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## Faculty Senate Executive Committee Agenda, October 18, 2021

Utah State University

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**FACULTY SENATE EXECUTIVE COMMITTEE**

October 18, 2021

3:30 – 4:30 p.m.

Old Main-Champ Hall ([Zoom](#))

**Agenda**

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- 3:30 Call to Order** ..... Boyd Edwards  
[Approval of Minutes](#) – September 20, 2021
  
- 3:35 University Business** ..... Noelle Cockett, President | Frank Galey, Provost
  
- 3:50 Information**  
[Educational Policies Committee](#) – October 6, 2021 ..... Paul Barr
  
- 3:55 Reports**  
[Athletic Council Annual Report](#) ..... Ed Heath  
[Honors Program Annual Report](#) ..... Kristine Miller  
Academic Freedom and Tenure Annual Report ..... David Feldon  
*(Moved to November FSEC Meeting)*  
Libraries Advisory Council Annual Report ..... David Wall  
*(Moved to November FSEC Meeting)*
  
- 4:10 PRPC Report** ..... John Ferguson
  
- 4:15 Old Business**  
What kind of format for Faculty Senate meetings (in-person/Zoom) ..... Boyd Edwards
  
- 4:20 New Business**

**Adjourn: 4:30 pm**



## **FACULTY SENATE EXECUTIVE COMMITTEE MINUTES**

September 20, 2021

3:30 – 5:00 p.m.

Old Main-Champ Hall (Zoom)

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**Present:** Boyd Edwards (President), John Ferguson (President-Elect), Provost Frank Galey (Ex-Officio), Michele Hillard (Exec. Sec.), Benjamin George, Maureen Hearn, John Ferguson, Doug Ramsey, Vicki Allan, Denise Stewardson, Robert Wagner, Don Busenbark, Danielle Ross, Clint Pumphrey, Jan Thornton, Timothy Taylor (Past-President), Yoon Lee, Nicholas Roberts

**Absent:** President Noelle Cockett (Ex-Officio), Lucas Stevens, USUSA President

**Guests:** Paul Barr, EPC Chair  
Doug Bullock, Associate Vice President, Human Resources

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### **Call to Order** - Boyd Edwards

Approval of Minutes – [August 23, 2021](#)

*Minutes approved as distributed.*

### **University Business** - Frank Galey, Provost

President Cockett is out today. The provost reminded everyone of the classroom seating charts. We are getting some pretty good updates on those. As of last Thursday, we had over 18,000 students who had selected their seats online and that includes over 1,000 classes. USU has several classes where the seating charts are started and only 20-30% of the students have completed signing up. We will be reaching out to faculty to ask them to follow up with their students. It has become apparent that students need to disable cookies to sign up on the seating charts. Once signed up for a seat faculty should remind students to sit in the same seat. Looked at the green, red, orange system and it is still in place. Case containment will continue to get in touch with the instructor if a student in their class is sick. The instructor may be cleared by the next class period and vaccinated students will be invited back into the classroom unless they are showing signs or symptoms. There may be a situation where a class would only go red for one class period until they find out this information. Working hard to keep faculty and classes from being disrupted. A course could go red for multiple active cases or if a faculty member gets sick. Closely watching those classes where there are large numbers of students. As of now no classes have gone red. Remind the students that if they are sick, they need to stay at home. There has been some noncompliance regarding COVID and USU is working with Student Affairs to help with this issue. It is also okay to remind students to wear a mask. If we can relate to the students personally, they are more likely to mask up. Vaccination requirement has been initiated with the encouragement of the Board of Higher Education. Process being designed in Banner where students will have to declare their vaccination or reason for not being vaccinated. This will be required before spring registration. The goal is to have a vaccination pop up during registration. This will have a selection format. If a student is already vaccinated they will not see this pop up. There will be a pop up for students who don't want to be vaccinated whether it is a personal choice, a religious reason or just because they don't want to. Once they have completed this request, they will be able to register.

Had a second working group meeting on improving and supporting graduate education. Will be holding a focus group and will include multiple faculty members and deans. With all that input we should be able to come up with tangible items to help graduate students.

## Information

Education Policies Committee – [September 2, 2021](#) - Paul Barr

*General Education Subcommittee* – There was a significant discussion regarding the General Education assessment plan. Harrison Kleiner is working on this assessment plan and will provide an update for the Gen Ed committee. He will also be looking for input.

*Academic Standards Subcommittee* – Will be looking at language on Post Humous degrees in October. The goal is to make the process smoother. This includes undergraduate and graduate degrees. Depending on the standing of a student, there will be various options of recognition. The proposed language for the involuntary withdrawal policy will be circulated to the members of EPC for final input. This policy guidelines will provide protection for the students and make sure that there is a return process. Having a pathway back for students is critical.

*Curriculum Subcommittee* – Approved 80 course requests and one R401 program proposal. The registrar's office made a report regarding the utilization and effectiveness of the impact report. Interim Vice Provost Richard Cutler provided a summary report of the School of Graduate Studies activities for 2021-2022.

*Motion to move the Educational Policies Committee report to the Faculty Senate agenda made by John Ferguson. Seconded by Doug Ramsey. Moved to agenda.*

## [Telework Policy Draft | Summary of Changes](#) - Doug Bullock

USU doesn't expect faculty to be applying for the teleworking opportunity, it is more likely that staff will utilize this policy/procedure. This has been vetted through the human resource leadership team, senior risk management, staff employee association, vice president's council, executive committee, and dean's retreat. This has been drafted with flexibility and accountability in mind. This is not a benefit but a privilege and may be approved on a temporary trial or ongoing basis. The teleworking does need to meet department as well as employee needs. There will be six types of telework: 1. regular full time telework; 2. regular part-time telework; 3. flexible telework; 4. surge telework; 5. ADA telework; and 6. telework for community crises, pandemic, natural disasters, etc. Out of state telework is rare and comes with complexities for compliance. There is a committee that will start looking at individuals who work from out of state and come up with a decision on how to move forward with this. Employees need to have worked for the university for at least six months. Not all positions will qualify for this telework policy. Employees could still be recalled for team building, certain processes, or meetings. Hope to have this policy to the Board of Trustees by October 15 for their review. Department has the discretion to approve or deny teleworking.

*Motion to move the Telework Policy Draft and Summary to the Faculty Senate agenda made by John Ferguson. Seconded by Doug Ramsey. Moved to agenda.*

## Reports

[Educational Policies Committee](#) Annual Report - Paul Barr

Approved 700 semester course approvals, 57 R401 program proposals, and 20 general education requests. (see report)

*Motion to move the Educational Policies Committee Annual Report to the Faculty Senate agenda made by Doug Ramsey. Seconded by Yoon Lee. Report approved.*

Honors Program Annual Report (*moved to October 18, 2021, FSEC meeting*)

## Old Business

Moving forward with the faculty and staff survey on COVID preferences for managing the policies and procedures. Hoping to have the survey out the end of this week or the first of next week. President Cockett will review the results.

## New Business

What kind of format do we want to have for the meetings? Do we go completely online or do we continue with some sort of hybrid? Reach out to anyone in the Faculty Senate presidency if you have any recommendations or suggestions.

**Adjourn: 4:44 pm**



## FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

August 23, 2021

3:30 – 5:00 p.m.

Old Main-Champ Hall (Zoom)

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**Present:** Boyd Edwards (President), John Ferguson (President-Elect), Provost Frank Galey (Ex-Officio), President Noelle Cockett (Ex-Officio), Michele Hillard (Exec. Sec.), Benjamin George, Maureen Hearn, John Ferguson, Doug Ramsey, Vicki Allan, Denise Stewardson, Robert Wagner, Don Busenbark, Danielle Ross, Clint Pumphrey, Jan Thornton, Yoon Lee

**Absent:** Timothy Taylor (Past-President), Nicholas Roberts, Lucas Stevens, USUSA President

**Guests:** Paul Barr, EPC Chair  
Sarah Klain, Assistant Professor, Environment and Society  
Hilary Renshaw, Title IX Coordinator  
Neal Legler, Director, Academic & Instructional Services  
Nikki Kendrick, PRPC Chair

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### **Call to Order** - Boyd Edwards

Approval of Minutes – [April 12, 2021](#)

*Motion to approve April 12, 2021 minutes made by Denise Stewardson. Seconded by Doug Ramsey. Minutes approved as distributed.*

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

We are starting to see more students on campus and that is exciting. There are approximately 2300-2400 students who will be participating in Connections. Classes start on Monday and there will be a big rush of students moving in over the weekend. This is a full year but not quite as full as in the past. Some students have paid deposits on rooms, apartments, etc. but have not yet registered for school. There are 400 students who have not yet paid their full registration. USU is dropping those students who have not paid anything yet. Made up a little bit of ground in the enrollment decrease by phoning and texting students who have not registered and/or committed to registration. A lot of work is still being done before the semester starts. Several bills were passed by the Utah State Legislature regarding COVID, masks, vaccines, and mandates. In May things looked pretty good with the virus and it seemed like there wouldn't be much to worry about so these bills passed. They wanted at least 75% in person classes for the fall semester. Now they are more concerned about the spread of the Delta variant, but they don't want to come back for a special session. In the meantime, the Pfizer vaccine was approved. One of the bills stated that a person could opt out of the vaccine for religion, personal or medical reasons. This academic year the university will be making the vaccine as available as possible. It is felt that mandating students and faculty may not help in individuals being vaccinated. The president thought about doing an incentive plan, but the bill prevented her from doing that. Right now, the only thing we can do is ask students, faculty, and staff to please wear a mask and get vaccinated. It is felt that if many of these individuals are wearing masks, then it will help motivate others to do so as well. We are seeing that students that cannot get into an in-person class do not want to come to campus. They are not interested in attending their classes via Zoom. The priority this week is to get in touch with students and encourage them to register and attend classes. There is a 1% drop in enrollment which equates to a \$2.2M drop in tuition and fees. This is a significant loss for the university. The State of Utah made the number of freshmen enrolling at the institutions a performance goal. They are expecting higher enrollment growth and we will be required to show that

growth if we want any performance dollars. This performance goal has also been linked to funding for future buildings. As we prepare to open back up masks and hand sanitizer will be provided in every classroom for the students and faculty. We will also be handing out COVID care packages to the Connection students. Currently there are some individuals who are still working remotely. Supervisors, vice presidents or deans can approve flexible remote work, but if they want to remain full remote, they need to work the request through the COVID committee. On campus interactions so far are very positive and the students are expecting to interact with the faculty. One on one mentoring for students is critical and it is important to build that bond and trust with the students. Right now, there are about 50 individuals a day that are being tested. Anyone wanting to be tested must schedule an appointment. The good thing about being tested in the morning is that they will have their results in the afternoon. Beginning this fall vaccination clinics will be offered every Thursday at the Logan campus. Anyone who wants to get a vaccine can schedule and receive it. Day on the quad will provide a booth for vaccination.

There will be a newsletter going out to all faculty on Wednesday or Thursday of this week. The university will be providing guidelines for what takes place in the classrooms. If faculty are in a laboratory, studio or on a field trip, they may want to consider using a KN95 mask. University administration has talked with the department heads about buying some of these masks for their faculty. Faculty can also tell the students that they are not comfortable with them not wearing masks. They can do one on one advising via Zoom. One of the items we're currently working on is classroom safety. A big concern for the university is not being able to track active cases. If the case containment team can't trace the outbreak the class may have to be moved to online learning. The tool that is being put together is a way for faculty to capture seating assignments electronically. This will help with that problem. Students will have to enter in where they are sitting, and they will need to sit there for the entire semester. This will help trace those who were sitting within 6 feet of someone who tests positive for COVID. If faculty are doing Connections, it is recommended that they keep the students outside, move them around every 15 minutes and ask them to wear masks. We lost the social distancing option due to the legislature requiring 75% student attendance. If there is a situation where two cases cannot be contact traced, then there is a color-coded approach that can be used. Faculty will know which students will be out isolated or quarantined. Red status means everyone would need to go to remote via Zoom for a few days. Once the faculty member tests negative they can then return to in-person teaching. Connection students should spread out as much as they can and still have a seating chart and have the students sit in the same seat every time. It was recommended that everyone upload their vaccination record at [www.aggiehealth.usu.edu](http://www.aggiehealth.usu.edu). Testing will continue at the east stadium and wastewater will continue to be tested. We need to stress that faculty, staff and students shouldn't come to class or work if they are sick or not feeling well. The Luminary event is this Friday night. Faculty are asked to please wear their regalia and come and help welcome the freshmen.

### **Information**

COVID Containment Strategies - Frank Galey | Boyd Edwards  
See above.

### **COVID Management Preferences Survey** - Boyd Edwards | Sarah Klain

We have created a survey for distribution to faculty and staff regarding attitudes about whether we can require vaccine or masks. We seek Senate approval to distribute the survey in order to gather information to help understand where our community sits regarding COVID strategies. Over 700 public and private universities across the United States is mandating vaccines in order to come back to their campus. Once this information is gathered the university would be able to report to the state legislature and encourage them to look at changing their minds. Results of the survey will be shared with the State of Utah Faculty Senate leadership.

*Motion to move the COVID Management Preferences Survey to the Faculty Senate Agenda made by Denise Stewardson. Seconded by Danielle Ross. Moved to agenda.*

### **Faculty Reporting of Sexual Misconduct** - Hilary Renshaw | John Ferguson

Last semester Spring 2021 it was decided to pilot the faculty as resources and reporting options. Moving back to faculty as required reporters of sexual misconduct. There was confusion about who was in the reporting role and the faculty was reporting these incidents as a student of concern. The faculty senate has created a working task force to serve as a liaison between the Title IX office and the faculty. Looking for other members from the College of Science and Engineering. Ideally by March of

2022 there will be an outcome from the task force. Some faculty worry that making them reporting individuals ruins their relationship and trust between the students and faculty. (See report).  
*Motion to move the Faculty Reporting of Sexual Misconduct report to the Faculty Senate Agenda made by Maureen Hearn. Seconded by Denise Stewardson. Moved to agenda.*

### **Reports**

[Empowering Teaching Excellence Annual Report](#) - Neal Legler | Travis Thurston

This past year we have seen a significant increase in deep teacher engagement. Had a number of learning circles. A lot more people have been earning badges and certificates. Building up a good internal support system. Optimize the team – five fulltime people are currently doing this. This summer CIDI released a central hub for all teaching resources [www.teach.usu.edu](http://www.teach.usu.edu).

*Motion to move the Empowering Teaching Excellent Annual Report to the Faculty Senate Agenda made by Denise Stewardson. Seconded by Maureen Hearn. Moved to agenda.*

### **Old Business**

[Update on 400 Code Rewrite](#) - Nikki Kendrick

Added Scott Hunsaker to the PRPC committee. Nikki will continue to help transition the work to the new committee and chair. Code 403 will not be ready but 401 and 402 will be ready by the end of August. Categorized things into non-substantive vs. substantive changes. Adjusted phrasing that makes code a little easier to read. Substantive changes go to PRPC.

*Motion to move the Update on 400 Code Rewrite to the Faculty Senate Agenda made by Danielle Ross. Seconded by Ben George. Moved to Faculty Senate Agenda.*

### **New Business**

A new electronic approval and tracking program (Curriculog) is being set up to help with the tacking and approval of faculty code changes. This should be ready to present at the next Faculty Senate Executive Committee mee.

**Adjourn: 5:00 pm**



## **Report from the Educational Policies Committee Sept 2, 2021**

The Educational Policies Committee (EPC) met on Sept 2, 2021. 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 Sept 2, 2021 meeting of the EPC, the following actions were taken:

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

- A significant discussion on General Education assessment plan occurred. Harrison Kleiner is working on this assessment plan and will provide an update for the Gen Ed committee for input.

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

- The Academic Standards Subcommittee will be looking at language on Post Humous degrees in October. The goal is to make the process smoother. Depending on the standing of the student, there will be various options of recognition.
- The proposed language for the involuntary withdrawal policy will be circulated to the members of EPC for final input. This will include an opportunity for student leadership input. The Academic Stands Subcommittee approved the language by electronic vote.

### **3. Curriculum Subcommittee**

- Approval of 80 course requests.
- Request from Career Services in the Office of the Executive Vice President and Provost to [change the name from Career Services to Career Design Center](#).

### **4. Other Business**

- Fran Hopkin and Toni Gibbons from the Registrar's Office made a report regarding the utilization and effectiveness of the impact report. In the past, the Registrar's Office had been reviewing at these requests in silos and not holistically. The group found that there can be problems that can be detrimental to student completion. The registrar has seen a benefit using shared information. Instead of just cutting and pasting the impact report, it is recommended that the proposing unit explain what the impacts are. This information should be reviewed at the college curriculum committees before it is moved on the university level committees. It is incumbent on those colleges/departments who identify a problem with the impact report to work it out with all those affected or impacted. The Registrar's Office will compile a spreadsheet of deletions, deactivations, or course number changes. This information will be shared with the department heads. The spreadsheet will not be sent out until after the agenda is completed and sent. Colleges and departments can also reach out and collaborate on the changes. This will help keep the catalog and Degree Works accurate and current.
- Interim Vice Provost Cutler presented a summary report of the School of Graduate Studies activities for 2020-21. The Graduate School distributed approximately \$1.3M of CARES 2 funding to help support graduate students. The feedback received was very



positive regarding the funding distribution. The Graduate School also surveyed the students to identify concerns. The third survey showed that approximately 40% of the students identified as struggling with mental health. This upcoming year, the Graduate School will gather data on teaching assistants across the different units including pay and workload. Finally, the Graduate School will focus on recruitment efforts and how they can more effectively assist colleges and departments in these efforts.

## University Policy 3xx: Telework

**Category:** 300 Personnel

**Subcategory:** Employment

**Covered Individuals:** Benefit Eligible Employees

**Responsible Executive:** Vice President for Business and Finance

**Policy Custodian:** Office of Human Resources, Associate Vice President of Human Resources

**Last Revised:** New

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### 3XX.1 PURPOSE AND SCOPE

Utah State University (USU) permits telework arrangements when doing so benefits both the department and the employee. Telework arrangements are successful when the job, person, environment, and work situation are appropriate. Telework can improve productivity and job performance; promote administrative efficiencies (e.g., reduce office and parking space needs); reduce traffic congestion, pollution, and transportation costs; and promote the recruitment and retention of a highly qualified and diverse workforce by providing stronger work/life balance.

### 3XX.2 POLICY

Telework is subject to university approval, and is not a university-wide benefit. It can be discontinued by the department head/director or dean/vice president at any time if it is not serving the department's objectives. Depending on the nature of work to be performed, not all positions will qualify for telework. Each telework decision will be made on a case-by-case basis by considering the employee's work responsibilities and performance, whether the position must be performed in person at a campus location, the need and desire of both the department and the employee, schedules, and the overall likelihood for success. If USU establishes telework as a condition of employment, based on the university's business needs, it will be stated when the position is advertised and/or when telework is approved.

The dean/vice president, department head/director, supervisor, and teleworker must all agree to the work arrangements and expectations by signing a telework agreement [\[link\]](#) prior to commencing telework. The telework agreement must address expected job performance and deliverables.

Regular or flexible telework may be approved on a temporary, trial, or ongoing basis as follows:

- Regular full-time telework - An employee works every workday at a location other than a USU location.
- Regular part-time telework (Hybrid) - An employee works one or more workdays at a location other than a USU location and the remainder of the week's workdays at a USU location (e.g., M-W alternative work location from home; Th-F work from USU workplace). The schedule is fixed to be the same each week to facilitate meeting schedules and other office activities.
- Flexible telework - An employee varies their work location throughout the week based on business and/or personal work/life needs. Only positions that can support this variety should be approved under this method.

Surge telework is for those positions that a dean/vice president and department head/director has identified as being able to temporarily telework on days where the [Utah Division of Air Quality](#) has forecast an air quality of "unhealthy" (red) or higher at least 48 hours in advance for that county/location. Since surge telework is expected to be temporary and infrequent, it does not require a formal telework agreement. USU positions that provide in-person services, or which have an in-place-duties requirement are not eligible for surge telework and will still report to their normal work location as scheduled.

Surge telework may also be approved by appropriate campus leaders during other special circumstances, such as predicted heavy snowfall or other situations that could pose a risk to employee safety or health.

Campus Leaders Who Can Authorize Surge Telework for Special Circumstances:

- Main Campus in Logan - USU president or designee.
- Statewide Campuses - Vice president of Statewide Campuses in consultation with the respective campus associate vice president.
- Extension Offices - Vice president for Extension.

Americans with Disabilities Act (ADA) telework may be approved as a reasonable accommodation under the ADA where alternative, reasonable accommodations cannot be identified and/or implemented. Such accommodations need not be approved where predictable and regular onsite attendance is deemed to be job-related, uniformly enforced, and consistent with business necessity (i.e., essential). Employees or supervisors with questions about the ADA telework request process can contact the Office of Human Resources for more information.

The USU president may approve telework in response to community crises, natural disasters, pandemics, or similar events.

## 2.1 Evaluating Positions for Telework

Departments may consult with the Office of Human Resources to analyze the nature of a position and how the work is performed to determine which positions are appropriate to designate or approve for telework.

Several factors [\[link\]](#) should be considered in determining the feasibility of telework, including the supervisor's ability to adequately supervise the employee, whether any duties require use of systems, equipment, or tools that cannot be replicated or provided at the alternative work location, and the potential impact to other departmental colleagues' workload.

With rare exception, telework should be performed within the state of Utah as laws and compliance requirements related to payroll, unemployment, workers compensation, and other employment situations can vary significantly from state to state. Before a position can be considered and approved for regular out-of-state telework, the location being considered must be reviewed by a telework eligibility committee which includes representatives from Payroll/Finance, Risk Management, Legal, a departmental IT support person, and Human Resources. If a position is approved for regular out-of-state telework, any compliance costs related to such positions will be borne by the employing department.

## 2.2 Eligibility

### 2.2.1 Evaluating Employees for Telework

When a telework request is made, the supervisor and department head/director determine if telework is feasible either on a trial or ongoing basis. Eligible employees must meet the following criteria:

- The employee has been in the position for a minimum of six (6) months—this requirement may be waived if the employee is specifically hired for a telework arrangement.
- The employee has no active, formal corrective actions on file for the current or preceding performance review period (see USU [Policy 311: Setting Expectations and Managing Performance](#)).
- The employee has demonstrated an ability to work productively and successfully in their work habits.
- The employee's assignment is conducive to telework without causing reductions in services to students, inequities, or workload imbalances with departmental colleagues.

Once the supervisor and department head/director have confirmed eligibility for telework, the request will be sent to the respective dean/vice president for final approval.

A teleworking employee is responsible for any personal tax and insurance implications of a telework arrangement as well as conforming to any local zoning regulations.

### 2.2.2 Ineligible Positions

This policy applies only to those who work away from their USU location for one or more days per week on a regular basis and not for ad hoc situations. Ad hoc situations will be coordinated and approved by the employee's supervisor in accordance with that department's practices.

Some positions are not typically eligible for telework such as: faculty roles tied to on-campus programs and instruction; direct service positions; facilities trades workers; custodial workers; student-health staff; residence-life staff; coaches and athletic support; receptionist positions; agricultural production staff; research animal and plant care staff; library circulation staff; IT direct support positions; environmental health and safety staff; and place-specific positions, such as police officers, grounds workers, and parking support staff. The respective dean or vice president has discretion in making the final determination as to whether a position is eligible for telework.

## 2.3 General Expectations and Conditions

### 2.3.1 Compliance

Teleworking employees must comply with all federal, state, and local laws as well as university rules, policies, and practices, and agree and understand that violation of such may result in the termination of the telework arrangement and/or corrective or disciplinary action.

### 2.3.2 Hours and Location of Work

The teleworker is responsible to record all hours worked in the same manner as they would in the normal USU workplace. Overtime hours for nonexempt employees require the advance approval of the supervisor. The university continues to expect the same level of productivity and availability from remote locations as from the normal USU workplace. (See USU Policies 311 and 378: Overtime)

Supervisors may require employees to report to a central USU workplace as needed for work-related meetings or other events or may meet with employees in the alternative work location or via virtual tools/technology as needed to discuss work progress or other work-related issues. Supervisors should provide enough notice to ensure the teleworker can be in attendance in person when required. Commuting to or from a central worksite at the beginning or end of the day will not be considered compensable time or be eligible for mileage reimbursement unless otherwise specified in the approved telework agreement.

### 2.3.3 Setting Up an Alternative Workspace

Teleworkers are expected to secure and maintain an efficient and safe workspace that provides adequate connectivity to systems and resources to complete duties and communication in an effective manner. USU reserves the right to inspect the alternative workspace to ensure a safe working environment. Employees with questions should consult with the Office of Environmental Health and Safety for general safe office standards and office ergonomics. Because telework is considered an extension of the USU workplace, injuries or illness that occur as a result of their university assignment, during scheduled work hours and within their alternative workspace, will be covered per USU [Policy 364: Worker's Compensation](#).

Utah State University assumes no liability for damages to an employee's real or personal property throughout telework participation.

#### 2.3.4 Equipment and Materials

USU will provide the appropriate equipment and materials needed by employees to effectively perform their duties as agreed upon between the employee and their supervisor. The department may, but is not required to, duplicate resources between the normal USU workplace and the alternative work location. Telework employees may use university owned equipment only for legitimate university purposes. Unapproved out-of-pocket expenses will not be reimbursed. All university policies and procedures regarding equipment will apply to teleworkers as they do for all other employees (e.g., inventory controls, data security, equipment disposal, etc.)

The teleworker must exercise reasonable care for the equipment and should take appropriate action to protect the items from damage, theft, or unauthorized use. The employee will be held liable for damage caused by negligence. University equipment will be maintained, serviced, and repaired by university personnel as well as meet all safety standards. Supervisors will ensure that training on equipment usage will be provided where needed. The department will stipulate who is responsible for installing equipment and transportation to and from the normal USU workplace for repairs or service.

The telework agreement may permit employees to use their own equipment, provided the use of such equipment has been approved and meets IT security, management, and policy requirements. In this situation, USU is not responsible for the cost, repair, or service of the employee's personal equipment, unless otherwise expressly agreed to in advance in the telework agreement.

#### 2.3.5 Costs of Telework

USU is not obligated to assume responsibility for operating costs, home maintenance, or other costs incurred by employees in their alternative work location. USU may provide a communication allowance per USU [Policy 518: Cell Phones](#).

#### 2.3.6 Information Security and Data Protection

Employees must safeguard university information used or accessed from the alternative work location, in accordance with Utah State University's policies. (See USU [Policy 319: Employee Privacy and Confidentiality](#).) Telework employees must agree to follow university approved security procedures to ensure confidentiality and security of data. Teleworking employees should not save files locally or on non-USU equipment. All computer and communications devices connected to USU network are subject to monitoring, whether or not they are owned or operated by USU. The teleworker must notify university personnel immediately if any unauthorized access to university systems occurs. For additional information about information security and data protection see [USU Policies 550-579: Information Technology](#).

