

Utah State University

DigitalCommons@USU

---

Faculty Senate & Faculty Senate Executive  
Committee

Faculty Senate

---

9-28-2023

## Faculty Senate Committee Agenda October 2, 2023

Utah State University

Follow this and additional works at: [https://digitalcommons.usu.edu/fs\\_fsexec](https://digitalcommons.usu.edu/fs_fsexec)

---

### Recommended Citation

Utah State University, "Faculty Senate Committee Agenda October 2, 2023" (2023). *Faculty Senate & Faculty Senate Executive Committee*. Paper 729.  
[https://digitalcommons.usu.edu/fs\\_fsexec/729](https://digitalcommons.usu.edu/fs_fsexec/729)

This Faculty Senate Agenda is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Faculty Senate & Faculty Senate Executive Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).





**Faculty Senate**

October 2, 2023  
3:00 – 4:30 pm  
Merrill Cazier Library - 154  
[Zoom](#) (Statewide)

**AGENDA**

---

- 3:00 Call to Order**..... Maureen Hearn  
Approval of Minutes – [September 5, 2023](#)
- 3:05 University Business** ..... Elizabeth Cantwell, President | Larry Smith, Provost
- 3:20 Faculty Senate Business** ..... Maureen Hearn | John Ferguson | Grant Cardon
- 3:25 Information**  
Education Policies Committee – [September 7, 2023](#) ..... Paul Barr  
Human Resource Policies - 351 [Summary](#) | [Policy](#) – 379 [Summary](#) |  
[Policy](#) ..... Doug Bullock
- 3:40 Reports**  
[Educational Policies Committee Annual Report](#) ..... Paul Barr  
[Honors Program Annual Report](#) ..... Kristine Miller
- 3:50 Old Business**  
[Resolution on Reducing USU Greenhouse Gas Pollution](#) ..... Patrick Belmont  
[Divestment Request](#) | [Report](#) | [Endowment Pool](#) ..... Grant Cardon
- 4:05 New Business**  
[Faculty Senate & SEA Collaboration & Task Force](#) ..... Allison Fabricus  
The Staff Employee Association is seeking an opportunity for collaboration between the Faculty Senate and the Staff Employee Association in the form of a joint task force to look at Staff and Faculty relations.

This task force will look at how we can improve communication between these two groups, to build our Aggie community.

The task force will assess stereotypes and anecdotes to better understand the work and goals of both groups to improve the overall health and retention of university faculty and staff (discussing overall needs of all employees of the university).

**Adjourn:**



September 5, 2023  
3:00 – 4:30 pm  
Merrill Cazier Library – 154

## MINUTES

---

### Call to Order - Maureen Hearn

Approval of Minutes – [May 1, 2023](#)

*Minutes approved as distributed.*

### University Business - Elizabeth Cantwell, President | Larry Smith, Provost

President Cantwell – She will review the topics of what is being shared each meeting. She would like the senators to consult with their colleagues across the university and find matters that we can work on together – looking for multi-disciplinary efforts. Looking at changes that USU and other state institutions are seeing with the change of the State Board of Regents. Had 18 board members and everyone was affiliated with a specific institution. The board has been pared down to 8-10 of which none have experience in higher education. These members are not there for a political future, but they have a desire to assist and help the Utah System of Higher Education. President Cantwell was selected by the previous board but will now be working with the new board. The president and university are adjusting to things that are not quite clear yet. There will be less in the weeds and more action. Really nice right now to see how calm it is here. Arizona is 10 years down the line with political and economic issues. Is Utah and USU ready to be catapulted into the future? The institution is creating a handbook for the USU Board of Trustees. This will be shared with the Faculty Senate by President Cantwell. She prefers to participate as a member of the university community. Question of students harassing faculty. President Cantwell wants to see what is happening and know if there is an institutional policy in place or do, we need to have one regarding that issue. Looking at ad hoc committees but does not want them to be in individual colleges. Let us do this as an institution. What are examples of politicized education. Critical race and DEI are example. These are associated with the question of is higher education important. We must produce data and be prepared to defend what we are doing and articulate what we represent. We need to demonstrate the capacity to thrive in this world and show our students how to do the same. Faculty governance should play a role in the governance of an institution of higher education. Faculty is elected to represent their colleagues within the academic enterprise. This is a partnership between faculty and the administration. President Cantwell feels that faculty governance is not one that we need to mess with. It appears that USU is doing well in this aspect. Policies are great but they only work when they are followed. They need to be constructed so that they are followable. They must also be reviewed on a regular basis. Will be bringing Diana Sabau to the next Faculty Senate meeting.

Provost Smith – Welcomed everyone to the new academic year. Spent a lot of time this summer in reflection. As the provost looked back on last year, he met with faculty several times to talk about some controversial things. This is a source of pride for the provost. He appreciates the fact that faculty felt safe to come and talk about virtually anything. Created a to do list for the provost office for this coming year. Graduate support is really the number one issue that needs to be looked at and addressed. Reached out to the President of the U of U to explore a unified approach for the research institutions in this area. Looks forward to working with the senate presidency.

## **Faculty Senate Business** - Maureen Hearn | John Ferguson | Grant Cardon

Remind senators that join via Zoom that they can use the raise hand emoji if they have any questions.

John Ferguson – Faculty senate statewide group met this last summer. Going to take a more active role with the legislature and governor's office. This is part of the representation role. Met with the governor's office and several people at USHE. What we saw last year in the legislature is coming back. Especially DEI, it will be a little more stringent. Look at how we message things. Some of the things that are said in public need to be looked at. It matters how we represent Utah State University. Messaging and images are being seen and transmitted. The legislature is looking for data and they fully intend to use that data. Legislators may be looking at data that may not be correct for our daily living. Make sure that we are clear and consistent in our messaging. Tomorrow from 3:30 – 5:00 pm the Faculty Senate will sponsor a President Cantwell Meet and Greet for the faculty.

## **Information**

Faculty Senate Committee Assignments - Maureen Hearn

It is the faculty senator's responsibility to talk with their colleagues to hear their voices and then to bring issues/concerns to the senate. We are the representative body of the faculty. Ask how you can communicate better with the faculty in your individual colleges.

Periodic College Reporting - Maureen Hearn

Allow colleges to report back to the senate with anything that is happening in the colleges. This will be an open line item.

## **Reports**

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

*Motion to approve the Empowering Teaching Excellence Annual Report made by Denise Stewardson.*

*Seconded by Matt Bunnell. Report approved.*

Added a lot of new teaching strategies. Recently added dealing with disruptive classroom behavior. Developing AI tools to bring into the teaching world. Beefing up course and program designs. Continuing to publish the journal on empowering teaching excellence. Just published two new books in the open access series.

## **Old Business**

Committee on Committees Nomination - Maureen Hearn

Need a nomination for the Committee on Committees. Opening nominations now. John Ferguson nominated Susan Cogan. Susan Cogan has accepted the nomination and will be the third member of CoC.

*Motion to close nominations made by Grant Cardon. Seconded by Denise Stewardson. Nominations closed.*

Task Force Updates (Divestment, IRB, Term Faculty) - Maureen Hearn

Last year we had three task forces that were looking at divestment, IRB and term faculty. The chairs are being contacted and asked to bring updates back to the faculty senate.

## **New Business**

Faculty Code 405 [original](#) | [track changes](#) | [final](#) (1<sup>st</sup> Reading) - John Ferguson

Rewriting all faculty code. Make sure our practices align with code. Already completed 401-404. Of all the code sections these next four are going to be the most complicated. Code 405 needs to be broken up and simplified. The only thing left in 405 are items that pertain to all faculty members. Codes 406-407-408 will now pick up all the other policies from 405. Welcome to make comments but we need an up or down vote. This is a first reading and the updates/tweaks will be taken back to PRPC.

*Motion to move code 405 back to the Dean's Council was made by Matt Bunnell. Seconded by Rose Judd-Murray. Sent to Dean's Council.*

**Adjourn: 4:16**

## Report from the Educational Policies Committee September 7, 2023

The Educational Policies Committee (EPC) met on September 7, 2023. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page ([www.usu.edu/epc](http://www.usu.edu/epc)). During the September 7, 2023 meeting of the EPC, the following actions were taken:

### 1. General Education Subcommittee

- September 7, 2023
  - No designations for approval. Discussed the new R470 policy that will be coming out and how USU adheres to the updated/changes. Gen Ed credits have moved to 27-30 and this will be the new requirement for all Utah institutions.

### 2. Academic Standards Subcommittee

- Jan 12, 2023
  - The proposed Academic Grievance policy was presented and approved. The definition states, “academic grievance includes complaints related to course conduct or grades (e.g., unfair grading, unfair course policies, unwillingness to accommodate approved class absences), graduate committee decisions, practicum or internship placements or evaluations, and other discipline-specific activities that impact the students’ academic record or progress.”
  - A phrase was added to the excused absence policy. It reads, “Participation in a university-sponsored or sanctioned activity **or professional development activities that are central to the student’s academic program.**”

### 3. Curriculum Subcommittee

- March 2, 2023

#### *Course Approvals –84*

- Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to [offer a Chocolate Science Certificate of Proficiency](#).
- Request from the Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences to [establish the Student Nutrition Access Center](#).
- Request from the Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences to [restructure the Accounting Practices Certificate of Completion](#).

- Request from the Department of Geosciences in the College of Science to [change the name of the Geology-Geo Workforce Emphasis \(BA | BS\) to Geology-Professional Emphasis \(BA | BS\).](#)
- Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [offer a Marine Science Minor.](#)
- Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [discontinue the Watershed Ecology Specialization in the Master of Science.](#)
- Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [discontinue the Watershed Ecology Specialization in the PhD program.](#)
- Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [discontinue the Watershed Hydrology Specialization in the Master of Science.](#)
- Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [discontinue the Watershed Hydrology Specialization in the PhD program.](#)
- Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [discontinue the Watershed Management Specialization in the Master of Science.](#)
- Request from the Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources to [discontinue the Watershed Management Specialization in the PhD Program.](#)
- Request from the Department of Instruction, Patrol Services and Digital Initiatives in the University Libraries to [change the department name from Instruction Collections and Patron Services and Library Public Services.](#)
- Request from the Department of Special Collections Digital & Cataloging in the University Libraries to [change the department name from Special Collections Digital & Cataloging to Library Collections and Discovery.](#)
- Request from Empowering Teaching Excellence in the Office of the Provost and Chief Academic Officer to [establish the Center for Empowering Teaching Excellence.](#)
- A proposal to create an AAS and BAS of Engineering Technology was held.

4. **Other Business**

- The Graduate School is looking at the student grievance process. This is different than undergraduate grievances. Some of the problems have illustrated that the program handbooks are not written well enough. Legal and graduate studies will be looking at all handbooks throughout the year. A major topic for the upcoming year is money.

## Definition of Academic Grievance

An instructor has full autonomy to evaluate a student's academic performance in a course. Accordingly, options for outcomes from a grievance process are limited. The University administration would override an instructor's evaluation only in an extremely limited circumstance. Specifically, the occurrence or incident relating to an academic grievance must constitute, from the student's perspective, a failure to adhere to Faculty Code in Section 403 of the Utah State University Policy Manual. If a student believes that the actions of an instructor, academic supervisor, or supervisory committee represent a failure to uphold responsibilities to students as outlined in section [403.3.1](#) (Faculty Responsibilities to Students) of the faculty code, the student may initiate an academic grievance. An academic grievance includes complaints related to course conduct or grades (e.g., unfair grading, unfair course policies, unwillingness to accommodate approved class absences), graduate committee decisions, practicum or internship placements or evaluations, and other discipline-specific activities that impact the students' academic record or progress.

## Academic Grievance Process

1. Prior to initiating a formal appeal process, where possible, every effort should be made to come to a solution informally between the instructor/supervisor/committee and the student. Informal resolution efforts should be submitted in writing (e.g., by email), and efforts should be thoroughly documented.
2. If an informal resolution cannot be reached, students should submit a written appeal using the online academic appeal form ([see draft form below](#)), selecting the appropriate department head to receive the appeal form. The department head will review the formal complaint, along with the written response of the faculty member/supervisor/committee and recommend a path for resolution.
3. If not satisfied with the recommendation of the department head, the student or the faculty member/supervisor/committee may request review by the Academic Standards Subcommittee of the Educational Policies Committee. The Academic Standards Subcommittee will review the written documentation from the student, instructor/supervisor/committee, and department head and make a recommendation for resolution.
4. All written materials will be sent to the Dean of the academic college for review and decision. The Dean's decision is considered final.





## Item for Action

RE: [Updates to USU Policy 351: Family Medical Leave Act \(FMLA\) Leave](#)

### Key

- **Red** – Is anything that was removed from the current policy
- **Blue** – Anything that was added
- **Black** – Original to Policy that was not changed
- **Dark/Light Green** – Text that was moved within the policy.

### Summary of Changes

- **Reformatted Policy-** Reformatted content to align with new policy format including adding Purpose and Scope. Clarified and updated language, definitions, and policy references throughout. Updated policy title to “Family and Medical Leave Act (FMLA) Leave.”
- **Clarified Concurrence with Other Leave Policies-** Strengthened and clarified language that USU utilizes paid leave (e.g., sick, vacation, organ donor, PCMD, worker’s compensation, STD, military leave, etc.) wherever possible when an employee takes FMLA leave. Such leaves will run concurrently with FMLA leave.
- **Clarified Dual Employment FMLA Limits-** Clarified FMLA limits when both spouses work for USU (i.e., combined 12-week limits where applicable under federal regulations). Not a change, just clarification of practice.
- **Updated Family Member Definition-** Deleted reference to parent-in-law as they are not an eligible family member under the law. However, USU’s sick leave policy permits taking time for parent-in-law.
- **Clarified Military Caregiver Leave Period-** Clarified that the 12-month period for military caregiver leave is different from the 12-month period used for other FMLA reasons.
- **Clarifying FMLA Permissions to Contact Health Care Provider-** Clarified language that permits HR to contact an employee’s health care provider regarding FMLA leave once an employee applies for leave.
- **Changed Fit for Duty Certification to Return to Work Certification-** Deleted references to Fit for Duty Certifications and replaced with more standard language of Return to Work certification.
- **Clarified Supervisor and Employee Responsibilities-** Updated language so supervisors and employees should provide appropriate notifications when a possible FMLA leave of more than 3 days occurs. Added language to strengthen employee’s responsibility to notify HR and supervisor on intent to return to work once known.



## University Policy 351: Family and Medical Leave Act (FMLA) Leave

Category: Human Resources

Subcategory: Benefits

Covered Individuals: Benefit-eligible Employees

Responsible Executive: Vice President for Finance and Administrative Services

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

Last Revised: 2023/MM/DD

Previous USU Policy Number: N/A



### ~~POLICY MANUAL~~

#### ~~BENEFITS~~

~~Number 351~~

~~Subject: Family and Medical Leave Covered~~

~~Employees: University Employees~~

~~Date of Origin: January 24, 1997; revised March 26, 2010~~

#### ~~351.1 POLICY~~

##### ~~351.1 PURPOSE AND SCOPE~~

In ~~compliance~~ accordance with the ~~federal regulations~~ Family and Medical Leave Act (FMLA), Utah State University (USU) ~~has established a policy regarding time off work which qualifies under~~ provides up to 12 workweeks of unpaid, job-protected leave for eligible employees. ~~the Family and Medical Leave Act (FMLA) as revised effective January 16, 2009. The function of~~ ~~†~~This policy is to provide employees with a general description of ~~their~~ employee FMLA rights and responsibilities. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

~~When an FMLA eligible employee is off work for an FMLA qualifying event for more than three (3) consecutive working days, this policy will be in effect. Employees may not work another job while on FMLA leave.~~

Where applicable, ~~T~~his policy ~~operates in conjunction~~ runs concurrently with ~~the University's~~USU's annual Vacation ~~I~~Leave, ~~S~~Sick ~~I~~Leave, ~~O~~rgan ~~d~~Donor ~~I~~Leave, ~~M~~Military ~~I~~Leave, ~~W~~orkers ~~C~~ompensation ~~I~~Leave, ~~S~~Short-term ~~d~~Disability ~~I~~Leave, Parental Caregiving with Modified Duties (PCMD) Leave, and ~~I~~Leave without ~~p~~Pay policies. ~~Questions regarding how these policies work to the mutual benefit of the employee and the University should be directed to the Office of Human Resources.~~

## 351.2 POLICY

### ~~351.2 DEFINITIONS (Specifically For Use With This Policy)~~

#### ~~2.1 Eligible Employee~~

~~All University employees with appointments of (1) 50% time or more in their regular assignments, (2) who have worked for USU for 12 months or 52 weeks over the past seven (7) years, and (3) who have worked 1,250 hours or more over the previous 12-month period.~~

#### ~~2.2 Family Members~~

~~Family members include the employee's spouse, dependent child (birth, adopted, step, or foster), parent, and parent-in-law. For the purposes of this policy a dependent child is under the age of 18 years, or over the age of 18 years and incapable of self-care because of a mental or physical disability.~~

#### ~~2.3 Serious Health Condition~~

~~A serious health condition is (1) a condition which requires in-patient stay in a hospital, hospice, or residential medical facility; (2) a condition requiring absence from work, school or other regular daily activities for more than three consecutive working days, and which requires continuing treatment by, or under the supervision of, a health care provider; or (3) a condition requiring continuing treatment for a chronic or long-term health condition which, if not treated, would result in an absence of more than three consecutive working days. The University will require the employee to provide medical certification of the serious health condition of either the employee or the family member.~~

#### ~~2.4 Continuing Treatment~~

~~Continuing treatment is defined as (1) treatment on two or more occasions by a health care provider or by a paraprofessional under the supervision of a health care provider; (2) treatment on at least one occasion by a health care provider who thereafter supervises a regimen of continuing treatment (e.g., a course of medication or therapy); or (3)(2) treatment in the course of a long-term or chronic condition or disability requiring continuing supervision, but not active treatment, by a health care provider.~~

### 351.3 PROVISIONS

#### 2.1 Family Medical Leave Provisions

An eligible employee may ~~use~~take paid leave ~~(if available)~~ and/or unpaid leave for up to a maximum of 12 workweeks during a rolling 12-month period, for the following qualifying events:

- ~~The~~A serious health condition ~~of which makes~~ the employee unable to perform the essential functions of their job, ~~including continuing treatment.~~
-

- ~~The birth of a child or the placement of a child for adoption or foster care~~ with the employee. The 12-workweek FMLA leave period must be completed within 12 months of the birth, adoption, or foster care placement of the child. ~~When both spouses work for USU, and each spouse is eligible to take FMLA leave, the FMLA limits the combined amount of leave they may take for some qualifying leave reasons.~~
- ~~The~~ To care of for ~~the a~~ employee's family member ~~due to~~ who has a serious health condition.
- ~~Eligible employees with~~ For any qualifying exigency arising out of the fact that a spouse, ~~son, daughter,~~ child, or parent is a military member on covered active duty or call to covered active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

The rolling 12-month period begins on the first day of an FMLA-qualifying leave. ~~Even if an employee experiences more than one of these qualifying events in a rolling 12-month period, only a total of 12 workweeks of FMLA leave will be granted. unless one of the qualifying events is the military caregiver leave~~

When an FMLA-eligible employee is off work for an FMLA-qualifying event for more than three (3) consecutive working days, ~~this policy will be in effect~~ or needs leave that involves inpatient care or continuing treatment by a health care provider, the employee must notify the Office of Human Resources. HR will coordinate with the employee to determine whether the employee's absence qualifies for FMLA.

## 2.2 Military Caregiver Leave Provisions

~~Military caregiver leave that permits~~ An eligible employees may take up to 26 workweeks of leave to care for a spouse, son, daughter, parent or next of kin of a covered service member during a single 12-month period to care for a family member who is a Covered Service Member for serious injury or illness. ~~The term "covered service member" means:~~ The single 12-month period for military caregiver leave is different from the 12-month period used for other FMLA leave reasons.

(  
~~a member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or~~

~~a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.~~

See [USU Policy 359: Military Leave](#) for other applicable definitions.)

~~The University will require the employee to provide medical certification of the serious health condition of the service member.~~

~~The rolling 12-month period begins on the first day of an FMLA-qualifying leave. Even if an employee experiences more than one of these events in a rolling 12-month period, only a total of 12 weeks of FMLA leave will be granted unless one of the qualifying events is the military caregiver leave~~

The 26 workweeks of military caregiver leave run on a separate FMLA year that commences with the first day that leave is taken and can run forward until the end of that 12-month period. Any combination of FMLA leave may not exceed the maximum limit of 26 work-weeks in that single 12-month period. Unused military caregiver leave is forfeited at the end of that 12-month period. If both ~~the husband and~~ ~~wifespouses~~ work for ~~the University~~ ~~USU~~, ~~a husband's and wife's~~ ~~the military~~ leave is limited to a combined total of 26 workweeks in that single 12-month period.

~~Additional leave (paid or unpaid) may be granted according to the provisions of the University's annual, sick, short term disability, workers compensation, and leave without pay policies.~~

## ~~Intermittent Leave~~

### 2.3 Intermittent Leave

FMLA leave may be taken on an intermittent or reduced hour basis if medically necessary for an employee's or family member's serious health condition. Leave due to military qualifying exigencies may also be taken on an intermittent basis. Employees should make all reasonable efforts to schedule such leave in advance.

## ~~Paid Leave During FMLA Leave~~

### 2.4 Paid Leave During FMLA Leave

- ~~• Paid sick/annual leave.~~

~~The employee must use accumulated sick and/or annual leave during an FMLA leave according to the provisions of the University's sick and annual leave policies before leave without pay will apply. The employee may retain one week of annual leave and one week of sick leave if he/she so chooses. Sick and annual leave will accumulate on a pro-rata basis when the employee is on intermittent leave. In cases in which short term disability or workers compensation also qualifies as FMLA leave, the Approved FMLA leave will run concurrently with the short term disability leave or workers compensation applicable USU paid leaves. An employee must use the following types of accrued paid leave (as applicable) before unpaid leave will begin for an eligible FMLA event.~~

- Sick Leave
- Vacation Leave
- Short-term Disability Leave
- Organ Donor Leave
- Worker's Compensation Leave
- Parental Care and Modified Duties (PCMD) – Faculty Only

~~An absence from work due to an on-the-job injury or illness which qualifies as a worker's compensation absence may also qualify as an FMLA absence.~~

~~In cases in which short term disability or workers compensation also qualifies as FMLA leave, the FMLA leave will run concurrently with the short term disability leave or workers compensation leave.~~

A faculty member who applies for PCMD must apply for FMLA leave during the same semester. FMLA leave under this policy will run concurrently with PCMD (see USU Policy 366: Parental Caregiving with Modified Duties (PCMD)), if applicable. A faculty member may not be eligible for PCMD if FMLA leave has already been exhausted for the birth or adoption of a child.

## ~~Benefit Continuation During FMLA Leave~~

### 2.5 Benefit Continuation During FMLA Leave

~~The University~~USU will continue health benefits (medical and dental insurance coverage) for benefit-eligible employees during any paid or unpaid FMLA leave on the same basis as ~~for~~ active employees.

The employee's ~~regularly deducted~~ premiums ~~due~~ for medical and dental coverage during periods of unpaid FMLA leave will be collected according to existing procedures for premium payments during ~~an~~ approved leave without pay. ~~The Office of Human Resources will contact~~ Employees ~~will be contacted by the Office of Human Resources~~ regarding provisions for payments.

~~The University's~~USU's obligation to maintain health ~~care~~ coverage ceases if an employee's premium payment is more than 30 days late. ~~If an employee's payment is more than 15 days late, the University will send a letter notifying the employee that coverage will be dropped on a specified date unless the premium is received before that date.~~

~~The University~~USU ~~will~~ may retroactively charge the employee for the ~~U~~university's portion of the ~~medical and dental~~ benefit premiums during an unpaid FMLA leave if the employee does not return to work after the FMLA leave for reasons other than the continuation of a serious health condition or for other reasons beyond the control of the employee.

During FMLA leave, ~~T~~the flexible spending account (FSA) program is governed by specifications of the FSA plan.

Employer retirement contributions will be discontinued while the employee is on unpaid FMLA leave.

### Reinstatement of Position and Benefits

#### 2.6 Reinstatement of Position and Benefits

After an approved FMLA leave, ~~The University~~USU will restore the employee to the previous position, or a position of equivalent status, seniority, benefits, and pay, ~~after the FMLA leave. Upon return to work, no proof of insurability or pre-existing condition clause will apply to the employee to return to the same level of benefit coverage in which he/she was enrolled before the FMLA leave. This provision will apply even if the employee waived the coverage during the period of an unpaid FMLA leave.~~

Employees who may need an accommodation in order to return to work may consult with the ~~University's~~ Americans with Disabilities (ADA) ~~C~~oordinator in the Office of Human Resources.

### Medical Certification

#### 2.7 Medical Certification

~~The University~~USU will require an employee to have a health care provider certify ~~his/her~~their need for medical ~~or military caregiver~~ leave, or the need for the medical care ~~or medical caregiver~~ leave of a ~~spouse, dependent child, or parent~~family member within 15 days of the request for FMLA leave. The employee will be notified of the need for this certification when the employee requests FMLA leave.

~~With~~By applying for FMLA leave, the employee's ~~grants~~ permission to, ~~the designated~~HR ~~representative~~ may to contact the employee's health care provider to authenticate or clarify the certification form.

~~The University~~USU may require employees to obtain a second opinion at the ~~U~~university's expense. If the opinions of the initial and second health care providers differ, ~~the University~~USU may, at its expense, require employees to obtain a third, final and binding certification from a health care provider.

An employee may be requested to recertify a serious health condition every 30 days (if the employee is absent during that period) for chronic/long-term illness.

## ~~Fitness for Duty Requirement~~

### 2.8 Return to Work Certification Requirement

~~The University~~USU will require the employee to provide a ~~Fitness for Duty~~Return to Work certification before the employee returns to work, if the leave was for ~~his/her~~their own serious medical condition. The employee will be notified of this requirement when the FMLA leave is requested (or immediately after the FMLA leave begins). ~~Fitness for duty examinations must be job-related and paid for by the employee's department.~~

## ~~Pre-tenure Probationary Period~~

### 2.9 Pre-tenure Probationary Period

When a tenure-eligible faculty member is on FMLA leave in an academic year, the faculty member's department head or supervisor and dean, ~~director, or vice president~~ may recommend a hiatus from the faculty member's pre-tenure probationary period, equal to the duration of the FMLA leave. All requests must be submitted to the Provost's Office. ~~{(See USU Policy 405.1.4(3) & (4): Tenured and Term Appointment: Evaluation, Promotion, and Retention)}~~

## ~~351.4 RESPONSIBILITY~~

### 351.3 RESPONSIBILITIES

#### ~~4.1 Department Heads and Supervisors~~

##### 3.1 Department Heads and Supervisors

~~Responsible for m~~Managing job vacancies, and coordinat~~e~~ing information with the Office of Human Resources when an employee ~~has been absent for three (3) or more days for a qualifying FMLA event and/or is on approved FMLA leave.~~

#### ~~4.2 Office of Human Resources~~

##### 3.2 Office of Human Resources

~~Responsible for d~~Determin~~e~~ing and notify~~ing~~ employee of FMLA ~~leave~~ eligibility, determin~~e~~ing qualifying events, assist~~ing~~ with the implementation and administration of this policy, and ~~for maintaining~~ required employee documentation necessary for requesting and processing leaves. ~~Also responsible for~~Make decisions about medical opinions, ensur~~e~~ing all employees are aware of the ~~Family and Medical-FMLA Leave P~~olicy ~~and its amendments~~, and post~~ing~~ the federal notice of the Family and Medical Leave Act of 1993 and its amendments.

#### ~~4.3 Employees~~

##### 3.3 Employees

~~Responsible for p~~Provid~~e~~ing as much notice as possible when requesting leave (30 days, if practicable), comply~~ing~~ with requests for documentation, maintain~~ing~~ contact with supervisors, and return~~ing~~ to work as scheduled.

Submit the FMLA leave request form if absent from work for more than three (3) consecutive work days or if the employee needs leave that involves inpatient care or continuing treatment by a health care provider.

When planning medical treatment ~~related to FMLA leave~~, employees ~~must-should~~ consult~~work~~ with their supervisor and HR to meet the employee's ~~University's FMLA Coordinator and make a reasonable effort to schedule~~ treatment needs while minimizing impact to department ~~so as not to unduly disrupt~~



~~University operations. Employees must consult with the University prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the University and the employee, subject to the approval of an employee's healthcare provider.~~

~~The employee must comply with the usual and customary notice provisions for absence.~~ Notify your supervisor and the Office of Human Resources regarding your intent to return to work as soon as it is known.

## 351.4 REFERENCES

- N/A

## 351.5 RELATED USU POLICIES

- USU Policy 345: Vacation Leave
- USU Policy 355: Leave without Pay
- USU Policy 357: Disability Insurances
- USU Policy 359: Military Leave
- USU Policy 363: Sick Leave
- USU Policy 364: Worker's Compensation
- USU Policy 366: Parental Caregiving with Modified Duties (PCMD)
- USU Policy 369: Other Leave
- USU Policy 405.1.4(3) & (4): Tenured and Term Appointments: Evaluation, Promotion and Retention

## 351.6 DEFINITIONS (Specifically for use with this policy)

### 6.1 Continuing Treatment

Continuing treatment is defined as ~~(1) treatment on two or more occasions by a health care provider or by a paraprofessional under the supervision of a health care provider;~~  
~~(2) treatment on at least one occasion by a health-care provider who thereafter supervises a regimen of continuing treatment (e.g., a course of medication or therapy); or~~  
~~(3) treatment in the course of a long-term or chronic condition or disability requiring continuing supervision, but not active treatment, by a health care provider.~~

### 6.2 Covered Service Member

A covered service member is one of the following:

- 1) ~~a~~ member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness. ~~;~~ ~~or~~
- 2) ~~a~~ veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five ~~(5)~~ years preceding the date on which the veteran undergoes ~~that~~ medical treatment, recuperation, or therapy.

