary in the NBA. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Hallerud, M. 2018. Development of the USU Cougar Project as a long-term wildlife monitoring program. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Hansen, J. 2018. The effect of gender and socioeconomic status on concussion reporting behavior among NCAA student athletes. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Harlan, C. 2018. Much ado about acting. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Hill, T. 2018. Relations between theta functions of genus one and two from geometry. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Houston, A. 2018. Managing dietary protein in cattle as a means of reducing ammonia emission to improve air quality. Honors Capstone Project, Utah State University, Logan, Utah, USA.

F. OUTPUTS, OUTCOMES, AND IMPACTS

- Isaac, M. 2018. Mindset, attitudes, and success in statistics. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Lambert, K. 2018. Effect of wood chips as a component of soilless media on growth and nutrition of food and ornamental crops. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Larsen, J. 2018. Rise of the KKK: political rhetoric of the 1920s Ku Klux Klan in the West. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Long, J. 2018. AggieAir: Alternative Landing System. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Olsen, E. 2018. International revitalization: a study of projects from the Intermountain West and Iberian regions of the globe. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- McClatchy, J. 2018. Evaluations of antiviral agents in two mouse models of RNA virus infections. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Osmond, J. 2018. The NFL and Trump: did protesting cause the decline? Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Platt, M. 2018. Archaeological analysis of bison remains from Wilde Cave, Idaho. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Smith, S. 2018. Arm position measurement for use in limb stabilization treatment of cerebral palsy. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Suganuma, P. 2018. Talking stories: an analysis of Haolewood's attempts to tell Hawai'i's stories through movie trailers. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Sullivan, J. 2018. Affirmative action bans: assessing impacts in a cross-state context. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Tennant, H. 2018. Combined approaches for quantifying groundwater-surface water exchanges in a karst watershed. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Turner, E. 2018. The future of global business in China. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Ward, M. 2018. Algorithmic trading for cryptocurrencies. Honors Capstone Project, Utah State University, Logan, Utah, USA.
- Watkins, S. 2018. SmallSat software defined radio. Honors Capstone Project, Utah State University, Logan, Utah, USA.

F. OUTPUTS, OUTCOMES, AND IMPACTS

Watson, E. 2018. The role of trailing behavior in conspecific mating in *Thamnophis elegans* and *Thamnophis sirtalis*. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Wynn, E. 2018. Modeling change trajectories for mental health symptoms and functioning during psychotherapy. Honors Capstone Project, Utah State University, Logan, Utah, USA.

2. Presentations (honors student in bold, * = faculty mentor)

Armbrust, T. 2018. Can adding black raspberries to the western diet reduce factors that lead to colorectal cancer? Research on Capitol Hill, Salt Lake City, Utah, USA.

Armbrust, T., A. Hunter, F. Eddy, S. Phatak, K. Hintze, and A. Benninghoff*. 2018. Impact of the total western diet and supplementation on TNF, IBA1, CD68, and PAX5, biomarkers of inflammation. National Conference on Undergraduate Research, Edmond, Oklahoma, USA.

Buntrock, M.S., and B.A. Barker*. 2017. The effect of talker familiarity on intelligibility in complex noise. American Auditory Society Annual Meeting, Scottsdale, Arizona, USA.

Buntrock, M.S., and B.A. Barker*. 2018. Does familiarity with a talker's voice facilitate speech intelligibility in noise? National Conference on Undergraduate Research, Edmond, Oklahoma, USA.

Dehlin, A. 2018. How internalized sexism impacts young adult women and their sociopolitical behavior. Research on Capitol Hill, Salt Lake City, Utah, USA.

Graham, L., and B. McCuskey*. 2018. Fake news: political satire in the age of President Trump. National Conference on Undergraduate Research, Edmond, Oklahoma, USA.

Gulbrandsen, R., M. Briggs Ott, and C. Glass*. 2018. Leaning in or opting out? Gender differences in career aspirations over time. Pacific Sociological Association Annual Meeting, Long Beach, California, USA.

Gummersall, C., and M. Soyer*. 2018. Discourse analysis of pro-fracking and anti-fracking groups in Denton, Texas. 24th International Symposium on Society and Natural Resource Management, Salt Lake City, Utah, USA.

Hallerud, M., D.C. Stoner, and D.R. MacNulty*. 2017. Cougars in Utah's Cache County: approaching the beast from multiple perspectives. The Wildlife Society 24th Annual Conference, Albuquerque, New Mexico, USA.

Hansen, J. 2018. The effect of gender and socioeconomic factors on reporting of concussions among NCAA student-athletes. Research on Capitol Hill, Salt Lake City, Utah, USA.

Hart, A. 2018. Effects of seed coating and water level on alkali bulrush germination and biomass. Research on Capitol Hill, Salt Lake City, Utah, USA.

F. OUTPUTS, OUTCOMES, AND IMPACTS

- Hart, A.**, E. Martin, M. Madsen, and K. Kettenring*. 2018. The effect of a surfactant seed coating on alkali bulrush germination and biomass. National Conference on Undergraduate Research, Edmond, Oklahoma, USA.
- Hernandez, K.** 2018. Deconstructing the past through prosthetic memories: nostalgia, desires, and *querencias*. National Association for Chicana and Chicano Studies Conference, Minneapolis, Minnesota, USA.
- Hill, T.**, S. Spatig, and A. Malmendier*. 2018. Relations between theta functions in genus one and two from geometry. American Mathematical Society Joint Mathematics Meeting, San Diego, California, USA.
- Hubbard, H.** 2018. Carbon pricing in the private sector: how science, politics, and climate change influence business strategy. Research on Capitol Hill, Salt Lake City, Utah, USA.
- Kiefer, J.** 2018. Mathematically predicting Aleut tribe population size using archaeological data. Research on Capitol Hill, Salt Lake City, Utah, USA.
- Lamarra, J.K., B.K. Litts*, W.E. Lewis, and **C.K. Mortensen**. 2018. Debugging computational design: a pedagogical approach. Immersive Learning Research Network Conference, Western Montana, USA.
- Lewis, W.E., **C.K. Mortensen**, J.K. Lamarra, and B.K. Litts*. 2017. Integrating digital making in practice: a hands-on introduction to the ARIS game design platform. FabLearn Conference on Creativity and Fabrication in Education, Stanford, California, USA.
- Litts, B.K.* , S. Benson, W. Lewis, and **C. Mortenson**. 2017. Mobile computing in CSCL: a hands-on tutorial on the ARIS Game Design Platform. Twelfth International Conference on Computer Supported Collaborative Learning, Philadelphia, Pennsylvania, USA.
- Litts, B.K.* , **C.K. Mortensen**, and W.E. Lewis. 2018. Computing by Design. Connected Learning Summit, Cambridge, Massachusetts, USA.
- Litts, B.K.* , C.K. **Mortensen**, and W.E. Lewis. 2018. Contribution “Gaming” in symposium entitled: Successful Learning from Failure: Debugging, Gaming, and Making Activities. Connected Learning Summit, Cambridge, Massachusetts, USA.
- Mason, J.* , K. Parkinson, T. Habermehl, and **K. Tyler**. 2018. Influences of ovary function on longevity and health. National Conference on Undergraduate Research, Edmond, Oklahoma, USA.
- Miller, K.* , **S. Smith**, and **M. Walters**. 2017. The Honors Think Tank: the power of cross-disciplinary courses. National Collegiate Honors Council Conference, Atlanta, Georgia, USA.
- Modersitzki, R.**, and B.E. Studenka*. 2018. The influence of time constraints on posture choices during an end-state comfort task. Annual Meeting of the North

F. OUTPUTS, OUTCOMES, AND IMPACTS

American Society for the Psychology of Sport and Physical Activity, Denver, Colorado, USA.