#### 2.3.7 Dependent and Adult Care

Telework is not intended to serve as a substitute for child or adult care. If children or adults in need of primary care are in the alternative work location during the employee's work hours, the employee must make arrangements for others to be responsible for their care or the employee may request other feasible adjustments subject to supervisory approval (e.g., adjusting FTE or work schedule).

#### 2.3.8 Intellectual Property

Intellectual property created by USU employees within the scope of their employment regardless of their work location fall under the scope of USU [Policy 587: Intellectual Property](#).

## 3XX.3 RESPONSIBILITIES

### 3.1 Teleworker

- Establish a work environment that is safe and free from distractions.
- Carry out the agreed upon work duties while working at the alternative work location.
- Be available during agreed upon work hours.
- Be responsible for any tax implications that affect telework.
- Report to the normal USU workplace as scheduled or requested.
- Safeguard all sensitive or confidential information.

### 3.2 Supervisor

- Consult with the department head/director and the Office of Human Resources to determine if telework arrangements are appropriate. Supervisors must ensure that telework decisions are made for appropriate, nondiscriminatory reasons and provide clear benefit to USU operations.
- Require employees, who request a telework arrangement, to sign the telework agreement then send a copy of the signed agreement to the Office of Human Resources.
- Work with the employee to set clear expectations, requirements, availability, communication protocols and methods, engagement, etc. to ensure the department's needs are met and that the employee may be successful.
- Clarify on-site and off-site schedule requirements and provide as much notice as practicable for call back situations for on-site meetings or work needs.
- Develop a means to accurately record hours worked and evaluate work performance.

### 3.3 Department Head/Director & Dean/Vice President

- Approve, deny, or revoke any telework agreement.
- Ensure that telework decisions are made for appropriate, nondiscriminatory reasons; provide clear benefit to USU operations; and are handled equitably across departments.

### 3.4 Office of Human Resources

- Answer questions, provide guidance as needed, and file telework agreements.

## 3XX.4 REFERENCES

- [Utah Executive Order No. 2021-03](#)
- [Utah Executive Order No. 2021-04](#)
- [A New Workplace: Modernizing Where, How, and When Utah Works](#)

## 3XX.5 RELATED USU POLICIES

- [USU Policy 311: Setting Expectations and Managing Performance](#)
- [USU Policy 319: Employee Privacy and Confidentiality](#)
- [USU Policy 364: Worker's Compensation](#)
- [USU Policy 518: Cell Phones \(Communication Allowance\)](#)
- [USU Policy 587: Intellectual Property](#)
- [USU Policies 550-579: Information Technology](#)

## 3XX.6 DEFINITIONS

### 6.1 Alternative Work Locations

Approved locations, other than a USU workplace, where official university business is performed. The most common alternative work location is the employee's home.

### 6.2 Surge Teleworker

An employee who works in a position identified as telework eligible and/or a position identified as able to telework temporarily for red air days or special circumstance days (e.g. predicted heavy snowfall, etc.) as approved by the appropriate campus leader. Not all positions qualify for surge telework.

### 6.3 Telework

A remote work arrangement that allows an employee to work in an alternative work location for part, or all of, their regular work schedule. Other terms synonymous with telework are “telecommuting” or “remote work.”

### 6.4 Teleworker

A university employee who has been approved to work at an alternative work location, other than a university location, on a regular basis.

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**Information below is not included as part of the contents of the official policy.** It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the president, subject to review by the USU Policy Committee.

## RESOURCES

[Utah Department of Environmental Quality Air Quality Forecast](#)

## POLICY HISTORY

Original issue date: 2020/MM/DD

Last review date: N/A

Next scheduled review date:

Previous revision dates: New



## ITEM FOR ACTION

Re: New USU Policy 3XX: Telework

### SUMMARY OF NEW POLICY

- **Telework Intent and Scope-** Telework must meet both department and employee needs. It is a privilege and not a right and is subject to management approval. Not all positions are eligible for telework. Decisions will be made by leadership on a case-by-case basis.
- **Telework Benefits-** In successful arrangements, it can improve air quality, reduce traffic and parking congestion, decrease space needs, and promote recruitment and retention of faculty and/or staff as well as provide increased productivity.
- **Types of Telework-** Telework may be approved on a trial or ongoing basis.
  - **Regular full-time telework** - An employee works every workday at a location other than a USU location.
  - **Regular part-time telework (Hybrid)** - An employee works one or more workdays at a location other than a USU location and the remainder of the week's workdays at a USU location (e.g., M-W work from home; Th-F work from USU office). The schedule is fixed to be the same each week to facilitate meeting schedules and other office activities.
  - **Flexible telework** - An employee varies their work location throughout the week based on business and/or personal work/life needs. Only positions that can support this variety should be approved under this method.
  - **Surge telework** – For positions that a dean/VP & department head/director has identified as being able to temporarily telework on days where the [Utah Division of Air Quality](#) has forecast an air quality notice of “Unhealthy” (red) or higher at least 48 hours in advance for that county/location. Since surge telework is expected to be temporary and infrequent, it does not require a formal telework agreement. USU positions that provide in-person services, or which have an in-place-duties requirement are not eligible and will still report to their normal work location as scheduled. For other special circumstances (e.g. bad weather) surge telework may be authorized by President, VP Statewide Campuses or VP Extension as appropriate.
  - **ADA Accommodation-** Telework may be approved as a reasonable accommodation under the Americans with Disabilities Act (ADA) where alternative reasonable accommodations cannot be identified and/or implemented. Such accommodations need not be approved where predictable and regular onsite attendance is deemed to be job-related, uniformly enforced, and consistent with business necessity (i.e. essential).
  - **Community Crisis, Disaster, Pandemic etc.-** USU may initiate or approve when necessary.
- **Eligibility and Structure**
  - 6 months of employment (unless position is specifically hired as a telework position)
  - In good standing (no active corrective/disciplinary actions)
  - Demonstrated ability to work productively and not negatively impact load on departmental colleagues or affect student services
  - Certain positions requiring in person work are ineligible (see examples in 2.2.2)
  - Formal telework agreements are required
  - Supervisors may expect attendance in person for meetings or other events
  - Time reporting should still be done as normal
  - Tools, equipment, and space issues should be addressed as part of agreement and ensure a safe workspace for the employee
  - Intellectual property, Information security and data protection policies must still be followed
  - Telework is not a substitute for daycare/adult care
- **Compliance-** USU and employees must comply with all applicable laws. Any consideration of out of state telework (should be rare exception) must be reviewed by the telework eligibility committee (payroll/finance, risk, legal, IT support, and HR). Departments bear the cost of compliance.

**2020-2021 ANNUAL REPORT  
OF THE  
UTAH STATE UNIVERSITY  
EDUCATIONAL POLICIES COMMITTEE (EPC)**

**Submitted by**

**Paul J. Barr, EPC Chair**

**Vice Provost**

**September 2021**

## 2020-2021 Annual Report of the USU Educational Policies Committee

### MEMBERSHIP:

#### EPC Membership for the 2020-2021 Academic Year

- **Sami Ahmed**, *President USUSA*
- **Paul Barr**, *Chair, Vice Provost*
- **Sterling Boone**, *Jon M. Huntsman School of Business*
- **Alex Braeger**, *Graduate Studies Senator*
- **Mike Conover**, *S.J. & Jessie E. Quinney College of Natural Resources*
- **Dan Coster**, *College of Science*
- **Richard Cutler**, *Graduate Council*
- **Renee Galliher**, *Academic Standard Chair*
- **Shana Geffaney**, *Statewide Campuses*
- **Robert Heaton**, *Universities Studies*
- **Jason Marshall**, *USU Eastern*
- **Nicholas Morrison**, *Caine College of the Arts and Curriculum Subcommittee Chair*
- **Kat Oertle**, *Emma Eccles Jones College of Education and Human Services*
- **Lee Rickords**, *General Education Subcommittee Chair*
- **Matt Sanders**, *College of Humanities and Social Sciences*
- **Mateja Savoie Roskos**, *College of Agriculture and Applied Sciences*
- **Lucas Stevens**, *USUSA Executive Vice President*
- **Timothy Taylor**, *College of Engineering*
- Ex Officio, **Toni Gibbons**, *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 2020-2021 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 700 requests for individual course actions.
2. The Curriculum Subcommittee and subsequently the EPC acted on a variety and number of R401 proposals (N=57) for programs during the 2020 – 2021 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 2020-2021</u></b>
<b>School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services</b>	Add Interventions for Secondary Students' as a new specialization within the existing Master of Education in Curriculum and Instruction.
<b>School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services</b>	Add Interventions for Secondary Students as a new specialization within the existing Master of Science in Curriculum and Instruction.
<b>Department of Languages, Philosophy and Communications Studies in the College of Humanities and Social Sciences</b>	Restructure the department. Resulting in two departments, specifically the Department of World Languages and Cultures and the Department of Communication Studies and Philosophy.
<b>Department of Engineering Education in the College of Engineering</b>	Master of Science in Engineering Education.
<b>College of Humanities and Social Sciences</b>	Change the name of the Center for Women and Gender to the Center for Intersectional Gender Studies and Research.
<b>Center for Intersectional Gender Studies and Research in the College of Humanities and Social Sciences</b>	Create a Certificate of Proficiency in Inclusive Leadership.
<b>Center for Intersectional Gender Studies and Research in the College of Humanities and Social Sciences</b>	Create a Minor in Intersectional Gender Studies.
<b>Center for Intersectional Gender Studies and Research in the College of Humanities and Social Sciences</b>	Create a Minor in Sexuality Studies.

<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Correct the acronym from Police Officers Standards and Training to Peace Officer Standards and Training.
<b>Department of Art and Design in the Caine College of the Arts</b>	Offer an Associate of Arts in Art at the USU Eastern campus.
<b>Department of Marketing and Strategy in the Jon M. Huntsman School of Business</b>	Create a new Consulting Minor.
<b>Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services</b>	Change the name of the Center for Persons with Disabilities to the Institute for Disability Research, Policy and Practice.
<b>Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences</b>	Create a certificate of proficiency in Teaching English to Speakers of Other Languages.
<b>Department of Biology in the College of Sciences</b>	Discontinue the Bachelor of Arts and Science in Biology Ecology/Biodiversity as well as the Biology: Environmental Bachelor of Arts and Science emphasis.
<b>Department of Biology in the College of Science</b>	Discontinue the Biology: Environmental program
<b>Department of Biology in the College of Science</b>	Change the emphasis program name from Ecology/Biodiversity in the Bachelor of Arts and Bachelor of Science to Ecology and Evolutionary Biology.
<b>Department of Computer Science in the College of Science</b>	Restructure the current Master of Computer Science program to a 33-credit professional, coursework-only degree.
<b>Department of Theatre Arts in the Caine College of the Arts</b>	Offer an Associates of Arts in Theatre.
<b>Department of Applied Economics in the College of Agriculture and Applied Sciences</b>	Create an Institutional Certificate of Proficiency in the area of small firm management.
<b>Department of Applied Economics in the College of Agriculture and Applied Sciences</b>	Change the name of the minor to be more reflective of the course emphasis and to be more in line with the emphasis that students in the minor.
<b>Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business</b>	Modify the name of the existing degree program in the Management Information Systems and to require that students complete an approved emphasis within the degree program.
<b>Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business</b>	Establish an emphasis in Cybersecurity within the IS undergraduate degree program.
<b>Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business</b>	Establish an emphasis in Data Engineering within the IS undergraduate degree program.

<b>Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business</b>	Establish an emphasis in Web Development within the IS undergraduate Degree program.
<b>School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Service</b>	Offer an Educational Paraprofessional Certificate of Completion.
<b>Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services</b>	Restructure and change the name from Special Education and Rehabilitation Counseling Certificate of Proficiency to Certificate in Rehabilitation and Disability.
<b>Center for Intersectional Gender Studies &amp; Research in the College of Humanities and Social Sciences</b>	Discontinue the Women and Gender Studies minor.
<b>Departments of English and Journalism and Communication in the College of Humanities and Social Sciences</b>	Create a Certificate of Proficiency in Digital Writing and Publication.
<b>Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences</b>	Create a new Department of Social Work by dividing the Department of Sociology, Social Work and anthropology into the Department of Social Work and the Department of Sociology and Anthropology.
<b>Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences</b>	Create a Certificate of Proficiency in Social Analytics.
<b>Departments of Languages, Philosophy and Communication Studies, Political Science and Economics and Finance in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business</b>	Create a Certificate of Proficiency in Philosophy, Politics and Economics.
<b>Department of Geosciences in the College of Science</b>	Add a new GeoWorkforce emphasis to the existing Bachelor of Arts and Bachelor of Science degree in Geology.
<b>Department of Music in the Caine College of Arts</b>	Offer a Piano Pedagogy Minor
<b>Department of Theatre Arts in the Caine College of the Arts</b>	Suspend the program Theatre Education Applied Option – Bachelor of Fine Arts.
<b>Department of Marketing and Strategy in the Jon M. Huntsman School of Business</b>	Emphasis in Leadership within the existing Master of Business Administration degree.
<b>Department of Geosciences in the College of Science</b>	Discontinue the Geoarchaeology emphasis to the Bachelor's degree program in Geology.
<b>Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences</b>	Change the name of the minor from Equine Assisted Activities and Therapies to Equine-Human Science.

<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Update the Certificate of Completion in the Plan of Study for Automotive Technology.
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Offer a Certificate of Completion Unmanned Aerial Systems (UAS).
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Update the Medical Assistant Certificate of Completion.
<b>Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences</b>	Offer an accelerated Bachelor of Landscape Architecture and a Master of Science in Environmental Planning.
<b>Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences</b>	Offer a new Post Baccalaureate Certificate, Practitioner of Food Safety.
<b>Departments of Communicative Disorders and Deaf Education, Human Development and Family Studies, Instructional Technology and Learning Sciences, Kinesiology and Health Science, Psychology, School of Teacher Education and Leadership and Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services</b>	Offer a Post- Baccalaureate (Graduate) Certificate Program: Certificate in Advanced Research Methods and Analysis – Quantitative (CARMA-Q).
<b>Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services</b>	Change the name of the Rehabilitation Counseling specialization within the Disability Disciplines doctoral program to Rehabilitation Counselor Education and Supervision.
<b>Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business</b>	Offer a Baccalaureate degree in Data Analytics.
<b>Department of Economics and Finance in the Jon M. Huntsman School of Business</b>	Offer a new Business Economics emphasis within the BA/BS degree in Economics.
<b>Department of Economics and Finance in the Jon M. Huntsman School of Business</b>	Create a new Econometrics and Data Analytics emphasis within the existing BA/BS Economics degree.
<b>Department of Economics and Finance in the Jon M. Huntsman School of Business</b>	Create a new Financial Economics Emphasis within the existing BA/BS Economics degree.
<b>Department of Economics and Finance in the Jon M. Huntsman School of Business</b>	Offer a Master of Financial Economics degree.
<b>Department of Watershed Sciences in the S.J. &amp; Jessie E. Quinney College of Natural Resources</b>	Offer a Master of Ecological Restoration.



<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Offer a Nail Technician Certificate of Proficiency.
<b>Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences</b>	Change the name of the Institute for Social Science Research on Natural Resources to Community and Natural Resources Institute.
<b>Registrar's Office</b>	Course descriptions have been updated in the catalog. There are now course descriptions for all courses.
<b>Academic Instructional Services</b>	Create a Student Money Management Center.
<b>Department of Applied Economics in the College of Agriculture and Applied Sciences</b>	Create a Community Development Economics Minor.
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Change the CIP Code for the BS Aviation Technology-Professional Pilot degree from 49.0102 to 49.0101.
<b>Department of Computer Science in the College of Science</b>	Discontinue the Computer Science MS Plan C degree program.

**Other Actions:**

- Fran Hopkin and Adam Gleed brought forth recommendations to establish policies to handle Institutional Certificates of Proficiencies. The policies were approved and presented to the Provost for approval.
- Curriculog New Course Justification Language and Full Template Language was approved with the intent to help the faculty in their submissions.
- An adjustment of the submission deadlines for curriculum request was discussed. The goal was to make sure students were receiving consistent information regardless of the source. The deadlines are October for spring semester and February for summer or fall.
- A discussion of making sure that the courses in the junior and senior year were at the 3000 and 4000 levels. This will allow transfer from other institutions in the state.
- Elected Matt Sanders as the new Curriculum Subcommittee chair for the 2021-2022 AY.

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

1. Courses approved (N = 20) by the EPC in 2020-2021 for General Education Designation use are listed in Table 2.

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

<b><u>Course Prefix and Number</u></b>	<b><u>Course Title</u></b>	<b><u>Course Designation</u></b>
ARTH 3250	The New Hollywood: American New Wave Cinema of the 1970s	CI/DHA
SOC 3340	Civil Rights of a Different Color	DSS
PSC 2040	Aviation Weather	BPS
ARTH 4260	Latin American Art	CI/DHA
ARTH 3615	Pompeii: Roman Domestic Art and Architecture	CI/DHA
HIST 3060	Introduction to Judaism	DHA
HIST 3350	War in the Age of Cinema: Anglo-American Film and the Two World Wars	DHA
HIST 4660	Work and Migration in North American History	DHA
HIST 3660	History of Mexico	DHA
SOC 4440	The Origins of the United States Criminal Justice System	DSS
GEO 3200	The Earth Through Time	Deleted
SOC 3320	Work, Inequity and the American Dream	DSS
APEC 3020	Firm Finance and Records Analysis	DSS
GEO 5570	Engineering Geology	QI
SOC 3750	Sociology of Aging	DSS

LANG 3570	Narrative Ethics in Asian Literature and Film	DHA
SOC 4010	Sociological Theory: Insights from Classical and Contemporary Perspectives	DSS
ENVS 4550	Recreation Use Monitoring and Assessment	QI
GEO 3350	Sedimentation and Stratigraphy	DSC
SOC 3430	Social Deviance	DSS

2. Actions that were taken by General Education Subcommittee (2020-2021):

- A QI rubric was developed to make sure that milestones are being met. A training program was discussed for the faculty.
- General Education assessment is still ongoing and being evaluated in order to meet accreditation standards

**C. Actions originating from the Academic Standards Subcommittee (2020-2021):**

- Changes in language regarding the amount of time that students can use for a leave of absence
- A process for reviewing non-accredited school credit to USU was approved. This will include approval at both the department and Provost level.
- A proposal was approved regarding the requirement of the GRE exam for admission. This will be decided on a department-by-department basis.
- It was discussed that faculty would receive the IDEA Evaluations for 7-week courses at the end of the class and not have to wait until the end of the entire semester. It was decided that this would occur after the faculty member has submitted the grades.

## Report from the Educational Policies Committee Oct 6, 2021

The Educational Policies Committee (EPC) met on Oct 6, 2021. 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 Oct 6, 2021 meeting of the EPC, the following actions were taken:

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

- A significant discussion on General Education requirements based on discussions that are ongoing with the rewrite of the R470 policy. The impact on departments and programs with any increase in the total number of required credits was reviewed. Plans to minimize this impact was also discussed.

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

- No meeting/report for the month of September.
- Followed up on the conversation about the catalog change in regards to University initiated leave. Received great feedback, cleaned it up and sent to Krysten Deschamps, in Student Affairs and let them know that it was approved by the EPC.
- A discussion occurred regarding the graduate post-humous degree. USU wants to look at the right timeframe/window for families to receive the post humous degree for graduate students. Input was solicited from all committee members. The Graduate Council will discuss and provide recommendations for the next EPC meeting

### 3. **Curriculum Subcommittee**

- Approval of 126 course requests. Two requests (POLS 4850 and IOGP were held). Also changed five LAEP courses from inactive to deletions.
- Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to offer a **Certificate of Advanced Practice in Dietetics**.
- Request from the Department of Social Work in the College of Humanities and Social Sciences to establish the **Transforming Communities Institute**.

### 4. **Other Business**

- N/A

# Utah State University

Athletics Council Report for

**July 1, 2020 to June 30, 2021**

Submitted to the  
Utah State University Faculty Senate  
by USU Athletics Council

Denise Stewardson, Athletics Council Chair (2020-2021), Heidi Wengreen, Athletics Council Vice Chair (2020-2021), Edward M. Heath, Faculty Athletics Representative (2020-2021)

## Faculty Senate Report

### Athletics Council

#### Introduction

Council Members: Sami Aguilar, Sami Ahmed, Paul Barr, Jerry Bovee, Eadric Bressel, Noelle Cockett, Dave Cowley, Amy Crosbie, Francis Galey, Christopher Garff, Jake Garlock, KimberLeigh Hadfield, John Hartwell, Ed Heath, Renata Lombera, Zach Meyer, James Morales, Travis Peterson, Whitney Pugh, Jared Reed, Trevor Robinson, Denise Stewardson, Heidi Wengreen, Matt White, Trevor Wilkey

*Mission:* The Athletics Council advises the President with respect to the athletics program. The duties of the council are to: (a) help maintain an athletics program compatible with the best academic interests of the university; (b) assure compliance with the rules of the National Collegiate Athletic Association (NCAA), and the university athletics code; (c) review and recommend to the President and the Board of Trustees all intercollegiate athletics budgets; and (d) recommend policies and procedures for all aspects of the intercollegiate programs. The annual report from the Athletics Council to the Faculty Senate includes both future and current issues facing the Athletics Department. Each issue is reviewed by the Athletics Council to ensure the Department of Athletics is operating within the guidelines of the NCAA and Utah State University.

#### **I. Athletics Council Issues/Actions during 2020-21 academic year (highlights briefly described below from the four scheduled AC meetings – October 10, 2020; November 18, 2020; January 27, 2021; and April 14, 2021 as well as each of the subcommittee’s meetings that meet twice during the academic year)**

##### **1. Student Academic and Athletics Eligibility and Intercollegiate Sports**

- Academic performance of student-athletes for each of the USU teams was reviewed during each semester.
  - Academic Progress Rate (APR) and Graduation Success Rate (GSR) reviewed for each team (refer to Academic Performance data listed below).
- a. Academic Performance of Student Athletes to 2020-21.
- i. Graduation Rates – Federal Rate:
    - The 14-15 cohort rate is 64% with a 4-class average of 70%\*\*\*
    - The 13-14 cohort rate is 61% with a 4-class average of 69%
    - The 12-13 cohort rate is 69% with a 4-class average of 70%
    - The 11-12 cohort rate is 78% with a 4-class average of 67%
    - The 10-11 cohort rate is 65% with a 4-class average of 66%
    - The 09-10 cohort rate is 67% with a 4-year average of 67%

- The 08-09 cohort rate is 55% with a 4-year average of 66%
- The 07-08 cohort rate is 75%, with a 4-year average of 68%
- The 06-07 cohort rate is 68%, with a 4-year average of 61%
- The 05-06 cohort rate is 62%, with a 4-year average of 61%
- The 04-05 cohort rate is 64%, with a 4-year average of 62%
- The 03-04 cohort rate is 48%, with a 4-year average of 57%
- The 02-03 cohort rate is 73%, with a 4-year average of 60%
- The 01-02 cohort rate is 65%, with a 4-year average of 58%
- The 00-01 cohort rate is 41%, with a 4-year average of 55%
- The 99-00 cohort rate is 61%, with a 4-year average of 64%
- The 98-99 cohort rate is 64%, with a 4-year average of 62%

\*\*\* publicly released November, 2021.

The NCAA released the first Graduation Success Rate (GSR) for all teams of all NCAA Division I Member Institutions in December 2005. This rate, a 4-year average that can be directly compared to the Federal Rates' 4-year average mentioned above, is a more accurate snapshot of how scholarship student-athletes graduate. Students who transfer to USU that fall into one of the cohorts are counted in this rate (they are not counted in the federal rate) when they graduate; students who transfer from USU and are academically eligible at the time of transfer do not count against USU graduation rates (as they do with the federal rate). The overall USU GSR for the 4-year cohorts encompassing 2010-2013, to be publicly released in November, is 93%. This is up from 92% posted for the 2009-12 cohort, which led the Mountain West Conference as well as all of Utah's 4-year institutions.

b. Academics/Awards

- Composite cumulative 3.38 (through Spring 2021) Student-Athlete GPA.
- 283 Academic All-Mountain West Conference Selections (3<sup>rd</sup> most in MW Conference) 2020-21 with a 3.00 or better GPA. An additional 16 gymnasts earned Academic All-Mountain Rim Gymnastics Conference honors.
- Utah State earned 177 Mountain West Scholar-Athlete recognitions exhibiting a 3.50 or better GPA. (2nd most in MW Conference)
- 93% publicly released NCAA Graduation Success Rate (Highest in the Mountain West Conference).
- 261 Whitesides' Scholar-Athletes (3.2 or better GPA).
- General Highlights
  - 87% above 3.00 cumulative GPA (teams)
  - 476 overall academic all-conference recognitions
  - 75% earned Whitesides' scholar-athlete recognition
  - 14 of 16 teams above a 3.00 team GPA (2 teams currently have 2.9 cum, had coaching changes)
  - 13 of 16 teams above a 3.20 team GPA (3 teams had coaching changes for teams 3.2 or lower)

- Team Academic Recognitions
  - Volleyball earned AVCA Team Academic Award.
  - Felipe Acosta (MTN) awarded Collegiate Sports Information Directors of America (CoSIDA). For second year in a row
    - recognizes the nation's top student-athletes for their combined performances in athletic competition and in the classroom
  - Men's and Women's Track & Field earned USTFCCCA All-Academic Team Honors.
  - Men's Cross Country was recognized for having an Academic Progress Rate of 1,000 (3<sup>rd</sup> straight year – earned NCAA's Public Recognition Award with a perfect score of 1,000. Public Recognition Awards are given to teams finishing in the top 10% of APR scores within each sport.
  - James Withers (MXC) earned NCAA Post Graduate Scholarship – 1 out of 21 available for men's student-athletes.
    - Withers is just the fifth Utah State student-athlete to receive this award since 2000, joining Maurice Jenkins (men's T&F, 2001-02), Tylee Skinner (women's T&F, 2017-18), Kashley Carter (women's XC, 2018-19) and Chase Nelson (football, 2020-21).
  - Camren Todd (MXC) earned NCAA Elite 90 Award
    - presented to the student-athlete with the highest cumulative grade-point average participating at the finals site for each of the NCAA's championships.
  - Women's Softball was recognized for 15 Easton/NFCA Scholar-Athletes. Most in team program, 10 was previous high.

## 2. Athletics Relations

- The Council discussed specific pending NCAA legislation during the 2020-21 legislative cycle and provided input on institutional positions for those with potential academic impact.

## 3. Budget and Administration

- The Council reviewed and recommended updates on the ongoing Athletics' budget and potential impacts throughout the academic year (see attached 2020-2021 Budget on page 14).