### 6.3 Eligible Employee

~~All University~~ USU employees with appointments of ~~(1) 50% time or more in their regular assignments,~~  
~~(2) who have worked for USU for at least 12 months, or 52 weeks over the past seven (7) years, and (3)~~

~~who have worked at least 1,250 hours or more over during the previous 12-month period immediately preceding the leave.~~

## 6.4 Family Members

~~Family members include the employee's spouse, dependent child (birth, adopted, step, or foster), and parent, and parent-in-law. For the purposes of this policy a dependent child is under the age of 18 years, or (over the age of 18 years and if incapable of self-care because of a mental or physical disability).~~

## 6.5 Serious Health Condition

~~A serious health condition is (1) a condition which requires in-patient stay in a hospital, hospice, or residential medical facility; (2) a condition requiring absence from work, school, or other regular daily activities for more than three consecutive working days, and which requires continuing treatment by, or under the supervision of, a health care provider; or (3) a condition requiring continuing treatment for a chronic or long-term health condition which, if not treated, would result in an absence of more than three consecutive working days. The University USU will require the employee to provide medical certification of the serious health condition of either the employee or the family member.~~

---

**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.

## RESOURCES

### Procedures

- N/A

### Guidance

- N/A

### Related Forms and Tools

- N/A

### Contacts

- N/A

## POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2023/MM/DD

Next scheduled review date: N/A

Previous revision dates: 2010/03/26

## ITEM FOR ACTION

Re: Delete USU Policy 379: International Assignments

### Key

- **Red** – Deletions
- **Blue** – Additions
- **Black** – Original to Policy
- **Green/green** – Movements of original text placement

### SUMMARY for Removal

- In consultation with the Dean's Council and the Office of Global Engagement, the Office of Research and the Office of Human Resources and have reviewed the continued need for this policy. It is believed that this policy was created to meet certain needs for international assignments in developing countries many years ago.
- However, this is not a policy that has been used for years and there are no existing HR processes to even administer it as written. Based on discussion with the Office of Research, the Office of Global Engagement, and the Dean's Council, we recommend deletion of this policy. Any potential needs in this area can be addressed through existing Sabbatical policy and/or through the Office of Global Engagement processes and policies.
- Additionally, the Office of Research has finalized Policy 590: Export Control which addresses potential risks related to certain international situations.



## **POLICY MANUAL**

### **COMPENSATION**

---

**Number 379**

**Subject: International Assignments**

**Covered Employees: Faculty**

**Date of Origin: January 24, 1997**

---

#### **379.1 POLICY**

The University recognizes that faculty make broad and significant contributions through application of professional expertise to international communities. Professional expertise provided to these communities by faculty beyond their role assignments at the University contributes not only to the needs and understanding of others, but also increases their own competence in their professional roles. Such professional expertise also brings recognition to the University.

Faculty participation in both short- and long-term international assignments is supported by the University. Faculty who accept international assignments do so in the furtherance of the University's mission and goals. They continue as faculty during such assignments.

In some cases the most qualified person available for a particular assignment may not be a member of the faculty. When the department head or supervisor, and dean, director, or vice president so determine, a qualified individual who is not a faculty member may be recommended for the international assignment with an appointment to the temporary faculty ranks. It is expected that this will be the exception rather than the rule.

#### **379.2 DEFINITIONS**

##### **2.1 International Assignment**

An assignment to work for the University or some other agency contracting with the University outside the USA.

##### **2.2 Long-term Assignment**

An assignment of not less than one year and not more than four years in duration.

### **2.3 Short-term Assignment**

An assignment of less than one year in duration.

## **379.3 PROCEDURES**

### **3.1 Recommendation of Faculty for Long-term International Assignment**

Recommendation for the long-term assignment of faculty abroad shall be in accordance with the terms of the applicable contract and the following procedures. Letters of recommendation from the department head or supervisor and the dean, director, or vice president are required for faculty to be considered for international assignments.

### **3.2 Approval of International Assignments of Faculty Members**

Upon recommendation and approval of the department head or supervisor and the dean, director, or vice president, and with the written concurrence of the Director of International Programs, the recommendation for international assignment is submitted to the Provost for final approval. When required by the contract, approval must also be obtained from the contracting agency sponsoring the international assignment.

### **3.3 Appointment of Temporary Faculty to International Assignments**

Qualified individuals hired for assignments abroad who are not faculty members may be appointed to the temporary faculty ranks for the period of the assignment at the rank appropriate to their qualifications and their respective duties and responsibilities under the contract.

Procedures for such appointments follow the regular procedures for appointment to the temporary faculty ranks with the following exceptions: The Director of International Programs will prepare the job description and the advertising. The recommendation for appointment shall go from the department head to the dean, director, and vice president, who, in turn, shall recommend the candidate to the Director of International Programs. The Director of International Programs shall recommend the candidate to the Provost, who, in turn, shall recommend the candidate to the President. If the President is in agreement, the President shall recommend the candidate to the Board of Trustees.

### **3.4 Faculty Members' Academic Rank, Salary Increases, Sabbatical Leave, and Evaluation**

The University's procedures relative to promotion and advancement decisions apply to all faculty members participating in foreign assignments under University auspices. The salary of all faculty members abroad will receive the same annual budgetary consideration as is afforded campus-based faculty members.

Services rendered under provisions of the contract will count towards sabbatical leave for faculty in accordance with this code.

Annual personnel evaluations will be carried out by the department head or supervisor. The University chief-of-party and faculty member will provide all data relevant for the review. For faculty assigned to nonUniversity projects, annual performance evaluations will be carried out by the appropriate supervisor with input from the in-country chief-of-party in charge of the project.

### **3.5 Written Agreement for International Long-term Assignments**

Upon appointment, a written agreement between the faculty member and the University shall be prepared by the department head or supervisor. This agreement will specify the work to be performed, the location and length of assignment, the status of University leave and the amount of leave to be frozen until the faculty member's return, the plan of work and relation of the assignment to the tenure and/or promotion objectives of the faculty member and to the objectives and programs of the academic unit, the plan and method for evaluating performance and progress of the faculty member while abroad, the length of University commitment to faculty on temporary appointments and any other pertinent information regarding the assignment. The agreement will be signed by the faculty member; the department head or supervisor; and the dean, director, or vice president, and a copy provided to the Director of International Programs and to the Provost.

### **3.6 Salary Computation for Faculty Members on Long-term International Assignments**

(1) Temporary off-campus monthly salary. The salary of a faculty member who is to be employed for 12 months or more on an international assignment may be adjusted to reflect changes in the basic assignment. Any such change will be determined by the department head or supervisor and dean, director, or vice president in consultation with the faculty member involved. These adjustments shall be made without regard to the source of funds. The resulting salary shall be known as a temporary off-campus monthly salary.

(2) Salary adjustments. In addition to any adjustments made above, both the temporary off-campus and the campus monthly salaries will be adjusted periodically (usually annually) to maintain congruity with Universitywide salary changes. These changes are to be determined by the department head or supervisor and dean, director, or vice president.

The temporary off-campus monthly salary will be documented on an Employment Action Form and other records of the University. Upon return to campus, the campus monthly salary (as adjusted to reflect Universitywide salary changes) will become effective. Faculty members also are entitled to receive other allowances as authorized in the various contracts and grants under which they work.

### **3.7 Salary Computation for Faculty Members on Short-term International Assignments**

The salary of a faculty member while on a short-term international assignment for the University, either as part of a regular appointment or an extra-contractual assignment, will be determined by any or all of the following: (1) computing the campus monthly salary; (2) adjusting the campus monthly salary to reflect increases in responsibilities or changes in the basic nature of the faculty member's assignment, if any; (3) providing recruitment incentives because of the nature of international assignments, such incentives to not exceed 10 percent of the campus monthly salary; (4) dividing the campus monthly salary by 22 work days to determine the daily rate; (5) compensating faculty members in accordance with the specific terms and conditions of the contract or grant under which they are employed and permitting them to receive any allowances or other perquisites that are provided in the particular grant or contract.

### **3.8 Faculty Participation in NonUniversity International Programs**

It is the intent of the University to utilize its faculty on its own foreign projects. However, it is recognized that situations may exist where faculty expertise can be utilized on contracts arising from membership with a consortium of universities, formal collaboration with another university or government agency, inter-university relationships, or other nonformal university or private company appointments. In any such instance, it is the policy of the University to engage in formal contracting for providing the services of any University faculty member assigned to these types of collaborative arrangements. The contract will be between the University and the other institution. The faculty member remains a faculty member of the university assigned to a project under the auspices of the contract agreement. In such cases, all conditions of this policy will apply as if the faculty member were assigned to a University-controlled contract, unless otherwise specifically agreed in the contract.

For faculty who find international opportunities outside those indicated in the previous paragraph, no formal University contract will be initiated. The faculty member will be required to obtain approval through appropriate University channels for leave without pay for the period desired.

The conditions of this section apply equally to long-term and short-term international assignment of faculty, except that in the case where short-term international assignments are involved, some situations may arise where faculty may engage in extra-contractual service with written approval as required by this policy and not necessarily be required to apply for leave without pay.

### **3.9 Campus Support and Contract Operations**

All technical assistance contracts provide for campus support, the level of which is determined by each contract. A project coordinator will be selected and approved by the appropriate department head or supervisor and dean, director, or vice president, in

consultation with the Director of International Programs, to carry out the campus coordination activities specified by the contract. The project coordinator will be responsible for all technical aspects of the project and for those logistic and administrative functions determined appropriate in consultation with those same administrators and the Director of International Programs.

Campus project coordinators shall not be authorized payment under the Extra-Contractual Services policies of the University for services performed abroad under the contract for which he/she is responsible. However, project directors do qualify for overseas pay, if authorized by the particular contract or grant. Such payments are limited to actual days spent outside the United States and will be calculated separately for each individual trip undertaken by the project director in his or her official capacity.

### **3.10 Leave of Absence**

Benefit-eligible faculty members on long-term international assignments are subject to the same leave regulations as resident faculty with two exceptions: (1) leave earned while on the international assignment will be administered according to the terms of the contract. In no case will leave earned on an international assignment be carried back to the University; and, (2) the faculty member's leave status prior to the international assignment will be frozen until his/her return to the campus.

### **3.11 Contracts Administered by the University**

Faculty members serving abroad under contracts administered by the University continue their regular faculty appointments and relationships with the University. They are eligible for salary increases, advancement in rank, and tenure (unless otherwise excepted) in the same manner as the resident faculty.

Faculty members serving abroad are eligible for special considerations in travel, benefits, special salary adjustments, and special living allowances as the primary contract provides.

Service abroad under University contracts shall be on a voluntary basis.

### **3.12 Contracts Administered by Another University or Agency**

The University shall attempt to secure similar special considerations for its faculty serving abroad as are provided in comparable contracts for faculty of other universities or agencies.



**2022-2023 ANNUAL REPORT  
OF THE  
UTAH STATE UNIVERSITY  
EDUCATIONAL POLICIES COMMITTEE (EPC)**

**Submitted by**

**Paul J. Barr, EPC Chair**

**Vice Provost**

**September 2023**

## 2022-2023 Annual Report of the USU Educational Policies Committee

### MEMBERSHIP:

#### EPC Membership for the 2022-2023 Academic Year

- **Paul Barr**, *Chair, Vice Provost*
- **Mateja Savoie Roskos**, *College of Agriculture and Applied Sciences*
- **Richard Walker**, *Caine College of the Arts*
- **Sterling Boone**, *Jon M. Huntsman School of Business*
- **David Feldon**, *Emma Eccles Jones College of Education and Human Services*
- **Scott Budge**, *College of Engineering*
- **Jared Colton**, *College of Humanities and Social Sciences*
- **Dan Coster**, *College of Science*
- **Heloisa Rutigliano**, *College of Veterinary Medicine*
- **Renee Galliher**, *Academic Standard Chair*
- **Matt Sanders**, *General Education Subcommittee Chair*
- **Robert Heaton**, *Universities Libraries*
- **Richard Cutler**, *Graduate Council*
- **Aly Cinq-Mars**, *USUSA Executive Vice President*
- **Ex Officio, Fran Hopkin**, *Registrar*
- **Ex Officio, Toni Gibbons**, *Registrar*
- **Peter Howe, S.J. & Jessie E. Quinney** *College of Natural Resources*
- **Ex Officio, Michele Hillard**, *Secretary*
- **Shana Geffeney**, *Statewide Campuses*
- **Jason Marshall**, *USU Eastern*
- **Sarah Pope**, *Graduate Studies Senator*

### MEETINGS:

The Educational Policies Committee (EPC) is a standing committee of the Faculty Senate. During the 2022-2023 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	Chad Simon (Chair)
General Education Subcommittee	Matt Sanders (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 865 requests for individual course actions.
2. The Curriculum Subcommittee and subsequently the EPC acted on a variety and number of R401 proposals (N=59) for programs during the 2022 – 2023 academic year. Table 1 is a summary of those proposals.

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

<u>Unit/College/Department</u>	<u>EPC Actions 2022-2023</u>
<b>Departments of Applied Sciences, Technology and Education and Aviation and Technical Education</b>	Create a new Department of Technology, Design and Technical Education.
<b>Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences</b>	Discontinue the Horticulture: MPSH Program.
<b>College of Humanities and Social Sciences</b>	Create a new CHaSS Peace Institute
<b>Center for Community Engagement in the Office of Student Affairs</b>	Change the name from The Center for Civic Engagement and Service Learning to Center for Community Engagement
<b>Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences</b>	Offer a Global Agriculture, Leadership, and Education Institutional Certificate of Proficiency.
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Offer an Agricultural Production and Automated Processing Technology Emphases in General Technology AAS
<b>Emma Eccles Jones College of Education and Human Services</b>	Establish an Alzheimer’s Disease and Dementia Research Center
<b>Center for Anticipatory Intelligence in the College of Humanities and Social Sciences</b>	Offer a Master of Anticipatory Intelligence Program.

<b>Departments of Computer Science and Mathematics and Statistics in the College of Science</b>	Offer a Data Science Graduate Certificate.
<b>Departments of Computer Science and Mathematics and Statistics in the College of Science</b>	Offer a Data Science Minor
<b>Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences</b>	Offer a Bachelor of Science in Animal and Dairy Sciences
<b>Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences</b>	Offer a Bachelor of Science in Biotechnology
<b>Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences</b>	Offer a Bachelor of Science in Bioveterinary Science
<b>Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences</b>	Offer a Bachelor of Science in Equine Science and Management
<b>Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences</b>	Offer an Institutional Certificate of Proficiency in Fashion Studies
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Offer a Certified Nursing Assistant Certificate of Completion
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Offer an Office Computer Systems Certificate of Completion
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Offer a Phlebotomy Certificate of Completion
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Offer an Institutional Certificate of Proficiency in Quality and Reliability
<b>Department of Music in the Caine College of the Arts</b>	Create an optional emphasis in Composition within the current Bachelor of Arts in Music
<b>Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services</b>	Change the name of the Family and Human Development minor to Human Development and Family Studies minor.
<b>Departments of Computer Science and Mathematics and Statistics in the College of Science</b>	Offer a Bachelor of Science in Data Science
<b>Department of Veterinary Medicine in the College of Veterinary Medicine</b>	Establish a new Department of Veterinary Clinical and Life Science (VCLS).

<b>Departments of Marketing and Strategy and Instructional Technology and Learning Sciences in the Jon M. Huntsman School of Business and the Emma Eccles Jones College of Education and Human Services</b>	Offer a Marketing Design minor
<b>Department of Management in the Jon M. Huntsman School of Business</b>	Offer a People and Organizations minor
<b>Department of Marketing and Strategy in the Jon M. Huntsman School of Business</b>	Suspend the International Business Bachelor of Art and Science degrees.
<b>Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences</b>	Restructure the Skilled & Technical Sciences Education emphasis to include secondary education licensure
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Offer an Institutional Certificate of Proficiency in Additive Manufacturing
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Offer a Certificate of Proficiency in Construction Fundamentals
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Change the name from Emergency Medical Technical and First Responders Certificate of Proficiency to Emergency Medical Technician Certificate of Proficiency
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Change the name from Certified Nursing Assistant Certificate of Proficiency to Nursing Assistant Certificate of Proficiency
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Restructure the Pharmacy Technician Certificate of Completion
<b>Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences</b>	Restructure and change the name from Phlebotomy Certificate of Proficiency to Phlebotomy Technician Certificate of Proficiency
<b>Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences</b>	Offer an Institutional Certificate of Proficiency in Digital Modeling and Visualization
<b>Department of Landscape Architecture and Environmental</b>	Offer an Environmental Planning Institutional Certificate of Proficiency

<b>Planning in the College of Agriculture and Applied Sciences</b>	
<b>Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences</b>	Discontinue the Institutional Landscape Management Certificate
<b>Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services</b>	Restructure the Deaf Education Composite to provide a Bilingual-Bicultural Deaf Education Emphasis
<b>Departments of Marketing and Strategy, School of Accountancy and Sociology and Anthropology in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business</b>	Offer a post-baccalaureate certificate in Cultural Resource Management Policy, Advocacy, and Business Administration
<b>Departments of Sociology and Anthropology and Wildland Resources in the College of Humanities and Social Sciences and the S.J. &amp; Jessie E. Quinney College of Natural Resources</b>	Offer a Bachelor of Arts and Bachelor of Science degree in Criminal Justice
<b>Department of Marketing and Strategy in the Jon M. Huntsman School of Business</b>	Change the name from Leadership and Management Minor to Leadership Minor
<b>Department of Aviation Technology in the College of Agriculture and Applied Sciences</b>	Create a new Advanced Manufacturing emphasis within the Technology Systems Bachelor of Science degree
<b>Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services</b>	Offer a Speech-Language Pathology Assistant Certificate of Proficiency
<b>Department of Human Development and Family Studies in the Emma Eccles College of Education and Human Services</b>	Change the name of the Human Development Lifespan emphasis to Human Development emphasis
<b>Department of Management in the Jon M. Huntsman School of Business</b>	Add an emphasis in Healthcare Management to the existing Management degree
<b>Office of the Provost</b>	Offer a General Education Certificate of Completion
<b>Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences</b>	Offer an Associate of Science in Digital Modeling and Visualization
<b>Department of Kinesiology and Health Science in the Emma Eccles</b>	Offer a Recreation Emphasis, Sport Management Emphasis, Outdoor Adventure

<b>Jones College of Education and Human Services</b>	Leadership Emphasis and Program and Event Management Emphasis in the Bachelor of Science Recreation Administration
<b>Department of Psychology in the Emma Eccles Jones College of Education and Human Services</b>	Change the name of the Psychology Sociobehavioral Epidemiology and Quantitative Psychology Specializations PhD to Psychology: Data Science and Research Methodology Specialization PhD
<b>Department of Psychology in the Emma Eccles Jones College of Education and Human Services</b>	Change the name of the Psychology MEd to School Counseling MEd
<b>School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services</b>	Move the Doctor of Philosophy in Education Program from the dean's office to the School of Teacher Education and Leadership.
<b>Department of English in the College of Humanities and Social Sciences</b>	Discontinue the English-Technical Communication and Rhetoric Emphasis
<b>Department of English in the College of Humanities and Social Sciences</b>	Change the name of the Folklore and American Studies MA/MS to Folklore Studies MA/MS
<b>Department of English in the College of Humanities and Social Sciences</b>	Offer a Technical Communication and Rhetoric Bachelor of Arts and Bachelor of Science degree
<b>Department of English in the College of Humanities and Social Sciences</b>	Offer a Technical Communication and Rhetoric Mino

**Other Actions:**

- Elected Chad Simon as the new Curriculum Subcommittee Chair for the 2023-2024 AY.
- Elected Matt Sanders as the new General Education Subcommittee Chair for 2023-24 AY.
- QCNR reviewed and submitted CIP Code Changes
- Committee discussed the differences between the Academic Appeals process and Student Grievances process in the Student Standards of Conduct of the General Catalog. Committee discussed the Appeals Committee through the Academic Appeals process. Additionally what type of appeal should go through each process. Academic Standards Subcommittee will work on those sections of the catalog to provide clarity.

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

1. Courses approved (N = 23) by the EPC in 2022-2023 for General Education Designation use are listed in Table 2.

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

<u>Course Prefix and Number</u>	<u>Course Title</u>	<u>Course Designation</u>
<b>POLS 2100</b>	Introduction to International Relations	BSS
<b>POLS 2400</b>	Introduction to Geopolitics	BSS
<b>POLS 2500</b>	Introduction to International Studies	BSS
<b>HIST 3780</b>	History of American Education	BSS
<b>OPDD 1750</b>	History of Outdoor Products	BHU
<b>RELS 1680</b>	Horses, Humans, and Gods	BHU
<b>CMST 4200</b>	Language, Thought and Action	CI
<b>PSY 4960</b>	History of Modern Psychology	CI
<b>POLS 2300</b>	Introduction to Political Theory	BHU
<b>ENGL 3085</b>	Writing for Computer Science Workplace	CI
<b>HONR 3010</b>	Special Topics: Life and Physical Sciences	CI
<b>MSLE 4560</b>	Strategic Sales	CI
<b>ENGL 2020</b>	Professional Communications	CL2
<b>POLS 4360</b>	Critical Topics in Political Theory	DHA
<b>POLS 4370</b>	Modern Political Thought	DHA
<b>FIN 3200</b>	Fundamentals of Finance I	QI
<b>TESY 3300</b>	Electronic Systems and Programming	QI
<b>STAT 1080</b>	Foundations of Data Science	QL



<b>SW 1010</b>	Introduction to Social Welfare	BSS
<b>LAEP 6060</b>	E Studio/Entrepreneurship in Planning and Design	CI
<b>ARTH 3215</b>	Art of Ancient Greece	CI
<b>ENGL 4650</b>	Utah's Public Lands Past, Present and Future	DHA
<b>ANTH 4650</b>	Utah's Public Lands Past, Present and Future	DSS

2. Actions that were taken by General Education Subcommittee (2022-2023):

- Moving the General Education Subcommittee meetings to the first Tuesday of each month. This will help with aligning the reporting to the EPC committee and allowing requests to move through at the same time as the curriculum changes.
- The General Education Subcommittee is continuing area expertise discussions. Everyone agrees that there needs to be a mechanism to be able to turn down those requests for departments who want to petition Gen Ed designations outside their area of expertise.
- On going discussions regarding changes to the R470 policy, area expertise and requirements for depth designations in two areas

**C. Actions originating from the Academic Standards Subcommittee (2022-2023):**

- New Excused Absence Policy was approved in October. The was revised looking at it through the lens of remote learning. Language includes that faculty members are under no obligation to record or broadcast courses. Also, students logging into a class is not considered participation. Remote learning is the focus of these changes.
- Proposal approved regarding testing of English proficiency standards and broadening list of countries. Conversation to broaden the ways students can show English proficiency comparable to TOFL.
- Approved adjustment to policy for Academic Standing. The purpose of the academic standing policy is to keep track of students by their GPA; proposed changes clarify that a semester warning notation on the transcript does not mean that the student is not in Good Standing. Semester Warning, implemented in 2014, was not intended to be a "bad" standing, but an alert for proactive advising. Current language in Good Standing reads "An undergraduate student is considered by the University to be in good standing when his or her semester GPA is 2.00 or higher and the institution GPA is 2.00 or higher." Approved language: "An undergraduate student is considered by the University to be in good standing when their institution GPA is 2.00 or higher." It is to be noted that

being in Good Standing with the university does not always mean Good Standing within the academic department or program.

- The Academic Standards Subcommittee is currently working on the academic grievance policy/process. They want to clearly delineate academic vs. non-academic grievances and would prefer a more abbreviated pathway. It is felt that ultimate arbitration should end with the college dean.



**UtahState**  
University

University Honors Program

# Annual Report

---

Fiscal Year 2022-2023



September 8, 2023



**UtahState**  
University

University Honors Program

# Annual Report

---

**Fiscal Year 2022-2023**



Dr. Kristine Miller, Executive Director

Compiled by: Andreas Leidolf, Coordinator  
Reporting Period: 1 July 2022 – 30 June 2023

## Table of Contents

<b>A. OVERVIEW .....</b>	<b>1</b>
1. Honors Mission, Vision, and Values.....	1
2. Strategic Plan Goals and Progress .....	1
3. Leadership .....	3
4. Personnel.....	3
<b>B. TAKING THE DARE: BELONGING IN HONORS.....</b>	<b>5</b>
<b>C. PARTICIPANTS .....</b>	<b>9</b>
1. Student Participants.....	10
2. Faculty and Staff Participants .....	12
3. Alumni Participants .....	13
4. Statewide Participation .....	14
<b>D. PARTNERS .....</b>	<b>16</b>
1. USU Partners.....	17
2. Sponsorships .....	20
3. External Partners .....	20
4. Professional Affiliations and Engagement.....	21
<b>E. PROGRAMMING .....</b>	<b>22</b>
<b>ESSENTIAL ACTIVITIES .....</b>	<b>23</b>
1. Recruiting .....	23
2. Admissions .....	23
3. Orientation .....	25
4. Honors <i>Connections</i> .....	26
5. Theme Housing: Honors House .....	26
6. Advising and Mentoring .....	27
7. Website.....	27
8. Social Media .....	28
9. Development .....	28
<b>ACADEMIC PROGRAMS .....</b>	<b>28</b>
10. Honors Courses.....	29
11. Honors in Practice (HIP) .....	32
12. Honors Capstone Projects.....	35
13. Co-curricular Engagement.....	35
<b>ENGAGEMENT, ENRICHMENT, AND COMMUNITY BUILDING .....</b>	<b>36</b>
14. Weekly <i>Honors in the Know</i> Messaging .....	36
15. Honors Holiday Card .....	38
16. Student, Faculty, and Faculty-Student Socials .....	38
17. <i>Honors Cares</i> .....	38
18. Honors Graduation Celebration .....	39

19. 47 <sup>th</sup> Annual Honors Last Lecture .....	39
20. Honors Brain Break .....	39
21. Friend of Honors Award.....	39
PROFESSIONALIZATION .....	40
22. Alumni Mentoring.....	40
23. National Scholarship Mentoring and Application Support.....	42
24. Student Employment .....	42
25. Student Leadership .....	44
26. Thank-a-thon .....	45
STATEWIDE PROGRAMMING .....	45
<b>F. FUNDING.....</b>	<b>47</b>
1. Student Funding.....	48
2. Funding to Faculty and Departments .....	50
<b>G. OUTPUTS AND OUTCOMES .....</b>	<b>52</b>
OUTPUTS.....	53
1. Student Capstones .....	53
2. Student Presentations—Poster Presentations.....	55
3. Student Presentations—Oral Presentations .....	59
4. Student Publications.....	60
5. Honors Program Staff Presentations .....	60
OUTCOMES .....	60
6. Graduation.....	60
7. Academic Action and Discontinuation .....	61
8. Transcript Designations .....	62
9. Student Awards and Honors.....	64
<b>H. APPENDIX .....</b>	<b>68</b>

## List of Tables and Figures

Table A-1. Utah State University Honors Program personnel in FY 2022-2023.....	3
Table C-1. Demographics of USU Honors Program and USU Logan campus general student population for FY 2022-2023 .....	10
Table E-1. Honors Program recruiting events in FY 2022-2023.....	24
Table E-2. Demographics of FY 2022-2023 Honors applicant and admission pools.....	25
Table E-3. USU <i>Connections</i> Honors sections taught in FY 2022-2023 .....	26
Table E-4. Honors Introductory Experience and Think Tank courses taught in FY 2022-2023 .....	30
Table E-5. Honors sections of departmental courses taught in FY 2022-2023 .....	31
Table E-6. Honors Book Labs conducted in FY 2022-2023 .....	33
Table E-7. Co-curricular events organized by Honors in FY 2022-2023 .....	37
Table E-8. Honors Undergraduate Teaching Fellow (UTF) appointments in FY 2022-2023 .....	43
Table E-9. Honors Peer Advisor appointments in FY 2022-2023.....	43
Table F-1. Honors academic scholarships and awards to students in FY 2022-2023...	49
Table H-1. List of FY 2022-2023 Honors graduates.....	68
Table H-2. List of FY 2022-2023 Honors-engaged faculty, staff, and other mentors/instructors .....	70
Table H-3. List of FY 2022-2023 faculty Departmental Honors Advisors (DHA) .....	77
Table H-4. FY 2022-2023 Honors Faculty Advisory Board (HFAB).....	80
Table H-5. FY 2022-2023 Honors Student Advisory Board (HSAB).....	80
Table H-6. FY 2022-2023 Annual Honors Last Lecture Committee .....	81
Table H-7. FY 2022-2023 Honors Leadership Academy Graduates .....	81
Table H-8. Recipients of Honors Research Fund awards in FY 2022-2023 .....	82
Table H-9. Undergraduate Research and Creative Opportunities (URCO) grant program Honors matching funds in FY 2022-2023 .....	83
Table H-10. Recipients of Honors Study Abroad Fund awards in FY 2022-2023.....	84
Table H-11. Honors student employment in FY 2022-2023 .....	85
Figure C-1. FY 2022-2023 Honors and USU Logan Campus student population by college.....	11
Figure C-2. FY 2022-2023 Honors-engaged faculty, staff, and other mentors/instructors by college .....	13
Figure C-3. Time since USU graduation of USU Honors alumni in FY 2022-2023.....	14
Figure E-1. Honors academic advising appointments by month in FY 2022-2023 .....	27
Figure E-2. 2022 Honors Holiday Card .....	38
Figure E-3. Demographics of Honors alumni participating in the Alumni Mentoring Program in FY 2022-2023 .....	41
Figure G-1. Honors Program completion rate (graduation with Honors) at time $t$ as a percentage of incoming first-year students at time $t-4$ .....	61

# A. OVERVIEW

## 1. Honors Mission, Vision, and Values

### Mission

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.

### Vision

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 USU has to offer.

### Values

The University Honors Program shares with USU the following values:

*Access and Inclusion*—We value important differences in background, self-perception, and identities, and we work to include students with different perspectives and experiences and to improve access to our skill- and confidence-building curriculum and programming.

*Student Success and Retention*—We value the experience and success of students, and we work to communicate program requirements, maintain a valuable and flexible curriculum, and ensure understanding of the purpose and value of honors education.

*Research and Discovery*—We value undergraduate research and discovery, and our curriculum follows our motto, from the poet Horace: "Sapere Aude"—or "Dare to Know," a challenge to ask questions, discover answers, and share knowledge with others.

*Community Engagement*—We value community engagement and collaboration, and as one of USU's Community-Engaged Programs and Departments, we build opportunity for such work into our curriculum and programming.

*Academic and Professional Development*—We value academic and professional development, and we support students, both within and beyond our curriculum, in discovering their passions and charting their path into the future.

## 2. Strategic Plan Goals and Progress

FY 2022-2023 was the second year in the University Honors Program's 2021-2024 Strategic Plan. The progress on the plan's four key goals is included below.



## A. OVERVIEW

### Goal One: Assessment, Review, and Planning

The University Honors Program completed a detailed self-study using the National Collegiate Honors Council's (NCHC) *Shared Principles and Practices of Honors Education*, a nationally recognized assessment tool. We have arranged an external review and site visit for an NCHC review team: Dr. Patricia Smith, Dean of the Honors College at the University of Central Arkansas, and Dr. Daniel Roberts, Dean of the Honors College at Virginia State University. The site visit will include two full days of meetings with students, faculty, administrators, alumni, and staff and will take place on October 16-17, 2023.

### Goal Two: Access and Inclusion

The program revised its admissions process last year and began tracking demographic data on incoming and current students. To create more opportunities for USU students across Utah, we established faculty liaisons on three statewide campuses and made Honors courses and Book Labs available in virtual/hybrid formats, as well as in person. We partnered with the Office of Academic Belonging and Learning Excellence to offer Aggie First Scholars programming to our students through an Honors section of USU 1050, and we shared information about Honors with the American Indian, Alaska Native, and Native Hawaiian students participating in the Mentoring and Encouraging Student Academic Success program (MESAS). We created a new Honors Access and Inclusion Scholarship to support first-generation students and those from underrepresented minority groups and have awarded it to both current and incoming Honors students over the past two years.

