

ACADEMIC SENATE AGENDA
February 6, 2012

1. CALL TO ORDER: 3:00 p.m. in room 115 CRCC C Roland Christensen Ctr.
2. MINUTES: January 9, 2012 1
3. REQUEST FOR NEW BUSINESS:
4. CONSENT CALENDAR
 - a. Appendix I: Resignations, Administrative and Faculty Appointments
 - b. Appendix II: Auxiliary and Limited Term Appointments
5. EXECUTIVE COMMITTEE REPORT:
6. REPORT FROM ADMINISTRATION:
7. REPORT FROM ASUU:
8. NOTICE OF INTENT:
9. DEBATE CALENDAR:
 - a. Certificate in Public Health 3
 - b. Proposal for combined B.S./M.S. Program in Mining Engineering 14
 - c. Proposal for combined BS/MS Program in Geological Engineering 21
 - d. Interim Rule R6-404A 28
10. INFORMATION CALENDAR:
 - a. Honors College Review 33
11. NEW BUSINESS:
12. ADJOURNMENT:

ACADEMIC SENATE MINUTES
January 9, 2012

Call to Order

The regular meeting of the Academic Senate held on January 9, 2012, was called to order at 3:04 p.m. by Patricia Hanna, Senate President. The meeting was held in room CRCC 115.

Roll:

Senators: Lisa Aspinwall, Alexander M. Balk, Amanda Barusch, Joanna Bettmann, Tully Cathey, Kathy Chapman, Reaz Chaudhuri, Kuan Chen, Margaret (Mardie) Clayton, Kevin DeLuca, Tina Diekmann, Lee Dibble, Marianna Di Paolo, Richard Dorsky, Richard Ernst, Richard Forster, Leslie Francis, Sabine Fuhrmann, Robert Fujinami, Bruce Gale, Michael Gardner, Timothy Garrett, William M. Gershan, Franz Goller, Michael Goodman, Joan Gregory, Gary Grikscheit, Charles "Chuck" Grissom, Thad Hall, Rachel Hayes-Harb, Martin Horvath, Howard Horwitz, Eric Hutton, Thunder Jalili, William (Bill) Johnson, Maureen Keefe, Sharee Lane, Stephen Lessnick, Anthea Letsou, Karl Lins, Kim Martinez, Teri J. Mauch, Heather Melton, Duncan Metcalf, Joseph Metz, Allyson Mower, Patricia Murphy, Rachel Nardo, Arthur C. (Chris) Nelson, Chris Pantelides, Lester Partlow, Sean Redmond, Sonia Salari, Janet Shaw, Clough Shelton, Gregory Smoak, Jeff Stratman, Orest Symko, Margaret Wan, Li Wang

Student Senators: Elle Barker, Andrew Black, Jackson Chambers, Alicia De Leon, Will Hoang, Jillian Jensen, Grace Ku, Heather McElroy, Sara Nassof, Cory J. Nelson, Eleni Schenk, Taylor Spendlove, Taylor Thompson, Jeffery Van Hulten, Molly Wheeler

Ex-officio: A. Lorris Betz, Robert Flores, Robert Fujinami, Patricia Hanna, Paul Mogren, James Metherall, Dave Pershing, Amy Wildermuth, Shawnee Worsley

Others: Kurt Hegmann, Daniel Lofgren, Richard Sperry, Kevin Taylor, Chuck Wight

Excused: Stephen Alder, Ronald Coleman, Vivian S. Lee

Absent without Proxy: Bob Allen, George Cassiday, Bradley J. Katz, Todd Kramer, Evert Lawton, Anne Mooney, Dragan Milicic, Chris Myers, Chris Peterson, Martin Rechsteiner, Alison Regan, Andrea Rorrer, Gary Rose, David Rudd, Brenda Vanderziel, David Viskochil, Norm Waitzman, Angela Yetman

Approval of Minutes

The minutes of the Academic Senate meeting on December 5, 2011, were approved following a motion from Thad Hall which was seconded by Joan Gregory.

Request for New Business

No New Business

Consent Calendar

No items

Executive Committee Report

Robert Fujinami, Executive Committee Secretary, provided a summary of the Executive Committee meetings held on December 19, 2011.

Report from Administration

Interim President Betz reported on the upcoming legislative session stating the number one priority is the compensation for faculty and staff. Also high on the list is the repairs and replacement of the outdated

infrastructure. The U will request \$50 million this year to begin the repairs and an additional \$49 million next year to complete the project. An additional request will be made to restore funding to the School of Medicine for an additional 20 students to bring it back to former number of 102.

Senior Vice President for Academic Affairs Dave Pershing reported on the student indebtedness that was raised at the last meeting. The following graphs describe his findings:

U of U tuition per semester based on 12 credit hours

2009	\$2,200	
2010	\$2,400	9% Increase
2011	\$2,650	9% Increase

Utah average indebtedness based on 4 years of 12 credit hours per semester

Year	Utah	Increase	National
2009	\$15,200 Debt		\$25,200
2010	\$17,300	14% increase	
2011	\$19,000	9.5% increase	

Report from ASUU

Cory Nelson, ASUU Academic Affairs Director, reported to the Senate the new scholarship website is now live. Students plug in their academic level, residency and financial need and a list of eligible scholarships comes up. This will be a useful tool for students looking for scholarships. You can view the website at <http://financialaid.utah.edu/scholarships/search/>

ASUU is also working with students from Utah universities to lobby as a group for higher education funding at this year's legislature. Cory asked for the professors to remind their students they can help in this matter.

Finals week at the Marriott Library, also known as Geek Week, was a huge success. ASUU provided free parking, snacks and supplies. Corey stated that even between the hours of 2:00 am and 6:00 am there were 150 to 250 students using the library.

Notice of Intent

No Items

Debate Calendar

No Items

Information Calendar

Senators accepted the Graduate Council's review of the Department of Special Education.

Adjournment

The meeting adjourned at 4:10 p.m.

Respectfully submitted,
Shawnee Worsley



29 November 2011


David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Pershing,

Enclosed is the proposal for the Graduate Certificate in Public Health which was approved by the Graduate Council on November 28, 2011. Included in this packet are the proposal and signature page.

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

Sincerely,


Charles A. Wight
Dean, The Graduate School

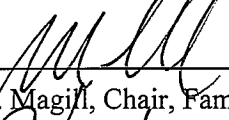
Proposal for a Certificate in Public Health
Division of Public Health

Institution Submitting Proposal: The University of Utah
College, School or Division affected: Department of Family and Preventive Medicine
Division of Public Health
Change Description: Proposal of Certificate in Public Health
Proposed Beginning Date: Fall Semester 2011

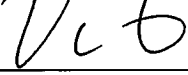
Institutional Signatures



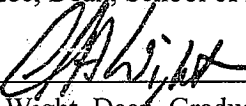
Stephen C. Alder, Chief, Division of Public Health



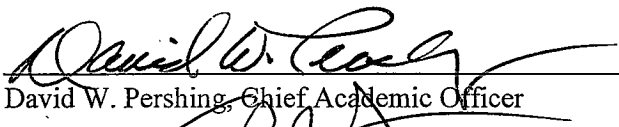
Michael K. Magill, Chair, Family and Preventive Medicine



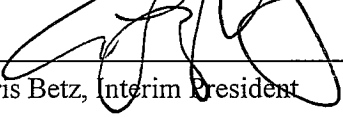
Vivian S. Lee, Dean, School of Medicine



Charles A. Wight, Dean, Graduate School



David W. Pershing, Chief Academic Officer



A. Lorris Betz, Interim President

1-9-12

Date

A PROPOSAL TO
THE UNIVERSITY OF UTAH GRADUATE COUNCIL, ACADEMIC SENATE AND
BOARD OF TRUSTEES TO ESTABLISH

A CERTIFICATE IN PUBLIC HEALTH THROUGH THE
DIVISION OF PUBLIC HEALTH

Section I: The Request

The Division of Public Health, Department of Family and Preventive Medicine requests approval to offer a Certificate in Public Health effective fall 2011.

