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10-5-2020

## Faculty Senate Agenda, October 5, 2020

Utah State University

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## **FACULTY SENATE AGENDA**

October 5, 2020

3:00 – 4:00 p.m.

Zoom Meeting

### **Agenda**

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- 3:00 Call to Order** ..... Timothy Taylor  
Approval of Minutes – [September 8, 2020](#)
- 3:05 University Business** ..... Noelle Cockett, President | Frank Galey, Provost
- 3:20 Information**  
EPC Monthly Report – [September 3, 2020](#) ..... Paul Barr
- 3:25 Reports**  
[Educational Policies Committee Annual Report](#) ..... Paul Barr  
[Honors Program Annual Report](#) ..... Kristine Miller
- 3:45 Old Business**  
[Code 403](#) – Academic Freedom and Professional Responsibility (second reading) .... Nikki Kendrick
- 3:55 New Business**  
N/A

**Adjourn: 4:00 pm**



## **FACULTY SENATE MINUTES**

September 8, 2020

3:00 – 4:00 pm

Zoom Meeting

**Call to Order** – Timothy Taylor

Approval of Minutes – April 27, 2020

*Minutes approved as distributed.*

**University Business** - Noelle Cockett, President | Frank Galey, Provost

It has been about three or four months since the President last connected with the Faculty Senate. She stated that this has been the longest summer of her life as she prepared for fall semester. She reflected how during April and May the focus was finishing up spring semester after going remote and then the disappointment that came with the announcement of the NCAA cancellation of men and women's basketball, end of semester activities such as graduation and promotion and tenure. It was thought that by May the cases would drop off and USU would be able to move forward. It was suddenly realized that the university would need to change the focus to how to deliver fall semester courses. The students let the administration know that they wanted face-to-face with other students and faculty. As of today, there are 37% of the classes being delivered online. Only about 16-17% are face-to-face. Most of the in-person classes are those that are too difficult to move, such as labs. A number of committees and task forces have been set up to help deal with COVID. The President has learned that there is no middle ground when it comes to the virus and that there are still two very strong sides of the COVID issue. Occasionally the President has been told that she is moving the institution in the right direction. The most difficult part of the pandemic is not being able to meet with people and have conversations that we used to have in the hallways, walking across the quad or at events. Everyone is missing the more relaxed social and professional interactions that they are accustomed to. One of the groups that meets regularly is the Stabilization Task Force. Because of the desire to let people know what we're doing, and all the work that we've done, and the considerations that we're taking, the Deans and Vice Presidents now are all on the Stabilization Task Force and they have been asked to frequently and regularly update the department heads and their administrative council. Hopefully, some of that information is trickling down. The university thought that by doing a very active website and then sending out frequent emails to faculty, students, and staff, we would be able to keep people up to date on issues. It turns out that the faculty emails only have an open rate of about 60% so not everyone is either as interested in updates or looking to those emails to have updates as we once thought. We are doing more information distribution through the task forces. As needed, President Cockett is willing to do town halls, but these are only good for about a day and then more actions, more considerations, more situations arise, and we need to change course. Another thing that has been valuable for us is the emergency response preparedness. The emergency preparedness management team is meeting daily at 8:00 am. Then another group meets every day at 4:00 pm to respond to things that have happened during the day. The COVID care team is doing an amazing job dealing with the influx of calls and emails. They are the contact that faculty will get when the students come do have to stay off campus because they have been tested positive. Students have been going to faculty when they need accommodation, and this has thrown a kink in the faculty knowing exactly what they should do. An email will be coming out in the next 24 hours telling you that anyone needing special accommodations will need to fill out the COVID questionnaire. This will be the first communication from everyone on campus of a positive or exposure case. The COVID care team also gets this information so help with other accommodations or needs. Wastewater testing identified a number of residence halls that had COVID RNA. The university began taking immediate action. Test results have come back and those who are positive have been in self-isolation and roommates have been quarantined. This was a test for how well our preparations have gone. Case

containment and the COVID care team took immediate action. Off-campus student numbers are higher than those on campus. Students, faculty, and staff have responded to preventative practices very well. We were not sure how they would respond. Have noticed that there is a fatigue with mask wearing but reminders are being given. President Cockett has stopped predicting anything because things change so rapidly. The president is confident about what is happening and is extremely grateful to the students and faculty. Now have point of care testing. This is available at the student health and wellness center for those who have symptoms and those who need to be tested quickly. Realized that we need people to fill out the COVID questionnaire. The test takes about 15 minutes and will help identify those who need to go into self-isolation. We anticipate having the PCR test available on campus. This will be done at the Utah Veterinary Diagnostic Lab. They have received initial approval as a COVID 19 testing lab. This will be open, free of charge, for student, staff, and faculty. Results should be returned in approximately 24 hours. This will be done by a nasal swab that is self-administered. Blanding and Eastern residential halls will begin testing their wastewater. Wastewater testing is an early alert in locations that may be having a spike in the infection.

Provost Galeley thanked everyone for all their efforts in the testing, remote learning, and everything else that has been involved with this pandemic. John Louviere, Robert Wagner, and the provost have pulled together some resources that can help faculty members who are teaching hybrid classes. There is a pool of funds to help hire hourly workers to help with this new way of teaching. Reach out to John Louviere if you have any questions or have a need for this. Heard from faculty members that lecturing for hours with a mask on has been exhausting. Recommend getting microphones that will help with teaching in person. There may be some loaner microphones and you can reach out to CIDI if you would like to get some. New leadership team in the School of Graduate Studies. Richard Cutler is the Interim Vice Provost and is working with Janis Boettinger to get things going. Circle back to COVID – need to load courses into Banner for the spring semester. A proposal is being moved forward to move the return to campus until and Martin Luther King Day. We will eliminate the spring break due to starting so late in the semester. This has been vetted with the Faculty Senate, USUSA and they feel that it is likely and a necessary evil. It was recommended that we provide some mental health help for students pushing straight through the semester. Need official word from the Calendar Committee to the Faculty Senate regarding the change before we can approve it.

### **Information**

EPC Monthly Report – September 3, 2020 - Paul Barr

Curriculum Committee approved a request to create fine online certificate programs in the Department of Computer Science in the College of Science.

Academic Standards Subcommittee did not meet – nothing to report.

General Education Subcommittee – nothing to report.

Been discussing learning objectives and how they will be evaluated for new course approvals.

### **Reports**

Empowering Teaching Excellence Annual Report – John Louviere | Travis Thurston

There were 400 attendees at the 2019 ETE Conference and 570 at this year's conference. There were also 55 faculty/staff presenters. CIDI provided summer 2020 consultations and 141 were scheduled.

(See report)

*Motion to approve the Empowering Teaching Excellence Annual Report made by Scott Hunsaker, Seconded by John Swinton. Report approved.*

### **Old Business**

Update on 2019-2020 Code Changes – Patrick Belmont

Patrick Belmont talked about faculty code and how it gets modified. Spoke about PRPC and their role in making/drafting code changes. PRPC brings the code changes to senate for a first reading and then a senate vote is made to send back to PRPC which then returns it to the senate for a second reading and approval. Last year was a big year for PRPC. They did a lot of work and sent through a lot of code. David Farrelly, PRPC Chair has stepped down and has been replaced by Nikki Kendrick who will be chairing the committee this year. Provided the code tracking spreadsheet for the senate to see the process.

**New Business**

Code Updates for 2020-2021 – Timothy Taylor | Frank Galey

Provost Galey has found that there are a number of places in the code that are either obsolete, redundant, or worse, contradictory. Provost has visited with the Faculty Senate presidency about a complete rewrite of the faculty code. This would entail changing code over to the new format as well as separating procedures from policy. The goal is to streamline and be able to refer to the 3XX code where they overlap. Clean up will include changes regarding USU administrative changes as well. Might be a good idea to pull together a small writing group and that can help get these updates/changes started. This team would include Nikki Kendrick or someone from PRPC, a representative from the provost's office as well as other faculty members and possibly some legal support.

**Adjourn: 4:16**

## **Report from the Educational Policies Committee September 3, 2020**

The Educational Policies Committee (EPC) met on September 3, 2020. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page ([www.usu.edu/epc](http://www.usu.edu/epc)).

During the September 3, 2020 meeting of the EPC, the following actions were taken:

### **1. General Education Subcommittee**

- One General Education designation was approved:
  - HIST 3060 (DHA)
  - One request was returned to the originator

### **2. Academic Standards Subcommittee**

- No September meeting to report

### **3. Curriculum Subcommittee**

- Approval of 26 course requests.
- Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to **add Interventions for Secondary Students' as a new specialization within the existing Master of Education in Curriculum and Instruction.**
- Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to **add Interventions for Secondary Students as a new specialization within the existing Master of Science in Curriculum and Instruction.**
- Request from the Department of Languages, Philosophy and Communications Studies in the College of Humanities and Social Sciences to **restructure the department. Resulting in two departments, specifically the Department of World Languages and Cultures and the Department of Communication Studies and Philosophy.**

### **4. Other Business**

- Discussion regarding the First year of General Education Assessment Plan (General Education Subcommittee)
- Discussion of Learning Objectives for new course approval (Curriculum Subcommittee)
- Discussion of 3000 and 4000 level courses within the first two years of the program.

**2019-2020 ANNUAL REPORT  
OF THE  
UTAH STATE UNIVERSITY  
EDUCATIONAL POLICIES COMMITTEE (EPC)**

**Submitted by**

**Paul J. Barr, EPC Chair**

**Vice Provost**

**September 2020**

## 2019-2020 Annual Report of the USU Educational Policies Committee

### MEMBERSHIP:

#### EPC Membership for the 2019-2020 Academic Year

- **Paul Barr**, *Chair, Vice Provost*
- **Nicholas Morrison**, *Caine College of the Arts and Curriculum Subcommittee Chair*
- **Sterling Bone**, *Jon M. Huntsman School of Business*
- **Christa Haring-Biel**, *Emma Eccles Jones College of Education and Human Services*
- **Timothy Taylor**, *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*
- **David Hole**, *College of Agriculture and Applied Sciences*
- **Renee Galliher**, *Academic Standards Subcommittee Chair*
- **Lee Rickords**, *General Education Subcommittee Chair*
- **Shana Geffeney**, *Regional Campuses*
- **Robert Heaton**, *University Libraries*
- **Michelle Fleck**, *USU Eastern*
- **Chenese Boyle**, *Academic and Instructional Services*
- **Robin Peterson**, *Catalog Editor*
- **Richard Inouye**, *Graduate Council*
- **Dexton Lake**, *USUSA Executive Vice President*
- **Jared Fry**, *Graduate Studies Senator*
- **Sami Ahmed**, *USUSA President*
- **Adam Gleed**, *Registrar's Office*
- 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 2019-2020 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	Nicholas Morrison (Chair)
General Education Subcommittee	Lee Rickords (Chair)
Academic Standards Subcommittee	Renee Galliher (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 989 requests for individual course actions.
2. The Curriculum Subcommittee and subsequently the EPC acted on a variety and number of R401 proposals (N=39) for programs during the 2019 – 2020 academic year. Table 1 is a summary of those proposals.

**Table 1. Action taken by the EPC/Curriculum.**

<b><u>Unit/College/Department</u></b>	<b><u>EPC Actions 2019-2020</u></b>
Department of Engineering Education in the College of Engineering	Discontinue the Engineering Education Certificate
College of Humanities and Social Sciences	Offer a Graduate Certificate in Anticipatory Intelligence
Department of Languages, Philosophy and Communication Studies	Offer a Minor in Arabic Studies
Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services	Change the department name from Nursing and Health Professions to Nursing
Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services	Offer a Disability Studies Minor
School of Applied Science, Technology and Education in the College of Agriculture and Applied Sciences	Offer a PhD in Career and Technical Education
Department of Art and Design in the Caine College of the Arts	Change the name of the Bachelor of Interior Design to Bachelor of Interior Architecture and Design
Department of Music in the Caine College of the Arts	Change the name of the Bachelor of Music Piano Performance emphasis to Piano Performance and

	Pedagogy with the intent to de-activate the Bachelor of Music Piano Pedagogy emphasis
Department of Music in the Caine College of the Arts	Discontinue the Bachelor of Music Piano Pedagogy degree
Department of Economics and Finance in the Jon M. Huntsman School of Business	Include a Quantitative Economic History emphasis in the BS/BA degree in Economics
Department of Management in the Jon M. Huntsman School of Business	Add emphases in Hotel Management and Wealth Management to the BS/BA degree in Management
Department of Management in the Jon H. Huntsman School of Business	Relocate the Minor in Hospitality and Tourism Management from the Department of Marketing and Strategy, and to rename the program Hotel Management
Department of Management Information Systems in the Jon M. Huntsman School of Business	Change the Department name from Management Information Systems to Data Analytics and Information Systems
Department of Mechanical and Aerospace Engineering in the College of Engineering	Change the name of the Minor in Mechanical and Aerospace Engineering to a Minor in Mechanical Engineering
Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services	Change the name of the Master of Science degree in Health and Human Movement to Master of Science in Kinesiology.
Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services	Change the name of the Bachelor of Science degree in Health and Human Movement to Bachelor of Science in Kinesiology.
Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services	Offer a Minor in Outdoor Adventure Leadership.
Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services	Change the department name from Special Education and Rehabilitation to Special Education and Rehabilitation Counseling.
Department of Applied Economics in the College of Agriculture and Applied Sciences	Discontinue the Bachelor of Science Environmental and Natural Resources Economics degree.
Department of Applied Economics in the College of Agriculture and Applied Sciences	Change the Agricultural Economic Minor to Applied Economics.
School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences	Redefine Career and Technical Education (CTE) programs offered by USU at three statewide campuses.

School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences	Create a new emphasis in the Technology Systems Bachelor of Science degree for Quality and Reliability.
Departments of Languages, Philosophy and Communication Studies and Political Science in the College of Humanities and Social Sciences	Create a Minor in Middle East Studies.
Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services	Offer a Master of Science in Sports Management.
School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences	Restructure the School of Applied Sciences, Technology and Education.
School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences	Offer a Minor in Community-Based Education.
Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services	Sports Medicine Specialization in the Health and Human Movement Master of Science program
Departments of History and Political Science in the College of Humanities and Social Sciences	Certificate of Proficiency in Global Peacebuilding
Department of Biology in the College of Science	Human Biology Emphasis to the existing Bachelor of Arts degree in Biology.
Department of Aviation, Career and Technical Education	Create a Cybersecurity emphasis in the Technology Systems Bachelor of Science degree.
School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services	Add Science Education as a specialization to the existing Master of Education in Curriculum and Instruction.
School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services	Add Science Education as a specialization to the existing Master of Science in Curriculum and Instruction.
School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences	Create three emphasis areas within the Outdoor Product Design and Development Program.
Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences	Offer a Bachelor of Science in Aviation Technology.
Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences	Create a certificate in Advanced Design, Geospatial, and Visualization Technologies.
Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences	Change the degree name from Masters of Bioregional Planning to Masters of Environmental Planning.

Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences	Change the degree name from PhD in Landscape Architecture to PhD in Landscape Architecture and Environmental Planning.
Department of Languages, Philosophy and Communications Studies in the College of Humanities and Social Sciences	Create a certificate of proficiency in Nonprofit Organizations and Social Entrepreneurship.
Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources	Offer a certificate of proficiency in Applied Geographic Information Science.

**Other Actions:**

- Approval the change of DIP codes with several programs at the university to correct mistakes with original designations.

**B. Actions originating from the General Education Subcommittee:**

1. Courses approved (N = 21) by the EPC in 2019-2020 for General Education Designation 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>
RELS 1070	Religion, Violence, and Peace	BHU
HIST 4510	American Metropolis: Cities and Suburbs in United States History	DHA
SPED 5012	Basic Behavior Management and Instructional Strategies	QI
HIST 3840	The Modern American West	DHA
HIST 4630	History of the Southwest Borderlands	DHA

PHIL 3500	Medical Ethics	DHA
BIOL 3500	Plagues, Pests, and People	DSC
ENGL 2070	Digital English Studies: Literature, Culture, Technology	BHU
ANTH 1090/RELS 1090	Introduction to Interfaith Leadership	BHU
HIST 4566	Modern Islam	DHA
ANTH 3320	Archeology of Climate Change	DSS
HONR 3030	Special Topics: Social Sciences	QI
NAS 1010	Introduction to Native American Studies	BHU
SOC 2370	Sociology of Gender	BSS
SOC 2850	Sociology of Race and Ethnicity	BSS
ENVS 3320	Archeology of Climate Change	DSS
POLS 4464	International Security	DSS
BIOL 3055	Organismal Biology with Physical Laboratory	CI
BIOL 3065	Generics Laboratory	CI
BIOL 3085	Ecology Laboratory	CI
BIOL 3095	Molecular, Cellular, and Developmental Biology Laboratory	CI

2. Actions that were taken by General Education Subcommittee (2019-2020):

- A QI rubric was developed and provided to help guide submissions for QI designations.
- General Education assessment is still ongoing and being evaluated in order to meet accreditation standards

**C. Actions originating from the Academic Standards Subcommittee (2019-2020):**

- A revision to the Language of Excused Absence Policy in the General Catalog was revised.
- Temporary grade proposal approved and a temporary grade of 'T' was added to grading options at Utah State University.



# Annual Report

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Fiscal Year 2019-2020



September 10, 2020



# Annual Report

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**Fiscal Year 2019-2020**



Dr. Kristine Miller, Director

September 10, 2020

Compiled by: Andreas Leidolf, Coordinator

Reporting Period: 1 July 2019 – 30 June 2020



## A. OVERVIEW

### 1. Honors Mission and Leadership

The University Honors Program is charged with creating a diverse community of USU's most engaged students, faculty, and alumni. Built upon the values and learning outcomes of experiential education – critical thinking, independent research, interdisciplinary collaboration, and civic engagement – Honors trains its students to think deeply about how to make the world a better place. The program is a centerpiece of Utah State University's stated land-grant mission to foster the principle that academics come first, cultivate diversity of thought and culture, and serve the public through learning, discovery, and engagement. The university therefore guarantees the program adequate infrastructure resources, including an appropriate budget and faculty, staff, and administrative support, and commits to building and sustaining a robust Honors Program that exemplifies the best that Utah State University has to offer.

The 2019-2020 fiscal year marked the sixth year of the University Honors Program under the leadership of Dr. Kristine Miller, whose role as Director began on July 1, 2014. Her creative, collaborative development of this university-wide Honors Program, publication and presentation on Honors education, and election to the Board of Directors for the National Collegiate Honors Council has established USU as a national leader in Honors education. Over the past six years, 65% of Dr. Miller's role was dedicated to Honors administration and 35% to her duties as a tenured Professor of English. Recognizing the substantial growth and impact of the USU Honors Program over that period, the Provost increased the proportion of her role in Honors administration to 75%, starting in the 2020-2021 fiscal year, and approved a change in title to "Executive Director."

### 2. Personnel

In addition to the Director (reclassified as Executive Director as of 7/1/2020), the Honors Program employs three 1.0 FTE professional staff positions: the Academic Advisor, Program Coordinator, and Staff Assistant (changed to Program Assistant as of 1/27/2020). See Table A-1 for a list of personnel employed during the reporting period.

**Table A-1.** Utah State University Honors Program personnel during FY 2019-2020.

Position	Name	FTE	Dates in Role
Director	Dr. Kristine Miller	1.0 <sup>a</sup>	07/01/2014 – present
Academic Advisor II	Lisa Hunsaker	1.0	08/01/2017 – 07/19/2019
Academic Advisor Senior	Amanda Adison	1.0	10/01/2019 – present
Program Coordinator II	Andreas Leidolf	1.0	04/01/2018 – present
Staff Assistant III	Chelsey Gensel	1.0	12/04/2017 – 12/06/2019
Program Assistant III	Justina Adams	1.0	01/27/2020 – present

<sup>a</sup> In this period, Dr. Miller's appointment to the Honors Program accounted for 65% of her role at USU, with 35% allocated to the Department of English for her position as Professor of English. As of 7/1/2020, that distribution changed to 75/25%.



# The State and Vision of USU Honors



## B. STATE AND VISION

### Honors and USU

Over the past six years, the University Honors Program has developed the capacity to act as an institutional force multiplier at USU. Considering its limited staffing and budget, Honors has played an outsized role in delivering an educational experience of the highest caliber to both Honors and non-Honors students; creating an engaging and stimulating academic work environment for all faculty; and building collaborative space for student-support staff to pursue innovative best practices across the institution. In all of these ways, the University Honors Program exemplifies and amplifies USU's strengths.

*Honors truly reflects all of USU.*

Over the past three years, Honors has consistently represented the disciplinary diversity of our institution. The Honors Student Advisory Board includes a student representative from each of USU's eight colleges, and the program serves students in all of these colleges and the vast majority of academic departments/units, as well as a substantial number of majors:

- 2017-2018: 37/52 departments/units, 109/200 majors
- 2018-2019: 41/52 departments/units, 101/200 majors
- 2019-2020: 43/52 departments/units, 97/200 majors

While the proportion of students belonging to racial or ethnic minorities or identifying as first-generation college students is higher at the institution than in Honors, this gap has begun to close over the past few years, particularly in terms of application numbers and admitted Honors students.

Honors similarly engages faculty from all colleges and most academic departments/units:

- 2017-2018: 217 faculty from 43/52 departments/units
- 2018-2019: 238 faculty from 44/52 departments/units
- 2019-2020: 250 faculty from 43/52 departments/units

The Honors Faculty Advisory Board also includes a representative from each of USU's eight colleges, as well as two other major USU stakeholders (Libraries and the Office of Research), and the Honors Program has established a faculty Departmental Honors Advisor in 46 departments/academic units/programs.

Particularly notable is that Honors has consistently increased the number of faculty engaged over the past three years (by 5-10% per year), in the absence of significant budget or staffing growth. More specifically, the program has increased the proportion of Honors-engaged female faculty (from 42% in 2017 to 50% in 2019) and early-career faculty (from 28% in 2017 to 32% in 2019). By playing a key role in the professional development of these two groups, Honors supports USU's educational mission and helps to retain top faculty. In turn, this broad and deep engagement of USU faculty suggests the University Honors Program's real value and positive impact on every educational experience at USU.

