# ACADEMIC SENATE AGENDA
## March 4, 2013

1. CALL TO ORDER: 3:00 p.m. in CRCC 115

12. ADJOURNMENT:

Call to Order
The regular meeting of the Academic Senate, held on February 4, 2013, was called to order at 3:03 p.m. by Robert Fujinami, Senate President. The meeting was held in room 115 C. Roland Christensen Center.

Present: Lisa Aspinwall, Keith Bartholomew, Clayton Beckett, Tully Cathey, Kathy Chapman, Thomas Cheatham, Kuan Chen, Miguel Chuaqui, Marianna Di Paolo, Lee Dibble, Justin Diggle, Richard Dorsky, Kristina Evans, Aria Flatau, Leslie Francis, Sabine Fuhrmann, Bruce Gale, Michael Gardner, Timothy Garrett, Franz Goller, James Graves, Joan Gregory, Gary Grikscheit, Charles Grissom, Thad Hall, Mary Elizabeth Hartnett, Leanne Hawken, Tom Henderson, Howard Horwitz, L. Eric Huang, Eric Hutton, Thunder Jalili, Christian Johnson, William Johnson, Bradley Katz, Sharee Lane, Anthea Letsou, Karl Lins, John Longino, Kim Martinez, Theresa Martinez, Heather Melton, Duncan Metcalf, Harvey Miller, Tatiana Mixco, Alfred Mowdood, Chris Myers, Ingrid Nygaard, Patrick Panos, Lester Partlow, M. Pollie Price, Matthew Potolsky, Alison Regan, Stephanie Richardson, Gerald Root, Sonia Salari, Janet Shaw, Clough Shelton, Orine Shine, Gregory Smoak, Orest Symko, Geneva Thompson, Norm Waitzman, Li Wang, Wynchester Whetten, Joanne Yaffe, Angela Yetman, Aaron Young, Jingyi Zhu

Absent: Stephen Alder, Barton Blackburn, Reaz Chaudhuri, Ronald Coleman, John Conboy, Charlotte Conerly, Alicia De Leon, William Gershan, Michael Hawkins, Evert Lawton, Melissa Meeks, Dragan Milicic, Anne Mooney, Patricia Murphy, Trevor Myrick, Marlene Plumlee, Martin Rechsteiner, Gary Rose, David Rudd, Paul Shami, Kristin Smith – Crowe, Jeff Stratman, Taylor Thompson, Molly Wheeler, Bryce Williams
Excused: Vivian Lee

Ex-officio: Robert Flores, Robert Fujinami, Pat Hanna, Harriet Hopf, Paul Mogren, Allyson Mower, David Pershing, Amy Wildermuth, Shawnee Worsley

Excused with Proxy: David Ailion, Kevin DeLuca, Rachel Hayes-Harb, McKenna Menees, Hannah Pratt

Others:, , Sharon Aiken- Wisniewski, Martha Bradley, Matt Lopez, Mike Martineau, Lori McDonald, Mary Parker, Kevin Perry, Brent Schneider, Cassandra Van Buren, Donna White

Approval of Minutes
*The minutes of the Academic Senate meeting on January 7, 2013 were approved following a motion from Joanne Yaffe which was seconded by Patrick Panos.*

Request for New Business
No new business to address

Consent Calendar
*The resignations, retirements, administrative and faculty appointments, auxiliary and limited term appointments, appearing in the Appendices dated February 4, 2013, received approval to forward to the Board of Trustees on motion by Joanne Yaffe and seconded by Sonia Salari.*

Executive Committee Report
Allyson Mower, Executive Committee Secretary, provided a summary of the Executive Committee meeting held January 14, 2013.

Report from Administration
President David Pershing spoke to the Senate regarding the legislature session. The number one request is still compensation. Last week Dr. Pershing and Dr. Vivian Lee testified before the Senate committee on the request

for 10 million dollars to increase the medical school class size from 82 to 102 and it passed. It will now be forwarded to the House committee. The biggest challenge that remains is what will happen with the federal budget.

The position for the Vice President for Human Resources has been changed and will now be the Chief Human Resource Officer and will not be a cabinet officer. This search is ongoing and now has been narrowed to the final three candidates. The search for the Senior VP for Academic Affairs is ongoing. The search committee recommended six candidates and it has been narrowed to four final candidates. The final candidates will be visiting candidates to meet with administration. We feel it is a very strong group and we are very optimistic.

The keynote address given by Reverend Jesse Jackson at this year's Rev. Dr. Martin Luther King, Jr. Celebration was amazing and a highlight of the celebration. It was a great experience for all who participated. Coming up we have a new exhibit of American Indians of the West that opens this week and we encourage all to attend.

Report from ASUU
Geneva Thompson spoke to the Senate regarding the legislature and the student involvement. ASUU has been working with Jason Perry and the Utah System of Higher Education. The Rock the U marathon is coming up soon and will hopefully raise as much money as in the past for cancer research.

ASUU elections are on track for the year and the posters will start to be displayed February 18th.

Conference on Social Awareness (COSA) was held January 26 and had a record attendance of 300 students. The keynote speaker was Julian Bond.

Professors were reminded if they have any students they would like to recommend for the Beehive Honor Society the applications are due February 15. The Beehive Honor Society was established at the University of Utah in 1913 and is the oldest and most prestigious honor society on campus today. It is currently under the auspices of the University of Utah Alumni Association. To be eligible, applicants must be first-time graduating seniors by September 2013.

Notice of Intent
The Undergraduate Admissions Policy revision was presented by Prof. Kevin Perry (Chair of the Credits and Admissions Committee) and Mary Parker (Associate VP Enrollment Management). The proposal has been reviewed by several campus committees, councils, and officers including: Credits and Admissions Committee, IPC, Undergraduate Council, General Counsel, office of Admissions, office of Dean of Students, office of University College. The main topics of the revision were discussed preliminarily with the Senate in September and December 2012. This revision includes the incorporation of Interim Rules 6-404A & B into revised Policy 6-404, and partial revisions of two related policies, 6-100 and 6-101. The primary focus has been on the revision of Policy 6-404, including the development of specific standards for admissions criteria, including individualized holistic evaluation. This holistic evaluation would include excellence in academic achievement, intellectual pursuits, integrity, personal maturity, and ability to contribute to and benefit from a culturally diverse learning community. *A motion was made by Kim Martinez to move this proposal to the debate calendar immediately. Motion was seconded by Joanne Yaffe and passed with required 2/3 majority. Motion was made by Jim Anderson to approve and to forward to the Board of Trustees for final approval. Motion was seconded by Sonia Salari and passed unanimously.*

Information Calendar
The Undergraduate Child Life Emphasis for Human Development and Family Studies Major, which has received final approval of the Undergraduate Council, was presented and no recommendations were made.

The revised Fine Arts College Council Charter, which has received final approval of the Senate Executive Committee, was presented by Brent Schneider (Associate Dean of the College). The primary change for the Charter is to include representatives of the College's full-time auxiliary faculty (Clinical/ Lecturer/Research) on the Council, elected by their peers within the College's departments. No recommendations were made and the Charter was accepted. With this College's approach as an example, a lengthy discussion was then held on how other colleges and departments may choose to provide for auxiliary faculty to serve in shared governance activities, which is encouraged by University Policy 6-310 (approved by the Senate in 2007 and strengthened in 2010). Bob Flores then explained that an ad hoc committee on auxiliary faculty issues, formed by Associate VP Amy Wildermuth, is currently developing two proposals which will be presented to the Senate during the spring semester. One proposal will be to change certain nomenclature for the various categories of faculty, including a new name of "Career-Line faculty" to encompass full-time faculty in the categories of Clinical, Lecturer, and Research, and replacing "Regular" with "Tenure-Line." The other proposal is in response to a December 2010 charge from the Senate Executive Committee- to develop a proposal for some form of Senate representation for auxiliary faculty. The proposal will be a pilot project to include a set of elected representatives of the full-time Career-Line faculty on the Academic Senate. In a lengthy discussion, senators voiced various concerns about the changing roles of the auxiliary faculty and consequences for the future of the University, and asked that there be some opportunity in the spring to discuss those issues. Bob Flores explained that the presentation of the ad hoc committee's proposals will provide opportunities for some discussion of the issues, and in the meanwhile invited senators to communicate any questions and concerns for the ad hoc committee to consider as it formulates its proposals.

The report of the Graduate Council review of the Department of Medicinal Chemistry was presented and accepted.

New Business
A Resolution of Appreciation was presented to Kevin Taylor, Director of Planning & Policy of Information Technology, on the occasion of his medical retirement, recognizing his long service to the University of Utah.

Adjournment
The meeting adjourned at 4:12 p.m.

Respectfully submitted,

Shawnee Worsley

ADDENDUM

APPENDIX I

RESIGNATION, RETIREMENT & APPOINTMENTS

## Resignation

1.  Dr. Alan F. Rope, Associate Professor (Clinical) of Pediatrics, effective August 9, 2013.

## Retirements

1.  Dr. Emma Gross, Professor with tenure of Social Work, member of faculty for 30 years, effective June 30, 2013. (See Emeritus Appointments)

2.  Dr. Kenneth P. Jameson, Professor with tenure of Economics, member of faculty for 24 years, effective June 30, 2013. (See Emeritus Appointments)

## Administrative Appointments

1.  Professor Robert W. Adler, Interim Dean, College of Law, effective July 1, 2013.

2.  Dr. Anne E. Cook, Chair, Department of Educational Psychology, effective July 1, 2013.

3.  Dr. Andrea K. Rorrer, Interim Chair, Department of Educational Leadership and Policy, effective July 1, 2013.

## Faculty Appointments

HUMANITIES

1.  Dr. Lauren V. Jarvis, Assistant Professor of History, effective July 1, 2013.

B.A., 2005, Duke University
Ph.D., 2012, Stanford University

LAW

2. Ms. Alicia Brillon, Associate Librarian in the Law Library, effective January 28, 2013.

> B.A., 1989, University of Washington
> J.D., 1995, Seattle University
> M.L.I.S., 2006, University of Washington

SOCIAL & BEHAVIORAL SCIENCE

3. Dr. Adrian V. Bell, Assistant Professor of Anthropology, effective July 1, 2013. This represents a track switch and supersedes her appointment as Visiting Assistant Professor of Anthropology.

4. Dr. Tobias Hofmann, Assistant Professor of Political Science, effective February 14, 2013.

> B.A., 1999, University of Konstanz
> M.A., 2002, University of Konstanz
> Ph.D., 2012, Free University of Berlin

## APPENDIX II

## AUXILIARY FACULTY APPOINTMENTS

**Auxiliary Faculty Appointments**

ENGINEERING

1. Dr. Steven M. Blair, Adjunct Professor of Bioengineering, effective July 1, 2012 and ending June 30, 2013. This supersedes his appointment as Adjunct Associate Professor of Bioengineering and is secondary to his appointment as Professor with tenure of Electrical & Computer Engineering. He also holds an appointment as Adjunct Associate Professor of Material Science and Engineering, and of Physics and Astronomy.

2. Dr. Andrew R. Fry, Research Associate Professor of Chemical Engineering, effective January 18, 2013 and ending June 30, 2013. This supersedes his appointment as Adjunct Assistant Professor of Chemical Engineering.

3. Dr. Paul C. Lastayo, Adjunct Professor of Bioengineering, effective July 1, 2012 and ending June 30, 2013. This supersedes his appointment as Adjunct Associate Professor of Bioengineering, and is secondary to his appointment as Professor with tenure of Physical Therapy. He also holds appointments as Adjunct Professor of Exercise and Sport Science and Adjunct Associate Professor of Orthopedic Surgery.

4.  Dr. Florian Solzbacher, Adjunct Professor of Bioengineering, effective July 1, 2012 and ending June 30, 2013. This supersedes his appointment as Adjunct Associate Professor of Bioengineering, and is secondary to his appointment as Professor with tenure of Electrical & Computer Engineering. He also holds an appointment as Adjunct Assistant Professor of Material Science & Engineering.

MEDICINE

5.  Dr. Ayesha S. Khan, Adjunct Instructor in Family & Preventive Medicine, effective January 1, 2013 and ending June 30, 2013.

> B.A., 1995, University of Missouri
> M.D., 2001, Saba University School of Medicine
> M.P.H., 2006, University of Utah

6.  Dr. Peter H. Maughan, Adjunct Assistant Professor of Neurosurgery, effective May 1, 2013 and ending June 30, 2013.

> B.A., 1997, Brigham Young University
> M.D., 2002, University of Utah

PHARMACY

7.  Dr. Darrell R. Galloway, Adjunct Professor of Pharmaceutical Chemistry, effective February 1, 2013 and ending June 30, 2013.

> B.S., 1973, California State University
> Ph.D., 1978, University of California

8.  Ms. Whitney Redding, Adjunct Instructor in Pharmacotherapy, effective November 8, 2012 and ending June 30, 2013.

> Pharm.D., 2010, Purdue University

SCIENCE

9.  Dr. David M. Belnap, Research Associate Professor of Biology, effective December 16, 2012 and ending June 30, 2013. This is in addition to his appointment as Research Associate Professor of Biochemistry Research.

## EMERITUS APPOINTMENTS

**Emeritus Appointments**

1.  Dr. Gail Blattenberger, Associate Professor Emerita of Economics, member of faculty for 21 years, effective July 1, 2013.

2.  Dr. Emma Gross, Professor Emerita of Social Work, member of faculty for 30 years, effective July 1, 2013. (See Retirement Appointments)

3.  Dr. Kenneth P. Jameson, Professor Emeritus of Economics, member of faculty for 24 years, effective July 1, 2013. (See Retirement Appointments)

THE
UNIVERSITY
OF UTAH

*Approved and forwarded to the Academic Senate 11/7/12* [signature]

06 November 2012

~~Michael Hardman~~
Interim Senior Vice President for Academic Affairs
205 Park
Campus

Dear Interim Vice President Hardman,

Enclosed is proposal for a BS/MS in Information Systems; which was approved by the Graduate Council on April 30, 2012. Included in this proposal packet are the signature page and proposal.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

[signature]

Charles A. Wight
Dean, The Graduate School

# Cover/Signature Page - Abbreviated Template

**Institution Submitting Request:** *University of Utah*
**Proposed Title:** *BS / MS Combined program in information systems*
**Currently Approved Title:**
**School or Division or Location:** *David Eccles School of Business*
**Department(s) or Area(s) Location:** *Operations and Information Systems*
**Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):** 52.1201
**Proposed Beginning Date (for new programs):**
**Institutional Board of Trustees' Approval Date:**

**Proposal Type (check all that apply):**

| R401-5 Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. | | | R401-6 Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. | | |
|---|---|---|---|---|---|
| **Section #** | | **Item** | **Section #** | | **Item** |
| 4.1.5.2 | ☐ | Minor* | 6.1.1 | ☐ | Reinstatement of Previously Suspended Program |
| 5.1.1.1 | ☐ | New Emphasis on an Existing Degree* | 6.1.5 | ☐ | Reinstatement of Previously Suspended Unit |
| 5.1.2 | ☐ | Certificate of Proficiency Not Eligible for Financial Aid | | | |
| 5.1.3 | ☐ | Out-of-Service Area Delivery of Programs | | | |
| 5.1.4 | ☐ | Name Change of Existing Programs | | | |
| 5.1.5 | ☐ | Program Transfer | | | |
| | ☐ | Program Restructure | | | |
| | ☐ | Program Consolidation | | | |
| 5.1.6 | ☐ | Program Discontinuation | | | |
| | ☐ | Program Suspension | | | |
| 5.1.7 | ☐ | Administrative Unit Creation | | | |
| | ☐ | Administrative Unit Transfer | | | |
| | ☐ | Administrative Unit Consolidation | | | |
| 5.1.8 | ☐ | New Center | | | |
| | ☐ | New Institute | | | |
| | ☐ | New Bureau | | | |
| 5.1.9 | ☐ | Graduate Certificate | | | |

*Requires "Section VI: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____     Date: *11/7/12*
**Signature**

**Printed Name:** *Michael Hardman*

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[1] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

David Eccles School of Business
Department of Operations and Information Systems
Proposal for combined BS/MS Program
In Information Systems
March 24, 2012

## Section 1: Request

The Operations and Information Systems (OIS) Department in the David Eccles School of Business at the University of Utah requests permission to establish a combined BS/MS degree program in Information Systems.

## Section II: Need

The University of Utah offers unique educational research opportunities for undergraduate students because it is a strong research institution and a technological leader in the mountain west. Many students participate in research at many levels, including undergraduate research and honors projects, participation in graduate student and faculty research projects, in guest lectures, and in discussing forefront research by leaders in their fields.

In recent years, the MS in Information Systems degree has become highly desirable for business practitioners, as advances in information technology have allowed firms to increase efficiency and make better use of resources. A combined BS/MS degree program intended to foster undergraduate research and to accelerate progress toward the MS degree is thus timely and attractive for undergraduate students interested in pursuing employment in the field. The combined degree program is intended to attract qualified undergraduate students into the graduate program early, decrease the time required to obtain graduate degrees, and involve students early in their careers in research programs.

The combined degree program described below is designed to be completed by students in five years and to culminate with simultaneous conferral of the Bachelor of Science and Master of Science degrees. Students in the combined program begin their capstone research project early and complete advanced level courses after their junior year. The following minimum requirements must be met universally:

1) Students must complete a minimum of 152 semester credit hours of qualified studies. A minimum of 30 semester credit hours must meet the MS requirements of the University of Utah Graduate School and the David Eccles School of Business. A minimum of 122 semester credit hours must meet the BS requirements of the IS Major.
2) Each interested undergraduate student must apply to the program through the Graduate Admissions Office of the David Eccles School of Business by April 1st of his or her junior year. Recommendations for admission are made by the School of Business to the Graduate School by June 1st each year. Entrance criteria for the combined BS/MS program are consistent with criteria for the traditional MSIS program.
3) Admitted students must submit a BS/MS program of study to the MSIS Program Director within one semester after admission.
4) Transfer from undergraduate to graduate status occurs after completion of 122 semester credit hours of qualified studies.
5) The BS and MS degrees are conferred simultaneously following completion of the program.

6) Students wishing to exit the combined program can apply qualified coursework toward the traditional BS and MS degree requirements without penalty, with recognition that a given course cannot be counted toward both degrees.

7) No student will be awarded a separate MS degree in Information Systems without satisfying all requirements for the BS degree.

## Procedures

1. Application for admission to BS/MS program will be submitted at the end of a student's junior year. This application is processed and decisions made at the department level. Consistent with University policy, entering students must have at least a 3.0 cumulative GPA.

2. Students must be enrolled in the School of Business IS Major at the time of applying for the BS/MS degree option.

3. The student will apply for graduate status during the semester in which 122 credit hours are completed. Students will follow the regular University of Utah Graduate School application process. All university requirements for graduate admissions must be met except posting of undergraduate degree. (Note: On the referral sheet that the department returns to graduate admissions, the department will note that the student has been accepted to the combined BS/MS program. Graduate Admissions will then approve admission without the BS completed.)

4. Following admission, a supervisory committee will be established within the department during the first semester of work toward the combined degree. The entering student will select an advisory committee and prepare a program of study for completion of the BS and MS degree during first semester in the combined program.

5. A mid-program review will be conducted by the supervisory committee after 2 semesters in the program.

6. Each degree will be awarded when all work is completed. A Master's degree will not be awarded under this program if all requirements for the BS are not completed.

7. The Department will ensure that all requirements are met for each degree. Courses taken for the graduate degree will not be eligible for graduate credit until the requirements for both degrees are satisfied.

## Section III: Institutional Impact

A combined BS/MS degree will likely result in increased enrollment in the program because it will be attractive to students. Instituting this program will not necessitate changes in existing administrative structures at the University. As other similar combined BS/MS programs exist within the University, procedures are already established for such programs in reporting by the Registrar and acceptance into the program by the Graduate School prior to completion of the BS degree. No changes in faculty, staff, or physical facilities will be required. Further, no student will be adversely affected by this change as any student can complete his or her BS under the existing program.

## Section IV: Finances

No costs are anticipated to result from this change. If enrollments in the MSIS program increase as a result of instituting this program, then the cost per degree will decrease.

\*\*\*THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY.\*\*\*

Section VI N/A

Submitted by:

Submitted Date:

# Supplemental Information for Combined BS/MS Information Systems Degree

**Additional Information Explaining Program Need:**

Current degree requirements (122 semester credit hours) for the BS degree in information systems provide a solid foundation for an MS degree student (30 additional semester credit hours). While there is no reduction in credit hours associated with the combined degree program (152 total credit hours), the program will provide several notable benefits to information systems students at the University of Utah.

1. The combined degree program will allow qualified students in the BS degree program to begin taking graduate level classes towards the MS degree while still enrolled in the BS degree program. Prior experience has shown that employers aggressively pursue MS students for internship opportunities. The combined program strategy may help to increase overall internship placements for our students.
2. A combined BS/MS degree program will encourage more BS students to enroll in the MS program. Enrolling undergraduate students in the combined program and giving them opportunities to interact with the MS students also represents a unique opportunity for our undergraduate students to be mentored by more senior graduate students, many of whom have more than five years of work experience.
3. The proposed program will allow the department to retain high quality undergraduate students
4. The combined program will allow the University of Utah to compete more aggressively with local and regional IS/MSIS programs who are already offering a 3/2 format to their students.

**Additional Information Explaining Procedures for Application and Admission:**

1. Application for admission to BS/MS program will be submitted at the end of a student's junior year.
2. Application process, requirements and evaluation will be consistent with the criteria for the traditional MSIS program as follows:
   - Minimum 3.0 cumulative GPA
   - GMAT exam
   - Two letters of recommendation
   - Essay explaining why the student is applying for co-terminal program
   - Resume and extracurricular activities
   - Graduate School online application with fee

**Other Admission Requirements:**

- All application processing and recommendations for admission decisions are made at the David Eccles School of Business department level and under the authority of the IS Program Director responsible for both the IS undergraduate major and the MSIS program.

- Students must be enrolled in the School of Business IS major at the time of applying for the BS/MS degree option.

- All university requirements for graduate admissions must be met except posting of undergraduate degree.

- Recommendations for admission are made by the School of Business to the Graduate School by June 1st each year.

CURRICULUM SUMMARY (IS MAJOR AND MSIS PROGRAM)

Please note that there are no proposed changes to the undergraduate or graduate curriculum as part of the BS/MS combined IS degree proposal.

Undergraduate Curriculum for IS Majors (122 Credit Minimum)

General Education Requirements (24 – 26 credits)
- American Institutions (3)
- Writing (3)
- *Quantitative Reasoning (3) (Satisfied by pre-Business or Upper Division Business)
- Fine Arts (6)
- Humanities (6)
- Science (6-8)
- *Social and Behavioral Science (6) (Waived for Business Students)

University of Utah Bachelor Degree Requirements (3 or 4-16 Credits)
- Communication/Writing (3) (Satisfied by pre-Business or Upper Division Business)
- Diversity (3)
- International (3) (Satisfied by pre-Business or Upper Division Business)
- B.S. Quantitative Intensive (6) (Satisfied by pre-Business or Upper Division Business)
- B.A. Foreign Language (4-16)

Pre-Business Core (18 Credits)
- ACCTG 2600: Survey of Accounting I (3)
- BUS 1050: Foundations of Business (3)
- ECON 2010: Microeconomics (3)
- IS 2010: Computer Essentials (3)
- MATH 1090: College Algebra (3)
- OIS 2340: Business Statistics (3)

Upper Division Core (36 Credits)
- Business and Humanities (3)
- Business and Social Science (3)
- Business and Professional Communication (3) OR Business Writing (3)
- ACCTG: Survey of Accounting II (3)
- FINAN 3040: Financial Management (3)
- FINAN 3050: Intro to Investments (3)
- IS 4410: Information Systems (3)
- MGT 3410: Business Law (3)
- MGT 3680: Human Behavior in Organizations (3)
- MKTG 3010: Principles of Marketing (3)
- OIS 3660: Operations Management (3)
- MGT 5700: Strategic Management (3)

Information Systems Majors (30 Credits)
- OIS 3440
- IS 4415: Data Structures and Java (3)
- IS 4420: Database Fundamentals (3)
- IS 4430: Process Analysis & IS Project Management (3)
- IS 4440: Networking & Servers (3)
- IS 4460: Web Based Applications (3)
- IS 4470: Telecommunications & Security (3) OR IS 4480: Data Warehouse Design & Implementation (3)
- OIS 5620: Global Supply Chain Management (3)
- Any IR Course (3)

Electives (11+ Credits)

**MSIS Curriculum (30 Credit Minimum)**

Core (18 Credits)
- IS 6420: Database Theory and Design (3)
- IS 6410: Information Systems Analysis and Design (3)
- IS 6640: Networking and Servers (3)
- OIS 6660: Project Management (3)
- IS 6471: Emerging Web Technologies and Strategies (3)
- IS 6596: Capstone Project – Analysis and Planning (1.5)
- IS 6597: Capstone Project – Execution and Presentation (1.5)

Electives (12 Credits)

Web/Development
- IS 6850: Mobile Applications (3)
- IS 6615: Data Structure and Java (3)
- IS 6465: Web Based Applications (3)
- OIS 6500: VBA for Excel (3)

Security
- IS 6570: IT Security (3)
- IS 6571: IT Forensics (3)
- ACCTG 6520: IT Risks and Controls (3)

Database Management and Analytics
- IS 6480: Data Warehousing (3)
- IS 6484: Advanced Data Management (3)
- IS 6580: Web Analytics (3)
- OIS 6040: Data Analysis and Decision Making (1.5)
- OIS 6482: Introduction to Data Mining (3)

Operations Management
- OIS 6450: Business Process Simulation (3)
- OIS 6425: Six Sigma for Managers (3)
- OIS 6610: Practical Management Science (3)
- OIS 6620: Supply Chain Management (1.5)

**Institution Submitting Request:** University of Utah
**Proposed Title:** Urban Ecology
**Currently Approved Title:** Urban Planning
**School or Division or Location:** College of Architecture and Planning
**Department(s) or Area(s) Location:** Department of City & Metropolitan Planning
**Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):** 04.0301
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** 04.0301

**Proposed Beginning Date (for new programs):** 08/01/2013
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

| SECTION NO. | | ITEM |
|---|---|---|
| **Regents' General Consent Calendar Items** |
| *R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar* |
| 5.1.1 | ☐ | Minor* |
| 5.1.2 | ☐ | Emphasis* |
| 5.2.1 | ☐ | Certificate of Proficiency* |
| 5.2.3 | ☐ | Graduate Certificate* |
| 5.4.1 | ☐ | New Administrative Unit |
| | ☐ | Administrative Unit Transfer |
| | ☐ | Administrative Unit Restructure |
| | ☐ | Administrative Unit Consolidation |
| 5.4.2 | ☐ | New Center |
| | ☐ | New Institute |
| | ☐ | New Bureau |
| 5.5.1 | ☐ | Out-of-Service Area Delivery of Programs |
| 5.5.2 | ☐ | Program Transfer |
| | ☐ | Program Restructure |
| | ☐ | Program Consolidation |
| 5.5.3 | ☒ | Name Change of Existing Programs |
| 5.5.4 | ☐ | Program Discontinuation |
| | ☐ | Program Suspension |
| 5.5.5 | ☐ | Reinstatement of Previously Suspended Program |
| | ☐ | Reinstatement of Previously Suspended Administrative Unit |

*Requires "Section V: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature
Printed Name: Michael L. Hardman      Date: 2/14/13

January 30, 2013

TO:     Michael Hardman
        Interim Senior Vice President for Academic Affairs

FR:     Ann Darling
        Chair, Undergraduate Council

RE:     **Name Change for Urban Planning Major and Minor**

At its meeting on Thursday, January 24, the Undergraduate Council voted to approve a proposal from the College of Architecture + Planning to change the name of their existing Major and minor in "Urban Planning" to "Urban Ecology". The proposal, with supporting materials, is attached.

We ask, if you also approve of the proposal, that it be forwarded on to the Executive Committee of the Academic Senate for their consideration.

**University of Utah**
**B.S/B.A. in Urban Ecology**
**08/01.2013**

## Section I: Request

The University of Utah's College of Architecture + Planning requests to change the name of its Undergraduate Degree in Urban Planning to an Undergraduate Degree in Urban Ecology. We are also requesting that the name of the Minor in Urban Planning be changed to a Minor in Urban Ecology. The primary activity impacted is a  refocussing of instructional attention on the interconnected relationships of complex urban systems within the context of urban ecology. The shift in focus represents the planning profession's increased understanding of its responsibility in addressing public health, environmental and economic problems associated with historic planning pedagogy and practice.

Faculty of the Department of City & Metropolitan Planning began exploring this transition in 2008. On August 17, 2011 as part of a faculty retreat and strategic planning process it was determined that a formal transition process should begin. A roadmap for the transition was created in collaboration with the College's Dean, Brenda Scheer. Subsequently the Department unanimously approved the name change during the October 3, 2012 Faculty Meeting. A memorandum announcing the Department's intention to change the name was subsequently circulated to the entire faculty of the College of Architecture + Planning, and at the College Council Meeting of November 14, 2012, the College's faculty unanimously approved the name change.

## Section II: Need

The need to address the unintended consequences of urban planning practice is evidenced across the social, environmental and economic realms of our rural and urbanized human settlements. Per capita increases in the diagnosed instances of asthma, obesity, and diabetes have been linked to the design, development and management of urban areas throughout the United States. In Utah rates of these illnesses have increased as well, consistent with and exceeding national averages. Environmental impacts associated with modes of mobility including the degradation of air quality, and the effects of air quality on water quality affect the complex functions of our ecosystems. The costs associated with medical care and treatment, the costs of environmental restoration, and the costs to economic development opportunities need to be understood within the broader contexts of urban ecology. The planning professions (land-use planning, transportation planning, sustainability planning, regional planning, environmental planning, etc) increasingly recognize the complex interrelationships of their sub-specialties. In order to repair the unintended consequences of historic planning practice, and to avoid creating additional problems, planning pedagogy and practice must shift its focus from one of land-use, to the broader systems-based approach that comprises urban ecology.

The name change also reflects other advances made in the Department of City & Metropolitan over the past few years. Two years ago we began reframing our undergraduate curriculum to correspond with our now accredited Master of City & Metropolitan Planning degree, as well as the Ph.D. program in City & Metropolitan Planning. The evolution and trajectory of the University's planning program can already be seen in the way in which we describe our undergraduate program to incoming students. As stated on the University's website,

> e under raduate de ree in Urban  annin  fo uses on Urban   o o y e p orin  t e interre ations ips
> a on e oo i a bui din  infrastru tura  and u tura syste s  it an ai  to ard en an in t e vita ity
> and vibran y of p a es and o   unities  or t ose see in   or at t e raduate eve  it a so provides
> preparation for t e  aster of  ity    etropo itan de ree

From a degree that has grown from a fledgling program nested in the Department of Geography in 1984, to a nationally respected, accredited program within the College of Architecture + Planning including 10 full-time faculty, this name change spotlights the maturation and thought leadership of the University's planning program.

Changing the name of the undergraduate degree in urban planning to Urban Ecology will be among the first in the United States. Though one institution in the U.S. offers an undergraduate degree in Urban Ecology today, and two institutions offer master's degrees in Urban Ecology, the University of Utah will be the first Research I institution to make the shift. This shift also reflects and responds to the cutting-edge impact of Utah-based planning entities including nvision Uta and e Wasat ront e iona oun i .

## Section III: Institutional Impact

The name change will have minimal institutional impact vis-à-vis enrollments in other departments and programs. However, corresponding shifts at the University toward interdisciplinarity will be positively impacted by the College of Architecture and Planning's readiness and desire to develop collaborative opportunities for our students.

No changes in faculty and staff are required for this name change. No new physical facilities, equipment or modification to existing facilities will be required.

## Section IV: Finances

No anticipated new costs or savings are anticipated. Now new funds are needed to implement this name change.

## Section V:  Program Curriculum
### All Program Courses (with New Courses in Bold)

| Course Prefix and Number | Title | Credit Hours |
|---|---|---|
| Required Courses | | N/A |
| | Sub-Total | **N/A** |
| Elective Courses | | N/A |
| | Sub-Total | **N/A** |
| Track/Options (if applicable) | | N/A |
| | Sub-Total | **N/A** |
| | Total Number of Credits | **N/A** |

Program Schedule

N/A

**MEMORANDUM**

| | |
|---|---|
| **Date:** | January 4, 2013 |
| **To:** | Ed Barbanell, Associate Dean, Undergraduate Studies |
| **From:** | Brenda Scheer, Dean |
| **Re:** | City and Metropolitan Planning Undergraduate Degree Name Change |

Pursuant to the requirements of the R-401 process for name changes of existing programs, this memorandum conveys to you my approval and support for the proposed change.

Specifically, it is our intention to change our B.A. and B.S. degrees from the current name of "Urban Planning" to degrees in "Urban Ecology." This will also apply toward the change in a our Minor, to a Minor in Urban Ecology.

The proposed change was unanimously approved by our College Council on November 14, 2012. Faculty of the Department of City & Metropolitan Planning had previously approved the change during their departmental faculty meeting of October 3, 2012. The College Curriculum Committee also reviewed and approved the change.

Should you need any additional information please don't hesitate to contact me.

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**Institution Submitting Request:** *University of Utah*
**Proposed Title:** *Master of Science in Petroleum Engineering*
**School or Division or Location:** *College of Engineering*
**Department(s) or Area(s) Location:** *Chemical Engineering*
**Recommended Classification of Instructional Programs (CIP) Code :** *14.2501*
**Proposed Beginning Date:** *08/2013*
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

**R401-4**
Items submitted will be reviewed by the Office of the Commissioner of Higher Education (OCHE), then forwarded to the Chief Academic Officers (CAO) and Program Review Committee (PRC) before being presented to the Regents. K-12 Personnel Programs are also reviewed by appropriate officials and faculty of the schools and colleges of education. See R401-4.2.2 for all programs requiring specialized reviews.

| Section # | | Item |
|---|---|---|
| 4.1.1 | ☐ | Non-Credit Certificate of Proficiency Eligible for Financial Aid |
| | ☐ | Credit Certificate of Proficiency Eligible for Financial Aid |
| 4.1.1 | ☐ | Non-Credit Certificate of Completion |
| | ☐ | Credit Certificate of Completion |
| 4.1.9 | ☐ | Fast-Tracked Certificate |
| 4.1.2 | ☐ | Associate of Applied Science Degree |
| 4.1.3 | ☐ | Associate of Science Degree |
| | ☐ | Associate of Arts Degree |
| 4.1.5 | ☐ | Bachelor's Degree |
| 4.1.6 | ☐ | K-12 School Personnel Programs |
| 4.1.7 | ☒ | Master's Degree |
| 4.1.8 | ☐ | Doctoral Degree |

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____          _2/14/13_____
Signature                                                              Date

**Printed Name:** *Name of CAO or Designee*  Michael L. Hardman

THE UNIVERSITY OF UTAH

February 13, 2013

Michael Hardman
Interim Senior Vice President for Academic Affairs
205 Park
Campus

Dear Interim Vice President Hardman,

Enclosed is proposal for a MS in Petroleum Engineering; which was approved by the Graduate Council on January 28, 2013. Included in this proposal packet are the signature page and proposal.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Donna White
Interim Dean of the Graduate School

# Executive Summary

### University of Utah
### Masters of Science in Petroleum Engineering
### 01/28/2013

## Program Description

The proposed Masters of Science degree in Petroleum Engineering will be a 33 credit hours, sixteen-month (September through December of the following year) program of course work, practical field and design work, and a substantial research project resulting in a project-based thesis (internal publication only). The degree will be housed within the Department of Chemical Engineering. The course work will involve petroleum engineering fundamentals and advanced topics, fundamental petroleum geologic concepts as well as exposure to constraints on energy technologies (geopolitical and economic considerations, environmental issues). The motivation and intent is a program that will meet the needs of students, including working students, industry, the state and the nation. Teaching would be collaboratively done with primarily the Department of Chemical Engineering, Energy & Geoscience Insititute (EGI) and Department of Geology and Geophysics.

To meet the needs of the anticipated local ,national, and international students, classes will be offered through class room lectures and distance education. Short-term field studies and projects will require all students to participate locally. The University of Utah currently has a MS Chemical Engineering program with a project-based thesis requirment that can be completed with distance education. The thesis is defended, but it is not published through the Univeristy. All of the departments in the college of engineering offer non-thesis Master of Science degrees. This degree is very much in line with those programs.

## Role and Mission Fit

The Department of Chemical Engineering has recently received increased interest in its petroleum-related offerings. Furthermore, students involved in specific, petroleum-related programs have indicated the need for a more fitting title for their degree. Industry has also observed that "retraining" engineers with more petroleum-related courses is essential. It is clear that the name "petroleum" is needed for individuals trained in this specific area and that this degree will fill a particular niche due to its research collaborations with EGI.

Students will learn from, and collaborate with, faculty and industry professionals who are at the forefront of their disciplines. The program is an excellent example of collaborative scholarship, accelerated to meet the demands of the state and the nation. It embodies domestic and international involvement and explitcly incorporates social responsibility. This degree will give exposure of the Department's research to an international corporate audience which, in turn, will strengthen the department's research in the areas of Petroleum Engineering.

## Faculty

The proposed degree is based in the College of Engineering. The qualified ChEn faculty available to participate in this MS degree include: Milind Deo (Professor, Chemical Engineering); John McLennan (Associate Professor, Chemical Engineering); Richard Roehner (Associate Professor [Lecturing], Chemical Engineering); and Ian Walton (Adjunct Professor, Chemical Engineering). EGI will be an essential partner due to the impressive industrial expertise and distance education experience of its faculty (i.e., R. Sorkhabi and Bill Keach). The Geology and Geophysics Department will participate by teaching one course and by participating in the projects as appropriate.

Both on-campus and distance education students will take the courses in this program. Total enrollment in the production and reservoir engineering courses may grow to the point that additional sections of these courses must be added. To support the teaching needs of the program, an additional faculty member will be hired. The Dean of the College of Engineering and the state-wide Utah Technology Initiative Advisory Board have supported our request for this position with the idea that the new program brings additional students and distance education opportunities to the

state. In-house faculty are recognized experts in petroleum and natural resource engineering and will be able to lecture, mentor, advise and participate in this program without supplementary development.

## Market Demand

Alumni and industrial colleagues have encouraged the Department of Chemical Engineering to develop graduate-level Petroleum Engineering courses (see letters of support). In addition, the U.S. Energy Information Administration projects that the United States and the world will continue to rely on petroleum for decades. These advocates and the Department of Energy (DOE) emphasize the following:

- The department needs to offer a degree in Petroleum Engineering. While Chemical Engineering currently has an emphasis on energy, industrial advisors insist that it must offer a degree, as opposed to a certificate or other specialty designation.
- Three students from Quester recently gained MS degrees in Chemical Engineering through a professional MS. They studied in Petroleum Engineering related areas but expressed the need for a degree that is entitled "Petroleum Engineering."
- Innovative engineers are needed in new energy sectors to manage conventional and unconventional opportunities efficiently and in an environmentally responsible manner.
- Demographics suggest that large numbers of engineers will soon be needed to fill the positions of those who will soon retire. In the petroleum industry, this is often colloquially known as the Great Crew Change.
- There will be a continuing demand for petroleum.

## Student Demand

In addition to industrial support, in a spring 2012 survey of 70 juniors in Chemical Engineering, students indicated a strong interest in petroleum engineering. Students are requesting additional electives, and the enrollment in petroleum electives is strong. In the spring of 2012, the enrollment in two existing petroleum-related courses offered in Chemical Engineering was over 30 students with 2/3 undergraduates and 1/3 graduate. Department alumni working in the oil and gas industry have reviewed the program, and their suggestions have been incorporated. Local and national companies have indicated their interest in the program (see attached letters of support).

## Statement of Financial Support

Appropriated Fund ........................................ ☐
Special Legislative Appropriation .................. ☒
Grants and Contracts.................................... ☐
Special Fees/Differential Tuition .................... ☒
Other (please describe) ................................ ☐

On-campus students will pay the regular University of Utah tuition and the College of Engineering differential tuition. Distance-education students will join the program through continuing education by paying special fees. A new faculty slot has been given to the department through the Engineering Initiative.

## Similar Programs Already Offered in the USHE

There are no similar programs in the USHE. The program is not an attempt to duplicate others, but to create a new educational experience, unique in Utah and in the United States. A similar program exists at Imperial College, London, United Kingdom. A key is the synergy between people in the Department and EGI, not replicated anywhere else. We anticipate a strong statewide collaborative effort because of:

- Collaboration with Uintah Basin Applied Technology College – offers hands-on training as needed for oil and gas field operations.
- Strong partnership to USTAR - strategically well positioned to act on the state's critical energy needs
- Existing collaborations between the Department and EGI.
- Distance education features will allow Utah energy professionals to participate statewide

# Program Description

University of Utah
Master of Science in Petroleum Engineering
09/01/2012

## Section I: The Request

The University of Utah requests approval to offer an "executive" Master of Science in Petroleum Engineering effective Fall 2013.

## Section II: Program Description

**Complete Program Description**
The MS degree in Petroleum Engineering is a sixteen-month program of course work, practical field and design work, and a project (September through December of the following year) which results in a project-based thesis.  A written report and oral presentation are required, but the thesis is not published beyond the department. The course work involves petroleum engineering fundamentals and advanced topics, fundamental petroleum geologic concepts as well as exposure to constraints on energy technologies (geopolitical and economic considerations, environmental issues).  A minimum of 33 semester hours is required.

**Purpose of Degree**
Justification for this request is based on several factors.

- **Student Interest:** Based on a spring 2012 survey of our 70 juniors, interest in petroleum engineering is increasing and students are requesting additional courses. Current enrollments in Production and Reservoir Engineering elective courses are 31 and 35, with approximately 1/3 of the enrollees being graduate students and 2/3 under graduates.  Clearly the topic is one of interest to our students.  However, industry has stated that a certificate or specialization is not adequate to meet their needs for placement.  The program must be a degree with Petroleum Engineering in the name.

- **Societal Contributions:** Engineering students are appreciating the fact that energy is an important component in their discipline. They are asking for more exposure to energy related courses because there are jobs in the energy sector and because they feel that they can make a difference by working in this field. The petroleum industry is also diversifying into cleaner energy alternatives and graduates will have opportunities in these sectors once they are within a particular company.

- **Accelerated Contribution to Employer:** "A 2008 human resources benchmark study prepared for SPE [sic, Society of Petroleum Engineers] by Schlumberger Business Consulting shows that the fastest companies take 6 to 7 years to develop new employees into professionals who can work autonomously, because of the complex decision-making and ability to exploit advanced technology needed by today's professionals. The report concludes that human capital is the longest lead-time component of E&P [sic: Exploration and Production] delivery."[1] The professional MS program will reduce this development period.

- **Aging Workforce and Employment Opportunities:**
  "We have all heard about the "great crew change," the coming decade in which 50% of experienced and managerial personnel of international oil companies industry wide are expected to retire. While this will not all happen on a single day, it will create simultaneous gaps of unprecedented proportions in the staffs of many international and national oil companies."[2]

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[1] www.spe.org/press/docs/SPE_WhitePaper_GraduateHiring2010.pdf
[2] www.spe.org/jpt/print/archives/2011/04/16TalentTechnology.pdf

"An aging workforce and the "big crew change" in the oil and gas industry have been widely publicized as a disaster waiting to happen. So much publicity has been given to this topic that many oil and gas executives that I have spoken with have become desensitized; they no longer see the "crew change" as a looming threat. This is understandable since this was supposed to have started several years ago and companies are actually laying off employees now rather than struggling to find new employees. But the crew change is upon us; however, likely delayed due to the poor economy. Many senior employees are postponing retirement trying to rebuild their retirement funds and waiting for the economy to stabilize. For 10 companies the results suggest that between 30% and 46% of the total companies' current workforces are likely to retire by 2019."[3]

- **Meets the Needs of the State of Utah:** This is a reasonable venture for a state university, particularly in Utah, recognizing that hydrocarbon-based resources (oil, gas and coal) provide significant royalty support to state (second only to tourism); and further recognizing an underlying public desire for environmentally appropriate extraction and use of these resources. Natural gas activity in the state is poised to expand, conditional on ultimate increases in commodity pricing. Utah also provides a natural geologic classroom for students. There are abundant unconventional hydrocarbon sources (oil shale, oil sands, and unminable coal) and the program is designed to promote effective, environmentally sound development. "Sound" development can be achieved in a variety of ways, including reduced surface footprints, recovery methods that require less water and vehicular emissions, and improved monitoring.

- **Meets the goals of the Department's Strategic Plan:** The proposed program will certainly increase the visibility of the department internationally. Much of the research underway for petroleum engineering is a result of work with companies. The projects and students will help foster additional research which could potentially transfer to our PhD program. In addition, an additional faculty member helps us meet the increasing interest in this area at the BS, MS, and PhD level.

As evidenced by the letters of support, we anticipate a strong statewide collaborative effort with:
- Uintah Basin Applied Technology College – offers hands-on training as needed for oil and gas field operations.
- Strong partnership to USTAR - strategically well-positioned to act on State's critical energy needs
- Existing collaborations between the Department and EGI.
- Distance education features which will allow Utah energy professionals to participate statewide.

## Institutional Readiness

As indicated in the Executive Summary, with faculty strength, the University of Utah is already positioned with expertise to offer the program. The researchers at EGI and the Departments of Chemical Engineering and Geology and Geophysics currently co-advise students on petroleum-related projects. One new faculty member was approved as part of the Engineering Initiative funding for 2012, and will enable us to continue to deliver our undergraduate electives in this area while maintaining a cohort of professionals within the program. Space and startup funding are available for this new hire. Initially, we will use existing advising and administrative staff within the department. As the program grows, an additional person will be hired for the program.

The Department of Chemical Engineering has a history of graduate education using distance learning tools. A previous collaboration existed with ATK for PhD and MS students. This program is an off shoot of our successful implementation of that curriculum. In addition, a project-based thesis MS (course credit is given in Advanced Design) is already in place and operational. While the thesis is reviewed and presented, it does not get published by the University and is only an internal publication.

The faculty of the Department of Chemical Engineering has been involved in the process of the formation of this degree. In April 2012 the concept was presented to the faculty and, in turn, our Industrial Advisory Board (IAB). The IAB unanimously and enthusiastically supported the. Additional details and discussion occurred during our annual

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[3] http://www.jptonline.org/index.php?id=357

faculty retreat, August 15, 2012. Comments and recommendations were integrated from faculty and additional feedback from some industrial contacts. A final vote was taken at our faculty meeting on September 21, 2012, and it was approved to move forward.

Faculty

The faculty will comprise tenure/tenure-track faculty, professionals working in EGI (full-time non-tenured), and lecturing faculty in the department. In addition, faculty from Geology and Geophysics will teach, but they are not included in the numbers below. Differential tuition will help with costs associated with having adjunct faculty (lecturing and research) teach the courses. The existing faculty will contribute only a portion of their FTE to the program.

| Faculty Category | Faculty Headcount – Prior to Program Implementation | Faculty Additions to Support Program | Faculty Headcount at Full Program Implementation |
|---|---|---|---|
| With Doctoral Degrees | | | |
| Full-time Tenured | 2 | 1 | 3 |
| Full-time Non-Tenured | 5 | 0 | 5 |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| With Master's Degrees | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | 1 | | 1 |
| Part-time Tenured | | | |
| Part-time Non-Tenured | 1 | | 1 |
| With Bachelor's Degrees | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| Other | | | |
| Full-time Tenured | | | |
| Full-time Non-Tenured | | | |
| Part-time Tenured | | | |
| Part-time Non-Tenured | | | |
| Total Headcount Faculty | | | |
| Full-time Tenured | 2 | 1 | 3 |
| Full-time Non-Tenured | 6 | 0 | 6 |
| Part-time Tenured | 1 | | 1 |
| Part-time Non-Tenured | | | |
| | | | |
| Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.") | 3.25 | 1 | 4.25 |

Staff
The program will leverage the support staff already within the Department of Chemical Engineering and EGI in the short term. As the program becomes more established, staff will be hired to aid in administration and advising.

Library and Information Resources
Library facilities at EGI and at the Marriott library will be appropriate for the proposed program (see letter of support). In addition, the department, EGI and research groups subscribe to one-petro, an on-line digital database with about 250,000 articles and papers.

Admission Requirements
The program is designed for students with a B.S. degree in engineering, typically, chemical, mechanical, civil or geological engineering. Entering students without industrial experience will be expected to take the GREs. Professor McLennan will oversee admissions to the program with guidance from the Departmental Graduate Committee. Exceptions to a B.S. in engineering will be handled on a case-by-case basis, particularly for students in the industry. For foreign students, the results of the TEOFL test will be used to establish English competency as is the current graduate school requirement.

Student Advisement
The Department has a full-time advisor and a faculty Graduate Director. Students meet with the graduate advisor when they arrive on campus and the advisor keeps track of paperwork and helps students stay on track. We will hire a TA/part-time advisor to enroll and track students in the program. As more students become involved, we anticipate that we will have to hire an additional staff for advising and marketing.

Justification for Graduation Standards and Number of Credits
Thirty-three credit hours are required. The proposed 16 month course schedule is outlined below. The schedule could be extended in exceptional circumstances, on a case-by-case basis.

Coursework (24 Credit Hours)
- **Engineering Basics for Petroleum Engineers** (3 credits). [Fall]
  This will be taught by the new faculty member that is being recruited currently.
    o Rock mechanics for petroleum specialists
    o Fluid mechanics for petroleum specialists
    o Thermal engineering for petroleum specialists
    o Principles of chemistry for petroleum specialists
- **Midstream and Downstream Petroleum Engineering** (3 credits) [Fall]
  The course will cover pipeline and refinery engineering.
- **Petroleum Geology** (3 credits) [Fall]
  This course will cover fundamental aspects of geology that are important to a petroleum engineer. This course will cover fundamental aspects of geology that are important to a petroleum engineer. This includes relevant stratigraphic concepts, rudimentary geochemical concepts appropriate for exploration, structural geologic basics and their relevance to drilling, production and reservoir management. Reservoir characterization methodologies are introduced.
- **Drilling and Field Operations for Engineers and Geologists** (3 credits) [Spring]
  This will be two term-length courses (Production Engineering I and II, CH EN 6157 and 6159) which are currently taught. The coursework includes all facets of well construction, including drilling, cementing, acidizing and hydraulic fracturing; onshore and onshore for conventional and unconventional applications.
- **Reservoir Engineering** (3 credits) [Spring]
  This will be the current semester length course (CH EN 6155). It includes the fundamentals of reservoir engineering principles and will include the basics for modern reservoir simulation with hands on simulation experience.

- Petroleum Production Engineering (3 credits) [Spring]
  This will be taught in four modules. These modules will be:
    - Well testing and pressure transient analysis
    - Logging and in-well measurements
    - Pumping and surface facilities
    - Operational safety
- Energy and Society (3 credits) [Summer]
    - Environmental and legal considerations for petroleum specialists
    - Co-location and resource utilization
    - Environmental impact of drilling and hydraulic fracturing
    - Air and water quality considerations and waste minimization
- Simulation (3 credits) [Summer]
  In this course, we will use the visualization center at EGI, a unique facility, to take generic and library three-dimensional geologic models and use these to develop rationale drilling programs, to develop and simulate completion and stimulation campaigns and to use commercial and in-house reservoir simulators to infer production and provide options for future reservoir management (waterflooding, workover …). The intent is to use engineering simulators to optimize exploitation in various geologic environments.

  Field Study (3 credit hours) [Summer]
  Each student will be required to spend at least two weeks in the summer in the Uintah basin on a field study. The study will be coordinated by EGI. EGI runs a number of field trips a year and is uniquely positioned to offer thematic field trips to students; for example, carbonates or shales or tight sands. The field trips will consist of studying outcrops and other exposures.  As appropriate, the data and insight from the field studies will be integrated into the project.

  Project (6 credit hours)
  Each student will need to select a project within the first semester. The project will have specific petroleum engineering applications – upstream, midstream or downstream. This is a research-based project with a required written, peer-reviewed report. The project will be spread out over the 16 months with a focus during the last 4 months.  Students will be required to present their project to a committee of 3 faculty.

External Review and Accreditation
Not required.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:

| Data Category | Current – Prior to New Program Implementation | Projected Year 1 | Projected Year 2 | Projected Year 3 | Projected Year 4 | Projected Year 5 |
|---|---|---|---|---|---|---|
| Data for Proposed Program | | | | | | |
| Number of Graduates in Proposed Program | N/A | 0 | 10 | 25 | 45 | 65 |
| Total # of Declared Majors in Proposed Program | N/A | 10 | 15 | 20 | 20 | 20 |
| Departmental Data – For All Programs Within the Department | | | | | | |
| Total Department Faculty FTE (as reported in Faculty table above) | 3.25 | 4.25 | 4.25 | 4.25 | 4.25 | 4.25 |
| Total Department Student FTE (Based on Fall Third Week) | 0 | 10 | 15 | 20 | 20 | 20 |
| Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above) | 0 | 2.3 | 3.5 | 4.7 | 4.7 | 4.7 |
| Program accreditation-required, if applicable: | None | | | | | |

Please note that we will still have some classes offered to our undergraduates and graduate students; they will be separate sections.

Expansion of Existing Program
N/A

## Section III: Need

Program Need
On the recommendations of alumni, industrial associates and the requests of students (see letters of support), this new degree program is intended to:

- Provide energy-related opportunities for students currently employed in petroleum producing or related organizations, or anxious to enter those same organizations
- Hydrocarbon production will be a critical energy component for the next few decades – at a minimum. This degree recognizes the national interest related to energy security.
- The national interest is also served by students who recognize the environmental and legal aspects of hydrocarbon production and who recognize pathways and requirements for environmental stewardship.
- The need from a state perspective relates to an educated work force that can assist in developing Utah's abundant fossil fuel resources with a reduced energy footprint.

- Significant ancillary research funding opportunities are envisioned with the relationships developed between the University and these professional students.
- Students recognize the opportunities associated with petroleum engineering and recognize the opportunities for implementing greener technologies that are possible if they are employed by larger multi-energy organizations.
- With demographics in the petroleum industry showing the requirement for engineers because of retirements, this is an excellent employment opportunity.

## Labor Market Demand

Alumni and industrial colleagues have encouraged the Department of Chemical Engineering to develop graduate level Petroleum Engineering courses. Estimates indicate that the United States will continue to rely on hydrocarbons for decades. These advocates emphasize the following:

- Half-measures are inadequate. This Degree needs to have "petroleum" branding – Industrial colleagues have been clear that this must be a degree and that the degree must have the name "petroleum engineering" as opposed to specialty designation or certificate within Chemical Engineering.
- Local and multinational oil and gas companies have shown support for a Master's degree in Petroleum Engineering at the University of Utah.
- Track Record - Three students from Questar recently gained MS degrees in Chemical Engineering through our non-thesis Master's program. These were all in Petroleum Engineering related areas.
- Innovative engineers are needed to manage conventional and unconventional sectors efficiently and responsibly. The dramatic change in resource recovery methods in the United States adds to the need for engineers trained in unconventional recovery..
- Demographics suggest that large numbers of engineers are needed to fill anticipated retirements. In the petroleum industry, this is often colloquially known as the Great Crew Change. Data from Schlumberger Business Consulting suggested that by 2014 there would be a 5,000 person shortage of qualified petrotechnical staff over the age of 35.

The fossil energy sector is expected to play a dominant role in energy supply over the next decades. These degreed students will have flexible enough backgrounds to participate in these petroleum-related ventures as well as low-carbon, green energy efforts by the same multinational and domestic organizations that would hire them as petroleum engineering specialists.

## Student Demand

In a spring 2012 survey of 70 juniors in Chemical Engineering, students indicated a strong interest in petroleum engineering. Students are requesting additional electives and the enrollment in petroleum electives is strong. In the spring of 2012, the enrollment in two existing petroleum-related courses offered in Chemical Engineering was:

|  | Course Name | Undergraduate Enrollment | Graduate Enrollment | Total Enrollment |
|---|---|---|---|---|
| CH EN5155/ 6155 | Reservoir Engineering | 24 | 11 | 35 |
| CH EN5157/59 6157/59 | Production Engineering | 22 | 10 | 32 |

With this level of interest, we believe we will be able to attract 15 on-campus students consistently. This program will also expand this interest to industry professionals that need additional training to work within petroleum areas. Courses will be aggressively marketed using the distance education model. We have asked various local and national companies regarding the program and its content. The companies have been very responsive to the plan. We believe that the program will be to attract 10-15 distance education students on a consistent basis.

## Similar Programs

There are no similar programs in the USHE. There is a similar program at Imperial College, London, United Kingdom. The program is not an attempt to duplicate others, but to create a new educational experience unique in Utah and in the United States. It will be differentiated by its broad, robust curriculum, field study, and interactions with EGI and industry.

## Collaboration with and Impact on Other USHE Institutions

Due to the fact that there are strong unconventional resources in the state, we expect collaborations with other institutions, specifically:

- Collaboration with Uintah Basin Applied Technology College – offers hands-on training as needed for oil and gas field operations.
- Strong partnership to USTAR - strategically well positioned to act on state's critical energy needs
- Strengthen existing collaborations between Department and EGI
- The program is a combination of distance education (targeted toward international students and working professionals outside of the Salt Lake metropolitan area), cohort experiences, and a two-week field study. Engineers within the state will also be targeted as a method of developing their skills in a new field.

## Benefits

There is an inescapable need for fossil fuel over the next decades and the mutual requirement for engineering talent to participate in more efficient recovery and use of hydrocarbons with a smaller footprint (energy, carbon, carbon dioxide, surface disturbance minimized). In conjunction is the requirement to develop alternative energy sources meeting evolving societal criteria. The benefits to the individual are an accelerated pathway to contributing to a secure energy future, the flexibility, and intellectual guidance to implement change in hydrocarbon and other energy production. These are collaterally tangible benefits to the state and the university. There is a substantial employment opportunity and this is coupled with the opportunities to make a difference in energy extraction processes.

## Consistency with Institutional Mission

The Department of Chemical Engineering has seen a large interest in its petroleum-related offerings. Furthermore, the students involved in specific, petroleum-related programs have indicated the need for a more fitting title for their degree. Industry has also seen that "retraining" of an engineer toward more petroleum-related courses is a need. It is clear that the name "petroleum" is needed and that the Department could have a particular niche due to its close collaborations with EGI and the expertise of that organization. For these reasons, the Department has formed the proposed program and its structure.

The proposed program will accelerate dissemination of knowledge through teaching, effective presentation in the classroom and in the field, and will provide technology transfer with dissection of the knowledge and principles associated with those technologies. Students will learn from and collaborate with faculty and industry professionals who are at the forefront of their disciplines. The program is an excellent example of collaborative scholarship, accelerated to meet the demands of the state and the nation. It embodies domestic and international involvement and explictily incorporates social responsibility.

## Section IV: Program and Student Assessment

### Program Assessment
The goals for the program and the metrics for success are as follows.
- Accommodate growing enrollment;
- Continue to recruit from major companies, internationally and locally;
- Ensure that the program is financially solvent;
- Increase research opportunities and funding through faculty, student and corporate involvement. This involves working with student projects.

### Expected Standards of Performance
There is no deviation from standards already in place for the Graduate School of the University of Utah and the Department of Chemical Engineering. In particular:
- All coursework must be completed with no grade less than C and an overall average of B.
- A project-based thesis is required. It must reflect six credit hours of effort and there must be a written report with oral presentation of the contents. A committee of three faculty review the written and oral work of the student. This group decides on the award of the Advanced Design credit. Use of any proprietary or confidential information needs to be agreed upon at the commencement of the project work and an agreement must be in place. The work is an internal publication only.

## Section V: Finance

### Budget

In addition to two regular and one instructional faculty with this area of expertise, the department is in the process of recruiting a new faculty. An additional faculty search (not specifically in this area) is also underway. Funding has been approved and searches are underway for the new faculty. These additions will enable us to readjust teaching loads to deliver the program without significant effect on the faculty teaching load. The program will enroll students for on-campus classes and offer these classes by distance education. The department has offered this type of instruction to students from the industry interested in an advanced degree. A number of students have graduated from the department by using this method. For budgetary purposes, it is assumed that the program is able to enroll on the average five (5) distance education students. We expect that there is growth in the distance education piece to 10-15 students as the program grows. However, from a budgeting standpoint, conservative estimates are used. The on-campus students are expected to grow from 5 to 15 as the program goes into the fifth year for a total of 20 students. If additional revenue is realized, it will be used to support the core graduate mission of the department. To involve the industrial expertise of EGI, we have included them in teaching various courses. They are considered auxiliary faculty and must be compensated. While this is an additional cost, they will provide a unique industrial connection to students in the program. A budget of $20,000 per class, four classes expected, has been estimated for the classes and field study.

The distance education model is something that we have used in the department for several years. Courses will be taped and streamed so that the distance education students will have access to the material at their convenience. The cost of taping and streaming courses is $2,000/course.