Section II: Program Description

Program Description and Purpose

The Department of Family and Preventive Medicine is seeking permission to formally organize existing coursework to lead to a graduate Certificate in Public Health beginning fall semester of 2011. This Certificate will be offered through the Division of Public Health.

The Certificate in Public Health will be a graduate Certificate requiring 15 credit hours of coursework as listed in Appendix A of this application. The five required classes are the five key disciplines all students educated in Public Health should have understanding as laid out by the Council on Education in Public Health (CEPH). These classes are offered as introductions to the concepts giving students a well-rounded baseline. It will also be an excellent educational experience to complement graduate students pursuing degrees in other disciplines across the Health Sciences and Main Campus of the University of Utah.

With the growing interest in Public Health, we feel offering this Certificate gives students the potential to understand the opportunity and connection public health has in an array of fields such as biostatistics, social behavior, epidemiology, policy and administration and environmental public health through research, service and education. Also, the Certificate will provide local professionals working in the field of public health an opportunity to seek training and certification that will directly impact how they address public health issues in their current professions.

Institutional Readiness

The existing administrative structure supports the proposed Certificate. The Division of Public Health already offers the required courses as part of their Public Health Program, formalizing the Certificate and adding few additional students will not have an impact on the Division.

Library Resources

There should not be any additional resources required for the Marriott or Spencer S. Eccles Health Sciences Libraries beyond what is normally acquired through faculty requests from these existing courses.

Admission Requirements

For consideration for acceptance into the Certificate Program, all students must:

- have an undergraduate degree from an accredited college with at least a 3.0 GPA
- be admitted to the University of Utah as either a
 - o matriculated student in good standing within their home program or o non-matriculated student
- meet with the Division of Public Health Academic Advisor
- submit a statement of purpose (500 word limit) to the Division of Public Health Academic Advisor

Student Advisement

As mentioned above, the applicant will be required to meet with the Academic Advisor. During this meeting, the advisor will review the policies, requirements, and discuss course outlines that best fit with the student's schedule. The Advisor will be available throughout the student's time in the Certificate Program.

External Review and Accreditation

We are CEPH degree accredited granting program. The five required classes are the five key disciplines all students educated in Public Health should have understanding as laid out by CEPH and are annually reviewed during our Internal Reviewed.

Projected Enrollment

We project that our Certificate in Public Health will add 5-7 new students each year.

Section III: Need

Program Need

The need for well-trained public health professionals is becoming more evident everyday as we face pandemics of chronic and infectious diseases as well as historically unknown global connectedness. This Certificate Program is designed to provide vital training for professionals working in public health or related fields. Curriculum will focus on essential services and core competencies of public health.

Labor Market Demand

We currently receive requests from people with academic degrees who want to have training in public health issues. Also, those people who need/want the knowledge and skill in some of the key disciplines of public health but may not want a master's degree. An example might be people currently working in a public health setting but have no formal training, those who wish to update their public health training or those who work in related fields and wish to broaden their knowledge of key public health concepts and issues.

Student Demand

We currently allow an average of 10 students per semester from outside programs to take some of our five core areas courses. Noting that the request and interest to take public health classes is already there, creating a Certificate will give students a better direction of what courses to take to enhance their public health education.

Similar Programs

These institutions offer a Certificate in Public Health:

<u>School</u>	<u>Housed in</u>	<u>Credit Hours</u>
The University of Arizona Oregon	College of Public Health	15
Health & Sciences U U of Colorado	School of Nursing School of	19-20
Denver & U of Northern Colorado	Public Health	15-17
U of Washington	School of Public Health	29
*U of Montana	School of Public & Community Health Sciences	12
University of New Mexico (New Mexico Certificate in Public Health is for medical students only)	Dept. of Family & Community Medicine	15
Touro U California	College of Education & Health Sciences	16
*Westminster	School of Nursing & Health Sciences	18

*These programs are not accredited by CEPH

At this time, there are no CEPH accredited programs offering a Certificate in Public Health in the Intermountain Region. The programs require 15-29 credit hours to complete of their certificate.

Collaboration and Benefits

The development of a Certificate in Public Health could help promote collaboration with other programs at the University of Utah such as Social Work, Public Administration, Public Policy, Nursing, and Health Education and Promotion. As well as giving Utah State University students who have completed their Bachelors of Science in Public Health the opportunity to further their education without a full master's degree. In addition to the names of the faculty members listed who will teach the courses, our Division has a growing wealth of partners who are very knowledgeable in public health issues and will serve as mentors. The wealth of partnerships will provide Certificate students with ample opportunities to participate in public health projects.

Consistency with Institutional Mission

In conjunction with The University of Utah's mission "to serve the people of the world through the discovery, creation and application of knowledge" and the Division of Public Health's mission "to advance the scholarship of promoting and protection the health of communication in Utah and around the globe in research, education and service." The Certificate does just that by strengthening our partnerships and by giving everyone the opportunity to learn the key concepts of public health.

Section IV: Program and Student Assessment

Assessment

Upon successful completion of the Certificate course work, students will have skills necessary to achieve the performance standards listed below.

The Division of Public Health has national accreditation from CEPH. CEPH has set standards for courses, programs, and outcomes in public health. They require periodic review of courses and learning outcomes.

Expected Standards of Performance

Upon successful completion of course work leading to the Certificate in Public Health, students will be prepared to:

1. Partner with other health professionals to address public health issues.
2. Use a variety of public health theories and skills to monitor disease, promote behavior change, influence policy, and conduct rigorous, ethical research.

This will be measured by the minimum grade policy which requires candidates for graduate certificates to maintain a 3.0 or higher GPA in course work counted toward the Certificate. A grade below 8- is not accepted for credit toward a graduate certificate.

A final grade in a Certificate in Public Health course below a 8- is a failing grade in the Program. Failure means the student has not demonstrated competence in a discipline necessary for success within the Program. For these reasons, the following action is recommended:

1. A student who fails one required course will be given the opportunity to retake the course one more time. The student will be permitted to take other Certificate courses for which the required course is not a prerequisite. Students will not be permitted to accrue more than six hours before retaking the required course.
2. A student who fails two required courses will not be permitted to enroll in any further Program courses until he or she has retaken both courses and receives grades of 8- or better.
3. Two grades lower than a 8- in elective courses will be consideration for dismissal.

Actions arising from this policy may be appealed by the student using the appeals process outlined by the University of Utah -Appeals of Grades and Other Academic Actions.

Since the students are taking classes with other Graduate students, the instructors, as in any class, will be able to assess a student's ability and knowledge regarding the concepts upon completion of the class.

Section V: Coordinator

Professor Stephen Alder, Division Chief, with support from the Academic Advisor, Courtney DeMond, will be the coordinators for the Certificate in Public Health.

Section VI: Advisory Committee

The Certificate of Public Health Advisory Committee consists of:

- Stephen Alder, PhD
- Jim VanDerslice, PhD
- Michael Magill, MD
- Sharon Talboys, MPH
- David Sundwall, MD
- Les Chatelain, MS

Section VII: Finance

The addition of a Certificate in Public Health will not impose any new direct financial cost since the department has existing faculty, staff and courses in place. However, personnel and faculty may face modest increase of only a few students in administrative tasks related to admissions, tracking and student counseling.