## B. STATE AND VISION

*Honors truly serves all of USU.*

Honors serves the entire USU community as an idea lab, incubator, and role model for high-impact educational practices, interdisciplinary and experiential learning, and innovative programming. Honors thoughtfully designs its programming and initiatives to benefit all USU students, faculty, and staff. Notable Honors impacts on the university community include the following:

- Change in faculty code to highlight Honors-engaged work as evidence of teaching and service excellence in promotion and tenure and merit documentation
- Innovative pilots of team-taught, cross-disciplinary General Education (GE) courses
- Work with the Center for Community Engagement to plan the application process for the Carnegie Community-Engaged Institution designation, which USU earned in early 2020
- Advising and mentoring of almost all (Honors and non-Honors) USU applicants for prestigious national and international awards over the past five years, resulting in eleven Goldwater Scholars (and seven Honorable Mentions), one Truman scholar (and two Finalists), and one Udall Honorable Mention
- Development and pilot of the Global Engagement Scholar transcript designation (in collaboration with the Office of Global Engagement)
- Design and implementation of an Honors Alumni Mentoring Program that became a model for USU Alumni Relations
- Creation of the Honors Leadership Academy, a Canvas course model (available to other USU academic units) that trains students for leadership roles as ambassadors, peer educators, publicists, and community builders at USU and beyond
- Conception and realization of Honors Book Labs, a non-course book discussion series that models civil discourse for all USU faculty and students
- Production of weekly *Honors in the Know* MailChimp campaigns for students and faculty/staff that highlight key USU co-curricular events across disciplines
- Campus-wide faculty-student socials that showcase the possibilities for student and faculty networking across disciplinary boundaries

## B. STATE AND VISION

*Honors truly partners with all of USU.*

Honors has established itself as an eager, competent, reliable, and respected partner for other academic units, student-support services, and university administration. The program regularly collaborates in initiating, innovating, developing, refining, implementing, and assessing institution-wide best practices in the areas of high-impact educational practices, student-support services (including recruiting, high-school-to-college transition, and advising), and faculty professional development.

The significant growth (over 100%) in productive and sustained partnerships between Honors and other USU units over the past three years (from 13 in 2017 to 27 in 2019) attests to both the Honors Program's proactive approach to collaboration and its institutional reputation for productive, mutually rewarding partnerships.

### **Box B-1. USU Honors Partnership Spotlight: The Office of Research**

The Honors Program's longstanding partnership with the Office of Research (OR) exemplifies the breadth, depth, and longevity that characterize the program's many mutually beneficial on-campus relationships. Some key collaborations between Honors and the OR include the following:

- Recruiting and admissions: By involving the OR in Honors admissions review and collaborating on shared recruiting values, the program has created one of several key pathways to the OR's Undergraduate Research Fellowship.
- URCO support: The Honors Program has coordinated with the OR to create a streamlined fund-matching process for any Honors student awarded Undergraduate Research and Creative Opportunities (URCO) funding. Since many of these awardees are also Undergraduate Research Fellows, this arrangement benefits both programs.
- Scholarship mentoring and review: The OR supports Honors in national scholarship and fellowship mentoring, and Honors runs regular information sessions for outstanding undergraduate researchers. In addition, the two offices coordinate annually on USU and Honors scholarship review to maximize opportunities for all students.
- Shared student programming: Communicating regularly about both professionalization and enrichment programming, Honors and the OR maximize engagement of undergraduate researchers with thoughtful, targeted programming.
- Undergraduate research mentoring: The OR and Honors regularly share insights about best practices for mentoring undergraduate research and creative work.

## B. STATE AND VISION

*Honors truly expands USU's reputation.*

The University Honors Program embodies and displays USU's many strengths. In keeping with the institution's land-grant mission, outstanding Honors students and faculty regularly draw national attention by sharing their research and creative discoveries, pedagogical innovations, and community-engagement efforts. Even more directly, the Honors Program staff has established key national memberships and engaged in public presentations and publications that have shared the innovative USU Honors curriculum and established the program as a national pedagogical model. In an effort to expand USU's reputation, the Honors Program has initiated and maintained the following:

- An active role in USU's successful application for an institutional Carnegie Community-Engaged Institution classification, including the Honors Program Director's leadership as co-chair of the three-person core writing team and the establishment of Honors as a USU Community-Engaged Department
- Active membership, participation, and leadership in the National Collegiate Honors Council (NCHC), including Dr. Miller's election to a three-year term on the NCHC Board of Directors; completion of a forthcoming book entitled *Building Honors Contracts: Insights and Oversights* for the NCHC monograph series; publication of a shorter piece on campus collaboration in an NCHC journal; presentations on USU Honors at the NCHC national conference, and service on several NCHC committees (including Advocacy (co-chair), Large Universities, Professional Development, and the NCHC Publications Board)
- Active membership, participation, and leadership in Honors Education at Research Universities (HERU), including the Honors Program Director's service on the planning committee for the 2019 conference in Salt Lake City and presentation at that conference
- Active membership and participation in the National Association of Fellowship Advisors (NAFA), NACADA: The Global Community for Academic Advising, and the Western Regional Honors Council (WRHC)

## B. STATE AND VISION

### Honors is a Mature Program

In the past six years under Dr. Miller's leadership, Honors has matured into a program that is stable, resilient, productive, and successful.

*Honors is stable.*

The University Honors Program has established collaborative relationships with several key groups to ensure consistency in essential activities. The program's connections with USU faculty and staff—especially its partnerships with USU Admissions, Marketing and Communications, Housing, Advising, the OR, and Alumni Relations—have allowed Honors to build an annual cycle of events and activities that yields dependable results and outcomes. That cycle includes the following stages:

- Recruiting and Admissions: As a result of targeted Customer Relationship Management (CRM) messaging, on- and off-campus recruiting, and a range of print and video marketing tools, Honors consistently receives and reviews, with a carefully developed holistic admissions process, 300-550 applications per year.
- Honors House: Because of messaging to current and incoming students and collaboration with USU Housing, Honors consistently fills at or near capacity an Honors building in USU's Living and Learning Community.
- Honors Advising: Internally, Honors consistently advises, with overwhelmingly positive feedback, an Honors population averaging 600 students. In addition, the program co-advises across colleges and has integrated Honors requirements into DegreeWorks, so that students receive consistent, reliable messaging about program requirements and value.
- Honors Curriculum: The program selects and supports 6-8 Honors Introductory Experiences (GE Breadth) and 2-3 Honors Think Tanks (cross-disciplinary, team-taught GE Depth) each year. Honors calls for proposals and uses its advisory boards to review new courses on regular two- or three-year rotations. The program-wide Honors Canvas course tracks Honors points and educates students on how to earn them, with particular emphasis on the importance of research and creative work.
- Honors Alumni: As a result of ongoing record-keeping collaboration with USU Alumni Relations, Honors regularly and consistently engages with up to 50% of our alumni each year, with an average group of 50 Honors alumni working actively and directly with our students through a variety of programs.
- Honors Graduation: Since 2014, Honors has consistently graduated between 25-37% of incoming students based on tracking of four-year cohorts, a total in line with national averages.



## B. STATE AND VISION

### *Honors is resilient.*

The University Honors Program has experienced significant staff turnover, challenges in recruiting diverse incoming cohorts, limited space for a growing population, and a pandemic in the past five years. In each case, the program has adjusted and identified opportunities to grow and improve. Honors has refined job descriptions and documented training materials, revised its admissions approach and processes, explored options for more space, and developed creative ways to engage students from a distance.

#### **Box B-2. Case Study: The Honors Program and COVID-19 (Spring 2020)**

The Honors Program's resilience is particularly clear in its quick and creative responses to the global pandemic, especially in the following areas:

- Graduation: Because the program could not hold the planned Honors Medallion Ceremony, the Director wrote to each graduate, and the staff developed a graduation slideshow (featured on social media) and coordinated with the Registrar's office to include Honors graduation certificates and medallions in mailed graduation boxes.
- Student support: Honors quickly adopted online advising and tutoring; communicated regularly with our students via Canvas, MailChimp, and the Honors listserv; and developed a summer capstone preparation course for rising seniors.
- New programming: Honors accelerated new programming, including an "Ask an Honors Alum" opportunity; a website list of summer reading, listening, and viewing recommendations from faculty and recent graduates; and a curated list of virtual co-curricular events that students could attend and reflect upon for Honors points.
- Updated programming: The program expanded Honors Book Lab offerings for the summer, made them virtual experiences, and bought/delivered books to all students, regardless of location.

### *Honors Produces Results.*

In addition to Honors staff and faculty work to enhance USU's national reputation, USU Honors students consistently draw local, national, and global recognition. In the last three years, Honors students have earned 150 optional transcript designations (University Honors, Undergraduate Research, Global Engagement Scholar, and Community-Engaged Scholar) and won 470 national, university, college, or departmental awards or distinctions, including five students named as Goldwater Scholars and one Honorable Mention, two as Truman Scholarship Finalists, and ten as USU or college valedictorians. They have completed 118 Honors capstone projects; delivered 239 presentations at local, state, regional, national, and international conferences; and authored or co-authored 15 peer-reviewed publications or other original works. The Honors Program is proud to support these impressive results with both dedicated research/creative funding and an innovative curriculum that rewards independent inquiry.



## B. STATE AND VISION

### Honors into the Future

As a program that has matured over the past six years, the University Honors Program is now poised to expand in ways that truly embody USU's land-grant mission. Now more than ever, such expansion depends upon the creative innovation that has defined and distinguished the program to date. The two most immediate areas for growth are 1) development and implementation of imaginative forms of distanced learning and community engagement, both in our current moment and beyond, and 2) statewide and regional expansion of access to the opportunities that USU Honors affords to curious, creative, courageous, and connected students.

The University Honors Program has historically taken a proactive approach to community-building and has recently expanded that approach to virtual learning and engagement. The program quickly developed virtual Summer Honors Book Labs, a highly successful format that has continued into the fall, and the Director also worked with faculty to move Honors courses to virtual formats for fall. Furthermore, in addition to extending the scope of its comprehensive weekly messaging for students, faculty, and staff to include virtual and social-distanced academic events and opportunities at USU, Honors nimbly added such events to its own offerings. For example, the program plans to deliver its signature annual event, the Honors Last Lecture, in a large-scale Zoom webinar format, followed by a live interactive Q&A. In addition, Honors has developed two engaging new series for students this fall: "The Honors Passion Project" features Honors alumni sharing their favorite hobbies and passions in small-group conversations with students; the "Dare to Care" series engages students in discussion with peers, faculty, and staff on topics such as voting, anti-racism, and mental health.

This academic and co-curricular programming is timely and necessary not only for our current students, but also for prospective Honors students from various backgrounds and locations, particularly around the state of Utah. Representing our rural land-grant institution, Honors has actively sought to reduce access barriers for first-generation students and underrepresented minorities. These students often come from rural communities and school districts around the region or immigrant or refugee populations in more urban communities. Over the past year, Honors has begun developing a pilot for statewide USU Honors, in collaboration with Vice Provost Rich Etchberger and faculty on the Brigham City, Uintah Basin, and USU Eastern (Price) campuses. With the virtual resources the program has developed over the past six months, this pilot will be even more timely and relevant in the coming year.

Building upon this progress, the University Honors Program is planning fall discussions with USU leadership about its current SWOT analysis and strategic plan. Honors is also completing a self-study in preparation for an external evaluation through the NCHC. By laying a groundwork of self-analysis and discussion in the present, the program is not only charting a short-term course of growth made possible by innovation and collaboration, but also preparing for future growth when and if additional space, staffing, and budgetary resources become available.



# Honors by the Numbers



## C. PARTICIPANTS

### *In FY 2019-2020, the USU Honors Program:*



Served an Honors student population of **679** students—61% of whom were female—from **all eight** of USU's colleges, **43 of 52** USU departments, and **99 of 200** academic majors.



Recruited **212 new first-year** and **18 current/transfer** students to the program from a pool of **557 applicants**.



**Graduated 42 students** with University Honors.



Involved **250 USU faculty** from **43 departments** in teaching and other academic activities, including mentoring, advising, service, and assessment.



Engaged with **1,138 Honors alumni** through an annual newsletter, regular messaging, and alumni-student programming and mentoring.

## C. PARTICIPANTS

### 1. Student Participants

In FY 2019-2020, the Honors Program served a population of 679 students—415 of whom were female (61%)—making up 4% of the undergraduate student population on USU’s main Logan campus. Compared to this USU main-campus population, a smaller percentage (7%) of Honors students identified as belonging to an underrepresented ethnic minority (URM)—although that number has increased by 15% from the previous reporting period—or as being first-generation college students (10%, Table C-1). Among current and transfer students admitted to the program, first-generation students make up a larger proportion, which matches the number on USU’s Logan campus. These data suggest the important role of USU faculty in identifying and recruiting outstanding performers as Honors students after they reach USU.

**Table C-1.** Demographics of USU Honors Program and USU Logan campus general student population for FY 2019-2020.

	Total #	Male (%)	Female (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)
Total Honors Population	679	263 (39%)	415 (61%) <sup>b</sup>	46 (7%)	66 (10%)
<i>USU Comparison<sup>c</sup></i>	15,905	7,930 (50%)	7,975 (50%)	1,608 (10%)	2,731 (17%)
First-year Honors	212 <sup>d</sup>	76 (36%)	136 (64%)	13 (6%)	30 (14%)
Honors Current/Transfer	18	7 (39%)	11 (61%)	0 (0%)	3 (17%)
<i>USU Comparison<sup>c</sup></i>	3,554	1,433 (40%)	2,121 (60%)	337 (9%)	613 (17%)
Honors Graduates	42	21 (50%)	20 (48%) <sup>b</sup>	4 (10%)	4 (10%)
<i>USU Comparison</i>	- <sup>e</sup>	- <sup>e</sup>	- <sup>e</sup>	- <sup>e</sup>	- <sup>e</sup>

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

<sup>b</sup> One student (<1%) identified as non-binary.

<sup>c</sup> Logan campus only, four-year/Bachelor degree-seeking students only.

<sup>d</sup> These data were first reported in the FY 2018-2019 Honors Program Annual Report; at that time, they represented the demographics of the incoming class for the following reporting period rather than the current one. They are repeated here to correct that mistake and to provide for a more valid comparison with institutional data going forward.

<sup>e</sup> Data unavailable.

## C. PARTICIPANTS

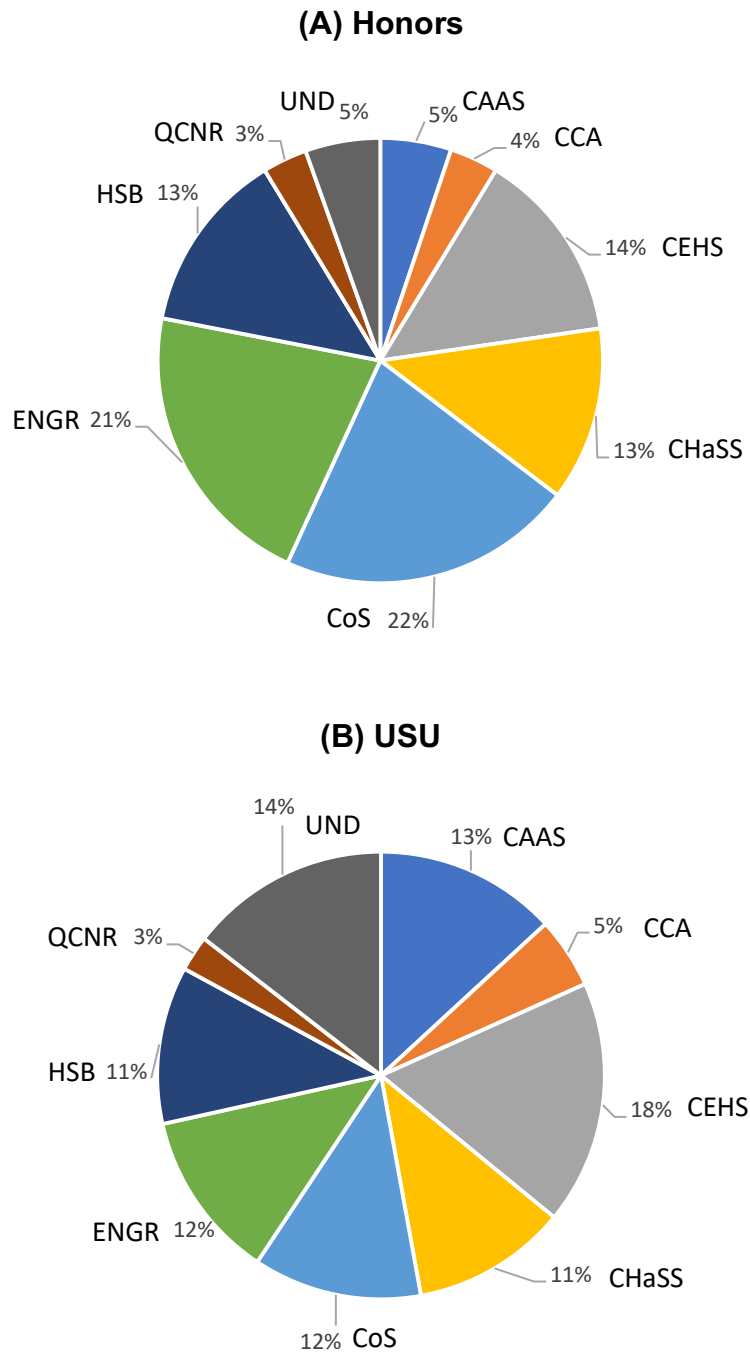
The disciplinary distribution of Honors students has shifted this year. The largest number of Honors students in one college (146) came from USU's College of Science (CoS), representing a significant increase of over 30% compared to last year and making up 22% of the Honors student population. This percentage is only slightly higher than that in the College of Engineering (ENGR, 21%), with the Emma Eccles Jones College of Education and Human Services (CEHS), the College of Humanities and Social Sciences (CHaSS), and the Jon M. Huntsman School of Business (HSB) all accounting for 13-14% of the Honors student population. As in previous years, the smallest percentages of Honors students come from the College of Agriculture and Applied Sciences (CAAS, 5%), the Caine College of the Arts (CCA, 3%) and the S.J. and Jessie E. Quinney College of Natural Resources (QCNR, 2%, Figure C-1A).

Figure C-1B shows the student breakdown by college for USU's general student population on the Logan campus. 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 and CoS noticeably overrepresented, and students from CEHS and CAAS underrepresented, the latter significantly so. These trends match our observations from the previous reporting period.

This year, Honors admitted 212 first-year students, a 34% increase over FY 2018-2019. The proportions of male and female Honors first-years are skewed markedly toward female students when compared to the incoming student population on USU's Logan campus (Table C-1). It is important to note that Honors has developed intentionally inclusive admissions processes. Nevertheless, although students identifying as belonging to a URM made up 11% of students who were offered admission to Honors—a number that exceeds the percentage of URM students among the incoming AY 2019-2020 class on USU's Logan campus—fewer of those students accepted their place in Honors. As a result, URM students made up only 6% of incoming first-years in the Honors Program. At the same time, however, Honors was able to double the percentage of first-generation college students admitted compared to the previous reporting period.

The Honors Program graduated 42 students this year, representing 6% of the total Honors student population and 28% of the 2016 first-year cohort (Table C-1, Table H-1). A plurality of this year's graduates were male (Table C-1), which is a change from previous years (FY 2017-2018 and FY 2018-2019), when most of our graduates were female. For a comparison of Honors Program completion rate over time, see Figure G-1.

## C. PARTICIPANTS



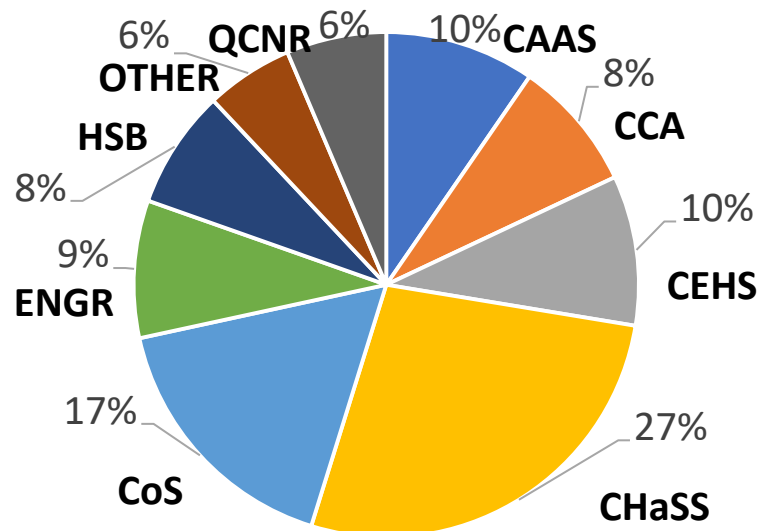
**Figure C-1.** FY 2019-2020 Honors (A) and USU Logan Campus (B) student population by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; CoS = 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.

## C. PARTICIPANTS

### 2. Faculty Participants

FY 2019-2020 saw a 5% increase over the previous reporting period in the number of university faculty engaging with the Honors Program, which follows a 10% increase from FY 2017-2018 to FY 2018-2019. 250 faculty members participated in a range of academic activities (Table H-2): teaching Honors courses or USU 1010 *Connections* sections; leading Honors Book Labs; mentoring Honors contracts and capstone projects; guiding national scholarship applicants; serving as Departmental Honors Advisors (DHA, Table H-3); reviewing admissions and scholarship applications; engaging in program evaluation and assessment by serving on the Honors Faculty Advisory Board (Table H-4); and helping to expand the reach of Honors through service on the Honors Statewide Campus Task Force (Table H-5).

Over one third of these faculty members participated in more than one category of engagement with the Honors Program. Faculty participants included 50% women, and the group was comprised predominantly of early-career faculty, with 77 (31%) at the Assistant Professor rank, a fact that illustrates the perceived value of Honors engagement for professional development and career advancement. Honors-engaged faculty belonged to 43 departments or other academic units from all eight USU colleges and USU Libraries. The highest number of faculty involved with Honors was from CHaSS (27%), followed by CoS (17%). The proportion of faculty from the remaining six colleges ranged from 6-10% (Figure C-2).



