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November 14, 2022
3:30 – 5:00 pm
Old Main-Champ Hall
[Zoom](#) (Statewide)

AGENDA

- 3:30 Call to Order**John Ferguson
Approval of Minutes – [October 17, 2022](#)
- 3:35 University Business**Noelle Cockett, President | Larry Smith, Provost
- 3:50 Information**
Educational Policies Committee – [November 3, 2022](#) Paul Barr
- 4:00 Reports**
[Faculty Evaluation Committee Annual Report](#) Timothy Chenette
[USUSA Annual Report](#)..... Clara Alder
[Honors Annual Report](#)..... Kristine Miller
- 4:15 Old Business**
- 4:20 New Business**
Office of Equity Additional Training Tanisha Barker
Code 404 Faculty Appointments [Track Changes](#) | [Final Clean](#) (first reading)..... Scott Hunsaker

Adjourn:



October 17, 2022
3:30 – 5:00 pm
Old Main-Champ Hall

MINUTES

Present: Benjamin George, College of Agriculture and Applied Sciences
John Ferguson, Jon M. Huntsman School of Business (*President*)
Yoon Lee, Emma Eccles Jones College of Education and Human Services
Yu Huang, College of Engineering
Doug Ramsey, S.J. & Jessie E. Quinney College of Natural Resources
Boyd Edwards, College of Science (*Past-President*)
Vicki Allan, College of Science
Carol Kochan, University Libraries
Robert Wagner, Executive Vice President
Danielle Ross, College of Humanities and Social Sciences
Maureen Hearn, Caine College of the Arts
Don Busenbark, Statewide Campuses
Michele Hillard, Executive Secretary

Absent: Noelle Cockett, President
Larry Smith, Provost
Denise Stewardson, Extension
Doug Miller, USU-Eastern

Guests: Ed Heath, Athletic Director
Heloisa Rutigliano, Libraries Advisory Council Chair
Paul Barr, EPC Chair

Call to Order - John Ferguson
Approval of Minutes – [September 19, 2022](#)
Minutes approved as distributed.

University Business – Robert Wagner, Executive Vice President
Executive Vice President Robert Wagner reported on enrollment number for fall. As of today, the numbers are public. The Utah System of Higher Education (USHE) has released the enrollment reports for all USHE institutions. Utah State University is looking very good. The majority of other Utah institutions growth is in concurrent enrollment and not in matriculated students. FTE has rebounded after COVID. This is a sign that students are taking more credits and by doing so USU is seeing more student completion.

Information

1. USU Strategic Plan - Robert Wagner
*Motion to move the USU Strategic Plan to the Faculty Senate Agenda made by Boyd Edwards.
Seconded by Benjamin George. Moved to agenda.*
USU's Strategic Plan is nearing completion. There are four pillars with each one providing outcomes and objectives. The outcomes are 90% complete but there will be some tweaking in the next week or

so. The president will be soliciting feedback on the strategies from staff, faculty, and department heads. In two weeks, a letter will go out from the president and there will be a Qualtrics survey for staff and faculty. The students will also receive a survey that they will need to complete. There will be a live Aggie Cast for the greater institutional community. Once again feed-back will come through the Qualtrics survey. There is a website that is not yet active that will provide information regarding the strategic plan. The website includes a Mission, Vision and Strategic Direction definition. The four pillars are: Pillar 1: Deliver an exceptional learning experience; Pillar 2: Drive Impactful research and creative excellence; Pillar 3: Build prosperous local and global communities and Pillar 4: Cultivate USU community and culture. Tomorrow Robert Wagner will be meeting with the students and later in the week he will meet with the Staff Employee Association, statewide campuses, and department heads. The Aggie Cast is currently scheduled for November 2. The committee members who assisted in developing the strategic plan will be listed on the website.

2. Educational Policies Committee – [October 6, 2022](#) - Paul Barr
Motion to move the Educational Policies Committee report to the Faculty Senate Agenda made by Yoon Lee. Seconded by Doug Ramsey. Moved to agenda.
 The General Education Subcommittee approved four designations. They are looking at revising and updating some processes and guidelines for general education.
 The Academic Standards Subcommittee discussed and approved the excused absence policy. The policy was discussed as part of the EPC meeting.
 The Curriculum Subcommittee approved 128 course approvals and six R401 proposals. They discussed curriculum deadlines. The registrar’s office has set a goal is to have the catalog opened before registration.

Reports

3. [Academic Freedom and Tenure Committee Annual Report](#)Doug Ramsey
Motion to move the Academic Freedom and Tenure Committee Annual Report to the Faculty Senate agenda made by Carol Kochan. Seconded by Benjamin George. Moved to agenda.
 During the 2021-2022 academic year, the AFT committee completed two grievance hearings. Both found insufficient evidence to support the grievance. In addition, there was one grievance filed which was later withdrawn by the grievant, one appeal of reprimand, and two telephone calls from faculty to current AFT chair. For both calls, the faculty member ultimately decided not to pursue a grievance.
4. [Athletic Council Annual Report](#)..... Ed Heath
Motion to move the Athletic Council Annual Report to the Faculty Senate agenda made by Danielle Ross. Seconded by Yu Huang. Moved to agenda.
 Student athlete GPAs are at a composite cumulative of 3.37. There were 180 Academic All-Mountain West Conference Selections (3rd in MW Conference) 2021-2022 with a 3.00 or better GPA. An additional 13 gymnasts earned Academic All- Mountain Rim Gymnastics Conference honors. Projected to earn 90% NCCAA graduation success rate. USU has 241 Whitesides’ scholar-athletes.
5. [Libraries Advisory Council Annual Report](#)Heloisa Rutigliano
Motion to move the Libraries Advisory Council Annual Report to the Faculty Senate agenda made by Doug Ramsey. Seconded by Danielle Ross. Moved to agenda.
 The USU Libraries budget was flat in FY 2022, with no increase but no dramatic decreases. The budget included the last relatively small decrease in funding from the Utah Academic Library Consortium agreements. The library has hired two new faculty members. Some of the initiatives and ongoing issues are: 1. Zoom capability in group study rooms; 2. Open access agreements with publishers; 3. Ithaka graduate student survey; 4. Provision of the book-drop facility with disability access and 5. Faculty library endorsement.

Old Business

N/A

New Business

Motion to discuss requirements for faculty to be on campus or in their offices routinely made by Benjamin George. Seconded by Doug Ramsey.

There is a lot of pressure being put on faculty and instructors about being on campus. There was concern raised about this policy being put into effect because of the impact it can cause with quality of life, research, and other issues. How, when and for how long should faculty be in their offices? Faculty must have office hours for students. Is there somewhere in the code that provides this guidance? Nothing was found in code regarding the amount of time a faculty member must be on campus. Some are worried about the logical progression of this requirement. Some colleges want their faculty to be routinely present and on campus in order to interact with students, faculty and staff. Some faculty do much more interaction with students via Zoom after hours. Students want the faculty to be accessible whether it is on campus or virtual. The university does require that faculty be on campus for face-to-face classes. USHE and the legislature are concerned about the usage of classes. Department heads have responsibility for scheduling each semester. Are department heads and deans going beyond and requiring expectations not talked about in the code, or is this a miscommunication between a department head and dean? If this is an issue it is something the faculty senate will need to act on.

Motion to pull together a fact-finding task force to see what the faculty code supports made by Benjamin George. Seconded by Yoon Lee. Moved to Faculty Senate agenda.

Adjourn: 4:43 pm

Report from the Educational Policies Committee November 3, 2022

The Educational Policies Committee (EPC) met on Nov 3, 2022. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc). During the Nov 3, 2022 meeting of the EPC, the following actions were taken:

1. **General Education Subcommittee**

October 18, 2022

No designations to review.

- Concerns over instructor qualifications and courses that seem to be moving outside of the methods/topics for the instructor's home disciplines. We would like to propose revisiting a proposal for addressing this issue that circulated (and passed) in the Gen Ed committee in 2017 but was opposed by the EPC.
- Concerns about ensuring consistency of Breadth/Depth courses over time and the lack of any mechanism to follow up to ensure these courses continue to meet the Breadth/Depth criteria. We propose a pilot evaluation program for Breadth courses to experiment with methods for ensuring consistency.

2. **Academic Standards Subcommittee**

- No meeting

3. **Curriculum Subcommittee**

Course Approvals – 179

- Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a [Bachelor of Science in Animal and Dairy Sciences](#).
- Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a [Bachelor of Science in Biotechnology](#).
- Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a [Bachelor of Science in Bioveterinary Science](#).
- Request from the Department of Animal, Dairy and Veterinary Sciences in the College of Agriculture and Applied Sciences to offer a [Bachelor of Science in Equine Science and Management](#).

- Request from the Department of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer an [Institutional Certificate of Proficiency in Fashion Studies](#).
- Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a [Certified Nursing Assistant Certificate of Completion](#).
- Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer an [Office Computer Systems Certificate of Completion](#).
- Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer a [Phlebotomy Certificate of Completion](#).
- Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to offer an [Institutional Certificate of Proficiency in Quality and Reliability](#).
- Request from the Department of Music in the Caine College of the Arts to create an optional [emphasis in Composition within the current Bachelor of Arts in Music](#).
- Request from the Department of Human Development and Family Studies in the Emma Eccles Jones College of Education and Human Services to [change the name of the Family and Human Development minor to Human Development and Family Studies minor](#).
- Request from the Departments of Computer Science and Mathematics and Statistics in the College of Science to offer a [Bachelor of Science in Data Science](#).
- Request from the Department of Veterinary Medicine in the College of Veterinary Medicine to [establish a new Department of Veterinary Clinical and Life Science \(VCLS\)](#).
- Request from the 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 to offer a [Marketing Design minor](#).
- Request from the Department of Management in the Jon M. Huntsman School of Business to offer a [People and Organizations minor](#).

- Request from the Department of Marketing and Strategy in the Jon M. Huntsman School of Business to [suspend the International Business Bachelor of Art and Science degrees.](#)

4. **Other Business**

- 1.5 Credit Hour Classes – Huntsman School of Business would like to provide courses with a 1.5 credit level. Benefits include better scheduling, and their degree credits are in three credit increments. It also fits nicely with their teaching load. Course was originally set as 1.5 credit course and then the policy was changed to either one or two credits. The University of Utah business school also has 1.5 credit courses. Tuition is not an issue because other 1.5 courses are already in place. The registrar's only concern is if a student ends up with 119.5 and doesn't meet the 120-credit graduate requirement. A motion was made and passed to allow courses at the 0.5 and 1.5 credit level.
- Word Limits for Curriculum Submissions – The catalog is currently at 40 words for all course description. The committee had a discussion about the limit and decided it makes sense to stay at 40 words.
- ITLS is requesting a section title change for ITLS 6960 Creative project. The current policy states: subtitles or customized titles are allowed only for courses having the following designations: USU 1320-1360 (EPC Oct 2007), Independent Study, Independent Research, Special Problems, Special Topics, Seminars, Practicum, Directed Study, Readings, Conferences, Senior Seminar, and Studio (EPC, 7 February 2000). Topics may be added to the titles of USU prefix courses (EPC, 5 February 2004). David Feldon will work with Andy Walker and provide a follow up on this.

ATTENDANCE & EXCUSED ABSENCES

Introduction

Students are expected to attend class and to complete all assignments in accordance with individual instructor and course policies. The excused absence policy does not guarantee that students' absences from a course will not negatively impact their success in the course and faculty are under no obligation to record or broadcast lectures. Furthermore, it is the students' responsibility to ensure that excused absences do not conflict with clearly established instructor policies on course attendance and participation. A student requesting an excused absence is responsible for providing evidence to the instructor substantiating the reason for missed class or course deadlines/due dates. Excused absences may not exceed 20% of the class meetings. Students who are requesting an excused absence are expected to follow and adhere to the [Student Code of Conduct](#).

Students who enroll in online classes are expected to actively participate in class functions on a regular basis. Logging into a class(es) is not sufficient to establish or maintain participation. To maintain active participation, students are expected to submit assignments, interact in class discussions, engage in group work, and participate in other activities specified by the instructor.

If a student has extensive absences, the faculty member may recommend consideration of an Incomplete (I) Grade or Withdrawal.

Excused Absence: An absence may be excused for the reasons and in accordance with the procedures outlined below.

Reasons Acceptable reasons for absences and other missed course requirements include the following.

University Supported Participation

1. Participation in a university-sponsored or sanctioned activity.
2. Mandatory participation as a student-athlete in NCAA-sanctioned competition.

Injury, Illness, Medical Condition/Status

1. Injury, illness, mental illness, or medical condition/status that is too severe or contagious for the student to participate in class.
 - At the discretion of the faculty member, as outlined in the course syllabus, injury or illness confirmation may be obtained through a note from a health care professional affirming the date and time of visit. The Student Health & Wellness Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. Medical documentation can be collected after the missed participation has occurred.
 - An absence for a non-acute (e.g., elective) medical service does not constitute an excused absence.
 - University requested absence for quarantine or isolation
2. Major injury, illness, or medical condition/status in a student's immediate family ~~(as defined in Policy 346.1 of the USU Policies Manual)~~.
- A death in a student's immediate family ~~(as defined in Policy 346.1 of the USU Policies Manual)~~.
- A family member as defined for this policy includes a student's spouse, dependent child (birth, adopted, step, or foster) parent, and parent-in-law.

Other Allowable Reasons

1. Required participation in military duties, including mandatory medical appointments for veterans and military personnel.
2. Mandatory admissions interviews for professional or graduate school, or internships, that cannot be rescheduled.
3. Religious holy day.
2. Participation in legal proceedings or administrative procedures that require a student's presence.
3. Accommodation or other support requests, as negotiated with student service offices, such as the Disability Resource Center, the CARE Office, or the Office of Student Conduct and Community Standards.
4. Supportive measures requested through the Office of Equity related to sexual misconduct and/or discrimination (see USU Policy 339).
5. In accordance with Title IX of the Educational Amendments of 1972, pregnancy and related conditions are a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician.

Student Procedures

To be excused, students must notify their instructor in writing (acknowledged email message is acceptable) prior to the date of absence if such notification is feasible. In some cases, such as religious holy days, athletic events, or other university-sponsored and sanctioned events with

known schedules, instructors should be informed during the first week of classes. In cases where advance notification is not feasible (e.g. accident, illness, or emergency), the student must provide notification as soon as possible. This notification should include an explanation of why notice could not be sent prior to the class. On request of the instructor, the student must provide additional documentation substantiating the reason for the absence, which is satisfactory to the instructor, within one week of the last date of the absence.

Instructor Procedures

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed on by the student and instructor. In some cases, such as classes that include time-dependent group, field, lab, or studio work, instructors are not required to recreate a precisely equivalent experience, but may identify a suitable alternative that respects both their own and the student's time and meets educational goals. Any make-up work must be completed within 14 calendar days of the last day of the initial absence. Instructors are under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

Appeal Procedures

Students may appeal an instructor's decision that an absence is unexcused if they believe either that they have presented the instructor with adequate substantiating evidence for an excused absence (as outlined in this policy) or that the instructor's decision was arbitrary, capricious, or prejudicial. Any appeal must be initiated within three class days of the instructor's decision. In the appeal process, the burden of proof shall be on the student. Any student appeal must be submitted to the following persons or units in the sequence listed below:

1. The head of the academic department in which the course is offered, or the dean of the college if the instructor is the department head;
2. The Office of the Dean of the college in which the course is offered;
3. The Office of the Provost.

2021-2022 Annual Report
Faculty Evaluation Committee (FEC)

Prepared by Timothy Chenette, Chair 2021-present

Approved by FEC vote, October 28, 2022

INTRODUCTION

The charge and membership of the FEC is established in the Policy manual 402.12.7 (revised 6Jan2012) as follows:

402.12.7 Faculty Evaluation Committee (FEC) (1) Duties. *The Faculty Evaluation Committee shall (a) assess methods for evaluating faculty performance; (b) recommend improvements in methods of evaluation; and (c) decide university awards for the Eldon J. Gardner Teacher of the year and Undergraduate Faculty Advisor of the Year.*

(2) Membership.

The committee shall consist of one faculty representative from each academic college, Regional Campus and Distance Education, USU Eastern, Extension, and the Library, two student officers from the USUSA and one elected graduate student representative. The faculty representatives are elected to the committee in accordance with policy 402.11.2. The committee will elect a chair annually, preferably at the last meeting of the academic year.

Current Committee Members 2020-2021

- *Agriculture and Applied Sciences – Matt Bunnell*
- *Arts - Timothy Chenette (Chair)*
- *Business – Todd Griffith*
- *Education and Human Services – Crissa Draper*
- *Engineering – Shelly Halling*
- *Humanities and Social Sciences – Cree Taylor*
- *Natural Resources – Doug Ramsey*
- *Science – Vicki Allan*
- *Libraries – Liz Woolcott*
- *Extension – Lendel Narine*
- *Statewide Campuses – Kim Hales*
- *USU Eastern – Steve Nelson*
- *Student Representatives – Abraham Rodriguez (USUSA Executive Vice President)*
- *Student Representatives – Ethan Conlee (USUSA Student Advocate)*
- *Student Representatives – Sarah Pope (USUSA Graduate Studies Senator)*

Meeting Dates 2021-2022

Sept. 21, 2021
Oct. 22, 2021
Nov. 19, 2021
Jan. 21, 2022
Feb. 25, 2022
March 25, 2022
April 22, 2022

SUMMARY OF FEC ACTIVITIES 2021–2022

In AY 2021–2022, the Faculty Evaluation Committee pursued three matters, each described in more detail in the sections below:

1. Revisions to the Undergraduate Faculty Mentor of the Year and Eldon J. Gardner Teacher of the Year Awards;
2. Ways to reward faculty work aligned with institutional priorities of diversity, equity, and inclusion;
3. Ways to better evaluate teaching outside of student evaluations.

In addition, the FEC reviewed nomination materials and selected recipients for the Eldon J. Gardner Teacher of the Year (Jenifer Evers), the Undergraduate Faculty Mentor of the Year (Polly Conrad), and the Faculty University Service (Vicki Allan) awards.

1. Award Revisions

The FEC was asked to revise the Undergraduate Mentor of the Year Award. The award still listed criteria that suggested faculty serve as academic advisors, which is no longer true in most of the university, and the award was not easy to distinguish from the Undergraduate Research Mentor of the Year and Eldon J. Gardner Teacher of the Year Awards. The committee more clearly defined mentorship and refined the criteria for this award. The new description and criteria have been implemented (see <https://www.usu.edu/provost/university-honors/undergraduate-faculty-mentor-of-the-year/>).

The FEC also decided to revise the Eldon J. Gardner Teacher of the Year Award. In particular, the committee considered the criterion of teaching “excellence” vague enough to invite bias. The new criteria, which list concrete examples of best practices in teaching, are as follows:

- Dedication to students and meaningful student outcomes, as demonstrated particularly in the candidate’s teaching philosophy
- Evidence of student learning
- Creative and/or evidence-based teaching innovations
- Course improvements made in response to student or peer feedback
- Dedication to student learning outside the classroom
- Other positive impacts on students through teaching activities
- Other positive impacts on the department, college, university, or broader communities, through teaching activities

The committee also shortened and streamlined the Teacher of the Year nomination materials, responding in part to comments from past nominees that the restriction to 40 pages and “not more than 10 letters from students” was overly intimidating, and the perception of the committee that this massive size led to duplicative material.

The new Eldon J. Gardner Teacher of the Year Award description, criteria, and materials list can be viewed here: <https://www.usu.edu/provost/university-honors/teacher-of-the-year/index>.

2. Faculty Evaluation and DEI (discussion; no action)

Throughout the year, the committee discussed how to align faculty evaluation procedures with the university's Diversity, Equity, and Inclusion goals. This discussion centered around two issues:

1. How to make sure faculty are rewarded when their teaching, research, or service activities contribute to university DEI priorities.
2. How to reward service activities that are disproportionately undertaken by minoritized faculty.

The committee discussed several mechanisms for change, including:

- Inserting language into faculty code and role statement templates, perhaps in similar locations to where language on “community engagement” was recently inserted
- Inserting language into faculty code and/or role statement templates to explicitly invite certain particularly impactful work that is often classified as “service” into “research/creative activity” and “teaching”
- Empowering evaluation/promotion committees to “protect” faculty members from overly burdensome service when appropriate

In the end, the committee delayed action because of the need for further discussion and the possibility of coordination with the to-be-hired Vice President of DEI.

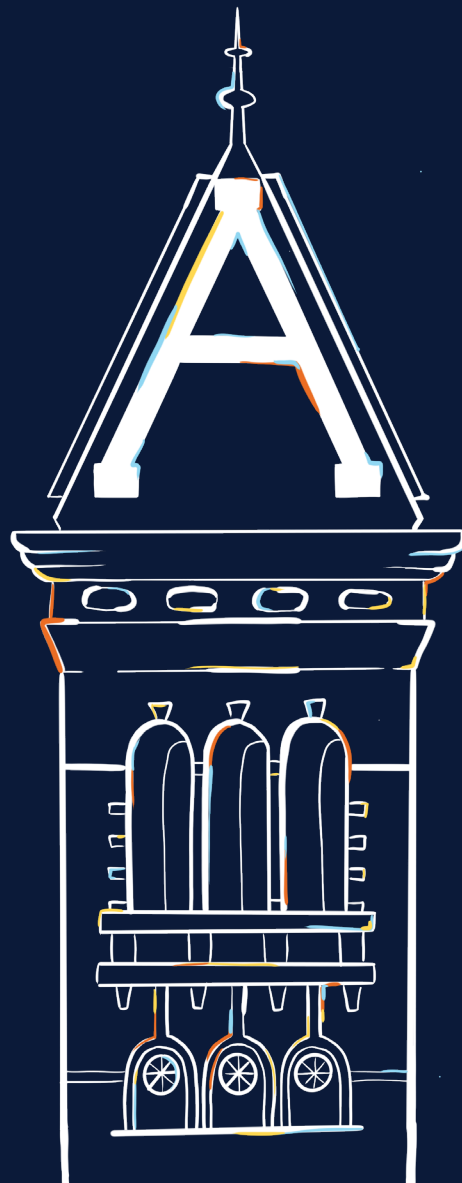
3. Supporting Teaching Evaluation Outside of Student Evaluations (discussion; no action)

The committee discussed the research suggesting that student evaluations measure student satisfaction and bias more than learning. While committees and administrators are typically urged to consider student evaluations as only a part of teaching evaluation, the use of pseudo-scientific numbers may give them undue weight, compared to other evaluation methods that do not do so (peer evaluation, self evaluation, documentation of best practices). This discussion, too, did not lead to action in 2021–2022 and will continue in the following year.

2021-2022 Year End Report

Student Involvement and
Leadership Center

UTAH STATE UNIVERSITY



STUDENT SUCCESS

3.47 GPA

Average 2021-2022 GPA for the 85 student leaders
on scholarship

\$349,378

In scholarships given out
(at least)

TESTIMONIALS



“I was able to take a **very strong leadership role** and further develop my skills.”



“From leadership to event planning, it was a **great opportunity** for personal growth.”



“I feel that USUSA has taught me more than any class. I really have loved the **hands-on experiences** to grow and learn more about this institution.”