In the field studies course, students will be expected to spend at least a week in the field studying and gathering data. The field trip costs are estimated at $3,000/student - $340 for transportation, $1,680 for hotel accommodations and $980 for meals and incidentals for a 14-day trip. The students are expected to pay a course fee to cover the field-trip costs.

| 5-Year Budget Projection | | | | | | |
|---|---|---|---|---|---|---|
| Departmental Data | Current Budget—Prior to New Program Implementation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| **Personnel Expense** | | | | | | |
| Salaries & Wages | 0 | 80,000 | 80,000 | 80,000 | 80,000 | 80,000 |
| Benefits | 0 | 28,800 | 28,800 | 28,800 | 28,800 | 28,800 |
| Academic Coordinator | 0 | 15,000 | 20,000 | 25,000 | 30,000 | 30,000 |
| Total Personnel Expense | 0 | $123,800 | $128,800 | $133,800 | $138,800 | $138,800 |
| **Non-personnel Expense** | | | | | | |
| Field Studies | 0 | $30,000 | $45,000 | $60,000 | $60,000 | $60,000 |
| Continuing Education | 0 | 5,500 | 5,500 | 5,500 | 5,500 | 5,500 |
| Distance Education Streaming | 0 | 16,000 | 16,000 | 16,000 | 16,000 | 16,000 |
| Miscellaneous program management | 0 | 1,000 | 2,000 | 3,000 | 3,000 | 3,000 |
| Total Non-personnel Expense | | $52,500 | $68,500 | $84,500 | $84,500 | $84,500 |
| Total Expense (Personnel + Current) | $0 | $176,300 | $197,300 | $218,300 | $223,300 | $223,300 |
| **Departmental Funding** | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Distance Education Fee | 0 | $137,500 | $137,500 | $137,500 | $137,500 | $137,500 |
| Engineering differential tuition | 0 | $10,395 | $20,790 | $31,185 | $31,185 | $31,185 |
| Field Studies Fee | 0 | $30,000 | $45,000 | $60,000 | $60,000 | $60,000 |
| Total Revenue | $0 | $177,895 | $203,290 | $228,685 | $228,685 | $228,685 |
| **Difference** | | | | | | |
| Revenue - Expense | $0 | $1,595 | $5,990 | $10,385 | $5,385 | $5,385 |
| Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected") | $ | $ | $ | $ | $ | $ |

\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

Funding Sources
The funding source will be distance education fee ($2,500/course), engineering differential tuition ($63/credit hour for 6000-level courses) and a course fee expected at $3,000/student for field studies as described above. The field studies cost will be adjusted according to the real costs incurred.

Reallocation
None.

Impact on Existing Budgets
None.

## Section VI:  Program Curriculum

**All Program Courses**

All the courses are listed below.  New ones are also included.  Not that the existing courses will have separate sections to meet the demands of other students, undergraduates and graduates, who are not in the program.

| Course Prefix and Number | Title | Credit Hours |
|---|---|---|
| Required Courses | | |
| CH EN 6161 | Engineering Basics for Petroleum Engineers | 3 |
| CH EN 6157, 6159 | Drilling and Production Operations[4] | 3 |
| CH EN 6155 | Reservoir Engineering4 | 3 |
| CH EN 6167 | Petroleum Production Engineering | 3 |
| CH EN 6165 | Midstream and Downstream Petroleum Engineering | 3 |
| CH EN 6163 | Petroleum Geology | 3 |
| CH EN 6156 | Simulation | 3 |
| CH EN 6158 | Energy and Society | 3 |
| CH EN 6171 | Field Study | 3 |
| CH EN 6169 | Advanced Design:  Petroleum Engineering Project | 6 |
| | Sub-Total | 33 |
| Elective Courses | | |
| | Sub-Total | |
| Track/Options (if applicable) | | |
| | Sub-Total | |
| Total Number of Credits | | 33 |

**New Courses to Be Added in the Next Five Years**

The degree program is new and many of the courses will be new courses implemented in the first year. Modifications, additions, and improvements will follow as appropriate from faculty insight and student feedback. Below is a detail of the courses and when they are offered.  Also in the list are existing courses.

[4] Existing courses

## Program Schedule

| Semester | Course | Course Title and Description | Credit Hours |
|---|---|---|---|
| Fall – Year 1 | CH EN 6161 | **Engineering Basics for Petroleum Engineers:** This will be taught in five modules. The intention is that all degree participants be nominally on the same level by the Spring Semester, whether they have come from a science or an engineering background. The five course modules are:<br>1. Fluid mechanics for petroleum specialists – including porous medium, multiphase flow<br>2. Rock mechanics for petroleum specialists<br>3. Thermal engineering for petroleum specialists<br>4. Principles of chemistry for petroleum specialists | 3 |
| | CH EN 6163 | **Petroleum Geology.** Petroleum Geology: This course will cover fundamental aspects of geology that are important to a petroleum engineer. This includes relevant sedimentary, stratigraphic, and geochemical concepts appropriate for exploration, structural geologic basics and their relevance to drilling, production and reservoir management. Reservoir characterization methodologies are introduced. | 3 |
| | CH EN 6165 | **Midstream and Downstream Petroleum Engineering.** Often lost in the glamor of exploration are the midstream – pipelines, transportation, pumping; and the downstream – refining – aspects of petroleum engineering. The Department of Chemical Engineering has a strong and supportive relationship with local pipeline and refining organizations. A key component of this is Nodal Analysis and coupling to subsurface constraints and variability. | 3 |
| Spring – Year 1 | CH EN 6157/ 6159[5] | **Drilling and Field Operations:** This will cover the basics of drilling, completions, and stimulation. The specifics may be catered to the background of the student and their particular specialties – for example, their employer specializes in offshore activities. The format of the class is designed to enfranchise students and take advantage of previous experience in these areas. The coursework includes all facets of well construction, including drilling, cementing, acidizing and hydraulic fracturing, onshore and onshore for conventional and unconventional applications. | 3 |
| | CH EN 6155[5] | **Reservoir Engineering:** This existing course covers the basics of single and multiphase fluid flow and flow phenomena that are required for a production or a reservoir engineer. It includes the fundamentals of reservoir engineering principles and will include the basics for modern reservoir simulation with hands on simulation experience. | 3 |
| | CH EN 6167 | **Petroleum Production Engineering:**<br>Pumping, Wellhead and Surface Operations. After hydrocarbon is at the surface and before it enters the pipeline there can be complex processes required for separation of fluids and ensuring that the product is ready for transportation by truck, pipeline.<br>Well testing and pressure transient analysis<br>Logging and in-well measurements<br>Monitoring (microseismicity and tracers)<br>Operational safety | 3 |
| | CH EN 6169 | **Advanced Design** | 2 |
| Summer – Year 1 | CH EN 6171 | **Field Study.** Petroleum geologic principles are best illustrated by surface exposures. The same can be said for engineering components such as pipeline facilities, drilling operations and refining operations. | 3 |
| | CH EN 6158 | **Energy and Society.** Environmental and legal considerations for petroleum specialists. Economics, risk and PRMS (Petroleum Resource Management Systems) | 3 |
| | CH EN 6156 | **Simulation:** In this course, we will use the visualization center at EGI, a unique facility, to take generic and library three-dimensional geologic models and use these to develop rationale drilling programs, to develop and simulate completion and stimulation campaigns and to use commercial and in-house reservoir simulators to infer production and provide options for future reservoir management (waterflooding, workover …). The intent is to use engineering simulators to optimize exploitation in various geologic environments. | 3 |
| Fall – Year 2 | CH EN 6169 | **Advanced Design** | 4 |
| Total | | | 33 |

[5] Existing courses

Section VII: Faculty

Qualified faculty are prepared to participate in this executive MS Program. These include:

- Milind Deo, Professor, Department of Chemical Engineering, and Associate Dean of Academic Affairs, College of Engineering
(Ph.D. 1987, Chemical Engineering, University of Houston) Deo is a petroleum engineering specialist and recognized leader in reservoir modelling. In addition, his administrative experience will be useful for student advising, curriculum development and program assessment. He currently teaches courses on reservoir engineering and will teach this course in the program (CH EN 6155)
- John McLennan, USTAR Associate Professor, Department of Chemical Engineering
(Ph.D. 1980, Civil Engineering (Rock Mechanics), University of Toronto) McLennan has 30 years of industrial experience in drilling, resource assessment, and hydrocarbon recovery. He currently teaches courses in production engineering which encompass these aspects and he will teach this course (CH EN 6157/9)
- Richard Roehner, Associate Professor (Lecturing), Department of Chemical Engineering
(Ph.D. 2000, Chemical & Fuels Engineering, University of Utah) Roehner is a well-known and authoritative consultant on midstream and downstream activities, encompassing, pipeline transportation of hydrocarbons and refineries. He will teach CH EN 6165.
- Ian Walton, Research Professor, Department of Chemical Engineering, EGI
(Ph.D. 1972, Applied Mathematics, Manchester University) Walton's areas of expertise include fluid mechanics, near-wellbore geomechanics, rock-fluid interactions, unconventional gas production and mathematical modeling. He has more than 20 years at Schlumberger and has taught numerous courses at Imperial College and for EGI.
- Rasoul Sorkhabi, Research Professor, Department of Civil and Environmental Engineering, EGI
Ph.D., 1991, Geology, Kyoto University) Global Structure and Tectonics expert with 22 years' experience (Japan National Oil Company) and EGI. Sorkhabi has run major global projects for industry from Utah and Wyoming to India, Africa, and SE Asia. In addition, he is the author of numerous books and has taught short-courses. He has extensive expertise on structures and faults.
- Bill Keach, Research Scientist, EGI
(M.S. 1986, Geophysics, Cornell University) Keach has 28 years of geophysical experience, starting at Cornell, to BP and then at Landmark (as head of the GeoProbe global product line). He is currently teaching at the BYU master's program and has taught for the Univeristy of Utah's Geology and Geophysics department. He has expertise is the visualization capabilities at EGI and, as such, will team teach CH EN 6156.
- Lauren Birgenheier, Assistant Professor, Department of Geology and Geophysics
(Ph.D. 2007, Geoscience, University of Nebraska-Lincoln) Birgenheier's research interests lie at the intersection of sedimentary geology and geochemistry. Recently, she has been working on mud-dominated depositional systems that are of interest as unconventional, shale gas or shale oil, resources.
- Lisa Stright, Assistant Professor, Department of Geology and Geophysics
(Ph.D. 2011, Interdisciplinary Geosciences, Stanford University) Stright's research focuses on combining quantitative observations from modern, outcrop and subsurface processes and deposits with geostatistical modeling. The goal is to expand our understanding of how to build predictive geospatial models for the purpose of more efficient hydrocarbon exploration and recovery.

## Additional Faculty Requirements

A new faculty member with expertise in Petroleum Engineering is required. A search for this person, whose home department is Chemical Engineering, begins Fall Semester 2012. This person will teach CH EN 6167, Drilling Production.

# List of Supporting Letters

| Company | Person | Title |
|---|---|---|
| University of Utah, Dept. of Chemical Engineering | JoAnn Lighty | Chair |
| University of Utah, College of Engineering | Richard Brown | Dean |
| University of Utah, Dept. of Mechanical Engineering | Tim Ameel | Chair |
| University of Utah, Dept. of Civil & Environ Eng | Chris Pantelides | Chair |
| University of Utah, Energy & Geosciences Institute | Ray Levey | Director |
| University of Utah, Marriott Library | Rick Anderson | Interim Dean |
| | | |
| ConocoPhillips | Greg Ashdown | Operations Manager |
| Questar Corporation | Ron Jibson | Chairman, President & CEO |
| Ute Energy | Cameron Cuch | Vice President |
| US Dept. of Interior, BLM | Michael Stiewig | Field Manager |
| State of Utah, Division of Oil, Gas & Mining | John R. Baza | Director |
| State of Utah, Board of Oil, Gas & Mining | James T. Jensen | Chairman |
| Uintah County Economic Development | Tammie G. Lucero | Executive Director |
| Duchesne County Chamber of Commerce & Economic Development Office | Irene Hansen | Executive Director |
| Uintah Basin Applied Technology College | Mark D. Walker | President |
| Newfield Exploration Company | Jenifer Clayton | Manager, Talent Acquisition |
| Wind River Resources Corporation | Marc T. Eckels | VP & Chief Operating Officer |
| Western Energy Alliance | Lowell Braxton | Utah Representative |
| Summit Energy Companies | Ellis M. Peterson | VP Engineering |
| Society of Petroleum Engineers | Jeffrey Burghardt | Scholarship Chair, SL Section |

Richard Brown
Dean
College of Engineering
CAMPUS

October 10, 2012

Dear Rich:

I am pleased to announce that the Department of Chemical Engineering voted on September 21, 2012 to approve the professional Masters of Science in Petroleum Engineering program and curriculum. The department is excited about the opportunities this program will bring. In addition to meeting the needs of the State, we believe we have a program which will attract national and international participants. Through this program, the research and work already underway in the department will garner more visibility, which in turn will attract excellent graduate students and industrial interactions.

I have attached our proposal and several additional letters of support from various constituencies, including: Raymond Levey, Director of the Energy and Geosciences Institute; John Baza, Director of the Department of Natural Resources, State of Utah; Mark Walker, President of the Uintah Basin Applied Technology College; Tammie Lucero, Executive Director of Uintah County Economic Development; and, Cameron Cuch, Vice President of Ute Energy.

As you can see, there is tremendous state support for our program. In addition, we have had discussions with ConocoPhillips, Devon Energy, BP, and Questar. All these companies have shown support (some letters are attached).

We look forward to a Fall 2013 start for our program and realize that there is much work left to do to get the word out. Please let me know if you have any questions.

Regards,

JoAnn Slama Lighty
Chair and Professor

**Richard B. Brown**
Dean of Engineering
1692 Warnock Engineering Building
72 S. Central Campus Drive
Salt Lake City, Utah 84112
PH: (801) 585-7498   FAX: (801) 581-8692
brown@utah.edu
http://www.coe.utah.edu/~brown

THE
**UNIVERSITY**
OF **UTAH**

November 2, 2012

JoAnn Lighty
Professor and Chair
Chemical Engineering
University of Utah
Salt Lake City, Utah

Dear Prof. Lighty,

I am pleased to write a letter of support for the masters degree in Petroleum Engineering. We have visited about this degree as it has been developed, so I am very familiar with it. This degree was proposed to the Utah Technology Initiative Advisory Board this year as part of the Engineering Initiative, and it was enthusiastically accepted, with funding provided to hire another Chemical Engineering faculty member who works in petroleum engineering to support it.

In recent months, I have visited with a number of our alumni who work in various aspects of the energy industry, and have heard from them about the changes that are taking place. This is an exciting time, when North America may well achieve energy independence. The fossil energy sector will continue to play an important role over the next decades.  Innovative engineers will be needed to manage the oil and gas sector efficiently and responsibly.  Demographics of the workforce in the conventional energy sector are such that large numbers of engineers will be needed to fill anticipated retirements. A recent survey reported that petroleum engineers are in greater demand, and command greater salaries than any other BS university graduates.

Our Department of Chemical Engineering has historically had a very strong energy research component.  In addition, we have at the University of Utah, the Energy and Geoscience Institute (EGI), which has more than 65 member companies and does upstream petroleum research in all parts of the world. The combination of ChE and EGI is unique, and will set our program apart from those at any other university. The proposed degree will be a professional program, with a majority of its students being engineers who have worked in the industry, and whose employers want them to have the formal petroleum engineering education which they will get as they earn this degree.

The industrial connections and research experience that EGI brings to the program are essential elements. In a professional program of study such as this, it is critical that the instructors have the industrial experience to make the course material relevant. There is no better group to do this than EGI. Ever since I came to the U, we have sought ways to bring EGI closer to the academic mission of the College. This degree program will do that. Both EGI and College of Engineering personnel are enthusiastic about working closely through the Petroleum Engineering Master of Science Degree.

Some on the University Graduate Committee may wonder about calling this kind of degree, which has an extensive project and field work, but no thesis, a Master of *Science* Degree. It has become the standard in Engineering to have thesis and non-thesis Master of Science Degrees; in a previous generation, many institutions had Master of Engineering non-thesis degrees, but these have mostly been abandoned now. For example, the following top engineering colleges have non-thesis Master of *Science* Degrees: Stanford, California Institute of Technology, University of California at Berkeley, University of Michigan at Ann Arbor, Georgia Institute of Technology, University of Illinois at Urbana Champaign, Cornell, Purdue, and Carnegie Mellon.  I can give you a list of 62 other rep-

utable universities that also have non-thesis Master of Science Degrees in Engineering if you'd like to see them. In an attempt to stay current with the direction of our disciplines, we have done away with all of the Master of Engineering degrees in the Univeristy of Utah College of Engineering.

I know that you have looked at many other petroleum engineering degrees and have consulted with personnel in the major energy companies and with our alumni who work in the oil and gas industry in designing the curriculum. It is my understanding that the curriculum as it is proposed is what they want for the petroleum engineers that they will hire or develop from their current employees.

The state of Utah is home to vast energy resources (oil, gas and coal) which are currently being utilized. There is broad support among members of the College of Engineering National Advisory Council and Chemical Engineering Advisory Board for this new engineering degree at the U. It will give Utah students the opportunity to go into this discipline which has great demand, high compensation, and an opportunity to help North America become energy independent. This degree is very important to the local energy industry, and therefore, to the state's economy.

In addition to the academic merits of the program, the establishment of this degree program will have the desirable effect of pulling EGI and the College of Engineering into closer collaboration. I am delighted to support this proposal and look forward to working with you to make it a strong degree.

Sincerely,

Richard B. Brown
Dean of Engineering

THE
UNIVERSITY
OF UTAH

November 8, 2012

JoAnn Lighty, Ph.D.
Professor and Chair
Department of Chemical Engineering
University of Utah

Dear Dr. Lighty,

It is with great enthusiasm that I write to support the proposal to create a professional Master of Science degree program in Petroleum Engineering, housed in the Department of Chemical Engineering. The proposed program will be an excellent means to increase the College of Engineering's offerings in an area that is of local and national interest. Demand for petroleum engineers remains very high, which has resulted in starting salaries that are the highest of all engineering disciplines. Demand for petroleum products is predicted to remain high for the foreseeable future; thus, the industry will continue to require more engineers educated in the fundamentals of the industry. The design of the program, with a distance education focus, will be attractive to working professionals. With this structure, the program is sure to attract students from Utah, as well as nationally and internationally. These students will help spread the word to others in the engineering fields about the College of Engineering and the Department of Chemical Engineering at the University of Utah.

The general content of the program, as outlined in the proposal, appears to take a holistic view of the profession, with fundamentals, geological concepts, and the geopolitical, economic, and environmental issues that affect the industry. I support this approach. Well-rounded professionals that understand the peripheral issues are necessary so that resource development can continue to meet demand while taking into account the external societal constraints.

The proposed program will not directly impact the Department of Mechanical Engineering; however, a significant number of engineering professionals working in the petroleum industry are mechanical engineers. These individuals will form a significant portion of each cohort in the proposed program as are not typically exposed to the fundamentals associated with the field. With an advanced degree in petroleum engineering these professionals will be credentialed and educated to put themselves on a faster advancement track in the petroleum industry.

I believe the proposed professional Master of Science degree program in Petroleum Engineering will be a great addition to the College of Engineering. The unique program structure is designed to meet the needs of students and industry. I look forward to working with you as you get the new program underway.

Best Regards,

Tim Ameel
Professor and Chair

November 9, 2012

JoAnn Slama Lighty
Professor and Chair
Department of Chemical Engineering
University of Utah
50 South Central Campus Drive, 3290 MEB
Salt Lake City, UT 84112

Dear JoAnn,

The University of Utah Civil and Environmental Engineering Department supports a Master's of Science in Petroleum Engineering to be offered by the Chemical Engineering Department. There is and will continue to be a high demand in industry for engineers with this specific focus. The University of Utah is uniquely qualified to offer this degree with its close relationship with the Energy and Geoscience Institute as well as USTAR. There are already courses being taught in this field and qualified faculty as well as staff at EGI to teach the additional courses that would be offered.

Students who have graduated from the Civil and Environmental Engineering Department would benefit from retraining in the petroleum engineering field. There is a clear understanding that jobs in this field will continue into the future. This will strengthen the College of Engineering by adding more unique training and research opportunities that are not being done anywhere else in the United States. It will enhance the visibility of the College and expand our student and alumni pool.

We are always searching for ways to offer our Civil and Environmental Engineering graduate students greater learning and research opportunities and this degree will certainly contribute to new areas of learning and job opportunities for our students.

Sincerely,

Chris P. Pantelides, Ph. D., P.E., S.E.
Interim Chair and Professor of Civil and Environmental Engineering

November 5, 2012

JoAnn Slama Lighty
Professor and Chair
Department of Chemical Engineering
University of Utah
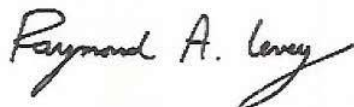50 South Central Campus Drive, 3290 MEB
Salt Lake City, UT 84112

Dear JoAnn,

The Energy & Geoscience Institute (EGI) is committed to provide the geology and geophysics educational component and field program of the newly designed *Master of Science in Petroleum Engineering* with the Department of Chemical Engineering (ChEn). EGI has a 40-year history of working closely with the petroleum industry. EGI has also been teaching courses like Introductory Petroleum Geology and Field Studies to industry professionals globally and in Utah. The EGI scientists devoted to participate in the ChEn MS program have over 100 years of industry and practical experience. They have taught short courses for over 20 major corporations with participants from more than 15 countries during the last 5 years.

I look forward to EGI working directly with the ChEn to conduct this important program for the benefit of the state and nation and in our mission to provide service to the state and University of Utah. EGI's role to team with ChEn is also in direct alignment with the Dean Richard Brown's vision who has asked EGI to play a more central role in the academic mission of COE.

EGI will also commit administrative resources to assist in recruiting and running the Petroleum Enginnering course in the early years in order to build the attendance for this degree.

Sincerely yours,

*Raymond A. Levey*

Raymond A. Levey, Ph.D. PG, CPG, LG State of Texas & State of Utah
Director- Energy & Geoscience Institute & Research Professor
College of Engineering - University of Utah
Former Special U.S. Government Employee and Advisor to U.S. Department of Energy -Secretary of Energy Office

November 1, 2012

JoAnn Slama Lighty
Professor and Chair
Department of Chemical Engineering
University of Utah
50 South Central Campus Drive, 3290 MEB

Dear Dr. Lighty:

The University of Utah Libraries appreciate the request to comment on our ability to support students in a new Master of Science in Petroleum Engineering. The libraries are committed to supporting the university and its faculty as they develop programs needed by our students.
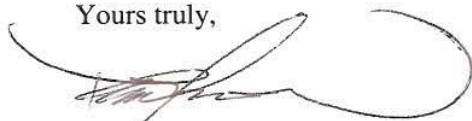
As the curriculum will comprise largely of existing graduate courses, current collections should be sufficient. A collection of this size and depth satisfies most graduate student needs. The Marriot Library's longstanding approval plan for the purchase of English language scholarly books published in the U.S., provides excellent material for all areas of research. The library maintains subscription to core journals packages covering the areas underlined in the degree and also subscribes to databases such as Compendex, Engineering Village, GeoRef, GeoScienceWorld, Knovel Online Interactive Books and Databases, SciFinder, Scopus, IEL Online/IEEEXplore and others.

We encourage faculty to work with subject librarians to build up specific sub-disciplines where our collection needs supplementing. Despite budget constraints, we are usually able to order any resources necessary to directly support classes. We modify our journal subscriptions to reflect current teaching and research. As the scholarly communication landscape evolves, new options may exist beyond traditional print book purchases and conventional subscriptions. We would like to work with faculty to evaluate the most workable.

Student difficulties in locating materials often stem not from collection weaknesses, but from the complexities of using a large research library. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies.

We look forward to working with the faculty and students in this new master program.

Yours truly,

Rick Anderson
Interim Dean
J. Willard Marriot Library

Catherine Soehner
Associate Dean, Research and Learning Services
J. Willard Marriott Library

**ConocoPhillips**

Greg Ashdown
Operations Manager, Rockies
877 N. 8th West, Suite 3
Riverton, WY 82501

8 November, 2012

President David W. Pershing
University of Utah
201 President's Circle, Room 203
Salt Lake City, UT 84112

RE: **Support for Masters in Petroleum Engineering Program**

Dear President Pershing,

Let me add my congratulations to the University of Utah for your leadership in working to establish a Master of Science in Petroleum Engineering degree that will address the need for improved expertise related to the oil and gas industry.

I expect many engineers and scientists will want to take advantage of your new program to expand their capabilities.

At ConocoPhillips, we appreciate your proactive steps to enhance the skills of current employees and others looking for a career in our industry.

My best wishes to you and the University as you launch this program.

Sincerely,

Greg Ashdown

October 15, 2012

President David W. Pershing
University of Utah
201 President's Circle, Room 203
Salt Lake City, UT 84112

SUBJECT:  Master of Science in Petroleum Engineering

Dear President Pershing,

I endorse the University of Utah's plan to establish a Master of Science in Petroleum Engineering that will address continued professional development for our engineering and geoscience staff.  As you know, Questar is a vertically integrated energy company that provides natural gas service from well head production to interstate pipeline transmission to distribution at the burner tip.  For Questar, the proposed program will permit our professional staff to continue their employment and contribution here while enhancing their credentials and improving work capabilities.  The proposed course work is extremely relevant to Questar's business.

Using distance learning methodology and field work will allow many other degreed engineers and scientists throughout the region to expand their credentials.   The integration of the expertise at the Energy & Geoscience Institute, Chemical Engineering, and other departments within the University of Utah with resources in the Uintah Basin has the potential to produce a model program for educational innovation.  This type of innovation is needed by industry to meet workforce demands as demographic realities affect our business.

As this program progresses, please know that you have Questar's support and interest.

Sincerely,

Ronald W. Jibson

October 3, 2012

SUBJECT: Master of Science in Petroleum Engineering

Dear President Pershing,

I am writing to endorse the University of Utah's plan to establish a Master of Science in Petroleum Engineering that will address the need for this level of expertise. Using distance learning methodology and field work to allow many degreed engineers and scientist throughout the region to expand their capabilities.

Ute Energy was formed in 2005 by the Ute Indian Tribe to capitalize on the commercial rights to participate in the exploration and development of the Tribe's mineral estate. Ute Energy is focused on oil and gas exploration and development, midstream and other facilities alongside its reputable industry partners in Utah's Uinta Basin.

This newly proposed engineering program will allow our professional staff to continue their employment and contribution here while enhancing their credentials and improving work capabilities. The proposed course work is extremely relevant to what we do.

As plans to establish this program progress, please know that you have Ute Energy's interest and support.

.

If there are any further questions, please feel free to contact me at (435) 722-0291.

Sincerely,

Cameron Cuch, Vice President
Government Affairs and Corporate Development

**United States Department of the Interior**

BUREAU OF LAND MANAGEMENT
Green River District
Vernal Field Office
170 South 500 East
Vernal, UT 84078
http://www.blm.gov/ut/st/en/fo/vernal.html

OCT 2 2 2012

IN REPLY REFER TO:
1541 (UTG010)

David W. Pershing
201 Presidents Circle, Room 201
Salt Lake City, UT 84112

Dear President Pershing:

The Bureau of Land Management, Vernal Field Office strongly endorses the University of Utah's plan to establish a Master of Science in Petroleum Engineering program to address a very real need for this level of expertise. Our office, and the Bureau in general, continually has trouble filling petroleum engineer vacancies which impacts our ability to provide crucial oversight of oil and gas operations on the nation's public lands. The proposed methodology which utilizes distance learning and local project work is especially welcome, as this should broaden the potential student pool and increase the number of graduates.

This type educational offering is directly relevant to the work performed in the Bureau of Land Management. In addition, it provides the opportunity for our current petroleum engineers to pursue an advanced degree to improve their knowledge and expertise while continuing their full-time employment.

I fully support this proposed degree program and hope to see it implemented in the near future. If I may be of any future assistance, please don't hesitate to contact me.

Sincerely,

Michael G. Stiewig
Field Manager

October 3, 2012

JoAnn Slama Lighty
Professor and Chair
Department of Chemical Engineering
University of Utah
50 South Central Campus Drive, 3290 MEB
Salt Lake City, UT 84112

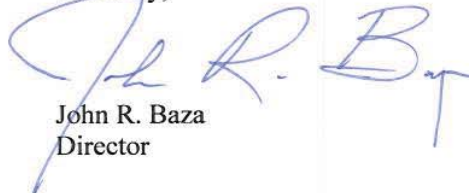SUBJECT:     MASTER OF SCIENCE IN PETROLEUM ENGINEERING

Dear Chairperson Lighty:

This letter provides my whole-hearted support of the University of Utah's plan to establish a Master of Science degree program in Petroleum Engineering. Having both Bachelors and Masters degrees in Petroleum Engineering myself that were obtained from an out-of-state university, I have for many years been hopeful that one of local universities in Utah would offer just such a program that might retain some of Utah's bright technical talent right here at home.

According to statistics collected by the Utah Department of Workforce Services, careers in mining and petroleum extractive industries in Utah currently command some of the highest levels of compensation among Utah's workforce. Yet, it is my personal experience that many of these same professionals obtained their higher education degrees from institutions outside of Utah. It makes sense to me, both for appropriate economic development in the state and for adequate recruitment/retention of qualified professionals by employers that having an advanced degree program in petroleum engineering at the University of Utah would profit the state greatly.

As an employer in Utah, my state government agency would derive direct benefit from the program as we would be able to allow our professional staff to continue their employment and contribution in their current work responsibilities while enhancing their credentials and improving their work capabilities. The proposed course work is extremely relevant to what we do.

As plans to establish this program progress, please know that you have the Utah Division of Oil, Gas, and Mining's interest and support.

Sincerely,

John R. Baza
Director

JRB:ear

cc:     Mike Styler
        Al Walker
        John McLennan

**State of Utah**
BOARD OF OIL, GAS AND MINING

JAMES T. JENSEN
*Board Chairman*

GARY R. HERBERT.
*Governor*

GREG BELL
*Lieutenant Governor*

RULAND J. GILL, JR.     CARL F. KENDELL
JAKE Y. HAROUNY        KELLY L. PAYNE
CHRIS D. HANSEN        JEAN SEMBORSKI

October 16, 2012

Dr. JoAnn Slama Lighty
Professor and Chair
Department of Chemical Engineering
University of Utah
50 South Central Campus Drive, 3290 MEB
Salt Lake City, UT 84112

Subject:  Master Of Science In Petroleum Engineering

Dear Dr. Lighty;

I recently learned that the University of Utah is considering a plan to establish a Masters of Science degree program in Petroleum Engineering. On behalf of the Utah Board of Oil, Gas and Mining (the "Board"), I want you to know that the Board is in full support of this proposed program.
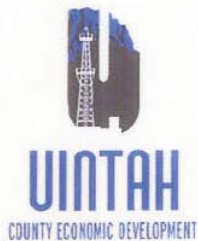
Feel free to call on me if you have any questions.

Sincerely,

James T. Jensen, Chairman
Board of Oil, Gas, and Mining

UTAH
DNR
OIL, GAS & MINING

October 3, 2012

SUBJECT:  Master of Science in Petroleum Engineering

Dear President Pershing,

I endorse the University of Utah's plan to establish a Master of Science in Petroleum Engineering that will address the need for this level of expertise.  Using distance learning methodology and field work will allow many degreed engineers and scientists throughout the region, to expand their capabilities.

In the Uintah Basin, there are many people who would benefit from this program which would them to continue their employment while enhancing their credentials and improving work capabilities.  The proposed course of work fits extremely well in this area, where energy extraction is paramount.

As plans to establish this program progress, please know that Uintah County Economic Development is completely supportive of this effort.

Sincerely,

Tammie G. Lucero
Executive Director – Uintah County Economic Development

October 14, 2012

SUBJECT:  Master of Science in Petroleum Engineering

Dear President Pershing,

The Duchesne County Chamber of Commerce serves Northeastern Utah as we promote tourism and recreation, direct economic development and strive to enhance the environment for business expansion and retention. It is with these priorities in mind that I am pleased to offer this strong letter of support for the proposed Master of Science in Petroleum Engineering.

Duchesne County is pleased that the University of Utah is planning to address one of our specific education needs in the Basin by proposing a Master of Science in Petroleum Engineering and offering it from the USU facilities in Roosevelt.  This program will meet the need for continued development at the graduate level.

Currently, oil and gas producers and service companies spend hundreds of thousands of dollars to train operators and professional staff at UBATC and other training sites.  By using the distance learning capabilities at USU-Uintah and many local engineers and scientist throughout the Basin may continue their education while continuing to contribute to the economic vitality of Duchesne County.

In Duchesne County we will be please to assist with the hands-on training throughout the oil and gas fields of the Basin.  The relevance of the proposed course work addresses the needs of the Uintah Basin and our existing programs at USU-Uintah will complement each other.

As the program is finalized, please know that Duchesne County has unique opportunities for an extremely relevant field experience for graduate level education.

Sincerely,

Irene Hansen

Executive Director

# Uintah Basin
## Applied Technology College
### a UCAT campus

October 8, 2012

President David W. Pershing
University of Utah
201 Presidents Circle, Room 203
Salt Lake City, UT 84112

SUBJECT: Master of Science in Petroleum Engineering

Dear President Pershing,

It was a great pleasure to host you at the Uintah Basin Applied Technology College (UBATC) in July. We are excited that since that time, the University of Utah has developed a plan to establish a Master of Science in Petroleum Engineering that will address the need for continued development at the graduate level, particularly in the Basin. Currently, oil and gas producers spend hundreds of thousands of dollars to train operator level skills at UBATC and now distance learning methodology and field work will allow many degreed engineers and scientist throughout the region to continue their education.

The UBATC is ready to collaborate with the hands-on training in safety, well-control, and equipment orientation. At UBATC, we train operators, engineers, and administrative in many common topics needed for efficient oil and gas field operations. The proposed course work is extremely relevant to the needs of the Uintah Basin and our programs will complement each other.

As plans to establish this program are finalized, please know that UBATC has unique capabilities and the Uintah Basin provides an extremely relevant field experience for graduate level education.

Sincerely,

Mark D. Walker
President, UBATC
435-722-6901

1100 E. Lagoon St. (124-5) · Roosevelt, UT 84066 · Tel: (435) 722-6900 · Fax: (435) 722-6999
450 N. 2000 W. · Vernal, UT 84078 · Tel: (435) 725-7100 · Fax: (435) 725-7199

55    55

October 15, 2012

**NEWFIELD**

Dr. David W. Pershing
University of Utah
Board of Regents Building, Two Gateway
60 South 400 West
Salt Lake City, UT 84101-1284

**Newfield Exploration Company**
4 Waterway Square Place | Suite 100
The Woodlands, Texas 77380
PH 281-210-5100 | FAX 281-210-5101

RE: Master of Science in Petroleum Engineering

Dear President Pershing:

It was a great pleasure to host you at the Newfield field site in Myton in July. We are excited to hear that since that time, the University of Utah has developed a plan to establish a Master of Science in Petroleum Engineering that will address the need for continued development at the graduate level, particularly in the Basin.

For Newfield, this will allow our professional staff to continue their employment and contribution here while enhancing their credentials and improving work capabilities. Currently, oil and gas producers spend thousands of dollars to train operator level skills at UBATC and now distance learning methodology and field work will allow many degreed engineers and scientists throughout the region to continue their education.

The proposed course work has the potential to address many of the unique needs of the Uintah Basin. As plans to establish this program are finalized, Newfield is interested in identifying opportunities for partnership through field studies in engineering projects that may be addressed by your students and faculty.

We look forward to hearing of your progress as the University of Utah works to develop this graduate program.

Sincerely,

Jenifer Clayton
Manager, Talent Acquisition

# WIND RIVER RESOURCES CORPORATION

1245 E Brickyard Road
Brickyard Tower, Suite 110
Salt Lake City, Utah 84106
Telephone: (801) 466-4131
Facsimile: (801) 466-4132
Email: utah@windrivercompanies.com

Marc T. Eckels – Vice President

October 12, 2012

David W. Pershing, Ph.D., President
The University of Utah
201 Presidents Circle, Room 203
Salt Lake City, Utah 84112

Re:     Master of Science in Petroleum Engineering

Dear President Pershing,

I endorse the University of Utah's plan to establish a Master of Science in Petroleum Engineering that will address the need for this level of expertise. The use of distance learning technology and fieldwork will allow many degreed engineers and scientists throughout the region to expand their knowledge and capabilities.

My company's present and prospective professional staff would welcome this opportunity to enhance their credentials and expertise while continuing their employment. The proposed course work is extremely relevant to what we do as an oil and gas exploration and production company operating in the Uinta basin.

As plans to establish this program move forward, please know that you have our interest and support.

Sincerely,

Marc T. Eckels
Vice President & Chief Operating Officer

| | |
|---|---|
| **From:** | Alan Walker [alanjwalker@utah.gov] |
| **Sent:** | Friday, November 02, 2012 9:48 AM |
| **To:** | John McLennan; JoAnn Lighty |
| **Subject:** | FW: Proposed MS program for Petroleum Engineering |

The attached email is from Lowell Braxton, the local representative for the Western Energy Alliance.

-----Original Message-----
From: Jean and Lowell Braxton [mailto:vanbrax@gmail.com]
Sent: Friday, November 02, 2012 9:37 AM
To: alanjwalker@utah.gov
Subject: Proposed MS program for Petroleum Engineering

Mr Al Walker, Director
Technology Outreach and Innovation Program State of Utah USTAR Governing Authority
423 Wakara Way, Suite 339
Salt Lake City Utah, 84108

re Proposed University of Utah  MS program in Petroleum Engineering

Al,
    At the October Uinta Basin Oil and Gas Collaborative Meeting you discussed a proposal by the University of Utah to develop a Master of Science program in Petroleum Engineering, and sought comments and support for the proposal. Western Energy Alliance is a trade association with 400 members active in oil and gas exploration and production in the Western USA. Our members currently produce the lions share of Utah oil
and gas.   Western Energy Alliance recognizes the increasing complexity
involved in extracting oil and gas from unconventional reservoirs, and also recognizes the need for trained petroleum engineers to achieve efficient, cost effective recovery of hydrocarbons from these targets.
I believe there is an opportunity for the University of Utah to contribute solutions to these problems via a MS program in Petroleum Engineering.
Please consider this as a letter of support for this concept.
Sincerely,

Lowell Braxton
Western Energy Alliance Utah Representative
801-597-5620

**SUMMIT ENERGY COMPANIES**

1245 Brickyard Road, Suite 210  Salt Lake City, Utah 84106
Phone: 435.940.9001  Fax: 435.940.9002

November 7, 2012

President David W. Pershing
University of Utah
201 President's Circle, Room 203
Salt Lake City, UT 84112

SUBJECT:  Master of Science in Petroleum Engineering

Dear President Pershing,

I eagerly endorse the recommended plan to establish a Master of Science in Petroleum Engineering at the University of Utah. There are knowledgeable faculty members at your school who are capable of developing a respected program that will provide this needed level of expertise for the technical professionals in the ever more demanding oil and gas industry. Using distance learning methodology and field work will allow many degreed engineers and scientists in Utah and throughout the region to expand their capabilities.

As a graduate from the old University of Utah Fuels Engineering program who pursued a career as a petroleum engineer, I personally see great value in this proposed program. The basic engineering and chemical engineering courses taken as part of my undergraduate curriculum have served me well and provided a great foundation for advancing in the petroleum engineering profession. My opinion has always been that the basic engineering knowledge received in mechanical and chemical engineering is superior to that received in most petroleum engineering undergraduate programs. There is simply too much industry specific material being crammed into undergraduate petroleum engineering programs to allow time for acquiring the basic science associated with some of the other engineering majors. The graduate program as recommended will provide very capable professionals with great engineering fundamentals and specialized knowledge.

For my company this will allow us to hire the best engineers of any related major and then have them continue their employment and contribution here while enhancing their credentials and improving work capabilities.  The proposed course work is extremely relevant to what we do.

As plans to establish this program progress, please know that you have our interest and support.

Sincerely,

Ellis M. Peterson, PE
VP-Engineering
Summit Operating, LLC

November 7, 2012

President David W. Pershing

University of Utah

201 President's Circle, Room 203

Salt Lake City, UT 84112

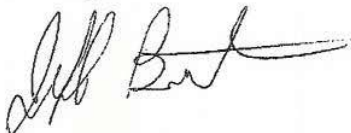SUBJECT: Master of Science in Petroleum Engineering

Dear President Pershing,

On behalf of the Salt Lake Chapter of the Society of Petroleum Engineers (SPE), I am writing to endorse the University of Utah's plan to establish a Master of Science in Petroleum Engineering. The program will address much needed continued professional development for our membership. The SPE has over 100 professional members and over 30 student members in Salt Lake. While most of these student members are studying at the University of Utah, rising student interest in petroleum engineering has resulted in the recent creation of a student chapter at Brigham Young University as well. Many of our members would consider this program as an opportunity to enhance their skills and credentials.

The integration of the capabilities of Chemical Engineering with the Energy & Geoscience Institute and using the Uintah Basin assets for academic purposes has the potential to produce a model program for engineering educational innovation. This type of innovative applied engineering studies at the graduate level is needed by industry to meet workforce demands in the near and medium term.

As this program progresses, please know that you have the Society of Petroleum Engineer's encouragement and support.

Sincerely,

Jeffrey A Burghardt, Ph.D.
Scholarship Chair,
Salt Lake Section of the Society of Petroleum Engineers



SPE International
Society of Petroleum Engineers

**Salt Lake Petroleum Section**

January 22, 2013

JoAnn Lighty
Milind Deo
Department of Chemical Engineering

Dear Drs. Lighty and Deo:

Thank you for the recent opportunities to review and discuss the proposed Master of Science in Petroleum Engineering degree.  We firmly believe that the development of a formal Petroleum Engineering program here at the University of Utah would be an excellent educational resource for students, and that such a degree would complement our own program in Petroleum Geology, Exploration Geophysics, and Geological Engineering.

We would be pleased to work with you to create a new online GEO course in Petroleum Geology at the 6000 level.  Due to faculty leaves planned for Fall 2013, we could offer this course beginning Fall 2014.  The course would have a GEO designation and could be cross-listed in Chemical Engineering (CHEN) for consistency and management purposes.  Geology and Geophysics (GG) would accumulate the Student Credit Hours unless one of our regular faculty members is not able to teach the course.  We further understand that CHEN will manage the program finances including all costs, differential tuition, fees, etc., and would provide GG $20 K/year for the course in the year it will be taught.

We wish you success in this endeavor and hope that this will pave the way for new collaborations and partnerships between the EGI, Chemical Engineering, and Geology and Geophysics.

Sincerely,

D. Kip Solomon
Chair

Cc Francis H. Brown

To:        Dean Brown

From:      Cathy Anderson

Subject:   Tuition for Petroleum Engineering Program

Date:      January 18, 2013

This is to outline what we agreed during the meeting we had with SVP Michael Hardman on January 8, 2013 concerning funding for the Petroleum Engineering masters degree program that the College of Engineering is in process of establishing.  This program will have a combination of on-campus students as well as remote students similar to the ATK program.  It is anticipated that the remote students will pay a higher amount than the on-campus students.

For the graduate program for ATK employees, the remote ATK students register for classes through Continuing Education while on-campus students register through the normal University process.  The on-campus students pay tuition per the tuition schedules.  You would like to use the ATK model for the Petroleum Engineering masters degree program.  This is approved.

However, as we discussed, there is increased demand for this blended teaching arrangement.  We are working on understanding what will be a workable funding model across campus.  As that model is developed, we will keep you informed and it may be necessary to renegotiate this arrangement in future years.

If you have any questions, please let me know.  I look forward to hearing how this program progresses once it is approved.


cc:  SVP Michael Hardman

### Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

**Institution Submitting Request:** *University of Utah*
**Proposed Title:** *Drawing Minor*
**Currently Approved Title:**
**School or Division or Location:** *College of Fine Arts*
**Department(s) or Area(s) Location:** *Department of Art & Art History*
**Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):** *50.0705*
**Current Classification of Instructional Programs (CIP) Code (for existing programs):**
**Proposed Beginning Date (for new programs):** *08/26/2013*
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

| SECTION NO. | | ITEM |
|---|---|---|
| **Regents' General Consent Calendar Items** | | |
| *R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar* | | |
| 5.1.1 | ☒ | Minor* |
| 5.1.2 | ☐ | Emphasis* |
| 5.2.1 | ☐ | Certificate of Proficiency* |
| 5.2.3 | ☐ | Graduate Certificate* |
| 5.4.1 | ☐ | New Administrative Unit |
| | ☐ | Administrative Unit Transfer |
| | ☐ | Administrative Unit Restructure |
| | ☐ | Administrative Unit Consolidation |
| 5.4.2 | ☐ | New Center |
| | ☐ | New Institute |
| | ☐ | New Bureau |
| 5.5.1 | ☐ | Out-of-Service Area Delivery of Programs |
| 5.5.2 | ☐ | Program Transfer |
| | ☐ | Program Restructure |
| | ☐ | Program Consolidation |
| 5.5.3 | ☐ | Name Change of Existing Programs |
| 5.5.4 | ☐ | Program Discontinuation |
| | ☐ | Program Suspension |
| 5.5.5 | ☐ | Reinstatement of Previously Suspended Program |
| | ☐ | Reinstatement of Previously Suspended Administrative Unit |

*Requires "Section V: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature _____ Date: 2/4/13

Printed Name: Michael L. Hardman

---

[1] CIP codes must be recommended by the submittig institution. For CIP code classifications, please see

January 30, 2013

TO:     Michael Hardman
        Interim Senior Vice President for Academic Affairs

FR:     Ann Darling
        Chair, Undergraduate Council

RE:     **New Minor in Drawing**

At its meeting on Thursday, January 24, the Undergraduate Council voted to approve a proposal from the Department of Art and Art History for a new minor in Drawing.  The proposal, with supporting materials, is attached.

We ask, if you also approve of the proposal, that it be forwarded on to the Executive Committee of the Academic Senate for their consideration.

Program Request - Abbreviated Template
University of Utah
Minor in Drawing
*01/08/2013*

Section I: Request

The University of Utah requests approval to offer a Minor in Drawing, effective Fall 2013.
This Minor was presented to and approved by the faculty of the Department of Art and Art History on December 12, 2012.

Section II: Need

The Department of Art and Art History has received numerous enquiries from students and prospective students who are interested in pursuing a structured minor in drawing. A Drawing Minor would serve the needs of students from a broad range of Major programs on campus as well as meet an intradepartmental need in the Department of Art & Art History. The department faculty mentors students in innovation, critical thinking, craft, and exploration to create exciting opportunities for interdisciplinary collaborations.  Art & Art History has been approached by multiple departments and programs for example, The Entertainment Arts and Engineering Program, an interdisciplinary undergraduate program is in need of advanced drawing curriculum to produce graduates ready to design, draw and develop video gaming.  Similarly, discussions with Film Animation faculty, have pointed to the positive impact that a drawing minor would have amongst their majors, who have a practical need in studying and building a strong drawing portfolio.

*Labor Market Demand*
Many employers in the creative sector often look favorably at applicants who have strong drawing skills.  Students graduating with a Minor in Drawing will have a diverse skill set, and the ability to apply this to their chosen career path.  We have also received requests from students wishing to augment their traditional studies in Architecture, Engineering, Biology, and the Medical School.

*Similar Programs*
Utah State, Weber State and Utah Valley Universities offer a Minor in Art, but none offers a rigorous Minor in Drawing. By offering a Drawing Minor, the Department of Art & Art History will add to rather than replicate minors at other institutions in the Intermountain West Region. Undergraduate students transferring from another institution, where studio-drawing classes have been taken, are encouraged to petition for transfer credit through individualized portfolio and transcript evaluations by Department of Art & Art History faculty.  Appropriate courses taken at other institutions could count toward the Drawing Minor.

Section III: Institutional Impact

The Department of Art & Art History currently offers minors in Ceramics, Art History, Book Arts and Arts Technology, we do not anticipate any negative impact on course enrollments by implementing the Drawing Minor.  Existing faculty within the program area of Drawing and Painting will oversee the Drawing Minor.  We do not anticipate the need to purchase new equipment for the teaching of the Drawing Minor and plan to use existing classroom space and equipment such as specially designed desks, audiovisual equipment and drawing props. This proposed Minor does not require any changes in existing administrative structures.  The current Departmental Academic Advisor and administrative support staff will handle advising and administration for the Drawing Minor students. The Drawing Minor may assist in the recruitment of prospective students.

It is noted here that the implementation of this Drawing Minor will allow students majoring in areas of study within the Department of Art & Art History to earn this minor. We recognize that *Policy 6-101, III, H* states, "Any student seeking

a baccalaureate degree may take one or more structured minors. A department minor must be outside a student's major department." However, there are exceptions to the 'departmental provision' currently in practice across the University. These exceptions occur in departments where several very separate intensive areas of study happen to be located in the same department. Perhaps the most notable is within the Department of Languages and Literature, where students frequently major in one language and minor in another (e.g., Spanish and German), or major in a language and minor in Comparative Literacy & Cultural Studies; earning both a Major and a Minor from the same department. Currently in the Department of Art & Art History a student can major in Art History and minor in Ceramics or Book Arts, or major in Printmaking and minor in Art History.

So it is with the studio majors in the Department of Art & Art History. Students earn a BFA degree in a very focused and intense area of study choosing from; photography, sculpture, graphic design, printmaking, ceramics, and art teaching. Each of these areas is credit hour heavy, requiring between 75 and 79 credit hours to complete the degree requirements, with only 18 credit hours (First Year Foundations Classes) common to each of the majors. Similarly, students earning BFA degrees in areas outside of Painting and Drawing will have taken none of the required courses for the Drawing Minor in their major course of study (the drawing minor will not be available to Painting and Drawing majors). Many Departmental majors have expressed interest in a structured Drawing Minor in addition to their major requirements to enhance and incorporate advanced drawing skills into their emphasis area research.

## Section IV: Finances

The financial impact of creating this new Drawing Minor will be minimal.  There will be increased income from enrollment in the existing and planned future courses.  All courses involved in the minor are offered and taught regularly as part of the established Painting and Drawing curriculum.  Faculty includes 7 full time professors and 15 associate instructors, we are not requesting additional faculty to offer the Drawing Minor.  Student class fees as appropriate will cover additional class costs.

## Section V:  Program Curriculum
***THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY***

All Program Courses (with New Courses in Bold)

| Course Prefix and Number | Title | Credit Hours |
|---|---|---|
| Required Courses* | | |
| ART 3130 | Drawing I | 4 |
| | Sub-Total | 4 |
| Elective Courses (choose 3) | | |
| ART 3040 | Drawing the Human Head | 4 |
| ART 4120 | Life Drawing | 4 |
| ART 3120 | Life Drawing | 4 |
| ART 3180 | Drawing Installation | 4 |
| ART 4110 | Drawing II | 4 |
| ART 4140 | Drawing III | 4 |
| ART 4185 | Special Topics Drawing | 4 |
| | Sub-Total | 12 |
| | Total Number of Credits | 16 |

* The pre-requisite Courses for Art 3130 are listed below and are not counted in the minor requirements as they are requirements for a degree in Studio Art (i.e., Ceramics, Sculpture, Printmaking) Some students will require an additional 8 credit hours to earn the minor.

| ART 2200 | First Year Studio 2D | 4 |
|---|---|---|
| ART 2250 | First Year Studio 2D | 4 |

Suggested Program Schedule
First Year
Fall Semester       ART 2200     First Year Studio 2D       4 credit hours     pre-requisite*
Spring Semester     ART 2250     First Year Studio 2D       4 credit hours     pre-requisite*

Second Year
Fall Semester       ART 3130     Drawing I                  4 credit hours
Spring Semester     ART 3120     Figure structure           4 credit hours
                                 Or
                    ART 4110     Drawing II
                                 Or
Summer (optional)   ART 3040     Drawing the Human Head     4 credit hours
Third Year
Fall Semester       ART 3180     Drawing Installation       4 credit hours
                                 Or
                    ART 4120     Life Drawing               4 credit hours
Spring Semester     ART 3190     Special Topics Drawing     4 credit hours
                                 Or
                    ART 4120     Advanced Life Drawing      4 credit hours
                                 Or
                    ART 4140     Drawing III                4 credit hours

Note: ART 4140 is currently listed as *Advanced Drawing*. We have submitted the forms to change the name of this course to *Drawing III*, to create common nomenclature for the sequence of Drawing classes.

January 18, 2013

Undergraduate Council
Office of Undergraduate Studies
Sterling Sill Center
Campus
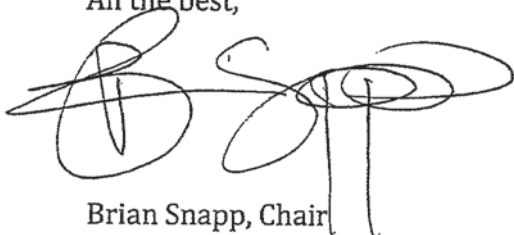
Dear Undergraduate Council,

This letter is to notify you that the Department of Art & Art History voted to approve the application for a Minor in Drawing.

Both the department and College of Fine Art Curriculum Committee have also approved this proposal. It is also my understanding that the Office of the Dean of Fine Arts has also approved this proposal.

Thank you for your time and consideration.

All the best,

Brian Snapp, Chair
Department of Art & Art History

cc.     Dean Tymas-Jones
        Assoc. Dean Brent Schneider

approved Tymas-Jones 01.24.13

## Cover/Signature Page – Full Template

**Institution Submitting Request:** *University of Utah*
**Proposed Title:** *BA/BS in Writing and Rhetoric Studies*
**School or Division or Location:** *College of Humanities*
**Department(s) or Area(s) Location:** *University Writing Program*
**Recommended Classification of Instructional Programs (CIP) Code[1] :** *23.1304*
**Proposed Beginning Date:** *07/01/2013*
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

| Regents' Agenda Items | |
|---|---|
| *R401-4 and R401-5 Approval by Committee of the Whole* | |
| **SECTION NO.** | **ITEM** |
| 4.1.1 | Associate of Applied Science Degree |
| 4.1.2 | Associate of Arts Degree |
| 4.1.2 | Associate of Science Degree |
| 4.1.3 | Specialized Associate Degree |
| 4.1.4    X | Baccalaureate Degree |
| 4.1.5 | K-12 School Personnel Programs |
| 4.1.6 | Master's Degree |
| 4.1.7 | Doctoral Degree |
| 5.2.2 | Certificate of Completion |
| 5.2.4 | Fast Tracked Certificate |

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

**Signature**                                         **Date:** *MM/DD/YEAR*

**Printed Name:** *Name of CAO or Designee*

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[1] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see

## Program Description

Students learn how writing is rhetorically defined, positioned, valued and purposefully used as a means for enculturation and participation in multiple settings—in schools, the workplace, political arenas, and in popular cultural contexts. They study rhetoric and writing in local, national and international settings, examining technologies and rhetorical strategies for making and interpreting many visual, digital, and print texts. The purpose of the degree is to provide students the rhetorical and written skills to address the needs of a more globalized, international world in which the understanding and production of writing are becoming increasingly important.

## Role and Mission Fit

According to the University of Utah mission, the institution is charged with ensuring the highest quality standards to engage students in learning. It does so through providing students opportunities for inquiry, discovery, and a deep sense of responsibility and social commitment. A major in Writing and Rhetoric Studies is compatible with this mission in that it provides students the knowledge and skills to participate more fully in their academic, professional, and civic lives. Knowing how to write is integral to success in these various arenas.

## Faculty.

All courses currently exist and are being taught by core Writing Program faculty and affiliated faculty. Affiliated faculty are those from other departments who teach courses directly related to the major, and with whom we collaborate. For example, an affiliated professor in Classics directs the Study Abroad Program to Greece, where students can study first-hand the country where the rhetorical tradition began. In Communication, an affiliated professor teaches courses in Technology and Culture, including "Writing for New Media." Affiliated faculty are those whose scholarly interests and publications are related to the discipline of Rhetoric and Writing and from whom we would encourage students to take classes. Courses are regularly scheduled for students to complete the degree in a timely manner. A major would not affect the current offerings.

## Market Demand

The Association of Colleges and Universities lists writing as one of the "essential learning outcomes" components for intellectual and practical skills for the twenty-first century (p. 12). Students will be prepared for careers in publishing, editing, professional writing, government, community advocacy, the non-profit sector, corporate communications, in scientific and technical fields, education, pre-law and medicine, as well as for graduate work in Rhetoric and Writing Studies.

## Student Demand

In recent years students have applied through the Bachelor of University Studies Program (BUS) to pursue a degree in Writing and Rhetoric Studies. In 2007, the University graduated the first student with a BUS with such a degree. The curriculum also appeals to students seeking a second major. Currently 25 students have declared a minor in the area.

**Statement of Financial Support.**

*Appropriated Fund* ....................................X
*Special Legislative Appropriation* ............☐
*Grants and Contracts*..............................☐
*Special Fees/Differential Tuition* ..............☐
*Other (please describe)*...........................☐

**Similar Programs Already Offered in the USHE**
Degrees in writing are offered by Utah State University and Utah Valley University, neither of which the University of Utah major would duplicate.

Utah System of Higher Education
Proposal to Establish a BA/BS in Writing and Rhetoric Studies
College of Humanities
University of Utah

## Section I: The Request

The University of Utah requests approval to offer a BA/BS degree in Writing and Rhetoric Studies effective July 1, 2013.

## Section II: Program Description

### Complete Program Description

The Writing and Rhetoric Studies BA/BS examines rhetoric and writing, not simply as a general skill, but as a set of social practices in unique historical and cultural contexts. The major grounds students in the history and social conditions of writing and rhetoric from ancient rhetorical practices to contemporary activities of digital writing. Students learn how writing is rhetorically defined, positioned, valued and purposefully used as a means for enculturation and participation in multiple settings—in schools, the workplace, political arenas, and in popular cultural contexts. They study rhetoric and writing in local, national and international settings, examining technologies and rhetorical strategies for making and interpreting many visual, digital, and print texts. All of these approaches to the study of rhetoric and writing are incorporated into the major; the manner in which the degree is designed enables students to better understand and participate in the social practices that comprise and define Writing and Rhetoric Studies. The degree will also enhance students' understanding of writing in their own unique academic contexts as they apply rhetorical knowledge about how writing functions in specific concentrations. To clarify, rhetoric is the art of employing language to persuade people to consider ideas, beliefs, and propositions. The goal of the student of rhetoric is to "regularly produce [effective] writing that can be read and will be read" (Corbett, 2000, p. 34).

### Purpose of Degree

The purpose of the degree is to provide students the rhetorical skills to address the needs of a more globalized, international world in which the understanding and production of writing are becoming increasingly important. The degree also provides students an important opportunity to study a discipline that is integral to contemporary everyday life. A major in Writing and Rhetoric Studies would be beneficial to students who have an interest in the production, circulation, uses, and effects of texts. They will learn about the history of writing and how it has been used to disseminate knowledge, as well as the impact of that information in education, the workplace, and in society. Students studying Writing and Rhetoric Studies will be more adept at using rhetorical knowledge to enhance their writing in multiple situations. Finally, the degree takes advantage of the many writing-related research and pedagogical resources currently available at the University of Utah.

### Institutional Readiness

The major in Writing and Rhetoric Studies can be seen as an outgrowth of the current minor. The minor has generated wide interest and, as a result, has steadily grown over the past five years from 3 to 25 students, with many more students expressing interest. The two affiliated departments' faculty members — Communication and English — were consulted and supported the major (see attached letters of support).

## Faculty

All courses currently exist and are being taught by core Writing Program faculty and affiliated faculty. Affiliated faculty are those from other departments who teach courses directly related to the major, and with whom we collaborate. For example, Prof. Randall Stewart in Classics directs the Study Abroad Program to Greece, where students can study first-hand the country where the rhetorical tradition began. In Communication, Prof. Robert Gehl teaches courses in Technology and Culture, including "Writing for New Media." Affiliated faculty are those whose scholarly interests and publications are related to the discipline of Rhetoric and Writing and from whom we would encourage students to take classes. Courses are regularly scheduled for students to complete the degree in a timely manner.

| Faculty Category | Faculty Headcount – Prior to Program Implementation | Faculty Additions to Support Program | Faculty Headcount at Full Program Implementation |
|---|---|---|---|
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) | | | |
|     Full-time Tenured | 5 | 0 | 5 |
|     Full-time Non-Tenured | 8 | 0 | 8 |
|     Part-time Tenured | 0 | 0 | 0 |
|     Part-time Non-Tenured | 5 | 0 | 5 |
| With Master's Degrees | 0 | 0 | 0 |
|     Full-time Tenured | 0 | 0 | 0 |
|     Full-time Non-Tenured | 7 | 0 | 7 |
|     Part-time Tenured | 0 | 0 | 0 |
|     Part-time Non-Tenured | 0 | 0 | 0 |
| With Bachelor's Degrees | 0 | 0 | 0 |
|     Full-time Tenured | 0 | 0 | 0 |
|     Full-time Non-Tenured | 0 | 0 | 0 |
|     Part-time Tenured | 0 | 0 | 0 |
|     Part-time Non-Tenured | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
|     Full-time Tenured | | | |
|     Full-time Non-Tenured | | | |
|     Part-time Tenured | | | |
|     Part-time Non-Tenured | | | |
| **Total Headcount Faculty** | 25 | | 25 |
|     Full-time Tenured | 05 | 0 | 05 |
|     Full-time Non-Tenured | 15 | 0 | 15 |
|     Part-time Tenured | 00 | 0 | 00 |
|     Part-time Non-Tenured | 05 | 0 | 05 |
| | | | |
| **Total Department Faculty FTE** (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.") | 11.28 | 0 | 11.28 |

## Staff
The University Writing Program is a free-standing administrative unit and can handle all advising and scheduling issues with its current staff. Administration of the major will be overseen by an advisor trained by the Assistant Dean, Undergraduate Affairs in the College of Humanities. The advisor will be part of the advising team in the College of Humanities.