Mortensen, C.K., B.K. Litts*, and D.J. Gagnon. 2018. Designing mobile stories: an introduction to the Augmented Reality and Interactive Storytelling development platform. Connected Learning Summit, Cambridge, Massachusetts, USA.

Mortensen, C.K., B.K. Litts*, W.E. Lewis, and S.R. Benson. 2018. Capturing computational making: what screencasts tell us about learning in a digital making activity. American Educational Research Association Annual Meeting, New York, New York, USA.

Sanford, M. 2018. Disposition for change: a teacher's quest for student and self-liberation. Research on Capitol Hill, Salt Lake City, Utah, USA.

Sanford, M., and B. McCuskey*. 2018. On the mantelpiece for you: letters in the novels of Thomas Hardy. National Conference on Undergraduate Research, Edmond, Oklahoma, USA.

Searle, E. 2018. Are Davis County School District students represented in their schools' literary choices? Research on Capitol Hill, Salt Lake City, Utah, USA.

Stuart, I. 2018. The effects of nicotine on maladaptive alcohol drinking. Research on Capitol Hill, Salt Lake City, Utah, USA.

Sullivan, J. 2018. How state-level affirmative action bans affect underrepresented students' opportunities and outcomes. Research on Capitol Hill, Salt Lake City, Utah, USA.

Thompson, M. 2018. How pesticide additives alter feeding behavior and potential presence of viruses in honey bees. Research on Capitol Hill, Salt Lake City, Utah, USA.

Thompson, M., E. Klinger, K. Kapheim*, and D. Cox-Foster. 2018. Altered feeding behavior and viral detection in honey bees exposed to organosilicone. National Conference on Undergraduate Research, Edmond, Oklahoma, USA.

Wadsworth, I., C. Paterson, T. Harris, H. Singh, Z. Jensen, L. Caldwell, R.V. Lewis*, and E. Vargis. 2017. Growing retinal pigment epithelial cells on a recombinant spider silk protein membrane. Biomedical Engineering Society Annual Meeting, Phoenix, Arizona, USA.

Walters, A. 2018. Bioproducts from bacteria: a synthetic biology approach. Research on Capitol Hill, Salt Lake City, Utah, USA.

F. OUTPUTS, OUTCOMES, AND IMPACTS

3. Publications (honors student in bold, * = faculty mentor)

- Barker, A.**, and R.V. Galliher*. 2017. A mediation model of sexual assault among Latter-Day Saints. *Journal of Aggression, Maltreatment, and Trauma* 26:316-333. doi: 10.1080/10926771.2016.1272657.
- Christensen, J., **D. Griffin**, and D. Peak*. 2018. Undecided cliques promote consensus in the directed majority automaton. *International Journal of Unconventional Computing* 13:359-375.
- Dehlin, A.**, R.V. Galliher*, E. Legerski, A. Harker, and J.P. Dehlin. 2018. Same- and other-sex aversion and attraction as important correlates of quality and outcomes of mixed-orientation marriages. *Journal of GLBT Family Studies*. doi: 10.1080/1550428X.2017.1416721.
- Kinkead, J.*, A. Melnick, and **O. Webb**. 2018. Cultivating change: a cross-age arts, literacy, and sustainability project. *Journal of Sustainability Education* 17.
- Levin, M.E.*, S.T. Heninger, B.G. Pierce, and M.P. Twohig. 2017. Examining the feasibility of acceptance and commitment therapy self-help for problematic pornography viewing. *The Family Journal* 25:306-312.
- Modersitzki, R.**, and B.E. Studenka*. 2018. The influence of time constraints on posture choices during an end-state comfort task. *Journal of Sport & Exercise Psychology* 40.
- Pope, M.A.**, and B.E. Studenka*. *In press*. Experience with event timing does not alter emergent timing: further evidence for the robustness of event and emergent timing. *Journal of Motor Behavior*. doi: 10.1080/00222895.2018.1432548.
- Studenka, B.E.*, **D.L. Cummins**, and **M.A. Pope**. 2018. The role of multiple internal timekeepers and sources of feedback on interval timing: the dependence of the bimanual advantage on clocks. *Quarterly Journal of Experimental Psychology* 71:1960-1967.
- Studenka, B.E.*, and **D.L. Cummins**. 2017. Preliminary evidence for inflexibility of motor planning in children with autism spectrum disorder. *Autism* 7:208. doi:10.4172/2165-7890.1000208.
- Studenka, B.E.*, T.E. Dorsch, **N.L. Fergusson**, C.S. Olsen, and R.D. Gordin. 2017. Nonlinear assessment of motor variability during practice and competition for individuals with different motivational orientations. *Learning and Motivation* 58:16-26.
- Sweet, K.**, D. Peak, and K.A. Mott. 2017. Spatial heterogeneity in responses to humidity and temperature: testing a mechanistic model. *Plant, Cell & Environment*. doi: 10.1111/pce.13051.

F. OUTPUTS, OUTCOMES, AND IMPACTS

4. Miscellaneous Original Works (honors student in bold, * = faculty mentor)

Bakker, S.* 2017. Giving Tuesday: An Honors Program Talent Show. Utah State University, Logan, Utah, USA.

A program of musical performances, interspersed with discussion of some of the main ideas that emerged from the Honors Book Lab "A Path Appears: Transforming Lives, Creating Opportunity" from Fall 2017.

Consalvo, P., and M. Soyer*. 2018. Book review: Leavy, Patricia. 2017. Privilege through the looking-glass. Rotterdam, Boston, Taipei: Sense Publishers. Qualitative Sociology Review 14:126-127.

A review of the book "Privilege through the looking-glass," which was the subject of a Book Lab led by Dr. Mehmet Soyer.

OUTCOMES

5. Student Awards and Honors

National and International Awards and Honors

David Maughan, Goldwater Scholarship Honorable Mention

Michael Scott Peters, U.S. Youth Observer to the United Nations

Cassandra Ivie, 2018 4-H Youth in Action Pillar Award for Science, Technology, Engineering and Math (STEM)

Maddie Waddoups, Truman Scholarship Finalist

Chase Mortensen. Best Poster Award, Immersive Learning Research Network Conference, Western Montana, USA.

University Awards and Honors

Kenna McMurray, Valedictorian

Jesse Fleri, USU Robins Awards, Peak Prize, Undergraduate Researcher of the Year

Emily Turner, USU Robins Awards, Woman of the Year

Michael Scott Peters, USU Robins Awards, Man of the Year

Amanda Cook, USU Student Research Symposium Best Physical Sciences Poster Award

Vivian Gates, USU Creative Writing Contest, First Prize (Fiction)

Nate Hardy, USU Creative Writing Contest, First Prize (Nonfiction)

Chelsea Beck, USU Creative Writing Contest, Second Prize (Nonfiction)

F. OUTPUTS, OUTCOMES, AND IMPACTS

Sierra Wise, Caine College of the Arts Senator, USUSA Academic Senate
Dallin Johnson, Administrative Assistant, USUSA Academic Senate

Table 11. Number of A-Pins^a achieved by USU honors students during FY 2017-2018.

| College | Number of A-Pins |
|---|------------------|
| College of Agriculture and Applied Sciences | 5 |
| Caine College of the Arts | 0 |
| Emma Eccles Jones College of Education and Human Services | 4 |
| College of Humanities and Social Sciences | 6 |
| College of Science | 2 |
| College of Engineering | 6 |
| Jon M. Huntsman School of Business | 2 |
| S.J. and Jessie E. Quinney College of Natural Resources | 5 |

^a A-pins are awarded to students who achieve a 4.0 GPA in two consecutive semesters.