ACTIVITIES

198

(at least)

student activities

(in person, virtual, hybrid)

13,258

Unique Event Attendance
(with sports)

84,997

Total Engagements
(with sports)

68%

Of Logan Enrollment
(graduate and undergraduate)

87

Student Clubs
(Just USUSA Clubs)

\$26,429

Given in funding to clubs for activities and support
(Including Greek Council and the Inclusion Center)

1 in 3 students

Attended multiple events

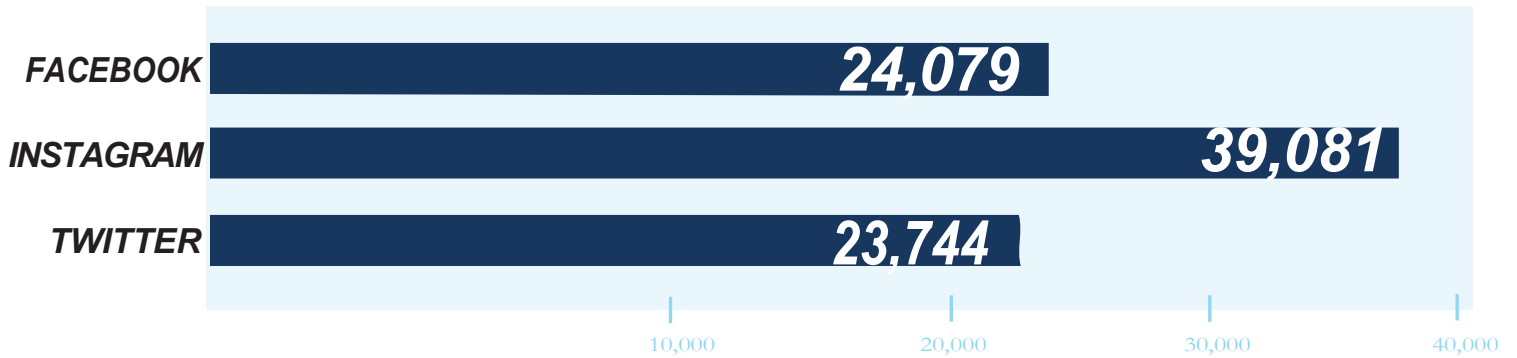


02

SOCIAL MEDIA/WEBSITES

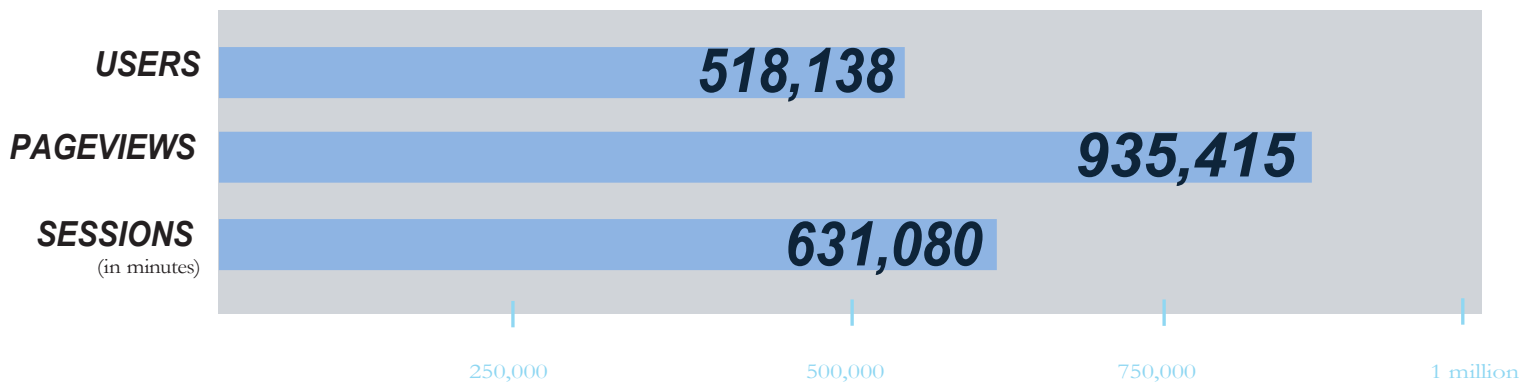
SOCIAL MEDIA FOLLOWERS

YEAR-END (MAY 2022)



TOTAL YEAR WEBSITES

(SEPT – MAY)



230 Video Posts



281 Posts



294 Post

FUNDING TO THE USU COMMUNITY

Academic Opportunity Fund



**15 Projects Funded
from 6 of the 8 Colleges**



50 Students Funded



\$16,969 Funded

Capital and Support



6 Projects Funded

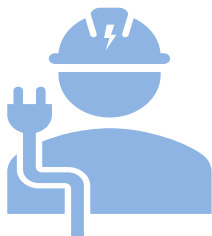


**Highest Award to USU
Club Baseball for \$10,000**



\$11,475.18 Awarded Out

Facilities Enhancement Fund



7 Projects Funded



**Highest Award: \$57,125
Smallest Award: \$5,995**



\$200,000 Funded Out



UtahState
University

University Honors Program

Annual Report

Fiscal Year 2021-2022



November 1, 2022



UtahState
University

University Honors Program

Annual Report

Fiscal Year 2021-2022



Dr. Kristine Miller, Executive Director

Compiled by: Andreas Leidolf, Coordinator
Reporting Period: 1 July 2021 – 30 June 2022

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A. OVERVIEW

1. Honors Mission and Leadership

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

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

The 2021-2022 fiscal year was the eighth year of the University Honors Program under the leadership of Dr. Kristine Miller, whose role as Director began on July 1, 2014. Her creative, collaborative development of this university-wide Honors Program, publications and presentations on honors education, and service on the Board of Directors for the National Collegiate Honors Council 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.

2. 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. See Table A-1 for a list of personnel employed during the reporting period.

Table A-1. Utah State University Honors Program personnel during FY 2021-2022.

Position	Name	FTE	Dates in Role
Executive Director	Dr. Kristine Miller	0.917 ^a	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

^a 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.



Planning and Assessment: The Future of USU Honors



University Honors Program

B. PLANNING AND ASSESSMENT: FUTURE OF HONORS

In FY 2021-2022, the University Honors Program continued to demonstrate the stability, resilience, productivity, and impact that mark a mature program, as shown by the data in this year's report. The consistency of such data over the past three years has prompted a strategic and thoughtful look toward the future: the program has published an ambitious 2021-2024 strategic plan, completed an extensive 2022 self-study, and planned a 2023 external review by a faculty team with National Collegiate Honors Council (NCHC) training. The following overview of the program's annual impact data averages and trends since 2017 helps to contextualize both the FY 2021-2022 information in this report and the decision to use planning, assessment, and evaluation to chart the path of this mature and stable program into the future.

PAST AND PRESENT: THE CONSISTENT IMPACT OF USU HONORS

Students

Since 2017, the University Honors Program has served an average of 695 students each year. The program has sustained this number by developing broad-reaching recruiting strategies that yield a reliable average of 443 applications and 357 acceptances per year, with 10% of admitted students identifying as first-generation and 11% as part of an underrepresented minority (URM) group. The program's dedication of 20% of its annual non-salary budget to student support (including scholarships, awards, and programming) ensures the engagement and success of admitted students, as does the additional 12% of the program's annual budget allocated to professional and peer advising, peer mentoring, and professional development activities. The Honors Program's annual four-year graduation rate of 26% is in line with national averages for honors programs and colleges that require a capstone/thesis project. It is important to note here the program's impact on all Honors-engaged students, not just those who fully complete the requirements for graduation with University Honors. According to a 2019 report based on six-year data from USU's office of Analysis, Assessment, and Accreditation, 87% of students who had some contact with the University Honors Program earned a degree (85% from USU), and more than 6% were still enrolled in higher education at the time of the report.

Faculty

The program has supported this robust student population and maintained its high-quality curriculum by engaging a yearly average of 220 faculty members, who come from all eight USU undergraduate-serving colleges, 44 departments, and five statewide campuses (in addition to USU's main Logan campus). The University Honors Program is guaranteed recurring annual funding for faculty wages as part of its annual budget, and this funding supports the development and instruction of up to nine Honors courses per year. The program has also established in faculty code the professional value of honors teaching and mentoring, developed institutionally recognized promotion and tenure (P&T) resumes that outline and describe a faculty member's honors work, and produced an average of 13 such P&T documents, upon faculty request, each year since 2020.

B. PLANNING AND ASSESSMENT: FUTURE OF HONORS

Alumni

Honors alumni also support current students in important ways, and the program has gradually expanded its alumni engagement through a series of targeted opportunities, including *The Honors Passion Project*, a series designed to share alumni hobbies and passions with students; the special issue of the *Journal of the National Collegiate Honors Council* on “The Value of Honors to its Graduates,” in which two USU alumni published essays, and Honors alumni mentoring. Since 2017, an average of 50 Honors alumni have volunteered for the high-impact work of mentoring students as developing professionals in structured experiences that are part of the Honors curriculum (the year-long Alumni Mentoring Program for juniors and seniors and Honors Alumni Connect for first- and second-year students). In addition, the University Honors Program’s development efforts have yielded an average of 68 donations from 30 donors totaling \$33,750 per year, with single gifts of up to \$25,000. In FY 2021-2022, the program launched a task force to explore potential pathways for future alumni engagement with Honors, and the program has included the work of following up on the task force’s ideas in the [Utah State University Honors Program 2021-2024 Strategic Plan](#).

Partners

The program’s stakeholders include not only individuals but also institutional and community partners. Since 2017, the University Honors Program has become an integral part of USU, growing the number of its institutional partners by an average of 30% per year, from twelve in FY 2017-2018 to 32 in FY 2021-2022. Over the same time period, the program established an average of 26 community partnerships per year. These partnerships signal the maturity and centrality of the University Honors Program, both at the institution and within the larger community.

THE FUTURE OF USU HONORS

Building upon this established record, the [Utah State University Honors Program 2021-2024 Strategic Plan](#) charts a path into the future. The plan outlines and creates an action plan for the achievement of four key goals:

1. Assessment, Review, and Planning: We will identify the strengths, challenges, value, and impact of USU Honors through self-study and external review, resulting in a clear articulation of long-term goals, direction, and required resources in alignment with institutional goals and priorities.
2. Access and Inclusion: We will begin to diversify Honors recruiting, build foundational support structures for students from underrepresented groups, assess changes in applicant pools and incoming cohorts, and identify next steps based on this assessment.
3. Structured Retention: We will assess student and faculty perceptions of Honors value and impact and build appropriate advising and retention strategies based on that data, with the goal of maximizing Honors impact on USU students with

B. PLANNING AND ASSESSMENT: FUTURE OF HONORS

available resources and thus supporting institutional priorities for persistence and retention.

4. Community Engagement: We will take steps toward two related goals: understanding and improving alumni connections to Honors and building a plan for continued development as a Community Engaged Program by assessing current work in both of these areas.

The program assesses progress on these goals each year and shares that assessment with Honors advisory board members, as well as USU leadership.

As part of that strategic plan, the program has completed a comprehensive self-study that provides evidence of the program's maturity in 39 of 56 total areas applicable to the program as identified in the NCHC Program Evaluation Rubric and its proficiency in eight of those areas. In five areas, the program falls between the categories of proficiency and maturity, and in only four areas is it still developing.

This self-study lays the groundwork for an external review in spring 2023 by a team of trained NCHC reviewers. The program will arrange for a two-day site visit that includes reviewer meetings with USU administrators, faculty, students, and staff. This visit will result in a detailed report summarizing the program's strengths and potential areas for growth or development. The program will use this report to guide its planning and resource allocation into the future.



Honors by the Numbers



University Honors Program

C. PARTICIPANTS

In FY 2021-2022, the USU Honors Program:



Served an Honors student population of **629** students from **all eight** of USU's colleges, **48 of 54** USU departments, and **98 of 109** academic majors.



Recruited **166 new first-year** and **13 current/transfer** students to the program from a pool of **416 applicants**.



Graduated 34 students with University Honors.



Involved **205 USU faculty** and staff from **45 departments/programs** in teaching and other academic activities, including mentoring, advising, service, and assessment.



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

C. PARTICIPANTS

1. Student Participants

In FY 2021-2022, the Honors Program served a population of 629 students, making up 4% of the undergraduate student population on USU's main Logan campus. Compared to this USU main-campus population, a smaller percentage (7%) of all Honors students identified as belonging to an underrepresented racial or ethnic minority (URM) or as being first-generation college students (10%, Table C-1). The percentage of URM students among newly admitted first-year and current/transfer Honors students increased significantly (surpassing USU percentages) during this reporting period, as did the percentage of first-generation students among incoming current/transfer Honors students. These positive changes resulted from the strategic decision to engage these student populations more directly in the Honors recruiting process and the commitment of USU faculty and staff to identify honors potential and to recruit outstanding performers from these and other student populations at USU.

Table C-1. Demographics of USU Honors Program and USU Logan campus general student population for FY 2021-2022.

	Total #	Male (%)	Female (%)	URM ^a (%)	1 st Gen (%)
Total Honors Population	629	245 (39%)	384 (61%)	47 (7%)	64 (10%)
<i>USU Comparison^b</i>	15,848	7,727(49%)	8,121 (51%)	1,605 (10%)	2,695 (17%)
First-year Honors	166	45 (28%)	119 (72%)	21 (13%)	13 (8%)
Honors Current/Transfer	13	3 (23%)	10 (77%)	4 (31%)	6 (46%)
<i>USU Comparison^b</i>	3,540	1,473 (42%)	2,067 (58%)	331 (9%)	534 (15%)
Honors Graduates	34	12 (35%)	22 (65%)	4 (12%)	2 (6%)
<i>USU Comparison</i>	- ^c	- ^c	- ^c	- ^c	- ^c

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

^b Logan campus only, four-year/Bachelor degree-seeking students only.

^c Data unavailable.

For the third year in a row, the largest number of Honors students in one college (151) came from USU's College of Science (CoS). CoS Honors students make up 24% of the entire Honors student population, a small increase from last year. This percentage is only slightly higher than that of the College of Engineering (ENGR, 20.5%), with the Emma Eccles Jones College of Education and Human Services (CEHS), the College of Humanities and Social Sciences (CHaSS), and the Jon M. Huntsman School of

C. PARTICIPANTS

Business (HSB) all accounting for 10-13.5% of the Honors student population. As in previous years, the smallest percentages of Honors students came from the College of Agriculture and Applied Sciences (CAAS, 8%), 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). Notably, however, all three colleges increased their Honors student participation by 1% over the previous reporting period.

Figure C-1B shows the student breakdown by college for USU's general student population on the Logan campus. The most notable discrepancy between that general population and Honors is a substantially larger proportion of undeclared students in the general population, which complicates a potential comparison. Still, the Honors student population appears to consist disproportionately of students who have settled on a major, with students from CoS and ENGR noticeably overrepresented, and students from CAAS and CEHS significantly underrepresented.

Student participants in the Honors Program represented 48 academic departments or programs (USU: 54) and 98 majors (USU: 109).

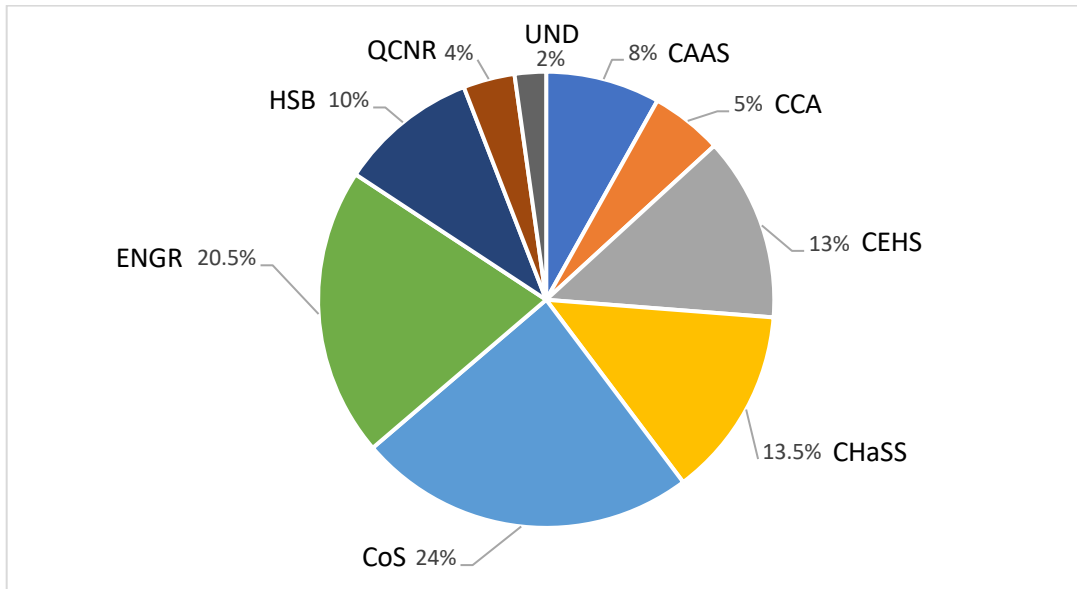
This year, Honors welcomed 166 first-year students, a 13% decrease from FY 2020-2021, which in turn saw a 10% decrease from 2019-2020, in large part as a result of the pandemic. The ratio of female to male Honors first-year students remains notably high, particularly when compared to the incoming student population on USU's Logan campus (Table C-1).

In FY 2021-2022, Honors continued an intentionally inclusive admissions process developed in the previous year. As a result, students identifying as belonging to a URM made up 15% of students who were offered admission to Honors—a number greater than the total percentage of URM students in USU's incoming AY 2021-2022 class on the Logan campus. While not all of those students accepted their place in Honors, the program still welcomed an incoming first-year Honors cohort made up of 13% URM students.

The Honors Program graduated 34 students this year, representing 5% of the total Honors student population and 22% of the 2018 first-year cohort that would graduate within four years in 2022 (Table C-1, Figure G-1, Table H-1), a slight decrease over previous years. As in the previous year, roughly two-thirds 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.

C. PARTICIPANTS

(A) Honors Students



(B) USU Students

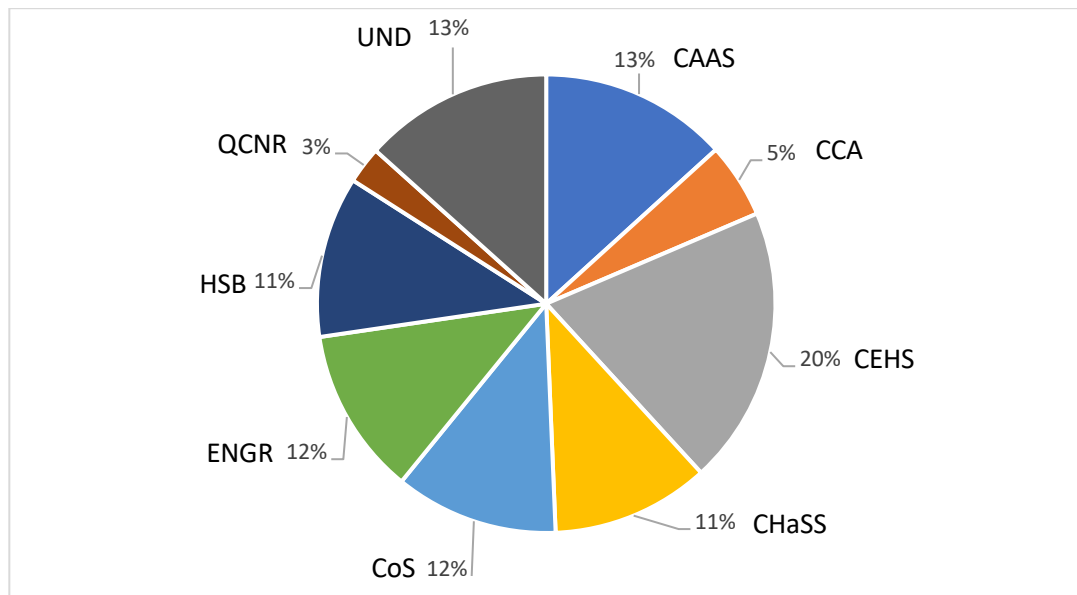


Figure C-1. FY 2021-2022 Honors (A) and USU Logan Campus (B) student population by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; CoS = College of Science; ENGR = College of Engineering; HSB = Jon M. Huntsman School of Business; QCNR = S.J. and Jessie E. Quinney College of Natural Resources; UND = Undeclared

C. PARTICIPANTS

2. Faculty and Staff Participants

In FY 2021-2022, Honors actively engaged 205 USU faculty, staff, and graduate mentors/instructors in teaching and related academic activities, including mentoring, advising, program assessment, and other service work (Table H-2). That number represents a 10% increase over the 2020-2021 fiscal year, but it 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 (Tables E-4, E-5) or USU 1010 *Connections* (introduction to college) sections (Table E-3); 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; and engaging in program evaluation and assessment as members of the Honors Faculty Advisory Board (Table H-4).

Almost 40% of these faculty and staff members engaged in more than one way with the Honors Program. While still substantial, the number (48) and percentage (23%) of early-career faculty participants decreased significantly from that of the previous reporting period. As a result, faculty participants were more or less evenly distributed across academic ranks. Honors-engaged faculty belonged to 45 departments or other academic units from all eight USU colleges and USU Libraries. The largest proportion of Honors-engaged faculty came from CHaSS (26%), followed by CoS (16%). The percentage of engaged faculty from the remaining six colleges ranged from 4-14% (Figure C-2).

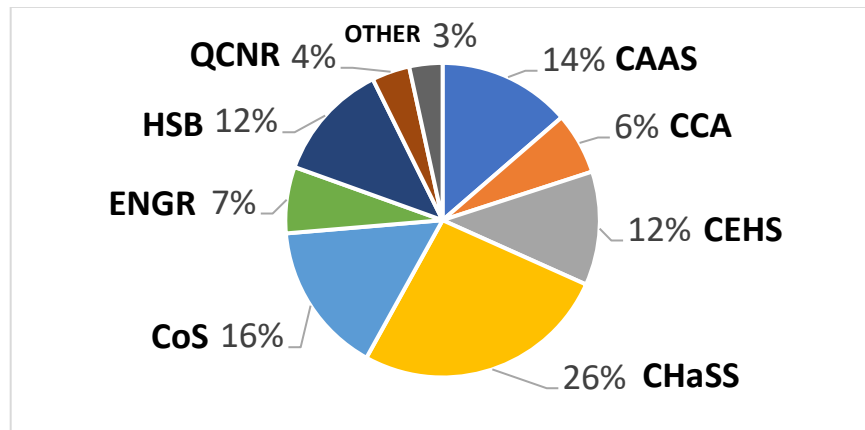


Figure C-2. FY 2021-2022 Honors-engaged faculty, staff, and other mentors/instructors by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; CoS = 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.

C. PARTICIPANTS

3. Alumni Participants

The Honors Program draws on the professional expertise and positive attachment of a cohort of 1,227 alumni. During FY 2021-22, the program actively engaged with twelve (1%) former Honors Aggies in the Honors Alumni Mentoring Program (AMP); a further 19 alumni participated in the Honors Alumni Connect program introduced during FY 2020-2021. In addition, three alumni shared passions and hobbies with students in virtual meetings as part of our new series, *The Honors Passion Project* (Table E-7). Honors alum Michael Hoggard (Economics, 2016) shared insight gained through service on the Dartmouth Medical School admissions board with nine Honors pre-med students at a virtual Medical School Q&A (Table E-7). The USU Honors Program also communicated with the entire Honors alumni community through its annual newsletter, which was delivered to 662 email addresses.

In FY 2021-2022, Honors also convened an alumni task force to discuss and make recommendations regarding the current level of Honors alumni engagement, possible approaches to Honors development, and the value of setting up an Honors Alumni Advisory Board. The task force met five times over the course of spring/summer 2022 and consisted of three Honors alumni: Nathan Alder (History, 1991), Jeff Argast (Electrical Engineering, 1991), Viviane Baji (Natural Resource Economics/Economics, 2016), and Jodie Ream (Physics, 2009).

Figure C-3 provides a breakdown of Honors alumni by time since graduation: 16% of these alumni are recent graduates (<5 years), 20% are early-career professionals (5-10 years), and 64% are mid/late career professionals (>10 years).

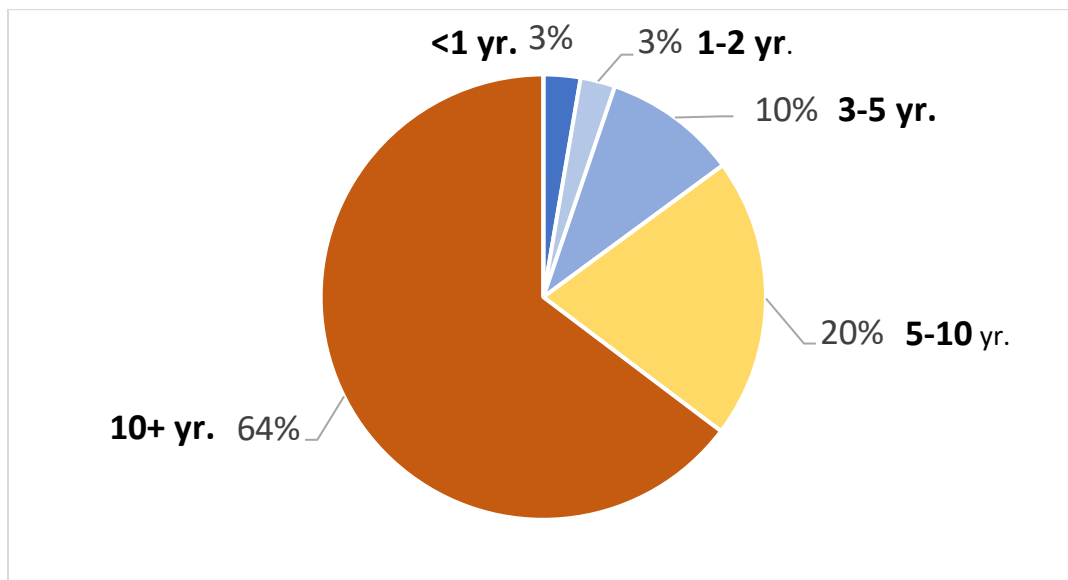


Figure C-3. Time since USU graduation of USU Honors alumni in FY 2021-2022.

D. PARTNERS

In FY 2021-2022, the USU Honors Program:



Partnered with **32 USU** and **18 external collaborators** from a wide range of offices and organizations in the local and national communities.



Maintained memberships in **six professional organizations**.

The Honors Program enters into productive, mutually beneficial partnerships on campus and within the wider local, national, and global communities with the 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.

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.

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

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 appropriate Honors courses. The program also took initial steps toward advertising, tracking, and managing Honors community-engaged activities through AggiePulse. The Honors

D. PARTNERS

Program Assistant explored potential collaboration on service projects and partnered with CCE on “Spring into Service” and “Loaves and Fishes” service projects.

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

Department of Biology—Honors collaborated with the Department of Biology in the offering of two Honors biology lab sections.

Department of Engineering Education—Honors collaborated with the Department of Engineering Education in offering an Honors section of the Technical Writing for Engineers course.

Department of English—Honors collaborated with the Department of English in offering four Honors sections of the required Intermediate Writing course.

