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FACULTY SENATE AGENDA

October 3, 2016
3:00 – 4:30 p.m.
Merrill-Cazier Library, Room 154

Agenda

- 3:00 Call to Order** Vince Wickwar
Approval of Minutes September 12, 2016 - [link](#)
- 3:05 University Business** Noelle Cockett, Executive Vice President and Provost
- 3:20 Information Items**
1. Faculty Forum Executive Meeting – October 17, 2016 Vince Wickwar
(Ideas/questions/suggestions needed by October 17)
Faculty Forum – November 14, 2016
 2. New USU Testing Center in Logan – Purpose Robert Wagner
(What is happening on the regional campuses?)
 3. Outline of the Newly Required Data Management Programs Betty Rozum
by some government agencies
- 3:25 Reports**
1. EPC Items – September 2016 - [link](#) Larry Smith
 2. Honors Program – [link](#) Kris Miller
 3. Libraries Advisory Council – [link](#) Britt Fagerheim
 4. Parking Committee – [link](#) James Nye
- 3:50 New Business**
1. Student Code of Conduct Krystin Deschamps
 - a) USU Amnesty Policy- [link](#)
 - b) USU Policy on Confidential Resources & Request for Confidentiality & Anonymity - [link](#)
 - c) Changes to Section V-6, Recording and Disclosure of Disciplinary Penalty - [link](#)
 - d) Changes to Section V-5, Misconduct Proceedings and Section VIII, University regulations Regarding Hearing Board (addition of new USHE policy) - [link](#)
- 4:30 Adjourn**



FACULTY SENATE MEETING

September 12, 2016
3:00 – 4:30 p.m.
Merrill-Cazier Library, Room 154

Meeting

3:00 Call to Order Vince Wickwar
Approval of Minutes April 25, 2016
<https://usu.box.com/s/43sbs6fk7sdjhqmt1dx7sbhmaaqw2acz>

Minutes approved.

3:05 University Business
1. **Sexual Assault**..... Mica McKinney
USU is continuing to review its processes and procedures for responding to instances of sexual violence in the campus community as well as the programs aimed at preventing these events and making necessary changes. As a result of this review, USU will be there are eight recommendations that USU will implement to improve its response to and its efforts to prevent sexual violence. Some recommendations include: revising policies and procedures for responding to complaints of sexual violence, better coordination between offices responsible for addressing sexual violence, implementation of an online reporting system and centralized data system, improving prevention programs, training for students and faculty and staff, and working with faculty, staff and community. These issues require the involvement of the entire campus community. The university is also reaching out to the larger community to strengthen relationships with key community partners including local law enforcement, CAPSA, etc. More information about these recommendations can be found here: <https://www.usu.edu/today/?id=56061>.

There are two pathways for victims of sexual violence to seek assistance from the University: 1) confidential resources, Counseling and Psychological Services (CAPS) and the Sexual Assault Anti-Violence Information Office. Everything shared privately between individuals and those they are speaking with is completely confidential. 2) non-confidential “resources”, which include student affairs, faculty, staff, housing staff, etc. Any information shared with these non-confidential offices, including Faculty, must be reported to the Title IX office. More information about these options can be found at <https://www.usu.edu/today/?id=56005> and http://aaeo.usu.edu/files/uploads/Reporting_OptionsA.pdf.

Students (including victims and bystanders) may also choose to report incidents of sexual violence anonymously. These reports should be made using the online reporting system that was recently purchased by student affairs and implemented at the beginning of the semester. It is important to note that while these reports are helpful for tracking trends and identifying patterns, these reports are not considered notice to the University and the University is limited in the action it may take in response to an anonymous report.

The online reporting system can also be used by faculty, to file full reports of sexual violence. The online reporting form can be found at aaeo.usu.edu and reportingsa.usu.edu.

Information from reports is saved in a centralized data system (with privacy protections in place). This new centralized data system will greatly aid the University with identifying trends and patterns of sexual violence within the USU Community. On the myusu.edu student portal there are two buttons where students, staff, or faculty can go for reporting.

Questions can be forwarded to Mica McKinney, USU General Counsel.

2. Fair Labor Standards Act Mica McKinney & Dave Cowley
<https://usu.box.com/s/up5j64uuw32wvt5otqm12oz1dr044x79>

A recent change to the DOL Overtime Rule will affect 500 USU employees. Beginning December 1, 2016, these employees, who were previously exempt from overtime regulations, will be eligible for overtime pay at time and a half. Department of Labor (DOL) will review the salary threshold for overtime exemption every three years. Two town hall meetings have been presented to communication information about this change to overtime eligibility will be implemented. A separate session for department heads and deans focused on supervisory issues and concerns. Compensatory time is typically used at this institution, rather than pay. Permitting overtime hours and determining how soon compensatory time must be used left up to the departments. They need to communicate with their employees as to how they will receive time and a half. Be sensitive to those employees who are going from exempt to non-exempt. USU policy is 120 hours of comp time, but be sensitive to those individuals who are losing some of their vacation time and permit overtime accrual when justified by needed work. Forty hours must be worked before comp time can be accrued. Service Now is being used to report time, track overtime and use of comp time. All business services employees are being trained so that they can work with supervisors and set up work schedules. Non-exempt receive fewer leave hours than exempt. Individuals converting will go back to whatever the leave accrual is for non-exempt individuals. They will however, be able to acquire and use compensatory time. Supervisors are encouraged to be sensitive with these employees. Rules will be applied for what is work time, not what is career progression time for Grad Students and Post Docs. RGS is building a role statement for Post Docs so they know what the job requirements are. Personal career progression is not included in this. Jodi Morgan can be contacted with any questions that arise.

3:25 Information Items

1. Faculty Forum – November 14, 2016 Vince Wickwar
<https://usu.box.com/s/q03716p6r7ouyhh6d4cwqn8rnkpgy6ws>

Faculty Forum Executive Committee will meet on October 17 to review and vet questions/issues for the agenda.

2. Presidential Search..... Ronda Callister

The committee has screened applications. Eight to ten candidates will be brought to airport interviews. Three to five will then come on campus for interviews. Campus meetings will not include an open forum. Pros and cons of each application will be sent to the Board of Regents. USHE will then make the final decision. No timeline has been given as to when this process will be completed.

3. 369.2.3 Special Leave..... Chris Nelson
<https://usu.box.com/s/0gyy3z88qjb3z9fyfyg44hi0547863mh>

There is a gap in leave policy for non-tenured faculty. The proposed wording has been changed so that all campus members can have this leave. The new wording also removed the section regarding GINA. Robert Schmidt moved to support this policy change. The motion was seconded by Becky Blais. FS is in support of this change.

4. 402.12.1 – 402.12.8 Senate Standing Committees Ronda Callister
<https://usu.box.com/s/iww5kymwh3rpid3dphq13sz4dpaihfrp>

This has already been sent to PRPC. This is to let the faculty senate, particularly the new members, know what is happening. The goal is to reduce the number of faculty involved in committees. For instance, PRPC will go from 15 members to 7 faculty members, all of whom are senators. In total, twenty-two fewer faculty members will be required to serve on committees. It is important to have fewer members (easier to get a quorum and to make a decision), but it is also important to have members with the appropriate background and knowledge.

5. Honors Call for Courses Julie Gast
<https://usu.box.com/s/uzh1lj14hgpp7rhd4v5cawqr5nh9snx6>
First year course applications are being accepted. Looking for a cap of 25 students. Faculty should think outside the box for these courses. Contact Kris Miller with any questions.

3:40 Reports

1. Research and Graduate Studies Mark McLellan
<https://usu.box.com/s/q5n2vegtjup6rhxxi4io10en5zevio5e>

Reviewed Research and Graduate Studies' values.

Covered the following:

- *High performance computing – combining resources for a new partnership with the University of Utah, expanding storage space and cores. This is occurring because of EPSCoR.*
- *Safety policy – Emphasizing personal responsibility for a stronger safety culture. Personal accountability is critical in safety: identifying hazards, training, recording information.*
- *TEDxUSU – USU's flagship venue for public engagement. Assistant Attorney General Sean Reyes will speak regarding human trafficking.*
- *Research expenditures — increasing.*
- *Carnegie classification went from R1 to R2.*
- *Percent graduate student enrollment. USU is not doing well here.*
- *Setting records in sponsored awards.*
- *Initiating a new program for young faculty who are receiving tenure.*

Chris Winstead made a motion to accept the report with changes/corrections to the computation/totals on the financial pages. Ronda Callister seconded. Report approved pending those corrections.

4:00 Unfinished Business

1. 406.1 – 406.6 Financial Integrity (to be sent to PRPC) - Vince Wickwar
<https://usu.box.com/s/jkhjf1z79queema2imv5bcسدqql8np20>

A Task force was set up to review and suggest updates to this policy. Fifteen extensive meetings in 2012 with a lot of preparation to go through this. Going to bring to FS but post-tenure review took precedence. Was brought back around in 2015, but other policy changes were moved forward. However, it did go to AFT and BFW. The amount of red ink makes it look as though there were extensive changes. However, much of the red ink arose from moving text around within 406 to help make it more understandable. This has been through FSEC. It is suggested that we schedule a joint meeting with the Task Force and PRPC to talk about the changes. The AFT and BFW comments would be brought up. After the meeting this will be given to PRPC. When they are done they will bring it back to FS.

Motion to have a joint meeting and move on to PRPC made by Steve Daniels. Seconded by Becky Blais. The motion was approved.

4:10 New Business
N/A

4:15 Adjournment at 4:31 pm

Report from the Educational Policies Committee
September 7, 2016

The Educational Policies Committee met on September 1, 2016. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page.

During the September 2016 meeting of the Educational Policies Committee, the following actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of September 1, 2016 which included the following notable actions:
 - The Curriculum Subcommittee approved 137 requests for course actions.
 - A request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to change the name from Agricultural Economics to Applied Economics was approved.
 - A request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to offer a Minor in Residential Landscape Design was approved.
 - A request from the Department of Wildland Resources in the S.J. & Jessie E. Quinney College of Natural Resources to add a Forest Ecology Specialization to the MS and PhD programs was approved.