**Figure C-2.** FY 2019-2020 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.

## C. PARTICIPANTS

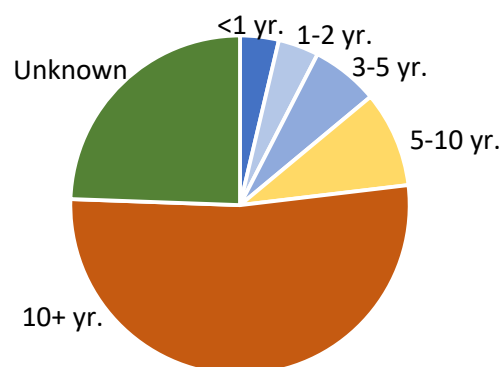
### 3. Alumni Participants

The Honors Program draws on the professional expertise and positive attachment of a cohort of 1,138 alumni, 687 of whom are female (60%). During FY 2019-20, the program actively engaged with 47 (4%) former Honors Aggies in the Honors Alumni Mentoring Program; additionally, 41 of our alumni (4%) participated in the new “Ask an Honors Alum” program initiated in April 2020 in response to COVID-19 and the transition to remote course delivery in spring semester. 24 alumni participated in both of these programs. The program communicated with the entire Honors alumni community through the USU Honors Program’s Annual Newsletter, “Building Bridges” (Figure C-3), which was delivered to 1,220 email addresses.



**Figure C-3.** The 2019-2020 Honors Program Annual Newsletter “Building Bridges.”

Among Honors alumni where the graduation year is known (860), 18% are recent (<5 years) graduates, 12% are early-career professionals (5-10 years), and 70% are mid/late career professionals (>10 years, Figure C-4).



**Figure C-4.** Time since USU graduation for engage USU Honors Program alumni in FY 2019-2020.



## D. PARTNERS

### *In FY 2019-2020, the USU Honors Program:*



Partnered with **23 USU** and **48 non-USU partners** from a wide range of offices and organizations in the local and national communities.



Maintained memberships in **four professional organizations**.

The Honors Program enters into productive, mutually beneficial partnerships on campus and within the wider local, national, and global communities with the aim of creating opportunities for students and faculty, advancing best educational practices, and extending the footprint and impact of USU Honors beyond the boundaries of our program.

#### 1. USU Partners

##### Ongoing Partnerships:

*Inclusion Center, Allies on Campus*—The Honors Program Director, Coordinator, Academic Advisor, and Staff Assistant have completed Allies training, and the Honors Staff Assistant, Chelsey Gensel, served on the Allies advisory board until December 2019.

*Aggie First Scholars*—Honors has worked with Aggie First Scholars to identify Honors/first-generation student overlap and has used that information to inform both future recruiting and retention efforts and shared programming.

*Aggies Think, Care, Act*—Honors is a member of the ATCA committee. The Director represents the program at monthly meetings and shares updates to help all members collaborate on inclusive programming. The Director also served on the 2019 Inclusive Excellence Symposium planning committee, which Honors promoted by providing to interested Honors students complimentary copies of the book *How to Be Less Stupid About Race: On Racism, White Supremacy and the Racial Divide* by keynote speaker Dr. Crystal Fleming.

*Center for Anticipatory Intelligence*—The Honors Program collaborated with the CAI to plan and implement an informational recruiting session for Honors students.

*Center for Community Engagement*—Honors continued its productive collaboration with CCE to implement the Community-Engaged Scholar transcript designation and to

## D. PARTNERS

secure community-engaged learning (CEL) designations on select Honors courses; the Director completed her service on the three-person core writing team and the broader task force for USU's successful application for an institutional Carnegie Community Engaged Institution classification.

*Center for Growth and Opportunity*—Center staff mentored several Honors student contracts in FY 2019-2020.

*Department of Plants, Soils, and Climate*—Honors collaborated with Plants, Soils, and Climate professor Dr. Steve Young to implement a year-long Honors Integrated Research Experience for Undergraduates (HIREU), developed in FY 2018-2019 and focused on invasive plant ecology and management.

*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 partnered (including recruiting, Resident Assistant (RA) staff training, and programming) with Housing and Residence Life to provide theme housing for Honors students.

*Office of Admissions*—The Director and staff continued to work with USU Admissions to refine a targeted recruitment plan for Honors, coordinate the recruitment of high-ability students across colleges, and train ambassadors and tour guides to incorporate information about Honors into their scripts and tours.

*Office of Global Engagement*—The Honors Program collaborated with the OGE in the coordination and implementation of the Global Engagement Scholar transcript designation, including transitioning the program to OGE. The Program Director and Coordinator also collaborated with OGE in exploring the possibility of Honors study abroad programs, including submission of a grant proposal to the U.S. Department of State's World Learning program. Honors and OGE also collaborated in the implementation of an Honors Integrated Research Experience for Undergraduates (HIREU) that includes a study abroad component.

*Office of Research*—Honors continued to work with the OR to recruit and admit Undergraduate Research Fellows (URF), participate in URF programming and cohort activities, coordinate research funding matches with Undergraduate Research and Creative Opportunities (URCO) grants, and develop and model best practices for research mentoring at USU (Box B-1).

*Student Orientation and Transition Services*—Honors staff coordinated with Aggie Orientation staff to publicize the value of Honors to incoming Honors and non-Honors students. The program also collaborated with SOTS and the faculty *Connections* committee to staff and identify peer mentors for Honors *Connections* sections, train faculty and peer mentors, make participation in this transition-to-college program mandatory for all first-year Honors students, tune the curriculum to high-ability students' needs, create a student panel and informational meeting for Honors *Connections*, and sponsor a USU Common Literature Experience author luncheon for Honors students and faculty.

## D. PARTNERS

*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. The program also coordinated with the library to maintain and improve an Honors study room and equipment.

*University Marketing and Communications (UMAC)*—The Honors Program Director and staff worked with UMAC 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.

*Utah State University Student Association*—USUSA staff mentored an Honors student contract in FY 2019-2020.

### New Partnerships:

*Botanical Center*—Center staff mentored an Honors student contract in FY 2019-2020.

*Center for Student Analytics*—Center staff mentored several Honors student contracts in FY 2019-2020. The Honors Program Director and Coordinator collaborated with CSE staff in an analysis of Honors retention trends.

*Institute of Government and Politics*—Honors collaborated with IOGP to place students in internships and to discuss development of a new student leadership program.

*Latinx Cultural Center*—Honors publicized LCC events, supported student speakers, and worked to recruit Latinx students this year.

*Nora Eccles Harrison Museum of Art*—Honors partnered with NEHMA in cross-marketing its 44<sup>th</sup> Annual Last Lecture with a photography art exhibit.

*Office of Analysis, Assessment, and Accreditation*—The Honors Program Director collaborated with staff from AAA in an analysis of the effects of high school AP credit on program persistence and retention.

*Space Dynamics Laboratory*—Laboratory staff mentored several Honors student contracts in FY 2019-2020.

*Statewide Campuses*—Honors partnered with Statewide Campuses to assemble a task force of Honors staff and Statewide faculty and staff. The task force explored the feasibility of expanding Honors statewide and developing and implementing a pilot program.

*Student Organic Farm*—Staff mentored an Honors student contract in FY 2019-2020.

*Writing Center*—Center staff mentored an Honors student contract in FY 2019-2020. Honors Program staff collaborated with the Writing Center Director to recruit and hire Honors Writing Tutors.

## D. PARTNERS

### 2. Non-USU Partners

The following individuals or organizations mentored USU Honors students in Honors in Practice (“contract”) projects:

- Amazon, Seattle, WA
- American University of Sharjah, United Arab Emirates
- Aquaworx Physical Therapy, Logan, UT
- Autoliv, UT
- Brent Smith, M.D., Logan, UT
- Church of Jesus Christ of Latter-Day Saints, Salt Lake City, UT
- City of Logan, Logan, UT
- City of San Diego, CA
- Civil Solutions Group, UT
- Cottonwood High School, Salt Lake City, UT
- Disability Law Center, Salt Lake City, UT
- Family Place, Logan, UT
- FFKR Architects, Salt Lake City, UT
- GE Healthcare Life Sciences, Logan, UT
- Green Canyon High School, North Logan, UT
- Green Mountain Chamber Music Festival, Winston-Salem, NC
- Guardsight Cybersecurity
- IBM
- ISO New England, Holyoke, MA
- John Doty, M.D., Murray, UT
- J-U-B Engineers, Kaysville, UT
- Leavitt Partners, Salt Lake City, UT
- Legacy House, Logan, UT
- Logan Regional Hospital, Logan, UT
- Mayo Clinic
- MillerCoors
- Mothers Without Borders, American Fork, UT
- National Conflict Resolution Center, San Diego, CA
- Pfizer, New York, NY
- Pickleville Playhouse, Garden City, UT
- Pluralsight, Farmington, UT
- Primary Children’s Hospital, Salt Lake City, UT
- Resilient Solutions, Bountiful, UT
- Richard Johnson, D.O., Logan, UT
- Ryan Perry PT
- Simtec, Cedar City, UT
- Sudden Arrhythmia Death Syndromes Foundation, Salt Lake City, UT
- Thermal Management Technologies, North Logan, UT
- United States Congress, Washington, D.C.

## D. PARTNERS

- United States Department of the Interior, Washington, D.C.
- United States Geological Survey, Moab, UT
- Utah Conservation Corps, Logan, UT
- Utah Make A Wish Foundation, Murray, UT
- Vector Structural Engineers, Clearfield, UT
- VERMELHO.us, Los Angeles, CA
- Walker Edison Furniture, Salt Lake City, UT
- Wavetronix, Provo, UT
- Willow Park Zoo, Logan, UT

### 3. Professional Affiliations and Engagement

The Honors Program maintains active affiliations with the following organizations:

*Honors Education at Research Universities (HERU)*—The Honors Program maintained its affiliation with other Honors educators in HERU in FY 2019-2020.

*National Association of Fellowship Advisors (NAFA)*—The Honors Program maintained its membership in NAFA in FY 2019-2020. The Program Coordinator attended the NAFA Biennial Conference in Minneapolis, MN.

*National Collegiate Honors Council (NCHC)*—The Honors Program maintained its membership in NCHC in FY 2019-2020. The Honors Program Director was elected to a three-year term on the NCHC Board of Directors, completed a forthcoming book entitled *Building Honors Contracts: Insights and Oversights* for the NCHC monograph series; and served on several NCHC committees (including Advocacy (co-chair), Large Universities, Professional Development, and the NCHC Publications Board). Dr. Miller also attended the 2020 NCHC Annual Conference in New Orleans, LA, where she presented on two panels.

*NACADA: The Global Community for Academic Advising*—The Honors Program maintained its membership in NACADA in FY 2019-2020.

*Western Regional Honors Council (WRHC)*—The Honors Program maintained its membership in WRHC in FY 2019-2020 and offered travel support to student and faculty presenters for the 2020 WRHC Conference in Cedar City, UT, which was ultimately cancelled due to COVID-19.

## E. PROGRAMMING

### ESSENTIAL ACTIVITIES

Defined as the annually recurring tasks that sustain the long-term health of the Honors Program, our essential activities provide critical services to current and prospective students.

#### 1. Recruiting

Honors staff and student volunteers participated in 22 recruiting events during FY 2019-2020 (Table E-1), engaging 768 prospective students and 394 of their family members in conversations about the benefits of the USU Honors Program. Inquiries focused primarily on the benefits of Honors, Honors requirements, and Honors courses (14% each), as well as financial support of students through scholarships and other funding programs (24%). Additionally, 94 incoming first-year Honors students and 52 of their family members approached Honors representatives during these events to ask questions and seek additional information about the program.

#### 2. Admissions

The USU Honors Program received 389 first-year applications during FY 2019-2020. The average high school GPA of applicants was 3.93; the average ACT score was 30.93; and the average USU index score was 130.68. While comparable to the previous reporting period, all of these values represent slight increases, a trend that has been consistent over the past three admission cycles. From its applicant pool, Honors invited 328 students to join the program. Accepted students had slightly higher scores across the board (GPA = 3.95, ACT = 31.41 USU Index = 131.89). Students rejected or waitlisted and not subsequently admitted to the program had noticeably lower scores in each category (GPA = 3.84, ACT = 28.00, USU Index = 124.33), with all values being comparable, albeit slightly decreased, from last year.

Of the 328 students accepted into the program, 136 either did not respond to our invitation or declined their place. While not all students who declined provided reasons for the choice, most who did so indicated that they planned to attend another institution. The admissions process resulted in a first-year class for FY 2020-2021 of 192 students, of whom 28 deferred their enrollment (Table E-2).

As in previous years, the diversity of our applicant pool proved to be a challenge, with only 6% of applicants identifying as URM and 6% as first-generation college students (Table E-2). Our holistic and inclusive admissions process once again assured that these students' applications were given due consideration, resulting in 100% of URM applicants and 92% of first-generation student applicants being offered a place in Honors; unfortunately, only 40% of URM students and two thirds of first-generation students accepted the invitation.

Honors also received 20 complete applications from current USU and transfer students during this reporting period. From that pool, 18 were admitted, and all accepted their place in the program. These students are typically identified and referred by faculty as outstanding performers once at USU.

## E. PROGRAMMING

**Table E-1.** Honors Program recruiting events during FY 2019-2020.

Event Name	Location	Date	Staff	Volunteers	Students Contacted		Family Contacted	
					I	P	I	P
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	06/04/2019	1	1	11	20	7	5
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	06/07/2019	1	1	13	20	2	7
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	06/21/2019	1	1	9	22	5	19
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	06/26/2019	1	1	11	15	4	8
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	06/27/2019	0	2	3	13	0	3
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	06/28/2019	1	1	7	26	11	19
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	07/09/2019	1	1	3	18	0	7
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	07/11/2019	1	1	4	18	0	14
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	07/12/2019	0	2	13	12	13	10
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	07/18/2019	1	2	7	24	4	16
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	07/19/2019	1	1	7	40	5	29
Aggie Orientation Information Fair <sup>a</sup>	USU—Logan Campus	07/30/2019	0	2	6	24	1	9
USU Welcome Fair <sup>b</sup>	USU—Logan Campus	08/20/2019	2	2	.	.	.	.
USU Day on the Quad <sup>b</sup>	USU—Logan Campus	08/28/2019	2	6	N/A	100	N/A	N/A
QCNR Opening Social Info Fair <sup>b</sup>	USU—Logan Campus	08/28/2019	1	1	N/A	16	N/A	N/A
True Blue Day—HS Senior Days <sup>c</sup>	USU—Logan Campus	09/16/2019	1	1	N/A	45	N/A	12
HS Counselor Conference <sup>c</sup>	USU—Logan Campus	09/19/2019	1	0	N/A	N/A	N/A	N/A
USU Open House <sup>c</sup>	Layton, UT	10/08/2019	1	3	N/A	118	N/A	72
COMDDE Honors Info Session <sup>b</sup>	USU—Logan Campus	10/09/2019	0	4	N/A	12	N/A	N/A
USU Open House <sup>c</sup>	Provo, UT	10/09/2019	1	2	N/A	64	N/A	49
USU Open House <sup>c</sup>	Logan, UT	10/14/2019	1	5	N/A	60	N/A	45
USU Open House <sup>c</sup>	Sandy, UT	10/15/2019	1	3	N/A	101	N/A	70

<sup>a</sup> Event falls into the previous reporting period but is included here for simplicity and consistency.

<sup>b</sup> Event designed to recruit current students.

<sup>c</sup> Event designed to recruit incoming/first-year students



## E. PROGRAMMING

**Table E-2.** Demographics of FY 2019-2020 Honors applicant and admission pools.

Category	Total	Male (%)	Female (%)	Non-Binary (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)
First-year Applicants	389	139 (36%)	249 (64%)	1 (>1%)	23 (6%)	24 (6%)
<i>Accepted</i>	328	118 (36%)	210 (64%)	0 (0%)	23 (7%)	22 (7%)
<i>Admitted</i>	164	58 (35%)	106 (65%)	N/A	9 (5%)	15 (9%)
<i>Deferred</i>	28	23 (82%)	5 (18%)	N/A	1 (4%)	2 (7%)
Current/Transfer Applicants	20	7 (35%)	13 (65%)	0 (0%)	0 (0%)	3 (15%)
<i>Accepted</i>	18	7 (39%)	11 (61%)	N/A	N/A	3 (17%)
<i>Admitted</i>	18	7 (39%)	11 (61%)	N/A	N/A	3 (17%)

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

### 3. Orientation

As in previous years, Honors participated in Aggie Orientation throughout the summer. Each orientation event involved a morning session with an overview of the Honors Program for students and families by the Director or staff followed by Q&A, as well as an afternoon information booth at the Aggie Orientation Information Fair (Table E-1) in the Taggart Student Center. In addition to engaging and orienting incoming Honors students, the information fair doubled as a recruiting event for incoming USU students not yet admitted to and—in many cases—previously unaware of the program.

118 incoming Honors students registered for a morning summer orientation session, a 10% increase over FY 2018-2019; of this group, 75 (64%) attended, with 43 (57%) bringing at least one family member, usually a parent or guardian. As in the previous year, questions during the Q&A focused most intently on Honors courses, curricular programming, and program requirements (20% each), followed by questions about Honors housing (15%).

Although the Honors booth at afternoon Aggie Orientation Fairs was primarily visited by prospective students, 129 incoming Honors students—or 75% of the incoming class—and 50 of their family members used this opportunity to follow up with staff to seek answers to any remaining questions.

### 4. Honors Connections

Honors collaborated with USU *Connections* to provide a meaningful transition-to-college experience for 168 incoming first-year Honors students, 98% of the incoming Honors cohort (USU comparison: 69%). All seven *Connections* sections had Honors student peer mentors assigned to them, giving new students both Honors faculty and student guides as they began their time at USU (Table E-3).



## E. PROGRAMMING

**Table E-3.** USU *Connections* Honors sections taught during FY 2019-2020.

Section Number	Instructor	Peer Mentor	Enrollment
074	Dr. Stephen VanGeem	Lauren Pack	25
075	Dr. Brittan Barker	Holly Palmer	26
076	Dr. Elizabeth Vargis	Aubrey Felty	25
077	John Ferguson	Tucker Gamble	25
078	Dr. Matt Omasta	Haylee Downey	22
079	Dr. Shannon Peterson	Abbey Butikofer	24
080	Mary Ellen Greenwood	Andy Nguy	21

### 5. Theme Housing: Honors House

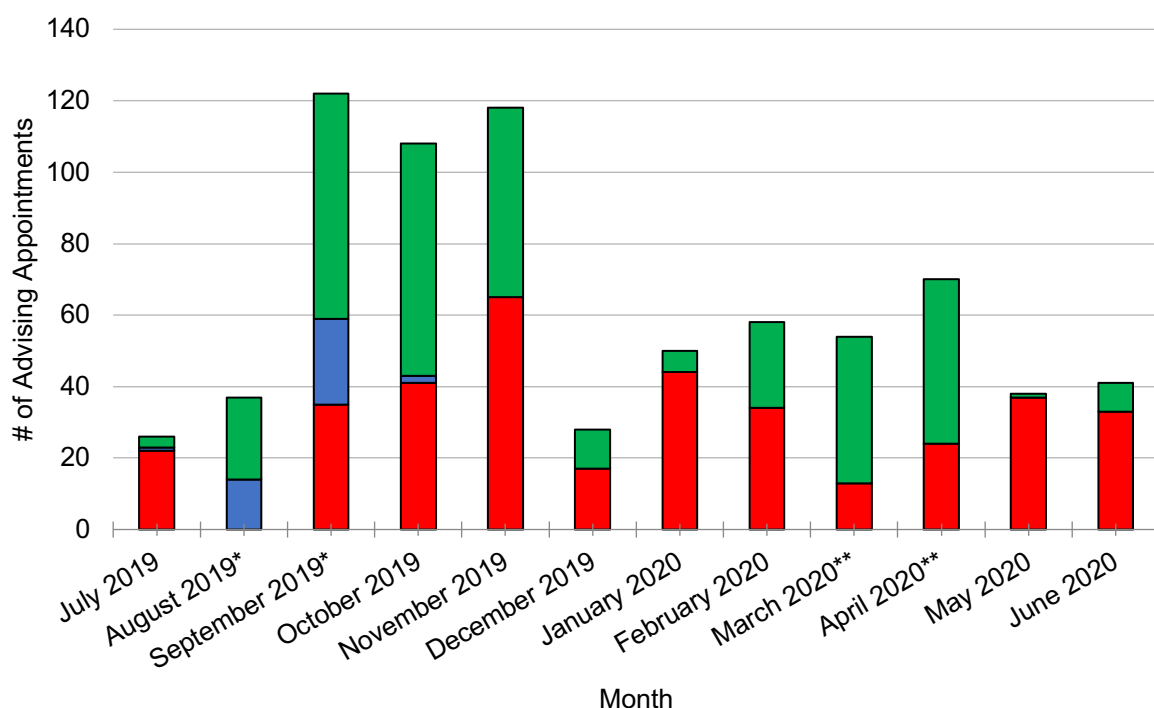
Honors once again collaborated with USU Housing and Residence Life to provide theme housing for up to 96 Honors students in Building C of the Living Learning Community complex. All floors are staffed by Resident Assistants who are also Honors students and who receive specialized training from Honors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

### 6. Advising and Mentoring

The Honors Program's Academic Advisors, Lisa Hunsaker (until 7/19/2019) and Amanda Adison (since 10/01/2019), staff, and peer advisors completed 750 advising appointments during FY 2019-2020. Honors requires advising each semester, and the program ties this requirement to good standing and priority registration to ensure compliance. The distribution of appointments by month is shown in Figure E-1. 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 July, our slowest month, advisors completed 26 appointments.

Due to rehiring in the Academic Advisor position (with a two-month vacancy in FY 2019-2020), the number of peer advising appointments almost tripled that of the previous reporting period; additionally, other Honors staff, including the Staff Assistant, Program Coordinator, and Director, assisted with advising as needed.

## E. PROGRAMMING



**Figure E-1.** Honors academic advising appointments by month during FY 2019-2020. Red = Academic Advisor appointments; blue = staff advising appointments; green = peer advisor appointments. The Academic Advisor position was vacant between 07/20/2019 and 9/30/2019.

### 7. Website

The Honors website ([honors.usu.edu](http://honors.usu.edu)) continues to be one of the program's key modes of communication with prospective and current students, faculty, alumni, and stakeholders. In addition to providing information about mission and goals, Honors requirements, and student opportunities, the website highlights student and alumni achievements and thus generates excitement and positive attachment to the program. The website serves as a portal for those submitting admissions applications, applying for leadership positions and funding, scheduling advising appointments, applying to teach in Honors, and requesting documentation of faculty work for promotion and tenure.

During FY 2019-2020, the Honors website received 59,174 page views (+5% over FY 2018-2019) in 12,381 visits (-67%) by 4,471 unique visitors (+13%), with an average session duration of 3:51 minutes (+14%). As in previous years, most visitors accessed our website from a desktop device (71%), followed by mobile (28%) and tablet users (1%). After the Honors Program's home page, the five top-viewed pages were the first-year application page (6,887 views), application home page (5,179 views), Honors courses page (4,308 views), "What is Honors?" page (3,775 views), and Honors Book Labs page (3,373 views).