Department of Kinesiology and Health Science—Honors collaborated with the Department of Kinesiology and Health Science in offering three Honors sections of Physical Education courses.

Department of Mathematics and Statistics—Honors collaborated with the Department of Mathematics and Statistics in offering two Honors sections of mathematics courses.

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

Institute 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 staff also supervised an Honors Mentoring Agreement in FY 2021-2022.

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

Latinx Cultural Center— Honors collaborated with the Latinx Cultural Center on developing and implementing student programming.

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 high-ability students across colleges, and train ambassadors and tour guides to incorporate information about Honors into their scripts and tours. The Executive Director also served on the steering committee of the President’s Undergraduate Admissions Placement Exam Task Force.

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

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.

D. PARTNERS

Office of Research—Honors continued to work with the OR to recruit and admit Undergraduate Research Fellows (URF), participate in URF programming and cohort activities, coordinate research funding matches with Undergraduate Research and Creative Opportunities (URCO) grants, and develop and model best practices for research mentoring at USU. The Executive Director also served on the McNair Scholars application submission team, organized by the OR in 2022.

Statewide Campuses—Honors partnered with Statewide Campuses to implement a pilot program that extends Honors to all Statewide campuses, including the formation of small faculty cohorts on the Uintah Basin, Brigham City, and USU Eastern (Price) campuses.

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 high-ability students' needs.

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.

University Marketing and Communications (UMAC)—The Executive Director and staff worked with UMAC to create a targeted Honors recruitment plan, to identify and market USU's educational strengths to high-ability students, and to highlight Honors student success stories for USU marketing campaigns.

New Partnerships:

Caine College of the Arts—Honors partnered with the CCA on promoting *Uncovered*, an opera adaption of Leah Lax's memoir. Renowned American composer Lori Laitman created an adaptation that premiered at USU, in conjunction with special residencies by both the composer and librettist. Honors cross-promoted these events, hosted an associated Honors Book Lab, purchased opera tickets and books for 15 student participants, and bought additional copies of the book for students who were interested in reading it outside of the Book Lab. Honors also partnered with CCA staff on the promotion of the 46th Annual Honors Last Lecture featuring Dr. Timothy Chenette.

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

Grand Challenges Scholars Program—The Academic Advisor and Executive Director collaborated with the College of Engineering to share information between these scholars and Honors and thus to recruit students to both programs.

Mentoring and Encouraging Student Academic Success (MESAS) Program—Honors partnered with MESAS to communicate the benefits of Honors and to create pathways

D. PARTNERS

into Honors for MESAS participants. The Executive Director participated in MESAS meetings with faculty and staff to promote opportunities for Honors engagement.

Nora Eccles Harrison Museum of Art—Honors provided a letter of support for a grant proposal and publicized and cross-promoted events. Several Honors faculty received NEHMA grants to incorporate museum activities into their course syllabi.

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

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.

University Advancement—Honors worked with University Advancement to update the donor agreements for Honors scholarships and coordinated and updated its alumni database and communications.

Utah State University Student Association—Honors participated in several USUSA community-building events.

2. External Partners

The following individuals or organizations mentored USU Honors students in projects for Honors Mentoring Agreements or partnered with Honors on student programming (* = new partner for FY 2021-2022):

- Aidia, Logan, UT*
- Autoliv*
- Bountiful Food Pantry, Bountiful, UT*
- Cache Valley Food Pantry, Logan, UT
- Campbell Scientific, Logan, UT*
- El Cami de la Solidaritat, Spain*
- English Language Center of Cache Valley, Logan, UT*
- Intermountain Therapy Animals, Salt Lake City, UT*
- Koch Industries*
- Lifting Hands International, Salt Lake City, UT*
- Little Lambs Foundation, Logan, UT*
- Mendon Library, Mendon, UT*
- Neutraceutical, Salt Lake City, UT*
- Northrop Grumman
- United States Department of Agriculture*
- Utah Handbell Ensemble
- Utah-Moldova Business Partnership
- Zions Bank, Logan, UT

D. PARTNERS

3. Statewide Engagement

In FY 2021-2022, Honors continued its partnership with Statewide Campuses to implement expansion of the program on three pilot campuses. The program achieved a number of significant outcomes related to this expansion:

- Establishment of campus faculty liaisons (analogous to Departmental Honors Advisers) on the Brigham City, Uintah Basin, and USU Eastern (Price) campuses
- Collaboration with Statewide Campus Administration and Advising on development and implementation of a plan for recruiting statewide students to Honors
- Successful recruitment of four Honors students (currently 13) from statewide campuses
- Inclusion of a statewide faculty and student representative on the Honors Faculty and Student Advisory Boards beginning in fall 2022
- Engagement of three statewide faculty members in leading three Honors Book Labs and teaching one Honors course

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 (APLUCoHE)—The Executive Director joined this new group of honors deans and directors from public and land-grant institutions in FY 2020-2021.

Honors Education at Research Universities (HERU)—The Honors Program maintained its affiliation with other honors educators in the HERU group in FY 2021-2022.

National Association of Fellowship Advisors (NAFA)—The Honors Program maintained its membership in NAFA in FY 2021-2022.

National Collegiate Honors Council (NCHC)—The Honors Program maintained its membership in NCHC in FY 2021-2022. The Executive Director continued a three-year term on the NCHC Board of Directors; published an essay entitled “Business as Unusual: Honors and Post-Pandemic Gen Z” in *JNCHC: The Journal of the National Collegiate Honors Council*; and continued to serve as co-chair of the NCHC Advocacy Committee and member of the NCHC Publications Board.

NACADA: The Global Community for Academic Advising—The Honors Program maintained its membership in NACADA in FY 2021-2022.

Western Regional Honors Council (WRHC)—The Honors Program maintained its membership in WRHC in FY 2021-2022.

E. PROGRAMMING



ESSENTIAL ACTIVITIES: Honors holistically reviewed **401 applications** with the input of **70 faculty** and welcomed a cohort of **183** incoming **first-year students**, **98%** of whom participated in Honors *Connections*.

Honors provided professional and peer advising to its 629-student population in **595 advising appointments**.



ACADEMIC PROGRAMS: Honors offered and/or financially supported **9 HONR-prefix courses**, **11 Honors sections** of departmental courses, and **44 Honors Book Labs**.

Honors students completed **64 Honors Mentoring Agreements**, **34 Honors capstones**, and attended and reflected on **561 co-curricular** events.



ENGAGEMENT: Honors delivered **26 events** to **629 student participants**.



PROFESSIONALIZATION: Honors engaged **46 students** in formal **mentoring** with its alumni and provided professional development to **21 student employees**.

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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 volunteers participated in 15 in-person recruiting events in FY 2021-2022 (Table E-1), engaging 861 prospective Honors students, as well as 445 of their family members, in conversations about the benefits of the USU Honors Program. These numbers represent a return to the level of interest in our program at recruiting events prior to the pandemic. For example, in FY 2019-2020, the program engaged with 862 prospective students, whereas FY 2020-2021's virtual recruiting activities limited contact to 57 prospective students, without the ability to engage intentionally or meaningfully with family members.

Table E-1. Honors Program recruiting events during FY 2021-2022.

Event Name	Location	Date	Staff	Volunteers	Students Contacted		Family Contacted	
					I	P	I	P
Connections Information Fair	USU (TSC)	08/24/2021	3	9	54	102	N/A	N/A
Day on the Quad	USU (Quad)	09/01/2021	2	7	36	127	N/A	N/A
QCNR Social	USU (QCNR Patio)	09/01/2021	1	1	2	10	N/A	N/A
High School Counselor Conference	USU (Maverick Stadium)	09/15/2021	1	0	N/A	N/A	N/A	N/A
Senior Preview Day	USU (TSC)	09/24/2021	1	5	N/A	62	N/A	37
Open House	Provo, UT	10/06/2021	1	1	N/A	35	N/A	33
Senior Preview Day	USU (TSC)	10/08/2021	2	4	N/A	118	N/A	42
Open House	West Jordan, UT	10/12/2021	1	3	N/A	46	N/A	20
Open House	Lehi, UT	10/19/2021	1	3	N/A	57	N/A	40
Open House	Logan, UT	10/26/2021	2	8	N/A	78	N/A	77
Open House	Layton, UT	11/01/2021	1	4	N/A	90	N/A	65
Academic Exploration	USU (TSC)	11/12/2021	1	4	N/A	18	N/A	5
A-Day	USU (TSC)	03/18/2022	1	4	56	0	N/A	38
A-Day	USU (TSC)	03/25/2022	1	5	67	2	N/A	36
Junior Preview Day	USU (TSC)	04/01/2022	1	5	0	116	N/A	52

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2. Admissions

The USU Honors Program received 401 first-year applications in FY 2021-2020, a 10% decrease from the previous reporting period, but well within long-term program averages (Table E-2). The average high school GPA of applicants was 3.88; the average ACT score of students who chose to submit one (given USU's and the Honors Program's test-optional admissions) was 28.1. These scores are part of an ongoing trend of slightly but noticeably lower scores, reflecting the program's strategic recruiting decision, made two years ago, to emphasize mindset over academic scores. From this applicant pool, following holistic review by 70 USU faculty representing all eight colleges and University Libraries, Honors invited 357 students to join the program (89% of applicants, compared to 84% of applicants in the previous reporting period). Experience has shown that to generate an incoming class of 165-185 students, the program must invite roughly twice that number of students. Accepted students had slightly higher scores across the board than those denied admission (GPA = 3.91, ACT = 28.5 for admitted students, compared to GPA = 3.72, ACT = 24.3 for non-admitted students); all scores for both groups are lower than last year's averages.

Of the 357 students accepted to the program, 146 either did not respond to the invitation or declined their place. While not all students who declined provided reasons for the choice, most who did so indicated that they planned to attend another institution. The admissions process resulted in a first-year class for FY 2022-2023 of 211 students (+4%), of whom 28 deferred enrollment (Table E-2).

Compared to the previous year, the Honors Program saw a substantial increase in the percentage of applicants who self-identified as URM (14%, +4%) or first-generation college students (14%, +7%, Table E-2). The program's holistic and inclusive admissions process once again assured that these students' applications were given due consideration, resulting in 93% of URM applicants and 89% of first-generation applicants being offered a place in Honors; we were encouraged by the fact that over half of URM and almost two thirds of first-generation admitted students chose to accept our invitation.

Honors also received 15 complete applications from current USU and transfer students during this reporting period. From that pool, 13 were offered admission, with all accepting the offer to join the program. These students are typically identified by faculty and referred as outstanding performers once at USU or at their previous institutions. Again, we were encouraged by the fact that the percentage of URM and first-generation college students among this applicant pool increased greatly from the previous reporting period (+17% URM and +40% first-generation students).

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Table E-2. Demographics of FY 2021-2022 Honors applicant and admission pools.

Category	Total	Male (%)	Female (%)	Non-Binary (%)	URM ^a (%)	1 st Gen (%)
First-year Applicants	401	133 (33%)	265 (66%)	3 (1%)	57 (14%)	56 (14%)
<u>Accepted</u>	357	110 (31%)	244 (68%)	3 (1%)	53 (15%)	50 (14%)
<i>Admitted</i>	183	44 (24%)	137 (75%)	2 (1%)	28 (15%)	30 (16%)
<i>Deferred</i>	28	25 (89%)	3 (11%)	0	2 (7%)	1 (4%)
<i>Declined</i>	146	41 (28%)	104 (71%)	1 (1%)	23 (16%)	19 (13%)
<u>Not Accepted</u>	44	21 (48%)	23 (52%)	0	4 (9%)	6 (14%)
Current/Transfer Applicants	15	5 (33%)	10 (67%)	0	4 (27%)	6 (40%)
<i>Accepted</i>	13	3 (23%)	10 (77%)	N/A	4 (27%)	6 (40%)
<i>Admitted</i>	13	3 (23%)	10 (77%)	N/A	4 (27%)	6 (40%)

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

3. Orientation

FY 2021-2022 saw a resumption in orientation activities as our program once again participated in Aggie Orientation throughout the summer, albeit at a reduced level that eliminated the afternoon Aggie Information Fairs held prior to the pandemic. Still, the program successfully engaged with 38 of our incoming students and 43 of their family members over the course of five mid-day half-hour information sessions conducted by the Honors Program Coordinator.

Given the small number of incoming students who chose to join in-person orientation sessions, the program also provided access to an orientation video that was viewed 86 times on the University Honors Program website. Program staff also planned and implemented an Instagram Q&A event, featuring the Honors Postgraduate Fellow, from August 3-5, 2021; this event reached 221 students, with 28 questions asked and answered.

4. Honors *Connections*

Honors again collaborated with USU *Connections* to provide a meaningful transition-to-college experience for 163 incoming first-year Honors students, 98% of the incoming Honors cohort (USU comparison: 63%). All seven *Connections* sections were assigned Honors student peer mentors, giving new students both Honors faculty and student guides as they began their time at USU (Table E-3).

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Table E-3. USU *Connections* Honors sections taught during FY 2021-2022.

Section Number	Instructor	Peer Mentor	Enrollment
082	Lianne Wappett	Carter Ottley	24
083	Dr. Lee Rickords ^a	Cristina Chirvasa	22
084	John Ferguson ^a	Lauren Palmer (Pack) ^a	24
085	Dr. Gabriele Ciciurkaite	Kathleen Whisenhunt (Bullock)	23
086	Dr. Rachel Robison-Greene	Tate Smith	22
087	Dr. Stephen VanGeem ^a	Aubrey Felty ^a	23
088	Dr. Timothy Chenette	Austin Scroggin	25

^a FY 2020-2021 Honors *Connections* instructor or peer mentor.

5. Theme Housing: Honors House

Honors once again collaborated with USU Housing and Residence Life to provide theme housing for up to 96 Honors students in Building C of the Living Learning Community complex. All 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.

6. Advising and Mentoring

The Honors Program's Academic Advisor and peer advisors completed 595 advising appointments in FY 2021-2022, in a variety of formats (virtual, phone, and in-person). Honors requires advising each semester, and to ensure compliance, the program ties this requirement to good standing and priority registration. The distribution of appointments by month is shown in Figure E-1. Not surprisingly, the bulk of advising takes place in fall, as students prepare to register for spring classes, and in late spring, as students approach graduation and registration for the following fall semester. Nevertheless, it is noteworthy that advising continues to be a year-round activity, possibly even more so in this reporting period than in previous years.

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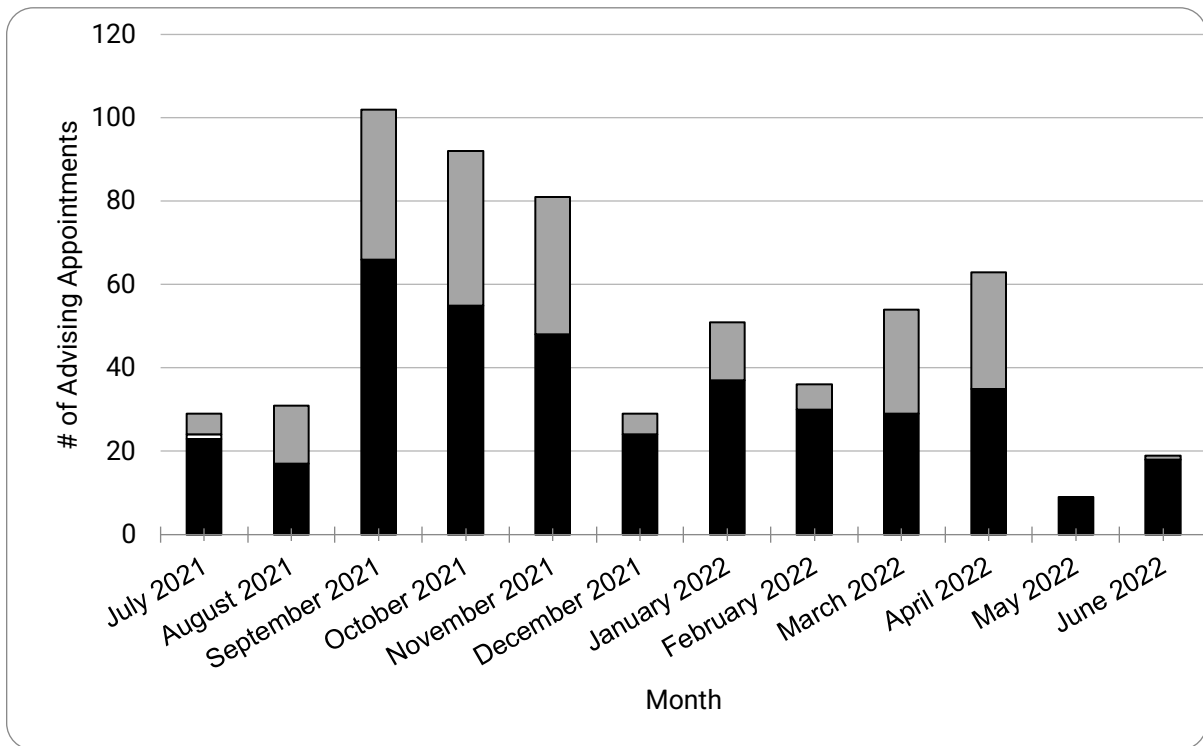


Figure E-1. Honors academic advising appointments by month during FY 2021-2022. Black = Academic Advisor appointments; grey = peer advisor appointments.

7. Website

The Honors website (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 student and alumni achievements and thus promotes positive attachment to the program. The website serves as a portal for students submitting admissions applications, applying for leadership positions and funding, and scheduling advising appointments, as well as for faculty submitting proposals to teach for Honors or requesting documentation of faculty work for promotion and tenure dossiers. As the pandemic continued for a second year, the website also allowed for the provision of incoming student services that would normally be conducted in person.

In FY 2021-2022, the Honors website received 64,949 page views (+6% over FY 2020-2021) in 24,628 visits (+15%) by 12,541 visitors (-9%). After the Honors Program's home page, the five top-viewed pages were the Honors application home page (4,914 views), first-year application home page (3,390 views), Honors courses page (1,977 views), "What is Honors?" page (1,789 views), and transcript designations page (1,513 views).

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8. Social Media

As in previous years, Honors maintained an active social media presence in FY 2021-2022, with accounts on Facebook, Instagram, and Twitter.

Facebook—The Honors Facebook page featured 137 posts and received 581 likes, with a reach of 9,678 unique accounts.

Instagram—Honors made 148 posts to its Instagram account, receiving 2,746 page visits. In FY 2021-2022, the Honors Instagram account had 870 followers.

Twitter— Honors tweeted 127 times, receiving 6,152 page visits. In FY 2021-2022, the Honors Twitter account had 416 followers.

9. Development

In FY 2021-2022, the Honors Program worked once again with USU Advancement and Alumni Relations to create messaging for USU's annual mail and "A Day of Giving" campaigns. The program also created and sent an electronic annual newsletter to Honors alumni.

Program staff facilitated communication between Honors student scholarship winners and the donors who supported them. In addition, Honors timed the mailing of its annual holiday card to alumni and stakeholders with the university's annual year-end giving campaign, contacting current and former students' parents, as well as Honors alumni. As a result of these development and fundraising activities, the program received 92 gifts (+7%) from 49 donors (+2%), totaling \$30,685 (+73%).

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 oriented co-curricular events (on campus, in the community, or via Zoom/IVC). 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 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 2021-2022, Honors funded the teaching of seven Honors Introductory Experience courses designed for first- and second-year students. Of these seven courses, five were taught for the second time in the program's regular three-year cycle. HONR 1360: *Navigating the Energy Maze* was cancelled (due to a change in instructor role) and

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replaced by HONR 1360: *Planet Earth 2.0*, taught as a distance-learning course by a statewide campus faculty member.

Enrolling a total of 140 students, these courses met a range of USU GE Breadth requirements (Table E-4), including Humanities (BHU), Creative Arts (BCA), Social Sciences (BSS), Life Sciences (BLS), and Physical Sciences (BPS). Specially selected by both the Honors Faculty and Student Advisory Boards as outstanding experiential-learning opportunities, these courses featured hands-on interdisciplinary learning designed to introduce first-year Honors students to college-level work. With enrollments capped at 25, the classes also allowed for meaningful mentoring interactions between students and faculty.

Honors Think Tanks (USU GE Depth)—In FY 2021-2022, Honors offered two team-taught, cross-disciplinary Think Tank courses: *How to Lie with Statistics* was previously taught in FY 2020-2021, while *The Politics and Aesthetics of Space* was first offered in FY 2018-2019 but paused until the current reporting year because one faculty team member won an external grant and was traveling for research. Each Think Tank combined faculty expertise and coursework to meet learning outcomes for Honors, as well as USU's Depth Humanities/Arts (DHA) and Social Sciences (DSS); in addition, these courses carried either a Quantitative Intensive or Communication Intensive designation and fulfilled those requirements for registered students. These two Think Tank courses allowed 48 Honors students to earn their choice of DHA or DSS credit while enjoying an innovative, interdisciplinary, team-taught approach to USU's GE requirements (Table E-4).

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 2021-2022, Honors sections of departmental courses enrolled a total of 198 students.

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Table E-4. Honors Introductory Experience and Think Tank courses taught during FY 2021-2022.

Course Number	Course Title	Term	USU Gen Ed	Instructor(s)	Enrollment
HONR 1320	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Fall 2021	BHU	Dr. Julia Gossard	24
HONR 1330	<i>Dogs in Art</i>	Fall 2021	BCA	Dr. Laura Gelfand	23
HONR 1340	<i>Populism, Movements, and Parties</i>	Fall 2021	BSS	Dr. Steffen Blings	24
HONR 1360	<i>Planet Earth 2.0</i>	Fall 2021	BPS	Dr. Benjamin Burger	22
HONR 3020/3030	<i>How to Lie with Statistics: Gender Narratives in the Media</i>	Fall 2021	DHA (CI, SL)/DSS (QI, SL)	Dr. Candi Carter Olson/Dr. Erin Hofmann	17 (DHA) 8 (DSS)
HONR 1320	<i>A History of Writing</i>	Spring 2022	BHU	Dr. Joyce Kinkead	14
HONR 1330	<i>Queer Manga: LGBTQ Stories, Histories, and Cultures through Visual Expression</i>	Spring 2022	BCA	Prof. Raymond Veon	11
HONR 1350	<i>Science, Technology and Modern Society</i>	Spring 2022	BLS	Dr. Rose Judd-Murray	22
HONR 3020/3030	<i>The Politics and Aesthetics of Space</i>	Spring 2022	DHA (CI)/DSS (CI)	Dr. Marissa Vigneault/Dr. Jessica Lucero	16 (DHA) 7 (DSS)

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Table E-5. Honors sections of departmental courses taught during FY 2021-2022.

Course Number	Course Title	Term	Instructor(s)	Enrollment
BIOL 1615 (H) Section 001	<i>Biology I Laboratory</i>	Fall 2021	Lauren Lucas	24
ENGL 2010 (H) Section M22 (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2021	Shanan Ballam	23
ENGL 2010 (H) Section M53 (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2021	Dustin Crawford	23
MATH 1220 (H) Section 002 (QL)	<i>Calculus II</i>	Fall 2021	Dr. Brent Thomas	16
PE 1063 (H) Section 004	<i>Strength and Conditioning</i>	Fall 2021	Jon Carey	9
BIOL 1625 (H) Section 001	<i>Biology II Laboratory</i>	Spring 2022	Lauren Lucas	24
ENGL 2010 (H) Section 042 (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2022	Dr. Jeremy Ricketts	15
ENGL 2010 (H) Section LWC (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2022	Mary Ellen Greenwood	19
ENGR 3080 (H) Section 001 (CI)	<i>Technical Communication for Engineers</i>	Spring 2022	Melissa Scheaffer	9
MATH 2210 (H) Section LW2 (QI)	<i>Multivariable Calculus</i>	Spring 2022	Dr. Brent Thomas	16
PE 1057 (H) Section 004	<i>Yoga</i>	Spring 2022	Camilla Adair	20

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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, and each HMA is overseen and approved or rejected by a faculty mentor, a Departmental Honors Advisor (faculty), and the Honors Program Executive Director. These experiences can include research, creative work, study abroad, internships, service projects, or Honors Excel (graduate) courses taken with faculty and departmental permission. In FY 2021-2022, 62 Honors students pursued or completed 66 HMAs, engaging with 45 USU faculty and 16 non-faculty, non-USU mentors in the process. While these numbers still pale in comparison to pre-pandemic times, they do represent a healthy increase (+106%) over the previous reporting period at the height of the COVID-19 pandemic. This increase is due, at least in part, to a new HMA Showcase that featured innovative student work and a social media campaign promoting the opportunity to try out new ideas and take risks in a controlled, mentored environment.

Structured Honors-in-Practice Programs—In addition to student-faculty structured mentoring agreements, the Honors Program itself structures some HIP experiences for its students. Students earn points over the course of a year in these Honors-run programs, which include the Honors Alumni Mentoring Program, the Honors Leadership Academy, and service on the Honors Student Advisory Board. After a successful first year in FY 2020-2021, Honors once again offered the semester-long Honors Alumni Connect program, a structured experience to introduce first- and second-year students to alumni mentoring.

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.

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Faculty from 21 academic departments across six colleges led 44 Book Labs (+10% over the previous reporting period), serving 218 students in FY 2021-2022 (Table E-6). 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 2021-2022, a virtual Spring Book Lab Showcase was held on November 16, 2021, and a summer/fall virtual showcase was held April 18, 2022, both via Zoom webinar.