## 4. Gender and Minority Issues

- The Council discussed the Equity in USU Athletics Report.

## II. Miscellaneous Athletics-Related Events/Changes during 2020-21.

1. Athletics Accomplishments of Department (2020-21).



## MEN'S BASKETBALL

- Utah State finished the 2020-21 season with an overall mark of 20-9, marking the first time the Aggies have won 20 games or more in three consecutive seasons since 2010-13. USU also posted a conference mark of 15-4.
- Utah State earned its third-straight NCAA Tournament bid, losing in the first round against No. 6-seed Texas Tech, 65-53.
- Junior center Neemias Queta set Utah State's single-game, single-season and career block records this season. Queta recorded nine blocks in the Aggies' 62-50 victory over Colorado State in the Mountain West Tournament semifinals. Queta led the nation with 97 total blocks, breaking his previous single-season school record of 84 set during his freshman year. Queta finished his career with 219 blocks, far surpassing the previous school record of 155 career blocks set by Gilbert Pete (1986-89). Queta's career total is also tied for third all-time in Mountain West history, matching the University of Utah's David Foster (2006, 09-11).
- Utah State dominated the glass all season, ranking second in the nation with a rebound margin of +10.3. Additionally, the Aggies out-rebounded every opponent they played, averaging 40.69 boards per contest. Queta led the charge, ranking fourth in the nation in total rebounds with 294.
- USU ranked 13th in the nation in blocks per game (5.0), led by Queta's 97. Utah State's 145 blocks this year ranked second in school history, two shy of the all-time mark of 147 set during the 2018-19 season.
- Utah State led the Mountain West in rebounding (40.5), rebounds allowed (30.4), defensive rebounds (27.9), offensive rebounds (10.1), blocks (4.97) and assists (15.97). In league games, Utah State led the Mountain West in scoring defense (60.6), scoring margin (14.7), field goal percentage defense (.383), rebounding (41.3), rebounds allowed (30.0), offensive rebounds (12.8), defensive rebounds (28.5), rebounding margin (11.3), assist-to-turnover ratio (1.30), blocks (5.16) and assists (17.79).
- Junior forward Justin Bean earned second-team all-Mountain West and Mountain West all-tournament team honors this season as he ranked second on the squad in both points (11.4) and rebounds (7.7) per game, while also recording a team-leading 38 steals on the year.
- Utah State scored 928 points in the paint this season, outscoring all but four opponents from inside. The 928 points represented almost 45 percent of the Aggies' total points this season.
- Freshman guard Steven Ashworth totaled 76 assists during the year to rank seventh in a single season among freshman in USU history. His assist-to-turnover ratio of 2.0 (76 assists/38 turnovers) ranks second all-time among freshmen in USU history.
- On April 5, 2021, Ryan Odom was named the 20th head coach in Utah State program history.
- Utah State had nine men's basketball players earn academic all-Mountain West honors, while nine players were named MW Scholar Athletes.

## **WOMEN'S BASKETBALL**

- Utah State women's basketball finished the shortened 2020-21 season with a 4-20 overall mark, including a 2-16 record in league play to finish 11th in the Mountain West. USU's season came to a close in the first round of the Mountain West Championships, where the Aggies fell to the eventual tournament champion Wyoming, 69-41.
- Utah State was led by graduate forward Jessica Chatman, who averaged a team-best 11.3 points and 6.9 rebounds per contest in her lone season as an Aggie. Chatman, a transfer from Southern Utah, averaged 31.5 minutes per contest and was the only USU player to play in and start all 24 games this season.
- Sophomore guard Shyla Latone made her mark from deep in her first season as an Aggie, including going for a program-record tying nine 3-pointers in the final game of the regular season against New Mexico. This was the most 3's by any player in a Mountain West game in conference history, and was also the third-most in the NCAA this season.
- Freshman guard Meagan Mendazona opened her collegiate career with an impressive debut, going for 18 points, seven rebounds, five assists, four blocks and four steals in a win over Montana. This was the most points by a USU freshman in their debut since Katie Toole scored 22 against Sacramento State in 2015-16.
- In USU's game against Fresno State on Feb. 6, the Aggies dished out a program-record 29 assists on 34 made shots, led by sophomore guards Kamalu Kamakawiwo'ole and Faith Brantley, who each had a career-high seven dimes. This was tied as the 10th-most assists in a single game by any team in the NCAA this season.
- Utah State used 14 unique starting lineups in their 24 games this season, with 12 different players making starting appearances and no lineup being used more than four times.
- USU's top two individual scoring performances this season each came from Latone, who crossed the 30-point barrier twice, the first Aggie player to do so since the 2015-16 season. The sophomore went off for 30 points in her hometown against San Diego State on Jan. 14, then had a 33-point performance against New Mexico on March 1, tied for the 16th-most points in program history.
- The Aggies finished the year ranking 26th in the nation and fourth in the Mountain West in defensive rebounds with 29.2 defensive boards per game. They also ranked fifth in the conference in total rebounds per game (40.2).
- Utah State had 10 women's basketball players earn academic all-Mountain West honors, while seven players were named MW ScholarAthletes.

## **FOOTBALL**

- Utah State ended its 2020 season with a 1-5 record and finished 11th in the Mountain West in a season which was shortened to eliminate nonconference games. Offensively, USU was led by junior QB Jason Shelley, who was 51-of-99 (.515) passing for 420 yards (105.0 ypg) with two touchdowns and two interceptions. Senior RB Jaylen Warren led the team in rushing with 252 yards on 39 carries (6.5 ypc/84.0 ypg) with three

touchdowns, and junior WR Deven Thompkins had a team-best 20 receptions for 214 yards (10.7 ypr/53.5 ypg) and one touchdown. Defensively, sophomore LB AJ Vongphachanh led the team with 50 tackles, which included 3.0 sacks and 3.5 tackles for loss, while senior S Shaq Bond had 47 tackles, which included 6.0 tackles for a loss. As a team, USU averaged 15.5 points and 275.8 yards of total offense (135.8 passing, 140.0 rushing), and allowed 35.2 points and 485.3 yards (260.7 passing, 224.7 rushing).

- Utah State had to deal with more adversity than most during the 2020 season, and it was not due to COVID-19. On Nov. 7, Frank Maile was named the Aggies' interim head coach after USU Vice President and Director of Athletics John Hartwell announced the dismissal of Gary Andersen. Then, on Nov. 15, starting junior QB Jason Shelley was dismissed from the team for violation of team rules. Utah State then had its top wide receiver in junior Deven Thompkins, its top running back in senior Jaylen Warren, its starting safety in senior Troy Lefeged Jr., and senior inside linebacker Cash Gilliam all opt out for the remainder of the season and enter the transfer portal.

- Following Andersen's dismissal, co-defensive coordinator Frank Maile assumed the role of interim head coach for the remainder of the season. On December 12, Blake Anderson was hired as the 29th head coach in program history.

- Utah State had eight players named as Mountain West all-conference honorable mentions, including senior offensive lineman Demytrick Ali'ifua, senior defensive back Shaq Bond, graduate defensive lineman Nick Heninger, freshman punter Stephen Kotsanlee, graduate defensive lineman Marcus Moore, senior kick returner Savon Scarver, sophomore offensive lineman Karter Shaw and sophomore linebacker AJ Vongphachanh.

- Utah State finished the 2020 season ranking among the top-40 teams in the nation in eight statistical categories, including 11th in punt return defense (1.44 yards per return), 15th in kickoff return defense (17.36 yards per return), 17th in tackles for loss allowed (4.5 per game), 20th in kickoff returns (24.52 yards per return), 31st in net punting (40.38 yards per punt), 32nd in passes had intercepted (5), 35th in team sacks (2.67 per game) and 39<sup>th</sup> in turnovers lost (10).

- Utah State had 54 football players earn academic all-Mountain West honors, while 15 players were named MW Scholar-Athletes.

### **CROSS COUNTRY**

- Utah State's men's cross country team earned its best finish in program history, placing 11th as a team at the NCAA Championships. The Aggies, who entered the championship meet ranked No. 21, scored 351 points to surpass their previous best championship finish of 16th in 2019. Utah State beat 15 ranked teams, including 10 that were ranked ahead of them.

- The Aggie women placed fourth at the Mountain West Championships with a team score of 104 points, while senior Katie Haviland placed eighth overall in the 6K race with a time of 20:22.1 to earn second-team all-Mountain West honors and qualify as an individual for nationals. At the national championship, Haviland narrowly missed out on All-American honors as she placed 43rd overall with a time of 21:01.6.

- USU junior Caleb Garnica captured the men's 8-kilometer race title at the MW Championships, crossing the line first with a time of 23:38.4. He was one of three Aggies to finish in the top-5, as sophomore Camren Todd placed third (23:41.0) and senior Haydon Cooper took fourth (23:48.5). Garnica became just the second Aggie man to win an individual Mountain West title to join Dallin Farnsworth, who won the race last year. He also earned MW Student-Athlete of the Year honors for his performance.

- At the NCAA Championships, Garnica was the top Aggie finisher as he placed 28th overall with a time of 30:31.2 to earn All-American status. Todd missed out on All-American honors by just two spots, finishing 42nd in the race with a tie of 30:50.2.

- The shortened season, which included just two regular-season full-team contests, began with a clean sweep at the Dixie State Invitational for the Aggie men's and women's teams. Todd won the men's race and was one of three Aggie finishers in the top-5 as he finished with a time of 23:40.5, while junior Mica Rivera placed second overall in the women's race with a time of 20:43.4.

- Todd was the recipient of the Elite 90 award for the 2020 NCAA Division I Men's Cross Country Championships, an award founded by the NCAA which recognizes an individual who has reached the pinnacle of competition at the national championship level of his or her sport, while also achieving the highest cumulative grade-point average participation at the finals site for each of the NCAA's championships.

- Utah State had 38 runners earn academic all-Mountain West honors, while 29 runners were named MW Scholar-Athletes.

## **VOLLEYBALL**

- Utah State volleyball finished the 2020 season, which was played in Spring, 2021 and was shortened to a conference-only schedule, with a 5-10 overall record.

- Utah State finished the season ranked No. 4 in the Mountain West and No. 69 in the nation in blocks per set, logging 2.25 per set.

- The Aggies had a pair of players that finished the season in the top-10 in the Mountain West in blocks per set, as junior middle blockers Autumn Spafford and Corinne Larsen ranked No. 4 (1.18) and No. 6 (1.03), respectively.

- First-year USU head coach Rob Neilson recorded the first win of his coaching career in a 3-1 victory at Fresno State on Feb. 27.

- Utah State recorded a season-high 83 digs in the Feb. 27 win at Fresno State. The 83 digs are the most by a USU team since August 24, 2018, when the Aggies tallied 88 in a four-set loss at Sacramento State. Freshman libero/defensive specialist Abby Peterson led the Aggies with 29 digs, the most by a USU player since Ashlan Rogers-Court recorded 37 in a five-set loss to Oregon State on August 30, 2014.

- The Aggies finished the season ranked in the top-3 in the conference in opponent hitting percentage (.182), team digs (799), team total attacks (1,961) and team total blocks (130.5).

- Larsen earned honorable mention all-Mountain West honors after leading the Aggie attack, hitting .283 with 125 kills. Defensively, she recorded 60 total blocks, averaging 1.03 per set. She became the sixth Aggie to be recognized by the league since USU joined the MW in 2013.

- Peterson ranked fifth in the Mountain West in total digs with 213 on the season.

- Utah State had 12 players earn academic all-Mountain West honors, while eight players were named MW Scholar-Athletes. They also had nine players who were named Joe E. and Elma Whitesides Scholar-Athletes.

### **GOLF**

- Utah State placed 10th at the Mountain West Championships, held at the OMNI Tucson National Golf Club Catalina Course in Tucson, Arizona.

- Utah State finished in the top-10 in all six meets it competed at this season, including four top-five finishes. The Aggies won the team title at the UC San Diego Invitational, posting a team score of 893 (+29). Senior Colten Cordingley led the charge for USU, tying for first place in the tournament with a score of 218 (+2).

- Cordingley was the top individual golfer for Utah State on the season, posting three top-10 finishes with an average score of 72.00.

- Utah State finished under par in two of its six tournaments, including a season-best 8-under par 856 at the Southern Utah Invitational.

- Utah State had seven student-athletes earn academic all-Mountain West honors, while four student-athletes were named MW Scholar-Athletes.

### **SOCCER**

- Utah State soccer concluded the 2020 season, which was played in the spring and shortened to a conference-only slate, with a 5-4-1 overall record to finish second in the Mountain West's Mountain Division.

- Utah State freshman defender Kelsey Steed earned second-team all-Mountain West honors and was also named to the league's all-newcomer team after anchoring a USU backline that surrendered the fewest goals in school history (10) this season. Steed was one of only two Aggies to play in every minute on the pitch this season, totaling more than 922 minutes of action during the year. Steed became the first Utah State defender since 2016 to earn all-Mountain West honors, when sophomore defender Kelsey Andersen was a first-team selection.

- Along with allowing the fewest goals in school history, the Aggie defense also finished among the top five in the Mountain West in goals allowed (10) and saves (49), ranking fourth and fifth, respectively.

- Utah State used an evenly-spread scoring attack this season as nine different players scored goals. Leading the way were senior midfielder Ashley Cardozo and junior forward Marli Niederhauser, who tallied three goals apiece. Additionally, 11 different players recorded an assist, led by Cardozo and senior midfielder Kami Warner with four each.

- Cardozo continued to secure her place in the career record books. With a three-assist outing against Air Force, she became the program record-holder with 21 career assists, passing former Aggie Wesley Hamblin (2014-17). Her three assists in a game also tied the program's single-game record. Cardozo also climbed the ranks to be tied for second-all time in game-winning goals with 10, and is third all-time in shots on goal with 96.
- Utah State posted a 4-1-0 record in home matches, the first time an Aggie team finished undefeated at home since the 2011 season.
- The Aggies closed out the season by winning each of their final three games, outscoring opponents (Air Force, Colorado State and Wyoming) by a combined scored of 7-1 in those contests.
- On May 24, 2021, Manny Martins was named as the fourth head coach in Utah State soccer history.
- Utah State had 25 soccer players earn academic all-Mountain West honors, while 14 players were named MW Scholar-Athletes.

### GYMNASTICS

- Utah State enjoyed one of its finest seasons in program history as the Aggies competed in their 26th NCAA Regional Championship, including their first since 2017, tying for third. USU ended the year ranked No. 25 in the nation, their best finish since finishing 15th in 1999.
- Utah State senior Mikaela Meyer was named the Mountain Rim Gymnastics Conference co-Vault Specialist of the Year, and earned firstteam accolades on the event as she averaged 9.838 on vault, which ranks second all-time in school history. Two other Aggies earned firstteam all-MRGC honors, as senior Autumn DeHarde averaged 9.809 (tied for fifth all-time) on the vault, and senior Leighton Varnadore averaged 39.144 in the all-around, while also earning second-team all-MRGC honors on the vault with an average of 9.809.
- The Aggies scored 49 or better on beam in nine straight meets, which sets a school record, and averaged 49.032 on the event, which ranks second all-time in school history. Utah State finished the season with a team beam NQS of 49.263, which tied for 16th in the nation. Utah State recorded three of its top beam scores in school history in 2021 with a 49.400 (third) at the Denver tri meet, a 49.275 (tied for fifth) against Southern Utah and a 49.225 (tied for eighth) at Southern Utah.
- DeHarde posted top-five all-time averages on both the beam and the floor. Her average of 9.883 on beam ranks second all-time in school history, while her average of 9.864 on the floor ranks fifth in school history.
- Utah State recorded three of its best all-time team scores in school history this season with a 196.775 (third) at the Denver tri meet, a 196.500 (fifth) at Utah and a 196.250 (seventh) at Boise State.
- Utah State had 16 gymnasts earn academic all-Mountain Rim Gymnastics Conference honors

## **SOFTBALL**

- Utah State concluded the 2021 season with an overall record of 14-30, including a 4-17 mark in Mountain West play to finish ninth in the conference standings.
- Three Aggie players earned their way on to all-Mountain West teams, led by freshman second baseman Zaia Castruita, who was named to the league's first-team after ranking seventh in the conference with a .373 (19-of-51) batting average against MW opponents. She hit two doubles, one triple and one home run, scoring 10 runs and batting in nine. Senior third baseman Kennedy Hira and senior outfielder Stephanie Reed each earned second-team honors as well.
- Utah State hit three grand slams this season, the most by an Aggie team in program history. Hira hit the first with a walk-off grand slam against Fresno State. USU then recorded two grand slams in the same week, as junior shortstop Lexi Orozco hit one at Utah Valley and Castruita had one against San Diego State.
- Orozco and Junior first baseman/catcher Gabriella Jimenez each earned a spot on the Utah State single-season home run record list with 10 home runs each, tied for sixth on the list. That mark was also tied for third amongst Mountain West players this season. Orozco now has 27 career home runs for USU, tied for third all-time in program history.
- In Utah State's win over Montana, the Aggies hit six home runs, setting a single-game record for the program, That surpassed the previous record of five that was done four times, most recently on May 7, 2015. Jimenez hit three of those home runs, which tied the individual singlegame home run record.
- Utah State had 18 softball players earn academic all-Mountain West honors, while 11 players were named MW Scholar-Athletes. Additionally, 19 players were named Joe E. and Elma Whitesides Scholar-Athletes.

## **TRACK & FIELD**

- Utah State had 12 athletes earn all-Mountain West honors at the MW Outdoor Track & Field Championships in Clovis, California. Senior Kyle Morris was the only Aggie athlete to capture an individual event title, as he placed first in the javelin with a throw of 65.36 meters (214-5) on his first attempt of the competition. This marked the fifth-straight title for USU athletes in the event, and was the fifth all-conference accolade of Morris' career.
- The Utah State men placed third as a team at the MW Outdoor Championships with 107 points, while the Aggie women finished seventh as a team with 46 points.
- Ten Aggies competed at the NCAA West Preliminary Championships in College Station, Texas. The prelim meet was highlighted by the performance of senior thrower Maia Garren, who competed in both the shot put and discus. Her throw of 16.07 meters (52-8.75) in the shot put was good for 17th place, and ranks third all-time in school history. Morris also competed in two throwing events, placing 34th in the javelin with a throw of 59.97 meters (196-9) and 36th in the shot put with a throw of 16.99 meters (55-9).
- Senior distance runner Luke Beattie posted a pair of top-5 all-time marks, including a program-record time of 28:33.45 in the 10,000 meters, and a time of 13:44.92 in the



5,000 meters, which ranks second all-time in school history. Overall, Aggie men set four of the top-6 program all-time marks in the 5,000-meters this season.

- Four Aggie women set marks that rank in the top-3 in program history this season. Senior Karen Christensen recorded a time of 2:08.91, second in program history, while senior Katie Haviland ran the 3,000-meter steeplechase in 10:17.39, which also ranks second all-time. Junior Mica Rivera's time of 35:20.27 in the 10,000-meters ranks third in school history. In the field, graduate student Audrey Garrett recorded a leap of 1.80 meters (5-10.75) in the high jump, the second-best all-time mark.
- Utah State did not compete as a team in the indoor track and field season, which was shortened due to the COVID-19 pandemic.
- Utah State had 96 track & field athletes earn academic all-Mountain West honors, while 73 athletes were named MW Scholar-Athletes.

### **WOMEN'S TENNIS**

- Utah State finished the season with a 7-13 overall record, including a 2-8 conference mark.
- The Aggies had two players earn all-Mountain West honors, as sophomores Carolina Millan and Zara Ryan were both recognized by the league for the first time in their careers, both being named to the all-Mountain West singles team.
- Millan posted a 3-4 record in MW singles action this season, playing primarily in the No. 1 position. All three wins came in straight sets, two of which came over other all-conference honorees. Playing mostly at No. 2 singles, Ryan also went 3-4 against conference opponents this season. Two of her three wins came in straight sets, while she clinched the third in extra games.
- Utah State had seven players earn academic all-Mountain West honors, while four players were named MW Scholar-Athletes. Additionally, USU had five ITA Scholar-Athletes and was named an ITA all-Academic team.

### **MEN'S TENNIS**

- Utah State finished the 2021 season with a 12-8 overall mark, including an 8-2 record at home and a 3-4 mark in conference play. The Aggies' 12 wins quadrupled their total from the previous season.
- Three Aggie players earned all-Mountain West honors, including fifth-year Sergiu Bucur and senior Felipe Acosta, who were named to the all-conference singles team, while the duo of Acosta and sophomore Javier Ruiz received doubles accolades. Bucur became the fourth player in USU history to earn all-conference honors three or more times.
- Bucur held the No. 1 singles position for the Aggies all season, posting a 1-3 record against MW opponents, while three contests were left unfinished. Overall on the season, Bucur went 8-8 in singles play.

- Utah State had six players earn academic all-Mountain West honors, while four players were named MW Scholar-Athletes. Additionally, USU had four ITA Scholar-Athletes and was named an ITA all-Academic team.

# UTAH STATE UNIVERSITY

## ATHLETICS DEPARTMENT

	2021 Budget	2021 Actuals	Variance B(W)
<b>REVENUE</b>			
Institutional Support	12,503,470	14,769,142	2,265,672
Indirect F&A (In/Out)	1,900,000	1,900,000	-
Aggies Sports Properties Sponsorship	966,000	475,452	(490,548)
Pepsi Pouring Rights	200,000	144,929	(55,071)
NCAA/Mountain West/TV	6,527,500	5,251,789	(1,275,711)
Student Fees	5,000,000	5,636,200	636,200
Football	4,980,000	656,512	(4,323,488)
Basketball	900,000	220,021	(679,979)
Development - Big Blue/Merlin Olsen	1,700,000	1,792,234	92,234
Marketing Trade (In/Out)	250,000	184,359	(65,641)
Other Revenue	535,000	1,290,492	755,492
IHC Contractual Funding	100,001	100,000	(1)
<b>TOTAL REVENUE</b>	<b>\$ 35,561,971</b>	<b>\$ 32,421,130</b>	<b>\$ (3,140,841)</b>
<b>EXPENSES</b>			
<i>Compensation</i>			
Salary & Wages	9,482,654	10,015,412	(532,758)
Fringe Benefits	3,901,469	4,125,298	(223,829)
Compensation (Non-Benefited)	631,250	468,750	162,500
<b>Total Compensation</b>	<b>\$ 14,015,373</b>	<b>\$ 14,609,460</b>	<b>\$ (594,087)</b>
<i>Sports Expenses</i>			
Men's Varsity Sports Operating Expenses	4,841,839	2,847,600	1,994,239
Women's Varsity Sports Operating Expenses	2,359,211	1,308,994	1,050,217
Scholarship Expenses	6,630,848	6,602,807	28,041
<b>Total Sport Expenses</b>	<b>\$ 13,831,898</b>	<b>\$ 10,759,401</b>	<b>\$ 3,072,497</b>
<i>Administrative Expenses</i>			
Administrative Operating Expenses	5,554,267	4,401,250	1,153,017
Indirect F&A (In/Out)	1,900,000	1,900,000	-
Marketing Trade (In/Out)	250,000	184,359	65,641
<b>Total Administrative Expenses</b>	<b>\$ 7,704,267</b>	<b>\$ 6,485,609</b>	<b>\$ 1,218,658</b>
<b>TOTAL EXPENSES</b>	<b>\$ 35,551,538</b>	<b>\$ 31,854,470</b>	<b>\$ 3,697,068</b>
<b>NET REVENUE/(LOSS)</b>	<b>10,433</b>	<b>566,660</b>	<b>556,227</b>



**UNIVERSITY HONORS PROGRAM**

# Annual Report

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**Fiscal Year 2020-2021**



October 8, 2021



**UNIVERSITY HONORS PROGRAM**

# Annual Report

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**Fiscal Year 2020-2021**



Dr. Kristine Miller, Executive Director

Compiled by: Andreas Leidolf, Coordinator  
Reporting Period: 1 July 2020 – 30 June 2021

# A. OVERVIEW

## 1. Honors Mission and Leadership

The University Honors Program trains a diverse community of tomorrow's leaders by engaging them in civil discourse, research and creative projects, and local and global humanitarian work. The program embodies Utah State University's land-grant mission to prioritize academics, foster diversity of thought and culture, and serve the public through learning, discovery, and engagement. The university therefore guarantees the program adequate infrastructure and resources, including an appropriate budget and faculty, staff, and administrative support, and commits to building and sustaining a robust Honors Program at the heart of the USU Aggie experience.

In keeping with USU's land-grant mission, the program aims to recognize and develop the potential of students to become future change agents, even when students do not yet see that potential in themselves. Our vision is to build an increasingly rich and diverse community of students, faculty, alumni, staff, and stakeholders who represent the best that Utah State University has to offer.

The 2020-2021 fiscal year marked the seventh 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, publications and presentations on Honors education, and service on the Board of Directors for the National Collegiate Honors Council has established USU as a national leader in Honors education. During the 2020-2021 fiscal year, Dr. Miller's title changed to "Executive Director," and 10% of her role shifted from teaching in the Department of English to pedagogical administration in the University Honors Program, resulting in a 75% commitment to Honors administration and a 25% commitment to her duties as a tenured Professor of English.

## 2. Personnel

In addition to the Executive Director, the Honors Program employs three 1.0 FTE professional staff positions: the Academic Advisor, Program Coordinator, and Program Assistant. 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 2020-2021.

Position	Name	FTE	Dates in Role
Executive Director	Dr. Kristine Miller	1.0 <sup>a</sup>	07/01/2014 – present
Academic Advisor Senior	Amanda Adison	1.0	10/01/2019 – present
Program Coordinator II	Andreas Leidolf	1.0	04/01/2018 – present
Program Assistant III	Justina Adams	1.0	01/27/2020 – 12/06/2020
	Jennifer Cortez	1.0	2/01/2021 – present

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



# The Creative Resilience of USU Honors



**UNIVERSITY HONORS PROGRAM**

## B. CREATIVE RESILIENCE

Over the course of FY 2020-2021, the University Honors Program’s “Dare to Know” became far more than an intellectual or academic challenge: the program dared—and empowered—students, faculty, alumni, staff, and stakeholders to connect and engage with one another, despite the difficult circumstances of a global pandemic continuing into its second year. By the end of FY 2019-2020, Honors, like other USU units, had made the transition to virtual delivery of course content, programming, and student-support services. The program demonstrated its maturity, stability, and resilience by continuing to produce the highest caliber outputs, outcomes, and impacts, as demonstrated in last year’s annual report.