College Awards and Honors

Kenna McMurray, College of Agriculture and Applied Sciences, Valedictorian

Cody Patton, College of Humanities and Social Sciences, Valedictorian

Annelise Evans, Emma Eccles Jones College of Education and Human Services, Valedictorian

Margaret Hallerud, S.J. and Jessie E. Quinney College of Natural Resources, Valedictorian

Margaret Hallerud, S.J. and Jessie E. Quinney College of Natural Resources, Scholar of the Year

Jesse Fleri, S.J. and Jessie E. Quinney College of Natural Resources Peak Prize, Undergraduate Researcher of the Year

Margaret Hallerud, S.J. and Jessie E. Quinney College of Natural Resources, Outstanding Senior

Margaret Hallerud, S.J. and Jessie E. Quinney College of Natural Resources, Jardine Juniper Award

Morgan Sanford, College of Humanities and Social Sciences Peak Prize, Undergraduate Researcher of the Year

Justin Campbell, Emma Eccles Jones College of Education and Human Services Peak Prize, Undergraduate Researcher of the Year

F. OUTPUTS, OUTCOMES, AND IMPACTS

Jacklyn Sullivan, Jon M. Huntsman School of Business, Scholar of the Year
 Shalisa Hansen, Jon M. Huntsman School of Business, Kiwanis Recognition Award
 Jaydon Lord, College of Engineering, Engineering Undergraduate Research Program Award
 Melissa Tinsley, Caine College of the Arts, Caine Scholar
 Savannah Lund, College of Humanities and Social Sciences Ambassador
 Tyler Gardner, College of Engineering Ambassador
 George Daniel, College of Engineering Ambassador
 Hyrum Tennant, College of Engineering Ambassador
 Scott Wilcox, Scott, Jon M. Huntsman School of Business Ambassador
 Jordan Larsen, Jon M. Huntsman School of Business Ambassador
 April Fackrell, Jon M. Huntsman School of Business Ambassador
 Shiloah Kline, Jon M. Huntsman School of Business Ambassador

Table 12. Number of honors students who made their College's Dean's List in FY 2017-2018.

| College | # of Students on Dean's List | # of Honors Students on Dean's List (%) |
|--------------------|------------------------------|---|
| <i>Summer 2017</i> | | |
| CAAS | 38 | 1 (3%) |
| CCA | 8 | 0 (0%) |
| CEHS | 111 | 0 (0%) |
| CHaSS | 27 | — ^a |
| CoS | 17 | 1 (6%) |
| ENGR | — ^a | — ^a |
| HSB | 41 | 2 (5%) |
| QCNR | 3 | 0 (0%) |
| <i>Fall 2017</i> | | |
| CAAS | 427 | 16 (4%) |
| CCA | 52 | 0 (0%) |
| CEHS | 926 | 25 (3%) |

F. OUTPUTS, OUTCOMES, AND IMPACTS

Table 12. Continued.

| College | # of Students on Dean's List | # of Honors Students on Dean's List (%) |
|--------------------|------------------------------|---|
| CHaSS | 501 | — ^a |
| CoS | 300 | 29 (10%) |
| ENGR | 522 | 49 (9%) |
| HSB | 472 | 45 (10%) |
| QCNR | 94 | 12 (13%) |
| <i>Spring 2018</i> | | |
| CAAS | 430 | 20 (5%) |
| CCA | 43 | 0 (0%) |
| CEHS | 894 | 22 (2%) |
| CHaSS | 449 | — ^a |
| CoS | 251 | 16 (6%) |
| ENGR | 488 | 62 (13%) |
| HSB | 432 | 35 (8%) |
| QCNR | 92 | 12 (13%) |

^a Data unavailable.

Departmental Awards and Honors

Claire Harlan, Theatre Arts, Outstanding Senior

A.J. Walters, Biochemistry and Chemistry, Stephen E. Bialkowski Environmental Chemistry Award

6. Student Research Awards and Grants

Morgan Sanford, College of Humanities and Social Sciences Faculty-Student Summer Mentorship Grant (with Dr. Jennifer Sinor)

7. Faculty Awards and Honors

National and International Awards and Honors

Dr. David Peak, Council on Undergraduate Research 2018 Goldwater Scholars Faculty Mentor Award

Dr. Randy Lewis, CalTech Athletics Hall of Honor

Dr. Randal Martin, Fulbright Scholar

F. OUTPUTS, OUTCOMES, AND IMPACTS

University Awards and Honors

Darrin Brooks, Caine College of the Arts, Teacher of the Year
Dr. Julia Gossard, USU Honors Program, Friend of Honors Award
Dr. Joyce Kinkead, USU D. Wynne Thorne Career Research Award
Crescencio Lopez-Gonzalez, USU Diversity Award (Faculty)
Crescencio Lopez-Gonzalez, USU Undergraduate Mentor of the Year
Dr. Lyle McNeal, USU Robins Award, Undergraduate Faculty Mentor of the Year

College Awards and Honors

Dr. Ryan Seedall, Emma Eccles Jones College of Education and Human Services, Undergraduate Research Mentor of the Year
Dr. Renee Galliher, Emma Eccles Jones College of Education and Human Services, Outstanding Graduate Mentor of the Year
Dr. Travis Dorsch, Emma Eccles Jones College of Education and Human Services, Undergraduate Faculty Mentor of the Year
Dr. Jared Colton, College of Humanities and Social Sciences, Outstanding Graduate Mentor of the Year
Dr. Colin Flint, College of Humanities and Social Sciences, Distinguished Professor of Political Science
Dr. Norm Jones, College of Humanities and Social Sciences, Teacher of the Year
Dr. Joyce Kinkead, College of Humanities and Social Sciences, Distinguished Professor of English
Dr. Harrison Kleiner, College of Humanities and Social Sciences, Undergraduate Faculty Mentor of the Year
Dr. Patricia Lambert, College of Humanities and Social Sciences, Distinguished Professor of Anthropology
Crescencio Lopez-Gonzalez, College of Humanities and Social Sciences, Undergraduate Research Mentor of the Year
Dr. David Richter, College of Humanities and Social Sciences, Ed Gladfelter Faculty Service Award
Dr. Susannah French, College of Science, Outstanding Graduate Mentor of the Year
Dr. Wade Goodridge, College of Engineering, Undergraduate Research Mentor of the Year
Dr. Charles Miller, College of Engineering, University Service Award
Dr. Kathy Chudoba, Jon M. Huntsman School of Business, Faculty Service Award

F. OUTPUTS, OUTCOMES, AND IMPACTS

Polly Conrad, Jon M. Huntsman School of Business, Teacher of the Year

Dr. Briggs Depew, Jon M. Huntsman School of Business, Faculty Researcher of the Year

Dr. Jim Lutz, S.J. and Jessie E. Quinney College of Natural Resources, Outstanding Graduate Mentor of the Year

Dr. Nat Frazer, S.J. and Jessie E. Quinney College of Natural Resources, Undergraduate Faculty Mentor of the Year

IMPACTS

Honors outcomes and outputs are visible and easy to track; impacts can be harder to discern because they turn Honors Program innovations into normal modes of operation. One such impact this year was the use of the Honors Alumni Mentoring Program as a model for a university-wide alumni mentoring experience. The Honors Director collaborated with members of a USU Advancement and Alumni Relations committee, sharing best practices from the Honors Alumni Mentoring Program, which was in its third successful year. The aim was to create an event, and ideally an ongoing mentoring relationship, that would help give direction and inspiration to struggling USU juniors and seniors. The program served 31 students and involved 14 USU alumni mentors, and they are currently planning its second year with further collaboration from Honors.