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### 8. Development

During FY 2019-2020, the Honors Program worked once again with USU Advancement and Alumni Relations to send an electronic annual newsletter to all Honors alumni.

Program staff also arranged luncheons and facilitated communication between Honors student scholarship winners and the donors who supported them. In addition, Honors timed the mailing of its annual holiday card to alumni and stakeholders with the university's annual year-end giving campaign, contacting current and former students' parents as well as Honors alumni. As a result of these development and fundraising activities, the program received 54 donations or gifts from 17 donors, totaling \$28,019.

### ACADEMIC PROGRAMS

The Honors curriculum features a series of four core kinds of activities that build students' work portfolios and reflective skill as they progress toward Honors graduation. These activities include Honors coursework, Honors in Practice applied learning, required Honors Capstone Projects, and attendance at and reflection upon academically oriented co-curricular events on campus and in the community. The embedded reflection at each stage of the curriculum ensures that every Honors student can clearly articulate the value and trajectory of their academic experience in college. The development of a self-aware personal and professional narrative defines the Honors educational experience at USU.

### 9. Honors Courses

*Honors Experience Seminars (USU GE Breadth)*—In FY 2019-2020, Honors funded the teaching of seven Honors Introductory Experience courses. Enrolling a total of 147 students, these courses met a range of USU GE Breadth requirements (Table E-4), including Humanities (BHU), Creative Arts (BCA), Social Sciences (BSS), and Life Sciences (BLS). Specially selected by both the Honors Faculty and Student Advisory Boards as outstanding experiential learning opportunities, these courses featured hands-on interdisciplinary experiences designed primarily for first-year Honors students. With enrollments capped at 25, the classes also allowed for meaningful interaction and mentoring between faculty and students.

FY 2019-2020 marked the end of the three-year rotation for this group of courses. To create a new group of course offerings for the coming three-year period, Honors solicited proposals from faculty members for new introductory courses. Of the ten course proposals received (three each for BHU, BCA, and BSS, and one for Physical Sciences [BPS]), seven were accepted (three BHU, two BCA, one BSS, and one BPS); due to one instructor's administrative conflict, one BHU course had to be removed, so a total of six new Honors Experience seminars will be taught during 2020-2023.

*Honors Think Tanks (USU GE Depth)*—In FY 2019-2020, Honors offered two team-taught, cross-disciplinary Think Tank courses: one was previously taught in FY 2018-2019, and the other was a new course. Both combined USU's GE Depth Humanities/Arts (DHA) and Social Sciences (DSS) requirements. These three Think

## E. PROGRAMMING

Tank courses allowed 46 Honors students to earn their choice of DHA or DSS credit while enjoying an innovative, interdisciplinary, team-taught approach to USU's GE requirements (Table E-4).

**Table E-4.** Honors Experience Seminars and Think Tanks taught during FY 2019-2020.

Course Number	Course Title	Term	USU Gen Ed	Instructor(s)	Enrollment
HONR 1320	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Fall 2019	BHU	Dr. Julia Gossard	25
HONR 1330	<i>Musical Rhythm in Our Minds and in Our Bodies</i>	Fall 2019	BCA	Dr. Tim Chenette	23
HONR 1340	<i>Food Matters</i>	Fall 2019	BSS	Prof. Denise Stewardson	23
HONR 3020/3030	<i>Before Bears Ears: Public Lands, Utah, and You</i>	Fall 2019	DHA/DSS	Dr. Kerin Holt/ Dr. Judson Finley	17 (DHA) 9 (DSS)
HONR 1320	<i>Why Poetry Matters: The Ethics and Aesthetics of Modern World Poetry</i>	Spring 2020	BHU	Dr. David Richter	17
HONR 1320	<i>The Age of Revolution in the Atlantic World</i>	Spring 2020	BHU	Dr. James Richter	26
HONR 1330	<i>Creativity and Compassion: Social Engagement in the Arts</i>	Spring 2020	BCA	Prof. Dennise Gackstetter	25
HONR 1350	<i>Media Messages in Health and Nutrition</i>	Spring 2020	BLS	Prof. Rebecca Charlton	18
HONR 3020/3030	<i>Health, Society, and Culture: Past and Present</i>	Spring 2020	DHA/DSS	Dr. Guadalupe Marquez-Velarde/ Dr. Seth Archer	14 (DHA) 6 (DSS)

**Departmental Honors Sections**—In addition to GE courses chosen through a competitive committee review process and taught by select Honors faculty, students can enroll in Honors-only sections of required courses in some disciplines (Table E-5). As in previous years, these sections were offered by the Departments of Biology, English, and Mathematics and Statistics, as well as in the College of Engineering.

For the first time in several years, based on the recommendation of past and present Honors students, the program reinstated Honors sections of physical education (PE)

## E. PROGRAMMING

courses, working directly with the Department of Kinesiology and Health Science to identify top instructors and to develop a PE experience consistent with the Honors curriculum. The program developed two courses: PE 1063 (H) Honors Strength and Conditioning and PE 1700 (H) Introduction to World Dance. While PE 1063 (H) had to be cancelled at the beginning of fall semester when the instructor was suddenly and unexpectedly hired in a new position, PE 1700 (H) was offered in spring 2020 and was well received by students. The program plans to offer both courses in FY 2020-2021, as well as a summer-term Honors hiking experience.

**Table E-5.** Honors sections of departmental courses taught during FY 2019-2020.

Course Number	Course Title	Term	Instructor(s)	Enrollment
BIOL 1615 (H) Section 001	<i>Biology I Laboratory</i>	Fall 2019	Lauren Lucas	22
ENGL 2010 (H) Section 029	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2019	Susan Anderson	24
ENGL 2010 (H) Section 049	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2019	Dustin Crawford	23
MATH 1220 (H) Section 004	<i>Calculus II</i>	Fall 2019	Dr. Brynja Kohler	17
PE 1063 (H)	<i>Honors Strength and Conditioning</i>	Fall 2019	Tony Popoca	N/A <sup>a</sup>
PSC 4900 (H)	<i>Introduction to Invasive Plants Research</i>	Fall 2019	Dr. Steve Young	7
BIOL 1625 (H) Section 001	<i>Biology II Laboratory</i>	Spring 2020	Elizabeth Ogata/ Zachary Schumm	11
ENGL 2010 (H) Section 068	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2020	John Engler	16
ENGL 2010 (H) Section 069	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2020	Dustin Crawford	14
MATH 2210 (H) Section 005	<i>Multivariable Calculus</i>	Spring 2020	Dr. Brent Thomas	17
PE 1700 (H)	<i>Introduction to World Dance</i>	Spring 2020	Stephanie White	21
PSC 4900 (H)	<i>Invasive Plants Research Seminar</i>	Spring 2020	Dr. Steve Young	6

<sup>a</sup> Course cancelled.

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Another new addition to the line-up of departmental Honors sections this year was a series of courses focused on invasive plant ecology and management offered as part of a year-long Honors Integrated Research Experience for Undergraduates (HIREU) developed in FY 2018-2019 in collaboration with Dr. Steve Young of the Department of Plants, Soils, and Climate. Collectively, Honors sections of departmental courses offered in FY 2019-2020 enrolled a total of 172 Honors students.

### 10. Honors in Practice (HIP)

USU is unique in its use of Honors points, rather than credits, which allow students to apply classroom knowledge through discussion, research, creative work, and community engagement for points that enhance the required work of any major.

*Honors in Practice Mentoring Agreements*—This mentored Honors work outside the classroom is structured with formal agreements ( “contracts”) involving students, faculty, and the Honors Program. Every agreement requires students to document at least 20 hours of mentored experiential learning outside the classroom, and each is overseen by a faculty mentor, a Departmental Honors Advisor (faculty) in the student’s major, and the Honors Program Director. These experiences can include research, creative work, study abroad, internships, service projects, or Honors Excel (graduate) courses taken with faculty and departmental permission. During FY 2019-20, 149 Honors students pursued or completed 186 contracts, engaging with 66 USU faculty and 58 non-faculty, non-USU mentors in the process.

*Honors in Practice Programs*—In addition to student-faculty structured mentoring agreements, the Honors Program itself structures some HIP experiences for its students. Students earn points over the course of a year in these Honors-run programs, which include the Honors Alumni Mentoring Program, the Honors Leadership Academy, and service on the Honors Student Advisory Board.

*Honors Book Labs*—A short-term version of an Honors HIP program, this curricular innovation allows 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 the second through fifth weeks 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 (Honors awards points based on student reflections). Faculty have led these labs as teams, taken field trips, invited guest speakers, or tied their labs to a campus speaker series.

Faculty from 12 academic departments across six colleges and USU Libraries led 25 Book Labs serving 122 students (Table E-6). Both students and faculty continue to express great satisfaction with this unprecedented educational opportunity.

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**Table E-6.** Honors Book Labs conducted during FY 2019-2020.

Book Title	Faculty Leader	Term	Students
<i>How Humans Learn: The Science and Stories behind Effective College Teaching</i> (Joshua Eyer)	Dr. Karin DeJonge-Kannan	Fall 2019	5
<i>Dead Wake: The Last Crossing of the Lusitania</i> (Erik Larson)	Dr. Thomas Fronk	Fall 2019	5
<i>A Vindication of the Rights of Woman</i> (Mary Wollstonecraft)	Dr. Brian McCuskey	Fall 2019	5
<i>Why We Sleep</i> (Matthew Walker)	Prof. Nicholas Morrison	Fall 2019	5
<i>The Righteous Mind: Why Good People are Divided by Politics and Religion</i> (Jonathan Haidt)	Dr. Shannon Peterson	Fall 2019	4
<i>Personal History</i> (Katharine Graham)	Sydney Peterson	Fall 2019	4
<i>The Gifts of Imperfection: Let Go of Who You Think You're Supposed to Be and Embrace Who You Are</i> (Brené Brown)	Jeanne Davidson, Dory Rosenberg	Fall 2019	5
<i>Tattoos on the Heart</i> (Gregory Boyle)	Dr. Ryan Seedall	Fall 2019	5
<i>Feathers: The Evolution of a Natural Miracle</i> (Thor Hanson)	Dr. Kim Sullivan	Fall 2019	4
<i>Ill Met By Moonlight</i> (Sarah Hoyt)	Dr. Frances Titchener	Fall 2019	5
<i>Ovid's Metamorphoses</i>	Dr. Felipe Valencia, Dr. Daniel Wack, Dr. Erica Holberg	Fall 2019	5
<i>Gay Life &amp; Culture: A World History</i> (Robert Aldrich)	Prof. Raymond Veon	Fall 2019	5
<i>Becoming</i> (Michelle Obama)	Dr. Ekaterina Arshavskaya	Spring 2020	5
<i>Bowling Alone: The Collapse and Revival of American Community</i> (Robert Putnam)	Anne Hedrich, Flora Shrode, Vicki Read	Spring 2020	5
<i>Silent Spring</i> (Rachel Carson)	Dr. Mehmet Soyer	Spring 2020	5
<i>Homosexuality &amp; Civilization</i> (Louis Crompton)	Prof. Raymond Veon	Spring 2020	5
<i>How to Be an Antiracist</i> (Ibram X. Kendi)	Dr. Andrea Hawkman	Spring 2020	5
<i>How We Decide</i> (Jonah Lehrer)	Dr. Lauren Hunt	Spring 2020	5
<i>Labyrinths</i> (Jorge Luis Borges)	Dr. Brian McCuskey	Spring 2020	5
<i>The Minutemen and Their World</i> (Robert A. Gross)	Dr. Julia Gossard	Spring 2020	5
<i>The Old Ways: A Journey on Foot</i> (Robert McFarlane)	Dr. Alexa Sand	Spring 2020	5



## E. PROGRAMMING

**Table E-6.** Continued.

Book Title	Faculty Leader	Term	Students
<i>One Person, No Vote: How Voter Suppression is Destroying Our Democracy</i> (Carol Anderson)	Dr. Christy Glass, Dr. Marisela Martinez-Cola	Spring 2020	5
<i>Slow Looking: The Art and Practice of Learning Through Observation</i> (Shari Tishman)	Dr. Donna Brown	Summer 2020	5
<i>The Immortal Life of Henrietta Lacks</i> (Rebecca Skloot)	Dr. Brittan Barker	Summer 2020	5
<i>The History of White People</i> (Nell Irvin Painter)	Prof. Raymond Veon	Summer 2020	5

Honors supports this high-impact informal learning experience by hosting showcases that introduce the next term's labs, purchasing books for all participants, and evaluating student reflections for Honors points after each term. In FY 2019-20, a Spring Book Lab Showcase was held on November 13, 2019; a fall/summer showcase planned for spring 2020 was cancelled due to COVID-19.

### 11. Honors Capstone Projects

Honors continued a very successful one-credit/one-point capstone preparation course (HONR 3900) that allows students to study and reflect upon previous capstone projects in their disciplines. Taught by Honors Director Dr. Kristine Miller, this course asks students to examine prior capstone projects and proposals, draft ideas for their own projects, talk with peers about these ideas, meet with faculty to develop the ideas, and ultimately, submit capstone proposals in preparation for their final Honors Capstone Projects. This course, offered in fall, spring, and—for the first time in 2020—summer, served 45 students in FY 2019-2020.

To provide ongoing support to Honors students working on their capstone projects, Honors continued the Capstone Support Group, instituted in FY 2017-2018 as an additional Canvas course. Twice over the course of the academic year, in October 2019 and February 2020, students were invited to a lunch event where program staff facilitated conversations about the capstone process; student progress toward Honors graduation; upcoming activities, plans, and next steps; and challenges and problems encountered in the final phases of Honors work.

86 faculty mentored 64 Honors students working on capstone projects this year. 42 of these students completed capstones and graduated with Honors during FY 2019-2020 (Table H-1); the remainder are ongoing. Spring 2020 Honors graduates Bryce Frederickson (Mathematics) and Emma Hallock (English) each received a Joyce Kinhead Outstanding Honors Capstone Award, which carries a \$500 cash prize.



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### 12. Co-curricular Engagement

Honors students participate in, reflect upon, and earn Honors points for attending co-curricular events on and off campus. In FY 2019-2020, 218 Honors students submitted 506 co-curricular reflections for Honors points after attending events on campus or virtually (beginning in March 2020 in response to COVID-19). Virtual events accounted for 14% of all submissions, with 49 students submitting reflections on these events between mid-March and late June.

In its weekly co-curricular highlights email to students, Honors advertised a total of 261 co-curricular events, including 56 virtual events, and the program itself hosted eleven such events (Table E-7), including the 44th Annual Last Lecture delivered by Dr. Jennifer Peeples from the Department of Languages, Philosophy, and Communication Studies.

**Table E-7.** Co-curricular events organized by Honors during FY 2019-2020.

Event	Date
Student Opportunity Center Launch Event	09/18/2019
Honors House Residents' Resources Showcase	09/19/2019
44th Annual Last Lecture "Picture Your Poison: An Environmental Story" (Dr. Jennifer Peeples)	09/25/2019
Honors in Practice Contract Showcase	10/16/2019
Spring Book Lab Showcase	11/13/2019
Expressing Professional Gratitude Thank You Note Workshop	11/14/2019
Expressing Professional Gratitude Thank You Note Workshop	11/15/2019
HONR 3020/3030 Commenting and Engaging on Public Lands	12/05/2019
HONR 1330 Sharing the Experience of Rhythm	12/10/2019
Center for Anticipatory Intelligence Information Session	02/19/2020
HONR 1350 Virtual Symposium on Nutrition Messaging	04/28/2020

#### ENGAGEMENT, ENRICHMENT, AND COMMUNITY BUILDING

USU Honors does far more than administer an effective program and deliver desired outputs and outcomes. Many of the program's resources are devoted to activities that engage our participants, enrich the Honors experience, and build community.

### 13. Weekly *Honors in the Know* Messaging

In FY 2019-20, Honors generated 63 email campaigns, 32 for students and 31 for Honors-engaged faculty, sent via MailChimp. Delivered each Monday morning, these

## E. PROGRAMMING

weekly messages featured important program announcements, deadlines, and job/internship opportunities; 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 742 recipients and had a 45% open and a 4% click rate, rates that are, respectively, almost three times the industry average for mail campaigns of this nature. The faculty email went to an average of 407 recipients, getting a 38% open rate, almost three times the industry average; the click rate was 2%, which is the industry average. Overall, the Honors Program's weekly event emails reached 15,599 users and engaged a maximum of 1,143 at any given time.

### **14. 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 1,220 recipients and had a 27% open rate, or about twice industry average. Of that potential readership, 1.3% clicked on embedded links to access secondary content referenced in the newsletter, which is comparable to industry average. However, it should be noted that the Honors Program Annual Newsletter contains far fewer clickable links than mail campaigns used by commercial or non-profit entities upon which that average is based.

### **15. Faculty-Student Socials**

Honors held three faculty-student socials in FY 2019-2020: a fall opening social (September 14, 2019), a holiday social (December 4, 2019), and a spring opening social (February 12, 2020). These well-attended, catered events drew an average of 100 guests, allowing Honors students at different stages in the program to meet, interact, and practice their social and professional networking skills with Honors faculty from various disciplines. A second spring social planned for the end of the semester was cancelled due to COVID-19.

### **16. Honors Graduation Celebration**

Like USU, the program was unable to hold its traditional graduation celebration of students and mentors this year, due to COVID-19. In place of the Honors Medallion Ceremony, the program sent a letter of congratulations from the Director to each graduate, included Honors graduation certificates and medallions in USU's mailing of graduate boxes, and prepared and shared on social media slides celebrating the accomplishments of each of these outstanding Honors graduates.

### **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, provide feedback, and check in with program

## E. PROGRAMMING

staff. These morning events took place on September 10, 2019, and January 22, 2020, and were attended by 35-50 students each.

### 18. Honors Brain Break

Honors staff organized a “brain break” during fall (December 2-6, 2019) semester finals weeks, encouraging students to stop by the office to take a break from studying with a snack and drink. A second brain break planned for spring 2020 was cancelled due to COVID-19.

### 19. Faculty Appreciation Social

Honors was unable to hold its traditional faculty appreciation social at the end of the spring semester because of COVID-19. In lieu of this annual event, the Director expressed by email her deep appreciation for the many talented and passionate faculty from across the institution who supported both Honors and our students this year.

## PROFESSIONALIZATION

In addition to engaging curious students and equipping them with the academic skill to think critically and to communicate clearly, Honors prepares students for the next steps on their educational or career paths. The following comprehensive list of programming attests to the importance of professionalization in the USU Honors Program curricular experience. Anecdotal evidence suggests that these activities have been largely effective and are well received by both students and faculty.

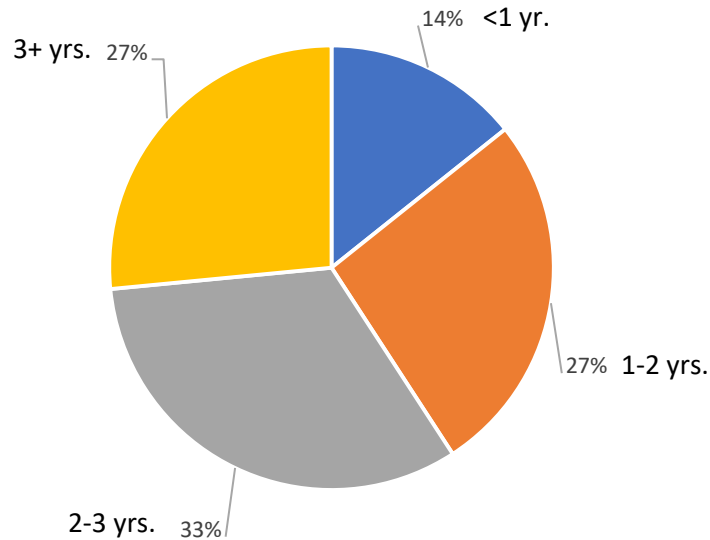
### 20. Alumni Mentoring

*Alumni Mentoring Program (AMP)*—In its fifth year, the highly successful Honors Alumni Mentoring Program once again paired current Honors students with successful alumni for a structured, collaborative, curriculum-based mentoring experience. After receiving 47 expressions of interest from alumni, Honors staff were able to match 49 students (Figure E-2) with 45 alumni mentors—the majority of them (63%) female—from different employment sectors and career stages (Figure E-3). The positive tone of student reflections and 40% return rate of alumni to the program suggest that this program continues to be a high-impact experience for students and alumni alike.

Completion was lower this year than in previous years (63% vs. 85% in FY 2017-2018 and 2018-2019), owing to an experiment allowing greater participation by first- and second-year students, who showed significantly lower rates of completion than third- and fourth-year students. In response, the program has decided to use a scheduled redesign and move of the AMP to the Canvas course-delivery system as an opportunity to develop two separate programs: an intensive curriculum designed for juniors and seniors and a more informal introduction to alumni mentoring for first- and second-year students. Advanced students will participate in a structured year-long curriculum designed for students approaching graduation and requiring monthly contact between mentor and mentee. Less experienced students will learn about the possibilities for

## E. PROGRAMMING

alumni mentoring through a more exploratory, conversational experience with far less curricular structure and fewer requirements.

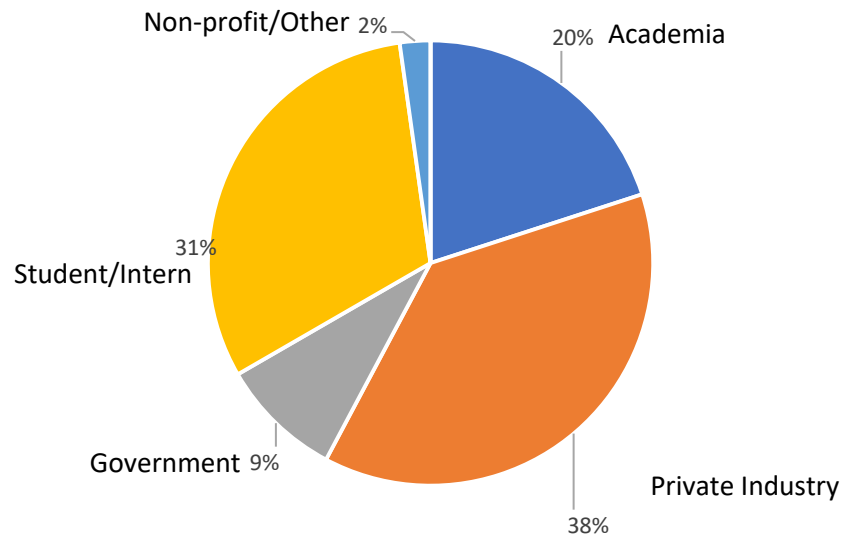


**Figure E-2.** Time left until graduation of 49 Honors student participants in the Alumni Mentoring Program during FY 2019-2020.