FY 2020-2021 put the program’s strength and resilience to the test with what became a full year of distanced work and collaboration; virtual advising and student-support services; and Zoom and Canvas delivery of academic content and curricular, professional, and social programming. Honors rose to these challenges with creativity and compassion, building a highly productive year with 1) a stable and resilient continuation of our program’s essential activities and core programming, including two signature annual Honors Program events; 2) two innovative, high-impact new programming series (*Honors Dare to Care* and *The Honors Passion Project*) designed to promote student and stakeholder engagement and community-building; and 3) imaginative and transformative planning for the future, which culminated in the development of an ambitious three-year Honors strategic plan and included the establishment of a statewide Honors pilot and the tuning of the Honors holistic admissions process to institutional values of access and inclusion—values at the heart of both last year’s annual report and the program’s new strategic plan.

### **Stability and Resilience**

The University Honors Program’s stability and resilience in FY 2020-2021 are visible in almost all relevant metrics of program performance. The following key metrics demonstrate the health and maturity of USU Honors, even as the COVID-19 pandemic entered its second year:

- A stable student population of 666 participants
- A stable graduation rate, with 40 students—corresponding to 25% of the 2017 first-year cohort—completing all program requirements and graduating with University Honors in 2020-2021
- Continued broad faculty and staff engagement across all of USU’s eight colleges and from 43 academic departments and programs
- Expansion of Logan-campus partnerships
- A 15% increase in this year’s applicant pool to 442 first-year students, despite the suspension of in-person recruiting
- Record enrollment in Honors *Connections* (99% of incoming students participating in seven sections), despite the suspension of in-person Honors orientation
- Completion of 676 Honors advising appointments, all of them virtual
- A broadened donor base and a 10% increase in gifts this year



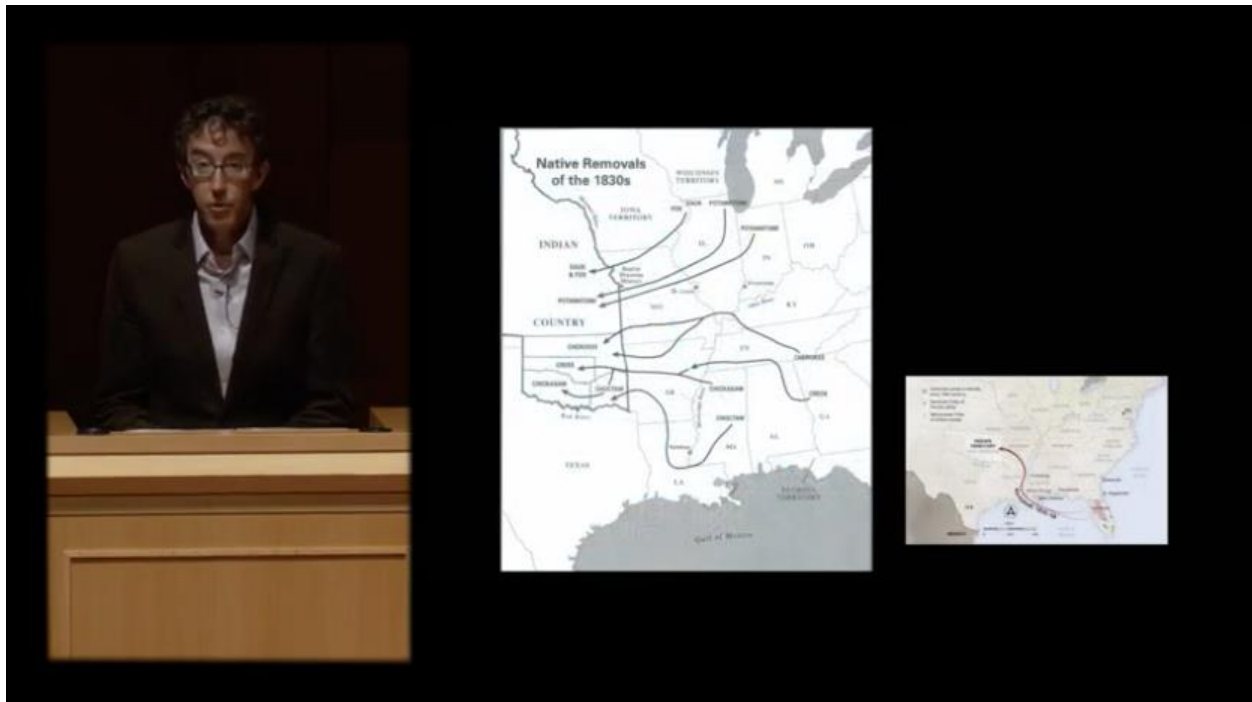
## B. CREATIVE RESILIENCE

- A total of 20 HONR-prefix courses or departmental Honors sections, matching the previous year's record high
- Significant expansion (+60%) of our successful, high-impact Honors Book Labs, all of which met by Zoom this year
- Successful implementation of 25 Honors co-curricular events (+130%), primarily under the umbrella of two innovative new series of programming
- Continued professional development and financial support of Honors student employees, with a 10% increase in funds allocated
- A 25% increase in scholarship funds awarded, with a further 20% increase in commitments to students for the next fiscal year
- A stable number of Honors student conference presentations this year, despite limitations on travel, with 95 Honors students delivering 94 virtual oral and poster presentations
- A 20% increase in optional transcript designations (University Honors, Undergraduate Research, Global Engagement Scholar) awarded to Honors students

More specifically, the University Honors Program demonstrated its continued stability and resilience by bookending FY 2020-2021 with two high-profile signature events, both of which were held virtually for the first time: the 45<sup>th</sup> Annual Honors Last Lecture and the Honors Medallion Ceremony, a celebration of the year's Honors graduates. Both events were well attended and enthusiastically received by participants, and both demonstrated the health and maturity of the USU Honors Program during a particularly challenging time.

*The 45<sup>th</sup> Annual Honors Last Lecture: "After the Vaccine: The United States Discovers Public Health"*—As in previous years, Honors students nominated, interviewed, and selected candidates for the distinction of 2020 Honors Outstanding Professor. Soon after the students selected Dr. Seth Archer from the USU Department of History for this distinction, the Honors Program made the decision not only to deliver the 45<sup>th</sup> Annual Last Lecture as a Zoom webinar, but also to use the technology to enhance the event. Dr. Archer pre-recorded his lecture, "After the Vaccine: The United States Discovers Public Health," in USU's Russell/Wanlass Performance Hall, the established site of the Honors Last Lecture since 2013. After the broadcast on October 21, 2020 (Figure B-1), the event concluded—for the first time in its 45-year history—with a live question-and-answer session. Moderated by Dr. Kerin Holt of the Department of English, the Q&A was a fitting and engaging conclusion to a classic Last Lecture delivered in a novel format and setting. Attended by an audience of 180, many of whom stayed and submitted questions to the Q&A, the lecture reached a broad audience of Honors students, faculty, alumni, administrators, friends, and stakeholders.

## B. CREATIVE RESILIENCE



**Figure B-1.** Dr. Seth Archer (History), 2020 Honors Outstanding Professor, delivers the 45<sup>th</sup> Annual Honors Last Lecture via Zoom webinar.

The recognizable venue of the Russell/Wanlass Performance Hall, along with the addition of a live Q&A, demonstrate not only the stability and resilience but also the creativity and resourcefulness of the University Honors Program. A clear benefit of this year's approach was its accessibility to a broad audience in real time: friends, alumni, students, and faculty tuned in from around the country for this special event, and all had the opportunity to engage directly and meaningfully with the speaker. Furthermore, this 2020 model gave the program both confidence and flexibility in planning for an in-person 46<sup>th</sup> Annual Last Lecture in 2021: with the rise of the Delta variant in September, the University Honors Program was able to pivot quickly and seamlessly to this tested Zoom-webinar format, knowing that we could once again deliver a first-rate event.

*The 2021 Honors Medallion Ceremony*—On May 4, 2021, the University Honors Program was proud to showcase our 2020-2021 graduates at the annual Honors Medallion Ceremony, delivered for the first time as a live Zoom webinar with over 200 attendees. Beginning with a slideshow highlighting each graduate's accomplishments and future plans, the event featured students and their faculty mentors, with professors reading the titles of their students' capstone projects and then "presenting" Honors medallions in fun, creative exchanges between pinned Zoom windows. With the help of Honors staff behind the scenes, each mentor-mentee pair thus enjoyed a moment in the spotlight, and—just as would have occurred at an in-person event—each USU college then shared a brief celebration on the virtual stage, allowing students, faculty, and college administrators to cheer visibly and audibly for their Honors graduates (Figure B-2), as friends, families, peers, professors, and staff celebrated in the chat.

## B. CREATIVE RESILIENCE



**Figure B-2.** Graduates, faculty, and administrators from USU's College of Science celebrate the accomplishments of their 2020-2021 graduates on the virtual Zoom stage.

Following introductory congratulations from USU Provost Frank Galey and Vice Provost Paul Barr, Dr. Jodie Barker Ream delivered the 2021 Honors Alumni Keynote address. A 2009 USU Honors graduate with a physics major and minors in mathematics and classics with a Latin emphasis, Dr. Ream is a space plasma physicist at the Massachusetts Institute of Technology, where she contributes to NASA's Psyche Mission on the team investigating the asteroid's remnant magnetization. Dr. Ream's talk emphasized the impact of an Honors education on her everyday life. For her, Honors offered more than just a useful set of skills: the program helped her to develop a confident, proactive mindset and to seize every professional opportunity. Dr. Ream's story resonated with both our graduates and current Honors students. One first-year student told Honors, "This event was special because it changed how I define the Honors community. Both graduating students and alumni are still part of the community." The student concluded, "Attending this event made me want to take advantage of my time in Honors and do my best to succeed now and after I graduate. I'm happy to be part of USU Honors!"

Like the virtual 45<sup>th</sup> Annual Honors Last Lecture in the fall, the spring Honors Medallion Ceremony in FY 2020-2021 demonstrated the stability and resilience of a program committed to delivering its signature events during a global pandemic. Perhaps even more importantly, both events highlighted the program's creative approach to community-building in a time of isolation. In FY 2019-2020, the Honors Program reacted quickly and positively to the pandemic restrictions that affected USU's graduation ceremonies, sending each graduate a personal letter from the Honors Program Executive Director,

## B. CREATIVE RESILIENCE

coordinating with the Registrar's office to include Honors graduation certificates and medallions in USU's mailed graduation boxes, and creating a celebratory slideshow for our graduates, many of whom also agreed to be featured on Honors social media. With more time to plan and consider the needs of our students, faculty, friends, and families in FY 2020-2021, the Honors team decided to use Zoom technology to expand our audience and foreground the Honors Aggie family that includes current students, recent graduates, and alumni. The virtual Honors Medallion Ceremony created the sense of belonging and support that matters most to our students: they experienced the fact that Honors Aggies are forever and felt the ongoing support of faculty, staff, friends, and family. Recognizing that our community extends well beyond the physical space of our usual ceremony venue in the Taggart Student Center, the Honors Program embraced the necessity of distance to make that community more visible.

### **Creativity and Compassion**

Priorities for the University Honors Program in FY 2020-2021 were to promote personal well-being and build a sense of community for the nearly 700 Honors students attending classes online and via Zoom in Logan, throughout Utah, and across the United States. To meet those challenges, the Honors team created, planned, and implemented a series of innovative new programs designed to guide students in practicing self-care, caring for others in their community, and connecting more closely with alumni, friends, and partners in our Honors Aggie family. The program's imaginative approach to building community and empowering students in FY 2020-2021 made concrete, measurable progress in support of students not physically on the Logan campus, an area for growth described in the University Honors Program's 2019-2020 annual report.

*Honors Dare to Care*—Planning for this series began in Summer 2020, with the goal of establishing a year-long set of meaningful events to launch in Fall 2020. The *Honors Dare to Care* series included 16 events that engaged 177 students in conversations with peers, faculty, and staff on topics such as voting and civic responsibility, fighting implicit bias, acting an upstander, working to combat racism, and practicing physical and mental self-care. In planning and implementing this important program, Honors established new partnerships with several USU programs and offices, including the Center for Persons with Disabilities, the USU Inclusion Center, and the Office of Equity. The dare to students in this series was a challenge to engage in difficult conversations with peers and professionals in the Aggie community—and thus to contribute to the common good. Recognizing that a challenge may have been more than some students could accept in last year's circumstances, the program changed the name of this series to *Honors Cares* and shifted the focus to helping, rather than challenging, students in Fall 2021. The decision to move compassion for students to the heart of this programming demonstrates not only the program's ongoing engagement of the Honors community but also its creative, dynamic approach to facilitating such engagement.

*The Honors Passion Project*—In Fall 2020, the Honors Program also introduced *The Honors Passion Project*, an inspiring series of virtual lunchtime conversations with Honors friends and alumni about their passions, pastimes, and pursuits beyond the workplace.



## B. CREATIVE RESILIENCE

Honors students joined these popular monthly Zoom events to learn more about the passions that drive our friends and alumni, whose interests this year ranged from large-scale LEGO builds (Grant Holyoak, '16) to sculpture and math (Dr. Lawrence Cannon) to digital humanities mapping (Corey Clawson, '09) to the history of dogs (Erin Butikofer, '20). One highlight of this series came in October 2020, when Honors alumna Erica Hawvermale (Cultural Anthropology, '17) shared her very creative passion project in a presentation entitled, “Anthropologist by Day, Mandalorian by Night.” Hawvermale’s engaging talk focused on the joy of making her own *Star Wars* costumes and wearing them in volunteer activities such as lightsaber performances at children's hospitals and readings at local libraries (Figure B-3).



**Figure B-3.** Honors alumna Erica Hawvermale (Cultural Anthropology 2017) reads in character at a virtual *United Through Reading* event.

Like the signature events that expanded Honors community with the creative use of Zoom, this innovative program connected Honors Aggies across the country. Through their presentations for *The Honors Passion Project* this past year and their ongoing work in the Honors alumni mentoring programs, our alumni model how to build a balanced life, care for oneself, connect compassionately with others, and make positive impacts on one’s community. More broadly, the continued engagement of these alumni with USU Honors shows our students that Honors Aggies truly are forever and that the Honors community cares deeply about each of its members.

### Imagination and Transformation

Despite a challenging year that focused Honors resources on an uncertain and dynamic present, the Executive Director led the Honors staff in FY 2020-2021 to imagine and plan

## B. CREATIVE RESILIENCE

for the program’s future. In keeping with national trends in higher education generally and Honors education specifically, Dr. Miller prioritized inclusive admissions and support for students, and she engaged Honors staff with the Honors Faculty Advisory Board, USU Admissions, and the USU Statewide Task Force to revise Honors admissions requirements and messaging, coordinate test-optional admissions at the institutional and programmatic levels, and create a USU Honors Statewide Pilot on the Brigham City, USU Eastern-Price and Uintah Basin campuses. These priorities, along with the work accomplished over the past year, helped shape a three-year strategic plan that will reinforce the program’s strengths and transform ideas about its limits (Figure B-4).

*USU Honors 2021-2024 Strategic Plan*—This ambitious plan clearly articulates the University Honors Program’s mission and vision and commits the Honors community to a comprehensive action plan focused on four key goals:

- Program assessment, review, and planning
- Honors access and inclusion
- Structured retention of student participants
- Community engagement within Honors and between our program and the community

Imagined and drafted by the Executive Director in collaboration with university administration, the Honors Faculty Advisory Board, and the Honors Program staff, this document will guide programmatic decision-making and resource allocation over the next three years. We are proud of our work over the past year and ready for the challenges to come.



**Figure B-4.** The USU Honors Program 2021-2024 Strategic Plan.



# Honors by the Numbers



**UNIVERSITY HONORS PROGRAM**

## C. PARTICIPANTS

### *In FY 2020-2021, the USU Honors Program:*



Served an Honors student population of **666** students—61% of whom were female—from **all eight** of USU's colleges, **43 of 54** USU departments, and **92 of 115** academic majors.



Recruited **192 new first-year** and **20 current/transfer** students to the program from a pool of **465 applicants**.



**Graduated 40 students** with University Honors.



Involved **188 USU faculty** and staff from **43 departments/programs** in teaching and other academic activities, including mentoring, advising, service, and assessment.



Engaged with **662 Honors alumni** through an annual newsletter, regular messaging, and alumni-student programming and mentoring.



## C. PARTICIPANTS

### 1. Student Participants

In FY 2020-2021, the Honors Program served a population of 666 students—409 female (61%)—making up 5% 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 racial or ethnic minority (URM) or as being first-generation college students (8%, Table C-1). Among current and transfer students admitted to the program, URM students make up a larger proportion, which matches the percentage 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 2020-2021.

	Total #	Male (%)	Female (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)
Total Honors Population	666	257 (39%)	409 (61%)	44 (7%)	55 (8%)
<i>USU Comparison<sup>b</sup></i>	13,934	6,863 (49%)	7,071 (51%)	1,344 (10%)	2,513 (18%)
First-year Honors	192	81 (42%)	111 (58%)	10 (5%)	17 (9%)
Honors Current/Transfer	20	8 (40%)	12 (60%)	2 (10%)	0 (0%)
<i>USU Comparison<sup>b</sup></i>	3,610	1,601 (44%)	2,009 (56%)	339 (9%)	575 (16%)
Honors Graduates	40	13 (33%)	26 (65%) <sup>c</sup>	4 (10%)	3 (8%)
<i>USU Comparison</i>	<i>-<sup>d</sup></i>	<i>-<sup>d</sup></i>	<i>-<sup>d</sup></i>	<i>-<sup>d</sup></i>	<i>-<sup>d</sup></i>

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

<sup>c</sup> One student identified as non-binary.

<sup>d</sup> Data unavailable.

The largest number of Honors students in one college (156) once again came from USU’s College of Science (CoS), making up 23% of the Honors student population, a small increase from last year. This percentage is only slightly higher than that in the College of Engineering (ENGR, 20%), 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 12-15% 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, 7%), the Caine College of the Arts (CCA, 4%) and the S.J. and Jessie

## C. PARTICIPANTS

E. Quinney College of Natural Resources (QCNR, 3%, Figure C-1A), although all three colleges increased their Honors student participation by 1-2% over the previous reporting period.

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 CAAS significantly underrepresented. Compared to previous reporting periods, Honors participation from CEHS more closely matches the percentage of CEHS students on the Logan campus overall.

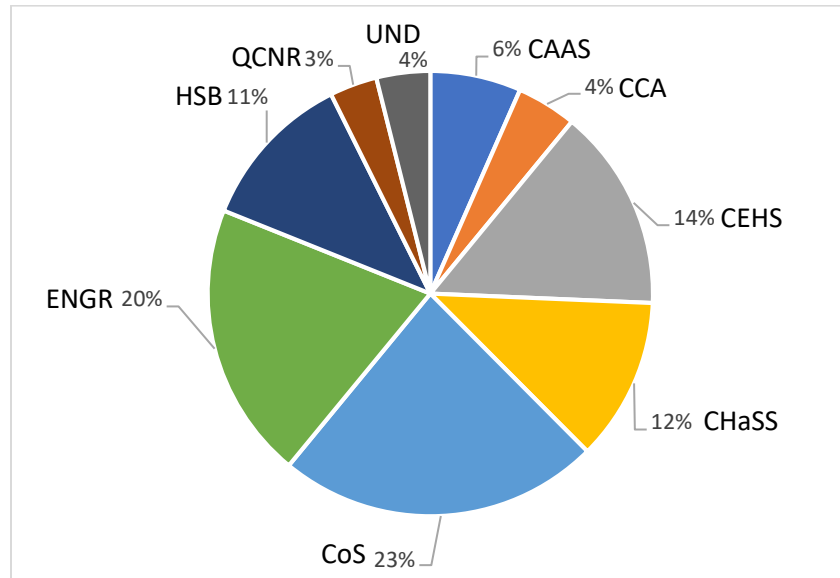
Student participants in the Honors Program represented 43 academic departments or programs (USU: 54) and 92 majors (USU: 115).

This year, Honors welcomed 192 first-year students, a 10% decrease from FY 2019-2020. The proportions of male and female Honors first-years are still skewed markedly toward female students when compared to the incoming student population on USU's Logan campus (Table C-1), albeit significantly less so than in previous years. 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 2020-2021 class on USU's Logan campus—fewer of those students accepted their place in Honors. As a result, URM students made up only 5% of the incoming first-year cohort in Honors.

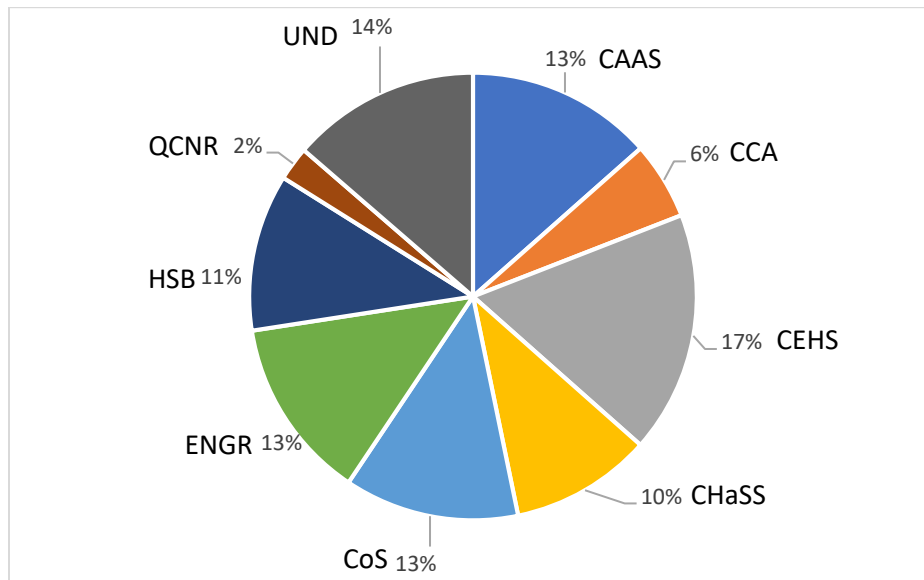
The Honors Program graduated 40 students this year, representing 6% of the total Honors student population and 25% of the 2017 first-year cohort that would graduate within four years in 2021 (Table C-1, Table H-1, Figure G-1), roughly on par with previous years. Two-thirds of this year's graduates were female (Table C-1), which is a change from the previous reporting period, when a plurality of our graduates were male, but consistent with long-term trends in our program. For a comparison of the Honors Program's completion rate over time, see Figure G-1.

## C. PARTICIPANTS

### (A) Honors



### (B) USU



**Figure C-1.** FY 2020-2021 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

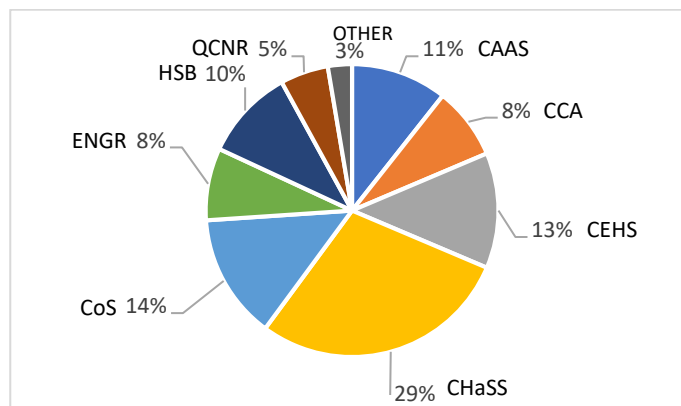
## C. PARTICIPANTS

### 2. Faculty and Staff Participants

In FY 2020-2021, Honors actively engaged 188 USU faculty, staff, and graduate mentors/instructors in teaching and related academic activities, including mentoring, advising, assessment, and other service work (Table H-2). While that number represents a significant decline from a three-year high of 250 in fiscal year 2019-2020, such a decline is perhaps to be expected, given the limitations on engagement during the COVID-19 pandemic.

As in previous years, faculty and staff engaged with the full spectrum of Honors activities, including teaching Honors courses (Tables E-4, E-5) or USU 1010 *Connections* sections (Table E-3); leading Honors Book Labs (Table E-6); working with students on Honors Mentoring Agreements 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).

Almost half of these faculty and staff members participated in more than one category of engagement with the Honors Program. Faculty/staff participants included 51% women, and the group was once again comprised predominantly of early-career faculty, with 71 (38%) at the Assistant Professor rank, a fact that continues to illustrate 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 (29%), followed by CoS (14%). The proportion of faculty from the remaining six colleges ranged from 5-13% (Figure C-2).



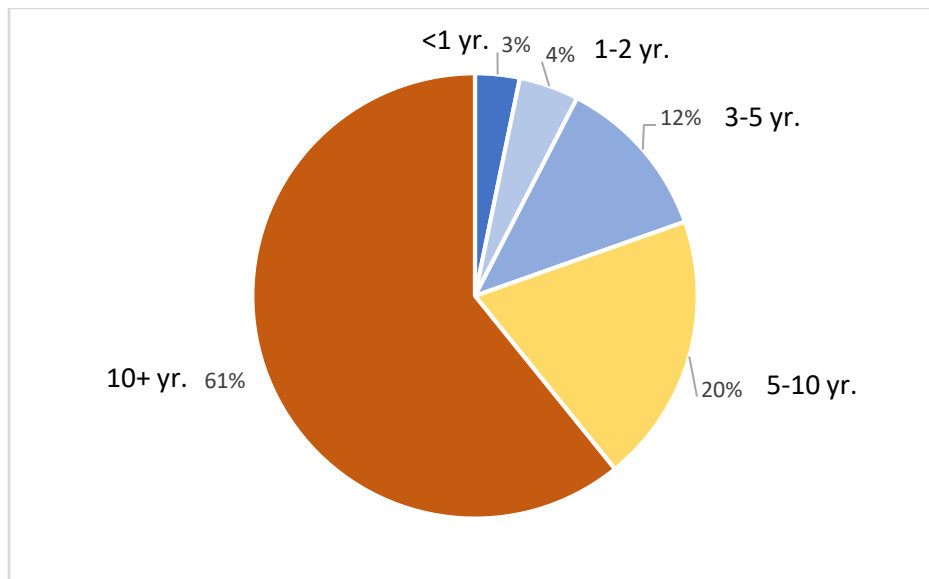
**Figure C-2.** FY 2020-2021 Honors-engaged faculty, staff, and graduate mentors/instructors by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; 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 1,174 alumni, 712 of whom are female (61%). During FY 2020-21, the program actively engaged with 47 (4%) former Honors Aggies in the Honors Alumni Mentoring Program (AMP); additionally, 41 of our alumni (4%) participated in the Ask an Honors Alum program initiated in April 2020 in response to the pandemic and the transition to remote course delivery in spring semester. A further 18 alumni participated in our new Honors Alumni Connect program, an introduction and gateway experience to alumni mentoring for first- and second-year Honors students who might eventually participate in the AMP. In addition, three alumni shared passions and hobbies with students in virtual meetings as part of our new series, *The Honors Passion Project*. The program communicated with the entire Honors alumni community through the USU Honors Program's Annual Newsletter, which was delivered to 662 email addresses.