Honors also worked to change section 405 of USU faculty code to include “Honors or other independent study work” as evidence of teaching excellence for the purposes of promotion and tenure. The program developed an Honors Faculty Role template, available upon request and familiar to members of USU’s central promotion and tenure committee, that lists in standardized form a faculty member’s complete record of honors teaching/mentoring and service for the purposes of promotion and tenure. This formal recognition of faculty work with honors students at USU has become a model for other areas at the university: the Center for Community Engagement, for example, is in the process of creating similar documentation as part of USU’s upcoming application for the institutional Carnegie Community Engagement classification. USU has also become a model in this area for several colleges and universities who participate in the National Collegiate Honors Council, based on presentations by USU’s Honors Program Director.

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Table A-1. List of FY 2017-2018 Honors graduates.

| Name | College | Major | Designation |
|---------------------|------------|---|--|
| Anjewierden, Kira | CCA | Music | Departmental Honors |
| Armbrust, Tess | ENGR | Biological Engineering | University Honors |
| Bolingbroke, Logan | ENGR | Mechanical Engineering | Departmental Honors and University Studies |
| Buntrock, Madison | CEHS | Communicative Disorders and Deaf Ed. | University Honors |
| Burningham, Bailey | HSB | Marketing and Strategy | University Honors |
| Campbell, Justin | CHaSS/CEHS | Languages, Philosophy, and Communication Studies/Psychology | University Honors |
| Carver, Tess | CHaSS/HSB | Political Science/Economics and Finance | University Honors |
| Cook, Alexander | ENGR | Biological Engineering | University Honors |
| Cook, Amanda | CHaSS | Sociology, Social Work, and Anthropology | University Honors |
| Cronin, Marcus | ENGR | Mechanical Engineering | University Honors |
| Dehlin, Audrianna | CEHS | Psychology | University Honors |
| Elwood, Megan | CEHS | Kinesiology and Health Science | University Honors |
| Fleri, Jesse | QCNr | Wildland Resources | University Honors |
| Gardner, Tyler | ENGR | Mechanical Engineering | Departmental Honors |
| Girardelli, Kelsey | CoS | Biology | Departmental Honors |
| Hale, Joshua | HSB | School of Accountancy | Departmental Honors |
| Hansen, Joshua | CoS | Biology | Departmental Honors and University Studies |
| Harlan, Claire | CHaSS/CCA | English/Theatre Arts | University Honors |
| Hill, Thomas | CoS | Mathematics and Statistics | University Honors |
| Houston, Ashley | CAAS | Animal, Dairy, and Veterinary Sciences | University Honors |
| Isaac, Matthew | CoS | Mathematics and Statistics | Departmental Honors and University Studies |
| Krepinski, Kristina | CoS | Biology | University Honors |
| Lambert, Kristen | CAAS | Plant, Soils and Climate | University Honors |
| Long, Jesse | ENGR | Mechanical Engineering | Departmental Honors |
| McClatchy, John | CAAS | Animal, Dairy, and Veterinary Sciences | Departmental Honors |

G. APPENDIX

Table A-1. Continued.

| Name | College | Major | Designation |
|-------------------|----------|---|--|
| Nelson, Katelyn | HSB | School of Accountancy | Departmental Honors |
| Olsen, Emmalee | CAAS | Landscape Architecture and Environmental Planning | University Honors |
| Osmond, Jameson | HSB | Economics and Finance/Marketing and Strategy | Departmental Honors and University Studies |
| Platt, Michelle | CHaSS | Sociology, Social Work, and Anthropology | University Honors |
| Smith, Silvia | ENGR | Mechanical Engineering | Departmental Honors |
| Suganuma, Pono | CHaSS | Journalism and Communication | University Honors |
| Sullivan, Jacklyn | HSB | Economics and Finance | University Honors |
| Tennant, Hyrum | ENGR | Civil and Environmental Engineering | University Honors |
| Ward, Michael | ENGR | Computer Science | Departmental Honors and University Studies |
| Watkins, Sarah | ENGR | Electrical and Computer Engineering | Departmental Honors and University Studies |
| Watson, Eleanor | CEHS | Kinesiology and Health Science | University Honors |
| White, Blake | CHaSS | Political Science | University Honors |
| Wynn, Elizabeth | CEHS/CoS | Psychology/Mathematics and Statistics | University Honors |

Table A-2. List of FY 2017-2018 honors faculty mentors.

| Name | College | Department |
|--------------------|---------|--|
| Ault-Dyslin, Nelda | Other | Center for Community Engagement |
| Barfuss, Steven | ENGR | Civil and Environmental Engineering |
| Barker, Brittan | CEHS | Communicative Disorders and Deaf Education |
| Beard, Karen | QCNR | Wildland Resources |
| Benninghoff, Abby | CAAS | Animal, Dairy, and Veterinary Sciences |
| Bernal, Sergio | CCA | Music |
| Bolton, David | CEHS | Kinesiology and Health Science |
| Bressel, Eadric | CEHS | Kinesiology and Health Science |
| Brim, Andrew | ENGR | Computer Science |

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Table A-2. Continued.

| Name | College | Department |
|---------------------|---------|--|
| Britt, David | ENGR | Biological Engineering |
| Brown, Lindi | ENGR | Mechanical and Aerospace Engineering |
| Brunson, Dora | CHaSS | Languages, Philosophy, and Communication Studies |
| Bugbee, Bruce | CAAS | Plants, Soils, and Climate |
| Bullock, Cathy | CHaSS | Journalism and Communication |
| Burkert, Mattie | CHaSS | English |
| Byers, David | CHaSS | Sociology, Social Work and Anthropology |
| Cann, Damon | CHaSS | Political Science |
| Cannon, Molly | CHaSS | Sociology, Social Work and Anthropology |
| Carter Olson, Candi | CHaSS | Journalism and Communication |
| Charlton, Rebecca | CAAS | Nutrition, Dietetics and Food Sciences |
| Chudoba, Kathy | HSB | Management Information Systems |
| Clark, Justin | CHaSS | Languages, Philosophy, and Communication Studies |
| Cogan, Susan | CHaSS | History |
| Conover, Michael | QCNR | Wildland Resources |
| Conrad, Polly | HSB | Management Information Systems |
| Crumbley, Paul | CHaSS | English |
| Cruz, Rick | CEHS | Psychology |
| Dakin, Chris | CEHS | Kinesiology and Health Science |
| Damen, Mark | CHaSS | History |
| Dengah, Francois | CHaSS | Sociology, Social Work and Anthropology |
| Depew, Briggs | HSB | Economics and Finance |
| Dorsch, Travis | CEHS | Human Development and Family Studies |
| Durward, Carrie | CAAS | Nutrition, Dietetics and Food Sciences |
| Fawson, Chris | HSB | Economics and Finance |
| Fisher, Russell | HSB | Marketing and Strategy |
| Flint, Colin | CHaSS | Political Science |
| Flint, Courtney | CHaSS | Sociology, Social Work and Anthropology |
| Frazer, Nat | QCNR | Environment and Society |
| Freeman, Jacob | CHaSS | Sociology, Social Work and Anthropology |
| French, Susannah | CoS | Biology |

G. APPENDIX

Table A-2. Continued.