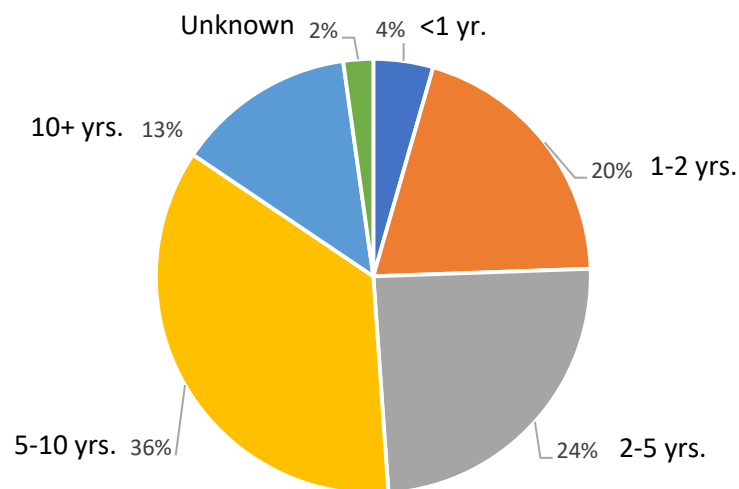
*Ask an Honors Alum*—A new program for FY 2019-2020, “Ask an Honors Alum” allows Honors students to ask questions of Honors alumni by email or in brief video conferences facilitated by Honors staff. Honors accelerated the timeline for a program was originally designed to launch in AY 2020-2021 in response to COVID-19 and the shift to remote delivery in March 2020. The aim was to create a sense of belonging in the Honors Aggie family and to share practical and psychological support between alumni and students who might have felt distanced from campus and many of their usual routines and communities. The initiative drew over 40 alumni participants in a matter of days, in response to a personal call from the Director. Despite a late start at the end of spring semester, the program was able to connect three students with four different alumni in a short period of time. Honors aims in the coming year to grow what appears to be a potentially engaging and productive program.

## E. PROGRAMMING

(A)



(B)



**Figure E-3.** Demographics of Honors alumni participating in the Alumni Mentoring Program during FY 2019-2020: (A) Employment sector; (B) Time since graduation.

## E. PROGRAMMING

### 21. Meal with A Mentor

This year, Honors again allowed students to apply for the privilege of an Honors-sponsored lunch with the faculty mentor of their choice. Six students were selected in Fall 2019 and took advantage of the opportunity to deepen their professional relationship with their mentors during one-on-one Honors-hosted lunches at the USU Skyroom restaurant. Honors could not offer this program in spring, due to COVID-19.

### 22. National Scholarship Mentoring and Application Support

The USU Honors Program coordinates support for student applicants to prestigious national scholarship programs (with the exception of international scholarships like Fulbright and Boren, which are coordinated by the Office of Global Engagement). Honors-engaged faculty member Dr. David Peak from the Department of Physics once again conducted a Goldwater Scholarship “boot camp,” mentoring 20 students in Fall 2019 and working with a faculty committee, including the Honors Director, to review applications and to select four USU nominees from among eight finalists. Of these four nominees (Noah Braeger, Matthew Hogan, Andrew Kjar, and Jenny Whitely), three (Hogan, Kjar, and Whitely) won Goldwater scholarships.

The Honors Program Coordinator, who is in charge of coordinating fellowship advising in our office, provided mentoring and logistical support for USU’s nomination of a Truman and a Udall nominee. Tomoya Averett was named a Truman Finalist.

### 23. Student Employment

*Undergraduate Teaching Fellows (UTF)*—With dedicated support from the Office of the Provost, the Honors Program once again selected UTFs to assist in each of its courses. Nine Honors students were hired and assigned to courses based on faculty recommendations (Table E-8). 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 retain its two experienced peer advisors from last year, Natalia Sorensen and Holly Palmer. In addition to the standard trainings for all USU employees, these peer advisors benefitted from valuable mentoring, training, and professional development in student advising, Box, and Canvas navigation from the Honors Academic Advisors Lisa Hunsaker (until 07/19/2019) and Amanda Adison (since 10/01/2019), the Honors Staff Assistant Chelsey Gensel (until 12/06/2019), and the Honors Program Assistant Justina Adams (since 01/27/2020). Peer advisors kept regular office hours to assist in Honors student advising and mentoring.

## E. PROGRAMMING

**Table E-8.** Honors Undergraduate Teaching Fellow (UTF) appointments during FY 2019-2020.

UTF Name	Course Number	Course Title	Semester
Jones, Jace	HONR 1320	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Fall 2019
Herron, Michael	HONR 1330	<i>Musical Rhythm in Our Minds and in Our Bodies</i>	Fall 2019
Pack, Lauren	HONR 1340	<i>Food Matters</i>	Fall 2019
Oliver, Alicia	HONR 3020/3030	<i>Before Bears Ears: Public Lands, Utah, and You</i>	Fall 2019
Schruhl, Adair	HONR 1320 (001)	<i>Why Poetry Matters: The Ethics and Aesthetics of Modern World Poetry</i>	Spring 2020
Eggett, Hope	HONR 1320 (002)	<i>The Age of Revolution in the Atlantic World</i>	Spring 2020
Scott, Lexie	HONR 1330	<i>Creativity and Compassion: Social Engagement in the Arts</i>	Spring 2020
Pruett, Tanner	HONR 1350	<i>Media Messages in Health and Nutrition</i>	Spring 2020
Rhodes, Jenna	HONR 3020/3030	<i>Health, Society, and Culture: Past and Present</i>	Spring 2020

*Peer Tutors*—Honors provided professional development and training to three Honors students by employing them as academic tutors: the Honors math tutor for AY 2019-2020 was Bryce Frederickson, and the program’s writing tutors were Carrigan Price (Fall 2019) and Miranda Cundick (Spring 2020). These tutors worked directly with Honors students on a variety of projects. Writing Tutor Carrigan Price also collaborated with the Honors Program Director in the development and implementation of two writing workshops focused on expressing gratitude and preceding our biannual Honors “Thank-a-Thon” events.

*Office Assistants*—Honors employed three Honors students as Office Assistants to help in the staffing and maintenance of the Honors Program office, run errands on and off campus, and work on projects under staff supervision.

*Honors Postgraduate Fellow*—The program created this new position as a profession bridge for recent Honors graduates, who work closely with the Director and Honors staff on collaborative projects, including writing and editing of blog posts, website content, and email campaigns; construction, implementation, and analysis of surveys; editing and building of Canvas content; and planning of student-engagement and cohort-building activities.

## E. PROGRAMMING

### 24. Student Leadership

*Honors Student Advisory Board (HSAB)*—Honors contributed to the professional development of nine students (Table H-6) by inviting them to represent their colleges on the HSAB. These representatives enjoyed leadership opportunities including service as ambassadors recruiting for Honors; participation with faculty in the Honors admissions process for the Fall 2020 incoming class; development of programming, events, and community-engagement for Honors students; and consultation with the Director on the Honors curriculum, including review of new Honors Introductory Experience and Think Tank courses. Service on HSAB is integrated into the Honors curriculum as Honors in Practice work, allowing board members to earn three Honors points upon documentation in the Canvas course-management system of mandatory engagement in Honors social and recruiting activities, as well as submission of a comprehensive reflection about how the HSAB experience meets Honors learning outcomes. Invited students may earn an additional 1.5 points by repeating the HSAB experience for a second year, an opportunity that ensures continuity and preservation of institutional knowledge and memory on the HSAB. Three student members returned to the board to serve a second year in this reporting period. Similarly, two first-year board members in AY 2019-2020 agreed to serve a second term in AY 2020-2021.

*Honors Social Committee (HSC)*—Honors staff worked with three Honors students (Table H-7) during FY 2019-2020 to conduct programming “by students for students,” including an opening pizza and ice cream social (September 11, 2019), and a fall/winter social “Skating and S’mores” event (November 5, 2019).

*Last Lecture Committee*—Honors invited five students to serve on the selection committee for the 2020 Honors Outstanding Professor, who will deliver the 45<sup>th</sup> Annual Honors Last Lecture in Fall 2020 (Table H-8). This student-run committee was responsible for soliciting nominations of outstanding faculty from their Honors peers, reviewing those nominations, selecting finalists to interview, conducting those interviews, and selecting the 2020 Honors Outstanding Professor. This year’s award went to Dr. Seth Archer from the Department of History in the College of Humanities and Social Sciences, who will record and deliver virtually with live Q&A the 45<sup>th</sup> Annual Honors Last Lecture on October 21, 2020.

Due to extenuating circumstances, the committee was also asked to select the 2021 Honors Outstanding Professor, who will deliver the 46<sup>th</sup> Annual Last Lecture in Fall 2021. That honor went to Dr. David Brown of the Department of Mathematics and Statistics in the College of Science.

*Honors Leadership Academy (HLA)*—Planned and implemented for the first time in FY 2019-2020, this program is designed for first- and second-year students who aspire to be future leaders—in Honors and beyond. Pursuing a year-long curriculum, participants are trained in four key areas:



## E. PROGRAMMING

- Honors Ambassador—learning and sharing Honors benefits with others
- Honors Peer Educator—learning and showing peers how to navigate Honors requirements
- Honors Community Builder—joining and creating Honors community
- Honors Publicist—promoting Honors in social and other media

An inaugural cohort of 20 students was selected at the beginning of fall semester from among 26 applicants. Of this group, 13 completed all program requirements (Table H-9); collectively, they form a talented and engaged pool from which Honors (and the institution more broadly) can draw future student leaders for service as ambassadors, peer mentors, and advisory board members.

### **25. Thank-a-thon**

As in previous years, Honors used the occasion of the end of the semester to encourage students to write thank-you notes to faculty, staff members, alumni, and donors who made a difference in their lives. The importance and power of expressing gratitude is a recurring theme in the Honors Program's preparation of students for the next stage of their educational and career paths. The fall event resulted in over 50 thank-you notes, which Honors distributed to recipients on students' behalf. The spring Thank-a-thon was held virtually, due to COVID-19: students were encouraged to express their gratitude by email or, in one student's case, as a recorded video message.

## F. FUNDING

*In FY 2019-2020, Honors distributed over 35% of its spendable (non-salary) budget to student participants in the form of scholarships and awards, research and study abroad funding, and miscellaneous academic and professionalization funding. The program disbursed an additional 50% of its spendable budget to faculty and their academic departments to support the development and teaching of selected Honors courses. This funding included:*



**\$9,000** in **scholarship** and award funds to 13 Honors students, with an additional **\$11,500** committed for FY 2020-2021 to 17 more Honors students.



**20** undergraduate **research** awards totaling **~\$10,000** to 15 Honors students.



**Seven study abroad** awards totaling **~\$5,000**.



Almost **\$8,500** in **miscellaneous** academic and professionalization funding to support mentoring, Honors Book Lab, and engagement o enrichment experiences.



**~\$26,500** in **student wages**, allowing Honors students to gain professional experience as teaching fellows, peer mentors, peer advisors, peer tutors, and office assistants.



**\$55,000** in direct funding to academic departments and Honors-engaged faculty to support teaching and development of **nine Honors courses**.

## F. FUNDING

### 1. Student Funding

*Scholarships and Awards*—Through a competitive application and review process, Honors awarded \$11,500 in scholarships to 17 students for FY 2020-2021 (Table F-1). The program distributed \$9,000 in scholarship funds awarded in the previous fiscal year to 13 recipients in FY 2019-2020. Available to students at all levels of the program, the new Honors “Dare to Know” Book Award, created in FY 2018-2019, was awarded to nine students, an 80% increase over the previous year.

Bryce Frederickson and Emma Hallock, Spring 2020 Honors graduates in Mathematics and English, respectively, each received the Joyce Kinkead Outstanding Honors Capstone Award, which carries a \$500 cash prize.

*Research and Creative Work Funding*—Honors granted 20 undergraduate research and creative awards totaling \$9,260 to 15 students engaged in the pursuit and/or presentation of research or creative work, which fits into our curriculum as either faculty-mentored Honors in Practice or capstone work (Table H-10). These awards included three funding matches for the Undergraduate Research and Creative Opportunities (URCO) Grant Program, issued as part of the Honors Program’s ongoing partnership with the OR (Box B-1, Table H-11). Of the total awarded funding, an unusually small amount of only \$3,397.04 (37%) was ultimately disbursed.

The significant decrease this year in the numbers of awards, students supported, and funds allocated/dispensed was due primarily to USU’s institutional travel restrictions and the cancellation of most professional conferences in Spring 2020.

*Study Abroad Funding*—Honors issued seven awards totaling \$4,496 to support global learning and engagement, service-learning, and research activities of Honors students traveling in Asia, Australia, Europe, and Central and South America (Table H-12). \$3,496 were ultimately disbursed, with the remainder of funds placed on hold and no new awards made after the establishment of USU’s travel restrictions.

As with research funding, Honors study abroad awards declined significantly this fiscal year as a direct result of the global COVID-19 pandemic.

*Miscellaneous Support*—Honors provided \$5,055 in funding for on-campus printing and copying to 1,060 students over two semesters; of that allocation, \$1,154.35 (23%) was used. While this figure suggests that many students either do not have extensive printing and copying needs or are able to support those needs through other sources, Honors staff field numerous inquiries at the beginning of each semester about when students can expect to see these funds on their card accounts, indicating an acute need for this support among at least a subset of our students.

To support student participation in Honors Book Labs (Table E-6), Honors purchased books for 122 students as well as some faculty for a total of \$2,519.62. An additional \$154.55 funded the “Meal with a Mentor” program, allowing six students and their faculty mentors to network and converse personally and professionally over lunch at the USU Skyroom. Honors also supported two student activities organized by the Honors Social Committee (Table H-7) for a total of \$653.90.

## F. FUNDING

**Table F-1.** Honors student academic scholarships and awards made in FY 2019-2020.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
Helen B. Cannon Award (Humanities and Social Sciences)	\$1,500.00	Aleksander Nelson	2021, Journalism (Public Relations) with Computer Science/Music/Yoga Studies minors
Lawrence O. Cannon Award (STEM)	\$1,500.00	Abby Butikofer	2021, Applied Mathematics/Spanish with a Piano minor
Douglas D. Alder Scholarship (Leadership)	\$1,000.00	Madeleine Alder	2021, Economics/International Studies with a Russian minor
Elaine Alder Service Scholarship	\$1,000.00	Lauren Pack	2022, International Studies with Chinese and Anticipatory Intelligence minors
Joseph G. and Karen W. Morse Scholarship	\$500.00	Jennifer Ha	2021, Psychology/Global Communication/International Studies with Chemistry/Linguistics/Biology minors
Joseph G. and Karen W. Morse Scholarship	\$500.00	Chloe Hunter (Davis)	2022, Elementary Education
Joyce Kinkead Outstanding Honors Capstone Award	\$500.00	Bryce Frederickson	2020, Mathematics
Joyce Kinkead Outstanding Honors Capstone Award	\$500.00	Emma Hallock	2020, English
Dare to Know Book Award	\$500.00	Corinne Clarkson	2021, Portuguese/Journalism (Public Relations) with a Linguistics minor
Dare to Know Book Award	\$500.00	Chaz Cornwall	2021, Electrical Engineering with a Spanish minor
Dare to Know Book Award	\$500.00	Isaac Dixon	2022 International Business with an Entrepreneurship minor
Dare to Know Book Award	\$500.00	Jennifer Ha	2021, Psychology/Global Communication/International Studies with Chemistry/Linguistics/Biology minors
Dare to Know Book Award	\$500.00	Alex Heder	2021, Theatrical Design/Costume and Set Design
Dare to Know Book Award	\$500.00	Abigail Lee	2022, Music Therapy with a Biology minor

## F. FUNDING

**Table F-1.** Continued.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
Dare to Know Book Award	\$500.00	Madison McArthur	2023, Nursing with a Human Development and Family Studies minor
Dare to Know Book Award	\$500.00	Kinzie Randall	2021, Global Communication with German and Criminal Justice minors
Dare to Know Book Award	\$500.00	Katherine VanWagoner	2021, Communicative Disorders and Deaf Education with Human Development and Family Studies and Psychology minors

*Student Wage Support*—Honors contributed to the professional development of 16 Honors students by offering them employment in our program. In total, Honors allocated \$27,322.50 (\$26,460.60 of which was disbursed) to support two Honors Peer Advisor positions, an Honors Mathematics Tutor position, an Honors Writing Tutor position, three Honors Office Assistants, an Honors Postgraduate Fellow, and nine UTFs for all Honors courses offered in Fall 2019 and Spring 2020 (Table H-13).

### 2. Funding to Faculty and Departments

The program supported the teaching of nine Honors courses (four in Fall 2019 and five in Spring 2020) with \$49,500 (Table E-4). In addition, two Honors faculty received course-development funding of \$500 per course in Fall 2018 (for a total of \$2,000) for the creation of a new Spring 2020 Honors Think Tank. For the first time in several years, Honors supported, helped develop, and offered Honors sections of USU physical education courses. An Honors version of PE 1063 Strength and Conditioning planned for Fall 2019 was cancelled at the beginning of the term due to a change in the instructor's role at USU; Honors Dance, PE 1700 (H), was successfully offered—and very well received by enrolled students—in Spring 2020.

Dr. David Brown (Mathematics and Statistics) and Dr. Brian McCuskey (English) each received the Joyce Kinkead Outstanding Honors Capstone Mentor Award, which carries a \$500 cash prize, for their work with the graduates winning those awards this year. In addition, Dr. Geno Schupp of the Department of Wildland Resources won the 2020 Friend of Honors Award which also comes with a \$500 cash prize, for his work on behalf of the program.

## G. OUTPUTS AND OUTCOMES

*In FY 2019-2020, Honors students generated a large number of relevant outputs and outcomes fully or partially attributable to their participation in the USU Honors Program:*



**42 capstones** deposited in electronic format by USU Libraries to Digital Commons



**105 presentations** at local, state, regional, national or international conferences involving 107 Honors student authors



**58 optional transcript designations**, including University and Departmental Honors, Undergraduate Research, Global Engagement Scholar, and Community-Engaged Scholar



**41** national, university, college, or departmental awards and honors

## G. OUTPUTS AND OUTCOMES

### OUTPUTS

#### 1. Student Capstones

Alder, J. Cannon. 2020. Limits of Growth: An Ecological Approach to Mainstream Economics. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Andersen, J. R. 2020. Exposure of *Phlebotomus argentipes* to Alpha-Cypermethrin, Permethrin, and DDT Using Bottle Bioassays to Assess Insecticide Susceptibility. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Baldwin, H. 2020. Shared Roots: An Examination of the Interconnectedness of Cultures and Nations Manifest Through Art and Design. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bradshaw, T. L. 2020. Comparison of Locational Beamforming Algorithms for Audio Targeting. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Brock, R. C. 2020. The Impact of University and Atelier Instruction on Classical Realism Art in America. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Burrows, T. M. 2020. Microcarrier Separation Devices for Continuous In-Line Bioprocessing of Adherent Cell Culture. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Butikofer, E. 2020. Influence of the Cat-Owner Relationship on Cat Behavior Outside the Home. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Carlquist-Sagers, A. B. 2020. Jefferson's Sensitivities: How Jefferson's Discussions of Race and Slavery Are Influenced by Audience. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Carlson, C. A. 2020. Intra- and Interspecific Secondary Metabolite Variation Between Fruit and Leaf Tissues in the Hyperdiverse *Psychotria* Genus. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Consalvo, P. A. 2020. Designing Technology for Different Scales of Irrigation Scheduling. Honors Capstone Project, Utah State University, Logan, Utah, USA.

DeAngelo, M. F. 2020. Boolean Rank and Isolation Number of Regular Tournaments. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Derrick, D. K. 2020. Characterization of *Rhodopseudomonas palustris* Strains for the Production of Fixed Nitrogen Fertilizer for Mars. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Dimick, D. 2020. Effectiveness of Education Aid in Kenya: Using Women's Access as an Indicator of Welfare. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Dimick, D. 2020. Taking Off the Nametag: Why Some Returned Missionaries Leave the Church for Good. Honors Capstone Project, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

Eggett, H. 2020. Bad Blood: Diabetes and the Legacy of the Eugenics Movement. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Fassler, A. 2019. Third-Eye. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Frederickson, B. 2020. Demystification of Graph and Information Entropy. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Gamble, T. G. 2019. Choice of End-state Comfort Based on the Time Spent at the Beginning State and the Precision Requirement of the End-state. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Haemmerle, X. K. 2020. The Response of Male Bumblebees to a Putative Queen Pheromone. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Hales, E. S. 2020. The Relationship Between Methods of Paying College Tuition and Academic Performance. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Hallock, E. A. 2020. Literary Labyrinths: Reading Like a Detective. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Hardy, J. L. 2020. Essays in Masculinity. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Heap, M. G. 2020. Oxidation Protection Using Pluronic Micelles. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Imundo-Simons, A. 2020. Lupron Depot: A Literature Review. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Kosiak, A. 2019. NATO and the IFRC: A Comparative Case Study. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Lofthouse, C. 2019. Coin Recovery II. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Mann, R. 2019. Study of Conservation Techniques for Mold and Museum Management Policy. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Miranda, L. 2020. Radiocarbon Records as a Metric for Features of Recurrent Social Formations and Historical Social Complexity. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Nelson, C. 2020. Autism and Autoimmunity. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Palmer, H. D. 2020. Analysis of ISAT and SAT Test Scores in Madison County School District. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Parkinson, C. 2020. Maximizing Returns for Investors Using Modern Portfolio Theory and the Efficient Frontier. Honors Capstone Project, Utah State University, Logan, Utah, USA.



## G. OUTPUTS AND OUTCOMES

Price, C. 2020. Mining for Gold: Reimagining the Role of Curricular Texts in Writing Instruction. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Rodgers, N. S. 2020. Understanding Personal Data in the World of Social Media. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Scott, S. D. 2020. High Dimensional Event Exploration Over Multiple Simulations. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Starrett, L. 2020. The Art of Seduction: Male Perceptions of Sexual Willingness. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Sykes, D. T. B. 2020. "Queertility." Honors Capstone Project, Utah State University, Logan, Utah, USA.