With the help of USU Alumni Relations, we were able to improve the quality and information content of our alumni database during this fiscal year. Figure C-3 provides for the first time a complete breakdown of Honors alumni by time since graduation: 19% of these alumni are recent graduates (<5 years), 20% are early-career professionals (5-10 years), and 61% are mid/late career professionals (>10 years).



**Figure C-3.** Time since USU graduation of USU Honors alumni in FY 2020-2021, along with a breakdown of percentages of each demographic group in the total Honors alumni population.

## D. PARTNERS

### *In FY 2020-2021, the USU Honors Program:*



Partnered with **26 USU** and **11 non-USU partners** from a wide range of offices and organizations in the local and national communities.



Maintained memberships in **six 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:

*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 Executive Director represents the program at monthly meetings and shares updates to help foster collaboration on inclusive programming between academic and student-services units.

*Allies on Campus*—The Honors Program Executive Director, Coordinator, Academic Advisor, and Program Assistant have completed Allies training.

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

*Center for Community Engagement*—Honors continued its productive collaboration with CCE to help earn the Carnegie Community Engaged Institution designation for USU, to promote the Community-Engaged Scholar transcript designation, and to secure community-engaged learning (CEL) designations on select Honors courses. The program also took initial steps toward advertising, tracking, and managing Honors community-engaged activities through the new AggiePulse platform.

## D. PARTNERS

*Center for Student Analytics*—Center staff mentored an Honors student contract in FY 2020-2021. The Honors Program Executive Director and Coordinator collaborated with CSE staff in an analysis of Honors retention trends.

*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. This program was discontinued in Spring 2021 when Dr. Young left USU.

*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.

*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 beta-testing a series of virtual art-themed escape rooms to support student engagement during the COVID-19 pandemic. The Executive Director also contributed a letter of institutional partnership and support as part of an external grant proposal by NEHMA.

*Office of Admissions*—The Executive 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. The Executive Director also served on the steering committee of the President’s Undergraduate Admissions Placement Exam Task Force.

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

*Office of Global Engagement*—The Honors Program collaborated with the OGE in the coordination and implementation of the Global Engagement Scholar transcript designation and began the transition of designation oversight to OGE. Honors and OGE continued their collaboration in the implementation of an Honors Integrated Research Experience for Undergraduates (HIREU), which included a study-abroad component. This program was discontinued in Spring of 2021 when lead instructor Dr. Steve Young left USU.

*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



## D. PARTNERS

Creative Opportunities (URCO) grants, and develop and model best practices for research mentoring at USU.

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

*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. Honors 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, and tune the *Connections* curriculum to high-ability students' needs.

*University Libraries*—Honors staff worked with reference librarians to archive Honors student capstone projects through Digital Commons. The program also coordinated with the library to maintain an Honors study room and equipment.

*University Marketing and Communications (UMAC)*—The Honors Program Executive Director and staff worked with UMAC to create a 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*—Honors worked with the USUSA Student Advocate Vice President on organizing a "USU Votes" panel for Honors students.

*Writing Center*—Honors Program staff collaborated with the Writing Center Director to recruit and hire Honors Writing Tutors.

### New Partnerships:

*Center for Persons with Disabilities*—Honors collaborated with the CPD Executive Director on piloting a Laughter Yoga program for Honors students, resulting in the formation of the Honors Laughter Club, which met weekly throughout much of Fall 2020 and Spring 2021.

*Inclusion Center*—Honors collaborated with the Inclusion Center's Program Coordinator for Multicultural Student Programs to organize an anti-racism workshop and follow-up conversation for Honors students.

*Office of Equity*—Honors collaborated with the Prevention Specialist to host Upstanding and Implicit Bias training for Honors students.

*Utah State University Athletics*—The Honors Executive Director and Academic Advisor developed and delivered a presentation for advisors in USU Athletics so that they could encourage talented athletes to apply to Honors.



## D. PARTNERS

### 2. Non-USU Partners

The following individuals or organizations mentored USU Honors students in projects for Honors Mentoring Agreements (\* = new partner for FY 2020-2021):

- AmeriCorps, Washington, D.C.\*
- Cache County Public School District, Logan, UT\*
- Cache Valley Bank, Logan, UT\*
- Koteve Ltd., Dublin, Ireland\*
- Nottingham University, Nottingham, UK\*
- Open Sesame, Portland, OR\*
- United States Department of the Interior, National Park Service, Washington, D.C.
- Utah County Children's Justice Center, Provo, UT\*
- Utah-Moldova Business Partnership\*
- Willow Park Zoo/Zootah, Logan, UT
- Zions Bank, Logan, UT\*

### 3. Professional Affiliations and Engagement

The Honors Program maintains active affiliations with the following organizations:

*Association of Public and Land-Grant Universities Council on Honors Education (APLUCoHE)*—The Executive Director joined this new group of Honors deans and directors from public and land-grant institutions in FY 2020-2021.

*Honors Education at Research Universities (HERU)*—The Honors Program maintained its affiliation with other Honors educators in HERU in FY 2020-2021.

*National Association of Fellowship Advisors (NAFA)*—The Honors Program maintained its membership in NAFA in FY 2020-2021.

*National Collegiate Honors Council (NCHC)*—The Honors Program maintained its membership in NCHC in FY 2020-2021. The Executive Director began a three-year term on the NCHC Board of Directors; published a book, *Building Honors Contracts: Insights and Oversights*, in the NCHC monograph series; published an essay entitled "Honors and the Curiouser University" for *JNCHC: The Journal of the National Collegiate Honors Council*; and continued to serve as co-chair of the NCHC Advocacy Committee and member of the NCHC Publications Board. Dr. Miller also attended the 2020 NCHC Annual Conference, which was held virtually.

*NACADA: The Global Community for Academic Advising*—The Honors Program maintained its membership in NACADA in FY 2020-2021.

*Western Regional Honors Council (WRHC)*—The Honors Program maintained its membership in WRHC in FY 2020-2021 and offered registration support to student and faculty presenters for the 2021 WRHC Conference, a one-day virtual event hosted by Southern Utah University.

## E. PROGRAMMING



ESSENTIAL ACTIVITIES: Honors holistically reviewed **442 applications** with the help of **80 faculty** and **17 student** reviewers and admitted **166** incoming **first-year students** to the program, **99%** of whom participated in *Honors Connections*.

Honors provided professional and peer advising to its student population of 666 in **676 advising appointments**.



ACADEMIC PROGRAMS: Honors offered and/or financially supported **8 HONR-prefix courses**, **12 Honors sections** of departmental courses, and **40 Honors Book Labs**.

Honors students completed **32 Honors Mentoring Agreements**, **40 Honors capstones**, and attended and reflected on **601** virtual **co-curricular** events.



ENGAGEMENT: Honors designed **two innovative new program series**, *Honors Dare to Care* and *The Honors Passion Project*, and virtually delivered **25 events** to **555 student participants**.



PROFESSIONALIZATION: Honors engaged **42 students** in formal **mentoring** with its alumni and provided professional development to **15 student employees**.

## E. PROGRAMMING

### ESSENTIAL ACTIVITIES

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

#### 1. Recruiting

Honors staff and student volunteers participated in 10 virtual recruiting events during FY 2020-2021 (Table E-1), engaging 57 incoming and prospective students in conversations about the benefits of the USU Honors Program. The virtual nature of recruiting in this reporting period resulted in a substantial reduction in the number of students engaged. (The program engaged with 862 incoming and prospective students in FY 2019-2020.)

**Table E-1.** Honors Program virtual recruiting events during FY 2020-2021.

Event Name	Location	Date	Staff	Volunteers	Students Contacted		Family Contacted	
					I	P	I	P
USU Virtual Open House	Virtual	10/07/2020	3	1	2	0	N/A	N/A
USU Virtual Open House	Virtual	10/14/2020	1	5	4	0	N/A	N/A
USU Virtual Open House	Virtual	10/21/2020	1	5	3	0	N/A	N/A
USU Virtual Open House	Virtual	10/28/2020	1	6	9	0	N/A	N/A
USU Virtual Open House	Virtual	11/11/2020	1	4	11	0	N/A	N/A
USU Virtual Open House	Virtual	11/18/2020	1	3	10	4	N/A	N/A
True Blue Days: Academic Exploration	Virtual	11/20/2020	1	4	0	1	N/A	N/A
USU Virtual Open House	Virtual	12/02/2020	1	4	2	2	N/A	N/A
USU Virtual Open House	Virtual	12/09/2020	1	4	7	0	N/A	N/A
USU Virtual Open House	Virtual	01/06/2021	1	5	2	0	N/A	N/A

#### 2. Admissions

The USU Honors Program received 442 first-year applications during FY 2020-2021, a 14% increase over the previous reporting period (Table E-2). The average high school GPA of applicants was 3.90; the average ACT score for those students who chose to provide one as part of USU's test-optional admissions process was 29.0.

## E. PROGRAMMING

These scores are slightly but noticeably lower than in the previous reporting period and may reflect our programmatic recruiting decision to emphasize mindset over academic scores. From this applicant pool, Honors invited 354 students to join the program (80% of applicants, compared to 84% of applicants in the previous reporting period). Accepted students had slightly higher scores across the board than those denied admission (GPA = 3.91, ACT = 30.0 for admitted students, compared to GPA = 3.77, ACT = 25.1 for non-admitted students), which is lower for both sets of scores and for both groups than last year.

Of the 354 students accepted into the program, 151 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 2021-2022 of 203 students (+6%), of whom 37 deferred their enrollment (Table E-2).

Compared to the previous year, our program saw an increase in the percentage of applicants who self-identified as URM (10%, +1%) or first-generation college students (7%, +1%, Table E-2). Our holistic and inclusive admissions process once again assured that these students' applications were given due consideration, resulting in 91% of URM applicants and 86% of first-generation student applicants being offered a place in Honors; however, only half of both URM and first-generation admitted students accepted the invitation.

Honors also received 23 complete applications from current USU and transfer students during this reporting period. From that pool, 21 were offered admission, with all but one accepting their place in the program. These students are typically identified and referred by faculty as outstanding performers once at USU or at their previous institutions.

**Table E-2.** Demographics of FY 2020-2021 Honors applicant and admission pools.

Category	Total	Male (%)	Female (%)	Non-Binary (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)
First-year Applicants	442	159 (36%)	281 (64%)	2 (>1%)	44 (10%)	29 (7%)
<u>Accepted</u>	354	126 (36%)	226 (64%)	2 (>1%)	40 (11%)	25 (7%)
<i>Admitted</i>	166	45 (27%)	119 (72%)	2 (1%)	21 (13%)	13 (8%)
<i>Deferred</i>	37	32 (86%)	5 (14%)	0	3 (8%)	3 (8%)
<i>Declined</i>	151	49 (32%)	102 (68%)	0	16 (10%)	9 (6%)
<u>Not Accepted</u>	88	33 (38%)	55 (62%)	0	4 (4%)	4 (4%)
Current/Transfer Applicants	23	8 (35%)	15 (65%)	0	3 (13%)	0
<i>Accepted</i>	21	8 (38%)	13 (62%)	N/A	2 (10%)	N/A
<i>Admitted</i>	20	8 (40%)	12 (60%)	N/A	2 (10%)	N/A

<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.

## E. PROGRAMMING

### 3. Orientation

During the pandemic, orientation activities were significantly reduced. With the help of Honors staff and student volunteers, our program developed an orientation video featuring a presentation by the Executive Director, which we made available on the Honors website and sent by email to incoming first-year students; this video was viewed 236 times. Additionally, we conducted an Orientation Q&A session on Instagram, in which a recent Honors graduate answered 22 questions from incoming first-year students. This Q&A reached 169 users.

### 4. Honors *Connections*

Honors again collaborated with USU *Connections* to provide a meaningful transition-to-college experience for 164 incoming first-year Honors students, 99% of the incoming Honors cohort (USU comparison: 61%). 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).

**Table E-3.** USU *Connections* Honors sections taught during FY 2020-2021.

Section Number	Instructor	Peer Mentor	Enrollment
082	Dr. Elizabeth Vargis <sup>a</sup>	Aubrey Felty <sup>a</sup>	24
083	Dr. Lee Rickords	Clara Alder	22
084	Dr. Breanna Studenka	Jamie Butikofer	24
085	Dr. David Richter	Abby Butikofer <sup>a</sup>	24
086	John Ferguson <sup>a</sup>	Andy Nguy	23
087	Dr. Shannon Peterson <sup>a</sup>	Lauren Pack <sup>a</sup>	23
088	Dr. Stephen VanGeem <sup>a</sup>	Riley Conover	24

<sup>a</sup> FY 2019-2020 Honors *Connections* instructor or peer mentor.

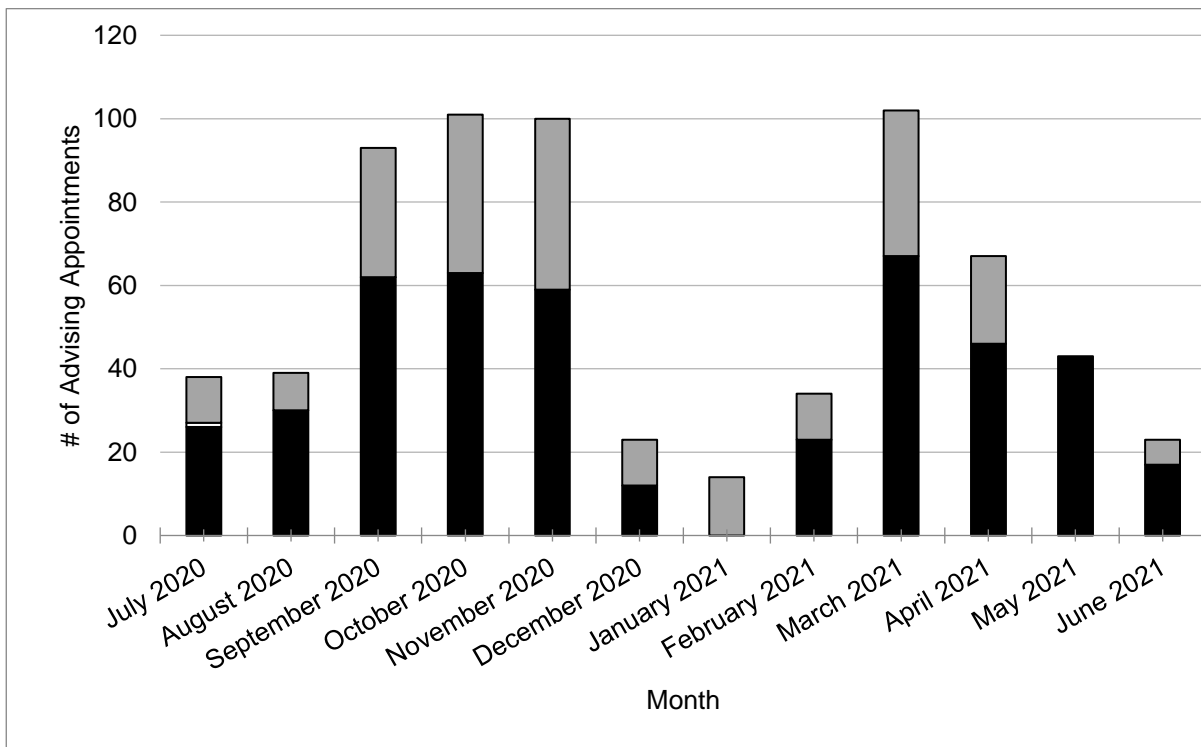
### 5. Theme Housing: Honors House

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.

## E. PROGRAMMING

### 6. Advising and Mentoring

The Honors Program's Academic Advisor and peer advisors completed 676 advising appointments during FY 2020-2021, all of them virtually. 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.



**Figure E-1.** Honors academic advising appointments by month during FY 2020-2021. Black = Academic Advisor appointments; grey = peer advisor appointments.

### 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 promotes positive attachment to the program. The website serves as a portal for students submitting admissions applications, applying for leadership positions and funding, and scheduling advising appointments and or faculty applying to teach in Honors and requesting documentation of faculty work for promotion and tenure.

## E. PROGRAMMING

During FY 2020-2021, the Honors website received 61,139 page views (+3% over FY 2019-2020) in 21,339 visits (+72%) by 13,765 visitors (+11%), with an average session duration of 5:37 minutes (+46%). After the Honors Program's home page, the five top-viewed pages were the first-year application page (7,155 views), application home page (6,534 views), Honors Book Labs page (5,145 views), "What is Honors?" page (3,673 views), and Honors courses page (3,350 views).

### 8. Development

During FY 2020-2021, the Honors Program worked once again with USU Advancement and Alumni Relations to create messaging for USU's annual mail and "A Day of Giving" campaigns. The program also developed and sent an electronic annual newsletter to Honors alumni.

Program staff 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 86 gifts (+59%) from 48 donors (+82%), totaling \$30,685 (+10%).

#### ACADEMIC PROGRAMS

The Honors curriculum features four types of core activities that build students' portfolios of completed work and reflection 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, virtually, 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 Introductory Experiences (USU GE Breadth)*—In FY 2020-2021, Honors funded the teaching of six Honors Introductory Experience courses, all of which were taught for the first time in a three-year rotation after having been proposed, reviewed, and accepted in the previous year. 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 learning designed primarily for first-year Honors students. With enrollments capped at 25, the classes also allowed for meaningful mentoring interactions between faculty and students.



## E. PROGRAMMING

*Honors Think Tanks (USU GE Depth)*—In FY 2020-2021, Honors offered two team-taught, cross-disciplinary Think Tank courses: one was previously taught in FY 2019-2020, and the other was a new course. Each Think Tank combined coursework that met both USU’s GE Depth Humanities/Arts (DHA) and Social Sciences (DSS) requirements. These two Think Tank courses allowed 48 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 Introductory Experiences and Think Tanks taught during FY 2020-2021.

Course Number	Course Title	Term	USU Gen Ed	Instructor(s)	Enrollment
HONR 1320	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Fall 2020	BHU	Dr. Julia Gossard	25
HONR 1330	<i>Dogs in Art</i>	Fall 2020	BCA	Dr. Laura Gelfand	25
HONR 1340	<i>Populism, Movements, and Parties</i>	Fall 2020	BSS	Dr. Steffen Blings	25
HONR 3020/3030	<i>How to Lie with Statistics: Gender Narratives in the Media</i>	Fall 2020	DHA (CI, SL)/DSS (QI, SL)	Dr. Candi Carter Olson/Dr. Erin Hofmann	15 (DHA) 9 (DSS)
HONR 1320	<i>A History of Writing</i>	Spring 2021	BHU	Dr. Joyce Kinkead	25
HONR 1330	<i>Queer Manga: LGBTQ Stories, Histories, and Cultures Through Visual Expression</i>	Spring 2021	BCA	Raymond Veon	22
HONR 1350	<i>Media Messages in Health and Nutrition</i>	Spring 2021	BLS	Rebecca Charlton	25
HONR 3020/3030	<i>Health, Society, and Culture: Past and Present</i>	Spring 2021	DHA (CI)/DSS (CI)	Dr. Guadalupe Marquez-Velarde/ Dr. Seth Archer	12 (DHA) 12 (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 sections of required courses in some disciplines (Table E-5). As in the previous year, these sections were offered by the College of Engineering and the Departments of Biology; English; Kinesiology and Health Science; Mathematics and Statistics; and Plants, Soils, and Climate. A new addition to the line-up of departmental



## E. PROGRAMMING

Honors sections this year was a course focused on careers in government and public service offered by the Department of Political Science and taught by Honors alumnus Neil Abercrombie, Vice President for Federal and State Relations. Collectively, Honors sections of departmental courses offered in FY 2020-2021 enrolled a total of 175 Honors students.

**Table E-5.** Honors sections of departmental courses taught during FY 2020-2021.

<b>Course Number</b>	<b>Course Title</b>	<b>Term</b>	<b>Instructor(s)</b>	<b>Enrollment</b>
BIOL 1615 (H) Section 001	<i>Biology I Laboratory</i>	Fall 2020	Lauren Lucas	23
ENGL 2010 (H) Section M22	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2020	Dustin Crawford	23
ENGL 2010 (H) Section M53	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2020	Mary Ellen Greenwood	23
MATH 1220 (H) Section MW8	<i>Calculus II</i>	Fall 2020	Dr. Brent Thomas	18
PE 1063 (H) Section 004	<i>Honors Strength and Conditioning</i>	Fall 2020	Jon Carey	15
POLS 4890 (H) Section 003	<i>Careers in Government</i>	Fall 2020	Neil Abercrombie	7
PSC 4900 (H) Section 011	<i>Introduction to Invasive Plants Research</i>	Fall 2020	Dr. Steve Young	5
BIOL 1625 (H) Section 001	<i>Biology II Laboratory</i>	Spring 2021	Lauren Lucas	24
ENGL 2010 (H) Section 042	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2021	Lianna Manibog	9
ENGL 2010 (H) Section LWC	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2021	Cree Taylor	12
ENGR 3080 (H) Section 001	<i>Technical Communication for Engineers</i>	Spring 2021	Melissa Scheaffer	5
MATH 2210 (H) Section LW2	<i>Multivariable Calculus</i>	Spring 2021	Dr. Brent Thomas	11

## E. PROGRAMMING

### 10. Honors in Practice (HIP)

USU has developed an innovative system that awards Honors points for completion of the Honors curriculum. Rather than taking additional credits, students can fulfill GE requirements and apply academic knowledge with a range of high-impact activities, including research, creative work, professional-development programs, and community or global engagement. Students then document and reflect on that work for points that demonstrate how they have enhanced the required work of their major(s).

*Honors Mentoring Agreements (HMA)*—These formal agreements between students and faculty propose and document completion of mentored Honors work outside the classroom. Every agreement requires students to document at least 20 hours of mentored experiential learning beyond the classroom, and each is overseen by a faculty mentor, a Departmental Honors Advisor (faculty), and the Honors Program Executive Director. These experiences can include research, creative work, study abroad, internships, service projects, or Honors Excel (graduate) courses taken with faculty and departmental permission. Despite the challenges posed by the ongoing COVID-19 pandemic, 28 Honors students pursued or completed 32 HMAs in FY 2020-2021, engaging with 23 USU faculty and 8 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. For the first time in FY 2020-2021, our program also offered a semester-long structured experience to introduce first- and second-year students to alumni mentoring: Honors Alumni Connect.

*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 opportunity to 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 22 academic departments across six colleges led 40 Book Labs serving 195 students in FY 2020-2021 (Table E-6). Honors increased both the overall number of Book Labs (+60% over the previous reporting period) and the times in which they were available (for the first time, Book Labs were offered throughout the summer), with the aims of building community and increasing engagement among our Honors student and faculty populations, particularly since a great deal of programming was cancelled or postponed during the pandemic. Honors supports this high-impact 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.

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In FY 2020-2021, a virtual Spring Book Lab Showcase was held on November 17, 2020, and a summer/fall virtual showcase was held April 14, 2021, both via Zoom webinar.

**Table E-6.** Honors Book Labs conducted during FY 2020-2021.

Book Title	Term	Faculty Leader(s)	Students
<i>No Game for Boys to Play: The History of Youth Football and the Origins of a Public Health Crisis</i> (by Kathleen Bachynski)	Summer 2020	Dr. Chris Babits	5
<i>The Essential Writings of Ralph Waldo Emerson</i> (Edited by Brooks Atkinson with an introduction by Mary Oliver)	Summer 2020	Dr. Mitchell Colver	5
<i>White Fragility: Why It's So Hard for White People to Talk About Racism</i> (by Robin DiAngelo)	Summer 2020	Dr. Ryan Seedall	5
<i>Disfigured: On Fairy Tales, Disability, and Making Space</i> (by Amanda Leduc)	Summer 2020	Raymond Veon	5
<i>The Housekeeper and the Professor</i> (by Yoko Ogawa)	Summer 2020	Dr. Karin DeJonge-Kannan	5
<i>Monster</i> (by Walter Dean Myers)	Summer 2020	Rebecca Charlton	5
<i>Talking to Strangers: What We Should Know About the People We Don't Know</i> (by Malcolm Gladwell)	Summer 2020	Dr. Debra Monson	5
<i>The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism</i> (by Naoki Higashida; translated by KA Yoshida and David Mitchell)	Summer 2020	LoraLynn Allen	5
<i>Dark Mirror: Edward Snowden and the American Surveillance State</i> (by Barton Gellman)	Summer 2020	Dr. Alexa Sand and Briana Bowen	5
<i>Denying to the Grave</i> (by Sara E. Gorman and Jack M. Gorman)	Summer 2020	Prof. Denise Stewardson	4
<i>True or False: A CIA Analyst's Guide to Spotting Fake News</i> (by Cindy L. Otis)	Fall 2020	Briana Bowen	5
<i>The Uninhabitable Earth: Life After Warming</i> (by David Wallace-Wells)	Fall 2020	Dr. Mirella Meyer-Ficca	5
<i>Slow Looking: The Art and Practice of Learning Through Observation</i> (by Shari Tishman)	Fall 2020	Dr. Donna Brown	5
<i>Educated: A Memoir</i> (by Tara Westover)	Fall 2020	Dr. Victoria Grieve	5
<i>Factfulness: Ten Reasons We're Wrong About The World – and Why Things Are Better Than You Think</i> (by Hans Rosling)	Fall 2020	Dr. Breanna Studenka	5

## E. PROGRAMMING

**Table E-6.** Continued.

Book Title	Term	Faculty Leader(s)	Students
<i>Wolfpack: How to Come Together, Unleash Our Power, and Change the Game</i> (by Abby Wambach)	Fall 2020	Dr. Rose Judd-Murray	5
<i>Finders Keepers: A Tale of Archaeological Plunder</i> (by Craig Childs)	Fall 2020	Dr. Molly Cannon	5
<i>Gay Life and Culture: A World History</i> (Edited by Robert Aldrich)	Fall 2020	Raymond Veon	4
<i>The Light Between Oceans</i> (by M.L. Stedman)	Fall 2020	Prof. Marlene Graf	5
<i>Stereotyping Religion: Critiquing Clichés</i> (by Brad Stoddard and Craig Martin)	Fall 2020	Dr. Karin DeJonge-Kannan	5
<i>The Unsettling of America: Culture and Agriculture</i> (by Wendell Berry)	Spring 2021	Dr. Anastasia Thayer	5
<i>Where the Past Begins</i> (by Amy Tan)	Spring 2021	Dr. Jasmine Chen and Dr. Ekaterina Arshavskaya	5
<i>Why We Can't Wait</i> (by Martin Luther King, Jr.)	Spring 2021	Dr. Patrick Mason	5
<i>Stamped: Racism, Antiracism, and You: A Remix of the National Book Award-winning Stamped from the Beginning</i> (by Jason Reynolds and Ibram X. Kendi)	Spring 2021	Dr. Debra Monson	5
<i>The Bear River Massacre: A Shoshone History</i> (by Darren Perry)	Spring 2021	Dr. Timothy Chenette	5
<i>Being Heumann: An Unrepentant Memoir of a Disability Rights Activist</i> (by Judith Heumann and Kristen Joiner)	Spring 2021	Dr. Brittan Barker	4
<i>Brothel Boy and Other Parables of the Law</i> (by Norval Morris)	Spring 2021	John Ferguson	5
<i>Denying to the Grave</i> (by Sara E. Gorman and Jack M. Gorman)	Spring 2021	Dr. Rose Judd-Murray	5
<i>The Fairy Tales of Hermann Hesse</i> (by Hermann Hesse; translated by Jack Zipes)	Spring 2021	Dr. Mitchell Colver	5
<i>Homosexuality and Civilization</i> (by Louis Crompton)	Spring 2021	Raymond Veon	5
<i>Living Downstream: An Ecologist's Personal Investigation of Cancer and the Environment</i> (by Sandra Steingraber)	Spring 2021	Dr. Mollie Murphy and Dr. Mehmet Soyer	5
<i>My Grandmother's Hands</i> (by Resmaa Menekam)	Spring 2021	Dennise Gackstetter	5

## E. PROGRAMMING

**Table E-6.** Continued.

Book Title	Term	Faculty Leader(s)	Students
<i>Say Nothing: A True Story of Murder and Memory in Northern Ireland</i> (by Patrick Radden Keefe)	Spring 2021	Dr. Shannon Peterson	5
<i>Algorithms to Live By: The Computer Science of Human Decisions</i> (by Brian Christian and Tom Griffiths)	Summer 2021	Dr. Mario Harper	5
<i>Caste: The Origins of our Discontent</i> (by Isabel Wilkerson)	Summer 2021	Dr. Vijay Kannan	5
<i>Finding Motherland: Essays about Family, Food, and Migration</i> (by Helen Thorpe)	Summer 2021	Rebecca Charlton	5
<i>Parenting to a Degree: How Family Matters for College Women's Success</i> (by Laura T. Hamilton)	Summer 2021	Dr. Gabriele Ciciurkaite	5
<i>Reaganland: America's Right Turn, 1976-1980</i> (by Rick Perlstein)	Summer 2021	Dr. Chris Babits	4
<i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i> (by Ibram X. Kendi)	Summer 2021	Raymond Veon	5
<i>The Power of Experiments: Decision Making in a Data-Driven World</i> (by Michael Luca and Max H. Bazerman)	Summer 2021	Dr. Aaron Brough	4

### 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 proposals and projects in their disciplines. Taught by Honors Executive 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 submit capstone proposals in preparation for their own required Honors capstone projects. Offered in fall, spring, and summer, this course served 57 students in FY 2020-2021.