Table E-6. Honors Book Labs conducted during FY 2021-2022.

Book Title	Term	Faculty Leader(s)	Students
<i>Algorithms to Live By: The Computer Science of Human Decisions</i> (by Brian Christian and Tom Griffiths)	Summer 2021	Dr. Mario Harper	5
<i>Caste: The Origins of our Discontent</i> (by Isabel Wilkerson)	Summer 2021	Dr. Vijay Kannan	5
<i>Finding Motherland: Essays about Family, Food, and Migration</i> (by Helen Thorpe)	Summer 2021	Prof. Rebecca Charlton	5
<i>Parenting to a Degree: How Family Matters for College Women's Success</i> (by Laura T. Hamilton)	Summer 2021	Dr. Gabriele Ciciurkaite	5
<i>Reaganland: America's Right Turn, 1976-1980</i> (by Rick Perlstein)	Summer 2021	Dr. Chris Babits	4
<i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i> (by Ibram X. Kendi)	Summer 2021	Prof. Raymond Veon	5
<i>The Power of Experiments: Decision Making in a Data-Driven World</i> (by Michael Luca and Max H. Bazerman)	Summer 2021	Dr. Aaron Brough	5
<i>Good Economics for Hard Times</i> (by Abhijit V. Banerjee and Esther Duflo)	Summer 2021	Dr. Mario Harper	5
<i>Pilgrimage to Eternity: From Canterbury to Rome in Search of a Faith</i> (by Timothy Egan)	Summer 2021	Dr. Karin DeJonge-Kannan	5
<i>Range: Why Generalists Triumph in a Specialized World</i> (by David Epstein)	Summer 2021	Dr. Travis Dorsch	5
<i>Sapphistries: A Global History of Love between Women</i> (by Leila J. Rupp)	Summer 2021	Prof. Raymond Veon	5
<i>The Overstory: A Novel</i> (by Richard Powers)	Summer 2021	Dr. Shane Graham	5
<i>Thinking, Fast and Slow</i> (by Daniel Kahneman)	Summer 2021	Lianna Manibog	5

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Table E-6. Continued.

Book Title	Term	Faculty Leader(s)	Students
<i>Consider the Lobster</i> (by David Foster Wallace)	Fall 2021	John Ferguson	5
<i>Homosexuality and Civilization</i> (by Louis Crompton)	Fall 2021	Prof. Raymond Veon	5
<i>Wagnerism: Art and Politics in the Shadow of Music</i> (by Alex Ross)	Fall 2021	Dr. Alexa Sand & Dr. Christopher Scheer	4
<i>Exposure: Poisoned Water, Corporate Greed, and One Lawyer's Twenty-Year Battle against DuPont</i> (by Robert Billott)	Fall 2021	Dr. Abby Benninghoff	5
<i>Wayward Lives, Beautiful Experiments: Intimate Histories of Social Upheavals</i> (by Sadiya Hartman)	Fall 2021	Dr. Susan Grayzel	5
<i>Wild Souls</i> (by Emma Marris)	Fall 2021	Dr. Chris Luecke	4
<i>12 Rules for Life: An Antidote to Chaos</i> (by Jordan Peterson)	Fall 2021	Dr. Breanna Studenka	5
<i>No One Eats Alone: Food as a Social Enterprise</i> (by Michael S. Carolan)	Fall 2021	Prof. Denise Stewardson	5
<i>Animals in Translation</i> (by Temple Grandin and Catherine Johnson)	Fall 2021	Dr. Mirella Meyer-Ficca	4
<i>Sapiens: A Graphic History: The Birth of Humankind</i> (Vol. 1) (by Yuval Noah Harari)	Fall 2021	Dr. Ralph Meyer	5
<i>Wildlife as Property Owners: A New Conception of Animal Rights</i> (by Karen Bradshaw)	Fall 2021	Dr. Laura Gelfand	4
<i>Killers of the Flower Moon: The Osage Murders and the Birth of the FBI</i> (by David Grann)	Fall 2021	Marilyn Cuch	5
<i>First Nights: Five Musical Premiers</i> (by Thomas Forrest Kelly)	Fall 2021	Dr. Mitchell Colver	4
<i>Uncovered: How I Left Hasidic Life and Finally Came Home</i> (by Leah Lax)	Spring 2022	Dallas Heaton	14
<i>Why We Drive: Toward a Philosophy of the Open Road</i> (by Matthew B. Crawford)	Spring 2022	Prof. Brian Champagne	5
<i>Love Thy Neighbor: A Muslim Doctor's Struggle to Find Home in Rural America</i> (by Ayaz Virji and Alan Eisenstock)	Spring 2022	Prof. Rebecca Charlton	4
<i>Highway of Tears</i> (by Jessica McDiarmid)	Spring 2022	Marilyn Cuch	5
<i>1984</i> (by George Orwell)	Spring 2022	Dr. Colin Flint	5

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Table E-6. Continued.

Book Title	Term	Faculty Leader(s)	Students
<i>Life 3.0: Being Human in the Age of Artificial Intelligence</i> (by Max Tegmark)	Spring 2022	Dr. Mario Harper	5
<i>Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants</i> (by Robin Wall Kimmerer)	Spring 2022	Dr. Rebecca Lawver	4
<i>The Path Between the Seas: The Creation of the Panama Canal, 1870-1914</i> (by David McCullough)	Spring 2022	Dr. Thomas Fronk	5
<i>How the World Thinks: A Global History of Philosophy</i> (by Julian Baggini)	Spring 2022	Dr. Shannon Peterson	4
<i>Scythe</i> (by Neal Shusterman)	Spring 2022	Dr. Amy Piotrowski	5
<i>M Archive: After the End of the World</i> (by Alexis Pauline Gumbs)	Spring 2022	Dr. Adena Rivera-Dundas	5
<i>Being Heumann: An Unrepentant Memoir of a Disability Rights Activist</i> (by Judith Heumann (Author); Kristen Joiner (Author))	Spring 2022	Dr. Ryan Seedall	5
<i>The Confessions of St. Augustine</i> (by St. Augustine (Author, translated by Frank Sheed))	Spring 2022	Dr. Richard Sherlock	5
<i>The Pink Line: Journeys Across the World's Queer Frontiers</i> (by Mark Gevisser)	Spring 2022	Prof. Raymond Veon	4
<i>Originals: How Non-Conformists Move the World</i> (by Adam Grant)	Summer 2022	Dr. Travis Dorsch	5
<i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i> (by Ibram X. Kendi)	Summer 2022	Prof. Raymond Veon	5
<i>Stonewall: The Definitive Story of the LGBTQ Rights Uprising That Changed America</i> (by Martin Duberman)	Summer 2022	Dr. Debra Monson	4
<i>Transgender History: The Roots of Today's Revolution</i> (by Susan Stryker)	Summer 2022	Dr. Chris Babits	5

12. Honors Capstone Projects

Honors continued a very successful one-credit/one-point capstone preparation course (HONR 3900) that 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

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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 38 students in FY 2021-2022.

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 four 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 frustrations 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.

Thirty-nine faculty mentored 44 Honors students working on capstone projects this year. Thirty-four of these students completed capstones and graduated with Honors during FY 2021-2022 (Table H-1); the remainder are ongoing. Spring 2021 Honors graduates Olivia Brock (Art History/Statistics) and Emily Bonebrake (Wildlife Ecology and Management) 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.

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 2021-2022, 248 Honors students (+1% from the previous reporting period) submitted 561 co-curricular reflections (-6%) for Honors points after attending virtual events.

In its weekly co-curricular messaging to students, Honors advertised a total of 451 co-curricular events, and the program itself hosted 26 such events (Table E-7), more than doubling the previous year's number. These Honors events included the 46th Annual Honors Last Lecture, featuring Dr. Timothy Chenette from the Department of Music and delivered virtually via Zoom webinar with a live Q&A moderated by Dr. Christopher Scheer, also from the Department of Music.

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Table E-7. Co-curricular events organized by Honors during FY 2021-2022.

Event	Date
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	9/3/2021
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	9/10/2021
<i>Honors Cares: Logan Canyon Hike</i> (Lauren Lucas)	9/18/2021
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	9/24/2021
<i>Honors Cares: Laughter Practice</i> (Honors student Megan Bartschi)	10/1/2021
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	10/8/2021
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	10/22/2021
46th Annual Honors Last Lecture: Listening to Dissonance (Dr. Timothy Chenette)	11/3/2021
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	11/5/2021
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	11/12/2021
Spring Honors Book Lab Showcase	11/18/2021
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	11/19/2021
<i>The Honors Passion Project: 3-D Book Sculptures</i> (Honors alum Jorgen Madsen, Biology, 2015)	11/20/2021
<i>Honors Cares: Gratitude Workshop</i> (Dr. Kristine Miller, Savannah Daines)	12/1/2021
Medical School Q&A (Honors alum Michael Hoggard, Economics, 2016)	12/2/2021
Ice Skating at the Eccles Ice Center	2/15/2022
Honors Mentoring Agreement Showcase	2/24/2022
Spring into Service (in collaboration with the USU Queer Student Alliance and Little Lambs Foundation)	3/1/2022
<i>The Honors Passion Project: Legos Revisited</i> (Honors alum Grant Holyoak, Sociology and Economics, 2016)	3/2/2022
<i>The Honors Passion Project: Photography: Behind the Lens</i> (Honors alum Jeff Argast, Electrical Engineering, 1991)	3/23/2022
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	3/30/2022
Salsa & Salsa (in collaboration with the USU Latinx Cultural Center)	4/5/2022
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	4/6/2022
<i>Honors Cares: Laughter Practice</i> (Honors student Megan Bartschi)	4/13/2022
Summer and Fall Honors Book Lab Showcase	4/18/2022
<i>Honors Cares: Gratitude Workshop</i> (Dustin Crawford)	4/19/2022
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	4/20/2022
<i>Honors Cares: Laughter Practice</i> (Dr. Matthew Wappett)	4/27/2022

E. PROGRAMMING

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. FY 2021-2022 saw the return of some in-person events held prior to the pandemic, but many activities continued to be delivered virtually or were paused entirely. Overall, the program was able to implement many of its signature community-building efforts in either their original or altered formats.

14. Weekly *Honors in the Know* Messaging

In FY 2021-22, 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 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 659 recipients and had a 40% open and a 4.4% click rate, rates that are, respectively, about 1.75 and 1.5 times the industry averages for mail campaigns of this nature. The faculty email went to an average of 408 recipients, getting a 44% open rate, almost twice the industry average; the click rate was 1.8%, which is about two thirds of the industry average, probably due to the amount of information available in the messaging without further clicks. Overall, the Honors Program's weekly event emails reached an average of 435 users and engaged a minimum of 35 on average at any given time.

15. Annual Newsletter

As in previous years, the Honors Program generated an electronic annual newsletter aimed at an audience of alumni and program stakeholders. The newsletter was emailed to 662 recipients and had a 33% open rate, about 1.5 times industry average. Of that potential readership, 3.7% clicked on embedded links to access secondary content referenced in the newsletter, slightly higher than industry average. However, it should be noted that, as with the faculty/staff messaging described above, the Honors Program Annual Newsletter contains far fewer clickable links than mail campaigns used by commercial or non-profit entities upon which that average is based, since almost all of the content is contained within the mail message itself.

16. 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 and 2022 graduate Aubrey Felty (Theatre Arts), Honors sent 703 physical cards, as well as 1,683 digital cards in December 2021.

E. PROGRAMMING



Figure E-2. 2021 Honors Holiday Card (design by Honors student Aubrey Felty, Theatre Arts, 2022).

17. Student and Faculty-Student Socials

Honors held two socials in FY 2021-2022: a student-only social to celebrate the beginning of fall term and an end-of term social for Honors graduates and their families, current Honors students, and faculty mentors. These catered events were well attended, drawing over 125 guests on average, and they allowed students at all stages of the program to interact, celebrate their peers' achievements, and network with Honors faculty.

18. Honors Cares

This series continued the previous year's inaugural *Honors Dare to Care* series with a new focus on mental and physical health and an intentionally welcoming and accessible format. Rather than asking students to engage in activities that emphasized membership in a caring community of peers, as Honors did in the previous reporting period, the program encouraged students this year to participate in activities that promoted their personal well-being. Over the course of two terms, Honors held 17 events involving over 100 students (Table E-7).

19. The Honors Passion Project

In its second year, *The Honors Passion Project* once again featured virtual lunchtime discussions with Honors alumni and friends about their passions, pastimes, or pursuits beyond work and academics. Over the course of two terms, Honors engaged three alumni in three of these well-attended and well-received events on a variety of entertaining and inspirational topics (Table E-7), with an average participation of 13 students per event.

E. PROGRAMMING

20. Engagement Activities Organized by Students

Honors students participated in four take-overs of the Honors Instagram account in September and December 2021 and February and April 2022. Posts focused on a variety of topics, including *Honors Cares/Laughter Practice*, the Honors Brain Break, Honors Leadership Academy, and “A Day in the Life of an Honors Student.” Takeovers had an average reach of 163 unique accounts interacting with the posted content.

21. Honors Graduation Celebration

The 2022 Honors Medallion Ceremony was held virtually via Zoom webinar available to graduates, faculty and administrators, friends, and family. The ceremony featured an Honors alumni guest speaker, Viviane Baji (Natural Resource Economics/Economics, 2016), along with representatives from the USU Provost's Office, the Office of the Vice President for Research, all eight USU colleges, the Honors Faculty Advisory Board, and 26 of our 34 Honors graduates and their mentors for FY 2021-2022. The ceremony was also attended by an audience of 92 people.

22. Donuts with the Director

This morning meet-up with the program's Executive Director was suspended in FY 2021-2022, due to limited space.

23. Honors Brain Break

This finals-week series of snacks and socializing returned in FY 2021-2022 after a pause during the COVID-19 pandemic. In keeping with the goals of the *Honors Cares* series, both the fall (December 13-17, 2021) and spring (April 28-May 4, 2022) Brain Breaks focused on self-care and personal well-being by offering healthy snacks, facilitating physical activity, and promoting emotional and physical wellness (therapy dogs, yoga, laughter practice) and were attended by over 100 students.

24. Faculty Appreciation Social

The program did not hold its annual faculty-appreciation social at the end of the spring semester, offering instead the option of attending the outdoor graduation social and deferring to varying degrees of comfort with indoor in-person events. In lieu of this annual celebration, the Executive Director expressed by her appreciation in personal messaging to the many talented and passionate faculty from across the institution who supported both Honors and our students this year.

PROFESSIONALIZATION

In addition to engaging curious students and equipping them with the academic skill to think critically and communicate clearly, Honors prepares students for the next steps on their educational or career paths. The following comprehensive list of programming attests to the importance of professionalization in the USU Honors Program's curriculum.

E. PROGRAMMING

Evidenced by student reflections, alumni responses, and faculty feedback, these activities have been largely effective and are well received by students, alumni, and faculty.

25. Alumni Mentoring

Alumni Mentoring Program (AMP)—In its seventh 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 38 expressions of interest from alumni, Honors staff were able to match all 15 student applicants (two applicants withdrew, resulting in a cohort of 13 students) with 12 alumni mentors from different employment sectors and at various career stages (Figure E-3). The percentage of students completing all program requirements (69%) increased significantly over the previous year (+7%). 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 (61% in FY 2021-2022) also indicates that the AMP continues to be a rewarding and meaningful experience for our mentors.

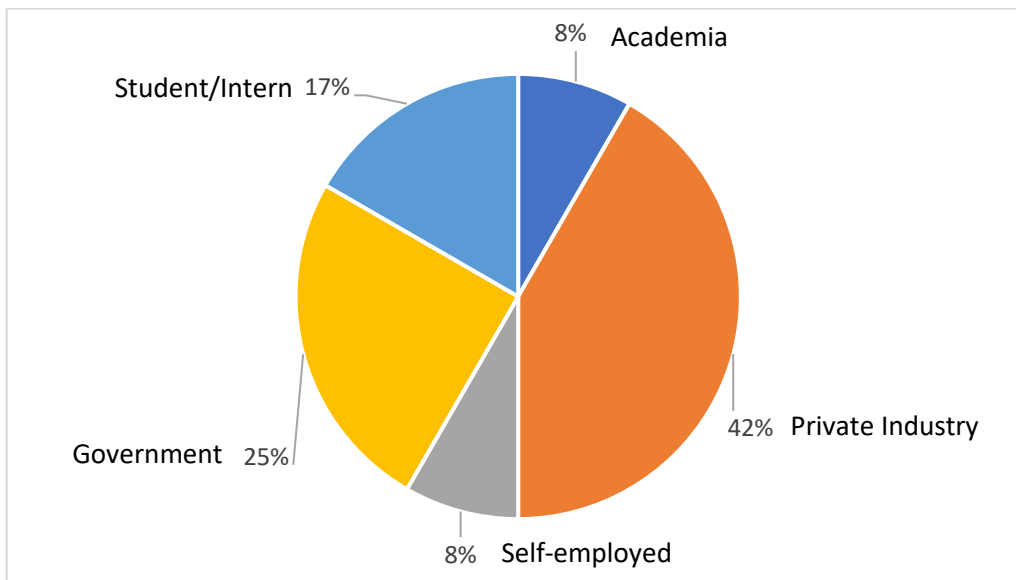
Honors Alumni Connect (HAC)—Now in its second year, this semester-long program serves as an introduction to alumni mentoring for first- and second-year students and thus as a gateway to the year-long AMP. Honors recruited 22 alumni in fall 2021 and matched 19 of them with all 34 students who applied (+100%, one student withdrew, resulting in a cohort of 33 students). Twenty-eight students (85%) successfully completed the program.

26. Meal with a Mentor

This opportunity for students to enjoy an Honors-sponsored one-on-one lunch with a respected mentor was not offered during FY 2021-2022.

E. PROGRAMMING

(A)



(B)

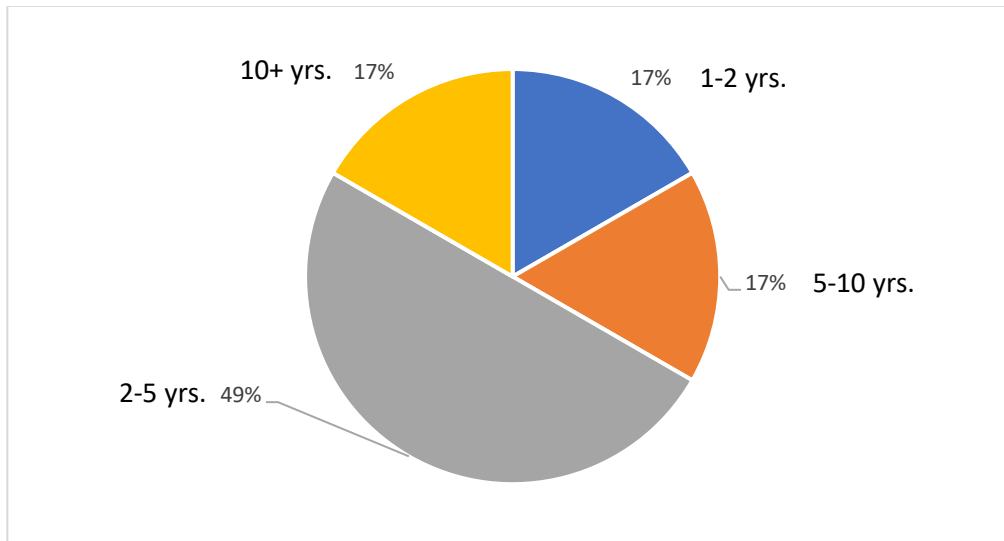


Figure E-3. Demographics of Honors alumni participating in the Alumni Mentoring Program during FY 2021-2022: (A) Employment sector; (B) Time since graduation.

E. PROGRAMMING

27. 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 and Boren, which are coordinated by the Office of Global Engagement). Honors-engaged faculty member Dr. David Peak from the Department of Physics once again conducted a Goldwater Scholarship preparation experience. Dr. Peak mentored a select cohort of students in fall 2021 and worked with a faculty review committee, including the Honors Executive Director, to review applications and to select four USU nominees from among seven finalists. Of these four nominees (Heather Allen, Bruce Brewer, Cristina Chirvasa, and Wesley Mills), three (Brewer, Chirvasa, and Mills) won Goldwater scholarships; both Chirvasa and Mills are Honors students, but it is important to recognize Honors support of all potential applicants, not only those who are part of the program.

The Honors Program Coordinator, who coordinates fellowship advising in our office, provided mentoring and logistical support for USU's nomination of two Rhodes nominees, Isaac Dixon and James Mullen.

28. 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). Eight 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 the standard trainings for all USU 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 provide two peer advisor positions for our program. The program was able to hire three Honors students for these positions in FY 2021-2022 (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 office hours to assist in Honors student advising and peer mentoring, providing 700 hours of support to our students.

E. PROGRAMMING

Table E-8. Honors Undergraduate Teaching Fellow (UTF) appointments in FY 2021-2022.

UTF Name	Course Number	Course Title	Semester
Carlson, Jonah	HONR 1320	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Fall 2021
Bee, Nathaniel	HONR 1330	<i>Dogs in Art</i>	Fall 2021
Phillips, Kai	HONR 1340	<i>Populism, Movements, and Parties</i>	Fall 2021
Lysenko, Sophie	HONR 1360	<i>Planet Earth 2.0</i>	Fall 2021
Brogdon, Chloe	HONR 3020/3030	<i>How to Lie with Statistics: Gender Narratives in the Media</i>	Fall 2021
Nay, Bethany	HONR 1320	<i>A History of Writing</i>	Spring 2022
Gaither, Alyssa	HONR 1330	<i>Queer Manga: LGBTQ Stories, Histories, and Cultures Through Visual Expression</i>	Spring 2022
Kellems, Camilla	HONR 1350	<i>Science, Technology and Modern Society</i>	Spring 2022
Kroff, Briggs	HONR 3020/3030	<i>The Politics and Aesthetics of Space</i>	Spring 2022

Table E-9. Honors Peer Advisor appointments during FY 2021-2022.

Name	Semester(s)	# of Advising Hours
Brawand, Marina	Summer 2021 – Spring 2022	357
Mullen, Audrey	Summer 2022	38
Ottley, Carter	Summer 2021 – Spring 2022	305

Peer Tutors—Honors did not offer peer tutoring in FY 2021-2022. Instead, Honors students were referred to institutional resources available through the Writing and Math and Statistics Tutoring Centers, which continued to provide both online and in-person tutoring for students.

Office Assistants—Honors employed two Honors students, Rebecca Ivans and Briggs Kroff, as Office Assistants whose role is to support our professional staff in their work.

Honors Postgraduate Fellow—This recently created position continued to benefit the Honors Program, the program staff, and the fellow herself in FY 2021-2022. Honors

E. PROGRAMMING

intends the role as a professional bridge for recent Honors graduates, and the Honors Postgraduate Fellow works closely with the Executive Director and Honors staff on collaborative projects, including writing and editing of blog posts, website content, and email campaigns; construction, implementation, and analysis of surveys; editing and building of Canvas content; and planning of student-engagement and cohort-building activities. Savannah Daines (Human Biology, 2021) serves a second year in this role during FY 2022-2023.

29. Student Leadership

Honors Student Advisory Board (HSAB)—Honors contributed to the professional development of eight students (Table H-5) by inviting them to represent their colleges on the HSAB. These representatives participated in leadership activities such as recruiting for Honors; consulting with the Executive Director on the Honors curriculum, including the review of new Honors course proposals and the testing and provision of feedback on curricular tools such as the Portfolium portfolio-creation tool in the Canvas course-management system.

The program discontinued the previous year's assignment of HSAB members to one of four distinct roles (Honors Ambassador, Peer Educator, Community Builder, and Publicist), asking all members instead this year to focus on community building within their respective colleges.

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 their required engagement in Honors social and recruiting activities, fulfillment 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, an opportunity that ensures continuity and preservation of institutional memory on the HSAB. One student member returned to the board to serve a second year in this reporting period.

Last Lecture Committee—The 2022 Honors Outstanding Professor, Dr. David Brown of the Department of Mathematics and Statistics, was initially chosen to deliver the 2021 Last Lecture, but postponed his lecture until fall of 2022. The 47th Annual Honors Last Lecture, entitled "Our Sixth Sense: Math," will be delivered in USU's Russell/Wanlass Performance Hall on October 25, 2022. The student-run committee that selected Dr. Brown was constituted in FY 2020-2021 (Table H-6).

E. PROGRAMMING

Honors Leadership Academy (HLA)—Now in its third 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 46 student applications in FY 2021-2022 and accepted 26 students to the HLA. In a change from the previous year, the program offered this curriculum through a series of independent modules, a pedagogical choice that allowed students more flexibility in completing the requirements and earning Honors points for the four training modules. HLA also added a fifth module (“Honors Star”), which encouraged students to become visible and active members of the Honors community by attending signature Honors events throughout the academic year.

Of the 26 cohort members, 25 (96%) completed at least one module; 21 (81%) completed two or more modules; 14 (54%) completed three or more modules; ten (38%) completed four or more modules; and six (23%) completed all five 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.