## Library and Information Resources
Library resources are abundant. A review of the holdings in the J. Willard Marriot Library demonstrates that it has extensive holdings in Writing and Rhetoric Studies, including monographs, databases, and online journals specific to the discipline of Writing and Rhetoric Studies (see attached letters of support).

## Admission Requirements
Students must be in good standing at the University of Utah. They must also have completed WRTG 2010 or its equivalent with a grade of C- or better before being admitted into the major.

## Student Advisement
The major will housed in the University Writing Program, which will also provide advising to students through a trained staff advisor. The advisor will be part of the advising team in the College of Humanities.

## Justification for Graduation Standards and Number of Credits
The major will consist of 33 credit hours, a typical concentration of hours for a degree in the College of Humanities. Similar majors at other institutions range from 27- 35 credit hours. Students will also be required to fulfill the University of Utah graduation requirements for a total of 126 credit hours.

## External Review and Accreditation
The major in Writing and Rhetoric Studies will be part of regular internal and external reviews for departments housed in the College of Humanities.

## Advisory Board
The Writing Board will be reinstated, with faculty members representing various writing interests from across campus.  The Board will meet annually to discuss writing on campus and specific needs for students and faculty members.  Additionally, selected faculty members from the Departments of Communication and English, and the University Writing Program will meet annually to discuss and coordinate curricula.

**Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:**

| Data Category | Current – Prior to New Program Implementation | Projected Year 1 | Projected Year 2 | Projected Year 3 | Projected Year 4 | Projected Year 5 |
|---|---|---|---|---|---|---|
| **Data for Proposed Program** | | | | | | |
| Number of Graduates in Proposed Program | 0 | 0 | 0 | 4 | 7 | 10 |
| Total # of Declared Majors in Proposed Program | 0 | 5 | 10 | 20 | 25 | 30 |
| **Departmental Data – For All Programs Within the Department** | | | | | | |
| Total Department Faculty FTE (as reported in Faculty table above) | 11.28 | 11.28 | 11.28 | 11.28 | 11.28 | 11.28 |
| Total Department Student FTE (Based on Fall Third Week) | | | | | | |
| Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above) | | | | | | |
| **Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)** | NA | NA | NA | NA | NA | NA |

## Expansion of Existing Program

The major is an outgrowth of the minor, which has grown substantially in recent years. Below is a table that explains the growth of the minor over the past five years.

| Year | Headcount | SCH |
|---|---|---|
| 2007-08 | 03 | 27 |
| 2008-09 | 03 | 27 |
| 2009-10 | 09 | 81 |
| 2010-11 | 16 | 144 |
| 2011-12 | 23 | 207 |

## Section III: Need

### Program Need

Since *Newsweek's* 1975 publication of "Why Johnny Can't Write," numerous reports have underscored the importance and need for improved writing skills that not only possess mechanical correctness, but also writing ability that responds to complex rhetorical situations. With writing becoming increasingly more critical to communication in a globalized world, students awarded degrees in higher education are expected to write--and write well. Students across all disciplines are expected to articulate ideas and concepts to those in their areas of study, and to take that ability into the workplace. In the introduction to the report by

The National Commission on Writing, Bob Kerry, President of New School University writes," individual opportunity in the United States depends critically on the ability to present one's thoughts coherently, cogently, and persuasively on paper" (2004, p.5). The respondents to the survey overwhelmingly agreed that writing plays an important role in the daily life of employees. Similar in tone, the Association of Colleges and Universities lists writing as one of the "essential learning outcomes" components for intellectual and practical skills for the twenty-first century (p. 12).

The proposed major in Writing and Rhetoric Studies addresses the need—expressed by university faculty and other community members—to ensure that exemplary writing teaching is available in a cohesive university program for all students. However, the major goes beyond addressing these skills. Writing is a technology of communication that has a long history in many contexts. The major explores how written texts have been used in different societies and cultures, as a means to record, enact, and embody values and practices. Some of its objects include writing as a symbol of elevated, literate identities; writing as a function of schooling and ranking elite and non-elite populations; psychologies of writing that address writers' block, creativity, originality; various means of preserving texts as cultural artifacts; and technologies of writing, including tools of production —presses-to-printers, typewriters, computers, and beyond

Writing is particularly key to contemporary trends in cultural and technological developments. To the extent that people and information circulate in a globalizing world, writing is a means by which humans forge and maintain connections. As English evolves as an international language, writers will need to hone their abilities to anticipate increasingly diverse audience needs and expectations. Courses that comprise the core of the proposed major address these present realities, as well as ground students in long-standing good writing practices.

Clearly, writing plays an important role in an increasingly complex world. Yet, many students are not prepared to engage in the types of writing required of them as they learn to consider and engage such issues in higher education. Recently in a special report from the Chronicle of Higher Education, "School and College," Alvin Sanoff writes that 44% of the professors who responded to his survey say students are not well prepared for college-level writing (2006, p. 9). According to Sanoff's respondents 70% of college professors assigned papers longer than 5 pages, while only 39 % of high school teachers did so (p. 9). The Writing and Rhetoric Studies major provides a foundation for the writing students will do in their professional and personal lives. The degree draws from courses that inform writing theory and practice, providing skill-based knowledge as well.

The University Writing Program was established in 1983. At that time, there was discussion of a major in the future, once the Program was well established. Today the University Writing Program offers a number and variety of courses that easily comprise a plan of study for students that desire a degree in Writing and Rhetoric Studies. The combination of courses facilitates a better understanding of the importance of rhetoric and writing as students learn how writing functions in society (locally and globally), circulates among various groups and hierarchies and how writing is the medium through which ideas and trade cross international datelines. No major in Writing and Rhetoric Studies yet exists in Utah.

### Labor Market Demand
The demand for quality writers in the workplace is high, as indicated above. The ability to write is one of the most critical skills in the workplace. According to The National Commission on Writing (2004), corporations spend billions of dollars a year to improve the writing skills of their employees. Students who major in Writing and Rhetoric Studies will have a better understanding of how to think about writing, to adapt their

writing for different situations and audiences, and to construct better texts. In short, they will have an advantage over others who do not have this background. Students with the degree will be prepared not only to be better writers in their own areas of expertise, but will be better prepared for successful careers as writers and communications specialists in a range of fields: publishing, editing, professional writing, government, community advocacy, the non-profit sector, corporate communications, in scientific and technical fields, education, pre-law and medicine, as well as for graduate work in rhetoric/composition.

### Student Demand
Writing and Rhetoric Studies majors are increasing nationally. Our major would place the University of Utah among other top institutions such as the University of Texas-Austin and the University of Minnesota, which now offer similar majors. However, our major is unique in that students can tailor their interest in studying writing with courses from other departments. The curriculum allows students to design their own degree, emphasizing the areas that are most relevant for their pursuits. Thus, students with different needs are able to pursue them through the configuration of the degree. In recent years several students have applied through the Bachelor of University Studies Program (BUS) to pursue a degree in Writing and Rhetoric Studies. In 2007, the University graduated the first student with a BUS with such a degree. The curriculum would also appeal to students seeking a second major. Currently 25 students have declared a minor in the area. (see attached letters of support).

**Similar Programs** Approximately 60 institutions offer majors in Writing and Rhetoric Studies throughout the United States, although the one most similar to ours is the University of Texas-Austin. In the Intermountain West, Montana State University and University of Nevada—Reno offer a BA with an emphasis in Writing Studies. The curriculum they offer varies from the proposed one in that the courses draw from those offered within an English Department (Creative Writing, Literature, Technical Writing, Rhetoric). Other institutions include Arizona State University at the Polytechnic; University of Arkansas; Clemson University; Eastern Michigan State University; University of Florida; Georgia State University; University of Illinois-Champaign/Urbana; James Madison University; Marquette University; MIT; University of Montana; University of Nevada-Reno; University of New Mexico; North Carolina State University; University of Pittsburgh; Purdue University; University of Rhode Island; University of South Carolina; Syracuse University; University of Texas-Austin; Utah State University; Washington State University.

### Collaboration with and Impact on Other USHE Institutions
The new major would have no impact on other USHE institutions. Students enrolling in the new major would be students already enrolled at the University of Utah. In Utah, three institutions offer an emphasis in writing through the Department of English. Utah State and Weber State offer a major in Technical and Professional Writing and Utah Valley University offers a major in Writing Studies. These, too, are different from the proposed major in that in addition to the courses that comprise the major, students select core elective courses from creative writing or literature. The Writing Certificate at Salt Lake Community College offers courses at the lower-division, but does not provide a major (see attached letters of support).

The core of the proposed major draws from Writing and Rhetoric Studies, with other core electives coming from relevant areas. Unlike other degrees in the state, the proposed major would enable students to apply their interest in Writing and Rhetoric Studies to a particular academic field (e.g., biology, business, design, psychology) or topical area (e.g., social justice, environmental studies, media studies).

## Benefits

The University of Utah serves approximately 24,000 undergraduate students. A major in Writing and Rhetoric Studies would provide students the educational opportunity to enhance their knowledge of communicating through traditional (print) and contemporary (digital) texts, if they so choose. Given the increasing importance writing plays in traditional and digital formats, students at the University of Utah would greatly benefit in having the option to complete a major in Writing and Rhetoric Studies. Many students at the University of Utah have a double major, one of which could include the proposed.

## Consistency with Institutional Mission

According to the University of Utah mission, the institution is charged with ensuring the highest quality standards to engage students in learning. It does so through providing students opportunities for inquiry, discovery, and a deep sense of responsibility and social commitment. A major in Writing and Rhetoric Studies is compatible with this mission in that it provides students the knowledge and skills to participate more fully in their professional, personal, and civic lives. Knowing how to write is integral to success in these various arenas. Students are able to address all three arenas through courses in the major.

## Section IV: Program and Student Assessment

### Program Assessment

The University Writing Program faculty will meet at the end of each spring semester to assess the success of the degree. Information will consist of student portfolios, student exit interview data, and aggregate student feedback from course evaluations. This information will provide formative assessment to determine if and how the degree should be improved to better meet student needs.

There are several means to evaluate the success of the degree. First, the students' programs of study will be assessed with the advisor to determine the quality and feasibility of the curriculum, given their goals. Second, students' ability will be measured by their successful completion of the core courses and their evaluative feedback of them. Exit interviews will be conducted on a regular basis with a randomly selected group of students as they complete the degree. Finally, in the fifth year, the University Writing Program will review how students with this major have fared. Assessment will be based on students' grade point average, record of successful acceptance into graduate programs, and record of job placement.

### Expected Standards of Performance

Students will be expected to have 1) examined the central tenets of rhetoric and writing through the two core courses and 2) increased their understanding of writing as a complex social act, and 3) increased their knowledge of different writing competencies and situations. Specific learning outcomes include:

1. History and Theory. Students will identify, understand and explain different historical rhetorical theories and practices.
2. Social Practices. Students will identify, understand and explain different contexts for writing (e.g., education, the workplace, and society).
3. Multimodal Competency. Students will compose using a variety of multimodal texts, combining print, visual, digital, and other modes of writing.
4. Writing Competency. Students will improve understanding of audiences, writing processes, genres, and grammatical structures that fulfill reader expectations.
5. Information Literacy. Students will demonstrate the ability to locate, evaluate, and appropriately use sources from a variety of media.

To assess students' progress through the degree, a portfolio will be created as they enter the program, and reviewed annually. Individual performance and programmatic evaluation can be evaluated through this process.

## Section V: Finance

### Budget

The first three years, no new funds will be required as all courses are currently offered through the regular curriculum and no new courses will be added. After the third year, if enrollments substantially increase, additional staffing might be required.

| 5-Year Budget Projection | | | | | | |
|---|---|---|---|---|---|---|
| Departmental Data | Current Budget— Prior to New Program Implementation | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| **Personnel Expense** | | | | | | |
| Salaries & Wages | 180,417 | 180,417 | 180,417 | 180,417 | 180,417 | 180,417 |
| Benefits | 63,146 | 63,146 | 63,146 | 63,14 | 63,146 | 63,146 |
| Total Personnel Expense | 243,563 | 243,563 | 243,563 | 243,563 | 243,563 | 243,563 |
| **Non-personnel Expense** | | | | | | |
| Travel | | | | | | |
| Capital | | | | | | |
| Library | | | | | | |
| Current Expense | | | | | | |
| Total Non-personnel Expense | | | | | | |
| Total Expense (Personnel + Current) | $0 | $0 | $0 | $0 | $0 | $0 |
| **Departmental Funding** | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Appropriated Fund | 243,563 | 243,563 | 243,563 | 243,563 | 243,563 | 243,563 |
| Other: | | | | | | |
| Special Legislative Appropriation | | | | | | |
| Grants and Contracts | | | | | | |
| Special Fees/Differential Tuition | | | | | | |
| Total Revenue | $243,563 | $243,563 | $243,563 | $243,563 | $243,563 | $243,563 |
| **Difference** | | | | | | |
| Revenue - Expense | $0 | $0 | $0 | $0 | $0 | $0 |
| Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected") | $0 | $2,100 | $7,350 | $13,650 | $18,900 | $23,100 |

\* **Projected Instructional Cost/Student Credit Hour** data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

## Funding Sources

Little funding is necessary for this degree. The entire major is drawn from existing faculty, staff and courses. The coordinator of the major will also be the assistant director of the Writing Program. Advising will be done by a trained staff member already in the Writing Program. As stated above, if enrollments substantially increase, additional staffing might be required.

## Reallocation

No resources need to be reallocated, as the faculty and courses needed for the degree already exist.

## Impact on Existing Budgets

There is no impact on existing budgets (see above).

# Program Curriculum: 33 Credit Hours
Students are **REQUIRED** to meet with their advisor before signing up for courses.
At least 3 courses must be at the 4000- 5000 level.

I. Required Courses (6 credits hours)
WRTG 3860: Introduction to Rhetoric (HF)
WRTG 3870: Writing a Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)
Select 5 courses (see attached list for course clusters students with similar interests select)

WRTG 2799: Technologies of Business Writing
WRTG 3018: Writing about the Simpsons (HF)
WRTG 3019: Writing about War (HF)
WRTG 3040: Digital Storytelling
WRTG/Linguistics 3510: Grammar and Stylistics
WRTG 3600: Grammar for Writing
WRTG 3705: Rhetoric, Science and Technology Studies (BF; HF)
WRTG 3810: Technologies of Writing
WRTG 3830: Professional, Technical and Scientific Studies
WRTG 3840: Writing and the Public Sphere
WRTG 3890: Writing and Social Justice (DV)
WRTG 3900/ENGLISH 3690: Discourses and Communities
WRTG 4000: Writing for Publication
WRTG 4001: Business Plans and Proposals
WRTG 4010: Writing for International Audiences (IR)
WRTG 4020: Writing Center Colloquium: Theory and Practice
WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)
WRTG 4040: Digital Rhetoric
WRTG 4050: Cultural Rhetorics
WRTG 4070: Rhetorics of Gender
WRTG 4080: Writing Environmental Nonfiction (CW)
WRTG 4090: Writing & the Book
WRTG 4200: Writing Popular Non Fiction (CW)
WRTG 4830: Document Design & Usability (CW)
WRTG 4870: Introduction to Composition
WRTG 4890: Writing, Persuasion, and Power
WRTG 4905: Studies in Professional Discourse (Law, Medicine, etc.)
WRTG 4910: Independent Readings in Rhetoric, Discourse, and Writing
WRTG 5110: Medical and Health Science Discourses
WRTG 5770: Research in Rhetoric and Writing
WRTG 5830: Technical Editing (for technical writing)
WRTG 5905: Special Topics in Rhetoric & Writing Studies
ENGLISH: 5970: Discourse Analysis

III. Academic and Professional Writing (3 credit hours)
Select 1 course (3 credit hours)
WRTG 3005: Workplace Writing (CW pending)
WRTG 3011: Writing in the Arts & Humanities (CW)
WRTG 3012: Writing in the Social Sciences (CW)
WRTG 3014: Writing in the Sciences (CW)
WRTG 3015: Professional and Technical Writing (CW)
WRTG 3016: Business Writing (CW)

IV. Topical Course Electives (9 credit hours)
Select 3 courses in consultation with your advisor. The courses can be from within the Writing Program or from other departments:

1._____ 2._____ 3._____

# Section VI: Program Curriculum

**All Program Courses/New Courses to Be Added in the Next Five Years**
No new courses are expected to be added within the next five years.

**Program Schedule**

| Freshman Year, Fall Semester | Freshman Year, Spring Semester |
|---|---|
| • WRTG 1010: Introductory Writing | • WRTG 2010: Intermediate Writing |
| Sophomore Year, Fall Semester | Sophomore Year, Spring Semester |
| • WRTG 3860: Intro to Rhetoric (3) | • WRTG 3870: Wrtg as Social Practice (3)<br>• 1 topical elective (3) |
| Junior Year, Fall Semester | Junior Year, Spring Semester |
| • 1 WRTG Electives (3)<br>• 1 topical elective (3) | • 2 WRTG electives (6)<br>• 1 topical elective (3) |
| Senior Year, Fall Semester | Senior Year, Spring Semester |
| • 2 WRTG Electives (6) | • 1 WRTG Elective (3) |

## Section VII: Faculty

### Core Faculty
Core faculty members are drawn from the University Writing Program:

**Jennifer Andrus** (Assistant Professor, PhD Carnegie Mellon University): History and theory of rhetoric; discourse analysis; legal rhetorics; rhetorics of domestic violence.

**Casey Boyle** (Assistant Professor, PhD University of South Carolina): History and theory of rhetoric; composition theory and research; digital rhetoric.

**Gregory Clark** (Adjunct Professor, PhD Rensselaer Polytechnic University—**Associate Dean, College of Humanities, BYU**): Contemporary rhetoric; rhetorics of space.

**David Hawkins** (Assistant Professor/Lecturer, PhD University of Utah): Academic rhetoric; professional and technical writing.

**Heather Hirschi** (Assistant Professor/Lecturer, MFA University of Utah): Academic rhetoric; social justice rhetoric; digital literacy.

**Thomas Huckin** (Professor, PhD University of Washington): Discourse analysis; genre theory; professional, technical and scientific writing; applied linguistics.

**Jay Jordan** (Assistant Professor, PhD Pennsylvania State University): Global/international Englishes; writing in a second language; literacy studies; technologies of writing

**Maureen Mathison** (Associate Professor, PhD Carnegie-Mellon University—**program director**): Rhetoric in the disciplines; literacy studies; writing from sources; gender and writing; research methods.

**Alison Regan** (Adjunct Associate Professor, PhD University of Texas-Austin): Academic writing; digital rhetoric.

**Natalie Stillman-Webb** (Associate Professor/Lecturer, PhD Purdue University): Visual rhetoric; technologies of writing; professional, technical and scientific writing.

## Affiliated Faculty

**Danielle Endres** (Associate Professor, PhD University of Washington). Argumentation environmental rhetoric, social movements.

**Erin O'Connell** (Associate Professor, PhD University of Santa Cruz). Ancient Greek literature and philosophy; drama; performance studies.

**Robert Gehl** (Assistant Professor, PhD George Mason University). Social media, network culture, history of computing.

**Randall Stewart** (Associate Professor, PhD University of Illinois). Oracular texts; papyrology; Coptic Language. Study Abroad Program to Greece.

## Letters of Support

Robert Newman, Dean, College of Humanities
Mark Bergstrom, Associate Dean, College of Humanities
Ann Darling, Senior Associate Dean, Undergraduate Studies
Barry Weller, Chair, Department of English
Kent Ono, Chair, Department of Communication
Rick Anderson, Acting Dean, J. Willard Marriott Library and Catherine Soehner, Associate Dean, Research
    and Learning, J. Willard Marriott Library
Jeannie B. Thomas, Department Head, Department of English, Utah State University
Gae Lyn Henderson, Writing Program Administrator, Utah Valley University
Stephen Ruffus, Chair, Department of English, SLCC
Gregory Clark, Associate Dean, College of Humanities, BYU
Kathleen Herndon, Chair, Department of English, Weber State University
Glenn Newman, student, Major, BUS, Rhetoric and Writing Studies, University of Utah
Bethany Bibb, student minor, Literacy Studies, University of Utah

# Examples of Student Curricula

## Student w/ Biology/Pre-Med Interest
I. Required Courses (6 credits hours)
WRTG 3860: Introduction to Rhetoric (HF)
WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)
WRTG 3705: Rhetoric, Science and Technology Studies (BF; HF)
WRTG 4010: Writing for International Audiences (IR)
WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)
WRTG 4040: Digital Rhetoric
WRTG 5110: Medical and Health Science Discourses

III. Academic and Professional Writing (3 credit hours)
WRTG 3014: Writing in the Sciences (CW)

IV. Topical Course Electives (9 credit hours)
      1) Biol 1210: Principles of Biology  2) Anthro 4192: Medical Anthropology  3) Comm: 5116: Health Communication & Culture

## Student w/Business Interest
I. Required Courses (6 credits hours)
WRTG 3860: Introduction to Rhetoric (HF)
WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)
WRTG 2799: Technologies of Business Writing (HF)
WRTG/Linguistics 3510: Grammar and Stylistics (CW)
WRTG 3890: Writing and Social Justice (DV)
WRTG 4010: Writing for International Audiences (IR)
WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)

III. Academic and Professional Writing (3 credit hours)
WRTG 3016: Business Writing (CW)

IV. Academic Interest (9 credit hours)
 1) BUS 1050: Foundations of Business Thought  2) COMM 3170: Introduction to Org Comm  3) WRTG 4001: Business Plans and Proposals

## Student w/Gender Interest
I. Required Courses (6 credits hours)
WRTG 3860: Introduction to Rhetoric (HF)
WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)
WRTG 3040: Digital Storytelling
WRTG/Linguistics 3510: Grammar and Stylistics (CW)
WRTG 3890: Writing and Social Justice (DV)
WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)
WRTG 4070: Rhetorics of Gender

III. Academic and Professional Writing (3 credit hours)
WRTG 3012: Writing in the Social Sciences

IV. Topical Courses (9 credit hours)
      1) ECON 1060: Pol Econ of Race, Ethnicity, Class & Gender  2) Gender 2100: Introduction to Gender Studies
      3) PSYCH 3040: Psychology of Gender

## Student w/International Interest
I. Required Courses (6 credits hours)
WRTG 3860: Introduction to Rhetoric (HF)
WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)
WRTG/Linguistics 3510: Grammar and Stylistics (CW)
WRTG 3890: Writing and Social Justice (DV)
WRTG 4010: Writing for International Audiences (DV)
WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)
WRTG 4040: Digital Rhetoric

III. Academic and Professional Writing (3 credit hours)
WRTG 3005: Workplace Writing

IV. Academic Interest (9 credit hours)
      1) HIST 1510: World History  2) POLI SCI: 2200 Intro to Comparative Politics  3) LING: 3470: Languages & Culture


## Student w/ Pre-Law Interest
I. Required Courses (6 credits hours)
WRTG 3860: Introduction to Rhetoric (HF)
WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)
WRTG 3510/Linguistics 3510 Grammar & Stylistics (CW)
WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)
WRTG 3890: Writing and Social Justice (DV)
WRTG 4890: Writing, Persuasion & Power
WRTG 4905: Professional Discourses: Discourses of the Law

III. Academic and Professional Writing (3 credit hours)
WRTG 3005: Workplace Writing

IV. Topical Courses (9 credit hours)
      1) LEAP 1150: The Role of Law in Society  2) HIST 3750: Recent America  3) POLI SCI 3200: Intro to Law & Politics


## Student w/Professional Writing Interest
I. Required Courses (6 credits hours)
WRTG 3860: Introduction to Rhetoric (HF)
WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)
WRTG 4040: Digital Rhetorics
WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)
WRTG 4200: Writing Popular Non Fiction (CW)
WRTG 4830: Document Design & Usability (CW)
WRTG 5830: Technical Editing

III. Academic and Professional Writing (3 credit hours)
WRTG 4000: Writing for Scholarly Publication

IV. Topical Courses (9 credit hours)
1. FILM 2700: Intro to Videogames & Virtual Worlds
2. WRTG 3040: Digital Storytelling
3. COMM 3510: Intro to Web Design

## Student w/ General Writing & Rhetoric Interest
I. Required Courses (6 credits hours)
WRTG 3860: Introduction to Rhetoric (HF)
WRTG 3870: Writing as Social Practice (HF)

II. Writing and Rhetoric Studies (15 credit hours)
WRTG 3040: Digital Storytelling
WRTG 3510: Grammar & Stylistics (CW)
WRTG 4030: Visual Rhetoric: Word/Image/Argument (CW; QB)
WRTG 4090: Writing & the Book
WRTG 4890: Writing, Persuasion & Power

III. Academic and Professional Writing (3 credit hours)
WRTG 3011: Writing in the Arts & Humanities (CW)

IV. Topical Courses (9 credit hours)
1. WRTG 3810: From Cuneiform to Computing
2. WRTG 4870: Intro to Composition
3. ENGL 5970: Discourse Analysis

February 20, 2013

To Whom It May Concern:

I am very pleased to support the request for the University Writing Program (UWP) to establish a major in Writing and Rhetoric Studies. This new degree follows national trends. Currently there are 65 majors offered in Writing and Rhetoric Studies throughout the U.S.

The major proposal has been well researched. Undergraduate students have been surveyed about writing needs, national and international writing needs have been analyzed, and multiple top-tier university curricula have been examined. The Writing Program has designed a major that is contemporary and forward thinking. The major is interdisciplinary and flexible, offering students the opportunity to design a program of study that best suits their individual needs. The degree offers students a foundation in writing and rhetoric practices, and can be further narrowed to focus on students' interests, academic or professional. The new major will provide students an opportunity to learn about writing and rhetoric and hone their writing skills (both traditionally and digitally), a need in a world with ever-increasing writing demands. If approved, the degree will be offered concurrently with the UWP's existing minor.

The College of Humanities Curriculum Committee meets regularly each semester to review proposals for course and curriculum changes. The BA/BS degree in Writing and Rhetoric Studies was approved by the College Curriculum Committee, which commented that it was well designed and would enhance undergraduate students' opportunity to learn about writing through a formalized and extended curriculum.

Teaching resources for this major already exist within the UWP. Additional resources for student advising will be provided. A degree in Writing and Rhetoric Studies will bring the University of Utah into alignment with other institutions across the country without any additional costs.

Thank you for your attention.

Sincerely,

Robert O. Newman

Robert Newman, Dean
College of Humanities

RN/jd

Cc  Maureen Mathison, Director

255 S. Central Campus Drive | Room 2100 | Salt Lake City, UT 84112 | phone 801.581.6214 | fax 801.585.5190 | www.hum.utah.edu

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College of Humanities

THE UNIVERSITY OF UTAH

**OFFICE OF THE DEAN**
255 S. Central Campus Drive | Room 2100 | Salt Lake City, UT 84112
phone 801.581.6214 | fax 801.585.5190 | www.hum.utah.edu

February 28, 2013

To Whom It May Concern:

The College of Humanities Curriculum Committee meets every fall and spring to review and all proposals for course and curriculum changes. The committee reviews all new courses, course attribute changes, deletions and inactivations, substantive changes to curriculum in all majors and minors, and proposals for new undergraduate majors, minors, and certificates.

The committee reviewed the University Writing Program's proposed major in *Writing and Rhetoric Studies*, as well as the proposed name change of the minor from *Literacy Studies* to *Writing and Rhetoric Studies*. The Committee unanimously supported both proposed changes.

Sincerely,

Mark Bergstrom, Senior Associate Dean
Chair, College Curriculum Committee
College of Humanities

Cc  Maureen Mathison, Director University Writing Program.

February 25, 2013

Professor Michael Hardman
Interim Senior Vice President, Academic Affairs
Park Building
University of Utah
CAMPUS

Dear Senior Vice President Hardman:

On January 24, 2013 the Undergraduate Council met to consider three proposals put forward by the University Writing Program. One of these concerned a creating a major in Writing and Rhetoric Studies. The Undergraduate Council reviewed the written materials attendant to this proposal, questioned Maureen Mathison, Director of the UWP and Robert Newman, Dean of the College of Humanities about the proposal, and deliberated the proposal based on the evidence provided. After a robust discussion the Undergraduate Council voted unanimously to approve this proposal.

On behalf of the Undergraduate Council I ask that the request to create a major of Writing and Rhetoric Studies be approved.

Respectfully,

Ann Darling
Sr. Associate Dean
Office of Undergraduate Studies

C: Ann Blanchard

Office of Undergraduate Studies
195 S. Central Campus Drive
Salt Lake City, Utah 84112-0511
(801) 581-3811
FAX (801) 585-3581

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November 15, 2012
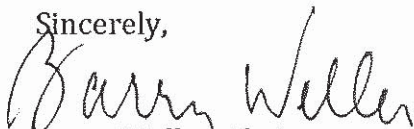
To Whom It May Concern:

 I am pleased to write a letter of support for the proposed Bachelor of Arts and Bachelor of Science Major in Writing and Rhetoric Studies. The Writing Program has offered a minor, which has increased in student interest since it was established in 2002. Because of its increasing popularity, and because no such major is currently offered on campus, it makes sense for the Writing Program to fill that need.

Professor Mathison, Director of the University Writing Program, met with the English faculty last spring to discuss the proposed major in Writing and Rhetoric Studies. There was unanimous agreement among faculty to support the proposed major. They found the proposed major, with its emphasis on Writing and Rhetoric theory and practice, a benefit to students at the University. Although writing is required of students in many courses across campus, the proposed major offers a focused curriculum that provides students the opportunity to immerse themselves in its theory and practices, which enhances their ability to write.

Writing is one of the most valuable fields from which a student can learn. It fosters analytical and critical thinking skills; it forces students to put thoughts together in a coherent fashion. Students at the university will benefit by having the opportunity to pursue a major or double major. The proposed major not only strengthens current efforts on our campus, it is consistent with other institutions in the country that offer majors in this area.

A major in Writing and Rhetoric Studies will not duplicate existing degrees, but will offer students an opportunity to gain critical practice writing in academic, professional (local and global), and civic contexts.

Sincerely,

Barry Weller, Chair
Department of English

November 15, 2012

To Whom It May Concern,

I am writing to offer my enthusiastic support for the proposed Bachelor of Arts and Bachelor of Science Major in Writing and Rhetoric Studies. The proposal was reviewed carefully and discussed by the faculty of the Department of Communication, who voted to endorse it.

The consensus was that over the years the UWP has developed a unique curriculum from which students benefit by gaining a deeper knowledge and command of writing and rhetoric practice and theory. Students learn not only to improve their writing, but also learn about the history of writing and its many contemporary applications. The proposed major would fill a major gap in current university offerings. Currently, no major exists on campus that emphasizes writing.

Student who major or double major in Writing and Rhetoric Studies will be at a competitive advantage in seeking career opportunities. More than ever, employers seek students who are creative problem solvers and articulate communicators; the proposed major is consistent with the needs of the marketplace. It is also consistent with national trends in Writing and Rhetoric Studies. Increasingly, majors are being established across the country at top-tier universities.

The Department of Communication supports the proposed major for its forward thinking design. The degree is focused, yet allows a student to pursue areas congruent with their disciplinary or topical areas of interest. Such an approach helps to prepare students for writing in real contexts.

The Department of Communication and the University Writing Program have a lengthy and productive relationship. We look forward to this proposed major and any future collaboration that may emerge out of it.

Sincerely,

Kent Ono
Professor and Chair

**Department of Communication**
255 South Central Campus Drive, Room 2400
Salt Lake City, Utah 84112
801-581-6888
FAX 801-585-6255
www.communication.utah.edu

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Maureen Mathison, Associate Professor
Director, University Writing Program
Room 3700
Language and Communication Building
255 S. Central Campus Drive
Salt Lake City, UT 841112

April 9, 2012

Dear Professor Mathison,

The University of Utah Libraries appreciate your request to comment on our ability to
support students in a new Rhetoric and Writing Studies undergraduate major as they
develop programs needed by our students.

As the curriculum will comprise largely of existing University Writing Program courses,
current collections should be sufficient. The J. Willard Marriott Library has extensive
holdings in Rhetoric and Writing Studies including monographs, databases and online
journals specific to the discipline. These holdings have been acquired over many years to
support the Department of English, the Department of Communication, Classics and the
College of Education. Rhetoric and Writing Studies is so interdisciplinary in nature that
the library already has significant coverage in the discipline. Our collection is
sufficiently large and deep to satisfy most *undergraduate* needs. In addition, Marriott has
an approval plan which automatically provides major English language scholarly books.

Marriott also has significant resources to support the multimodal and multimedia
communication projects that many students in the new major will be undertaking.
Students may take advantage of the hundreds of software packages available in the
Knowledge Commons and the expertise and equipment offered in the Commons and the
Digital Scholarship Lab.

We encourage faculty to work with subject librarians to build up specific sub-disciplines
where our collection needs supplementing. Despite budget constraints, we are usually
able to order any books necessary to directly support classes. We modify our journal
subscriptions to reflect current teaching and research. As the scholarly communication
landscape evolves, new options may exist beyond traditional print book purchases and
conventional subscriptions. We would like to work with faculty to evaluate the most
workable.

Thanks to the state-wide funding received by the Utah Academic Library Consortium (UALC) and to campus Student Computing Task Force funds, our electronic collection is strong in indexes, abstracts, and full-text online databases.
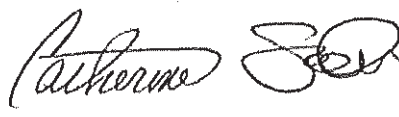
Student difficulties in locating materials often stem not from collection weaknesses, but from the complexities of using a large research library. We offer class presentations and one-to-one consultations with library specialists who will help students find the most relevant works and suggest the most appropriate search strategies. Once the major is approved, we will appoint a subject liaison to work directly with faculty in providing training and consultation for students as well as collection development assistance

We look forward to working with the faculty and students in this new program.

Yours truly,

Rick Anderson
Acting Dean
J. Willard Marriot Library

Catherine Soehner
Associate Dean, Research and Learning
J. Willard Marriott Library

**UtahState**University
DEPARTMENT OF ENGLISH

February 21, 2012

To Whom It May Concern:

I am writing in support of the University of Utah's proposed major in Rhetoric and Writing. At USU, we are not offering a similar focus on rhetoric in any of our undergraduate emphases, so this major at the U of U would not duplicate anything we are doing here. If you have any further questions, please feel free to contact me.

Sincerely,

Jeannie B. Thomas
Department Head
Professor of English and Folklore

Re: University of Utah Major in Writing and Rhetoric Studies

This new undergraduate degree/curriculum provides an exciting opportunity for students to study the intellectual discipline of rhetoric and writing. My understanding is that this major will be housed in a new writing/rhetoric department at the University of Utah. The move to separate the study and teaching of writing from English Literature departments is a national trend, one that allows for more focused attention on the history of rhetoric and the burgeoning field of writing studies. I'm delighted then to see the name of the major, "Writing and Rhetoric Studies," with an emphasis on rhetoric. Because the history of rhetoric provides depth and richness to contemporary studies of writing, this naming is important and appropriate.

As a side note, here at Utah Valley University, we recently implemented a new emphasis in the English Department with the name Writing Studies. The decision over this naming was difficult; we considered Professional Writing and other more traditional names, but we too wanted to reflect our faculty's broad scholarly interests and our sense that rhetorical study is invaluable for both professional and scholarly pursuits. Writing Studies became our compromise choice, but our emphasis includes coursework in rhetoric to allow a similar focus to the U of U's undergraduate degree.

This new major interestingly requires only two required three-hour core courses. Students will then have the opportunity to choose from an impressively large list of thirty-three courses to fulfill fifteen credit hours in Writing & Rhetoric Studies. Obviously the writing major will allow a U of U student to design a unique and individual curriculum based on interests and long-range career and professional objectives. This kind of choice for students truly represents the diversity and range of writing studies today. Scholars are working in all of the areas represented by these thirty-three course listings and more.

I looked at the current U of U Writing Program website and noticed the courses being offered Spring Semester: History of Business Writing, Writing about War, Writing about Social Justice and Digital Rhetorics. These kinds of course offerings provide a stimulating, serious commitment to contemporary social issues and problems. The University of Utah thus is providing leadership for all Utah universities by demonstrating that contemporary writing studies is a progressive and critical field, rather than one only instrumental or skills-oriented.

Congratulations to the University of Utah on offering this cutting-edge, diversified major field of study.

Gae Lyn Henderson, Ph.D.
Writing Program Administrator
Utah Valley University

April 9, 2012

Undergraduate Studies
The University of Utah
Sterling Sill Center
195 S. Central Campus Drive
Salt Lake City, UT 84112

To the Undergraduate Council:

This letter is to strongly support the major in Rhetoric and Writing Studies proposed by the University Writing Program. Such a major is designed to prepare students for the increasingly complex rhetorical demands for written communication in a transnational and globalized context. If you were to approve such a major I believe it would constitute perhaps the most comprehensive undergraduate writing degree in the nation and would put the University in the forefront of institutions that recognize the increasing importance in preparing students to act as agents in the discourse of contemporary everyday life. It is more important than ever for a university to train undergraduates in the disciplines of writing in all its multifarious aspects so that students will be able to adapt to novel and ever-changing professional and social contexts and sites for writing.

Given the design of the major with its various strands, it is abundantly clear to me that the UWP has deep and dynamic knowledge of the stakes involved in educating a generation of students with an understanding of text worlds. As Deborah Brandt points out, "Writing is unique among the so-called language arts because of its direct role in the creation of economic wealth, a role that has only intensified over the last fifty years as our economy…has been reconfigured for the production of information and knowledge." In other words, writing is highly transactional, that is, in itself a critical technology for knowledge exchange. To put it even more succinctly, writing makes things happen for individuals who are able to navigate it with a sophisticated awareness of the conditions that give rise to an emerging number of genres.

Given the dramatic shift in the role of writing in shaping social structures and individual lives, it should come as no surprise, as Brandt also notes, that writing can be highly regulated. As she says, "texts have become chief vehicles for economic transactions," but reminds us that writing may not always serve society not its citizens. Either way, texts exert power. Therefore, it becomes increasing important for people to understand writing at the level of discourse not only to enhance one's socioeconomic status, but also that they may act knowledgably and ethically in the preservation of civic democracy and lead fruitful and productive lives.

I would predict that this major would be attractive for students in a diverse number of disciplines looking to supplement their core curriculum. The University is fortunate to have within the UWP faculty who are known experts in the field. The curriculum is well- geared to prepare students with an interest in the broad field of Rhetoric and Writing Studies, a field that has clearly come in to its own for the reasons I have stated here. Also, for a student in, say, Business or International Studies, the courses with major would serve to make them more competitive as they enter their careers.

Sincerely,

Stephen Ruffus
Department Chair

GREGORY D CLARK

Associate Dean

COLLEGE OF HUMANITIES

February 14, 2012

Maureen Mathison
University Writing Program
University of Utah
Languages & Communication Building
255 S Central Campus Dr, Rm 3700
Salt Lake City, UT 84112

Dear Maureen:

I am writing to express my support of the new major in Rhetoric and Writing Studies that the UWP faculty is proposing. Majors programs in this field are emerging across the country and in the context of those I find this proposal very promising.
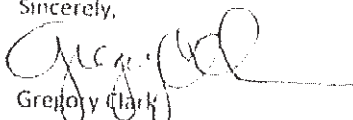
As proposed the program does what a major in Rhetoric and Writing Studies should do: provide a strong theoretical framework for a broad and adaptable array of experiences in this expansive and expanding field. The two required courses in rhetorical theory and writing theory draw upon the primary intellectual strands that have enabled this field to transform study of a rhetorical tradition that is 2500 years old into a vibrant and elastic intellectual project that encompasses examination of a rapidly changing array of "writing" practices. The long list of course offerings provides students with opportunities to explore both widely and deeply, and all the essentials are available to them. Built into the program, it appears, is close attention to ongoing advisement as students organize their own courses of study.

I particularly like the fact that this program has relatively few credit hours required, offering many students an opportunity to use it as a second major to augment and enrich what might be a narrowly specialized field of study. Yet it is sufficiently flexible to allow students to develop within its context a strong primary major as well.

I look forward to watching this program develop and consider it a model for other majors program in this field. I also look forward to the possibility of participating in the program in my role as an occasional adjunct in the UWP.

Congratulations on an excellent project.

Sincerely,

Gregory Clark
Professor of English

March 31, 2012

To Whom It May Concern:

This letter is written in support of the development of a major in Rhetoric and Writing Studies to be offered by the University of Utah.

I have read the description of the proposed minor and have discussed it with Dr. Scott Rogers, Director of Composition, English Department, Weber State University. We agree that this is a well-developed proposal for a program that will offer students the opportunity to develop strong writing and analytical skills.

The Rhetoric and Writing Studies Major "will prepare students to address the needs of a more globalized, international work in which the understanding and production of writing are becoming increasingly important." The development of these skills will allow students to work in a variety of fields. Students will also have the opportunity to supplement the core curriculum by enrolling in classes in other fields. i.e. English, Linguistics, and Communication.

Sincerely,

Kathleen M. Herndon, Ed.D.
Chair, English Department

March 11, 2012

Dear Undergraduate Council and Faculty Members:

When I first came to the University of Utah almost ten years ago, there was no major in writing. I was disappointed; although I was not sure what I wanted to pursue as a lifelong profession, I knew it would involve writing. But through the Bachelor of University Studies, I created a writing major, Rhetoric and Writing Studies. I am writing this letter to you today in support of the proposed writing major that bears the same name. I hope that after reading this letter you, too, will support the creation of this important major.

The writing major is a productive singular path of study. My writing major was made up of courses that helped me to understand how writing works in the world. These courses helped me to see the theoretical and practical side of learning to write more effectively. I learned about rhetorical theory, grammar and punctuation, and the ways in which writing empowers individuals. I chose to teach, but I am also qualified to work in many other fields that use writing.

I learned that purpose and audience drives the writing process, and my education in writing helped me develop a repertoire of writing strategies. Having these strategies at my disposal helped me to transcend common identifications with writing, such as whether I am a good or bad writer, and move towards the knowledge that I can write effectively for specific purposes.

The writing major would also stand well as a double major, informing students about how to write effectively within other disciplines and paths of study. Writing is intrinsic to every major here at the university, as every major uses writing in one way or another. Currently students are required to enroll in one writing course before they enter their major. One course, however, is not sufficient. Many students enter the required writing course thinking of writing as a skill you either possess or do not possess. A writing major can stand help inform students about how to write effectively within other disciplines and paths of study.

Teaching people to write well is putting the power of effective communication into the hands of real people. This major, Rhetoric and Writing Studies, can do that. If you are moved by this letter, it is because I majored in writing. If not, I can write another letter, using a different approach, which is also a result of my major in writing. This is what the writing major can do for students here at the university. Majoring in writing helped me to be a better student because I learned to look beyond getting a good grade on an assignment and focus more on communicating my ideas in a way that connects me and my ideas to my readers.

If you have any further questions about my writing major or what I believe the writing major can do for students here at this university, please feel free to contact me at my home: 801-652-0117, or through email: glennnewmanslc@gmail.com.

Sincerely,


Glenn Newman

May 14, 2012

Maureen Mathison
University Writing Program
Languages and Communication Bldg
255 S Central Campus Dr Rm 03700
Salt Lake City, UT  84112

To Whom It May Concern:

I understand that the University Writing Program is working on a major to offer in addition to the existing minor.  Speaking as someone who recently finished the minor, I completely support the decision to create a major.  I discovered the Literacy Studies minor roughly halfway through my program and, after sampling a few courses, decided to officially declare the minor.  Had I learned about it sooner, I would have taken additional courses.  In my experience, many college classes have little application outside the major.  The Literacy Studies courses I took had both academic and real world application.  I used the principles in my regular program coursework and am still using them in my work as a writing tutor and in my personal writing.

The exposure to new genres, concepts, and applications provided the opportunity to further develop my writing abilities, and the discussions of critical writing issues intellectually stimulated and challenged me.  During the course of the minor and because of it, I discovered research opportunities that allowed me to take a class paper and turn it into a research study which has already influenced my tutoring approach.  Throughout the research process, I utilized visual rhetoric and critical discourse analysis principles and produced abstracts, research analyses, and journal articles—all new concepts and genres I had learned either from or as a result of the minor.  Because of these and similarly valuable experiences, I decided to continue studying in this field by pursuing graduate work in rhetoric and composition which will help me achieve my professional goals in either college-level writing instruction, writing center work, and/or writing instruction research.  As rewarding and academically challenging as my experience with the minor has been, I can only imagine how much more so a major would have been.  Had a major existed when I was looking into the classes, I would have either double majored or possibly changed majors.

If the minor is any indication, a major in would provide even greater opportunity for students to hone their writing skills, gain better understanding of and appreciation for the writing process, and encounter and practice with diverse genres that would serve them well in any number of programs.  Writing and Rhetoric Studies is the ideal coupling of the humanities with the sciences:  it provides humanities exploration through writing while simultaneously teaching the kind of writing and critical thought expected by a research institution.  The effort to create this major has the full support of this grateful student.

Sincerely,


Bethany E. Bibb

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

**Institution Submitting Request:** *University of Utah*
**Proposed Title:** *Writing and Rhetoric Studies*
**Currently Approved Title:** *Literacy Studies*
**School or Division or Location:** *College of Humanities*
**Department(s) or Area(s) Location:** *University Writing Program,*
**Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):** *00.0000*
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *23.1304*
**Proposed Beginning Date (for new programs):** *07/01/2103*
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

| SECTION NO | | ITEM |
|---|---|---|
| **Regents' General Consent Calendar Items** |
| *R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar* |
| 5.1.1 | | Minor* |
| 5.1.2 | | Emphasis* |
| 5.2.1 | | Certificate of Proficiency* |
| 5.2.3 | | Graduate Certificate* |
| 5.4.1 | | New Administrative Unit |
| | | Administrative Unit Transfer |
| | | Administrative Unit Restructure |
| | | Administrative Unit Consolidation |
| 5.4.2 | | New Center |
| | | New Institute |
| | | New Bureau |
| 5.5.1 | | Out-of-Service Area Delivery of Programs |
| 5.5.2 | | Program Transfer |
| | | Program Restructure |
| | | Program Consolidation |
| 5.5.3 | X | Name Change of Existing Programs |
| 5.5.4 | | Program Discontinuation |
| | | Program Suspension |
| 5.5.5 | | Reinstatement of Previously Suspended Program |
| | | Reinstatement of Previously Suspended Administrative Unit |

*Requires "Section V: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

**Signature**                                    **Date:** *MM/DD/YEAR*

**Printed Name:** *Name of CAO or Designee*

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[1] CIP codes must be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

<div align="center">

Program Request - Abbreviated Template
Higher Education Institution
Degree Type and Title
*MM/DD/YEAR*

</div>

<div align="center">

## Section I: Request

</div>

**The University of Utah** requests approval for a name change to the existing minor, *Literacy Studies*, to *Writing and Rhetoric Studies* effective July 1, 2013.

<div align="center">

## Section II: Need

</div>

The current name, *Literacy Studies*, gives the impression that the minor addresses writing and rhetoric from a traditional perspective, focusing solely on reading and writing practices. However, the curriculum extends beyond this conception, allowing students to emphasize other aspects of the history, theory and practice of writing and rhetoric. It is proposed that the name of the minor reflect the degree.

<div align="center">

## Section III: Institutional Impact

</div>

The proposed name change may impact student enrollments, as a name change would more accurately convey the goals of the degree. It will not, however, affect course offerings, administrative structure, or other units on campus.

<div align="center">

## Section IV: Finances

</div>

Since the minor is already in place, there are no financial implications associated with the name change.

<div align="center">

## Section V: Program Curriculum

</div>

**All Program Courses**

| Course Prefix and Number | Title | Credit Hours |
|---|---|---|
| Required Courses (2) | | |
| 1. WRTG 3860 | Introduction to Rhetoric | 3 |
| 2. WRTG 3870 | Writing as Social Practice | 3 |
| | Sub-Total | 6 |
| Elective Courses | | |
| | Sub-Total | 0 |
| Track/Options Emphasis: Choose 12 credit hours in one coherent area with approval from advisor | | |
| | Sub-Total | 12 |
| | Total Number of Credits | 18 |

**Program Schedule**

There is no change in the program schedule for the Minor in Writing and Rhetoric Studies. No new courses are anticipated within the next five years.
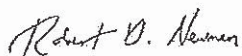
February 20, 2013

To Whom It May Concern:

I am pleased to support the name change of the minor offered by the University Writing Program from *Literacy Studies* to *Writing and Rhetoric Studies*. The current title, *Literacy Studies*, does not accurately depict the goal of the minor. When it was established in 2002, the minor was more limited in scope with an emphasis on traditional uses of print literacy. Today, the minor has broadened its objectives to support students learning about writing and rhetoric in multiple contexts: in disciplines and professions, and in local and global spheres. It also encompasses both print and digital writing. A more appropriate title for the minor is *Writing and Rhetoric Studies*. A change in name would not only reflect the curriculum better, but would also reflect current naming practices in the discipline.

Thank you for your attention.

Sincerely,

Robert Newman, Dean
College of Humanities

RN/jd

Cc   Maureen Mathison, Director

255 S. Central Campus Drive | Room 2100 | Salt Lake City, UT 84112 | phone 801.581.6214 | fax 801.585.5190 | www.hum.utah.edu

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College of Humanities
THE UNIVERSITY OF UTAH

OFFICE OF THE DEAN
255 S. Central Campus Drive | Room 2100 | Salt Lake City, UT 84112
phone 801.581.6214 | fax 801.585.5190 | www.hum.utah.edu

February 28, 2013

To Whom It May Concern:

The College of Humanities Curriculum Committee meets every fall and spring to review and all proposals for course and curriculum changes. The committee reviews all new courses, course attribute changes, deletions and inactivations, substantive changes to curriculum in all majors and minors, and proposals for new undergraduate majors, minors, and certificates.

The committee reviewed the University Writing Program's proposed major in *Writing and Rhetoric Studies*, as well as the proposed name change of the minor from *Literacy Studies* to *Writing and Rhetoric Studies*. The Committee unanimously supported both proposed changes.

Sincerely,

Mark Bergstrom, Senior Associate Dean
Chair, College Curriculum Committee
College of Humanities

Cc  Maureen Mathison, Director University Writing Program.

THE UNIVERSITY OF UTAH

February 25, 2013

Professor Michael Hardman
Interim Senior Vice President, Academic Affairs
Park Building
University of Utah
CAMPUS

Dear Senior Vice President Hardman:

On January 24, 2013 the Undergraduate Council met to consider three proposals put forward by the University Writing Program. One of these concerned a change in the name of the minor in Writing to a minor in Writing and Rhetoric Studies. The Undergraduate Council reviewed the written materials attendant to this proposal, questioned Maureen Mathison, Director of the UWP and Robert Newman, Dean of the College of Humanities about the proposal, and deliberated the proposal based on the evidence provided. After a robust discussion the Undergraduate Council voted unanimously to approve this proposal.

On behalf of the Undergraduate Council I ask that the name of the minor in Writing be changed to a minor in Writing and Rhetoric Studies be approved.

Respectfully,

Ann Darling
Sr. Associate Dean
Office of Undergraduate Studies

C: Ann Blanchard

Office of Undergraduate Studies
195 S. Central Campus Drive
Salt Lake City, Utah 84112-0511
(801) 581-3811
FAX (801) 585-3581

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## Cover/Signature Page - Abbreviated Template

**Institution Submitting Request:** *University of Utah*
**Proposed Title:** *Certificate in Ballet Studio Teaching*
**Currently Approved Title:** *NA*
**School or Division or Location:** *College of Fine Arts*
**Department(s) or Area(s) Location:** *Department of Ballet*
**Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):** *50.0302*
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *00.0000*
**Proposed Beginning Date (for new programs):** *08/20/2013*
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

| R401-5 | | | R401-6 | | |
|---|---|---|---|---|---|
| *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.* | | | *Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.* | | |
| Section # | | Item | Section # | | Item |
| 4.1.5.2 | ☐ | Minor* | 6.1.1 | ☐ | Reinstatement of Previously Suspended Program |
| 5.1.1.1 | ☐ | New Emphasis on an Existing Degree* | 6.1.5 | ☐ | Reinstatement of Previously Suspended Unit |
| 5.1.2 | X | Certificate of Proficiency Not Eligible for Financial Aid | | | |
| 5.1.3 | ☐ | Out-of-Service Area Delivery of Programs | | | |
| 5.1.4 | ☐ | Name Change of Existing Programs | | | |
| 5.1.5 | ☐ | Program Transfer | | | |
| | ☐ | Program Restructure | | | |
| | ☐ | Program Consolidation | | | |
| 5.1.6 | ☐ | Program Discontinuation | | | |
| | ☐ | Program Suspension | | | |
| 5.1.7 | ☐ | Administrative Unit Creation | | | |
| | ☐ | Administrative Unit Transfer | | | |
| | ☐ | Administrative Unit Consolidation | | | |
| 5.1.8 | ☐ | New Center | | | |
| | ☐ | New Institute | | | |
| | ☐ | New Bureau | | | |
| 5.1.9 | ☐ | Graduate Certificate | | | |

*Requires "Section VI: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature _____   Date: *2/14/13*

Printed Name: Michael L. Hardman

---

[1] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see
http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

January 30, 2013

TO:     Michael Hardman
        Interim Senior Vice President for Academic Affairs

FR:     Ann Darling
        Chair, Undergraduate Council

RE:     **New Emphasis in Ballet Teaching and New Certificate in Ballet Studio Teaching**

At its meeting on Thursday, January 24, the Undergraduate Council voted to approve two proposals from the Department of Ballet, one for a new undergraduate Emphasis in Ballet Teaching and one for a new undergraduate Certificate in Ballet Studio Teaching.  The proposals, with supporting materials, are attached.

We ask, if you also approve of the proposals, that they be forwarded on to the Executive Committee of the Academic Senate for their consideration.

Program Request - Abbreviated Template
University of Utah
Certificate in Ballet Studio Teaching within BFA in Ballet
*1/18/2012*

Section I: Request

The Department of Ballet at the University of Utah proposes that the certificate "Ballet Studio Teaching" be available for students receiving the BFA degree in Ballet.

The BFA degree in Ballet is a performance degree, requiring 80 credits (65% of total credits required for graduation) under the accreditation standards of the National Association of Schools of Dance (NASD). NASD standards state that the "program should include the equivalent of at least one course of pedagogy and teaching experience." NASD Handbook 2012-12, p. 98. In compliance with this standard the Department currently requires all students to complete one 3-credit course in Ballet Methodolody (Balle 4780) the course description of which states: "The purpose of this course is to introduce students to metholodogy of teaching classical ballet."

However, many students seeking the BFA degree in Ballet aspire to teach. Because careers as professional ballet dancers are typically short, most ballet performers pursue a second career after retiring from dancing. Often that second career is in ballet teaching in the studio setting. (Ballet is rarely taught in public schools due to a lack of proper facilities, especially sprung floors.) Moreover, graduates often aspire to own and direct their own dance studioes.

The Department currently offers the following courses that would assist students to prepare for a career in studio teaching:

| Number | Credits | Name | Description |
|---|---|---|---|
| Balle 4785 | 3 | Ballet Pedagogy | Teaching students how to safely adapt teaching theory practice is the main goal of this course |
| Balle 4860 | 1 may repeat | Teaching Practicum: Ballet | Ballet teahcing in the community or through DCE culminating in a practicum observed by faculty |
| Balle 4880 | 1 may repeat | Teaching Practicum: Character | Teaching character or folk dance in the community culminating in a practicum observed by faculty. |
| Balle 4890 | 1 may repeat | Teching Practicum: Other | Teaching of a dance style other than ballet, jazz or character dance culiminating in a practicum observed by the faculty. |
| Balle 4930 | 1 | Senior Capstone: Teaching Practicum | Student teaching on campus or in the community culminating in a practicum examination before a faculty jury. Students will be mentored by the teaching emphasis advisor. |
| Balle 3260 | 2 | Dance Production | This course is desiged for dance majors during the junior year of study. The course covers the theory of lighting for dance production and prepares students for a practicum in lighting a specific dance work. |
| Balle | 2 | Pointe Methodolody I and II | Graduate course on teaching pointe being redesigned |

| 6906 & 6907 | | | as an undergraduate course Balle 4210 |
| --- | --- | --- | --- |

Currently many students choose to take these courses in order to prepare themselves to teach. However, they receive no recognition for this preparation. Nor do these courses prepare the student for the prospect of owning and managing a private studio. Approving a Certificate in Ballet Studio Teaching that would be recorded on these students' transcripts would benefit them when they ultimately sought employment as ballet instructors and endeavored to establish themselves as studio owners.

The faculty in the Department of Ballet have been studying the curriculum over Summer, 2012 and Fall, 2012. In order to engage in this study the entire faculty (tenured, tenure-track, lecturer and visiting faculty) have served together as the curriculum committee, meeting weekly during Fall Semester. In addition, they worked for three days with a consultant from NASD and met in a mini-retreat thereafter. The Interim Chair of the Department has met at least once each semester since Fall, 2011, with all the ballet majors, who uniformly support the creation of a Certificate in Studio Teaching.

## Section II: Need

The Department of Ballet already offers all of the proposed Ballet courses for this emphasis, and steers students to enrolling in these courses if they wish to emphasize teaching. However, the students are disadvantaged by having no officially recorded "emphasis" or "certificate" following this course of study. The University similarly offers all the proposed courses outside the department. Many of these courses meet university requirements for social and behavioral science exploration (or other general education requirement) and all social science courses are included as courses to be taken for elementary or secondary teacher licensure. The Business courses proposed cover the range of topics relevant to the owner of a small business: accounting, marketing, communication and management. While an occasional Ballet student will choose to pursue a minor in business and enroll in related courses, outside that possibility Ballet students are not currently advised or directed to enroll in any of these complimentary courses. The Ballet students have indicated to the Interim Chair that they would like an officially recognized "certificate" to be available for students who complete this course of study.

Most (80%) of the majors within the Department of Ballet are not Utah natives and the Department of Ballet competes nationally with other colleges that have ballet-centric departments. Many of these other institutions offer greater recognition for their students who focus on ballet teaching or arts administration. For example, Butler University's Dance Department offers not only a BFA in Dance Performance but also a BA in Dance Pedagogy and a BS in Arts Administration. Mercyhurst College offers a BA in Dance with a concentration in Performance or a concentration in Applied Theory – Pedagogy. The University of Oklahoma offers a BFA in Dance Performance and a BFA in Dance Pedagogy. Approval of a Certificate in Ballet Studio Teaching at the University of Utah Department of Ballet would allow the Department to compete more effectively with these institutions.

Similarly, other institutions within the state of Utah offer both performance and teaching-focused credentials. BYU offers both a BA in Dance and a BA in Dance Education. UVU offers a BFA in Dance with a focus in ballet as well as a BS in Dance Education. Weber State offers a BA or BS in Dance Education. SUU offers a Dance major (BA or BS) with a Performance Emphasis or with an Education Emphasis. Although the ballet majors at the University of Utah are typically superior performers to those at

other Utah schools, it is anomalous and unfortunate that the University of Utah does not offer any recognition for our students who complete a course of study focusing upon ballet education.

However, there is one difference that should be recognized between the University of Utah Department of Ballet program and most of these other institutions. Many institutions offering degrees or emphases in dance education couple that with licensure to teach in the public schools. Because few public schools have facilities in which ballet can be taught (mirrors, barres, "sprung" floors), individuals teaching in the public schools invariably focus on modern or contemporary dance rather than ballet. Graduates of the Department of Ballet who pursue a teaching career teach instead in a private studio. Accordingly, some of the requirements for public school licensure (e.g. classroom management, education law and policy for classroom teachers, fieldwork in a public school) will not be relevant for a Certificate in Ballet Studio Teaching. Instead, this proposal includes courses in ballet pedagogy, field experiences teaching ballet, a course in production (to prepare for studio recitals), social science courses that are pre-requisites for teaching licensure and also relevant to teaching children and adolescents in a studio setting, and business courses that are relevant for managing or owning a private studio.

Recognizing these studies through a certificate would appropriately assist our students as they apply for employment and/or seek to establish themselves as entrepreneur owners of a dance studio. It should also assist them should they apply to graduate schools to receive a MFA focused on dance education.

## Section III: Institutional Impact

There should be no or minimal impact to the department or institution. All of the courses to be required for the "Ballet Studio Teaching Certificate" are already offered and most students with an interest in teaching already take the Ballet courses. All university students are currently required to take two Behavioral Science courses as part of their general education requirement. At most the certificate requirements may direct the ballet major to take certain courses to fulfill the Behavioral Science requirement (rather than other courses) and take six additional hours in the Business area.

## Section IV: Finances

There should be no financial impact to the department or the institution.