To provide ongoing support to Honors students working on their capstone projects, Honors continued the Capstone Support Group, instituted in FY 2017-2018 as a series of inspirational and logistical meetings tied to a set of reference materials in Canvas. Students met six times over the course of the academic year, with program staff facilitating conversations focused on students sharing capstone projects, reporting on progress, hearing from recent Honors graduates, and receiving guidance on capstone formatting.

## E. PROGRAMMING

Fifty-four faculty mentored 61 Honors students working on capstone projects this year. Forty of these students completed capstones and graduated with Honors during FY 2020-2021 (Table H-1); the remainder are ongoing. Spring 2021 Honors graduates Kirsten Barker (Music Performance) and Christian Lange (Physics) each received the Joyce Kinkead Outstanding Honors Capstone Award, which carries a \$500 cash prize.

### 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 2020-2021, 245 Honors students (+12% from the previous reporting period) submitted 601 co-curricular reflections (+19%) for Honors points after attending virtual events.

In its weekly co-curricular messaging to students, Honors advertised a total of 331 virtual co-curricular events, and the program itself hosted 25 such events (Table E-7), more than doubling the previous year's number. These Honors events included the 45<sup>th</sup> Annual Honors Last Lecture, delivered by Dr. Seth Archer from the Department of History virtually via a pre-recorded Zoom webinar and followed by a live Q&A moderated by Dr. Kerin Holt from the Department of English.

**Table E-7.** Co-curricular events organized by Honors during FY 2020-2021.

Event	Date
<i>The Honors Passion Project: "Everything is Awesome (Again!): Rejoining the LEGO Community as a Quarantined Adult"</i>	9/8/2020
<i>Honors Dare to Care: USU Votes</i>	9/17/2020
<i>Honors Dare to Care: Honors Laughter Club</i>	9/23/2020
<i>The Honors Passion Project: "Anthropologist by Day, Mandalorian by Night"</i>	10/14/2020
<i>45<sup>th</sup> Annual Honors Last Lecture: "After the Vaccine: The United States Discovers Public Health"</i>	10/21/2020
<i>Honors Dare to Care: "Ghost Stories and the Value of Storytelling"</i>	10/28/2020
Spring Honors Book Lab Showcase	11/17/2020
<i>Honors Dare to Care: Gratitude Workshop</i>	12/1/2020
Medical School Q&A with Honors Alumnus Michael Hoggard	12/2/2020
<i>Honors Dare to Care: Honors Laughter Club</i>	2/17/2021
<i>The Honors Passion Project: "Shapes of Beauty"</i>	2/24/2021
<i>Honors Dare to Care: Inclusion and Implicit Bias Virtual Workshop</i>	3/2/2021
<i>Honors Dare to Care: Honors Laughter Club</i>	3/12/2021
<i>The Honors Passion Project: "Mysteries of Dog Breeds Unraveled"</i>	3/17/2021
<i>Honors Dare to Care: Honors Laughter Club</i>	3/19/2021
<i>Honors Dare to Care: Honors Laughter Club</i>	3/26/2021

## E. PROGRAMMING

**Table E-7.** Continued.

Event	Date
<i>Honors Dare to Care</i> : “Belonging: Human Connections and Building Inclusive Communities: A Workshop”	3/31/2021
<i>Honors Dare to Care</i> : Honors Laughter Club	4/2/2021
<i>Honors Dare to Care</i> : “Belonging: Human Connections and Building Inclusive Communities: A Panel Discussion”	4/7/2021
<i>Honors Dare to Care</i> : Honors Laughter Club	4/9/2021
<i>The Honors Passion Project</i> : “Visualizing Queer Artistic Influence in the Age of Social Networks”	4/13/2021
Summer and Fall Honors Book Lab Showcase	4/14/2020
<i>Honors Dare to Care</i> : Gratitude Workshop	4/15/2021
<i>Honors Dare to Care</i> : Honors Laughter Club	4/16/2021
<i>Honors Dare to Care</i> : Honors Laughter Club	4/23/2021

### 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. FY 2020-2021 proved particularly challenging in this regard due to the exclusively remote nature of both our work and our delivery of programming and content. Despite these obstacles, the program both continued many of its signature community-building efforts in either their original or an altered form and created new, innovative, high-impact activities for our students and other stakeholders.

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

In FY 2020-21, Honors generated 66 email campaigns in MailChimp: 34 for students and 32 for Honors-engaged faculty and staff. Delivered each Monday morning, these weekly messages featured important program announcements, deadlines, and job/internship opportunities; summarized virtual Honors events and co-curricular activities across campus; and advertised contact information for program staff and peer advisors.

The student email was sent to an average of 684 recipients and had a 45% open and a 5.4% 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 400 recipients, getting a 42% open rate, almost three times the industry average; the click rate was 2.3%, which is above industry average. Overall, the Honors Program’s weekly event emails reached 15,759 users and engaged a minimum of 1,497 at any given time.



## E. PROGRAMMING

### 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 662 recipients and had a 34% open rate, slightly more than twice industry average. Of that potential readership, 1.1% 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, since almost all of the content is contained within the mail message itself.

### 15. Honors Holiday Card

As in previous years, the Honors Program sent a holiday card to our partners, stakeholders, alumni, faculty, and students (Figure E-2). Based on a design by Honors alumna Hannah Baldwin (Interior Design, '20), this digital greeting card was sent to 2,106 email addresses.



**Figure E-2.** 2020 Honors Holiday Card (design by Honors alumna Hannah Baldwin, Interior Design, '20).

### 16. Faculty-Student Socials

This opportunity for faculty-student networking and socializing was not offered during FY 2020-2021 due to the COVID-19 pandemic.



## E. PROGRAMMING

### **17. New Series: *Honors Dare to Care***

This series of activities, new in FY 2020-2021, was designed to engage Honors students with both their community and the issues and topics that matter to the members of that community. Over the course of two terms, Honors held 16 events involving 170 students (Table E-7), with topics ranging from the positive healing power of laughter and story-telling to the importance of voter registration, from the value of expressing gratitude to the challenge of being an upstander and addressing implicit bias and racism.

### **18. New Series: *The Honors Passion Project***

A second new series, *The Honors Passion Project*, featured virtual lunchtime discussions with Honors alumni and friends about their passions, pastimes, or pursuits beyond work and academics. Over the course of two terms, Honors engaged three alumni and one friend and benefactor of Honors in four of these well-attended and well-received events on a variety of entertaining and inspirational topics (Table E-7), with an average participation of 18 students per event.

### **19. Honors Graduation Celebration**

The 2021 Honors Medallion Ceremony was held virtually via a Zoom webinar available to graduates, faculty, friends, and family. The ceremony featured an Honors alumni guest speaker, Dr. Jodi Barker Ream (Physics, '09), along with representatives from the USU Provost's Office, all eight USU colleges, the Honors Faculty Advisory Board, and 29 of our 40 Honors graduates and their mentors from FY 2020-2021. The ceremony was also attended by an audience of 122 people.

### **20. Donuts with the Director**

This morning meet-up with the program's Executive Director was not offered during FY 2020-2021 due to the COVID-19 pandemic.

### **21. Honors Brain Break**

This finals-week series of snacks and socializing was not offered during FY 2020-2021 due to the COVID-19 pandemic.

### **22. 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 Executive 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.

## E. PROGRAMMING

### 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's curriculum. Anecdotal evidence suggests that these activities have been largely effective and are well received by both students and faculty.

### 23. Alumni Mentoring

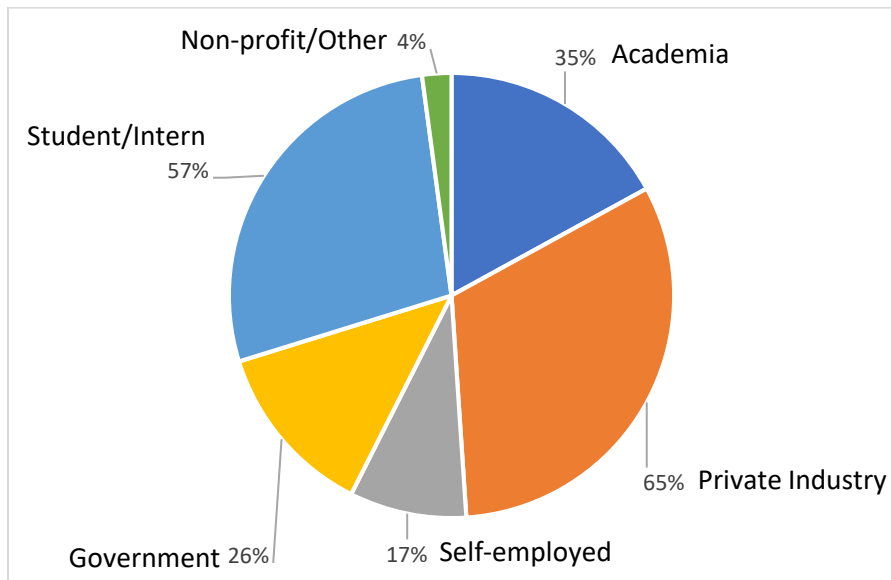
*Alumni Mentoring Program (AMP)*—In its sixth year, the highly successful Honors Alumni Mentoring Program once again paired current Honors students with successful alumni for a structured, collaborative, curriculum-based mentoring experience. In a departure from previous years, Honors limited participation in the program—with some exceptions—to students in their third and fourth years. This decision responded to a low completion rate among first- and second-year students in previous years, and it led to the creation of the introductory one-semester Honors Alumni Connect program, geared toward first- and second-year students.

After receiving 47 expressions of interest from alumni, Honors staff were able to match all 26 student applicants with 23 alumni mentors from different employment sectors and career stages (Figure E-3). Despite new limits allowing only students nearing the end of their undergraduate careers (Figure E-4), the percentage of students completing all program requirements (62%) was low (comparable to FY 2019-2020). While this result seems to suggest that the change in audience may not have had the desired effect, the circumstances of the pandemic complicate any interpretation of this data. Most importantly, student reflections on the experience suggest that those who completed the program had a highly impactful experience. As this program moves into its seventh year, the consistently high return rate of alumni to the program also indicates that the AMP continues to be a rewarding and meaningful experience for our mentors.

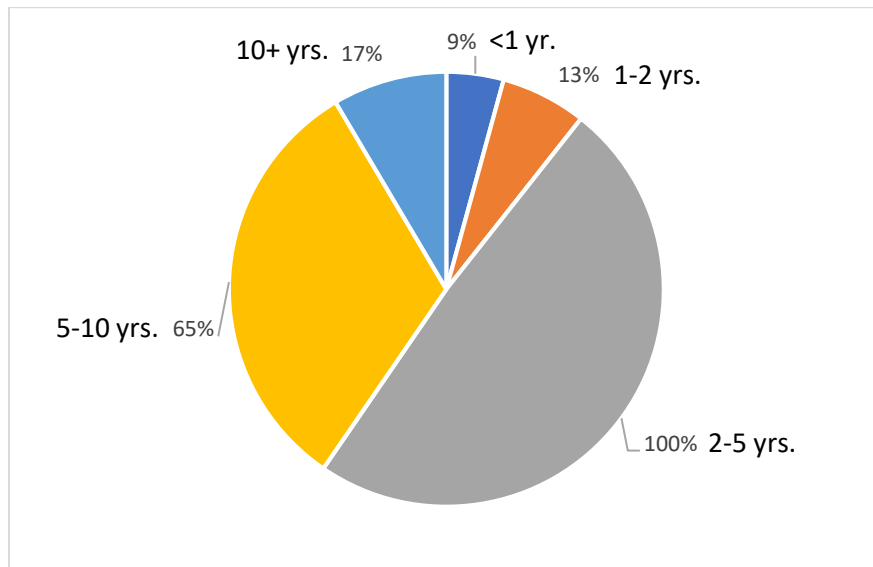
*Honors Alumni Connect (HAC)*—New in FY 2020-2021, this semester-long program took the place of the previous year's Ask an Honors Alum program, which allowed students to ask a question or hold a brief conversation on a topic of their choice with an Honors alum. Honors designed HAC as an introduction to alumni mentoring for first- and second-year Honors students and a gateway to the year-long Alumni Mentoring Program. Honors recruited 18 alumni in Fall 2020 and was able to match 11 of them with all 16 students who applied for the Spring 2021 inaugural run of the program. All 16 students, half of them in their first year and half in their second year, successfully completed the program. The curriculum consisted of three lightly structured conversations about the Honors experience, the importance of putting learning into practice outside of the classroom, and the value of graduating with Honors, and all students submitted a detailed final reflection on their experience as part of the program. Honors aims in the coming year to grow what appears to be a potentially engaging and productive program.

## E. PROGRAMMING

(A)

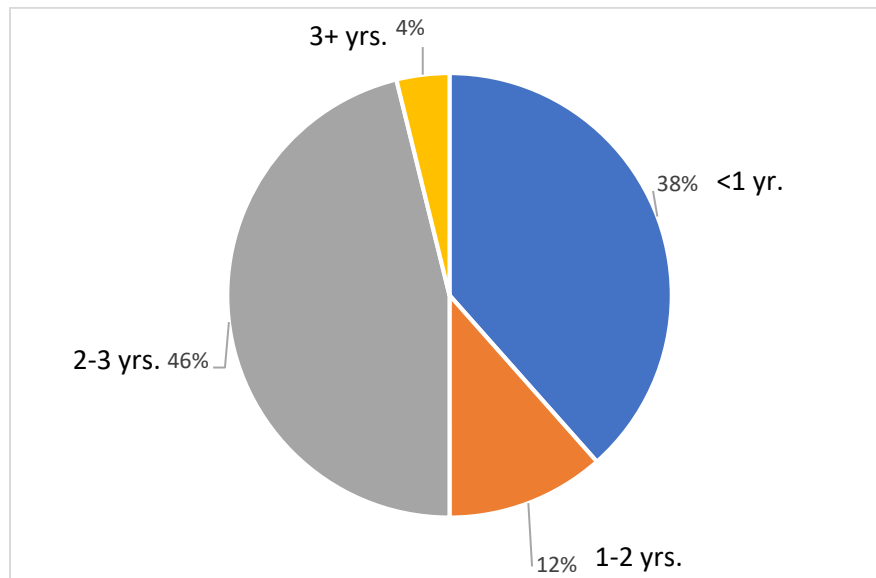


(B)



**Figure E-3.** Demographics of Honors alumni participating in the Alumni Mentoring Program during FY 2020-2021: (A) Employment sector; (B) Time since graduation.

## E. PROGRAMMING



**Figure E-4.** Time left until graduation of 26 Honors student participants in the Alumni Mentoring Program during FY 2020-2021.

### 24. Meal with A Mentor

This opportunity for students to enjoy an Honors-sponsored one-on-one lunch with a respected mentor was not offered during FY 2020-2021 due to the COVID-19 pandemic.

### 25. National Scholarship Mentoring and Application Support

The University Honors Program coordinates student applications to prestigious national scholarships and fellowships (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 a select cohort of students in Fall 2020 and working with a faculty committee, including the Honors Executive Director, to review applications and to select four USU nominees from among six finalists. Of these four nominees (Ethan Ancell, Jonathan Mousley, Melissa Rasmussen, and Manuel Santana), two (Ancell and Santana) won Goldwater scholarships.

The Honors Program Coordinator, who coordinates fellowship advising in our office, provided mentoring and logistical support for USU’s nomination of two Truman nominees, Madeleine Alder and Emilee Matheson.

## E. PROGRAMMING

### 26. 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 HONR-prefix courses. Six Honors students were hired and assigned to these courses, based on faculty recommendations and a competitive application process (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.

**Table E-8.** Honors Undergraduate Teaching Fellow (UTF) appointments in FY 2020-2021.

UTF Name	Course Number	Course Title	Semester
Wilson, Keith	HONR 1320	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Fall 2020
Brock, Olivia	HONR 1330	<i>Dogs in Art</i>	Fall 2020
Dixon, Isaac	HONR 1340	<i>Populism, Movements, and Parties</i>	Fall 2020
Oliver, Alicia	HONR 3020/3030	<i>How to Lie with Statistics: Gender Narratives in the Media</i>	Fall 2020
Stringham, Samantha	HONR 1320	<i>A History of Writing</i>	Spring 2021
Clarkson Heaps, Corinne	HONR 1350	<i>Media Messages in Health and Nutrition</i>	Spring 2021
Dixon, Isaac	HONR 3020/3030	<i>Health, Society, and Culture: Past and Present</i>	Spring 2021

*Peer Advisors*—Honors matched a monetary commitment from the Office of the Provost to provide two peer advisor positions for our program. The program decided to hire five Honors students for these positions in FY 2020-2021 (Table E-9). 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 usage, and Canvas navigation from the Honors Academic Advisor. Peer advisors kept regular virtual office hours to assist in Honors student advising and peer mentoring, providing 825 hours of support to our students.

*Peer Tutors*—Honors did not offer peer tutoring in FY 2020-2021 due to the remote nature of our program's operations. Instead, Honors students were referred to institutional resources available through the Writing and Math and Statistics Tutoring Centers, which were able to move their activities online to deliver tutoring support to students.

## E. PROGRAMMING

**Table E-9.** Honors Peer Advisor appointments during FY 2020-2021.

Name	Semester(s)	# of Advising Hours
Brawand, Marina	Spring 2021 – present	65
Marz, Gabby	Fall 2020 – Spring 2021	195
Ottley, Carter	Spring 2021 – present	100
Palmer (Pack), Lauren	Fall 2020 – Spring 2021	245
Sorensen, Natalia	Summer – Fall 2020	220

*Office Assistants*—Honors employed two Honors students (Trinda (Jensen) Hyde, Madison (McArthur) Aller) as Office Assistants to support our professional staff in their remote work.

*Honors Postgraduate Fellow*—Newly created in FY 2019-2020, this position benefited both the Honors Program and a recent graduate and thus continued this year. Honors intends the role as a professional bridge for recent Honors graduates, and the Honors Postgraduate Fellow works closely with the Executive 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. Two recent graduates served in this role during FY 2020-2021: Emma Hallock (English, '20) and Savannah Daines (Human Biology, '21).

### 27. Student Leadership

*Honors Student Advisory Board (HSAB)*—Honors contributed to the professional development of eight students (Table H-6) by inviting them to represent their colleges on the HSAB. These representatives enjoyed leadership activities such as recruiting for Honors; participating alongside faculty in the Honors admissions process for incoming students; developing programming, events, and community-engagement activities for Honors students; and consulting with the Executive Director on the Honors curriculum, including review of new Honors course proposals.

In a departure from previous years, the program assigned four distinct roles (Honors Ambassador, Peer Educator, Community Builder, and Publicist) to each of four pairs of HSAB members, asking them to innovate, plan, and implement/lead activities related to that role over the course of the year.

The Honors Ambassador role focused on sharing the value of Honors with students who have not yet applied to the program. The Honors Peer Educator role consisted of sharing the value and requirements of Honors with students who are already part of the program. The Honors Community Builder role was designed to facilitate creation of social bonds and a sense of community among students who are already part of the

## E. PROGRAMMING

program. The Honors Publicist role focused on developing, reviewing, and distributing social media content with an intentional and logical communications plan. These four roles align with the curricular areas of focus introduced to first- and second-year students in our Honors Leadership Academy.

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, completion of their assigned HSAB role, and submission of a comprehensive reflection about how their HSAB experience met 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. One student member returned to the board to serve a second year in this reporting period. Similarly, one first-year board member in FY 2020-2021 agreed to serve a second term in FY 2021-2022.

*Last Lecture Committee*—Honors invited seven students to serve on the selection committee for the 2021 Honors Outstanding Professor (Table H-7), a process that became necessary when Dr. David Brown of the Department of Mathematics, who was initially chosen for this honor, had to defer his presentation to 2022. The student-run committee was responsible for soliciting nominations of outstanding faculty from their Honors peers, reviewing those nominations, choosing finalists to interview, conducting those interviews, and selecting the 2021 Honors Outstanding Professor. This year's award went to Dr. Timothy Chenette from the Department of Music in the Caine College of the Arts, who will record and deliver virtually with live Q&A the 46<sup>th</sup> Annual Honors Last Lecture on November 3, 2021.

*Honors Leadership Academy (HLA)*—Now in its second year, the HLA is a program 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:

- 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—following and promoting Honors in social and other media

All 32 students who applied for this program in Fall 2020 were admitted into the academy. Of this group, 16 completed all program requirements (Table H-8); 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.

## E. PROGRAMMING

### **28. 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, 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. Due to the COVID-19 pandemic, both the fall and spring events were held virtually, and students were encouraged to express their gratitude by email.



## F. FUNDING

*In FY 2020-2021, Honors distributed almost 35% of its spendable (non-salary) budget to student participants in the form of scholarships and awards, research 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:*



**\$12,250** in **scholarship** and award funds to 16 Honors students, with an additional **\$13,500** committed for FY 2021-2022 to 14 more Honors students.



**22** undergraduate **research** awards totaling over **\$3,000** to 21 Honors students.



**\$4,250** in **miscellaneous** academic and professionalization funding to support mentoring, Honors Book Lab, and engagement or enrichment experiences.



~**\$32,500** in **student wages**, allowing Honors students to gain professional experience as teaching fellows, peer mentors, peer advisors, and office assistants.



**\$54,300** 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 \$13,500 in scholarships to 14 students for FY 2021-2022 (Table F-1). The program distributed \$11,250 of the \$11,500 in scholarship funds awarded in the previous fiscal year to 16 recipients in FY 2020-2021. The Honors “Dare to Know” Book Award, available to students at all levels of the program, was awarded to twelve students, increasing the number of recipients for this award for the second year in a row.

In addition, two Spring 2021 Honors graduates, Kirsten Barker (Music Performance) and Christian Lange (Physics), earned a Joyce Kinkead Outstanding Honors Capstone Award, which carries a \$500 cash prize.

*Research and Creative Work Funding*—Despite the ongoing limitations of the COVID-19 pandemic, Honors students continued to conduct research or creative work and to attend academic and professional conferences. We were pleased to grant 22 undergraduate research and creative awards totaling almost \$3,500 to 21 students engaged in the pursuit and/or presentation of research or creative work; of these awards, \$3,000 (85%) was disbursed (Table H-9). Although this amount represents more than a two-thirds decrease from the previous fiscal year, the change was due primarily to the significantly lower cost to students of attending conferences that were almost all held virtually. Notably, both the number of awards made and the number of students awarded actually increased this year, in comparison to FY 2019-2020. These awards also included one funding match for the Undergraduate Research and Creative Opportunities (URCO) Grant Program, issued as part of the Honors Program’s ongoing partnership with USU’s Office of Research (Table H-10).

*Study Abroad Funding*—Due to institutional, national, and international travel restrictions during the COVID-19 pandemic, Honors received no applications and made no awards in this category in FY 2020-2021.

*Honors Book Lab Funding*— To support student participation in Honors Book Labs (Table E-6), Honors purchased books for 195 students as well as some faculty members for a total of \$3,640.44. This amount represents a 40% increase over the previous year’s funding, owing to the intentional expansion of this popular program to build community during the pandemic.

*Miscellaneous Support*—In addition to the other listed categories, Honors also supported a student community-building activity in Spring 2021 (Honors Spring Scavenger Hunt) with an additional \$609.98.