2. There was no September report from the Academics Standards Subcommittee.

3. Approval of the report from the General Education Subcommittee meeting from August 16, 2016.
Of note:

The following courses or syllabi were approved:

HIST 3060 (DHA)
HONR 4900 (CI)

Honors Program Annual Report 2015-2016

This report covers the time period from July 1, 2015 through June 30, 2016.

PERSONNEL: Dr. Kristine Miller, Director; Amber Summers-Graham, Program Coordinator; Sara Mitchell, Staff Assistant (ended 5/4/16); Karli Fish, Staff Assistant (beginning 5/16/16).

OVERVIEW:

2015-16 was the second year of the university-wide USU Honors Program. With the help of two advisory boards – one of faculty from each college and the other of students from each college – the University Honors Program fine-tuned an efficient admissions process, publicized its more flexible university-wide requirements, updated its detailed handbooks and forms for contracts/practical application and thesis/capstone work, created a one-credit class to prepare students for thesis/capstone success, developed a new “Book Lab” faculty reading group program, enhanced support for student research and study abroad through concerted development efforts, and hosted regular faculty-student social and co-curricular opportunities. To clarify and publicize these changes, Honors developed a better website, offered informational meetings for all faculty Departmental Honors Advisors and thesis/capstone mentors, updated and used appropriately faculty, student, and alumni listservs, maintained a centralized university events calendar and publicity plan, created a streamlined application process for student research and travel funding, published its second and third bi-annual alumni newsletters, and continued a concentrated development effort to support student research and international travel. The program also collaborated with the Admissions Office and the Office of Research and Graduate Studies to build upon the success of last year’s first annual Scholars Day recruiting event for high-achieving high school juniors. Our aim in the coming year is to continue raising awareness about Honors both on and off campus and thus to increase student and faculty involvement in the program.

HONORS TEACHING FELLOWS 2015-2016:

Marissa Allen
Keir Ashby
Jacob Blotter
Erica Hawvermale
Michael Hoggard
Ilana Kornfeld

Katie Penn
Joshua Smith
Molly Van Engelenhoven
Olivia Webb

HONORS TUTORS 2015-2016:

Math: Frost Mitchell and Bryce Walker
Writing: Rachel Telfer and Maria Williams

STUDENT STATISTICS: Honors graduated 49 students in the 2015-16 academic year. To date, the Honors Program has graduated more than 913 students. Senior capstone projects are available on the Merrill-Cazier Library's Digital Commons:

http://digitalcommons.usu.edu/student_works.html.

The names of 2015-2016 Honors graduates and titles of their senior honors capstone projects appear in Appendix A.

In 2015-2016, honors students comprised 3.29% of the undergraduate population on the USU main campus in Logan. The incoming honors class had 145 students, which represents 3.04% of the 2015-2016 incoming class. Honors admitted 30 current/transfer students during this period.

2015-2016 Incoming Honors Class Averages

Admissions index: 130
 High school GPA: 3.93
 ACT: 30.9

Incoming Honors Class Scholarships for Fall 2015

Scholarship	Honors recipients
Presidential	74
Deans	26
Scholar	28
Lower	17

Honors Enrollment and Graduation by College

College	Fall 2015 Incoming	Total Honors enrollment	# graduating within 5 years
AG	13	41	15
BUS	18	98	42
CCA	2	18	17
CEHS	12	69	35
CHaSS	12	70	47
ENGR	49	137	28
NR	7	24	16
SCI	17	68	25
UND	15	8	n/a

2015-2016 STUDENT HIGHLIGHTS:

Utah State University Student Awards

- **Jacob Blotter** ('16, Biology) – 2016 Robins Award Nominee; 2016 Science Dean Scholars award
- **Andrea Thomas Bradley** ('16, Theatre Arts Education) – 2016 Caine College of the Arts Scholar of the Year; 2016 Outstanding Senior for Theatre Arts
- **Christie Bunnell** ('16, Human Movement Science) – 2016 Outstanding Graduating Senior in Pre-Physical Therapy
- **Megan Cook** ('17, Interior Design) – 2016 Caine Scholars for Excellence
- **Emily Cottam** ('17, Vocal Performance) – 2016 Caine Scholars for Excellence
- **Daisha Cummins** ('16, Human Movement Science) – 2016 HPER Outstanding Undergraduate Researcher
- **Kaleb Esplin** ('17, Communication Studies) – 2016 Communications Studies Student of the Year
- **Madelyn Fife** ('17, Political Science and Economics) – 2016 Political Science Student of the Year
- **Erica Hawvermale** ('17, Anthropology) – 2016 Honors Outstanding Undergraduate Teaching Fellow of the Year Award
- **Chelsea Hepworth** ('16, Accounting) – 2016 Robins Awards “Woman of the Year” Nominee
- **Grant Holyoak** ('16, Sociology) – 2016 Sociology Student of the Year
- **Jamie Kingsford** ('16, Biochemistry) – 2016 Maeser-Bauer Outstanding Graduating Senior in Biochemistry
- **Brianne Palmer** ('16, Conservation and Restoration Ecology) – 2016 Quinney College of Natural Resources (QCNR) Scholar of the Year; 2016 Wildland Resources Outstanding Senior; 2016 QCNR Jardine Juniper Award.
- **Dakota Reed** ('16, Wildlife Science) – 2016 Quinney College of Natural Resources Valedictorian

- **Nathan Stacey** ('16, Mechanical Engineering) – 2016 Mechanical Engineering Outstanding Senior of the Year; 2016 College of Engineering Outstanding Senior of the Year; 2016 USU Scholar of the Year
- **Rachel Telfer** ('16, English) – 2016 Literary Studies Student of the Year
- **Millie Tullis** ('17, English/Philosophy) – 2016 Philosophy Student of the Year; 2016 College of Humanities and Social Sciences Outstanding Undergraduate Researcher of the Year
- **Alyssa Quinn** ('16, English) – 2016 Creative Writing Student of the Year; 2016 College of Humanities and Social Sciences (CHASS) Scholar of the Year; 2016 CHASS Valedictorian.

Research Presentations

- **Viviane Baji** ('16, Environmental and Natural Resource Economics) presented research at the 2016 Utah Research on Capitol Hill, the 2016 Utah Council on Undergraduate Research Conference, and the 2016 National Council on Undergraduate Research conference.
- **Matthew Barnett** ('16, Sociology) presented research at the 2016 Utah Research on Capitol Hill, the 2016 Utah Council on Undergraduate Research Conference, the 2016 International Symposium on Society and Resource Management conference, and the 2016 Pacific Sociological Association conference
- **Justin Campbell** ('18, Philosophy/Psychology) presented research at the 2016 Cognitive Neuroscience Society conference
- **Danielle Christensen** ('16, Psychology) presented research at the 2016 Utah Research on Capitol Hill, Utah Council on Undergraduate Research Conference, and USU Ignite.
- **Audrianna Dehlin** ('17, Psychology) presented research at the 2016 Rocky Mountain Psychological Association conference
- **Renee Delcambre** ('16, Communication Studies) presented research at the 2016 Utah Research on Capitol Hill and the Utah Council on Undergraduate Research Conference
- **Madelyn Fife** ('17, Political Science/Economics) presented research at the 2016 Southern Political Science Association conference and 2016 Midwest Political Science Association conference
- **Jesse Fleri** ('17, Conservation & Restoration Ecology) presented research at the 2016 Society of Freshwater Science conference

- **Melissa Funk** ('18, Economics) presented research with Dr. Jeannie Johnson to CIA analysts in Washington, D.C.
- **Danielle Gaztambide** ('17, Biological Engineering) presented research at the 2016 Utah Research on Capitol Hill
- **Erica Hawvermale** ('17, Anthropology) presented research at the 2016 Utah Research on Capitol Hill, 2016 Research on Capitol Hill event in Washington, D.C., Utah Council on Undergraduate Research conference, and the Society for Applied Anthropology Conference
- **Michael Hoggard** ('16, Economics) presented research at the 2016 Utah Research on Capitol Hill, the 2016 Utah Council on Undergraduate Research conference, and the 2016 National Council on Undergraduate Research conference
- **Ashli Hunter** ('17, Biology) presented research at the Utah Council on Undergraduate Research conference and the 2016 Experimental Biology Conference
- **Danielle Keaton** ('16, Psychology and Music Therapy) presented research at the 2016 Rocky Mountain Psychological Association conference
- **Jamie Kingsford** ('16, Biochemistry) presented research at the 2016 Utah Research on Capitol Hill
- **Benjamin Lovelady** ('18, Physics) presented research at the 2016 Utah Research on Capitol Hill
- **Kari Norman** ('16, Conservation and Restoration Ecology) presented research at the 2016 Utah Research on Capitol Hill and the 2016 National Council on Undergraduate Research conference
- **Brianne Palmer** ('16, Conservation and Restoration Ecology) presented research at the 2016 Utah Research on Capitol Hill and 2016 Utah Council on Undergraduate Research conference and at the 2016 International Meeting for the Society of Range Management
- **Kirsti Patterson** ('18, Political Science) presented research at the annual Society for Applied Anthropology Conference
- **Bradley Robinson** ('16, Psychology) presented research at the 2016 Cognitive Neuroscience Society conference
- **Heather Shipp** ('16, Wildlife Science) presented research at the 2016 Utah Research on Capitol Hill

- **Joshua Smith** ('16, Economics) presented research at the 2016 Association of Private Enterprise Education conference
- **Justin Smith** ('16, English) presented research at the 2015 Western Conference of the Association for Asian Studies.
- **Alex Torgesen** ('16, Biological Engineering) presented research at the 2016 International Genetically Engineered Machine conference and competition
- **Ben Vegel** ('18, Mechanical Engineering) presented research at the 2015 American Nuclear Society Winter Meeting and Nuclear Technology Expo
- **Ryan Wallentine** ('16, Mathematics) presented research at the 2016 Utah Research on Capitol Hill
- **Darianne Willey** ('18, Watershed & Earth Systems) presented research at the 2016 National Council on Undergraduate Research conference
- **Elizabeth Wynn** ('17, Psychology) presented research at the 2016 National Council on Undergraduate Research conference