## Section VI: Program Curriculum
### ***THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY.***

All Program Courses

The StudioTeaching Certificate will require the following (described above):

| Number | Name | Credits |
|---|---|---|
| Balle 4785 | Ballet Pedagogy | 3 |
| Balle 4860 | Teaching Practicum: Ballet | 1 |
| Balle 3260 | Dance Production | 2 |
| | TOTAL REQUIRED | 6 |

The Studio Teaching Certificate will require 3 credits from among the following Ballet courses (described above):

| Number | Name | Credits |
|---|---|---|
| Balle 4860 | Teaching Practicum: Ballet | 1 |
| Balle 4880 | Teaching Practicum:  Character | 1-2 |
| Balle 4890 | Teaching Practicum:  Other | 1-2 |
| Balle 4930 | Senior Capstone:  Teaching Practicum | 1 |
| Balle 4210 | Pointe Methodology | 2 |
| | TOTAL REQUIRED | 3 |

The Studio Teaching Certificate will require one course (3 credits) from among the following child development courses from which elementary teachers must select and one course (3 credits) from among the adolescent psychology courses from which secondary teachers must select in order to become licensed in Utah.

One course from:

| Number | Names | Description | Credits |
|---|---|---|---|
| FCS 1500 | Human Development | Requirements:  Meets Soc./Beh. Science Exploration<br>A survey examining development through the prenatal period and all stages of life. Consideration of physical, intellectual, and social development, with emphasis upon the influence of various contexts (e.g. family, culture, community, school). | 3 |
| FCS 2570 | Middle Childhood Development | Requirements:   Meets Soc. /Beh. Science Exploration<br>This course will focus on the physical, social, emotional, cognitive and linguistic development characteristics of children and young adolescents (ages 5-13).  Students will relate the major concepts, theories, and research associated with development of children and young adolescents. | 3 |
| FCS 3215 | Development in Infancy and Childhood | Requirements:   Meets Soc./Beh. Science Exploration<br>In-depth examination of development through the prenatal period, infancy, and childhood. Consideration of physical, intellectual, and social development, with emphasis upon the child in various contexts (e.g. family, culture, school, community). | 3 |
| PSY 1220 | Psychology of Infancy and Childhood | Requirements:   Meets Soc./Beh. Science Exploration<br>Intellectual, social, physical and personality development during infancy and childhood presented at a general, introductory level. | 3 |
| | | TOTAL REQUIRED | 3 |

One course from among:

| PSY 1230 | Psychology of Adolescence | Requirements: Meets Soc./Beh. Science Exploration<br>Social, intellectual and personality development during adolescence. | 3 |
|---|---|---|---|
| PSY 3220 | Child and Adolescent Development | Developmental processes in childhood and adolescence. Emphasis on theories and research in intellectual, social, emotional, and physical development. | 3 |
| FCS 5230 | Adolescent Development in the Family | Interaction between parents and adolescents and effects of families on adolescent behavior; needs of families with adolescents | 3 |
| | | TOTAL REQUIRED | 3 |

The Studio Teaching Certificate will require 6 credits from among the following Business courses. These courses cover the range of topics that should be relevant to the studio owner: accounting, marketing, management and communication:

| Number | Names | Description | Credits |
|---|---|---|---|
| ACCTG 2600 | Survey of Accounting | This course provides a broad view of accounting, focusing on a user's perspective. It introduces students to the role of accounting and the various individuals who rely on accounting within a business. Students learn the fundamentals of accounting, with a focus on understanding and using information provided within financial statements and how these statements are used by various stakeholders, including investors, managers, and tax authorities. | 3 |
| MKTG 3000 | Marketing Vision | For non-business majors only. Topics we will consider in this course include the dynamic relationship of marketing and society; the world-wide impact of American commercial culture, global brands, and globalization; the evolving marketplace of the internet and its consequences for society and the future; and law and regulations concerning competition, privacy and intellectual property. In the process, and in addition, students will learn skills related to product development and design, where and how to sell products, customer perception of prices, the use and effects of branding, and other marketing tactics. | 3 |
| MGT 3819 | Business and Professional Communication | Requirements: Meets Upper Division CW.<br>This course is an advanced communication course focused on public speaking and writing in a business context. Students will blend communication theory with intensive skill building as a way to improve their ability to manage their careers and communicate successfully in the business world. This course is comprised of three main sections: advance public speaking, managerial writing and career strategies. Students will master the following: (1) | 3 |

| | | traditional correspondence: memo, letter and proposal writing: (2) electronic correspondence: emails, blogging, text messaging and instant messaging; (3) career strategies: resume and cover letter writing; and (4) networking skills including the value proposition and elevator speeches. The class is open to all majors and is well suited to any student who wants to sharper their communication skills and professionalism in the workplace. | |
| MGT 4560 | Small Business Management | How does one go about creating a new small business? What must one do to assure its success? That is the topic of this class. As a result of taking this course, students will be better able to understand the tasks and challenges facing the small business, learn how to identify and evaluate the attractiveness 9and risk) of different types of business opportunities, acquire practical knowledge about how to start and manage your own small business and learn how to plan and manage for small business growth and success. This class is specifically designed to meet the needs of the non-business major, as well as those who engage in service projects helping build small business communities around the world. | 3 |
| | | TOTAL REQUIRED | 6 |

| Course Prefix & Number | Title | Credit Hours |
|---|---|---|
| Required Courses | | |
| Balle 4785 | Ballet Pedagogy | 3 |
| Balle 4860 | Tchg Practicum: Ballet | 1 |
| Balle 3260 | Dance Production | 2 |
| | Sub-Total | 6 |
| Elective Courses Balle | 3 credits from among: | |
| Balle 4860 | Tchg Practicum: Ballet | 1 |
| Balle 4880 | Tchg Practicum: Character | 1-2 |
| Balle 4890 | Tchg Practicum: Other | 1-2 |
| Balle 4930 | Senior Capstone: Tchg Practicum | 1 |
| Balle 4210 | Pointe Methodology | 2 |
| | Sub-Total | 3 |
| Elective Courses Child Develop. | 3 credits from among: | |
| FCS 1500 | Human Development | 3 |
| FCS 2570 | Middle Childhood Development | 3 |
| FCS 3215 | Development in Infancy and Childhood | 3 |
| PSY 1220 | Psychology of Infancy and Childhood | 3 |
| | Subtotal | 3 |

| Course Prefix & Number | Title | Credit Hours |
|---|---|---|
| Elective Courses Adolescent Psych | 3 credits from among | |
| PSY 1230 | Psychology of Adolescence | 3 |
| PSY 3220 | Child and Adolescent Development | 3 |
| FCS 5230 | Adolescent Development in the Family | 3 |
| | Sub-Total | 3 |
| Elective Courses Business | 6 credits from among: | |
| ACCTG 2600 | Survey of Accounting | 3 |
| MKTG 3000 | Marketing Vision | 3 |
| MGT 3810 | Business and Professional Communication | 3 |
| MGT 4560 | Small Business Management | 3 |
| | Sub-Total | 6 |
| Track/Options (if applicable) | | |
| | | |
| | Sub-Total | |
| Total Number of Credits | | |
| | | |
| | | 21 |
| | | |

## New Courses to Be Added in the Next Five Years

*List all new courses to be added in the next five years by prefix, number, title, and credit hours (or credit equivalences) to serve this program. Use the following format. (Remove these descriptive italics after completing this section of the template.)*

| Semester 1 | Course Prefix and Number | Course Title |
|---|---|---|
| *Spring, 2014* | Balle 4210 | Pointe Methodology |

## Program Schedule

### Freshman Fall - Spring

Ballet majors are required to enroll in 7 – 10 credits of ballet course work each semester. For this reason no courses particular to the Studio Teaching Certificate are suggested during the freshman year.

### Sophomore Fall – Spring

| Prefix & No. | Course Name | Credits |
|---|---|---|
| Balle 3260 | Dance Production | 2 |

And one course from among:

| Prefix & No. | Name | Credits |
|---|---|---|

| FCS 1500 | Human Development | 3 |
|----------|-------------------|---|
| FCS  2570 | Middle Childhood Development | 3 |
| FCS 3215 | Development in Infancy and Childhood | 3 |
| PSY 1220 | Psychology of Infancy and Childhood | 3 |

And one course from among:

| Prefix & No. | Name | |
|--------------|------|---|
| PSY 1230 | Psychology of Adolescence | 3 |
| PSY 3220 | Child and Adolescent Development | 3 |
| FCS 5230 | Adolescent Development in the Family | 3 |

## Junior Fall

| Prefix & No. | Course Name | Credits |
|--------------|-------------|---------|
| Balle 4780 | Ballet Methodology | 3 |
| | | |

## Junior Spring

| Prefix & No. | Course Name | Credits |
|--------------|-------------|---------|
| Balle 4785 | Ballet Pedagogy | 3 |
| Balle 4210 | Pointe Methodology (elective—if desired) | 2 |
| | | |

## Senior Fall

| Prefix & No. | Course Name | Credits |
|--------------|-------------|---------|
| Balle 4860 | Tchg Practicum: Ballet | 1 |
| | If desired, one credit from among: | |
| Balle 4880 | Tchg Practicum:  Character | 1-2 |
| Balle 4890 | Tchg Practicum: Other | 1-2 |
| | One course from among: | |
| Acctg 2600 | Survey of Accounting | 3 |
| Mktg 3000 | Marketing Vision | 3 |
| Mgt 3810 | Business and Professional Communication | 3 |
| Mgt 4560 | Small Business Management | 3 |
| | | |

## Senior Spring

| Prefix & No. | Course Name | Credits |
|--------------|-------------|---------|
| Balle | Senior Capstone:  Tchg Practicum (elective) | 1 |
| | One or two credits from among: | |
| Balle 4860 | Tchg Practicum:  Ballet | 1 |
| Balle 4880 | Tchg Practicum:  Character | 1-2 |
| Balle 4890 | Tchg Practicum: Other | 1-2 |
| Balle 4210 | Pointe Methodology | 2 |
| | One course from among: | |
| Acctg 2600 | Survey of Accounting | 3 |
| Mktg 3000 | Marketing Vision | 3 |

| Mgt 3810 | Business and Professional Communication | 3 |
|----------|----------------------------------------|---|
| Mgt 4560 | Small Business Management | 3 |
| | | |

THE UNIVERSITY OF UTAH

Date:   January 22, 2013

To:     Edward Barbanell, Associate Dean, Undergraduate Studies

From:   Jeffrey Kentor, Senior Associate Dean for Academic Affairs
        College of Social and Behavioral Science

Subject: Letter of Support for Department of Ballet Certificate in Ballet Studio Teaching

The College of Social and Behavioral Science fully supports The Department of Ballet's proposed undergraduate certificate in "Ballet Studio Teaching" for students receiving the BFA degree in Ballet. The seven courses included from our College are all offered on a regular basis and have adequate enrollment openings for additional students.

**David Eccles**
**School of Business**
THE UNIVERSITY OF UTAH

January 18, 2013

To whom it may concern:

I am pleased to write a letter of endorsement for the creation of a Certificate in Ballet Studio Teaching at the Department of Ballet at the University of Utah, which includes six credits from the School of Business. The Business courses proposed cover topics relevant to small business owners and entrepreneurs, which will benefit those students who ultimately seek employment as ballet instructors and/or seek to establish themselves as owners of a dance studio.

The Ballet Studio Teaching Certificate will require Business courses which cover a range of disciplines among accounting, marketing, communication and management.

We are pleased to take part in an officially recognized certificate that would be made available to students who complete this course of study. We agree that an approval of a Certificate in Ballet Studio Teaching will allow the Department of Ballet to compete more effectively with other Utah institutions who offer both performance and teaching-focused credentials.

Sincerely,

Taylor Randall
Dean, David Eccles School of Business
University of Utah

## Cover/Signature Page - Abbreviated Template

**Institution Submitting Request:** *University of Utah*
**Proposed Title:** *Emphasis in Ballet Teaching*
**Currently Approved Title:** *NA*
**School or Division or Location:** *College of Fine Arts*
**Department(s) or Area(s) Location:** *Department of Ballet*
**Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):** *50.0302*
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *00.0000*
**Proposed Beginning Date (for new programs):** *08/20/2013*
**Institutional Board of Trustees' Approval Date:** *MM/DD/YEAR*

**Proposal Type (check all that apply):**

<table>
<tr><td colspan="3">R401-5<br>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</td><td colspan="3">R401-6<br>Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda.</td></tr>
<tr><td colspan="2">Section #</td><td>Item</td><td colspan="2">Section #</td><td>Item</td></tr>
<tr><td>4.1.5.2</td><td>☐</td><td>Minor*</td><td>6.1.1</td><td>☐</td><td>Reinstatement of Previously Suspended Program</td></tr>
<tr><td>5.1.1.1</td><td>x</td><td>New Emphasis on an Existing Degree*</td><td>6.1.5</td><td>☐</td><td>Reinstatement of Previously Suspended Unit</td></tr>
<tr><td>5.1.2</td><td>☐</td><td>Certificate of Proficiency Not Eligible for Financial Aid</td><td></td><td></td><td></td></tr>
<tr><td>5.1.3</td><td>☐</td><td>Out-of-Service Area Delivery of Programs</td><td></td><td></td><td></td></tr>
<tr><td>5.1.4</td><td>☐</td><td>Name Change of Existing Programs</td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">5.1.5</td><td>☐</td><td>Program Transfer</td><td></td><td></td><td></td></tr>
<tr><td>☐</td><td>Program Restructure</td><td></td><td></td><td></td></tr>
<tr><td>☐</td><td>Program Consolidation</td><td></td><td></td><td></td></tr>
<tr><td rowspan="2">5.1.6</td><td>☐</td><td>Program Discontinuation</td><td></td><td></td><td></td></tr>
<tr><td>☐</td><td>Program Suspension</td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">5.1.7</td><td>☐</td><td>Administrative Unit Creation</td><td></td><td></td><td></td></tr>
<tr><td>☐</td><td>Administrative Unit Transfer</td><td></td><td></td><td></td></tr>
<tr><td>☐</td><td>Administrative Unit Consolidation</td><td></td><td></td><td></td></tr>
<tr><td rowspan="3">5.1.8</td><td>☐</td><td>New Center</td><td></td><td></td><td></td></tr>
<tr><td>☐</td><td>New Institute</td><td></td><td></td><td></td></tr>
<tr><td>☐</td><td>New Bureau</td><td></td><td></td><td></td></tr>
<tr><td>5.1.9</td><td>☐</td><td>Graduate Certificate</td><td></td><td></td><td></td></tr>
</table>

*Requires "Section VI: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Signature _____    Date: 2/4/13

Printed Name: Michael L. Hardman

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[1] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

THE
UNIVERSITY
OF UTAH

Office of Undergraduate Studies
195 S. Central Campus Drive  Salt Lake City, UT 84112-0511  (801) 581-3811  FAX (801) 585-3581

January 30, 2013

TO:     Michael Hardman
        Interim Senior Vice President for Academic Affairs

FR:     Ann Darling
        Chair, Undergraduate Council

RE:     **New Emphasis in Ballet Teaching and New Certificate in Ballet Studio Teaching**

At its meeting on Thursday, January 24, the Undergraduate Council voted to approve two proposals from the Department of Ballet, one for a new undergraduate Emphasis in Ballet Teaching and one for a new undergraduate Certificate in Ballet Studio Teaching.  The proposals, with supporting materials, are attached.

We ask, if you also approve of the proposals, that they be forwarded on to the Executive Committee of the Academic Senate for their consideration.

## Section I: Request

The Department of Ballet at the University of Utah proposes that the emphasis "Ballet Teaching" be available for students receiving the BFA degree in Ballet.

The BFA degree in Ballet is a performance degree, requiring 80 credits (65% of total credits required for graduation) under the accreditation standards of the National Association of Schools of Dance (NASD). NASD standards state that the "program should include the equivalent of at least one course of pedagogy and teaching experience." NASD Handbook 2012-12, p. 98. In compliance with this standard the Department currently requires all students to complete one 3-credit course in Ballet Methodolody (Balle 4780) the course description of which states: "The purpose of this course is to introduce students to metholodogy of teaching classical ballet."

However, many students seeking the BFA degree in Ballet aspire to teach. Because careers as professional ballet dancers are typically short, most ballet performers pursue a second career after retiring from dancing. Often that second career is in ballet teaching. Many students teach part-time during their studies and may aspire to a career as a teacher rather than as a performer.

The Department currently offers the following courses that would assist students to prepare for a career in teaching:

| Number | Credits | Name | Description |
|---|---|---|---|
| Balle 4785 | 3 | Ballet Pedagogy | Teaching students how to safely adapt teaching theory practice is the main goal of this course |
| Balle 4860 | 1 may repeat | Teaching Practicum: Ballet | Ballet teahcing in the community or through DCE culminating in a practicum observed by faculty |
| Balle 4880 | 1 may repeat | Teaching Practicum: Character | Teaching character or folk dance in the community culminating in a practicum observed by faculty. |
| Balle 4890 | 1 may repeat | Teching Practicum: Other | Teaching of a dance style other than ballet, jazz or character dance culiminating in a practicum observed by the faculty. |
| Balle 4930 | 1 | Senior Capstone: Teaching Practicum | Student teaching on campus or in the community culminating in a practicum examination before a faculty jury. Students will be mentored by the teaching emphasis advisor. |
| Balle 3260 | 2 | Dance Production | This course is desiged for dance majors during the junior year of study. The course covers the theory of lighting for dance production and prepares students for a practicum in lighting a specific dance work. |
| Balle 6906 & 6907 | 2 | Pointe Methodolody I and II | Graduate course on teaching pointe being redesigned as an undergraduate course |

Currently many students choose to take these courses in order to prepare themselves to teach. However, they receive no recognition for this preparation.  Approving an Emphasis in Ballet Teaching that would be recorded on these students' transcripts would benefit them when they ultimately sought employment as ballet instructors.

The faculty in the Department of Ballet have been studying the curriculum over Summer, 2012 and Fall, 2012.  In order to engage in this study the entire faculty (tenured, tenure-track, lecturer and visiting faculty) have served together as the curriculum committee, meeting weekly during Fall Semester.  In addition, they worked for three days with a consultant from NASD and met in a mini-retreat thereafter.  The Interim  Chair of the Department has met at least once each semester since Fall, 2011, with all the ballet majors, who uniformly support the creation of an Emphasis in Ballet Teaching.

## Section II: Need

The Department of Ballet already offers all of the proposed Ballet courses for this emphasis, and steers students to enroll in these courses if they wish to emphasize teaching.  However, the students are disadvantaged by having no officially recorded "emphasis" or "certificate" following this course of study.  The University similarly offers all the proposed courses outside the department, most meet university requirements for social and behavioral science exploration requirements and all are included as courses to be taken for elementary or secondary teacher licensure.  However, the Ballet students are not currently advised or directed to enroll in these complimentary courses.  The Ballet students have indicated to the Interim Chair that they would like an officially recognized "emphasis" to be available for students who complete this course of study.

Most (80%) of the majors within the Department of Ballet are not Utah natives and the Department of Ballet competes nationally with other colleges that have ballet-centric departments.  Many of these other institutions offer greater recognition for their students who focus on ballet teaching. For example, Butler University offers both a BFA in Dance Performance and a BA in Dance Pedagogy.  Mercyhurst College offers a BA in Dance with a concentration in Performance or a concentration in Applied Theory – Pedagogy.  The University of Oklahoma offers a BFA in Dance Performance and a BFA in Dance Pedagogy.   Approval of an Emphasis in Ballet Teaching at the University of Utah Department of Ballet would allow the Department to compete more effectively with these institutions.

Similarly, other institutions within the state of Utah offer both performance and teaching-focused credentials.  BYU offers both a BA in Dance and a BA in Dance Education.  UVU offers a BFA in Dance with a focus in ballet as well as a BS in Dance Education.  Weber State offers a BA or BS in Dance Education.  SUU offers a Dance major (BA or BS) with a Performance Emphasis or with an Education Emphasis.  Although the ballet majors at the University of Utah are typically superior performers to those at other Utah schools, it is anomalous and unfortunate that the University of Utah does not offer any recognition for our students who complete a course of study focusing upon ballet education.

However, there is one difference that should be recognized between the University of Utah Department of Ballet program and most of these other institutions.  Many institutions offering degrees or emphases in dance education couple that with licensure to teach in the public schools.  Because few public schools have facilities in which ballet can be taught (mirrors, barres, "sprung" floors), individuals teaching in the public schools invariably focus on modern or contemporary dance rather than ballet. Graduates of the Department

of Ballet who pursue a teaching career teach instead in a private studio. Accordingly, some of the requirements for public school licensure (e.g. classroom management, education law and policy for classroom teachers, fieldwork in a public school) will not be relevant for an Emphasis in Ballet Teaching. Instead, this proposal includes courses in ballet pedagogy, field experiences teaching ballet, a course in production (to prepare for studio recitals) and social science courses that are pre-requisites for teaching licensure and also relevant to teaching children and adolescents in a studio setting.

Recognizing these studies through an emphasis would appropriately assist our students as they apply for employment.  It should also assist them should they apply to graduate schools to receive a MFA focused on dance education.

## Section III: Institutional Impact

There should be no or minimal impact to the department or institution.  All of the courses to be required for the "Ballet Teaching Emphasis" are already offered and most students with an interest in teaching already take the Ballet courses.  All university students are currently required to take two Behavioral Science courses as part of their general education requirement. At most the certificate requirements may direct the ballet major to take certain courses to fulfill the Behavioral Science requirement rather than other courses.

## Section IV: Finances

There should be no financial impact to the department or the institution.

## Section VI:  Program Curriculum
### ***THIS SECTION OF THE ABBREVIATED TEMPLATE REQUIRED FOR EMPHASES AND MINORS ONLY.***

All Program Courses

The Teaching Emphasis will require the following (described above):

| Number | Name | Credits |
|---|---|---|
| Balle 4785 | Ballet Pedagogy | 3 |
| Balle 4860 | Teaching Practicum: Ballet | 1 |
| Balle 3260 | Dance Production | 2 |
| | TOTAL REQUIRED | 6 |

The Teaching Emphasis will require 3 credits from among the following Ballet courses (described above):

| Number | Name | Credits |
|---|---|---|
| Balle 4860 | Teaching Practicum: Ballet | 1 |
| Balle 4880 | Teaching Practicum:  Character | 1-2 |
| Balle 4890 | Teaching Practicum:  Other | 1-2 |
| Balle 4930 | Senior Capstone:  Teaching Practicum | 1 |
| Balle 4210 | Pointe Methodology | 2 |
| | TOTAL REQUIRED | 3 |

The Teaching Emphasis will require one courses (3 credits) from among the child development courses from which elementary teachers must select and one course (3 credits) from the adolescent psychology courses form which secondary teachers must select in order to become licensed in Utah.

One course from:

| Number | Names | Description | Credits |
|---|---|---|---|
| FCS 1500 | Human Development | Requirements:  Meets Soc./Beh. Science Exploration<br>A survey examining development through the prenatal period and all stages of life. Consideration of physical, intellectual, and social development, with emphasis upon the influence of various contexts (e.g. family, culture, community, school). | 3 |
| FCS 2570 | Middle Childhood Development | Requirements:   Meets Soc. /Beh. Science Exploration<br>This course will focus on the physical, social, emotional, cognitive and linguistic development characteristics of children and young adolescents (ages 5-13).  Students will relate the major concepts, theories, and research associated with development of children and young adolescents. | 3 |
| FCS 3215 | Development in Infancy and Childhood | Requirements:   Meets Soc./Beh. Science Exploration<br>In-depth examination of development through the prenatal period, infancy, and childhood. Consideration of physical, intellectual, and social development, with emphasis upon the child in various contexts (e.g. family, culture, school, community). | 3 |
| PSY 1220 | Psychology of Infancy and Childhood | Requirements:   Meets Soc./Beh. Science Exploration<br>Intellectual, social, physical and personality development during infancy and childhood presented at a general, introductory level. | 3 |
| | | TOTAL REQUIRED | 3 |

One course from:

| Number | Names | Description | Credits |
|---|---|---|---|
| PSY 1230 | Psychology of Adolescence | Requirements:  Meets Soc./Beh. Science Exploration<br>Social, intellectual and personality development during adolescence. | 3 |
| PSY 3220 | Child and Adolescent Development | Developmental processes in childhood and adolescence. Emphasis on theories and research in intellectual, social, emotional, and physical development. | 3 |
| FCS 5230 | Adolescent Development in the Family | Interaction between parents and adolescents and effects of families on adolescent behavior; needs of families with adolescents | 3 |
| | | TOTAL REQUIRED | 3 |

| Course Prefix & Number | Title | Credit Hours |
|---|---|---|
| Required Courses | | |
| Balle 4785 | Ballet Pedagogy | 3 |
| Balle 4860 | Tchg Practicum: Ballet | 1 |
| Balle 3260 | Dance Production | 2 |
| | Sub-Total | 6 |
| Elective Courses Balle | 3 credits from among: | |
| Balle 4860 | Tchg Practicum: Ballet | 1 |
| Balle 4880 | Tchg Practicum: Character | 1-2 |
| Balle 4890 | Tchg Practicum: Other | 1-2 |
| Balle 4930 | Senior Capstone: Tchg Practicum | 1 |
| Balle 4210 | Pointe Methodology | 2 |
| | Sub-Total | 3 |
| Elective Courses Child Dev. | 3 credits from among: | |
| FCS 1500 | Human Development | 3 |
| FCS 2570 | Middle Childhood Development | 3 |
| FCS 3215 | Development in Infancy and Childhood | 3 |
| PSY 1220 | Psychology of Infancy and Childhood | 3 |
| Elective Courses Adolescent Dev. | 3 credits from among | |
| PSY 1230 | Psychology of Adolescence | 3 |
| PSY 3220 | Child and Adolescent Development | 3 |
| FCS 5230 | Adolescent Development in the Family | 3 |
| | Sub-Total | 3 |
| Track/Options (if applicable) | | |
| | | |
| | Sub-Total | |
| Total Number of Credits | | |
| | | |
| | | 15 |
| | | |

## New Courses to Be Added in the Next Five Years

| Semester 1 | Course Prefix and Number | Course Title |
|---|---|---|
| Spring 2014 | Balle 4210 | Pointe Methodology |
| Semester 2 | | |

## Program Schedule

### Freshman Fall - Spring
Ballet majors are required to enroll in 7 – 10 credits of ballet course work each semester. For this reason no courses particular to the Teaching Emphasis are suggested during the freshman year.

### Sophomore Fall – Spring

| Prefix & No. | Course Name | Credits |
|---|---|---|
| Balle 3260 | Dance Production | 2 |

And one course from among:

| Prefix & No. | Name | Credits |
|---|---|---|
| FCS 1500 | Human Development | 3 |
| FCS  2570 | Middle Childhood Development | 3 |
| FCS 3215 | Development in Infancy and Childhood | 3 |
| PSY 1220 | Psychology of Infancy and Childhood | 3 |

And one course from among:

| Prefix & No. | Name | |
|---|---|---|
| PSY 1230 | Psychology of Adolescence | 3 |
| PSY 3220 | Child and Adolescent Development | 3 |
| FCS 5230 | Adolescent Development in the Family | 3 |

### Junior Fall

| Prefix & No. | Course Name | Credits |
|---|---|---|
| Balle 4780 | Ballet Methodology | 3 |
| | | |

### Junior Spring

| Prefix & No. | Course Name | Credits |
|---|---|---|
| Balle 4785 | Ballet Pedagogy | 3 |
| Balle 4210 | Pointe Methodology (elective—if desired) | 2 |
| | | |

### Senior Fall

| Prefix & No. | Course Name | Credits |
|---|---|---|
| Balle 4860 | Tchg Practicum: Ballet | 1 |
| | If desired, one credit from among: | |
| Balle 4880 | Tchg Practicum:  Character | 1-2 |
| Balle 4890 | Tchg Practicum: Other | 1-2 |
| | | |

### Senior Spring

| Prefix & No. | Course Name | Credits |
|---|---|---|
| Balle | Senior Capstone:  Tchg Practicum (elective) | 1 |
| | One or two credits from among: | |
| Balle 4860 | Tchg Practicum:  Ballet | 1 |

| Balle 4880 | Tchg Practicum:  Character | 1-2 |
| --- | --- | --- |
| Balle 4890 | Tchg Practicum: Other | 1-2 |
| Balle 4210 | Pointe Methodology | 2 |
| | | |

January 22, 2013

To whom it may concern,

Professor Smith, Interim Head of the Ballet Department at the University of Utah, has asked me to write in support of the new program in Ballet Teaching within the BFA program in Ballet.

The Marriott Library has a strong collection which supports the existing courses in the Ballet Department.   One professional faculty librarian, in conjunction with other librarians connected with the Dumke Fine Arts Library within the Marriott Library, serves as liaison between the Library and the Ballet Department.  Additional support is given by the faculty librarians and staff who work in the Dumke Fine Arts Library.

The library resources are in numerous formats which are accessible and useable by students and faculty.  Included in these resources are: books (2,880), bound issues of journals (741), video materials (677), multivolume sets (34) and multivolume series (4).  In addition to these materials the Rare Books section of Special Collections in Marriott Library has numerous rare books dealing with dance and ballet from an historical viewpoint.  Significant pedagogical aspects of these rare books are the marginalia written by the numerous owners throughout the years.  Special Collections has Ballet West archival papers (ACCN 1129), the William Christensen papers included in Utah Ballet Archives (MS 0247) and Ballet West for Children archives (ACCN 1313).  Recently, a library guide titled Dance in Utah has been launched at this link: http://campusguides.lib.utah.edu/danceinutah which will direct the user to resources documenting dance, individual dancers and dance companies in Utah.

The library catalog serves as a discovery tool leading to resources in the university libraries and beyond.  There are multiple databases such as Dance on Video, Jerome Robbins Dance Division of New York Public Library, International Bibliography of Theatre and Dance, Sports Discus, and Dissertations and Theses Full Text which give access to literature on ballet and related subjects.

I have created a Ballet Research Guide at this link http://campusguides.lib.utah.edu/content.php?pid=71287 that outlines resources available to students and has tabs that link to article indexes, web resources, library resources, etc.  Many

articles are available full-text online and those which are not, and are not in the Marriott Library, can be obtained by the excellent Interlibrary Loan Department of Marriott Library.

The collection is always expanding. Grant money has enabled the purchase of Balanchine videos, derived from archival films, showing him and others employing his methods for teaching choreography. Additionally, the Princeton Dance Collection of both classic and contemporary ballet performances is being acquired by the Marriott Library.

Faculty are always encouraged to make suggestions so that the library resources can support their teaching needs.

Since the resources described herein give excellent support to existing courses in Ballet and since many of these courses will be included in the new curriculum for The Ballet Teaching Emphasis, there should be more than adequate library materials support the Ballet Department's new educational initiative.

Yours sincerely,

Myron B. Patterson. DSM, MLS, ARCCO (CHM), ATCL, LTCL
Music & Dance Librarian
Marriott Library
Adjunct Associate Professor of Music
School of Music
University of Utah

## Cover/Signature Page - Abbreviated Template

**Institution Submitting Request:** *University of Utah*
**Proposed Title:** *Care Management (Emphasis within MS in Nursing)*
**Currently Approved Title:** NA
**School or Division or Location:** *College of Nursing*
**Department(s) or Area(s) Location:** *MS in Nursing Program*
**Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):** *51.3818*
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *00.0000*
**Proposed Beginning Date (for new programs):** *Summer/Fall 2013*
**Institutional Board of Trustees' Approval Date:**

**Proposal Type (check all that apply):**

| R401-5 Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. | | | R401-6 Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. | | |
|---|---|---|---|---|---|
| Section # | | Item | Section # | | Item |
| 4.1.5.2 | ☐ | Minor* | 6.1.1 | ☐ | Reinstatement of Previously Suspended Program |
| 5.1.1.1 | ☐ | New Emphasis on an Existing Degree* | 6.1.5 | ☐ | Reinstatement of Previously Suspended Unit |
| 5.1.2 | ☒ | Certificate of Proficiency Not Eligible for Financial Aid | | | |
| 5.1.3 | ☐ | Out-of-Service Area Delivery of Programs | | | |
| 5.1.4 | ☐ | Name Change of Existing Programs | | | |
| 5.1.5 | ☐ | Program Transfer | | | |
| | ☐ | Program Restructure | | | |
| | ☐ | Program Consolidation | | | |
| 5.1.6 | ☐ | Program Discontinuation | | | |
| | ☐ | Program Suspension | | | |
| 5.1.7 | ☐ | Administrative Unit Creation | | | |
| | ☐ | Administrative Unit Transfer | | | |
| | ☐ | Administrative Unit Consolidation | | | |
| 5.1.8 | ☐ | New Center | | | |
| | ☐ | New Institute | | | |
| | ☐ | New Bureau | | | |
| 5.1.9 | ☐ | Graduate Certificate | | | |

*Requires "Section VI: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____    Date: 2/4/13

**Signature**

**Printed Name:** Vivian Lee

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[1] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see
http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

February 13, 2013

Vivian Lee
Senior Vice President, Health Sciences
Park 203
Campus

Dear Senior Vice President,

Enclosed is proposal for a Certificate in Care Management; which was approved by the Graduate Council on January 28, 2013.  Included in this proposal packet are the signature page and proposal.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Donna White
Interim Dean of the Graduate School

**Post Baccalaureate Certificate Request**
**University of Utah College of Nursing**
**Nursing Care Management Certificate Option**
**January 7, 2013**

## Section I: Request

The College of Nursing (CoN) at the University of Utah requests permission to establish a new certificate option. This new certificate in *Care Management* will target baccalaureate prepared nurses who wish to develop knowledge and skills in managing the health care of groups of individuals and families across the continuum of care settings. The certificate is consistent with all of the Master's emphases at the College of Nursing, which offer a certificate option. The certificate acts as a point of entry into graduate school and is often taken concurrently with the Doctor of Nursing Practice or PhD degrees. This certificate program is made up of existing courses and graduate credits in the MS in Nursing Program. The certificate program is developed as a fast track to meet the needs of the health care industry. Students wishing to pursue a Master's degree will apply to the graduate school prior to the completion of 9 graduate credits. The certificate contains 15 required credits and no electives.

Approval for the certificate was obtained from the appropriate CoN standing committee, the MS & Doctor of Nursing Practice (DNP) Program Committee concurrent with approval of the emphasis in Care Management. The Certificate in Care Management obtained full committee approval on September 27th, 2012. The new emphasis area with the certificate was presented at College Council (the governing body for nursing) on October 19, 2012. The Master's emphasis has been approved by the Graduate Council and is progressing through approval process.

## Section II: Need

Health care reform is focused on providing access to high quality, cost effective care. The goal of care management is to provide individualized healthcare at the most appropriate level, including but not limited to home, community clinics, acute care hospitals and long term care institutions. In order to manage the cost of health care, patients need to move through the system seamlessly, receiving care at the most appropriate level with the use of the most appropriate resources.

According to national research conducted by the Health Care Advisory Board, all Americans will be affected by health care reform. By 2030, Medicare will cover approximately 23% of the US population, and increases in the aging population will place a significant burden on Medicare. The growth of chronic conditions will outpace the growth of the US population. In addition, individuals with more than one chronic condition are at risk for functional decline, resulting in increased costs and mortality. The addition of a functional limitation associated with chronic illness results, on average, in a doubling of care costs. In order to serve the growing aging population and populations with chronic illnesses, health care leaders recognize the need to transform the current model of care to one that will improve patient outcomes. It is imperative that new and innovative methods to provide care are developed.

Historically, Care Managers have been used in a variety of health care settings, ensuring patients receive the best care at the most appropriate cost. However the approach is far from coordinated, with different care managers working with the same patients in a variety of different settings. These responsibilities have been provided by professional RNs who are educated primarily through on the job training. There are some online continuing education programs available, but not a clear or consistent pathway in nursing to obtain these skills. This proposal encompasses the case management role, and defines these nursing leaders as Care Managers. Nurse Care Managers are highly skilled clinical professionals, who use their strong critical thinking, clinical background, and analytical skills to provide care for patients. They lead the healthcare team in meeting the needs of the patient in the overall care management process.

Through the Utah Cluster Acceleration Project (UCAP) efforts, both academic and clinical leaders collaborated to set formal educational preparation of more nurse care managers as a priority for both the academia and the health care industry. The health care industry is highly committed to supporting this effort, as they are struggling with recruiting experienced nurse care managers. Currently there is an urgent need for highly skilled care managers and this need is growing rapidly. Health care leaders have directed the University of Utah College of Nursing to focus on both management of the individual patient, and to better prepare nurse care managers to work with populations of patients. Focusing on both individuals and populations produces consistency across practice settings, assuring the best care is delivered at the most affordable cost. This endeavor requires comprehending the individual patients needs by understanding chronic illness, aging, catastrophic care, evidence based outcomes, access for care across the continuum, in addition to managing the cost of care while simultaneously providing for optimal patient outcomes.

The CoN currently offers a nursing MS degree program (with emphases in Nursing Education and Informatics), and a Gerontology MS degree (through the Gerontology Interdisciplinary Program). The proposed certificate in Care Management within the Nursing MS program is designed to prepare nurses to fill critical shortages in the U.S. and worldwide in the emerging role of managing populations with specific health needs. In order to address the needs of students from rural and/or under-served areas of the state often face difficulties with expenses and traveling long distances this certificate can be completed in a distance-delivery format. The College of Nursing has significant experience and success in offering distance-based learning opportunities for both undergraduate and graduate level students.

## Section III: Institutional Impact

The College anticipates recruiting from currently enrolled DNP and PhD programs. In keeping with the College's diversity recruiting plan, recruitment will also include nurses in rural and underserved areas. The CoN anticipates increased enrollment in both the MS in Nursing and MS in Gerontology programs due to the inclusion of this new certificate which serves as a point of entry into the Master's emphasis. Distance-learning and the strong possibility of employment after graduation, make this an attractive certificate for many nurses. This request does not require any changes in faculty, staff, or physical facilities. No existing students will be adversely affected by this change.

## Section IV: Finances

No additional costs are anticipated to result from this change in emphasis within the MS Program in Nursing. Faculty and staff resources in the Care Management Emphasis within the MS in Nursing Program will be utilized.

## Section V: Care Management Emphasis Curriculum

| NURS 6003 | Program Planning/Development | 3 |
| NURS 6009 | Intro to Clinical Epidemiology & Population Science | 1 |
| NURS 6772 | Quality Improvement in Health Care | 3 |
| NURS 6390 | Care Management: Clinical Issues | 2 |
| NURS 6392 | Care Management: Professional, Legal, Financial & Business Issues | 2 |
| NURS 6XXX | Care Management Residency/Immersion Experience | 4 |
| | **Total Number of Credits** | **15** |

November 16, 2012

Charles Wight, Dean
The Graduate School
302 Park Building
University of Utah (CAMPUS)

Dear Dean Wight:

Spencer S. Eccles Health Sciences Library appreciates the opportunity to express our support for the MS in Nursing degree program proposals from the College of Nursing.

The Library has worked closely with the College of Nursing in developing and revising their curriculum. The three emphases areas within this MS in Nursing program are well supported by the educational resources within the Eccles Health Sciences Library and we support their decision for a change in focus for one of the emphases areas. We understand that they are proposing to discontinue the Clinical Nurse Leader emphasis area and replace it with a Care Management emphasis/option within the MS in Nursing program.

These proposals are based on a thoughtful consideration of the health care market, stakeholders and employers projected needs. The College of Nursing faculty are also being encouraged by the Utah Cluster Acceleration Program to revise this curriculum option to prepare nurses to assess and manage the health care needs of specific populations including individuals with chronic illness, aging or disabilities. We will continue to work closely with the College of Nursing to meet their students' educational goals and curricular needs.

Of particular importance for this program is access to a wide variety of electronic information resources. The libraries at the University of Utah and the Utah Academic Library Consortium (UALC) work together to stretch our collection dollars in order to obtain access to a full range of electronic journals and databases. In particular, the libraries provide access, training, and assistance on searching PubMed and CINAHL, two key resources for the nursing curriculum. Further support is provided to students, faculty and staff via our interlibrary loan service providing access to the collections of a nationwide network of health science libraries, including the National Library of Medicine. In addition, Library faculty regularly provide assistance, consultation, and instruction on the use of library resources for nursing students.

In summary, the Eccles Health Sciences Library fully supports the efforts of the College of Nursing in developing and revising their curriculum to meet the ever changing needs of the healthcare marketplace. Thank you for this opportunity to participate in the assessment and evaluation of the revised College of Nursing MS in Nursing curriculum plan.

Sincerely,

Jean P. Shipman, MSLS, AHIP, FMLA
Director

## Cover/Signature Page - Abbreviated Template

**Institution Submitting Request:** *University of Utah*
**Proposed Title:** *NA*
**Currently Approved Title:** *Clinical Nurse Leader (Emphasis)*
**School or Division or Location:** *College of Nursing*
**Department(s) or Area(s) Location:** *MS in Nursing Degree Program*
**Recommended Classification of Instructional Programs (CIP) Code[1] (for new programs):** *00.0000*
**Current Classification of Instructional Programs (CIP) Code (for existing programs):** *51.3820*
**Proposed Beginning Date (for new programs):**
**Institutional Board of Trustees' Approval Date:**

**Proposal Type (check all that apply):**

| R401-5 | | | R401-6 | | |
|---|---|---|---|---|---|
| Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. | | | Items submitted will be reviewed by OCHE. If there are any issues, the proposal will be returned for clarification/correction. If no issues, the proposal will be returned with a note of approval and the request will be placed on the General Consent Calendar of the next Regents' agenda. | | |
| Section # | | Item | Section # | | Item |
| 4.1.5.2 | ☐ | Minor* | 6.1.1 | ☐ | Reinstatement of Previously Suspended Program |
| 5.1.1.1 | ☐ | New Emphasis on an Existing Degree* | 6.1.5 | ☐ | Reinstatement of Previously Suspended Unit |
| 5.1.2 | ☐ | Certificate of Proficiency Not Eligible for Financial Aid | | | |
| 5.1.3 | ☐ | Out-of-Service Area Delivery of Programs | | | |
| 5.1.4 | ☐ | Name Change of Existing Programs | | | |
| 5.1.5 | ☐ | Program Transfer | | | |
| | ☐ | Program Restructure | | | |
| | ☐ | Program Consolidation | | | |
| 5.1.6 | ☒ | Program Discontinuation | | | |
| | ☐ | Program Suspension | | | |
| 5.1.7 | ☐ | Administrative Unit Creation | | | |
| | ☐ | Administrative Unit Transfer | | | |
| | ☐ | Administrative Unit Consolidation | | | |
| 5.1.8 | ☐ | New Center | | | |
| | ☐ | New Institute | | | |
| | ☐ | New Bureau | | | |
| 5.1.9 | ☐ | Graduate Certificate | | | |

*Requires "Section VI: Program Curriculum" of Abbreviated Template

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____     Date: 2/5/13
**Signature**

**Printed Name:** *Vivian Lee*

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[1] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see
http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

THE
UNIVERSITY
OF UTAH

February 13, 2013


Vivian Lee
Senior Vice President, Health Sciences
Park 203
Campus

Dear Senior Vice President,

Enclosed is proposal to discontinue the Clinical Nurse Leader Emphasis; which was approved by the Graduate Council on January 28, 2013.  Included in this proposal packet are the signature page and proposal.

Please forward this proposal to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Donna White
Interim Dean of the Graduate School

Cover/Signature Page – Full Template

**Institution Submitting Request:** University of Utah
**Proposed Title:** Extension of University of Utah Programs to Asian Campus at Songdo Global University
**School or Division or Location:** University of Utah Asian Campus in Songdo, South Korea at the Songdo Global University Campus (SGUC)
**Department(s) or Area(s) Location:** N/A
**Recommended Classification of Instructional Programs (CIP) Code[1] :** N/A
**Proposed Beginning Date:** 03/01/2014
**Institutional Board of Trustees' Approval Date:** 03/12/2013

**Proposal Type (check all that apply):**
This proposal is for an extension of the University of Utah main campus to the Songdo Global University in the Republic of Korea. All courses and degrees offered at the Asian Campus at Songdo Global University will be consistent with those offered at the main campus. No new programs or degrees are being proposed for the Asian Campus at Songdo.

| Regents' Agenda Items | | |
|---|---|---|
| *R401-4 and R401-5 Approval by Committee of the Whole* | | |
| SECTION NO. | | ITEM |
| 4.1.1 | ☐ | Associate of Applied Science Degree |
| 4.1.2 | ☐ | Associate of Arts Degree |
| | ☐ | Associate of Science Degree |
| 4.1.3 | ☐ | Specialized Associate Degree |
| 4.1.4 | ☐ | Baccalaureate Degree |
| 4.1.5 | ☐ | K-12 School Personnel Programs |
| 4.1.6 | ☐ | Master's Degree |
| 4.1.7 | ☐ | Doctoral Degree |
| 5.2.2 | ☐ | Certificate of Completion |
| 5.2.4 | ☐ | Fast Tracked Certificate |

**Chief Academic Officer (or Designee) Signature:**
I certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

_____

Signature                                  Date:  *MM/DD/YEAR*

**Printed Name:** Michael Hardman, Interim Senior Vice President for Academic Affairs

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[1] CIP codes <u>must</u> be recommended by the submitting institution. For CIP code classifications, please see http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55.

Executive Summary – Full Template
University of Utah
University of Utah Extended Asian Campus at Songdo, South Korea
March 2014

## Program Description

In March 2014, the University of Utah (University), in conjunction with three other universities ranked in the top 100 world-wide, plans to open the University of Utah Asian Campus in Songdo, Republic of Korea (Asian Campus) at the Songdo Global University Campus (SGUC). The three universities that will be coordinating with the University of Utah when the campus is opened in March 2014 include the State University of New York, George Mason University in Virginia, and Ghent University in Belgium.

The University's plan is to open the campus with 100 undergraduate and 25 graduate students seeking the following degrees:

- B.S.W. – Social Work
- B.S. – Psychology
- B.A. B.S. – Communications
- B.A. – Writing (degree pending final approval of Academic Senate, Trustees and Regents)
- M.A. – English Language Teaching

In March 2016, the University will offer the following degrees to 50 additional SGUC undergraduate students:

- B.S. – Bioengineering
- B.S. – Math Teaching with Licensure

## Role and Mission Fit

The mission statement of the University of Utah states, "The mission of the University of Utah is to serve the people of Utah <u>and the world</u>… As a preeminent research and teaching university with <u>national and global reach</u>, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced . . . *[emphasis added]*."

In addition, the University's Global Blueprint for Action states, "Imagine a university that is dedicated to leveraging its resources to improve the global human condition . . . that focuses its research, training, service, and engagement mission on critically important and universal needs . . . The development of global campuses is envisioned for the University . . . Because of the obvious and high costs of developing campuses independently, it is strongly recommended that global campus development proceeds in partnership with other host universities, non-governmental organizations (NGOs), and on-site government entities . . ."

The Asian Campus at SGUC is fully consistent within the mission of the University of Utah and provides enhanced global opportunities and experiences to both the faculty and students of the University.

## Faculty

The Asian Campus provides many exciting and new global opportunities for current faculty at the University as well as creating opportunities for university emeriti faculty and other nationally appointed faculty (as approved by the University). The recruitment plan is flexible and will be based on utilizing current and

emeritus faculty at the main campus as well as faculty from around the world who meet academic faculty requirements as set by the departments, colleges, and University policy and procedure. It will also include hiring/appointing of qualified English-speaking faculty, including adjunct professors, in Korea and other parts of Asia, as necessary and available.

It is important to note that Faculty will be approved and appointed by the same standards that are in effect at the main campus to ensure that the academic instructional quality at the Songdo campus mirrors or exceeds that at the main campus. In addition, the faculty-to-student ratio at the Asian Campus will be at the same ratio for comparable courses taught at the main campus.

## Market Demand

Korea, along with China and India, ranks as one of the top three nations in terms of sending the highest number of students to the United States. South Korea, where SGUC is located, provides an ideal location for the University as:

- South Korea is centrally-located and within a three-hour flight of one-third of the world's population (1.7 billion people);
- South Korea has the 12th largest economy in the world and a cultural ethic exists for the value of higher education and a U.S. degree (up to 50% of family disposable income spent on child's education);
- The University has very strong alumni connections in Asia, especially in South Korea and China;
- In 2012, 378 Korean students attended the University, representing 15% of the total international student population on campus – second only to Chinese students; and
- As of 2011, there are 89,537 international students in Korea, of which 66% are Chinese and 3% are American.

## Student Demand

Market studies conducted by the Songdo Global University and the three other participating universities at the Songdo Campus indicate a strong demand on the part of Asian students and their families for a U.S. degree to be offered within Asia. Additionally, in September 2012, members of the Songdo Working Group traveled to China and Korea to conduct a survey of both students and parents on the feasibility of the Asian Campus. Overall survey and interview results of both parents and students in Korea and China indicate a high degree of interest in the concept of SGUC. The proposed degree programs were well received by both parents and students.

## Statement of Financial Support

| | |
|---|---|
| Appropriated Fund……………………………………………. | ☐ |
| Special Legislative Appropriation………………………………… | ☐ |
| Grants and Contracts…………………………………………… | ☐ |
| Special Fees …………………………………………………… | ☐ |
| Differential Tuition (must be approved by the Regents)………. | ☐ |
| Other (please describe)………………………………………… | ☒ |

No investment of state appropriations or any main campus dollars will be needed or utilized in the Asian Campus operations at SGUC. The financial model for the Songdo campus anticipates a positive cash flow from tuition after three years of operation.

Financial support from the Incheon Free Economic Zone (IFEZ) includes support specific to the development and operation of SGUC ($1 billion for infrastructure with over $350 million already spent).

As one of four universities to open a campus at SGUC, the Korean government has agreed to provide the University the following financial support during the start-up phase:

- A minimum of a $1.5 million per year subsidy for four years to supplement the Asian Campus operations
- An interest-free $10 million loan for ten years with no obligation to repay unless the Asian Campus is profitable. Loan is to be paid back from Asian Campus profits. If campus does not make a profit, no pay back will be required;
- Cost-free state-of-the-art campus facilities and support for first five years of operation, including English language institute, administration/faculty/staff offices, lecture halls, classrooms, conference rooms, libraries, concert hall, food services, campus transportation, IT services, student life center, general marketing, and security. Cost for campus facilities beginning in year six are included in the long-term financial model. In addition, there is a provision that states that rent cannot put the University into a deficit position; and
- New and state-of-the-art faculty housing at no cost to the University for the first five years and new low-cost state-of-the-art student housing. Cost of faculty housing beginning in year six are included in the long-term financial model.

## Similar Programs Already Offered in the USHE
The University has been given this opportunity based on its rankings as a top 100 university in world rankings and at the present time, no other USHE institutions would qualify. In addition, as the recruitment of students is from a population in a different part of the world it does not put undue pressure on the other USHE institutions.

Each of the colleges and departments on the main campus will be responsible for ensuring that the curriculum taught at SGUC is consistent with that of the main campus. They will also be responsible for approving and hiring the SGUC faculty as they do for faculty on the main campus.

Program Description – Full Template
University of Utah
University of Utah Extended Asian Campus at Songdo, South Korea
March 2014

## Section I: The Request

The University of Utah requests approval to open an extended campus at the Songdo Global University Campus (SGUC) in Songdo, South Korea effective March 2014. This program expects approval by the institutional Board of Trustees on March 12, 2013.

## Section II: Program Description

Complete Program Description

The University of Utah (University) has the opportunity to open the University of Utah Asian Campus in Songdo, Korea (Asian Campus) at the Songdo Global University Campus (SGUC) near Seoul, Korea. The University has been given this opportunity based on its status as a top 100 university in world rankings. SGUC is a multi-university international research and teaching campus that will provide a learning experience to students like no other in the world. The University of Utah, George Mason University, Virginia (GMU), The State University of New York (SUNY) and Ghent University, Belgium (Ghent) have been invited to be one of the first four universities at SGUC.

Although the University will work with the participating universities, the Asian Campus will be an extension of the main campus and control of the curriculum, admissions and hiring of the faculty will be done by the University and will follow the same rules and guidelines as followed here on the main campus. For example,
  - Faculty will be approved and appointed by the same standards that are in effect at the main campus,
  - Students admitted will meet the same admissions requirements as the main campus students with the exception that Asian Campus students admitted to SGUC must have a higher TOEFL,
  - Admissions applications will be processed at the main campus consistent with University's new holistic admissions review, undergraduate students will be required to complete the Global Citizenship Block U General Education similar to the one taught at the main campus, and
  - Graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments here at the main campus.

In March 2014, the University will offer a general education integrated minor in Global Citizenship to 100 undergraduate and 25 graduate students seeking the following degrees:
  - B.S.W. – Social Work
  - B.S. – Psychology
  - B.A. B.S. – Communications
  - B.A. – Writing (degree pending final approval of Academic Senate, Trustees and Regents)
  - M.A. – English Language Teaching

In March 2016, the University will expand its offering of a general education integrated minor in Global Citizenship to 50 additional undergraduate students seeking the following degrees:
- B.S. – Bioengineering
- B.S. – Math Teaching with Licensure

## Purpose of Degree
The programs and degrees at the Asian campus are an extension of what is offered on the main campus. No additional degrees or programs are being offered, however it represents an extension to an additional student population of the degrees and programs offered here on the main campus.

The purpose of the expansion into the Asian Campus includes:
- Expands the global footprint, reputation and enhances the world ranking of the University as a research-extensive university;
- Provides critical global learning experiences for Utah-based students by creating study abroad opportunities and career-launching internships, including scholarships being made available from Asian Campus profits;
- Creates global research and teaching experiences for faculty;
- Promotes global research/teaching mission through cross-university collaboration and knowledge development and provides needed research funding through Korean businesses and government;
- Builds and strengthens business, education, international alumni base, and cultural collaborations and partnerships of the University, including an increased international alumni base, and creates new and expanded career opportunities in Asia and the United States for University graduates;
- Provides top-tier international students the opportunity to receive a University degree through required participation at both the Asian Campus and the main campus;
- Unprecedented Korean government financial support allows no investment of state appropriations or any main campus dollars in the Asian Campus operations;
- Participating main campus colleges and central administration units receive full reimbursement for personnel and operating costs to support operations at Asian Campus; and
- International students coming to Utah from Asian Campus generate additional non-resident revenue for the University and the state of Utah.

## Institutional Readiness
A Songdo Working Group and Steering Committee were established to complete a feasibility study (March – December 2012). The Working Group has met weekly and consists of:
- Martha Bradley (Dean, Undergraduate Studies)
- In Suk Han (Songdo Chief Administrative Officer)
- Michael Hardman (Interim Senior Vice President, Academic Affairs)
- Sabine Klahr (Director, International Center)
- Jannah Mather (Dean, College of Social Work)
- Robert Muir (Director, Administrative Services) (Chair)
- Patrick Panos (Department Chair, College of Social Work)
- Mary Parker (Associate Vice President, Student Affairs)

- Robert Payne (Associate General Counsel)
- Alice Whitacre (Associate General Counsel)
- In-Jin Cha (Songdo Research Associate)

In addition, a Steering Committee was created to provide additional feedback to the Working Group. The Steering Committee consists of all members of the Working Group and also includes:
- Cathy Anderson (Associate Vice President, Academic Affairs)
- Richard Brown (Dean, College of Engineering)
- Phil Clinger (University Board of Trustees Member)
- Robert Newman (Dean, College of Humanities)
- Greg Owens (Associate Dean, College of Science)
- David Rudd (Dean, College of Social Behavioral Science)
- Barbara Snyder (Vice President, Student Affairs)

After carefully reviewing and evaluating the key benefits, the programs to be offered, the financial benefits, the results of the feasibility survey, the analysis of faculty and student recruitment, analysis of financial model, the analysis of risk mitigation and exit strategy, the University recommends that it proceeds with this opportunity at Songdo.

The University continues to plan for the opening of the Asian Campus. The physical infrastructure of the campus will be completed by SGUC by the time the University begins its programs in South Korea. The financial support of the Korean government includes support specific to the development and operation of SGUC ($1 billion designated for infrastructure with over $350 million already spent at SGUC).

Each of the colleges and departments on the main campus will be responsible for ensuring that the curriculum is consistent with that taught on the main campus. They will also be responsible for approving and hiring the faculty as they do for faculty on the main campus.

The recruitment plan is flexible and will be based on utilizing current and emeritus faculty at the main campus as well as faculty from around the world who meet academic faculty requirements as set by the departments, colleges, and University policy and procedure. The recruitment plan will also include hiring/appointing of qualified English-speaking faculty, including adjunct professors, in Korea and other parts of Asia, as necessary and available. Based on discussion by the involved programs with their faculty, there is a high degree of interest in the Asian Campus from existing and emeritus faculty.

It is important to note that Faculty will be approved and appointed by the same standards that are in effect at the main campus to ensure that the academic instructional quality at the Songdo campus mirrors or exceeds that at the main campus. In addition, the faculty-to-student ratio at the Asian Campus will be at the same ratio for comparable courses taught at the main campus.

Faculty appointments at the Asian Campus will be flexible, ranging from teaching short/intensive courses (two to six weeks) to teaching up to two full academic years. Faculty members at the Asian Campus will also be responsible for teaching general education courses consistent with their background and expertise. Faculty benefits will include free on-campus housing, reduced tuition for children attending an international school, and travel to and from the U.S. for vacation and to attend seminars.

Students admitted to the Asian Campus must meet the same admissions requirements as the main campus students with the exception that Asian Campus students admitted to SGUC must have a minimum TOEFL score of 88, whereas international students admitted to the main campus must have a minimum score of 80. Student admission applications to the Asian Campus will be processed at the main campus consistent with the University's new holistic admissions review.

Undergraduate students admitted to Asian Campus at SGUC will be required to complete the Global Citizenship Block U General Education (this Block U is also available at the main campus). Courses in this Block U are organized thematically to maximize learning. Students work in a learning community of excellent teachers, peer mentors, and peer advocates, all of whom are dedicated to student success. Graduation requirements and curriculum for the individual programs (undergraduate or graduate major) at the Asian Campus will be identical to the requirements at the main campus.

## Departmental Faculty
See Chart below for staffing at the Asian Campus.

| Faculty (FTEs) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Auxiliary positions. No new tenured positions being requested at this time** | | | | | | |
| General Education | 4.0 | 4.0 | 8.0 | 9.0 | 9.0 | 9.0 |
| Social Work | | 2.0 | 3.0 | 4.0 | 5.0 | 5.0 |
| Psychology | | 1.0 | 3.0 | 4.0 | 5.0 | 5.0 |
| Communications | | 1.0 | 2.0 | 3.0 | 4.0 | 4.0 |
| Writing | | 1.0 | 2.0 | 3.0 | 4.0 | 4.0 |
| Bioengineering | | | | 1.0 | 1.0 | 1.0 |
| Math Education with Teaching License | | | | 1.0 | 1.0 | 1.0 |
| English Language Teaching | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| | | | | | | |
| Total | 6.0 | 11.0 | 20.0 | 27.0 | 31.0 | 31.0 |
| | | | | | | |
| **Adjunct Professors** | | | | | | |
| General Education | | | | | | |
| Social Work | | 1.0 | 1.0 | 2.0 | 3.0 | 3.0 |
| Psychology | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Communications | | | 1.0 | 2.0 | 2.0 | 2.0 |
| Writing | | | 1.0 | 2.0 | 2.0 | 2.0 |
| Bioengineering | | | | 1.0 | 1.0 | 1.0 |
| Math Education with Teaching License | | | | 1.0 | 1.0 | 1.0 |
| | | | | | | |
| Total | 0.0 | 2.0 | 4.0 | 9.0 | 10.0 | 10.0 |
| | | | | | | |
| Total Faculty | 6.0 | 13.0 | 24.0 | 36.0 | 41.0 | 41.0 |

## Staff
See chart below for administrative staffing at SGUC.

| Administrative staff (FTEs) | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| President of Songdo Campus | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Administration Specialist | 3.0 | 5.0 | 5.0 | 6.0 | 7.0 | 7.0 |
| Department Administrator | 4.0 | 4.0 | 6.0 | 6.0 | 6.0 | 6.0 |
| Planning and Business Project Mgr | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Planning and Coordination Mgr | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Scholarship/Development Specialist | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Academic & Student Services Officer | 2.0 | 2.0 | 4.0 | 4.0 | 6.0 | 6.0 |
| General | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 |
| Marketing Manager | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | | | | | |
| Total Administrative Staff | 15.0 | 17.0 | 21.0 | 23.0 | 26.0 | 26.0 |

## Library and Information Resources
The SGUC will provide cost-free state-of-the-art campus facilities and support for the first five years of operation, including libraries, English language institute, administration/faculty/staff offices, lecture halls, classrooms, conference rooms, concert hall, food services, campus transportation, IT services, student life center, general marketing, and security.

The libraries will be run by the SGUC with input from the alliance of the universities (University, GMU, SUNY, Ghent) that are at SGUC. A library committee has been formed between SGUC and the alliance and includes representation from the University. At the present time, Richard Anderson, Librarian at the Marriott Library, is the University's representative.

The alliance will have representation on the Songdo Global University Foundation (SGUF) board and will be able to participate in the selection of future universities that are invited to participate at SGUC. The alliance will also be able to coordinate human resources, student affairs, marketing and budget planning at SGUC. Forming the alliance will also give the universities a coordinated voice in working with the Korean government and SGUF.

The alliance will formalize agreements to ensure that degrees offered will not compete between universities and will also formalize the sharing of common physical and curriculum resources, including libraries, classrooms, student life center, general marketing, etc.