Appendix A: Program Curriculum

All Program Courses (List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences).) Use the following format:

Course Prefix & Number	Title, Credit Hours & Instructor	Course Descriptions
FPMD 6100	Biostatistics (3) Drs. Gren & Alder	Recommended Prerequisite: College Algebra. Basic course in the use of biostatistical methods in the analysis of health and medical data.
FP MD 6300	Epidemiology (3) Drs. Lyon & Porucznik	Basic principles of epidemiology, with emphasis on determining causation of chronic disease. Fundamentals of epidemiologic study design and data resources.
FP MD 6400	Public Health Policy & Administration (3) Dr. Hammer & Ms. Darius	Provide students with the opportunity to learn leadership competencies and identify opportunities in public health and private sector organizations. Gain an understanding of public health policy and its influence on organizations and populations from a federal to local level. Learn how the formation of public health policy by federal and state governments can impact private sector organizations and health care delivery systems.
FPMD 6600	Social Context in Public Health (3) Drs. Byrd, de Schweinitz & Sundwall	The course will consider disease and illness within socio-cultural contexts. Emphasis will be placed on the ethical, behavioral, social, cultural, political and economic factors that influence the prevention/treatment of medical and public health problems.
FPMD 6700	Environmental Public Health (3) Dr. VanDerslice	This course provides a comprehensive view of the aspects of the physical environment which effect public health. The course covers the social, political and economic conditions which influence the release of contaminants into the environment, the chemical and physical processes governing the movement of contaminants through the environment, human exposure patterns, and the biological mechanisms leading to adverse health impacts.
	Total Number of Credits	15

Appendix 8: Program Schedule

Student Name: _____ Student ID Number: _____

Student Phone: _____ Email: _____

Home Department/Program: _____ Home Degree: _____

Course Prefix & Number	Title &	Credit Hours	Semester Courses are offered
FP MD 6100	Biostatistics	(3)	Fall (in class) Spring (online)
FP MD 6300	Epidemiology	(3)	Fall (in class) Spring (in class)
FP MD 6400	Public Health Policy & Administration	(3)	Fall (in class)
FP MD 6600	Social Context in Public Health	(3)	Fall (in class) Spring (in class) Summer Exect. (in class)
FP MD 6700	Environmental Public Health	(3)	Spring (in class)
	Total Number of Credits	15	

Planned Completion Semester and Year: _____

Student Signature and Date: _____

Home Department/Program Advisor Signature and Date: _____

Program Coordinator Signature: _____

Appendix C: Faculty

Stephen C. Alder, PhD, MS

Division Chief and Associate Professor

Stephen C. Alder, PhD, is the Chief of the Division of Public Health. His work focuses on health disparities, community health development and clinical research. With a background in ecological approaches to health, he has worked in multiple settings to develop sustainable ways of improving health with a focus on self-reliance. His work includes approaches to reducing unnecessary antibiotic use, improving cancer screening, diagnosis and care among American Indian seniors, and comprehensive community health development and research methods and biostatistics for clinical studies.

James VanDerslice, PhD

Associate Division Chief and Associate Professor

Jim VanDerslice, PhD is an Associate Professor in the Division of Public Health. His research focuses on evaluating human exposures to chemical and microbiological hazards in the environment. Several of his studies have examined contaminants in drinking water and foods, and their effects on infants and children. He utilizes Geographic Information Systems (GIS) as a tool to assess spatial patterns in exposures. He has recently become interested in the effects of the built environment on physical activity and obesity, and is using GIS to classify the built environment of SLC neighborhoods using spatial data and aerial imagery.

Lisa Gren, PhD, MSPH

Lisa Gren, PhD, MSPH is an Assistant Professor in the Division of Public Health. Dr. Gren's research interests are in practice-based research in primary care, clinical epidemiology, and clinical trials methodology. Active areas of research include influenza surveillance in outpatient settings, utilization of clinical resources (including electronic medical records) for public health research, use of public health data in clinical decision-making, and operations and management of clinical trials.

Joseph L. Lyon, MD, MPH

Joseph L. Lyon, MD, MPH is a Professor in the Division of Public Health. He earned his bachelor's degree and medical degree from the University of Utah; and his Masters of Public Health degree at Harvard University. His research interests include: etiology of chronic diseases (especially cancer); effects of diet; occupational exposures; social class and environmental pollutants on disease causation, the utilization of large databases for epidemiologic research, the evaluation of prevention programs.

Christy Porucznik, PhD, MSPH

Christy Porucznik, PhD, MSPH is an Assistant Professor in the Division of Public Health. As an epidemiologist, she works to measure exposures and outcomes in research areas as diverse as food safety, physical activity, injury, fatal prescription drug poisoning, and reproductive health. She teaches epidemiology with a special interest in infectious disease.

David N. Sundwall, MD

David Sundwall, MD is a Professor in the Division of Public Health as well as a primary care physician with over thirty years of experience in public policy and service. After 24 years in various health positions in Washington, D.C., he returned home to lead the Utah Department of Health. He earned his medical degree at the University Of Utah College Of Medicine and is now a Professor in their Department of Family

and Preventive Medicine. He maintains his clinical connection to patients by volunteering weekly at the Utah State Health Clinic. Dr. Sundwall is widely recognized for his professional achievements and contributions to healthcare policy and advocacy.

A. Dean Byrd, PhD, MBA, MPH

Dean Byrd, PhD, MBA, MPH is an Adjunct in the Division of Public Health. Dr. Byrd earned his PhD in psychology from BYU, his post- doctoral was in Child and Family Psychology from Virginia Commonwealth University and Medical College of Virginia, in addition to a second post-doctoral degree in Behavioral Medicine from Loyola University, Chicago. He also received both an MPH from the University of Utah and an MBA from the University of Phoenix. He currently sits as President of the Thrasher Research Fund.

Peter de Schweinitz, MD, MSPH

Peter de Schweinitz, MD, MSPH is an Adjunct in the Division of Public Health. His academic interests include social and family medicine, public health ethics and global health. He works part-time (Family and Medicine with Obstetrics) at Chief Andrew Isaac Health Center in Fairbanks, Alaska currently developing international service research collaboration in western Guatemala.

Josette Darius, MPH

Josette Darius, MPH, is an Adjunct in the Division of Public Health. Ms. Darius earned her MPH from the University of Utah in 2003. She is the Service Director for the Neurobehavioral HOME Program and Chile and Adolescent/Adult Behavioral Health in the Department of Psychiatry/University Neuropsychiatric Institute. Her research interests include "Patient Perception of Quality in a Primary Care Setting," and Public Health Policy and Health Systems.

Doug Hammer, JD, MPH

Doug Hammer, JD, MPH has been an Adjunct with the Division of Public Health for over 10 years. He earned his Masters of Public Health from the University of Michigan and his Juris Doctor from the University of Utah. Currently he is the Vice President and General Counsel in charge of legal affairs for Intermountain Health Care.



29 November 2011

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Pershing,

Enclosed is the proposal for the Combined BS/MS in Mining Engineering, which was approved by the Graduate Council on November 28, 2011. Included in this packet are the proposal and signature page.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'CA Wight'.