Research Awards and Grants

- **Colin Anderson** ('17, Theatre Arts) Undergraduate Research and Creative Opportunity (URCO) grant for “History & Social Studies Enhancement Through Drama”
- **Lindi Andreasen** ('16, Elementary Education) – URCO grant for “Diversity Education: Are We Preparing Teachers to Teach All Learners?”
- **Lori Caldwell** ('17, Biological Engineering) – URCO grant for “Development of In Vitro Bruch's Membrane for Retinal Pigment Epithelial Cell Growth”
- **Justin Campbell** ('18, Philosophy/Psychology) - URCO grant for “Theory of Mind and the Game of Chicken”
- **Natalie Ferguson** ('16, Human Movement Science) - URCO grant for “Assessment of postural sway during different attention focus states in post-surgery ACL tears”
- **Jesse Fleri** ('17, Conservation & Restoration Ecology) - URCO grant for “Impacts of hydroelectric dams on aquatic invertebrate life cycles: the role of desiccation”
- **Jenna Hawley** ('17, Chemistry) - URCO grant for “Environmental DNA: Using salt licks to recover COI sequences and microsatellite DNA from wildlife species”

- **Grant Holyoak** ('16, Sociology) - URCO grant for "The Enemy?" Perceptions of the United States in Salvador Allende's Chile"
- **Bret Mossman** ('18, Wildlife Science) - URCO grant for "Comparing the Effects of Duck Ingestion and Natural Cold Stratification on Bulrush Seed Dormancy Loss"
- **Alyssa Quinn** ('16, English) - URCO grant for "The Marrow of Life: Nature and Spirituality at Walden Pond" and Joyce Kinkead Award for Outstanding Honors Thesis/Capstone Project ("A Triangular Bargain: Narration and Power in Margaret Atwood's *The Blind Assassin* and *Alias Grace*")
- **Bradley Robinson** ('16, Psychology) - URCO grant for "The Effect of Cognitive Dissonance in Social Dilemmas: An EEG Analysis"
- **Kaylee Simmons** ('17, Vocal Performance) - URCO grant for "Comparing Performance Practice of Vocal Vibrato in J. S. Bach's Saint Matthew Passion"
- **Nathan Stacey** ('16, Mechanical Engineering) - URCO grant for "USU Numerical Integrator for Computational Orbit Analysis: A Swarm Gravimetry Simulation"
- **Amanda Stoudt** ('17, Biological Engineering) - URCO grant for "Composite PHB/Algae Bioplastic"
- **Jacklyn Sullivan** ('18, Economics) - URCO grant for "Identifying Multiple Predictors of Physical Rehabilitation Outcomes"
- **AJ Walters** ('18, Biological Engineering) - URCO grant for "Development of Archaeal and Alga-lytic Bacteria Detection Systems"
- **Michael Williams** ('17, Psychology) - URCO grant for "Attentional Resources"
- **Sarah Woodbury** ('17, Environmental Studies) - URCO grant for "Variation in Alkali Bulrush (*Bolboschoenus maritimus*) Functional Traits: Implications for Restoring Desired Ecosystem Functions to Wetlands"
- **Elizabeth Wynn** ('17, Psychology) - URCO grant for "Modeling Change Trajectories for Mental Health Symptoms and Functioning During Psychotherapy"

Research Internships and Field Opportunities

- **Elizabeth Bingham** ('17, Anthropology) – USU International Initiative – Brazil cultural anthropology study of race and class
- **Mary Briggs** ('17, Sociology) – Politics and Society in Post Colonial States – Study Abroad and Internships in Georgia and Armenia

- **Bronte Forsgren** ('18, Political Science) – Politics and Society in Post Colonial States – Study Abroad and Internships in Georgia and Armenia
- **Ashley Houston** ('18, Animal, Dairy, and Veterinary Sciences) – Esther Honey Foundation South Pacific Island Veterinary Internship
- **Rylee Jensen** – ('19, Wildlife Science) – San Juan Island *Orcinus orca* behavioral preference field research
- **Michael Paskett** ('17, Biological Engineering) – 2016 Neuroprosthetics Internship with Washing University in St. Louis
- **Frost Mitchell** ('18, Computer Engineering) – 2016 internship at the Air Force Research Laboratory
- **Bret Mossman** ('18, Wildlife Science) – 2016 research internship with Hawaii Endangered Bird Conservation Program
- **Sarah Peck** ('17, Economics) Politics and Society in Post Colonial States – Study Abroad and Internships in Georgia and Armenia
- **Casey Trout** ('19, Environmental Studies/Statistics) - 2016 service-learning internship with the Environmental, Cultural, and Recreational Park in Costa Rica.
- **Molly Van Engelenhoven** ('17, Political Science) – 2016 small-scale Cultural Topography analysis of the culture of Jordan.

DETAILED OUTLINE OF CURRICULAR ACTIVITIES

A. Five-year Trend – Entering First-year Honors Students

Fall 2015	145
Fall 2014	140
Fall 2013	131
Fall 2012	150
Fall 2011	148

B. Five-year Trend – Students Completing Honors Coursework

	Fall Classes	Spring Classes	Completed Contracts
2015-2016	303	168	131
2014-2015	278	226	171
2013-2014	357	131	151
2012-2013	470	240	167
2011-2012	478	289	229

C. Five-year Trend – Number of Compensated Honors Courses Offered

2015-2016	24
2014-2015	28
2013-2014	29
2012-2013	36
2011-2012	40

- *Note on compensation: In 2015-2016, the Honors Program compensated courses listed with the HONR prefix. Business, Biology, English, Math, and the Student Orientation and Transition Services offices compensate the honors sections of their courses.*

A list of 2015-2016 honors courses and enrollment statistics appear in the Appendix B of this report.

D. Ways to Graduate with Honors

- Beginning in Spring 2018, all incoming honors students (beginning with the entering class of Fall 2014) will graduate with honors in the same way: with University Honors. Students who began in Honors prior to Fall 2014 have three ways of graduating with honors; these achievements are documented on the students' transcripts and diplomas:
 - Department Honors: 15 total honors credits in an approved upper-division Department Honors Plan (including a senior thesis/capstone project).
 - University Honors: 27 total honors credits, comprising lower-division honors credits from the program's approved course list plus completion of an individually designed upper-division plan (including a senior thesis/capstone project).
 - Honors in University Studies with Department Honors: 27 total honors credits, comprising lower-division honors credits from the program's

approved course list plus completion of an approved upper-division Department Honors Plan (including a senior thesis/capstone project).

E. Faculty Participating in Honors

USU faculty participate in the University Honors Program in a number of ways:

- Teaching honors courses;
- Working with honors students engaged in practical applications of their academic work on a contract basis;
- Advising students in their senior honors capstone projects;
- Serving as Departmental Honors Advisors – guiding majors through departmental and Honors Program requirements;
- Serving on the University Honors Program’s Faculty Advisory Board;
- Participating in Honors Program socials and professionalization events for students;
- Serving on Rhodes, Goldwater, and Truman campus committees and advising students in the completion of their applications.

Appendix C lists faculty teaching honors courses and serving as Departmental Honors Advisors.

Note: In 2015, the Honors Program introduced a template for documenting faculty work for the Honors Program. This standardized document with personalized information is issued by the Honors office, upon request, and is recognized by Promotion and Tenure committees, approved by Faculty Senate and the Provost’s office, and connected automatically to Digital Measures.

EXTRACURRICULAR ACTIVITIES, 2015-2016

A. Fellowships, Scholarships, and Research Programs National and International Scholarship Programs

External Scholarship Report: The Honors Program serves as an information and processing center for national scholarship programs, including Rhodes Scholarships, British Marshall Scholarships, Harry S. Truman, Morris K. Udall, and Barry Goldwater Scholarships. Since Fall 2005, the Fulbright Graduate Fellowships have been administered through the Office of Global Engagement.

Faculty are invited to nominate exceptional students for these awards and to encourage qualified students to apply. The Truman and Goldwater programs provide awards for undergraduates nominated in their sophomore or junior years. Other programs are designed for students planning to attend graduate school.

Honors Student Success with External Scholarships:

- **Sean Bedingfield** ('14, Biological Engineering) – Winner of the National Science Foundation Graduate Research Fellowship
- **Madelyn Fife** ('17, Political Science and Economics) – Winner of the Truman Scholarship
- **Benjamin Lovelady** ('18 Physics) – Winner of the Goldwater Scholarship
- **Alexander Cook** ('18, Biological Engineering) – Honorable Mention for the Goldwater Scholarship
- **Rachel Nydegger Rozum** ('15, Physics) – Honorable Mention for the National Science Foundation Graduate Research Fellowship
- **Austin Spence** ('15, Biology) – Winner of the National Science Foundation Graduate Research Fellowship
- **Nathan Stacey** ('16, Mechanical Engineering) – Winner of the National Science Foundation Graduate Research Fellowship

B. Honors Program Scholarships

Through generous donations, Honors has established several endowed scholarships.

The Helen B. Cannon and Lawrence O. Cannon Awards carry a monetary stipend of \$500 at the time of the award and \$500 upon the student's graduation.

- **Ren Gibbons** – 2015 Lawrence O. Cannon Scholar
- **Andrea Thomas** – 2015 Helen B. Cannon Scholar

The Douglas D. Alder Scholarship carries a monetary stipend of \$1000 at the time of the award and stipulates leadership excellence.

- **Erica Hawvermale** – 2015 Douglas D. Alder Scholar
- **Joshua Smith** – 2015 Douglas D. Alder Scholar

The Elaine Alder Service Scholarship carries a monetary stipend of \$1000 at the time of the award and stipulates demonstrated leadership and a commitment to community service.

- **Viviane Baji** – 2015 Elaine Alder Scholar

The Joseph G. and Karen W. Morse Scholarship carries a monetary stipend of \$500.

- **Megan Cook** – 2015 Morse Scholar
- **Daisha Cummins** – 2015 Morse Scholar

The Joyce Kinkead Outstanding Honors Scholar Award carries a monetary stipend of \$500 at the time of the award. This award recognizes a graduating honors student who has created an honors thesis/capstone project of particular merit.