Photo of existing e-Library and classroom building at SGUC

### Admission Requirements

Students admitted to the Asian Campus must meet the same admissions requirements as the main campus students with the exception that Asian Campus students admitted to SGUC must have a minimum TOEFL score of 88, whereas international students admitted to the main campus must have a minimum score of 80.

Student admissions applications to the Asian Campus will be processed at the main campus consistent with the University's new holistic admissions review.

### Student Advisement

The alliance at SGUC is working together to set up a cooperative system to help advise all students at SGUC. Barbara Snyder, Vice President for Student Affairs and Mary Parker, Senior Associate Vice President of Enrollment Management represent the University. Staffing for student advisement has also been included in our personnel listing above. In addition, operations from the Asian Campus will provide reimbursement of personnel at the main campus (at both the University and College levels) who will also assume responsibility for the students at SGUC.

### Justification for Graduation Standards and Number of Credits

As stated previously, graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments here at the main campus.

## External Review and Accreditation

The same accreditation standards that are maintained for the University as a whole will apply to the Asian Campus. In addition, the Asian Campus programs will require a formal application, review and approval by the Korean Ministry of Education, Science and Technology (MEST).

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

| University of Utah | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **Songdo Student and Faculty Projections** | | | | | | |
| | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Program:** | | | | | | |
| B.S.W. - Social Work | 25 | 50 | 100 | 150 | 175 | 200 |
| B.S. - Psychology | 25 | 50 | 100 | 150 | 175 | 200 |
| B.A. - Writing | 25 | 50 | 100 | 150 | 175 | 200 |
| B.A/B.S. - Communications | 25 | 50 | 100 | 150 | 175 | 200 |
| B.S. - BioEngineering | | | 25 | 50 | 75 | 100 |
| B.S. - Math Education with Teaching License | | | 25 | 50 | 75 | 100 |
| M.A. - English Language Teaching | 25 | 50 | 50 | 50 | 50 | 50 |
| | | | | | | |
| **Students In Songdo Program** | 125 | 250 | 500 | 750 | 900 | 1,050 |
| | | | | | | |
| | | | | | | |
| **Student in Songdo Program at Utah Campus** | - | 25 | 25 | 125 | 150 | 300 |
| | | | | | | |
| Students in Songdo Program at Songdo | 125 | 225 | 475 | 625 | 750 | 750 |
| Study Abroad students at Songdo | | 20 | 20 | 20 | 20 | 20 |
| | | | | | | |
| **Total Students Studying at UU Songdo** | 125 | 245 | 495 | 645 | 770 | 770 |
| | | | | | | |
| **Number of Faculty (Tenured and Adjunct)** | 6 | 13 | 24 | 36 | 41 | 41 |
| | | | | | | |
| **Student to Faculty Ratio in Songdo** | 20.8 | 18.8 | 20.6 | 17.9 | 18.8 | 18.8 |
| | | | | | | |
| **Degrees Conferred:** | | | | | | |
| B.S.W. - Social Work | | | | 25 | 25 | 50 |
| B.S. - Psychology | | | | 25 | 25 | 50 |
| B.A. - Writing | | | | 25 | 25 | 50 |
| B.A/B.S. - Communications | | | | 25 | 25 | 50 |
| B.S. - BioEngineering | | | | | | 25 |
| B.S. - Math Education with Teaching License | | | | | | 25 |
| | | | | | | |
| Total Bachelor Degrees | - | - | - | 100 | 100 | 250 |
| | | | | | | |
| M.A. - English Language Teaching | | 25 | 25 | 25 | 25 | 25 |

## Expansion of Existing Program

Each of the colleges and departments on the main campus will be responsible for ensuring that the curriculum at the Asian Campus is consistent with that taught on the main campus. They will also be responsible for approving and hiring the faculty as they do for faculty on the main campus.  As the Asian

Campus is located in a different part of the world, recruitment of students at the main campus will not be affected by the recruitment to these programs in Asia.

## Section III: Need

### Program Need
The Asian Campus provides the University with the opportunity to expand its existing programs at a different location. This gives new opportunities to critical global learning experiences by creating study abroad opportunities and career-launching internships to Utah-based students and creates new global research and teaching experiences for faculty. It also builds and strengthens business, education, and cultural collaborations and partnerships, including an increased international alumni base.

The program also supports the Governor's mission to provide international jobs and generate international business which brings economic and cultural benefits to Utah as a leader in global education and business.

Also, in its "National Action Agenda for Internationalizing Higher Education," published in 2007, The National Association of State Universities and Land Grant Colleges (NASULGC) articulates the obvious, stating "Globally engaged universities are critical to maintaining America's place as a world leader and ensuring its national security. America's colleges and universities must prepare graduates to be active participants in a world in which national boundaries are increasingly permeable. Information, capital, products, labor and individuals cross national borders with ever increasing frequency and speed. America's need to remain competitive in the world requires its educational institutions produce globally competent human capital and cutting-edge research."

Central to the goals laid out by the NASULGC is the idea of "global competence," which means at its fullest being knowledgeable about diverse countries and cultures and sensitive to cultural differences, having experience living and working in other countries, incorporating foreign perspectives into one's work, and interacting effectively with people from other countries and cultures.

### Labor Market Demand
Korea, along with China and India, ranks as one of the top three nations in terms of sending the highest number of students to the United States. In a 2008 survey by South Korea's National Statistical Office, 48.3 percent of South Korean parents said they wanted to send their children abroad to "develop global perspectives," avoid the rigid domestic school system or learn English. It would be attractive for parents and students if Koreans or other Asian nationals could pursue U.S. degree programs in a location like Songdo where living expenses are cheaper, but the quality of education equals that of campuses in America.

South Korea, where SGUC is located, provides an ideal location for the University as:
- South Korea is centrally-located and within a three-hour flight of one-third of the world's population (1.7 billion people);
- South Korea has the 12th largest economy in the world and a cultural ethic exists for the value of higher education and a U.S. degree (up to 50% of family disposable income spent on child's education);
- The University has very strong alumni connections in Asia, especially in South Korea and China;
- In 2012, 378 Korean students attended the University, representing 15% of the total international student population on campus – second only to Chinese students; and

- As of 2011, there are 89,537 international students in Korea, of which 66% are Chinese and 3% are American.

## Student Demand

Market studies conducted by the Songdo Global University and the three other participating universities at the Songdo Campus indicate a strong demand on the part of Asian students and their families for a U.S. degree to be offered within Asia. Additionally, in September 2012, 4 members of the Songdo Working Group traveled to China and Korea to conduct a survey of both students and parents on the feasibility of the Asian Campus. Each participant was given a survey that included over 25 questions. The sample size included 289 students and 50 parents. In addition, focus groups were conducted after the surveys were completed. The data was analyzed and reported by the University of Utah's Social Research Institute.

Overall survey and interview results of both parents and students in Korea and China indicate a high degree of interest in the concept of SGUC. The proposed degree programs were well received by both parents and students. Some of the highlights of the quantitative results (rounded) include:
- 90% of the students and 100% of the parents were interested in obtaining a U.S. degree;
- 80% of the parents were definitely likely or somewhat likely to pay $20,000 per year in tuition costs for their child to attend SGUC in order to receive a U.S. degree;
- 60% of the students were definitely likely or somewhat likely to attend Asian Campus programs;
- 90% of the parents were definitely likely or somewhat likely to have their child attend Asian Campus programs.

## Similar Programs

The University has been given this opportunity based on its rankings as a top 100 university in world rankings and at the present time, no other USHE institutions would qualify. In addition, as the recruitment of students is from a population in a different part of the world it does not put undue pressure on the other USHE institutions.

## Collaboration with and Impact on Other USHE Institutions

At the present time there will be no collaboration with other USHE institutions. However, the participation of the University at SGUC may provide opportunities for other USHE institutions in the future.

## Benefits

The benefits of the expansion into the Asian Campus include:
- Expands the University global footprint and reputation and enhances its world ranking as a research extensive university. This allows the University to attract better students and provides faculty with increased opportunities for funding of research projects;
- Provides a unique opportunity as a U.S./European/Asian collaboration, with English as the primary language for instruction;
- Provides critical global learning experiences for University students by creating study abroad opportunities and career-launching internships. Provides top-tier international students the opportunity to receive a University degree through required participation at both the Asian Campus and the main campus;

- Creates global research and teaching experiences for University faculty seeking an opportunity to be part of a unique multi-university international campus;
- Promotes global research/teaching mission through cross-university collaboration and knowledge development.
- Builds and strengthens the University's business, education and cultural collaborations and partnerships, including an increased international alumni base, and creates new and expanded career opportunities in Asia and the U.S. for University graduates; and
- Supports the Governor's mission to provide international jobs and generate international business which brings economic and cultural benefits to Utah as a leader in global education and business.

## Consistency with Institutional Mission

The mission statement of the University of Utah states, "The mission of the University of Utah is to serve the people of Utah and the world…As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced . . . *[emphasis added]*."

In addition, the University's Global Blueprint for Action states, "Imagine a university that is dedicated to leveraging its resources to improve the global human condition . . . that focuses its research, training, service, and engagement mission on critically important and universal needs . . . The development of global campuses is envisioned for the University. . . Because of the high costs of developing campuses independently, it is strongly recommended that global campus development proceeds in partnership with other host universities, non-governmental organizations (NGOs), and on-site government entities. . ."

The expansion into the Asian Campus allows the University to further its mission and develop new opportunities for both students and faculty.

## Section IV: Program and Student Assessment

### Program Assessment
Each of the colleges and departments on the main campus will be responsible for ensuring that the curriculum at the Asian Campus is consistent with that taught on the main campus. They will also be responsible for approving and hiring the faculty as they do for faculty on the main campus.  Therefore, the assessment of the goals will be the same to what is done at the main campus.

### Expected Standards of Performance
In regards to general education, undergraduate students will be required to complete the Global Citizenship Block U General Education similar to the one taught at the main campus.

Graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments here at the main campus.

Section V: Finance

## Department Budget

As the programs at the Asian Campus are an extension of what is being offered at the main campus, this pro forma financial projection represents that additional costs incurred to the University due to the Asian Campus. The Asian Campus is self-supportive and does not affect the main campus.

# University of Utah - Songdo Campus
**Proforma Financial Statement**

|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|
| **Revenues** | | | | | | |
| Tuition | 2,500,000 | 4,660,000 | 9,660,000 | 12,660,000 | 15,160,000 | 15,160,000 |
| Scholarship Programs | 250,000 | 450,000 | 950,000 | 1,250,000 | 1,500,000 | 1,500,000 |
|  | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Revenue | 2,750,000 | 5,110,000 | 10,610,000 | 13,910,000 | 16,660,000 | 16,660,000 |
| **Operating expenses** | | | | | | |
| Compensation and Benefits | 2,231,601 | 3,767,812 | 5,103,975 | 6,527,430 | 7,514,462 | 7,685,063 |
| Scholarship Programs | 500,000 | 900,000 | 1,900,000 | 2,500,000 | 3,000,000 | 3,000,000 |
| Utah College/Central Admin Costs | 480,000 | 510,000 | 755,000 | 800,000 | 800,000 | 800,000 |
| Marketing and Student Recruitment | 500,000 | 500,000 | 500,000 | 500,000 | 500,000 | 500,000 |
| Third Parties | 150,000 | 150,000 | 150,000 | 150,000 | 150,000 | 150,000 |
| In-Country expenses | 315,000 | 360,000 | 550,000 | 670,000 | 740,000 | 2,740,000 |
| Travel and Moving Costs | 255,000 | 315,000 | 800,000 | 835,000 | 1,300,000 | 1,120,000 |
| Operating expenses | 4,431,601 | 6,502,812 | 9,758,975 | 11,982,430 | 14,004,462 | 15,995,063 |
| **Nonoperating expenses** | | | | | | |
| Indirect (Utah based costs only) | 43,200 | 45,900 | 67,950 | 72,000 | 72,000 | 72,000 |
| Total nonoperating expenses | 43,200 | 45,900 | 67,950 | 72,000 | 72,000 | 72,000 |
| **Operating income (loss)** | (1,724,801) | (1,438,712) | 783,075 | 1,855,570 | 2,583,538 | 592,937 |
| Subsidies of Korean Government | 1,500,000 | 1,500,000 | 1,575,000 | 1,575,000 | 0 | 0 |
| **Net gain (loss)** | **(224,801)** | **61,288** | **2,358,075** | **3,430,570** | **2,583,538** | **592,937** |
| Drawdown on $10 M Loan | 224,801 | 0 | 0 | 0 | 0 | 0 |
| Paydown on $10M Loan | 0 | (30,644) | (194,157) | 0 | 0 | 0 |
| **Net cashflow** | **0** | **30,644** | **2,163,919** | **3,430,570** | **2,583,538** | **592,937** |
| Loan Balance (up to $10M) | 224,801 | 194,157 | 0 | 0 | 0 | 0 |

Note: The $10 million loan from the Korean government is an interest-free loan for ten years with no obligation to repay unless the Asian Campus is profitable. Loan is to be paid back only from Asian Campus profits. If campus does not make a profit, no pay back will be required.

## Funding Sources

No investment of state appropriations or any main campus dollars will be needed in the Asian Campus operations at SGUC. Financial support from the Incheon Free Economic Zone (IFEZ) includes support

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specific to the development and operation of SGUC ($1 billion for infrastructure with over $350 million already spent).

The University has been invited by the Korean government to be one of the first four U.S. and European top 100 world-ranked universities to participate in Phase One of SGUC development and operation. As one of four universities to open a campus at SGUC, the Korean government has agreed to provide:

- A minimum of a $1.5 million per year subsidy for four years to supplement the Asian Campus operations (e.g., student/faculty recruitment and marketing, administrative, faculty, and staff salaries, student scholarships, IT, student affairs and advising, personnel, and operational costs at the main campus associated with the support of Songdo).
- An interest-free $10 million loan for ten years with no obligation to repay unless the Asian Campus is profitable. Loan is to be paid back from Asian Campus profits. If campus does not make a profit, no pay back will be required;
- Cost-free state-of-the-art campus facilities/supports for first five years of operation, including English language institute, administration/faculty/staff offices, lecture halls, classrooms, conference rooms, libraries, concert hall, food services, campus transportation, IT services, student life center, general marketing, and security. Cost for campus facilities beginning in year six are included in the long-term financial model. In addition, there is a provision that states that rent cannot put the University into a deficit position; and
- New and state-of-the-art faculty housing at no cost to the University for the first five years and new low-cost state-of-the-art student housing. Cost of faculty housing beginning in year six are included in the long-term financial model.

The Asian Campus is also expected to create new research funding opportunities for faculty of the University through companies located in Asia and through the Ministry of Knowledge Economics (MKE) of the Korean government. For example, SUNY Korea (located at SGUC) has been awarded funding under a MKE grant entitled "Fostering Premium IT Professionals." The total grant is for approximately $50 million for 10 years, and SUNY Korea will work with the Pohang University of Science and Technology for a 20 percent allocation of the grant. We expect the University to also obtain similar funding.

The University expects to tap additional funding from its alumni in Asia to provide scholarships to students at SGUC. Such resources have not been included in the financial projections.

As stated previously, unprecedented Korean government financial support allows no investment of state appropriations or any main campus dollars in the Asian Campus operations. In addition, colleges and departments who participate and central administration units will receive full reimbursement for personnel and operating costs to support operations at the Asian Campus. The Asian Campus also provides important contacts in Asia to allow colleges and departments to pursue opportunities in Asia.

Reallocation
No reallocated requested.

Impact on Existing Budgets
As Asian Campus will be self-supportive, there will be no effect on existing budgets. This opportunity has the potential to provide additional funding to existing programs through increased access to alumni donations and research grant awards.

Benefits to the University and the state of Utah result from the unprecedented financial support of the Korean government, no investment of state appropriations or any main campus dollars will be needed in the Asian Campus operations at SGUC.  Asian Campus international students coming to Utah generate additional non-resident revenue for the University and the State. For example, Songdo students coming to the main campus will generate an additional $5 million annually in main campus tuition.

The University is currently taking and will take steps to manage the risk of the Asian Campus: These steps include:

- Memorialize the University rights and responsibilities in written agreements with Korean governmental entities;
- Obtain written commitments from IFEZA and SGUF to support campus closure if necessary (e.g., war, disaster, acts of terror, riot, natural disaster or market disruption, etc., or uncontrolled financial deficit);
- Create a separate non-profit corporation to operate Songdo campus;
- Utilize Korean legal counsel and other third party consultants (such as High Street Partners) to understand and comply with Korean law;
- Conduct regular (at least yearly) analyses of Asian Campus operations to determine financial strength and viability of campus. Engage in regular contact regarding campus issues with Korean governmental entities who are significantly vested in the success of the Songdo campus;
- Determine likelihood of campus success by eighth year of operation (within the $16 million subsidy/loan period);
- Secure adequate and appropriate liability insurance policies; and
- Build and reserve a $3-5 million contingency fund from Asian Campus profits (when possible).

## Section VI:  Program Curriculum

**All Program Courses (with New Courses in Bold)**
As stated previously, graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments here at the main campus.

Consequently, the following chart is not applicable.

| Course Prefix and Number | Title | Credit Hours |
|---|---|---|
| Required Courses | | |
| Sub-Total | | |
| Elective Courses | | |
| Sub-Total | | |
| Track/Options (if applicable) | | |
| Sub-Total | | |
| Total Number of Credits | | |

**Program Schedule**
As stated previously, graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the main campus and will be administered and controlled by the colleges and departments here at the main campus. Therefore, course offerings will be the same as currently found on the main campus.

## Section VII:  Faculty

The Asian Campus provides many exciting and new opportunities for faculty at the University. The recruitment plan is flexible and will be based on utilizing current and emeritus faculty at the main campus as well as faculty from around the world who meet academic faculty requirements as set by the departments, colleges, and University policy and procedure. It will also include hiring/appointing of qualified English-speaking faculty, including adjunct professors, in Korea and other parts of Asia, as necessary and available.

It is important to note that Faculty will be approved and appointed by the same standards that are in effect at the main campus to ensure that the academic instructional quality at the Songdo campus mirrors or exceeds that at the main campus. In addition, the faculty-to-student ratio at the Asian Campus will be at the same ratio for comparable courses taught at the main campus.

Faculty appointments at the Asian Campus will be flexible, ranging from teaching short/intensive courses (two to six weeks) up to two full academic years. Faculty members at the Asian Campus will also be responsible for teaching general education courses consistent with their background and expertise. Faculty benefits will include free on-campus housing, reduced tuition for children attending an international school, and travel to and from the U.S. for vacation and to attend seminars.

**THE PROPOSED**

# *University of Utah Asian Campus*

## AT SONGDO GLOBAL UNIVERSITY

### SOUTH KOREA



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# The Songdo Global University Campus

*A Multi-University International Research, Teaching, and Learning Experience Like No Other*

**The University of Utah**

**George Mason University, Virginia**

**Ghent University, Belgium**

**The State University of New York**

# Overview

- *The **U** Global Mission, Vision, and Strategy*

- *Why Participate in a Multi-University Global Campus in Asia*

- *Why the Songdo Global University Campus (SGUC) in South Korea*

- *Steps Completed in Planning for a **U** Asian Campus at SGUC*

- *Next Steps in the Approval Process*

- *Faculty and Student Recruitment*

- *Study Abroad Opportunities at SGUC for **U** Main Campus Students*

- *__U__ Asian Campus Admissions, Curriculum, & Program Requirements*

- *Financial Analysis, Risk Management, and Exit Strategy*

- *Keys to Success and Summary of Key Benefits*

# U SGUC Working Group and Steering Committee Members

| Working Group | Steering Committee |
|---|---|
| **Working Group** | **Steering Committee** |
| Martha Bradley (Undergraduate Studies) | Cathy Anderson (Academic Affairs) |
| In Suk Han (Songdo Chief Adm. Officer) | Martha Bradley (Undergraduate Studies) |
| Michael Hardman (Academic Affairs) | Richard Brown (Engineering) |
| Sabine Klahr (International Center) | Phil Clinger (U Trustee) |
| Jannah Mather (Social Work) | In Suk Han (Songdo Chief Adm. Officer/Co-Chair) |
| Robert Muir (Adm. Services) (Chair) | Michael Hardman (Academic Affairs/Co-Chair) |
| Patrick Panos (Social Work) | Sabine Klahr (International Center) |
| Mary Parker (Student Affairs) | Jannah Mather (Social Work) |
| Robert Payne (General Counsel) | Robert Muir (Adm. Services) |
| Alice Whitacre (General Counsel) | Greg Owens (Science) |
| In-Jin Cha (Songdo Research Associate) | Robert Newman (Humanities) |
| | Patrick Panos (Social Work) |
| | Mary Parker (Student Affairs) |
| | Robert Payne (General Counsel) |
| | David Rudd (Social Behavioral Science) |
| | Barbara Snyder (Student Affairs) |
| | Alice Whitacre (General Counsel) |
| | In-Jin Cha (Songdo Research Associate) |

# The **U** Global Mission

*The mission of the University of Utah is to serve the people of Utah <u>and the world</u>. As a preeminent research and teaching university with <u>national and global reach,</u> the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced …(emphasis added)."*

**University of Utah Mission Statement**

# The University's Global Vision

*Imagine a university that is dedicated to leveraging its resources to improve the global human condition . . . that focuses its research, training, service, and engagement mission on critically important and universal needs.*

*The development of global campuses is envisioned for the U . . . Because of the high costs of developing campuses independently, it is strongly recommended that global campus development proceeds in partnership with other host universities, non-governmental organizations (NGOs), and on-site government entities.*

**U Global Blueprint for Action**

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# Critical Elements of the University's Global Strategy

- *Should be intelligible and motivating to both internal and external university constituents and key stakeholders.*

- *Must answer a global need.*

- *Capable of attracting new resources.*

- *Leverages strengths at the U, including evidence of strong collaborations already well underway, as well as faculty championship and leadership.*

- *Expresses a coherent and exciting purpose from both an internal and external point of view.*

# Why Participate in a Multi-University Asian Campus?

- *Based on current global trends, university capacity, available non-state funding through foreign government support . . . Asia should be the initial region of focus for the U (President Pershing's Global Blueprint for Action).*

- *Expands the U global footprint and reputation; enhances world ranking as a research extensive university.*

- *The Songdo Global Campus is unique as a U.S./European/Asian collaboration with English as the primary language for instruction.*

- *Provides critical global learning experiences for U students by creating study abroad opportunities and career-launching internships.*

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# Why Participate in a Multi-University Asian Campus?

- *Provides top-tier international students the opportunity to receive a **U** degree through required participation at both the **U** campus in Asia and the **U** main campus.*

- *Creates global research and teaching experiences for **U** faculty seeking an opportunity to be a part of a unique multi-university international campus.*

- *Promotes global research/teaching mission through cross-university collaboration and knowledge development.*

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# Why Participate in a Multi-University Asian Campus?

- *Builds and strengthens **U** business, education, and cultural collaborations and partnerships, including an increased international alumni base. Creates new and expanded career opportunities in Asia and the U.S. for **U** graduates.*

- *Supports Governor's mission to provide international jobs and generate international business which brings economic and cultural benefits to Utah as a leader in global education and business*.

# Why SGUC and South Korea?

- *Unprecedented Korean government financial support (more than $65 billion) to assure success of the Incheon Free Economic Zone (IFEZ). This includes attracting over 300 foreign and Asian companies, such as Boeing, IBM, Cisco, Hyundai, Samsung, LG, and Korean Air.*

- *Unprecedented Korean government financial support ($1 billion for infrastructure with over $350 million already spent) on development and operation of SGUC.*

- *U invited in 2008 by the Korean government to be one of the first four U.S. and European top 100 world-ranked universities to participate in phase one of SGUC development and operation. MOU signed between U and Korean government in 2010; trustee approval to conduct feasibility and planning study in 2012.*

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# Why SGUC and Korea?

- *As one of four universities\* to open a campus at SGUC, Korean government has agreed to provide to U:*

   *$1 million to plan and open campus.*

   *A minimum of a $1.5 million per year subsidy for four years to supplement U SGUC campus operations (e.g., student/faculty recruitment and marketing, administrative/faculty/staff salaries, student scholarships, IT, student affairs/advising, personnel, and operational costs on U main campus).*

   *An interest-free 10 million dollar loan for ten years with no obligation to repay unless the campus is profitable.*

*\*SGUC plans to eventually have ten U.S. and European campuses and a total of approximately 10,000 students following the success of the first four phase one universities.*

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# Why SGUC and Korea?

- *Cost-free state-of-the-art campus facilities/supports for first five years of operation, including English language institute, administration/faculty/staff offices, lecture halls, classrooms, conference rooms, libraries, concert hall, food services, campus transportation, IT services, student life center, general marketing, and security. Cost for campus facilities beginning in year six included in long-term financial model. Rent will not put the U into a deficit position.*

- *New and state-of-the-art faculty housing at no cost for first five years and low-cost new and state-of-the-art student housing. Cost of faculty housing beginning in year six included in long-term financial model.*

- *$10 million interest-free loan during the first 10 years of operations until U SGUC makes a profit. Loan is to be paid back from U SGUC profits. If U campus does not make a profit, no pay back will be required.*

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**Guest House And Library**

**Student Affairs and Classrooms**

**Lecture Hall**
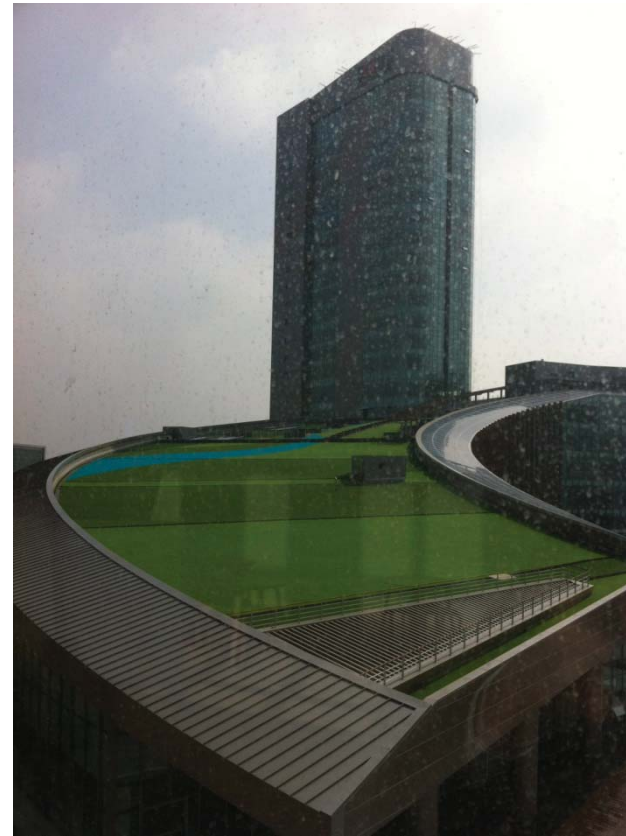
**SGUC Campus Center**

# Why SGUC and Korea?

- *Location!  SGUC is centrally located and within a three-hour flight of one-third of the world's population (1.7 billion people).*
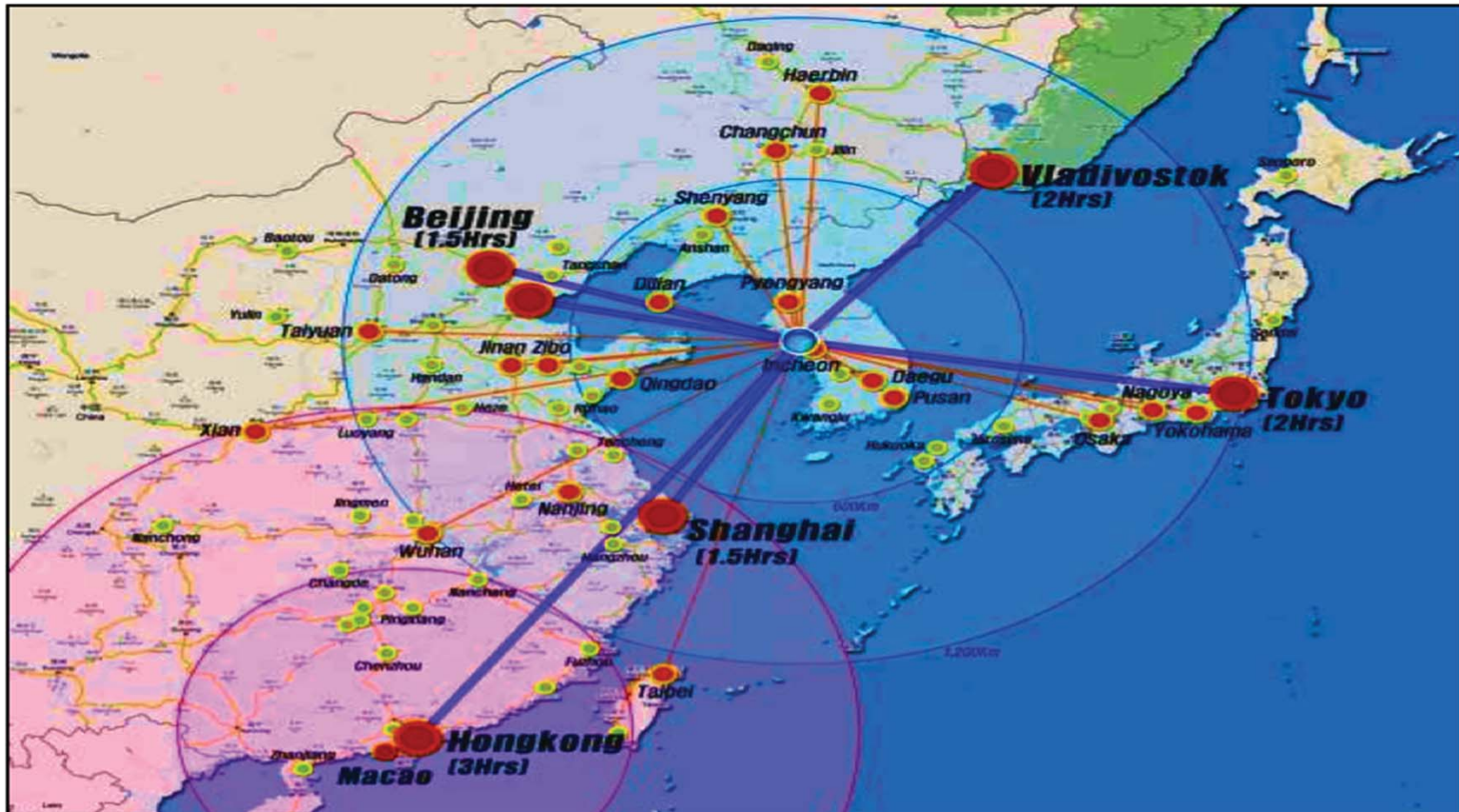
# Why SGUC and Korea?

- *Korea has 12<sup>th</sup> largest economy in the world and a cultural ethic exists for the value of higher education and a U.S. degree (50% of family disposable income spent on child's education).*

- *U has very strong alumni connections in Asia, especially in South Korea and China.*

- *In 2012, 378 Korean students attended the U, representing 15% of the total international student population on campus – second only to Chinese students.*

- *As of 2011, there are 89,537 international students in Korea, of which 66% are Chinese and 3% are American.*

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# Why SGUC and Korea?

- *A strong and cooperative alliance among the four universities (U, GMU, SUNY, Ghent) with representation on Songdo Global University Foundation Board and selection of future SGUC universities.*

  - *Coordination of general education requirements and formal agreements that degrees offered will not compete between universities.*

  - *Sharing of common physical and curriculum resources, including libraries, classrooms, student life center, general marketing, etc.*

  - *Coordination of financial, HR, student affairs, and budget planning at SGUC.*

  - *Coordinated voice in working with the Korean government and Songdo Global University Foundation.*

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# Financial Benefits to the U Main Campus and Our Faculty/ Students

- *No investment of state appropriations or any U main campus dollars in U Asian Campus operations at SGUC.*

- *U Asian Campus international students coming to Utah generate additional non-resident revenue for the U and the State. Songdo students coming to the U will generate an additional $5 million annually in main campus tuition revenue (250 students x $20,000 tuition).*

- *Participating U main campus colleges and central administration units receive full reimbursement for personnel and operating costs to support operations at U Asian Campus at Songdo.*

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# Financial Benefits to the **U** Main Campus and Our Faculty/Students

- ***U** main campus Utah residents who study abroad at **U** Asian Campus at Songdo will pay in-state tuition and receive **U** course credit consistent with standard study abroad procedures.*

- *Scholarships will be made available from **U** Asian Campus profits for **U** main campus students to study abroad at Songdo.*

- ***U** main campus faculty who teach at Songdo for up to two years will receive additional compensation, free faculty housing, one annual round-trip to U.S. for professional or personal use, access to research labs, and multi-national research opportunities.*

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# Current Status of SGUC Alliance Universities

- *State University of New York*
  - *Received SUNY system trustees and Korean MEST approval in 2011. Opened SUNY Stony Brook Graduate Program at SGUC in March 2012 with majors in computer science and technology and society; faculty and student recruitment underway for initial undergraduate programs to begin in March 2013.*

- *George Mason University*
  - *Received trustee approval in Fall 2012 to open GMU campus at SGUC, subject to the negotiation and approval of funding and operational agreements by the president.  MEST approval is imminent, and campus is anticipated to open in March of 2014.*

- *Ghent University, Belgium*
  - *Signed Financial Services Agreement in Fall 2011 and currently conducting feasibility study and planning for trustee approval in January 2013. Expects to open campus in March of 2014.*

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# Steps Completed in Planning for
# U Asian Campus at SGUC

**Step 1:  MOA with Korean government signed by President Young in September 2010.**

**Step 2:  Financial Services Agreement (FSA) approved by President Pershing and U Trustees and signed in April 2012. U approved to receive $1 million paid in three installments from Korean government for feasibility study and planning.  An amount of $250,000 received after signing of the FSA.**

**Step 3:  U Songdo Working Group and Steering Committees established and Feasibility Study completed (March – December 2012).**

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# Feasibility Study Results

*Market studies by SGUF and the three other participating universities indicate a strong demand on the part of Asian students and their families for a U.S. degree to be offered within Asia.*

*Overall survey and interview results of both parents and students in Korea and China (N = 289 students, 50 parents) indicate a high degree of interest in the concept of SGUC.*

*Proposed U degree programs were well received by both parents and students.*

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# Next Steps in Approval Process to Plan and Open U Asian Campus at SGUC

*Step 4: Seek approval of Academic Senate, President, Trustees, and State Board of Regents to submit application to MEST and open U Asian Campus at Songdo. Upon approval, U receives additional FSA $250,000 for continued planning (January – March 2013).*

*Step 5: Seek legislative change to Utah Money Management Act and receive final installment of FSA $500,000 to plan for U Asian Campus opening, pending approval of MEST application (May 2013).*

*Step 6: Conduct/complete faculty and student recruitment; establish on-site U Songdo Campus administrative operations in coordination with U main campus (May 2013 – February 2014).*

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# Faculty Recruitment

- *Recruitment plan is flexible and based on utilizing current and emeritus faculty at the **U** main campus as well as faculty from around the world who meet academic faculty requirements as set by department, college, and **U** policy and procedure.*

- *Faculty appointments at the **U** Asian Campus will be flexible, ranging from teaching short/intensive courses (two to six weeks) up to teaching two full academic years.*

- *Recruitment plan requires the hiring/appointing of qualified English-speaking faculty, including adjunct professors, in Korea and other parts of Asia, as necessary and available.*

# Faculty Recruitment

- *Faculty will be approved and appointed by the same standards in effect at the U main campus to ensure that the academic instructional quality at the Songdo campus mirrors or exceeds that at the U main campus.*

- *Faculty-to-student ratio at U Asian Campus at SGUC will be at the same ratio for comparable courses taught at U main campus.*

- *Faculty members at U Asian Campus at SGUC will also be responsible for teaching general education courses consistent with their background and expertise.*

- *Faculty benefits will include free on-campus housing, reduced tuition for children attending international schools, and travel to and from the U.S.*

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# Student Recruitment

- *General student marketing and recruitment for the four participating SGUC universities (including the U) will be the responsibility of the Songdo Global University Foundation.*

- *General student marketing/recruitment focused on establishing a 40% Korean, 40% Asian, and 20% U.S./European student population at SGUC.*

# Student Recruitment

- *Student recruitment targeted specifically to U Asian Campus at SGUC will be guided by the following principles:*

  - *Recruitment of top 10% Asian students through high school principal's recommendation as established under MOU with U main campus and Asian high schools.*

  - *Recruit and assure that top 1% students receive scholarships or other financial aid.*

  - *Attend national recruiting fairs with SGUF and other universities in Asia.*

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# Next Steps in Approval Process to Plan and Open U Asian Campus at SGUC

*Step 7:  Open **U** Asian Campus opens in March 2014  with 100 **U** undergraduate and 25 graduate students seeking the following degrees:*

- *B.S.W.  - Social Work (3+1 program)*
- *B.S. - Psychology (3+1 program)*
- *B.A.  B.S. - Communications (3+1 program)*
- *B.A. - Writing (degree pending final approval of Academic Senate, Trustees and Regents) (3+1 program)*
- *M.A. - English Language Teaching (1+1 program)*

*3+1 program = 3 years on the SGUC campus and one year on the U main campus.*
*1+1 program = 1 year on the SGUC campus and one year on the U main campus.*

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# Next Steps in Approval Process to Plan and Open U Asian Campus at SGUC

*Step 8: In March 2016, offer general education integrated minor in Global Citizenship to 50 additional **U** undergraduate students at Songdo seeking the following degrees:*

- *B.S. Bioengineering (2+2 program)*
- *B.S. Math Teaching with Licensure (3+1 program)*

*Financial model based on total **U** SGUC students as follows:*

- *Year 1 (March 2014): 125*
- *Year 2 (March 2015): 250*
- *Year 3 (March 2016): 500*
- *Year 4 (March 2017): 750*
- *Year 5 (March 2018): 900*
- *Year 6 (March 2019): 1,050 (final target student enrollment number)*

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# Next Steps in Approval Process to Plan and Open U Asian Campus at SGUC

*Step 9:  Initial cohort of undergraduate students who have completed three years at SGUC will come to U main campus in Winter 2017.*

*Financial model based on total U SGUC undergraduate students to attend U main campus is as follows:*

*Winter 2017:  100*
*Winter 2018:  125*
*Winter 2019:  275 (final target student enrollment number)*

*Note:  25 U SGUC graduate students in English Language Masters Degree Program come to the main campus each year beginning in Winter 2015.*

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# Admissions

- *Students admitted to the **U** Asian Campus at SGUC must meet the same admissions requirements as **U** main campus students with one exception:*

    *U Asian Campus students admitted to SGUC must have a higher TOEFL score (minimum 88) than international students admitted to main campus (minimum 80).*

- *Student admissions applications to **U** Asian Campus at SGUC will be processed at main campus consistent with new **U** holistic admissions review.*

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# Curriculum and Program Requirements

- *Undergraduate students admitted to **U** Asian Campus at SGUC will be required to complete Global Citizenship Block **U** General Education (this Block **U** is also available at Utah campus).*

- *Courses in this Block **U** are organized thematically to maximize learning. Students work in a learning community of excellent teachers, peer mentors, and peer advocates, all of whom are dedicated to student success.*

- *Graduation requirements and curriculum for individual programs (undergraduate or graduate major) will be identical to requirements on the **U** main campus.*

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# Administration of U Asian Campus

- *SGUC provides U Asian Campus cost-free state-of-the-art campus facilities for first five years of operation.*

- *In addition to the administration by the colleges on the main campus, each department will have an on-site administrator at U Asian Campus to ensure that the quality and control of programs are maintained.*

- *U will appoint a President of U Asian Campus reporting directly to administration on the U main campus to ensure overall quality and control.*

- *U Asian Campus will be self-supportive and will require <u>no</u> investment of state appropriations or any U main campus dollars.*

- *U Asian Campus provides every college at U main campus the opportunity to expand its programs internationally, including new research opportunities.*

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# Proforma Financial Analysis

- *Undergraduate tuition established by all four SGUC participating universities is at $20,000 per year. Additional fees to be agreed upon by the four universities. The financial model is dependent upon recruiting and enrolling the targeted number of students.*

- *With $1.5 million in annual subsidies available from the Korean government in the first four years of operation and facilities rent free for the first five years, the U Asian campus at SGUC will, at a minimum, break even or be profitable in the initial years of operation.*

- *The U Asian Campus at SGUC will be profitable if proposed student recruitment and enrollment targets are met, even after government subsidies and free rent have ended.*

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# Measures to Manage Risk

- *Memorialize University rights and responsibilities in written agreements with Korean governmental entities.*

- *Obtain written commitments from IFEZA and SGUF to support campus closure if necessary (e.g., war, disaster, acts of terror, riot, natural disaster or market disruption, etc., or uncontrolled financial deficit).*

- *Create separate non-profit corporation to operate Songdo campus.*

- *Utilize Korean legal counsel and High Street Partners to understand and comply with Korean law.*

- *Conduct regular (at least yearly) analyses of Songdo campus operations to determine financial strength and viability of campus.*

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# Measures to Manage Risk

- *Engage in regular contact regarding campus issues with Korean governmental entities who are significantly vested in the success of the Songdo campus.*

- *Determine likelihood of campus success by eighth year of operation (within $16 million subsidy/loan period).*

- *Secure adequate and appropriate liability insurance policies.*

- *Build and reserve $3 to $5 million contingency fund from Songdo campus profits (when possible).*

# Exit Strategy

- *Regularly assess financial success of campus.*

- *Regularly communicate with Korean governmental entities regarding prognosis for success and any needs for additional financial or other support.*

- *If financial viability of campus is not certain by eighth year of operation (or $7 million in loan moneys having been spent), begin discussions with Korean governmental entities regarding the need to close.*

- *Absent new commitments from Korean governmental entities, file application with MEST to close campus while subsidies/loans are sufficient to cover anticipated closing costs.*

- *Close campus after obtaining MEST approval.*

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# Closure Process

- *Submit application with MEST to close campus including:*

  - *Reasons for need to close.*

  - *Scheduled date for closure.*

  - *Plan for existing students at Songdo.*

  - *Plan for faculty/staff at Songdo.*

  - *Plan for disposition of any Songdo assets.*

  - *Supporting documentation from IFEZA and SGUF.*

- *Obtain permission to close.*

- *Close campus.*

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# Keys to Success at SGUC

- *Recruit qualified research and teaching faculty who are committed to and fully engaged in the **U** Asian Campus at SGUC.*

- *Recruit, educate, and support top-tier students through quality programs comparable to **U** main campus experience.*

- *Ensure that **U** Asian Campus is a high-quality university, with top admissions standards.*

- *Maintain and support strong cooperative alliance with SGUC alliance universities.*

# Keys to Success at SGUC

- *Develop and support a strong network of alumni and potential donors throughout Asia.*

- *Partner with business, non-profit organizations and governments to provide internship and employment opportunities for the U Songdo graduates.*

- *Provide students with positive campus experience in areas such as dorm life, sporting and cultural events, student organizations, internships, volunteer opportunities, etc.*

# Summary of Key Benefits

- *Expands the **U** global footprint and reputation; enhances world ranking as a research-extensive university.*

- *Provides critical global learning experiences for **U** students by creating study abroad opportunities and career-launching internships, including scholarships being made available from **U** Asian campus profits.*

- *Provides top-tier international students the opportunity to receive a **U** degree through required participation at both the **U** campus in Asia and the **U** main campus.*

- *Creates global research and teaching experiences for **U** faculty seeking an opportunity to be part of a unique multi-university international campus.*

- *Promotes global research/teaching mission through cross-university collaboration and knowledge development.*

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# Summary of Key Benefits

- *Builds and strengthens **U** business, education, and cultural collaborations and partnerships, including an increased international alumni base. Creates new and expanded career opportunities in Asia and the U.S. for **U** graduates.*

- *Unprecedented Korean government financial support allows no investment of state appropriations or any **U** main campus dollars in **U** Asian Campus operations.*

- *Participating **U** main campus colleges and central administration units receive full reimbursement for personnel and operating costs to support operations at **U** Asian Campus at Songdo.*

- *International students coming to Utah from Songdo generate additional non-resident revenue for the **U** and the State.*

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# APPENDICES

# Feasibility Study
# Survey and Interviews

- *Purposive sampling in both China and Korea utilized to ensure distinct groups identified and included to assure responses of key stakeholders are reflected.*

- *A total of 289 students and 50 parents completed the survey with interview.  Sampling group included two Chinese high school student groups and three parent/teacher groups; four Korean high school student groups and four parent groups.*

- *Data were analyzed and reported by Social Research Institute in the U College of Social Work.*

# Feasibility Survey Results Overview

- *90%\* of students and 100% of parents interested in a U.S. degree.*

- *80% of parents definitely likely or somewhat likely to pay $20,000 per year in tuition costs for their child to attend SGUC in order to receive a U.S. degree.*

- *60% of students definitely likely or somewhat likely to attend U programs in Songdo.*

- *90% of parents definitely likely or somewhat likely to have their child attend U programs in Songdo.*

- *Department/major and university world ranking were the two most important factors when choosing a university.*

*\*All figures are rounded.*

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# Feasibility Interview Results Overview

- *The quality of the U program at Songdo must meet very high standards as indicated by parents and students.*

- *Top-tier students and highly qualified (U.S. or European-based) professors need to be recruited and provide instruction at Songdo.*

- *Student educational experience at U Songdo should be comparable in quality to programs at U main campus.*

- *Given that the SGUC has no current world ranking or track record, the initial years on the Songdo campus are critical to the reputation of the U programs.*

- *International cultural events and experiences in collaboration with other universities participating at SGUC is an essential component of a quality educational experience for U students.*

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# Feasibility Survey Results - Students

5. Are you interested in earning a US degree?



Valid N= 291    Missing= 1
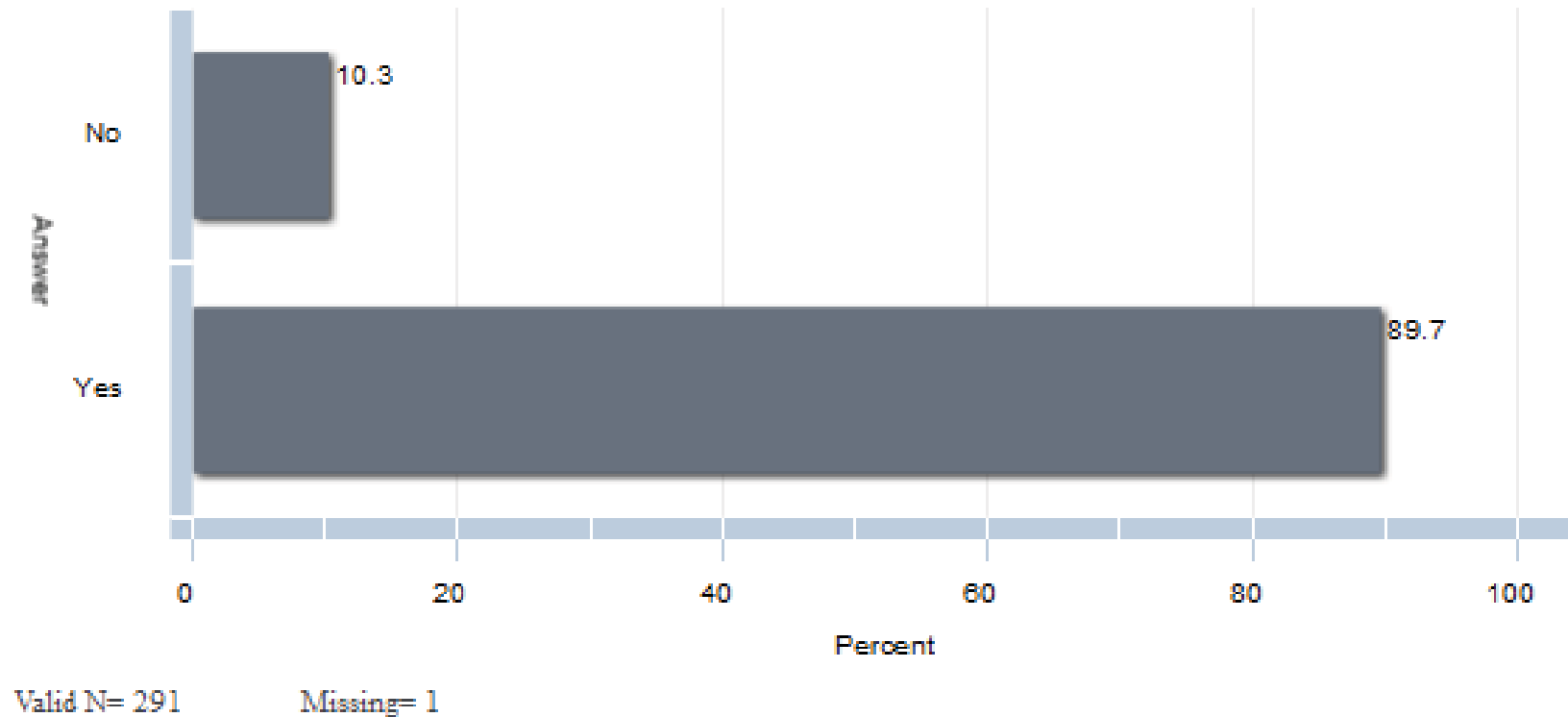
# Feasibility Survey Results – Parents



5. Is the student interested in earning a US degree?
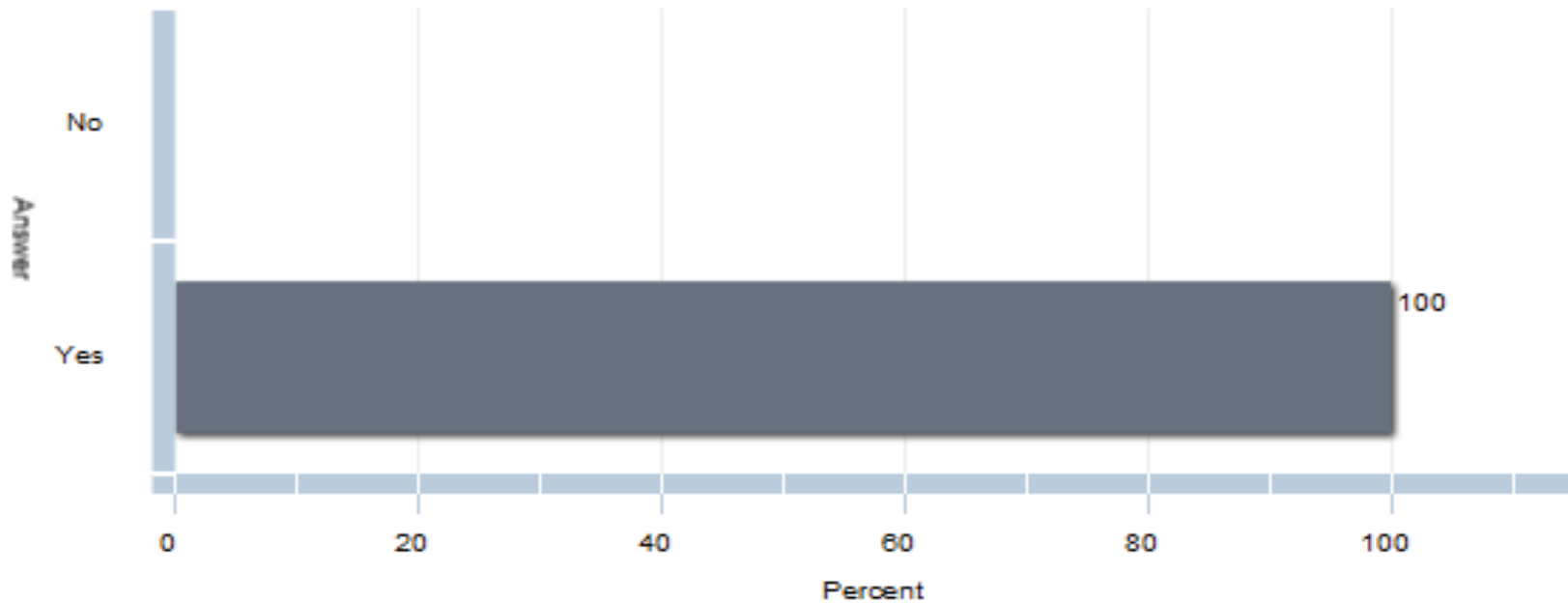
Valid N= 52     Missing= 1

50

# Feasibility Survey Results

**8. Would you attend U Songdo to get a U.S. Degree – Students**
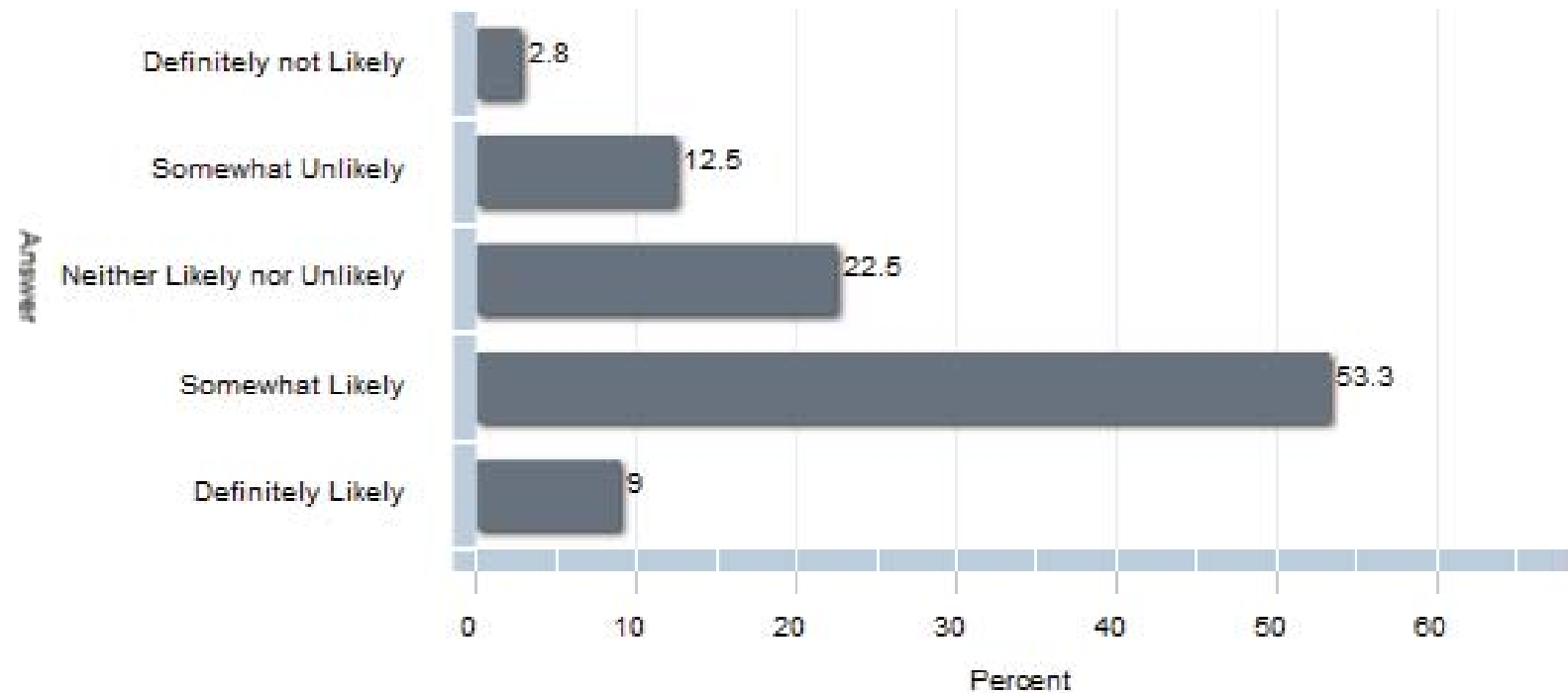


Valid N= 289    Missing= 1

# Feasibility Survey Results

**8. Would you have the student attend U Songdo to get a U.S. Degree – Parents**



Valid N= 50          Missing= 1
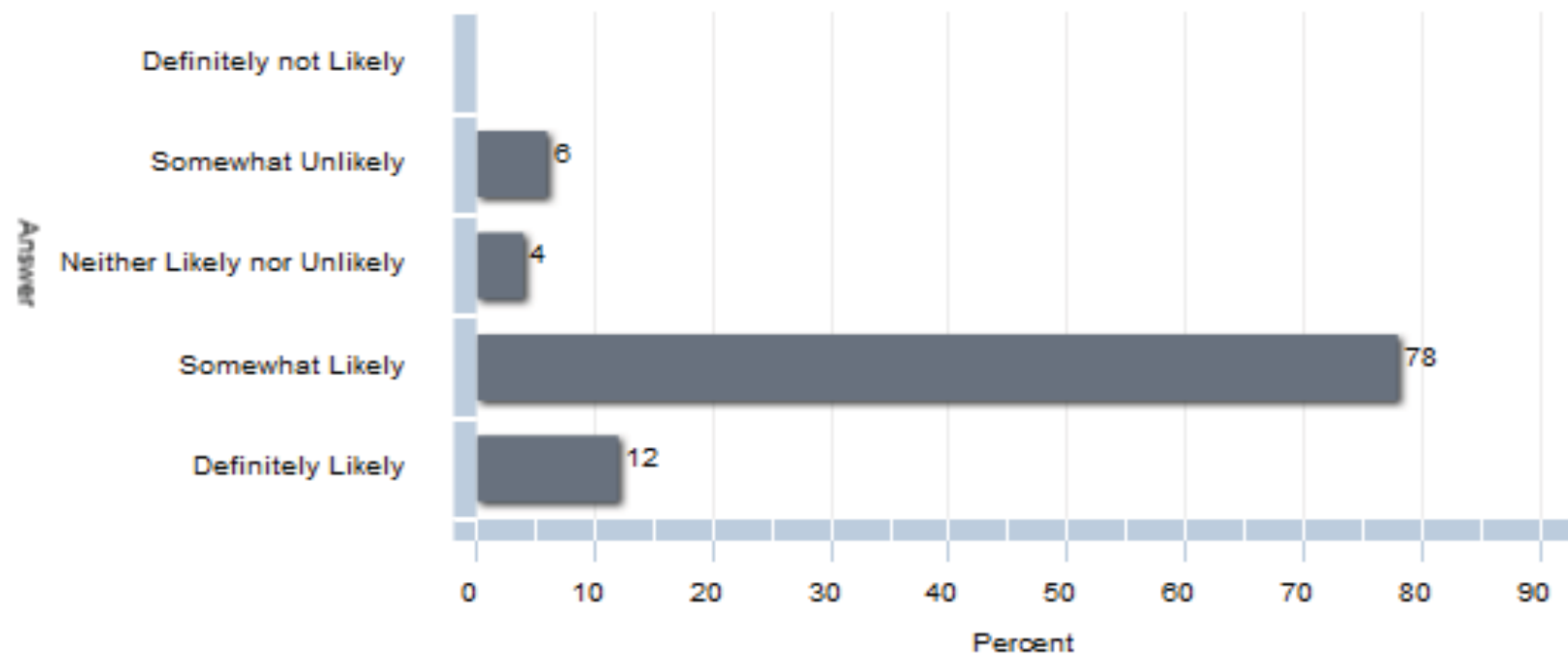
# Songdo Environmental Impact:
# History, Challenges, and Future Directions

- *Songdo City originally developed more than a decade ago to build a futuristic city on wetlands reclaimed from the sea to establish a business, education, and real estate zone for future urban living and learning.*

- *Korean government legally sought and received approval to reclaim wetlands area approximately 35 miles from Seoul with intent to establish a "green city of the future."*

- *Area of rich biodiversity and high ecological value was damaged irreversibly because of the urban project and associated developments. This has presented a number of contradictions and challenges in the city's development. For example, indications are that the process of wetland reclamation is continuing while at the same time major "green city" initiatives are moving forward.*

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# Songdo City Environmental Challenges

## Negative Impact Over Time

- *Destruction of wetlands ecosystem.*

- *Decline or extinction of legally protected species.*

- *Decline of fisheries and eco-tourism along the west coast and associated possible long-term net loss in employment.*

## Recent Positive Developments

- *Forest cover, which virtually disappeared during early development push, has been restored to around 60%.*

- *Korean government in process of making replacement habitats to ensure the safety and stability of Saunder's gull and the black faced spoonbill which breed and are the essential protected species around the Songdo district. The birds are being protected from additional harm from development and encroachment of their feeding grounds by designating existing wetlands as a protected area.*

# Songdo City Environmental Challenges

## Negative Impact Over Time

- *Disruption of tidal processes in Yellow Sea.*

- *Increased risk of flooding.*

- *Impact on natural landscape.*

- *Destruction of globally unique ecosystems and natural landscapes.*

## Recent Positive Developments

- *The Songdo Central Park and surrounding urban areas meet highest expectations for a global city park and includes eco-friendly features.*

- *Seawater canal in the park, unlike typical canals, utilizes seawater to minimize the damage to the ecosystem by storing water from the West Sea during high tide.*

- *Using tidal energy; water is purified through a double filter without use of chemicals.*

- *Rain-saving facility in the park reduces water consumption.*

- *Parking lots are located underground to minimize carbon emissions.*

# Songdo City Environmental Challenges
## Recent Positive Developments

- *Extensive amount of green spaces – 515 acres of landscaping and open spaces, equal to 34% of the total land area of the Songdo development.*

- *Pedestrian friendly – designed to promote local residents and visitors to move around car-free.*

- *Several alternative public transportation methods are available including a subway, which will connect all the way to Seoul, water taxis, and buses, as well as nature trails to promote walking and bicycling.*

# Songdo City Environmental Challenges

## Positive Developments

- *Establishing secure, non-polluting energy supply*

- *Achievement of greenhouse gas emissions reduction goals*

- *Fiscal saving from reducing fossil fuel imports*

- *Sustainable building design: the main goal of new construction is to have all buildings target certification under the LEED-NC and/or LEED-CS rating system. Third-party development land sale agreements will contain language mandating that buildings erected must pursue LEED Certification.*

# Addressing Sustainability: Future Directions

- *Korean senior policy makers working with UN and NGOs on potential change of strategy in regard to addressing biodiversity and environmental impact and sustainability issues within Songdo and nationwide.*

- *UN Asian Office of Sustainable Development established in Incheon City/Songdo to further reinforce Korean government's focus on the environment.*

# Addressing Sustainability: Future Directions

- *International Union for Conservation of Nature (IUCN) coordinating with Korean government to further preserve and support sustainable development at Sondgo.*

- *Songdo recently selected as the headquarters of the United Nations Green Climate Fund, a multibillion dollar fund to help developing countries adapt to and mitigate climate change. The fund is overseen by 24 board members represented from countries all over the world.*

- *In the future, as the university alliance participates in SGUC, it allows higher education institutions to have a voice in the continued development of sustainable environments in South Korea.*

## Resolution Of The University Of Utah Academic Senate, Endorsing The Proposed Participation Of The University In The Songdo, South Korea Project

**Whereas:**

The University of Utah (U of U) is seeking to expand its activities into Asia in order to develop opportunities for both students and faculty to further engage in globally focused academic activities, and proposes to do so by participating in a project to be located in Songdo, South Korea (Songdo Project). Significant physical and financial resources needed to support such expansion of the U of U's activities, as well as the activities of three other of the world's top universities State University of New York, Ghent University, and George Mason University, have been committed to the Songdo Project by the government of the Republic of Korea (commonly known as South Korea) and the Songdo Global University Foundation (SGUF). The framework has been established whereby each cooperating university will grant its own degrees and be responsible for its own academic administration, while SGUF will manage campus physical facilities at the Songdo site. Academic departments of the U of U will participate in the Songdo Project only as each determines is appropriate, including offering courses and locating faculty at the Songdo site. Each of the U of U's participating departments will be expected and empowered to maintain academic standards (for student admissions, course-teaching, degree requirements, and appointments and reviews of faculty) in connection with the Songdo Project equal to those standards maintained in the department's academic activities at the U of U's Salt Lake City campus. Additionally, each participating department will be supported in its efforts to leverage resources provided by the Asian campus expansion to further teaching, research, and mission unique to each discipline.