### Goal Three: Structured Retention

The program began regularly showcasing outstanding Honors work, graduates, and student leaders on social media and at events. We integrated advising tips into our weekly *Honors in the Know* messaging and developed an Honors requirements Canvas quiz to give incoming students a clear understanding of how to start earning Honors points when they arrive at USU. We established transfer agreements that allow Honors graduates with associate degrees from Salt Lake Community College or Snow College to transfer directly into the USU Honors Program with incoming Honors points and a scholarship, and we plan in the coming year to begin offering the University Honors transcript designation to Honors students completing a USU associate degree. We have begun assessing first-year students' expectations and conducting graduate exit interviews to understand student perceptions of the program's value and impact. We have hired Honors student ambassadors to recruit and educate their peers, developed charters focused on retention for the Honors Faculty and Student Advisory Boards, trained Departmental Honors Advisors to discuss Honors in their departments, and hired a new Honors Academic Advisor.

### Goal Four: Community Engagement

The program has focused on building community at USU and beyond. We discussed alumni engagement with an alumni task force, featured an in-person alumni speaker at the 2023 Honors Medallion Ceremony and held an alumni luncheon before the

## A. OVERVIEW

ceremony, and scheduled an alumni dinner as part of the site visit and external review described above. We established a one-term Honors Alumni Connect opportunity to lead early-career students toward the more intensive Honors Alumni Mentoring Program designed for juniors and seniors. Several Honors courses earned the Community-Engaged Learning designation and guided students in work with community partners. We also began partnering with other campus groups to organize regular community-service opportunities for students and other members of the USU community. We met with the Center for Community Engagement and confirmed that we are meeting all requirements for our ongoing status as a USU Community-Engaged Program.

### 3. Leadership

The 2022-2023 fiscal year was the ninth 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 past and current service with the National Collegiate Honors Council—including as a Board of Directors member from 2020-2022—continue to distinguish USU as a national leader in honors education. As of July 1, 2022, Dr. Miller’s FTE was increased from .917 to 1.0, with a 75% commitment to Honors administration and a 25% commitment to her duties as tenured Professor in the Department of English.

### 4. Personnel

In addition to the Executive Director, the University Honors Program employs three 1.0 FTE professional staff members in these roles: Academic Advisor, Program Coordinator, and Program Assistant. An additional 1.0 FTE Academic Advisor position was approved for the 2023-2024 fiscal year, and the new advisor will start in September 2023. See Table A-1 for a list of personnel employed during the reporting period.

**Table A-1.** Utah State University Honors Program personnel in FY 2022-2023.

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	Jennifer Cortez	1.0	02/01/2021 – 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.



# Taking the Dare: Belonging in Honors



**UtahState**  
University

University Honors Program

## B. TAKING THE DARE: BELONGING IN HONORS

The University Honors Program has been defined by a commitment to student belonging and academic exploration since its establishment as a university-wide program in 2014. This commitment is aligned with both Utah State University's (USU) mission and national best practices. The National Collegiate Honors Council defines honors education as a set of high-impact "opportunities that are appropriately tailored to **fit the institution's culture and mission**" and characterized by a "distinctive **learner-directed** environment and philosophy" and "**close community** of students and faculty" (emphasis added).

One of the University Honors Program's first steps was to highlight the importance of each part of this definition by announcing a new motto, from the poet Horace: "*Sapere Aude*"—or "Dare to Know." Embedded in new-student applications and central to our graduates' reflections on their educational experience at USU, the "Dare to Know" challenges *all* students, faculty, and alumni to join a diverse community of curious Aggies committed to asking questions, sharing knowledge, and putting learning into practice. The motto is foundational to the program, in part because of its emphasis on both belonging at USU and taking academic risks in a safe space.

The University Honors Program shares USU's commitment to belonging and academic exploration and embodies the institution's mission and the fundamental land-grant values of access and inclusion, student success and retention, research and discovery, community engagement, and academic and professional development. The program has created a holistic statewide admissions process and built for its students an innovative, points-based curriculum focused on student-driven experiential learning, professional development, and community engagement. To help prepare students to shape their own education, we have also created structured academic programs that guide them in experiential learning as they earn Honors points; these programs include two types of Honors Alumni Mentoring experiences, an Honors Leadership Academy, and the Honors Student Advisory Board. We have established and focused development efforts on an Honors Access and Inclusion Scholarship for first-generation students and those from underrepresented minority groups. We have worked with the Provost's Office, the Registrar's Office, and the Honors Programs at Snow College and Salt Lake Community College to formalize transfer agreements that directly admit two-year Honors graduates from other institutions to USU's four-year Honors Program with incoming points and a scholarship. We have collaborated with the Provost's Office, Faculty Senate, and Honors Faculty Advisory Board to include in faculty code the value of Honors teaching, mentoring, research, and service for promotion and tenure and to provide faculty with personalized documentation of this work in a standardized, recognizable format. The Executive Director has also brought national attention to USU Honors by serving on the National Collegiate Honors Council's Board of Directors and publishing articles and a monograph that highlight USU's implementation of best practices in honors education.

These strategic innovations have helped build a welcoming Honors community where all curious and engaged students, faculty, and alumni truly belong. The program's focus on exploration and belonging has also resulted in measurable growth. From 2014 to FY 2022-2023, the number of Honors participants has grown from 453 to 664 students, and from well under 100 to over 200 faculty. In the same time frame, the program has increased the size of its incoming class from 131 to as many as 212 first-year students and substantially diversified that cohort. New avenues for alumni giving now consistently

## B. TAKING THE DARE: BELONGING IN HONORS

generate total gifts to Honors ranging from \$25,000 to over \$60,000 per annum. Since 2014, we have greatly expanded the reach, impact, and vertical integration of our program by building productive and long-standing USU partnerships and collaborations, and the number of these collaborations has consistently increased each year.

Despite this long-term growth, the University Honors Program's volume of enriching student experiences and the vibrance of its community were difficult to sustain during the pandemic, as this year's graduation numbers demonstrate to some extent. FY 2022-2023 marked the graduation of many students whose first and second years of college were substantially disrupted by the pandemic. The past two annual reports document the program's energy and creativity in providing virtual programming that continued to encourage curiosity and a sense of community. We expanded our offerings of Honors Book Labs and moved them to virtual formats, brought alumni and campus partners into conversation with our students, and even orchestrated two virtual versions of each signature annual Honors event: the Honors Medallion Ceremony and the Honors Last Lecture. Nonetheless, this year's graduates told us in exit interviews that "COVID really limited my experience in Honors" and that they "sort of lost a year there at a key moment," and a third of interviewed graduates explicitly mentioned the challenges of finding community and maintaining mental health and personal well-being during the pandemic.

During this challenging period, our advising team encouraged students to think critically about the personal and professional paths that would help them to find a lasting sense of belonging at USU. We tried to ensure that, whether or not these students ultimately met all the requirements to graduate with University Honors, they benefitted and grew from their participation in the program.

As we move into FY 2023-2024, the University Honors Program has redoubled its efforts to offer all students the high-impact educational experiences that they so clearly missed during the pandemic. We have recommitted to fostering academic exploration and a lasting sense of belonging for all students. With our transfer agreements, statewide expansion, and holistic admission, the University Honors Program is truly extending the "Dare to Know" to all Aggies.

Over the past five years, the number of current students who have chosen to join this Honors community has ranged from 629-730 and is currently at 664. The program recognizes the need for structures to support these students into the future. To that end, we have decided to start by helping the newest of these students develop a sense of agency in their own education by building a first-year Canvas quiz focused on Honors requirements. We have also initiated a first-year survey asking why students applied to the program, what they look forward to in their first year, and which fears or concerns most bother them. This first-year survey will yield important retention data over time, particularly when paired with the graduate exit interviews that we instituted in FY 2022-2023. Seventy-five percent of incoming Honors students have passed the new-student Canvas quiz and 55% have already met (or scheduled) with an Honors advisor to create a four-year plan. Eighty-one percent of new students enrolled in an Honors *Connections* section and 85% have completed the first-year survey. These strategies to improve understanding of the program are designed to promote student

## B. TAKING THE DARE: BELONGING IN HONORS

retention, which will in turn increase an already heavy advising load in Honors. Recognizing this load, the Provost's Office agreed to help fund a second Academic Advisor position in the University Honors Program. We have hired this new advisor, who began working with Honors in the first week of September 2023.

In an effort to contribute to new faculty retention at USU and to build affinity with the University Honors Program, we have also initiated a New Faculty Engagement Strategy for fall 2023. The plan is to create monthly activities with follow-up from the Honors Program. These activities include sending a new USU faculty member and a current Honors student out for ice cream; organizing a new-faculty hike with the Honors PE hiking instructor and an Honors staff member; inviting new faculty to learn about Honors Book Labs at a faculty-only "Behind the Book Lab" event; asking students in the Honors Leadership Academy to invite new faculty to join them in attending the Annual Honors Last Lecture; and welcoming new faculty to our Honors Holiday Social at the end of fall term. In spring, the Honors Faculty Advisory Board (HFAB) will follow up with these new faculty to help them engage more actively with Honors, if they choose to do so. HFAB will also work with the faculty who have been appointed as Departmental Honors Advisors (DHA) in their home departments to develop strategies for increasing faculty and student engagement on the departmental and college levels. As liaisons between their departments and the University Honors Program, DHAs are encouraged to bring Honors opportunities into faculty and student conversations in the department and thus to build a culture of ongoing Honors engagement.

This October, the University Honors Program is taking our own "Dare to Know." Having completed an exhaustive self-study, we have invited an external review team from the National Collegiate Honors Council to read the self-study and meet with students, faculty, administrators, alumni, and partners. We eagerly anticipate the reviewers' assessment of the program and their recommendations for change; the future depends upon such programmatic reflection and assessment. The reviewers' report after the visit will guide the development of the University Honors Program's 2025-2028 strategic plan. We look forward to the continued growth of the Honors community and an increasing impact on the sense of student and faculty belonging here at USU.



# Honors by the Numbers



University Honors Program

## C. PARTICIPANTS

### *In FY 2022-2023, the USU Honors Program:*



Served an Honors student population of **664** students from **all eight** of USU's colleges, **five** statewide campuses, **49 of 54** USU departments, and **101 of 115** academic majors.



Welcomed **184 new first-year** and **16 current/transfer** students to the program.



**Graduated 32 students** with University Honors.



Involved **202 USU faculty** and staff from **44 departments/programs** in teaching and other academic activities, including mentoring, advising, service, and assessment.



Engaged with **49 Honors alumni** through alumni-student programming and mentoring.



Built an initial cohort of **14 students** and engaged **10 faculty** in teaching, mentoring, and service across **six statewide campuses**.



## C. PARTICIPANTS

### 1. Student Participants

In FY 2022-2023, the Honors Program served a population of 664 students, including 591 actively attending (equivalent to 3.4% of the undergraduate student population on USU's main Logan campus) and 73 on temporary leave of absence. Compared to the USU main-campus population, a smaller percentage (6%) of all enrolled Honors students identified as belonging to an underrepresented racial or ethnic minority (URM) or being first-generation college students (11%) or veterans (<1%, Table C-1). As in the previous reporting period, the percentage of URM and first-generation students among newly admitted first-year and current/transfer Honors students tracked institutional numbers more closely.

**Table C-1.** Demographics of USU Honors Program and USU Logan campus general student population for FY 2022-2023.

	Total #	Male (%)	Female (%)	Non-binary (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)	Veteran (%)
Total Honors Population (enrolled)	591	202 (34%)	382 (63%)	7 (3%)	37 (6%)	66 (11%)	2 (<1%)
<i>USU Comparison<sup>b</sup></i>	17,636	8,593 (49%)	8,963 (51%)	80 (<1%)	1,463 (8%)	2,949 (17%)	503 (3%)
First-year Honors	184	51 (28%)	132 (72%)	1 (<1%)	14 (8%)	23 (13%)	1 (<1%)
Honors Current/Transfer	16	5 (31%)	11 (69%)	0 (0%)	3 (19%)	2 (13%)	N/A
<i>USU Comparison<sup>b</sup></i>	3,629	1,478 (41%)	2,128 (59%)	23 (<1%)	313 (9%)	537 (15%)	74 (2%)
Honors Graduates	32	8 (25%)	23 (72%)	1 (3%)	1 (3%)	1 (3%)	N/A

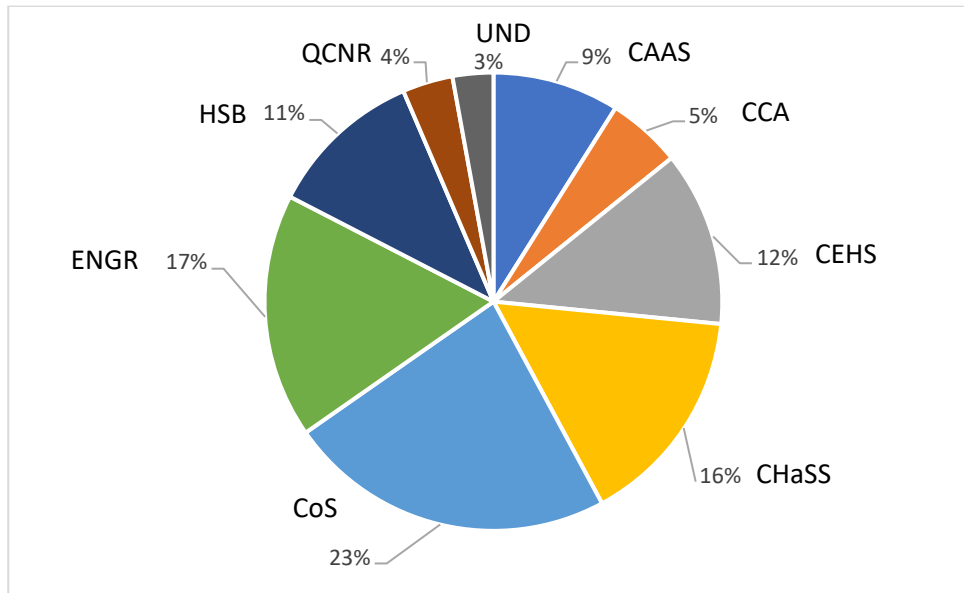
<sup>a</sup> Includes students self-identifying as Hispanic/Latinx, Black or African American, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

<sup>b</sup> Logan campus only, full-time four-year Bachelor-degree-seeking only.

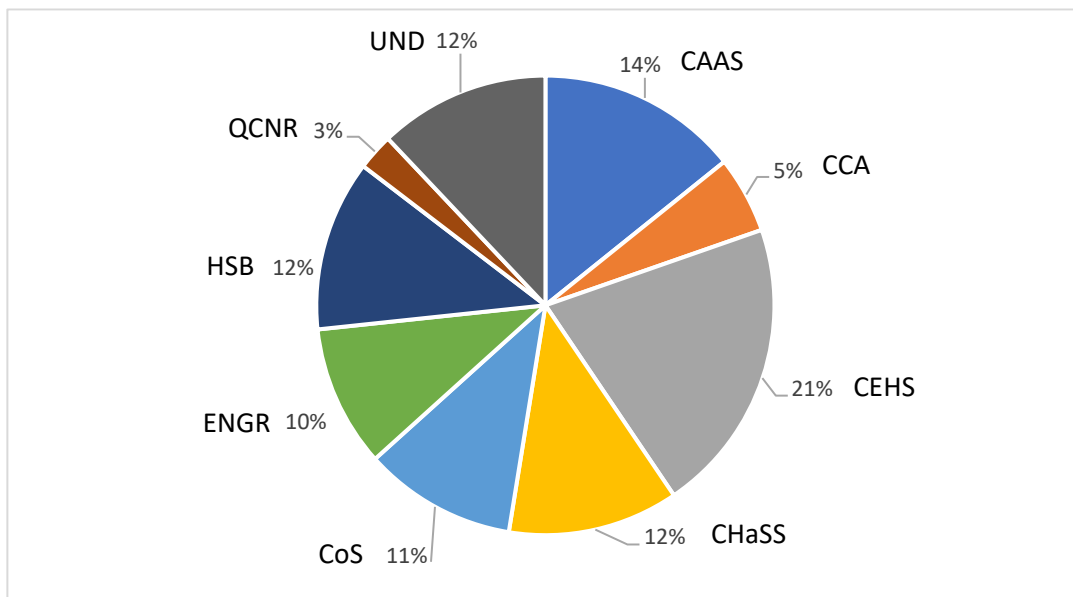
Continuing a three-year trend, the largest number of Honors students in one college (137) came from USU's College of Science (CoS). CoS Honors students make up 23% of the entire Honors student population, comparable to last year. This percentage is significantly higher than that of the College of Engineering (ENGR, 17%) and the College of Humanities and Social Sciences (CHaSS, 16%), which have the next-largest Honors student populations, with the Emma Eccles Jones College of Education and Human Services (CEHS), the Jon M. Huntsman School of Business (HSB), and the College of Agriculture and Applied Sciences all accounting for 9-12% of the Honors student population. As in previous years, the smallest percentages of Honors students came from the Caine College of the Arts (CCA, 5%) and the S.J. and Jessie E. Quinney College of Natural Resources (QCNr, 4%, Figure C-1A). Figure C-1B shows the student breakdown by college for USU's general student population on the Logan campus. The most notable discrepancy between that general population and Honors is a substantially larger proportion of undeclared students in the general population,

## C. PARTICIPANTS

### (A) Honors Students



### (B) USU Students



**Figure C-1.** FY 2022-2023 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

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 CoS, ENGR, and CHaSS noticeably overrepresented, and students from CAAS and CEHS significantly underrepresented.

Student participants in the Honors Program represented 49 academic departments or programs (USU: 54) and 101 majors (USU:115).

This year, Honors welcomed 184 first-year students, an 11% increase from FY 2021-2022, reversing a two-year decrease in the size of the incoming Honors cohort during the pandemic. The ratio of female to male Honors first-year students remains notably high, particularly when compared to the incoming student population on USU's Logan campus, and the percentage of students reporting their gender as non-binary tracks USU's percentage (Table C-1). Significantly, the percentage of students identifying as non-binary within the Honors population is significantly higher than the USU comparison.

The Honors Program graduated 32 students this year, representing 5% of the total Honors student population and 15% of the 2019 first-year cohort that would graduate within four years in 2023 (Table C-1, Figure G-1, Table H-1), a significant decrease over previous years. Almost three quarters of this year's graduates were female (Table C-1), which is consistent with long-term trends in our program. For a comparison of the Honors Program's completion rate over time, see Figure G-1.

### 2. Faculty and Staff Participants

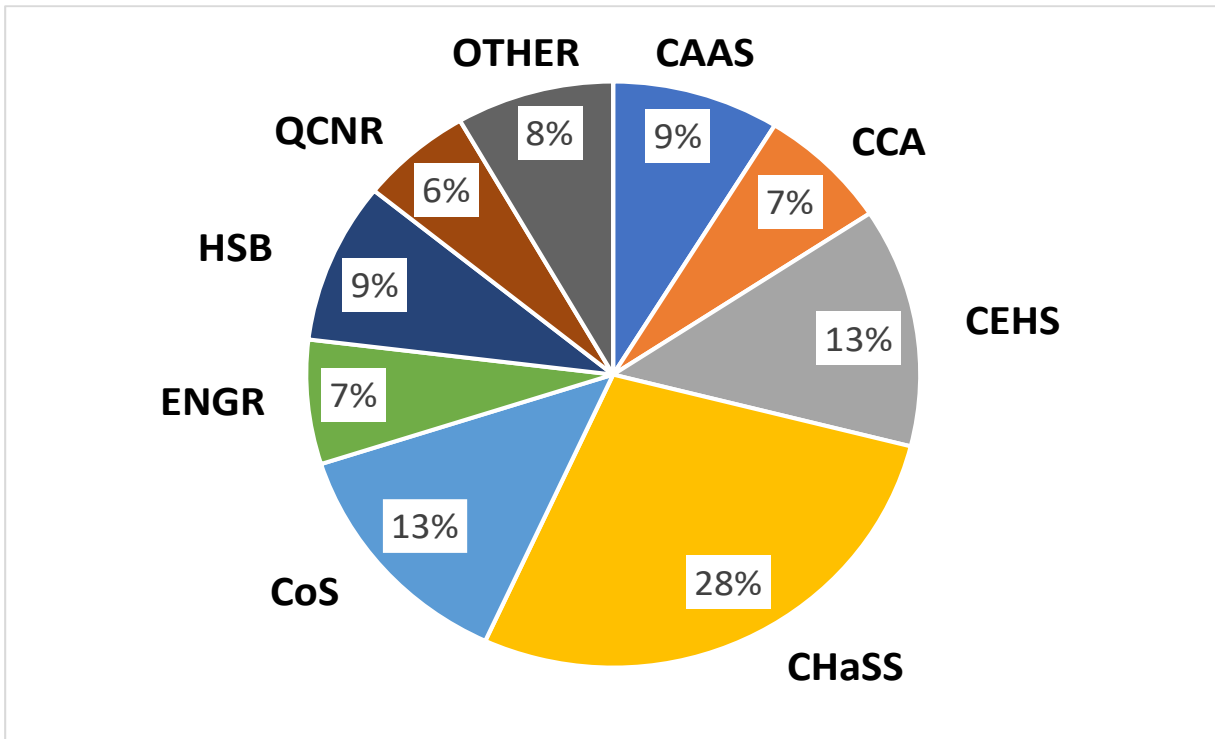
In FY 2022-2023, Honors actively engaged 202 USU faculty, staff, and graduate mentors/instructors in teaching and related academic activities, including mentoring, advising, program assessment and advocacy, and other work (Table H-2). That number, while comparable to the previous reporting period, is still lower than the level of faculty engagement with Honors in pre-pandemic years.

As in previous years, faculty and staff participated in the full range of available Honors academic activities, including teaching Honors courses and departmental Honors sections (Tables E-4, E-5), USU 1010 (H) *Connections* (Table E-3), and USU 1050 (H) *Habits of Mind* for Aggie First Scholars (Table E-5); leading Honors Book Labs (reading and discussion groups, 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, including those for national and international scholarships; and engaging in program evaluation, assessment, and advocacy as members of the Honors Faculty Advisory Board (Table H-4).

Almost one third of these faculty and staff members engaged in more than one way with the Honors Program. As in the previous reporting period, faculty participants were distributed quite evenly across academic ranks. Honors-engaged faculty belonged to 44 departments or other academic units from all eight USU colleges and USU Libraries. The largest proportion of Honors-engaged faculty came from CHaSS (28%), followed

## C. PARTICIPANTS

by CoS and CEHS (13% each). The percentage of engaged faculty from the remaining five colleges ranged from 6-9% (Figure C-2).



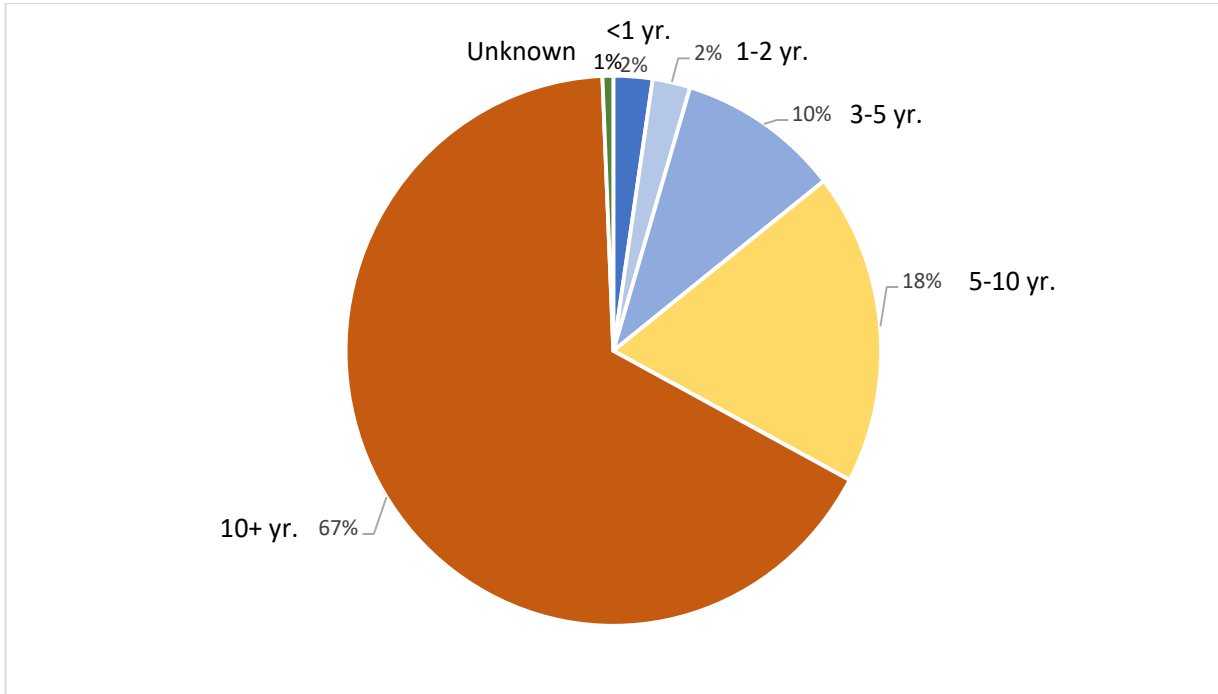
**Figure C-2.** FY 2022-2023 Honors-engaged faculty, staff, and other mentors/instructors by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; 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.

### 3. Alumni Participants

The Honors Program draws on the professional expertise and positive attachment of a cohort of 1,229 alumni. During FY 2022-23, the program actively engaged with 23 former Honors Aggies in the Honors Alumni Mentoring Program (AMP) for juniors and seniors; a further 17 alumni participated in the Honors Alumni Connect program designed for first- and second-year Honors students. In addition, three recent Honors graduates shared their perspectives on “The Value of Graduating with Honors” with an audience of 27 current Honors students, including students working on their Honors capstones, as part of a Zoom panel (Table E-7). Five of our alumni with graduation years spanning several decades participated in a “Failure Resume Workshop” as part of the *Honors Cares* series (Table E-7). Honors alum Jeff Carr (2009, English/Creative Writing) delivered a keynote address at the 2023 Honors Medallion Ceremony celebrating our 2022-2023 Honors graduates.

## C. PARTICIPANTS

Figure C-3 provides a breakdown of Honors alumni by time since graduation: 15% of these alumni are recent graduates (<5 years), 18% are early-career professionals (5-10 years), and 67% are mid/late career professionals (>10 years).



**Figure C-3.** Time since USU graduation of USU Honors alumni in FY 2022-2023.

### 4. Statewide Participation

During FY 2022-2023, the Honors Program greatly expanded its statewide footprint and pivoted from partnering with statewide campuses to full integration across the entire breadth of its programming. This effort resulted in a significant increase in statewide student and faculty participation in the Honors Aggie experience.

In 2021-22, the statewide expansion of USU Honors resulted in three incoming first-year students (out of six who were offered admission) and one current/transfer student (the only application) accepting a place in the USU Honors Program for fall 2022. In 2022-23, an additional three incoming first-year students (out of three offered admission) and one more current/transfer student (again the only application) accepted a place in Honors for fall 2023. As of spring 2023, the program now includes 14 students on five statewide campuses: four in Price, four in Salt Lake City, three in Kaysville, two in Brigham City, and one in Orem. The program has expanded recruiting efforts by participating in the fall 2022 High School Open House on the USU Eastern campus in Price; involved faculty on the Price, Uintah Basin, and Brigham City campuses in contacting/messaging prospective students; and intentionally included faculty on all statewide campuses in its calls for leading Honors Book Labs and its first-

## C. PARTICIPANTS

year admissions review process. The program is now accepting applications from any campus but continues to target the three pilot campuses (Brigham City, Price, and the Uintah Basin), with the aim of gradual cohort-building.

For the first time in FY 2022-2023, Honors included statewide representation on its Honors Student Advisory Board (Table H-5). Honors also worked with one of our statewide faculty members to develop an Honors Introductory Experience course in an interactive broadcast format specifically designed to include statewide students (Table E-4). The Honors Program Coordinator visited with the student cohort on the USU Eastern Price campus and co-hosted a lunch with the Price faculty liaison.

After establishing a faculty liaison on each of the three statewide pilot campuses in FY 2021-2022, Honors was able to build small cohorts of engaged faculty at these sites and involve them in a range of academic activities. Ten statewide faculty members representing six statewide campuses, four colleges, and seven academic departments now serve as Departmental Honors Advisors (Table H-3), teach Honors Courses, lead Honors Book Labs, participate in Honors first-year admissions and scholarship review, and mentor Honors capstones and Honors Mentoring Agreements (HMAs). For the first time in FY 2022-2023, Honors included statewide representation on its Honors Faculty Advisory Board (Table H-4), as well as on the Honors Student Advisory Board.

## D. PARTNERS

*In FY 2022-2023, the USU Honors Program:*



Partnered with **34 USU** and **19 external collaborators** from a wide range of offices and organizations in the local and national communities.



Provided **\$900** in **sponsorship funds** to support community programming by **four** on-campus partners.



Maintained memberships in **six professional organizations**.

## D. PARTNERS

The Honors Program enters into productive, mutually beneficial partnerships on campus and within the wider local, national, and global communities with the aims of creating opportunities for students and faculty, advancing best educational practices, and extending the reach and impact of USU Honors beyond the boundaries of our program. In FY 2022-2023, this included a new partnership with the Office of Diversity, Equity, and Inclusion. In alignment with this new partnership, the University Honors Program financially sponsored and publicized several events designed to build diversity, equity, inclusion, and community engagement at USU. The Honors Program and staff also maintained memberships and active involvement in several national and regional organizations and professional societies, both to build USU Honors recognition beyond the institution and to participate in the continued exchange of knowledge and best practices in honors education.

### 1. USU Partners

#### Ongoing Partnerships:

*Advising*—The Honors Academic Advisor continued collaboration with University Advising (focused on the development and implementation of advising best practices) and coordinated Honors advising with major advising across campus to promote better student outcomes.

*Aggies Think, Care, Act*—As a member of the ATCA committee, the Executive Director represents the program at monthly meetings and shares updates to help build collaboration on inclusive programming between academic and student-services units.

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

*Center for Community Engagement*—Honors continued its productive collaboration with the CCE to promote the Community-Engaged Scholar transcript designation and to seek community-engaged learning (CEL) designations on select Honors courses. The Honors Program Assistant continued to explore potential collaboration on service projects and partnered with CCE on “Spring into Service” and “Loaves and Fishes” service projects. The Executive Director continued as a member of the Advisory Committee on Community Engagement.