- **Alyssa Utley** – 2016 Kinkead Scholar

C. Last Lecture

The 41st annual “Last Lecture” will be given September 28, 2016 by Dr. Cathy Bullock, Professor of Communication and Journalism. Dr. Bullock was chosen by a committee of USU honors students to give her theoretical “last lecture” to students and his faculty peers. Her lecture, “Rock the Vote: Putting the Communication Revolution to Work,” will be available online <http://honors.usu.edu> in late October.

D. Honors Student Council Report:

The 2015-2016 school year was active for the Honors Student Council (HSC). The HSC participated in two successful service projects this year. In October and November, they held a food drive, donating to the Cache Valley Food Pantry. The HSC also formed an Honors Team for the Utah State University Relay for Life in April to support the fight against cancer.

The HSC also sponsored several social activities this year. The September Opening Social attracted over three hundred students. The event included a barbecue and games on the quad. Other popular events included a trip to the Bear River Corn Maze in October, a freshman scheduling party, and a USU Basketball game with halftime social. Each event drew large groups of Honors students and friends who had the opportunity to have fun and get to know each other.

APPENDICES

Appendix A

2015-2016 Recipients of Honors Degrees and Titles of Honors Senior Projects

- **Clarice Ambler** ('16, Psychology) – “Exceptionally Cleared Cases in Intimate Partner Violence: A Comparison of Same-Sex Couples Versus Heterosexual Couples”
- **Viviane Baji** ('16, Environmental and Natural Resource Economics) – “The Relationship between Water Shortage Concern and Age in Utah”
- **Matthew Barnett** ('16, Sociology) – “Interaction with Water: Water-Based Outdoor Recreation and Water Quality Perception and Concern Among Residents of Utah”
- **Taylor Bjerk** ('15, Marketing) – “The Impact of Visual Cues and Service Behavior on the Consumer Retail Experience”
- **Jacob Blotter** ('16, Biology) – “The Role of Orexin Receptors in Diurnal Variations in Learning and Memory”
- **Andrea Thomas Brandley** ('16, Theatre Arts Education) – “Student Perceptions of High School Theatre Programs: An Investigation of Social Issues and Call for Replication”
- **Jacob Briscoe** ('16, Agricultural Systems Technology) – “Factors of Profitable Field Crop Selection”
- **Jeffrey Briscoe** ('16, Animal, Dairy, and Veterinary Sciences) – “Relationships of Beef Cattle Temperament with Feedlot Performance”
- **Christie Bunnell** ('16, Human Movement Science) – “Dynamic Stability on Land and in Waist-Deep Water: Comparison Between Young and Middle Aged Adults”
- **Britany Chamberlain** ('15, Mechanical Engineering) – “Design for Reduction of Noise Produced by Natural Gas Regulator”
- **Danielle Christensen** ('16, Psychology) – “Trauma and Touch: Apprehension of Touch and Relationship Quality in Survivors of Military Sexual Trauma”
- **Braiden Coleman** ('16, Accounting) – “Entrepreneurship: The Why and How of Starting Your Own Business”

- **Daisha Cummins** ('16, Human Movement Science) – “The Influence of Prior Motor Actions on Motor Planning in Children with Autism Spectrum Disorder”
- **Alexander Daines** ('15, Finance) – “Ogden Valley Development Analysis and Plan”
- **Joanna Daines** ('15, Psychology) – “Personal Vulnerability, Cultural Expectations, and Coping Mechanisms Among University Student Mothers”
- **Renee Delcambre** ('16, Communication Studies) – “Domestic Violence in Mass Media: An Analysis of Messages, Images, & Meanings in Motion Pictures”
- **Kyle Draper** ('15, International Business) – “A Step in the Right Direction”
- **John Ellis** ('15, Mechanical Engineering) – “Lightweight Deployment Mechanism of Solar Arrays for Use in Cubesats”
- **Allison Fife** ('15, Economics) – “Women, Higher Education, and the Labor Market: A Cross-Cultural Understanding of the Impact of Religion”
- **Michael Hoggard** ('16, Economics) – “Barriers to Health Care Access for Refugees in Cache County, Utah”
- **Grant Holyoak** ('16, Sociology) – “Institutional Constraints Limiting Social Services for Immigrants”
- **Mickelle Hymas** ('16, Social Work) – “Perception of Real and Perceived Anger in Various Races”
- **Bo Johnson** ('16, Finance) – “A Look at the Controversies of the United States Export-Import Bank”
- **Danielle Keaton** ('16, Psychology and Music Therapy) – “Impact of Participation in a Small Music Group on the Academic Achievement of Primarily Hispanic Youth”
- **Antonia Keller** ('15, Psychology) – “Researching Back: Towards a Postcolonial Perspective on Islamic Terrorism for American Psychological Science in Light of the Hoffman Independent Review”
- **Jamie Kingsford** ('16, Biochemistry) – “SPA47 is an Oligomerization – Activated Type Three Secretion System (T3SS) Atpase from *Shigella Flexneri*”
- **Ilana Kornfeld** ('16, Social Work) – “Qualities that Influence Guardian Ad Litem Effectiveness”
- **Dylan Lasson** ('15, English) – “Research Methods and Documentation Design”

- **John Maynes** ('15, Elementary Education) – “Alabama and Mississippi: A Case Study in School Trust Land Management”
- **Rebekah Miner** ('16, Professional and Technical Writing) – “Graffiti Art and Professional Communication: Where Art and Communication Conventions Converge and Diverge”
- **Kari Norman** ('16, Conservation and Restoration Ecology) – “Biodiversity Prioritization: A Comparison of Data Types”
- **Brianne Palmer** ('16, Conservation and Restoration Ecology) – “Stomatal Differences in Western Aspen and Linkage to Drought Tolerance”
- **Arshak Papazyan** ('15, Business Administration) – “Targeting the Weak: A Content Analysis of Violence in Advergimes”
- **Alyssa Quinn** ('16, English) – “A Triangular Bargain: Narration and Power in Margaret Atwood’s *The Blind Assassin* and *Alias Grace*”
- **Victoria Rasmussen** ('16, International Business) – “Why Despite Bipartisan Support, the Embargo Against Cuba Won’t go Down Without a Fight”
- **Dakota Reed** ('16, Wildlife Science) – “The Effects of Hazing on Urban Coyotes”
- **Michael Ryan** ('16, Economics) – “The Affordable Care Act and Health Care in America”
- **Heather Shipp** ('16, Wildlife Science) – “Using Accelerometer Data to Remotely Assess Predation Activity of Arctic Wolves”
- **Nathan Stacey** ('16, Mechanical Engineering) – “XHAB Microgravity Food Growth Chamber”
- **Rachel Telfer** ('16, English) – “A Book of Conversations: Trauma, Representation, and Reconstruction in Lewis Carroll’s *Alice’s Adventures in Wonderland*”
- **Bethany Unger** ('15, Wildlife Science) – “Non-Suitable Habitat a Cause for Declining Bobolink Populations in Northern Utah”
- **Bryce Walker** ('16, Electrical Engineering) – “Creating a 3D Imaging Device”
- **Ryan Wallentine** ('16, Mathematics) – “Sexual Assault and the Doctrine of Chances”

- **Michael Wheat** ('16, Accounting) – “The OPM Data Breach: Lessons Learned”
- **Jordan Wilkes** ('16, Biochemistry) – “The Effect of Pure Infrared Light on the Growth of *Rhodospirillum Rubrum*”
- **Maria Williams** ('16, English) – “Under Cover: An Exploration of Book Cover Design and Reader Perception of the Text”
- **David Wood** ('16, Mechanical and Aerospace Engineering) – “Pedicel Lengthening Spacer”

Appendix B

2015-2016 Honors Courses

Fall 2015

HONR 1320 Humanities	James Sanders
HONR 1330 Creative Arts	Laura Gelfand
HONR 1340 Social Systems and Issues	Scott Hunsaker
HONR 1360 Integrated Physical Science	Todd Moon
HONR 3900 Thesis Proposal	Kristine Miller
ECON 1500.05H Economic Institutions	Dwight Israelsen
ENGL 2010.35H Intermediate Writing	Russell Beck
ENGL 2010.59H Intermediate Writing	Dustin Crawford
MATH 1220H Calculus II	Lawrence Cannon
BIOL 1610H Laboratory	James Pitts
USU 1010 H (Connections)	David Christensen
	Dustin Crawford
	Lee Rickords
	Shannon Peterson

Spring 2016

HONR 1300 US Institutions	Cathy Bullock
HONR 1330 Creative Arts	Nancy Hills
HONR 1350 Integrated Life Science	Robert Schmidt
HONR 1360 Integrated Physical Science	David Peak
HONR 3010 ST: Think Tank (QI/DSC/SL)	Robert R Dupont
HONR 3020 ST: Think Tank (CI/DHA/SL)	Joyce Kinhead
HONR 3030 ST: Think Tank (CI/DSS/SL)	Douglas Jackson-Smith
HONR 3900 Thesis Proposal	Kristine Miller
ECON 2010.01H Intro to Microeconomics	Christopher Fawson
ENGL 2010.24H Intermediate Writing	Dustin Crawford
ENGL 2010.31H Intermediate Writing	Susan Andersen
MATH 2210H Multivariable Calculus	Lawrence Cannon

Enrollment Statistics

Fall 2015	Enrollment	Spring 2016	Enrollment
HONR 1320	19	HONR 1300	8
HONR 1330	24	HONR 1330	20
HONR 1340	12	HONR 1350	12
HONR 1360	17	HONR 1360	9
HONR 3900	7	HONR 3010	9
ECON 1500.05H	26	HONR 3020	12
ENGL 2010.35H	23	HONR 3030	4
ENGL 2010.59H	17	HONR 3900.01	16
MATH 1220.06H	24	ECON 2010.004H	19
BIOL 1610H Lab	31	ENGL 2010.024H	24
USU 1010.065	29	ENGL 2010.031H	16
USU 1010.066	27	MATH 2210H	19
USU 1010.067	28		
USU 1010.068	19		