| Name | College | Department |
|----------------------------|---------|---|
| Frey, Nicki | QCNR | Wildland Resources |
| Galliher, Renee | CEHS | Psychology |
| George, Benjamin | CAAS | Landscape Architecture and Environmental Planning |
| Gossard, Julia | CHaSS | History |
| Graham, Jackson | ENGR | Mechanical and Aerospace Engineering |
| Grosklos, Guenchik | CoS | Mathematics and Statistics |
| Gunther, Jake | ENGR | Electrical and Computer Engineering |
| Harris, Doug | CoS | Chemistry and Biochemistry |
| Heavilin, Justin | CoS | Mathematics and Statistics |
| Hengge, Alvan | CoS | Chemistry and Biochemistry |
| Hills, Nancy | CCA | Theatre Arts |
| Holberg, Erica | CHaSS | Languages, Philosophy, and Communication Studies |
| Horsburgh, Jeff | ENGR | Civil and Environmental Engineering |
| Huenemann, Charlie | CHaSS | Languages, Philosophy, and Communication Studies |
| Hulvey, Kristin | QCNR | Wildland Resources |
| Hunsaker, Scott | CEHS | Teacher Education and Leadership |
| Johnson, Jeannie | CHaSS | Political Science |
| Jones, Justin | CoS | Biology |
| Jones, Norman | CHaSS | History |
| Jordan, Kerry | CEHS | Psychology |
| Kannan, Vijay | HSB | Management |
| Kapheim, Karen | CoS | Biology |
| Kaundal, Rakesh | CAAS | Plants, Soils, and Climate |
| Kettenring, Karin | QCNR | Watershed Sciences |
| Koebbe, Joe | CoS | Mathematics and Statistics |
| Koven, Mark | CAAS | Applied Sciences, Technology, and Education |
| Lambert, Patricia | CHaSS | Sociology, Social Work and Anthropology |
| Lewis, Randy | CoS | Biology |
| Lopez Gonzalez, Crescencio | CHaSS | Languages, Philosophy, and Communication Studies |
| Love, Byron | CoS | Biology |
| Lyons, Michael | CHaSS | Political Science |

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Table A-2. Continued.

| Name | College | Department |
|----------------------|----------------|--|
| MacNulty, Dan | QCNR | Wildland Resources |
| Madden, Gregory | CEHS | Psychology |
| Malmendier, Andreas | CoS | Mathematics and Statistics |
| Manuel-Dupont, Sonia | CHaSS | English |
| Mason, Jeff | CAAS | Animal, Dairy, and Veterinary Sciences |
| McCuskey, Brian | CHaSS | English |
| McNeil, Laurie | ENGR | Civil and Environmental Engineering |
| Miller, Charles | ENGR | Biological Engineering |
| Miller, Kristine | CHaSS | English |
| Miller, Scott | QCNR | Watershed Sciences |
| Moore, Adrienne | CCA | Theatre Arts |
| Morales, James | Other | Other |
| Murphy, Mollie | ChaSS | Languages, Philosophy, and Communication Studies |
| Neilson, Bethany | ENGR | Civil and Environmental Engineering |
| Olsen, Kari | HSB | Accountancy |
| Peak, David | CoS | Physics |
| Peterson, Shannon | HSB | Economics and Finance |
| Pettit, Joseph | QCNR | Wildland Resources |
| Rao, Yi | CoS | Chemistry and Biochemistry |
| Riley, Timothy | CHaSS | Sociology, Social Work and Anthropology |
| Sanders, Matt | CHaSS | Languages, Philosophy, and Communication Studies |
| Scheer, Christopher | CCA | Music |
| Schneider, Kady | CoS | Mathematics and Statistics |
| Schramm, David | CEHS | Human Development and Family Studies |
| Sherlock, Richard | CHaSS | Languages, Philosophy, and Communication Studies |
| Shively, Steven | CHaSS | English |
| Sims, Ronald | ENGR | Biological Engineering |
| Singleton, Patrick | ENGR | Civil and Environmental Engineering |
| Sinor, Jennifer | CHaSS | English |
| Sojka, Jan | CoS | Physics |
| Stevens, John | CoS | Mathematics and Statistics |

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Table A-2. Continued.

| Name | College | Department |
|---------------------|---------|--|
| Studenka, Breanna | CEHS | Kinesiology and Health Science |
| Sullivan, Kimberly | CoS | Biology |
| Sweeten, Thayne | CoS | Biology |
| Tarbet, Ernest | CAAS | Animal, Dairy, and Veterinary Sciences |
| Taylor, Timothy | ENGR | Biological Engineering |
| Thomas, Brent | CoS | Mathematics and Statistics |
| Thornton-Kuth, Kara | CAAS | Animal, Dairy, and Veterinary Sciences |
| Thunell, Andy | HSB | Marketing and Strategy |
| Truscott, Tadd | ENGR | Mechanical and Aerospace Engineering |
| Tschanz, Joann | CEHS | Psychology |
| Vargis, Elizabeth | ENGR | Biological Engineering |
| Ward, Joe | CHaSS | History |
| Ward, Veronica | CHaSS | Political Science |
| Wendel, Spencer | ENGR | Mechanical and Aerospace Engineering |
| Winger, Letha | CCA | Music |
| Winn, Suzann | CHaSS | Languages, Philosophy, and Communication Studies |
| Young, Allen | CAAS | Animal, Dairy, and Veterinary Sciences |
| Young, Julie | QCNR | Wildland Resources |

Table A-3. List of FY 2017-2018 Departmental Honors Advisors (DHA).

| Department | Name |
|--|-----------------|
| <i>College of Agriculture and Applied Sciences</i> | |
| Animal, Dairy, and Veterinary Sciences | Rickords, Lee |
| Applied Economics | Bosworth, Ryan |
| Applied Sciences, Technology, and Education | Koven, Mark |
| Landscape Architecture and Environmental Planning | Sleipness, Ole |
| Nutrition, Dietetics, and Food Science | Wengreen, Heidi |
| Plants, Soils, and Climate | Johnson, Paul |

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Table A-3. Continued.

| Department | Name |
|--|----------------------|
| <i>Caine College of the Arts</i> | |
| Art, Art History, Interior Design | Vigneault, Marissa |
| Music, Music Education, Music Therapy | Bernal, Sergio |
| Theatre Arts | Omasta, Matt |
| <i>Emma Eccles Jones College of Education and Human Services</i> | |
| Communicative Disorders and Deaf Education | Manuel-Dupont, Sonia |
| Early Childhood Education, Elementary Education, and TEAL | Hunsaker, Scott |
| Family, Consumer, and Human Development | Lee, Yoon |
| Health, Physical Education, and Recreation | Bressel, Eadric |
| Nursing | Holston, Ezra |
| Psychology | Grewe, Jennifer |
| Special Education and Rehabilitation | Fifield, Bryce |
| <i>College of Humanities and Social Sciences</i> | |
| Anthropology | Freeman, Jacob |
| Communication Studies (until 4/18) | Scharp, Kristina |
| Communication Studies (since 3/18) | Curran, Tim |
| English (until 1/18) | Kinkead, Joyce |
| English (since 1/18) | Holt, Kerin |
| History/Religious Studies (until 5/18) | Shapiro, Susan |
| History/Religious Studies (since 5/18) | Gossard, Julia |
| International Studies, Law and Constitutional Policies, Political Science | Ward, Veronica |
| Journalism and Communication | Bullock, Cathy |
| Languages | Richter, David |
| Philosophy | Huenemann, Charlie |
| Social Work | Roark, Jennifer |
| Sociology | Hoffman, Erin |
| <i>College of Engineering</i> | |
| All departments | Adams, Dean |

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Table A-3. Continued.