**Therefore:**

**Be it resolved that the Academic Senate of the University of Utah does hereby endorse the proposed participation of the University of Utah in the Songdo South Korea Project, as that Project has been described to the Senate.** .

AAC Charter 9

Addendum 1

University of Utah
Athletics Department

## *Mission Statement*

~~The University of Utah Athletics Department's mission is to complement and support the overall intellectual and community relations mission of the University of Utah. The Athletics Department achieves this mission by providing the means, direction, and motivation in assisting skilled student-athletes to reach their fullest potential academically, athletically, and socially in a university setting. This is accomplished with a great concern for physical, mental, and emotional welfare of the student-athlete in an environment that promote fair play and amateur athletics. Ultimately, we expect to provide each student-athlete with the tools necessary to be successful contributor to society.~~

~~The University of Utah is a vital part of the larger community and reaches out to the community through its athletic teams. The Athletics Department enhances the University's image by providing fully competitive athletic teams that bring a sense of price and recognition to the University. Through shared positive athletic experience, we intend to help unite the University community, the alumni, and the State of Utah.~~

As an integral part of the University and the community, the Athletics Department complements and supports the overall mission of the University. The Athletics Department seeks to provide the means for all student-athletes—regardless of gender, race, national and/or ethnic origin, religion, sexual orientation, gender identity/expression, or disability—to reach their full potential academically and athletically, while also becoming positive contributors to society.

The Athletics Department supports the University's objective of creating a diverse community ~~enriched by men and women of diverse backgrounds. It does so~~ by ~~efforts to~~ attracting ~~and retain~~ a staff in which ~~where~~ women and minorities are well represented. The Athletics Department strives for winning teams that adhere to NCAA and Pac-12 rules and display loyalty, honesty, fiscal soundness and good sportsmanship.

~~In addition, the Athletics program offers opportunities for participation and provides support for students without regard to gender, race, national and/or ethnic origin, religion, sexual orientation, or disability.~~

~~Academic success, a strict adherence to NCAA and WAC rules, loyalty, fiscal soundness enthusiasm, and a dedication to excellence in our teams are critical to perform our mission successfully.~~

Addendum 1

University of Utah
Athletics Department

# *Mission Statement*

As an integral part of the University and the community, the Athletics Department complements and supports the overall mission of the University. The Athletics Department seeks to provide the means for all student-athletes—regardless of gender, race, national and/or ethnic origin, religion, sexual orientation, gender identity/expression, or disability—to reach their full potential academically and athletically, while also becoming positive contributors to society.

The Athletics Department supports the University's objective of creating a diverse community by attracting a staff in which women and minorities are well represented. The Athletics Department strives for winning teams that adhere to NCAA and Pac-12 rules and display loyalty, honesty, fiscal soundness and good sportsmanship.

THE
UNIVERSITY
OF UTAH

David W. Pershing
President
*Distinguished Professor*

201 Presidents Circle, Room 203 • Salt Lake City, Utah 84112-9008 • 801-581-5701 • president@utah.edu

# MEMORANDUM

**DATE:**  February 14, 2013

**TO:**  Academic Senate Executive Committee
University of Utah Board of Trustees

**FROM:**  David W. Pershing, President

**SUBJECT:**  **2012-13 Distinguished Professor Appointments**

It is my pleasure to approve the affirmative recommendation by the Distinguished Professor selection committee that the following individuals be appointed Distinguished Professor at the University of Utah:

Robert Adler, Distinguished Professor of Law
Michael Hardman, Distinguished Professor of Special Education
Erik Jorgensen, Distinguished Professor of Biology
Kathleen Mooney, Distinguished Professor of Nursing

The Distinguished Professor selection committee met on February 11, 2013 to consider nominations received. The four nominees were selected by a majority vote from an outstanding pool of candidates.

DWP/nh

# MEMORANDUM
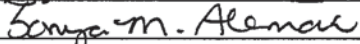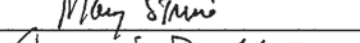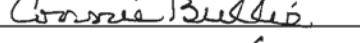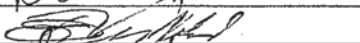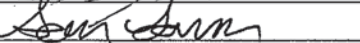
To:        Robert Fujinami, President Academic Senate

From:      James Anderson

Subject:   Faculty Initiative

Date:      February 1, 2013

Policy 6-002, Section 9, paragraph A states, "Any ten faculty members may petition and secure consideration by the Senate of any appropriate matter including proposed amendments to the Faculty Regulations. An amendment to the Faculty Regulations or any other matter to be initiated shall be presented in writing to the President of the Senate, who shall then give notice of the proposal to the Senate." In accordance with that policy, we the undersigned request the presentation, discussion, and consideration of the attached report on student feedback measures and to consider its recommendations for more effective review of instruction at the March meeting of the Academic Senate.

| Name (print) | Signature | Unid | Date |
|---|---|---|---|
| Danielle Endres | | u0488720 | 1/31/2013 |
| Sonya M. Aleman | Sonya M. Aleman | v0476263 | 1/31/2013 |
| Suhi Choi | | v0518763 | 1/31/2013 |
| MARY STRINE | Mary Strine | U0028766 | 1/31/2013 |
| Connie Bullis | Connie Bullis | U0029217 | 1/31/2013 |
| Marouf Hasian J | | u0097104 | 1/31/2013 |
| Kimberley Mangun | Kimberley Mang. | u0528244 | 1-31-13 |
| Heather Canary | Heather Cany | u0384660 | 1-31-13 |
| Glen Feighery | | u0452739 | 1/31/2013 |
| Maureen Mathison | | U0029211 | 2/1/13 |
| David Vergobbi | | u0034533 | 2/1/13 |
| Sean Lawson | | u0620099 | 2/1/13 |

# Student Feedback Measures: Meta-Analysis

A Report to the Academic Senate

James A. Anderson

Immediate Past Chair, Student Course Feedback Oversight

Committee

March, 2013

# Student Feedback Measures: Meta-Analysis

## James A. Anderson

University of Utah Student Feedback Measures Final Report

## Author's Preface

This study was presented as an interim report from the Chair of the Student Course Feedback Oversight Committee to the oversight committee and to the Academic Senate Executive Committee in April, 2012. Over the ensuing year it has been updated with additional analyses and is provided here as a final report. It being presented to the University community at large because it reveals important characteristics about student feedback responses that cannot be seen on the usual course by course basis on which such measures are typically engaged. The findings of this study have critical implications for the use of student feedback measures in merit, retention, promotion, and tenure matters.

The author would like to acknowledge the help and support of Vice-President for Faculty, Amy Wildermuth, Assistant Dean of Undergraduate Studies, Mark St. Andre, Manager of Student Feedback, Jill Stephenson, ACS Analyst, Camille Wintch, OBIA Analyst, Joyce Garcia, Professor Paul Gore and Professor Janet Colvin. I wish to express my appreciation to my reviewers both of the statistical approaches taken and of the interpretations provided. My thanks too are extended to the University administrators and staff members who made the work possible. Errors are the sole responsibility of the author.

# Executive Summary

This study is based on two large samples drawn from the standard instructor and course forms of the student feedback measures for the 2009 semesters and the 2010 semesters cutting across three academic years.  Sample One drew 24,147 instructor forms and 23,517 course forms from spring 2009 that resulted in 22,754 matches across respondents.  The sample included all courses taught in 12 departments and one program. The 12 departments were chosen two from each of 6 main campus colleges. The program was chosen because of its particular content or instructional approach.  (All course/department/college/ instructor identities have been masked.)  Sample One contained 1,187 classes (a course/instructor combination), 652 instructors, and 608 courses that had a combined enrollment of 38,856 students, generating an instructor rate of return of 64 percent and a course rate of return of 63 percent.

Sample Two drew 76,410 instructor responses and 66,624 matched course and instructor forms from seven academic units representing six main campus colleges. This sample provided 3,934 classes, 1,886 courses and 1,048 instructors.  In both samples, selected instructor demographics were matched to the instructor and selected course attributes were matched with the course. Sample Two was used in confirmatory factor analysis and in examining the stability and reliability of course/instructor ratings over time.

## Findings
A brief summary of the main findings follows under four headings: block ratings, factor analysis, instructor demographic analysis, course attribute analysis, and academic unit analysis.

### Response Behavior (see page 7)
The majority of student ratings do not follow what might be the expected pattern of internal variations.  Instead, 58 percent of the instructor ratings and 56 percent of the course ratings were scored in a block fashion in which all the answers used a single response position (all 6s, 5s, etc.).  In addition 68 percent of the block ratings on the instructor form and 65 percent of the block ratings on the course form were all 6s.  Subsequent analysis showed that the relationship between the two types of raters over instructor composite scores was weak overall and non-existent for a low-scoring subgroup.

### Factor Analysis (see page 16)
Factor analysis using only non-block rating respondents over the seven instructor items, the seven course items, and the combined set of 14 items demonstrated that each form was composed of a single concept with no internal dimensions.  The combined items also fit a model of a single concept, although there was some separation between the instructor concept and the course concept.  This finding was confirmed in an independent Sample Two analysis.

### Instructor Demographics (see page 17)
Seven demographic variables—Sex, Age, Ethnicity, Status, Rank, Years from Terminal Degree, and Date of First Hire—were analyzed for direct and interactive effects on the composite Instructor score (the factor analysis finding precluded internal item analyses).  In terms of direct effects, instructors who were women, aged 35-46 years, of the majority ethnicity, with either no terminal degree or within 11 years of their degree, averaging 15 years from their first hire and were adjunct faculty with the rank of instructor received higher scores than other categories.

And, men who were 46-57 years old, of majority or foreign ethnicity, 21 years or more from their terminal degree, recently hired, regular or visiting faculty with the rank of associate instructor scored the lowest. The most interaction effects occurred over combinations of Sex, Age, Rank and Ethnicity. There, young, male, foreign national, graduate students scored the lowest. White women generally scored higher than white men across all age groups; minority women outscored minority men but only in the first age quartile; older minority women showed lower scores. With Foreign and Unknown categories removed, minority faculty scored higher than majority faculty.

## Course Attribute Analysis (see page 28)

Course attributes entered into these analyses were instructional type (lecture, lab, seminar, etc.), instructional level (undergraduate, graduated), instructional location (AOCE, LEAP, Honors, etc.) instructional delivery (on-line, tele-instruction, etc.), and requirement certification (writing, quantitative, science, etc.). In general only two course attribute effects were found: enrollment was negatively related to both Instructor and Course composites and courses that met University requirements for science, diversity, or quantitative studies scored lower.

## Academic Unit Analyses (see page 34)

Strong interactions were found between Ethnicity and Sex over Colleges and individual Departments. These findings support the cultural studies notion that stereotyping (like validity) is contextual. Woman or man, majority or minority where one teaches makes a difference.

## Reliability Analysis (see page 41)

Instructor/course combinations were matched across four semesters using data from non-block raters, producing 1,032 matched pairs. The reliability coefficient failed to meet criterion. Further, analysis of the top and bottom 200 scores showed that more than 75 percent of all scores (top and bottom) regressed toward the mean in subsequent measurements. High scores predicted subsequent lower scores, and low scores predicted subsequent higher scores, indicating little stability. The most obvious source of this variability over time is the different set of students taking the course.

## Summary and Implications (as presented, pp. 46-48)

- The majority of students practice block rating on instructor and course scales. Block rating is the practice of using a single response position for all items in a scale. The practice of block rating casts substantial doubt on the character of student ratings. It is beyond reason that the majority of faculty and course reached near perfection across 14 items of judgment.

- The consistent factor analysis results over Samples One and Two demonstrate that the internal items of either the instructor or course scales have little or no independent meaning. Students for the most part are not making item by item judgments concerning the pedagogical skills of the instructor or the design of the course. Item values should not be used as diagnostics without substantial additional analysis of the quality of the data.

- Student ratings for the majority of the student respondents are a single concept, user experience judgment. In organizational activity analysis, we talk about three types of scales: user experience (UX), process, and productivity. Process is concerned with the

competence of the activity, and productivity with the outcomes. User experience scales tap into perceived value to the user, ease of use, ease of adoption, and desirability. (None of these are the same as "popularity," however.) Superior UX values are usually attributed as the basis for the success of such products as the iPod and the iPad (See, for example, http://www.uxmatters.com/mt/archives /2012/04/more-than-usability-the-four-elements-of-user-experience-part-i.php), so they are not trivial. Nonetheless, difficulties in analysis occur when one scale form appears in the response pattern, but is then used by evaluators as if it were another scale form. UX responses do not convert into process values, and process scales do not convert into outcomes. It is imperative to know at what level of analysis one is operating.

- Instructor demographics of sex, age, ethnicity, and status affect student ratings. Women fare better than men and minorities fare better than male majorities. However, much of that effect is taken up by the lower values given to graduate students who are primarily majority male.

- Course attributes have little effect with the exceptions of class size and of courses that meet University requirements. Increasing class size has a nearly monotonic negative effect on Instructor and Course composite ratings. Courses meeting the requirements for science, diversity, or quantitative studies fare poorer in ratings than courses meeting other requirements. One interpretation of this finding is that courses that are more difficult, require better preparation, or take students out of their comfort zone will receive lower feedback scores.

- The academic unit of instruction is correlated with student ratings. More information is needed to determine what is driving this effect, but disciplines that are both factual and procedural are in the main rated lower than disciplines that are reflective and interpretive.

- The finding of little reliability over repeated presentations of the same instructor-course combination for non-block raters strongly suggests that consistency in evaluations is mostly a product of the constant value of block rating, that something other than teaching effectiveness is being measured and that indeed a class is a unique combination of students, instructor and content.

- The finding that some three-quarters of high positive and low negative values regress toward the mean in the next iteration of a class suggest that students may be the most significant variable in predicting future evaluation outcomes.

## Action Steps (as presented, pp. 48-51)

The action steps recommended here are guided by these principles: (a) There is no suggestion that student evaluations of instructors and course should be abandoned. As noted such evaluations are important, necessary, and needed (McKeachie, 1997). (b) Effective teaching occurs in the unique combinations of instructor, students, content, and goals. The controversies over issues of validity, the relationship with learning, and the consequences on quality and rigor are irreducible because a single (even if multi-dimensional) criterion of effective teaching cannot

be reached (Adams, 1997, Clayson, 2009, Kulick, 2001). (c) No corrections or modifications to the measurement protocol will force respondents to provide considered judgments of their experience with an instructor or a course. Students will have to take this responsibility upon themselves (Ory & Ryan, 2001). And last, (d) The central problem with student feedback measures is the use (mostly misuse) of these measures by administrators and faculty committees (Abrami, 2001, Caulkins & Micari, 2010, Clayson, 2009, Kane 2001, Kane, 2006, Lane, Parke, & Stone 1998, Linn 1998, Marsh, 1987, McKeachie, 1997, Ory & Ryan, 2001, Penny, 2003, Titus, 2008, Williams & Ceci, 1997). Such groups have been charged with confusing measurement with evaluation (Theall, 2001), overestimating the precision of such measurements (Theall & Franklin, 2001), focusing on numerical values in the pretense of objectivity (MeKeachie, 1997), being marked by a lack of knowledge and general naiveté about metric measurement as well as the analysis of qualitative comments (Centra, 1993, Robinson, 1993, Theall, 2001). Given those principles, the following action steps are recommended:

- Institutional practices have invested too much authority in student ratings as a basis for merit, retention, tenure, or promotion purposes, reading them as measures of effectiveness or competence. Student experience in the classroom is a substantive element in the overall evaluation of teaching and course design, but, at least in some cases, it has become the only element and has substituted for the professional evaluation of a professional activity. The practice of using student feedback measures in Faculty Activity Reports as the sole and automatic measure of teaching competence should stop.

- Colleges and departments should address the role of student feedback measures in their professional evaluation of teaching competence in light of this study. On-going practices across the University may be inappropriate to the character of the data. Initial returns from a survey of department chairs by the Student Feedback Oversight Committee indicates that such measures account for 50 percent and sometimes 90 percent of the evaluation. This heavy weighting of such measures does not seem justified by this study.

- The data show that instructor demographics interact with colleges of instruction. Colleges need to address the cultural aspects within their disciplines that lead to stereotyping of individuals by their age, gender, and ethnicity.

- The University should consider suspending the publication of student feedback ratings for graduate students. Graduate students may be unfairly marked by the process. At the least, it is inappropriate for a "teacher-in training" to be evaluated against a seasoned professional. Further, given that student evaluations appear to represent a user experience judgment, a principled development of a teaching philosophy may be compromised by a felt need to please. And last, as the internal items have little independent meaning, using those values to "improve" teaching has little more than a random effect.

- If a revision of the current 14 item instructor and course feedback scales is being planned, it should take into account that student respondents are likely to return user experience values, regardless of the wording of the items. It would be much better to design the scales as UX scales to avoid their subsequent abuse in the faculty evaluation process. Moving to a user experience scale would eliminate much of the misappropriation and

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abuse of information that the existing scales promote.  Student comments should be encouraged.

- The role of student comments needs to be systematized.  Most reports that I have read over several years of reading such reports simply poach good and bad comments.  A preliminary study of all comments from all courses conducted in spring 2009 shows that comments range from the trivial to the insightful, from over the top praise to through the floor complaint from inappropriate suggestiveness to useful suggestion.  An initial study conducted over those data showed that an eight-code set constituted by the codes "unfocused affective (best/worst); personal attributes (looks, style, voice, accent); teaching skills of the instructor; content of the course; relational skills/practices; question handling; communication skills/practices; grading; and consequences for the respondent" accommodated the majority of comments.

- It is possible that early access to grades is too sweet of a carrot, hyper-inflating return rates at the expense of considered judgment and comment.  A small sample experiment that provides an opt out escape ("I want to skip the ratings.  Just grant access to my grades, please.") might give us a better understanding of this phenomenon.

- An in-depth study of student feedback measures such as the present study should be conducted at least biennially.  The study data format should be developed by a team incorporating Academic Computing Services, the Office of Budgeting Information and Analysis, and independent disciplinary experts.  These data sets need to incorporate student demographics, which is the missing element of this study.  Data sets de-identified by student and instructor should be widely available for analysis by qualified researchers within the institution.  These data are far too valuable for understanding the instructional process to be held behind closed doors in the hands of the few.

- The relationship between student feedback measures and academic rigor needs to be investigated.  Further, the institution should consider the relationship among the SCH budgeting paradigm, student feedback measures, and academic instructional quality.  One way in which that study could be supported would be for departments to report on a common set of design attributes such as pedagogical approach, use of a textbook, assignments, tests, and so forth.  The available course attributes are not robust enough to support this study.  More appropriate attribute measures need to be developed.

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## Introduction

This study uses a large sample of student course evaluations to examine the effects of instructor demographics and course attributes on student evaluations of instructional effectiveness. The goal is to assist in the development of appropriate instructional evaluation procedures in which student course feedback measures are used.

Student course evaluations made their entrance into the academy in the early 1920s, exploded in the mid-1970s, and were in widespread use within a decade (Goldschmid, 1978; Franklin & Theall, 1990). Paper and pencil course evaluations were adopted by the University of Utah in the mid-1980s and moved to on-line by the mid-1990s. Effective access to the evaluation data occurred in the fall of 2009 when a link to the data was provided for every course in the "Class Schedule" listings. At about the same time, the composite mean scores were pre-filled in the Faculty Activity Report (FAR). In the following year with the adoption of new policy, the name was changed from Student Course Evaluations to Student Course Feedback, although course evaluations remains the term in use. These measures are routinely used in merit, retention, promotion, and tenure decisions as de facto measures of teaching effectiveness, often in the absence of any other institutionally sanctioned measures (Student Feedback Oversight Committee survey Jan/Feb, 2013).

The literature on student course measures is extensive, covering an 90 year span, and wildly contradictory.[1] (A good place to start is Gravestock & Gregor-Greenleaf, 2008, but also see Berk, 2005 and IUPUI Center for Teaching and Learning bibliography (2012) at

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[1] A good part of that contradiction can be attributed to the changes in higher education over the 90 years of the literature. For example, we now enroll nearly three times the proportion of the population than in the 60s, nationally the male/female ratio has changed from 60/40 male to 60/40 female, and the average age of our students has risen. Substantial changes in the professorate, the curriculum, as well as measurement and measurement protocols have occurred as well. Generally speaking, any study published before the 1990s should be examined with an eye toward those changes.

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http://ctl.iupui.edu/resources/main.asp.)  The enduring controversies have to do with the nature

of effective teaching, its measurement, the validity of that measurement, the relationship of

teaching to learning and other student outcomes, the biasing effects of gender, age, ethnicity,

grading practices, personality, performance, and even chocolate (see, for example, Darby 2007;

Koermer & Petelle, 1991; Prave & Baril, 1993; Smith, 2009; Weinberg, Fleisher, & Hashimoto,

2007; or Youmans and Jee, 2007 as well as the IUPUI document, which provides 15 pages of

neatly organized references).

Even in its contradictions, the literature seems to support two positions that motivated the

present study.  The current literature calls for a shift in the topic of conversation about the quality

and validity of student evaluations to the use of those evaluations by administrators and faculty

committees (see McKeachie, 1997 or Penny, 2003 and the more extensive documentation under

"Action Steps").  That position is intensely critical of the typical untutored application of these

data.

The second issue is the view that the measures are connected to the "user's experience"

and not to consequential outcomes (Braun & Leidner, 2008) and are, therefore, not professional

evaluations of teaching skills, but rather a generalized measure of satisfaction according to some

economic rubric of work for credit and self-esteem.  Jameson (2009) in her analysis of Titus's

(2008) study states: "The ratings these students give are not considerations of specific teaching

behaviors; instead, their ratings represent their general opinion of the instructor's acceptability

and likability" (p. 4).

Further, evaluation studies (e.g., Calkins & Micari, 2010) have shown that judgments of

likeability are formed in the first few moments of interaction but may thereafter turn positively

or negatively on a single instance.  Thus, instructors may knowingly or unknowingly obtain the

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satisfaction or enmity of students based on a single interaction as opposed to the overall performance in the course. The importance of this issue feeds into the first because it represents a misalignment between the information that is being generated in the instructor and course measures and application of that information in the review process.

Finally, this study was motivated by the current (but under review) method of reporting data to faculty that uses the frequencies of each response category rather than by giving the data respondent by respondent. It is, therefore, impossible to determine the response behavior of the respondents or to ascertain the relationship of the scale items across respondents. This response behavior is, of course, at the very heart of questions concerning the character of student feedback measures.

## Research Questions

Consequently, this study seeks to investigate the following research questions:

- RQ1: What does the distribution of scores and other descriptive statistic tell us about the use of the feedback measures?

- RQ2: Are multiple dimensions of judgment in play in the student responses to instructor and course feedback measures?

- RQ3: Are there instructor demographics that predict feedback values?

- RQ4: Are there course attributes that predict feedback values?

- RQ5: Do academic groupings (colleges and departments) affect feedback values?

- RQ6: Do Sample Two data confirm the factor analytic findings from Sample One?

- RQ7: What is the stability and, therefore, reliability of instructor and course ratings?

## Procedures

This study is based on two large-scale but arbitrary samples of student feedback measures for the calendar years of 2009 and 2010 covering the spring and fall semesters.  The first sample drew all the measures from 13 academic units out of 6 different main campus colleges for fall 2009.  The second sample matched seven of the departments from the first sample and traced courses and instructors over four semesters.

The first sample was used to determine the overall characteristics of the data, to test for non-performance covariates based on instructor demographics and course attributes, and to examine the structural components of the scales themselves.  The second sample was used to confirm the finding from the first and to examine the stability of results by course and instructor over time.

### Sampling

### Sample One

Sample One drew 24,147 student feedback records from 12 departments and one program.  Two departments were selected from each of six main campus colleges.  The program was selected because of its particular content or instructional approach.[2]  Because feedback measures are collected on two different forms and because it was decided to use only those forms that were complete, instructor forms were matched with 23,516 course forms resulting in 22,754 matches (94%).  (This slight reduction corresponds with the general experience of fewer course forms being filed than instructor forms.)

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[2] The terms of access to these data included the requirement to mask all identities and to report only summary values.

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The sample initially drew all courses with feedback records from the selected academic units.  That sample was edited to remove courses such as independent study, thesis hours, continuing registration, and similar non-class based courses.  The courses selected for removal met the requirement for a non-class course according to the course descriptions listed in the appropriate general catalogue.  These courses represented less than 10 percent of the total courses retrieved.

As a result of this selection process, 1,187 classes (a particular instructor/course combination), 652 instructors, and 608 courses (by catalogue number)[3] were entered into the analysis.  These courses had an enrollment of 38,856 students.  The rate of return for instructor feedback was 64 percent and for course feedback, it was 63 percent.

## Sample Two

Sample Two drew 76,410 instructor responses and 66,624 matched responses from seven academic units across six main campus colleges for the spring and fall semesters of 2009 and 2010.  This sample was edited to remove all non-class based courses according to the rules of Sample One.  The sample had two primary utilities: first to serve in confirmatory analyses to test the factor analytic findings from Sample One and second, to explore the reliability of course and instructor measures over time  The initial sample provided 3,934 classes (the intersection of instructor and course), 1,886 courses (the intersection of catalogue number and semester), and 1,048 instructors.

## Measures

This study is based on the 7-item instructor scale and the 7-item course scale that is the standard student feedback measure within the University.  Instructor demographics were provided by the

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[3] Some courses had multiple instructors (up to four).  In most cases they were teaching assistants who received separate feedback.

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Office of Budget and Institutional Analysis[4] and included age, ethnicity, sex, date of first hire, date of terminal degree, faculty status, and rank. Course attributes were provided by Administrative Computing Services.[5] They included instructional type (lecture, lab, seminar, etc.), instructional level (undergraduate, graduated), instructional location (AOCE, LEAP, Honors, etc.) instructional delivery (on-line, tele-instruction, etc.), and requirement certification (writing, quantitative, science, etc.).

Additional measures were constructed from these data. A composite course and composite instructor value were calculated as the respective means of the two scales, and an overall composite value as the mean of the 14 items. A Block Rating[6] or item discrimination classification was constructed based on the presence or absence of different values appearing in the scales. Block rating was noted when all the values within a scale were the same. Item discrimination was recorded when at least one item in the scale was scored differently from the others. A four-part classification was also developed over both scales: all block rating, instructor block rating but not course, course block rating but not instructor, and no block rating.

Age and other time-based demographics were divided into equal-sized quartiles. Because of the relatively few members who record ethnicity other than white at the University, ethnicity was divided into two groups. There were at least 26 separate requirement certification classifications (a fact worthy of its own report) that were reduced to eight: science, behavioral, writing, diversity, fine arts, international, humanities, and quantitative. And finally, Enrollment was divided into five equal-sized quintiles.

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[4] Special thanks go to Joyce Garcia for her advice, counsel, and programming in regard to these measures
[5] Here, thanks go to Camille Wintch for her efforts in regard to these measures.
[6] The convention used in this report is to capitalize variable names in order to avoid confusion between the word used as a variable name and the same word appearing in ordinary usage (e.g., Writing as a category of courses and writing as the action of).

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## Analysis

For Sample One, three major courses of analysis were followed: Descriptives (including distributions), factor analysis of each scale and the two scales together, and GLM analysis of variance over instructor demographics and course attributes.

Sample Two served as a confirmatory analysis of the findings of Sample One. Its unique contribution was in the stability analysis across course and instructor values.

### Sample One-RQ1:Response Behavior

Because response behavior has such a substantial effect on all other analysis, RQ1 was examined prior to the usual report of descriptive statistics. This analysis made use of the constructed variable Block Rating. Block rating occurs when the respondent uses a single position on the response scale for all items. Analysis of the proportion of block rating to the total number of ratings indicated that 58 percent of the instructor responses, 56 percent of the course responses, and 46 percent of both forms were scored in a block rating manner.

Figures 1 through 4 show the effect of block rating on the distribution of the instructor and course composite ratings respectively with Figures 1 and 3 reporting Block effects.
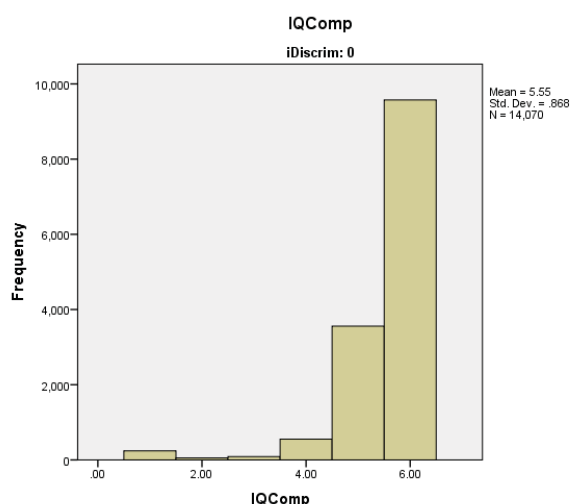


Figure 1



Figure 2

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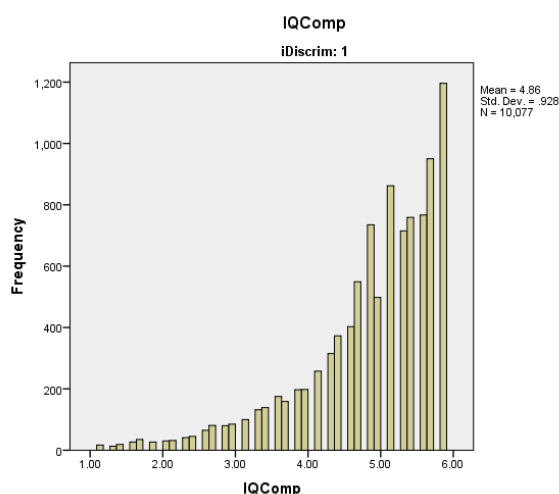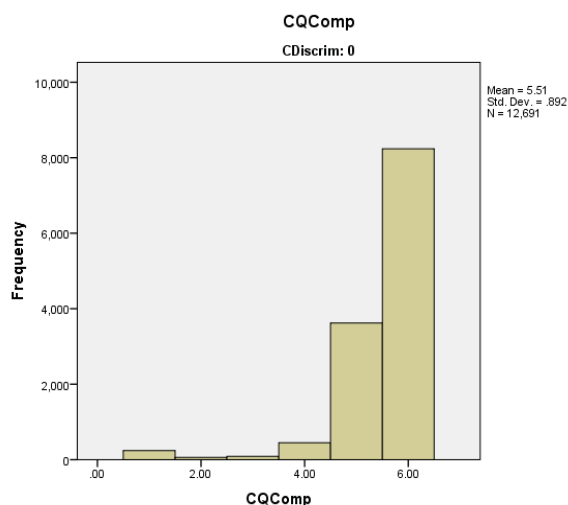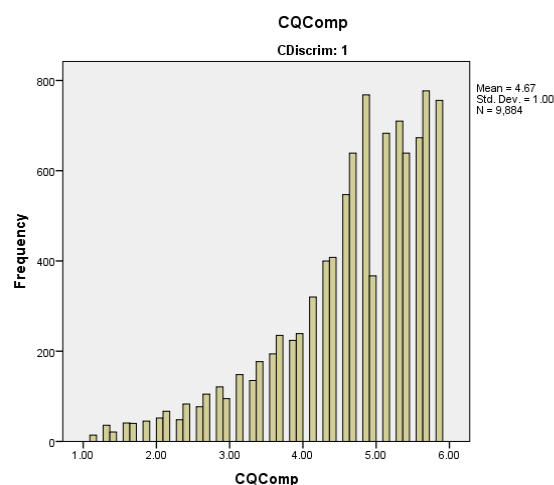
Figure 3



Figure 4

There are a number of ways to consider the effect of block rating. A direct and simple way is to plot the frequencies for the composite instructor and course scores. Figures 5 and 6 show these distributions. The distortions in the distributions caused by the block rating effect are quite obvious.
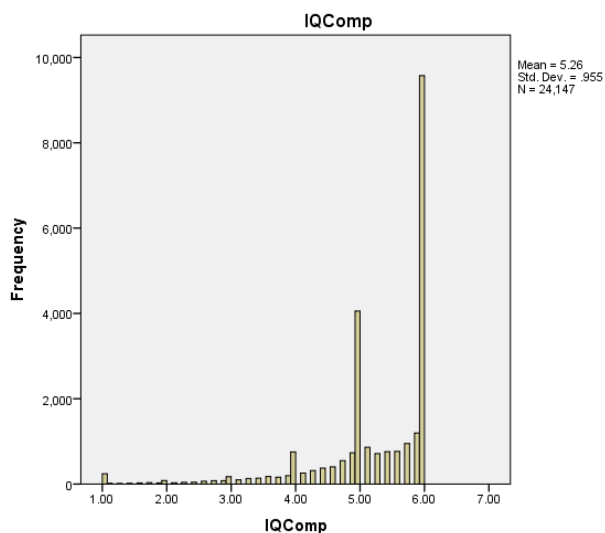


Figure 5
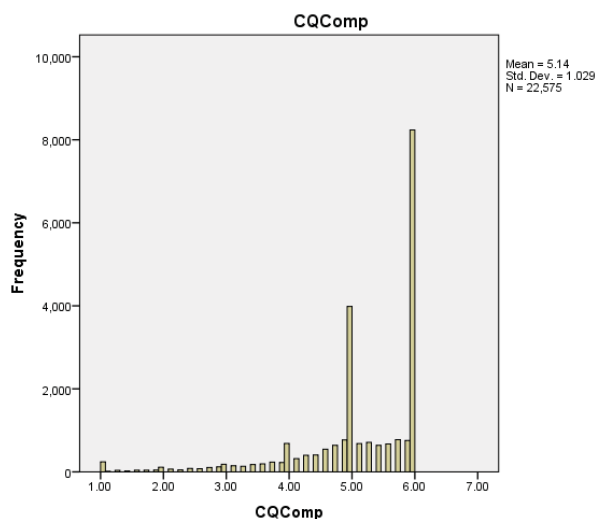


Figure 6

Another way to consider the effect is to look at the correlation between the proportion of block rated forms to the composite scale scores. For the instructor scale that correlation was .53 (df=1184; $r^2$ =.28) and for the course scale that correlation was .61 (df-1184; $r^2$=.37). As the

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proportion of block ratings goes up, so do the composite mean values. This effect can also be read that as the proportion of non-block ratings goes up the composite mean values go down.

We can also consider whether block raters show different patterns in their rating.
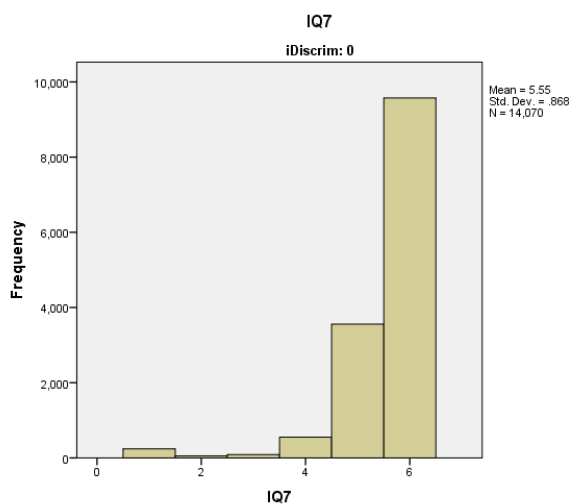


Figure 7
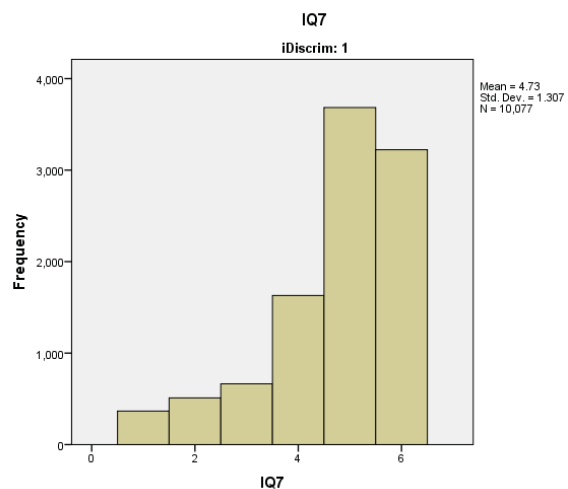


Figure 8



Figure 9



Figure 10

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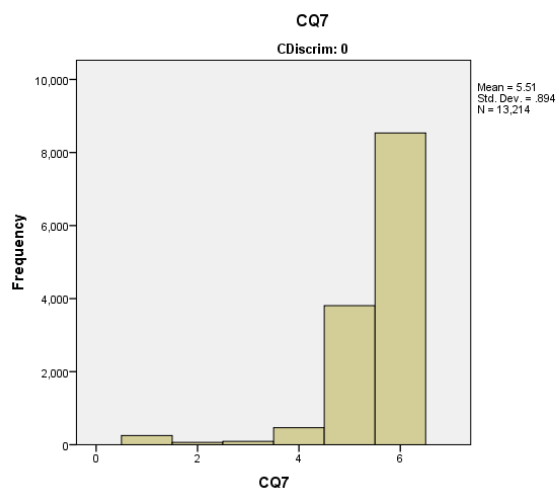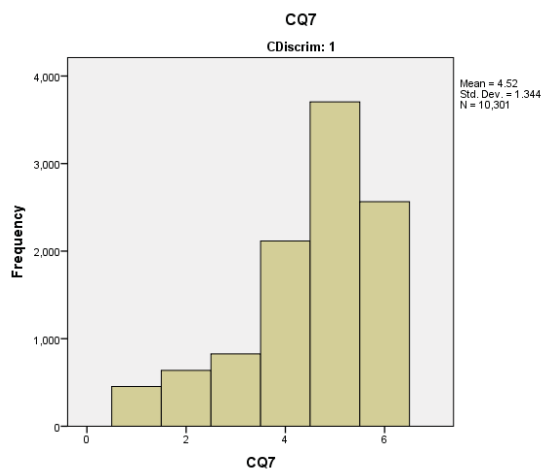
Figures 7 and 9 show the Block Rating distributions for item seven from the instructor and course forms (effective instructor/effective course) and Figures 8 and 10 show the distribution for the non-block raters on the same items. Clearly they are substantially different.[7]

Finally, I considered the effect of Block Rating by looking at the combined distributions. Figures 11 and 12 show the overall distributions for instructor and course item 7.
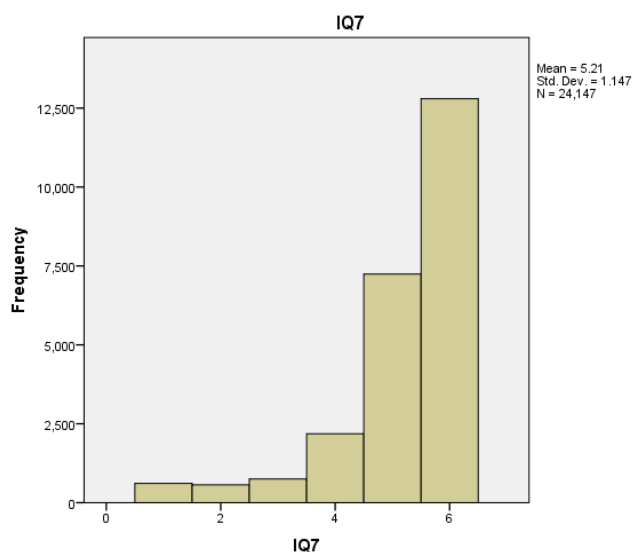


Figure 11
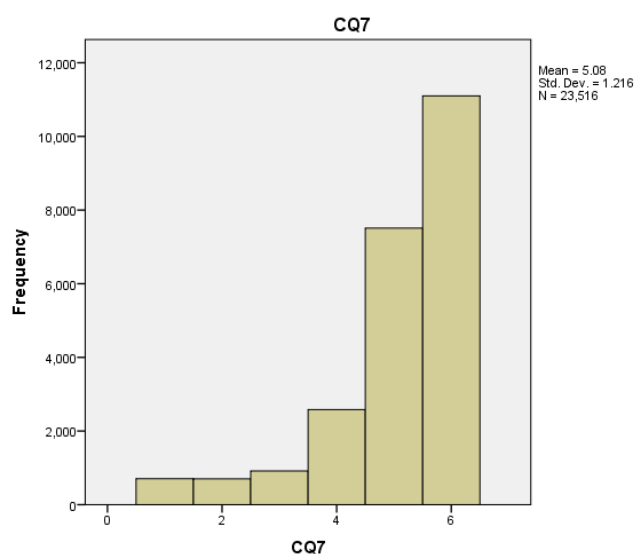


Figure 12

Again the distortion created by the Block Rating effect is apparent.

## Subsequent Analysis of Block Rating Behavior Across Instructor Items

Subsequent to the release of the Interim Report (April, 2012), a question was posed "Doesn't block rating simply raise the value for every instructor while still maintaining the distinctions between teaching competence?" The question is possible because there is variation across block raters. Although 6s (on a 6-point scale) predominate, accounting for 68 percent of all block

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[7] Generally, I will not report tests of significance, because the size of this sample makes any meaningful difference a significant one and many meaningless differences significant. If you absolutely must run tests of significance and cannot trust your eyes, There were 18109 6-values for block raters and 5787 6-values for non-block raters over 27284 block raters and 20378 non-block raters summed across scales.

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ratings and 35 percent of all ratings, 5s are a noticeable value, accounting for 25.3 percent of block ratings and 13 percent of all ratings.  The remaining four values account for 6.7 percent of block ratings and 3.5 percent of all ratings.  It is just possible then that the lower block ratings are systematically distributed in the same manner that lower ratings from non-block raters are distributed.

## *Hypotheses*

Because over 93 percent of the block ratings were in the 5-6 range and 57 percent of the non-block ratings were in the same range, it was expected that there would be a strong positive relationship between block raters and non-block raters, assuming that block raters and non-block raters would be making the same judgments about instructors.  The strength of the correlation rather than the simple presence of a correlation is a cardinal factor here as a positive correlation is nearly guaranteed given those distributions.  For a test to be fair, it has to be able to fail.  Consequently, the criterion for this test was the $r^2$ value of .50 (a correlation ~.71).[8]  The following research hypothesis was formulated:

$H_1$: There will be a significant positive correlation such that the $r^2$ value will be .50 or greater.

To further test the relationship between block raters and non-block raters, I investigated the distribution of block and non-block ratings where any distortion introduced by block ratings would be most evident and substantial but also masked within the total sample—the lowest scoring instructor/class combinations.  Once again, if the effect of block rating was merely to raise a base level, we would expect the lines plotting the mean values to be parallel and the correlation to be positive.  Because this will be a relatively small sample (N~100), the criterion was simply a significant positive correlation.  The research hypothesis for this test was:

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[8] $r^2$ is the coefficient of determination and represents the amount of shared variance between two measures. An $r^2$ of .50 would indicate that half of the variance between the two measures is common—a reasonable expectation here.

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H$_2$: There will be a significant positive correlation between instructor/class (I/C) ratings given by block raters and those given by non-block raters over the 100 lowest scoring I/C combinations.

## Method

In order to test these hypotheses, all unique instructor/class combinations were selected. An instructor/class (I/C) combination was a given instructor in a given course for a given term of instruction. This variable was selected because instructor ratings are not stable over courses or over semesters in the same course and courses are not stable over different instructors. Further, the instructor in a given class for a given term is the basis for all student feedback measures on instructors. To avoid any potential bias caused by low response, each I/C entry had to have three or more responses. This selection generated 1,138 I/C entries. A table of 6 variables was developed in order to test the hypotheses and to provide additional descriptive information. The table provided the average block rater instructor and course composite scores (BIQComp, BCQComp),[9] and the corresponding average non-block rater composite scores (NBIQComp, NBCQComp), instructional level (Level) and the proportion of block raters of the total respondents (Block_Prop) for each of the I/C entries.

## Results

Hypothesis 1 was tested by running the correlation between block and non-block instructor composite averages over all 1,138 I/C entries. That correlation was .38 with an r$^2$ value of .14, a value far below the selected criterion for the hypothesis. The results indicate that only 14 percent of the variance across ratings are shared by block and non-block raters or to use the coefficient of non-determination, 86 percent of the variance is unique to each rating category. Hypothesis 1 fails.

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[9] The code here is B (block), NB (non-block), I (instructor), C (Course) Q (question set), Comp (composite).

Hypothesis 2 was tested by selecting the 100 lowest scoring non-block rater I/C entries that had both a block and non-block average. Four I/C entries in the base 100 had no block raters. They were discarded and the next entry selected. There was a tie at the upper end of the range. Both entries were retained, giving a final sample size of 101. Table 1 provides the standard descriptive statistics for that sample.

<p style="text-align:center; color:red;">[Table 1 about here]</p>

From the descriptive statistics, hypothesis 2 has some promise as the range of the block raters seems to correspond to that of the non-block raters. The correlation between the two tells a much different story. That correlation is -.04 and is not significant (p=.61).[10] There is no relationship between block raters and non-block raters on the instructor composite score across the lowest 101 I/C entries. Hypothesis 2 fails as well.

How spectacularly it fails can be seen in Figure 13 that plots the block rater instructor composite score with the non-block rater composite score for the lowest scoring non-block rater I/C entries.

<p style="text-align:center; color:red;">[Figure 13 about here; see next page]</p>

The monotonic rise of the non-block rater line is, of course, a function of the selection process (the values were ordered in that manner). It is the large separation at the low end of the chart and the random piercings by the block rater line of the non-block rater line that demonstrate the failure of the relationship.

## Implications of the Subsequent Analyses

The failure of the two hypotheses indicate that the answer to the original question is that block rating cannot be considered as simply an additive base level that nonetheless varies across

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[10] The block rater instructor composite for the lowest non-block rater I/C (1.14) is 6.00.
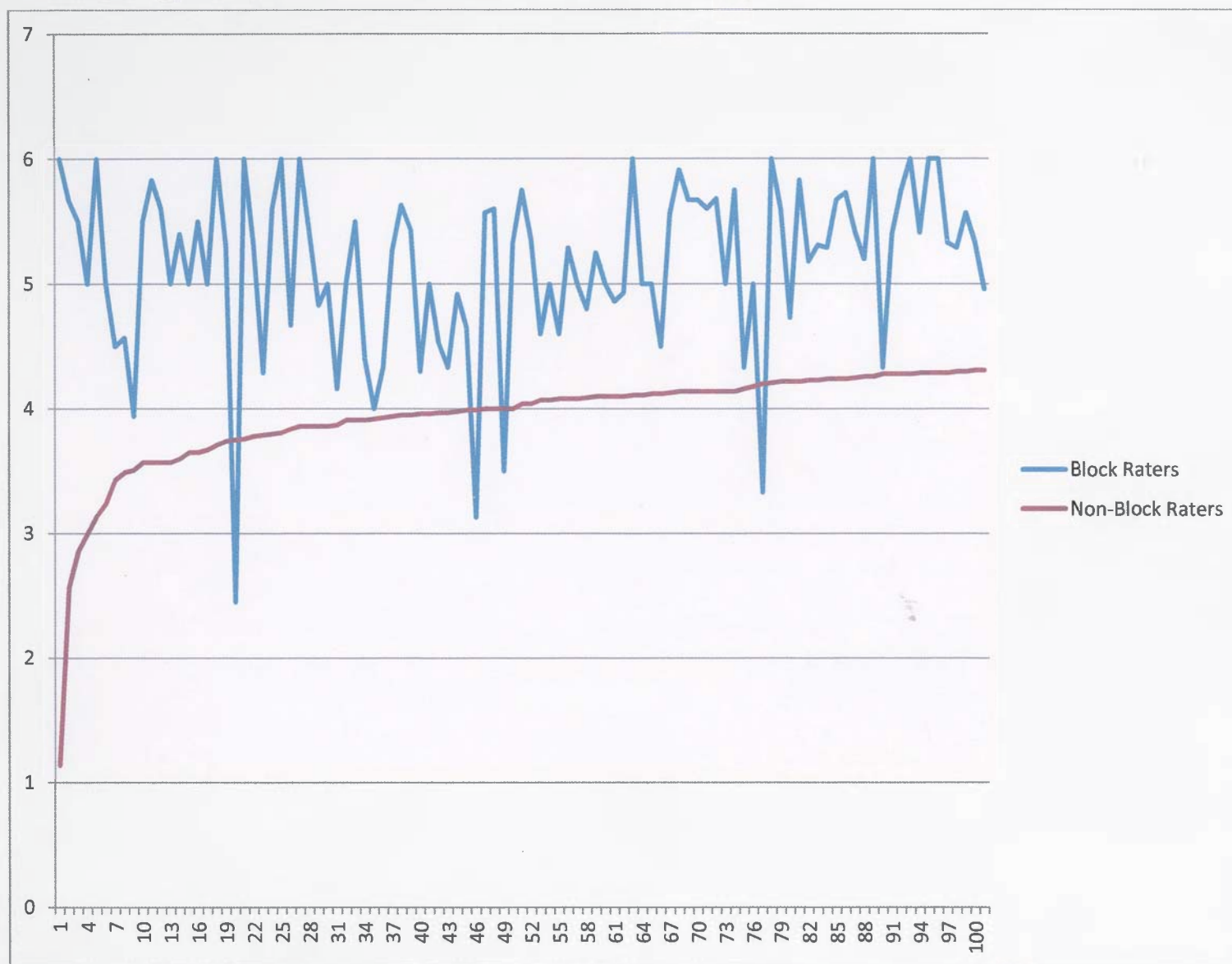
Figure 13: Plot of block raters' (blue) and non-block raters' instructor composite scores for the lowest 101 I/C entries.

instructors in the same manner that non-block ratings do. There is only a weak correlation between the two over all I/C entries and no correlation whatsoever across the lowest scoring I/C entries. Block rater values clearly distort non-block rater values and vice versa. These findings raise additional questions concerning the reliability and validity of the scale as an instructor competence measure.

These questions will follow us throughout this report as we try to sort out this complexity. One could just throw all the block raters out of the analysis. The difficulty is that block raters may not be making distinctions among items but at least some do make distinctions among courses and instructors. As we have seen, 68 percent of the block ratings on the instructor form (Total N=14,070) and 65 percent of the block ratings on the course form (Total N=13,214) are all 6s, but 32 and 35 percent respectively are not, and presumably some of the all 6s are a considered judgment. There does not appear to be a simple rule that can be applied. Rather, the effect of Block Rating will have to be considered on an analysis by analysis basis (trebling the number of findings and tables).

One could conclude that student feedback measures are a jumble of the meaningless and the meaningful. Some responses are simply meeting the requirements of completing the form to get to one's grades; others—and perhaps the lion's share—are indicators of the student's experience; and, of course, some—perhaps even a few from the block ratings—have to be the careful consideration of instructional competence and pedagogical design. [11]

## Sample One-Descriptive Statistics

In that vein, Tables 2, 3, 4, and 5 present the common set of descriptive statistics for each form over the entire group and then for each of the block rating groups. Means for non-block raters are a half step to nearly a full step lower across the items (any difference of 1/100 of a step is significant, but not generally meaningful). The unusually high mean scores as well as the heavily skewed distributions

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[11] In my opinion, this jumble does not serve the institution, the faculty, and, particularly, our students well. The task is to design feedback measures, data procedures, and review processes that are mostly one thing. We fool only ourselves if we think that task has been accomplished.

indicate that relatively little discrimination is occurring across instructors and courses. This finding parallels the finding of Dennison, 2010.

[Tables 2-5 about here]

## Sample One-RQ2: Factor Analysis Instructor Form

The effect of Block Rating removes any chance of multiple dimensions appearing in the subset of block raters, depending as it does on the variance within items and not between respondents and greatly lessens any separation of the items occurring in the overall group. For block raters each scale is a single item and all the information provided occurs in any given item in the scale. And for the 48 percent who score both scales in a block manner any item on either scale gives all the information.

That leaves the investigation of the non-block raters. I will remind you that the non-block criterion is very low. All it takes is for one item to be different from the others—six 6s and one 5, for example qualifies.

Following the advice of Costello and Osborne (2005) a Maximum Likelihood factor analysis with oblique rotation was used for this analysis. With the eigenvalue for extraction set at 1.0, a single factor that accounted for 57 percent of the variance among items was extracted (eigenvalue = 4.427; next eigenvalue .80). Two additional factor analyses forcing two and three factor solutions were run, but neither showed any meaningful separation of the items.

What these findings mean is that each item's score is relatively predictive of any other item score. For example, the correlations between IQ7 and the other items are .66, 64, .81, .66, .67, and .60 respectively. Consequently, there is some but not much discrimination occurring across items.

## Sample One-RQ2: Factor Analysis Course Form

The same set of procedures was applied to the course form. Again, a single factor was extracted accounting for 63 percent of the variance (eigenvalue = 4.37; next eigenvalue = .67).

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## Sample One-RQ2: Factor Analysis Overall

Factor analysis of all cases returned a single factor for each scale accounting for 77 percent of the variance in the instructor form and 81 percent of the variance in the course form. Factor analysis conducted over all 14 items, returned a two-factor solution, but the first factor accounted for 74 percent of the variance. The second factor which appears to be the difference between instructor and course scales accounted for 5.7 percent of the variance across all items. This finding replicates an earlier analysis by Mark St. Andre in a report to the ad hoc student feedback committee and published reports such as Cohen, 2005.

The evidence from this factor analysis is quite clear. Both scales collapse to a single judgment, probably some form of like/dislike. In the majority of cases, if one likes the instructor, one will like the course, and vice versa.

## Sample One_RQ3: Instructor Demographics Simple Effects

Instructor demographics of sex, age, ethnicity, years from terminal degree, years from first hire, academic status, and instructional rank were examined for systematic effects on the composite instructor (I) and composite course (C) means. The composite values were used in this analysis because of the findings in the factor analysis that the individual items were most meaningful when collapsed into the single value. Again I remind the reader that differences at about the 8/1000 magnitude will be statistically significant but decisionally meaningless. [12] Any visually apparent difference appearing in the graphs that follow will be statistically significant. I present the graphs in the order listed in the opening sentence of this section, reserving comment until all graphs have been presented. Note that in every analysis in this study, no category reports a negative (less than 3.5) rating.