Charles A. Wight
Dean, The Graduate School

Signature Page to Accompany Regents' Proposals

Institution Submitting Proposal: UNIVERSITY OF UTAH

College, School or Division in Which Program/Administrative Unit Will Be Located: COLLEGE OF MINES AND EARTH SCIENCES

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:

MINING ENGINEERING

Program/Administrative Unit Title:

COMBINED BS/MS IN MINING ENGINEERING

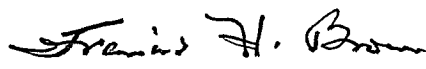
Recommended Classification of Instructional Programs (CIP) Code: 14.2101

Certificate, and/or Degree(s) to Be Awarded: BS/MS

Proposed Beginning Date: FALL 2012

Institutional Signatures (as appropriate):

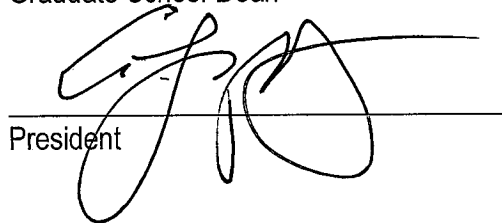

Department Chair


Dean or Division Chair

Career and Technical Education Director


Graduate School Dean


Chief Academic Officer


President

Date:

College of Mines and Earth Sciences
Department of Mining Engineering
Proposal for combined B.S./M.S. Program
In Mining Engineering

Section 1: Request

The Department of Mining Engineering at the University of Utah requests permission to establish a combined B.S./M.S. degree program in Mining Engineering.

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.

Current degree requirements (128 credit hours) for a B.S. degree in Mining Engineering mandated by ABET are onerous and may be one cause for relatively small numbers of undergraduate majors. In recent years, the M.S. degree has become highly desirable for practicing engineers. A combined B.S./M.S. degree program intended to foster undergraduate research and to accelerate progress toward the M.S. degree is thus timely and attractive for undergraduate students interested in pursuing employment in the field, or in pursuing research and/or an advanced degree.

Program Description

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. The program is adapted from an existing program in the College of Engineering in order to build upon the solid foundation established by that program. Students in the combined program begin their research early and complete advanced level courses during the senior year. These activities can accelerate completion of the combined program by a full year relative to enrollment in sequential B.S.-M.S. programs. Students are encouraged to begin research in the summer following their junior year. All students completing the combined B.S./M.S. degree in Mining Engineering will still meet the existing ABET standards for the undergraduate B.S. degree. 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 M.S. requirements of the University of Utah Graduate School, the College of Mines and Earth Sciences, and the Department of Mining Engineering. A minimum of 122 semester credit hours must meet the B.S. requirements of the Mining Engineering program.

- 2) Each Interested undergraduate student must apply to the program through the Department of Mining Engineering by April 1st of his or her junior year. Recommendations for admission are made by the Department of Mining Engineering to the Graduate School by June 1st each year. Entrance criteria for the combined B.S./M.S. program are consistent with criteria for the traditional M.S. program(s).
- 3) Admitted students must submit a B.S./M.S. program of study to the department 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 B.S. and M.S. degrees are conferred simultaneously following completion of the program.
- 6) Every M.S. candidate must carry out an original research project under the guidance of his/her supervisory committee, and the results of this research must be presented to the University as a formal thesis.
- 7) Students wishing to exit the combined program can apply qualified coursework toward the traditional B.S. and M.S. degree requirements without penalty.
- 8) No student will be awarded a separate M.S. degree in Mining Engineering without satisfying all requirements for the B.S. degree.

Procedures

1. Application for admission to B.S./M.S. 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 Mining Engineering program at the time of applying for the B.S./M.S. 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 B.S./M.S. program. Graduate Admissions will then approve admission without the B.S. 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 B.S. and M.S. 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 B.S. are not completed.

Section III: Institutional Impact

The Department of Mining Engineering at the University of Utah is the only institution in the State that offers Mining Engineering degrees, and graduates are sought after by governmental and industrial concerns. A combined B.S./M.S. 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 B.S./M.S. 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 B.S. 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 B.S. under the existing program.

Section IV: Finances

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

DATE: September 26, 2011
TO: Dr. Francis Brown, Dean
College of Mines and Earth Sciences (CMES)
FROM: Dr. Kevin D. Perry, Chair
Curriculum Committee
College of Mines and Earth Sciences (CMES)
University of Utah
RE: Proposed Combined B.S./M.S. Degrees in College of Mines and Earth Sciences (CMES)

The CMES Curriculum Committee has reviewed the revised materials and unanimously endorses the following proposals:

- 1) A Combined B.S./M.S. Degree Program in Mining Engineering, and
- 2) A Combined B.S./M.S. Degree Program in Geological Engineering.

We believe that these combined majors will serve the needs of the students, departments, and employers by providing a more efficient pathway toward graduation for this group of exceptional students.

30 September, 2011

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

Dear Dean Wight,

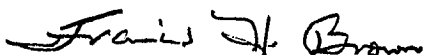
With this letter, I am forwarding two proposals to create joint BS/MS programs in Geological Engineering (Department of Geology & Geophysics) and Mining Engineering (department of same name). These proposals have been unanimously endorsed by the respective departmental faculties, and also by the College of Mines and Earth Sciences Curriculum Committee. The Curriculum Committee requested clarifying statements in early versions of the proposals which were, I think, helpful, and which have been incorporated into the program descriptions.

Creation of these joint degrees will be of value to the college in recruiting students to both disciplines, will incur no additional expenses, and will cause no change in undergraduate degree requirements in either department. These proposed programs are very similar to, and modeled after, joint BS/MS programs in the College of Engineering, which were approved by the Graduate Council some years ago. Thus the registrar's office and the Graduate Admission's is already familiar with handling students in joint programs.

A number of current students in both undergraduate majors have expressed interest in these proposed joint programs, and I hope that the Graduate Council will be able to approve the proposals without difficulty, and forward them to the Senate for its consideration.

Please let me know if you need any additional information.

Yours sincerely,



Francis H. Brown, Dean



29 November 2011

David W. Pershing
Senior Vice President for Academic Affairs
205 Park
Campus

Dear Vice President Pershing,

Enclosed is the proposal for the Combined BS/MS in Geological Engineering, which was approved by the Graduate Council on November 28, 2011. Included in this packet are the proposal and signature page.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'C. A. Wight', written in a cursive style.

Charles A. Wight
Dean, The Graduate School

Signature Page to Accompany Regents' Proposals

Institution Submitting Proposal: University of Utah

College, School or Division in Which Program/Administrative Unit Will Be Located: College of Mines & Earth Sciences

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Geology & Geophysics

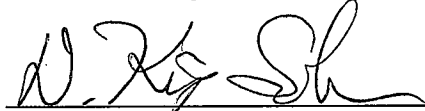
Program/Administrative Unit Title: Combined BS/MS

Recommended Classification of Instructional Programs (CIP) Code: 14.3901

Certificate, and/or Degree(s) to Be Awarded: Combined B.S. and M.S. in Geological Engineering

Proposed Beginning Date:

Institutional Signatures (as appropriate):

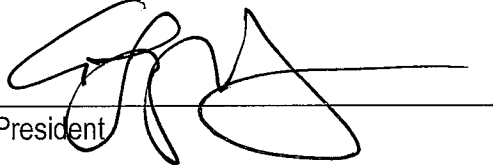

Department Chair


Dean or Division Chair

Career and Technical Education Director


Graduate School Dean


Chief Academic Officer


President

Date:

College of Mines and Earth Sciences
Department of Geology and Geophysics
Proposal for combined BS/MS Program
In Geological Engineering

Section 1: Request

The Department of Geology and Geophysics at the University of Utah requests permission to establish a combined BS/MS degree program in Geological Engineering.

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.

Current degree requirements (134 credit hours) for a BS degree in geological engineering are stringent and may be one cause for relatively small numbers of undergraduate majors. In recent years, the MS degree has become highly desirable for practicing engineers. 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, or in pursuing research and/or an advanced degree..