30. Thank-a-thon

As in previous years, Honors used the end of the semester as an opportunity to engage students in thanking 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 (each term) gratitude workshops that teach students how to write high-impact thank-you notes. Due to the ongoing pandemic, both the fall (December 6-17, 2021) and spring (April 19-May 4, 2022) thank-a-thons were run as hybrid events, allowing students the choice either to pick up physical thank you cards at the Honors office or to express their gratitude by email. One hundred Honors students participated.

F. FUNDING

In FY 2021-2022, Honors distributed almost 45% of its spendable (non-salary) budget to student participants in the form of scholarships and awards, research funding, and miscellaneous academic and professionalization funding. The program disbursed an additional 45% of its spendable budget to faculty and their academic departments to support the development and teaching of selected Honors courses.

This funding included:



\$13,000 in **scholarship** and award funds to 14 Honors students, with an additional **\$17,500** committed for FY 2022-2023 to 23 more Honors students.



14 undergraduate **research** awards totaling over **\$6,000** to 14 Honors students.



\$5,380 in **miscellaneous** academic and professionalization funding to support mentoring, Honors Book Labs, and engagement or enrichment experiences.



Six study abroad awards totaling **\$3,500**.



~\$60,000 in **student wages**, allowing Honors students to gain professional experience as teaching fellows, peer mentors, peer advisors, ambassadors, office assistants, and postgraduate fellows.



\$49,000 in direct funding to academic departments and Honors-engaged faculty to support teaching and development of **nine Honors courses**.

F. FUNDING

1. Student Funding

Scholarships and Awards—Through a competitive application and review process, Honors awarded \$17,500 in scholarships to 23 students for FY 2022-2023 (Table F-1). The program distributed \$13,000 of the \$13,500 in scholarship funds awarded in the previous fiscal year to 14 recipients in FY 2021-2022. The Honors “Dare to Know” Book Award, available to students at all levels of the program, was once again awarded to twelve students. A new scholarship that was the focus of Honors development efforts this fiscal year, the Honors Access and Inclusion Scholarship, was awarded for the first time to four students, including three current and one incoming first-year Honors student. 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.

In addition, two spring 2022 Honors graduates, Olivia Brock (Art History/Statistics) and Emily Bonebrake (Wildlife Ecology and Management), earned Joyce Kinkead Outstanding Capstone Awards, each of which carries a \$500 cash prize.

Research and Creative Work Funding—FY 2021-2022 brought a resurgence in Honors student research and creative work, particularly with respect to attendance at academic and professional conferences, some of which resumed in-person proceedings. Honors granted 14 undergraduate research and creative awards, totaling over \$6,000, to 14 students engaged in the pursuit and/or presentation of research or creative work; of those awards, over \$5,000 (85%) was disbursed in this fiscal year (Table H-8). These awards also included one funding match for the Undergraduate Research and Creative Opportunities (URCO) Grant Program, issued as part of the Honors Program’s ongoing partnership with USU’s Office of Research (Table H-9). It is noteworthy that eleven Honors students received an URCO grant in FY 2021-2022, even if they did not require a funding match from Honors.

Study Abroad Funding—With study abroad programs reopening in many parts of the world, Honors awarded \$3,500 to support global experiences for six students, with \$2,500 of those awards disbursed in this reporting period (Table H-10). In FY 2021-2022, With this funding, Honors students participated in international academic programs in Germany, Ireland, Italy, and the United Kingdom.

Honors Book Lab Funding—To support student participation in Honors Book Labs (Table E-6), the program purchased books for 218 students as well as some faculty members for a total expenditure of \$4,880.82. This amount represents a 35% increase over the previous year’s funding, which was itself a 40% increase over the prior year.

Miscellaneous Support—In addition to the other listed categories, Honors sponsored a student community-building activity in fall 2021 (Honors Fall Scavenger Hunt), which cost an additional \$500.00.

F. FUNDING

Table F-1. Honors academic scholarships and awards to students in FY 2021-2022.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
Helen B. Cannon Award (Humanities and Social Sciences)	\$1,500.00	Samantha Wallace	2024, English
Lawrence O. Cannon Award (STEM)	\$1,500.00	Lily Roth	2024, Mathematics/Statistics Composite Teaching
Douglas D. Alder Scholarship (Leadership)	\$1,000.00	Alyssa Burton	2023, Music Therapy
Elaine Alder Service Scholarship	\$1,000.00	Katie Fairbourn	2023, Music Therapy
Joseph G. and Karen W. Morse Scholarship	\$1,000.00	Gracie Wilkinson	2023, Anthropology
Joyce Kinkead Outstanding Honors Capstone Award	\$1,000.00	Jordan Taft	2024, Civil Engineering
	\$500.00	Olivia Brock	2021, Art History/Statistics
Honors Access and Inclusion Scholarship	\$500.00	Emily Bonebrake	2022, Wildlife Ecology and Management
	\$1,000.00	Jacey Hopkin	2025, Psychology
"Dare to Know" Book Award	\$1,000.00	Radeyah Kaplan	2026, Psychology
	\$1,000.00	Seersha Bickerstaff	2024, Mechanical Engineering
	\$1,000.00	Sophia Withers	2024, Wildlife Ecology and Management
	\$500.00	Abigail Weaver	2024, Nutrition Science
	\$500.00	Alyssa Burton	2023, Music Therapy
	\$500.00	Aspen Marshall	2025, Aviation Technology— Professional Pilot/Aviation Management
	\$500.00	Beau Jenson	2024, History/Political Science
	\$500.00	Bella Nielsen	2025, Mechanical Engineering
	\$500.00	Jacob Sagers	2025, International Studies/Political Science
	\$500.00	Jordan Lockwood	2025, Theatre Arts
\$500.00	Kade Robison	2026, Biological Engineering	
\$500.00	Kevin Brown	2022, Civil Engineering	
\$500.00	Landon Corbett	2024, Kinesiology	

F. FUNDING

Table F-1. Continued.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
"Dare to Know" Book Award	\$500.00	Tate Smith	2024, Accounting
	\$500.00	Valerie Marshall	2024, Statistics

Student Wage Support—Honors contributed to the professional development of 23 Honors students by offering them relevant and meaningful employment in our program. In total, Honors allocated almost \$30,000 to support two Honors Peer Advisor positions, two Honors Office Assistant positions, an Honors Postgraduate Fellow position, and eight UTF positions for all Honors courses offered in fall 2020 and spring 2021 (Table H-11). Although we were unable to fill one of the UTF positions, we greatly increased funding to peer advisors and the Honors Postgraduate Fellow to provide additional student and programmatic support during the pandemic. 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. As a result, we exceeded our initial allocation by almost 10%, disbursing a total of \$32,377.02 in FY 2020-2021. That number includes support from the Provost's Office for UTFs and Peer Advisors in the amount of \$15,820, bringing our program's contribution to \$16,557.02.

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

2. Funding to Faculty and Departments

The program supported instruction for nine Honors courses (five in fall 2021 and four in spring 2022) with \$40,500 (Table E-4). In addition, one Honors faculty member received a \$1,000 course development grant for the creation of new fall 2022 Honors Introductory Experience course. The program also supported the teaching of two Honors sections of physical education courses: PE 1063 (H): Strength and Conditioning in fall 2021 and PE 1057 (H): Yoga in spring 2022.

Dr. Alexa Sand (Art and Design) and Dr. Tal Avgar (Wildland Resources) received Joyce Kinkead Honors Outstanding Capstone Mentor Awards, each of which carries a \$500 honorarium, for their work with the graduates winning outstanding capstone awards this year. In addition, Dr. Laura Gelfand of the Department of Art and Design won the 2022 Friend of Honors Award, which also comes with a \$500 honorarium, for her work on behalf of the program.

G. OUTPUTS AND OUTCOMES

In FY 2021-2022, Honors students generated a substantial number of relevant outputs and outcomes fully or partially attributable to their participation in the USU Honors Program:



34 capstones deposited in electronic format by USU Libraries in Digital Commons



61 presentations, involving **71 Honors student authors**, at international, national, regional, state, or local conferences



55 optional transcript designation awards, including University Honors, Undergraduate Research, and Community-Engaged Scholar



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

G. OUTPUTS AND OUTCOMES

OUTPUTS

1. Student Capstones

Alder, M. 2022. Threats to the ASPIRE System and Resilience Strategies. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Anderson, L. 2022. A Sentiment and Content Analysis of Social Media Posts Regarding Wild Horse and Burro Management. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Barnes, T. 2022. Strength and Articulation Optimization of Endoscope Bending Section. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bleak, B. 2022. The Effects of Strength and Conditioning Training on the Health of College Students. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bonebrake, E. 2022. Estimating Cattle Density Using Wildlife Cameras. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Brock, O. 2022. Visions of Science: An Art Historical Exploration of Medieval Scientific Manuscripts. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bunch, K. 2022. Impacts of Cystic Fibrosis on Large Animal Models. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Clark, J. 2021. Pottery Business. Honors Capstone Project, Utah State University, Logan, Utah, USA.

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

Easton, M. 2022. A Study on the Impact of Diet on Unified Fire Authority (UFA) Firefighters' Physical Performance. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Felty, A. 2022. Margin of Error. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Greenwood, E. 2022. Detecting Accurate Emotions in Faces. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Hatch, H. 2022. Evolution of Floral Microbes and the Resulting Effects on Pollinator Preference. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Hoopes, H. 2022. Curriculum Complexity and Graduation Rates at Utah State University. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Martin, J. 2022. Strategies to Reverse Language Shift. Honors Capstone Project, Utah State University, Logan, Utah, USA.

McFadden, L. 2022. Antimicrobial Properties of Sagebrush Roots. Honors Capstone Project, Utah State University, Logan, Utah, USA.

G. OUTPUTS AND OUTCOMES

Mullen, J. 2022. TMT Thermal Louver Design. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Nguy, A. 2022. A Music Composition through the Use of Animal Sounds. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Pruett, T. 2022. Bridging the Divide between Upper and Lower Classmen: Resources for Mentors and Freshmen in the Choral Education Program. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Richards, M. 2021. Review of Equine Heart Rate during Rest and Conditioning. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Rickabaugh, E. 2022. Hagfish Protein Membranes as In Vitro Models of Bruch's Membrane in the Subretinal Tissue. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Roberts, R. 2022. English-to-IPA Transcription. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Rogers, C. 2022. Collaboration: Interpretations of River and Watershed Organizations. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Rowles, S. 2022. Re-Imagining History: Aurora's Wake. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Schulz, T. 2022. Measuring the Effectiveness of Whole Brain Thinking/MyMotivators in Print Advertising. Honors Capstone Project, Utah State University, Logan, Utah, USA.

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

Stewart, E. 2022. Effect of Basal Diet and Black Raspberry Supplementation on Gene Biomarkers of "Leaky Gut" in a Mouse Model of Colitis-Associated Colorectal Cancer. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Suisse, D. 2022. Antimicrobial Activity of *Artemisia tridentata*. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Tureson, T. 2022. A=A: A Change in Social Movement Engagement and Leadership Should Equal a Change in Civic Education. Honors Capstone Project, Utah State University, Logan, Utah, USA.

van Brunt, G. 2022. NG - Torque/Tension Testing of Bolts with Epoxy Primer. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Walton, A. 2022. The Effect of Nazi Eugenics on the American Patriotic Desire to Produce Perfect Children. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Wasden, K. 2022. Standardization of a Protocol to Propagate Gateway Vectors. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Wilson, K. 2022. Utah Tick Surveillance. Honors Capstone Project, Utah State University, Logan, Utah, USA.

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Worthen, J. 2022. Adaptive Regression Trees Filter. Honors Capstone Project, Utah State University, Logan, Utah, USA.

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

Alder, M. 2022. Melting arctic ice exposes possible conflict for US, China, Russia. Research on Capitol Hill, Salt Lake City, Utah, USA.

Armbrust, M. 2021. Determining the nucleic acid binding affinities of CRISPR-associated DinG (CasDinG). Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Bleak, B. 2022. The effects of strength and conditioning training on the health of college students. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Bonebrake, E., C. Check, and T. Avgar. 2022. Estimating cattle density and distribution using wildlife cameras. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Braunersrither, M. 2021. Measuring irregularity via approximate entropy: How does perceived human instability affect one's own stability? Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Brock, O. 2022. Visions of science: An art historical exploration of medieval scientific manuscripts. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Brogdon, C. 2022. The Roberts Court's emergency docket. Midwest Political Science Conference, Chicago, Illinois, USA.

Brothersen, E. 2022. Can cannabinoids be used to prevent lung damage from Utah air pollution? Research on Capitol Hill, Salt Lake City, Utah, USA.

Bunch, K. 2022. Impacts of CFTR mutations on pulmonary development in sheep. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Burton, A. 2021. The opportunities and challenges of qualitative research as a young researcher. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Chirvasa, C. 2021. Understanding how changes in precipitation intensity will affect vegetation in the western U.S. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Cooney, J. 2022. Does cannabidiol affect the physical properties of anhydrous milk fat and palm kernel oil? Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Davis, M., and E. Greenwood. 2022. Detecting accurate emotions in faces. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

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Davis, M., and E. Greenwood. 2022. Does emotion training reduce implicit racial bias? Research on Capitol Hill, Salt Lake City, Utah, USA.

Dixon, I. 2022. Voicing “gut-feelings”: How can leaders increase the combined intuition of their team? Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Easton, M. 2022. Firefighters and fad diets: A study of the impact of diet on Unified Fire Authority (UFA) firefighters’ physical performance. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Felty, A. 2022. Multiracial students do not belong in the margins. Research on Capitol Hill, Salt Lake City, Utah, USA.

Harward, C. 2022. Improving climate models can help ensure better national security response to drought and extreme weather. Research on Capitol Hill, Salt Lake City, Utah, USA.

Hatch, H. 2022. Evolution of floral microbes and the resulting effects on pollinator preferences. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Isom, C. 2021. True Grit (1969) and feminism: How it succeeds and why we should still expect better. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Linares, S. 2022. Heart2Heart: Discrimination-based stress reduction in black, indigenous, & people of color. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Linares, S., and H. Baxter. 2022. The well-being of women of color during Covid-19. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

McFadden, L. 2022. Antimicrobial properties of sagebrush roots. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Meek, A. 2022. Measuring algae growth with low-cost Raspberry Pi sensor system. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Migliori, A. 2022. Determination of free fatty acid and triglyceride fatty acid of food fats using a rapid gas chromatographic method. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Mills, W. 2021. Light scattering from periodic conducting structures. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Mills, W., C. Lange, and T.-C. Shen. 2022. Light scattering from periodic conducting structures. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

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Ottley, C., A. Meek, and A. Landsom. 2022. Addressing childhood food insecurity. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Overton, M. 2021. The impact China's recent economic growth has had on the environment: Challenging the assumption that in order to protect the environment we must sacrifice development. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Rickabaugh, E. 2022. Hagfish protein membranes as in vitro models of Bruch's membrane in the subretinal tissue. Association for Research in Vision and Ophthalmology Conference, Denver, Colorado, USA.

Stewart, E. 2022. Effects of diet and black raspberry supplementation on gene expression in colon tissues. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Suisse, D. 2021. Patients' perceptions of stigma during emergency department visits: Measuring impacts on healthcare satisfaction, treatment adherence, and mental health. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Suisse, D. 2022. Antimicrobial activity of *Artemisia tridentata*. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Suisse, D., and J. Griffeth. 2022. Patients' perceptions of stigma during emergency department visits: Measuring impacts on healthcare satisfaction, treatment adherence, and mental health. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Suisse, D., and **K. Suisse.** 2022. Identification and isolation of antimicrobial components of *Artemisia tridentata*. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Van Gieson, R. 2021. Making progress, but not enough: An examination of alternative energy in China. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Williams, A. 2021. Discovering virally encoded proteins that block type IV CRISPR immune systems. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

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

Anderson, L. 2022. A content and sentiment analysis of Facebook posts regarding wild horse management. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Armbrust, M. 2021. Determining the nucleic acid binding affinities of CRISPR-associated DinG (CasDinG). Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

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Bonebrake, E. 2021. Estimating cattle density and distribution using wildlife cameras. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Brothersen, E. 2021. Effectiveness of cannabidiol and resveratrol against diesel exhaust particle-induced cytotoxicity. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Bunch, K. 2022. Correction of F508del and G542X mutations in sheep fibroblasts of cystic fibrosis models using CRISPR/Cas9 and PiggyBac. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Burton, A., and C. Mendez Wright. 2022. Connections to home: Immigrant material culture in northern Utah. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Chirvasa, C., A. Kulmatiski, M. Holdrege, and K. Beard. 2022. Understanding how changes in precipitation intensity will affect vegetation in the western U.S. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Dixon, I., and N. Anderson. 2022. Investigating the effect of financial literacy on gambling versus micro-investing behaviors in the Dominican Republic. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Graham, O. 2022. Calculating Planck's constant from experimental data. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Johns, H. 2021. Mechanical testing of hagfish slimes. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

McFadden, L. 2022. Antimicrobial activity of sagebrush roots. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Migliori, A. 2021. Determination of free fatty acid and triglyceride fatty acid of food fats using a rapid gas chromatographic method. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Mills, W. 2022. Light scattering from periodic conducting structures. National Conference on Undergraduate Research, Virtual.

Mullen, A. 2022. Phylogeny and historical biogeography of *Uroleucon* aphids. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Nay, B. 2022. Make your (punctuation) mark! Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Norman, M. 2022. Detecting climate change in trilobite time. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Ottley, C., A. Landsom, and **A. Meek.** 2022. Addressing childhood food insecurity. National Conference on Undergraduate Research, Virtual.

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Schulz, T. 2022. Measuring the intensity of MyMotivators™/ Whole Brain® communication in print advertising. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

Stringham, S. 2021. Dramaturgy for Miss Bennet: Christmas at Pemberley. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Suisse, D. 2022. Patients' perceptions of stigma during emergency department visits: measuring impacts on patient satisfaction and treatment adherence. Central States Communication Association Conference, Madison, Wisconsin, USA.

Suisse, D., and K. Suisse. 2022. Identification and isolation of antimicrobial components of *Artemisia tridentata*. National Conference on Undergraduate Research, Virtual.

Tureson, T. 2021. A = A: A change in social movement leadership and engagement should equal a change in civic education. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

Waddoups, P. 2022. Philosophies of death and identity in the works of Virginia Woolf. Utah Conference on Undergraduate Research, Utah Tech University, St. George, Utah, USA.

Wilson, K. 2022. Utah tick surveillance. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

4. Student Publications (Honors student in bold)

Daines, S. A. 2021. The therapeutic potential and limitations of ketones in traumatic brain injury. *Frontiers in Neurology* 12:723148.

5. Honors Program Staff Publications

Miller, K. 2021. Business as unusual: Honors and post-pandemic Gen Z," *JNCHC: Journal of the National Collegiate Honors Council* 22 (2):11-18.

OUTCOMES

6. Graduation

During FY 2021-2022, 34 students successfully completed all requirements for graduation with University Honors. This number represents 5% of this year's Honors student population and 22% of the 2018 (*t*-4) first-year Honors cohort. Figure G-1 illustrates the Honors Program's completion rate based on four-year cohorts between 2005 and 2022. 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.

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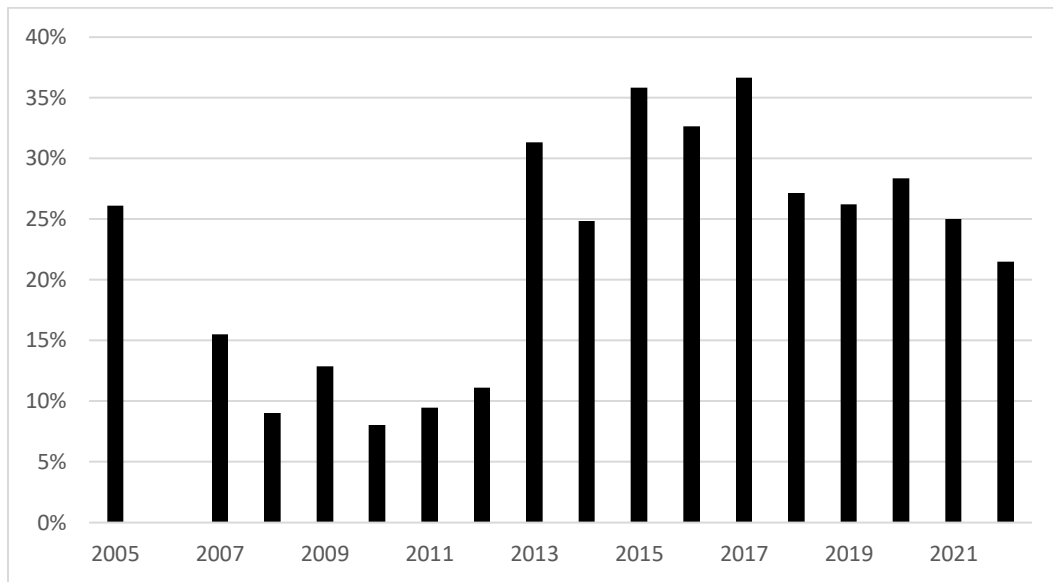


Figure G-1. Honors Program completion rate (graduation with Honors) at time t as a percentage of incoming first-year students at time $t-4$.

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 are required to meet a 3.5 cumulative USU GPA threshold (which students may 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.

In FY 2021-2022, Honors sent “academic action” messages to 85 students whose GPAs had fallen below 3.0 for the current semester, as well as 75 students whose cumulative USU GPA was below a threshold determined by their year in the program: 3.00 for first-year students (25 academic action emails), 3.34 for second-year students (23 academic action emails), 3.44 for third-year students (16 academic action emails), and 3.50 for fourth-year students/students in their final year (eleven 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 2021-2022,

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169 students voluntarily withdrew from the program for a variety of reasons (Figure G-2).

That total includes 16 students who transferred to another institution, 17 students who withdrew from USU, and 26 students who have not attended USU for three or more years.

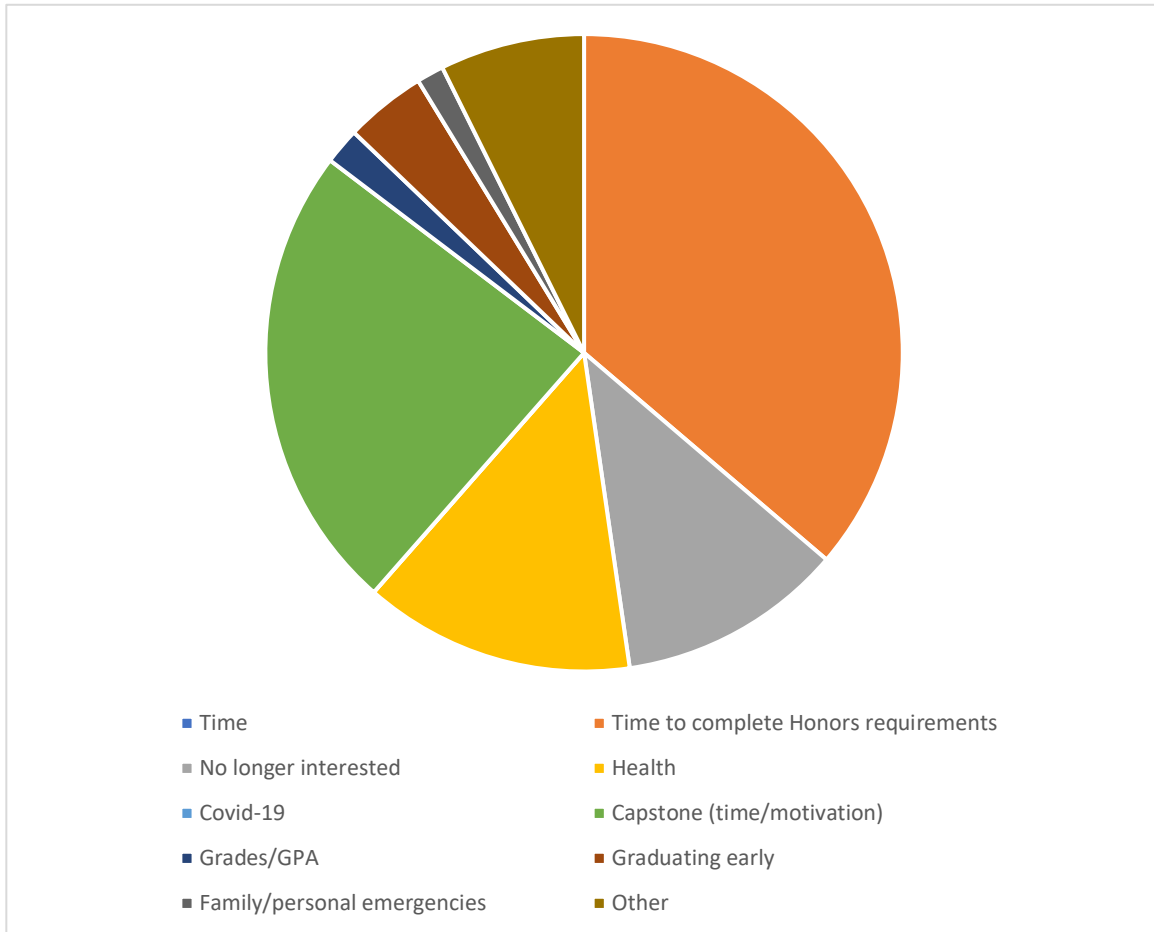


Figure G-2. Student withdrawals from the USU Honors Program in FY 2021-2022 by stated reason.