| Department | Name |
|--|-----------------|
| <i>College of Science</i> | |
| Biochemistry and Chemistry | Scheiner, Steve |
| Biology and Public Health | Sullivan, Kim |
| Geology | Evans, James |
| Mathematics and Statistics | Brown, David |
| Physics | Edwards, Boyd |
| <i>Jon M. Huntsman School of Business</i> | |
| Accounting | Simon, Chad |
| Economics and Finance | Fjeldsted, Paul |
| Management | Brocato, Deanne |
| Management Information Systems | Olsen, David |
| <i>S.J. and Jessie E. Quinney College of Natural Resources</i> | |
| Environment and Society | Frazer, Nat |
| Watershed Sciences | Atwood, Trisha |
| Wildland Resources (until 7/17) | Koons, David |
| Wildland Resources (since 7/17) | Schupp, Eugene |
| College of Natural Resources | Schupp, Eugene |

Table A-4. FY 2017-2018 Honors Faculty Advisory Board (HFAB).

| College or Academic Unit | Name |
|---|----------------------|
| College of Agriculture and Applied Sciences | Rickords, Lee |
| Caine College of the Arts | Gelfand, Laura |
| Emma Eccles Jones College of Education and Human Services | Manuel-Dupont, Sonia |
| College of Humanities and Social Sciences | Jensen, Phebe |
| College of Science | Brown, David |
| College of Engineering | Adams, Dean |
| Jon M. Huntsman School of Business | Fjeldsted, Paul |
| S.J. and Jessie E. Quinney College of Natural Resources | Schupp, Eugene |
| Faculty Senate | Gast, Julie |
| Office of Research and Graduate Studies | Bates, Scott |

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Table A-5. Honors Student Council Membership in FY 2017-2018.

| Name | Role |
|----------------------|---|
| Christensen, Jessica | Leadership Team |
| Swenson, Kara | Leadership Team |
| Turner, Emily | Leadership Team |
| Gamble, Tucker | Publicity and Marketing |
| Heap, Mitchell | Student Opportunities and Academics |
| Lund, Savannah | Events |
| Stuart, Isabella | Community Outreach and Campus Relations |
| Sullivan, Jackie | Service |
| Tyler, Kyleigh | First-year Experience |

Table A-6. FY 2017-2018 Honors Student Advisory Board (HSAB).

| College | Name |
|---|--------------------|
| College of Agriculture and Applied Sciences | Walters, McKenna |
| Caine College of the Arts | Carlin, Jaden |
| Emma Eccles Jones College of Education and Human Services | Plucinik, Juliana |
| College of Humanities and Social Sciences | Sanford, Morgan |
| College of Science | Van Leeuwen, Fiona |
| College of Engineering | Armbrust, Tess |
| Jon M. Huntsman School of Business | Sullivan, Jackie |
| S.J. and Jessie E. Quinney College of Natural Resources | Jensen, Rylee |

Table A-7. FY 2017-2018 Last Lecture Selection Committee.

| Name | College |
|-------------------|---|
| Tyler, Kyleigh | College of Agriculture and Applied Sciences |
| Flynn, Luke | Jon M. Huntsman School of Business |
| Plucinik, Juliana | Emma Eccles Jones College of Education and Human Services |
| Butikofer, Abby | College of Science |
| Butikofer, Erin | S.J. and Jessie E. Quinney College of Natural Resources |
| Burnett, McKenzie | Emma Eccles Jones College of Education and Human Services |
| Turner, Emily | College of Humanities and Social Sciences |

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Table A-8. Recipients of Honors Research Fund awards during FY 2017-2018.

| Name | Title/Description of Research |
|----------------------|--|
| Armbrust, Tess | 2018 National Conference on Undergraduate Research, Edmond, OK |
| Bertrand, Daniel | History Buffs Trebuchet team project and ASME Annual Pumpkin Toss Trebuchet Contest and community events |
| Campbell, Justin | Are you thinking what I'm thinking? Theory of mind activation in social dilemmas/Crowdsourcing consciousness: attention schema theory and the social self (Capstone) |
| Casutt, Bryant | SSC Pacific TRANSDEC, RoboSub Competition, San Diego, CA |
| Christensen, Jessica | 2018 Cornerstone Dairy Academy, Madison, WI |
| Goodwin, Kenen | Characterizing temporal variation in the skin-associated microbiome of the salamander <i>Ambystoma mavoritum</i> |
| Graham, Landon | 2018 National Conference on Undergraduate Research, Edmond, OK |
| Gulbrandson, Rachel | Pacific Sociological Association Annual Meeting, Long Beach, CA |
| Gummersall, Cassidy | 24th International Symposium on Society and Natural Resource Management, Salt Lake City, UT |
| Hallerud, Margaret | The Wildlife Society 24th Annual Conference, Albuquerque, NM (Capstone) |
| Hammer, Ethan | Cedar Breaks wildlife survey |
| Harlan, Claire | Mountain West BFA Actor Showcase, New York City, NY |
| Hart, Anders | 2018 National Conference on Undergraduate Research, Edmond, OK |
| Hernandez, Karina | National Association for Chicana and Chicano Studies Conference, Minneapolis, MN |
| Hill, Thomas | American Mathematical Society Joint Mathematics Meeting, San Diego, CA |
| McArthur, Kaden | Southern Utah Wilderness Alliance Internship, Washington, DC |
| Modersitzki, Rachel | 2018 National Conference on Undergraduate Research, Edmond, OK |
| Modersitzki, Rachel | North American Society for the Psychology of Sport and Physical Activity, Denver, CO |
| Mortensen, Chase | Connected Learning Summit, Cambridge, MA |
| Patton, Cody | WWI POW Camp |
| Sanford, Morgan | 2018 National Conference on Undergraduate Research, Edmond, OK |
| Sanford, Morgan | Lost in translation |
| Smith, Silvia | 2017 National Collegiate Honors Council Annual Conference |
| Swan, Rebecca | New York Broadway Preparation Workshop, New York City, NY |
| Syme, Jaana | Institute of Government and Politics Internship, Washington, DC |
| Thompson, Matthew | 2018 National Conference on Undergraduate Research, Edmond, OK |
| Tyler, Kyleigh | 2018 National Conference on Undergraduate Research, Edmond, OK |
| Walters, McKenna | 2017 National Collegiate Honors Council Annual Conference |

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Table A-9. Honors URCO matching funds during FY 2017-2018.

| Name | Title/Description of Research |
|------------------------|---|
| Aedo, Zachary | Evaluating the intersection of race/ethnicity with reporter credibility |
| Cook, Amanda | Linear enamel hypoplasia and its relation to socioeconomic class in the 19th century United States (Capstone project) |
| Dehlin, Audrianna | Experiences of internalized sexism among young adult women and links to psychosocial functioning (Capstone project) |
| Paterson, Chase | Kids' computing with PocketCHIP: learning computational thinking skills through digital making |
| Van Valkenburg, Audree | The effect of high vs. low tide on lemon shark (<i>Negaprion brevirostris</i>) and black tip reef shark (<i>Carcharhinus melanopterus</i>) abundance in the Lagoon at Heron island reef |
| Wadsworth, Ian | Biomedical Engineering Society Annual Meeting, Phoenix, AZ |

Table A-10. Honors Study Abroad Fund awards during FY 2017-2018.