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[12] Based on nearly 50 years of working with measures of this sort, differences of at least half a step are needed to demonstrate meaningful effects on performance. Common uses of these values are not always meaningful, therefore.
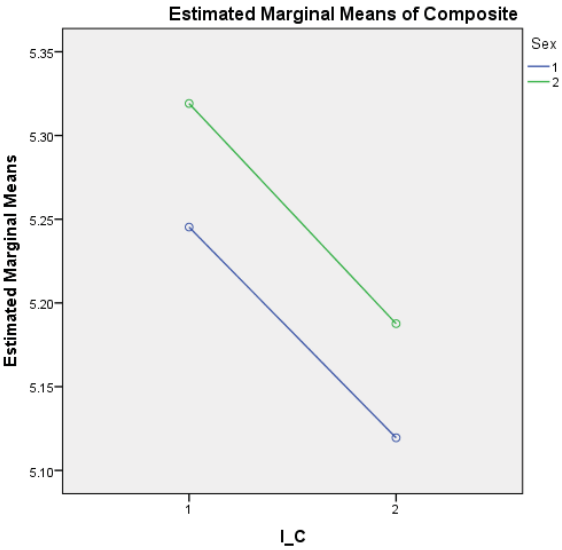
Figure 14 Sex of the respondent; male =1 (blue); female = 2 (green)
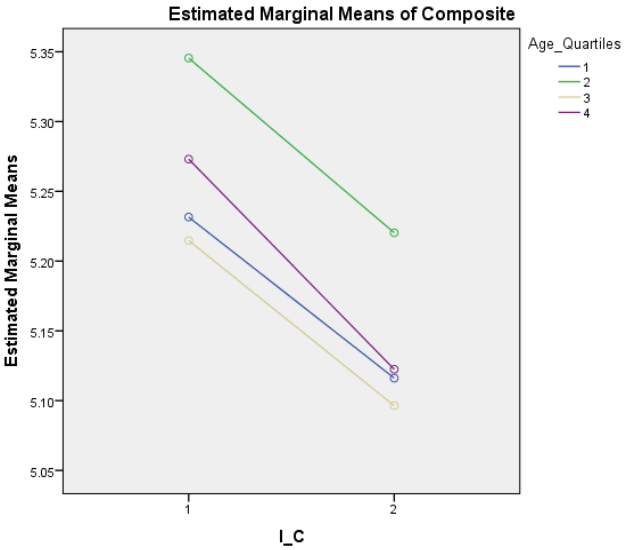


Figure 15 Age quartiles: 1<35; 2=35<46; 3=46<56; 4=56 and greater
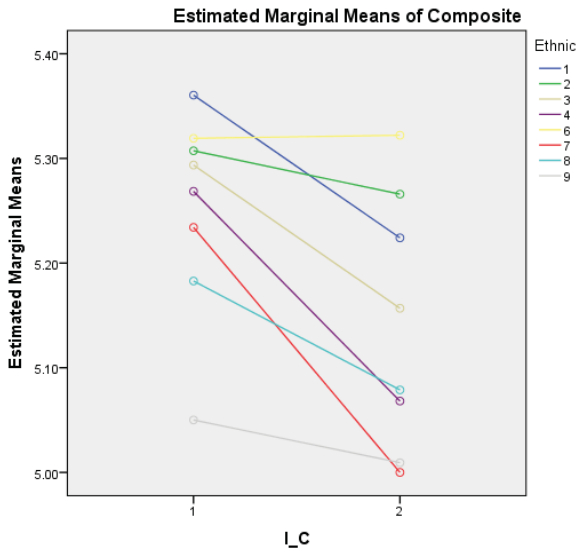


Figure 16 Ethnicity (see note for legend[13])
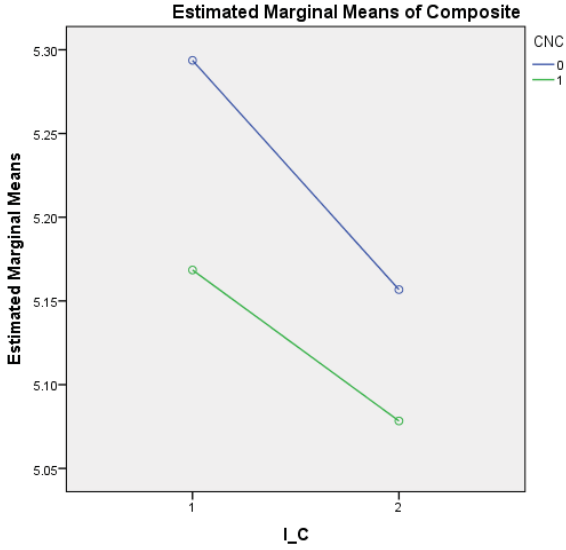


Figure 17 Binomial Ethnicity; blue is majority

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[13] As supplied by ACS, the categories were: 1=Asian; 2=Black; 3=Caucasian; 4=Hispanic; 5=Multiethnic; 6=Polynesian; 7=Native American; 8=unknown; 9=Foreign (on a visa)
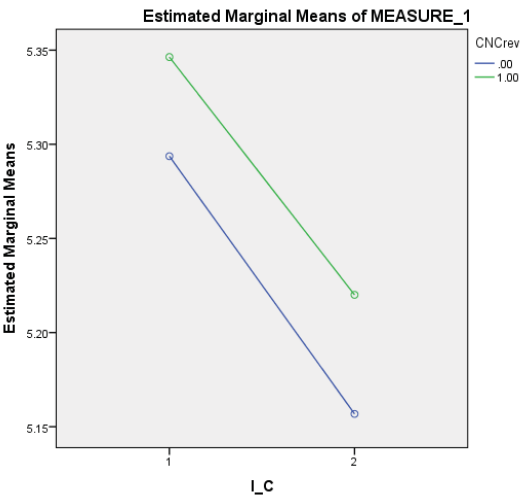
Figure 17A Ethnicity with Foreign and Unknown categories removed; blue is majority
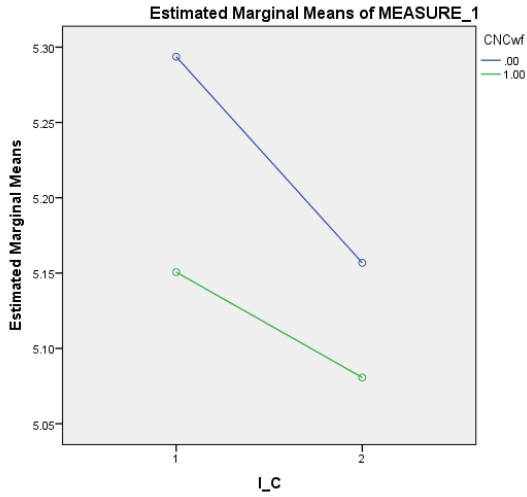
Figure 17B Ethnicity with Foreign category restored; Unknown removed; blue is majority
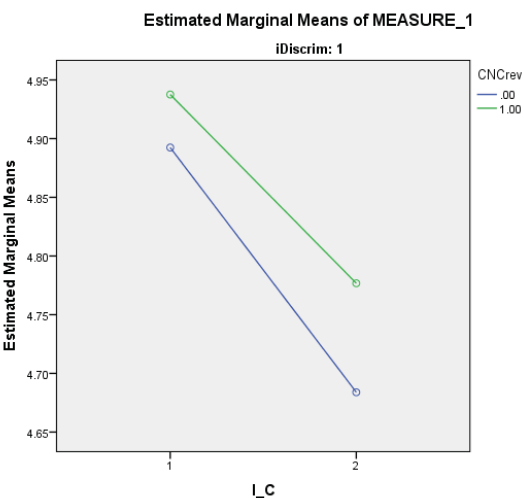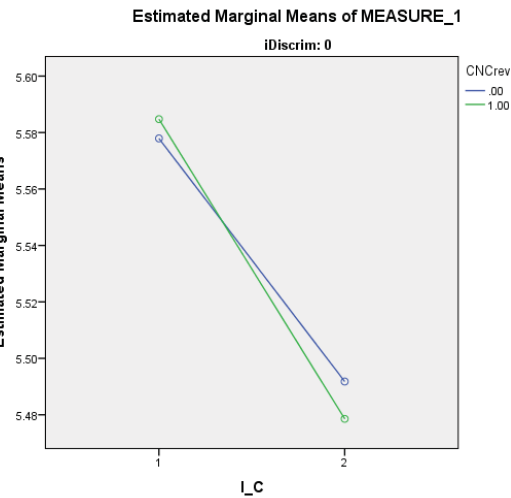


Figure 17C & D CNCrev for block and non-block raters ("Foreign" and "Unknown" removed)
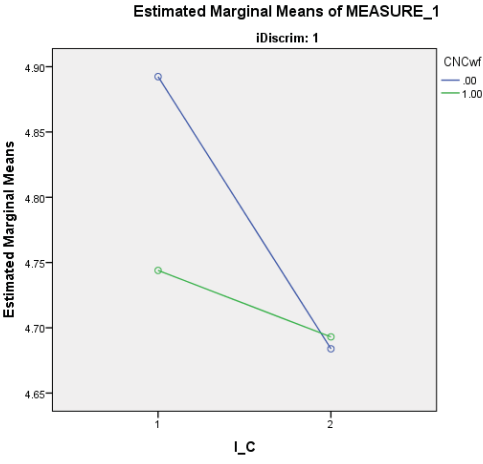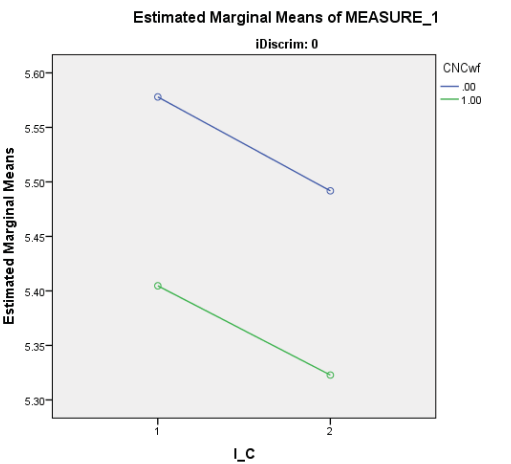


Figure 17 E & F CNCwf for block and non-block raters ("Foreign" restored)

19
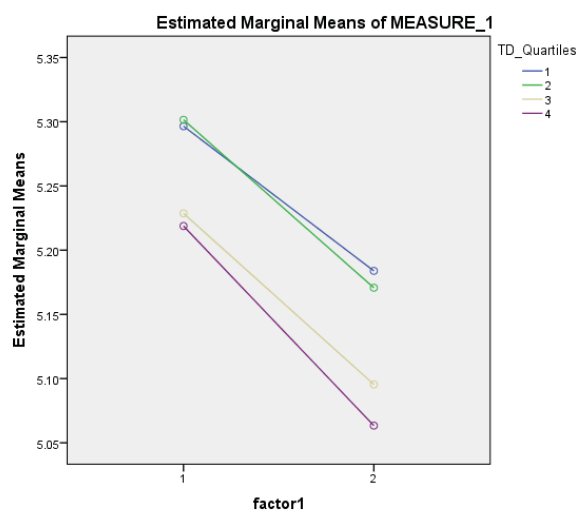
Figure 18 Years from Terminal Degree
  1=.00 (not held; not yet obtained);
  2>0.0<11.32; 3=11.32 <21.35;
  4=21.35 and greater.
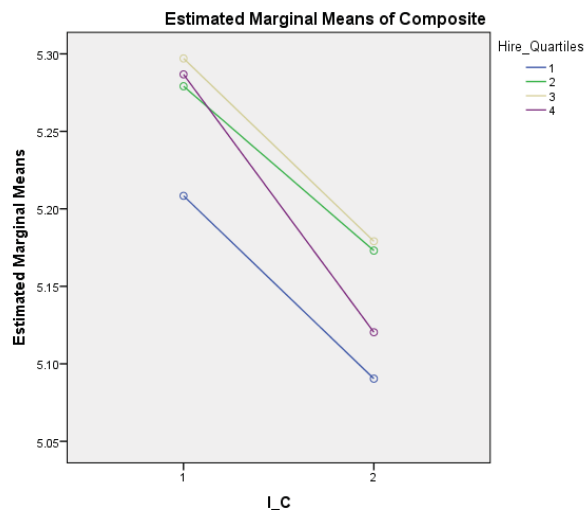


Figure 19 Years from First Hire; 1<5.55;
  2=5.55<10.2; 3=10.2 <18.57; 4 =18.57 and
  greater
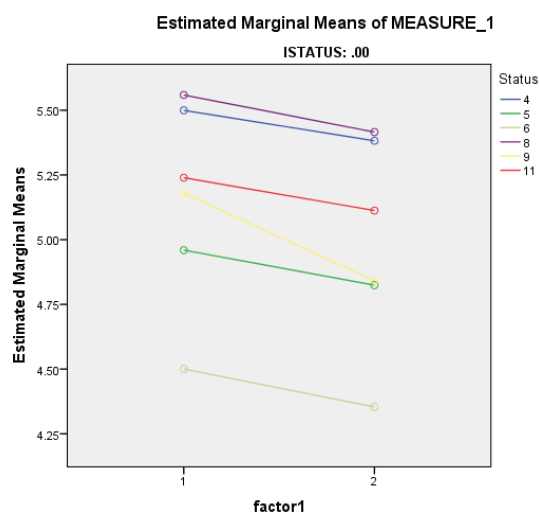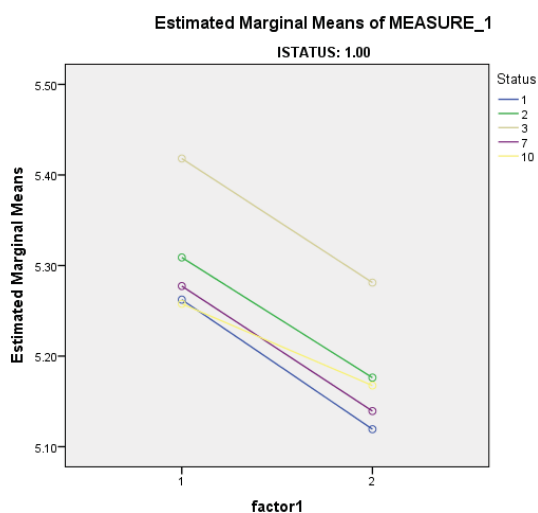


Figure 20 Primary Faculty Groups (see note)[14]



Figure 21 Secondary Faculty Groups (see note)[8]

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[14] Faculty status groups were divided by number of responses.  Primary groups—thousands of responses—included regular (1), lecturer (2), adjunct (3), academic staff (7) and graduate students (10).  Secondary groups—hundreds (or fewer) of responses—included clinical (4), research (5), visiting (6), librarian (8), post doctorial (9), and staff (11).
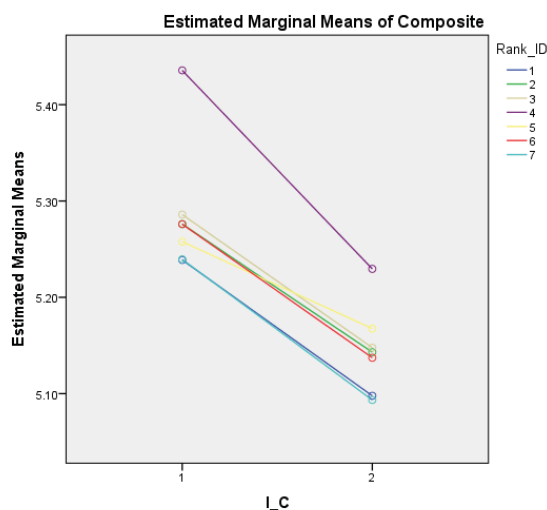
Figure 22 Rank (Professor (1), Assoc. Professor (2) Ass't Professor (3), Instructor (4), Graduate Student (5), Associate Instructor (6), other (7) over Instructor (I) and Course (C) ratings

In terms of simple, non-interactive effects of these categorical variables, instructors who were women, aged 35-46 years, of the majority ethnicity, with either no terminal degree or within 11 years of their degree, averaging 15 years from their first hire and if in the primary faculty group were adjunct faculty or if in the secondary group were clinical/librarians and held the rank of instructor received higher scores than other categories.

Again in terms of simple, non-interactive effects, men who were 46-57 years old, of majority or foreign ethnicity, 21 years or more from their terminal degree, recently hired, regular faculty or visiting and who held the rank of associate instructor scored the lowest. These simple effects held generally true for instructor scores and course scores, although the course scores were uniformly lower. This consistency follows again from the overall factor analysis that showed that all the items were measuring a similar concept with a standard difference (basically a scaling difference) between the instructor and course scales.

A note on the case of Ethnicity: Figure 17 shows the comparison of majority to minority ethnicity with minority led courses and instructors scoring lower than majority led courses or instructors.

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Figure 16 suggested a more complex relationship with Foreign (individuals on a visa) and Unknown categories being outliers. Figure 17A shows the effect when those two categories are removed. The positive difference favoring the minority category is slight (and significant). This separation is entirely driven by the non-block raters (Figures 17 C&D).

When the Foreign but not the Unknown category is restored, the minority category becomes significantly less positive than the majority (Figure 17B). This overall effect is seen most strongly in the block raters and strong for instructors by non-block raters but not in the course ratings Figures 17E&F. We will see differences between block and non-block raters showing up regularly in the interaction analyses that follow.

The question of some debate is how to handle Ethnicity in the subsequent analyses. The difficulty revolves around the small number of instructors at the University who classify themselves into one of the minority categories—it is a problem not just for this report. In addition Foreign is confounded with Age and Status with nearly all foreign national instructors falling into the young, graduate student categories. (Note that the confounding works the other way as well on rank and age variables.) Finally there is the question of the possibility of identification. With so few individuals involved, it could be possible to identify a person. In the end, I remained with the original binomial category (very crudely, white and everyone else) except as noted. The reader should keep in mind the influences on this variable from the foreign category, age and rank variables, and rating practices. The reader should also note that as a group, instructors who self-classify into race and ethnicity categories other than Caucasian and Foreign enjoy a slight but significant "minority bump" in ratings.

## Sample One_RQ3: Instructor Demographics Interactions

While there are other statistical approaches, we can get a good idea of interaction effects by examining how the categorical variables work in a general linear analysis of variance approach. I will present these analyses separately for the instructor composite and for the course composite to simplify the graphic display. I will also split the data base by the block rating measure. We start with Sex, Age and Ethnicity. Table 6 presents the cross tabulations of instructors (people not scales) for Age (AQs) Ethnicity (CNC) and Sex. Note that some of the cell sizes are extremely small (e.g., only a few women met some minority criteria).

## Sample One Interactions: Sex by Ethnicity by Age

Significant three factor interactions directed us to an examination of the simple effects. The table of means and confidence intervals for these effects is presented in Table 7.

[Tables 6 and 7about here]

The graphs for these means follow immediately. The reader is reminded that everything is repeated for the block rating and non-block rating division and that the limitations of SPSS graphing requires multiple graphs (these really should be animated).
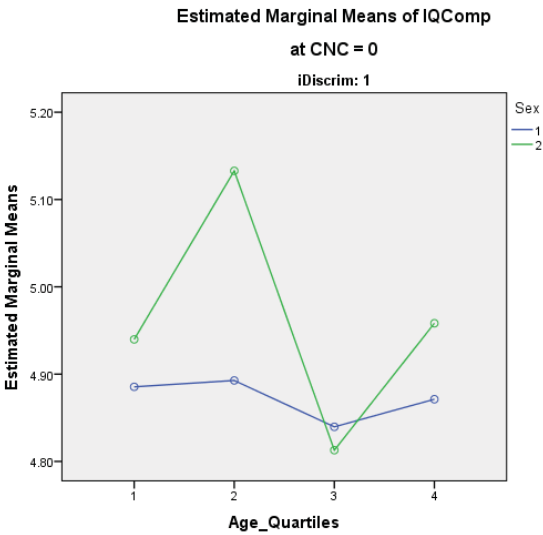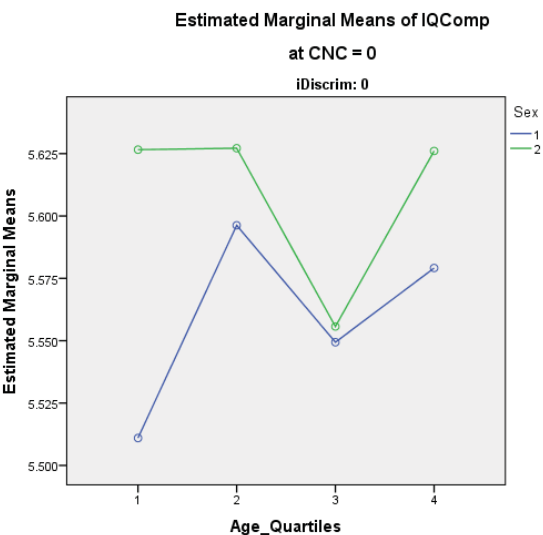


Figures 23 & 24 Age by Sex for majority Ethnicity by BV (Idiscrim = 0) and Non-BV (Idiscrim = 1)

23
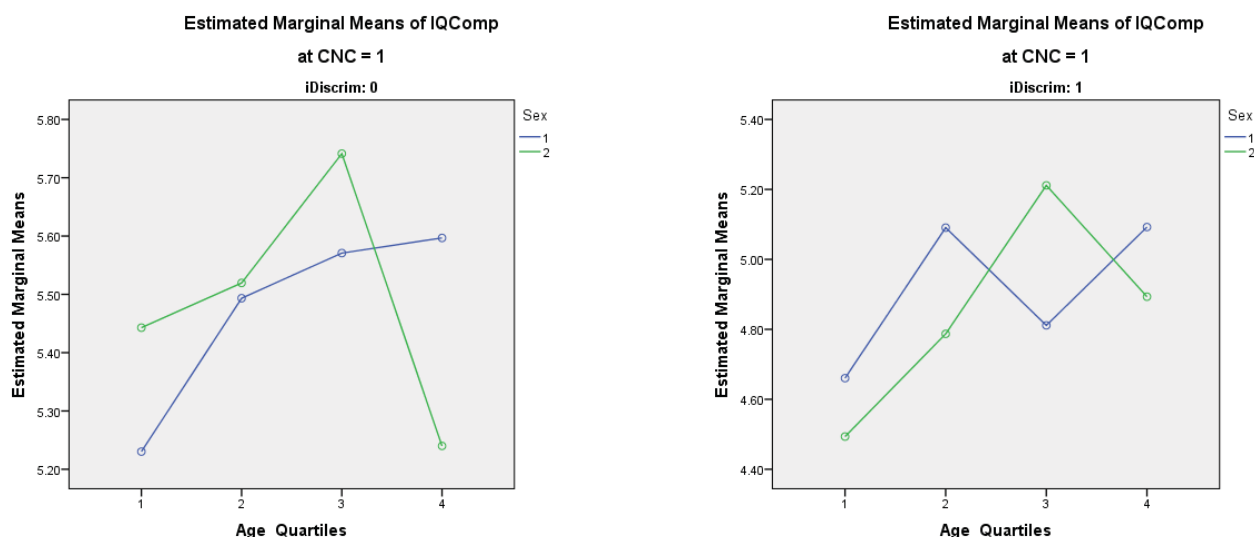
Figures 25 &26 Age by Sex for minority Ethnicity by BV (Idiscrim = 0) and Non-BV (Idiscrim = 1)

As we examine these graphs, we need to distinguish between categories and individuals. As the analysis moves across Ethnicity and Age, the number of individuals being rating drops precipitously. When the number of individuals in a categorical cell drops below 10 as it does in four cells (see Table 7), the reliability of the effect is called into some question as the effect of the individual per se leaks into the categorical effect. For example, neither the negative valence for young, majority, male instructors nor the lowest rated young, minority, male group is unlikely a consequence of the specific 85 or 36 (respectively) individuals who meet those criteria, but the effect of older minority women is probably influenced—positively or negatively—by the very few individuals in that category.[15]

One other thing to note is that the number of individuals (and the individuals themselves) remains the same across block and non-block raters. So whatever is going on for young women for either ethnic category across the block rating category is very likely not a function of the 73 individual

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[15] Two comments: (1) Please don't blame the researcher for the University's limited diversity in its instructional staff. (2) There were missing data for 8 percent (54) of the instructors, the most common being ethnicity. Consider the value of those data to this analysis, the next time you are tempted to skip this question on your faculty profile.

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instructors involved. Block raters and non-block raters not only do rating differently they give different ratings.

If you will permit me an aside, the missing element in this study is the demographic characteristics of the individuals doing the ratings. That is an element that needs to be filled in future studies, and at this scale, can be done without the possibility of compromising confidentiality.

## Sample One Interactions: Sex by Status

Because the simple analyses suggested that something was going with status of the instructor, it seemed reasonable to investigate whether sex of the instructor interacted with Status. The number of instructors in each status category required the analysis to be restricted to regular (1), adjunct (2), and graduate students (10) accounting for 482 of the instructors out of 651 (74%). Table 8 presents the cross breaks.

[Table 8 about here]

The two factor interaction was significant across block raters, but only Status was significant for non-block raters. Because there appeared to be a clear effect of Block Rating, that variable was entered into the analysis as a random factor. The three factor interaction of Status, Sex and Block Rating was significant. Table 9 presents the cell means and the graphs follow.

[Table 9 about here]
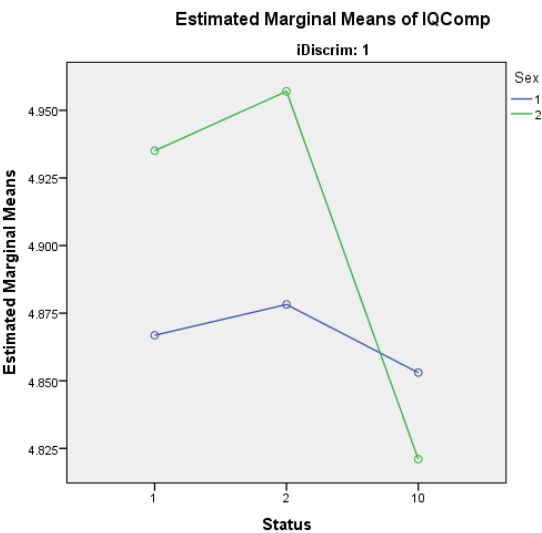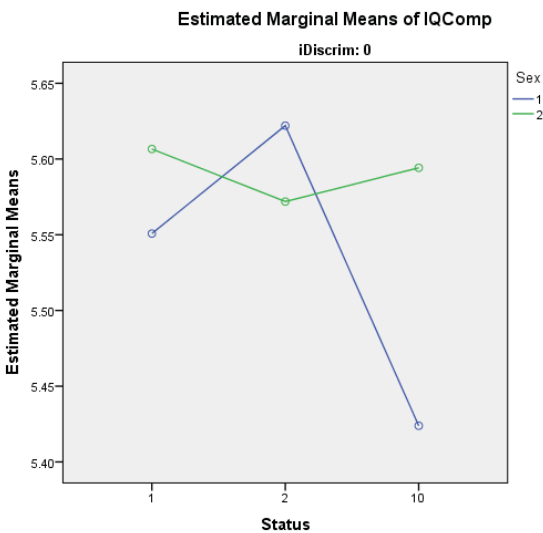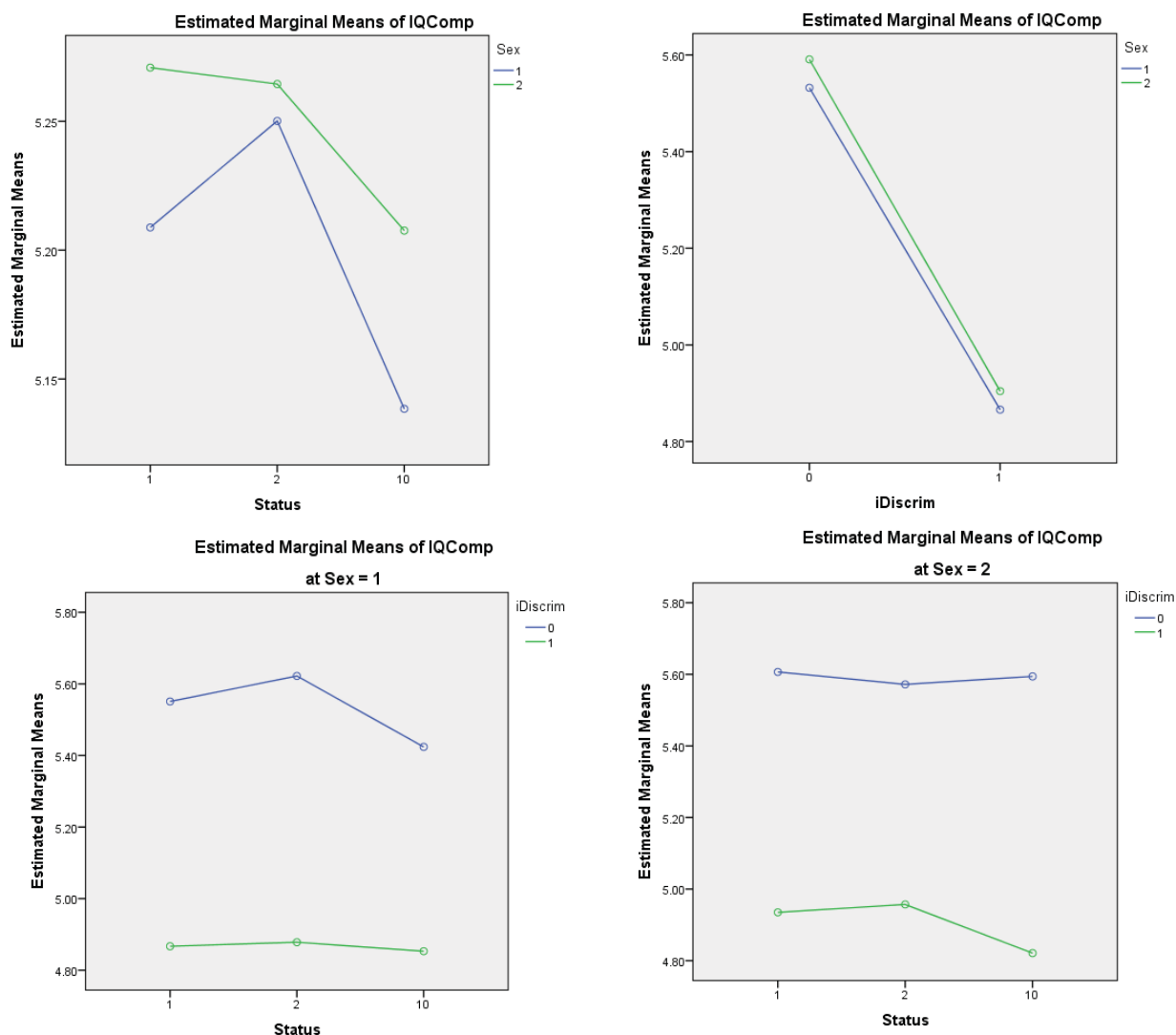
Figures 27, 28, 29, 30, 31, & 32 Simple Effects Means for Sex by Status over Block Rating

    In examining these graphs, the first thing to note is that the differences are very small.  The

largest is around .25; effect sizes are similarly very small in the 1-2 thousandths range.  The

consequences for most are not substantial, but for the individuals who fall below the virtual mean of 3.5

even by a thousandth, institutional procedures now require them to report themselves as failing and to

provide an explanation for that failure.  Instructors, who score a 3.65, have no requirement to declare

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themselves a failure by offering an explanation.  Those who score less than 16/100ths lower do, however.  That difference is well within a number of non-performance factors.

And again we note that block raters behave differently from non-block raters.  In this case that different behavior helps to explain the difference between men and women of graduate student rank. The generally less positive values for graduate students may explain the finding of young majority men being rated the lowest as 60 percent of the graduate students are male, 61 percent are of the ethnic majority, and 80 percent are in the first Age quartile.

I attempted to test whether the effects of Age, Sex, and Ethnicity were also factors for regular faculty.  This analysis could not be replicated directly as—not surprisingly—there were relatively few tenure-track faculty in the first Age quartile, resulting in empty cells.  Rank and Age, however, are highly correlated (r=.73).  Consequently, an effect over Rank (and the individual's rank might well be unknown to the raters, so perceived Age would be the factor) would give similar information.  The sample was split over block raters and only regular faculty were entered.

There were no significant effects across block raters. The three factor interaction of Sex, Ethnicity and Rank was significant for the non-block raters.  Table 10 presents the simple means across the three variables.  Both block rating groups are included for completeness.  Selected graphs for the non-block group follow.

[Table 10 about here]
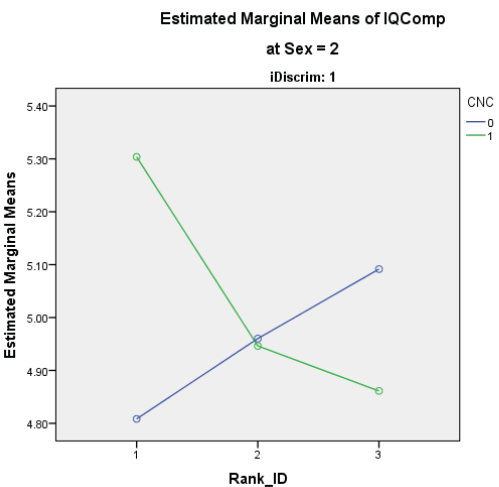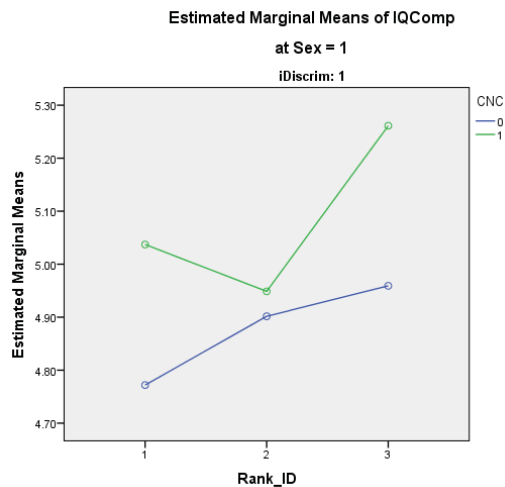
Figures 33 & 34 Ethnicity over Rank (professor =1; assoc=2; ass't=3) by Sex.

As can be seen in the graphs (and in the simple means table), older (professor ranked), majority males rate the lowest followed closely by older, majority females and younger (assistant professor ranked), minority males and older, minority females the highest.

My conclusion would be that the effect of youth is pretty well explained by the effect of Status. Graduate students are as a class rated lower than others. This is a particularly troubling finding as student evaluations are often the only measure provided for teaching effectiveness for the very people who need to demonstrate that effectiveness to successfully enter into a career in higher education. There are 205 graduate instructors in this analysis. This effect cannot be explained by individual performance.

## Sample One RQ4 Effect of Course Attributes on Course Composite

This research question explored whether the kind of course had a discernible effect on the composite course score. The simple answer to this question is "no," with two notable exceptions. It made little difference whether a course was a lecture or a seminar or other instructional style. Means across mode of delivery were remarkably flat, nearly a straight line, although not all methods had sufficient number of courses to separate the delivery from the class. The attributes that proved to be the exceptions were class size and the qualification of the course meeting some University requirement.

### Class Size

Enrollment effects were analyzed over 1,058 classes that had enrollments of three or more. Enrollments ranged from 3 to 385 with a mean of 32, a median of 21, and a mode of 19/20. Figure 35 shows the distribution of those enrollments. .

The enrolment variable was divided into equal quintiles with cutoffs at 22, 38, 63, 112, and greater than 112 for the purpose of the ANOVA analyses. Class size had a nearly monotonic negative

<div align="center">28</div>

effect on both instructor ratings and course ratings for both block raters and non-block raters. Table 11

presents the mean scores and confidence intervals for each scale and each respondent group.

[Table 11 about here]
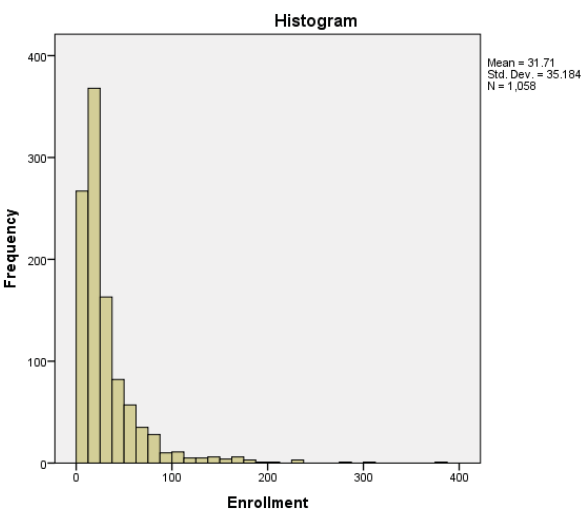


Figures 36 and 37 show the instructor and course composite means by the enrollment quintiles for block and non-block raters. The small uptick you see in instructor ratings for non-block raters is the difference between a mean of 4.740 (QNT 4) and a mean of 4.748 (QNT 5).

Figure 35 Distribution of enrollments across 1,058 classes
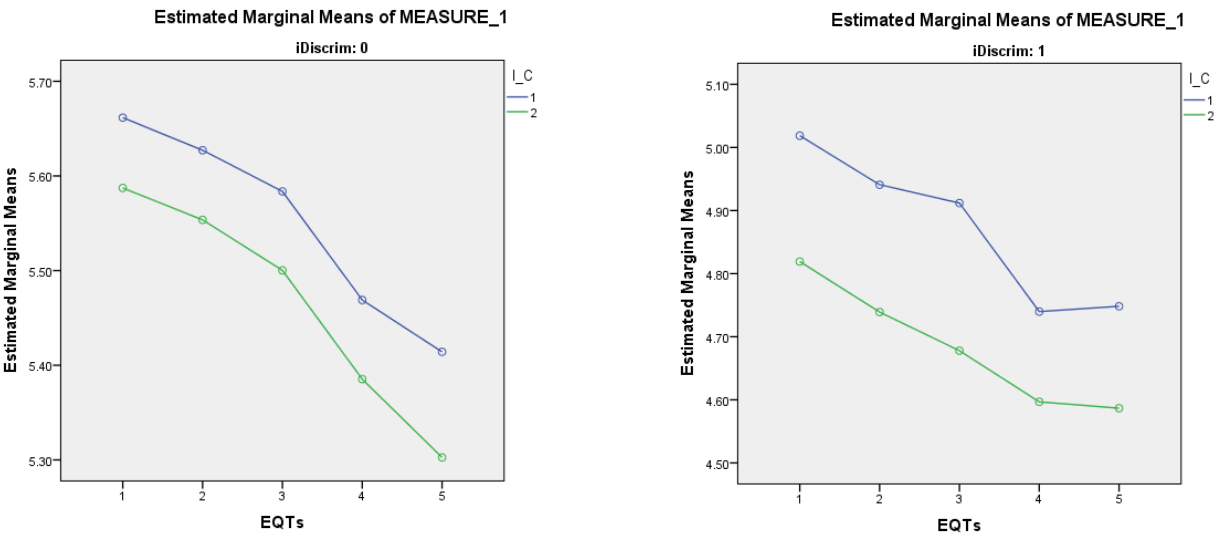


Figures 36 & 37 Instructor (I) and Course (C) ratings over Enrollment quintiles by block and non-block

An interesting question is whether the effect of Enrollment on the instructor rating might be modified, positively or negatively by any of the three major demographics of sex, ethnicity, or age.

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Because of the number of divisions that are generated in the cross breaks, the analyses were conducted over the combined block and non-block respondent groups, and as the course and instructor effects are parallel, only the Instructor values are presented. Those analyses follow in that order.

### *Enrollment by Sex*

The two-factor interaction over the variables of Enrollment and Sex was significant. Table 12 presents the means and confidence intervals for the combined respondent groups.

[Table 12 about here]



Figure 38 shows the relationship between Sex and Enrollment with the interaction occurring at the drop for males at quintile 4. Given our previous findings on the simple tests of Sex and Enrollment, I would suspect some confounding with some other conditions or variables rather than a particular effect on males (blue line) for classes with
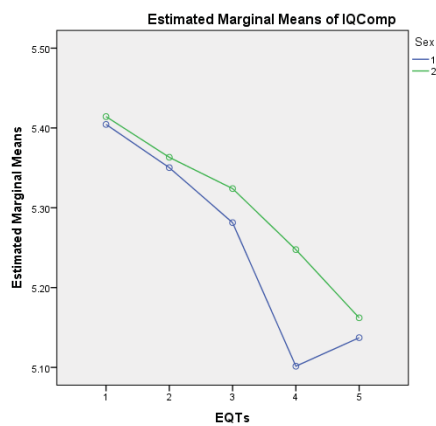
Figure 38 Sex by Enrollment

enrollments in the 38-62 student range.

### *Enrollment by Ethnicity*

The two-factor interaction of Enrollment by Ethnicity (Foreign Nationals and Unknown removed) was significant. Table 13 presents the means and confidence intervals. Figure

[Table 13 about here]

39 shows the relationship as a quite difficult figure to interpret. The number of responses for the minority ethnicity was extremely small, suggesting that as few as one or two
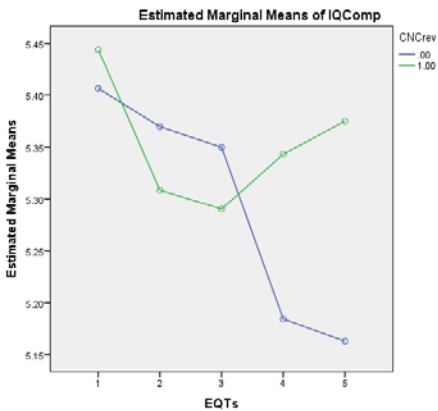


Figure 39 Ethnicity by Enrollment

30

instructors might be involved.  I would interpret this finding as the effect of the particular instructors involved.

### *Enrollment by Age*

The two-factor interaction of Enrollment by Age quartiles was significant.  Table 14 presents the means and confidence intervals.  Figure 40 presents a spaghetti

[Table 14 about here]

bowl of lines for the relationship that at the same time reflects the general decline of instructor ratings over class size.  The number of responses in each division is reasonably robust (averaging a bit more than a



Figure 40 Age by Enrollment

thousand).  Consequently, I read the variations as noise that is picked up as significant by the high power of the combined N.

### *Enrollment Summary*

Class size—confounding and noise aside—seems to be a notable course attribute variable that negatively affects instructor and course ratings nearly monotonically as the enrollment increases.  The correlation between enrollment and the average instructor composite ratings is -.18 and between enrollment and the average course composite rating is -.17. A couple of thoughts occur:  First, the selection of instructors for large lecture courses should be undertaken with consideration for the skills of the individual and his or her vulnerability to lower instructor ratings.   Second, the push toward student credit hour production usually means increased class sizes.  There is a client cost attached to that strategy.  A noticeable decline in client satisfaction begins to occur at enrollments above the high 30s.

## Requirement Qualification

The original list of 26 requirements was simplified to eight categories: science, behavioral, writing, diversity, fine arts, international, humanities, and quantitative. The numerical legend in the table and graph follows that order. The differences across requirements were significant. Table 15 presents the mean scores and confidence intervals for a simplified list of requirements, and Figure 41 graphs the means for Instructor and Course Composite scores.

[Table 15 about here]
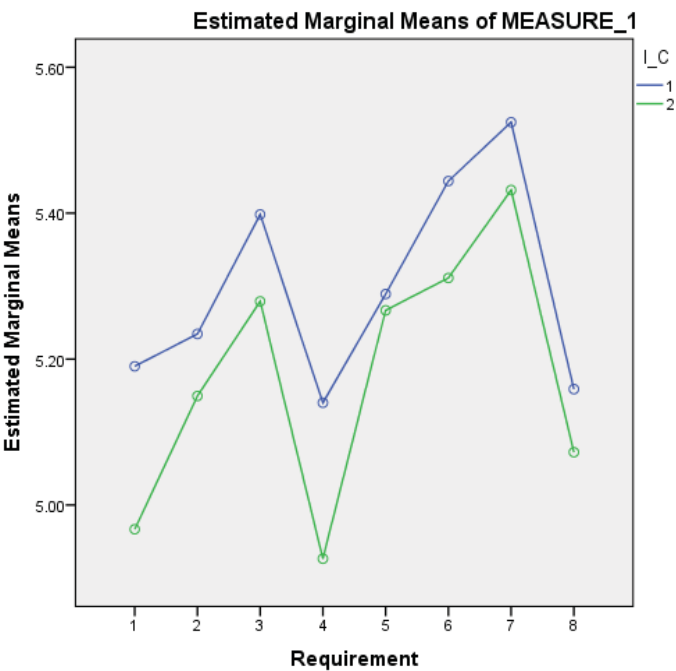


Figure 41 Requirements by Instructor (I) and Course (C) Composite.

As can be seen by the graph, courses that met the requirements for science, diversity, and anything quantitative received a systematically lowered score. As these categories reach across multiple departments and multiple courses, the effect cannot be attributed to an academic unit or instructor.

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I pursued this effect over the block rating variable to see if internal item choices might moderate the effect. It did not. Table 16 presents the means and confidence intervals over requirements for the sample split by block and non-block rating.

[Table 16 about here]

The figures formed by the graph of these variables closely approximate one another as can be seen below.
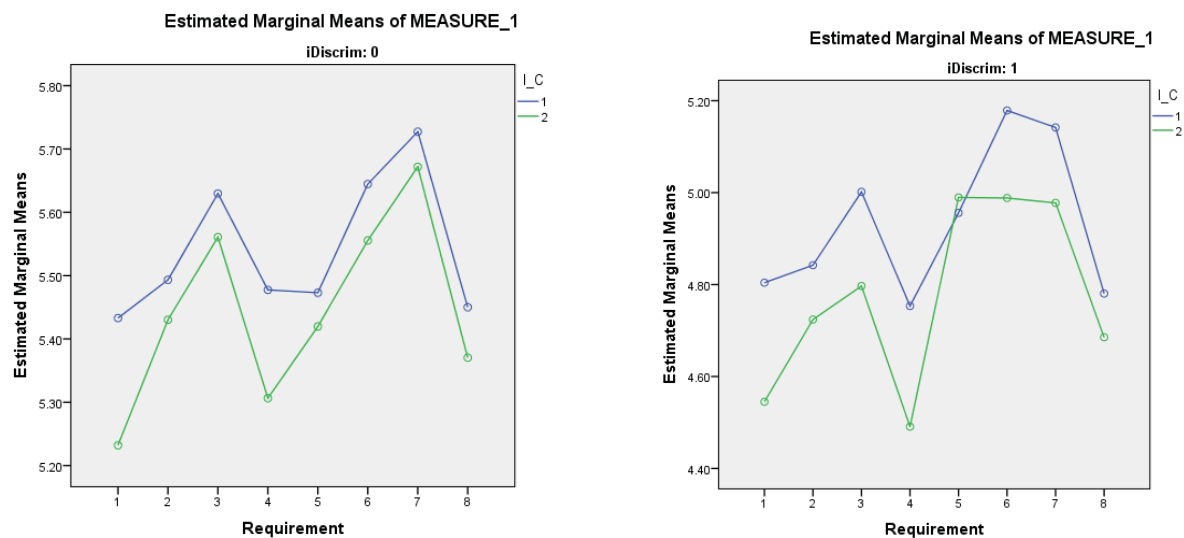


Figures 42 and 43 Requirements by Instructor and Course Composite by Block Rating

I investigated possible effects for the instructor demographics of Sex, Ethnicity, and Age for the three lowest scoring requirement categories. There was no significant difference across Sex, although the pattern of women scoring higher than men was repeated (M= 5.15, F=5.19). Ethnicity (Foreign National and Unknown removed) was significant with the minority group scoring higher than the majority (5.46, 5.22, respectively). Once again, this is a repeated pattern from the overall analysis. And finally, Age was significant with the zigzag pattern across the quartiles found across all courses being repeated (5.13, 5.36, 5.16, 5.32, respectively).

33

The failure to find particular effects across instructor demographics suggest that the effect of Requirement is a subject matter issue—its difficulty, disruptiveness, lack of perceived value or other characteristics.

## Sample One RQ5 Effect of Academic Units

The three factor interaction over College by Sex by Ethnicity was significant for both block and non-block raters. In a subsequent analysis, all but college 3 showed significant effects across their departments. These are some of the largest effects found in this study. Findings of disciplinary differences are common in the literature (see Kember, 2001 for one example). Where one teaches interacts with who one is. Global claims across gender and/or ethnicity do not stand up to this analysis.

Table 17 presents the simple means by college and a nearly interminable set of graphs will follow. The graphs will first present the college effects and then the department effects that occur within the college. Because some departments do not have minority members, only the comparisons over Sex will be presented in the departmental analyses.

[Table 17 about here]

[Please continue to the next page.]

34

Figure Set 44: College 1
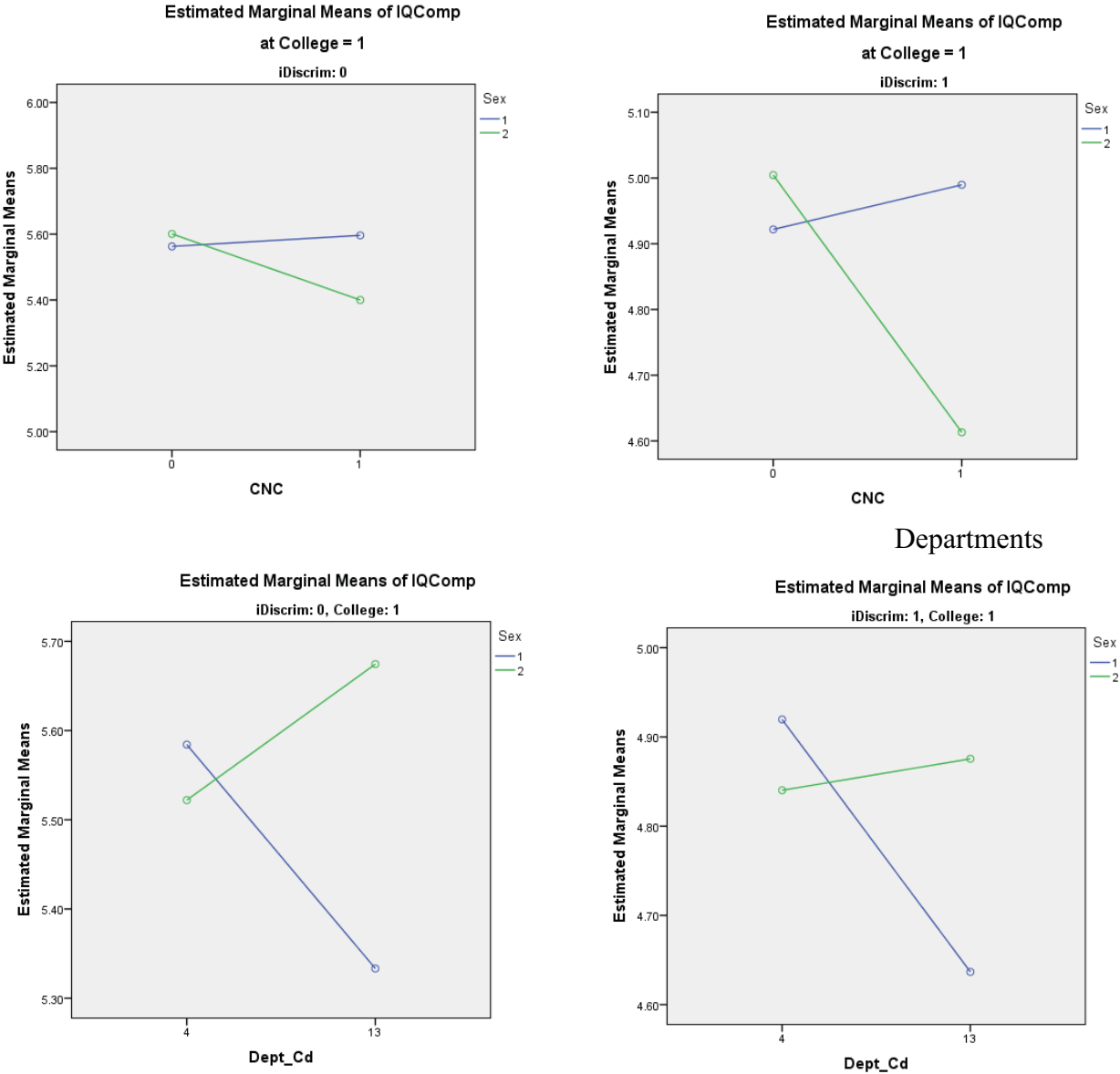


Departments

Note! College graphs are over Ethnicity by Sex; department graphs are by Sex only.

35

Figure set 45: College 2
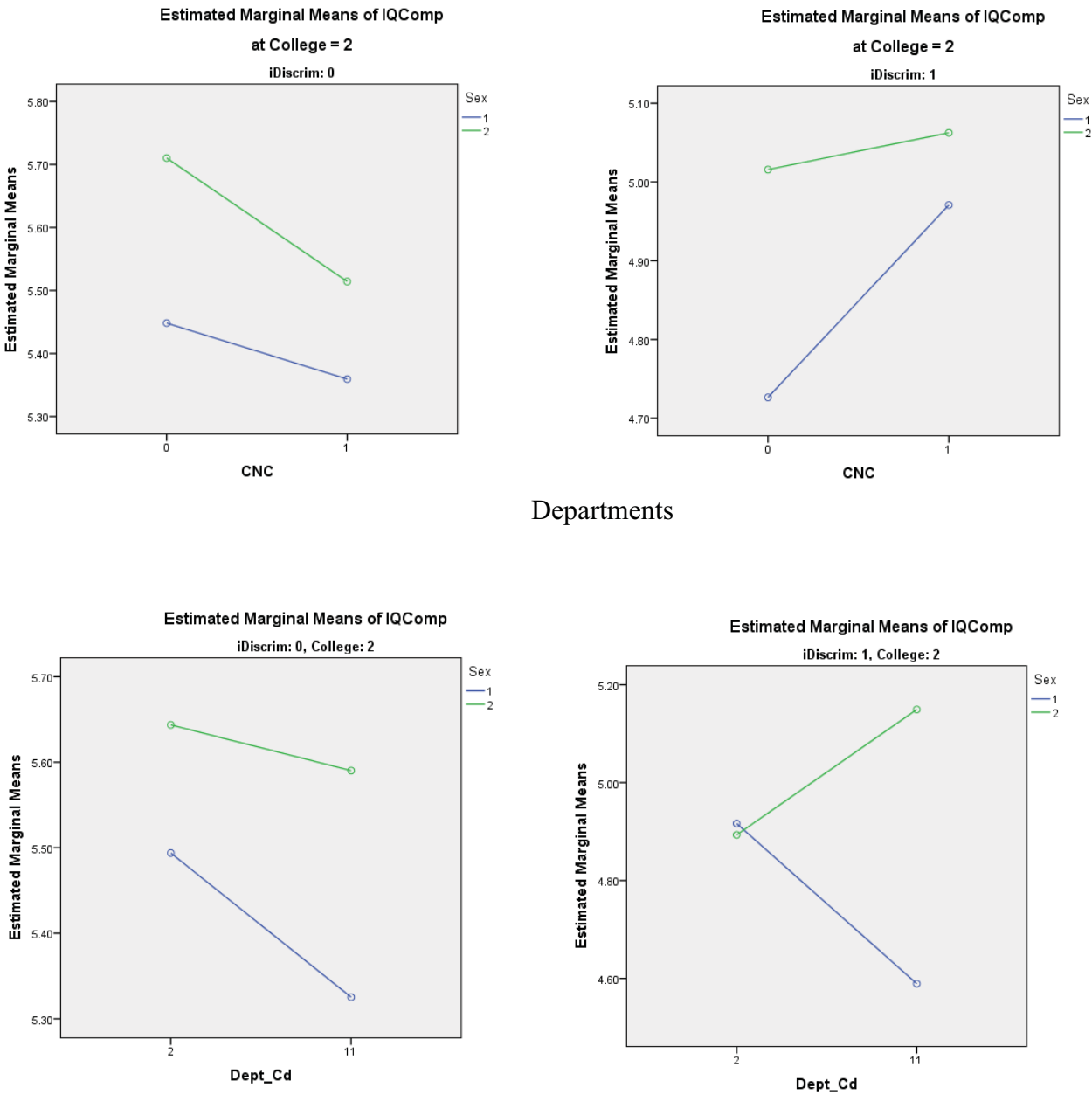


Departments



Note! College graphs are over Ethnicity by Sex; department graphs are by Sex only.

36

## Figure Set 46: College 3
### (All effects are non-significant.)
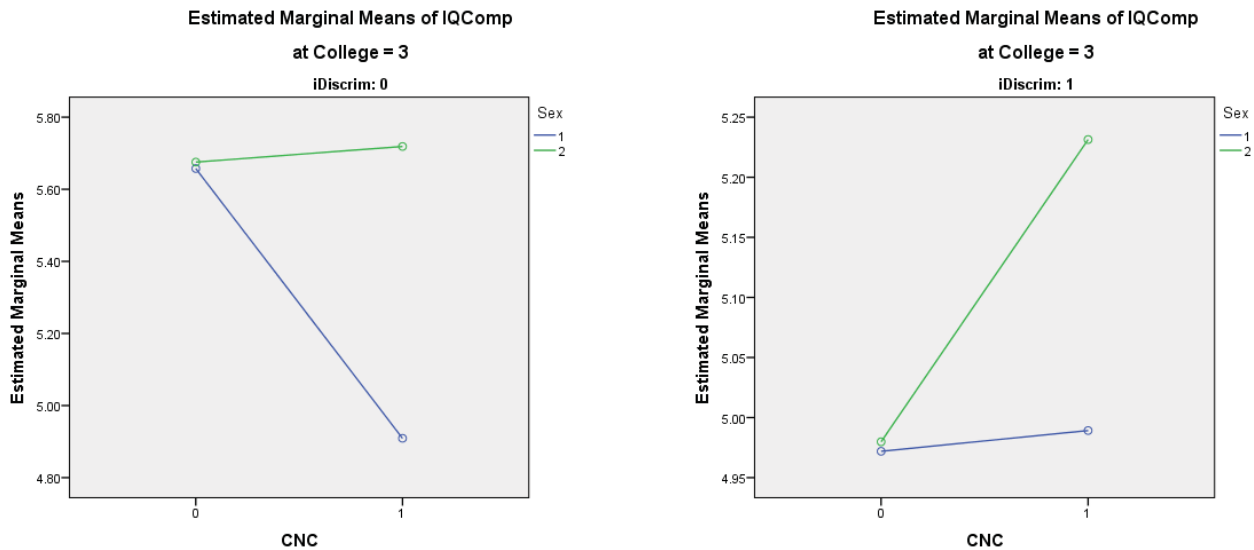


Departments
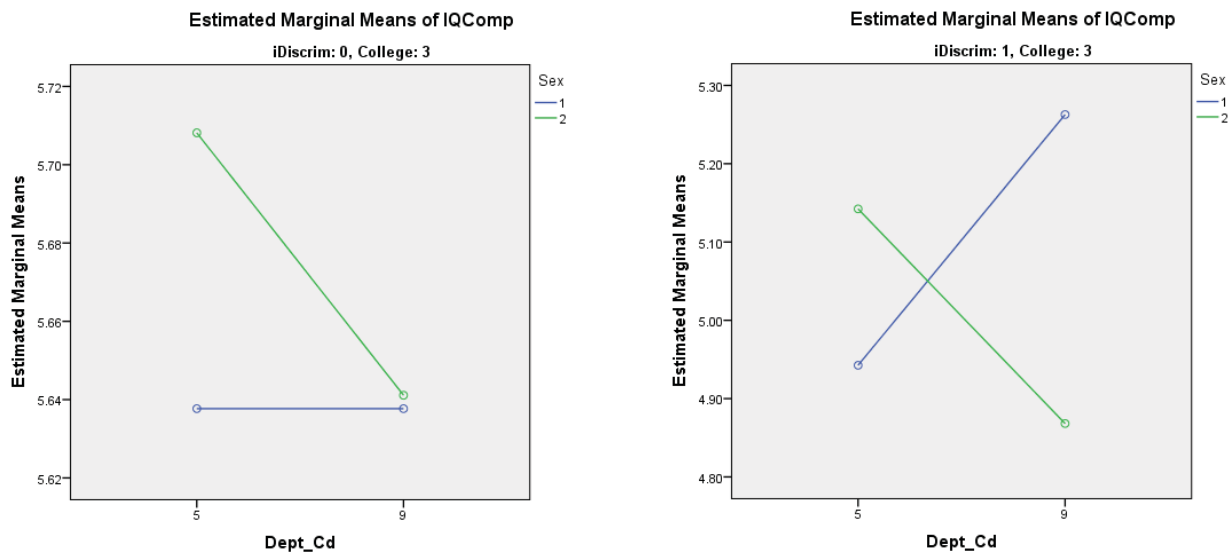


Note!  College graphs are over Ethnicity by Sex; department graphs are by Sex only.

37

Figure Set 47: College 4
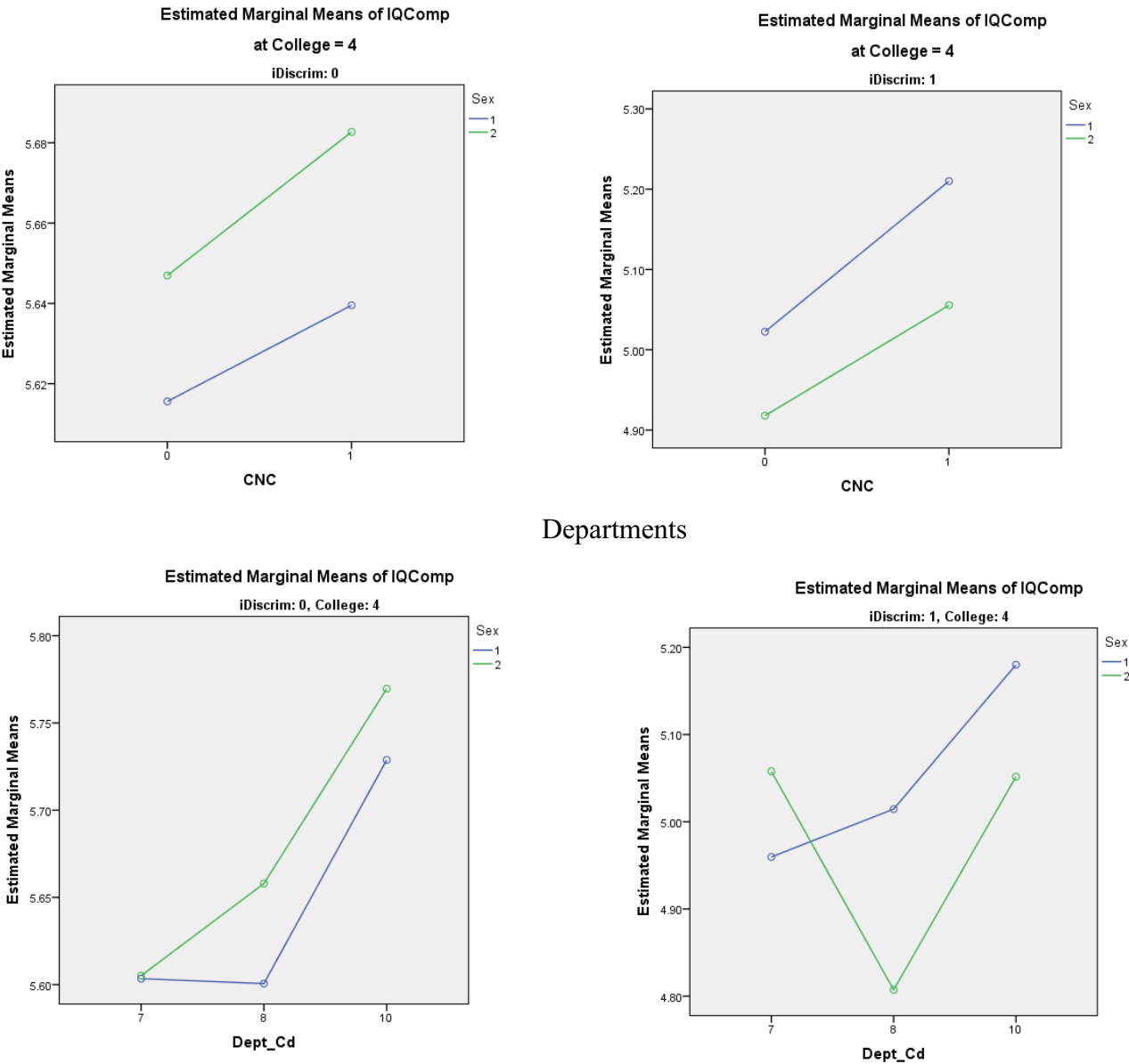


Departments



Note! College graphs are over Ethnicity by Sex; department graphs are by Sex only.