8. Transcript Designations

University Honors—Every student who successfully completes the University Honors Program requirements earns a University Honors transcript designation. In FY 2021-2022, the following 34 Honors students graduated with University Honors, a 15% decrease over FY 2020-2021:

Alder, Madeleine	Anderson, Libbie	Barnes, Tyson
Bleak, Brynli	Bonebrake, Emily	Brock, Olivia

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Bunch, Kaden	Clark Smith, Jessica	Clarkson, Corinne
Easton, Marin	Felty, Aubrey	Greenwood, Emma
Hatch, Hailey	Hoopes, Hayden	Martin, Jessica Jamiel
McFadden, Lauren	Mullen, James	Pruett, Tanner
Nguy, Andy	Richards, Mariah	Rickabaugh, Emilee
Roberts, Riley	Rogers, Caitlyn	Rowles, Samuel
Schulz, Tanner	Smith, Abigail	Stewart, Eliza
Suisse, David	Tureson, Tess	van Brunt, Gabrielle
Walton, Anneka	Wasden Suisse, Kayla	Wilson, Keith
Worthen, Jarren		

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 2021-2022, the following 20 Honors students earned an Undergraduate Research designation, a 23% decrease over FY 2020-2021, but still significantly higher than in previous years before Honors advising staff began a concerted effort to inform and motivate students to seek the designation. Also of note is the fact that this number includes some students who did not graduate with University Honors:

Bleak, Brynli	Bonebrake, Emily	Brock, Olivia
Bunch, Kaden	Easton, Marin	Felty, Aubrey
Gornichec, Olivia	Greenwood, Emma	Hatch, Hailey
McFadden, Lauren	Mullen, James	Nguy, Andy
Rickabaugh, Emilee	Roberts, Riley	Rogers, Caitlyn
Stewart, Eliza	Suisse, David	Tureson, Tess
Walton, Anneka	Wasden Suisse, Kayla	

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

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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, participate in a pre- and post-trip reflections, and make a returning traveler presentation to the Honors community. 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 toward up to 5 of the 15 credits of internationally focused coursework. In FY 2021-2022, there were no Honors students who earned a Global Engagement Scholar designation, compared to four in FY 2020-2021.

Community-Engaged Scholar— The program also offers its students the opportunity to ground their Honors work in community-engaged learning activities. Focusing on both classroom learning and putting that learning into practice in the community, Community-Engaged Scholars (now Christensen Community Scholars) are students who have used the skills learned in their disciplines to think deeply and to 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 specific service projects. Honors students seeking this designation must document 200 hours of community service through USU's AggiePulse platform, earn nine credits/points of Honors-in-Practice community-engaged mentored work or take community-engaged courses for a total of nine credits/points, and complete an Honors Capstone Project that develops and implements a sustainable service project in response to a specific community-identified need. In FY 2021-2022, one Honors student, Marin Easton, earned a Community-Engaged Scholar designation.

9. Student Awards and Honors

International, National, and State Awards and Honors

Cristina Chirvasa, 2022 Goldwater Scholar

Morgan Jaromilla Hughes, 2022 National Science Foundation Graduate Research Fellowship

Andrew Kjar, 2022 National Science Foundation Graduate Research Fellowship

Wesley Mills, 2022 Goldwater Scholar

Jonathan Mousley, 2022 National Science Foundation Graduate Research Fellowship

AJ Walters, 2022 National Science Foundation Graduate Research Fellowship

University Awards and Honors

Madeleine Alder, Geraldine Robins Award, USU 2022 Robins Awards

Libbie Anderson, Outstanding Undergraduate Oral Presentation—Social Sciences and Education, Spring Student Research Symposium

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Tyson Barnes, Outstanding Undergraduate Poster Presentation—Engineering, Spring Student Research Symposium

Madilyn Braunersrither, Undergraduate Research and Creative Opportunities Grant, Summer 2022

Olivia Brock, USU Undergraduate Researcher of the Year

Emily Brothersen, Undergraduate Research and Creative Opportunities Grant, Spring 2022

Kaden Bunch, Outstanding Undergraduate Poster Presentation—Life Sciences, Spring Student Research Symposium

Marisa Davis, Undergraduate Research and Creative Opportunities Grant, Fall 2021

Porter Ellis, Undergraduate Research and Creative Opportunities Grant, Fall 2021

Aubrey Felty, Talent of the Year, USU 2022 Robins Awards

Marcus Hayden, 2021 Peak Summer Research Fellow

Marcus Hayden, Undergraduate Research and Creative Opportunities Grant, Summer 2022

Andrew Jouffray, Undergraduate Research and Creative Opportunities Grant, Fall 2021

Marianne Maughan, Undergraduate Research and Creative Opportunities Grant, Spring 2022

Timothy Miller, 2021 Peak Summer Research Fellow

Timothy Miller, Undergraduate Research and Creative Opportunities Grant, Summer 2022

Carter Ottley, Undergraduate Research and Creative Opportunities Grant, Fall 2021

Madison Patch, Undergraduate Research and Creative Opportunities Grant, Summer 2022

Natalie Rust, Outstanding Undergraduate Poster Presentation—Social Sciences and Education, Spring Student Research Symposium

Conner Sabin, Undergraduate Research and Creative Opportunities Grant, Summer 2022

Ellie Siddoway, Outstanding Undergraduate Poster Presentation—Engineering, Spring Student Research Symposium

David Suisse, Scholar of the Year, USU 2022 Robins Awards

Zachary Zito, 2021 Peak Summer Research Fellow

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College Awards and Honors

Emily Bonebrake, Undergraduate Researcher of the Year, S.J. and Jessie E. Quinney College of Natural Resources

Olivia Brock, Undergraduate Researcher of the Year, Caine College of the Arts

Olivia Brock, Caine Scholar for Excellence

Olivia Brock, Valedictorian, Caine College of the Arts

Porter Ellis, Valedictorian, College of Science

Aubrey Felty, Scholar of the Year, Caine College of the Arts

Aubrey Felty, Caine Scholar for Excellence

Catherine Kartchner, Dean's Scholar, College of Science

Kimberly Lewin, Caine Scholar for Excellence

James Mullen, Valedictorian, College of Engineering

Caitlyn Rogers, Kiwanis Award, College of Humanities and Social Sciences

Tanner Schulz, Scholar of the Year, Jon M. Huntsman School of Business

Julia Stowell, Undergraduate Teaching Fellow of the Year, Caine College of the Arts

David Suisse, Undergraduate Researcher of the Year, College of Humanities and Social Sciences

David Suisse, Scholar of the Year, College of Humanities and Social Sciences

Departmental Awards and Honors

Jonah Carlson, Undergraduate Teaching Fellow of the Year, Honors Program

Isaac Dixon, Undergraduate Researcher of the Year, Department of Management

Aubrey Felty, Talent of the Year, Department of Theatre Arts

Tanner Pruett, Outstanding Senior, Department of Music

Tanner Schulz, Scholar of the Year, Department of Marketing and Strategy

H. APPENDIX

Table H-1. List of FY 2021-2022 Honors graduates.

Name	College	Major(s)	Designation
Alder, Madeleine	HSB/CHaSS	Economics/International Studies	University Honors
Anderson, Libbie	CHaSS	Journalism	University Honors
Barnes, Tyson	ENGR	Biological Engineering	University Honors
Bleak, Brynli	CEHS	Kinesiology (Pre-Physical Therapy Emphasis)	University Honors
Bonebrake, Emily M	QCNR	Wildlife Ecology and Management	University Honors
Brock, Olivia	CCA/CoS	Art History/Statistics	University Honors
Bunch, Kaden	CoS	Biology	University Honors
Clark Smith, Jessica	CEHS	Psychology	University Honors
Clarkson, Corinne	CHaSS	Portuguese/Journalism (Public Relations Emphasis)	University Honors
Easton, Marin	CAAS	Dietetics	University Honors
Felty, Aubrey	CCA	Theatre Education	University Honors
Greenwood, Emma	CEHS	Psychology	University Honors
Hatch, Hailey	CoS	Biology (Ecology and Biodiversity Emphasis)	University Honors
Hoopes, Hayden	HSB/CHaSS	Management Information Systems/Spanish	University Honors
Martin, Jessica Jamiel	CEHS	Communicative Disorders and Deaf Education	University Honors
McFadden, Lauren Rachel	CAAS	Plant Science Research	University Honors
Mullen, James Anthony	ENGR	Mechanical Engineering	University Honors
Nguy, Andy	CAAS	Animal, Dairy and Veterinary Sciences	University Honors
Pruett, Tanner Hancock	CCA	Choral Education	University Honors
Richards, Mariah Lynn	CAAS	Animal, Dairy and Veterinary Sciences	University Honors
Rickabaugh, Emilee	ENGR	Biological Engineering	University Honors
Roberts, Riley	ENGR	Computer Engineering	University Honors
Rogers, Caitlyn	CHaSS	American Studies/Communication Studies	University Honors
Rowles, Samuel	CHaSS	English (Creative Writing Emphasis)	University Honors
Schulz, Tanner James	HSB	Marketing	University Honors
Smith, Abigail	CCA	Acting	University Honors
Stewart, Eliza	CoS	Human Biology	University Honors

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Table H-1. Continued.

Name	College	Major(s)	Designation
Suisse, David	CHaSS	Global Communication	University Honors
Tureson, Tess	CEHS	Social Studies Composite Teaching	University Honors
van Brunt, Gabrielle	ENGR	Mechanical Engineering	University Honors
Walton, Anneka	CAAS	Nutrition Science	University Honors
Wasden Suisse, Kayla	CoS	Biology	University Honors
Wilson, Keith	CoS	Biochemistry	University Honors
Worthen, Jarren	ENGR	Electrical Engineering	University Honors

H. APPENDIX

Table H-2. List of FY 2021-2022 Honors-engaged faculty, staff, and other mentors/instructors.

Name	College	Department or Program
Adair, Camilla	CEHS	Kinesiology and Health Sciences
Adams, Brett	CoS	Biology
Akhundjanov, Sherzod	CAAS	Applied Economics
Allan, Vicki	CoS	Computer Science
Allen, LoraLynn	CEHS	Nursing and Health Professions
Allen, Nicole	CHaSS	Communication Studies and Philosophy
Archer, Seth	CHaSS	History
Arshavskaya, Ekaterina	CHaSS	World Languages and Cultures
Avgar, Tal	QCNr	Wildland Resources
Babits, Chris	CHaSS	History
Bakker, Sara	CCA	Music
Ballam, Shanan	CHaSS	English
Barker, Brittan	CEHS	Communicative Disorders and Deaf Education
Bates, Scott	CEHS	Psychology
Belmont, Patrick	QCNr	Watershed Sciences
Benninghoff, Abby	CAAS	Animal, Dairy, and Veterinary Sciences
Bennion, Lindsay	HSB	Data Analytics and Information Systems
Bernhardt, Scott	CoS	Biology
Bilicka, Katarzyna	HSB	Economics and Finance
Blings, Steffen	CHaSS	Political Science
Boettinger, Janis	CAAS	Plants, Soils and Climate
Bone, Sterling	HSB	Marketing and Strategy
Bosworth, Ryan	CAAS	Applied Economics
Bowen, Briana	CHaSS	Center for Anticipatory Intelligence
Brough, Aaron	HSB	Marketing and Strategy
Brown, David	CoS	Mathematics and Statistics
Brown, Katie	CEHS	Psychology
Buhusi, Mona	CEHS	Psychology
Bundock, Kaitlin	CEHS	Special Education and Rehabilitation Counseling
Bunnell, Matt	CAAS	Aviation and Technical Education

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Table H-2. Continued.

Name	College	Department or Program
Burbank, Jen	CoS	Biology
Burger, Benjamin	CoS	Geology
Cannon, James	HSB	School of Accountancy
Carey, Jon	CEHS	Kinesiology and Health Science
Caron, Amber	CHaSS	English
Carter Olson, Candi	CHaSS	Journalism and Communication
Champagne, Brian	CHaSS	Journalism and Communication
Chang, Tom	CoS	Chemistry and Biochemistry
Charlton, Rebecca	CAAS	Nutrition, Dietetics and Food Sciences
Chenette, Timothy	CCA	Music
Christiansen, Mike	CoS	Chemistry and Biochemistry
Ciciurkaite, Gabriele	CHaSS	Sociology and Anthropology
Cohen, Anna	CHaSS	Sociology and Anthropology
Colver, Mitchell	N/A	Center for Student Analytics
Conrad, Paulette	HSB	Data Analytics and Information Systems
Conte, Mitchell	N/A	Center for Student Analytics
Conrad, Christopher	CHaSS	History
Craig, Boyd	HSB	Marketing and Strategy
Crane, Bret	HSB	Marketing and Strategy
Crawford, Dustin	CHaSS	English
Cripps, Don	ENGR	Electrical and Computer Engineering
Cuch, Marilyn	CEHS	Teacher Education and Leadership
Damen, Mark	CHaSS	History
Davidson, Jeanne	LIB	N/A
Davis, James	HSB	Marketing and Strategy
DeJonge-Kannan, Karin	CHaSS	World Languages and Cultures
Dixon, Michael	HSB	Management
Domenech-Rodriguez, Melanie	CEHS	Psychology
Dorsch, Travis	CEHS	Human Development and Family Studies
Durward, Carrie	CAAS	Nutrition, Dietetics and Food Sciences
Edwards, Kevin	N/A	Space Dynamics Laboratory

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Table H-2. Continued.

Name	College	Department or Program
Ellsworth, Joel	ENGR	Mechanical and Aerospace Engineering
Erickson, Devon	HSB	School of Accountancy
Etchberger, Richard	QCNR	Wildland Resources
Eyre, Nikole	CHaSS	English
Ferguson, John	HSB	Management
Fletcher, Annalise	CEHS	Communicative Disorders and Deaf Education
Flint, Colin	CHaSS	Political Science
Freeman, Sara	CoS	Biology
Fronk, Thomas	ENGR	Mechanical and Aerospace Engineering
Gabbert, Lisa	CHaSS	English
Gelfand, Laura	CCA	Art and Design
Gilmore, Jason	CHaSS	Communication Studies and Philosophy
Goelzhauser, Greg	CHaSS	Political Science
Gossard, Julia	CHaSS	History
Graham, Shane	CHaSS	English
Grayzel, Susan	CHaSS	History
Greenwood, Mary Ellen	CHaSS	English
Griffith, Todd	HSB	Economics and Finance
Habashi, Jessica	CoS	Biology
Hadfield, Kimberleigh	CoS	Mathematics and Statistics
Hageman, Kim	CoS	Chemistry and Biochemistry
Harper, Mario	CoS	Computer Science
Hartwell, Christopher	HSB	Management
Hastings of Scarisbrick, Lord Michael	HSB	Marketing and Strategy
Heath, Edward	CEHS	Kinesiology and Health Science
Heaton, Dallas	CCA	Music
Hevel, Joanie	CoS	Chemistry and Biochemistry
Hintze, Korry	CAAS	Nutrition, Dietetics and Food Sciences
Hofmann, Erin	CHaSS	Sociology and Anthropology
Holland, Daniel	HSB	Marketing and Strategy
Holt, Kerin	CHaSS	English

H. APPENDIX

Table H-2. Continued.

Name	College	Department or Program
Hoopes, Karl	CAAS	Animal, Dairy, and Veterinary Sciences
Hunsaker, Scott	CEHS	Teacher Education and Leadership
Hunt, Lauren	CCA	Music
Jackson, Ryan	CoS	Chemistry and Biochemistry
Jensen, Phebe	CHaSS	English
Jessop, Craig	CCA	Music
Johnson, Jeannie	CHaSS	Political 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
Kannan, Vijay	HSB	Management
Kaundal, Amita	CAAS	Plants, Soils and Climate
Keady, Darcy	CEHS	Human Development and Family Studies
Kinkead, Joyce	CHaSS	English
Knowles, Ryan	CEHS	Teacher Education and Leadership
Knuppe, Austin	CHaSS	Political Science
Kofoed, Melissa	CoS	Chemistry and Biochemistry
Kouraytem, Nadia	ENGR	Mechanical and Aerospace Engineering
Koven, Mark	CAAS	Applied Sciences, Technology, and Education
Kraus, Katie	CAAS	Nutrition, Dietetics and Food Sciences
Lant, Christopher	QCNR	Environment and Society
Laursen, Nathan	N/A	N/A
Lawver, Becki	CAAS	Applied Sciences, Technology and Education
Lee, Yoon	CEHS	Human Development and Family Studies
Levin, Crissa	CEHS	Psychology
Liu, Tianbiaou	CoS	Chemistry and Biochemistry
Liu, Yanan	CAAS	Animal, Dairy, and Veterinary Sciences
Lucas, Lauren	CoS	Biology
Lucero, Jessica	CHaSS	Social Work
Luecke, Chris	QCNR	Watershed Sciences

H. APPENDIX

Table H-2. Continued.

Name	College	Department or Program
Lyon, Jolynne	N/A	N/A
Madsen, Carlee	CHaSS	World Languages and Cultures
Manibog, Lianna	CHaSS	English
Manuel-Dupont, Sonia	CHaSS	English
Martini, Silvana	CAAS	Nutrition, Dietetics and Food Sciences
McGonagill, Doris	CHaSS	World Languages and Cultures
Meier, Cris	CHaSS	Social Work
Meyer, Ralph	CAAS	Animal, Dairy, and Veterinary Sciences
Meyer-Ficca, Mirella	CAAS	Animal, Dairy, and Veterinary Sciences
Miller, Carma	CEHS	Nursing and Health Professions
Miller, Kristine	CHaSS	English
Mitri, Paul	CCA	Theatre Arts
Monson, Debra	CHaSS	Journalism and Communication
Moon, Todd	ENGR	Electrical and Computer Engineering
Norton, Jeanette	CAAS	Plants, Soils, and Climate
Olsen, Aaron	CAAS	Animal, Dairy, and Veterinary Sciences
Olsen, Jason	CHaSS	English
Omasta, Matt	CCA	Theatre Arts
O'Shay, Sydney	CHaSS	Communication Studies and Philosophy
Palsson, Craig	HSB	Economics and Finance
Peak, David	CoS	Physics
Peterson, Shannon	HSB	Economics and Finance
Piotrowski, Amy	CEHS	Teacher Education and Leadership
Podgorski, Greg	CoS	Biology
Polejaeva, Irina	CAAS	Animal, Dairy, and Veterinary Sciences
Ramirez, Ricardo	CoS	Biology
Reali, Virginie	CHaSS	World Languages and Cultures
Rego, Cacilda	CHaSS	World Languages and Cultures
Rice, John	ENGR	Civil and Environmental Engineering
Richter, David	CHaSS	World Languages and Cultures
Ricketts, Jeremy	CHaSS	English

H. APPENDIX

Table H-2. Continued.

Name	College	Department or Program
Rickords, Lee	CAAS	Animal, Dairy, and Veterinary Sciences
Rivera-Dundas, Adena	CHaSS	English
Rivera-Mueller, Jessica	CHaSS	English
Rivers, Erin	QCNR	Watershed Sciences
Roberts, Nick	ENGR	Mechanical and Aerospace Engineering
Robison-Greene, Rachel	CHaSS	Communication Studies and Philosophy
Romney, Alexander	HSB	Marketing and Strategy
Sand, Alexa	CCA	Art and Design
Sanders, Matthew	CHaSS	Communication Studies and Philosophy
Schaeffer, Robert	CoS	Biology
Scheaffer, Melissa	ENGR	Engineering Education
Scheer, Christopher	CCA	Music
Scheiner, Steve	CoS	Chemistry and Biochemistry
Schneider, Gerald	CoS	Biology
Schupp, Eugene	QCNR	Wildland Resources
Searle, Kristin	CEHS	Instructional Technology and Learning Sciences
Seedall, Ryan	CEHS	Human Development and Family Studies
Semler, Lydia	CCA	Theatre Arts
Sharp, Steve	CHaSS	Political Science
Shen, Tsung-Chen	CoS	Physics
Sherlock, Richard	CHaSS	Communication Studies and Philosophy
Simon, Chad	HSB	School of Accountancy
Singleton, Patrick	ENGR	Civil and Environmental Engineering
Sleipness, Ole	CAAS	Landscape Architecture and Environmental Planning
Smith, Barton	ENGR	Mechanical and Aerospace Engineering
Spears, Jeff	CHaSS	Social Work
Stewardson, Denise	CAAS	Applied Sciences, Technology, and Education
Studenka, Breanna	CEHS	Kinesiology and Health Science
Thayer Hassett, Anastasia	CAAS	Applied Economics
Thomas, Brent	CoS	Mathematics and Statistics
Thompson, Merideth	HSB	Management

H. APPENDIX

Table H-2. Continued.

Name	College	Department or Program
Thornton-Kuth, Kara	CAAS	Animal, Dairy, and Veterinary Sciences
Thunell, Andy	HSB	Marketing and Strategy
Torre, Charles	CoS	Physics
Torres-Rua, Alfonso	ENGR	Civil and Environmental Engineering
VanGeem, Stephen	CHaSS	Sociology and Anthropology
Vargis, Elizabeth	ENGR	Biological Engineering
Veblen, Kari	QCNR	Wildland Resources
Veon, Raymond	CCA	Art and Design
Vigneault, Marissa	CCA	Art and Design
Wappett, Lianne	HSB	Data Analytics and Information Systems
Wappett, Matthew	CEHS	N/A
Watson, Daniel	CoS	Computer Science
Wengreen, Heidi	CAAS	Nutrition, Dietetics and Food Sciences
Williams, Becky	CoS	Biology
Winstead, Chris	ENGR	Electrical and Computer Engineering
Yong, Kim	HSB	Data Analytics and Information Systems
Young, Matthew	CoS	Mathematics and Statistics
Zhao, Jia	CoS	Mathematics and Statistics
Zhou, Anhong	ENGR	Biological Engineering
Zimmerman, Linda	N/A	N/A
Zsiray, John	N/A	N/A

H. APPENDIX

Table H-3. List of FY 2021-2022 faculty Departmental Honors Advisors (DHA).

Department/Area	Name
<i>College of Agriculture and Applied Sciences</i>	
Animal, Dairy and Veterinary Sciences	Thornton-Kuth, Kara
Applied Economics	Thayer Hassett, Anastasia (until 1/22) Bosworth, Ryan (since 1/22)
Applied Sciences, Technology and Education	Koven, Mark
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
 <i>Caine College of the Arts</i>	
Art, Art History, Interior Design	Vigneault, Marissa
Music, Music Education, Music Therapy	Bakker, Sara
Theatre Arts	Omasta, Matt
 <i>Emma Eccles Jones College of Education and Human Services</i>	
Communicative Disorders and Deaf Education	Manuel-Dupont, Sonia
Early Childhood Education, Elementary Education, and TEAL	Hunsaker, Scott
Human Development and Family Studies	Lee, Yoon (until 8/21) Keady, Darcy (since 8/21)
Health, Physical Education, and Recreation/Kinesiology and Health Science	Studenka, Breanna
Instructional Technology and Learning Sciences	Searle, Kristin
Nursing	Allen, Loralynn
Psychology	Levin, Crissa
Special Education and Rehabilitation	Bundock, Kaitlin
 <i>College of Humanities and Social Sciences</i>	
Anthropology	Cohen, Anna

H. APPENDIX

Table H-3. Continued.

Department/Area	Name
Communication Studies	Sanders, Matthew (until 9/21) O'Shay, Sydney (since 9/21)
English	Holt, Kerin
History/Religious Studies	Gossard, Julia (until 10/21) Archer, Seth (since 10/21)
International Studies, Law and Constitutional Studies, Political Science	Flint, Colin
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, Jen Adams, Brett (until 1/22) Freeman, Sara (since 1/22)
Computer Science	Watson, Dan
Geology	Burger, Benjamin
Mathematics and Statistics	Brown, David
Physics	Shen, TC
<i>Jon M. Huntsman School of Business</i>	
Accounting	Cannon, James

H. APPENDIX

Table H-3. Continued.

Department/Area	Name
Data Analytics and Information Systems	Yong, Kim
Economics and Finance	Palsson, Craig
Management	Dixon, Mike
Marketing and Strategy	Romney, Alex
<i>S.J. and Jessie E. Quinney College of Natural Resources</i>	
College of Natural Resources Coordinator	Schupp, Eugene
Environment and Society	Lant, Christopher
Watershed Sciences	Belmont, Patrick
Wildland Resources	Veblen, Kari
<i>Statewide Campuses</i>	
Brigham City	Eyre, Nikole
Uintah Basin	Williams, Becky (until 7/21) Christiansen, Mike (7/21-1/22) Burger, Benjamin (since 1/22)
USU Eastern Price	Spears, Jeff

H. APPENDIX

Table H-4. FY 2021-2022 Honors Faculty Advisory Board (HFAB).

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

Table H-5. FY 2021-2022 Honors Student Advisory Board (HSAB).

College	Name
Caine College of the Arts	Brock, Olivia
College of Agriculture and Applied Sciences	Walton, Anneka
College of Engineering	Rickabaugh, Emilee
College of Humanities and Social Sciences	Lancaster, Cole
College of Science	Gornichec, Olivia
Emma Eccles Jones College of Education and Human Services	Whisenhunt (Bullock), Kathleen
Jon M. Huntsman School of Business	Bensaha, Hadjer Abir
S.J. and Jessie E. Quinney College of Natural Resources	DeBruin, Mikenna

H. APPENDIX

Table H-6. FY 2021-2022 Annual Honors Last Lecture Selection Committee.