| Name | Title/Description |
|--------------------|--|
| Bogoev, Yana | Global Learning Peru |
| Burnett, McKenzie | OSSO Internship |
| Butikofer, Abby | Global Learning Spai |
| Ferrell, Joshua | Coral Reefs Field Course, Australia |
| Fielding, Jacilyn | Global Learning Peru |
| Flynn, Luke | Global Learning Asi |
| Hickok, Shandrea | Global Learning Scandinavia |
| Hoopas, Hayden | Study Abroad Spain |
| Hubbard, Hayden | Go Global Asia |
| Kiefer, Jack | USU Humanities & Arts Study Abroad in Europe |
| Lund, Savannah | Study Abroad in Antibes: French Language Program |
| Merrill, Amberlee | Johannes Kepler University, Linz, Austria |
| Mills, Devan | Global Learning Paris City Break |
| Olsen, Henry | Global Learning Paris City Break |
| Penner, Hannah | SEED, Trujillo, Peru |
| Peterson, Anna | Perception of Disability in Huanchaco, Peru |
| Richards, Margaret | Global Learning Asia |
| Rodgers, Nick | Study Abroad, Spain |
| Swan, Rebecca | USU French Language Study Abroad (French) |

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Table A-11. Honors student employment during FY 2017-2018.

| Position | Name |
|---------------------------------|------------------------|
| Honors Student Peer Advisor | Christensen, Jessica |
| Honors Student Peer Advisor | Palmer, Holly |
| Honors Student Math Tutor | Davis, Emmaline |
| | Mitchell, Frost |
| Honors Student Writing Tutor | Gummersall, Cassidy |
| Honors Student Office Assistant | Olson, Kandice |
| | Panoussi, Mariah |
| Honors Connections UTF | Christensen, Jessica |
| | Gamble, Tucker |
| | Turner, Emily |
| | Tyler, Kyleigh |
| | Urrutia Smith, Frankie |
| HONR 1320 UTF (Fall) | Urrutia Smith, Frankie |
| HONR 1330 UTF (Fall) | Wise, Sierra |
| HONR 1340 UTF (Fall) | Turner, Emily |
| HONR 1360 UTF (Fall) | Smith, Silvia |
| HONR 1320 UTF (Spring) | Sanford, Morgan |
| HONR 1330 UTF (Spring) | Carling, Jaydon |
| HONR 1350 UTF (Spring) | Smith, Jessica |
| HONR 3010/3020 UTF (Spring) | Tyler, Kyleigh |

Original Code:

403.3.1 Standards of Conduct - Faculty Responsibilities to Student

(1) Faculty members engage in reasonable and substantial preparation for the teaching of their courses, appropriate to the educational objectives to be achieved and consistent with the standards of the discipline.

(2) Faculty members meet scheduled classes. Schedules are altered or classes canceled only for valid reasons and only after adequate notice is given to students and the faculty member's direct academic supervisor. Failure to meet a class without prior notice to students is excusable only for reasons beyond the control of the faculty member.

(3) Faculty members shall select course requirements based on the legitimate pedagogical goals of the course and discipline, and inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the beginning of any course they teach. Faculty members evaluate student course work promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course in the course documentation and related to the legitimate pedagogical goals of the course. The documentation for the course should identify, to the extent possible, the writings, lectures, films, presentations, performances, or other course requirements in sufficient detail to allow the student to identify requirements that may conflict with the student's sincerely held core beliefs. Faculty will not always be able to predict in advance requirements that may conflict with the sincerely held core beliefs of a given student or group of students. If conflicts arise, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs (403.4) provides guidance to students and faculty for the resolution of conflicts.

(4) Faculty members with teaching responsibilities maintain regular office hours for consultation with students, or they otherwise assure accessibility to students.

(5) Faculty members do not plagiarize the work of students. When faculty members and students work together, appropriate credit is given to the students. Faculty members do not limit or curtail the right of any student to publish or otherwise communicate the result of the student's own independent scholarly activities.

- (6) Faculty members do not use their positions and authority to obtain uncompensated labor or to solicit gifts or favors from students. Faculty members do not ask students to perform services unrelated to legitimate requirements of a course unless the student is adequately compensated for such services.
- (7) Faculty members do not reveal matters told to them in confidence by students except as required by law, and then only to persons entitled to such information by law or institutional regulation. Faculty members may, however, report their assessment of a student's performance and ability to persons logically and legitimately entitled to receive such reports.
- (8) Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, and writing.
- (9) Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with his or her views on controversial topics.
- (10) Faculty members do not engage in the sexual harassment of students (policy 407.9).

Proposed Code Change:

403.3.1 Standards of Conduct - Faculty Responsibilities to Student

- (1) Faculty members engage in reasonable and substantial preparation for the teaching of their courses, appropriate to the educational objectives to be achieved and consistent with the standards of the discipline.
- (2) Faculty members meet scheduled classes. Schedules are altered or classes canceled only for valid reasons and only after adequate notice is given to students and the faculty member's direct academic supervisor. Failure to meet a class without prior notice to students is excusable only for reasons beyond the control of the faculty member.
- (3) Faculty members shall select course requirements based on the legitimate pedagogical goals of the course and discipline, and inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the

beginning of any course they teach. Faculty members evaluate student course work promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course in the course documentation and related to the legitimate pedagogical goals of the course. The documentation for the course should identify, to the extent possible, the writings, lectures, films, presentations, performances, or other course requirements in sufficient detail to allow the student to identify requirements that may conflict with the student's sincerely held core beliefs. Faculty will not always be able to predict in advance requirements that may conflict with the sincerely held core beliefs of a given student or group of students. If conflicts arise, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs (403.4) provides guidance to students and faculty for the resolution of conflicts.

(4) Faculty members with teaching responsibilities maintain regular office hours for consultation with students, or they otherwise assure accessibility to students.

(5) Faculty members do not plagiarize the work of students. When faculty members and students work together, appropriate credit is given to the students. Faculty members do not limit or curtail the right of any student to publish or otherwise communicate the result of the student's own independent scholarly activities.

(6) Faculty members do not use their positions and authority to obtain uncompensated labor or to solicit gifts or favors from students. Faculty members do not ask students to perform services unrelated to legitimate requirements of a course unless the student is adequately compensated for such services.

(7) Faculty members do not reveal matters told to them in confidence by students except as required by law, and then only to persons entitled to such information by law or institutional regulation. Faculty members may, however, report their assessment of a student's performance and ability to persons logically and legitimately entitled to receive such reports.

(8) Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, **creative work** and writing.

(9) Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with his or her views on controversial topics.

(10) Faculty members do not engage in the sexual harassment of students (policy 407.9).

(11) Faculty members do not engage in discrimination or harassment of students (policy 303.2).

(12) Faculty will not mistreat students in ways that include but are not limited to: psychological or mental abuse, intimidation or humiliation, vindictiveness.

Original Code:

403.3.2 Standards of Conduct - Professional Obligations

- (1) Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.
- (2) Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.
- (3) Faculty members do not misappropriate other's ideas.
- (4) Faculty members do not misuse privileged or otherwise confidential information.
- (5) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their obligations to their associates when they are engaged in joint research or other professional effort.
- (6) Faculty members do not exploit their positions for personal or pecuniary gain when supervising the professional work of others. Research for pecuniary return should be conditional upon disclosure to and consent of the vice president for research and dean of the school of graduate studies.
- (7) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.
- (8) Faculty members keep informed and knowledgeable about developments in their fields.
- (9) Faculty members do not engage in the sexual harassment of other faculty members or any employee of the university (policy 407.9).

Proposed Code:

403.3.2 Standards of Conduct - Professional Obligations

- (1) Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.

(2) Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.

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(7) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.

(8) Faculty members keep informed and knowledgeable about developments in their fields.

(9) Faculty members do not engage in the sexual harassment of other faculty members or any employee of the university (policy 407.9).

(10) Faculty members do not engage in discrimination or harassment of other faculty members or any other employee of the university (policy 303.2).