Appendix C

2015-2016 Faculty Honors Advisors

College of Agriculture

ADVS	Lee Rickords
Applied Economics	Ryan Bosworth
ASTE	Michael Pate
Dietetics/Nutrition Food Sciences	Heidi Wengreen
LAEP	Ole Sleipness
Plants, Soils, and Climate	Jeanette Norton

College of Business

College-wide Coordinator	Shannon Peterson
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Caine College of the Arts

Art, Art History & Interior Design	Sarah Urquhart
Music, Music Education & Music Therapy	Sergio Bernal
Theatre Arts	Matt Omasta

Emma Eccles Jones College of Education and Human Services

Communicative Disorders	Sonia Manuel-Dupont
TEAL	Scott Hunsaker
Family, Consumer, & Human Development	Yoon Lee
Health Education Specialist and	
Human Movement Science	Eadric Bressel
Parks and Recreation	Eadric Bressel
Psychology	Scott Bates
Special Education & Rehabilitation	Barbara Fiechtl

College of Engineering

College-wide Plan	V. Dean Adams
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College of Humanities and Social Sciences

Aerospace Studies	Lt. Col. Steven Smith
Anthropology	Jacob Freeman
Communication Studies	Matt Sanders
English/American Studies	John McLaughlin
History/Religious Studies	Susan Shapiro
International Studies	Veronica Ward
Journalism & Communication	Cathy Bullock
Languages	Sarah Gordon
Law & Constitutional Studies	Veronica Ward
Philosophy	Charles Huenemann
Political Science	Veronica Ward
Social Work	Terry Peak
Sociology	Christy Glass
Women and Gender Studies	Stephanie Bagnell

College of Natural Resources

Environment and Society	Nat Frazer
Watershed Sciences	Wayne Wurtsbaugh
Wildland Resources	David Koons

College of Science

Biochemistry	Alvan Hengge
Biology and Public Health	Kim Sullivan
Chemistry	Alvan Hengge
Geology	Jim Evans
Mathematics and Statistics	David Brown
Physics	David Peak

Library Advisory Council FY 15/16 Annual Report

The Merrill-Cazier Library Advisory Council advises the Dean of Libraries in (1) meeting the learning, instruction, and research needs of students, faculty and staff; (2) formulating library policies in relation to circulation, services, and the collection development of resources for instruction and research; and (3) interpreting the needs and policies of the Library to the University. The Council membership will consist of nine faculty members, one from each College and Extension with one undergraduate and graduate student appointed by the Provost. Faculty members will serve three-year terms and are renewable once. The Dean of Libraries serves as an ex-officio, non-voting member. The chair will be elected from the Council membership on an annual basis.

Members:

Steve Hanks, Business (17,) Chair
Susanne Janecke, Science (17)
Vacant, Education
Christopher Scheer, Arts (16)
Ty Aller, ASUSU GSS
Joseph Day, ASUSU

Laurie McNeill, Engineering (16)
Amanda Christensen, Extension (17)
Vacant, CHaSS
Joseph Tainter - Natural Resources (16)
Brad Cole, ExOfficio

Meetings and Membership:

The Council met twice during the academic year (October 2015 and January 2016).

Steve Hanks, Jon M. Huntsman School of Business, agreed to serve as chair the year 2016-17 fiscal year. Steve suggested it might be helpful to rotate the chair each year, giving each college a turn to serve.

Library Updates:

After serving as interim dean for a year and a half, Brad Cole was asked by Administration to serve as permanent dean beginning January 1.

The University is building a testing center in the southwest corner of the Library. The center will have its own entrance and will seat approximately 200. As part of the agreement, two new study rooms will be built on the second floor (replacing rooms lost on the first floor), a viewing room will be built in Course Reserves, and a Library Writing Center satellite office will be built on the first floor. The testing center will be operated by AIS and will open September 2016.

Steve Hanks suggested it would be helpful for the council to have information on future issues and areas of interest for libraries and the vision for the library for the next 5-10 years.

Presentations:

Two presentations were made to the council.

Betty Rozum, Data Services Coordinator and Undergraduate Research Librarian, presented on support and resources for federal open data mandates and data services for faculty.

Erin Davis, Regional Campus and E-Learning Librarian, presented on Open Educational Resources and what the library is doing here to support students and faculty with OER.

Parking and Transportation Advisory Committee Faculty Senate Committee Summary Report

Section 1. Introduction:

The role of the Parking and Transportation Advisory Committee is to formulate recommendations regarding parking policies. All recommendations are subject to adoption by the Administration. The committee membership represents faculty, staff and students. Membership consisted of the following individuals for the 2015-2016 academic year:

CONSTITUENCY REPRESENTED

MEMBER

Faculty/Staff Members

Chair	Steve Jenson
Faculty Senate	Tony Lowry
Faculty Senate	Robert Schmidt
Professional Employees Association	Tammy Firth
Facilities Master Planning Group	Jordy Guth
Housing Master Planning Group	Whitney Milligan
Classified Employees Association	Taci Watterson

Student Members

Executive Vice President	Thomas Buttars
Student Advocate	Ashley Waddoups
Natural Resources Senator	Patrick Adams
Agricultural Science Senator	Calee Lott
RHA (Housing)	Ryan Wallentine

Ex-Officio, Non-Voting Members

Assistant	Tiffany Allison
USU Police	Steve Mecham
Parking and Transportation Services	Alden Erickson
Parking and Transportation Services	Teresa Johnson
Parking and Transportation Services	Joe Izatt
Parking and Transportation Services	James Nye

Section 2. Outline of Facts and Discussions:

The Parking and Transportation Advisory Committee approved the following resolutions. This action was agreed upon by the Chair of the Committee and Vice President Dave Cowley.

Appendix A: 16-01 Increase In Parking Permit Rates

Appendix B: Future Permit Pricing Projections

Appendix C: Financial Report – 2015-16 Operations

Section 3. Important Parking Related Issues:

- James Nye, Director of Parking and Transportation, presented a department report.
 - Construction of the USU Welcome Center/Credit Union, east of the Big Blue Terrace with a new pay station and electric vehicle charging stations.
 - Renovation of Maverik Stadium – complete.
 - Clinical Service Construction
 - Tunnel Project Construction

- New Housing Complex Construction
- Re-routing Edith Bowen Lab School car pool/student drop off and pick up

Upcoming Plans for Committee

The Parking and Transportation Advisory Committee is scheduled to discuss the following issues during the 2016-2017 academic year. Other pertinent issues may come forth as necessary.

- Continued construction at Clinical Service with underground parking and the effects to the area
- Continued construction of Housing complexes and where to re-locate resident parking.
- Parking Permit Rate increases for Faculty, Staff and Students
- New Science building and relocating parking for faculty/staff utilizing the Red parking lot.
- Blue Square parking addition.
- New Seasonal State Vehicle lot, adjacent to Motor Pool under construction.
- Green permit parking by HR and Radio and TV to become Orange.
- Employee Shuttle from the Stadium east parking lot.

Appendix A

**RESOLUTION 16-01
Utah State University
Parking and Transportation Advisory Committee**

Proposed by: Parking and Transportation Department

A RESOLUTION PROPOSING INCREASE IN PARKING PERMIT RATES WHEREAS, The

Parking and Transportation Department is an Auxiliary Enterprise, defined by the Board of Regents Policy R550.3.1. The department must be self-supporting, which means receiving revenues (fees for service, sales, dedicated general fee, contributions, and investment income) must cover all or most of the direct and indirect operating expenses, assignable indirect costs, debt services, and capital expenditures (Board of Regents Policy R550.3.2); and

WHEREAS, University capital maintenance funding is not sufficient to meet the needs of all parking lot maintenance; and

WHEREAS, An annual 4% parking permit rate increase was approved for years 2006 - 2012, primarily to cover bond payments on the Aggie Terrace; and

WHEREAS, Since 2012, parking permit rates have adjusted for certain permits ranging from \$0 to \$15 per year (\$1.33 per month); and

WHEREAS, Several projects have been identified with start dates within the next year; seasonal state vehicle relocation, Aggie Terrace point of sale system, Clinical Services parking requirements and Blue Square parking expansion. Parking design and construction estimated expenses for these projects is over one million dollars; and

WHEREAS, In order to render adequate services, auxiliary enterprises must have funds sufficient to meet current and future capital maintenance needs (Board of Regents Policy R550.6.2); and

WHEREAS, To plan for future parking structures and ongoing maintenance of surface lots currently used, the Parking and Transportation Department proposes to increase parking permit rates as shown on the attached table;

NOW THEREFORE BE IT RESOLVED BY THE PARKING AND TRANSPORTATION ADVISORY COMMITTEE, That the parking permit rate increase recommendations be established in order to cover the cost of maintenance, future growth, and development of parking lots or structures.

Signed:

Parking and Transportation Advisory Committee Chair

Date

Vice President for Business and Finance

Date

Faculty/Staff Lots - effective March 1, 2016

	Current Price	New Price	Annual Increase	Monthly Increase
Aggie Terrace	\$250	\$260	\$10	\$0.83
Big Blue Terrace	\$250	\$260	\$10	\$0.83
Purple	\$173	\$180	\$7	\$0.58
Red	\$194	\$198	\$4	\$0.33
Orange	\$143	\$155	\$12	\$1.00
Brown	\$173	\$180	\$7	\$0.58
Teal	\$143	\$155	\$12	\$1.00
Black	\$143	\$155	\$12	\$1.00
Green	\$123	\$138	\$15	\$1.25
Yellow Full Year	\$47	\$59	\$12	\$1.00

Student Lots - effective July 1, 2016

	Current Price	New Price	Annual or Academic Increase	Monthly Increase
Blue	\$110	\$122	\$12	\$1.00
Yellow	\$39	\$44	\$5	\$0.56
Aggie Terrace Commuter	\$215	\$230	\$15	\$1.25
Off Campus Resident	\$105	\$110	\$5	\$0.56

Resident Lots - effective July 1, 2016

	Current Price	New Price	Annual or Academic Increase	Monthly Increase
Aggie Terrace Resident	\$193	\$205	\$12	\$1.33
Gray 1 Valley View Tower	\$101	\$113	\$12	\$1.33
Gray 2 Mountain View Tower	\$96	\$108	\$12	\$1.33
Gray 3 Merrill	\$101	\$113	\$12	\$1.33
Gray 4 Highway	\$86	\$98	\$12	\$1.33
Gray 5	\$52	\$62	\$10	\$1.11
Gray 6 - 10	\$52	\$62	\$10	\$0.83
Gray 11	\$101	\$113	\$12	\$1.00

Based on the current number of permits sold, the price increase will generate approximately \$76,000 annually.