*Center for Instructional Design and Innovation*—Honors collaborated with CIDI staff to improve structured Honors-in-Practice programs offered through Canvas, including the Alumni Mentoring Program, Honors Alumni Connect, and the Honors Leadership Academy.

*Center for Intersectional Gender Studies and Research*—Honors collaborated with center staff to cross-promote events.

*Department of Biology*—Honors collaborated with the Department of Biology to offer two Honors sections of BIOL 1615/1625: Biology Lab.

*Department of Engineering Education*—Honors collaborated with the Department of Engineering Education to offer an Honors section of ENGR 3080: Technical Writing for Engineers.



## D. PARTNERS

*Department of English*—Honors collaborated with the Department of English to offer four Honors sections of the required ENGL 2010: Intermediate Writing course.

*Department of Kinesiology and Health Science*—Honors collaborated with the Department of Kinesiology and Health Science to offer four Honors sections of Physical Education courses.

*Department of Mathematics and Statistics*—Honors collaborated with the Department of Mathematics and Statistics to offer two Honors sections of mathematics courses.

*Housing Services*—Honors continued its productive collaboration with Housing Services in resolving questions about Honors House and navigating student demand. The Executive Director engaged the Housing Services Executive Director in an ongoing conversation about Honors space on the USU Main Campus.

*Institute for Disability Research, Policy, and Practice (formerly Center for Persons with Disabilities)*—Honors collaborated with the institute's Executive Director to continue offering weekly laughter practice for Honors students and community members.

*Institute of Government and Politics*—Honors collaborated with the IOGP to place students in internships.

*Latinx Cultural Center*—Honors collaborated with the Latinx Cultural Center to develop and implement student programming, including a “Salsa and Salsa” social event, now in its second year.

*Mentoring and Encouraging Student Academic Success (MESAS) Program*—Honors continued its partnership with MESAS to communicate the benefits of Honors and to create pathways into Honors for MESAS participants. Honors ambassador Cristina Chirvasa participated in and presented at a MESAS recruiting event, and the Executive Director meets annually with the Faculty Advocate for the MESAS program to ensure clear communication about Honors with these students.

*Nora Eccles Harrison Museum of Art*—NEHMA staff supervised an Honors Mentoring Agreement in FY 2022-2023.

*Office of Academic Belonging and Learning Excellence*—Honors has worked with the Office of Academic Belonging and Learning Excellence, particularly its Aggie First Scholars program, to identify first-generation students in Honors and has used that information to inform both future recruiting/retention efforts and shared programming. For the first time in FY 2022-2023, Honors offered an Honors section of USU 1050 (H) Habits of Mind: Learning as a First-generation Student.

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

*Office of Analysis, Assessment, and Accreditation*—The Executive Director collaborated with staff from AAA in an effort to report Honors student demographics more accurately and to generate valid and meaningful comparisons with the USU general student population.

## D. PARTNERS

*Office of Global Engagement*—Honors continued its productive collaboration with the OGE to promote and help fund study abroad experiences for Honors students and to build pathways toward the Global Engagement Scholar transcript designation.

*Office of Research*—Honors continued to work with the OR to recruit and admit Undergraduate Research Fellows (URF), participate in URF programming and cohort activities, coordinate research funding matches with Undergraduate Research and Creative Opportunities (URCO) grants, develop and model best practices for research mentoring at USU, and host the first annual Honors Capstone Poster Showcase as part of Student Research Symposium. The Executive Director also continued service on the USU Undergraduate Research Advisory Board (URAB).

*Queer Student Alliance*—Honors collaborated with QSA for a second year to plan and implement a “Spring into Service” project open to all (Honors and non-Honors) students.

*Residence Life*—Honors partnered with Residence Life to provide theme housing for Honors students. This work included recruiting residents, assisting with Resident Assistant (RA) training, and combined programming. Residence Life staff also supervised an Honors Mentoring Agreement in FY 2022-2023.

*Student Financial Support*—Honors partnered with the Office of Student Financial Support to administer Honors scholarships through the new award system *ScholarshipUniverse* and to synchronize its awarding timeline with that of the institution.

*Student Orientation and Transition Services*—Honors staff coordinated with Aggie Orientation staff to communicate 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 the needs of highly motivated Honors students.

*University Advancement*—Honors worked with University Advancement and the development officer for central programs on Honors development efforts, specifically to support the Honors Access and Inclusion Scholarship. Honors also collaborated with Advancement to coordinate and update its alumni database.

*University Libraries*—Honors staff worked with reference librarians to archive Honors student capstone projects in Digital Commons. The program also coordinated with the library to maintain an Honors study room and equipment, and to host the first annual Honors Capstone Poster Showcase during Student Research Symposium.

*University Marketing and Communications (UMAC)*—The Executive Director and staff worked with UMAC to create a targeted Honors recruitment plan and identify and market USU’s educational strengths to highly motivated students. The program also worked with UMAC to market the Annual Honors Last Lecture with posters, web materials, and social media images.

## D. PARTNERS

*Utah State University Student Association*—Honors participated in USUSA Homecoming events.

### New Partnerships:

*Christensen Office of Social Action and Sustainability*—Honors collaborated with COSAS to implement the “Loaves and Fishes” service project.

*College of Science*—Honors partnered with the CoS public outreach program *Science Unwrapped* to provide a booth with hands-on-learning activities for learners of all ages.

*Latin Dance Club*—Honors collaborated with the Latin Dance Club to implement the “Salsa and Salsa” social activity.

*Office of Diversity, Equity, and Inclusion*—The Executive Director met with the Vice President for DEI and worked with the Director of Education and Professional Learning to create an Inclusive Pedagogy Sparkshop discussion for all Honors teaching faculty. The Executive Director also worked with the Senior Director of Campus and Community Engagement to include Honors messaging in USU recruiting efforts and messaging.

## 2. Sponsorships

*Interfaith Initiative*—Honors provided financial sponsorship for the second annual Community Iftar Ramadan Dinner.

*LGBTQIA+ Health and History Series*—Honors provided financial sponsorship for a Tanner Talk entitled “Anti-trans Fervor in Historical Context,” which was held as part of the 2022-2023 LGBTQIA+ Health and History Series.

*Swenson Writer Sponsorship*—Honors provided financial sponsorship for the College of Humanities and Social Science’s Swenson Visiting Writer, Aimee Nezhukumatathil.

*Tails from the Crypt Sponsorship*—Honors provided financial sponsorship for this fundraiser for the Cache Humane Society and the USU Department of Art + Design Scholarship Fund. This event was part of the community-engaged-learning work in an Honors Introductory Experience course with a CEL designation.

## 3. External Partners

The following individuals or organizations mentored USU Honors students completing projects for Honors Mentoring Agreements or capstones, or partnered with Honors on student programming (\* = new partner for FY 2022-2023):

- Aegis Homecare and Hospice\*
- Aidia, Logan, UT
- Allen and Alice Stokes Nature Center, Logan, UT\*
- Associazioni Cristiane Lavoratori Italiani (ACLI), Rome, Italy\*
- First Presbyterian Church, Logan, UT\*
- Idaho National Laboratory, Idaho Falls, ID\*
- iHelp Foundation, Providence, UT\*

## D. PARTNERS

- Intermountain Therapy Animals, Salt Lake City, UT
- Interventional Spine and Pain Management\*
- Kiewit Corporation, Omaha, NE\*
- Nutraceutical, Salt Lake City, UT
- Osborne, Robbins and Buhler P.L.L.C., Salt Lake City, UT\*
- Qnergy, Ogden, UT\*
- Quail Pointe Veterinary Hospital, Clinton, UT\*
- Salt Lake City Department of Engineering, Salt Lake City, UT\*
- Salt Lake County Camp Hope, Salt Lake City, UT\*
- Tripoli Rocketry Association, Bellevue, NE\*
- United States Congress, House of Representatives, Washington, D.C.\*
- Volunteering Journeys\*

### 4. 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 (APLU CoHE)*—The Executive Director actively participates in programming offered by this recently formed group of honors deans and directors from public and land-grant institutions.

*Honors Education at Research Universities (HERU)*—The Honors Program maintained its affiliation with other honors educators in the HERU group in FY 2022-2023.

*NACADA: The Global Community for Academic Advising*—The Honors Program Academic Advisor maintained membership in NACADA in FY 2022-2023.

*National Association of Fellowship Advisors (NAFA)*—The Honors Program maintained its membership in NAFA in FY 2022-2023.

*National Collegiate Honors Council (NCHC)*—The Honors Program maintained its membership in NCHC in FY 2022-2023. The Executive Director completed a three-year term on the NCHC Board of Directors; participated in and co-facilitated a panel presentation at the NCHC Annual Meeting in Dallas, Texas; completed service as co-chair of the NCHC Advocacy Committee; began a three-year term as elected co-chair of the NCHC Publications Board after having previously served as a member; began service on the NCHC Governance Committee, and continued service on the *Journal of the National Collegiate Honors Council* Editorial Board.

*Western Regional Honors Council (WRHC)*—The Honors Program maintained its membership in WRHC in FY 2022-2023.

## E. PROGRAMMING



ESSENTIAL ACTIVITIES: Honors holistically reviewed **334 applications** with the input of **67 faculty** and is on track to admit a cohort of **172** incoming **first-year students** in fall of 2023.

Honors provided professional and peer advising to its student population in **572 advising appointments**.



ACADEMIC PROGRAMS: Honors offered and/or financially supported **8 HONR-prefix courses**, **14 Honors sections** of departmental courses, and **34 Honors Book Labs**.

Honors students completed **74 Honors Mentoring Agreements**, **32 Honors capstones**, and attended and reflected on **497 co-curricular** events.



ENGAGEMENT: Honors delivered **27 events** to **435 student participants**.



PROFESSIONALIZATION: Honors engaged **43 students** in formal **mentoring** with its alumni and provided professional development to **32 student employees**.

## E. PROGRAMMING

### ESSENTIAL ACTIVITIES

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

#### 1. Recruiting

Honors staff and student employees participated in 25 in-person recruiting events in FY 2022-2023 (Table E-1), engaging 971 prospective Honors students, as well as 473 of their family members, in conversations about the benefits of the USU Honors Program. These numbers represent a significant increase in the level of interest in our program at recruiting events over the previous reporting period. In part, this increase is due to an expansion of the number of recruiting events attended: for the first time in FY 2022-2023, Honors participated in the Roosevelt and USU Eastern Price Open Houses, as well as the Salt Lake Community College and Snow College Transfer Open Houses.

Recruiting and informational events on the Logan campus also allowed Honors staff and student employees to engage with 332 current and incoming students (and, in some cases, their family members) to answer questions or simply start a conversation about the program.

#### 2. Admissions

The USU Honors Program received 334 first-year applications in FY 2022-2023 (Table E-2), a 16% decrease from the previous reporting period, and on the lower end of long-term program averages. The average high school GPA of applicants was 3.91; the average ACT score of students who chose to submit this score (given USU's and the Honors Program's test-optional admissions) was 28.7. Both of these scores represent slight increases over the previous year, despite our program's well-articulated emphasis on mindset over academic scores.

From this applicant pool, following holistic review by 67 USU faculty representing all eight colleges and University Libraries, Honors invited 330 students to join the program (98% of applicants, compared to 89% of applicants in the previous reporting period). Experience has shown that to generate an incoming class of 175-200 students, the program must invite roughly twice that number of students. This year, that formula resulted in Honors admission offers going to most applicants, with a few exceptions who were not admitted from the waitlist because they were not registered at USU by August 1, 2023.

Because admission was offered to most applicants, there was no difference in GPA or ACT scores among those accepted and those denied admission. Interestingly, the 128 students who did not accept our invitation had, on average, higher GPA and ACT scores (GPA = 3.94, ACT = 28.8, Table E-2). The admissions process resulted in a first-year class for FY 2023-2024 of 202 students (-4%), of whom 30 deferred enrollment (Table E-2).

## E. PROGRAMMING

**Table E-1.** Honors Program recruiting events in FY 2022-2023.

Event Name	Location	Date	Staff	Student Employees	Students Contacted		Family Contacted	
					I	P	I	P
Connections Welcome Fair	USU (TSC)	08/23/2022	2	2	78	32	5	12
Day on the Quad	USU (Quad)	08/31/2022	2	9	40	155	0	0
QCNR Student Social	USU (QCNR Patio)	08/31/2022	1	1	2	15	0	0
Brigham City Bash	Brigham City, UT	09/01/2022	2	0	0	15	0	0
Undergraduate Research Fair	USU (Quad)	09/07/2022	0	2	1	15	0	0
Biology Undergraduate Student Association	USU (LSB Atrium)	09/08/2022	0	2	2	14	0	0
High School Counselor Conference <sup>a</sup>	USU (West Stadium Complex)	09/15/2022	1	0	0	0	0	0
CAAS Day on the Patio	USU (CAAS Patio)	09/21/2022	0	2	30	0	0	0
Senior Preview Day	USU (TSC)	09/23/2022	1	3	0	54	40	0
Open House—Logan	USU (TSC)	09/28/2022	1	6	1	94	0	61
Open House—Layton	Layton, UT	09/29/2022	1	3	0	97	0	53
Open House—Provo	Provo, UT	10/03/2022	1	3	0	84	0	64
Open House—Roosevelt	Roosevelt, UT	10/04/2022	1	0	0	21	0	18
Open House—South Jordan	South Jordan, UT	10/11/2022	1	3	0	61	0	30
Senior Preview Day	USU (TSC)	10/21/2022	0	5	0	65	0	30
SLCC Transfer Open House	Taylorsville, UT	11/08/2022	1	0	0	9	0	0
Open House—USU Eastern Price	Price, UT	11/09/2022	1	0	0	17	0	8
Snow College Transfer Open House	Ephraim, UT	11/10/2022	1	0	0	33	0	0
MESAS—Pathways to Engagement	USU (EDUC 413)	02/16/2023	0	1	5	1	0	0
Junior Preview Day	USU (TSC)	03/16/2023	1	2	0	47	0	25
Junior Preview Day	USU (TSC)	03/17/2023	1	2	0	110	0	67
Science Unwrapped	USU (ESLC 130)	03/17/2023	1	4	0	6	0	0
Admitted Students Day	USU (TSC)	03/18/2023	0	7	56	0	0	38
Admitted Students Day	USU (TSC)	03/24/2023	1	5	50	23	5	31
Admitted Students Day	USU (TSC)	03/25/2023	0	3	67	3	0	36

<sup>a</sup> Honors engaged with 32 high school counselors at this event.

## E. PROGRAMMING

**Table E-2.** Demographics of FY 2022-2023 Honors applicant and admission pools.

Category	Total	Male (%)	Female (%)	Non-Binary (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)	Veteran (%)
First-year Applicants	334	120 (36%)	209 (63%)	5 (1%)	33 (10%)	39 (12%)	8 (2%)
<u>Accepted</u>	330	117 (36%)	208 (63%)	5 (1%)	32 (10%)	39 (12%)	8 (2%)
<i>Admitted</i>	172	47 (28%)	121 (70%)	4 (2%)	19 (11%)	24 (14%)	5 (3%)
<i>Deferred</i>	30	25 (83%)	5 (17%)	0	1 (3%)	1 (3%)	0
<i>Declined</i>	128	45 (35%)	82 (64%)	1 (1%)	12 (9%)	14 (11%)	3 (2%)
<u>Not Accepted</u>	4	3 (75%)	1 (25%)	0	1 (25%)	0	0
Current/Transfer Applicants	16	5 (33%)	11 (67%)	0	3 (27%)	2 (40%)	N/A
<i>Accepted</i>	16	5 (23%)	11 (77%)	N/A	3 (27%)	2 (40%)	N/A
<i>Admitted</i>	16	5 (23%)	11 (77%)	N/A	3 (27%)	2 (40%)	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.

After a significant increase in the previous year, the Honors Program saw a slight decrease in the percentage of applicants who self-identified as URM (10%, -4%) or first-generation college students (12%, -2%, Table E-2) in this reporting period. Those numbers are in line with long-term averages, and match or exceed the percentage at which these groups are represented across the institution. As in previous years, the program's holistic and inclusive admissions process once again assured that these students' applications were given due consideration, resulting in 97% of URM applicants and 100% of first-generation applicants being offered a place in Honors; we were encouraged by the fact that over 60% of URM and first-generation students chose to accept our invitation.

Honors also received 16 complete applications from current USU and transfer students during this reporting period. All 16 applicants were offered admission, and all accepted the offer to join the program. These students are typically referred by faculty and identified as outstanding performers once at USU or at their previous institutions. Importantly, these current/transfer admits continue to be a more diverse group than more traditional high school applicants, thus adding significantly and meaningfully to our Honors Aggie community and embodying the program's inclusive values.

### 3. Orientation

In FY 2022-2023, USU Student Orientation and Transition Services returned to offering a full summer Aggie Orientation program, allowing Honors to both conduct an early morning Honors Orientation session and participate in the afternoon Aggie Information



## E. PROGRAMMING

Fair. The program successfully engaged with 89 of our incoming students and 65 of their family members over the course of 13 early morning half-hour information sessions conducted by Honors staff. An additional 22 students participated in a virtual orientation session held over Zoom in early August. Program staff also planned and implemented an Instagram Q&A event, featuring the Honors Postgraduate Fellow and four Honors student volunteers, from August 3-5, 2022; this event reached 273 students, with 19 questions asked and answered.

The Honors booth at the afternoon Aggie Information Fair, run by 1-2 Honors staff with the support of 1-2 student employees, was primarily visited by prospective students curious about the program. Over the course of 13 events, we contacted 146 incoming first-year non-Honors students and 86 of their family members at these information fairs. In addition, 47 of our incoming first-year students (26%) and 35 of their family members used this opportunity to follow up, engage, and seek answers to any remaining questions.

### 4. Honors *Connections*

Honors again collaborated with USU 1010 *Connections* to provide a meaningful transition-to-college experience for 161 incoming first-year Honors students, 90% of the incoming Honors cohort (USU comparison: 74%). All six Honors *Connections* sections were assigned Honors student peer mentors, giving new students both Honors faculty and student guides as they began their time at USU and in Honors (Table E-3).

**Table E-3.** USU *Connections* Honors sections taught in FY 2022-2023.

Section Number	Instructor	Peer Mentor	Enrollment
082	Christine Cooper-Rompato	Maya Cabrera	28
083	Andrew Kulmatiski	Elliot Roberts	27
084	John Ferguson <sup>a</sup>	Brenna Hiltbrand	28
085	Elizabeth Vargis	Tate Smith <sup>a</sup>	26
087	Stephen VanGeem	Rebecca Baker	26
088	Gabriele Ciciurkaite <sup>a</sup>	George Miller	26

<sup>a</sup> FY 2021-2022 Honors *Connections* instructor or peer mentor.

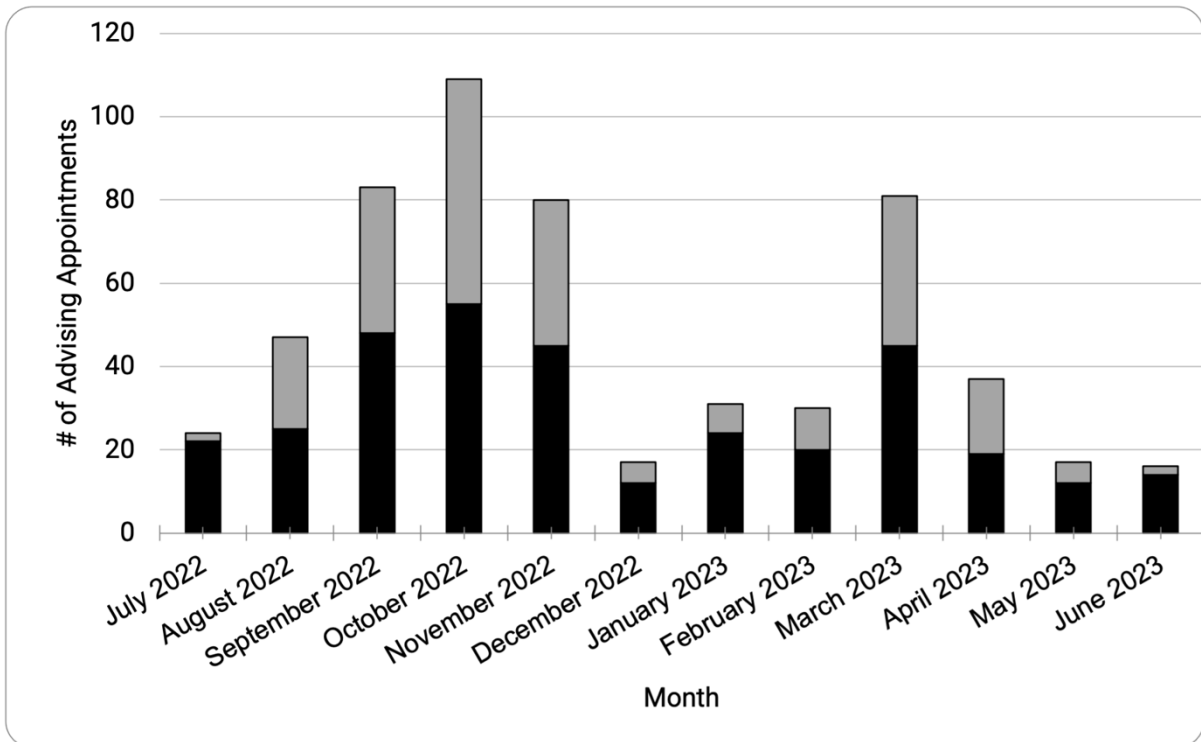
### 5. Theme Housing: Honors House

Honors once again collaborated with USU Housing Services and USU Residence Life to provide theme housing for up to 96 Honors students in Building C of the Living Learning Community complex. All four floors were staffed by Resident Assistants (all also Honors students) who received specialized training from Honors staff so that they were equipped to engage and support Honors residents as effectively as possible.

## E. PROGRAMMING

### 6. Advising and Mentoring

The Honors Program's Academic Advisor and peer advisors completed 572 advising appointments in FY 2022-2023, in a variety of formats (virtual, phone, and in-person). Honors requires advising each semester, and to ensure student engagement, the program ties this requirement to good standing in Honors and priority registration. The distribution of appointments by month is shown in Figure E-1. Not surprisingly, the bulk of advising takes place in the fall, as students prepare to register for spring classes, and in late spring, as students approach graduation and registration for the following fall semester. It is noteworthy that advising nevertheless continues to be a year-round activity.



**Figure E-1.** Honors academic advising appointments by month during FY 2022-2023. 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, vision, and goals; Honors requirements; and student opportunities, the website highlights opportunities for alumni engagement 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, as well as

## E. PROGRAMMING

for faculty submitting proposals to teach for Honors or requesting documentation of faculty work for promotion and tenure dossiers.

In FY 2022-2023, the Honors website received 68,219 page views (+5% over FY 2021-2022) in 26,586 visits (+8%) by 17,242 visitors (+37%). After the Honors Program's home page, the five top-viewed pages were the Honors application home page (6,853 views), first-year application home page (6,698 views), Honors Book Labs Page (5,407 views), Honors Courses page (3,601 views), and "What is Honors?" page (2,968 views).

### 8. Social Media

As in previous years, Honors maintained an active social media presence in FY 2022-2023, with accounts on Facebook, Instagram, and Twitter.

*Facebook*—The Honors Facebook page featured 93 posts and received 587 page visits and 624 likes, with a reach of 2,319 unique accounts through March 2023, when the page was deactivated by Meta, as other USU group pages were. Honors has built a new page and is in the process of transferring followers and shifting activity to this new page.

*Instagram*—Honors made 145 posts to its Instagram account, receiving 2,635 page visits. In FY 2022-2023, the Honors Instagram account reached 4,307 unique accounts and had 409 followers. Honors also facilitated three Instagram takeovers by Abbey Horrocks (2021, Kinesiology), Hailey Hatch (2022, Biology), and McKenzie Pedersen-Campbell (current Honors student and Honors Leadership Academy graduate).

*Twitter*—Honors tweeted 139 times, receiving 7,100 page visits. In FY 2022-2023, the Honors Twitter account had 409 followers.

### 9. Development

In FY 2022-2023, 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.

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 95 gifts (+3%) from 52 donors (+6%), totaling \$62,529 (+104%).

## ACADEMIC PROGRAMS

The Honors curriculum includes four types of core activities that guide students in building both portfolios of outstanding undergraduate work and reflection on their personal and professional growth as they progress toward graduation with University Honors. These activities include Honors coursework, Honors-in-Practice experiential learning projects, required Honors capstone projects, and attendance at and reflection upon academically

## E. PROGRAMMING

oriented co-curricular events (on campus, in the community, or via Zoom/broadcast). The embedded reflection at each stage of the curriculum ensures that every Honors student can clearly articulate the value and trajectory of their undergraduate academic experience, and thus helps students to develop the self-aware personal and professional narrative that defines the USU Honors educational experience.

### 10. Honors Courses

*Honors Introductory Experiences (USU General Education (GE) Breadth)*—In FY 2022-2023, Honors funded the teaching of seven Honors Introductory Experience courses/sections designed for first- and second-year students. Of these seven courses, four were taught for the final time in the program's regular three-year cycle. HONR 1350: *Science, Technology, and Modern Society* and HONR 1360: *Planet Earth 2.0*, were taught for the second time. The highly successful and popular HONR 1320: *Revolution! Reacting to the Atlantic Revolutions* course returned to the Honors curricular line-up after two previous three-year cycles to be taught as a hybrid course serving Honors students on any USU campus.

Enrolling a total of 118 students, these courses met a range of USU GE Breadth requirements (Table E-4), including Humanities (BHU), Creative Arts (BCA), Life Sciences (BLS), and Physical Sciences (BPS). Selected by both the Honors Faculty and Student Advisory Boards as outstanding experiential-learning opportunities, these courses featured hands-on interdisciplinary experiences designed to introduce first-year Honors students to college-level work. With enrollments capped at 25, the classes allowed for meaningful mentoring interactions between students and faculty and between students and the Honors Undergraduate Teaching Fellow (UTF) assigned to each course.

*Honors Think Tanks (USU GE Depth)*—In FY 2022-2023, Honors offered one team-taught, cross-disciplinary Think Tank course, HONR 3010/3030: *Food Matters: Global Complexities of Agriculture*, which was taught for the first time this year. Like all Honors Think Tanks, this course cross-listed two USU GE Depth sections, which met together and featured the combined expertise of two faculty members from different disciplines. Although they enrolled in only one section in the discipline of their choice, all students completed the same coursework and thus met learning outcomes for both Honors and USU GE. Both sections also carried a Communication Intensive designation and fulfilled those requirements for all registered students. The Think Tank allowed 22 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).

*Departmental Honors Sections*—In addition to the Honors GE courses selected through a competitive committee review process and taught by outstanding Honors faculty, Honors also offered 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, and Mathematics and Statistics, in collaboration with the University Honors Program. In FY 2022-2023, Honors sections of departmental courses enrolled a total of 217 students.

## E. PROGRAMMING

**Table E-4.** Honors Introductory Experience and Think Tank courses taught in FY 2022-2023.

Course Number	Course Title	Term	USU Gen Ed	Instructor(s)	Enrollment
HONR 1330	<i>Dogs in Art</i>	Fall 2022	BCA	Dr. Laura Gelfand	25
HONR 1330	<i>Dogs in Art</i>	Fall 2022	BCA	Dr. Laura Gelfand	19
HONR 1360	<i>Planet Earth 2.0<sup>a</sup></i>	Fall 2022	BPS	Dr. Benjamin Burger	17
HONR 1320-001	<i>A History of Writing</i>	Spring 2023	BHU	Dr. Joyce Kinkead	12
HONR 1320-AW1	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Spring 2023	BHU	Dr. Julia Gossard	12
HONR 1330	<i>Queer Manga: LGBTQ Stories, Histories, and Cultures through Visual Expression</i>	Spring 2023	BCA	Prof. Raymond Veon	10
HONR 1350	<i>Science, Technology and Modern Society</i>	Spring 2023	BLS	Dr. Rose Judd-Murray	23
HONR 3010/3030	<i>Food Matters: Complexities of Global Agriculture</i>	Spring 2023	DHA (CI)/ DSS (CI)	Dr. Rose Judd-Murray/Peter Crosby	14 (DHA) 8 (DSS)

<sup>a</sup> Course taught by an instructor on a statewide campus and offered in an interactive broadcast format specifically designed to include statewide students.

For the first time in FY 2022-2023, Honors collaborated with the Office of Academic Belonging and their Aggie First Scholars program to offer an Honors section of USU 1050: Habits of Mind: Learning as a First-Generation College Student. Due to low enrollment, this pilot section was combined with a non-Honors section (taught by Dr. Nate Trauntvein) and was team-taught by an Honors-engaged, first-generation faculty member, Dr. Guadalupe Marquez-Velarde.

## E. PROGRAMMING

**Table E-5.** Honors sections of departmental courses taught during FY 2022-2023.

<b>Course Number</b>	<b>Course Title</b>	<b>Term</b>	<b>Instructor(s)</b>	<b>Enrollment</b>
PE 1520 (H) Section 001	<i>Honors Hiking</i>	Summer 2022	Dr. Jesse Jones	6
BIOL 1615 (H) Section 001	<i>Biology I Laboratory</i>	Fall 2022	Lauren Lucas	24
ENGL 2010 (H) Section M22 (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2022	Ashley Wells	22
ENGL 2010 (H) Section M53 (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2022	Rosa Thornley	23
MATH 1220 (H) Section MW8 (QI)	<i>Calculus II</i>	Fall 2022	Dr. Brent Thomas	14
PE 1063 (H) Section 001	<i>Honors Strength and Conditioning</i>	Fall 2022	Jon Carey	15
BIOL 1625 (H) Section 001	<i>Biology II Laboratory</i>	Spring 2023	Lauren Lucas	24
ENGL 2010 (H) Section 042 (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2023	Dr. Jeremy Ricketts	15
ENGL 2010 (H) Section LWC (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2023	Mary Ellen Greenwood	19
ENGR 3080 (H) Section 001 (CI)	<i>Technical Communication for Engineers</i>	Spring 2023	Melissa Scheaffer	8
MATH 2210 (H) Section LW2 (QI)	<i>Multivariable Calculus</i>	Spring 2023	Dr. Brent Thomas	17
PE 1057 (H) Section 013	<i>Honors Yoga</i>	Spring 2023	Camilla Adair	19
PE 1700 (H) Section 004	<i>World Dance</i>	Spring 2023	Stephanie White	7
USU 1050 (H) Section 002	<i>Habits of Mind: Learning as a First- generation College Student</i>	Spring 2023	Dr. Guadalupe Marquez-Velarde	4

## E. PROGRAMMING

### 11. Honors in Practice (HIP)

USU has developed an innovative system that awards Honors points for completion of each assignment within the Honors curriculum. Rather than taking a suite of required Honors courses for academic credit, students can both take courses that fulfill USU GE requirements and apply their classroom knowledge in a range of high-impact activities, including research, creative work, professional-development programs, internships, study abroad experiences, and community or global engagement. Students propose, document, and reflect upon this work for Honors points that mark their progress in enhancing required major/minor work with professional development and experiential learning.