38

Figure Set 48: College 5
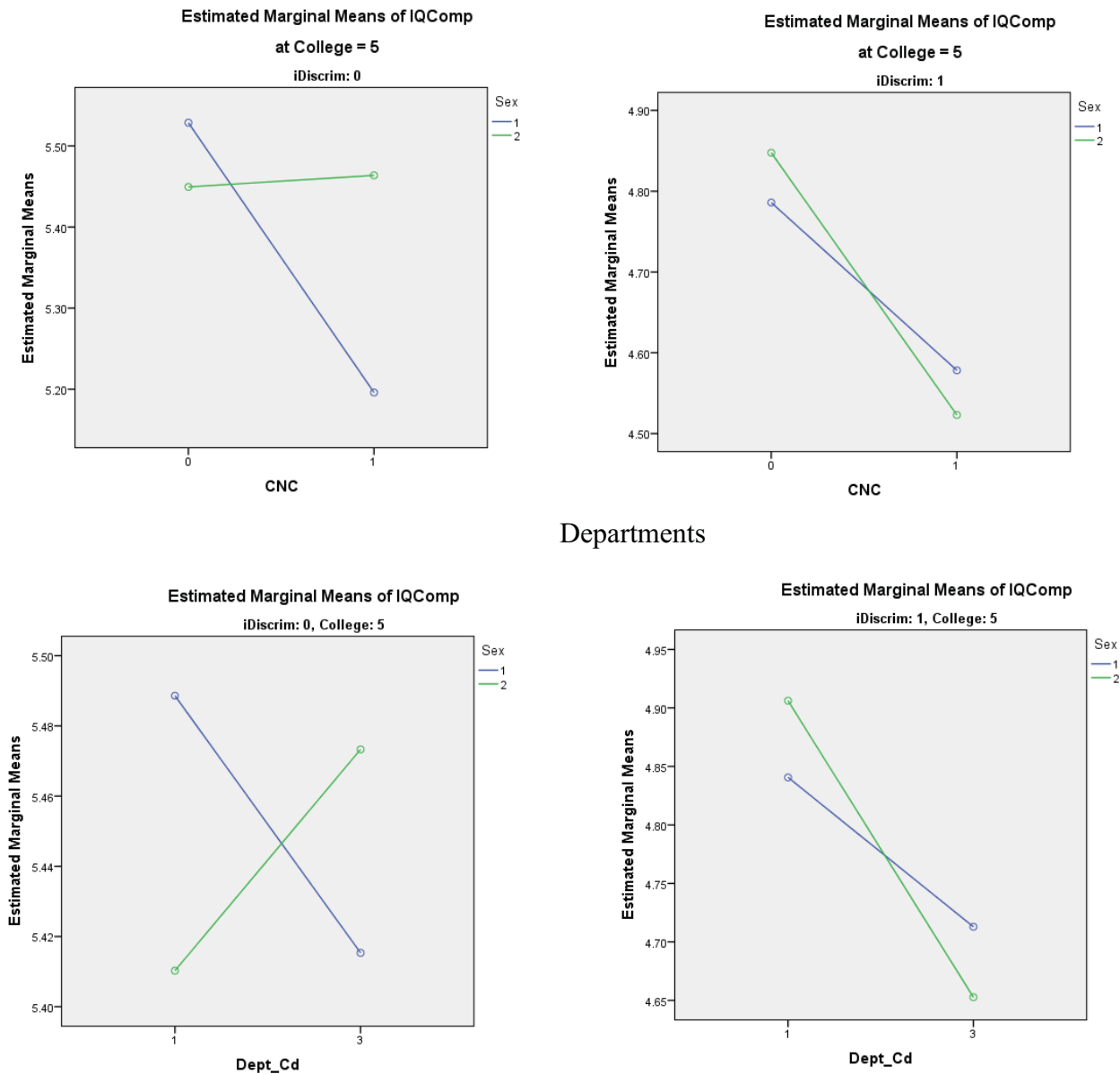


Departments



Note! College graphs are over Ethnicity by Sex; department graphs are by Sex only.

39

Figure Set 49: College 6
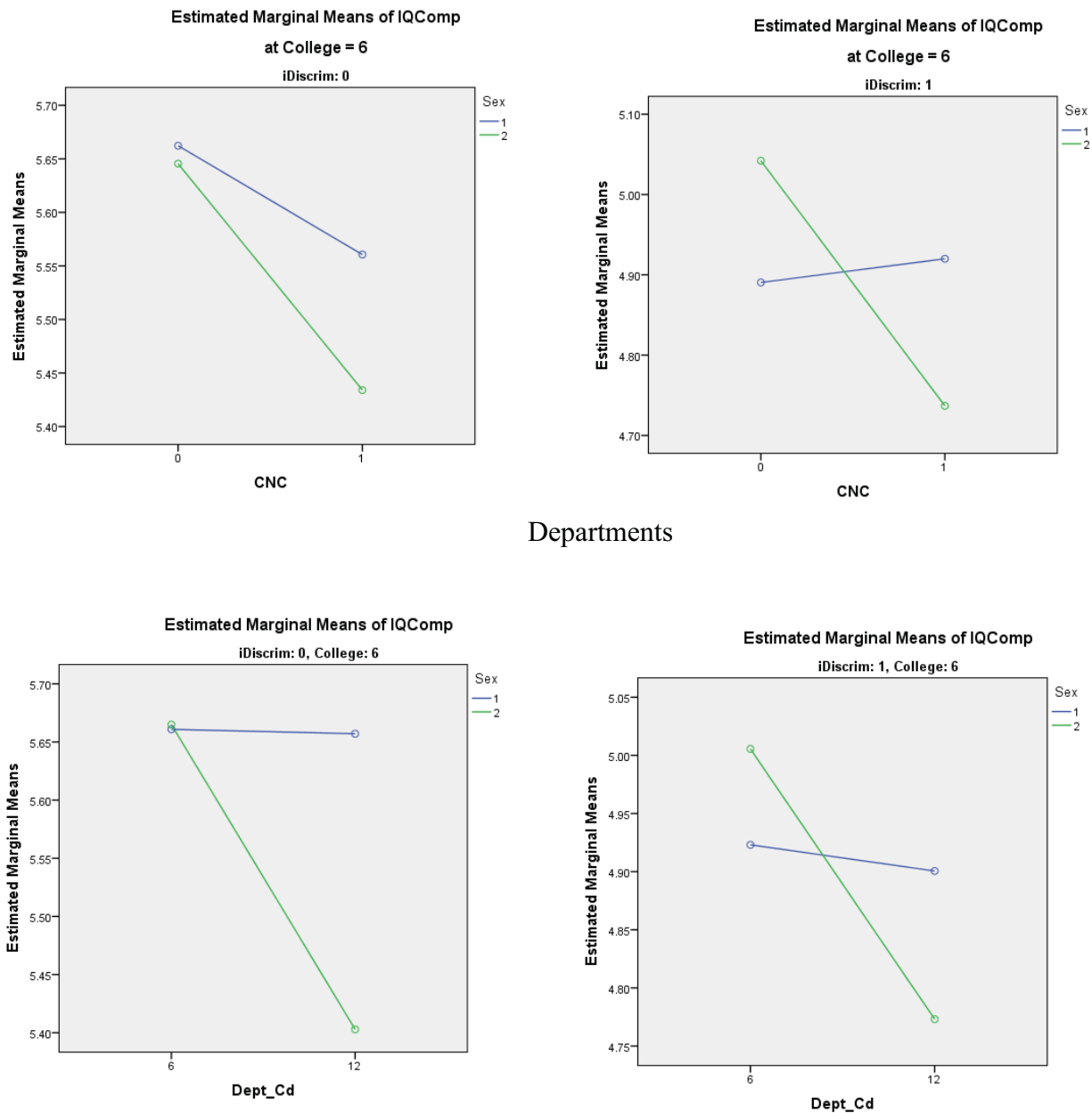


Departments



Note!  College graphs are over Ethnicity by Sex; department graphs are by Sex only.

40

The summary of that nearly overwhelming amount of information is that the manner of one's classifications and the disciplinary location of one's teaching make a difference, sometimes in small ways and sometimes in substantial ways.  Disciplinary choices by students and by instructors are not often random.  What we are looking at are specific working conditions that might be enacted by local organizational culture, local leadership, or the interaction between student demographics and instructor demographics—and of course all of the above.

## Sample Two Findings: RQ6 Confirmatory Factor Analysis

The factor analysis conducted with Sample One data was replicated with Sample Two data.  This analysis confirmed the presence of a single user experience concept that reached across both instructor and course items accounting for 78 percent of the variance across the 14 items.  The correlation between instructor and course composite ratings over 3,151 classes was .87.

## Sample Two Findings: RQ7 Reliability Analysis

This analysis makes use of the capacity of Sample Two to track feedback ratings across time while holding the instructor and course constant.  Sample Two provides data on all courses from seven academic units representing six main campus colleges taught during four contiguous semesters excluding the intervening summer semester.  The research question of this analysis examined the relationship of feedback scores for the same instructor/course combination appearing in different semesters.  For example, Instructor A teaches course B in semester one and then again in semester two, three, and/or four, what is the relationship between those paired instructional events?

In its simplest form, this question can be considered one about a traditional measure of reliability.  If the student feedback measure is driven primarily by instructor competence, the expectation would be that there would be a strong correlation between the paired instructional events in the conventional .60 to .70 reliability test range, assuming that competence is a stable attribute (see Morley,

41

2009).  If, however, the measure is mostly a user experience scale then, the driver of the values becomes the affective responses of the particular students in the class.  In that case, one would expect a much lower correlation because of the variability introduced by the variability across students and their affective responses.  No class is a random sample of students.  It is always chosen by a particular group of students with unknown prior experiences, relationships, and expectations.

## Method

This study drew the 66,624 responses from the Sample Two data set that had a complete set of feedback scores on both the instructor and the course.  The data set was split over block and non-block raters, and the analyses that follow were conducted over non-block raters only.[16]  Block raters were not used in this analysis.  Instructor composite scores were calculated for each instructor across each respondent.[17]  The mean of those composite scores was taken for each instructor/course combination.  Instructor/course combinations were matched across semesters in six combinations (1 to 2, 1 to 3, 1 to 4, 2 to 3, 2 to 4, and 3 to 4).  That procedure resulted in 1,032 matched pairs.  In each of those matches, the prior mean was designated as Mean 1 and the subsequent as Mean 2 as the convention for reporting the results.

## Findings: Reliability Tests

### *Reliability Coefficient*

The correlation between the matched pairs of instructor/course combinations was .373 (with over 1,000 degrees of freedom any correlation over .05 is significant), considerably lower than what would be expected from repeated measures over a common attribute.  A correlation of this magnitude suggests that a little less than 14 percent of the variance between a prior feedback score and a subsequent score is

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[16] The rationale for this decision is contained in update 5.01.2 which showed little correlation between block and non-block ratings.

[17] Factor analysis conducted over Sample One and confirmed in Sample Two showed that a single concept best describes the two scales (Interim Report, p. 12).

accounted for by the particular instructor/course combination.  The converse of this finding is that a little more than 86 percent is not accounted for.  This finding continues to support the line of argument advanced in the Interim Report that the student feedback scales are not measures of instructor competence but are rather composites with a strong affective component predicted by the particular students in a class.

## *Distribution of Differences*

Another way of looking at the systematicity of the relationship across instructor/course combinations is to investigate the directionality of difference.  We can test that difference in two ways: One is to test the mean difference (the difference produced by subtracting Mean 1 from Mean 2 in the matched pairs) for its difference from zero; the other is to test the number of positive changes against the number of negative changes.

The test of the mean difference considers whether the magnitude of positive change is equivalent to the magnitude of negative change.  If the two approach equivalence, the mean difference will be close to zero.  That difference can be tested with a single-sample *t*-test.  Table 18 presents that test. The mean difference was .009 and not significantly different from zero.

[Table 18 about here]

A count of the positive and negative differences showed that 506 differences were positive, 507 were negative and 19 had zero difference.  Figure 50 shows the distribution of these differences.

What these results mean is that we have little basis for predicting the direction of change from one presentation of a given course by a given instructor.  In 50 percent of the cases, the scores will go up, and in 50 percent of the cases, the scores will go down.

If we investigate a bit further by looking at the top and bottom 200 instructor combinations on Mean 1, we find that if an instructor scored high (5.47 or higher; 5.86 is the highest score), that instructor is significantly more likely to score lower on the subsequent presentation (Mean 2)—79 percent score lower and the average decline over those who decline is -.49; the decline
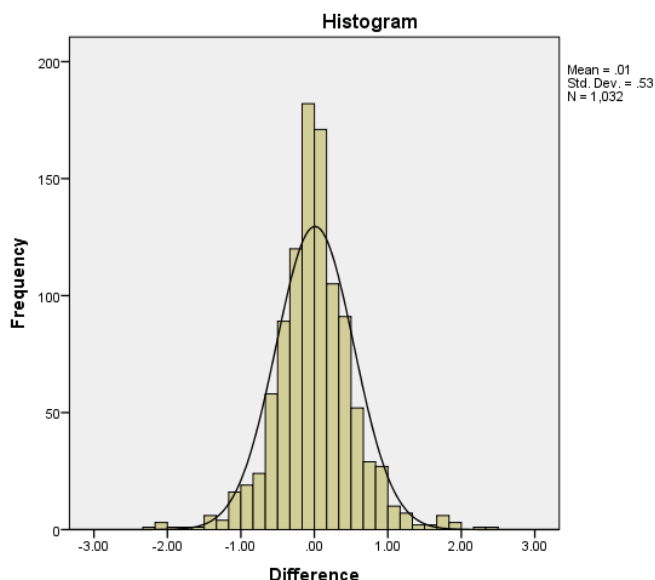


Figure 50 Distribution of mean differences.

over the entire top 200 is -.36.  The degree of change can be large; 17 fall from the top 200 to the bottom 200.  Finally, it is worth noting that 13 of the 19 zero change scores occur in the top 200, perhaps, indicating the possibility of a small subset of consistently highly rated instructors.

At the other end, if an instructor scores in the lowest 200 (4.71 or lower; 3.01 is the lowest score), that instructor is significantly more likely to score higher on the subsequent presentation—77 percent score higher and the average rise over those who rise is +.68; the rise over the entire bottom 200 is +.44; 21 rise from the bottom 200 to the top 200.  Only one of the zero change scores occurs in the bottom 200.

Finally, I looked at the possibility that sex, age or ethnicity of the instructor affected either the direction of change over all instructor course combinations or the likelihood of appearing in the bottom or top 200 of instructors.  None of those comparisons were significant, although ethnicity reached the .08 level of significance, with persons of minority status being more likely to be in the bottom 200 than those reporting themselves as of the majority.  I looked at the 19 course/instructor combinations that had a minority instructor in the bottom 200—15 of the 19 subsequent means were higher.  I also looked at

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the 10 in the top 200—eight regressed. I would conclude that persons of minority status (including foreign nationals) are more at risk than members of the majority for lower ratings, but the subsequent change behavior follows the standard pattern.

To summarize that standard pattern in plain terms, the best performances predict worse performances to follow, occasionally falling to the worst, and the worst performances predict better performances to follow, sometimes rising to the best. This instability is what one would expect from the operation of the central tendency on non-systematic values.

## Implications of Reliability Analysis

The analyses reported here support the conclusion that for non-block raters, the student feedback instructor scale is not a reliable measure of instructor competence or of any other attribute that would be closely associated with an instructor/course combination. Rather, they are measuring some other factor and most likely multiple factors associated with something other than the instructor and the course. This conclusion raises substantive questions as to how to interpret the student feedback scores. If the feedback scores are user experience scores and at the same time not reliably associated with the instructor or the course, then, who or what is the agent of student satisfaction? It does not appear reasonable from these reliability analyses to hold the instructor responsible for those results, whether positive or negative.

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## Summary and Implications

- RQ1: The majority of students practice block rating on instructor and course scales.  Block rating is the practice of using a single response position for all items in a scale.  The practice of block rating casts substantial doubt on the character of student ratings.  It is beyond reason that the majority of faculty and courses reached near perfection across 14 items of judgment.

- RQ2&6: The consistent factor analysis results over Samples One and Two demonstrate that the internal items of either the instructor or course scales have little or no independent meaning.  Students for the most part are not making item by item judgments concerning the pedagogical skills of the instructor or the design of the course.  Item values should not be used as diagnostics without substantial additional analysis of the quality of the data.

- Student ratings for the majority of the student respondents are a single concept, user experience judgment.  In organizational activity analysis, we talk about three types of scales: user experience (UX), process, and productivity.  Process is concerned with the competence of the activity, and productivity with the outcomes.  User experience scales tap into perceived value to the user, ease of use, ease of adoption, and desirability.  (None of these are the same as "popularity," however.)  Superior UX values are usually attributed as the basis for the success of such products as the iPod and the iPad (See, for example, http://www.uxmatters.com/mt/archives/2012/04/more-than-usability-the-four-elements-of-user-experience-part-i.php), so they are not trivial.  Nonetheless, difficulties in analysis occur when one scale form appears in the response pattern, but is then used by evaluators as if it were another scale form.  UX responses do not convert into process values, and process scales do not convert into outcomes.  It is imperative to know at what level of analysis one is operating.

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- RQ3: Instructor demographics of sex, age, ethnicity, and status affect student ratings. Women fare better than men and minorities fare better than male majorities. However, much of that effect is taken up by the lower values given to graduate students who are primarily majority male.

- RQ4: Course attributes have little effect with the exceptions of class size and of courses that meet University requirements. Increasing class size has a nearly monotonic negative effect on Instructor and Course composite ratings. Courses meeting the requirements for science, diversity, or quantitative studies fare poorer in ratings than courses meeting other requirements. One interpretation of this finding is that courses that are more difficult, require better preparation, or take students out of their comfort zone will receive lower feedback scores.

- RQ5: The academic unit of instruction is correlated with student ratings. More information is needed to determine what is driving this effect, but disciplines that are both factual and procedural are in the main rated lower than disciplines that are reflective and interpretive.

- RQ7: The finding of little reliability over repeated presentations of the same instructor-course combination for non-block raters strongly suggests that consistency in evaluations is mostly a product of the constant value of block rating, that something other than teaching effectiveness is being measured and that indeed a class is a unique combination of students, instructor and content.

- The finding that some three-quarters of high positive and low negative values regress toward the mean in the next iteration of a class suggest that students may be the most significant variable in predicting future evaluation outcomes.

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## Action Steps

The action steps recommended here are guided by these principles: (a) There is no suggestion that student evaluations of instructors and course should be abandoned.  As noted such evaluations are important, necessary, and needed (McKeachie, 1997).  (b) Effective teaching occurs in the unique combinations of instructor, students, content, and goals.  The controversies over issues of validity, the relationship with learning, and the consequences on quality and rigor are irreducible because a single (even if multi-dimensional) criterion of effective teaching cannot be reached (Adams, 1997, Clayson, 2009, Kulick, 2001).  (c) No corrections or modifications to the measurement protocol will force respondents to provide considered judgments of their experience with an instructor or a course.  Students will have to take this responsibility upon themselves (Ory & Ryan, 2001).  And last, (d) The central problem with student feedback measures is the use (mostly misuse) of these measures by administrators and faculty committees (Abrami, 2001; Caulkins & Micari; 2010, Clayson; 2009, Kane, 2001; Kane, 2006; Lane, Parke, & Stone, 1998; Linn, 1998; Marsh, 1987; McKeachie, 1997; Ory & Ryan, 2001; Penny, 2003; Titus, 2008; Williams & Ceci, 1997).  Such groups have been charged with confusing measurement with evaluation (Theall, 2001), overestimating the precision of such measurements (Theall & Franklin, 2001), focusing on numerical values in the pretense of objectivity (MeKeachie, 1997), being marked by a lack of knowledge and general naiveté about metric measurement as well as the analysis of qualitative comments (Centra, 1993; Robinson, 1993; Theall, 2001).  Given those principles, the following action steps are recommended:

- Institutional practices have invested too much authority in student ratings as a basis for merit, retention, tenure, or promotion purposes, reading them as measures of effectiveness or competence.  Student experience in the classroom is a substantive element in the overall evaluation of teaching and course design, but, at least in some cases, it has become the only

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element and has substituted for the professional evaluation of a professional activity. The practice of using student feedback measures in Faculty Activity Reports as the sole and automatic measure of teaching competence should stop.

- Colleges and departments should address the role of student feedback measures in their professional evaluation of teaching competence in light of this study. On-going practices across the University may be inappropriate to the character of the data. Initial returns from a survey of department chairs by the Student Feedback Oversight Committee indicates that such measures account for 50 percent and sometimes 90 percent of the evaluation. This heavy weighting of such measures does not seem justified by this study.

- The data show that instructor demographics interact with colleges of instruction. Colleges need to address the cultural aspects within their disciplines that lead to stereotyping of individuals by their age, gender, and ethnicity.

- The University should consider suspending the publication of student feedback ratings for graduate students. Graduate students may be unfairly marked by the process. At the least, it is inappropriate for a "teacher-in training" to be evaluated against a seasoned professional. Further, given that student evaluations appear to represent a user experience judgment, a principled development of a teaching philosophy may be compromised by a felt need to please. And last, as the internal items have little independent meaning, using those values to "improve" teaching has little more than a random effect.

- If a revision of the current 14 item instructor and course feedback scales is being planned, it should take into account that student respondents are likely to return user experience values, regardless of the wording of the items. It would be much better to design the scales as UX scales to avoid their subsequent abuse in the faculty evaluation process. Moving to a user experience

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scale would eliminate much of the misappropriation and abuse of information that the existing scales promote. Student comments should be encouraged.

- The role of student comments needs to be systematized. Most reports that I have read over several years of reading such reports simply poach good and bad comments. A preliminary study of all comments from all courses conducted in spring 2009 shows that comments range from the trivial to the insightful, from over the top praise to through the floor complaint from inappropriate suggestiveness to useful suggestion. An initial study conducted over those data showed that an eight-code set constituted by the codes "unfocused affective (best/worst); personal attributes (looks, style, voice, accent); teaching skills of the instructor; content of the course; relational skills/practices; question handling; communication skills/practices; grading; and consequences for the respondent" accommodated the majority of comments.

- It is possible that early access to grades is too sweet of a carrot, hyper-inflating return rates at the expense of considered judgment and comment. A small sample experiment that provides an opt out escape ("I want to skip the ratings. Just grant access to my grades, please.") might give us a better understanding of this phenomenon.

- An in-depth study of student feedback measures such as the present study should be conducted at least biennially. The study data format should be developed by a team incorporating Academic Computing Services, the Office of Budgeting Information and Analysis, and independent disciplinary experts. These data sets need to incorporate student demographics, which is the missing element of this study. Data sets de-identified by student and instructor should be widely available for analysis by qualified researchers within the institution. These data are far too valuable for understanding the instructional process to be held behind closed doors in the hands of the few.

- The relationship between student feedback measures and academic rigor needs to be investigated. Further, the institution should consider the relationship among the SCH budgeting paradigm, student feedback measures, and academic instructional quality. One way in which that study could be supported would be for departments to report on a common set of design attributes such as pedagogical approach, use of a textbook, assignments, tests, and so forth. The available course attributes are not robust enough to support this study. More appropriate attribute measures need to be developed.

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# Report Tables

## Table 1: Descriptive statistics for block and non-block raters over the Instructor composite score

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | | Std. Deviation | Skewness | | Kurtosis | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| BIQComp | 101 | 2.45 | 6.00 | 5.1506 | .06704 | .67374 | -1.245 | .240 | 2.339 | .476 |
| NBIQComp | 101 | 1.14 | 4.31 | 3.9320 | .04240 | .42611 | -3.522 | .240 | 18.648 | .476 |
| Valid N (listwise) | 101 | | | | | | | | | |

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## Table 2: Descriptive statistics: Instructor ratings over all respondents

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| IQ1 | 24147 | 5 | 1 | 6 | 5.20 | .007 | 1.070 | 1.146 |
| IQ2 | 24147 | 5 | 1 | 6 | 5.42 | .006 | .941 | .886 |
| IQ3 | 24147 | 5 | 1 | 6 | 5.09 | .008 | 1.202 | 1.446 |
| IQ4 | 24147 | 5 | 1 | 6 | 5.32 | .007 | 1.012 | 1.025 |
| IQ5 | 24147 | 5 | 1 | 6 | 5.31 | .007 | 1.037 | 1.076 |
| IQ6 | 24147 | 5 | 1 | 6 | 5.28 | .007 | 1.030 | 1.061 |
| IQ7 | 24147 | 5 | 1 | 6 | 5.21 | .007 | 1.147 | 1.315 |
| IQComp | 24147 | 5.00 | 1.00 | 6.00 | 5.2627 | .00615 | .95522 | .912 |
| Valid N (listwise) | 24147 | | | | | | | |

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## Table 3:Descriptive statistics: Instructor ratings by block and non-block raters

| Block | | N | Range | Minimum | Maximum | Mean | | Std. Dev. | Variance |
|---|---|---|---|---|---|---|---|---|---|
| | | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| 0 | IQ1 | 14070 | 5 | 1 | 6 | 5.55 | .007 | .868 | .753 |
| | IQ2 | 14070 | 5 | 1 | 6 | 5.55 | .007 | .868 | .753 |
| | IQ3 | 14070 | 5 | 1 | 6 | 5.55 | .007 | .868 | .753 |
| | IQ4 | 14070 | 5 | 1 | 6 | 5.55 | .007 | .868 | .753 |
| | IQ5 | 14070 | 5 | 1 | 6 | 5.55 | .007 | .868 | .753 |
| | IQ6 | 14070 | 5 | 1 | 6 | 5.55 | .007 | .868 | .753 |
| | IQ7 | 14070 | 5 | 1 | 6 | 5.55 | .007 | .868 | .753 |
| | IQComp | 14070 | 5.00 | 1.00 | 6.00 | 5.5485 | .00732 | .86786 | .753 |
| | Valid N | 14070 | | | | | | | |
| 1 | IQ1 | 10077 | 5 | 1 | 6 | 4.71 | .011 | 1.135 | 1.288 |
| | IQ2 | 10077 | 5 | 1 | 6 | 5.25 | .010 | 1.009 | 1.018 |
| | IQ3 | 10077 | 5 | 1 | 6 | 4.46 | .013 | 1.313 | 1.723 |
| | IQ4 | 10077 | 5 | 1 | 6 | 5.00 | .011 | 1.110 | 1.231 |
| | IQ5 | 10077 | 5 | 1 | 6 | 4.98 | .012 | 1.157 | 1.339 |
| | IQ6 | 10077 | 5 | 1 | 6 | 4.91 | .011 | 1.119 | 1.252 |
| | IQ7 | 10077 | 5 | 1 | 6 | 4.73 | .013 | 1.307 | 1.709 |
| | IQComp | 10077 | 4.72 | 1.14 | 5.86 | 4.8637 | .00925 | .92824 | .862 |
| | Valid N | 10077 | | | | | | | |

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**Table 4: Descriptive statistics: Course ratings over all respondents**

| | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|
| | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| CQ1 | 23516 | 5 | 1 | 6 | 5.24 | .007 | 1.000 | 1.000 |
| CQ2 | 23516 | 5 | 1 | 6 | 5.21 | .007 | 1.025 | 1.052 |
| CQ3 | 23516 | 5 | 1 | 6 | 5.12 | .007 | 1.147 | 1.315 |
| CQ4 | 23516 | 5 | 1 | 6 | 5.08 | .008 | 1.175 | 1.381 |
| CQ5 | 23516 | 5 | 1 | 6 | 5.17 | .007 | 1.116 | 1.245 |
| CQ6 | 23516 | 5 | 1 | 6 | 5.08 | .008 | 1.204 | 1.450 |
| CQ7 | 23516 | 5 | 1 | 6 | 5.08 | .008 | 1.216 | 1.480 |
| CQComp | 23516 | 5.00 | 1.00 | 6.00 | 5.1402 | .00671 | 1.02835 | 1.058 |
| Valid N (listwise) | 23516 | | | | | | | |

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## Table 5: Descriptive statistics: Course ratings by block and non-block raters

| Block | | N | Range | Minimum | Maximum | Mean | | Std. Deviation | Variance |
|---|---|---|---|---|---|---|---|---|---|
| | | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Statistic |
| 0 | CQ1 | 13214 | 5 | 1 | 6 | 5.51 | .008 | .894 | .799 |
| | CQ2 | 13214 | 5 | 1 | 6 | 5.51 | .008 | .894 | .799 |
| | CQ3 | 13214 | 5 | 1 | 6 | 5.51 | .008 | .894 | .799 |
| | CQ4 | 13214 | 5 | 1 | 6 | 5.51 | .008 | .894 | .799 |
| | CQ5 | 13214 | 5 | 1 | 6 | 5.51 | .008 | .894 | .799 |
| | CQ6 | 13214 | 5 | 1 | 6 | 5.51 | .008 | .894 | .799 |
| | CQ7 | 13214 | 5 | 1 | 6 | 5.51 | .008 | .894 | .799 |
| | CQComp | 13214 | 5.00 | 1.00 | 6.00 | 5.5065 | .00778 | .89394 | .799 |
| | Valid N (listwise) | 13214 | | | | | | | |
| 1 | CQ1 | 10302 | 5 | 1 | 6 | 4.91 | .010 | 1.028 | 1.058 |
| | CQ2 | 10302 | 5 | 1 | 6 | 4.82 | .010 | 1.056 | 1.114 |
| | CQ3 | 10302 | 5 | 1 | 6 | 4.63 | .012 | 1.245 | 1.549 |
| | CQ4 | 10302 | 5 | 1 | 6 | 4.54 | .012 | 1.266 | 1.603 |
| | CQ5 | 10302 | 5 | 1 | 6 | 4.74 | .012 | 1.219 | 1.487 |
| | CQ6 | 10302 | 5 | 1 | 6 | 4.52 | .013 | 1.320 | 1.742 |
| | CQ7 | 10302 | 5 | 1 | 6 | 4.52 | .013 | 1.344 | 1.807 |
| | CQComp | 10302 | 4.71 | 1.14 | 5.86 | 4.6703 | .00983 | .99801 | .996 |
| | Valid N (listwise) | 10302 | | | | | | | |

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## Table 6: Age Quartiles (AQs) by Sex by Ethnicity cross tabulation

Count

| Sex | | | Ethnicity | | Total |
|-----|-----|-----|-----|-----|-----|
| | | | 0 | 1 | |
| 1 | AQs | 1 | 85 | 36 | 121 |
| | | 2 | 69 | 22 | 91 |
| | | 3 | 68 | 7 | 75 |
| | | 4 | 99 | 4 | 103 |
| | Total | | 321 | 69 | 390 |
| 2 | AQs | 1 | 58 | 15 | 73 |
| | | 2 | 38 | 18 | 56 |
| | | 3 | 41 | 2 | 43 |
| | | 4 | 33 | 2 | 35 |
| | Total | | 170 | 37 | 207 |
| Total | AQs | 1 | 143 | 51 | 194 |
| | | 2 | 107 | 40 | 147 |
| | | 3 | 109 | 9 | 118 |
| | | 4 | 132 | 6 | 138 |
| | Total | | 491 | 106 | 597 |

## Table 7: Sex by Age Quartiles by Ethnicity over Block for Instructor Composite

| Block | Sex | Age Quartiles | Ethnicity | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|---|---|
| | | | | | | Lower Bound | Upper Bound |
| 0 | 1 | 1 | 0 | 5.511 | .022 | 5.468 | 5.554 |
| | | | 1 | 5.230 | .030 | 5.171 | 5.289 |
| | | 2 | 0 | 5.596 | .020 | 5.558 | 5.635 |
| | | | 1 | 5.493 | .049 | 5.397 | 5.590 |
| | | 3 | 0 | 5.549 | .020 | 5.510 | 5.589 |
| | | | 1 | 5.571 | .058 | 5.457 | 5.684 |
| | | 4 | 0 | 5.579 | .017 | 5.546 | 5.612 |
| | | | 1 | 5.597 | .109 | 5.384 | 5.810 |
| | 2 | 1 | 0 | 5.627 | .028 | 5.572 | 5.681 |
| | | | 1 | 5.443 | .050 | 5.344 | 5.542 |
| | | 2 | 0 | 5.627 | .029 | 5.570 | 5.684 |
| | | | 1 | 5.520 | .041 | 5.439 | 5.600 |
| | | 3 | 0 | 5.556 | .029 | 5.499 | 5.612 |
| | | | 1 | 5.741 | .112 | 5.521 | 5.962 |
| | | 4 | 0 | 5.626 | .035 | 5.557 | 5.696 |
| | | | 1 | 5.240 | .171 | 4.904 | 5.576 |
| 1 | 1 | 1 | 0 | 4.885 | .031 | 4.824 | 4.947 |
| | | | 1 | 4.660 | .043 | 4.576 | 4.745 |
| | | 2 | 0 | 4.893 | .025 | 4.843 | 4.942 |
| | | | 1 | 5.091 | .066 | 4.962 | 5.219 |
| | | 3 | 0 | 4.840 | .023 | 4.794 | 4.885 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | | | 1 | 4.811 | .079 | 4.657 | 4.966 |
| | 4 | | 0 | 4.871 | .020 | 4.832 | 4.910 |
| | | | 1 | 5.092 | .128 | 4.841 | 5.343 |
| | 1 | | 0 | 4.940 | .039 | 4.863 | 5.017 |
| | | | 1 | 4.493 | .065 | 4.365 | 4.622 |
| | 2 | | 0 | 5.133 | .044 | 5.046 | 5.220 |
| | | | 1 | 4.787 | .049 | 4.691 | 4.883 |
| | 3 | | 0 | 4.813 | .035 | 4.744 | 4.882 |
| | | | 1 | 5.211 | .176 | 4.866 | 5.557 |
| | 4 | | 0 | 4.958 | .044 | 4.872 | 5.044 |
| | | | 1 | 4.893 | .264 | 4.376 | 5.411 |

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## Table 8: Sex by Status cross tabulation

|  |  | Status | | | Total |
|---|---|---|---|---|---|
|  |  | 1 | 2 | 10 |  |
| Sex | 1 | 162 | 40 | 116 | 318 |
|  | 2 | 65 | 10 | 89 | 164 |
| Total |  | 227 | 50 | 205 | 482 |

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## Table 9: Sex by Status by Block for Instructor Composite

| Sex | Status | Block | Mean | Std. Deviation | N |
|---|---|---|---|---|---|
| 1 | 1 | 0 | 5.5508 | .84494 | 3277 |
| | | 1 | 4.8668 | .92451 | 2898 |
| | | Total | 5.2298 | .94679 | 6175 |
| | 2 | 0 | 5.6221 | .84564 | 1614 |
| | | 1 | 4.8782 | .91867 | 1236 |
| | | Total | 5.2995 | .95218 | 2850 |
| | 10 | 0 | 5.4239 | .91072 | 2175 |
| | | 1 | 4.8530 | .92785 | 1225 |
| | | Total | 5.2182 | .95690 | 3400 |
| | Total | 0 | 5.5280 | .86898 | 7066 |
| | | 1 | 4.8663 | .92380 | 5359 |
| | | Total | 5.2426 | .95124 | 12425 |
| 2 | 1 | 0 | 5.6066 | .80859 | 1360 |
| | | 1 | 4.9351 | .87590 | 996 |
| | | Total | 5.3227 | .90086 | 2356 |
| | 2 | 0 | 5.5719 | .75990 | 591 |
| | | 1 | 4.9570 | .86938 | 433 |
| | | Total | 5.3119 | .86288 | 1024 |
| | 10 | 0 | 5.5942 | .87530 | 1449 |
| | | 1 | 4.8210 | .99874 | 847 |
| | | Total | 5.3090 | .99516 | 2296 |

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| | | | | | |
|---|---|---|---|---|---|
| | | 0 | 5.5953 | .82957 | 3400 |
| | Total | 1 | 4.8968 | .92384 | 2276 |
| | | Total | 5.3152 | .93356 | 5676 |
| | | 0 | 5.5672 | .83474 | 4637 |
| | 1 | 1 | 4.8843 | .91270 | 3894 |
| | | Total | 5.2555 | .93520 | 8531 |
| | | 0 | 5.6086 | .82366 | 2205 |
| | 2 | 1 | 4.8987 | .90654 | 1669 |
| | | Total | 5.3028 | .92932 | 3874 |
| Total | | 0 | 5.4920 | .90048 | 3624 |
| | 10 | 1 | 4.8399 | .95736 | 2072 |
| | | Total | 5.2548 | .97343 | 5696 |
| | | 0 | 5.5499 | .85691 | 10466 |
| | Total | 1 | 4.8754 | .92385 | 7635 |
| | | Total | 5.2654 | .94631 | 18101 |

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## Table 10: Sex by Ethnicity by Rank split by Block for Instructor Composite

| Block | Sex | Ethnicity | Rank | Mean | Std. Deviation | N |
|---|---|---|---|---|---|---|
| 0 | 1 | 0 | 1 | 5.4967 | .95104 | 1349 |
| | | | 2 | 5.5592 | .83195 | 760 |
| | | | 3 | 5.5726 | .72218 | 840 |
| | | | Total | 5.5344 | .86107 | 2949 |
| | | 1 | 1 | 5.5714 | .55979 | 63 |
| | | | 2 | 5.6364 | .58890 | 55 |
| | | | 3 | 5.6606 | .80760 | 109 |
| | | | Total | 5.6300 | .69421 | 227 |
| | | Total | 1 | 5.5000 | .93707 | 1412 |
| | | | 2 | 5.5644 | .81778 | 815 |
| | | | 3 | 5.5827 | .73257 | 949 |
| | | | Total | 5.5412 | .85049 | 3176 |
| | 2 | 0 | 1 | 5.5543 | .85103 | 341 |
| | | | 2 | 5.5976 | .80010 | 492 |
| | | | 3 | 5.7173 | .70728 | 237 |
| | | | Total | 5.6103 | .79902 | 1070 |
| | | 1 | 1 | 5.6212 | .92429 | 66 |
| | | | 2 | 5.6154 | .57110 | 26 |
| | | | 3 | 5.5744 | .85456 | 195 |
| | | | Total | 5.5889 | .84763 | 287 |
| | | Total | 1 | 5.5651 | .86250 | 407 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| | | | 2 | 5.5985 | .78978 | 518 |
| | | | 3 | 5.6528 | .77955 | 432 |
| | | | Total | 5.6057 | .80927 | 1357 |
| | | 0 | 1 | 5.5083 | .93177 | 1690 |
| | | | 2 | 5.5743 | .81947 | 1252 |
| | | | 3 | 5.6045 | .72110 | 1077 |
| | | | Total | 5.5546 | .84556 | 4019 |
| | Total | 1 | 1 | 5.5969 | .76566 | 129 |
| | | | 2 | 5.6296 | .57975 | 81 |
| | | | 3 | 5.6053 | .83771 | 304 |
| | | | Total | 5.6070 | .78312 | 514 |
| | | Total | 1 | 5.5146 | .92108 | 1819 |
| | | | 2 | 5.5776 | .80688 | 1333 |
| | | | 3 | 5.6046 | .74801 | 1381 |
| | | | Total | 5.5606 | .83880 | 4533 |
| 1 | 1 | 0 | 1 | 4.7719 | .96527 | 1443 |
| | | | 2 | 4.9017 | .89577 | 655 |
| | | | 3 | 4.9592 | .87019 | 595 |
| | | | Total | 4.8448 | .93148 | 2693 |
| | | 1 | 1 | 5.0371 | .70976 | 42 |
| | | | 2 | 4.9487 | .88111 | 55 |
| | | | 3 | 5.2612 | .74587 | 76 |
| | | | Total | 5.1075 | .79127 | 173 |

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| | | | | | |
|---|---|---|---|---|---|
| | | 1 | 4.7794 | .95980 | 1485 |
| | Total | 2 | 4.9053 | .89412 | 710 |
| | | 3 | 4.9934 | .86185 | 671 |
| | | Total | 4.8607 | .92561 | 2866 |
| | | 1 | 4.8084 | .93996 | 277 |
| | 0 | 2 | 4.9602 | .90294 | 329 |
| | | 3 | 5.0916 | .71571 | 178 |
| | | Total | 4.9364 | .88333 | 784 |
| | | 1 | 5.3038 | .43718 | 32 |
| 2 | 1 | 2 | 4.9463 | .91667 | 19 |
| | | 3 | 4.8612 | .86070 | 152 |
| | | Total | 4.9389 | .82681 | 203 |
| | | 1 | 4.8597 | .91313 | 309 |
| | Total | 2 | 4.9595 | .90236 | 348 |
| | | 3 | 4.9855 | .79298 | 330 |
| | | Total | 4.9369 | .87159 | 987 |
| | | 1 | 4.7778 | .96106 | 1720 |
| | 0 | 2 | 4.9212 | .89814 | 984 |
| | | 3 | 4.9897 | .83856 | 773 |
| Total | | Total | 4.8655 | .92151 | 3477 |
| | | 1 | 5.1524 | .61788 | 74 |
| | 1 | 2 | 4.9481 | .88402 | 74 |
| | | 3 | 4.9945 | .84398 | 228 |

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| | | | | |
|---|---|---|---|---|
| | Total | 5.0165 | .81394 | 376 |
| | 1 | 4.7932 | .95216 | 1794 |
| | 2 | 4.9231 | .89677 | 1058 |
| Total | 3 | 4.9908 | .83938 | 1001 |
| | Total | 4.8802 | .91257 | 3853 |

**Table 11: Block by Enrollment Quintiles by Instructor and Course Composite Ratings**

| Block | EQTs | I_C | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound |
| 0 | 1 | 1 | 5.662 | .017 | 5.629 | 5.694 |
| | | 2 | 5.587 | .017 | 5.554 | 5.620 |
| | 2 | 1 | 5.627 | .016 | 5.596 | 5.658 |
| | | 2 | 5.554 | .016 | 5.522 | 5.586 |
| | 3 | 1 | 5.584 | .016 | 5.551 | 5.616 |
| | | 2 | 5.500 | .017 | 5.467 | 5.533 |
| | 4 | 1 | 5.469 | .017 | 5.436 | 5.502 |
| | | 2 | 5.385 | .017 | 5.352 | 5.419 |
| | 5 | 1 | 5.414 | .016 | 5.382 | 5.446 |
| | | 2 | 5.303 | .017 | 5.270 | 5.335 |
| 1 | 1 | 1 | 5.019 | .022 | 4.976 | 5.062 |
| | | 2 | 4.819 | .025 | 4.770 | 4.868 |
| | 2 | 1 | 4.941 | .021 | 4.899 | 4.982 |
| | | 2 | 4.739 | .024 | 4.692 | 4.786 |
| | 3 | 1 | 4.912 | .020 | 4.872 | 4.952 |
| | | 2 | 4.678 | .023 | 4.633 | 4.723 |
| | 4 | 1 | 4.740 | .020 | 4.701 | 4.779 |
| | | 2 | 4.597 | .023 | 4.552 | 4.641 |
| | 5 | 1 | 4.748 | .021 | 4.707 | 4.789 |
| | | 2 | 4.587 | .024 | 4.540 | 4.633 |

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## Table 12: Enrollment Quintiles by Sex for Instructor Composite Ratings

| EQTs | Sex | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|
| | | | | Lower Bound | Upper Bound |
| 1 | 1 | 5.404 | .017 | 5.371 | 5.438 |
| | 2 | 5.414 | .025 | 5.366 | 5.463 |
| 2 | 1 | 5.350 | .017 | 5.316 | 5.384 |
| | 2 | 5.363 | .022 | 5.320 | 5.407 |
| 3 | 1 | 5.281 | .017 | 5.248 | 5.315 |
| | 2 | 5.324 | .023 | 5.278 | 5.370 |
| 4 | 1 | 5.101 | .016 | 5.069 | 5.134 |
| | 2 | 5.248 | .025 | 5.198 | 5.297 |
| 5 | 1 | 5.137 | .015 | 5.108 | 5.167 |
| | 2 | 5.162 | .033 | 5.097 | 5.227 |

**Table 13: Enrollment Quintiles by Ethnicity (Foreign Nationals and Unknown removed) over Instructor Composite Ratings**

| EQTs | CNCrev | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|
| | | | | Lower Bound | Upper Bound |
| 1 | .00 | 5.406 | .016 | 5.376 | 5.437 |
| | 1.00 | 5.444 | .072 | 5.303 | 5.584 |
| 2 | .00 | 5.370 | .015 | 5.341 | 5.398 |
| | 1.00 | 5.309 | .083 | 5.146 | 5.471 |
| 3 | .00 | 5.350 | .016 | 5.319 | 5.381 |
| | 1.00 | 5.290 | .063 | 5.168 | 5.413 |
| 4 | .00 | 5.184 | .016 | 5.153 | 5.216 |
| | 1.00 | 5.343 | .046 | 5.253 | 5.433 |
| 5 | .00 | 5.163 | .014 | 5.135 | 5.191 |
| | 1.00 | 5.375 | .096 | 5.186 | 5.564 |

## Table 14: Enrollment Quintiles by Age Quartiles over Instructor Composite Ratings

| EQTs | Age_Quartiles | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|
| | | | | Lower Bound | Upper Bound |
| 1 | 1 | 5.396 | .030 | 5.338 | 5.454 |
| | 2 | 5.453 | .025 | 5.404 | 5.502 |
| | 3 | 5.434 | .035 | 5.365 | 5.502 |
| | 4 | 5.350 | .026 | 5.298 | 5.401 |
| 2 | 1 | 5.330 | .028 | 5.276 | 5.384 |
| | 2 | 5.428 | .027 | 5.374 | 5.481 |
| | 3 | 5.260 | .030 | 5.202 | 5.319 |
| | 4 | 5.383 | .025 | 5.334 | 5.432 |
| 3 | 1 | 5.222 | .025 | 5.173 | 5.272 |
| | 2 | 5.328 | .029 | 5.272 | 5.384 |
| | 3 | 5.449 | .029 | 5.392 | 5.506 |
| | 4 | 5.222 | .027 | 5.169 | 5.275 |
| 4 | 1 | 5.125 | .026 | 5.074 | 5.176 |
| | 2 | 5.364 | .026 | 5.313 | 5.416 |
| | 3 | 5.040 | .026 | 4.989 | 5.092 |
| | 4 | 4.991 | .032 | 4.928 | 5.055 |
| 5 | 1 | 5.093 | .031 | 5.033 | 5.153 |
| | 2 | 5.111 | .029 | 5.055 | 5.167 |
| | 3 | 5.073 | .024 | 5.026 | 5.119 |
| | 4 | 5.312 | .028 | 5.257 | 5.367 |

## Table 15: Instructor and Course Composite Ratings over Requirements

| Requirement | I_C | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|
| | | | | Lower Bound | Upper Bound |
| 1 | 1 | 5.190 | .029 | 5.134 | 5.247 |
| | 2 | 4.967 | .031 | 4.907 | 5.027 |
| 2 | 1 | 5.234 | .029 | 5.178 | 5.291 |
| | 2 | 5.150 | .031 | 5.090 | 5.209 |
| 3 | 1 | 5.398 | .022 | 5.356 | 5.441 |
| | 2 | 5.279 | .023 | 5.234 | 5.325 |
| 4 | 1 | 5.140 | .041 | 5.060 | 5.221 |
| | 2 | 4.927 | .044 | 4.841 | 5.013 |
| 5 | 1 | 5.289 | .040 | 5.211 | 5.367 |
| | 2 | 5.267 | .043 | 5.183 | 5.350 |
| 6 | 1 | 5.444 | .046 | 5.353 | 5.535 |
| | 2 | 5.311 | .050 | 5.214 | 5.408 |
| 7 | 1 | 5.525 | .050 | 5.427 | 5.622 |
| | 2 | 5.432 | .053 | 5.328 | 5.536 |
| 8 | 1 | 5.159 | .014 | 5.131 | 5.187 |
| | 2 | 5.072 | .015 | 5.042 | 5.103 |

## Table 16: Instructor and Course Composite Ratings over Requirements split by Block

| Block | Requrmnt | I_C | Mean | Std. Error | 95% Confidence Interval | |
|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound |
| 0 | 1 | 1 | 5.433 | .034 | 5.366 | 5.500 |
| | | 2 | 5.232 | .035 | 5.163 | 5.301 |
| | 2 | 1 | 5.493 | .034 | 5.426 | 5.561 |
| | | 2 | 5.430 | .035 | 5.361 | 5.500 |
| | 3 | 1 | 5.630 | .026 | 5.580 | 5.680 |
| | | 2 | 5.561 | .026 | 5.509 | 5.612 |
| | 4 | 1 | 5.478 | .053 | 5.375 | 5.580 |
| | | 2 | 5.306 | .054 | 5.200 | 5.413 |
| | 5 | 1 | 5.473 | .046 | 5.382 | 5.564 |
| | | 2 | 5.420 | .048 | 5.326 | 5.513 |
| | 6 | 1 | 5.645 | .057 | 5.532 | 5.757 |
| | | 2 | 5.555 | .059 | 5.440 | 5.671 |
| | 7 | 1 | 5.727 | .057 | 5.615 | 5.840 |
| | | 2 | 5.672 | .059 | 5.556 | 5.788 |
| | 8 | 1 | 5.450 | .018 | 5.415 | 5.485 |
| | | 2 | 5.370 | .018 | 5.334 | 5.407 |
| 1 | 1 | 1 | 4.804 | .045 | 4.717 | 4.891 |
| | | 2 | 4.545 | .049 | 4.448 | 4.642 |
| | 2 | 1 | 4.842 | .044 | 4.757 | 4.928 |

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| | | | | | |
|---|---|---|---|---|---|
| | 2 | 4.724 | .049 | 4.629 | 4.819 |
| 3 | 1 | 5.002 | .034 | 4.934 | 5.069 |
| | 2 | 4.797 | .038 | 4.722 | 4.872 |
| 4 | 1 | 4.753 | .058 | 4.640 | 4.867 |
| | 2 | 4.491 | .064 | 4.365 | 4.617 |
| 5 | 1 | 4.956 | .064 | 4.830 | 5.082 |
| | 2 | 4.989 | .072 | 4.849 | 5.130 |
| 6 | 1 | 5.179 | .068 | 5.045 | 5.312 |
| | 2 | 4.988 | .076 | 4.840 | 5.136 |
| 7 | 1 | 5.142 | .081 | 4.982 | 5.301 |
| | 2 | 4.978 | .090 | 4.800 | 5.155 |
| 8 | 1 | 4.781 | .021 | 4.739 | 4.822 |
| | 2 | 4.685 | .023 | 4.639 | 4.731 |

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## Table 17: Sex by Ethnicity by College split by Block for Instructor Composite

| Block | Sex | Ethnicity | College | Mean | Std. Deviation | N |
|---|---|---|---|---|---|---|
| 0 | 1 | 0 | 1 | 5.5627 | .82793 | 789 |
| | | | 2 | 5.4483 | .92235 | 1662 |
| | | | 3 | 5.6575 | .71233 | 838 |
| | | | 4 | 5.6156 | .87589 | 1449 |
| | | | 5 | 5.5287 | .89185 | 1986 |
| | | | 6 | 5.6623 | .77615 | 1063 |
| | | | Total | 5.5632 | .85963 | 7787 |
| | | 1 | 1 | 5.5962 | .67039 | 213 |
| | | | 2 | 5.3593 | .85327 | 359 |
| | | | 3 | 4.9091 | 1.50899 | 22 |
| | | | 4 | 5.6395 | .88001 | 86 |
| | | | 5 | 5.1959 | .94938 | 582 |
| | | | 6 | 5.5606 | .79365 | 132 |
| | | | Total | 5.3565 | .89659 | 1394 |
| | | Total | 1 | 5.5699 | .79685 | 1002 |
| | | | 2 | 5.4325 | .91089 | 2021 |
| | | | 3 | 5.6384 | .75104 | 860 |
| | | | 4 | 5.6169 | .87585 | 1535 |
| | | | 5 | 5.4533 | .91569 | 2568 |
| | | | 6 | 5.6510 | .77842 | 1195 |
| | | | Total | 5.5319 | .86847 | 9181 |

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| | | | | | |
|---|---|---|---|---|---|
| | | 1 | 5.6008 | .75591 | 243 |
| | | 2 | 5.7103 | .68693 | 107 |
| | | 3 | 5.6753 | .68193 | 539 |
| | 0 | 4 | 5.6470 | .74819 | 1082 |
| | | 5 | 5.4495 | 1.00848 | 703 |
| | | 6 | 5.6455 | .80289 | 598 |
| | | Total | 5.6076 | .81377 | 3272 |
| | | 1 | 5.4000 | .96157 | 200 |
| | | 2 | 5.5143 | .81787 | 35 |
| | | 3 | 5.7187 | .45197 | 96 |
| 2 | 1 | 4 | 5.6827 | .79151 | 104 |
| | | 5 | 5.4638 | 1.07499 | 138 |
| | | 6 | 5.4340 | 1.03306 | 235 |
| | | Total | 5.5000 | .93798 | 808 |
| | | 1 | 5.5102 | .85974 | 443 |
| | | 2 | 5.6620 | .72334 | 142 |
| | | 3 | 5.6819 | .65227 | 635 |
| | Total | 4 | 5.6501 | .75181 | 1186 |
| | | 5 | 5.4518 | 1.01904 | 841 |
| | | 6 | 5.5858 | .87850 | 833 |
| | | Total | 5.5863 | .84080 | 4080 |
| | | 1 | 5.5717 | .81135 | 1032 |
| Total | 0 | | | | |
| | | 2 | 5.4641 | .91183 | 1769 |

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| | | | | | |
|---|---|---|---|---|---|
| | | 3 | 5.6645 | .70039 | 1377 |
| | | 4 | 5.6290 | .82372 | 2531 |
| | | 5 | 5.5080 | .92423 | 2689 |
| | | 6 | 5.6562 | .78568 | 1661 |
| | | Total | 5.5764 | .84653 | 11059 |
| | | 1 | 5.5012 | .82916 | 413 |
| | | 2 | 5.3731 | .85032 | 394 |
| | | 3 | 5.5678 | .82149 | 118 |
| | 1 | 4 | 5.6632 | .83076 | 190 |
| | | 5 | 5.2472 | .97962 | 720 |
| | | 6 | 5.4796 | .95471 | 367 |
| | | Total | 5.4092 | .91440 | 2202 |
| | | 1 | 5.5516 | .81681 | 1445 |
| | | 2 | 5.4475 | .90143 | 2163 |
| | | 3 | 5.6569 | .71087 | 1495 |
| | Total | 4 | 5.6314 | .82410 | 2721 |
| | | 5 | 5.4529 | .94209 | 3409 |
| | | 6 | 5.6243 | .82142 | 2028 |
| | | Total | 5.5486 | .86039 | 13261 |
| | | 1 | 4.9218 | .84807 | 865 |
| | | 2 | 4.7265 | .98127 | 1069 |
| 1 | 1 | 0 | 3 | 4.9719 | .83190 | 590 |
| | | 4 | 5.0225 | .86404 | 1058 |

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| | | | | | |
|---|---|---|---|---|---|
| | | 5 | 4.7860 | .96914 | 1541 |
| | | 6 | 4.8905 | .92315 | 721 |
| | | Total | 4.8697 | .92253 | 5844 |
| | 1 | 1 | 4.9897 | .77235 | 128 |
| | | 2 | 4.9708 | .77989 | 126 |
| | | 3 | 4.9892 | .68556 | 25 |
| | | 4 | 5.2100 | .66570 | 85 |
| | | 5 | 4.5783 | .95367 | 385 |
| | | 6 | 4.9200 | .86261 | 82 |
| | | Total | 4.8119 | .88716 | 831 |
| | Total | 1 | 4.9305 | .83863 | 993 |
| | | 2 | 4.7522 | .96467 | 1195 |
| | | 3 | 4.9726 | .82599 | 615 |
| | | 4 | 5.0365 | .85207 | 1143 |
| | | 5 | 4.7445 | .96939 | 1926 |
| | | 6 | 4.8935 | .91668 | 803 |
| | | Total | 4.8625 | .91834 | 6675 |
| 2 | 0 | 1 | 5.0044 | .79113 | 225 |
| | | 2 | 5.0158 | .91997 | 74 |
| | | 3 | 4.9799 | .85240 | 278 |
| | | 4 | 4.9180 | .94535 | 683 |
| | | 5 | 4.8476 | .93900 | 485 |
| | | 6 | 5.0421 | .77308 | 332 |

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| | | | | |
|---|---|---|---|---|
| | | Total | 4.9425 | .89071 | 2077 |
| | | 1 | 4.6131 | .99131 | 186 |
| | | 2 | 5.0625 | .53185 | 16 |
| | | 3 | 5.2314 | .63826 | 29 |
| | 1 | 4 | 5.0555 | .97449 | 49 |
| | | 5 | 4.5230 | 1.11514 | 130 |
| | | 6 | 4.7368 | 1.02247 | 171 |
| | | Total | 4.7099 | 1.01989 | 581 |
| | | 1 | 4.8273 | .90741 | 411 |
| | | 2 | 5.0241 | .86150 | 90 |
| | | 3 | 5.0036 | .83692 | 307 |
| | Total | 4 | 4.9272 | .94727 | 732 |
| | | 5 | 4.7790 | .98686 | 615 |
| | | 6 | 4.9383 | .87696 | 503 |
| | | Total | 4.8917 | .92531 | 2658 |
| | | 1 | 4.9388 | .83695 | 1090 |
| | | 2 | 4.7452 | .97962 | 1143 |
| | | 3 | 4.9745 | .83804 | 868 |
| Total | 0 | 4 | 4.9815 | .89800 | 1741 |
| | | 5 | 4.8007 | .96214 | 2026 |
| | | 6 | 4.9383 | .88106 | 1053 |
| | | Total | 4.8888 | .91480 | 7921 |
| | 1 | 1 | 4.7666 | .92586 | 314 |

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| | | | | |
|---|---|---|---|---|
| | 2 | 4.9811 | .75508 | 142 |
| | 3 | 5.1193 | .66551 | 54 |
| | 4 | 5.1535 | .79258 | 134 |
| | 5 | 4.5643 | .99606 | 515 |
| | 6 | 4.7962 | .97561 | 253 |
| | Total | 4.7699 | .94502 | 1412 |
| | 1 | 4.9003 | .86029 | 1404 |
| | 2 | 4.7713 | .96001 | 1285 |
| | 3 | 4.9829 | .82932 | 922 |
| Total | 4 | 4.9938 | .89179 | 1875 |
| | 5 | 4.7528 | .97356 | 2541 |
| | 6 | 4.9108 | .90151 | 1306 |
| | Total | 4.8708 | .92037 | 9333 |

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## Table 18: *t*-test of mean difference between Mean 1 and Mean 2

**One-Sample Test**

| | Test Value = 0 | | | | | |
|---|---|---|---|---|---|---|
| | | | | | 95% Confidence Interval of the Difference | |
| | t | df | Sig. (2-tailed) | Mean Difference | Lower | Upper |
| Difference | .556 | 1031 | .578 | .00917 | -.0232 | .0415 |

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President's Report – February 12, 2013

Awards and Recognitions

Four University faculty members have been elected as charter fellows of the National Academy of Inventors. The new fellows include Stephen C. Jacobsen, distinguished professor of mechanical engineering; Sung Wan Kim, distinguished professor of pharmaceutics and pharmaceutical chemistry; Thomas N. Parks, vice president for research and professor of neurobiology and anatomy; and President David W. Pershing, distinguished professor of chemical engineering. The four faculty members are among 98 new charter fellows of the academy from 54 universities and nonprofit research institutes. The honor is bestowed upon academic innovators and inventors who have demonstrated a highly prolific spirit of innovation in creating or facilitating outstanding inventions and innovations that have made a tangible impact on quality of life, economic development and the welfare of society.

Fernando Rubio and Anne Lair, both from the Department of Languages and Literature in the College of Humanities, were recently honored at the national *American Council on the Teaching of Foreign Languages* (ACTFL) conference. Rubio, associate professor and co-director of the new Second Language Teaching and Research Center, was recognized for excellence in foreign language instruction and use of technology. Lair, assistant professor of Languages and Literature, was recognized for excellence in the teaching of culture.

University faculty members garnered four of the ten *2012 Utah Governor's Medal for Science and Technology* awards. David Kieda, professor and chair of the department of physics and astronomy, won for his work in establishing a full-fledged astronomy program at the University. Geraldine Mineau, research professor with the Huntsman Cancer Institute, was cited for managing data needed to identify genes responsible for cancer and other diseases. Thure Cerling, distinguished professor of geology and geophysics, was recognized for his work in using stable isotopes to reveal the ancient diets and environments of animals and human ancestors. Theodore Stanley, professor of anesthesiology in the School of Medicine, was honored for his work as an entrepreneur. Kieda, Mineau and Cerling swept the awards' academia category, while Stanley won in the industry category.

The American Mathematical Society (AMS) has named 1,119 mathematicians from around the world to its inaugural class of fellows which includes eight mathematics faculty members from the University. They are Distinguished Professor Emeritus Paul Fife; two professors emeritus, Paul C. Roberts and Hugo Rossi; two distinguished professors, Mladen Bestvina and Christopher Hacon; and three professors, Kenneth Bromberg, Kenneth Golden and Dragan Milicic. The American Mathematical Society says designation as a fellow "recognizes members who have made outstanding contributions to the creation, exposition, advancement, communication and utilization of mathematics." Founded in 1888 to further mathematical research and scholarship, the AMS has 30,000 members.

Ernest Volinn, research associate professor, has been awarded a Fulbright Scholar grant to do research at West China Hospital in Chengdu during the 2012-2013 academic year. Volinn will assess outcomes of acupuncture for back pain and will explore whether outcomes in China differ from outcomes in western countries, including the U.S. Professor Volinn is one of approximately 1,100 U.S. faculty and professionals who will travel abroad through the *Fulbright U.S. Scholar Program* this academic year.

The U.S. Environmental Protection Agency has awarded two University engineering teams with grants for sustainability research.  A team of chemical engineers will optimize cookstove design in rural Nepal, while a team of civil engineers will design treatments for water polluted by olive oil mill waste in the West Bank.  The EPA P3 (People, Prosperity and the Planet) grant competition asks college students to design sustainability-related technologies to improve quality of life, promote economic development and protect the planet.  The competition has two phases.  The University students have made it through the first phase of the competition, and in April, they will travel to the National Sustainable Design Expo in Washington to compete for a grant of $90,000 to help implement their technologies.