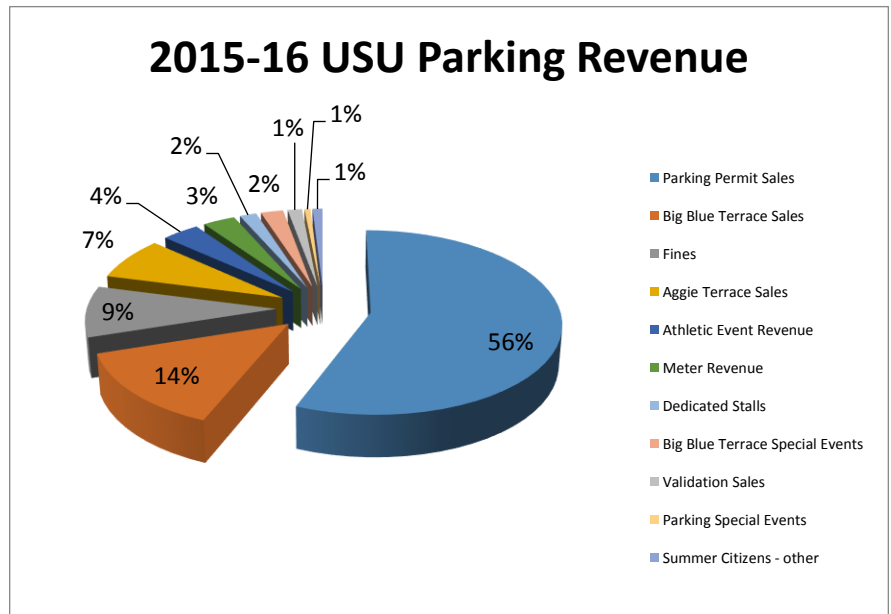
Appendix B

Future Permit Pricing Projections Faculty/Staff lots											
Faculty/Staff Lots	2015	2016	New Pricing 2017	2018	2019	2020	2016	% Increase 2017	2018	2019	2020
Aggie Terrace	\$250	\$260	\$275	\$285	\$300	\$315	4.00%	5.77%	3.64%	5.26%	5.00%
Big Blue Terrace	\$250	\$260	\$275	\$285	\$300	\$315	4.00%	5.77%	3.64%	5.26%	5.00%
Brown	\$173	\$180	\$190	\$200	\$205	\$215	4.05%	5.56%	5.26%	2.50%	4.88%
Purple	\$173	\$180	\$190	\$200	\$205	\$215	4.05%	5.56%	5.26%	2.50%	4.88%
Red	\$194	\$198	\$200	\$205	\$210	\$215	2.06%	1.01%	2.50%	2.44%	2.38%
Orange	\$143	\$155	\$166	\$179	\$197	\$215	8.39%	7.10%	7.83%	10.06%	9.14%
Teal	\$143	\$155	\$166	\$179	\$197	\$215	8.39%	7.10%	7.83%	10.06%	9.14%
Black	\$143	\$155	\$166	\$179	\$197	\$215	8.39%	7.10%	7.83%	10.06%	9.14%
Green	\$123	\$138	\$158	\$176	\$196	\$215	12.20%	14.49%	11.39%	11.36%	9.69%
Yellow full Year	\$47	\$59	\$70	\$82	\$97	\$110	25.53%	18.64%	17.14%	18.29%	13.40%

Future Permit Pricing Projections Student Commuter and Resident lots											
Student Lots	2015	2016	New Pricing 2017	2018	2019	2020	2016	% Increase 2017	2018	2019	2020
Blue	\$110	\$122	\$135	\$150	\$165	\$185	10.91%	10.66%	11.11%	10.00%	12.12%
Yellow	\$39	\$44	\$50	\$56	\$62	\$70	12.82%	13.64%	12.00%	10.71%	12.90%
AT Commuter	\$215	\$230	\$249	\$266	\$283	\$300	6.98%	8.26%	6.83%	6.39%	6.01%
Off Campus Resident	\$105	\$110	\$130	\$148	\$164	\$180	4.76%	18.18%	13.85%	10.81%	9.76%
Resident Lots -	2015	2016	New Pricing 2017	2018	2019	2020	2016	% Increase 2017	2018	2019	2020
AT Resident	\$193	\$205	\$216	\$227	\$239	\$250	6.22%	5.37%	5.09%	5.29%	4.60%
Gray 1 VVT	\$101	\$113	\$130	\$148	\$164	\$180	11.88%	15.04%	13.85%	10.81%	9.76%
Gray 2 MVT	\$96	\$108	\$128	\$143	\$159	\$175	12.50%	18.52%	11.72%	11.19%	10.06%
Gray 3 Merrill	\$101	\$113	\$130	\$148	\$164	\$180	11.88%	15.04%	13.85%	10.81%	9.76%
Gray 4 Highway	\$86	\$98	\$118	\$133	\$149	\$165	13.95%	20.41%	12.71%	12.03%	10.74%
Gray 5	\$52	\$62	\$71	\$81	\$90	\$100	19.23%	14.52%	14.08%	11.11%	11.11%
Gray 6 - 10	\$52	\$62	\$71	\$81	\$90	\$100	19.23%	14.52%	14.08%	11.11%	11.11%
Gray 11 Darwin	\$101	\$113	\$130	\$148	\$164	\$180	11.88%	15.04%	13.85%	10.81%	9.76%
Gray 12 Blue Square	\$105	\$113	\$130	\$148	\$164	\$180	7.62%	15.04%	13.85%	10.81%	9.76%
Net Increase	\$58,000	\$76,000	\$114,000	\$114,000	\$114,000	\$114,000	31.03%	50.00%	0.00%	0.00%	0.00%
Total	\$1,035,000	\$1,111,000	\$1,225,000	\$1,339,000	\$1,453,000	\$1,567,000	7.34%	10.26%	9.31%	8.51%	7.85%
Accumulative Increase		\$76,000	\$190,000	\$304,000	\$418,000	\$532,000					
Future Bond payment						\$570,000					

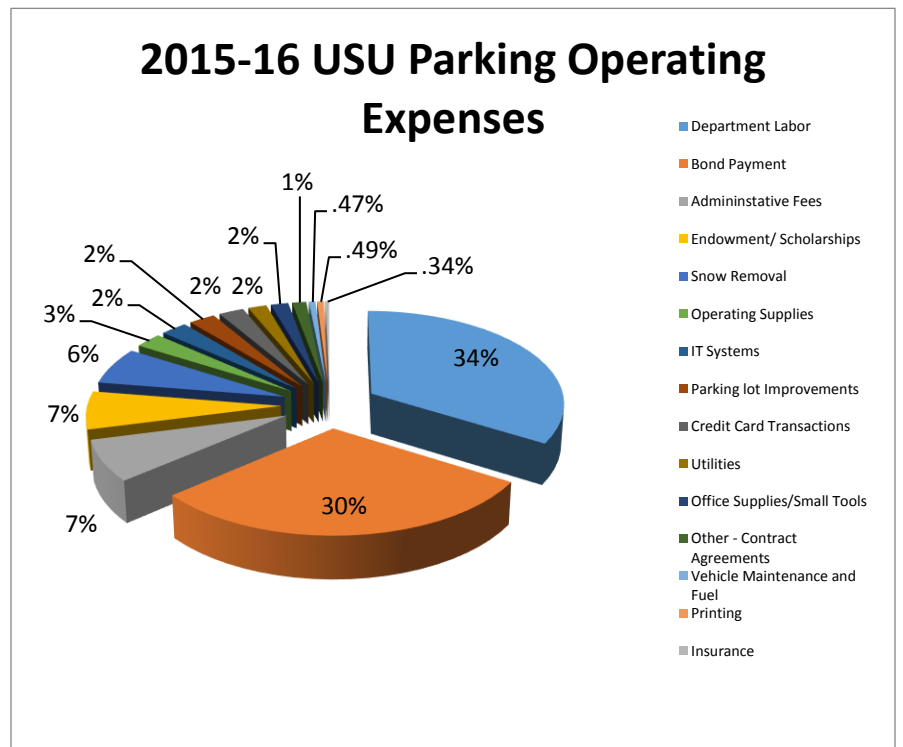
2015-16 USU Parking Revenue

Parking Permit Sales	1,151,127
Big Blue Terrace Sales	284,613
Fines	184,692
Aggie Terrace Sales	154,487
Athletic Event Revenue	74,147
Meter Revenue	64,069
Dedicated Stalls	33,091
Big Blue Terrace Special Events	44,114
Validation Sales	28,066
Parking Special Events	11,814
<u>Summer Citizens - other</u>	<u>19,638</u>
Total	2,049,858



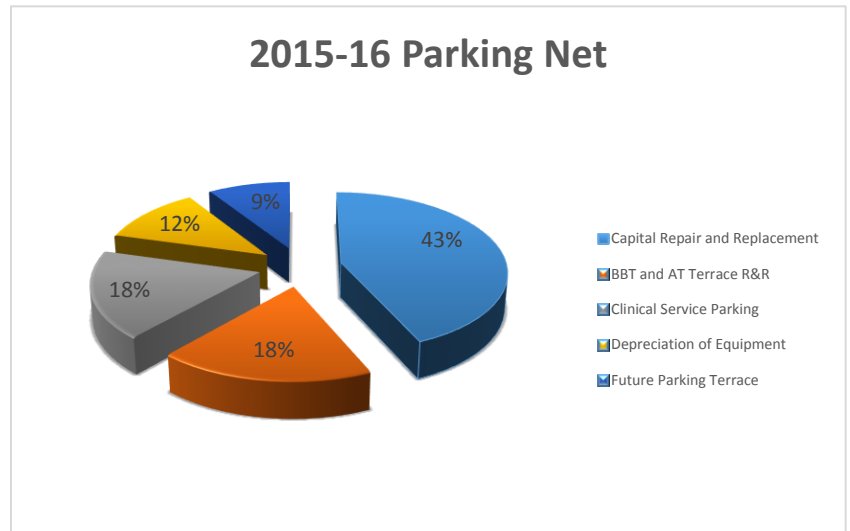
2015-16 USU Parking Operating Expenses

Department Labor	507,080
Bond Payment	449,695
Administrative Fees	107,648
Endowment/ Scholarships	98,391
Snow Removal	95,664
Operating Supplies	38,217
IT Systems	37,488
Parking lot Improvements	36,885
Credit Card Transactions	35,051
Utilities	25,956
Office Supplies/Small Tools	24,395
Other - Contract Agreements	19,546
Vehicle Maintenance and Fuel	9,235
Printing	9,143
<u>Insurance</u>	<u>5,362</u>
Total	1,499,756