Tirrell, J. 2020. Emergent Seedling Spatial Patterns Following Insect Seed Predation in a Simulated Population. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Vance, J. 2019. Preventing, Perceiving, and Post-venting Suicide: A Guide for Teachers, for Their Students. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Wadsworth, M. R. 2019. The Patriot Act: How It Hurts Democracy. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Walters, A. J. 2020. Characterization of *Rhodopseudomonas palustris* Strains for the Production of Fixed Nitrogen Fertilizer for Mars. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Ward, N. Y. 2020. Get Out, Hiroki Tanaka: Asian-Americans in Black Stories and Black Activism. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Wheeler, J. 2020. Simplicity as a New Environmental Virtue. Honors Capstone Project, Utah State University, Logan, Utah, USA.

### 2. Student Presentations—Poster Presentations (Honors student in bold)

**Alder, J.** 2020. Limits of Growth: Applying a Physics-based Model to Mainstream Economics; Assessment of Electrical Grid Infrastructure and Finite Resource Consumption in Cache Valley, Utah. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Alder, J.** 2020. Limits of Growth: Electricity Consumption in Cache Valley, UT. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Allen, S.,** M. Meyer-Ficca, and M. Wandersee. 2019. Impaired Glucose Metabolism in Niacin Deficient Transgenic Mice. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Allen, S.,** M. Meyer-Ficca, and M. Wandersee. 2019. Impaired Glucose Metabolism in Niacin Deficient Transgenic Mice. Utah Conference on Undergraduate Research, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Andersen, J.** 2020. Exposure of *Phlebotomus argentipes* to Synthetic Insecticides Using CDC Bottle Bioassay to Evaluate Insecticide Resistance. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Armbrust, M.** 2020. Molecular Phylogeny of Two Distinct Type IV CRISPR-associated (Cas) Proteins. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Baldwin, H.** 2020. Shared Roots: An Examination of the Interconnectedness of Cultures and Nations Manifest Through Art and Design. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Barker, K.** 2020. Collaboration and the Environment: Music as a Model for Social Change. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Barker, K.,** and L. Wheeler Roderer. 2020. Collaboration and the Environment: Music as a Model for Social Change. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Barker, K.,** L. Wheeler, and C. Scheer. 2020. Collaboration and the Environment: Music as a Model for Social Change. National Conference on Undergraduate Research, Bozeman, Montana, USA (Cancelled due to COVID-19).

**Boyce, M.** 2020. Gender Bias in Teaching Evaluations of College Professors. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Bradshaw, T.** 2020. Comparison of Dual-beamforming Algorithms on Nearfield Locational Audio Signals. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Brock, O.** 2019. The Mirror of the World: The Printing Press and Medieval Science. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Brock, O.** 2020. Astrolabes and Their Interpretive Challenges. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Bunch, K.,** I. V. Perisse, Z. Fan, Z. Wang, A. Harris, K. L. White, and I. A. Polejaev. 2019. Construction of Candidate Vectors for Correction of the Intestinal CFTR Gene Expression in Cystic Fibrosis Sheep Fetal Fibroblast Cells. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Bunch, K.,** I. V. Perisse, Z. Fan, Z. Wang, A. Harris, K. L. White, and I. A. Polejaev. 2020. Construction of Candidate Vectors for Correction of the Intestinal CFTR Gene Expression in Cystic Fibrosis Sheep Fetal Fibroblast Cells. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Bunch, K.,** I. V. Perisse, Z. Fan, Z. Wang, A. Harris, K. L. White, and I. A. Polejaev. 2020. Construction of Candidate Vectors for Correction of the Intestinal CFTR Gene Expression in Cystic Fibrosis Sheep Fetal Fibroblast Cells. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Burrows, T.** 2020. Quantifying Permeability of RPE Cells on Spider Silk Membranes as a Model of an Aged Bruch's Membrane. Institute of Biological Engineering Annual Conference, Athens, Georgia, USA (Cancelled due to COVID-19).

## G. OUTPUTS AND OUTCOMES

**Burrows, T.** 2020. Quantifying Permeability of RPE Cells on Spider Silk Membranes as a Model of an Aged Bruch's Membrane. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Butikofer, E.,** E. Schüttler, and J. E. Jiménez. 2019. The Cat-Owner Relationship and Its Effects on the Ecosystem of Navarino Island, Chile. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Butikofer, E.** 2020. Influence of the Cat-Owner Relationship on Behavior Outside the Home. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Carlquist-Sagers, A.** 2020. Modern-Day Humanity: Violence, Nature, and PTSD in *Macbeth*. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Carlson, C.** 2020. Interspecific Secondary Metabolite Variation Between Fruit and Leaf Tissues of the Hyperdiverse *Psychotria* Genus. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Consalvo, P.,** and A. Torres-Rua. 2019. Designing an Efficient and Predictive Data-Management System for Small-scale Irrigation Scheduling. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Consalvo, P.** 2020. Designing Technology for Different Scales of Irrigation Scheduling. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Consalvo, P.A.,** and A. Torres-Rua. Designing an Efficient and Predictive Data-management System for Small-scale Irrigation Scheduling. National Conference on Undergraduate Research, Bozeman, Montana, USA (Cancelled due to COVID-19).

**Cragun, H.** 2020. Perceived Barriers of LGBTQ College Students Achieving Their Career Goals. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Cutler, A.** 2020. Harmonic Analysis of Mid-Latitude Temperatures in the Mesopause Region: TIME-GCM Results and Sodium Resonance Lidar Observations During 2009. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Daines, S.** 2019. Restoring Energy Deficits in Traumatic Brain Injuries: A Key to Effective Treatment. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Daines, S.** 2020. Restoring Energy Deficits in Traumatic Brain Injuries: A Key to Effective Treatment. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Dooley, K.,** and S. Freeman. 2019. Using Histological Analysis to Localize Oxytocin Receptors in the Human Substantia Nigra. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Dooley, K.** 2020. Effects of Sex and Autism on Oxytocin Receptors in the Substantia Nigra of the Human Brain. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Edwards, T.**, A. Ram, A. McCarty, and E. N. Bobeck. 2019. Role of Novel Receptor GPR171 in Chemotherapy-induced Neuropathic Pain. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Edwards, T.**, A. Ram, A. McCarty, and E. N. Bobeck. 2019. Role of Novel Receptor GPR171 in Chemotherapy-induced Neuropathic Pain. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Eggett, H.** 2020. Bad Blood: Diabetes and the Eugenics Movement. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Ha, J.**, and M. McClain Verdoes. 2019. Attention and Reading Correlation Differences in School-aged Children with ASD and School Aged Children without ASD. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Ha, J.**, and M. McClain Verdoes. 2020. Attention and Reading Correlation Differences in School-aged Children with ASD and School Aged Children without ASD. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Ha, J.** 2020. Connecting Attention & Reading Skills in Children with Autism Spectrum Disorder. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Ha, J.** 2020. Impact of Student Race/Ethnicity and Sex on ASD Identification in Schools. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Haemmerle, X.** 2020. Response of Male Bumblebees to Putative Queen Pheromones. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hallock, E.** 2019. I Am Disappearing: Identity and Environment in *The Haunting of Hill House*. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hansen, H.** 2020. Effects of Candidate Demographic on Voter Turnout. Midwest Political Science Association Annual Conference, Chicago, Illinois, USA (Cancelled due to COVID-19).

**Hansen, H.** 2020. Implicit Biases in US Elections: Impact of Candidate Race, Gender on Voter Turnout. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Hansen, M.** 2020. Improvements in In-Motion Wireless Charging Systems for Electric Vehicles. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Hansen, M.** 2020. Modular Design of In-road Pads for In-motion Wireless Power Transfer. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Hanson, E.** 2020. Developing a 3D Bioprinted Substrate to Study the Effects of Spaceflight on Muscle Cells. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Heap, M.** 2020. Oxidation Protection Using Pluronic Micelles. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

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**Hoopes, H.**, A. Hagman, and M. Colver. 2019. The Effects of Housing on Student Persistence. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hoopes, H.** 2020. Students Living on Campus Are More Likely to Persist. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Hoopes, H.**, A. Hagman, and M. Colver. 2020. The Effects of Housing on Student Persistence. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Hoopes, H.**, A. Hagman, and M. Colver. 2020. The Impact of Student Recreational Facilities Use on Student Persistence. National Conference on Undergraduate Research, Bozeman, Montana, USA (Cancelled due to COVID-19).

**Imundo-Simons, A.**, and T. Barrett. 2020. Lupron Depot: A Literature Review. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Jones, G.** 2020. Combining Analytical and Data-driven Methods to Model Biofilm Growth in Water Treatment. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Kennedy, J.** 2020. From Trash to Invasion: The Role of Landfills in Spread of Invasive Plants. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Kjar, A.**, M. Heap, I. Wardsworth, E. Vargis, and D. Britt. 2019. Pluronic Micelles Shield Antiviral Cargo from Oxidation. Biomedical Engineering Society Annual Meeting, Philadelphia, Pennsylvania, USA.

**Kosiak, A.** 2019. NATO and the ICRC: A Comparative Case Study. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Kunzler, D.** 2020. Developing an Effective Drug Delivery Vehicle: Quercetin-loading into ORMOSIL Nanoparticles. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Lange, C.** 2020. Patterning Carbon Nanotube Forests to Enhance Light Absorption. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**McFarland, B.** 2020. Electrospinning of Spider Silk Protein/Chitosan Composites for Neurological Tissue Engineering. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Moody, L.** 2020. Pigweed Herbicide Resistance. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mortensen, C.** 2019. Water Entry of Two Projectiles Side by Side. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mortensen, C.** 2020. Water Entry of Two Projectiles Side by Side. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Moulton, B.** 2019. Controlled Flight Through Morphing Wing Aircraft. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

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**Moulton, B.** 2020. 3D Printing Morphing Wings for More Efficient Flight. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Nelson, A.** 2020. The Spiral of Silence and the 2016 Election. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Nelson, A.** 2020. The Spiral of Silence: Self-censoring, Disability, and the 2016 Election. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Rasmussen, M.,** and J. Lauritsen. 2020. Tabletop to Screens: Development of an "Unplugged-to-Plugged" Computer Science Curriculum. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Rasmussen, M.,** J. Lauritsen, and V. Lee. 2020. Tabletop to Screens: Development of an "Unplugged-to-Plugged" Computer Science Curriculum. National Conference on Undergraduate Research, Bozeman, Montana, USA (Cancelled due to COVID-19).

**Rogers, M.** 2020. Fitting Snow Loads to Probability Distributions for Safer Buildings. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Sagers, R.** 2020. Akt and Inflammatory Pathways Activation by Cache Valley Particulate Air Pollution. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Sagers, R.** 2020. Cache Valley Air Pollution Damages DNA and Increases Cancer Risk. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Sagers, R.,** A. Nguyen, J. Weston, N. Grooms, M. Eggleston, R. Martin, and R. Coulombe. Akt and Inflammatory Pathways Activation by Cache Valley Particulate Air Pollution. National Conference on Undergraduate Research, Bozeman, Montana, USA (Cancelled due to COVID-19).

**Sagers, R.,** R. Hoobler, and K. Brown. 2020. Impact of Intuitive Eating Education Among College Students, Pre- and Post-survey Results. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Sam, L.** 2020. Bad Hombres or Bad Information. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Schruhl, A.** 2020. Die-back and Re-growth of *Phragmites australis* (Common Reed) Following Drought. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Scott, S.** 2020. Feedback Loops, Climate Change, and Building Resilience. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Suisse, D.,** and **K. Wasden.** 2020. Antimicrobial Activity of *Artemisia tridentata*. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Tebbs, A.** 2020. Double-Jeopardy or Not? Investigating the Experience of Black Women Entrepreneurs Seeking Small Business Financing. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.



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**Van Leeuwen, F.**, E. German, and R. Berke. 2019. Scheimpflug (aka Tilt-Tip) Applied to Solid Mechanics to Improve Depth of Field for Stereo DIC. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Van Leeuwen, F.**, E. German, and R. Berke. 2020. Scheimpflug (aka Tilt-Tip) Applied to Solid Mechanics to Improve Depth of Field for Stereo DIC. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Walker, C.** 2020. Testing Biocompatibility of Hagfish Proteins for Biomedical Application. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Waldron, C.**, L. Moley, and S.C. Isom. 2019. DNA Methylation Patterns of Porcine Oocytes from Small and Large Follicles. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Waldron, C.**, L. Moley, and S.C. Isom. 2020. DNA Methylation Patterns of Porcine Oocytes from Small and Large Follicles. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Walker, C.** 2020. Testing Biocompatibility of Hagfish Proteins for Biomedical Application. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Walker, C.** 2020. Investigating the Biocompatibility of Novel Recombinant Hagfish Thread Keratins as a Platform for Mammalian Cell Culture. Utah Conference on Undergraduate Research, Logan, Utah, USA.

### 3. Student Presentations—Oral Presentations (Honors student in bold)

**Alder, J.**, J. Tainter, and R. Davies. 2020. Limits of Growth: Applying a Physics-based Model to Mainstream Economics; Assessment of Electrical Grid Infrastructure and Finite Resource Consumption in Cache Valley, Utah. National Conference on Undergraduate Research, Bozeman, Montana, USA (Cancelled due to COVID-19).

**Allen, S.** 2020. Impaired Glucose Metabolism in Niacin Deficient Transgenic Mice. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Downey, H.** 2020. Delay Discounting: State and Trait Influences. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Eggett, H.** 2020. Bad Blood: Diabetes and the Eugenics Movement. Richard Macksey National Undergraduate Humanities Research Symposium, Baltimore, Maryland, USA.

**Eggett, H.** 2020. Bad Blood: Diabetes and the Eugenics Movement. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Fielding, J.** 2020. Competition Between *Bassia scoparia* and Drought Tolerant Varieties of Corn. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Fielding, J.**, **A. Costner**, J. Watkins, **H. Cragun**, and K. Roper. 2020. Viral Vector Delivery of Gene Therapy. National Conference on Undergraduate Research, Bozeman, Montana, USA (Cancelled due to COVID-19).

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**Ha, J.** 2020. Connecting Attention and Reading Skills in Children with Autism Spectrum Disorder. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hales, E.** 2020. The Relationship Between Methods of Paying College Tuition and Academic Performance. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hallock, E.** 2020. Making Space for Women in Utopia. Sigma Tau Delta International Convention, Las Vegas, Nevada, USA (Cancelled due to COVID-19).

**Johnson, H.** 2020. Competition Between Bluebunch Wheatgrass and Cheatgrass When Seeding Rates and Dates Are Varied. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Kjar, A.** 2020. Pluronic Micelles Shield Antiviral Cargo from Oxidation. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Lange, C.** 2020. How to Create Very Dark Surfaces for Applications. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Norton, E.** 2020. The State of American Historical Education: The Forgotten Subject. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Patchett, G.** 2020. Inspiration and Brahms. Utah Conference on Undergraduate Research, Logan, Utah, USA.

**Pointer, S.** 2020. "The Wife's Lament": A Victim of Translation. Sigma Tau Delta International Convention, Las Vegas, Nevada, USA (Cancelled due to COVID-19).

Sand, A., and **O. Brock.** 2020. Lightning and Thunder: Practice and Impact of Undergraduate Research in Art and Art History. College Art Association Annual Conference, Chicago, Illinois, USA.

**Suisse, D.** 2020. Consequences of Life- and Vitality-extending Technology and Medicine on Society. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Wadsworth, M.** 2019. The Patriot Act: How it Hurts Democracy. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Wheeler, J.,** and J. Clark. 2019. Simplicity as a New Environmental Virtue. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

### 4. Student Publications (Honors student in bold)

**Kjar, A.,** and Y. Huang. 2019. Application of Micro-scale 3D Printing in Pharmaceuticals. *Pharmaceutics* 11(8):390. doi: 10.3390/pharmaceutics11080390

**Miller, C.** 2020. Women's Suffrage Historic Walking Tour: Voting Rights in Cache County Utah, 1870-1965. Brochure.



## G. OUTPUTS AND OUTCOMES

### 5. Honors Program Staff Presentations (Honors staff in bold)

**Miller, K. A.** 2019. "How Shall We Engage Our Honors Students in the Upper-Division Honors Experience?" National Collegiate Honors Council Conference, New Orleans, Louisiana, USA.

**Miller, K. A.** 2019. "Disruptive Joy: Ideas that Thrill Students and Faculty." National Collegiate Honors Council Conference, New Orleans, Louisiana, USA.

### 6. Honors Program Staff Publications

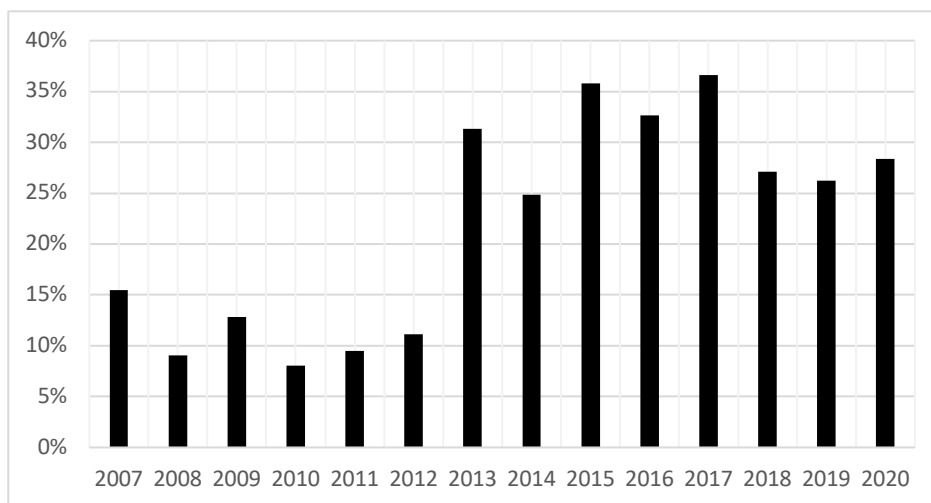
**Miller, K. A.** 2019. "Honors and the Curiouser University." *Journal of the National Collegiate Honors Council* 20(1):63-69.

Stephens, K., J. Lucero, and **K. A. Miller**. 2019. Utah State University Carnegie Community Engagement Classification Application, 2020. Award Designation. Logan, Utah, USA.

## OUTCOMES

### 7. Graduation

During FY 2019-2020, 42 students successfully completed all requirements for graduation with University or Departmental Honors. This number represents 6% of this year's Honors student population and 28% of the 2016 ( $t-4$ ) first-year Honors cohort. Figure G-1 illustrates the Honors Program's completion rate based on four-year cohorts between 2005 and 2020. Formerly run with different graduation requirements for each department, Honors was renamed in 2014 as the University Honors Program, a university-wide program with shared requirements across disciplines.



**Figure G-1.** Honors Program completion rate (graduation with Honors) at time  $t$  as a percentage of incoming first-year students at time  $t-4$ .

## G. OUTPUTS AND OUTCOMES

### 8. Academic Action and Discontinuation

*Academic Action*—This year, the Honors Program decided to revise a past practice of GPA-based academic warnings, probation, and involuntarily removal from the program. In an effort to support students and to help them grow as they take academic risks, Honors advising staff proactively communicated with students about their status in the program through supportive messaging with non-threatening language tuned to each student's stage in their undergraduate career. Internally only, these actions are collectively referred to and noted in the student's advising file as "academic action." Because students are required to meet a 3.5 cumulative USU GPA threshold to graduate with Honors, these messages both treated single-term grades realistically and framed those grades within the larger picture of progress toward Honors graduation.

In FY 2019-2020, Honors sent "academic action" messages to seven students whose GPAs had fallen below 3.0 for the current semester, as well as 13 students whose cumulative USU GPA was below a threshold determined by their year in the program: 3.34 for second-year students, 3.44 for third-year students, and 3.50 for fourth-year students/students in their final year. Honors temporarily suspended all academic-action messaging in Spring 2020 to account for the mid-term institutional move to remote instruction due to COVID-19.

*Discontinuation*—The Honors Program's decision to end the practice of involuntarily removing students for failure to meet GPA requirements, schedule regular advising, and/or earn Honors points) meant that more students took ownership of this process. In FY 2019-2020, 76 students voluntarily withdrew from the program; 52 of those students (68%) remained at USU, and 23 (30%) withdrew from the university altogether.

### 9. Transcript Designations

*University Honors*—Every student who successfully completes the University Honors Program requirements earns a University Honors transcript designation. In FY 2019-2020, the following 41 Honors students graduated with University Honors, a 10% increase over FY 2018-2019:

Alder, Jacob	Andersen, Jacob	Baldwin, Hannah
Bradshaw, Thomas	Brock, Rebecca	Burrows, Tessa
Butikofer, Erin	Carlson, Cole	Consalvo, Paul
DeAngelo, Matthew	Derrick, Daniel (Kade)	Dimick, Dawn
Eggett, Hope	Fassler, Aaron	Frederickson, Bryce
Gamble, Tucker	Haemmerle, Xavier	Hales, Emily
Hallock, Emma	Hardy, Justyn	Heap, Mitchell

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Imundo-Simons, Amanda	Kosiak, Abigail	Lofthouse, Carly
Mann, Rachel	Miranda, Lux	Nelson, Clarissa
Palmer, Holly	Parkinson, Charity	Price, Carrigan
Rodgers, Nicholas	Sagers, Andrea	Scott, Steven
Starrett, Elizabeth	Sykes, Daniel	Tirrell, Justin
Wadsworth, Madison	Walters, Andrew (AJ)	Ward, Naomi
Wheeler, Justin	[Name withheld]	

*Departmental Honors*—A small number of students who began in Honors before FY 2014-2015 have been grandfathered into the now discontinued option of Departmental Honors, which required students to meet not central Honors requirements but specific requirements outlined by their academic major departments. In FY 2019-2020, one Honors student earned this transcript designation:

Vance, Justin

*Undergraduate Research*—Honors students seeking the Undergraduate Research transcript designation must complete a minimum of two semesters of undergraduate research, scholarship, or creative activity supervised by a faculty member, present their work through a recognized venue, and submit to the OR an application for this transcript designation. In FY 2019-2020, the following twelve Honors students earned an Undergraduate Research designation, a 10% increase over FY 2018-2019:

Andersen, Jacob	Consalvo, Paul	Imundo-Simons, Amanda
Burrows, Tessa	Eggett, Hope	Walters, Andrew (AJ)
Butikofer, Erin	Frederickson, Bryce	Ward, Naomi
Carlson, Cole	Gamble, Tucker	[Name withheld]

*Global Engagement Scholar*—The University Honors Program offers its students the opportunity to ground their Honors work in topics of global concern. Focusing on both academic understanding and practical application, Global Engagement Scholars are students who have learned to think deeply and to engage thoughtfully with the international issues that shape their disciplines. The Global Engagement Scholar transcript designation communicates to future employers and/or graduate programs the student's commitment to international communication and understanding. Honors students seeking this transcript designation must demonstrate foreign language competence, accumulate nine credits/points of study abroad or other Honors in Practice work in an area of global concern, make a returning traveler presentation to

## G. OUTPUTS AND OUTCOMES

the Honors community, and complete an Honors Capstone Project that demonstrates substantial engagement with global issues in the student's discipline.