*Honors Mentoring Agreements (HMA)*—These formal agreements between students and faculty propose and document completion of at least 20 hours (typically substantially more) of mentored experiential learning beyond the classroom. Each HMA is overseen and ultimately approved or rejected by three faculty members: a mentor, a Departmental Honors Advisor, 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. In FY 2022-2023, 57 Honors students pursued or completed 74 HMAs, engaging with 53 USU faculty and 13 other non-USU professional mentors in the process.

Honors supported adoption of this high-impact learning practice by featuring highlights of a diverse range of exceptional HMAs on social media on 14 occasions from September 2022 through April 2023. The program also held two HMA Showcases on Zoom, allowing students considering an HMA to hear from peers who have completed one.

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

*Honors Book Labs*—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 one point per successfully completed Book Lab experience, based on student reflections). Faculty have led these labs as teams, taken field trips, invited guest speakers, or tied their labs to campus speaker series or visitors. Thirty-three faculty from 18 academic departments across six colleges led 34 Book Labs serving 150 students in FY 2022-2023 (Table E-6). Those numbers represent a 22% and 31% decrease, respectively, over the previous reporting

## E. PROGRAMMING

**Table E-6.** Honors Book Labs conducted during FY 2022-2023.

Book Title	Term	Faculty Leader(s)	Students
<i>Atomic Habits: An Easy &amp; Proven Way to Build Good Habits &amp; Break Bad Ones</i> (by James Clear)	Summer 2022	LoraLynn Allen	5
<i>Breath: The New Science of a Lost Art</i> (by James Nester)	Summer 2022	Dr. Nicholas Morrison	5
<i>Charity and Sylvia: A Same-Sex Marriage in Early America</i> (by Rachel Hope Cleves)	Summer 2022	Dr. Chris Babits	3
<i>Sapphistries: A Global History of Love between Women</i> (by Leila Rupp)	Summer 2022	Raymond Veon	5
<i>Untamed</i> (by Glennon Doyle)	Summer 2022	Dr. Sara Bakker	5
<i>Atlas of a Lost World: Travels in Ice Age America</i> (by Craig Childs)	Fall 2022	Dr. Lauren Hunt	4
<i>Homosexuality and Civilization</i> (by Louis Crompton)	Fall 2022	Raymond Veon	4
<i>How Fascism Works</i> (by Jason Stanley)	Fall 2022	Dr. Rachel Robison-Greene	5
<i>In the Dream House</i> (by Carmen Maria Machado)	Fall 2022	Dr. Adena Rivera-Dundas	4
<i>Landmarks</i> (by Robert Macfarlane)	Fall 2022	Dr. Doris McGonagill	5
<i>Small Great Things</i> (by Jodi Picoult)	Fall 2022	Dr. Breanna Studenka	5
<i>The Best of Me</i> (by David Sedaris)	Fall 2022	Dr. Michaelann Nelson	4
<i>The Code Breaker: Jennifer Doudna, Gene Editing, and the Future of the Human Race</i> (by Walter Isaacson)	Fall 2022	Jennifer Burbank	5
<i>The Good Lord Bird</i> (by James McBride)	Fall 2022	Mary Ellen Greenwood	5
<i>The Right to Sex: Feminism in the Twenty-First Century</i> (by Amia Srinivasan)	Fall 2022	Dr. Marissa Vigneault	5
<i>Zone One</i> (by Colson Whitehead)	Fall 2022	Dr. Jeremy Ricketts	5
<i>Calling Bullshit: The Art of Skepticism in a Data-Driven World</i> (by Carl T. Bergstrom & Jevin D. West)	Spring 2023	Dr. Rachel Wishkoski and Nicole Fullmer	9
<i>Civil Rights Queen: Constance Baker Motley and the Struggle for Equality</i> (by Tomiko Brown-Nagin)	Spring 2023	Dr. Ryan Seedall	5
<i>Gang Leader for a Day</i> (by Sudhir Venkatesh)	Spring 2023	Dr. Stephen Van Geem	4
<i>Klara and the Sun</i> (by Kazuo Ishiguro)	Spring 2023	Deanna Allred	5



## E. PROGRAMMING

**Table E-6.** Continued.

Book Title	Term	Faculty Leader(s)	Students
<i>Natura Urbana: Ecological Constellations in Urban Space</i> (by Matthew Gandy)	Spring 2023	Dr. Mark Brunson	5
<i>The Book on Ending Homelessness</i> (by Iain De Jong)	Spring 2023	Dr. Damon Cann	5
<i>The Book Woman of Troublesome Creek</i> (by Kim Michele Richardson)	Spring 2023	Rosa Thornley	4
<i>The Bright Ages: A New History of Medieval Europe</i> (by Matthew Gabrielle and David Perry)	Spring 2023	Dr. Alexa Sand	5
<i>The Challenger Launch Decision</i> (by Dr. Diane Vaughn)	Spring 2023	Melissa Scheaffer	5
<i>The Dawn of Everything: A New History of Humanity</i> (by David Graeber and David Wengrow)	Spring 2023	Dr. Anna Cohen	4
<i>The Last Cuentista</i> (The Last Storyteller) (by Donna Barba Higuera)	Spring 2023	Dr. Amy Piotrowski	5
<i>The Pink Line</i> (by Mark Gevisser)	Spring 2023	Raymond Veon	5
<i>The Quiet American</i> (by Graham Greene)	Spring 2023	Dr. Colin Flint	5
<i>The Things They Carried</i> (by Tim O'Brien)	Spring 2023	Dr. Molly Cannon and Dr. Susan Grayzel	6
<i>World of Wonders: In Praise of Fireflies, Whale Sharks, and Other Astonishments</i> (by Aimee Nezhukumatathil)	Spring 2023	Dr. Amber Caron	4
<i>The Good Life: Lessons from the World's Longest Scientific Study of Happiness</i> (by Robert Waldinger, MD & Marc Schulz, Ph.D.)	Summer 2023	Dr. Gregory Madden	5
<i>The Road to Middle-Earth: How J.R.R. Tolkien Created a New Mythology</i> (by Tom Shippey)	Summer 2023	Raymond Veon	4
<i>They Were Her Property: White Women as Slave Owners in the American South</i> (by Stephanie E. Jones-Rogers)	Summer 2023	Dr. Rebecca Bayeck	5

period when the Book Lab program was intentionally surged to promote student engagement 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 at the end of each term's session. In FY 2022-2023, a Spring Book Lab Showcase was held on November 16, 2022, and a summer/fall showcase was held April 17, 2023, both via Zoom webinar to allow statewide participation.

## E. PROGRAMMING

### 12. Honors Capstone Projects

Honors continued a very successful one-credit/one-point capstone preparation course (HONR 3900), which guides students through the process of developing their Honors capstone proposals. Taught by Honors Executive Director Dr. Kristine Miller, this course asks students to read and reflect upon prior capstone projects and proposals, draft ideas for their own projects, pitch their ideas to their peers and professor, meet with faculty to focus and develop those ideas, and submit capstone proposals in preparation for their own required Honors capstone projects. Offered in fall and spring, this course served 45 students in FY 2022-2023.

To provide ongoing support to Honors students working on their capstone projects, Honors continued the Capstone Support Group, first instituted in FY 2017-2018 as a series of inspirational and logistical meetings tied to a set of reference materials in Canvas. Students met three times over the course of the academic year, with program staff, current students, and recent Honors graduates facilitating conversations that allowed students to share progress and problems regarding their own capstone projects, to hear from recent Honors graduates on the value of the capstone experience, and to receive guidance on capstone navigation and completion.

Forty-one faculty mentored 57 Honors students working on capstone projects this year. Thirty-two of these students completed capstones and graduated with Honors during FY 2022-2023 (Table H-1); the remainder are ongoing or discontinued. Spring 2023 Honors graduates Mikenna DeBruin (Conservation and Restoration Ecology/Communication Studies) and Wesley Mills (Physics) were nominated by their mentors and selected by the Honors Faculty Advisory Board as winners of the program's annual Joyce Kinkead Outstanding Honors Capstone Awards, each of which carries a \$500 cash prize.

All graduating students were invited to present their capstone work at the first annual Honors Capstone Showcase, held at the conclusion of the Spring Student Research Symposium and organized in collaboration with the Office of Research and University Libraries. Thirteen students participated and had their poster presentations judged by a panel of nine Honors-engaged faculty. Thomas Smith (Biology) won the Best Poster Award, and Sarah Brinck (Animal and Dairy Science) received the Runner-up Award for Best Poster. All audience members, including current Honors students, students enrolled in the HONR 3900 Capstone Preparation course, and the general public, were invited to vote online for the People's Choice Poster Award, which went to Camille Bassett (Global Communications).

### 13. Co-curricular Engagement

Honors students participate in, reflect upon, and earn Honors points for attending co-curricular events on and off campus. In FY 2022-2023, 217 Honors students (-12% from the previous reporting period) submitted 497 co-curricular reflections (-11%) for Honors points after attending in-person or virtual events. These significant decreases in participation reflect a return to normal levels of engagement with this part of the Honors curriculum. The emphasis during the pandemic on virtual events, combined

## E. PROGRAMMING

with limited opportunities to earn Honors points in other ways (including study abroad, in-person internships, and in-person research or creative work) led students to participate in substantially more virtual co-curricular activities than they would under normal circumstances.

In weekly co-curricular messaging to students, Honors advertised a total of 407 co-curricular events, and the program itself hosted 26 such events (Table E-7). These Honors events included the 47<sup>th</sup> Annual Honors Last Lecture, featuring Dr. David Brown from the Department of Mathematics and Statistics and delivered in person, in a return to pre-pandemic norms.

### 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 their USU and Honors experience, and build community. While Honors continued some virtual events that have proven effective during and after the pandemic, the program was also able to reintroduce many of its signature community-building efforts in their original, pre-pandemic formats.

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

In FY 2022-23, Honors generated 65 email campaigns in Mailchimp: 33 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 both in-person and 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 653 recipients and had a 40% open and a 5.8% click rate, rates that are, respectively, about 1.75 and 1.5 times the industry averages for large electronic mail campaigns. The faculty email went to an average of 405 recipients, getting a 42% open rate, almost twice the industry average; the click rate was 3.6%, which is about one third above the industry average. Overall, the Honors Program's weekly event emails reached an average of 413 users and engaged a minimum of 52 on average at any given time.

## E. PROGRAMMING

**Table E-7.** Co-curricular events organized by Honors in FY 2022-2023.

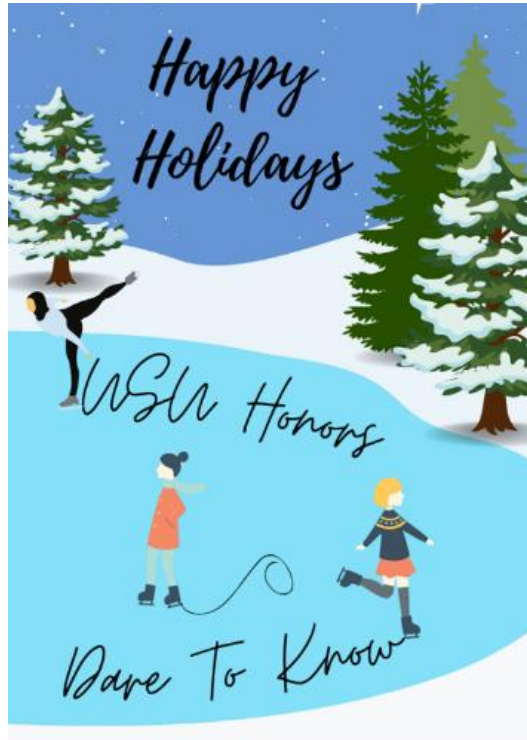
Event	Date
<i>Honors Cares: Honors Laughter Practice (Dr. Matthew Wappett)</i>	9/14/2022
<i>Honors Cares: Loaves and Fishes (Jennifer Cortez)<sup>a</sup></i>	9/17/2022
<i>Honors Cares: Honors Laughter Practice (Dr. Matthew Wappett)</i>	9/21/2022
Alumni Panel: The Value of Graduating with USU Honors (Morgan Graham (2019, English), Jacob Alder (2020, Economics), and Savannah Daines (2021, Human Biology))	9/27/2022
Honors Scavenger Hunt	9/27-10/7/2022
<i>Honors Cares: Honors Laughter Practice (Megan Bartschi)</i>	9/28/2022
<i>Honors Cares: Logan Canyon Hike (Lauren Lucas)</i>	10/1/2022
<i>Honors Cares: Honors Laughter Practice (Dr. Matthew Wappett)</i>	10/5/2022
HMA Showcase (Gracie Shippen, Lorenzo Papworth, Rebecca Ivans, Sara Miner, Jacob Bybee, and Sara Polizzotto)	10/18/2022
<i>Honors Cares: Stokes Nature Center Project (Andreas Leidolf)</i>	10/22/2022
47 <sup>th</sup> Annual Honors Last Lecture: Our Sixth Sense: Math (Dr. David Brown)	10/25/2022
<i>Honors Cares: Honors Laughter Practice (Dr. Matthew Wappett)</i>	10/26/2022
<i>Honors Cares: Honors Laughter Practice (Megan Bartschi)</i>	11/2/2022
Gratitude Workshop (Dr. Kristine Miller, Savannah Daines)	11/30/2022
Honors Fall Thank-a-Thon	12/1-12/16/2022
<i>Honors Cares: Ice Skating (Jennifer Cortez)</i>	12/6/2022
<i>Honors Cares: Failure Resume Workshop (Jacob Alder (2020 Economics), Jeff Argast (1991, Electrical Engineering), Viviane Baji (2016, Environmental &amp; Natural Resource Economics), Morgan Graham (2019, English), and Grant Holyoak (2016, Economics))</i>	2/8/2023
HMA Showcase (Anna Billings, Mary Thayne, Camille Bassett, Jackson Morley, Radeyah Kaplan, Anna Tuite)	2/15/2023
<i>Honors Cares: Meditation Workshop (Dr. Michael Sowder)</i>	2/23/2023
Salsa & Salsa (Jennifer Cortez) <sup>b</sup>	2/28/2023
<i>Honors Cares: Spring into Service (Jennifer Cortez)<sup>c</sup></i>	3/14/2023
<i>Honors Cares: Science Unwrapped (Jennifer Cortez)<sup>d</sup></i>	3/17/2023
Honors Capstone Showcase <sup>e</sup>	4/14/2023
Honors Spring Thank-a-Thon	4/17-5/3/2023
<i>Honors Cares: 5K Run Packets<sup>f</sup></i>	4/19/2023
Honors Brain Break: Bowling	4/27/2023

Events planned and implemented in collaboration with <sup>a</sup> COSAS, <sup>b</sup> Latinx Cultural Center and Latin Dance Club, <sup>c</sup> Queer Student Alliance, <sup>d</sup> College of Science, <sup>e</sup> Office of Research and University Libraries, <sup>f</sup> iHelp Foundation.

## E. PROGRAMMING

### 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). Using a design by Honors student Jordan Taft (Civil Engineering), Honors sent 735 physical cards, as well as 1,285 digital cards in December 2022.



**Figure E-2.** 2022 Honors Holiday Card (design by Honors student Aubrey Felty, Theatre Arts, 2022).

### 16. Student, Faculty, and Faculty-Student Socials

Honors held five socials in FY 2022-2023: a student-only social to celebrate the beginning of fall term; a faculty-only social and networking event to introduce USU faculty to Honors engagement; a student-faculty Holiday social; an end-of term social for Honors graduates and their families, current Honors students, and faculty mentors, and an end-of-academic year faculty appreciation social. These catered events were well attended, drawing over 100 guests on average.

### 17. Honors Cares

Now in its third year, the *Honors Cares* event series continued its focus on mental and physical health and personal well-being in an intentionally welcoming and accessible format. Over the course of two terms, Honors held 15 events involving well over 100 students (Table E-7).

## E. PROGRAMMING

### 18. Honors Graduation Celebration

The 2023 Honors Medallion Ceremony was held in the Ellen Eccles Conference Center Auditorium on May 3, 2023. It featured representatives from the USU Provost's Office, all eight USU colleges, the Honors Faculty Advisory Board, alumni guest speaker Jeff Carr (2009, English/Creative Writing), and 31 of our 32 FY 2022-2023 Honors graduates and their mentors. The ceremony was also attended by an audience of 150 people, representing primarily family and friends of our graduates. A reception in honor of our graduates—open to our graduates, their families, as well as all Honors students and faculty—was held on the Quad after the conclusion of the ceremony.

### 19. 47<sup>th</sup> Annual Honors Last Lecture

The 47<sup>th</sup> Annual Honors Last Lecture, entitled "Our Sixth Sense: Math" was delivered on October 25, 2022, by Dr. David Brown, from the Department of Mathematics and Statistics. Dr. Brown was selected by a committee of USU Honors students to share with students, faculty, and community members the ideas he would most want to convey if he had only one final lecture to give. The lecture was delivered in person at the Russell/Wanless Performance Hall with a reception at NEHMA immediately following. This event was attended by an audience of 176 people.

### 20. Honors Brain Break

In keeping with the *Honors Cares* focus on self-care and personal well-being, this finals-week series of snacks and socializing once again featured a mixture of relaxing and therapeutic activities and healthy snacks to allow students to take a break from their studies in a casual and supportive atmosphere. The Fall Brain Break (December 12-16, 2022) featured a series of group puzzles, as well as a visit from several service dog-handler teams; and the Spring Brain Break (April 26-May 2, 2023) invited students to play video and board games and participate in the iHelp Foundation's 5k run. Combined, these two series of events were attended by over 100 Honors students.

### 21. Friend of Honors Award

Each year, the University Honors Program recognizes a person for their long-standing, continuous, and sustained support of the program—frequently in ways that are not immediately apparent or visible to others. The 2023 Friend of Honors award was given to Dr. Vijay Kannan from the Department of Management and Strategy for his many years of contributions to building and strengthening a university-wide Honors Program. This work includes, but is not limited to, recruiting Honors faculty and students in his department and college, advocating for the value of Honors at USU, reviewing admissions and scholarship applications, and being a reliable and accessible supporter of the program in roles both public and less visible.

## E. PROGRAMMING

### PROFESSIONALIZATION

In addition to engaging curious students and equipping them with the academic skill to think critically and communicate clearly, Honors prepares students for 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. Evidenced by student reflections, alumni responses, and faculty feedback, these activities have been incredibly effective and are well received by students, alumni, and faculty.

### 22. Alumni Mentoring

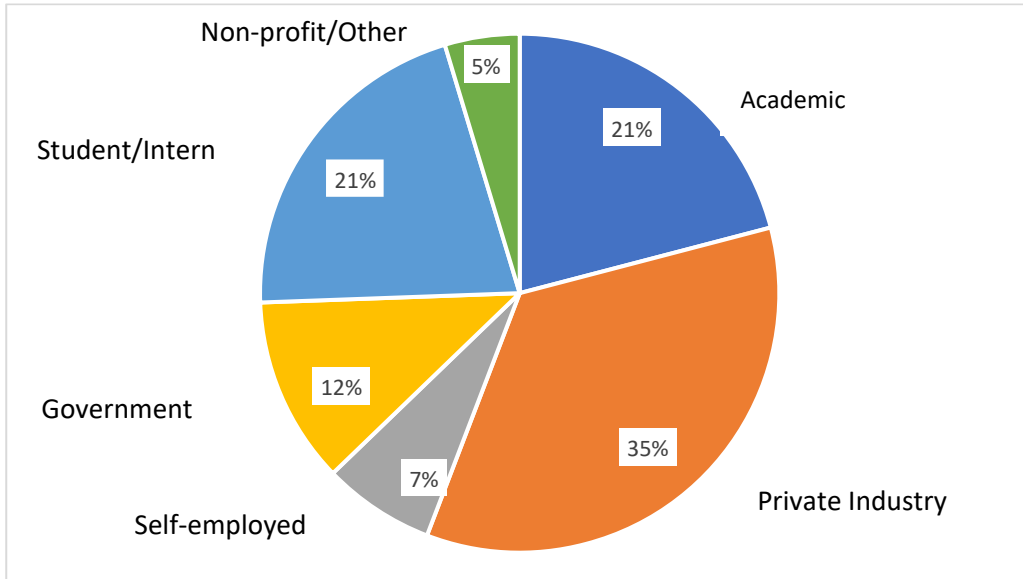
*Honors Alumni Connect (HAC)*—Now in its third year, this semester-long program serves as an introduction to alumni mentoring for first- and second-year students and thus as a gateway to the year-long Alumni Mentoring Program (AMP). In fact, of 41 students who completed the program in FY 2020-2021 and FY 2021-2022, 11 participated in AMP in FY 2022-2023. Honors recruited 22 alumni in fall 2022 and matched 17 of them with all 18 students who applied (one student withdrew, resulting in a cohort of 17 students). Ten students (59%) successfully completed the program.

*Alumni Mentoring Program (AMP)*—In its eighth year, the highly successful Honors Alumni Mentoring Program once again paired current Honors students with Honors alumni and offered the pairs a structured, collaborative, curriculum-based mentoring experience. As in the previous year, Honors limited participation in the program to students in their third and fourth years.

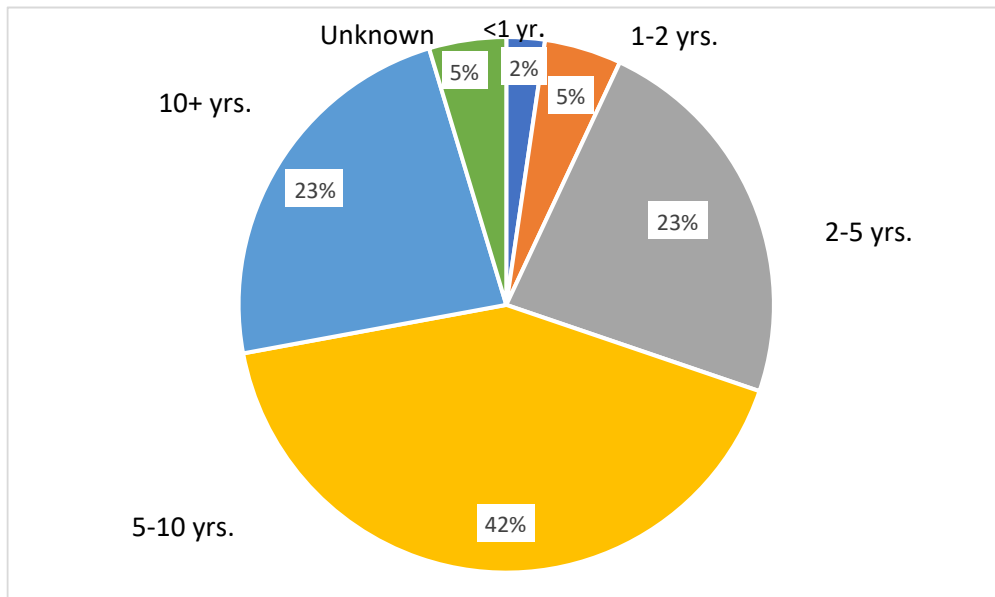
After receiving 43 expressions of interest from alumni, Honors staff were able to match all 28 student applicants (two applicants withdrew, resulting in a cohort of 26 students) with 23 alumni mentors from different employment sectors and at various career stages (Figure E-3). Of the 26 student participants, 11 had previously completed HAC, illustrating that HAC truly does serve as a gateway to AMP. The percentage of students completing all program requirements (75%) once again increased significantly over the previous year (+6%). Student reflections on the experience continued to provide clear evidence that those who complete the program have a high-impact, valuable experience. The consistently high return rate of alumni to the program (58% in FY 2022-2023) also indicates that the AMP continues to be a rewarding and meaningful experience for our mentors.

## E. PROGRAMMING

(A)



(B)



**Figure E-3.** Demographics of Honors alumni participating in the Alumni Mentoring Program in FY 2022-2023: (A) Employment sector; (B) Time since graduation.



## E. PROGRAMMING

### 23. National Scholarship Mentoring and Application Support

The University Honors Program coordinates student applications for prestigious national scholarships and fellowships (with the exception of international scholarships like Fulbright, Boren, and Gilman, 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 preparation experience, in collaboration with Dr. Ryan Berke, from the Department of Mechanical and Aerospace Engineering. In an effort to support Dr. Peak as he reduces involvement in Goldwater mentoring, the Honors Program and the Office of Research worked together to define and publicize a role and to share the cost of funding a new mentor. Dr Berke was hired to work with Dr. Peak in FY 2022-2023. Together, they mentored a select cohort of students in fall term and then worked with a faculty review committee, including the Honors Executive Director, to review applications and select four USU nominees (Laura Lundahl, Michelle Norman, Emily Sargeant, and Zachary Zito) from among nine finalists. Unfortunately, none of this year's nominees were ultimately selected as Goldwater Scholars by the Goldwater Foundation; because three of the four nominees were only sophomores, they will be eligible to reapply as juniors in the coming year.

The Honors Program Coordinator, who coordinates fellowship advising for the University Honors Program, also provided mentoring and logistical support for USU's nomination of one Marshall nominee (Isaac Dixon), one Rhodes nominee (Isaac Dixon), two Truman nominees (Cristina Chirvasa and Carter Ottley), and two Udall nominees (Cristina Chirvasa and Christian Stewart). Cristina Chirvasa was awarded an Honorable Mention by the Morris K. Udall and Stewart L. Udall Foundation in April 2023.

### 24. 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 Honors GE courses (both Honors Introductory Experiences and Think Tanks). Seven Honors students and one non-Honors student were hired and assigned to these courses, based on faculty recommendations and a competitive application process (Table E-8). In addition to USU's standard trainings for all employees, these students received from Honors valuable training, mentoring, and professional development in the areas of peer mentoring, instructional technology and Canvas, and identification of students of concern.

*Peer Advisors*—Honors matched a monetary commitment from the Office of the Provost to establish two peer advisor positions to support our students. The program was able to hire three Honors students for these positions in FY 2022-2023 (Table E-9). In addition to the standard trainings for all USU employees, the Honors Academic Advisor engaged these peer advisors in valuable mentoring, training, and professional development in student advising, Box usage, and Canvas navigation. Peer advisors kept regular virtual and in-person office hours to assist in Honors student advising and peer mentoring, providing over 850 hours of support to our students.

## E. PROGRAMMING

**Table E-8.** Honors Undergraduate Teaching Fellow (UTF) appointments in FY 2022-2023.

UTF Name	Course Number	Course Title	Semester
Peterson, Lucy	HONR 1330-001	<i>Dogs in Art</i>	Fall 2022
Brinck, Sarah	HONR 1330-002	<i>Dogs in Art</i>	Fall 2022
Kearsley, Kayleigh	HONR 1360	<i>Planet Earth 2.0</i>	Fall 2022
Corbett, Landon	HONR 1320-001	<i>A History of Writing</i>	Spring 2023
Carlson, Jonah	HONR 1320-AW1	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Spring 2023
Coffin, Jenna	HONR 1330	<i>Queer Manga: LGBTQ Stories, Histories, and Cultures Through Visual Expression</i>	Spring 2023
Sagers, Jacob	HONR 1350	<i>Science, Technology and Modern Society</i>	Spring 2023
Butikofer, Jamie	HONR 3020/3030	<i>Food Matters: Global Complexities of Agriculture</i>	Spring 2023

**Table E-9.** Honors Peer Advisor appointments in FY 2022-2023.

Name	Semester(s)	# of Advising Hours
Ivans, Rebecca	Fall 2022 – Summer 2023	460
Mullen, Audrey	Fall 2022 – Spring 2023	303
Sagers, Jacob	Spring 2023 – Summer 2023	90

*Office Assistants*—Honors employed three Honors students (Briggs Kroff, Kai Phillips, and Aimee Schaelling) as Office Assistants to support our professional staff in their routine daily work.

*Honors Postgraduate Fellow*—This position continued to benefit both the Honors Program and the Postgraduate Fellow in FY 2022-2023. Honors intends this 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. Savannah Daines (Human Biology, 2021) served a second and final year in this role during FY 2022-2023.

## E. PROGRAMMING

### 25. Student Leadership

*Honors Student Advisory Board (HSAB)*—Honors contributed to the professional development of nine students (Table H-5) by inviting them to represent their colleges or statewide campuses on the HSAB. For the first time in FY 2022-2023, a student representing statewide campuses served on this board. Collectively, these representatives participated in leadership activities focused on retention of current Honors students in their respective colleges or on statewide campuses; collaborated with their counterparts on the Honors Faculty Advisory Board to plan and implement these activities; and consulted with the Executive Director on the Honors curriculum, including the review and selection of new Honors courses.

Service on HSAB is integrated into the Honors curriculum as Honors-in-Practice work. Board members earn three Honors points upon successful documentation in Canvas of fulfillment of the requirements of the HSAB role and submission of a comprehensive reflection about how their HSAB experience met Honors learning outcomes. Students may reapply for a second year on HSAB, and those selected can earn an additional 1.5 points for their work in this second year. The opportunity for a second year of service ensures continuity and preservation of institutional memory on the HSAB, but in FY 2022-2023, all HSAB representatives were new to the board.

*Last Lecture Committee*—Honors invited five students to serve on the selection committee for the 2023 Honors Outstanding Professor (Table H-6). The student-run committee was responsible for reviewing nominations of outstanding faculty from their Honors peers, choosing finalists to interview, conducting those interviews, and selecting the 2023 Honors Outstanding Professor. This year's award went to Dr. Colin Flint from the Department of Political Science in the College of Humanities and Social Sciences. Dr. Flint will deliver the 48<sup>th</sup> Annual Honors Last Lecture, "Dare to Build Global Peace," on October 4, 2023.

*Honors Leadership Academy (HLA)*—Now in its fourth year, the HLA is designed for first- and second-year students who aspire to become leaders in Honors and beyond. As they engage in 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

Honors received 32 applications for HLA in FY 2022-2023 and accepted 29 students to participate in the program. As in the previous year, the curriculum was offered in a series of independent modules to encourage students to complete all four training modules but to also allow them the flexibility to complete and earn Honors points for just those modules that were of interest to them.

## E. PROGRAMMING

Of the 29 members of this year's HLA cohort, 17 (59%) completed at least one module; 14 (48%) completed two or more modules; twelve (41%) completed three or more modules; and ten (35%) completed all four modules (Table H-7). Collectively, these students form a talented and engaged pool from which Honors (and the institution more broadly) can draw future student leaders for service as ambassadors, peer educators, community builders, and publicists. In fact, three 2022-2023 HLA graduates have already been appointed as Honors Ambassadors, UTFs, or Resident Assistants for FY 2023-2024.

### 26. Thank-a-thon

As in previous years, Honors used the end of the semester as an opportunity to encourage students to thank the faculty, staff, alumni, and donors who have 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, and the program supports this value with regular gratitude workshops that teach students how to write high-impact thank-you notes. Both the fall (December 1-16, 2022) and spring (April 17-May 3, 2023) thank-a-thons were run as hybrid events, allowing students the choice to either pick up physical thank-you cards from the Honors office or express their gratitude by email. In FY 2022-2023, 67 Honors students participated in the Honors Thank-a-thon.