## F. FUNDING

**Table F-1.** Honors student academic scholarships and awards made in FY 2020-2021.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
Helen B. Cannon Award (Humanities and Social Sciences)	\$1,500.00	Olivia Brock	2022, Art History/Mathematics-Statistics Composite
Lawrence O. Cannon Award (STEM)	\$1,500.00	Emilee Rickabaugh	2022, Biological Engineering
Douglas D. Alder Scholarship (Leadership)	\$1,000.00	James Mullen	2022, Mechanical Engineering (Aerospace emphasis)
Elaine Alder Service Scholarship	\$1,000.00	Alyssa Burton	2023, Music Therapy
Joseph G. and Karen W. Morse Scholarship	\$750.00	Ashlyn Christian	2022, Elementary Education
Joseph G. and Karen W. Morse Scholarship	\$750.00	Lauren Palmer (Pack)	2022, International Studies
Joyce Kinkead Outstanding Honors Capstone Award	\$500.00	Kirsten Barker	2021, Music Performance
Joyce Kinkead Outstanding Honors Capstone Award	\$500.00	Christian Lange	2021, Physics
Dare to Know Book Award	\$500.00	Olivia Brock	2022, Art History/Mathematics-Statistics Composite
Dare to Know Book Award	\$500.00	Alyssa Burton	2023, Music Therapy
Dare to Know Book Award	\$500.00	Ashlyn Christian	2022, Elementary Education
Dare to Know Book Award	\$500.00	Dallin Clements	2024, Marketing
Dare to Know Book Award	\$500.00	Marisa Davis	2023, Psychology
Dare to Know Book Award	\$500.00	Hayden Hoopes	2022, Management Information Systems/Spanish
Dare to Know Book Award	\$500.00	Laura Lundahl	2024, Mechanical Engineering/Computer Science
Dare to Know Book Award	\$500.00	Aubreyona Migliori	2022, Nutrition Science
Dare to Know Book Award	\$500.00	James Mullen	2022, Mechanical Engineering (Aerospace emphasis)
Dare to Know Book Award	\$500.00	Lauren Palmer (Pack)	2022, International Studies
Dare to Know Book Award	\$500.00	Teagan Perry	2023, Animal, Dairy, and Veterinary Science
Dare to Know Book Award	\$500.00	Melissa Rasmussen	2022, Physics/Computer Science

## F. FUNDING

**Table F-1.** Continued.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
Dare to Know Book Award	\$500.00	Emilee Rickabaugh	2022, Biological Engineering
Dare to Know Book Award	\$500.00	Jordan Taft	2024, Civil Engineering

*Student Wage Support*—Honors contributed to the professional development of 21 Honors students by offering them employment in our program. In total, Honors allocated almost \$30,000 to support two Honors Peer Advisor positions, two Honors Office Assistant positions, an Honors Postgraduate Fellow position, and eight UTF positions for all Honors courses offered in Fall 2020 and Spring 2021 (Table H-11). Although we were unable to fill one of the UTF positions, we greatly increased funding to peer advisors and the Honors Postgraduate Fellow to provide additional student and programmatic support during the COVID-19 pandemic. As a result, we exceeded our initial allocation by almost 10%, disbursing a total of \$32,377.02 in FY 2020-2021. That number includes support from the Provost’s Office for UTFs and Peer Advisors in the amount of \$15,820, bringing our program’s contribution to \$16,557.02.

Honors did not offer peer tutoring in FY 2020-2021 due to the remote nature of our program’s operations. Instead, Honors students were referred to institutional resources available through the Writing and Math and Statistics Tutoring Centers, which were able to move their activities online to deliver tutoring support to students.

### 2. Funding to Faculty and Departments

The program supported the teaching of eight Honors courses (four each in Fall 2020 and Spring 2021) with \$45,000 (Table E-4). In addition, seven Honors faculty received course-development funding of \$500-\$1,000 per course in Summer and Fall 2020 (for a total of \$6,000) for the creation of new Fall 2020 and Spring 2021 Honors Introductory Experiences and Honors Think Tanks. Honors also supported the teaching of an Honors section of PE 1063: Strength and Conditioning in Fall 2020—a new offering (initially planned for the previous fiscal year but postponed at the time), which was a positive experience for both students and instructor.

Dr. Christopher Scheer (Music) and Dr. Tsung-Chen Shen (Physics) each received a Joyce Kinkead Outstanding Honors Capstone Mentor Award, which carries a \$500 cash prize, for their work with the graduates winning outstanding capstone awards this year. In addition, Raymond Veon of the Department of Art and Design won the 2021 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 2020-2021, Honors students generated a large number of relevant outputs and outcomes fully or partially attributable to their participation in the USU Honors Program:*



**40 capstones** deposited in electronic format by USU Libraries in Digital Commons



**94 presentations**, involving **95 Honors student authors**, at local, state, regional, national or international conferences



**70 optional transcript designation awards**, including University Honors, Undergraduate Research, and Global Engagement Scholar



**32 awards and honors** at the national, university, college, or departmental levels

## G. OUTPUTS AND OUTCOMES

### OUTPUTS

#### 1. Student Capstones

Barker, K. 2021. Pastoralism, Loss, and Nostalgia: Vaughan Williams's *The Lark Ascending* as an Elegy for Environmental Loss. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Beck, R. 2021. Gym Power Generation. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Benson, S. 2021. The *Moxie Mindset* Podcast. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Brunson, K. 2020. Between Two Borders: A Poetry Project. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Butikofer, A. 2021. The Intersection of Math and Art. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Clarkson Heaps, C. 2021. Terra Amada: Brazilian Immigrants in Utah. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Daines, S. 2021. Improving Traumatic Brain Injury Treatment through Ketones. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Dooley, K. 2021. Effects of Sex and Autism on Oxytocin Receptors in the Substantia Nigra of the Human Brain. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Dusenberry, B. 2021. Media and Medicine: A Look into How the Media Influences Health Literacy. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Edwards, T. 2021. Role of Novel Receptor GPR171 in Chemotherapy-Induced Neuropathic Pain. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Flores, S. 2021. Application of a Self-Disinfecting Surface for Hemodialysis. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Forest, J. 2021. Looking to the Body. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Frischkorn, C. 2021. Thermal Radiative Flux Measurement in 3D Printed Rocket Motors. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Goodwin, B. 2021. An Exploration into Polynomial Functional Graph Mapping Problems. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Ha, J. 2021. Could Video Intervention Be the Future? Effectiveness of Informational Video on ASD Knowledge. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Hand, H. 2021. Self-Regulated Learning During a Pandemic: Implementing the SEE Framework in an Online Teaching Environment. Honors Capstone Project, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

Herron, M. 2021. The Effects of Estrogen and Arousal on Latent Inhibition. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Horrocks Barton, A. 2021. Sexual Misconduct at Utah State University: Prevalence, Outcomes, and Aid. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Jones, G. 2021. Optimal Control of Algae Biofilm Growth in Wastewater Treatment Using Computational Mathematical Models. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Jones, J. 2021. Education in the Digital Age: Video Games in the Classroom. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Kartchner, H. 2021. Non-Flush Patch Repairs CFD. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Kennedy, J. 2021. Informed Polluters. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Kjar, A. 2021. Investigation of Novel Excipients for Cytomegalovirus Treatment. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Lange, C. 2021. The Reflectance of Metallic Nanorod Arrays. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Lewis, S. 2021. "Botley, You Need to Listen!": Exploring Young Children's Interactions with Robots While Learning to Code. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Morgan, J. 2020. Modeling Performance of Microgrid and Electric Vehicle Technology on the Utah State University Electric Distribution Network. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Nathel Jones, E. 2021. Environmental Racism in a Growing City: Investigating Demographic Shifts in Salt Lake City's Polluted Neighborhoods. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Nelson, A. 2021. Media and the COVID-19 Infodemic. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Oliver, A. 2021. Depictions of Warfare in Fremont Rock Art. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Patchett, G. 2021. "Let Thy Conscience Act Her Part": Republican Motherhood in Civil War Popular Song. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Pointer, S. 2021. *Dr. Jekyll and Mr. Hyde* in Samoa: Robert Louis Stevenson's Double Life as a Colonist and Advocate. Honors Capstone Project, Utah State University, Logan, Utah, USA.



## G. OUTPUTS AND OUTCOMES

Randall, K. 2021. What is Reality? A Critical Analysis of the TV Show *Law & Order: SVU* Using the Cultivation Theory. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Scott, L. 2021. Investigating Children's Eye-Tracking Patterns and Processing Time of Canonical and Noncanonical Sentences. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Smith, A. 2021. The New Stanislavski System. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Sorensen, N. 2020. Analyzing the Adoption of Corporate Social Responsibility Strategies. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Sotillare, B. 2020. Developing a Coin Recovery Trommel. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Tebbs, A. 2020. Double Jeopardy or Not: Investigating the Experience of Black Women Entrepreneurs Seeking Small Business Financing. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Van Leeuwen, F. 2021. A Computational Study of Substituted Polycyclic Aromatic Hydrocarbons (PAHs). Honors Capstone Project, Utah State University, Logan, Utah, USA.

Van Wagoner, K. 2021. The Effect of Video Narratives on Creating Realistic Expectations of Hearing Aids in Adults. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Warner, J. 2021. The Impact of Exercise Program Participation on Recidivism and Relapse Among Drug Court Participants. Honors Capstone Project, Utah State University, Logan, Utah, USA.

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

**Ancell, E.** 2021. Autocart: Spatially-Aware Regression Trees for Ecological and Spatial Modeling. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Barker, K.** 2021. Vaughan Williams's *The Lark Ascending* as an Elegy for Environmental Loss. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

**Batson, K.** 2021. The Impact of Biological Components on a Dog's Personality. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Bee, N.** 2021. Furrries: The Emergence of the Modern-Day Anthropomorphism Culture. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Bickmore, E.** 2021. Take a Chance or Play it Safe? The Influence of Risk Orientation on Public Opinion Toward Immigration Policy. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.



## G. OUTPUTS AND OUTCOMES

**Bickmore, E.** 2021. The Impact of Risk Orientation on Immigration Policy: A Potential to Increase Evidence-Based Policy Appeal Based on Audience Traits. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

**Bleak, B.** 2021. The Use of Dogs in Therapeutic Practices. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Bogoev, Y.** 2021. Emergent Centralized Chinese Cryptocurrency Challenges Status of U.S. Dollar, Multiagency Action Required. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Bradley, M.** 2021. The Earliest Drawings of Dogs. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Brinck, S.** 2021. Effective Use of Service Dogs for Veterans with PTSD. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Chester, H.** 2021. The Role of Dogs in Ancient Mesopotamia. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Christensen, L.** 2021. Silver Screens & Canines. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Christiansen, R.,** and N. Anderson. 2021. Efficacy of a YFV-Specific Monoclonal Antibody in the Treatment of YF in a Hamster Model. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Crump, E.** 2021. Stated and Revealed Preferences for Supporting Endangered Species at Mammoth Cave National Park. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Cunningham, L.** 2021. The Pekingese Dog Breed and Their Influence in China. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Davis, M.,** J. Rousseau, and J. Snow. 2021. Reducing Anger Race Bias through Emotion Recognition Training: A Proposal. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Dooley, K.,** and S. Freeman. 2021. Combining Nissl Staining and Digital Densitometry to Accurately Quantify Oxytocin Receptors in the Human Substantia Nigra. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Dougher, C.** 2021. Expanding Healthcare to Underserved Communities. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Edwards, T.,** A. Ram, and A. McCarty. 2021. Role of Novel Receptor GPR171 in Chemotherapy-Induced Neuropathic Pain. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Frischkorn, C.** 2021. Lunar Exploration Key for Advancing American Technology, International Status, Access to Resources. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Giles, A.** 2021. Dogs and Death: A Changing Association. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Goodwin, B.** 2021. An Exploration into Polynomial Functional Graph Mapping Problems. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Gornichec, O.** 2021. Cloning Type IV-B CRISPR System into a Plasmid. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Graham, O.** 2021. The Ideal Dog. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Ha, J.** 2021. Could Video Intervention Be the Future? Effectiveness of Informational Video on Autism Spectrum Disorder Knowledge. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Ha, J.** 2021. CRISPR and the Transhumanism Movement: Civilian and Military Ethics Reassessment Looming. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hand, H.** 2021. Self-Regulated Learning in a Pandemic: Implementing the SEE Framework in an Online Teaching Environment. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hoopes, H.** 2021. The Impact of Student Recreational Facilities Use on Student Persistence. National Conference for Undergraduate Research, Virtual.

**Horrocks, A., D. Rodriguez, and K. Hintze.** 2021. Impact of Fecal Microbiota Transfer (FMT) on Phenotype of Mice Fed a Standard Diet and a Western-Style Diet Using a Colitis-Associated Colorectal Cancer Model. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hunter, J.** 2021. Pure Breeding at Its Finest. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Jones, G., D. Ellis, R. Sims, and Z. Zhang.** 2021. Optimal Control of Algae Biofilm Growth in Wastewater Treatment Using Computational Mathematical Models. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Jones, J., J. Gossard, and V. Grieve.** 2021. Education in the Digital Age: Video Games in the Classroom. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Kennedy, J.** 2021. Informed Polluters: A Comparison Between Pollutant Sources of Two Lakes and Resulting Remediation Strategies. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Lewis, S.** 2021. "Botley, You Have to Listen!"- Exploring Young Children's Interactions with Robots While Learning to Code. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Meek, A.**, and N. Guymon. 2021. Low Cost, Accurate System for the Monitoring of Rotating Algal Biofilm Reactors with Raspberry Pi. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mills, J.** 2021. Still Life with Three Puppies. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mills, W.** 2021. Dog-headed: Outcast to All. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Morley, J.** 2021. Dogs in Police Work. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Nguyen A.** 2021. Identification and Characterization of PD-L1 in Bovine Placentas. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

**Olson, E.** 2021. Dogs in Ancient Egypt. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Ottley, C.** 2021. Dogs and Dehumanization. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Ottley, C.** 2021. Dogs and Dehumanization. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

**Owens, E.**, E. Mortensen, and D. Rodriguez. 2021. Cytokine Indicators of Inflammation in Mice Fed a Western Type Diet. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Patchett, G.** 2021. "Let Thy Conscience Act Her Part": Republican Motherhood in Civil War Popular Song. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

**Rice, E.** 2021. Drought Tolerant Plants for the Western United States in Response to Climate Change. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Rickabaugh, E.**, B. Pace, and T. Peterson. 2021. Hagfish Protein Threads as Three Dimensional In Vitro Scaffolds for Skeletal Muscular Tissue. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Scott, L.**, and R. Gillam. 2021. Eye Tracking Patterns and Processing Times of Children With and Without Language Disorder During Sentence Processing. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Stevenson, T.** 2021. Dogs in the Home Improve the Quality of Life of the People Living Inside. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Stringham, S.** 2021. Formalized Curiosity: Outcomes of an Empirically-Based Research Methods Course for English Majors. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Stringham, S.** 2021. Formalized Curiosity: Outcomes of an Empirically-Based Research Methods Course for English Majors. National Conference for Undergraduate Research, Virtual.

**Suisse, D.** 2021. Antimicrobial Assay of *Artemisia tridentata*. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

**Suisse, D.,** and K. Suisse. 2021. Antimicrobial Assay of *Artemisia tridentata*. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Van Leeuwen, F.** 2021. A Computational Study of Substituted Polycyclic Aromatic Hydrocarbons (PAHs). Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Van Wagoner, E.** 2021. Characters and Dogs: Relationships Between Dogs and Humans in Fictional Literature. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Walton, A.** 2021. Belief, Virtue, and Illness in Late-Nineteenth Century Domestic Manuals. National Conference for Undergraduate Research, Virtual.

**Walton, A.** 2021. Belief, Virtue, and Illness in Late-Nineteenth Century Domestic Manuals. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Walton, A.** 2021. Themes of Belief in the Cause of Illness in the late 19th Century. National Conference for Undergraduate Research, Virtual.

**Warner, J.** 2021. The Impact of Exercise Program Participation on Recidivism and Relapse Among Drug Court Participants. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Warner, J.** 2021. The Impact of Exercise Program Participation on Recidivism and Relapse Among Drug Court Participants. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Whitney, S.** 2021. The Dog as a Trend in Art. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

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

**Barker, K.** 2021. Vaughan Williams's *The Lark Ascending* as an Elegy for Environmental Loss. National Conference on Undergraduate Research, Virtual.

**Barker, K.** 2021. Vaughan Williams's *The Lark Ascending* as an Elegy for Environmental Loss. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

**Barker, K.** 2021. Vaughan Williams's *The Lark Ascending* as an Elegy for Environmental Loss. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Bullock, K.** 2021. "Botley, You Need to Listen!" Exploring Young Children's Interactions with Robots While Learning to Code. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Coles, C.** 2021. Emily Dickinson as a Spiritual Guide. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Cunningham, L.** 2021. May Swenson's Exploration of Existence and Purpose Through Poetry. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Dusenberry, B.** 2021. Medicine and the Media. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Fayard, A.** 2021. How Dogs Representation in Cinema Reflects How They are Seen in the Real World. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Kartchner, H.** 2021. Effect of Offshore Wind Farms on Mixing in a Stably Stratified Environment. National Conference on Undergraduate Research, Virtual.

**Kjar, A., A. Bailey, D. Fairbourn, E. Vargis, and D. Britt.** 2021. Bioactive Excipients in Cytomegalovirus Treatment. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Lange, C.,** and T.-C. Shen. 2021. Electromagnetic Scattering From Periodic Conducting Arrays. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Lewis, S.** 2021. "Botley, You Have to Listen!"- Exploring Young Children's Interactions with Robots While Learning to Code. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

**Mousley, J.** 2021. (2,3)-Cordial Digraphs. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mousley, J.** 2021. (2,3)-Cordial Digraphs. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.

**Mullen, J.** 2021. Static Heat Exchanger for the Wireless Charging of Electric Vehicles. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mullen, J.** 2021. Static Heat Exchanger. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Nelson, A.** 2021. Media and the COVID-19 Infodemic. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Nguyen, A.** 2021. Identification and Characterization of PD-L1 in Bovine Placentas. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

- Nguyen, A.** 2021. Identification and Characterization of PD-L1 in Bovine Placentas. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.
- Patchett, G.** 2021. “Let Thy Conscience Act Her Part”: Republican Motherhood in Civil War Popular Song. National Conference on Undergraduate Research, Virtual.
- Patchett, G.** 2021. “Let Thy Conscience Act Her Part”: Republican Motherhood in Civil War Popular Song. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.
- Patchett, G.** 2021. “Let Thy Conscience Act Her Part”: Republican Motherhood in Civil War Popular Song. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.
- Randall, K.** 2021. What is Reality? A Critical Analysis of the TV show *Law & Order: SVU* using the Cultivation Theory. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.
- Redman, B.** 2021. Discovering Virally Encoded Proteins That Block Type IV CRISPR Immune Systems. National Conference on Undergraduate Research, Virtual.
- Schill, A.** 2021. There All Along: Emily Dickinson’s Nimble Belief in the Face of Religious and Societal Convention. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.
- Schulz, T.** 2021. How Pop-Culture Shaped Momiji Inubashiri. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.
- Suisse, D.** 2021. Antimicrobial Assay of *Artemisia tridentata*. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.
- Suisse, D.,** and K. Suisse. 2021. Antimicrobial Activity of *Artemisia tridentata*. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.
- Talbot, M.** 2021. La Reconquista: How VOX uses the political myth of the Catholic King’s “Reconquering”. Utah Conference on Undergraduate Research, Brigham Young University, Provo, Utah, USA.
- Tebbs, A.** 2021. Double Jeopardy or Not? Investigating the Experience of Black Women Entrepreneurs Seeking Small Business Financing. Huntsman Research Symposium, Utah State University, Logan, Utah, USA.
- Van Wagoner, K.** 2021. The Effect of Video Narratives on Creating Realistic Expectations of Hearing Aids in Adults. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.
- Walton, A.** 2021. Belief, Virtue, and Illness in Late-Nineteenth Century Domestic Manuals. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.
- Willard, E.** 2021. Non Compete Agreements and Low Wage Workers. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.



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**Willard, E.**, J. Johnson, and B. Bowen. 2021. Climate Change's Destabilizing Impacts on Nigerian Economy Leaves Room for Boko Haram Expansion. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

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

**Jensen, R.**, J. K. Young, and R. E. Otis. 2020. Age, Sex Class, and Prey Abundance Influence the Frequency and Type of Percussive Behavior in the Southern Resident Killer Whale (*Orcinus orca*) Population at Lime Kiln Point State Park. *Northwestern Naturalist* 101:65-76.

### 5. Honors Program Staff Publications

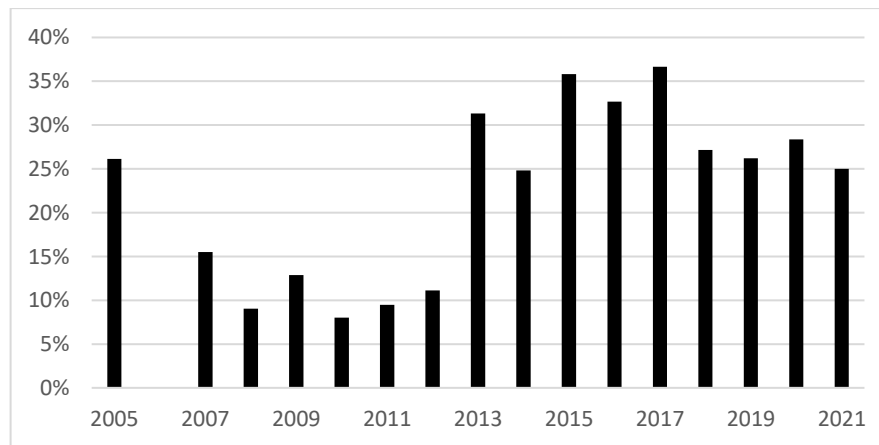
Miller, K., ed. 2020. *Building Honors Contracts: Insights and Oversights*. NCHC Monograph Series, NCHC, Lincoln, Nebraska, USA. 303 pp.

Miller, K. 2020. Honors in Practice: Beyond the Classroom. Pp. 263-294 in K. Miller, ed. *Building Honors Contracts: Insights and Oversights*. NCHC Monograph Series, NCHC, Lincoln, Nebraska, USA.

## OUTCOMES

### 6. Graduation

During FY 2020-2021, 40 students successfully completed all requirements for graduation with University Honors. This number represents 6% of this year's Honors student population and 25% of the 2017 ( $t-4$ ) first-year Honors cohort. Figure G-1 illustrates the Honors Program's completion rate based on four-year cohorts between 2005 and 2021. 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  $t-4$ .

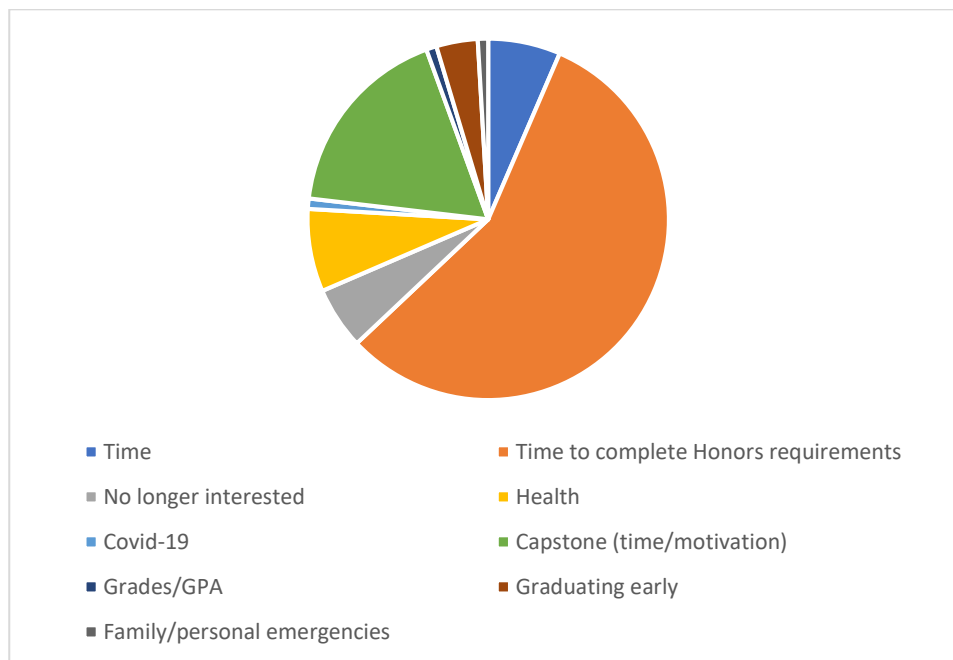
## G. OUTPUTS AND OUTCOMES

### 7. Academic Action and Discontinuation

*Academic Action*—In an effort to support students and to help them grow as they take academic risks, the Honors advising staff proactively communicates 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 (which may be petitioned) to graduate with Honors, these messages both treat single-term grades realistically and frame those grades within the larger picture of progress toward Honors graduation.

In FY 2020-2021, Honors sent “academic action” messages to 77 students whose GPAs had fallen below 3.0 for the current semester, as well as 64 students whose cumulative USU GPA was below a threshold determined by their year in the program: 3.34 for second-year students (22 academic action emails), 3.44 for third-year students (24 academic action emails), and 3.50 for fourth-year students/students in their final year (10 academic action emails).

*Discontinuation*—The Honors Program’s decision in 2019 to end the practice of involuntarily removing students for failure to meet GPA requirements, schedule regular advising appointments, and/or earn Honors points meant that more students took ownership of this process. In FY 2020-2021, 122 students voluntarily withdrew from the program for a variety of reasons (Figure G-2), with all but one of them remaining at USU.