Program Description

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. The program is adapted from an existing program in the College of Engineering in order to build upon the solid foundation established by that program. Students in the combined program begin their research early and complete advanced level courses during the senior year. These activities can accelerate completion of the combined program by a full year relative to enrollment in sequential BS – MS programs. Students are encouraged to begin research in the summer following 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, the College of Mines and Earth Sciences, and the Department of Geology and Geophysics. A minimum of 122 semester credit hours must meet the BS requirements of the geological engineering program.
- 2) Each interested undergraduate student must apply to the program through the Department of Geology & Geophysics by April 1st of his or her Junior year. Recommendations for admission are made by the Department of Geology and

Geophysics to the Graduate School by June 1st each year. Entrance criteria for the combined BS/MS program are consistent with criteria for the traditional MS program(s).

- 3) Admitted students must submit a BS/MS program of study to the department 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 Geological Engineering 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 geological engineering program 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.

Section III: Institutional Impact

The Department of Geology and Geophysics at the University of Utah is the only institution in the State that offers Geological Engineering degrees. Enrollment has historically been low, but graduates are sought after by governmental and industrial concerns. 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 Geological Engineering increase as a result of instituting this program, then the cost per degree will decrease.

DATE: September 14, 2011
TO: Dr. Francis Brown, Dean
College of Mines and Earth Sciences (CMES)
FROM: Dr. Kevin D. Perry, Chair 
Curriculum Committee
College of Mines and Earth Sciences (CMES)
University of Utah
RE: Proposal for Combined B.S./M.S. Degrees in Geological Engineering

The CMES Curriculum Committee unanimously endorses the proposal to create a combined B.S./M.S. degree in Geological Engineering. However, the committee did have the following two concerns that should be addressed prior to forwarding the proposal to the Graduate Council.

- 1) Because CMES also offers a M.E. (non-thesis graduate program) in Geological Engineering the curriculum committee thought that the combined B.S./M.S. degree proposal should include the following language contained in the Graduate Manual (2010) for the Department of Geology & Geophysics: "that every M.S. candidate must carry out an original research project under the guidance of his/her supervisory committee, and the results of this research must be presented to the University in the form of a formal thesis."
- 2) The curriculum committee also wanted clarification that the educational program of all students completing the combined B.S./M.S. degree in geological engineering will still meet the existing ABET standards for the undergraduate (B.S.) program.

30 September, 2011

Charles Wight, Dean
The Graduate School
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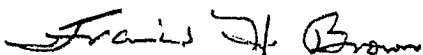
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Yours sincerely,



Francis H. Brown, Dean

Note to Senators. What follows is a proposal to approve a new University Rule 6-404A, in conjunction with existing Policy 6-404 Undergraduate Admission (which may be seen at <http://www.regulations.utah.edu/academics/6-404.html>)

As explained in the memorandum from President Betz, as part of settlement of a complaint made by an admission applicant and processed by the Civil Rights office of the U.S. Department of Education, the University was required to implement this new Rule rapidly, as an “Interim Rule.” University Policy requires that any such “interim rule” be brought forward for appropriate consideration by the Senate. At the Executive Committee meeting discussing this item, it was explained that there is now underway a project of extensively revising the undergraduate admissions policy which this Rule is associated with---and it is expected that when that project is completed the contents of this new Rule will actually be incorporated into the comprehensively revised policy (Policy 6-404—Undergraduate Admissions).

The recommendation of the Executive Committee, which is supported by the proponents of this Rule, is that the Senate approve this Rule 6-404A but impose on it an automatic “sunset/expiration date”—such that the Rule will automatically expire on June 30, 2013. Having that fixed sunset date will ensure that the planned revision of the Policy, incorporating contents of this Rule, will in fact be carried out, and done within a defined time frame. Setting the expiration date in summer 2013 will give the administrators who are working on this project sufficient time to carry out the needed research, wide consultation, and careful drafting, and bring to the Senate for its approval a well-crafted proposal for a revised Policy 6-404 governing undergraduate admission.

Therefore, the proposal comes with a recommendation that the Senate approve this new Rule 6-404A, to be in effect from now until the designated sunset date of June 30, 2013, with the understanding that prior to that date a proposed revision of Policy 6-404 will be brought forward which will replace this temporary Rule.



A. Lorris Betz, M.D., Ph.D.
Interim President

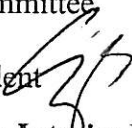
Office of the President

201 Presidents Circle, Room 203 Salt Lake City, Utah 84112-9008 801-581-5701 Fax 801-581-6892

MEMORANDUM

DATE: January 13, 2012

TO: Jeff West, IPC Committee Chair
Senate Executive Committee

FROM: A. Lorris Betz, President 

SUBJECT: Regulations Library, Interim Rule R6-404A

Attached, please find Interim Rule R6-404A. I am requesting the IPC to put this Interim Rule into effect immediately pursuant to the authority of Policy 1-001(III)(4)(d). As described below, extraordinary circumstances require that this rule be implemented on an interim basis prior to presentation to the Executive Committee, and/or without prior approval by or consultation with the Senate.

Last year, the University of Utah received a discrimination complaint from the Department of Education Office of Civil Rights (“OCR”) concerning a non-traditional student who was denied admission to the University of Utah. In April of 2011, the University resolved the complaint with OCR through a Resolution Agreement (“RA”). As part of the RA, the University agreed to revise its admissions policy for the admission of non-traditional students. The University has been working with OCR to agree upon language for the policy that is mutually acceptable. Interim Rule R6-404A contains the agreed upon language and was approved by OCR on December 11, 2011. OCR now requires the University to implement the agreed upon policy language. Therefore, I have implemented Rule R6-404A as an interim rule.

It is my understanding that Student Affairs is in the process of revising the University’s admissions policy, Policy 6-404. I have been told that Student Affairs plans to take a revised draft policy through the approval process this Spring 2012. Rather than implementing the attached Rule R6-404A as a permanent rule, it is my suggestion that the Senate maintain the interim status of the rule until it can be incorporated into the revised Policy 6-404.

ALB/lm
Attachment

Interim University Rule R6-404A: Admissions for Non-Traditional Applicants

I. Purpose

The purpose of this interim rule is to clarify the policies and procedures for admission of non-traditional applicants to the University of Utah.

II. Definitions

- A. “Non-Traditional Applicants” shall mean high school graduates, who have been out of high school for seven or more years, and who have not attended a regionally accredited college or university after high school.

III. Rule

A. Non-Traditional Applicant Policy

1. Non-traditional applicants will be considered for admission upon receipt of the following:
 - a. Completed undergraduate admission application and required processing fee.
 - b. Official high school transcript listing courses completed and graduation date.
 - c. An applicant whose transcript does not satisfy the requirements in B(2) below may be required to submit additional evidence of academic potential (e.g. ACT/SAT scores).
2. Admission of the Non-Traditional applicant is by action of the Credits and Admissions Committee.
3. An applicant denied admission has the right to request a personal interview and review of credentials with an admissions officer. The applicant must provide a written appeal detailing why the decision should be reconsidered. If the applicant’s initial denial is sustained, the applicant has the right to appeal for special consideration to the Credits and Admissions Committee, who has the final authority to admit or deny the applicant under condition or exception.