### STATEWIDE PROGRAMMING

In its third year of statewide engagement, the University Honors Program expanded from a pilot launched in partnership with USU Statewide Campuses on the Brigham City, Uintah Basin, and USU Eastern Price campuses to a broader integration of students and faculty across Utah. Moving beyond the pilot required the program to open admission to students from all statewide campuses, actively recruit statewide faculty to engage with students on their campuses, and deliver curricular programming in hybrid and online formats.

In FY 2022-2023, Honors made progress in the following key areas:

#### Essential Activities

- Honors participated in statewide recruiting events by staffing booths at the **USU Eastern Price** Open House, the **Brigham City** Open House, and the **Roosevelt/Uintah Basin** Open House.
- The program shared admissions information and flyers with recruiters and advisors on the USU Eastern Price, Brigham City, and Uintah Basin campuses,
- Honors successfully recruited four faculty members on the Brigham City, Uintah Basin, and USU Eastern Price campuses to participate in holistic review of Honors admissions applications for students coming to USU in FY 2023-2024.
- Honors offered a virtual orientation option that was attended by incoming first-year students on statewide campuses.

## E. PROGRAMMING

- Honors expanded USU 1010 (H) *Connections* to include a first-year cohort at USU Eastern Price.
- Honors offered regular academic advising to statewide students via Zoom or phone.

### Academic Programs

- Honors offered an Honors Introductory Experience course taught by a statewide faculty member, intentionally reserving space for statewide students to enroll.
- An Honors faculty member created a hybrid format for a popular Honors Introductory Experience course that had run successfully on the Logan campus and offered a statewide section of the course in Spring 2023.
- Two statewide faculty members on the **San Juan County** and USU Eastern Price campus co-supervised two students' Honors Mentoring Agreements.
- Honors increased the number of virtual Honors Book Labs during summer term and recruited three statewide faculty members on the **Blanding**, Uintah Basin, and USU Eastern Price campuses to run Book Labs.
- Two statewide faculty members on the **Tooele** campus mentored two Honors capstones.
- Honors adapted weekly *Honors in the Know* messaging to highlight virtual and statewide co-curricular opportunities.
- Honors expanded the Honors Faculty Advisory Board to include a statewide representative.
- Honors recruited statewide faculty to serve not only as campus liaisons between the program and a particular statewide campus, but also as Departmental Honors Advisors in USU departments housed on the Logan campus and serving all campuses across the state. One faculty member on the Uintah Basin campus currently serves as the DHA for the Department of Geosciences across the state.
- Honors involved one statewide faculty in the 2022-2023 review of student applications for Honors scholarships.

### Community Building

- Honors staff visited the USU Eastern Price campus and hosted a lunch for the Price Honors student cohort.

### Professionalization

- A statewide student was featured in one of the HMA showcases.
- Honors expanded the Honors Student Advisory Board to include a statewide representative.

## F. FUNDING

*In FY 2022-2023, Honors allocated almost 56% of its spendable (non-salary) budget to student participants via scholarships and awards, research funding, and other miscellaneous funding. Most of the remainder was disbursed to faculty and their academic departments to support the development and teaching of academic courses.*

### ***This funding included:***



**\$19,100** in **scholarship** and award funds to 27 Honors students, with **\$20,500** committed for FY 2023-2024 to an additional 27 Honors students.



**22** undergraduate **research** awards totaling **~\$8,500** to 22 Honors students, including **seven URCO matches**.



Over **\$3,700** in **miscellaneous** academic and professionalization funding to support mentoring, Honors Book Labs, and engagement or enrichment experiences.



**18 study abroad** awards to 18 students totaling **\$15,500**.



**~\$41,000** in **student wages**, allowing Honors students to gain professional experience as teaching fellows, peer mentors, peer advisors, ambassadors, office assistants, and postgraduate fellows.



**~\$44,000** in direct funding to academic departments and Honors-engaged faculty to support teaching and development of **six Honors courses** and **five departmental Honors sections**.

## F. FUNDING

### 1. Student Funding

*Scholarships and Awards*—Through a competitive application and review process, Honors awarded \$20,500 in scholarships to 27 students in FY 2022-2023 for the coming academic year (Table F-1). The program distributed \$17,250 of the \$17,500 in scholarship funds awarded in the previous fiscal year to 22 recipients in FY 2022-2023. The Honors “Dare to Know” Book Award, available to students at all levels of the program, was awarded to 15 students (+15%). The Honors Access and Inclusion Scholarship, first awarded in the previous reporting period, was again the focus of Honors development efforts this fiscal year and was awarded to five students (+25%), including three current and two incoming first-year Honors students. This scholarship is for Honors students with demonstrated academic merit and the capacity to excel in college. Preference is given to students who are the first in their families to attend college and/or have experience in or a commitment to working with historically underserved or underprivileged populations. Due to significant donations to the Joseph G. and Karen W. Morse Endowed Scholarship Fund in FY 2022-2023, Honors was able to maintain an increase to the award amount (from \$750 to \$1,000 in FY 2021-2022) and to expand the number of awards from two to three.

Two spring 2023 Honors graduates, Mikenna DeBruin (Conservation and Restoration Ecology/Communication Studies) and Wesley Mills (Physics), earned Joyce Kinkead Outstanding Honors Capstone Awards, each of which carries a \$500 cash prize.

Students presenting at the first annual Honors Capstone Showcase competed for three poster awards. Thomas Smith (Biology) was awarded the Best Poster Award (\$250); Sarah Brinck (Animal and Dairy Science) won the Runner-Up Award for Best Poster (\$100); and Camille Bassett (Global Communication) won the People’s Choice Award (\$250).

*Research and Creative Work Funding*—The number of Honors student research and creative funding application continued to grow in FY 2022-2023, although that number has not yet returned to pre-pandemic levels. Honors granted 22 undergraduate research and creative awards, totaling over \$8,500, to 22 students engaged in the pursuit and/or presentation of research or creative work. Of those awards, almost \$7,500 (88%) was disbursed in this fiscal year (Table H-8). These awards also included seven funding matches 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-9).

*Study Abroad Funding*—As study abroad programs continue to reopen in many parts of the world, Honors awarded \$15,500 to support global experiences for 18 students, with \$2,500 of those awards disbursed in this reporting period (Table H-10). With the help of this funding, Honors students participated this fiscal year in international academic programs in Australia, Belgium, Dominican Republic, France, India, Ireland, Italy, Japan, Mexico, Nepal, Spain, Switzerland, The Netherlands, and the United Kingdom.

## F. FUNDING

**Table F-1.** Honors academic scholarships and awards to students in FY 2022-2023.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
Helen B. Cannon Award (Humanities and Social Sciences)	\$1,500.00	Alyssa Burton	2024, Music Therapy
Lawrence O. Cannon Award (STEM)	\$1,500.00	Jackson Morley	2023, Biochemistry
Douglas D. Alder Scholarship (Leadership)	\$1,000.00	Carter Ottley	2024, Political Science/Journalism
Elaine Alder Service Scholarship	\$1,000.00	Landon Corbett	2024, Kinesiology
Joseph G. and Karen W. Morse Scholarship	\$1,000.00	Rebecca Baker	2025, Music
	\$1,000.00	Rebecca Ivans	2026, Political Science/Environmental Studies
	\$1,000.00	Audrey Mullen	2025, Public Health
Joyce Kinkead Outstanding Honors Capstone Award	\$500.00	Mikenna DeBruin	2023, Conservation and Restoration Ecology/ Communication Studies
	\$500.00	Wesley Mills	2023, Physics
Honors Access and Inclusion Scholarship	\$1,000.00	Isabella DeJesus	2025, Biology/Biochemistry
	\$1,000.00	Kaleah Olson	2027, Undeclared
	\$1,000.00	McKenzie Pedersen-Campbell	2026, Law and Constitutional Studies
	\$1,000.00	Jacob Sagers	2026, Political Science/International Studies
	\$1,000.00	Kai Li Tullis	2027, Undeclared
“Dare to Know” Book Award	\$500.00	Mallory Bingham	2025, Chemistry
	\$500.00	Sophia Christensen	2025, Political Science
	\$500.00	Jacey Hopkin	2025, Psychology
	\$500.00	Mia Knight	2025, Dietetics
	\$500.00	Maggie Mace	2024, International Studies
	\$500.00	Brayden Monson	2025, Mechanical Engineering
	\$500.00	Elijah Moss	2025, Biology
	\$500.00	Spencer Mullen	2026, Public Health



## F. FUNDING

**Table F-1.** Continued.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
"Dare to Know" Book Award	\$500.00	Bella Nielsen	2025, Mechanical Engineering
	\$500.00	Michelle Norman	2025, Geology
	\$500.00	Kade Robison	2025, Biological Engineering
	\$500.00	Lily Roth	2024, Mathematics/Statistics Composite Teaching
	\$500.00	Aimee Schaelling	2025, Chemistry/Chemistry Teaching
	\$500.00	Joshua White	2024, Statistics
	\$500.00	Name Withheld	[FERPA Hold]

*Honors Book Lab Funding*—To support student participation in Honors Book Labs (Table E-6), the program purchased books for 172 students as well as some faculty members for a total expenditure of \$3,722.47.

*Student Wage Support*—Honors contributed to the professional development of 26 Honors students by offering them relevant and meaningful employment in our program. In total, Honors allocated almost \$41,000 to support two Honors Peer Advisor positions, two Honors Office Assistant positions, an Honors Postgraduate Fellow position, and eight Undergraduate Teaching Fellow (UTF) positions for all Honors courses offered in fall 2022 and spring 2023 (Table H-11). While the Postgraduate Fellow is not a current undergraduate student, the continuation of student support during the one- or two-year bridge period immediately following graduation is an essential part of the program's student support. That number includes support from the Provost's Office for UTFs and Peer Advisors in the amount of \$12,340, bringing our program's contribution to \$28,500.

### 2. Funding to Faculty and Departments

The program supported instruction for seven Honors courses (eight sections, three in fall 2022 and five in spring 2023) with \$36,000 (Table E-4). In addition, two Honors faculty members each received a \$500 course development grant for the creation of a new spring 2023 team-taught Honors Think Tank course. The program also supported the teaching of one Honors section of USU 1050 (H) Habits of Mind: Learning as a First-generation Student; and four Honors sections of physical education courses: PE 1063 (H) Honors Strength and Conditioning in fall 2022, PE 1057 (H) Honors Yoga and PE 1700 (H) World Dance in spring 2023, and PE 1520 (H) Honors Hiking in summer 2023.

Dr. Timothy Curran (Communication Studies and Philosophy) and Dr. Tsung-Chen Shen (Physics) received Joyce Kinkead Distinguished Honors Capstone Mentor

## F. FUNDING

Awards, each of which carries a \$500 honorarium, for their work with the graduates winning outstanding capstone awards this year.

## G. OUTPUTS AND OUTCOMES

*In FY 2022-2023, Honors students generated a substantial number of relevant outputs and outcomes fully or partially attributable to their participation in the USU Honors Program:*



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



**77 presentations**, involving **64 Honors student authors**, at international, national, regional, state, or local conferences



**67 optional transcript designation awards**, including University Honors, Undergraduate Research, Global Engagement Scholar, and Community-Engaged Scholar



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

## G. OUTPUTS AND OUTCOMES

### OUTPUTS

#### 1. Student Capstones

Aller, M. 2022. The Effects of Flexibility Training on Working Adults in College. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Anderson, C. 2023. Oppression in Xinjiang: Rhetorical Parallels to the Causal Mechanisms. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bartschi, M. 2022. Interactive Learning as a Form of Language Development. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bassett, C. 2023. Shifting the Paradigm: Why Nuanced, Intersectional Representations of Autistic People Matter. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bradley, M. 2023. INL Building Automation Sector Design Project. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Brawand, M. 2023. Annotation of Eye Tracking Videos to Facilitate Analysis and Pairing with Postural Force Plate Data Regarding the Influence of Postural Stability and Yoga Experience on Perceptions of Other's Postural Stability. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Brinck, S. 2023. Analysis of Scientific Literature Regarding Service Dog Success and Efficacy. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Brogdon, C. 2023. Dissertation on Ethical Issues Surrounding Schizophrenia Research. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Cook, C. 2023. Connections for Success: Social Networking in Virtual University. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Davis, M. 2023. Detecting Accurate Emotions in Faces. Honors Capstone Project, Utah State University, Logan, Utah, USA.

DeBruin, M. 2023. Applying the Extended Parallel Process Model to Climate Change Communication. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Dixon, I. 2023. Becoming Bitter or Becoming Better: How Adversity Affects Leaders' Motivation and Ability to Lead. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Fairbourn, K. 2023. A Phenomenological Inquiry of the Applicability of Neurologic Music Therapy for a Student Music Therapist. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Foster, Z. 2023. High Powered Rocketry Level 3 Certification. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Griffin, H. 2023. Evidence-Based Approaches to Lowering UTI Rates in Skilled Nursing Facilities: A Review of the Literature and Application to a Local Skilled Nursing Home. Honors Capstone Project, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

Johansen, A. 2023. Grounded in Reality: An Exploration of Acceptance in Relational Conflict. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Kroff, B. 2023. Predicting "Noncompliant" Listener Behavior. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Kump, M. 2023. The Levant: Climate Change's Effect on Security Policy in the Middle East. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Linares, S. 2023. Heart2Heart Online: A Discrimination-Based Stress Reduction Intervention for BIPOC. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Meek, A. 2023. Evaluating the Potential of Wastewater Produced Algae Oil as a Palm Oil Replacement in Soap Production. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Mills, W. 2023. Light Scattering from Periodic Conducting Structures. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Miner, S. 2023. Ethics, Fashion and Film of the 1950s and 60s. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Olson, J. 2023. Creating JO. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Palmer, L. 2023. Disruptive Technology Analysis of MijiM, Inc. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Phillips, A. 2022. Developing a Test Method to Determine the Maximum Allowable Leakage Limit of Microbial Ingress for Dialysis Films. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Prouty, T. 2023. Markov Chain Analysis Comparison. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Schwanke, J. 2023. Reason and Rationality in the Post-Pandemic Era. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Smith, T. 2023. NET Presence and Characterization in Naked Mole Rats. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Sparks, M. 2023. The Kinematics of Motor Planning Span. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Stoker, C. 2023. Protein Nutrition and the Melanization Immune Response in Males of *Bombus impatiens*. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Stone, E. 2023. Critiquing the Present and Imagining the Future: The Influence of Contemporary Young Adult Dystopian Literature in Pop Culture and Education. Honors Capstone Project, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

Stringham, S. 2023. Metadrama, Gender, and the Illusion of Agency in William Shakespeare's *The Taming of the Shrew* and *Much Ado About Nothing*. Honors Capstone Project, Utah State University, Logan, Utah, USA.

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

**Anderson, C.** 2023. Oppression in Xinjiang: Rhetorical Parallels to the Causal Mechanisms. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Anderson, C.** 2023. Oppression in Xinjiang: Rhetorical Parallels to the Causal Mechanisms. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Ash, D., L. Corbett, J. Harvey, C. Lloyd, E. Miller, L. Myers, H. Potter, W. Spence, M. Bodell, A. Truman, A. Tuite, I. Vasquez, and N. Villastrigo.** 2023. An Analysis of Digital Natives' Preference for Writing Tools. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Bartschi, M.** 2023. Interactive Learning as a Form of Language Development. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Basset, C.** 2023. Shifting the Paradigm: Why Nuanced, Intersectional Representation of Autistic People Matters. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Bassett, C.** 2023. Shifting the Paradigm with Wednesday Addams: Why Nuanced, Intersectional Portrayals of Autistic People Matter. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Billings, A.** 2022. Relationship Between Protein and Secondary Metabolite Content in Congeneric Tropical Shrubs. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Blotter, K.** 2023. The Evaluation of Compound X in a Mouse Model of CHIKV Disease. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Braunersrither, M.** 2022. How Does Perceived Human Instability Affect One's Own Stability? Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Brawand, M.** 2023. Annotation of Eye Tracking Videos to Facilitate Analysis and Pairing with Postural Force Plate Data Regarding the Influence of Postural Stability and Yoga Experience on Perceptions of Other's Postural Stability. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Brawand, M.** 2023. The Influence of Yoga Practice on Posture Perception and Stability. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Brinck, S.** 2023. Analysis of Scientific Literature Regarding Service Dog Success and Efficacy. University Honors Program Capstone Showcase, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

Chennette, T., R. Becker, and **M. Hatfield**. 2022. Is Harmonic Dictation Effective? Joint Annual Meeting of the American Musicological Society and Society for Ethnomusicology. New Orleans, Louisiana, USA.

**Chirvasa, C.** 2023. Understanding How Changes in Precipitation Intensity Will Affect Vegetation in the Western U.S. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Cook, C.** 2023. Connections for Success: Social Networking in Virtual University. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Cooney, J.** 2023. Single-Origin Chocolates Have Unique Properties. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Cooney, J.** 2023. Unique Properties of Single-Origin Chocolates. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Cooney, J., L. Monteiro, and S. Martini.** 2023. Flow Properties of Single Origin Chocolates: Effect of Product Formulation and Particle Size. American Oil Chemists' Society Annual Meeting and Expo, Denver, Colorado, USA.

**Dabb, A.** 2023. Optimizing Treatment of Cytomegalovirus. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**DeBruin, M.** 2023. Applying a Health-Risk Model to Climate Change Communication: The Benefits and Barriers of the EPPM for Inciting Carbon Footprint Reductions. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**DeBruin, M.** 2023. Applying the Extended Parallel Process Model to Climate Change Communication. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Dixon, I.** 2023. Mindfulness Meditation as a Potential Mediator in the Transformation of Adversity into Leadership Ability. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Fairbourn, K.** 2023. A Phenomenological Inquiry of the Applicability of Neurologic Music Therapy for a Student Music Therapist. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Hayden, M.** 2023. Supplementation of Anthocyanin-rich Foods Reduces Risk Factors of Colorectal Cancer Risk. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Johns, H.** 2023. Vascularization of Renal Organoids Using Chorioallantoic Membrane. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Johns, H.** 2022. Mechanical Properties of Hagfish Protein Hydrogels. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Johnson, A.** 2023. Quantifying and Managing Anthropogenic and Drought Influences on Instream Temperatures. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Judson, M.** 2023. The Reality of Fictional Power: Students' Use of Fiction as a Coping Mechanism. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Kroff, B.** 2023. Predicting Noncompliant Listener Behavior. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Kroff, B.** 2023. Speech Intelligibility Assessment: Predicting "Noncompliant" Listener Behavior. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Kump, K.** 2023. The Levant: Climate Change's Effect on Security Policy in the Middle East. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Linares, S.** 2023. Psi Chi at Utah State University: Research, Outreach, Education, Service. Rocky Mountain Psychological Association, Albuquerque, New Mexico, USA.

**Lonardo, I.** 2023. Modification of Ribonucleoprotein Substrates for the Investigation of PRMT1 Substrate Recognition. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Lott, M.** 2023. Leveraging Markets to Alleviate Utah's Water Crisis. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Lundahl, L., A. Kadomtsev, H. Kartchner, and S. Dutta.** 2023. Quantifying Pycnocline Mixing in Offshore Wind Farms. 2023 USU Research Week College of Engineering Poster Session, Utah State University, Logan, Utah, USA.

**McCarthy, M.** 2023. Opportunities and Constraints on Battery Supplies: Setting Policy for an Electrified Future. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Miller, T.** 2023. Examining Different Cultural and Chemical Options for Control of *Fusarium* Bulb Rot in Onions. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Miner, S.** 2022. Historical Astronomy Books Reveal our Evolving Understanding of Time. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Miner, S.** 2023. Contemporary Sustainable Architecture. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Miner, S.** 2023. Contemporary Sustainable Architecture. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Miner, S.** 2023. Contemporary Sustainable Architecture. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Norman, M.** 2023. A DICE-y Situation: Considering the Drumlan Carbon Isotope Excursion (DICE) in Western-Central Utah. Research on Capitol Hill, Salt Lake City, Utah, USA.



## G. OUTPUTS AND OUTCOMES

**Norman, M.,** C. Dehler, and H. Cothren. 2022. A DICE-y Situation: Considering the Drumian Carbon Isotope Excursion (DICE) at the Drumian Gssp, Western-Central Utah. Geological Society of America Meeting, Denver, Colorado, USA.

**Olson, J.** 2023. Creating JO. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Ottley, C.** 2023. Pandemic Experiences of Utah College Students Collected Through Oral Histories. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Patch, M.** 2023. Developing a Life-like Robotic Prosthetic Arm. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Phillips, L.** 2022. Developing a Test Method to Determine the Maximum Allowable Leakage Limit of Microbial Ingress for Dialysis Films. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Samuels, O.** 2022. The Evolution of Banned Books Week. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Smith, T.** 2023. NET Presence and Characterization in Naked Mole Rats. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Smith, T.** 2023. NETosis in Naked Mole-Rats: A Step Towards Cancer Resistance. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Sparks, M.** 2023. The Kinematics of Motor Planning Span. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Sparks, M.** 2023. The Kinematics of Motor Planning Span. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Stanger, H.** 2023. Compound Drug treatment of Yellow Fever Virus: Evaluation of Compound X in the Enhancement of Favipiravir Potency in a Hamster Model of Yellow Fever Virus Infection. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Stoker, C.** 2023. Protein Nutrition and Immunity in Male Bumblebees of *Bombus impatiens*. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Stone, E.** 2023. Critiquing the Present and Imagining the Future: Diversity in Contemporary Young Adult Dystopian Fiction. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Stone, E.** 2023. Critiquing the Present and Imagining the Future: Diversity in Contemporary Young Adult Dystopian Fiction. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Tong, R.** 2023. Mapping of Corticotropin-Releasing Factor (CRF) Receptors in the Coyote Brain. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Van Wagoner, E.** 2023. Text Selection with New Teachers. 2023 Utah Council of Teachers of English Conference, Sandy, Utah, USA.

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

**Andrus, K.** 2022. Keep Sweet: An Ideological Analysis of the FLDS Cult led by Warren Jeffs. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Chirvasa, C.** 2023. Controlling Harmful Algal Blooms Through Biomanipulation at Utah Lake. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Davies, R., R. Kaplan,** and C. McLennan. 2023. 'Beethoven's Pastoral Symphony' on Tuesday's Access Utah. Utah Public Radio, Logan, Utah, USA.

**DeBruin, M.** 2023. Applying the Extended Parallel Process Model to Climate Change Communication. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

Emadi, S. N. A., B. Andrees, N. Kabbani, B. Kakhobwe, and **C. Cook.** 2023. High-Level Doha Briefing on “Recovery from Covid-19: Consequences on Employment and Decent Work Among Arab Families and Its Implications on Achieving SDG8 in the Arab World”. Doha International Family Institute, New York City, New York, USA.

**Fairbourn, K.** 2023. A Phenomenological Inquiry of the Applicability of Neurologic Music Therapy Training for a Student Music Therapist. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Fairbourn, K.** 2023. The Value of Neurologic Music Therapy for a Student Music Therapist. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Harrison, P.** 2022. Addressing the Dangers of the Online Alt-Right. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hayden, M.** 2022. The Effect of Fish Oil Supplementation and a Western-type Diet on Gut Health. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Johansen, A.** 2023. Grounded in Reality: An Exploration of Acceptance in Relational Conflict. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Keller, K.** 2023. The Grieving Brain: Effect of Pairmate Loss on Coyote Oxytocin Receptor Densities. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Linares, S.** 2023. Heart2Heart Online: A Discrimination-Based Stress Reduction Intervention for People of Color. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mills, W.** 2022. Chirality Control with Dielectric Metasurfaces. Four Corners Meeting of the American Physical Society, Albuquerque, New Mexico, USA.

## G. OUTPUTS AND OUTCOMES

**Mills, W.** 2022. Light Scattering from Periodic Conducting Nanostructures. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mills, W.** 2023. Light Scattering from Periodic, Conducting Nanostructures. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Miner, S.** 2023. Ethics, Fashion, and Film in the 1950s and 60s. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Schwanke, J.** 2023. Reason and Rationality in the Post-Pandemic Era. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Waddoups, P.** 2023. The Byronic Hero and Turgenev's 'Fathers and Sons.' Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Zito, Z.** 2023. Constructing Time in a Closed Dynamical System. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

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

**Cooney, J.**, I. Hilton, M. Marsh, A. Jones, and S. Martini, S. 2022. Crystallization Behavior of Milk Fat, Palm Oil, Palm Kernel Oil, and Cocoa Butter with and without the Addition of Cannabidiol. *Journal of the American Oil Chemists' Society* 100(3): 225-236. <https://doi.org/10.1002/aocs.12667>

Israelsen, B., **L. Taylor**, and Z. Zhang. 2023. Efficient Trace Generation for Rare-Event Analysis in Chemical Reaction Networks. In: Caltais, G., and C. Schilling, eds. *Model Checking Software. SPIN 2023. Lecture Notes in Computer Science*, vol. 13872. Springer, Cham, Switzerland. [https://doi.org/10.1007/978-3-031-32157-3\\_5](https://doi.org/10.1007/978-3-031-32157-3_5)

Juarez, B., **S. C. Linares**, and M. M. Domenech Rodríguez. 2023. Dr. Martha Bernal: First Latina PhD in Psychology, In: Grahe, J., M. Ceynar, and R. S. Mason, eds. *Early Psychological Research Contributions of Women of Color*, 1<sup>st</sup> ed. Routledge, Milton Park, UK. <https://doi.org/10.4324/9781003246183>

Kulmatiski, A., M. C. Holdredge, **C. Chirvasa**, and K. H. Beard. 2023. Root Distributions Predict Shrub-steppe Responses to Precipitation Intensity. *Biogeosciences Discuss* [preprint]. <https://doi.org/10.5194/bg-2023-13>

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

Buss, J., J. Vahlbusch, **K. Miller**, T. Spencer, and R. Barnes. 2022. Honors Advocacy: How to Talk to Different Audiences (Both on and off Campus). National Collegiate Honors Council Annual Conference, Dallas, Texas, USA.

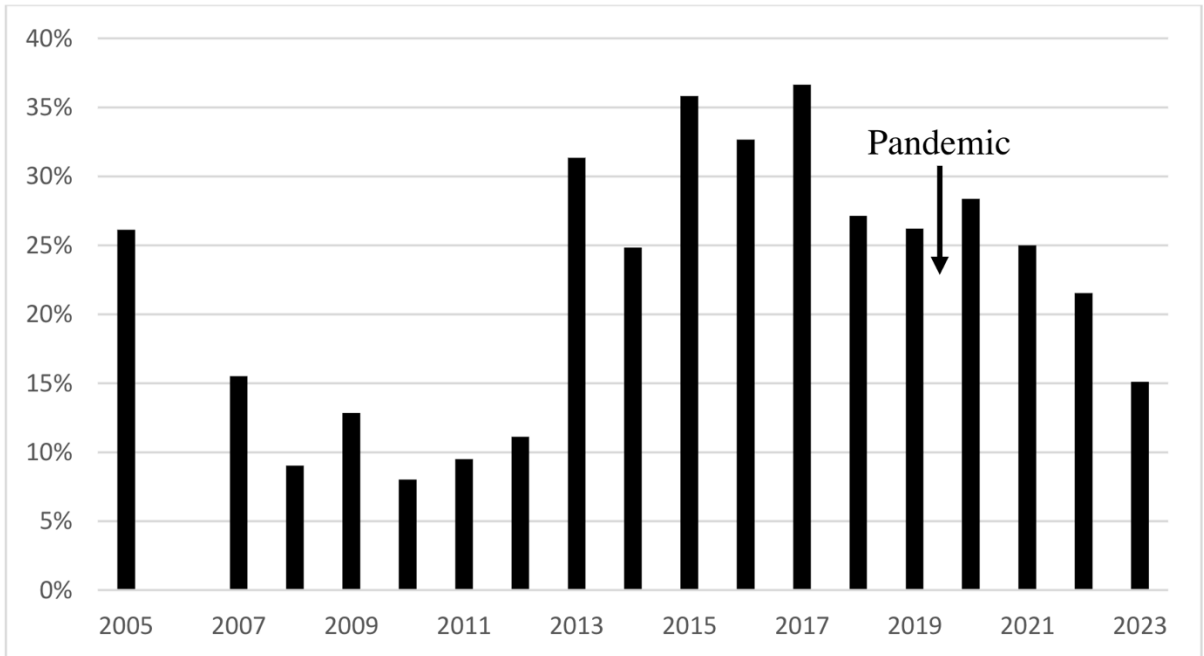
## OUTCOMES

### 6. Graduation

During FY 2022-2023, 32 students successfully completed all requirements for graduation with University Honors. This number represents 5% of this year's Honors

## G. OUTPUTS AND OUTCOMES

student population and 15% of the 2019 ( $t-4$ ) first-year Honors cohort. Figure G-1 illustrates the Honors Program's completion rate based on four-year cohorts between 2005 and 2023. 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  $t-4$ .

### 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 messages are collectively referred to and noted in the student's advising file as "academic action." Because students have been required to meet a 3.5 cumulative USU GPA threshold (which students have also been allowed to petition) to graduate with University Honors, these messages treat single-term grades realistically and frame those grades within the larger picture of progress toward graduation with Honors. They also offer students resources for taking action themselves to improve their academic performance. The program plans to consider possible alternatives to this GPA threshold in FY 2023-2024, recognizing the potential value of balancing holistic admissions review with a more holistic approach to graduation GPA requirements.

## G. OUTPUTS AND OUTCOMES

In FY 2022-2023, Honors sent “academic action” messages to 106 students whose GPAs had fallen below 3.0 for the current semester, 53 in fall 2022 and 53 in spring 2023. In addition, 102 students received supportive messages from the program because their cumulative USU GPA had dropped below a threshold determined by their year in the program: 3.00 for students after their first year in the program (43 academic action emails), 3.34 for second-year students (35 academic action emails), 3.44 for third-year students (15 academic action emails), and 3.50 for fourth-year students/students in their final year (nine 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 means that students must take ownership of the disenrollment decision-making process. In FY 2022-2023, 175 students voluntarily withdrew from the program for a variety of reasons, including insufficient time to complete Honors requirements or the Honors capstone. That total includes 13 students who transferred to another institution and 5 students who withdrew from USU. An additional 19 students were removed from the program due to their admission having expired. These students either did not enroll at USU after acceptance into the program or did not return to USU from a leave of absence.