**Figure G-2.** Student withdrawals from the USU Honors Program in FY 2020-2021 by stated reason.



## G. OUTPUTS AND OUTCOMES

### 8. Transcript Designations

*University Honors*—Every student who successfully completes the University Honors Program requirements earns a University Honors transcript designation. In FY 2020-2021, the following 40 Honors students graduated with University Honors, a number similar to that of FY 2019-2020:

Barker, Kirsten	Beck, Richard	Benson, Sierra
Brunson, Kallen	Butikofer, Abby	Carson Heaps, Corinne
Daines, Savannah	Dooley, Kip	Dusenberry, Baylee
Edwards, Taylor	Flores, Sierra	Forest, Jordan
Frischkorn, Cara	Goodwin, Braysen	Ha, Jennifer
Hand, Haley	Herron, Michael	Horrocks Barton, Abbey
Jones, Gerald	Jones, Jace	Kartchner, Holland
Kennedy, Jeffrey	Kjar, Andrew	Lange, Christian
Lewis, Selendra	Morgan, Jackson	Nathel Jones, Emma
Nelson, Aleksander	Oliver, Alicia	Patchett, Gianna
Pointer, Stephanie	Randall, Kinzie	Scott, Lexie
Smith, Abigail	Sorensen, Natalia	Sotillare, Ben
Tebbs, Alexandra	Van Leeuwen, Fiona	Van Wagoner, Katherine
Warner, Jayme		

*Undergraduate Research*—All 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 mentor, present their work through a recognized venue, and submit to the Office of Research an application for this transcript designation. In FY 2020-2021, the following 26 Honors students earned an Undergraduate Research designation, a 115% increase over FY 2019-2020 that is attributable primarily to a concerted effort by Honors advising staff to inform students and motivate them to seek the designation:

Barker, Kirsten	Brunson, Kallen	Daines, Savannah
Dooley, Kip	Dusenberry, Baylee	Edwards, Taylor
Flores, Sierra	Forest, Jordan	Frischkorn, Cara
Ha, Jennifer	Hand, Haley	Herron, Michael
Horrocks Barton, Abbey	Jones, Gerald	Kjar, Andrew

## G. OUTPUTS AND OUTCOMES

Lange, Christian	Morgan, Jackson	Nathel Jones, Emma
Nelson, Aleksander	Patchett, Gianna	Randall, Kinzie
Scott, Lexie	Tebbs, Alexandra	Van Leeuwen, Fiona
Van Wagoner, Katherine	Warner, Jayme	

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

In FY 2020-2021, four Honors students earned a Global Engagement Scholar designation, a 300% increase over FY 2019-2020:

Butikofer, Abby	Clarkson Heaps, Corinne	Ha, Jennifer
Kartchner, Holland		

### 9. Student Awards and Honors

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

Madeleine Alder, 2021 Truman Nominee  
Ethan Ancell, 2021 Goldwater Scholar  
Emilee Matheson, 2021 Truman Nominee  
Jonathan Mousley, 2021 Goldwater Nominee  
Melissa Rasmussen, 2021 Goldwater Nominee  
Manuel Santana, 2021 Goldwater Scholar

#### *University Awards and Honors*

Emily Bonebrake, Undergraduate Research and Creative Opportunities Grant, Spring 2021  
Olivia Brock, Caine Summer Arts Research Grant, 2021  
Kip Dooley, Outstanding Undergraduate Poster Presentation in Life Sciences, Spring Student Research Symposium

## G. OUTPUTS AND OUTCOMES

Aubrey Felty, Caine Summer Arts Research Grant, 2021

Aubrey Felty, Undergraduate Research and Creative Opportunities Grant, Summer 2021

Crystal Fowler, Undergraduate Research and Creative Opportunities Grant, Spring 2021

Jennifer Ha, Achievement of the Year, USU 2021 Robins Awards

Heather Hopkins, Outstanding Undergraduate Poster Presentation in Social Sciences and Education, Spring Student Research Symposium

Andrew Kjar, Scholar of the Year, USU 2021 Robins Awards

Aubreyona Migliori, Undergraduate Research and Creative Opportunities Grant, Summer 2021

Wesley Mills, 2021 Peak Summer Research Fellow

Andre Nguyen, Undergraduate Research and Creative Opportunities Grant, Summer 2021

Brandon Pace, Outstanding Undergraduate Poster Presentation in Engineering, Spring Student Research Symposium

Emilee Rickabaugh, Outstanding Undergraduate Poster Presentation in Engineering, Spring Student Research Symposium

Emilee Rickabaugh, Undergraduate Research and Creative Opportunities Grant, Summer 2021

David Suisse, 2021 Peak Summer Research Fellow

David Suisse, Undergraduate Research and Creative Opportunities Grant, Spring 2021

Ellie Willard, Outstanding Undergraduate Oral Presentation in Arts and Humanities, Spring Student Research Symposium

Andrew Williams, 2021 Peak Summer Research Fellow

Emily Wilson, Undergraduate Research and Creative Opportunities Grant, Fall 2020

Ryan Zaugg, Undergraduate Research and Creative Opportunities Grant, Summer 2021

### *College Awards and Honors*

Kirsten Barker, Undergraduate Teaching Fellow of the Year, Caine College of the Arts

Porter Ellis, Undergraduate Teaching Fellow of the Year, College of Science

Keith Wilson, Undergraduate Teaching Fellow of the Year, University Honors Program

## G. OUTPUTS AND OUTCOMES

### *Departmental Awards and Honors*

Corinne Clarkson Heaps, Student of the Year, Department of Languages, Philosophy, and Communication Studies (Portuguese)

Hyrum Hansen, Student of the Year, Department of Political Science

James Mullen, Outstanding Junior Student, Department of Mechanical and Aerospace Engineering

## H. APPENDIX

**Table H-1.** List of FY 2020-2021 Honors graduates.

<b>Name</b>	<b>College</b>	<b>Major(s)</b>	<b>Designation</b>
Barker, Kirsten	CCA	Music Performance	University Honors
Beck, Richard	ENGR	Electrical Engineering	University Honors
Benson, Sierra	CHaSS	Communication Studies	University Honors
Brunson, Kallen	CHaSS	International Studies/Chinese	University Honors
Butikofer, Abby	CoS	Applied Mathematics/Spanish	University Honors
Clarkson Heaps, Corinne	CHaSS	Portuguese/Journalism (Public Relations Emphasis)	University Honors
Daines, Savannah	CoS	Human Biology	University Honors
Dooley, Kip	CoS	Human Biology	University Honors
Dusenberry, Baylee	CEHS	Nursing	University Honors
Edwards, Taylor	CoS	Human Biology	University Honors
Flores, Sierra	ENGR	Biological Engineering	University Honors
Forest, Jordan	CHaSS	English (Creative Writing Emphasis)	University Honors
Frischkorn, Cara	ENGR	Mechanical Engineering	University Honors
Goodwin, Braysen	CoS	Computer Science	University Honors
Ha, Jennifer	CEHS	Psychology/Global Communication	University Honors
Hand, Haley	CEHS	Psychology	University Honors
Herron, Michael	CoS	Human Biology	University Honors
Horrocks Barton, Abbey	CEHS	Kinesiology	University Honors
Jones, Gerald	CoS	Mathematics	University Honors
Jones, Jace	CHaSS/HSB	History/Economics	University Honors
Kartchner, Holland	ENGR	Mechanical Engineering	University Honors
Kennedy, Jeffrey	ENGR	Environmental Engineering	University Honors
Kjar, Andrew	ENGR	Biological Engineering	University Honors
Lange, Christian	CoS	Physics	University Honors
Lewis, Selendra	CoS	Biological Science Composite Teaching	University Honors
Morgan, Jackson	ENGR	Electrical Engineering	University Honors
Nathel Jones, Emma	QCNR	Conservation and Restoration Ecology	University Honors
Nelson, Aleksander	CHaSS	Journalism (Public Relations Emphasis)	University Honors

## H. APPENDIX

**Table H-1.** Continued.

Name	College	Major(s)	Designation
Oliver, Alicia	CHaSS	Anthropology	University Honors
Patchett, Gianna	CCA	Music Cello Performance	University Honors
Pointer, Stephanie	CHaSS	English (Literature Emphasis)	University Honors
Randall, Kinzie	CHaSS	Global Communication	University Honors
Scott, Lexie	CEHS	Communicative Disorders and Deaf Education	University Honors
Smith, Abigail	CCA	Acting	University Honors
Sorensen, Natalia	HSB	Accounting/Economics	University Honors
Sotillare, Ben	ENGR	Mechanical Engineering (Aerospace Emphasis)	University Honors
Tebbs, Alexandra	HSB	Finance/International Business	University Honors
Van Leeuwen, Fiona	CoS	Chemistry	University Honors
Van Wagoner, Katherine	CEHS	Communicative Disorders and Deaf Education	University Honors

## H. APPENDIX

**Table H-2.** List of FY 2020-2021 Honors-engaged faculty, staff, and graduate mentors/instructors.

Name	College	Department or Program
Abercrombie, Neil	CHaSS	IOGP
Adams, Brett	CoS	Biology
Allan, Vicki	CoS	Computer Science
Allen, LoraLynn	CEHS	Nursing and Health Professions
Allen, Nicole	CHaSS	Languages, Philosophy, and Communication Studies
Archer, Seth	CHaSS	History
Arshavskaya, Ekaterina	CHaSS	Languages, Philosophy, and Communication Studies
Avgar, Tal	QCNr	Wildland Resources
Babits, Chris	CHaSS	History
Bakker, Sara	CCA	Music
Barker, Brittan	CEHS	Communicative Disorders and Deaf Education
Bates, Scott	CEHS	Psychology
Beck, Russ	CHaSS	English
Becker, Kendall	QCNr	Wildland Resources
Belmont, Patrick	QCNr	Watershed Sciences
Benninghoff, Abby	CAAS	Animal, Dairy, and Veterinary Science
Berke, Ryan	ENGR	Mechanical and Aerospace Engineering
Bernhardt, Scott	CoS	Biology
Berreau, Lisa	CoS	Chemistry and Biochemistry
Bilicka, Katarzyna	HSB	Economics and Finance
Blau, Benjamin	HSB	Economics and Finance
Blings, Steffen	CHaSS	Political Science
Bobeck, Erin	CoS	Biology
Boettinger, Janis	CAAS	Plants, Soils, and Climate
Bonner, Julena	HSB	Marketing and Strategy
Bosworth, Ryan	CAAS	Applied Economics
Bowen, Briana	CHaSS	Center for Anticipatory Intelligence
Britt, David	ENGR	Biological Engineering
Brough, Aaron	HSB	Marketing and Strategy
Brown, David	CoS	Mathematics and Statistics
Brown, Donna	CCA	N/A

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Budge, Scott	ENGR	Electrical and Computer Engineering
Buhusi, Mona	CEHS	Psychology
Bullock, Cathy	CHaSS	Journalism and Communication
Bundock, Kaitlin	CEHS	Special Education and Rehabilitation Counseling
Burbank, Jen	CoS	Biology
Callan, Gregory	CEHS	Psychology
Cannon, James	HSB	School of Accountancy
Cannon, Molly	CHaSS	Sociology, Social Work and Anthropology
Carey, Jon	CEHS	Kinesiology and Health Science
Carter Olson, Candi	CHaSS	Journalism and Communication
Champagne, Brian	CHaSS	Journalism and Communication
Charlton, Rebecca	CAAS	Nutrition, Dietetics and Food Sciences
Chen, Jasmine	CHaSS	Languages, Philosophy, and Communication Studies
Chenette, Timothy	CCA	Music
Ciciurkaite, Gabriele	CHaSS	Sociology, Social Work and Anthropology
Clarke Midura, Jody	CEHS	Instructional Technology and Learning Sciences
Cogan, Susan	CHaSS	History
Colver, Mitchell	N/A	Center for Student Analytics
Conrad, Polly	HSB	Data Analytics and Information Systems
Crawford, Dustin	CHaSS	English
Davidson, Jeanne	LIB	N/A
Davidson, Katie	N/A	Office of Global Engagement
DeBerard, Scott	CEHS	Psychology
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
Durward, Carrie	CAAS	Nutrition, Dietetics and Food Sciences
Edwards, Boyd	CoS	Physics
Ellsworth, Joel	ENGR	Mechanical and Aerospace Engineering
Engler, John	CHaSS	English



## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Erickson, Devon	HSB	School of Accountancy
Etchberger, Richard	QCNR	Wildland Resources
Evans, James	CoS	Geology
Eyre, Nikole	CHaSS	English
Ferguson, John	HSB	Management
Finley, Judson	CHaSS	Sociology, Social Work and Anthropology
Flores, Tony	N/A	Veterans Resource Office
Freeman, Jacob	CHaSS	Sociology, Social Work and Anthropology
Freeman, Sara	CoS	Biology
Fritts, Megan	CHaSS	Languages, Philosophy, and Communication Studies
Gackstetter, Dennise	CCA	Art and Design
Gelfand, Laura	CCA	Art and Design
Geller, David	ENGR	Mechanical and Aerospace Engineering
Gordillo, Luis	CoS	Mathematics and Statistics
Gossard, Julia	CHaSS	History
Graf, Marlene	CAAS	Nutrition, Dietetics and Food Sciences
Graham, Shane	CHaSS	English
Greenwood, Mary Ellen	CHaSS	English
Grieve, Victoria	CHaSS	History
Griffith, Todd	HSB	Economics and Finance
Gunther, Jake	ENGR	Electrical and Computer Engineering
Habashi, Jessica	CoS	Biology
Hanks, Steven	HSB	Management
Harper, Mario	CoS	Computer Science
Hartwell, Christopher	HSB	Management
Hearns, Maureen	CCA	Music
Heath, Edward	CEHS	Kinesiology and Health Science
Hofmann, Erin	CHaSS	Sociology, Social Work and Anthropology
Holland, Daniel	HSB	Marketing and Strategy
Hunsaker, Scott	CEHS	Teacher Education and Leadership
Hunt, Lauren	CCA	Music

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Jensen, Phebe	CHaSS	English
Jessop, Craig	CCA	Music
Judd-Murray, Rose	CAAS	Applied Sciences, Technology, and Education
Julander, Justin	CAAS	Animal, Dairy, and Veterinary Science
Kang, Jina	CEHS	Instructional Technology and Learning Sciences
Kannan, Vijay	HSB	Management
Kinkead, Joyce	CHaSS	English
Knowles, Ryan	CEHS	Teacher Education and Leadership
Kolodzinski, Kristof	CoS	Computer Science
Koven, Mark	CAAS	Applied Sciences, Technology, and Education
Kunz, Robb	CHaSS	English
Lavoie, Caroline	CAAS	Landscape Architecture and Environmental Planning
Lee, Amanda	CCA	Art and Design
Lee, Yoon	CEHS	Human Development and Family Studies
Levin, Crissa	CEHS	Psychology
Litts, Breanne	CEHS	Instructional Technology and Learning Sciences
Lucas, Lauren	CoS	Biology
Lucero, Jessica	CHaSS	Sociology, Social Work and Anthropology
Manibog, Lianna	CHaSS	English
Manuel-Dupont, Sonia	CHaSS	English
Marquez-Velarde, Guadalupe	CHaSS	Sociology, Social Work and Anthropology
Martinez-Cola, Marisela	CHaSS	Sociology, Social Work and Anthropology
Mason, Patrick	CHaSS	History
Mathias, Dean	CoS	Computer Science
McCuskey, Brian	CHaSS	English
McGonagill, Doris	CHaSS	Languages, Philosophy, and Communication Studies
McNeill, Laurie	ENGR	Civil and Environmental Engineering
Meier, Cris	CHaSS	Sociology, Social Work and Anthropology
Meyer-Ficca, Mirella	CAAS	Animal, Dairy, and Veterinary Science
Miller, Carma	CEHS	Nursing and Health Professions
Miller, Kristine	CHaSS	English

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Miller, Zachary	QCNR	Environment and Society
Monson, Debra	CHaSS	Journalism and Communication
Moon, Todd	ENGR	Electrical and Computer Engineering
Murphy, Mollie	CHaSS	Languages, Philosophy, and Communication Studies
Norton, Jeanette	CAAS	Plants, Soils, and Climate
Odum, Amy	CEHS	Psychology
Olsen, Aaron	CAAS	Animal, Dairy, and Veterinary Science
Omasta, Matt	CCA	Theatre Arts
Orellana, Carla	CEHS	Special Education and Rehabilitation Counseling
Palsson, Craig	HSB	Economics and Finance
Peak, David	CoS	Physics
Peterson, Shannon	HSB	Economics and Finance
Podgorski, Greg	CoS	Biology
Read, Vicki	LIB	N/A
Richter, David	CHaSS	Languages, Philosophy, and Communication Studies
Rickords, Lee	CAAS	Animal, Dairy, and Veterinary Science
Ritchie, Darcy	CHaSS	Journalism and Communication
Rivera-Mueller, Jessica	CHaSS	English
Rivers, Erin	QCNR	Watershed Sciences
Roberts, Nick	ENGR	Mechanical and Aerospace Engineering
Robison-Greene, Rachel	CHaSS	Languages, Philosophy, and Communication Studies
Romney, Alexander	HSB	Marketing and Strategy
Sand, Alexa	CCA	Art and Design
Sanders, Matthew	CHaSS	Languages, Philosophy, and Communication Studies
Scheaffer, Melissa	ENGR	Engineering Education
Scheer, Christopher	CCA	Music
Scheiner, Steve	CoS	Chemistry and Biochemistry
Schupp, Eugene	QCNR	Wildland Resources
Searle, Kristin	CEHS	Instructional Technology and Learning Sciences
Seedall, Ryan	CEHS	Human Development and Family Studies
Shcheglovitova, Mariya	QCNR	Environment and Society

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Shen, Tsung-Chen	CoS	Physics
Shiple, Michael	CCA	Theatre Arts
Singleton, Patrick	ENGR	Civil and Environmental Engineering
Sinor, Jennifer	CHaSS	English
Smith, Judy	CAAS	Animal, Dairy, and Veterinary Science
Soyer, Mehmet	CHaSS	Sociology, Social Work and Anthropology
Spears, Jeff	CHaSS	Sociology, Social Work and Anthropology
Stewardson, Denise	CAAS	Applied Sciences, Technology, and Education
Straight, Nathan	CHaSS	English
Studenka, Breanna	CEHS	Kinesiology and Health Science
Sweeten, Thayne	CoS	Biology
Taylor, Cree	CHaSS	English
Thayer, Anastasia	CAAS	Applied Economics
Thomas, Brent	CoS	Mathematics and Statistics
Thornton-Kuth, Kara	CAAS	Animal, Dairy, and Veterinary Science
Torres-Rua, Alfonso	ENGR	Civil and Environmental Engineering
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
Walsworth, Timothy	QCNR	Watershed Sciences
Wang, Meredith	CHaSS	Journalism and Communication
Watson, Daniel	CoS	Computer Science
Watson, Nanette	CEHS	Teacher Education and Leadership
Wengreen, Heidi	CAAS	Nutrition, Dietetics and Food Sciences
Williams, Becky	CoS	Biology
Yong, Kim	HSB	Management Information Systems
Young, Matthew	CoS	Mathematics and Statistics
Young, Steve	CAAS	Plants, Soils, and Climate

## H. APPENDIX

**Table H-2.** Continued.

<b>Name</b>	<b>College</b>	<b>Department or Program</b>
Zhao, Jia	CoS	Mathematics and Statistics
Zane, Regan	ENGR	Electrical and Computer Engineering

## H. APPENDIX

**Table H-3.** List of FY 2020-2021 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	Lavoie, Caroline
Nutrition, Dietetics, and Food Science	Wengreen, Heidi (until 8/20) Charlton, Rebecca (since 8/20)
Plants, Soils and Climate	Norton, Jeanette
<i>Caine College of the Arts</i>	
Art, Art History, Interior Design	Vigneault, Marissa
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
Human Development and Family Studies	Lee, Yoon
Health, Physical Education, and Recreation/Kinesiology and Health Sciences	Studenka, Breanna
Instructional Technology and Learning Sciences	Litts, Breanne (until 9/20) Kang, Jina (since 10/20)
Nursing	Allen, Loralynn
Psychology	Bates, Scott (until 8/20) Levin, Crissa (since 8/20)
Special Education and Rehabilitation	Bundock, Kaitlin
<i>College of Humanities and Social Sciences</i>	
Anthropology	Freeman, Jacob

## H. APPENDIX

**Table H-3.** Continued.

Department/Area	Name
Communication Studies	Sanders, Matthew
English	Kinkead, Joyce
History/Religious Studies	Gossard, Julia
International Studies, Law and Constitutional Studies, Political Science	Blings, Steffen
Journalism and Communication	Monson, Debra
Languages	McGonagill, Doris
Philosophy	Robison-Greene, Rachel
Social Work	Meier, Cris
Sociology	Ciciurkatie, Gabriele
 <i>College of Engineering</i>	
Biological Engineering	Vargis, Elizabeth
Civil and Environmental Engineering	McNeill, Laurie
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
	Burbank, Jen
Computer Science	Watson, Dan
Geology	Evans, James
Mathematics and Statistics	Brown, David (until 12/20)
	Thomas, Brent (since 1/21)
Physics	Edwards, Boyd (until 12/20)
	Shen, TC (since 1/21)
 <i>Jon M. Huntsman School of Business</i>	
Accounting	Cannon, James
Economics and Finance	Palsson, Craig

## H. APPENDIX

**Table H-3.** Continued.

<b>Department/Area</b>	<b>Name</b>
Management	Dixon, Mike
Management Information Systems	Yong, Kim
Marketing and Strategy	Romney, Alex
<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	Belmont, Patrick
Wildland Resources	Veblen, Kari

**Table H-4.** FY 2020-2021 Honors Faculty Advisory Board (HFAB).

<b>College or Academic Unit</b>	<b>Name</b>
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 (Fall 2020) Peak, David (Spring 2021)
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



## H. APPENDIX

**Table H-5.** FY 2020-2021 Membership of the Honors Statewide Campus Task Force.

Name	Role
Adams, Taylor	Assistant Vice President, Director of Students, Statewide Campuses
Etchberger, Rich	Vice Provost, Statewide Campuses
Habashi, Jessica	University Honors Program Faculty Liaison, Brigham City Campus
Leidolf, Andreas	Coordinator, University Honors Program
Miller, Kristine	Executive Director, University Honors Program
Spears, Jeff	University Honors Program Faculty Liaison, USU Eastern Price Campus
Straight, Nathan	University Honors Program Faculty Liaison, Brigham City Campus
Williams, Becky	University Honors Program Faculty Liaison, Uintah Basin Campus

**Table H-6.** FY 2020-2021 Honors Student Advisory Board (HSAB).

College	Name
Caine College of the Arts	Brock, Olivia
College of Agriculture and Applied Sciences	Nguy, Andy
College of Engineering	Fowler, Crystal
College of Humanities and Social Sciences	Jones, Jace
College of Science	Daines, Savannah
Emma Eccles Jones College of Education and Human Services	Horrocks Barton, Abbey
Jon M. Huntsman School of Business	Dixon, Isaac
S.J. and Jessie E. Quinney College of Natural Resources	Butikofer, Jamie

## H. APPENDIX

**Table H-7.** FY 2020-2021 Last Lecture Selection Committee.

<b>Name</b>	<b>College</b>
Mullen, James (Co-chair)	College of Engineering
Randall, Kinzie (Co-chair)	College of Humanities and Social Sciences
Butikofer, Jamie	S.J. and Jessie E. Quinney College of Natural Resources
Cole, Morgan	Jon M. Huntsman School of Business
Glazner, Haylee	Jon M. Huntsman School of Business
Greenwood, Emma	Emma Eccles Jones College of Education and Human Services
Morley, Jackson	College of Science

**Table H-8.** FY 2020-2021 Honors Leadership Academy Graduates.

<b>Name</b>	<b>College</b>
Bee, Nate	College of Science
Brawand, Marina	Jon M. Huntsman School of Business/Emma Eccles Jones College of Education and Human Services
Bullock, Kathleen	Emma Eccles Jones College of Education and Human Services
Burton, Alyssa	Caine College of the Arts
Colwell, Mallory	Emma Eccles Jones College of Education and Human Services
Gaither, Alyssa	College of Engineering
Holman, Kelsie	College of Humanities and Social Sciences
Leonelli, Ella	College of Engineering
McMullin, Kyle	College of Science
Ottley, Carter	College of Humanities and Social Sciences
Smith, Bri	Emma Eccles Jones College of Education and Human Services
Smith, Tate	Jon M. Huntsman School of Business
Sundberg, Heidi	College of Science/Emma Eccles Jones College of Education and Human Services
Taft, Jordan	College of Engineering
Thomas, Adalene	College of Science
Wiilhelm, Samantha	College of Engineering
Wilkinson, Gracie	College of Humanities and Social Sciences

## H. APPENDIX

**Table H-9.** Recipients of Honors Research Fund awards during FY 2020-2021.

Name	Title/Description of Research or Activity
Barker, Kirsten	Research—Chamber Opera: On the Art of Becoming
Barker, Kirsten	Travel <sup>a</sup> —Utah Conference on Undergraduate Research 2021
Bullock, Kathleen	Travel—National Collegiate Honors Council 2020 Annual Conference
DeBruin, Mikenna	Travel—A Conversation with Resmaa Menakem
Dusenberry, Baylee	Research—Medicine and the Media: A Look into How the Media Influences Health Literacy
Ha, Jennifer	Research—Could Video Intervention be the Future? Effectiveness of Informational Videos on ASD Knowledge
Hadjer, Bensaha	Travel—National Collegiate Honors Council 2020 Annual Conference
Jensen, Rylee	Research—Age, Sex Class, and Prey Abundance Influence the Frequency and Type of Percussive Behavior in the Southern Resident Killer Whale ( <i>Orcinus orca</i> ) Population at Lime Kiln Point State Park
Johnson, Anna	Travel—A Conversation with Resmaa Menakem
Kjar, Andrew	Travel—BMES 2020 Annual Meeting and Publication
Lewis, Selendra	Travel—Utah Conference on Undergraduate Research 2021
Merrill, Madison	Travel—A Conversation with Resmaa Menakem
Mousley, Jonathan	Travel—Utah Conference on Undergraduate Research 2021
Nguyen, Andre	Travel—Utah Conference on Undergraduate Research 2021
Oliver, Alicia	Research—McKonkie Ranch Field Research
Ottley, Carter	Travel—Utah Conference on Undergraduate Research 2021
Patchett, Giana	Travel—Utah Conference on Undergraduate Research 2021
Popa, Michael	Travel—National Collegiate Honors Council 2020 Annual Conference
Randall, Kinzie	Travel—Utah Conference on Undergraduate Research 2021
Suisse David	Travel—Utah Conference on Undergraduate Research 2021
Talbot, Madeline	Travel—Utah Conference on Undergraduate Research 2021

<sup>a</sup> All travel awards in FY 2020-2021 were for attendance at virtual conferences.

## H. APPENDIX

**Table H-10.** Undergraduate Research and Creative Opportunities (URCO) grant program Honors matching funds during FY 2020-2021.

Name	Title/Description of Research
Kartchner, Holland	Effect of Offshore Wind Farms on Mixing in a Stably Stratified Environment

**Table H-11.** Honors student employment during FY 2020-2021.

Position	Name
Honors Student Peer Advisor	Brawand, Marina (Spring/Summer 2021)
	Marz, Gabby (Fall 2020)
	Ottley, Carter (Spring/Summer 2021)
	Pack (Palmer), Lauren (Spring 2021)
	Sorensen, Natalia (Fall 2020)
Honors Post Graduate Fellow	Hallock, Emma (Fall 2020, Spring 2021)
	Daines, Savannah (Summer 2021)
Honors Student Office Assistant	Hyde (Jensen), Trinda (Fall 2020)
	Aller, Madison (Fall 2020, Spring 2021)
Honors Connections Peer Mentor	Alder, Clara
	Butikofer, Abby
	Butikofer, Jamie
	Conover, Riley
	Felty, Aubrey
	Nguy, Andy
	Pack, Lauren
	Wilson, Keith
	HONR 1320 Undergraduate Teaching Fellow (UTF) (Fall)
HONR 1330 UTF (Fall)	Brock, Olivia
HONR 1340 UTF (Fall)	Dixon, Isaac
HONR 3020/3030 UTF (Fall)	Oliver, Alicia
HONR 1320 UTF (Spring)	Stringham, Samantha
HONR 1350 UTF (Spring)	Clarkson Heaps, Corinne
HONR 3020/3030 UTF (Spring)	Dixon, Isaac