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

H. APPENDIX

Table H-7. FY 2021-2022 Honors Leadership Academy Graduates.

Name	Number of Modules Completed	College
Baxter, Hannah	2	N/A (Exploratory)
Cole, Morgan	4	College of Science
Ekker, Kamerin	3	College of Humanities and Social Sciences
Fairbourn, Katie	4	Caine College of the Arts
Garcia Ortiz, Alvaro	1	Jon M. Huntsman School of Business
Gee, Alison	1	N/A (Exploratory)
Ivans, Rebecca	4	College of Humanities and Social Sciences
Kearsley, Kayleigh	5	College of Humanities and Social Sciences
Larsen, Olivia	4	College of Engineering
Long, Kaylee	2	S. J. and Jessie E. Quinney College of Natural Resources/College of Science
Marshall, Aspen	3	College of Agriculture and Applied Sciences
Morley, Jackson	5	College of Science
Moss, Elijah	4	College of Science
Neidlinger, Elsa	3	Caine College of the Arts
Nielsen, Bella	5	College of Engineering
Parry, Jamie	2	N/A (Exploratory)
Phillips, Kai	2	Emma Eccles Jones College of Education and Human Services/College of Humanities and Social Sciences
Robison, Kade	2	College of Engineering
Roth, Lily	5	College of Science
Shippen, Gracie	5	Jon M. Huntsman School of Business/Emma Eccles Jones College of Education and Human Services
Slack, Aubony	2	College of Humanities and Social Sciences
Swan, Benjamin	1	Jon M. Huntsman School of Business
Waddoups, Preston	1	College of Humanities and Social Sciences
Ward, Eden	2	College of Humanities and Social Sciences
Weaver, Abigail	5	College of Agriculture and Applied Sciences/College of Science

H. APPENDIX

Table H-8. Recipients of Honors Research Fund awards during FY 2021-2022.

Name	Title/Description of Research or Activity
Aller, Maddie	Research—The Effects of Yoga on the Stress Levels of Working Students
Bonebrake, Emily	Research—Estimating Cattle Density and Distribution Using Wildlife Cameras
Brock, Olivia	Research—Visions of Science: An Art Historical Exploration of Medieval Scientific Manuscripts
Brogdon, Chloe	Travel—Midwest Political Science Conference, Chicago, IL
Burton, Alyssa	Research—Connections to Place: Latin American Immigrant Objects
Daines, Savannah	Publication—Honors Capstone
Dixon, Isaac	Research—Understanding the Interchangeability of Gambling and Investing Behavior
Meek, Abiela	Travel—Institute of Biological Engineering Conference, Athens, GA
Merrill, Madison	Travel—U.S. Senate Internship, Washington, D.C.
Norman, Michelle	Travel—Cordilleran and Rocky Mountain Joint Section Meeting of the Geological Society of America, Las Vegas, NV
Rickabaugh, Emilee	Travel—Association for Research in Vision and Ophthalmology Conference, Denver, CO
Southers, Sydney	Research—The Temporal Distribution of Microplastics in Lake Sediments
Suisse, David	Travel—Central States Communication Association Conference, Madison, WI

Table H-9. Undergraduate Research and Creative Opportunities (URCO) grant program Honors matching funds during FY 2021-2022.

Name	Title/Description of Research
Ottley, Carter	Covid-19 Oral Histories

H. APPENDIX

Table H-10. Recipients of Honors Study Abroad Fund awards during FY 2021-2022.

Name	Title/Description (Location)
Graham, Owen	German Intensive Study Abroad (Germany)
Hansen, Claire	Genocide, Reconciliation, and Peacebuilding (Rwanda)
Hatch, Hailey	ISEP Exchange Program University of Plymouth (UK)
Miner, Sara	Art and Architecture of Rome (Italy)
Ottley, Carter	Genocide, Reconciliation, and Peacebuilding (Rwanda) Narratives, Culture, and Community (Ireland)
Wilkinson, Gracie	German Intensive Study Abroad (Germany)

H. APPENDIX

Table H-11. Honors student employment during FY 2021-2022.

Position	Name
Honors Student Peer Advisor	Brawand, Marina (Summer/Fall 2021, Spring 2022) Mullen, Audrey (Summer 2022) Ottley, Carter (Summer/Fall 2021, Spring 2022)
Honors Post-Graduate Fellow	Daines, Savannah
Honors Student Office Assistant	Ivans, Rebecca (Fall 2021, Spring 2022) Kroff, Briggs (Fall 2021, Spring/Summer 2022)
Honors Ambassador	Johnson, Caroline Ottley, Carter
Honors <i>Connections</i> Peer Mentor	Whisenhunt (Bullock), Kathleen Chirvasa, Cristina Felty, Aubrey Ottley, Carter Palmer (Pack), Lauren Scroggin, Austin Smith, Tate
HONR 1320 Undergraduate Teaching Fellow (UTF) (Fall)	Carlson, Jonah
HONR 1330 UTF (Fall)	Bee, Nathaniel
HONR 1340 UTF (Fall)	Phillips, Kai
HONR 1360 UTF (Fall)	Lysenko, Sophie
HONR 3020/3030 UTF (Fall)	Brogdon, Chloe
HONR 1320 UTF (Spring)	Nay, Bethany
HONR 1330 UTF (Spring)	Gaither, Alyssa
HONR 1350 UTF (Spring)	Kellums, Camilla
HONR 3020/3030 UTF (Spring)	Kroff, Briggs



University Policy 404: Faculty Appointments **POLICY MANUAL**

FACULTY

Category: Faculty Policies (Faculty Code)

Subcategory: None

Covered Individuals: University Faculty

Responsible Executive: Provost

Policy Custodian: Chair of Professional Responsibilities and Procedures Committee

Last Revised: 2022/02/01

Previous USU Policy Number: 404

~~Number 404~~

~~Subject: Faculty Appointments~~

~~Effective Date: July 1, 1997~~

~~Revision: July 1, 1999, March 6, 2009-~~

~~Date of Last Revision: July 8,~~

~~2011~~ May 13, 2021

404.1 PURPOSE AND SCOPE

This section explains the requirements and procedures for appointment to various faculty positions.

404.2 POLICY

2.1 Appointment ~~APPOINTMENT~~

An appointment is a contractual agreement between a faculty member and the university. The terms and conditions of the appointment are described in this manual, the faculty member's role statement (Policies 405.6.1, [Role Statement and Role Assignment \(for tenure-eligible faculty\)](#), and 405.11.1, [Role Statement and Role Assignment \(for term faculty\)](#)), and salary notification and benefits forms. As an integral part of the appointment, faculty shall be entitled to the full range of benefits and privileges for which they are eligible.

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2.1.1 Policies Respecting Appointments

The university ~~will shall~~ take sufficient time to seek, and then to investigate thoroughly, candidates for appointment to assure that only highly qualified personnel are employed, and shall not discriminate against any candidate on the basis of race, color, religion, sex, sexual orientation, national origin, age, veteran status, marital or parental status, or the presence of any sensory, physical or mental disability or handicap.

The university ~~will shall~~ hire as faculty members only candidates who are committed to carrying out the mission of the university.

Faculty positions and administrative positions to be filled by faculty members, when external searches are being conducted, shall be advertised in media most likely to reach qualified persons who may have an interest, including those media that will encourage under-represented applicants. In addition to candidate-initiated applications, faculty will be invited to submit nominations, and the search and screening committee will be obligated to identify qualified candidates by encouraging nominations and aggressively pursuing promising nominees.

2.1.2 Professional Services

~~Faculty members shall be employed and their professional services and compensation shall be determined in accordance with the following policies Employment, professional services, and compensation of faculty members shall be in accordance with these policies. Professional services are, for example, include but are not limited to teaching, research or creative endeavors, extension, library, professional career and technical education, and along with related and supporting services, and are described in the role statement.~~

(+) 2.1.2.1 Full-time Services. The university has a right to the full-time professional services of each faculty member as described in the role statement to the extent prescribed by ~~his or her~~ the faculty member's appointment.

(-) 2.1.2.2 Automatic Renewal for Tenured Faculty. The appointments of tenured faculty members shall be automatically renewed annually. Notice in writing of intent to dismiss a tenured faculty member shall be in accordance with ~~ppolicies 407.2.1(5), Dismissal and 407.4.2, Notice of Intent to Impose a Sanction.~~ Notice to terminate the employment of a tenured faculty member shall be in accordance with ~~policies 406.2.3 and 4.4 Policies 406.2.3, Terminations; Reductions in Status (under Program Discontinuance for Academic Reasons), and 406.4.4, Terminations; Reductions in Status (under Financial Exigency).~~ Dismissal and termination are defined in policy 407.2.1(5), Dismissal.

(-) 2.1.2.3 Automatic Renewal for Tenure-eligible Faculty. The appointments of tenure-eligible faculty members in the probationary period are automatically renewed annually unless they receive notice of non-renewal in accordance with ~~Ppolicy 407.67, Non-Renewal~~ (in particular, 67.3, Notice of Non-Renewal). Notice in writing of intent to dismiss a tenure-eligible faculty member shall be in accordance with ~~ppolicies 407.2.1(5, Dismissal), and~~

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407.4.2. Notice of Intent to Impose a Sanction. -Notice to terminate the employment of a tenure-eligible faculty member shall be in accordance with policies 406.2.3 and 4.4 Policies 406.2.3, Terminations; Reductions in Status (under Program Discontinuance for Academic Reasons), and 406.4.4, Terminations; Reductions in Status (under Financial Exigency). Dismissal and termination are defined in policy 407.2.1(5, Dismissal).

(4) 2.1.2.4 Automatic Renewal for Term Appointments. Term appointments for faculty members are automatically renewed annually, based on performance or funding, unless the faculty members are given notice of non-renewal in accordance with policy 407.7 (in particular, 7.3) on: 1. satisfactory performance (Policies 405.12.1, Annual Review of Faculty, and 407.6, Non-Renewal) and 2. availability of funding (Policy 407.6, Non-Renewal). Notice of non-renewal must be provided in accordance with Policy 407.6.3, Notice of Non-Renewal. Notice in writing to dismiss a faculty member with a term appointment shall be in accordance with policy 407.2.1(5) Policies 407.2.1(5, Dismissal, and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a faculty member with a term appointment shall be in accordance with Policies 406.2.3 and 4.4 406.2.3, Terminations; Reductions in Status (under Policy 406.2, Program Discontinuance) and 406.4.4, Terminations; Reductions in Status (under Policy 406.4, Financial Exigency). Dismissal and termination are defined in Policy 407.2.1(5, Dismissal).

(5) 2.1.2.5 Automatic Renewal for Special Appointments. Special appointments for faculty members are renewed at the discretion of the academic unit in which the appointment is held. Special appointments may expire without notice of nonrenewal.

(6) 2.1.2.6 Resignation. Decisions to resign shall be submitted in writing by the faculty member as soon as possible, but not later than three months prior to the effective date of resignation. The notice shall be submitted to the department head or supervisor; that administrator shall advise the appropriate academic dean, chancellor, or vice president for extension and agriculture, or regional statewide campus dean/director, of the decision. The appropriate academic dean, chancellor, or vice president for extension and agriculture shall advise the provost who, in turn, shall advise the president. A faculty member's resignation terminates all rights and privileges, such as rank and tenure, which he or she were enjoyed as a faculty member.

2.1.2.7 Supplemental Appointment Compensation. A faculty member's professional service to the university shall be covered by appointment compensation. This shall not, however, prevent the university from employing faculty members for temporary assignments on supplemental appointments with additional salary covering professional services beyond a standard load. Commitment for such extra service must have the specific approval of the appropriate department head or supervisor, academic dean, chancellor, vice president for extension and agriculture, or regional vice president for statewide campuses dean, and the specific approval of the provost and the president. Supplemental appointments shall not adversely affect the responsibilities described in the role statement under the regular appointment.

(7) 2.1.2.8 Initial Role Statement. An initial role statement and any subsequent

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revisions to the role statement shall be prepared in accordance with policies ~~405.6.1 and 405.11.1~~ Policies 405.6.1, Role Statement and Role Assignment (for tenure-eligible faculty), and 405.11.1, Role Statement and Role Assignment (for term faculty).

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~~(8)~~ **2.1.2.9 Merit Salary Increase.** The merit salary increase of individual faculty members shall be arrived at following an annual appraisal of performance by the appropriate administrators, including the department head or supervisor, ~~academic dean, chancellor, vice president for extension and agriculture, or regional vice president for statewide campuses dean.~~ Consideration shall be given to the quality of the entire range of professional services as defined in the faculty member's role statement.

~~1.2~~ **2.1.3 Minimum Educational Requirements for Tenured and Tenure-Eligible Appointments**

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The minimum educational requirements for tenured and tenure-eligible faculty can be found in ~~Policy 405.2, Appointment, Tenure, and Promotion: Criteria for Core Faculty Ranks; 405.3, Appointment, Tenure, and Promotion: Criteria for Librarians; 405.4, Appointment, Tenure, and Promotion: Criteria for Faculty with Extension Ranks; and 405.5, Appointment, Tenure, and Promotion: Criteria for Professional Career and Technical Education Faculty Ranks. 401.3.1 through 401.3.5.~~

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~~1.3~~ **2.1.4 Graduate Degrees from the University**

Except under unusual circumstances, it is the policy of the university not to grant graduate degrees to its own faculty members, where the degree satisfies a prerequisite for appointment or advancement in rank. Requests for exceptions must be individually considered and approved by the provost based on appropriate recommendations.

404.2 2.2 TERM OF APPOINTMENT FOR: DEFINITION OF ACADEMIC OR FISCAL YEAR

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In the appointment of faculty members, two types of terms will be used: (1) an appointment on an academic year basis and (2) an appointment on a fiscal year basis.

Academic year appointees receive holidays and sick leave; however, they do not earn annual leave. Faculty on academic year appointments may be absent from campus between terms after they have fulfilled the professional responsibilities of their assignments; they may earn up to three additional months of salary for teaching, research or administrative assignments during the summer that precedes the academic year.

An academic year does not exceed 274 consecutive calendar days commencing in August. Within this framework in any given year the specific dates for the academic year are approved by the Executive Committee. Fiscal year appointments are made for teaching, research, extension, library, or administrative assignments, or for a combination of such assignments. Fiscal year appointees receive holidays and earn annual and sick leave.

404.3 2.3 APPOINTMENT PROCEDURES, TENURED OR TENURE-ELIGIBLE FACULTY AND FACULTY WITH TERM APPOINTMENTS

The department head or supervisor and the search and screening committee are responsible to ensure that all ~~university regulations pertaining to affirmative action and equal opportunity applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity,~~ are adhered to throughout the appointment process.

3-1 2.3.1 Determination of Need for Faculty Appointments

The faculty of departments and other academic units, in conjunction with the department head or supervisor, shall determine the need for and general parameters of faculty appointments congruent with its mission and role.

3-2 2.3.2 Authorization for Faculty Appointment

The department head or supervisor, shall obtain authorization from the provost, through the appropriate ~~academic dean, chancellor, vice president for extension and agriculture, or regional vice president for statewide campuses dean~~ to establish or fill any appointment on the academic unit's faculty.

3-3 2.3.3 Search and Screening Committee

The department head or supervisor shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the ~~L~~Library if the search occurs there. In searches for faculty who will reside at campuses other than Logan, the search and screening committee must include faculty representation from the campus where the new faculty member will reside. See ~~p~~Policies ~~401.4.3.(4, Limitations on Faculty Participation (for term faculty)) and 401.5.3.(2, Limitations on Faculty Participation (for faculty with special appointments))~~ for limitations on appointments of faculty to serve on search and screening committees.

3-4 2.3.4 Job Description and Advertising

In consultation with the department head or supervisor, ~~and~~ the faculty of the academic unit and, where appropriate, the ~~academic dean, chancellor, vice president for extension and agriculture, or the regional vice president for statewide campuses dean,~~ the search and screening committee shall prepare the job description and advertising in accord with university regulations.

3-5 2.3.5 Application Screening

The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and pertinent administrators. Where feasible, at least three candidates shall be identified.

3-6 2.3.6 Student Input

In an effort to provide additional voices in the hiring process, improve transparency, and

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Commented [NM30]: This could be a good spot to reference the appropriate 300-level policies, such as 303.

Commented [NM31R30]: ...ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

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provide unique perspectives on prospective faculty, the department head will establish a mechanism to involve students in the evaluation of faculty candidates. -This applies to candidates interviewed for a position that includes teaching as part of the role statement at the Logan or ~~Statewide-statewide~~ campuses. -For practical reasons, County Extension faculty searches are excluded from this requirement. -Instructions for how students shall provide feedback will be provided to students when the invitation to interview is extended to the candidate. -This student feedback shall be reviewed by the search committee.

~~3-7~~ 2.3.7 Faculty and Administrator Input

When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present its list of acceptable candidates and all supporting information, ranked in order of preference, to the department head or supervisor, ~~ranked in order of preference~~.

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~~3-8~~ 2.3.8 Recommendation of Department Head

The department head or supervisor ~~will~~shall forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the ~~academic~~ dean and, where appropriate, ~~the chancellor/vice president for statewide campuses;~~ or vice president for extension ~~and agriculture~~.

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~~3-9~~ 2.3.9 Recommendation of Academic Dean

The ~~academic~~ dean and, where appropriate, the ~~chancellor/vice president for statewide campuses;~~ or vice president for extension ~~and agriculture~~, will~~shall~~ forward to the provost the academic unit's recommendation together with all pertinent and supportive data from the faculty and the department head or supervisor. ~~If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.~~

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2.3.10 Approval of Appointment by Provost

If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

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2.3.11 Tentative Offers

Tentative offers can be made to a prospective appointee only with the approval of the provost.

~~404.4~~ 2.4 APPOINTMENT PROCEDURES; FACULTY WITH SPECIAL APPOINTMENTS

The department head or supervisor is responsible to ensure that all ~~university regulations pertaining to affirmative action and equal opportunity~~ applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

Commented [NM35]: Maybe another reference to 303 et. al.?

Commented [NK36R35]: mirror 404.3 language

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4.1 2.4.1 Adjunct and Visiting Ranks and Titles

Before appointing faculty in the adjunct and visiting ranks, the department head or supervisor shall consult with the faculty and then make a recommendation to the ~~academic~~ dean and, where appropriate, ~~the chancellor~~, vice president for extension ~~and agriculture~~, or the ~~regional vice president for statewide campuses dean~~. In turn, the ~~academic~~ dean and, where appropriate, the ~~chancellor~~, vice president for extension ~~and agriculture~~, or the ~~regional vice president for statewide campuses dean~~ shall make a recommendation to the provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

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4.2 2.4.2 Temporary Ranks and Titles

(+) 2.4.2.1 Determination of Need for Temporary Faculty Appointment. The faculty of departments and other academic units, in conjunction with the department head or supervisor, shall determine the need for and general parameters of temporary faculty appointments congruent with its mission and role.

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(2) 2.4.2.2 Authorization of Temporary Appointment. The department head or supervisor shall obtain authorization from the provost through the appropriate ~~academic dean~~, ~~chancellor~~, vice president for extension ~~and agriculture~~, or ~~regional vice president for statewide campuses dean~~ to establish or fill a temporary appointment in an academic unit's faculty.

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(3) 2.4.2.3 Job Description and Advertising. The department head or supervisor, together with the appropriate ~~academic dean~~, ~~chancellor~~, vice president for extension ~~and agriculture~~, or ~~regional vice president for statewide campuses dean~~, shall prepare the job description and advertising in accord with university regulations.

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2.4.2.4 Recommendation. The department head or supervisor shall consult with the faculty and then make a recommendation to the appropriate ~~academic dean~~, ~~chancellor~~, vice president for extension ~~and agriculture~~, or ~~regional vice president for statewide campuses dean~~. In turn, the ~~academic dean~~, ~~chancellor~~, vice president for extension ~~and agriculture~~, or ~~regional vice president for statewide campuses dean~~ shall make a recommendation to the provost.

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2.4.2.5 Approval of Appointment by Provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

4.3 2.4.3 Emergency Appointments

Emergency appointments to the temporary ranks (~~Policy 401.5.2.3, Temporary Ranks~~) may be approved by the provost after consultation with the appropriate ~~academic dean~~, ~~chancellor~~, vice president for extension ~~and agriculture~~, or ~~regional vice president for statewide campuses dean~~ and the appropriate department head or supervisor without following the procedures in policy 404.4.2.3, Temporary Ranks and Titles.

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Commented [NM38]: Reference was originally 401.5. I narrowed it to the subsection dealing with temporary ranks.

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2.5.404.5- APPOINTMENT PROCEDURES: FACULTY WITH ADMINISTRATIVE DUTIES IN AN ACADEMIC UNIT

The ~~academic~~ dean, ~~chancellor~~, vice president for extension and agriculture, or ~~regional vice president for statewide campuses~~ dean and the search and screening committee are responsible to ensure that all ~~university regulations pertaining to affirmative action and equal opportunity~~ applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

Commented [NM40]: Refer to 303 et. al.?

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5.1 2.5.1 External Search Procedures for Heads of Academic Units

The academic unit will make good faith efforts to acquire the resources to conduct an external search for faculty with administrative duties in the academic unit. -Applications from qualified faculty of the university will be considered.

(+) 2.5.1.1 Determination of Need for Faculty Appointments with Administrative Duties.

The faculty of academic units, in conjunction with the ~~academic~~ dean, shall determine the need for and general parameters of faculty appointments with administrative duties in an academic unit congruent with its mission.

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(+) 2.5.1.2 Authorization of Appointment for Faculty Position with Administrative Duties.

The ~~academic~~ dean shall obtain authorization from the provost to establish or fill a faculty appointment with departmental administrative duties.

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2.5.1.3 Search and Screening Committee. The ~~academic~~ dean shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the ~~Library~~ if the search occurs there. ~~See policies 401.4.3(4) and 5.3(2) for limitations on appointments of faculty to serve on search and screening committees. See Policies 401.4.3.4, Limitations on Faculty Participation (for term faculty) and 401.5.3.2, Limitations on Faculty Participation (for faculty with special appointments) for limitations on appointments of faculty to serve on search and screening committees.~~

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(+) 2.5.1.4 Job Description and Advertising. In consultation with the ~~academic~~ dean and the faculty of the ~~academic~~ unit, the search and screening committee shall prepare the job description and advertising in accordance with university ~~regulations~~ policies.

(+) 2.5.1.5 Application Screening. The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and appropriate administrators. Where feasible, at least three candidates shall be identified.

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(+) 2.5.1.6 On-campus Evaluation. Candidates shall be invited to come to the Logan and, when appropriate, to the campus location where they will reside, at university expense to be interviewed by the academic unit's faculty and pertinent administrators, to give lectures, and/or to participate in departmental seminars and other appropriate campus activities in order that

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the candidates shall become better known and evaluated, and to assure that they become acquainted with the institution and the locality of their prospective work and domicile.

(6) 2.5.1.7 Faculty and Administrator Input. When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present a list of acceptable candidates and all supporting information to the ~~academic~~ dean. ~~This list shall be presented~~ in alphabetical order without any indication of ranking or preference, unless otherwise mutually agreed between the ~~academic~~ dean and the search and screening committee.

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(7) 2.5.1.8 Recommendation of Academic Dean. The ~~academic~~ dean shall forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the provost.

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(8) 2.5.1.9 Approval of Appointment by Provost. If the provost ~~is in agreement~~ agrees with the recommendation, the provost, as the president's designee, shall ~~approve the appointment of the~~ the candidate as head.

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(9) 2.5.1.10 Tentative Offers. Tentative offers can be made to a prospective appointee only with the approval of the provost.

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(10) 2.5.1.11 Tenure of Appointed Faculty. The tenure of faculty with administrative duties is held in the appointing academic unit.

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5.2 2.5.2 Internal Search Procedures for Heads of Academic Units

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The procedures for an internal search are identical to the procedures for an external search, with the following differences:

(+) 2.5.2.1 Authorization of Appointment for Faculty Position with Administrative Duties based on Internal Search. The authorization in ~~Policy 404.5.1.(2) above~~ shall be to establish or fill a faculty appointment with administrative duties in a department or other academic unit from among the department's or other academic unit's faculty.

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2.5.2.2 Internal Circulation of Job Description. The job description shall not be advertised, but shall be circulated internally to the academic unit's faculty. The job description will include the requirement that the appointee be tenured in the department or other academic unit. Interested faculty will submit applications to the search and screening committee.

5.3 2.5.3 Appointment of Faculty with Assistant or Associate Departmental Administrative Duties in a Department or Other Academic Unit

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Assistants or associates to these positions (for example, department heads) are appointments of the administrator in charge, subsequent to meaningful consultation with the faculty in the department.

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2.6 404.6 APPOINTMENT PROCEDURES: ~~FOR FACULTY~~ FACULTY WITH ADMINISTRATIVE DUTIES OUTSIDE AN ACADEMIC UNIT

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The president, or designee, and the search and screening committee are responsible to ensure that all ~~university regulations pertaining to affirmative action and equal opportunity~~ applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

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Commented [NK47R46]: 404.3 language

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2.6.1 External Search Procedures

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A good faith effort will be made to acquire the resources to conduct an external search for administrators who require faculty status. Applications from qualified faculty of the university will be considered.