B. Non-Traditional Applicants Rules and Guidelines

1. Applicants who have graduated from high school seven or more years prior to the term of admission, and have not previously attended a regionally accredited college or university, may apply for non-traditional admission. The applicant should mark the non-traditional box on the undergraduate admissions application and submit the application with the required processing fee(s) by the application deadline. The applicant must also submit a high school transcript with date of graduation posted.
2. Applicants will be considered for admission on the following criteria:
 - a. Evidence of courses completed in high school demonstrating an academic foundation and preparedness for university course work as shown by the following:

- a. Satisfactory performance (2.0 on 4.0 scale or "C" average) during grades 9 through 12 in the following subjects:
 - i. English - 4 units, emphasizing composition and literature.
 - ii. Mathematics - 2 units beyond elementary algebra be taken from the following list: geometry, intermediate algebra, trigonometry, advanced algebra and calculus.
 - iii. Biological or Human Biological and/or Physical Science - 3 years, two of which are required to be taken from the following: chemistry, physics, and biology, or human biology (one of the sciences must include a laboratory experience).
 - iv. History - 1 unit, American History and Government (processes and structure of democratic governance).
 - v. Foreign Language - 2 units of the same foreign language taken during grades 7 through 12.
 - b. Additional Units Required - 4 units to be chosen from at least two of the following: history, English, mathematics beyond intermediate algebra, laboratory science, foreign language, social science, fine arts.
 - c. Cumulative high school grade point average of at least 2.6 on a 4.0 scale.
3. Applicants whose high school transcripts do not meet the criteria set forth in Paragraph (B)(2) above may submit, or may be required to submit, additional information concerning their preparedness for university course work.
 - a. An ACT or SAT admission test, or other evidence of academic potential, may be required for non-traditional applicants.
 - b. Other evidence of academic potential may be submitted for consideration.
 4. Non-traditional applicants are evaluated on the criteria in B(2) above, and their potential for academic success. No student shall be denied admission because of policies, procedures or criteria that may discriminate on the basis of race or ethnicity, color, national origin, sex, religion, age, sexual orientation, gender identity/expression, status as a person with a disability, veteran's status or genetic information. Admission of all applicants, including the Non-Traditional applicant, is by action of the Credits and Admissions Committee as detailed below. If approved for admission, the applicant is considered a degree-seeking candidate.
 - a. Entrance credentials shall be examined by an admissions official who will file a record of action concerning each application and refer doubtful cases through the director of admissions to the Credits and Admissions Committee, to which each applicant has the right of appeal. This committee shall have authority to estimate the value of credit presented by entering students, whether for freshman or advanced standing, and shall have power to act, except as otherwise provided, on all matters of admission or credit, including the

granting of credit through special examinations as provided in Policy and Procedure 6-100, Section 5, paragraph 6. No other committee, member of the faculty or other representative of the university is authorized to make commitments to students concerning entrance or credit.

IV. References

- A. Policy 6-404: Undergraduate Admission
- B. Policy 6-100: Instruction and Evaluation

V. Contacts:

Policy Officer: Director of Admissions (801) 585-9453

Policy Owner: Vice President for Student Affairs (801) 581-7793

- VI. History: This Interim Rule was put into effect on January 13, 2012 by Interim President A. Lorris Betz. The Interim Rule was required in order timely to comply with a Resolution Agreement (Complaint No. 08-11-04) between the University of Utah and the U.S. Department of Education.



**Memorandum of Understanding
Honors College
Undergraduate Council Review**

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on November 7, 2011 and concludes the Undergraduate Council Review of the Honors College. David W. Pershing, Senior Vice President for Academic Affairs; Martha Bradley, Associate Vice President for Academic Affairs; Steve Roens, Senior Associate Dean of the Office of Undergraduate Studies; and Thomas Richmond, Interim Dean of the Honors College, were present.

The discussion centered on, but was not limited to, recommendations included in the Undergraduate Council Review completed on August 23, 2011.

Recommendation 1. *Growth in Student Population*

Both the University Administration and the leadership of the Honors College agree that the number of Honors students should not represent more than 10% of the total undergraduate student population.

Recommendation 2. *Additional Staff Member for the New Dorm*

The new Honors dorm will require oversight by an additional staff member who is a residential specialist. The Administration has agreed to provide this additional staff member. Ideally the new staff member should be in place in January so that s/he can help with placement of students in the dorm.

Recommendation 3. *Relationship of the Honors College with Deans, Chairs and Faculty*

The Honors College should continue to nurture its relationship with deans, chairs and faculty and to build on its strong history of cooperation.

Recommendation 4. *Review of Departmental Honors Tracks*

The Honors Policy Board should review Departmental Honors tracks once every three years.

Recommendation 5. *Importance of Development and Curricular Innovation for the Next Dean*

The Administration recognizes the importance of development activities for the next dean of the Honors College and will be looking for appropriate experience and accomplishments in applicants for the position. In addition the new dean will need to continue the focus on curricular innovation and recruitment.

Recommendation 6. *Increasing Diversity*

The Administration supports the efforts of the Honors College to increase the diversity of students, faculty and programs. Honors think tanks and scholars groups have been and will continue to be the

most effective means of attracting diverse students. It will be important for the new dean of the Honors College to continue to enhance the focus on diversity.

Recommendation 7. *Encouraging Students to Explore*

Honors College leadership should create a culture that encourages students to explore. The Honors College will consider the possibility of selectively using credit/no credit types of courses to foster student explorations.

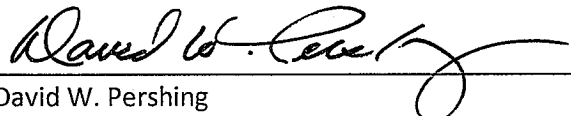
Recommendation 8. *Increasing Graduation with the Honors Degree*

The Honors College should strengthen advising/mentoring to move students to graduate with the Honors degree and to help them to see its value.

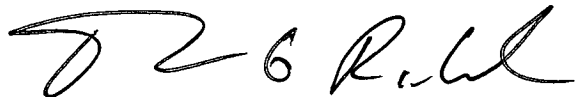
Recommendation 9. *Continuing to Improve Assessment*

The Honors College has already hired an assessment staff member who has developed quantitative and qualitative tools for assessing the role of the College across campus.

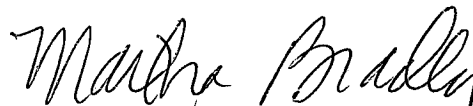
This memorandum of understanding is to be followed by annual letters of progress from the Dean of the College to the Senior Vice President for Academic Affairs. A letter will be submitted each year until all of the actions in the preceding paragraphs have been addressed.



David W. Pershing
Senior Vice President for Academic Affairs



Thomas G. Richmond
Interim Dean, Honors College



Martha S. Bradley
Associate Vice President for Academic Affairs

OFFICE OF UNDERGRADUATE STUDIES—UNIVERSITY OF UTAH
UNDERGRADUATE COUNCIL REPORT TO THE ACADEMIC VICE
PRESIDENT
AND THE UNIVERSITY SENATE

August 23, 2011

The Undergraduate Council has completed its study of the Honors College.

The External Review Committee was:

Dr. Bernice Braid
Advisor to the Provost
Long Island University, Brooklyn Campus

Dr. William Dorland
Director, Honors College
University of Maryland

Dr. Patricia MacCorquodale
Dean, Honors College
University of Arizona

The Internal Review Committee was:

Dr. Anya Plutynski, Associate Professor
Department of Philosophy
University of Utah

Dr. Robert Nathan Meyer, Professor
Family and Consumer Studies
University of Utah

Dr. Stephen Koester, Associate Professor and Chair
Department of Modern Dance
University of Utah

The Ad Hoc Committee of the Undergraduate Council was:

Stuart Culver, Associate Professor
Department of English
University of Utah

Linda Dunn, Director
Lowell Bennion Community Service Center
University of Utah

Erin O'Connell, Associate Professor
Department of Languages and Literature
University of Utah

The following summary is based on the Honors College self-study, reports provided by External and Internal Review Committees and the response to those reports by the Dean of the Honors College.

Program Overview

The Honors College has undergone a remarkable transformation during the period under review, growing in size, scope and in its academic ambitions. What had been a program is now a college overseen by Dean Martha Bradley. At the time of the last review there were fewer than 1,000 undergraduates identified as Honors students; there are now more than 2,700. Honors, which had been housed in a few rooms in the Sill Center, has now moved to the academic village at Fort Douglas and will soon open a dormitory at Legacy Bridge. Dean Bradley has overseen a fund-raising effort that has not only improved the College's facilities but also impressively increased the number of scholarships available to Honors students and helped fund pedagogically innovative courses.