(11) Faculty will not mistreat other university employees in ways that include but are not limited to: psychological or mental abuse, intimidation or humiliation, vindictiveness.

Original Code:

407.1.1 Non-punitive Measures

Non-punitive measures such as guidance, leave of absence, voluntary resignation, or early retirement should be considered and taken in lieu of a sanction when: (1) it is available; (2) it will provide reasonable assurance that the faculty member will not repeat his/her violation of professional responsibility; (3) substantial institutional interests are not undermined; and (4) the faculty member consents thereto. The faculty member should consult with the Americans with Disabilities Act (ADA) Coordinator within the Office of Human Resources (HR) if performance issues are medically related.

Proposed Code:

407.1.1 Non-punitive Measures

Non-punitive measures such as ~~guidance~~ professional counseling, leave of absence, voluntary resignation, or early retirement should be considered and taken in lieu of a sanction when: (1) it is available; (2) it will provide reasonable assurance that the faculty member will not repeat his/her violation of professional responsibility; (3) substantial institutional interests are not undermined; and (4) the faculty member consents thereto. The faculty member should consult with the Americans with Disabilities Act (ADA) Coordinator within the Office of Human Resources (HR) if performance issues are medically related.

Original Code:

407.11.2 Inquiry into Allegations of Violation of Policies 407.8 and/or 407.9

(1) Purpose.

An inquiry into allegations of violation of Policies 407.8 and/or 407.9 shall determine from review of factual evidence whether the initiation of actions described in Policies 407.1 through 407.4 is warranted. The purpose of the inquiry is to establish whether there is a reasonable basis for believing that the alleged violation of this policy has occurred.

(2) Notification of faculty member.

Within 10 days of the decision to hold an inquiry, the provost shall notify the faculty member in writing, return receipt requested, of the specific allegations filed against him/her and the procedures described in this policy regarding the inquiry.

(3) Membership of the inquiry panel.

The inquiry will be conducted by a panel of three faculty members, including two chosen by the chair of the Academic Freedom and Tenure Committee from the membership of that committee or from the Faculty Senate at large, and one to be chosen by the provost. Each member of the inquiry panel shall be impartial and shall be removed and replaced if there are any real or apparent conflicts of interest. Not all members of the inquiry panel shall be of the same sex.

(4) Inquiry panel deliberations.

In conducting the inquiry, the inquiry panel may interview the complainant, the accused, and other persons believed to have pertinent factual knowledge. At all times, the inquiry panel will take steps to ensure confidentiality. The inquiry will afford the accused a full opportunity to respond to the allegations.

The inquiry panel must review the allegations and provide a written report of its findings within 20 days after the provost's notification to the accused. The inquiry panel will review the evidence relating to the allegations and determine whether or not actions as described in Policies 407.1 through 407.4 are warranted.

(5) Inquiry panel report.

The written report of the inquiry panel shall be submitted to the provost. If the report recommends proceedings to take actions described in Policies 407.1 through 407.4, the provost shall forward a recommendation to the president to initiate such proceedings, and will so notify the complainant and the accused. If the inquiry panel report indicates that the allegations are unsupported, the provost shall so notify the complainant and the accused. The outcomes of the inquiry are either a judgment that the allegations are not warranted or the recommendation of actions described in Policies 407.1 through 407.4.

Proposed Code Change:

407.11.2 Inquiry into Allegations of Violation of Policies 407.8 and/or 407.9

(1) Purpose.

An inquiry into allegations of violation of Policies 407.8 and/or 407.9 shall determine from review of factual evidence whether the initiation of actions described in Policies 407.1 through 407.4 is warranted. The purpose of the inquiry is to establish whether there is a reasonable basis for believing that the alleged violation of this policy has occurred.

(2) Notification of faculty member.

Within 10 days of the decision to hold an inquiry, the provost shall notify the faculty member in writing, return receipt requested, of the specific allegations filed against him/her and the procedures described in this policy regarding the inquiry. **As an interim measure, the president may suspend a faculty member with full pay pending completion of the procedures described below.**

(3) Membership of the inquiry panel.

The inquiry will be conducted by a panel of three faculty members, including two chosen by the chair of the Academic Freedom and Tenure Committee from the membership of that committee or from the Faculty Senate at large, and one to be chosen by the provost. Each member of the inquiry panel shall be impartial and shall be removed and replaced if there are any real or apparent conflicts of interest. Not all members of the inquiry panel shall be of the same sex.

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In conducting the inquiry, the inquiry panel may interview the complainant, the accused, and other persons believed to have pertinent factual knowledge. At all times, the inquiry panel will take steps to ensure confidentiality. The inquiry will afford the accused a full opportunity to respond to the allegations.

The inquiry panel must review the allegations and provide a written report of its findings within 20 days after the provost's notification to the accused. The inquiry panel will review the evidence relating to the allegations and determine whether or not actions as described in Policies 407.1 through 407.4 are warranted.

(5) Inquiry panel report.

The written report of the inquiry panel shall be submitted to the provost. If the report recommends proceedings to take actions described in Policies 407.1 through 407.4, the provost shall forward a recommendation to the president to initiate such proceedings, and will so notify the complainant and the accused. If the inquiry panel report indicates that the allegations are unsupported, the provost shall so notify the complainant and the accused. The outcomes of the inquiry are either a judgment that the allegations are not warranted or the recommendation of actions described in Policies 407.1 through 407.4.

Original Code:

407.11.3 Protection of Complainant and Others

(1) Consent of complainant.

Inquiries will be initiated only with the complainant's consent. The complainant will be informed fully of steps taken during the inquiry.

(2) Protection of witnesses.

All reasonable measures will be taken to assure that the complainant and all others testifying before the hearing panel will suffer no retaliation as the result of their activities in regard to the

process. Steps to avoid retaliation might include: (a) lateral transfers of one or more of the parties in an employment setting and a comparable move if a classroom setting is involved, and (b) arrangements that academic and/or employment evaluations concerning the complainant or others be made by an appropriate individual other than the accused, and/or (c) temporary suspension with full pay pending final disposition.

In extraordinary circumstances, after consulting the chair of the Academic Freedom and Tenure Committee, the provost may, at any time during or after an inquiry into a sexual harassment complaint, recommend to the president the suspension with pay of any faculty member or teaching assistant accused of sexual harassment if, after reviewing the allegations and interviewing the accused, the complainant, and, if it seems appropriate, others, the provost finds that it is reasonably certain that the alleged sexual harassment has occurred and serious and immediate harm will ensue if the person continues to work.

Proposed Code Change:

407.11.3 Protection of Complainant and Others

(1) Consent of complainant.

Inquiries will be initiated only with the complainant's consent. The complainant will be informed fully of steps taken during the inquiry.

(2) Protection of witnesses.

All reasonable measures will be taken to assure that the complainant and all others testifying before the hearing panel will suffer no retaliation as the result of their activities in regard to the process. Steps to avoid retaliation might include: (a) lateral transfers of one or more of the parties in an employment setting and a comparable move if a classroom setting is involved, and (b) arrangements that academic and/or employment evaluations concerning the complainant or others be made by an appropriate individual other than the accused, and/or (c) temporary suspension with full pay pending final disposition.

~~In extraordinary circumstances, after consulting the chair of the Academic Freedom and Tenure Committee, the provost may, at any time during or after an inquiry into a sexual harassment complaint, recommend to the president the suspension with pay of any faculty member or teaching assistant accused of sexual harassment if, after reviewing the allegations and interviewing the accused, the complainant, and, if it seems appropriate, others, the provost finds that it is reasonably certain that the alleged sexual harassment has occurred and serious and immediate harm will ensue if the person continues to work.~~