(+) 2.6.1.1 Search and Screening Committee. When a vacancy occurs, the president shall appoint a representative search and screening committee and chair following consultations with the President of the Faculty Senate, administrators, appropriate faculty, and affected staff. The committee shall be structured to represent the interest of the faculty at large in conducting searches for ~~chancellors~~, vice presidents and for the provost, and to represent an academic unit's faculty when conducting searches for ~~academic~~ deans.

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(+) 2.6.1.2 Job Description. As its first order of business, the search and screening committee shall refine the current description of the position, and, if necessary, prepare an appropriate description. The announcement shall be reviewed with the provost and president before its publication. The position announcement shall be published by the university.

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(+) 2.6.1.3 Application Review and Recommendation. Through the steps listed below, the committee shall reduce the list of applicants to three or more acceptable finalists, where feasible, who can be recommended to the president.

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(a) The committee shall evaluate all applications using the position announcement as the initial criterion for eliminating unqualified applicants.

(b) ~~(b)~~ The committee shall reduce the number of qualified applicants to manageable proportions.

~~(a)(c) (e)~~ Each committee member shall evaluate the remaining applications and should participate in deliberation of their relative merits. Any conclusions the committee may arrive at concerning the relative merits of the finalists should not be withheld from the president.

(+) 2.6.1.4 Finalist Interviews. When the final list of candidates has been reviewed with the president, the names of the finalists will be announced to the university community along with a series of interview dates when the candidates will be able to visit the campus for interaction with concerned faculty and staff.

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(+) 2.6.1.5 Selection of the President. The president shall evaluate input from the committee, administrators, faculty, and staff in making a selection from the list of final candidates

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recommended by the committee. The committee shall be informed of the president's selection.

(6) 2.6.1.6 President Recommendation to the Board of Trustees. The president shall recommend to the Board of Trustees the appointment of the selected candidate.

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(7) 2.6.1.7 Faculty Status Assignment. In cases where faculty status is to be sought for an individual who functions primarily as an administrator, the faculty in the academic department or academic unit in which the faculty status is sought shall decide whether and at what level to grant such status within the provisions of this Policy (~~policy~~ 405, Tenured and Term Appointments: Evaluation, Promotion, and Retention).

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(8) 2.6.1.8 Board of Trustees Approval Required. Administrative appointments that require faculty status are subject to the approval of the Board of Trustees.

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(9) 2.6.1.9 Tenure of Appointee. When applicants for administrative appointments that require faculty status seek tenure, any such tenure must be held within an academic department or other academic unit.

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6.2 2.6.2 Internal Search Procedures

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While every effort will be made to conduct external searches for appointments at this level of administration, this policy is included for those occasions when the president considers an internal search to be is considered appropriate.

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The procedures for an internal search are identical to the procedures for an external search, with the following differences:

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2.6.2.1 Communication of Reasons for Internal Search. At the time the president appoints a representative search and screening committee, the president shall communicate in writing to the impacted faculty and other employees the reasons that an internal search is appropriate being conducted.

Commented [SH51]: From Chelsea Grant Should this match the language in 2.5.2.2?

Commented [SH52R51]: 2.5.2.2 Internal Circulation of Job Description. The job description shall not be advertised, but shall be circulated internally to the academic unit's faculty. The job description will include the requirement that the appointee be tenured in the department or other academic unit. Interested faculty will submit applications to the search and screening committee.

(+)

2.6.2.2 Internal Circulation of Job Description. The job description shall not be advertised, but shall be circulated internally across the university to reach qualified persons who may have interest in such a position. Interested faculty will submit applications to the search and screening committee.

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2.6.2.2 Internal Advertising. The position shall be advertised in a manner most likely to reach qualified persons who may have an interest in such a position.

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2.6.2.3 Appointment of Faculty with Assistant or Associate Administrative Duties Outside an Unit. Assistants or associates to these positions (for example, deans or vice presidents) are appointments of the administrator in charge, subsequent to meaningful consultation with the faculty impacted by the appointment.

Commented [SH53]: Added so that Section 2.6.2 would be parallel to Section 2.5.2.

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404.3 RESPONSIBILITIES

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3.1 Responsible Office/Party [Arial Narrow 12, color RGB 196-78-40]

Identify who is responsible for what with regard to this policy. Roles and responsibilities are best defined by department and/or job title. [Arial 10]

404.4 REFERENCES

- Bullet list references to Federal, State, municipal regulations, USHE/Board of Higher Education policies. [Arial 10]
- Continue list of references. [Arial 10]

404.5 RELATED USU POLICIES

- 405
- 406
- 407
- 408

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]

(List resources to aid in compliance or indicate "None.") [Arial Narrow 10]

Contacts

- Faculty Senate website: <https://www.usu.edu/fsenate/index>
- Executive Secretary: Michele Hillard

POLICY HISTORY

Original issue date: 1997/07/01

Last review date: 2022/02/01

Next scheduled review date: YYYY/MM/DD

Previous revision dates: 1999/07/01, 2009/03/06, 2011/07/08

University Policy 404: Faculty Appointments

Category: Faculty Policies (*Faculty Code*)

Subcategory: None

Covered Individuals: University Faculty

Responsible Executive: Provost

Policy Custodian: Chair of Professional Responsibilities and Procedures Committee

Last Revised: (*this date is the approved policy date of the new policy/revision being submitted, to be determined by the final step in workflow*)

Previous USU Policy Number: 404

404.1 PURPOSE AND SCOPE

This section explains the requirements and procedures for appointment to various faculty positions.

404.2 POLICY

2.1 Appointment

An appointment is a contractual agreement between a faculty member and the university. The terms and conditions of the appointment are described in this Policy, the faculty member's role statement (Policies 405.6.1, Role Statement and Role Assignment (for tenure-eligible faculty), and 405.11.1, Role Statement and Role Assignment (for term faculty)), and salary notification and benefits forms. As an integral part of the appointment, faculty is entitled to the full range of benefits and privileges for which they are eligible.

2.1.1 Policies Respecting Appointments

The university will take sufficient time to seek, and then to investigate thoroughly, candidates for appointment to assure that only highly qualified personnel are employed and will not discriminate against any candidate on the basis of race, color, religion, sex, sexual orientation, national origin, age, veteran status, marital or parental status, or the presence of any sensory, physical or mental disability or handicap.

The university will hire as faculty members only candidates who are committed to carrying out the mission of the university.

Faculty positions and administrative positions to be filled by faculty members, when external searches are being conducted, will be advertised in media most likely to reach qualified persons who may have an interest, including those media that will encourage under-represented applicants. In addition to candidate-initiated applications, faculty will be invited to submit nominations, and the search and screening committee will be obligated to identify qualified candidates by encouraging nominations and aggressively pursuing promising nominees.

2.1.2 Professional Services

Employment, professional services, and compensation of faculty members will be in accordance with these policies. Professional services include but are not limited to teaching, research or creative endeavors, extension, library, professional career and technical education, along with related and supporting services, and are described in the role statement.

2.1.2.1 Full-time Services. The university has a right to the full-time professional services of each faculty member as described in the role statement to the extent prescribed by the faculty member's appointment.

2.1.2.2 Automatic Renewal for Tenured Faculty. The appointments of tenured faculty members will be automatically renewed annually. Notice in writing of intent to dismiss a tenured faculty member will be in accordance with Policies 407.2.1.5, Dismissal and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a tenured faculty member will be in accordance with Policies 406.2.3, Terminations; Reductions in Status (under Program Discontinuance for Academic Reasons), and 406.4.4, Terminations; Reductions in Status (under Financial Exigency). Dismissal and termination are defined in policy 407.2.1.5, Dismissal.

2.1.2.3 Automatic Renewal for Tenure-eligible Faculty. The appointments of tenure-eligible faculty members in the probationary period are automatically renewed annually unless they receive notice of non-renewal in accordance with Policy 407.6, Non-Renewal (in particular, 6.3, Notice of Non-Renewal). Notice in writing of intent to dismiss a tenure-eligible faculty member will be in accordance with Policies 407.2.1.5, Dismissal, and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a tenure-eligible faculty member will be in accordance with Policies 406.2.3, Terminations; Reductions in Status (under Program Discontinuance for Academic Reasons), and 406.4.4, Terminations; Reductions in Status (under Financial Exigency). Dismissal and termination are defined in policy 407.2.15, Dismissal.

2.1.2.4 Automatic Renewal for Term Appointments. Term appointments for faculty members are automatically renewed annually, based on: 1. satisfactory performance (Policies 405.12.1, Annual Review of Faculty, and 407.6, non-Renewal) and 2. availability of funding (Policy 407.6, Non-Renewal). Notice of non-renewal must be provided in accordance with Policy 407.6.3, Notice of Non-Renewal. Notice in writing to dismiss a faculty member with a term appointment will be in accordance with Policies 407.2.1.5, Dismissal, and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a faculty member with a term appointment will be in accordance with Policies 406.2.3, Terminations; Reductions in Status (under Policy 406.2, Program Discontinuation) and 406.4.4, Terminations; Reductions in Status (under Policy 406.4, Financial Exigency). Dismissal and termination are defined in Policy 407.2.1.5, Dismissal.

2.1.2.5 Automatic Renewal for Special Appointments. Special appointments for faculty members are renewed at the discretion of the academic unit in which the appointment is held. Special appointments may expire without notice of nonrenewal.

2.1.2.6 Resignation. Decisions to resign will be submitted in writing by the faculty member as soon as possible, but not later than three months prior to the effective date of resignation. The notice will be submitted to the department head or supervisor; that administrator will advise the appropriate dean, or vice president for extension, or statewide campus director, of the decision. The appropriate dean or vice president for extension will advise the provost who, in turn, will advise the president. A faculty member's resignation terminates all rights and privileges, such as rank and tenure, which were enjoyed as a faculty member.

2.1.2.7 Supplemental Appointment Compensation. A faculty member's professional service to the university will be covered by appointment compensation. This will not, however, prevent the university from employing faculty members for temporary assignments on supplemental appointments with additional salary covering professional services beyond a standard load. Commitment for such extra service must have the specific approval of the appropriate department head or supervisor, dean, vice president for extension, or vice president for statewide campuses, and the specific approval of the provost and the president. Supplemental appointments will not adversely affect the responsibilities described in the role statement under the regular appointment.

2.1.2.8 **Initial Role Statement.** An initial role statement and any subsequent revisions to the role statement will be prepared in accordance with Policies 405.6.1, Role Statement and Role Assignment (for tenure-eligible faculty), and 405.11.1, Role Statement and Role Assignment (for term faculty).

2.1.2.9 **Merit Salary Increase.** The merit salary increase of individual faculty members will be arrived at following an annual appraisal of performance by the appropriate administrators, including the department head or supervisor, dean, vice president for extension, or vice president for statewide campuses . Consideration will be given to the quality of the entire range of professional services as defined in the faculty member's role statement.

2.1.3 Minimum Educational Requirements for Tenured and Tenure-Eligible Appointments

The minimum educational requirements for tenured and tenure-eligible faculty can be found in Policy 405.2, Appointment, Tenure, and Promotion: Criteria for Core Faculty Ranks; 405.3, Appointment, Tenure, and Promotion: Criteria for Librarians; 405.4, Appointment, Tenure, and Promotion: Criteria for Faculty with Extension Ranks; and 405.5, Appointment, Tenure, and Promotion: Criteria for Professional Career and Technical Education Faculty Ranks.

2.1.4 Graduate Degrees from the University

Except under unusual circumstances, it is the policy of the university not to grant graduate degrees to its own faculty members where the degree satisfies a prerequisite for appointment or advancement in rank. Requests for exceptions must be individually considered and approved by the provost based on appropriate recommendations.

2.2 Term of Appointment for Academic or Fiscal Year

In the appointment of faculty members, two types of terms will be used: (1) an appointment on an academic year basis and (2) an appointment on a fiscal year basis.

Academic year appointees receive holidays and sick leave; however, they do not earn annual leave. Faculty on academic year appointments may be absent from campus between terms after they have fulfilled the professional responsibilities of their assignments; they may earn up to three additional months of salary for teaching, research or administrative assignments during the summer that precedes the academic year.

An academic year does not exceed 274 consecutive calendar days commencing in August. Within this framework in any given year the specific dates for the academic year are approved by the Executive Committee. Fiscal year appointments are made for teaching, research, extension, library, or administrative assignments, or for a combination of such assignments. Fiscal year appointees receive holidays and earn annual and sick leave.

2.3 Appointment Procedures: Tenured or Tenure-Eligible Faculty and Faculty with Term Appointments

The department head or supervisor and the search and screening committee are responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

2.3.1 Determination of Need for Faculty Appointments

The faculty of departments and other academic units, in conjunction with the department head or supervisor, will determine the need for and general parameters of faculty appointments congruent with its mission and role.

2.3.2 Authorization for Faculty Appointment

The department head or supervisor will obtain authorization from the provost, through the appropriate dean, vice president for extension, or vice president for statewide campuses to establish or fill any appointment on the academic unit's faculty.

2.3.3 Search and Screening Committee

The department head or supervisor will appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the library if the search occurs there. In searches for faculty who will reside at campuses other than Logan, the search and screening committee must include faculty representation from the campus where the new faculty member will reside. See Policies 401.4.3.4, Limitations on Faculty Participation (for term faculty) and 401.5.3.2, Limitations on Faculty Participation (for faculty with special appointments) for limitations on appointments of faculty to serve on search and screening committees.

2.3.4 Job Description and Advertising

In consultation with the department head or supervisor, the faculty of the academic unit and, where appropriate, the dean, vice president for extension, or the vice president for statewide campuses, the search and screening committee will prepare the job description and advertising in accord with university regulations.

2.3.5 Application Screening

The search and screening committee will screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and pertinent administrators. Where feasible, at least three candidates will be identified.

2.3.6 Student Input

In an effort to provide additional voices in the hiring process, improve transparency, and provide unique perspectives on prospective faculty, the department head will establish a mechanism to involve students in the evaluation of faculty candidates. This applies to candidates interviewed for a position that includes teaching as part of the role statement at the Logan or statewide campuses. For practical reasons, County Extension faculty searches are excluded from this requirement. Instructions for how students will provide feedback will be provided to students when the invitation to interview is extended to the candidate. This student feedback will be reviewed by the search committee.

2.3.7 Faculty and Administrator Input

When the investigation of candidates has been completed, the search and screening committee will solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members will present its list of acceptable candidates and all supporting information, ranked in order of preference, to the department head or supervisor.

2.3.8 Recommendation of Department Head

The department head or supervisor will forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the dean and, where appropriate, vice president for statewide campuses or vice president for extension.

2.3.9 Recommendation of the Dean

The dean and, where appropriate, the vice president for statewide campuses or vice president for extension, will forward to the provost the academic unit's recommendation together with all pertinent and supportive data from the faculty and the department head or supervisor.

2.3.10 Approval of Appointment by Provost

If the provost is in agreement, the provost, as the president's designee, will approve the appointment of the candidate.

2.3.11 Tentative Offers

Tentative offers can be made to a prospective appointee only with the approval of the provost.

2.4 Appointment Procedures: Faculty with Special Appointments

The department head or supervisor is responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

2.4.1 Adjunct and Visiting Ranks and Titles

Before appointing faculty in the adjunct and visiting ranks, the department head or supervisor will consult with the faculty and then make a recommendation to the dean and, where appropriate, vice president for extension or the vice president for statewide campuses. In turn, the dean and, where appropriate, the vice president for extension or the vice president for statewide campuses will make a recommendation to the provost. If the provost is in agreement, the provost, as the president's designee, will approve the appointment of the candidate.

2.4.2 Temporary Ranks and Titles

2.4.2.1 Determination of Need for Temporary Faculty Appointment. The faculty of departments and other academic units, in conjunction with the department head or supervisor, will determine the need for and general parameters of temporary faculty appointments congruent with its mission and role.

2.4.2.2 Authorization for Temporary Appointment. The department head or supervisor will obtain authorization from the provost through the appropriate dean, vice president for extension, or vice president for statewide campuses to establish or fill a temporary appointment in an academic unit's faculty.

2.4.2.3 Job Description and Advertising. The department head or supervisor, together with the appropriate dean, vice president for extension, or vice president for statewide campuses, will prepare the job description and advertising in accord with university regulations.

2.4.2.4 Recommendation. The department head or supervisor will consult with the faculty and then make a recommendation to the appropriate dean, vice president for extension, or vice president for statewide campuses. In turn, the dean, vice president for extension, or vice president for statewide campuses will make a recommendation to the provost.

2.4.2.5 Approval of Appointment by Provost. If the provost is in agreement, the provost, as the president's designee, will approve the appointment of the candidate.

2.4.3 Emergency Appointments

Emergency appointments to the temporary ranks (Policy 401.5.2.3, Temporary Ranks) may be approved by the provost after consultation with the appropriate dean, vice president for extension, or vice president for statewide campuses and the appropriate department head or supervisor without following the procedures in Policy 404.2.4.2, Temporary Ranks and Titles.

2.5 Appointment Procedures: Faculty with Administrative Duties in an Academic Unit

The dean, vice president for extension, or vice president for statewide campuses and the search and screening committee are responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

2.5.1 External Search Procedures for Heads of Academic Units

The academic unit will make good faith efforts to acquire the resources to conduct an external search for faculty with administrative duties in the academic unit. Applications from qualified faculty of the university will be considered.

2.5.1.1 Determination of Need for Faculty Appointments with Administrative Duties. The faculty of academic units, in conjunction with the dean, will determine the need for and general parameters of faculty appointments with administrative duties in an academic unit congruent with its mission.

2.5.1.2 Authorization of Appointment for Faculty Position with Administrative Duties. The dean will obtain authorization from the provost to establish or fill a faculty appointment with departmental administrative duties.

2.5.1.3 Search and Screening Committee. The dean will appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the library if the search occurs there. See Policies 401.4.3.4, Limitations on Faculty Participation (for term faculty) and 401.5.3.2, Limitations on Faculty Participation (for faculty with special appointments) for limitations on appointments of faculty to serve on search and screening committees.

2.5.1.4 Job Description and Advertising. In consultation with the dean and the faculty of the academic unit, the search and screening committee will prepare the job description and advertising in accordance with university policies.

2.5.1.5 Application Screening. The search and screening committee will screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and appropriate administrators. Where feasible, at least three candidates will be identified.

2.5.1.6 On-campus Evaluation. Candidates will be invited to come to the Logan and, when appropriate, to the campus location where they will reside, at university expense to be interviewed by the academic unit's faculty and pertinent administrators, to give lectures, and/or to participate in departmental seminars and other appropriate campus activities in order that the candidates will become better known and evaluated, and to assure that they become acquainted with the institution and the locality of their prospective work and domicile.

2.5.1.7 Faculty and Administrator Input. When the investigation of candidates has been completed, the search and screening committee will solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members will present a list of acceptable candidates and all supporting information to the dean. This list will be presented in alphabetical order without any indication of ranking or preference, unless otherwise mutually agreed between the dean and the search and screening committee.

2.5.1.8 Recommendation of Dean. The dean will forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the provost.

2.5.1.9 Approval of Appointment by Provost. If the provost is in agreement, the provost, as the president's designee, will approve the appointment of the candidate.

2.5.1.10 Tentative Offers. Tentative offers can be made to a prospective appointee only with the approval of the provost.

2.5.1.11 Tenure of Appointed Faculty. The tenure of faculty with administrative duties is held in the appointing academic unit.

2.5.2 Internal Search Procedures for Heads of Academic Units

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

2.5.2.1 Authorization of Appointment for Faculty Position with Administrative Duties based on Internal Search. The authorization in Policy 404.2.5.1.2 above will be to establish or fill a faculty appointment with administrative duties in a department or other academic unit from among the department's or other academic unit's faculty.

2.5.2.2 Internal Circulation of Job Description. The job description will not be advertised, but will be circulated internally to the academic unit's faculty. The job description will include the requirement that the appointee be tenured in the department or other academic unit. Interested faculty will submit applications to the search and screening committee.

2.5.3 Appointment of Faculty with Assistant or Associate Departmental Administrative Duties in a Department or Other Academic Unit

Assistants or associates to these positions (for example, department heads) are appointments of the administrator in charge, subsequent to **meaningful** consultation with the faculty **in the department**.

2.6 Appointment Procedures for Faculty with Administrative Duties Outside an Academic Unit

The president, or designee, and the search and screening committee are responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

2.6.1 External Search Procedures

A good faith effort will be made to acquire the resources to conduct an external search for administrators who require faculty status. Applications from qualified faculty of the university will be considered.

2.6.1.1 Search and Screening Committee. When a vacancy occurs, the president will appoint a representative search and screening committee and chair following consultations with the President of the Faculty Senate, administrators, appropriate faculty, and affected staff. The committee will be structured to represent the interest of the faculty at large in conducting searches for vice presidents and for the provost, and to represent an academic unit's faculty when conducting searches for deans.

2.6.1.2 Job Description. As its first order of business, the search and screening committee will refine the current description of the position and, if necessary, prepare an appropriate description. The announcement will be reviewed with the provost and president before its publication. The position announcement will be published by the university.

2.6.1.3 Application Review and Recommendation. Through the steps listed below, the committee will reduce the list of applicants to three or more acceptable finalists, where feasible, who can be recommended to the president.

- (a) The committee will evaluate all applications using the position announcement as the initial criterion for eliminating unqualified applicants.
- (b) The committee will reduce the number of qualified applicants to manageable proportions.
- (c) Each committee member will evaluate the remaining applications and should participate in deliberation of their relative merits. Any conclusions the committee may arrive at concerning the relative merits of the finalists should not be withheld from the president.

2.6.1.4 Finalist Interviews. When the final list of candidates has been reviewed with the president, the names of the finalists will be announced to the university community along with a series of interview dates when the candidates will be able to visit the campus for interaction with concerned faculty and staff.

2.6.1.5 Selection of the President. The president will evaluate input from the committee, administrators, faculty, and staff in making a selection from the list of final candidates recommended by the committee. The committee will be informed of the president's selection.

2.6.1.6 President Recommendation to the Board of Trustees. The president will recommend to the Board of Trustees the appointment of the selected candidate.

2.6.1.7 Faculty Status Assignment. In cases where faculty status is to be sought for an individual who functions primarily as an administrator, the faculty in the department or academic unit in which the faculty status is sought will decide whether and at what level to grant such status within the provisions of this Policy 405, Tenured and Term Appointments: Evaluation, Promotion, and Retention.

2.6.1.8 Board of Trustees Approval Required. Administrative appointments that require faculty status are subject to the approval of the Board of Trustees.

2.6.1.9 Tenure of Appointee. When applicants for administrative appointments that require faculty status seek tenure, any such tenure must be held within an academic department or other unit.

2.6.2 Internal Search Procedures

While every effort will be made to conduct external searches for appointments at this level of administration, this policy is included for those occasions **when the president considers an internal search to be appropriate.**

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

2.6.2.1 Communication of Reasons for Internal Search. At the time the president appoints a representative search and screening committee, the president will communicate **in writing to the impacted faculty and other employees** the reasons that an internal search is being conducted.

2.6.2.2 Internal Circulation of Job Description. The job description shall not be advertised, but shall be circulated internally across the university to reach qualified persons who may have interest in such a position. Interested faculty will submit applications to the search and screening committee.

2.5.3 Appointment of Faculty with Assistant or Associate Administrative Outside a Unit.

Assistants or associates to these positions (for example, department heads) are appointments of the administrator in charge, subsequent to consultation with the faculty.

404.3 RESPONSIBILITIES

Assistants or associates to these positions (for example, deans or vice presidents) are appointments of the administrator in charge, subsequent to meaningful consultation with the faculty impacted by the appointment.

3.1 Responsible Office/Party [Arial Narrow 12, color RGB 196-78-40]

Identify who is responsible for what with regard to this policy. Roles and responsibilities are best defined by department and/or job title. [Arial 10]

404.4 REFERENCES

- Bullet list references to Federal, State, municipal regulations, USHE/Board of Higher Education policies. [Arial 10]
- Continue list of references. [Arial 10]

404.5 RELATED USU POLICIES

- 405
- 406
- 407
- 408

404.6 DEFINITIONS

- **Academic Year.** Definition. [Arial 10, word to be defined bold, definition not bold]
- List in alphabetical order.

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 [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

(List resources to aid in compliance or indicate "None.") [Arial Narrow 10]

Procedures [Arial Narrow 12, color RGB 196-78-40]

- Hyperlinks to procedures. [Arial 10]
- Hyperlinks to procedures.

Guidance [Arial Narrow 12, color RGB 196-78-40]

- Hyperlinks to guidance. [Arial 10]
- Hyperlinks to guidance.

Related Forms and Tools [Arial Narrow 12, color RGB 196-78-40]

- Hyperlinks to forms and tools. [Arial 10]
- Hyperlinks to forms and tools.

Contacts [Arial Narrow 12, color RGB 196-78-40]

- Hyperlinks to contacts. [Arial 10]
- Hyperlinks to contacts.

POLICY HISTORY [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

Original issue date: 1997/07/01

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