The Honors curriculum has also been significantly enhanced. The review period has seen the introduction of Departmental Honors courses and tracks and a revision of the requirements for the senior thesis project. These changes have increased participation by students in majors that had been underrepresented in Honors.

The College has taken advantage of the opportunities afforded by the Fort Douglas academic village to develop a Living and Learning program aimed at developing a sense of community, both social and intellectual, among Honors students. At the same time the College has developed interdisciplinary courses governed by the Engaged Learning Initiative, which reflect an important revision of Honors' mission on campus. The College sees itself as offering a "signature experience" for the University's undergraduate students, providing "talented and motivated students a unique opportunity to create new knowledge through its enriched academic environment and distinct intellectual and research opportunities." Courses such as the Honors Think Tanks take students outside the traditional classroom and allow them to see the applications of their research to the broader community. The External Review Committee felt this pedagogical commitment gave the College a unique and influential profile among honors programs nationally.

Administration and Staff

The transformation from program to college has led to a significant expansion and reorganization of the Honors administration. The Dean is now a full-time position, reporting to the Senior Vice President for Academic Affairs and sitting on the Council of Academic Deans and Directors. The

Dean is assisted by a half-time Associate Dean (from the College of Science) and a part-time Assistant Dean (from the College of Humanities). The staff has grown to include five full-time appointments with responsibilities, including advising, development, recruitment, and coordinating the living and learning experience. The review committees felt that the staff was cohesive and effective. The College's self-study identified a need for another appointment of a living and learning specialist to work with students in the new dormitory and the reviewers agreed. The external review committee felt that there might need to be more staff devoted to the stewardship of data and to various assessment efforts.

The Honors Policy Board oversees policies and standards for the new Departmental Honors as well as College Honors. It is composed of faculty members from across the University and a student member. External reviewers wondered whether student involvement could or should be increased.

Faculty

One of the greatest strengths of the Honors College is its faculty, the excellence of their teaching, and their enthusiasm and dedication to the educational mission of the Honors College. The internal review notes that the faculty members who teach in the Honors program "are among the University's most revered." The self-study includes a sampling of forty-six Honors faculty who have received teaching awards in the last six years. Thirteen former winners of the University Distinguished Teaching award or Presidential Teaching Scholar have taught in the Honors College. Eleven Honors faculty have been awarded the ASUU Student Choice teaching citation. Student evaluations of Honors College courses are consistently and significantly higher than University averages: the self-report notes that "Almost 56 percent of the time, Honors students 'Strongly Agree' they have taken an effective course (the University average is 47 percent), and even more strongly support the effectiveness of their instructors (Honors, 65 percent versus University, 52.7 percent)."

The Honors College has two types of faculty: regular tenured and tenure-track faculty who teach Honors courses intermittently, and associate instructors or lecturers (for whom teaching in the Honors College constitutes their primary teaching role); this latter group includes eminent members of the broader Utah community who also teach on an occasional basis and bring a perspective infused by their professional experience. Beginning in 2010-11 the Honors College was permitted to appoint faculty to the College at the ranks of Associate Instructor or Lecturer (Assistant, Associate, Professor). This new development is expected to increase stability, in that it allows the Honors College to provide full-time employment, multi-year contracts, and a career path for advancement.

Lower division 'Intellectual Traditions' core courses are taught by both associate instructors and regular faculty from the Humanities, while the 'Writing in Honors' courses are taught exclusively by the College's associate faculty. Upper division Honors courses are taught by a full range of associate and regular faculty members representing a wide variety of campus units. The review committees felt that the "bifurcation" of Honors faculty raised some concerns, particularly a perception that participation by tenure-track faculty may be waning. The external Review committee suggested that, while this arrangement provides a stable group of instructors and coherence to the curriculum, "the disadvantage is that tenure track faculty are not involved

and these courses may not work to draw students into majors as they might with closer ties to departments.” The College’s self-study indicates that there is some participation by tenure-track faculty in the IT sequence and that the Dean has actively recruited faculty from a range of departments and disciplines for upper division courses such as the Think Tanks.

Both external and internal reviews describe a tension within departments and faculty between their Honors teaching and other teaching responsibilities. The internal review notes that “departments are receptive to offering Honors-only sections of core classes for majors” (especially in colleges such as Science and Engineering) but are “hesitant to release tenure-track faculty to teach Honors classes that do not help students fulfill the requirements of their major.”

Students

Students are identified as the hallmark of the Honors College. Recruiting efforts have increased the enrollment in the Honors College and specific strategies have slightly increased the diversity. Students are attracted to the increased academic rigor, smaller class size and selected professors.

Specifically, the Honors College has grown and transformed itself in many ways that impact students. Numbers have increased from 900 to 2,569 as of fall '10, diversity has been addressed with adding two partnerships: Mestizo Arts and Activism and the Academy of Math and Science (AMES). There are many more scholarships available for students and an Early Assurance program has been launched to recruit exceptionally talented students.

Concerns surround the completion rate for students. The program has tripled in size over the past decade, yet many students do not carry on and receive the Honors diploma. Students have confusion regarding departmental honors and there is not a systemized way to track students' continued involvement past their general education courses.

There have been increased efforts to provide more direct recruiting and retention efforts through more advising and mentoring. The Honors College boasts 10% of the student body as part of the program, yet that is just those that enroll, not those that complete.

All in all, the quality of Honors students has gone up in regard to attendance, grades and numbers and quality of work completed, while admission to the college has become more competitive. Students attracted to the Honors program are most often talented over-achievers. The Honors College gives qualified students a place to add quality and rigor to their college experience and potentially transforms them in the process.

Curriculum

At the time of the last review, the Honors Program curriculum was focused on offering lower division courses that allowed Honors students to complete general education requirements in an environment akin to that of a small liberal arts college. Students were expected to work independently on a senior thesis to complete the Honors degree. Reviewers at that time registered several concerns: the completion rate was extremely low; the specific thesis requirements discouraged students in areas such as the sciences from completing the senior project; there was no real bridge between the lower division courses and advanced work within each student's major.

The College has responded to these concerns in a number of ways and thus the curriculum looks very different today. Honors still offers Intellectual Tradition and Writing courses and has developed Diversity and Construction of Knowledge courses meeting general undergraduate requirements, but these are now complemented by Honors sections of core courses in many disciplines and by Departmental Honors tracks for a number of majors. Honors students may earn an Honors Certificate by completing a set of five Honors courses, or they may earn the University Honors Degree by satisfying the Certificate requirements, taking two additional Honors courses and the Honors Thesis course in their major (DEPT 4999). Alternatively, a student may graduate with Departmental Honors after completing 24 credit hours in courses designated as Honors including the Honors Thesis course. Reviewers noted that these innovations have made the Honors experience more appealing to students across the campus, but the rate of completion for the Honors Degree is still low.

The College has also developed a new series of courses that exploit the living and learning possibilities of the Fort Douglas village and reflect the goals of the Engaged Learning Initiative. The Living and Learning Communities at the Honors Residence Hall include clusters of courses and cohort activities. The Honors Think Tanks have been innovative courses on diverse topics such as Shakespearean Theater, BioMedical Ethics, City Planning, and the Economic Collapse. These courses take students out of the traditional classroom and help them see the relation between academic research and action in the broader community. Together with other new programs, such as Early Assurance, these curricular innovations help to bridge the gap earlier reviewers saw between Honors General Education courses and the senior thesis project.