2015-16 USU Parking Net

Capital Repair and Replacement	238,611
BBT and AT Terrace R&R	100,000
Clinical Service Parking	98,000
Depreciation of Equipment	63,491
Future Parking Terrace	50,000
Total	550,102





STUDENT CODE OF CONDUCT

Number _____

Covered Individuals: Students and Visitors

Subject: Amnesty for Seeking Medical Attention and Reporting Sexual Misconduct

Date of Origin: October ____, 2016

Effective Date:

(Number) Policy

The health and safety of every student in the Utah State University community is a primary concern. To ensure the safety and well-being of all USU students, students must seek immediate medical attention and law enforcement assistance for themselves or others when someone's health and/or safety is at risk.

Students may be reluctant to seek assistance for themselves or someone else for fear of facing disciplinary action from the Office of Student Conduct for violations of the USU Student Code. By granting amnesty for alcohol and drug-related student code violations, the University seeks to remove barriers that prevent students from seeking needed medical attention for themselves or others.

Under this policy, if an individual, including a bystander, seeks medical attention or reports an incident of sexual misconduct, in good faith, the reporting party will not be subject to disciplinary action for a separate University policy violation, such as underage drinking, that is revealed in the course of the report.

(Number) References

- Utah Code section [32B-4-423](#), Immunity regarding alcohol consumption offenses when seeking emergency aid for another person.
- Title IX of the Higher Education Amendments of 1972 and guidance from the Department of Education's Office of Civil Rights for implementing Title IX
- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

(Number) Provisions

Note: This Policy only provides amnesty from violations of the Utah State University Student Code of Conduct. It does not grant amnesty for criminal, civil, or legal consequences for violations of Federal, State, or Local law. For information regarding immunity from alcohol-related criminal offenses, please see Utah Code section 32B-4-423.

- A. Amnesty for Good Faith Reporting of Misconduct
 - i. USU recognizes that a student who has been drinking and/or using drugs and is then either a victim of violence or observes a violent act against another person—including but not limited to domestic violence, dating violence, stalking, or sexual assault— may be hesitant to report the incident due to fear of being punished for their own conduct. USU strongly encourages students to report all incidents of violence. A victim or bystander acting in good faith to report any incident of violence to USU officials or to police will not be subject to Utah State University Student Code of Conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the incident being reported.

- B. Medical Amnesty
 - i. Students who seek emergency medical attention for themselves, or for someone else, related to consumption of drugs or alcohol will not be charged with violations of the Utah State University Student Code of Conduct related to that consumption (specifically: Art V, Section V-3., B.1,2), provided that the student subsequently completes an evaluation and any recommended treatment at the USU Student Health and Wellness Center within a reasonable time frame to be determined by the Office of Student Conduct. Failure to complete this evaluation/treatment may result in charges being filed with the Office of Student Conduct.

 - ii. Members of student organizations are required to seek immediate medical assistance for other members or for guests when any potential health risk is observed, including medical emergencies related to the use of alcohol and/or drugs. A member of a student organization who seeks immediate assistance from appropriate sources will not be charged with

violations of the Utah State University Student Code of Conduct related to providing alcohol.

C. Exceptions to Amnesty

- i. Amnesty does not apply to students who are in violation of USU alcohol and drug policies, and who come into contact with law enforcement, faculty, administrative staff, residence hall staff, or other university employees when such contact is initiated by law enforcement, faculty, administrative staff, residence hall staff, or other university employees.

- ii. Amnesty is not intended to shield or protect students or organizations that repeatedly violate the Utah State University Student Code of Conduct or that endanger the health and safety of others. In cases where egregious or repeated violations of the Utah State University Student Code of Conduct occur, the University reserves the right to take judicial action on a case by case basis regardless of the manner in which the incident was reported. Additionally, the University reserves the right to adjudicate violations of the Utah State University Student Code of Conduct unrelated to alcohol or drug use, such as Section (number)_____, _____ [refer to policy about student organizations and their responsibilities]



STUDENT CODE OF CONDUCT

Number _____

Covered Individuals: Students, Bystanders (regardless of University affiliation), and Employees

Subject: Confidential Resources and Requests for Confidentiality and/or Anonymity

Date of Origin: October __, 2016

Effective Date:

(Number) **POLICY**

Any student who has experienced sexual misconduct may seek assistance and support from a confidential resource (defined below) provided by the University, while maintaining confidentiality for the information they share and without triggering university action.

Additionally, any student, third party, or bystander may request that information shared with a non-confidential resource remain confidential and/or anonymous as defined by this policy. The University will balance all requests for confidentiality against the University's responsibility to protect the health and safety of the individual student and the University community.

(Number) References

- Title IX of the Higher Education Amendments of 1972 and guidance from the Department of Education's Office of Civil Rights for implementing Title IX
- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
- FERPA

(Number) **DEFINITIONS**

- **Responsible Employees** are University employees who have the authority to redress sexual violence, who have the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty. These individuals are also referred to as Mandatory Reporters in other University policies and materials.
- **Non-professional Counselors and Advocates** are individuals who work or volunteer in the on-campus SAAVI office, including front desk staff and students. These individuals can generally talk to a victim without revealing any personally identifying information about an incident to the University.

- **Professional Counselors** are licensed or certified counselors (including those who act in that role under the supervision of a licensed counselor) who provide mental-health counseling to members of the school community, such as Counseling and Psychological Services (CAPS) and the Student Health and Wellness Center. These counselors and/or medical professionals are not required to report any information about an incident to the Title IX coordinator without a victim's permission.
- **Confidentiality** means that information shared by an individual cannot be revealed to any other person without the express permission of the individual, or as otherwise permitted or required by law. Confidential resources are prohibited from breaking confidentiality unless (1) given permission to do so by the person who disclosed the information; (2) there is an imminent threat of harm to self or others; (3) the conduct involves suspected abuse of a minor under the age of 18; or (4) as otherwise required or permitted by law or court order.
- **Privacy** means that information about an incident of sexual misconduct will be shared with a limited circle of University employees who need to know only to assist in the assessment, investigation, and resolution of the report.

(Number) **PROVISIONS**

A. Disclosure to Confidential Resources.

- i. **Professional Counselors.** A student who has experienced sexual misconduct may seek assistance and support from a Professional Counselor. Professional Counselors are not required to report any information that the student might share about an incident to the University, including the Title IX Coordinator, without the student's permission. Information disclosed to a Professional Counselor will not trigger University action. Additional information about Professional Counselor services may be found here:
 - a. Counseling and Psychological Services (CAPS): <http://counseling.usu.edu/>
 - b. Student Health and Wellness Center: <http://www.usu.edu/health/>
 - c. USU Eastern Student Counseling Office: <https://usueastern.edu/price/counseling/>
- ii. **Non-professional Counselors and Advocates.** A student who has experienced sexual misconduct may also seek assistance from a non-professional counselor or advocate, including individuals who work or volunteer in the on-campus Sexual Assault and Anti-Violence Information Office (SAAVI). Non-professional counselors and advocates can provide support and advocacy services without revealing any personally identifying information about an incident to the University. Non-professional counselors and advocates are required to provide information about the date and location of reported events to the Title IX Coordinator so that the Title IX Coordinator can track patterns and trends in the campus community; this information will not trigger formal University

action. Additional information about non-professional counselors and advocate services may be found here:

- a. Sexual Assault and Anti-Violence Information Office (SAAVI):

<http://www.usu.edu/saavi/>

- iii. NOTE: Religious organizations who may associate with the University are not required to report to the University instances of sexual misconduct that comes to their attention.

B. Disclosure to Non-Confidential Resources

- i. **Responsible Employees.** A student who has experienced sexual misconduct may seek assistance from a Responsible Employee. A Responsible Employee is required to report any information they receive about an incident of sexual misconduct to the Title IX Coordinator. At all times, the Title IX Coordinator and the Responsible Employee will make every effort to respect and safeguard the privacy (as defined by this policy) of the individuals involved.
- ii. **Requests for Confidentiality.**
 - a. If a student who has experienced sexual misconduct discloses information about the incident to a responsible employee, but wishes to maintain confidentiality, or requests that no investigation into a particular incident be conducted or disciplinary action taken, the University must weigh that request against the University's obligation to provide a safe, non-discriminatory environment for all students, including the reporting student.
 - b. If the University honors the request for confidentiality, the reporting student must understand that the University's ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited. Even so, counselors and advocates will still assist the victim in receiving other necessary protection and support, such as academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules.
 - c. A victim who requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated. However, to promote timely and effective review, the University strongly encourages individuals to report possible sexual misconduct within 180 calendar days of the last occurrence of the conduct. A report made after 180 days may make it more difficult to gather relevant and reliable information.
- iii. **Determining Factors in Upholding Confidentiality**
 - a. When a student who has provided information regarding an incident of sexual misconduct to a Responsible Employee requests confidentiality, the Title IX Coordinator will refer the request to a review panel comprised of the Title IX Coordinator and additional trained faculty or staff members as

determined by the Title IX Coordinator. When weighing a victim's request for confidentiality, or requests that no investigation or discipline be pursued, the Review Panel will consider a range of factors, including the following:

1. The increased risk that the alleged perpetrator will commit additional acts of sexual misconduct or other violence, such as:
 - a. whether there have been other sexual violence complaints about the same alleged perpetrator;
 - b. whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
 - c. whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
 - d. whether the sexual violence was committed by multiple perpetrators;
 - e. whether the sexual violence was perpetrated with a weapon;
 - f. whether the victim is a minor;
 - g. whether the University possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence); and/or
 - h. whether the victim's report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.
- b. The presence of one or more of these factors could lead the review panel to override the student's request for confidentiality and recommend that the University investigate and, if appropriate, pursue disciplinary action related to the reported incident of sexual misconduct. If none of the factors identified above is present, the review panel will likely respect the victim's request for confidentiality.
- c. If the Review Panel determines that the University cannot maintain a student's request for confidentiality, the University will inform the student prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the University's response.
- d. If the Review Panel determines that the University can respect a student's request for confidentiality, the University will also take immediate action as necessary to protect and assist the affected student.