### 8. Transcript Designations

*University Honors*—Every student who successfully completes the University Honors Program requirements earns a University Honors transcript designation. In FY 2022-2023 the following 32 Honors students graduated with University Honors, a 6% decrease over FY 2021-2022:

Aller, Madison	Anderson, Christina	Bartschi, Megan
Bassett, Camille	Bradley, Myles	Brawand, Marina
Brinck, Sarah	Brogdon, Chloé	Cook, Clara
Davis, Marisa	DeBruin, Mikenna	Dixon, Isaac
Fairbourn, Katie	Foster, Zachary	Griffin, Hailey
Johansen, Audrey	Kroff, Briggs	Kump, Mary
Linares, Shari	Meek, Abiela	Mills, Wesley
Miner, Sara	Olson, Jenna	Palmer (Pack), Lauren
Phillips, Alexandra	Prouty, Thomas	Schwanke, Jordan
Smith, Thomas	Sparks, Megan	Stoker, Carson
Stone, Ericka	Stringham, Samantha	

## G. OUTPUTS AND OUTCOMES

*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 in a recognized venue, and submit to the Office of Research an application for this transcript designation. In FY 2022-2023, 30 Honors students earned an Undergraduate Research designation, representing 94% of the Honors graduate cohort, and a 50% increase over FY 2021-2022. This reflects the ongoing effort by Honors advising staff to inform and motivate students to seek the designation.

Anderson, Christina	Bassett, Camille	Bradley, Myles
Brawand, Marina	Brinck, Sarah	Brogdon, Chloé
Cook, Clara	Davis, Marisa	DeBruin, Mikenna
Dixon, Isaac	Fairbourn, Katie	Foster, Zachary
Griffin, Hailey	Johansen, Audrey	Kroff, Briggs
Kump, Mary	Linares, Shari	Meek, Abiela
Mills, Wesley	Miner, Sara	Olson, Jenna
Palmer (Pack), Lauren	Phillips, Alexandra	Prouty, Thomas
Schwanke, Jordan	Smith, Thomas	Sparks, Megan
Stoker, Carson	Stone, Ericka	Stringham, Samantha

*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 15 credits/points of internationally focused coursework (with a minimum of 6 credits earned in study abroad) or other Honors-in-Practice work in an area of global concern, complete a pre- and post-experience reflection, and make a returning traveler presentation during the Global Engagement Scholarship Symposium. Many Honors students choose to complete an Honors Capstone project that demonstrates substantial engagement with global issues in the student's discipline and Honors and OGE allow this work to count for up to 5 of the 15 credits of internationally focused coursework. In FY 2022-2023, three Honors students earned the Global Engagement Scholar designation:

Dixon, Isaac	Miner, Sara	Palmer, Lauren
--------------	-------------	----------------

## G. OUTPUTS AND OUTCOMES

*Community-Engaged Scholar*—The program also offers students the opportunity to ground their Honors work in community-engaged learning. Focusing on both classroom learning and community practice, Community-Engaged Scholars (now Christensen Community Scholars) are students who have used the skills of their disciplines to think deeply and engage thoughtfully with local and global issues. This transcript designation communicates to future employers and/or graduate programs the student's commitment to connect academic work with their communities. Honors students seeking this designation must complete two courses designated as community-engaged learning or two service-based HMAs, partially fulfill the co-curricular requirement by logging 200 hours of community service through USU's AggiePulse platform by completing up to two additional service-based HMAs and complete an Honors capstone project that develops and implements a sustainable service project in response to a specific community-identified need. The written part of the Honors capstone project must be a community-engaged learning portfolio that documents all of the student's community-engaged learning experiences at USU and reflects specifically and in detail on the relationship between the capstone and the student's academic discipline. For Honors students, this reflective writing must be substantial and meet the requirements for an Honors capstone project. An optional track allows students interested in international service to pursue this designation with a Peace Corps Prep focus. In FY 2022-2023, two Honors students, Marina Brawand and Isaac Dixon, earned a Community-Engaged Scholar designation.

Overall, the 32 students comprising the 2022-2023 cohort of Honors graduates earned 67 optional transcript designations, including all four designations available at USU. One Honors student, Isaac Dixon, successfully completed the requirements for all four designations.

### 9. Student Awards and Honors

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

Cristina Chirvasa, 2023 Truman Scholar Nominee

Cristina Chirvasa, 2023 Udall Scholar Honorable Mention

Isaac Dixon, 2022 Rhodes Scholar Nominee

Isaac Dixon, 2022 Marshall Scholar Nominee

Laura Lundahl, 2023 Goldwater Scholar Nominee

Michelle Norman, 2023 Goldwater Scholar Nominee

Carter Ottley, 2023 Truman Scholar Nominee

Emily Sargeant, 2023 Goldwater Scholar Nominee

Christian Stewart, 2023 Udall Scholar Nominee

Zachary Zito, 2023 Goldwater Scholar Nominee

## G. OUTPUTS AND OUTCOMES

### *University Awards and Honors*

Clara Alder, Bill E. Robins Memorial Award, USU 2023 Robins Awards

Camille Bassett, Third Place in Undergraduate Fiction, USU Creative Writing and Art Contest, 2023

Jaron Bono, Outstanding Undergraduate Poster Presentation, Engineering, Spring Student Research Symposium

Alissa Dabb, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Mikenna DeBruin, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Katie Fairbourn, Outstanding Undergraduate Oral Presentation, Social Sciences and Education, Spring Student Research Symposium

Noelani Hadfield, Third Place in Undergraduate Poetry, USU Creative Writing and Art Contest, 2023

Marcus Hayden, 2022 Peak Summer Research Fellow

Ian Jones, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2022

Kaleb Keller, Outstanding Undergraduate Oral Presentation, Life Sciences, Spring Student Research Symposium

Isabella Lonardo, Outstanding Undergraduate Poster Presentation, Physical Sciences, Spring Student Research Symposium

Lily Martindale, Gerald Robins Award, USU 2023 Robins Awards

Abiela Meek, Scholar of the Year, USU 2023 Robins Awards

Timothy Miller, 2022 Peak Summer Research Fellow

Wesley Mills, 2022 Peak Summer Research Fellow

Sara Miner, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Jackson Morley, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2022

Lily Roth, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Thomas Smith, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Sarah Wessman, Second Place in Undergraduate Art, USU Creative Writing and Art Contest, 2023



## G. OUTPUTS AND OUTCOMES

Andrew Williams, Outstanding Undergraduate Poster Presentation, Life Sciences, Spring Student Research Symposium

Zachary Zito, 2022 Peak Summer Research Fellow

### *College Awards and Honors*

Clara Cook, Kiwanis Award, College of Humanities and Social Sciences

Isaac Dixon, Valedictorian, Jon M. Huntsman School of Business

Meghan Hatfield, Caine College of the Arts Summer Arts Research Grant

Hayden Johns, College of Science Undergraduate Research Minigrant

Isabella Lonardo, College of Science Undergraduate Research Minigrant

Abiela Meek, Outstanding Senior and Scholar, College of Engineering

Wesley Mills, College of Science Undergraduate Research Minigrant

Michelle Norman, College of Science Undergraduate Research Minigrant

Sarah Polizzotto, Caine Scholar for Excellence

Jacob Sagers, College of Humanities and Social Sciences Faculty-Student Summer Mentorship Grant

Rachel Tong, Legacy of Utah State Award Nominee, College of Science

Rachel Tong, College of Science Undergraduate Research Minigrant

Emily Van Wagoner, College of Humanities and Social Sciences Faculty-Student Summer Mentorship Grant

Preston Waddoups, College of Humanities and Social Sciences Faculty-Student Summer Mentorship Grant

Andrew Williams, Dean's Scholar, College of Science

Name Withheld, Caine Scholar for Excellence

### *Departmental Awards and Honors*

Camille Bassett, Student of the Year, Global Communications

Clara Cook, Student of the Year, Sociology

Lauren Cunningham, Student of the Year, Law and Constitutional Studies

Marisa Davis, Student of the Year, Communication Studies

Anna Johnson, Student of the Year, Broadcast Journalism

Brock Marchant, Student of the Year, Print Journalism

Lily Martindale, Outstanding Senior, Department of Wildland Resources

Emma Norton, Student of the Year, History

## G. OUTPUTS AND OUTCOMES

Ericka Stone, Student of the Year, Literature

Samantha Stringham, Student of the Year, Liberal Arts

Preston Waddoups, Student of the Year, Philosophy

Liam Weed, Student of the Year, Interdisciplinary Studies

## H. APPENDIX

**Table H-1.** List of FY 2022-2023 Honors graduates.

Name	College	Major(s)	Designation
Aller, Madison	CEHS	Psychology	University Honors
Anderson, Christina	CHaSS	Global Communication/International Studies	University Honors
Bartschi, Megan	CEHS	Elementary Education	University Honors
Bassett, Camille	CHaSS	Global Communication	University Honors
Bradley, Myles	ENGR	Mechanical Engineering	University Honors
Brawand, Marina	HSB, CEHS	Economics (Managerial Emphasis)/Kinesiology (Pre-physical Therapy Emphasis)	University Honors
Brinck, Sarah	CAAS	Animal and Dairy Science	University Honors
Brogdon, Chloé	CoS	Human Biology/Law and Constitutional Studies	University Honors
Cook, Clara	CHaSS	Sociology	University Honors
Davis, Marisa	CEHS	Psychology/Communication Studies	University Honors
DeBruin, Mikenna	QCNR	Conservation and Restoration Ecology /Communication Studies	University Honors
Dixon, Isaac	HSB, CEHS	International Business/Economics	University Honors
Fairbourn, Katie	CCA	Music Therapy	University Honors
Foster, Zachary	ENGR	Mechanical Engineering (Aerospace Emphasis)	University Honors
Griffin, Hailey	CEHS	Nursing	University Honors
Johansen, Audrey	CHaSS	Communication Studies	University Honors
Kroff, Briggs	CEHS	Communicative Disorders and Deaf Education	University Honors
Kump, Mary	CHaSS	International Studies (Peace and Conflict Emphasis)	University Honors
Linares, Shari	CEHS	Psychology	University Honors
Meek, Abiela	ENGR	Biological Engineering	University Honors
Mills, Wesley	CoS	Physics	University Honors
Miner, Sara	CHaSS	Liberal Arts	University Honors
Olson, Jenna	HSB	International Business	University Honors
Palmer, Lauren	CHaSS	International Studies	University Honors
Phillips, Alexandra	ENGR	Biological Engineering	University Honors
Prouty, Thomas	ENGR	Computer Engineering	University Honors

## H. APPENDIX

**Table H-1. Continued.**

<b>Name</b>	<b>College</b>	<b>Major(s)</b>	<b>Designation</b>
Schwanke, Jordan	CHaSS	Philosophy/Political Science	University Honors
Smith, Thomas	CoS	Biology	University Honors
Sparks, Megan	CoS	Human Biology	University Honors
Stoker, Carson	CoS	Cellular/Molecular Biology	University Honors
Stone, Ericka	CHaSS	English (Literature Emphasis)	University Honors
Stringham, Samantha	CHaSS	English (Literature Emphasis)/Liberal Arts	University Honors

## H. APPENDIX

**Table H-2.** List of FY 2022-2023 Honors-engaged faculty, staff, and other mentors/instructors.

Name	College	Department or Program
Adair, Camilla	CEHS	Kinesiology and Health Science
Allen, LoraLynn	CEHS	Nursing
Allred, Deanna	CHaSS	English
Anderson, D. Andy	CoS	Biology
Archer, Seth	CHaSS	History
Babits, Chris	CHaSS	History
Bakker, Sara	CCA	Music
Barker, Brittan	CEHS	Communicative Disorders and Deaf Education
Bartmann, Jessica	N/A	CAPS
Bates, Scott	CEHS	Psychology
Bayeck, Rebecca	CEHS	Instructional Technology and Learning Sciences
Bayless, Anne	CCA	Music
Beck, Russ	CHaSS	English
Belmont, Patrick	QCNR	Watershed Sciences
Belmont, Shannon	QCNR	Environment and Society
Berke, Ryan	ENGR	Mechanical and Aerospace Engineering
Berreau, Lisa	CoS	Chemistry and Biochemistry
Bilicka, Katarzyna	HSB	Economics and Finance
Bitner, Spencer	N/A	Student Involvement and Leadership
Bosworth, Ryan	CAAS	Applied Economics
Bowen, Briana	CHaSS	Center for Anticipatory Intelligence
Britt, David	ENGR	Biological Engineering
Brown, David	CoS	Mathematics and Statistics
Brunson, Mark	QCNR	Environment and Society
Buhusi, Mona	CEHS	Psychology
Bundock, Kaitlin	CEHS	Special Education and Rehabilitation Counseling
Bunnell, Matt	CAAS	Aviation & Technical Education
Burbank, Jennifer	CoS	Biology
Burger, Benjamin	CoS	Geosciences
Canfield, Clair	CHaSS	Communication Studies and Philosophy

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Cann, Damon	CHaSS	Political Sciene
Cannon, James	HSB	School of Accountancy
Cannon, Molly	CHaSS	Sociology and Anthropology
Carey, Jon	CEHS	Kinesiology and Health Science
Caron, Amber	CHaSS	English
Carter Olson, Candi	CHaSS	Journalism and Communication
Charlton, Rebecca	CAAS	Nutrition, Dietetics and Food Sciences
Chenette, Tim	CCA	Music
Cho, Isaac	CoS	Computer Science
Ciciurkaite, Gabriele	CHaSS	Sociology and Anthropology
Cohen, Anna	CHaSS	Sociology and Anthropology
Colton, Jared	CHaSS	English
Cooper Rompatto, Christine	CHaSS	English
Coster, Daniel	CoS	Mathematics and Statistics
Craig, Boyd	HSB	Marketing and Strategy
Crosby, Peter	N/A	AAA
Curran, Timothy	CHaSS	Communication Studies and Philosophy
Davidson, Jeanne	N/A	University Libraries
Dawson, Amanda	CCA	Theatre Arts
Dehler, Carol	CoS	Geosciences
DeSoi, Lisa	N/A	Office of Research/LARC
Dixon, Michael	HSB	Management
Domenech-Rodriguez, Melanie	CEHS	Psychology
Draper, Crissa	CEHS	Psychology
Durward, Carrie	CAAS	Nutrition, Dietetics and Food Sciences
Dutta, Som	ENGR	Mechanical and Aerospace Engineering
Ellsworth, Joel	ENGR	Mechanical and Aerospace Engineering
Erickson, Shannon	N/A	NEHMA
Eyre, Nikole	CHaSS	English
Ferguson, John	HSB	Management
Fisher, Russell	HSB	Marketing and Strategy

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Fjeldsted, Paul	HSB	Economics and Finance
Fletcher, Annalise	CEHS	Communicative Disorders and Deaf Education
Flint, Colin	CHaSS	Political Science
Flint, Courtney	QCNR	Environment and Society
Fox, Allison	CCA	Music
Freeman, Sara	CoS	Biology
Fullmer, Nicole	N/A	University Libraries
Gelfand, Laura	CCA	Art and Design
Gentry, Brittany	CHaSS	Communication Studies and Philosophy
Gilbert, John	HSB	Economics and Finance
Gilmore, Jason	CHaSS	Communication Studies and Philosophy
Goelzhauser, Greg	CHaSS	Political Science
Gossard, Julia	CHaSS	History
Grayzel, Susan	CHaSS	History
Greenwood, Mary Ellen	CHaSS	English
Gunnell, Megan	CEHS	Nursing
Harris, Jeanette	CEHS	Nursing
Hastings of Scarisbrick, Lord Michael	HSB	Marketing and Strategy
Hills, Nancy	CCA	Theatre Arts
Hofmann, Erin	CHaSS	Sociology and Anthropology
Holland, Daniel	HSB	Marketing and Strategy
Holt, Kerin	CHaSS	English
Hunsaker, Scott	CEHS	Teacher Education and Leadership
Hunt, Lauren	CCA	Music
Johnson, Kayla	N/A	Student Health and Wellness Center
Jones, Jesse	CEHS	Kinesiology and Health Science
Jones, Justin	CoS	Biology
Jones, Norman	CHaSS	History
Judd-Murray, Rose	CAAS	Applied Sciences, Technology, and Education
Julander, Justin	CAAS	Animal, Dairy, and Veterinary Sciences

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Kannan, Vijay	HSB	Management
Kapheim, Karen	CoS	Biology
Kaundal, Amita	CAAS	Plants, Soils, and Climate
Keady, Darcy	CEHS	Human Development and Family Studies
Kinkead, Joyce	CHaSS	English
Knuppe, Austin	CHaSS	Political Science
Kouraytem, Nadia	ENGR	Mechanical and Aerospace Engineering
Koven, Mark	CAAS	Applied Sciences, Technology, and Education
Kraus, Katie	CAAS	Nutrition, Dietetics and Food Sciences
Kulmatiski, Andrew	QCNR	Wildland Resources
Kwiatek, Stephen	CEHS	Special Education and Rehabilitation Counseling
Lambert, Patricia	CHaSS	Sociology and Anthropology
Law, Martin	CHaSS	Communication Studies and Philosophy
Lefevor, Tyler	CEHS	Psychology
Lewis, Hannah	CoS	Mathematics and Statistics
Lindstrom, Erika	N/A	Inclusion Center
Lucas, Lauren	CoS	Biology
Luecke, Chris	QCNR	Watershed Sciences
Lund, Marie	CEHS	Teacher Education and Leadership
Lyons, Michael	CHaSS	Political Sciene
Macfarlane, Wally	QCNR	Watershed Sciences
Madden, Gregory	CEHS	Psychology
Mahaffy, Caitlin	CHaSS	English
Manuel-Dupont, Sonia	CHaSS	English
Marquez-Velarde, Guadalupe	CHaSS	Sociology and Anthropology
Martini, Silvana	CAAS	Nutrition, Dietetics and Food Sciences
McClain Verdoes, Maryellen	CEHS	N/A
McGonagill, Doris	CHaSS	World Languages and Cultures
McKay Strobel, Sarah	CoS	Biology
McLennan, Caitlin	N/A	Facilities
Meier, Cris	CHaSS	Social Work



## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Miller, Kristine	CHaSS	English
Minichiello, Angela	ENGR	Engineering Education
Monson, Amy	CAAS	Aviation and Technical Education
Monson, Debra	CHaSS	Journalism and Communication
Moon, Todd	ENGR	Electrical and Computer Engineering
Morrison, Nicholas	CCA	Music
Murphy, Mollie	CHaSS	Communication Studies and Philosophy
Murray, Jessica	CoS	Biology
Nelson, Michaelann	CHaSS	English
Newell, Dennis	CoS	Geosciences
Nischwitz, Claudia	CoS	Biology
Norton, Jeanette	CAAS	Plants, Soils, and Climate
Olsen, Jason	CHaSS	English
O'Shay, Sydney	CHaSS	Communication Studies and Philosophy
Palsson, Craig	HSB	Economics and Finance
Peak, David	CoS	Physics
Pederson, Joel	CoS	Geosciences
Peterson, Justin	N/A	Residence Life
Peterson, Shannon	CHaSS	Political Science
Phillips, Colin	ENGR	Civil and Environmental Engineering
Piotrowski, Amy	CEHS	Teacher Education and Leadership
Piper, Daniel	CEHS	Psychology
Podgorski, Greg	CoS	Biology
Pokharel, Binod	CAAS	Plants, Soils, and Climate
Reali, Virginie	CHaSS	World Languages and Cultures
Rego, Cacilda	CHaSS	World Languages and Cultures
Rice, John	ENGR	Civil and Environmental Engineering
Ricketts, Jeremy	CHaSS	English
Rivera-Dundas, Adena	CHaSS	English
Rivera-Mueller, Jessica	CHaSS	English
Robison-Greene, Rachel	CHaSS	Communication Studies and Philosophy

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Rodgers, Kaitlin	N/A	Academic Testing Services
Romney, Alexander	HSB	Marketing and Strategy
Ross, Robert	CHaSS	Political Science
Roueche, Jessica	N/A	Staff Employee Association
Sand, Alexa	CCA	Art and Design
Sapci, Ayse	HSB	Economics and Finance
Scheaffer, Melissa	ENGR	Engineering Education
Scheiner, Steve	CoS	Chemistry and Biochemistry
Schmidt, Jack	QCNR	Watershed Sciences
Schupp, Eugene	QCNR	Wildland Resources
Searle, Kristin	CEHS	Instructional Technology and Learning Sciences
Seedall, Ryan	CEHS	Human Development and Family Studies
Shen, Tsung-Chen	CoS	Physics
Simon, Chad	HSB	School of Accountancy
Singleton, Patrick	ENGR	Civil and Environmental Engineering
Sleipness, Ole	CAAS	Landscape Architecture and Environmental Planning
Sloat, Aubrynn	N/A	Residence Life
Soyer, Gonca	CEHS	Psychology
Spears, Jeff	CHaSS	Social Work
Stephens, Kate	N/A	Center for Community Engagement
Stoner, David	QCNR	Wildland Resources
Straight, Nathan	CHaSS	English
Studenka, Breanna	CEHS	Kinesiology and Health Science
Tainter, Joseph	QCNR	Environment and Society
Thomas, Brent	CoS	Mathematics and Statistics
Thornley, Rosa	CHaSS	English
Thornton-Kurth, Kara	CAAS	Animal, Dairy, and Veterinary Sciences
Torre, Charles	CoS	Physics
Tsugawa, Marissa	ENGR	Engineering Education
Twede, Jason	CHaSS	Sociology and Anthropology
VanGeem, Stephen	CHaSS	Sociology and Anthropology

## H. APPENDIX

**Table H-2.** Continued.

<b>Name</b>	<b>College</b>	<b>Department or Program</b>
Vargis, Elizabeth	ENGR	Biological Engineering
Veblen, Kari	QCNR	Wildland Resources
Veon, Raymond	CCA	Art and Design
Vigneault, Marissa	CCA	Art and Design
Wallentine, John	CAAS	Animal, Dairy, and Veterinary Sciences
Walters, Jayme	CHaSS	Social Work
Wang, Zhongde	CAAS	Animal, Dairy, and Veterinary Sciences
Wappett, Lianne	HSB	Data Analytics and Information Systems
Watson, Daniel	CoS	Computer Science
Wells, Ashley	CHaSS	English
White, Stephanie	CCA	Theatre Arts
Winstead, Chris	ENGR	Electrical and Computer Engineering
Wishkoski, Rachel	N/A	University Libraries
Wytsalucy, Reagan	CAAS	Extension
Yong, Kim	HSB	Data Analytics and Information Systems
Young, Matthew	CoS	Mathematics and Statistics
Zhao, Jia	CoS	Mathematics and Statistics
Zsiray, John	N/A	Student Involvement and Leadership

## H. APPENDIX

**Table H-3.** List of FY 2022-2023 faculty Departmental Honors Advisors (DHA).

Department/Area	Name
<i>College of Agriculture and Applied Sciences</i>	
Animal, Dairy and Veterinary Sciences	Thornton-Kurth, Kara
Applied Economics	Bosworth, Ryan
Applied Sciences, Technology and Education	Judd-Murray, Rose
Aviation and Technical Education	Bunnell, Matt
Landscape Architecture and Environmental Planning	Sleipness, Ole
Nutrition, Dietetics and Food Science	Charlton, Rebecca
Plants, Soils and Climate	Norton, Jeanette
Technology, Design, and Technical Education	Koven, Mark
<i>Caine College of the Arts</i>	
Art, Art History, Interior Design	Vigneault, Marissa
Music, Music Education, Music Therapy	Bakker, Sara
Theatre Arts	White, Stephanie
<i>Emma Eccles Jones College of Education and Human Services</i>	
Communicative Disorders and Deaf Education	Barker, Brittan
Human Development and Family Studies	Keady, Darcy
Kinesiology and Health Science	Studenka, Breanna
Instructional Technology and Learning Sciences	Searle, Kristin
Nursing	Gunnell, Megan
Psychology	Soyer, Gonca
Special Education and Rehabilitation	Bundock, Kaitlin
Teacher Education and Leadership	Hunsaker, Scott
<i>College of Humanities and Social Sciences</i>	
Anthropology	Cohen, Anna
Communication Studies	O'Shay, Sydney

## H. APPENDIX

**Table H-3.** Continued.

Department/Area	Name
English	Holt, Kerin
History/Religious Studies	Archer, Seth
English	Holt, Kerin
International Studies, Law and Constitutional Studies, Political Science	Goelzhauser, Greg
Journalism and Communication	Monson, Debra
Philosophy	Robison-Greene, Rachel
Social Work	Meier, Cris
Sociology	Ciciurkaite, Gabriele
World Languages and Cultures	McGonagill, Doris
 <i>College of Engineering</i>	
Biological Engineering	Vargis, Elizabeth
Civil and Environmental Engineering	Rice, John
Electrical and Computer Engineering	Moon, Todd
Mechanical and Aerospace Engineering	Ellsworth, Joel
 <i>College of Science</i>	
Biochemistry and Chemistry	Scheiner, Steve
Biology and Public Health	Burbank, Jennifer
	Freeman, Sara
Computer Science	Watson, Dan
Geology	Burger, Benjamin
Mathematics and Statistics	Brown, David
Physics	Shen, Tsung-Chen
 <i>Jon M. Huntsman School of Business</i>	
Accounting	Cannon, James
Data Analytics and Information Systems	Yong, Kim

## H. APPENDIX

**Table H-3.** Continued.

<b>Department/Area</b>	<b>Name</b>
Economics and Finance	Palsson, Craig
Management	Dixon, Michael
Marketing and Strategy	Romney, Alexander
<i>S.J. and Jessie E. Quinney College of Natural Resources</i>	
College of Natural Resources Coordinator	Schupp, Eugene
Environment and Society	Tainter, Joseph
Watershed Sciences	Belmont, Patrick
Wildland Resources	Veblen, Kari
<i>Statewide Campuses</i>	
Brigham City	Eyre, Nikole
USU Eastern Price	Spears, Jeff
Uintah Basin	Burger, Benjamin

## H. APPENDIX

**Table H-4.** FY 2022-2023 Honors Faculty Advisory Board (HFAB).

<b>College or Academic Unit</b>	<b>Name</b>
Caine College of the Arts	Gelfand, Laura
College of Agriculture and Applied Sciences	Kraus, Katie
College of Engineering	Vargis, Elizabeth
College of Humanities and Social Sciences	Archer, Seth
College of Science	Brown, David
Emma Eccles Jones College of Education and Human Services	Bates, Scott
Jon M. Huntsman School of Business	Kannan, Vijay
S.J. and Jessie E. Quinney College of Natural Resources	Schupp, Eugene
University Libraries	Fullmer, Nicole
Office of Research	Sand, Alexa
Statewide Campuses	Spears, Jeffrey

**Table H-5.** FY 2022-2023 Honors Student Advisory Board (HSAB).

<b>College</b>	<b>Name</b>
Caine College of the Arts	Polizzotto, Sarah
College of Agriculture and Applied Sciences	Brinck, Sarah
College of Engineering	Gaither, Alyssa
College of Humanities and Social Sciences	Cook, Clara
College of Science	Roth, Lily
Emma Eccles Jones College of Education and Human Services	Kroff, Briggs
Jon M. Huntsman School of Business	Olson, Jenna
S.J. and Jessie E. Quinney College of Natural Resources	Withers, Sophia
Statewide Campuses	Thayn, Mary

## H. APPENDIX

**Table H-6.** FY 2022-2023 Annual Honors Last Lecture Committee.

Name	College
Cole, Morgan (Co-chair)	Jon M. Huntsman School of Business
Morley, Jackson (Co-chair)	College of Science
Mace, Maggie	College of Humanities and Social Sciences
Prinster, Carlie	Undeclared
Sagers, Jacob	College of Humanities and Social Sciences

**Table H-7.** FY 2022-2023 Honors Leadership Academy Graduates.

Name	Number of Modules Completed	College
Berry, Adelaide	3	Jon M. Huntsman School of Business
Christensen, Allie	2	College of Agriculture and Applied Sciences
Decker, Gabriel	4	College of Science
Jones, Bryn	1	N/A (Exploratory)
Kaplan, Radeyah	4	Emma Eccles Jones College of Education and Human Services
Kennedy, Eliana	2	College of Agriculture and Applied Sciences
Loertscher, Ethan	4	College of Agriculture and Applied Sciences
Mace, Maggie	4	College of Humanities and Social Sciences
Miner, Sara	4	College of Humanities and Social Sciences
Mullen, Spencer	4	College of Science
Nelson, Sarah	4	College of Engineering
Orn, Karli	1	Emma Eccles Jones College of Education and Human Services
Pedersen-Campbell, McKenzie	4	College of Humanities and Social Sciences
Prinster, Carlie	4	N/A (Exploratory)
Shaw, Ethan	3	Caine College of the Arts
Westhara, Daniel	1	Jon M. Huntsman School of Business
Whiting, Myriam	4	College of Science



## H. APPENDIX

**Table H-8.** Recipients of Honors Research Fund awards in FY 2022-2023.

Name	Title/Description of Research or Activity
Anderson, Christina	Research—Oppression in Xinjiang: Rhetorical Parallels to Causal Mechanisms
Brinton, Jacob	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Cummings, Tyler	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Hatfield, Meghan	Travel—Presentation at American Musicological Society, Society for Ethnomusicology, and Society for Music Theory Joint Annual Meeting, New Orleans, Louisiana
Kump, Kenna	Travel—Center for Anticipatory Intelligence Field Excursion
Leonelli, Ella	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Martinson, Marty	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Mills, Wesley	Travel—Presentation at Four Corners Meeting of the American Physical Society, Albuquerque, New Mexico
Norman, Michelle	Travel—Presentation at Geological Society of America Annual Meeting, Denver, Colorado
Phillips, Kai	Travel—Center for Anticipatory Intelligence Field Excursion
Piquet, Cassandra	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Pullins, Madalyn	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Sagers, Jacob	Research—Declining Democracy: Tunisian Perspectives for Future Democratic Institutions
Schutfort, Elsa	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Tuite, Anna	Research—Mae Costume Project

## H. APPENDIX

**Table H-9.** Undergraduate Research and Creative Opportunities (URCO) grant program Honors matching funds in FY 2022-2023.