Facilities

The improvements to the Honors College facilities have made a significant difference for the effectiveness of the program. The newly renovated Fort Douglas Honors Center, as well as the creation of the other Honors facilities has formed a strong sense of community among students, faculty and administrators. The new state of the art residential hall planned for future completion should go far to increase recruitment and create an even richer learning environment.

Students that live both on and off campus have noted that the Honors program feels accessible to them. Students report that they feel connected to the College through the facilities and the space creates a sense of belonging. There is still a need for more space for associated faculty and lecturers affiliated with the College. At the minimum, space must be found for faculty members whose primary teaching responsibilities are in the Honors College. There also continues to be a demand for afternoon and evening classrooms. This issue should be somewhat resolved with the construction of the new Honors Residence Living complex.

Budget

The Honors College has strong support from Administration and has seen consistent increases in its budget. The increases have been synonymous with growth of the College. The Honors College enjoys an adequate budget from the University and has success in private fundraising. However, this is an area that needs consistent attention. The Honors College demands increased funding to sustain a program of its size.

Faculty and departments demand increased funding to continue the participation from departments. The reality of decreasing budgets across campus has made it difficult for departments to provide sufficient faculty and courses. Faculty have identified a need to increase funding paid to departments for teaching Honors courses. Without this commitment, fewer tenure track faculty will be able to continue to teach these courses.

Overall, there is a strong commitment to continue to financially support the Honors College due to its direct tie with the University's overall mission, as well as being a program that can attract top students. The Honors College has effectively cut its costs by partnering with as many similar entities as it can, in areas including recruiting, fundraising and marketing.

Diversity

The College's self-study indicates that participation by non-white students has increased over the review period. Honors' student population is slightly less diverse than the general University population (16% non-white to 19% non-white for the University). Honors has made some strong recruitment efforts: Transfer Diversity Scholarships have been funded, faculty member Matt Bradley has taught two courses at the AMES Academy, the Honors College has offered scholarships to AMES students and Honors students have served internships at Mestizo Arts and Activism. The Honors Professorship and the Think Tanks also seem to provide an opportunity for recruiting diverse faculty to participate in the curriculum.

While the internal review notes that the new hiring policies could eventually serve to increase faculty diversity within the Honors College, they find that an appropriate level of diversity has not yet been met: "Four of the first six faculty members who are likely to hold these longer-term, full-time appointments within the Honors College are men [with one woman appointed as well]." They note that to their knowledge, "none of the associate instructors or lecturers who teach regularly for the Honors College come from underrepresented groups as defined in racial and ethnic terms." The College has regularly offered courses meeting the University Diversity requirement, frequently taught by distinguished faculty who are themselves members of underrepresented racial and ethnic groups.

Commendations

- As the first Dean of the Honors College, Martha Bradley has overseen a remarkable period of transformation, in which the size, scope and the academic profile of the program have grown dramatically. The review committees describe her as a visionary leader and a superb administrator. All stakeholders in Honors express their appreciation of her contributions
- The University administration has been supportive of the organizational and curricular changes and provided adequate funding for the expansion of Honors' mission.
- The Honors campus at Fort Douglas has allowed the College to develop a community of learning and given it a higher profile on campus. The new dormitory will enable Honors to continue to develop its living and learning opportunities.
- The new administrative structure—including a full-time Dean, an Assistant and Associate Dean and an increased staff—has worked successfully. Reviewers described the Honors administration and staff as cohesive with clearly defined responsibilities.

- While continuing to offer well-received courses in general education, particularly in its Intellectual Traditions sequence, the College has expanded its curriculum particularly at the upper division level by introducing interdisciplinary courses.
- The introduction of Departmental tracks has enhanced Honors' profile across the University and allowed more students to participate in Honors.
- The new ability of the College to hire faculty has stabilized its faculty for core courses, especially for sections of Honors Writing.
- Dean Bradley has been remarkably successful as a fund-raiser, garnering support for scholarship opportunities, innovative courses and expanded facilities.
- Honors has increased its recruitment efforts and developed new programs, such as Early Assurance and the Second Year Experience, to attract and retain the University's best undergraduate students
- The Dean has made community involvement a crucial part of the Honors curriculum and this has given the program a unique character.

Recommendations

- While commending the growth of Honors, reviewers suggested that the University be cautious about any further increase in the College's student population.
- The new dormitory will require an additional staff member to coordinate the living and learning experience
- It is important for Honors to continue encouraging the departmental faculty to participate in its curriculum, particularly in its upper division offerings.
- The development of Departmental Tracks is overseen by the Honors Policy Board but departmental courses—including Honors sections of core courses in majors—were not considered in this review. A complete picture of the role of Honors would require some review of these courses and tracks.
- The new Dean of the College will need to continue the development efforts that have been crucial in funding the College's curricular innovations and recruitment efforts.
- The College needs to continue efforts to diversify the Honors student body and faculty.
- Honors should encourage its students to take risks and to range intellectually, balancing their need to maintain a high GPA with an ambition to explore unfamiliar subjects and different modes of inquiry.
- Honors must articulate the value-added for students who complete the College degree.
- The College should continue improving its assessment tools and its efforts to collect data that accurately reflect the role of Honors across the campus.

FACULTY AND STAFF

HONORS PROGRAM

FACULTY	TENURE	CONTRACT	ADJUNCT
Number of faculty with Doctoral degrees			
Number of faculty with Master's degrees			
Number of faculty with Bachelor's degrees			
Other Faculty			
TOTAL			
STAFF	FULL-TIME	PART-TIME	
Administrative	4		
Secretarial/Clerical		4	
Laboratory Aides/Instructors	3	10	
Advisors	1		
Teaching/Graduate Assistants			
Other Staff			
TOTAL	5	4	

STUDENTS

NOTE: Faculty FTE from the instructor of record for the course.

ACAD YR	Student Annual FTE		Faculty							Student FTE to Faculty FTE	
	Ugrad	Grad	Regular							Ugrad	Grad
			Prof	Assoc	Ass	Instr	Admin	Res	Lea		
2010-2011											
2009-2010	135.9	-	6	5	4	-	-	-	4	7.5	-
2008-2009	136.8	-	8	8	2	-	1	2	6	5.1	-
2007-2008	151.9	-	6	8	4	-	-	-	8	5.7	-
2006-2007	154.2	-	9	7	-	-	3	-	6	6.1	-
2005-2006	152.3	-	6	6	3	6	3	-	-	6.1	-
2004-2005	117.9		4	4	2	-	-	-	4	9.28	

ACAD YR	Majors		Degrees Conferred		
	Ugrad	Grad	Bach	Master	PhD
2009-2010		-	76	-	-
2008-2009		-	87	-	-
2007-2008		-	75	-	-
2006-2007		-	60	-	-
2005-2006		-	61	-	-
2004-2005			57		
2003-2004			48		

2010 Department Review | Data calculated by OBIA rev 5/19/11

FINANCIAL ANALYSIS

HONORS

Expense	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011
Instructional Costs	501,476	646,567	603,016	663,783	817,545	655,130	843,230
Support Costs	157,663	226,822	140,334	244,730	250,255	275,476	305,895
Other Expenses	84,543	87,770	154,996	217,750	129,119	157,288	195,918
Total Expense	743,682	961,159	898,346	1,126,263	1,196,919	1,087,894	1,345,043
Revenue							
Legislative Appr. w/EB	865,653	907,589	922,557	1,087,245	1,170,029	1,160,905	1,217,593
Grants							
Reallocation 49910							
Tuition to Program							
Fees		1,153	416		1,118	1,892	
Total Revenue	865,653	908,742	922,973	1,087,245	1,171,147	1,162,797	1,217,593
Difference							
Revenue-Expense	121,971	(52,417)	24,627	(39,019)	(25,772)	74,903	(127,450)



2010 Department Review | Data calculated by OBIA rev 9/19/11