In FY 2019-2020, the following Honors student earned a Global Engagement Scholar designation:

Butikofer, Erin

*Community-Engaged Scholar*—The University Honors Program offers its students the opportunity to ground their Honors work in community-engaged learning activities. Focusing on both classroom learning and putting that learning into practice in the community, Community-Engaged Scholars are students who have used the skills learned in their disciplines to think deeply and to engage thoughtfully with local and global problems. This transcript designation communicates to future employers and/or graduate programs the student's commitment to connect academic work with specific service projects. Honors students seeking this designation must document 400 hours of community service through USU's AggieSync platform, earn nine credits/points of Honors in Practice community-engaged course or other mentored work or take community-engaged courses for a total of nine credits/points, and complete an Honors Capstone Project that develops and implements a sustainable service project that addresses a community-identified need. In FY 2019-2020, the following three Honors students earned a Community-Engaged Scholar designation:

Carlson, Cole

Consalvo, Paul

Dimick, Dawn

### 10. Student Awards and Honors

#### *State, National, and International Awards and Honors*

Tomoya Averett, 2020 Truman Finalist

Matthew Hogan, 2020 Goldwater Scholar

Andrew Kjar, 2020 Goldwater Scholar

Kathryn Margetts, 2020 Association of State Dam Safety Officials (ASDSO)  
Student Dam Model Competition Winner

Jenny Whitely, 2020 Goldwater Scholar

#### *University Awards and Honors*

Madeleine Alder, 2020 Peak Summer Research Fellow

Sierra Allen, Recipient, Undergraduate Research and Creative Opportunities  
Grant, Spring 2020

Tessa Burrows, Recipient, Undergraduate Research and Creative Opportunities  
Grant, Fall 2019

Jordan Forest, 2020 Peak Summer Research Fellow

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Jennifer Ha, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2020

Eryn Hansen, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2019

Mitchell Heap, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2019

Michael Herron, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2019

Hannah Johnson, Recipient, Undergraduate Research and Creative Opportunities Grant, Summer 2020

Gerald Jones, Recipient, Undergraduate Research and Creative Opportunities Grant, Summer 2020

Jace Jones, 2020 Peak Summer Research Fellow

Devan Kunzler, Outstanding Presentation--Engineering, Spring Student Research Symposium

Christian Lange, 2020 Peak Summer Research Fellow

Jackson Morgan, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2020

Aleksander Nelson, 2020 Peak Summer Research Fellow

Stephanie Pointer, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2019

Rachel Sagers, Recipient, Undergraduate Research and Creative Opportunities Grant, Summer 2020

Lisa Starrett, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2019

Alexandra Tebbs, Outstanding Presentation--Social Sciences, Spring Student Research Symposium

Alexandra Tebbs, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2020

Caleb Walker, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2019

### *College Awards and Honors*

Thomas Bradshaw, Valedictorian, College of Engineering

Olivia Brock, 2020 Caine Summer Arts Fellow, Caine College of the Arts

Kallen Brunson, Scholar of the Year, College of Humanities and Social Sciences

Kade Derrick, Outstanding Senior, College of Engineering

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Haylee Downey, Undergraduate Researcher of the Year, Emma Eccles Jones College of Education and Human Services

Jessica Gough, Undergraduate Researcher of the Year, College of Agriculture and Applied Sciences

Ethan Hammer, Outstanding Senior of the Year, S.J. and Jessie E. Quinney College of Natural Resources

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

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

### *Departmental Awards and Honors*

Hannah Baldwin, Outstanding Senior, Department of Art and Design

Bryce Frederickson, Joyce Kinkead Outstanding Capstone of the Year Award (STEM), University Honors Program

Emma Hallock, Joyce Kinkead Outstanding Capstone of the Year Award (Humanities), University Honors Program

Ethan Hammer, Outstanding Senior of the Year, Department of Wildland Resources

Justyn Hardy, Undergraduate Researcher of the Year, Department of English

Michael Herron, Undergraduate Teaching Fellow of the Year, University Honors Program

## H. APPENDIX

**Table H-1.** List of FY 2019-2020 Honors graduates.

Name	College	Department(s)	Designation
Alder, Jacob	HSB	Economics and Finance	University Honors
Andersen, Jacob	CoS	Biology	University Honors
Baldwin, Hannah	CCA	Art and Design	University Honors
Bradshaw, Thomas	ENGR	Electrical and Computer Engineering	University Honors
Brock, Rebecca	CCA	Art and Design	University Honors
Burrows, Tessa	ENGR	Biological Engineering	University Honors
Butikofer, Erin	QCNR	Wildland Resources	University Honors
Carlson, Cole	CoS	Biology	University Honors
Consalvo, Paul	ENGR	Civil and Environmental Engineering	University Honors
DeAngelo, Matthew	CoS	Mathematics and Statistics	University Honors
Derrick, Daniel (Kade)	ENGR	Biological Engineering	University Honors
Dimick, Dawn	CHaSS	Political Science/History	University Honors
Eggett, Hope	CHaSS	Sociology, Social Work, and Anthropology/History	University Honors
Fassler, Aaron	ENGR	Mechanical and Aerospace Engineering	University Honors
Frederickson, Bryce	CoS	Mathematics and Statistics	University Honors
Gamble, Tucker	CEHS	Kinesiology and Health Science	University Honors
Haemmerle, Xavier	CoS	Biology	University Honors
Hales, Emily	CEHS	Human Development and Family Studies	University Honors
Hallock, Emma	CHaSS	English	University Honors
Hardy, Justyn	CHaSS	English	University Honors
Heap, Mitchell	ENGR	Biological Engineering	University Honors
Imundo-Simons, Amanda	CEHS	Nursing	University Honors
Kosiak, Abigail	HSB/CoS	Marketing and Strategy/Mathematics and Statistics	University Honors
Lofthouse, Carly	ENGR	Mechanical and Aerospace Engineering	University Honors
Mann, Rachel	CHaSS	Languages, Philosophy, and Communication Studies	University Honors
Miranda, Lux	CoS	Mathematics and Statistics/Computer Science	University Honors
Nelson, Clarissa	CoS	Biology	University Honors

## H. APPENDIX

**Table H-1.** Continued.

<b>Name</b>	<b>College</b>	<b>Department(s)</b>	<b>Designation</b>
Palmer, Holly	CoS	Mathematics and Statistics	University Honors
Parkinson, Charity	HSB	Accounting	University Honors
Price, Carrigan	CHaSS	English	University Honors
Rodgers, Nicholas	CoS	Computer Science	University Honors
Sagers, Andrea	CHaSS	English	University Honors
Scott, Steven	CoS/HSB	Computer Science/Economics and Finance	University Honors
Starrett, Elizabeth	CEHS	Psychology	University Honors
Sykes, Daniel	CHaSS	Sociology, Social Work, and Anthropology	University Honors
Tirrell, Justin	CoS	Biology	University Honors
Vance, Justin	CHaSS	English	Departmental Honors
Wadsworth, Madison	CHaSS	Political Science	University Honors



## H. APPENDIX

**Table H-2.** List of FY 2019-2020 Honors-engaged faculty.

Name	College	Department
Adams, Brett	CoS	Biology
Aguilar, Sheryl	CAAS	Nutrition, Dietetics and Food Sciences
Allan, Vicki	CoS	Computer Science
Allen, LoraLynn	CEHS	Nursing and Health Professions
Allen, Nicole	CHaSS	Languages, Philosophy, and Communication Studies
Andersen, Susan	CHaSS	English
Anderson, Matt	CHaSS	N/A
Archer, Seth	CHaSS	History
Arshavskaya, Ekaterina	CHaSS	Languages, Philosophy, and Communication Studies
Atwood, Trisha	QCNR	Watershed Sciences
Ault-Dyslin, Nelda	N/A	N/A
Baker, Michelle	CoS	Biology
Bakker, Sara	CCA	Music
Ball, Austin	ENGR	Civil and Environmental Engineering
Barfuss, Steven	ENGR	Civil and Environmental Engineering
Barker, Brittan	CEHS	Communicative Disorders and Deaf Education
Barr, Paul	ENGR	Civil and Environmental Engineering
Barrett, Tyson	CEHS	N/A
Bates, Scott	CEHS	Psychology
Beck, Russ	CHaSS	English
Beckert, Troy	CEHS	Human Development and Family Studies
Beckman, Noelle	CoS	Biology
Behunin, Cindy	CHaSS	English
Benninghoff, Abby	CAAS	Animal, Dairy, and Veterinary Sciences
Berke, Ryan	ENGR	Mechanical and Aerospace Engineering
Bernhardt, Scott	CoS	Biology
Bitner, Spencer	N/A	N/A
Blau, Benjamin	HSB	Economics and Finance
Boettinger, Janis	CAAS	Plants, Soils, and Climate
Bone, Sterling	HSB	Marketing and Strategy
Bosworth, Ryan	CAAS	Applied Economics

## H. APPENDIX

**Table H-2.** Continued.

<b>Name</b>	<b>College</b>	<b>Department</b>
Bowen, Briana	CHaSS	N/A
Braithwaite, Hope	QCNR	Watershed Sciences
Bressel, Eadric	CEHS	Kinesiology and Health Science
Britt, David	ENGR	Biological Engineering
Brown, David	CoS	Mathematics and Statistics
Brown, Donna	CCA	N/A
Budy, Phaedra	QCNR	Watershed Sciences
Buhusi, Mona	CEHS	Psychology
Bullock, Cathy	CHaSS	Journalism and Communication
Bundock, Kaitlin	CEHS	Special Education and Rehabilitation Counseling
Call, Richie	CCA	Theatre Arts
Cannon, James	HSB	School of Accountancy
Cannon, Molly	CHaSS	Sociology, Social Work and Anthropology
Carter Olson, Candi	CHaSS	Journalism and Communication
Charlton, Rebecca	CAAS	Nutrition, Dietetics and Food Sciences
Chenette, Tim	CCA	Music
Cho, Clara	CAAS	Nutrition, Dietetics and Food Sciences
Ciciurkaite, Gabriele	CHaSS	Sociology, Social Work and Anthropology
Clark, Justin	CHaSS	Languages, Philosophy, and Communication Studies
Clements, Jenny	CoS	Mathematics and Statistics
Cogan, Susan	CHaSS	History
Colton, Jared	CHaSS	English
Colver, Mitchell	N/A	N/A
Conover, Michael	QCNR	Wildland Resources
Coulbrooke, Star	CHaSS	English
Crawford, Dustin	CHaSS	English
Curran, Tim	CHaSS	Languages, Philosophy, and Communication Studies
Dakin, Chris	CEHS	Kinesiology and Health Science
Davidson, Jeanne	N/A	N/A
Day, Craig	CAAS	Animal, Dairy, and Veterinary Sciences
DeBerard, Scott	CEHS	Psychology

## H. APPENDIX

**Table H-2.** Continued.

<b>Name</b>	<b>College</b>	<b>Department</b>
DeJonge-Kannan, Karin	CHaSS	Languages, Philosophy, and Communication Studies
DeLisle, Jared	HSB	Economics and Finance
Dixon, Michael	HSB	Management
Dupont, Ryan	ENGR	Civil and Environmental Engineering
Edwards, Boyd	CoS	Physics
Edwards, John	CoS	Computer Science
Ellsworth, Joel	ENGR	Mechanical and Aerospace Engineering
Engler, John	CHaSS	English
Erickson, Devon	HSB	School of Accountancy
Etchberger, Richard	QCNr	Wildland Resources
Evans, Edward	CoS	Biology
Evans, James	CoS	Geology
Fawson, Christopher	HSB	Economics and Finance
Ferguson, John	HSB	Management
Finley, Judson	CHaSS	Sociology, Social Work and Anthropology
Fisher, Russell	HSB	Marketing and Strategy
Fjeldsted, Paul	HSB	Economics and Finance
Flint, Colin	CHaSS	Political Science
Frazer, Nat	QCNr	Environment and Society
Freeman, Jacob	CHaSS	Sociology, Social Work and Anthropology
Freeman, Sara	CoS	Biology
Fronk, Thomas	ENGR	Mechanical and Aerospace Engineering
Gackstetter, Dennise	CCA	Art and Design
Gamboa-Gutierrez, Laura	CHaSS	Political Science
Gelfand, Laura	CCA	Art and Design
Geller, David	ENGR	Mechanical and Aerospace Engineering
Gillam, Sandra	CEHS	Communicative Disorders and Deaf Education
Gilmore, Jason	CHaSS	Languages, Philosophy, and Communication Studies
Glass, Christy	CHaSS	Sociology, Social Work and Anthropology
Gompert, Zachariah	CoS	Biology
Gordillo, Luis	CoS	Mathematics and Statistics

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Gordon, Sarah	CHaSS	Languages, Philosophy, and Communication Studies
Gossard, Julia	CHaSS	History
Graham, Shane	CHaSS	English
Greenwood, Mary Ellen	CHaSS	English
Griffith, Todd	HSB	Economics and Finance
Grow, Nanda	CHaSS	Sociology, Social Work and Anthropology
Gunther, Jake	ENGR	Electrical and Computer Engineering
Habashi, Jessica	CoS	Biology
Hadfield, Kimberleigh	CoS	Mathematics and Statistics
Hagan, Maura	CoS	Physics
Hall, Kelsey	CAAS	Agricultural Systems Technology and Education
Hawkman, Andrea	CEHS	Teacher Education and Leadership
Hearns, Maureen	CCA	Music
Hedrich, Anne	N/A	N/A
Hills, Nancy	CCA	Theatre Arts
Hofmann, Erin	CHaSS	Sociology, Social Work and Anthropology
Holberg, Erica	CHaSS	Languages, Philosophy, and Communication Studies
Holt, Kerin	CHaSS	English
Huang, Yu	ENGR	Biological Engineering
Huenemann, Charlie	CHaSS	Languages, Philosophy, and Communication Studies
Hunsaker, Scott	CEHS	Teacher Education and Leadership
Hunt, Lauren	CCA	Music
Isom, Clay	CAAS	Animal, Dairy, and Veterinary Sciences
Jackson, Ryan	CoS	Chemistry and Biochemistry
Jensen, Phebe	CHaSS	English
Jensen, Sara	N/A	N/A
Jimenez, Grecia	N/A	N/A
Johnson, Aubrey	CEHS	Nursing and Health Professions
Johnson, Jeannie	CHaSS	Political Science
Jones, Justin	CoS	Biology
Jones, Norman	CHaSS	History

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Judd-Murray, Rose	CAAS	Applied Sciences, Technology, and Education
Kannan, Vijay	HSB	Management
Kapheim, Karen	CoS	Biology
Kaundal, Amita	CAAS	Plants, Soils, and Climate
Kettenring, Karin	QCNR	Watershed Sciences
Kim, Yong	HSB	Management Information Systems
Kohler, Brynja	CoS	Mathematics and Statistics
Koven, Mark	CAAS	Applied Sciences, Technology, and Education
Kunz, Robb	CHaSS	English
Laursen, Nathan	N/A	N/A
Lee, Amanda	CCA	Art and Design
Lee, Yoon	CEHS	Human Development and Family Studies
Litts, Breanne	CEHS	Instructional Technology and Learning Sciences
Lucas, Lauren	CoS	Biology
Lucero, Jessica	CHaSS	Sociology, Social Work and Anthropology
MacNulty, Daniel	QCNR	Wildland Resources
Mano, Chad	CoS	Computer Science
Manuel-Dupont, Sonia	CHaSS	English
Marquez-Velarde, Guadalupe	CHaSS	Sociology, Social Work and Anthropology
Martinez-Cola, Marisela	CHaSS	Sociology, Social Work and Anthropology
Mason, Jeffrey	CAAS	Animal, Dairy, and Veterinary Sciences
Mason, Patrick	CHaSS	History
McCuskey, Brian	CHaSS	English
McFaul, Rebecca	CCA	Music
McKinney, Mica	N/A	N/A
McNeal, Lyle	CAAS	Animal, Dairy, and Veterinary Sciences
McNeill, Laurie	ENGR	Civil and Environmental Engineering
Meier, Cris	CHaSS	Sociology, Social Work and Anthropology
Meyer-Ficca, Mirella	CAAS	Animal, Dairy, and Veterinary Sciences
Miller, Kristine	CHaSS	English
Miller, Zachary	QCNR	Environment and Society

## H. APPENDIX

**Table H-2.** Continued.

<b>Name</b>	<b>College</b>	<b>Department</b>
Milovich, Rose	N/A	N/A
Mock, Karen	QCNR	Wildland Resources
Moeller, Rylish	CHaSS	English
Monson, Debra	CHaSS	Journalism and Communication
Montague, Angela	CHaSS	Sociology, Social Work and Anthropology
Moon, Todd	ENGR	Electrical and Computer Engineering
Morrison, Nicholas	CCA	Music
Murdock, Holly	CCA	Art and Design
Murray, Jessica	CoS	Biology
Nie, Zhaohu	CoS	Mathematics and Statistics
Norton, Jeanette	CAAS	Plants, Soils, and Climate
Odum, Amy	CEHS	Psychology
Ogata, Elizabeth	CoS	Biology
Olsen, David	HSB	Management Information Systems
Omasta, Matt	CCA	Theatre Arts
Orellana, Carla	CEHS	Special Education and Rehabilitation Counseling
Parker, Brooke	N/A	N/A
Peak, David	CoS	Physics
Peck, Sara	CEHS	Psychology
Peeples, Jennifer	CHaSS	Languages, Philosophy, and Communication Studies
Peterson, Shannon	HSB	Economics and Finance
Peterson, Sydney	N/A	N/A
Phillips, Kaitlin	CHaSS	Languages, Philosophy, and Communication Studies
Podgorski, Greg	CoS	Biology
Ram, Akila	CoS	Biology
Read, Vicki	N/A	N/A
Reeve, Jennifer	CAAS	Plants, Soils, and Climate
Richter, David	CHaSS	Languages, Philosophy, and Communication Studies
Rivera-Mueller, Jessica	CHaSS	English
Roberts, Nick	ENGR	Mechanical and Aerospace Engineering
Romney, Alexander	HSB	Marketing and Strategy

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Rosenberg, Dory	N/A	N/A
Roskos, Mateja Savoie	CAAS	Nutrition, Dietetics and Food Sciences
Ross, Danielle	CHaSS	History
Sand, Alexa	CCA	Art and Design
Sanders, James	CHaSS	History
Sanders, Matthew	CHaSS	Languages, Philosophy, and Communication Studies
Scheaffer, Melissa	ENGR	Engineering Education
Scheer, Christopher	CCA	Music
Scheiner, Steve	CoS	Chemistry and Biochemistry
Schneider, Kady	CoS	Mathematics and Statistics
Schumm, Zachary	CoS	Biology
Schupp, Eugene	QCNR	Wildland Resources
Seedall, Ryan	CEHS	Human Development and Family Studies
Semler, Lydia	CCA	Theatre Arts
Sherlock, Richard	CHaSS	Languages, Philosophy, and Communication Studies
Shiple, Michael	CCA	Theatre Arts
Shrode, Flora	N/A	N/A
Shugart, William	HSB	Economics and Finance
Simon, Chad	HSB	School of Accountancy
Sims, Ronald	ENGR	Biological Engineering
Singleton, Patrick	ENGR	Civil and Environmental Engineering
Sinor, Jennifer	CHaSS	English
Sleipness, Ole	CAAS	Landscape Architecture and Environmental Planning
Sojka, Jan	CoS	Physics
Sorenson, Carl	CHaSS	Sociology, Social Work and Anthropology
Soyer, Mehmet	CHaSS	Sociology, Social Work and Anthropology
Sperry, Kathryn	CEHS	Psychology
Spicer-Escalante, Maria	CHaSS	Languages, Philosophy, and Communication Studies
Stevens, John	CoS	Mathematics and Statistics
Stewardson, Denise	CAAS	Applied Sciences, Technology, and Education
Straight, Nathan	CHaSS	English

## H. APPENDIX

**Table H-2.** Continued.

<b>Name</b>	<b>College</b>	<b>Department</b>
Studenka, Breanna	CEHS	Kinesiology and Health Science
Sullivan, Kimberly	CoS	Biology
Sung, Ko-Yin	CHaSS	Languages, Philosophy, and Communication Studies
Sweeten, Thayne	CoS	Biology
Tainter, Joseph	QCNr	Environment and Society
Thomas, Brent	CoS	Mathematics and Statistics
Thornton-Kuth, Kara	CAAS	Animal, Dairy, and Veterinary Sciences
Thunell, Andy	HSB	Marketing and Strategy
Titchener, Frances	CHaSS	History
Torre, Charles	CoS	Physics
Torres-Rua, Alfonso	ENGR	Civil and Environmental Engineering
Tschanz, Joann	CEHS	Psychology
Valencia, Felipe	CHaSS	Languages, Philosophy, and Communication Studies
VanGeem, Stephen	CHaSS	Sociology, Social Work and Anthropology
Vargis, Elizabeth	ENGR	Biological Engineering
Veblen, Kari	QCNr	Wildland Resources
Veon, Raymond	CCA	Art and Design
Verdoes, Maryellen Mclain	CEHS	Psychology
Vigneault, Marissa	CCA	Art and Design
Voelker, Steve	CAAS	Plants, Soils, and Climate
Wack, Daniel	CHaSS	Languages, Philosophy, and Communication Studies
Watson, Daniel	CoS	Computer Science
Wendel, Spencer	ENGR	Mechanical and Aerospace Engineering
Wengreen, Heidi	CAAS	Nutrition, Dietetics and Food Sciences
White, Stephanie	CCA	N/A
Wilczynski, Dariusz	CoS	Mathematics and Statistics
Williams, Becky	CoS	Biology
Young, Julie	QCNr	Wildland Resources
Young, Steve	CAAS	Plants, Soils, and Climate
Zhang, Zhen	ENGR	Electrical and Computer Engineering
Zhao, Jia	CoS	Mathematics and Statistics



## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department
Zhou, Anhong	ENGR	Biological Engineering
Zimmerman, Linda	N/A	N/A

## H. APPENDIX

**Table H-3.** List of FY 2019-2020 faculty Departmental Honors Advisors (DHA).

Department/Area	Name
<i>College of Agriculture and Applied Sciences</i>	
Animal, Dairy and Veterinary Sciences	Thornton-Kuth, Kara
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	Norton, Jeanette
<i>Caine College of the Arts</i>	
Art, Art History, Interior Design	Lee, Amanda
Music, Music Education, Music Therapy	Bakker, Sara
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
Instructional Technology and Learning Sciences	Litts, Breanne
Nursing	Allen, Loralynn
Psychology	Sperry, Kathryn (until 4/2020)
	Bates, Scott (since 4/2020)
Special Education and Rehabilitation	Bundock, Kaitlin
<i>College of Humanities and Social Sciences</i>	
Anthropology	Freeman, Jacob
Communication Studies	Phillips, Kaitlin
English	Holt, Kerin
History/Religious Studies	Gossard, Julia

## H. APPENDIX

**Table H-3.** Continued.

Department/Area	Name
International Studies, Law and Constitutional Policies, Political Science	Flint, Colin
Journalism and Communication	Monson, Debra
Languages	Gordon, Sarah
Philosophy	Huenemann, Charlie
Social Work	Meier, Cris
Sociology	Hofmann, Erin (until 6/2020) Ciciurkatie, Gabriele (since 6/2020)
<i>College of Engineering</i>	
Biological Engineering	Vargis, Elizabeth
Civil and Environmental Engineering	Barr, Paul (until 10/2019) McNeill, Laurie (since 10/2019)
Electrical and Computer Engineering	Gunther, Jake
Mechanical and Aerospace Engineering	Ellsworth, Joel
<i>College of Science</i>	
Biochemistry and Chemistry	Scheiner, Steve
Biology and Public Health	Adams, Brett Evans, Ted
Computer Science	Watson, Dan
Geology	Evans, James
Mathematics and Statistics	Brown, David
Physics	Edwards, Boyd
<i>Jon M. Huntsman School of Business</i>	
Accounting	Cannon, James
Economics and Finance	Fjeldsted, Paul
Management	Dixon, Mike
Management Information Systems	Kim, Yong
Marketing and Strategy	Romney, Alex

## H. APPENDIX

**Table H-3.** Continued.

Department/Area	Name
<i>S.J. and Jessie E. Quinney College of Natural Resources</i>	
College of Natural Resources Coordinator	Schupp, Eugene
Environment and Society	Miller, Zachary
Watershed Sciences	Atwood, Trisha
Wildland Resources	Veblen, Kari

## H. APPENDIX

**Table H-4.** FY 2019-2020 Honors Faculty Advisory Board (HFAB).

College or Academic Unit	Name
College of Agriculture and Applied Sciences	Benninghoff, Abbey
Caine College of the Arts	Gelfand, Laura
Emma Eccles Jones College of Education and Human Services	Bates, Scott
College of Humanities and Social Sciences	Jensen, Phebe
College of Science	Brown, David
College of Engineering	Vargis, Elizabeth
Jon M. Huntsman School of Business	Kannan, Vijay
S.J. and Jessie E. Quinney College of Natural Resources	Schupp, Eugene
University Libraries	Davidson, Jeanne
Office of Research	Sand, Alexa

**Table H-5.** FY 2019-2020 Membership of the Honors Statewide Campus Task Force.

Name	Role
Adams, Taylor	Assistant Vice President, Director of Students, Statewide Campuses
Behunin, Cindy	University Honors Program Faculty Representative, USU Eastern—Blanding Campus
Etchberger, Rich	Vice Provost, Statewide Campuses
Leidolf, Andreas	Coordinator, University Honors Program
Miller, Kristine	Director, University Honors Program
Straight, Nathan	University Honors Program Faculty Representative, Brigham City Campus
Williams, Becky	University Honors Program Faculty Representative, Uintah Basin Campus

## H. APPENDIX

**Table H-6.** FY 2019-2020 Honors Student Advisory Board (HSAB).

College	Name
College of Agriculture and Applied Sciences	Larson, Emma
Caine College of the Arts	Rhodes, Jenna
Emma Eccles Jones College of Education and Human Services	Horrocks, Abbey
College of Humanities and Social Sciences	Hallock, Emma
College of Science	Butikofer, Abby (Fall 2019) Herron, Michael (Spring 2020)
College of Engineering	Fielding, Jacilyn
Jon M. Huntsman School of Business	Alder, Jacob
S.J. and Jessie E. Quinney College of Natural Resources	Butikofer, Erin

**Table H-7.** Honors Social Committee Membership in FY 2019-2020.

Name	Role
Fielding, Jacilyn	Co-chair
Lemon, Holly	Co-chair
Hoopess, Hayden	Member

**Table H-8.** FY 2019-2020 Last Lecture Selection Committee.

Name	College
Dixon, Isaac	Jon M. Huntsman School of Business
McArthur, Madison	Emma Eccles Jones College of Education and Human Services
Benson, Sierra	College of Humanities and Social Sciences
Owens, Eliza	College of Science
Suisse, David	College of Humanities and Social Sciences

## H. APPENDIX

**Table H-9.** FY 2019-2020 Honors Leadership Academy Graduates.

Name	College
Alder, Clara	Emma Eccles Jones College of Education and Human Services
Alder, Madeleine	Jon M. Huntsman School of Business
Boyce, Megan	Emma Eccles Jones College of Education and Human Services
Bunch, Kaden	College of Science
Butikofer, Jamie	S.J. and Jessie E. Quinney College of Natural Resources
Daines, Savannah	College of Science
Gornichec, Olivia	College of Science
Hart, Morgan	College of Science
Jones, Jace	Jon M. Huntsman School of Business
Miller, Alora	College of Humanities and Social Sciences
Nguy, Andy	College of Agriculture and Applied Sciences
Rolfe, Emmalee	Emma Eccles Jones College of Education and Human Services
Zollinger, Madison	College of Science/Emma Eccles Jones College of Education and Human Services

## H. APPENDIX

**Table H-10.** Recipients of Honors Research Fund awards during FY 2019-2020.

Name	Title/Description of Research or Activity
Barker, Kirsten	Research: Chamber Opera: On the Art of Becoming
Brock, Olivia	Travel: College Art Association Annual Conference, Chicago, IL
Burrows, Tessa	Travel: Institute of Biological Engineering Annual Conference, Athens, GA
Consalvo, Paul	Travel: National Conference on Undergraduate Research, Bozeman, MT
Cragun, Harley	Travel: National Conference on Undergraduate Research, Bozeman, MT
Eggett, Hope	Travel: Johns Hopkins Richard Macksey National Undergraduate Humanities Research Symposium, Baltimore, MD
Ha, Jennifer	Travel: National Association of School Psychologists Annual Conference, Baltimore, MD
Ha, Jennifer	Travel: United Nations 64th Commission on the Status of Women, New York, NY
Haemmerle, Xavier	Research: Fertility Signals in the Bumblebee <i>Bombus impatiens</i>
Hallock, Emma	Travel: Sigma Tau Delta International English Honor Society Convention, Las Vegas, NV
Hansen, Hyrum	Travel: Midwest Political Science Association Conference, Chicago, IL
Herron, Michael	Research: The Effect of Estrogen and Arousal on Latent Inhibition
Kjar, Andrew	Research: Application of Micro-Scale 3-D Printing in Pharmaceuticals
Kjar, Andrew	Travel: Biomedical Engineering Society Annual Meeting, Philadelphia, PA
Pointer, Stephanie	Travel: Sigma Tau Delta International English Honor Society Convention, Las Vegas, NV
Sagers, Rachel	Travel: National Conference on Undergraduate Research, Bozeman, MT
Wadsworth, Madison	Travel: U.S. Senator Wyden Office Internship, Washington, D.C.



## H. APPENDIX

**Table H-11.** Honors Undergraduate Research and Creative Opportunities (URCO) grant program matching funds during FY 2019-2020.

Name	Title/Description of Research
Burrows, Tessa	Research project "Quantifying Permeability of pRPE Cells on Spider Silk Membrane as a Model of Bruch's Membrane"
Heap, Mitchell	Research project "Using Nano Carriers to Increase Drug Stability: Pluronic Encapsulated Quercetin"
Tebbs, Alexandra	Research project "The Intersectional Consumer Experience"

**Table H-12.** Honors Study Abroad Fund awards during FY 2019-2020.

Name	Title/Description
Butikofer, Jamie	Australia: Field Course "Intro to Coral Reefs"
Dougher, Colten	Peru: Small Enterprise Education & Development (SEED) Internship
Johnson, Hannah	Taiwan: Honors Integrated Research Experience for Undergraduates "Invasive Plants and Taiwan"
Kofford, Elleke	Costa Rica: Field Course BIOL 4750 "Tropical Ecology"
Nelson, Alek	India: USU Study Abroad "A Passage to India"
Pack, Lauren	Dominican Republic: Small Enterprise Education & Development (SEED) Internship
Rhodes, Jenna	UK: USU Study Abroad "Shakespeare, Art, and War"

## H. APPENDIX

**Table H-13.** Honors student employment during FY 2019-2020.

Position	Name
Honors Student Peer Advisor	Palmer, Holly
	Sorensen, Natalia
Honors Student Math Tutor	Frederickson, Bryce
Honors Student Writing Tutor	Cundick, Miranda
	Price, Carrigan
Honors Post Graduate Fellow	Hallock, Emma
Honors Student Office Assistant	Jensen, Trinda
	Jensen, Corrine
	McArthur, Madison
Honors Connections Peer Mentor	Butikofer, Abby
	Downey, Haylee
	Felty, Aubrey
	Gamble, Tucker
	Nguy, Andy
	Pack, Lauren
	Palmer, Holly
HONR 1320 Undergraduate Teaching Fellow (UTF) (Fall)	Jones, Jace
HONR 1330 UTF (Fall)	Herron, Michael
HONR 1340 UTF (Fall)	Pack, Lauren
HONR 3020/3030 UTF (Fall)	Oliver, Alicia
HONR 1320 (001) UTF (Spring)	Schruhl, Adair
HONR 1320 (002) UTF (Spring)	Eggett, Hope
HONR 1330 UTF (Spring)	Scott, Lexie
HONR 1350 UTF (Spring)	Pruett, Tanner
HONR 3020/3030 UTF (Spring)	Rhodes, Jenna

# Policy 403: Academic Freedom and Professional Responsibility

Section: Faculty Policies

Policy Number: 403

Subject: Academic Freedom and Professional Responsibility

Origin Date: July 1, 1997

Revision Date(s): October 20, 2006, March 6, 2009, July 8, 2011, January 6, 2012

Effective Date: January 6, 2012

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## 403.1 INTRODUCTION

The university is operated for the common good which depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching, research, and service. (See policy 401.8.1 (1) regarding provisions which are the same or similar to certain statements of the American Association of University Professors).

The university is a community dedicated, through promulgation of thought, truth, and understanding, to teaching, research, and service. It must therefore, be a place where innovative ideas, original experiments, creative activities, and independence of thought are not merely tolerated but actively encouraged. Thought and understanding flourish only in a climate of academic freedom and integrity, expressed collectively by colleges and departments as well as individually through research and teaching and as they exist within the wider context of advanced study as commonly understood by all universities. The community also values diversity and respect, without which there can be no collegiality among faculty and students. In addition, the university community values individual rights and freedoms, including the right of each community member to adhere to individual systems of conscience, religion, and ethics. Finally, the university recognizes that with all rights come responsibilities.

Because the pursuit of truth is fundamentally a personal enterprise, a statement of faculty responsibility must be strongly anchored to principles of intellectual freedom and personal autonomy. While faculty must abide by standards of professional responsibility, the university must provide and safeguard a climate of intellectual freedom. Relationships within the university should consist of shared confidence, mutual loyalty, and trust. Dealings should be conducted with courtesy, civility, decency, and a concern for personal dignity. Such an atmosphere can be achieved only when all concerned behave responsibly. While the right of academic freedom is respected, the exercise of the right cannot be through disruptive actions or physical force. The university works to uphold its collective values by fostering free speech, broadening fields of inquiry, and encouraging the generation of new knowledge that challenges, shapes, and enriches our collective and individual understandings.

## 403.2 ACADEMIC FREEDOM

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom

in research is fundamental to the advancement of truth. The faculty member is entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility.

## 2.1 Freedom and Responsibilities of the University

Subject to the power and authority of the Board of Regents to control, manage, and supervise the Utah System of Higher Education, and Utah State University as a member institution, the university has the freedom to pursue its ends without interference from government. Included therein are the four essential freedoms of the university to determine for itself on academic grounds: (1) who may teach; (2) what may be taught; (3) how it shall be taught; and (4) who may be admitted to study. Consistent with principles of academic freedom, the faculty, individually and collectively, has the responsibility for determining the content of the curriculum.

The university consists of many components all of which support the interactive, collegial enterprise that exists in the quest for knowledge and its transmittal. The university has the general responsibility to protect the academic freedom of every faculty member and the freedom of every student to learn. The university itself shall not violate the academic freedom of any faculty member or the freedom of any student to learn and shall use its powers and resources to defend its faculty and students from unjustified attempts to compromise or restrict those freedoms, even should the exercise of those freedoms generate hostility.

## 2.2 Freedom and Course Requirements

Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an alternative course requirement. Alternative requirements requested on such grounds will not necessarily be granted. The university recognizes that students' sincerely held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors (see policy 403.4). The university assumes no obligation to ensure that all students will be able to complete any course or major.

## 2.3 Violations of Academic Freedom or Standards and Regulations

Persons having a formal association with the university shall not be involved in acts which violate the academic freedom or constitutional rights of others, or the standards and regulations of the university or the State Board of Regents.

## 403.3 PROFESSIONAL RESPONSIBILITY; STANDARDS OF CONDUCT

The concept of academic freedom is accompanied by an equally demanding concept of professional responsibility. The standards for professional responsibility listed in the following subsections are standards to which faculty members are expected to adhere. University faculty members are citizens, members of learned professions, and officers of an educational institution. When speaking or writing as citizens, faculty members are free from institutional censorship or discipline, but their special position in the community imposes special obligations. As individuals of learning and as educational officers, they should understand that the public may judge their profession and their institution by their individual utterances. Hence, they should at all times strive to be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

### 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). Faculty members do not engage in sexual conduct, including without limitation sharing any sexually explicit or lewd communication, image, or photograph, with any subordinate student, as defined by Utah Code Ann. § 63G-7-301(4)(v). Faculty members shall not engage in sexual conduct – including without limitation sharing any sexually explicit or lewd communication, image, or photograph – with any subordinate student, as defined by Utah Code Ann. § 63G-7-301(4)(v). This professional standard of conduct shall not apply to sharing

content used as the subject matter of a course or research topic with all students in an appropriate academic context.

### 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).

### 3.3 Standards of Conduct - Responsibilities to the Institution

- (1) Faculty members conduct themselves in an open, fair, civil, and humane manner both in general and when making decisions or recommendations concerning admissions, employment, promotion, retention, tenure, and other professional matters.
- (2) Faculty members adhere to the anti-discrimination policies of the university -- (policies 303 (Affirmative Action/Equal Opportunity), 305 (Discrimination Complaints), and 339 (Sexual Harassment)) with respect to all faculty, staff, students, applicants and participants in all programs/activities sponsored by the university do not harass or discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; or for any other reason impermissible under applicable constitutional or statutory provisions.
- (3) Faculty members may engage in outside professional activities that improve their academic skills and have a legitimate relationship to their academic service; however, faculty members must comply with policies 376 and 377, restricting the amount of time spent on noninstitutional commitments, including outside consulting and other non-institutional employment. They also must comply with state law and institutional regulations relating to conflicts of interest.

(43) Faculty members do not exploit the institution's name or their relationship to the institution for personal reasons unrelated to their legitimate academic or professional activities. They avoid creating the impression that they are representing the institution in public appearances or statements, unless in fact they are.

(54) Faculty members do not purposely destroy institutional property, purposely disrupt institutional programs, purposely inflict physical injury or threaten such injury to other persons on campus, or purposely interfere with the legitimate activities of other persons on the institution's campus, nor do they purposely and unlawfully incite others to engage in such destruction, disruption, injury, or interference. Provided however:

(a) Non-violent reaction from members of an audience at a meeting or program open to the public shall not be considered disruption or interference of legitimate activities, unless such reaction occurs for the purpose of preventing the continuation of the program and has a reasonable likelihood of succeeding.

(b) Mere advocacy or expression shall not be considered incitement, unless the advocacy or expression poses a clear and present danger of the imminent occurrence of destruction, disruption, injury, or interference.

(56) Faculty members do not misappropriate institutional property or knowingly use it in violation of state or federal law.

(76) Faculty members do not knowingly mislead the institution by falsely asserting facts relevant to their qualifications as faculty members or their eligibility for institutional benefits.

(87) Faculty members adhere to the drug- and alcohol-free workplace policy (policy 313).

(9) Faculty members shall not engage in sexual conduct – including without limitation sharing any sexually explicit or lewd communication, image, or photograph – with any subordinate student, as defined by Utah Code Ann. §63G-7-301(4)(v). This professional standard of conduct shall not apply to sharing content used as the subject matter of a course or research topic with all students in an appropriate academic context.

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### 3.4 Standards of Conduct - Responsibilities of Citizenship

Faculty members share the general legal duties of citizenship. Faculty members who violate state or federal law may expect no immunity or special protection by reason of faculty status. As with other citizens, breaches of legal duty by faculty members are matters for disposition by the legal system. The university will not commence disciplinary proceedings for violations of law unless such violations directly relate to the university or adversely impact on the university's purposes and mission. The university reserves the right to bring disciplinary proceedings against faculty members who are charged with unlawful conduct which also constitutes a violation of a standard of conduct of this policy.

### 3.5 Definition of Reasonable Care

This term, which is familiar to the law, means that the level of performance required of a faculty member is that which is recognized in the profession as reasonable in the light of the obligations which he or she has assumed, competing demands upon his or her energy and time, nature and quality of his or her work, and all other circumstances which the academic community would properly take into account in determining whether he or she was discharging his or her responsibilities at an acceptable level.

## 403.4 PROCEDURES FOR ALTERNATIVE COURSE REQUIREMENTS DUE TO CONFLICTS WITH SINCERELY HELD CORE BELIEFS

It is the student's obligation to determine, before the last day to submit a petition for late course drop without penalty, when course requirements conflict with the student's sincerely held core beliefs. The class should be dropped if a conflict exists. A student who finds this solution impractical may request an alternative requirement from the instructor. Though the university provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. A request for an alternative requirement must be made to the instructor in writing or email, and the student must deliver a copy of the request to the office of the department head. The request must articulate the burden the requirement would place on the student's sincerely held core beliefs.

The instructor must respond to any request for an alternative requirement within two school days of receiving it. The response must be made in writing and a copy must be delivered to the office of the department head. In the event that the class does not meet on the day by which the instructor must respond, the student must make arrangements to receive the response in a timely manner. Instructors are not required to provide an alternative requirement, as long as the original course requirement has a reasonable relationship to a legitimate pedagogical goal. They may do so only if a reasonable alternative means of satisfying the course requirement is available and only if that alternative is fully appropriate for meeting the academic objectives of the course, after considering (1) the fundamental importance of the particular requirement to the legitimate pedagogical requirements of the course; (2) the burden on the student's sincerely held core beliefs; and (3) the difficulty of administering the alternative requirement.

In considering whether or not to provide an alternative requirement, the instructor may evaluate the sincerity but not the validity of the student's beliefs. If an instructor in a course provides an alternative requirement, the instructor must similarly consider all other requests made during the same semester for the same course for alternative requirements to address all students' sincerely held core beliefs. Requests will be individually evaluated in relation to the same considerations; however, the granting of one such request will not guarantee that all requests will be granted. Because the criteria and requirements for granting requests will apply differently to each instructor and to each section of each course, decisions made by an instructor in one course will not affect decisions by the same instructor in other courses or by other instructors in the same or other courses.

If an instructor does not grant a request for an alternative requirement, the student may appeal that denial in writing to the department head. If the department head is the instructor of the course, the student may appeal the denial to the academic dean of the. The department head will, in consultation with the faculty member, act within two school days. The department head will uphold the denial unless she or he finds that the denial was arbitrary and capricious or illegal. The student may appeal the department head's decision to the academic dean of the college. The academic dean's determination shall be final as it pertains to the specific request for an alternative requirement. Faculty challenges to the appropriateness of this decision should follow established grievance procedures. The student may but is not required to participate in these further reviews.

If the faculty instructor disagrees with the dean's decision that the instructor's denial of the student's request was arbitrary and capricious or illegal, the faculty instructor may not be compelled against ~~his/her~~ **their** professional judgment to administer the requested alternative requirement for the student. If the faculty instructor declines to administer the alternative requirement, it will be the responsibility of the dean in consultation with the department head to design and administer the alternative requirement for the student in order to satisfy the student's request. The dean (or dean's appropriate designee) will determine the student's grade on that specific alternative requirement and will report that grade to the course instructor, who will incorporate that grade for the requirement into the total grade for the course. The final grade in the course will be determined by the faculty instructor and will be calculated in the same way as the final grade is determined for all other students in the course.

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A student in good standing may determine, after the last day to submit a petition for late course drop without penalty, that a course requirement conflicts with the student's sincerely held core beliefs. If the instructor has denied the student's written request for an alternative requirement, the student may seek permission in writing from the dean to withdraw without receiving a W on ~~his/her~~ **their** transcript and to receive a refund of tuition for that class. It is the student's responsibility to determine any effect withdrawing from the course may have on the student's financial aid. In making this request the student must demonstrate that he or she could not have made this determination prior to the last day to drop courses without penalty, or that the request was made prior to the last day to drop a course and a decision was made after the drop date. The dean's determination shall be final.

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Decisions on requests for alternative requirements shall not be considered adversely to a faculty member in retention, promotion and tenure, or other proceedings as long as those decisions are made in good faith. Faculty shall not take adverse academic action against students requesting alternative requirements. The academic college dean, campus dean, vice chancellor for academic affairs or department head shall not take any adverse action against an instructor based on ~~his/her~~ **their** decision to provide or not to provide an alternative requirement for a student.

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