C. Anonymous Reporting

- i. Any individual may make a report of sexual misconduct to the University without disclosing one's name. Anonymous reporting systems are in place and can be accessed here: <http://aaeo.usu.edu/>, or: <https://studentconduct.usu.edu/reporting>. However, anonymous reports are not considered notice by the University. Depending on the level of information available about the incident or the individuals involved, the University's ability to respond to an anonymous report may be limited.
- ii. Once an anonymous report is submitted, it will be directed to the University's Title IX Coordinator, who will review the information provided and determine whether further action is possible and necessary in order to protect the health and safety of affected individuals and the University community, which includes pattern tracking.
 - a. When an anonymous report can be linked to an identifiable person, the Title IX Coordinator will follow-up with the reporting party and/or alleged victim, but that follow-up will be for the provision of remedies and resources only.
 - b. An anonymous report can give rise to a timely warning, required by the Clery Act, which will not include any personally identifying information in order to preserve the privacy of the reporter and/or victim.

(Number) **RESPONSIBILITY**

1. Students who report information are responsible for:

- Understanding the options available to them for the disclosure of information about alleged sexual misconduct (i.e., understanding the differences between Confidential Employees and Responsible Employees) and understanding the University's obligation to respond to such disclosures;
- Understanding the University's process for evaluating requests (a) that their names and any other personally identifying information not be shared with the Respondent or others, (b) that no investigation be pursued, and/or (c) that no disciplinary action be taken; and
- Requesting remedial and protective measures from one of the Deputy Title IX Coordinators, as needed.

2. Responsible Employees are responsible for:

- Communicating to students who are considering disclosing or have disclosed information about alleged sexual misconduct that, as Responsible Employees, they are required to report such information to the University.
- Reporting information they receive about alleged sexual misconduct promptly through <http://aaeo.usu.edu/>.
- Completing all applicable University training on reporting requirements and staying current on training requirements; and
- Contacting the Title IX Coordinator with questions or concerns.

3. Confidential Employees are responsible for:

- Communicating to students who are considering disclosing or have disclosed information about alleged sexual misconduct that, except in the limited circumstances described in this Policy, the information they have disclosed will not be shared with the Title IX Coordinator and that the University will therefore be unable to use such information to investigate the alleged sexual misconduct or to pursue disciplinary action against the Respondent;
- Understanding and providing information about available resources and support services;
- Supporting students who, following an initial confidential disclosure, decide to make a report to the University and/or local law enforcement, by directing such students to the appropriate University resources for assistance with such filing or further reporting; and
- Serving as a resource to University employees regarding their responsibilities with respect to reporting alleged Sexual misconduct.

4. The Title IX Coordinator is responsible for:

- Tracking changes in state and federal law which may require conforming modifications to this Policy and associated procedures and ensuring that the University's policies and procedures for reporting of sexual misconduct disclosures are current. The Title IX Coordinator will work closely with the Office of University Counsel in this regard;
- Communicating with other University offices or units, as appropriate, to verify that all parties receive any necessary information, assistance and support, including appropriate remedial and protective measures;
- Monitoring institutional compliance with this Policy, including required training; and
- Serving as a resource to University employees regarding their responsibilities with respect to reporting alleged sexual misconduct.
- Providing support and training to the Deputy Title IX Coordinators.



STUDENT CODE OF CONDUCT

Number _____

Covered Individuals: Students

Subject: Transcript Notation after a Student Transfers

Date of Origin: October ____, 2016

Effective Date:

(Number) Policy

The penalty of disciplinary probation, suspension, expulsion, or denial or revocation of a degree will not be entered upon a student's transcript until after the completion of the disciplinary process, including any appeals. A student may exercise a right of appeal, and transfer to another institution simultaneously, and therefore not receive the full consequence of the sanction.

This policy allows Utah State University to send an updated transcript to a transferring institution at the conclusion of the disciplinary process.

(Number) References

- Utah State University Student Code of Conduct Article V, Section 6: Recording and Disclosure of the Disciplinary Penalty

(Number) Provisions

(insert into Article V, Section 6, letter B)

- B. In cases where a student transfers to another institution prior to the completion of the disciplinary process, the Vice President for Student Affairs, or his or her designee, will send an updated transcript and letter of explanation to the Dean of Students' office, or similar office, of the transferring institution.



STUDENT CODE OF CONDUCT

Number _____

Covered Individuals: Students, Advisors, Employees

Subject: Inclusions to Current Student Code of Conduct Sections V-5 and VIII-1,-2: Student Disciplinary Processes and Advisor Participation

Date of Origin: October __, 2016

Effective Date:

(Number) Policy

The Utah System of Higher Education (USHE) implemented a system-wide policy outlining the participation of advisors to students in formal disciplinary processes. Following are inclusions to Utah State University's Student Code of Conduct to be compliant with the USHE policy.

(Number) References

- Utah System of Higher Education Board of Regents' Policy R 256, Student Disciplinary Processes

(Number) Provisions

(insert into Article V, Misconduct Proceedings, B)

- B. Students are presumed not to have engaged in a Student Code of Conduct violation until Utah State University has established that a violation occurred by a preponderance of the evidence. However, USU may administratively suspend a student prior to the final outcome of a formal adjudicatory process, if necessary, to protect the campus community or to prevent serious disruption of the academic process.

(insert into Article V, Misconduct Proceedings, D-E)

- D. In matters of non-academic conduct that may result in either expulsion or a minimum 10-day suspension from Utah State University, students are entitled to the following:

1. Prior to being interviewed about allegations of misconduct, USU shall provide students with notice of the allegations against them, and of their right to have an advisor throughout the process who may, but need not be, an attorney.
 - i. Notice may be verbal, and may be given immediately before a student is interviewed regarding the allegation. A record shall be kept of this notification. If the student wishes to seek counsel from an advisor, USU will reschedule the interview, giving the student 10 days to obtain an advisor.
 - ii. During an inquiry, investigation, or other informal process, an advisor may only advise the student, and may not actively participate in the investigation or informal process.

- E. If the accused student fails or refuses to meet with the Vice President for Student Affairs, or his or her designee, without cause, a penalty may be imposed against the accused student, or the Vice President may elect to submit the matter to a Hearing Board. In that event, the accused student shall be given written notice (see: Section V-6.) of the time, date, and place of the Hearing Board hearing and the process shall be the same as paragraph I. below.

(insert into Article V, Misconduct Proceedings, K)

- K. Students may decline to participate in any proceedings. However, Utah State University may proceed with investigative and hearing processes in a timely fashion without the student if he or she declines to participate. USU may set a reasonable deadline and move forward with processes regardless of whether a student or student's advisor is able to accommodate those deadlines.

(deleted from Article V, University Regulations Regarding Hearing Boards, Section VIII-1, Procedural Rights of Students Regarding Hearing Boards, A-3)

- A.3. The advisor shall merely counsel the student, and is not permitted to speak or participate directly.

(inserted into Article V, University Regulations Regarding Hearing Boards, Section VIII-1, Procedural Rights of Students Regarding Hearing Boards, A-3)

- A.3. To have an advisor of the student's own choice present at the hearing. An advisor may be a parent, legal guardian, a faculty member, an USUSA student advocate, an attorney, or other person. All communications related to a proceeding shall be made directly with the student, and not with an advisor, unless the student is incapacitated. It is the student's responsibility to keep an advisor informed regarding such communications.

(inserted into Article V, University Regulations Regarding Hearing Boards, Section VIII-1, Procedural Rights of Students Regarding Hearing Boards, A-7)

- A.7. To present witnesses and to bring in evidence supporting the student's claims or position in the matter. The student shall submit a list of witnesses, as well as copies of the documents the student intends to submit as evidence, to the hearing officer three days before the date scheduled for the hearing. The University shall also provide the student with a list of other witnesses, as well as copies of the documents it intends to submit as evidence, three days in advance of the hearing. This information will be shared with all parties. If there is both a complaining student, and a responding student, both students must abide by this policy.

(inserted into Article V, University Regulations Regarding Hearing Boards, Section VIII-1, Procedural Rights of Students Regarding Hearing Boards, A-9-10)

- A.9. At formal adjudicatory hearings, students may have an advisor advocate for them. The student's advisor may actively participate in the hearing in accordance with the following procedures:
- a. Advisors may give opening statements;
 - b. Advisors may advise students throughout the hearing;
 - c. Advisors may question witnesses as allowed by the Hearing Board chair;
 - A. Advisors will submit their questions to the committee chair who, in his or her judgment, may then ask the witness the question, ask the advisor to rephrase the question, disallow the question, or ask the advisor to move on to another question or area of questioning.
 - B. During questioning, and during the entirety of the hearing, all parties are to treat all persons with respect.
 - d. Advisors may present a closing statement;
- A.10. Students may waive any rights described herein.

(inserted into Article V, University Regulations Regarding Hearing Boards, Section VIII-1, Organization, Function, and Authority of Hearing Boards, K.6-7, 9)

- K.6. An individual complainant, or his/her advisor, shall be invited to make a statement.
- K.7. The accused student, or his/her advisor, shall be invited to make a statement.
- K.9. The accused student, or an advisor, is responsible for presenting his or her own case and shall have the opportunity to question witnesses and present other evidence.