<b>Name</b>	<b>Title/Description of Research</b>
Dabb, Alissa	Optimizing Cytomegalovirus Treatment with Quercetin and Poloxamer 188 in Stria Vascularis Cells
DeBruin, Mikenna	Applying the Extended Parallel Process Model (EPPM) to Climate Change Communication
Jones, Ian	Characterization of Functionally Graded Regolith-Metal Powder Mixtures for Additive Manufacturing in Space
Miner, Sara	Validating a Computational Stochastic Model of Retinal Angiogenesis with Experimental Data
Morley, Jackson	Recombinant Production of Novel Bee Silk Protein
Roth, Lily	Investigating Mathematical Assessments Through the Lens of Educational Taxonomies
Smith, Thomas	A Comparison of Wolf Home Range Estimates Between Two Populations Using GPS Radio Collar Data

## H. APPENDIX

**Table H-10.** Recipients of Honors Study Abroad Fund awards in FY 2022-2023.

Name	Title/Description (Location)
Adams, Kiara	Summer in Japan—Japanese Culture and Language (Japan)
Berlin, Ben	Associazione Cristiani Lavoratori Italiani Immigration Internship (Italy)
Butikofer, Jamie	Humanities and Arts in Europe (Belgium, Ireland, Netherlands, and UK)
Clemens, Chloe	Small Enterprise Education and Development (SEED), Merida, Mexico (Mexico)
Kartchner, Caleb	Study Abroad in Switzerland (Switzerland)
Keller, Ivey	International Language Program (Dominican Republic)
Lee, Abigail	Narratives, Culture, and Community in Ireland (Ireland)
Lee, Kyden	Small Enterprise Education and Development (SEED), Merida, Mexico (Mexico)
Lewin, Kimberly	Studying Cello in Spain (Spain)
Mace, Maggie	India Global Community Leadership (India)
Orn, Karli	Education and Humanities Summer (UK)
Pedersen-Campbell, McKenzie	Humanities and Arts in Europe (Belgium, Ireland, Netherlands, and UK)
Polizzotto, Sarah	Humanities and Arts in Europe (Italy, UK)
Roberts, Elliot	Volunteering Journeys Medical Volunteer Trip (Nepal)
Sagers, Jacob	French Language (France)
Schaelling, Aimee	Study Abroad in Logrono, Spain (Spain)
Thornley, Rebecca	Narratives, Culture, and Community in Ireland (Ireland)
Truman, Avery	Introduction to Coral Reefs (Australia)

## H. APPENDIX

**Table H-11.** Honors student employment in FY 2022-2023.

Position	Name (Term)
Honors Student Peer Advisor	Ivans, Rebecca (Summer/Fall 2022, Spring 2023)
	Mullen, Audrey (Fall 2022, Spring 2023)
	Sagers, Jacob (Spring/Summer 2023)
Honors Postgraduate Fellow	Daines, Savannah (Summer/Fall 2022, Spring/Summer 2023)
Honors Student Office Assistant	Kroff, Briggs (Summer/Fall 2022)
	Phillips, Kai (Fall 2022, Spring 2023)
	Schaelling, Aimee (Fall 2022, Spring 2023)
Honors Ambassador	Bassett, Camille (Summer 2023)
	Chirvasa, Cristina (Fall 2022, Spring 2023)
	Cole, Morgan (Fall 2022, Spring 2023)
	Corbett, Landon (Summer/Fall 2022, Spring/Summer 2023)
	DeJesus, Isabella (Summer 2023)
	Gilliland, Jentrie (Fall 2022, Spring 2023)
	Johnson, Caroline (Summer/Fall 2022, Spring 2023)
	Kaplan, Radeyah (Summer 2023)
	Loertscher, Ethan (Summer 2023)
	Marshall, Aspen (Summer 2022)
	Ottley, Carter (Summer/Fall 2022, Spring/Summer 2023)
	Sagers, Jacob (Fall 2022, Spring/Summer 2023)
	Slack, Aubony (Fall 2022, Spring 2023)
	Withers, Sophia (Fall 2022, Spring 2023)
	Honors <i>Connections</i> Peer Mentor
Cabrera, Maya	
Hiltbrand, Brenna	
Miller, George	
Smith, Tate	
Roberts, Elliott	
HONR 1330-001 UTF (Fall)	Peterson, Lucy

## H. APPENDIX

**Table H-11.** Continued.

<b>Position</b>	<b>Name (Term)</b>
HONR 1330-002 UTF (Fall)	Brinck, Sarah
HONR 1360 UTF (Fall)	Kearsley, Kayleigh
HONR 1320-001 UTF (Spring)	Corbett, Landon
HONR 1320-AW1 UTF (Spring)	Carlson, Jonah
HONR 1330 UTF (Spring)	Coffin, Jenna
HONR 1350 UTF (Spring)	Gaither, Alyssa
HONR 3010/3030 UTF (Spring)	Sagers, Jacob

## FSR 2023-01

**FSEC Reading: September 18, 2023, unanimously supported**

**FS Reading: October 2, 2023**

### **Faculty Senate Resolution to Reduce Utah State University's Greenhouse Gas Pollution**

Sponsors: Patrick Belmont, Peter Adler, David Anderson, Michelle Baker, Sara Bakker, Russ Beck, Shannon Belmont, Stephanie Borrie, Janice Brahney, Hope Braithwaite, Sunshine Brosi, Betsy Brunner, Mark Brunson, Phaedra Budy, Molly Cannon, Arthur Caplan, Yoshi Chikamoto, Tim Chinette, Anna Cohen, Rob Davies, Justin DeRose, Terry Dial, Jennifer Duncan, Joanna Endter-Wada, Britt Fagerheim, Judson Finley, Courtney Flint, Genevieve Ford, Anne Francis, Nicki Frey, Jody Gale, Laura Gelfand, Rob Gillies, Jennifer Givens, Luis Gordillo, Victoria Grieve, Jake Gunther, Edd Hammill, Michael Harris, Wayne Hatch, Charles Hawkins, Keri Holt, Scott Hotaling, Peter Howe, Jeannie Johnson, Aryn Kamerer, Vijay Kannan, Sarah Klain, Andrew Kulmatiski, Matthew LaPlante, Nell Larson, Becki Lawver, Yoon Lee, Chris Luecke, Kezia Manlove, Sonia Manuel-Dupont, Roslynn McCann, Rebecca McFaul, Lynne McNeill, Karen Mock, Christopher Monz, Andre Moraes, Nicholas Morrison, Mollie Murphy, Lendel Narine, Michaelann Nelson, Gary O'Brien, Amy Odum, Bradley Ottesen, Brooke Osborne, Gustavo Ovando-Montejo, Joel Pederson, Jennifer Peeples, Susan Polster, Jake Powell, Tammy Proctor, Claudia Radel, Erin Rivers, David Rosenberg, Dory Rosenberg, Jamie Sanders, Al Savitzky, Jessica Schad, Jack Schmidt, Geno Schupp, Mehmet Soyer, Edwin Stafford, Kate Stephens, Nathan Straight, David Tarboton, Chad Teal, Teresa Ukrainetz, Marissa Vigneault, Kirsten Vinyeta, Katie Wagner, Andree Walker, Simon Wang, Joe Ward, Robert Waters, Sandra Weingart, Michael Wierda, Molly Womack, Larissa Yocom, Matt Yost, Julie Young

**WHEREAS** there exists an overwhelming scientific consensus that climate change is occurring and is primarily driven by human-caused emissions of greenhouse gas pollution, particularly due to combustion of coal, oil, and natural gas fossil fuels (Cook et al., 2013; Cook et al., 2016; Anderegg et al., 2010; RS and USNAS, 2014; IPCC, 2018; USGCRP, 2017, US Department of Defense, 2021; IPCC, 2023),

**WHEREAS** climate change poses myriad threats to humanity as it has already increased, and will continue to intensify, heatwaves and extreme storm events, flood coastal areas, increase flood and drought hazards in many regions, escalate transmission of infectious diseases, and will substantially alter climate and environmental conditions that we have relied upon to structure the vast majority of economic activities, and impact people of color and low-income individuals at rates 25-50% higher than white identifying, higher-income Americans (IPCC, 2014; USGCRP, 2018; US Department of Defense, 2021; IPCC, 2023; US EPA 2021)

**WHEREAS** climate change on our current trajectory will exacerbate the ongoing mass extinction of species and cause near-complete loss of coral reefs, which support a quarter of marine species (Barnosky et al., 2012; Urban, 2015; Cheung et al., 2013; Cheung et al., 2016; Pandolfi et al., 2011; Cheng et al., 2019),

**WHEREAS** climate change presents additional unpredictable and potentially catastrophic risks, including massive and uncontrollable release of greenhouse gases from methane hydrates and expansive peat bogs at high latitudes (Lenton et al., 2008; Mann, 2009; Xu and Ramanathan 2017; Hansen et al., 2016),

**WHEREAS** climate change will be increasingly detrimental for Utah as detailed in the most recent (Fourth) National Climate Assessment, as it will increase heat stress for people, livestock, wildlife and crops, reduce the snowpack that provides the vast majority of Utah's water supply and supports winter recreational activities that contribute billions of dollars and tens of thousands of jobs to Utah's economy, and continue to exacerbate wildfire risk, which threatens the quality of Utah's air, water, forests, and built infrastructure (USGCRP, 2018; Julander and Clayton, 2018),

**WHEREAS** the Intergovernmental Panel on Climate Change (IPCC) recently released a report indicating that "there is a rapidly closing window of opportunity to secure a liveable and sustainable future for all... every region in the world is projected to face further increases in climate hazards" and these dangers "escalate with every increment of global warming." (IPCC, 2023),

**WHEREAS** the Utah Legislature and Governor Cox have formally encouraged entities throughout the State to reduce greenhouse gas emissions and support innovation and environmental stewardship in order to develop positive solutions to the climate change crisis as outlined in the Utah Climate and Clean Air Roadmap and 50 year water plan (Utah HCR 7, 2018; SWSAT, 2017; Gardner, 2020),

**WHEREAS** the City of Logan has acknowledged that greenhouse gas emissions must be reduced by government entities, corporations and individuals in order to prevent transition to a climate that is perilous to humans and the global biosphere (City of Logan, 2016),

**WHEREAS** Universities, especially land-grant institutions, should be leaders in the search for truth, social justice, and innovation, and should operate in a manner that is in the best interests of their students, faculty, staff, administration and broader community, and responsibly steward our collective resources,

**WHEREAS** President Stan Albrecht signed, on behalf of Utah State University (USU), a commitment in 2007 for our institution to be carbon neutral by 2050,

**WHEREAS** in 2019 USUSA and USU Faculty Senate passed near-unanimous resolutions calling for a minimum 10% reduction each year for 20 years in the University's greenhouse gas pollution,

**WHEREAS** faculty, staff, and students collaborated to develop a comprehensive plan to meet our 10% per year reduction in greenhouse gas pollution and that report was approved and endorsed by President Cockett, and USU Facilities completed a Decarbonization Plan for the Central Energy Plant in 2022,

**WHEREAS** after successfully reducing greenhouse gas emissions by 20% in 2020 and 2021, USU failed to reduce emissions and allowed emissions to increase by 4% in 2022,

**WHEREAS** USU is Utah's Land Grant institution with an obligation to serve the people and lands of Utah using the best available science to ensure health, sustainability, and economic stability,

**WHEREAS** the Utah State University Faculty Senate represents the interests and authority of the faculty in shared governance of the University and is charged with considering and making recommendations regarding opportunities and problems facing the University,

**THEREFORE BE IT RESOLVED** that the Utah State University faculty concur with the scientific consensus that our current global greenhouse gas pollution trajectory represents a clear and present danger to the University, the State of Utah, the United States of America, and the wellbeing of humans around the world and we commit to substantially modifying our behavior, prioritizing funding, engaging in

transparent internal and external communications, and demonstrating leadership in reducing our contribution to greenhouse gas pollution.

**AND BE IT FURTHER RESOLVED** that we encourage all who are unfamiliar with the causes and threats posed by climate change to learn about this critical issue, and we support increased integration of sustainability in USU's curriculum and dedication to the institutional changes necessary to ensure sustainability is effectively infused into our University's academic and professional culture.

**THEREFORE BE IT ENACTED** that Utah State University recommit to our goal and timeline to reduce greenhouse gas emissions by no less than 10% per year relative to the 2018 baseline and dedicate effort and resources as needed to meet that goal, including centralized planning and coordination, integration of sustainability into University strategic goals, increased funding to decarbonize and promote student, staff, and faculty leadership, and increased programming and policy to ensure our neutrality goals are achieved.

#### References:

Anderegg, W. R., Prall, J. W., Harold, J., & Schneider, S. H. (2010). Expert credibility in climate change. *Proceedings of the National Academy of Sciences*, 107(27), 12107-12109.

Arizona State University (2018) Case Study: Price on Carbon for Air Travel

<https://secondnature.org/wp-content/uploads/ASU-Case-Study-Price-on-Carbon-for-Air-Travel.pdf>

Barnosky, A. D., Hadly, E. A., Bascompte, J., Berlow, E. L., Brown, J. H., Fortelius, M., Getz, W.M., Harte, J., Hastings, A., Marquet, P.A. & Martinez, N. D. (2012). Approaching a state shift in Earth's biosphere. *Nature*, 486(7401), 52.

Cheng, L., Abraham, J., Haufsfather, Z., Trenberth, K.E. (2019) How fast are the oceans warming? *Science*. 363(6423), 128-129.

Cheung, W. W., Reygondeau, G., & Frölicher, T. L. (2016). Large benefits to marine fisheries of meeting the 1.5 C global warming target. *Science*, 354(6319), 1591-1594.

Cheung, W. W., Watson, R., & Pauly, D. (2013). Signature of ocean warming in global fisheries catch. *Nature*, 497(7449), 365.

City of Logan, Utah Resolution supporting policy and activities which address air quality and climate change. Resolution 16-06. Available online: <https://www.loganutah.org/16-06%20Policy%20and%20Activities%20which%20address%20Air%20Quality%20and%20Climate%20Change.pdf>

Cook, J., Nuccitelli, D., Green, S. A., Richardson, M., Winkler, B., Painting, R., Way, R., Jacobs, P. & Skuce, A. (2013). Quantifying the consensus on anthropogenic global warming in the scientific literature. *Environmental research letters*, 8(2), 024024.



Cook, J., Oreskes, N., Doran, P. T., Anderegg, W. R., Verheggen, B., Maibach, E. W., Carlton, J.S., Lewandowsky, S., Skuce, A.G., Green, S.A. & Nuccitelli, D. (2016). Consensus on consensus: a synthesis of consensus estimates on human-caused global warming. *Environmental Research Letters*, 11(4), 048002.

Gardner Policy Institute, (2020) The Utah Roadmap: Positive solutions on climate and air quality. Available online: [www.gardner.utah.edu/utahroadmap](http://www.gardner.utah.edu/utahroadmap)

Hansen, J., Sato, M., Hearty, P., Ruedy, R., Kelley, M., Masson-Delmotte, V., Russell, G., Tselioudis, G., Cao, J., Rignot, E. & Velicogna, I. (2016). Ice melt, sea level rise and superstorms: evidence from paleoclimate data, climate modeling, and modern observations that 2 C global warming could be dangerous. *Atmospheric Chemistry and Physics*, 16(6), 3761-3812.

International Civil Aviation Organization Carbon Emissions Calculator. Available online: <https://www.icao.int/environmental-protection/CarbonOffset/Pages/default.aspx>

IPCC, 2014: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change [Barros, V.R., C.B. Field, D.J. Dokken, M.D. Mastrandrea, K.J. Mach, T.E. Bilir, M. Chatterjee, K.L. Ebi, Y.O. Estrada, R.C. Genova, B. Girma, E.S. Kissel, A.N. Levy, S. MacCracken, P.R. Mastrandrea, and L.L.White (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 688.

IPCC, 2018: Summary for Policymakers. In: Global warming of 1.5°C. An IPCC Special Report on the impacts of global warming of 1.5°C above pre-industrial levels and related global greenhouse gas emission pathways, in the context of strengthening the global response to the threat of climate change, sustainable development, and efforts to eradicate poverty [V. Masson-Delmotte, P. Zhai, H. O. Pörtner, D. Roberts, J. Skea, P.R. Shukla, A. Pirani, W. Moufouma-Okia, C. Péan, R. Pidcock, S. Connors, J. B. R. Matthews, Y. Chen, X. Zhou, M. I. Gomis, E. Lonnoy, T. Maycock, M. Tignor, T. Waterfield (eds.)]. World Meteorological Organization, Geneva, Switzerland, 32 pp.

IPCC, 2023: Summary for Policymakers. In: Climate Change 2023: Synthesis Report. Contribution of Working Groups I, II and III to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Core Writing Team, H. Lee and J. Romero (eds.)]. IPCC, Geneva, Switzerland, pp. 1-34, doi: 10.59327/IPCC/AR6-9789291691647.001  
<https://www.ipcc.ch/report/ar6/syr/>

Julander, R. P., & Clayton, J. A. (2018). Determining the proportion of streamflow that is generated by cold season processes versus summer rainfall in Utah, USA. *Journal of Hydrology: Regional Studies*, 17, 36-46.

Lenton, T. M., Held, H., Kriegler, E., Hall, J. W., Lucht, W., Rahmstorf, S., & Schellnhuber, H. J. (2008). Tipping elements in the Earth's climate system. *Proceedings of the national Academy of Sciences*, 105(6), 1786-1793.

Mann, M. E. (2009). Defining dangerous anthropogenic interference. *Proceedings of the National Academy of Sciences*, pnas-0901303106. Medlock, J. M., & Leach, S. A. (2015). Effect of climate change on vector-borne disease risk in the UK. *The Lancet Infectious Diseases*, 15(6), 721-730.

Pandolfi, J. M., Connolly, S. R., Marshall, D. J., & Cohen, A. L. (2011). Projecting coral reef futures under global warming and ocean acidification. *Science*, 333(6041), 418-422.

Parham, P. E., Waldo, J., Christophides, G. K., Hemming, D., Agosto, F., Evans, K. J., Fefferman, N., Gaff, H., Gumel, A., LaDeau, S. & Lenhart, S. (2015). Climate, environmental and socio-economic change: weighing up the balance in vector-borne disease transmission. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 370(1665), 20130551.

Perera, F. P. (2016). Multiple threats to child health from fossil fuel combustion: impacts of air pollution and climate change. *Environmental health perspectives*, 125(2), 141-148.

The Royal Society and US National Academy of Sciences. (2014). *Climate Change: Evidence and Causes*. Online booklet available at: <http://nas-sites.org/americasclimatechoices/>

State Water Strategy Advisory Team (2017) *Utah Recommended State Water Strategy*. Available online: <https://envisionutah.org/projects/utah-water-strategy>

Sunderland, E. M., Driscoll Jr, C. T., Hammitt, J. K., Grandjean, P., Evans, J. S., Blum, J. D., Chen, C.Y., Evers, D.C., Jaffe, D.A., Mason, R.P., & Goho, S. (2016). Benefits of regulating hazardous air pollutants from coal and oil-fired utilities in the United States. *Environmental science & technology*, 50(5), 2117.

Urban, M. C. (2015). Accelerating extinction risk from climate change. *Science*, 348(6234), 571-573.

US Department of Defense, Office of the Undersecretary for Policy (Strategy, Plans, and Capabilities). 2021. Department of Defense Climate Risk Analysis. Report Submitted to National Security Council. <https://media.defense.gov/2021/Oct/21/2002877353/-1/-1/0/DOD-CLIMATE-RISK-ANALYSIS-FINAL.PDF>

USGCRP, 2017: *Climate Science Special Report: Fourth National Climate Assessment, Volume I* [Wuebbles, D.J., D.W. Fahey, K.A. Hibbard, D.J. Dokken, B.C. Stewart, and T.K. Maycock (eds.)]. U.S. Global Change Research Program, Washington, DC, USA, 470 pp, doi: 10.7930/J0J964J6.

USGCRP, 2018: *Impacts, Risks, and Adaptation in the United States: Fourth National Climate Assessment, Volume II* [Reidmiller, D.R., C.W. Avery, D.R. Easterling, K.E. Kunkel, K.L.M. Lewis, T.K. Maycock, and B.C. Stewart (eds.)]. U.S. Global Change Research Program, Washington, DC, USA, 1515 pp. doi: 10.7930/NCA4.2018.

Utah House Concurrent Resolution on Environmental and Economic Stewardship. H.C.R. 7 (2018) Available online: <https://le.utah.gov/~2018/bills/static/HCR007.html>

Xu, Y., & Ramanathan, V. (2017). Well below 2 C: Mitigation strategies for avoiding dangerous to catastrophic climate changes. *Proceedings of the National Academy of Sciences*, 114(39), 10315-10323.

Noelle Cockett, President  
Utah State University  
13 March 2023

Dear President Cockett,

On January 9, Faculty Senate received a briefing on the student led effort, DivestUSU, seeking general faculty support for divesting endowment funds from the "Carbon Underground 200" list of fossil fuel-related companies.

Following the briefing, there was significant discussion in Faculty Senate on the need to explore how broadly USU is invested in said companies, and how divestment may impact our role in various regions/sectors of the state (such as the Uintah Basin that is largely dependent on oil and gas production, the state's agricultural sector, the state's east-central power production sector, etc.) prior to formulating any senate resolution.

To that end, Faculty Senate passed a resolution to create an ad hoc Faculty Senate exploratory committee to accomplish two tasks:

1. To request, from USU administration, a list of investments of university endowments and how they are distributed, and
2. To consider how divestment might affect USU partners in various regions and clientele sectors of the state.

The purpose of this letter is to ask you to supply to our ad hoc Faculty Senate Divestment Committee a list of stock market investments of USU endowments and how they are distributed by April 10.

We would either like a list of all investments, if that is most convenient, or a list of investments in the "Carbon Underground 200" list. A copy of this list may be requested at <https://www.ffisolutions.com/research-analytics-index-solutions/research-screening/the-carbon-underground-200/>.

This Faculty Senate Divestment Committee (membership list below) met on March 13 to formalize the present request. Your response by April 10 will enable us to report our findings to the Faculty Senate Executive Committee on April 17, and to the full Faculty Senate on May 1.

Sincerely,

Patrick Belmont, Committee Co-Chair, Professor and Head of the Department of Watershed Sciences

Grant Cardon, Committee Co-Chair, Professor and Extension Soils Specialist, PSC Department  
Cristina Chirvasa, Goldwater Scholar in the Quinney College and co-founder of DivestUSU

Matthew Garcia, Associate Department Head and Associate Professor in Beef Cattle Extension  
Todd Griffith, Assistant Professor and MSFE/MSE Graduate Program Coordinator, Huntsman  
School of Business

John Jensen, Communication Studies Major and Co-lead of DivestUSU

Caitlin McLennan, USU Sustainability Program Manager

Ad Hoc Faculty Senate Divestment Committee

Endorsements:

John Ferguson, Faculty Senate President

Maureen Hearns, Faculty Senate President Elect

Boyd Edwards, Immediate Past Faculty Senate President

cc:

Larry Smith

Robert Wagner

David Cowley

Report to Divestment Committee – April 13, 2023

All,

I spoke for over an hour yesterday with David Cowley about how our USU investment funds are managed/distributed among the many fund managers and types of instruments. I am attaching the list of funds and fund managers that USU uses, along with a breakdown of categories and the amount of money allocated to each.

It is a start, but there is much more to do to get the information I believe is desired in the end. I have also, to the best of my understanding of such things, included notes I took as David and I discussed this. While I feel that the administration could do more perhaps to dig deeper into exactly where the money goes in each of these funds, there are a couple limitations that I understand, that we all face in doing so. These are:

- 1) These are not “retail” type investment funds like you or I will typically encounter that must be transparent (via prospectus, for instance) to the “consumer investor” and heavily regulated by the federal government. For those “retail” type mutual funds, index funds, etc. it is fairly simple (even required) for an investor to see each entity, equity, company, money is placed with. The funds USU is invested in are very large co-mingled funds, where even our significant amount of money is but a small percentage of the whole. In these types of higher-end funds, fund managers rarely provide details of where the money is specifically invested so they can maintain competitive/performance leverage against other managers in the same markets. USU chooses these funds based on advice from a hired investment counselor (Meketa Investment Group) that helps choose consistently stable, high performers. So determining where exactly the money is invested, may be a significant challenge.
- 2) The administration is of the opinion that the higher-end funds that we invest in would never entertain a dictate from USU to limit their flexibility in investing/not investing our portion, in certain equities/companies/sectors. USU’s money is not invested separately, and does not have the clout to “steer the ship” being only a few million among multi-billions.

David indicated that he and the administration understand what our request is and why we are making it, and that they have no problem with us seeing where USU endowment money is invested, but digging for specific details is left to us. This is my own take here—I get the sense USU admin feels that it would be a time-consuming and unfruitful undertaking, and if we want to do it, fine—end personal take.

In addition to the attached list, here are a few things to help understand the terms, categories, etc., that David shared with me, and that I feel help understand the list much better.

#### Equities

These are the shorter-term stock market investment funds. Some are domestic only, some international only, and some that have the flexibility to move money between domestic and international markets (global).

The fund managers throughout, are generally the first name in the list (Dimensional, Rhumblin, Vanguard, GQG, JO Hambro, etc.) and the fund name follows (US Micro Cap, Russell 3000 Index Fund, etc.). The term “cap” indicates a large capital investment fund, and most of those funds are invested in small and micro companies, emerging companies/technologies, etc. Index funds (there are a few in the

list) invest so as to track the performance of a particular market index (like the Russell 3000 index, etc.) and equities invested in them will change often in the effort to keep fund performance on track with the index.

#### Fixed Income

These are essentially the bond market investments—those that have long-term stable/fixed returns when stocks do poorly—and help reduce risk exposure overall. The CMiP fund is important as it is a “cash management” fund that is quite temporary. As Endowment funds (and some investable USU operating funds) come in off cycle (between quarterly investment committee reporting and decision making cycles) this is the fund that the money is immediately invested in, rather than sitting in a cash account doing nothing in the interim. It will be moved in the next decision-making cycle to the other funds based on performance reports received. Some of the money in this category is not endowment money, but a portion of USU operating funds that are working in the market before being expended later.

#### Alternatives

These are the longest-term investments, and money is often locked in a 10-year or longer investment instruments in real-estate, capital investments in specific private companies that are building market presence (not yet publicly traded), infrastructure (toll-roads, water systems, airports, etc.) and natural resources (timber lands, minerals, precious metal hard assets, etc.). Real-estate investments fall in three categories: holdings that generate lease returns, holdings of existing properties to which improvements are being made and that will eventually be sold off, and new development projects.

#### Hedge Funds

These are a small part of the portfolio but are funds that have flexibility to jump on special investment opportunities that longer term investments and larger funds cannot.

#### Cash

There is a small amount of cash at any time in a separate account used for fees, etc.

So, we can now meet to decide next steps. Hope this is helpful, at least moves the needle a bit more.

#### Grant

# Utah State University

## Asset Allocation by Asset Class

November 2022

	\$ (in millions)	%
<b>Equities</b>	<b>\$ 126.3</b>	<b>48%</b>
<b>U.S. Equity</b>	<b>\$ 38.9</b>	<b>15%</b>
Dimensional US Micro Cap	\$ 2.0	1%
Dimensional US Small Cap Core	\$ 2.1	1%
Rhumbline QSI	\$ 22.4	8%
Vanguard Russell 3000 Index Fund	\$ 12.4	5%
<b>International Equity</b>	<b>\$ 15.1</b>	<b>6%</b>
Vanguard FTSE Index Fund	\$ 15.1	6%
<b>Emerging Markets Equity</b>	<b>\$ 8.4</b>	<b>3%</b>
Dimensional EMV	\$ 3.0	1%
GQG Emerging Markets Equity	\$ 5.4	2%
<b>Global Equity</b>	<b>\$ 63.9</b>	<b>24%</b>
GQG Global Equity	\$ 23.2	9%
JO Hambro Global Opportunities	\$ 19.9	8%
LSV Global Value	\$ 20.8	8%
<b>Fixed Income</b>	<b>\$ 63.7</b>	<b>24%</b>
<b>Investment Grade</b>	<b>\$ 24.9</b>	<b>9%</b>
CMIP	\$ 6.4	2%
Longfellow Core Fixed Income	\$ 18.5	7%
<b>TIPS</b>	<b>\$ 5.6</b>	<b>2%</b>
Vanguard Inflation-Protected Securities	\$ 2.8	1%
Vanguard Short-Term IPS	\$ 2.8	1%
<b>Opportunistic Fixed Income</b>	<b>\$ 29.2</b>	<b>11%</b>
Columbia Institutional High Yield Fixed Income	\$ 8.9	3%
Golden Tree Multi-Sector	\$ 3.9	1%
Pacific Asset Management Bank Loan	\$ 11.2	4%
Silver Rock Tactical	\$ 5.1	2%
Silver Rock Vintage 2022	\$ 0.1	0%
<b>Emerging Markets Debt</b>	<b>\$ 4.0</b>	<b>2%</b>
Payden EMD	\$ 2.0	1%
Wellington Opportunistic Emerging Market	\$ 2.0	1%
<b>Alternatives</b>	<b>\$ 71.6</b>	<b>27%</b>
<b>Private Real Estate</b>	<b>\$ 19.2</b>	<b>7%</b>
Carlyle Realty Partners VIII	\$ 3.2	1%
Centerbridge Partners Real Estate Fund II	\$ 2.2	1%
Morgan Stanley Prime Property	\$ 9.3	4%
Woodbury Capital II	\$ 1.0	0%
Woodbury Capital III	\$ 2.6	1%
Woodbury Co-Investments	\$ 0.7	0%
Woodbury Strategic Partners (WSP)	\$ 0.2	0%
<b>Private Equity</b>	<b>\$ 23.7</b>	<b>9%</b>
Commonfund CPEP VII	\$ 0.3	0%
Commonfund CPEP VIII	\$ 1.0	0%
Commonfund Venture Partners X	\$ 2.3	1%
Fort Washington X	\$ 6.3	2%
Goldman Sachs Vintage VI	\$ 0.5	0%
Harbourvest 2017 Global	\$ 5.3	2%
Ironsides Co-Investment III	\$ 0.3	0%
Ironsides Partnership III	\$ 1.1	0%
Solamere Capital AF IV-A	\$ 1.9	1%
Solamere Capital II	\$ 3.4	1%
Solamere Founders I	\$ 0.6	0%
Strategic Investors X Cayman	\$ 0.7	0%
<b>Natural Resources / Infrastructure</b>	<b>\$ 14.6</b>	<b>6%</b>
Aether Real Assets IV	\$ 2.5	1%
Aether Real Assets V	\$ 3.3	1%
Commonfund NR IX	\$ 1.2	0%
Commonfund NR VIII	\$ 0.5	0%
Global Infrastructure Partners III	\$ 3.0	1%
Global Infrastructure Partners IV	\$ 3.6	1%
ISQ Global Infrastructure III	\$ 0.5	0%
<b>Hedge Funds</b>	<b>\$ 14.1</b>	<b>5%</b>
Corbin Pinehurst Institutional Ltd.	\$ 10.4	4%
EnTrustPermal Special Opportunities Evergreen Ltd	\$ 1.3	0%
Grosvenor SpecialOpportunities Ltd	\$ 2.4	1%
<b>Cash</b>	<b>\$ 3.4</b>	<b>1%</b>
<b>Total</b>	<b>\$ 265.0</b>	<b>100%</b>

The Staff Employee Association is seeking an opportunity for collaboration between the Faculty Senate and the Staff Employee Association in the form of a joint task force to look at Staff and Faculty relations.

This task force will look at how we can improve communication between these two groups, in an effort to build our Aggie community.

They will assess stereotypes and anecdotes to better understand the work and goals of both groups in order to improve the overall health and retention of university faculty and staff (discussing overall needs of all employees of the university).

SEA is requesting to come to the next faculty senate meeting to discuss the potential for this collaboration.

If you support this request to discuss this proposal at the upcoming Faculty Senate Meeting please sign below: