1. CALL TO ORDER: 3:00 p.m. in CRCC 215

2. MINUTES: August 27, 2012

3. REQUEST FOR NEW BUSINESS:

4. CONSENT CALENDAR
   a. Appendix I: Resignations, Administrative and Faculty Appointments
   b. Appendix II: Auxiliary and Limited Term Appointments
   c. Appendix III: Emeritus Appointments

5. EXECUTIVE COMMITTEE REPORT:

6. REPORT FROM ADMINISTRATION:

7. REPORT FROM ASUU:

8. NOTICE OF INTENT:

9. DEBATE CALENDAR:
   a. Proposal for Environmental Humanities Education Center
   b. Proposal for MA in Latin American Studies

10. INFORMATION CALENDAR:
    a. Proposal for revised Policy 3-052 Institutional Debt
    b. Graduate Council review of the Department of Anthropology

11. NEW BUSINESS:
    a. September 2012 President's Report

12. ADJOURNMENT:
Call to Order
The regular meeting of the Academic Senate, held on August 27, 2012, was called to order at 3:03 p.m. by Robert Fujinami, Senate President. The meeting was held in room 215 C. Roland Christensen Center.

Roll:

Excused: David Ailion, Thad Hall, Tom Henderson, Bradley Katz, Sharee Lane, Vivian Lee

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

Others: Annie Christensen

Excused without Proxy: John Conboy, Alicia De Leon, Michael Hawkins, Evert Lawton, Karl Lins, Melissa Meeks, Duncan Metcalf, Dragan Milicic, Anne Mooney, Trevor Myrick, Marlene Plumlee, David Rudd, Jeff Stratman, Orest Symko, Li Wang, Dennis Wei, Angela Yetman

Approval of Minutes
The minutes of the Academic Senate meeting on May 2, 2012 were approved following a motion from Sonia Salari which was seconded by Patrick Panos.

Special Order of Business
This being the first Senate meeting of the year, Robert Fujinami, Academic Senate President, held a vote to ratify the decision of the President to make two annual Senate officer appointments: (i) Paul Mogren to continue serving as senate parliamentarian and (ii) Bob Flores to continue serving as Senate Institutional Policy Committee liaison, for the year. The motion was made to approve by Steve Alder and seconded by Joanne Yaffe. This passed unanimously.
Request for New Business
No new business to address

Consent Calendar
The resignations, retirements, faculty appointments, auxiliary and limited term appointments, appearing in the Appendices dated August 27, 2012, received approval to forward to the Board of Trustees with clarification regarding auxiliary #76 appointment, on motion made by Joanne Yaffe and seconded by Steve Alder.

Executive Committee Report
Allyson Mower, Executive Committee Secretary, provided a summary of the Executive Committee meetings held and actions taken, during the Senate’s summer recess.

Report from Administration
President David Pershing spoke to the senate regarding the Great Red Road Trip and other summer events. President Pershing has visited St. George, Cedar City, Milford, Beaver, Richfield, Ephraim, Salina, Eastern Utah and Northern Utah. He will also visit Tooele County, Utah County and Southeastern Utah. The blog is on the website at www.greatredroadtrip.org. The goal of the road trip was to reach out to all communities in Utah and show that the U is important across the state.

The Presidential Inauguration will be held October 25th at 11 am. To minimize cost we will be tying the inauguration into other events including the California football game, National Advisory Council meeting and President’s Club Dinner.

Enrollment is up again this year to over 32,000. This is a compliment to all of you who continue to provide what students want. You will be hearing about a new admissions process that will be proposed this afternoon.

Amy Wildermuth, Assoc. VP for Academic Affairs, spoke regarding the two Thursday night football games this semester. We are not cancelling classes and we are acting upon the recommendations from the Adhoc Closure Committee that was put in place last fall to minimize negative consequences of the scheduling. There was a map sent out earlier today showing where additional parking will be and encourage people to park north of the football stadium. Communication was sent to Professors who are teaching on Thursday nights regarding the issues that may arise. The University does not control when football games are scheduled.

Report from ASUU
Geneva Thompson, ASUU President, reported that Homecoming will be celebrated September 8 – 15. All the activities will be listed on the website and Game on the Green will start at 6:30 p.m. at Union Patio and the U vs. BYU football game will start at 8 p.m. at Rice Eccles Stadium. Something to watch for while at the game is Recycle Rice-Eccles. This program is under the ASUU Sustainability Board and their goal is to divert
recyclable waste from the landfill, with collection points at the tailgate lot and at the stadium.

The Academic Affairs board will be holding their Student Advisory Council training will be held Sept 17 at 5:30 in the Union.

ASUU will also be revamping their bylaws and reexamining how they can best represent the students.

Notice of Intent

The proposal for new Policy 6-407 University General Student Fee Board was presented by Cathy Anderson, Associate VP for Budget & Planning. This policy puts in place the formal procedures that have accrued at the University for a number of years. This was generated by an audit that was performed last fall by the state legislative auditors and it was recommended that state higher ed institutions have written policies about setting student fees. The Board of Regents in turn adopted a new statewide policy requiring the University and other institutions to develop institutional policies, and this proposal responds to that new Regents policy. The purpose of this policy is to establish the University General Student Fee Board as a permanent board to act in an advisory capacity to the University President. The policy applies to general student fees, not special fees. ASUU is supportive of this policy. A motion was made by Geneva Thompson to move this proposal to the debate calendar immediately. Motion was seconded by Joanne Yaffe and passed with required 2/3 majority. On motion made by Joanne Yaffe to end debate. There was no objection and proposal was approved to forward to the Board of Trustees for final approval.

Debate Calendar

The proposal for a new minor in Korean & Korean Studies was presented by Janet Theiss and Katharina Gerstenberger. The Languages and Literature Department has requested approval to offer the minor effective fall 2012. With the 2011 hiring of a full-time assistant professor/Lecturer in Korean Language, Literature and Culture the department is now in a position to create a formal minor in Korean and Korean Studies to begin to meet labor market and student demand. There are currently 67 students enrolled. The new minor would build on and integrate courses in Korean currently offered at the University to provide students with a cohesive program of study that demonstrates language and cultural competencies. A senate member knowledgeable about the Languages and Literature Department raised a concern, that the department faculty may not yet have been adequately consulted about the proposal. It was noted that the proposal documentation did not include any indication of consultation with the department faculty. Bob Flores explained that the Senate could choose to approve the proposal “conditionally” and forward it to the Board of Trustees for final approval, on condition that the department faculty first is consulted and documentation of that consultation be added to the proposal materials. A motion for such conditional approval was made by Joanne Yaffe and seconded by Eric Hutton. Motion passed unanimously.
The proposal for a new degree of Master of Science for Secondary School Teachers in Earth Science Teaching was presented by Holly Godsey and Barb Nash. The Masters of Science for Secondary Teachers (MSSST) program was established by the College of Science in 1972 and offers degrees for secondary school teachers in Chemistry, Physics, Biology and Math. The MSSST degree program is available to certified middle and high school teachers who have been teaching for a minimum of three years as a way to provide advanced training and fulfill Utah State Office of Education (USOE) endorsement requirements for science and mathematics. The proposed MSSST Earth Science degree will be offered in the Department of Geology and Geophysics which is part of the College of Mines and Earth Science. The program consists of 34 hours of study. The program meets the USOE requirements in Earth Science and Physical Science for teachers who have the prerequisites of 1 year each of Chemistry and Physics. Courses will be given in the evenings during the academic year, and during mid-summer months to accommodate K-12 teaching schedules. The motion to approve and forward to the Board of Trustees was made by Joanne Yaffe and seconded by Steve Alder. Motion passed unanimously.

Keith Bartholomew and Jim Agutter presented the proposal for a new Undergraduate Major, B.S. in Multi-Disciplinary Design, offered by the College of Architecture and Planning. The course of study will use product design as a vehicle to investigate design research, human centered design principles, interface development, articulation product forms, materials and digital manufacturing principles. Students will focus on one of two tracks; one that is more related to Industrial Design and the other that is more digitally related. There is a significant labor market demand for professionals trained in multi-disciplinary design and there has been a recent increase in student demand for design related programs due to the growth of design related services and businesses. Space has been an issue and the department has been in contact with Business and Marriott Library to use computer labs. The motion was made by Joanne Yaffe to accept and forward to the Board of Trustees. Motion was seconded by Sonia Salari and passed unanimously.

The proposal regarding a Minor in Parks, Recreation, and Tourism Name Change was presented by Betsy Cook. This request is for a name change only of an existing minor. Currently, the name is Minor in Recreation. It is proposed that the name be changed to Minor in Parks, Recreation and Tourism. The proposed name change may affect enrollments, since the degree will be more clearly communicated, but it will not affect course offerings, other instructional programs, or the existing administration. The motion was made by Sonia Salari to accept. Motion was seconded by Joanne Yaffe and passed unanimously.

Information Calendar
Andrea Brown of Human Resources provided information and invited questions and recommendations regarding the planned revision of University Rule 5-130B Criminal Background Checks for Staff. No recommendations were made.

Kevin Perry, Chair of the Credits and Admissions Committee, and Mary Parker, Associate VP of Enrollment Management, led a discussion seeking input about a plan to revise Policy 6-404 Undergraduate Admission, to implement a holistic admission process in
place of the existing limited criteria admission process. The Committee seeks Senate support and input for the project with the objective of developing and returning to the Senate a specific proposal for revising Policy 6-404 later this year, in time to have a new set of admission criteria in place for next fall’s admissions. A lengthy discussion was had, and numerous questions, concerns and recommendations were raised. Ron Coleman moved that the Senate “endorse” the project. Joanne Yaffe seconded and the motion passed unanimously.

Donna White, Associate Dean of the Graduate School, invited questions and recommendations regarding final reports from the Graduate Council Reviews of (i) Department of Marketing, (i) Department of Materials Science and Engineering, (iii) School of Architecture, and (iv) Department of Mechanical Engineering. Lengthy discussion was had about the Materials Science department review report, and particularly the report’s recommendation to explore merging that department and the Department of Metallurgical Engineering. Concerns were raised about the effect such a department merger would have on the College of Mines and Earth Sciences, and about the effects that differing percentages of returned overhead funding among different colleges will likely have on consideration of a merger. All reports were accepted and will be forwarded to the Board of Trustees information calendar.

Adjournment
The meeting adjoumed at 4:46 p.m.

Respectfully submitted,

Shawnee Worsley
11 September 2012

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

Dear Interim Vice President Hardman,

Enclosed is proposal for a Environmental Health Education Center which was approved by the Graduate Council on August 27, 2012. Included in this proposal packet are the signature page, proposal, and letters of support.

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
Institution Submitting Request: University of Utah
Proposed Title: Environmental Humanities Education Center
Currently Approved Title: NA
School or Division or Location: College of Humanities
Department(s) or Area(s) Location: College of Humanities
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): 24.0199
Current Classification of Instructional Programs (CIP) Code (for existing programs): NA
Proposed Beginning Date (for new programs): November 1, 2012
Institutional Board of Trustees' Approval Date: October 9, 2012

Proposal Type (check all that apply):

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<th>Section 6.1.1</th>
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<td>4.1.5.2</td>
<td>Minor*</td>
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<tr>
<td>5.1.1</td>
<td>New Emphasis on an Existing Degree*</td>
<td>6.1.1</td>
<td>Reinstatement of Previously Suspended Program</td>
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<td>5.1.2</td>
<td>Certificate of Proficiency Not Eligible for Financial Aid</td>
<td>6.1.5</td>
<td>Reinstatement of Previously Suspended Unit</td>
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<td>5.1.3</td>
<td>Out-of-Service Area Delivery of Programs</td>
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<td>Name Change of Existing Programs</td>
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<td>Program Transfer</td>
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<td>5.1.9</td>
<td>Program Suspension</td>
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*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.

*401-6 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.

*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: __/__/2012

Printed Name: Michael Hardman

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.
Request to Establish
Environmental Humanities Education Center
University of Utah
September 11, 2012

Section I: Request

The University Of Utah College Of Humanities requests formal approval of the Environmental Humanities Education Center (EHEC). This Center was established in 2010 and represents a unique partnership between the College of Humanities and the International Center for Earth Concerns, a non-profit corporation, which stewards the 385,000 acre beautifully restored Centennial Valley Center in Lakeview, Montana. The agreement was approved by the university legal counsel and requires no funding from the College of Humanities. All costs are paid by the profits of educational programming. The two entities engage the humanities through environmental and humanistic study. Melody Taft, President of ICEC and her husband John Taft, who are lifelong naturalists and philanthropists worked for decades to preserve the Centennial Valley land from development. They successfully restored a ghost town in the valley that now houses the EHEC. The Montana Natural Heritage Program has rated the Centennial Valley as one of the most significant natural landscapes in Montana, a tribute to its intact ecological systems, expansive wetlands, diverse native fauna and flora, and concentrations of rare species. Please also review the EHEC website which provides detailed and historic information about the Centennial Valley at http://www.ehec.utah.edu/ The EHEC includes existing facilities for housing, educational conferences, seminars, and retreats.

The Environmental Humanities Education Center focuses the unique lens of the humanities on environmental study bringing critical and creative thinking to bear on issues of environmental degradation and their consequences in human dispossession, species extinction, sustainability and public policy concerns.

Section II: Need

The EHEC offers research and educational opportunities to the University and the public that cannot be duplicated in classrooms or laboratories at the University’s urban campus. The EHEC is open to University of Utah students and faculty, as well as individuals and groups from other local state, national or international institutions and agencies.

The EHEC provides innovative credit and non-credit educational programming to University undergraduate and graduate students and to the general population. The Center provides a venue for developing innovative interdisciplinary curricula and allows faculty and distinguished visiting instructors to provide place-based, experiential learning opportunities to their students. In addition to the direct benefits to University of Utah faculty and students, the EHEC provides an arm of outreach to the entire state of Utah. Two years after opening the Center is now scheduling programming through 2014. This year it will serve as the programming venue for 15 events serving over 120 people during the course of 5 months.
### Description of Courses, Seminars and Meetings

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<thead>
<tr>
<th>Courses and Seminars</th>
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<tbody>
<tr>
<td>HUM 4103 and HUM 6103 Ecology of Residency (for credit)</td>
<td>University of Utah College of Humanities</td>
</tr>
<tr>
<td>HUM 490 and HUM 690 Ecology of Residency (non-credit Continuing Education)</td>
<td>University of Utah Continuing Education</td>
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<tr>
<td>Tutored by the Land – a Writing and Photography Workshop by Stephen Trimble</td>
<td>Continuing Education Go Learn</td>
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<tr>
<td>Writing and Drawing the Land (for credit) by Professors Hal Crimmel and Larry Clarkson</td>
<td>Weber State University</td>
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<td>Eco Spirituality by Reverend Tom Goldsmith</td>
<td>EHEC feature</td>
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<tr>
<td>Arts Celebration- for all artists</td>
<td>EHEC feature and dedication of Francis H. Zimbeaux Art Center</td>
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<tr>
<td>Plays for Land and Sky</td>
<td>Salt Lake Acting Company</td>
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<tr>
<td>Re-imagining the Western Landscape</td>
<td>Leslie Miller, Humanities Partnership Board</td>
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### Meetings and Retreats

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<th>Meetings and Retreats</th>
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<tr>
<td>University of Montana West Faculty Retreat</td>
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<tr>
<td>The Humane Society Land Trust</td>
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<td>German Language Immersion Task Force</td>
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<td>Centennial Valley Historical Society Benefit</td>
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<td>Regional Wildlife Refuge Managers Meeting</td>
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<tr>
<td>National Trumpeter Swan Society Meeting</td>
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<tr>
<td>Private Family Reunions</td>
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### Section III: Institutional Impact

The EHEC will not negatively impact enrollments in other departments or programs. It is available as an experiential classroom to all University of Utah faculty and students and to other institutions and organizations. It is the only off campus center affiliated with the University of Utah.
established specifically for humanities based examination of the environment. The EHEC will be housed in the College of Humanities.

**Staff**
Mary Tull is the Director of the Center, and brings decades of experience in nonprofit leadership program development and community building. Erin Halcomb, the Program Coordinator, has worked in Natural Resource Management since graduating with degrees in Creative Writing and in Environmental Studies from Emory University in 2003. Pat Uhtoff is the Program Assistant, is certified as a Wilderness First Responder and has worked as a Forester in Oregon specializing in sustainable forestry and forest restoration. All staff reside at the EHEC when it is open, normally June – October depending upon weather. The Center also houses two artists in residence. This season the EHEC guest artists are Frank and Louisa Carter.

Personnel and Operation policies have been developed for the Center as well as a plan for emergency response.

**Facilities**
Accommodations include guest cabins, student dormitory, meeting facilities, large dining and meeting hall, cantina for large events, performing art stage, artist studio, artist in residence housing, staff residences, outdoor meeting areas and patios. The EHEC is currently developing a camping area with protected eating and showering facilities within walking distance of the main campus. Maintenance and upkeep of all of the facilities are provided by the ICEC.

**Section IV: Finances**

The EHEC will operate using existing resources as agreed to with International Center for Earth Concerns. The ICEC oversees the property and facilities management of the EHEC and the University of Utah College of Humanities provides administration and implementation of programming as follows:

**ICEC Responsibilities and Services:**
- Make the EHEC, its facilities and amenities available exclusively to the College of Humanities for educational programming.
- Solely responsible for the property management, operation and safe condition of the facility including:
  - Maintenance and repair of all facilities, grounds and landscaping.
  - Provide all housekeeping services.
  - Provide all catering and other arrangements for meals for EHEC participants.
  - Maintain adequate utilities for the facility.
  - Provide adequate security and supervision of on-site maintenance and facility staff.
  - Provide on-site emergency management for facilities, personnel and participants.

**College of Humanities Responsibilities and Services:**
- Determines programming for the EHEC centered on engaging environmental humanities study and exploration.
- Assists the ICEC in scheduling and booking the EHEC for educational programming.
- Provides supervision of staff and support for on-site programming.
- Provides marketing and networking to promote the EHEC.

Financial Investment and Fundraising:
- ICEC and the College of Humanities work jointly to raise funds for programming and operation of the EHEC, including private funding. ICEC will initiate an endowment campaign to support its financial responsibilities related to the operation of the EHEC.

The Environmental Humanities Education Center provides place-based educational programming to students and faculty of the University of Utah and other individuals and organizations/agencies. No additional University of Utah resources or facilities are required. The Center operates on profits from programming and private donations. The establishment of this Center provides significant opportunities for regional and national outreach and collaboration. This Center supports the university’s focus on offering a unique learning experience and represents an innovative and entrepreneurial partnership for the single purpose of engaging humanistic study of the environment.
August 1, 2012

Graduate Council  
The Graduate School  
302 Park Building  
CAMPUS

Dear Members of the Graduate Council,

It is my pleasure to submit the enclosed proposal to formally establish the Environmental Humanities Education Center (EHEC). The Center is located in Lakeview, Montana situated in the pristine Centennial Valley. Its primary purpose is to provide educational programming to University of Utah students, faculty, and other state and regional individuals or organizations. The EHEC focuses the unique lens of the humanities on environmental study bringing critical and creative thinking to bear on issues of environmental degradation and conservation as well as their consequences in human dispossession, species extinction, sustainability and public policy concerns.

No additional University resources are necessary to establish this Center. The EHEC is a collaborative effort between the College of Humanities and the International Center for Earth Concerns. Melody Taft and her husband, John Taft, the principals of this international organization, are lifetime naturalists, philanthropists and friends of the College of Humanities. Their interest in supporting the Environmental Humanities Master’s Program was the impetus to developing an education center devoted to the humanistic study and exploration of the environment. The ICEC has agreed to provide the College of Humanities exclusive use of its facilities and land in Lakeview, Montana from June – October for the sole purpose of educational programming. The enclosed proposal will provide more detailed information about the facilities and the organizational structure of the center.

Establishing the EHEC supports the university’s focus on providing unique and engaged learning experiences. It affords students, faculty and other individuals a classroom arena for the study of the environment that cannot be surpassed. This center also provides significant opportunities for regional and national outreach, fundraising, and further entrepreneurial prospects.

I most enthusiastically urge your expeditious approval of this Center. Thank you for your attention.

Sincerely,

Robert D. Newman  
Dean, College of Humanities

RN/jd  
Enc
Dear Graduate Council members,

I am pleased to write in support of the College of Humanities’ proposal to establish formally the Environmental Humanities Education Center at Lakeview, Montana, in the Centennial Valley area of the Greater Yellowstone ecosystem. The partnership between the College of Humanities and the non-profit International Center for Earth Concerns provides a direct benefit to the Environmental Humanities Master’s program by serving as the venue for our required Ecology of Residency course, which has been offered annually during the summer by Terry Tempest Williams, Annie Clark Tanner Visiting Professor of Humanities. This interdisciplinary, place-based course is and has been available to both qualified undergraduate and graduate U. of Utah students, and its primary objective continues to be to explore with students the meaning of community and “place” within the context provided by the central environmental, economic, and social issues crucial to the health of the Greater Yellowstone ecosystem and the regional American West. The proposed Center’s facilities are located on a historic natural land preserve in Lakeview, Montana, adjacent to the Red Rock Lakes National Wildlife Refuge (charged with preservation of the endangered trumpeter swan) and thus serve as an ideal experiential classroom for teaching and learning in the field utilizing various humanities’ disciplinary perspectives.

I also am supportive of this proposal because the EHEC will also provide: an opportunity for our students to serve as Program Coordinator, or Program Assistant, or even as Artist(s) in Residence; and through its educational programming to enhance our future recruitment of top undergraduate students not only from the U. of Utah but also from regional colleges and universities. Finally, since a primary objective of the proposed EHEC is to heighten both knowledge of and interest in the critical relationship between people and place, its formal existence both aligns with the mission of the Environmental Humanities Master’s program and should facilitate our desire both to foster outreach to the community and to integrate academic study of environmental issues with local knowledge and praxis. For these reasons, I believe the Environmental Humanities graduate students particularly will benefit from the additional educational and internship opportunities the proposed Center will provide, and I thus support this proposal without reservation.

Sincerely,

Stephen Tatum
Director, Environmental Humanities
Professor of English
August 9, 2012

Dear Members of the Graduate Council,

I am writing to support the proposal for the Environmental Humanities Education Center (EHEC). By focusing on educational programming for University of Utah faculty, students and community members, the EHEC will help bring creative and critically-needed solutions to environmental issues.

The EHEC will be particularly beneficial to the university and community in that it will create much-needed dialog and discussion in a landscape (both literal and figurative) that will help break down traditional barriers found in environmental and public policy. The engaged learning experiences planned for the EHEC will also provide an extraordinary and unique opportunity for recognition and participation from around the region and country.

I enthusiastically support the approval of this Center.

Sincerely,

Myron Willson
Director, Office of Sustainability
University of Utah
Graduate Council  
The Graduate School  
302 Park Building  
CAMPUS  

August 1, 2012  

Dear Graduate Council,  

I fully support the College of Humanities' proposal to formally establish the Environmental Humanities Education Center (EHEC) located in Lakeview, MT. This Center provides unparalleled opportunities for students, faculty and others in the region in a stunning outdoor classroom.  

I understand that no additional University resources are necessary to establish or maintain this Center and that it will provide added value to the University through its distinctive educational focus on the environmental humanities. The connection between the College of Humanities and the International Center for Earth Concerns also provides an important educational model for creative partnerships, helping students understand how individual and organizational collaborations can function effectively.  

Establishing the EHEC supports the University's focus on providing unique and engaged learning experiences. It permits University of Utah students, faculty, and other individuals, access to a place-based classroom that is ideally suited for the examination and study of the environment. In addition, students and faculty at EHEC can compare their research and scholarly explorations with on-going work at the University's other field sites: Range Creek Field Station and Rio Mesa Center. These new "extended campus resources" are distinguishing the University from other intermountain institutions, and will allow the University to offer educational experiences that simply cannot be replicated through on-campus or on-line courses. Finally, the EHEC offers the University many new possibilities for regional and national outreach, which will bring greater exposure to our programs.  

I strongly recommend your consideration and approval of this proposal.  

Sincerely,  

Sylvia Torti, Ph.D.  
Dean, Honors College  
CSO, Field Research  
University of Utah
11 September 2012

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

Dear Interim Vice President Hardman,

Enclosed is proposal for a MA in Latin American Studies which was approved by the Graduate Council on August 27, 2012. Included in this proposal packet are the signature page, executive summary, proposal, and letters of support.

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
Cover/SIGNATURE PAGE

Institution Submitting Request: University of Utah
Proposed Title: Master of Arts Degree in Latin American Studies
School or Division or Location: College of Humanities, University of Utah
Department(s) or Area(s) Location: Latin American Studies Program
Recommended Classification of Instructional Programs (CIP) Code: 30.0000
Proposed Beginning Date: 08/28/2013
Institutional Board of Trustees' Approval Date: MM/DD/YEAR

Proposal Type (check all that apply):

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<td>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.</td>
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<td>Non-Credit Certificate of Proficiency Eligible for Financial Aid</td>
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<td>Credit Certificate of Proficiency Eligible for Financial Aid</td>
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<td>Non-Credit Certificate of Completion</td>
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<td>Associate of Applied Science Degree</td>
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<td>Associate of Science Degree</td>
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<td>4.1.9</td>
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<td>4.1.10</td>
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<td>4.1.11</td>
<td>Doctoral Degree</td>
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</table>

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: 08/17/2012

Printed Name: Michael Hardman

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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=50.
Program Description
The Master’s degree in Latin American Studies at the University of Utah is a flexible, interdisciplinary two-year post-baccalaureate degree providing advanced language study and specialized area studies education. The program will draw on existing faculty and curricular resources across departments at the University of Utah. The program requires a total of 30 credits, including 8 (eight) three-credit classes, a Master’s Thesis (6 credits), a minimum of third-year competency in Spanish or Portuguese, and a minimum of first-year competency in an additional language spoken in Latin America. To ensure breadth and depth in their graduate work, students will be required to have one field concentration and fulfill a regional breadth requirement developed in consultation with the program advisor. The concentration can be based in any department or academic program at the university including professional programs, or involve creative and practical interdisciplinary combinations of courses that fit with the students’ career goals. MA students must also fulfill a regional breadth requirement by taking classes or writing a thesis that examines at least two of four broad regions in Latin America.

Role and Mission Fit
The MA degree program in Latin American Studies will contribute to the University’s mission “to serve the people of Utah and the world through the discovery, creation and application of knowledge, through the dissemination of knowledge by teaching [and] publication.” It will enhance the University’s national and international profile as a major teaching and research university “with national and global reach [that] cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced.” The MA in Latin American Studies fits the university’s teaching mission and, as an interdisciplinary program, it fits with the university’s mission to encourage “interdisciplinary work and the integration of instruction and research opportunities.”

This program will also facilitate the “application of research findings to the health and well-being of Utah’s citizens through programs and services” that are relevant to the community, which helps fulfill the role of the university as a contributor to public life and to the economic growth of the state. For example, graduating students with expertise in the languages, culture, society and economy of Latin American countries will provide local schools, health care facilities, businesses, and non-profit organizations with workers uniquely qualified to face the challenges and opportunities that immigration and globalization create for the state. Thus, this program will contribute to the University’s mission to enhance our students’ ability to “contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.”

Faculty
The Latin American Studies Program currently has almost 50 affiliated faculty members across more than 10 colleges and 20 academic departments. In addition the newly created Second Language Teaching and Research Center has 18 language instructors and teaching assistants who deliver beginning to advanced instruction in Spanish and Portuguese. This faculty roster is more than sufficient to deliver a high quality MA in Latin American Studies through the fifth year of the program. We anticipate a small growth in the number of affiliated faculty over the next two years, primarily through the addition of two tenure track faculty in the department of Languages and Literature.
Market Demand

Students graduating from University of Utah confront a job market that demands knowledge of foreign cultures and languages, a reflection of both globalization and significant demographic shifts at home. Given the economic, social and political importance of Mexico, Brazil, Cuba, and other Latin American countries to the United States, knowledge of Portuguese and Spanish, and a nuanced understanding of Latin America society is highly valued by employers across industries in both public and private sectors. Utah’s department of workforce services estimates that the largest number of jobs added to the state’s economy will come in healthcare, business and professional services, and education. The United States’ close economic ties to Latin America, plus immigration from Latin America to the United States, create a need for expertise in Latin American culture and language among professionals in all three sectors. This demographic shift now requires that social workers, school teachers, nurses, lawyers, and doctors have much greater linguistic and cultural competency to adequately serve this population. Indeed, professionals fluent in Spanish who understand the particular cultural needs of Utah’s (and the country’s) Latin American population are in great demand and have excellent career prospects. There is no indication that this need for graduates with specialized knowledge of Latin America will decrease in the near future.

Student Demand

During the last few years, there has been an increase in the number of students formally studying Latin American Studies as undergraduates at the University of Utah. Since its inception in 2002, the Latin American Studies minor has graduated 127 students. Currently there are 14 Latin American Studies minors. The Latin American Studies major has graduated 8 students and enrolled another 26 declared majors since its creation in fall 2009. Additionally, the International Studies (IS) major, the fastest growing interdisciplinary major on campus, has experienced an increase in the number of students that concentrate in Latin America. Currently nearly 20% of IS majors focus on Latin America, up from 15% three years ago. With these two degree programs, we have roughly 100 undergraduate students pursuing a formal course of study about Latin America. Additionally, approximately 2,800 students have enrolled each year in Spanish and Portuguese courses. Interest and enrollment growth in such programs is also strong at other universities in the state and across the country, and gives a good indication that student demand for a graduate degree in Latin American Studies will also be strong. Students interested in professional careers are another core constituency for the MA. We have spoken with advisors and faculty from several professional programs at the University of Utah, including Nursing, Social Work and Education, who confirmed that there is great labor market demand for students with specialized language and cultural skills, and that students increasingly request and seek out opportunities to learn professional Spanish and acquire a deeper understanding of Latin American cultures and populations.

Statement of Financial Support.

Here we indicate where funds for the program will come from. The program will not require new funding.

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

Similar Programs Already Offered in the USHE

There are no other MA degree programs in Latin American Studies within the USHE, or in any college or university in the Intermountain region.
Program Description

University of Utah
Masters of Arts Degree: MA in Latin American Studies
08/26/2013

Section I: The Request

The University of Utah requests approval to offer a Masters of Arts (MA) Degree in Latin American Studies effective Fall 2013. The MA will be housed in the Latin American Studies Program in the College of Humanities.

Section II: Program Description

Complete Program Description

The Master’s degree in Latin American Studies at the University of Utah is a flexible, interdisciplinary two-year post-baccalaureate degree providing advanced language study and specialized area studies education. The degree program will draw on existing faculty and curricular resources across departments at the University of Utah. The program requires a total of 30 credits, including 8 (eight) three-credit classes, a Master’s Thesis (6 credits), a minimum of third-year competency in Spanish or Portuguese, and a minimum of first-year competency in an additional language spoken in Latin America (e.g. Spanish, Portuguese, an indigenous language, Dutch, French, Haitian Creole, etc.). To ensure breadth and depth in their graduate work, students will be required to have one primary concentration and fulfill a regional breadth requirement developed in consultation with the program advisor. The concentration can be based in any department or academic program at the university including professional programs (e.g. Social Work, Nursing, Urban Planning, Public Administration), or involve creative and practical interdisciplinary combinations of courses that fit with the students’ career goals (e.g. Environmental Studies). MA students must also fulfill a regional breadth requirement by taking classes or writing a thesis that examines at least two of four broad regions in Latin America. The regions are defined as Mexico and Central America, South America (not Brazil), Brazil, and the Caribbean. Overall at least 15 credits (five courses) must come from the approved list of Latin American Studies content courses.

Purpose of Degree

A core purpose of the MA program is to provide students with opportunities to deepen their knowledge of the political, economic, social and cultural processes shaping the region, and graduate with the skills and expertise to be leaders in their chosen fields. The MA is ideal for both professionals seeking regional knowledge and students intending to pursue a Ph.D. It prepares graduates for careers in government, public policy, non-profit organizations, journalism, education, academia and the private sector. The MA will also significantly enhance the profile of the Latin American Studies Program at the University of Utah and establish the university as a major regional and national center for education, research and resources on Latin America. The MA in Latin American Studies will make the program an important resource for business, government and community organizations that require expertise on Latin America or the Latin American diaspora by providing graduates with advanced language skills and specialized knowledge of Latin American countries.
Institutional Readiness

The creation of an MA in Latin American Studies is a core part of the strategic plan of the Latin American Studies Program. During the Spring of 2012, the draft proposal to create the MA degree in Latin American Studies was circulated among all affiliated Latin American Studies faculty, who were invited to attend a meeting to discuss the proposal and/or to comment on it via email. The faculty meeting to discuss the draft proposal was held on February 27, 2012. The faculty received the proposal with enthusiasm, believing that it would provide an important opportunity for graduate study for students interested in Latin America in addition to expanding the program’s research profile and its ability to compete for external grants. The faculty also agreed that the University of Utah in general and the Latin American Studies Program in particular have ample faculty, curricular and administrative resources to support an MA degree. They suggested some minor revisions to the draft proposal, which we have incorporated into the final version presented here.

The Latin American Studies Program currently has 67 affiliated faculty members across more than 10 colleges and 20 academic departments, including 18 language instructors and teaching assistants at the Second Language Teaching and Research Center. The current staff for the Latin American Studies Program (which includes a director, an associate director, an administrative officer, a student advisor and office support staff) is also sufficient to support the new degree. We do not anticipate that the MA degree in Latin American Studies will have any impact on the delivery of undergraduate or lower-division education.

The Latin American Studies Program is housed administratively in the College of Humanities. It has no faculty lines of its own. All affiliated faculty FTEs are housed in their home departments, which means that the Latin American Studies Program is not responsible for their salaries. The purpose of the following table, therefore, is to provide an indication of the faculty resources available to the MA degree, not to measure the costs to the Program.
## Faculty

<table>
<thead>
<tr>
<th>Affiliated Faculty Category</th>
<th>Affiliated Faculty Headcount – Prior to Program Implementation</th>
<th>Affiliated Faculty Additions to Support Program</th>
<th>Affiliated Faculty Headcount at Full Program Implementation</th>
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<tr>
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<td>With Bachelor’s Degrees</td>
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**Total Program 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.”)

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<th></th>
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## Staff

The current staff for the Latin American Studies Program, which includes a director, an associate director, an administrative officer (shared with Asian Studies), a student advisor (shared with Asian Studies), and two work-study office support positions (shared with Asian Studies) are sufficient to support the new degree during each of the program’s first five years.
Library and Information Resources
The University of Utah currently has the library and information resources necessary for advanced interdisciplinary study of Latin America. These resources include an ample collection of books, films, journals and periodicals from Latin America or that deal with Latin America. Through its digital collection of online journals and databases and extensive Inter-Library loan agreements, the Marriott Library (MLIB) also offers students access to hundreds of thousands of English, Spanish and Portuguese language primary and secondary source materials from across academic disciplines. The library is also committed to expanding its Latin American Studies collections, as evidenced by its recent purchase of a subscription to the Latin American Public Opinion Project’s surveys (recognized as the most reliable and important collection of public opinion surveys carried out in more than 20 Latin American countries) and a new subscription to a database on Mexican Cinema.

The MLIB also provides an on-line research guide for Latin America and the Caribbean. MLIB Special Collection houses one of the country’s best collections of facsimiles of Mesoamerican manuscripts (codices). In addition to a listing of 820 periodicals in Latin American Studies areas, the library subscribes to critical Latin American Studies electronic resources. The multimedia collection houses over 2200 items related to Latin American Studies, including DVDs, videos, CDs, and sound recordings in English, Spanish, and Portuguese. MLIB provided start-up funds for a new World Newspaper Archive, whose first project is a Latin America Newspapers module. In 2008, the library purchased a collection of Brazilian film and music from the Brazilian American Cultural Institute, which included over 400 films and 1000 cassettes and CDs of classical and popular music. MLIB recently established an International & Interdisciplinary Team specifically to deal with the increasing interest in collections pertaining to programs such as Latin American Studies. The team provides detailed research and instruction and prioritizes collection choices. University of Utah faculty and students access specialized Latin American Studies materials through MLIB’s consortia arrangements (Association of Research Libraries with access to the Center for Research Libraries catalog; Greater Western Library Alliance; Online Computer Library Center, the world’s largest library cooperative; and subscription to WorldCat, the world’s largest library catalog).

Admission Requirements
Applicants for admission to the MA program in Latin American Studies will be reviewed by a graduate studies committee consisting of core faculty teaching in the program and headed by the program’s Associate Director. The basic requirement for admission into the program will be a BA or BS degree. Other admission requirements will conform to the requirements of the Graduate School and admission will be competitive within the pool of applicants each year.

Requirements for admission into the MA program will include:
- A written statement (1000-words) describing their preparation for the program and their professional goals,
- Undergraduate transcripts, Graduate Record Examination (GRE) scores and Test of English as a Foreign Language (TOEFL) scores (if applicable)
- Three letters of recommendation
- An academic writing sample.

The interdisciplinary nature of the degree encourages applicants from a wide variety of undergraduate programs and fields of study, and applicants will be required to demonstrate significant prior study or familiarity with Latin America, whether through academic study or personal and professional experience.
**Student Advisement**

The Associate Director of the Latin American Studies Program will serve as the Graduate Advisor of the program and will act as a temporary advisor to newly admitted students until they form a supervisory committee. Supervisory committees are formally appointed by the Dean of the Graduate School, however each student is responsible for initiating the selection of the committee and participates fully in the selection process. The supervisory committee will be comprised of three faculty members, representing the student's chosen disciplinary and regional fields; one of the committee members will serve as a thesis advisor and chair of the committee.

Each student, in consultation with the Graduate Advisor, should select their supervisory committee chair as early as possible in his or her course of study, but no later than the second semester of graduate study. In consultation with the supervisory committee chair, the student should select two additional faculty members to complete the committee. The Graduate Advisor will be responsible for recording and tracking the progress of students. Students will be required to attain the preliminary approval of their supervisory committee for their program of study by the beginning of their second semester. The supervisory committee must formally approve the plan of study by the end of the second semester.

**Justification for Graduation Standards and Number of Credits**

The MA in Latin American Studies requires a minimum of 30 credit hours, including 6 thesis credit hours. Students must also fulfill the following requirements to graduate:

1. Students must develop a primary disciplinary concentration and fulfill a regional breadth requirement.
   a. Typically students will satisfy the concentration requirement by taking a minimum of four classes (12 credits) in a specific discipline or an interdisciplinary area of study (e.g. Environmental Studies). At least one of these classes must be a core methods course or research seminar appropriate to their discipline.
   b. Students will be required to take classes or write a thesis that examines at least two of four broad regions in Latin America. The regions are defined as Mexico and Central America, South America (not Brazil), Brazil, and the Caribbean.
   c. Overall at least 15 credit hours (five courses) must come from the approved list of LAS content courses.

2. All students must demonstrate third-year proficiency in a major Latin American language (Spanish or Portuguese) and first-year proficiency in a second language spoken in Latin America. Language proficiency can be demonstrated by successful completion of relevant language courses with a grade of B or better as indicated by an undergraduate transcript, as part of the program of study for the MA, or by providing other evidence of proficiency that is certified by the Second Language Teaching and Research Center at the University of Utah. Language courses do not count toward the minimum of 30 credit hours required for the degree.

3. To qualify for the MA courses must be taken at the 6000-level or higher. 6000-level courses may include advanced undergraduate courses in which students complete appropriate additional assignments and readings for graduate credit.
4. Students must complete an MA thesis and have it approved by their supervisory committee.

In developing these requirements, we examined the requirements for existing MA degrees in the College of Humanities and MA degrees in Latin American Studies at other institutions. Our credit requirements are in line with other MA programs at the University of Utah. The overall credit and language requirements are similar to those of other major MA in Latin American Studies programs at other institutions, such as UCLA, Vanderbilt University, and the University of Arizona.

External Review and Accreditation
The MA program in Latin American Studies is not subject to external review and accreditation, except as required for the University of Utah’s Northwest Accreditation process. The MA in Latin American Studies will abide by the University of Utah Graduate School periodic review process that includes both campus and external reviewers.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students:
We anticipate admitting 2 students in the first year of the program, 5 in the second and third years, 7 in the fourth year, and 10 in the fifth year. Note: The following table lists faculty FTE as 0 (zero) for each year because the Latin American Studies Program is not responsible for paying the salaries of affiliated faculty, whose 1 FTEs are housed in their home departments.

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<th>Data Category</th>
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<th>Projected Year 2</th>
<th>Projected Year 3</th>
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<tr>
<td>Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: <strong><strong><strong>NA</strong></strong></strong>)</td>
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</table>
Expansion of Existing Program
The MA in Latin American Studies is a new program.

Section III: Need

Program Need
Deepening economic, cultural, and political linkages between the United States and Latin America are creating strong demand for individuals with advanced understanding and competency in Latin American languages and countries. The need for such specialized knowledge is now critical in sectors such as business, health care, social services, the military and international law enforcement, making programmatic development in Latin American Studies more pressing than ever.

The Latin American Studies Program is one of several area studies programs at the University of Utah that seek to contribute to the internationalization of the campus and ensure that the university continues to evolve into a truly global and globalized institution. The Latin American Studies Program seeks to be a hub for Latin American-related activities and scholarship on campus and has as of its strategic goals to become a Title VI National Resource Center (NRC) for Latin American Studies.

Toward this end, the Latin American Studies Program has been undergoing a major expansion and restructuring during the last five years centered around four new initiatives: the creation of a B.A. Degree in Latin American Studies (approved in 2009); the development and strengthening of instruction of indigenous languages of Latin America (Nahuatl and Quechua, begun in 2012); the creation of the MA degree program in Latin American Studies; and the creation of a new Latin American Studies Center, which will house the degree programs and enhance our ability to compete for external grants. The MA degree is a core part of our strategic plan. It will significantly enhance the profile of the Latin American Studies Program at the University of Utah and establish the University of Utah as a major regional and national center for education, research and outreach on Latin America. All major Latin American Studies programs in the country offer the MA degree. Additionally, the MA will make our program an important resource for business, government and community organizations that require expertise on Latin America or the Latin American diaspora by providing graduates with advanced language skills and specialized knowledge of Latin American countries. The MA in Latin American Studies may also serve as a resource for other professional programs in universities across the state, including programs in Nursing, Social Work, Business, and Education, in their efforts to graduate students with the skills to work abroad in Latin America and to serve Utah’s increasingly diverse population at home.

Labor Market Demand
Students graduating from University of Utah confront a job market that demands knowledge of foreign cultures and languages, a reflection of both globalization and significant demographic shifts at home. Mexico and Brazil are regional economic powerhouses with close economic and political relationships with the United States and Utah. Utah exports to South America have more than doubled since 2005 while exports to Mexico have increased by 350% during the same period. Brazil is a global economic powerhouse – it recently passed Italy and the United Kingdom to become the sixth largest economy in the world, and will likely soon surpass France to become the fifth largest (behind only the U.S., China, Japan and Germany). Mexico is the third largest trading partner of the United States (behind only Canada and China) that as a result of NAFTA (the North American Free Trade Agreement) has an economy that is closely integrated with our own. Other countries, such as Chile, Venezuela, Cuba, Colombia, Argentina and
Peru are also strategically and economically important to the United States. Therefore, knowledge of Portuguese and Spanish, and a nuanced understanding of Latin American society, politics and economics, is highly valued by employers across industries, in both public and private sectors.

There may also be strong demand for individuals with strong linguistic and cultural skills in the military and in international law enforcement. Utah is home to the 300th Military Intelligence Brigade, which is made up almost entirely of linguists who engage in counterintelligence, interrogation, translation and interpretation associated with armed conflicts and U.S. efforts to battle the drug trade. The Utah Data Center, being built by the National Security Administration (NSA) at Camp Williams in Bluffdale, Utah, will also generate jobs for Latin American linguists and area specialists. Nationally, U.S. efforts to combat drug cartels in Latin America has created strong demand for law enforcement officers who speak Latin American languages and who can operate in the region.

In addition to these international factors, immigration from Latin America to the United States creates a need for expertise in Latin American culture and language among professionals. The number of immigrants from Latin America living in Utah has increased by more than 200% during the past two decades, one of the fastest growth rates in the country. In some cities in the state (Salt Lake City, Midvale, West Valley City) immigrants from Latin America make up more than 20% of the population, and in some smaller towns (Wendover, Moroni), the percentage is even higher. This demographic shift now requires that social workers, school teachers, nurses, lawyers, and doctors have much greater linguistic and cultural competency to adequately serve this population. Indeed, professionals fluent in Spanish who understand the particular cultural needs of Utah’s (and the country’s) Latin American population are in great demand and have excellent career prospects. However, professional programs at the University of Utah, and across the state, do not have the resources or the curricular flexibility to provide this language and cultural training.

There is no indication that this need for graduates with specialized knowledge of Latin America will decrease in the near future. While net immigration has flattened in recent years, those immigrants residing in Utah and the U.S. have settled permanently and are having children who are U.S. citizens, ensuring that the number of Latin Americans in the U.S. and Utah will continue to increase and continue to place great demands on service providers and businesses targeting the Latino population.

This regional and national market demand (in business and other professions) for graduates with advanced language skills and specialized knowledge of Latin America is unmet in Utah or in surrounding states. No other university or college in Utah offers an MA in Latin American Studies, and upon approval, this will be the only MA in Latin American Studies in the entire Intermountain region.

**Student Demand**

Student demand for an MA program in Latin American students will come from within the University of Utah, from graduates of other Utah universities, and from out-of-state students. As an interdisciplinary program, the MA program will attract and accept students from all academic disciplines who seek to deepen their knowledge of Latin America and acquire skills relevant for a globalized marketplace. In the last few years, there has been an increase in the number of students formally studying Latin American Studies as undergraduates. Since its inception in 2002, the Latin American Studies minor has graduated 127 students. Currently there are 14 Latin American Studies minors. The Latin American Studies major has graduated 8 students and enrolled another 26 declared majors since its creation in fall 2009. Additionally, the International Studies (IS) major, the fastest growing interdisciplinary major on campus, has
experienced an increase in the number of students that concentrate in Latin America. Currently nearly 20% of IS majors focus on Latin America, up from 15% three years ago. With these two degree programs, we have roughly 100 undergraduate students pursuing a formal course of study about Latin America. Additionally, approximately 2,800 students have enrolled each year in Spanish and Portuguese courses. Interest and enrollment growth in such programs is also strong at other universities in the state and across the country, and gives a good indication that student demand for a graduate degree in Latin American Studies will also be strong.

Heritage students, that is, students whose family immigrated to the United States from Latin America, are another rapidly growing source of potential demand for this program. At 13% of the population, Latinos constitute the largest minority group in Utah, having increased by 56% during the last decade, a rate that is more than twice as fast as the state’s overall growth (www.census.gov). Latinos make up 15% of Utah’s K-12 population (http://www.schools.utah.gov/data/Fingertip-Facts.aspx), and they represent a growing percentage of USHE future enrollment growth since the vast majority (88%) of Latino students at state universities are Utah residents (http://www.diversity.utah.edu/data/undergraduate.php#latinao). Most of these students come from immigrant families and have advanced linguistic and cultural competency and close ties to Latin America. These students possess strong motivations to pursue courses and experiences with Latin American content as they explore their heritage and leverage their competencies towards successful academic and professional careers.

Similar to heritage students, return missionaries from Spanish and Portuguese-speaking countries make up a natural constituency for the MA in Latin American Studies. The number of LDS missions in Latin America far surpasses that of any other region of the world and Brazil has more LDS missions than any country outside of the US. Consequently many returned missionaries with advanced language competency seek formal coursework and degree programs related to this formative experience, creating significant demand for Spanish, Portuguese, and Latin American content courses.

Students interested in professional careers are another core constituency for the MA. We have spoken with advisors and faculty from several professional programs at the University of Utah, including Nursing, Social Work and Education, who confirmed that there is great labor market demand for students with specialized language and cultural skills, and that students increasingly request and seek out opportunities to learn professional Spanish and acquire a deeper understanding of Latin American cultures and populations. The MA in Latin American Studies would meet demand for advanced specialized training by students interested in a professional career (e.g. social work, health care, law, education, etc.) either as a precursor to their professional studies or carried out concurrently.

**Similar Programs**
There are no other MA degree programs in Latin American Studies within the USHE, or in any college or university in the Intermountain region. Geographically, the nearest university to offer an MA in Latin American Studies is the University of Arizona, in Tucson.

**Collaboration with and Impact on Other USHE Institutions**
The Master’s degree in Latin American Studies at the University of Utah will complement and strengthen the existing Latin American Studies Programs in the state, including those at Weber State University, Utah State University, and Brigham Young University, by offering the opportunity for advanced area studies education for their graduates within the state. The Latin American Studies Program at the University of Utah already cooperates with these institutions by sharing visiting speakers, organizing conferences,
including the 2012 annual meeting of the Rocky Mountain Council for Latin American Studies in Park City, and, with BYU, applying as a consortium for Department of Education National Resource Status in 2014. We expect that the new MA program will expand and deepen these ties by encouraging and sometimes requiring students to consult with relevant faculty at other institutions, encouraging students to consult and use their library resources, and by serving as a resource for students at those institutions interested in Latin America. Faculty strengths at these other institutions complement our own and the library at BYU is a major regional resource for Latin American-language books and other materials.

Developing and strengthening of instruction in Latin American indigenous languages (spoken by more than 20 million people) is one of the areas in which our collaboration with other institutions has developed in ways that will benefit all universities in Utah. We are collaborating with BYU to offer courses in beginning Nahuatl (the language of the Aztecs in Mexico, still spoken by more than 1 million people) and Quechua (spoken in Peru, Ecuador, Colombia and Bolivia by more than 10 million people) beginning in 2012 and 2013, respectively. Together with the new Second Language Teaching and Research Center (L2TReC) at the University of Utah, we will offer the classes both onsite and offsite using distance-learning and online teaching technologies. Though initially most of the enrollment will come from BYU and UU, our long-term goal is to open enrollment to and recruit students from UVU, USU, SUU, WSU, and other institutions across the state.

Benefits
Offering an MA degree in Latin American Studies will provide students and professionals with the options for graduate study that are not currently available in Utah or in the intermountain west. This will open up career opportunities and opportunities for career development for individuals interested in a wide array of fields, including education, health care, nonprofits, academia, business and government. The degree program will facilitate advanced research and teaching on Latin America by giving faculty the opportunity to teach more advanced students, develop more Latin American related curriculum, and guide student research in their areas of expertise. The MA will also enable the University of Utah to better harness and expand its recognized strength in research, education and outreach related to Latin America, thus raising the regional, national and international profile of the University of Utah in particular, and USHE in general. Finally, as graduates of the program enter jobs in business, government, education and numerous other fields in the region, their Latin American expertise will enhance Utah’s international reputation and economic ties with the region.

Consistency with Institutional Mission
The MA degree program in Latin American Studies will contribute to the University’s mission “to serve the people of Utah and the world through the discovery, creation and application of knowledge, through the dissemination of knowledge by teaching [and] publication.” It will enhance the University’s national and international profile as a major teaching and research university “with national and global reach [that] cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced.”

As part of its role as a teaching institution, the University of Utah offers graduate programs in a variety of disciplines that provide challenging instruction for all its students, from both Utah and other states and nations. As an interdisciplinary program, the MA fits with the university’s mission to encourage “interdisciplinary work and the integration of instruction and research opportunities.” In its role as a contributor to public life and to the economic growth of the state, this program will facilitate the “application of research findings to the health and well-being of Utah’s citizens through programs and services” that are
relevant to the community. For example, graduating students with expertise in the languages, culture, society and economy of Latin American countries will provide local schools, health care facilities, businesses, and non-profit organizations with workers uniquely qualified to face the challenges and opportunities that immigration and globalization create for the state. Thus, this program will contribute to the University’s mission to enhance our students’ ability to “contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.”

Section IV: Program and Student Assessment

Program Assessment
This program is not subject to a specific agency accreditation. As a graduate program at the University of Utah, the program will be subject to periodic review from the Graduate Council. In addition the, Director and Associate Directors of the Latin American Studies Program will conduct informal reviews at the conclusion of each of the first five academic years that the MA degree is in place.

Expected Standards of Performance
Because of the wide diversity of specific disciplinary and regional concentrations that are available to students in the program, it is not feasible to establish a single core course required of all students. Specific course requirements for the MA degree are established on an individual basis for each student by his or her supervisory committee. However, graduates of the program are expected to: acquire advanced and specialized knowledge of the history, politics, and cultures of Latin America; demonstrate advanced language competency in Latin American languages; develop research and methodological skills within a core discipline. These skills will prepare graduates of the program for additional graduate work and for careers in government, public policy, non-profit organizations, journalism, education, and the private sector.

Students will acquire these skills by meeting core graduation requirements.

1) Student must take a total of 30 credit hours, including 6 thesis credit hours. Students must maintain a 3.0 grade point average throughout the program and receive a grade of B- or higher in all courses that are counted toward the degree.
2) Students must develop a primary field or disciplinary concentration. Typically students will satisfy this concentration by taking a minimum of four classes (12 credits) in a specific discipline or an interdisciplinary area of study (e.g. Environmental Studies). At least one of these classes must be a core methods course or research seminar appropriate to the discipline.
3) Students must fulfill a regional breadth requirement by taking classes or writing a thesis that examines at least two of four broad regions in Latin America. The regions are defined as Mexico and Central America, South America (not Brazil), Brazil, and the Caribbean. Overall at least 15 credit hours (five courses) must come from the approved list of Latin American Studies content courses.
4) Students will be required to complete a master’s thesis. The thesis should be a substantial piece of original research that must be approved by the student’s supervisory committee.
5) All students must demonstrate third-year proficiency in a major Latin American language (Spanish or Portuguese) and first-year proficiency in a second language spoken in Latin America. Language proficiency can be demonstrated by successful completion of relevant language courses with a grade of B or better as indicated by an undergraduate transcript, as part of the program of study for the MA, or by providing other evidence of proficiency that is certified by assessment by the Second Language Teaching and Research Center.
6) The feasibility and rigor of each student's program of study will be monitored in the required meetings with the Graduate Advisor and with their supervisory committee. The Graduate Advisor and the chair of each students' supervisory committee will also ensure that students' program of study has sufficient disciplinary depth and specialization, ensure that the quality of students' MA theses are high, and ensure that the language requirement has been met.

7) Depending on the number of courses taken each semester, students are expected to complete their degrees in four semesters, with the exception of the language requirement. In accordance with the Graduate School's regulations, all work for the master's degree must be completed within four consecutive calendar years.

Section V: Finance

Budget
The new Master's program will not require new funding. The MA degree program relies on courses and faculty already present in academic departments and programs. Current faculty members affiliated with the Latin American Studies Program will continue to teach their normal course loads within their home departments. The Latin American Studies Program already has office and activity space in the Carol Tanner Irish Humanities Building so no new equipment or space is needed. Advising for this program will require no new resources.

Funding Sources
Funding for program staff and activities will come from the College of Humanities.

Reallocation
No new reallocation is required to support the proposed program.

Impact on Existing Budgets
No impact on existing budgets is anticipated for this program. Any new SCH generated from students in the program shall follow the instructors of the courses. Therefore, the departments involved in the programs will benefit from any increased enrollment.

Section VI: Program Curriculum

All Program Courses

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<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
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Latin American Studies Elective Courses

ANTH 6153 - Black Atlantic: Anthropology of the African Diaspora (3 credits): Anthropological perspective on people of African descent in the United States, Caribbean, Latin America, and South Africa. Begin by looking at the three sides of Atlantic slavery: Western Europe, West and Southern Africa, and slave societies of the New World and South Africa. Examine "maroon" societies founded by fugitive slaves, the threat of slave revolution in the age of American revolutions, and politics of racial categorization and stratification in the aftermath of slavery. Finally, we take a comparative approach to language, the family, sexuality, conflict and class, religion, arts and ideologies among these cultures.

ANTH 6154 - Brazilian Culture (3 credits): An introduction to the culture of Brazil. Consideration of Brazil as a multicultural society, comparing it to other major settler societies of the New World, including the U.S. and the rest of Latin America. We will consider Indian societies before and after contact, and we will compare slavery in the U.S. and Brazil. Why have race relations and definitions of race have developed differently in the two countries? We will look at authority, class, and violence. We will examine the culture of religion, sexuality, Carnival, music, and the media.

ANTH 6342 - History of Archeology (3 credits): An overview of the history of archeology, with emphasis on recent developments in the North American, British, and Latin American literature.

ARCH 6203 - Pre-Columbian Architecture (3 credits): Survey of the arts, emphasizing architecture, of major North and South American Pre-Columbian civilizations.

ARTH 6510 - Advanced Latin American Art and Visual Culture (3 credits): Advanced Latin American art and visual culture.

ARTH 6880 - Seminar: Latin American Art (3 credits): Seminar in Latin American art and visual culture.

ECON 6460 - Latin American Economic History and Development (3 credits): Historic and contemporary economic problems in Latin America from the "conquest" to the present; dependency, independence and integration into world economy. Emphasis on new forms of dependency in the macro economy and on contemporary domestic social problems.

ECON 6461 - Topics in Latin American Economic History and Development (3 credits): This course builds on the broad background on Latin American economics established in ECON 5460, selecting a particular topic on Latin American economics to investigate in depth. Topics will vary from year to year. Examples of topics that will be offered include The Brazilian Economy, Latin American Financial Issues, Free Trade Agreements, and Alternative to Neoliberalism (Venezuela and Cuba).

HIST 6270 – Empire and Exploration 1400-1750 (3 credits): This course will use travel to explore some of the central themes running through recent scholarship on early modern European history. These themes include those of spirituality and the missionary experience, economic expansion, changing intellectual traditions and cultural interaction and exchange.

HIST 6290 - Americas After Columbus (3 credits): Examines patterns of cross-cultural influence among Native Americans, Europeans, and Africans in a variety of colonial settings throughout the early Americas.

HIST 6590 – Gender and Power in Latin America (3 credits): This course explores gender, power, and the creation of identities in Latin America. Students will develop an understanding of the relevant historiography; the cultural context within which academic knowledge is produced regarding Latin America.
and gender studies; how to read primary sources utilizing the insights of feminist research; and, central issues in Latin American historical studies.

HIST 6880 – Special Studies in Latin American History (3 credits): A graduate-level readings course in Latin American history. Topics and requirements to be arranged with instructor.

HIST 7750 – Colloquium in Latin American History (3 credits): A graduate-level readings course in Latin American history. Offered on various topics.

HIST 7880 - Seminar in Latin American History (3 credits): A graduate-level research seminar in Latin American history. Offered on various topics.

LING 6043 - Endangered Languages and Language Revitalization (3 credits): Meets with LING 5043. Issues surrounding the accelerating pace of language endangerment and extinction around the world, including root causes of and responses to language shift, and an introduction to the techniques used to reverse language shift. Special emphasis is given to language revitalization and maintenance in tribal or traditional societies. Graduate students are expected to do additional work and to perform at a graduate level.

LING 6044 - Language Revitalization in Practice (3 credits): Focus on pedagogical training specifically for language revitalization programs. Course covers an overview of important concepts in second language acquisition and pedagogy, sequencing instruction (including the place of literacy), and designing curriculum and materials. Also addressed are issues in developing language revitalization programs, models for implementation, and strategies for educating native speakers to become language teachers. Graduate students are expected to do additional work and to perform at a graduate level.

LING 6241 - Topics in Spanish Linguistics (3 credits): No prior knowledge of Spanish is required. Information on current topics available in Linguistics Office.

POLS 6410 - New Democracies (3 credits): Graduate students should register for POL S 6410 and will be held to higher standards and/or additional work. A cross-regional comparison of the problems and results of new democracies in industrializing societies.

POLS 6490 - International Relations of Latin America (3 credits): Relationship between traditional forms of contact between U. S. and Latin America. Recent forms of nationalism in Latin America, their effects on resulting economic development, and economic integration.

POLS 6720 - The Politics of North-South Economic Relations (3 credits): Examines ways in which international economic processes are affected by the politics of developing countries. Focuses on political-economic interactions between developed and developing countries and their participation in international regimes.

POLS 6740 - Political Change (3 credits): This seminar offers a comprehensive introduction to the field of comparative political development. We will critically review the major theoretical approaches to the study of political development and focus on some of the substantive questions that have animated research in the field. These include democratization and regime change, political participation, politics of economic policy and economic growth, nationalism and ethnic conflict, and the influence of international factors on domestic politics.

SPAN 6710 Colonial Literature (3 credits): Traces the evolution of literary production in Latin America, beginning with pre-Columbian texts through the colonial period until 1800. Focus is on the evolution of literary periods. Repeatable for credit when topic varies.
SPAN 6750 Spanish American Poetry (3 credits): An in-depth study on the poetic expressions of major authors of the 20th century. Focus may vary between poets of the first and second half of the century. Repeatable for credit when topic varies.

SPAN 6760 Spanish American Short Story (3 credits): Major writers and movements of Spanish America. May be devoted to a single author, country, or genre.

SPAN 6770 Spanish American Theatre (3 credits): Different playwrights or national trends treated in successive offerings.

SPAN 6780 Spanish American Novel I (3 credits): Spanish American novel to 1950. Authors representing varied styles, movements, and countries.


SPAN 6790 Hispanic Film and Literature (3 credits): Combines films with literary texts, and the study of criticism and theory related to both.

**Selected Disciplinary Electives**

CMP 6200 – Urbanization (3 credits): Human intentions regarding city building. Explorations of the intersection between urban demographic trajectories, economic globalization, and large-scale environmental change. Implications for the culture and practice of urban governance and city building.

COMM 6610 - IT & Global Conflict (3 credits): Meets with COMM 6610. This course will examine the impact new information and communication technologies (GPS, Internet, blogging, videogames, and more) are having on various forms of global conflict. This includes state-level warfare, terrorism, peaceful resistance and protest, the emergence of new forms of conflict such as "cyberterror" and "softwar," as well as impact on international relations in the Information Age.

COMM 6615 - Globalization and Media (3 credits): This course draws on economics, communication, political science, law, cultural studies, philosophy, sociology, and science and technology studies to analyze national media systems and global communication networks. It examines such issues as: What is the best way to structure a media and communications system? Who should have access to it? How will it be funded? Who decided its content? What values, including identity and culture, are expressed by its structure? How does media interact with democracy and political power?

COMM 6620 - International Communication (3 credits): Examines the forces--physical, social, political, psychological, economic--that influence the movement of news, entertainment, and advertising worldwide. Includes such considerations as censorship, propaganda, media diplomacy, media imperialism, foreign correspondence, the use of the Internet, cables, and communication satellites.

ECON 6530 - Principles of Economic Development (3 credits): Problems of poor countries, theories of economic development, development policies, and economic relations between rich and poor countries.

ECON 6560 - Gender and Economic Development in the Third World (3 credits): The impact of economic development on the gender division of labor and gender-based control over resources in the Third World. Case studies of rural transformation and agricultural development, rural-urban migration, urbanization and industrialization, economic crisis and population growth. Examines policies and political struggles aimed at overthrowing gender bias in development processes.
ECS 6635 - Perspectives in Comparative Education (3 credits): Examines learning and teaching in formal and informal cultural settings outside the United States. Cross-cultural ethnographic studies will be analyzed from the perspectives of anthropology, sociology and cultural studies. Topic varies. Repeatable for credit.

FILM 6250 - Cinema of the Developing World (3 credits): Examines specific periods in the film history of World Cinema from a cultural and/or historical perspective.

FILM 6260 - International Film and Culture (3 credits): Examines the cinema of a specific country or region outside of the United States.

GEOG 6510 – Urban Geography: Cities, Regions, and Globalization (3 credits): This course focuses on the understanding of the process of globalization and its impact on cities and regions. It covers the concept and process of globalization, the emergence of global cities and regions, the impact of globalization on urban development, urban spatial cities and regions, the impacts of globalization on urban development, urban spatial restructuring, urban governance, and urban strategies and policies in the global era.

LING 6812 - Content-Based Language Teaching (3 credits): An introduction to principles governing content-based instructions well as a review of the educational and second language research base that supports teaching second and foreign languages through content. Also included are alternative assessment and assessment of content, principles of educational linguistics, and teaching strategies and protocols for ESL, FL and U.S. public school content area specialist with ELLs in their classes.

NURS 6561 - International Health Care (3 credits): Introduction to practice of health care in the international arena. Health problems, health care systems, economics, politics, and culture for selected countries discussed. Focus on developing effective models of intervention for health professionals working as guests in economically less developed countries.

PHIL 6710 - International Human Rights (3 credits): Theories about the nature and basis of international human rights; moral and legal approaches to human rights; defenses and criticisms of the idea that rights are universal; multiculturalism and human rights; global justice and human rights.

POLS 6400 - Proseminar: Comparative Politics (3 credits): Critical review of comparative politics literature. Methodology and substantive results.

POLS 6405 - Comparative Public Policy (3 credits): A cross-national comparison of public policy processes and outcomes. Examines why national governments respond differently to what are in essence similar policy problems and why some countries are tackling certain policy problems more successfully than others. Addresses how changes in social and economic structures and a global economy have affected patterns of policy-making. Critical review of the literature on comparative public policy in regard to a particular policy issue.

SOC 6436 - Global Social Structure (3 credits): Structure of the global system historically and in modern times. Relationships between world structure and national institutions and processes.

SOC 6657 - World Population Policies and Problems (3 credits): This course provides a broad overview of global demography as a discipline within the social sciences and then focuses on selected contemporary population policies and problems that exist within and among various countries. Example of population problems that may be examined include the global HIV/AIDS epidemic, population and the environment, and policy responses to low fertility. The course is both globally and comparatively oriented and will give students the opportunity to become versed in population processes and problems that are being discussed on a global scale.
SOC 6674 - Global Health (3 credits): This course provides an overview of key concepts and principles of global health. Although the content of this course covers all continents, the main focus of the geographical area is Asia. The factors that account for global health issues are explored by an interdisciplinary approach. Throughout the course, the student is expected to focus on why the inequality of health and well-being exists in the globe, how the health and well-being of people in other countries impacts the lives of people elsewhere, and how to make a difference in shaping the world in the future.

SOC 7060 - Seminar in Comparative International Sociology (3 credits): This course examines social change in an increasingly interdependent world: theories of large scale social change; methods of macro-comparative analysis; globalization; comparisons of low-income and high-income countries. Examples of issues covered include: socioeconomic development, state formation, race/class/gender and "development", social and political conflict, social inequality, global relations/networks.

**Discipline Specific Methods or Research Design Courses**

ANTH 6161 - Anthropological Theory I (3 credits): First of two seminars on the history of anthropology. Beginning with Darwin and the social evolutionists of the nineteenth century, this part traces the development of the Boasian tradition in American anthropology and concludes with the rise of neo-evolutionism and cultural ecology in the mid-twentieth century.

ANTH 6162 - Anthropological Theory II (3 credits): Second of two seminars on the history of anthropology. Focusing on the British and French traditions, this part explores the development of functionalist, structuralist, Marxist, and postmodernist schools of thought and assesses their impact on American anthropology.

ANTH 6170 - Seminar in Ethnography (3 credits): Studies major contributions to Ethnography, the "classics" of anthropological field-research to ascertain why they are esteemed. Far-ranging discussion, examines changing methods of data collection, varied theoretical foci and the interplay of area-studies concerns, helping students arrive at their own conclusions about what makes for "good" ethnography. Student annotation will be shared and collected as resource for all the participants.

ARTH 6800 - Critical Theory and Methodology of Art History (3 credits): Exploration of the history and methods of the art history discipline through reading and discussion. Students write individual papers in several states and drafts for evaluation by the group in terms of the application of method and critical response to current issues.

ARTH 6810 - Visual Intersections: Critical Approaches to Art and Visual Culture (3 credits): An interdisciplinary seminar in visual culture open to graduate students across the university that will introduce and explore some of the diverse scholarly approaches to the production, use, interpretation and experience of images and visual representations. Through key theoretical texts and a series of historical and contemporary case studies, the course addresses a broad range of visual representations including different media and genre of the fine arts, performance, advertising and design, film, television, video and digital media.

CMP 6031 - Race, Ethnicity & Community Development (3 credits): The history and politics of community building with an emphasis on race, ethnicity, citizen engagement and participatory planning. Students will also learn first hand how to do community-based research with a particular focus on methods to promote public participation and engage under-represented communities in decision making.
CMP 6100 - Urban Theory & Form (3 credits): Introductory survey course about theories of urbanism, urban formation, spatial structure, comparative urbanism, the dynamics of urban areas, contemporary urban challenges, economic restructuring and globalism, and strategic responses for evolving human settlements. The course also covers the history of urban form and city-making from a design and planning standpoint.

CMP 6442 - Urban Design Theory (3 credits): Seminar in philosophy, theories, and processes of urban design & city making. Comparative urban design theory, including: descriptive, prescriptive, proscriptive, normative, and critical theories. Historical evolution of urban design theory; traditional practice and innovation; design decision-making and strategizing.

ECON 6610 - Microeconomics for Master’s Students (3 credits): Theoretical demand and supply issues with emphasis on application. Topics include intertemporal choic, uncertainty and insurance, risky assets, consumer surplus, household production theory, firm cost, production theory and duality, oligopoly firm theory, and general equilibrium and welfare economics.

ECON 6620 - Macroeconomics for Master’s Students (3 credits): Aggregate demand determination of income and employment, government stabilization policy, interest rates and monetary policy, demand-pull and cost-push inflation, stagflation, cyclical fluctuations, recession, political constraints on fiscal and monetary policy, macro growth, and income distribution. Analytical models and policy implications.

ECON 6630 - Applied Econometrics (3 credits): Application of multiple regression analysis to financial models, costs and production models, hedonic price models, labor demand, investment demand, and similar micro- and macro-economic models. The applications involve the use of data sources and computer software packages.

ECS 6625 - Critical Race Theories: A Focus on FemCrit and LatCrit (3 credits): This course is designed to help students enhance their understanding of Critical Race Theory, Critical Race Feminism, and Latina/o Critical Race Theory, all emerging in the field of education.

EDU 6411 - Instruction and Management in a Diverse Society (3 credits): Course examines dimensions of instruction and classroom management for all learners with specific emphasis on pedagogy and classroom culture. This course deepens understanding of traditional concepts of instruction and management to include sheltered content area instruction coupled with issues unique to urban, English Language Learners.

EDU 6500 - Issues and Practice for Language Learners (3 credits): This class is designed to develop hands-on practical approaches to make content accessible and relevant to culturally, racially and linguistically diverse students, particularly English Learners (ELs). You will be expected to analyze current research on language acquisition, culturally relevant pedagogy, and the impact of deficit thinking on the success of students outside the norm. Throughout the course you will develop the reasoning for and use of specific instructional strategies to ensure the academic success of marginalized students. As the SIOP Model for a framework, you will demonstrate how those theories and strategies are applied to the classroom to bring high comparable outcomes and meaningful experiences for students in your current and future practice.

EDU 6800 - Teaching: Theory and Practice (3 credits): This course is designed to provide students with core understandings derived from research on teaching. This course develops in-depth understanding of the research on teaching, as well as helping students develop skills in analyzing research.

FCS 6100 - Graduate Research Methods (3 credits): In-depth examination of research design. Students learn how to plan and propose experimental, quasi-experimental, and passive-observational research, using survey, observational, and qualitative approaches to data-gathering.
FCS 6120 - Demographic Methods (3 credits): Covers in-depth the methodology of demography and population studies including life tables, increment/decrement processes, methods for estimating fertility, stable and non-stable population models, modeling vital events, survival models.

FCS 6560 - Survey Research Methods (3 credits): This course provides students with skills necessary for understanding the survey research process used across the behavioral science disciplines with an emphasis on public policy issues. The goal is to familiarize students with survey design and analysis. Approaches include item construction, sampling, reliability, validity, and data analysis and interpretation.

FILM 6350 - Film Theory (3 credits): This course explores rapid changes of film and moving images in global visual culture. Situated in cultural theories and media studies, this course examines contemporary issues of media convergence, representation, globalization, visual simulations, identity and subjectivity, and gender and sexuality.

GEOG 6000 - Spatial Statistics (3 credits): Mechanics, rationale, and use of advanced multivariate dependence and classification techniques in geographic research; with special attention addressed to problems in the use of these techniques with geographical data.

GEOG 6140 - Methods in Geographic Information Systems (4 credits): This course explores the practice of using a geographic information system (GIS) to support geographic inquiry and decision making. Students will strengthen their technical knowledge of the common tasks that a geographic analyst faces in applying a GIS to a variety of spatial problems. The lab sections offer an opportunity to gain hands-on experience using a leading commercial GIS to complete a series of real-world projects.

HIST 7800 - Historical Methods (3 credits): Required graduate seminar that introduces theories and methodologies influential in the writing of history.

LANG 6430 - Qualitative and Quantitative Issues in L2 Research Design (3 credits): An introduction to the aims and procedures of quantitative research, including research designs, and basic descriptive and inferential statistics.

LANG 6450 - Topics in L2 Pedagogy (1-3 credits): Meets with LING 7819. Introduces teaching assistants to basic classroom procedures for beginning L2 teaching at the secondary and adult levels; adaptation of the basic procedures to materials that the T.A.’s are currently using in their classes. Information on current topics available in Linguistics Office.

LING 6025 - L2 Acquisition Theory I (3 credits): Meets with LING 7025. Covers issues central to any comprehensive understanding of second language acquisition (SLA); an overview of SLA research, descriptions of learner language, exploration of external and internal factors, cognitive accounts, individual differences, and instructed SLA. Proposed models of SLA are compared with respect to these central issues. Analysis of interlanguage data sets.

LING 6077 - Studies in Discourse Analysis (3 credits): An examination of ways of linking linguistic analysis and social theory, particularly within the framework of the emerging school of critical discourse analysis. Particular attention given to media discourse. Major topics include presupposition, implication, textual "silences," context, staging, framing, intertextuality, metaphor, and cultural models and myths.

POLS 6001 - Quantitative Analysis in Political Science (3 credits): Application of statistical techniques for the analysis of political data including inferential statistics, contingency tables, and regression analysis.

POLS 6002 - Advanced Quantitative Analysis (3 credits): Use of advanced quantitative techniques in Political Science.
POLS 6290 - Applied Quantitative Methods in Public Policy (3 credits): Course involves the analysis of quantitative data, the application of statistics for understanding and conducting public policy research and the use of statistical software. Specific topics include descriptive statistics for discrete and continuous variables, probability theory, hypothesis testing, bivariate associations, ordinary least squares regression and logistic regression. Emphasis is on interpretation of findings.

POLS 7004 - Research Design (3 credits): Focuses on methodological issues associated with the design of research projects. Covers a range of approaches to research purposes, question selection, and generation and analysis of evidence. Students complete a research proposal. Required of all PhD students.

PSY 6556 - Analysis of Temporal Data (3-4 credits): Selected methods in the analysis of temporally-ordered data, including the analysis of change scores, time-series analysis, trend analysis, and real time versus developmental time analysis. Computer intensive.

PUBPL 6900 - Public Policy Research (3 credits): Interpretation and synthesis of published research materials for the purpose of guiding public policy. Emphasis placed on critiquing the research designs and statistical approaches used in light of the public policy questions being addressed. Examples drawn from a range of policy areas.

SOC 6120 Statistics I (3 credits): Technique of multiple regression; its application, models, extension, and interpretation.

SOC 6110 - Methods of Social Research (3 credits): The logic of social research; methods of data collection; ethics in social research; problem formation, conceptualization, operationalization, reliability and validity, research design, and preparation or research proposals.

SOC 6115 - Sociological Analysis (3 credits): An intensive examination of a wide range of sociological studies, designed to acquaint students with how sociologists, using a variety of methods and data sources, handle important theoretical issues. Particular attention is given to the logical coherence of each study and the fit between data and interpretation.

SOC 7071 - Population Techniques (3 credits): This course is one of two core courses in the Population & Health concentration of Sociology PhD program. The primary objective of the course is to introduce students to the ways in which social scientists measure, investigate, and interpret demographic change, composition, and processes such as fertility, mortality and migration. It will also focus on finding and applying demographic data and methods related to topics that lie at the intersection of demography and sociology such as marriage and morbidity. The course involves calculation, interpretation, and application of statistics and models frequently used in population studies and therefore requires a basic understanding of math and algebra. By the end of the course, students will be able to calculate and interpret standard demographic indices such as life expectancy and total fertility rates.

SOC 7072 - Population Principles (3 credits): This is one of two courses in the Population & Health concentration of the Sociology PhD program. The main aim of the course is to acquaint students with population studies through a comprehensive examination of the concepts, theories, debates and challenges that are of concern to the field. The course will place significant emphasis on gaining an understanding of processes that lead to the population change, such as fertility, mortality and migration. It will also concentrate on theories and debates that lie at the intersection of demography and sociology, such as family dynamics, aging and morbidity, AIDS and other infectious diseases, urbanization, development, and population policy. By the end of the course, students will have a firm understanding of the principles of population studies as a sub-discipline within social science and its links to sociology.
SOC 7130 - Statistics II (3 credits): Techniques of data analysis, and when and how to apply techniques. Interpreting results in nonstatistical terms and applying computer packages such as SPSS. Techniques for data reduction, classification, and causal analysis (i.e., LISREL). Assumptions of the model and consequences when assumptions are violated.

New Courses to Be Added in the Next Five Years
We do not plan to add any new courses to the MA program. However, any new courses created by academic departments and programs in the University of Utah that contain at least 30% Latin American content will be added to the approved list of courses for the MA degree.

Program Schedule
Sample Curriculum and Timeline for a student developing a concentration in Political Science with 3rd year language proficiency in Spanish upon admission to the program.

First Year Fall Semester (6 credits toward MA)
- POLS 6400 – Proseminar in Comparative Politics
- HIST 6290 – Americas After Columbus
- LANG 2900 – Beginning Nahuatl I

First Year Spring Semester (6 credits toward MA)
- POLS 6410 – New Democracies
- SPAN 6900 – Special Topics: Indigenous Writing and Culture
- LANG 2900 – Beginning Nahuatl II

Second Year Fall Semester (9 credits)
- POLS 7004 – Research Design
- POLS 6290 – Applied Quantitative Methods in Public Policy
- ARTH 6510 – Advanced Latin American Art

Second Year Spring Semester (9 credits)
- HIST 6590 – Gender and Power in Latin America
- LAS 6970 – Thesis Research (6 credits)

Section VII: Faculty

Lourdes Alberto, Assistant Professor of English, Ph.D. Rice University 2008.
Leticia Alvarez, Assistant Professor, Education, Culture and Society, MA Harvard University, Ph.D. University of Wisconsin-Madison.
Sheri Anderson, Assistant Professor Lecturer of Spanish, Department of Languages and Literature, Ph.D. Georgetown University 2011.
Scott Benson, Assistant Professor Department of Family and Preventive Medicine and Public Health, Ph.D. Utah State University (Also MD and MPH).

Jason Burrow-Sanchez, Clinical Associate Professor, Psychology Department, Associate Professor of Educational Psychology, Ph.D. University of Oregon, 2003.

Hugh Cagle, Assistant Professor of History, Ph.D. Rutgers University 2011.

Rubynara Carvalho, Associate Instructor of Portuguese, MA in Portuguese with emphasis in Foreign Language Pedagogy, BYU 2006.

Miguel Chuaqui, Associate Professor of Music, Ph.D. University of California, Berkeley 1994.

Juan Carlos Claudio, Assistant Professor Lecturer, Department of Modern Dance, MFA University of Utah 2009.

Susanna Cohen, Assistant Professor (Clinical), College of Nursing and Interim Director, Nurse-Midwifery and Women’s Health Nurse Practitioner Program, MSN, CNM University of California, San Francisco.

Phyllis Coley, Full Professor of Biology, Ph.D. University of Chicago 1981.

Jennifer Coombs, Assistant Professor, Department of Family and Preventive Medicine, Physicians Assistant Program, Ph.D. University of Utah 2010.

Isabel Dulfano, Associate Professor of Languages and Literature, Ph.D. Yale University 1993.

Jane Dyer, Assistant Professor of Nursing, Ph.D. University of Utah 2008 (also MS, CNM, FNP and MBA).

Angela Espinosa, Assistant Professor of Spanish, Ph.D. University of California, Irvine 2009.

Donald Feener, Full Professor of Biology, Ph.D. University of Texas, Austin 1978.

Karen Fladmoe-Lindquist, Associate Professor of Management, David Eccles School of Business, Ph.D. University of Minnesota 1991.

Elena García-Martín, Assistant Professor of Spanish, Ph.D. University of Texas, Austin 2004.

Sarita Gaytán, Assistant Professor of Sociology, Ph.D. University of California, Santa Cruz 2008.

Christina Gringeri, Full Professor of Social Work, Ph.D. University of Wisconsin, Madison 1990.

Gema Guevara, Associate Professor of Spanish, Ph.D. University of California, San Diego 2000.

Samuel Handlin, Assistant Professor of Political Science, Ph.D. University of California, Berkeley 2011.

Claudio Holzner, Associate Professor of Political Science and Associate Director of Latin American Studies, Ph.D. University of Michigan 2002.

Rebecca Horn, Associate Professor of History and Director of Latin American Studies, Ph.D. University of California, Los Angeles 1989.

Rosemarie Hunter, Assistant Professor of Social Work and Director of University Neighborhood Partners, Ph.D. University of Utah 2004.

Kenneth Jameson, Full Professor of Economics, Ph.D. University of Wisconsin, Madison 1970.

William Johnson, Full Professor of Geology and Geophysics, Ph.D. University of Colorado, Boulder 1993.
Susan Johnston, Full Professor and Director of International Initiatives, College of Education, Ph.D. University of Minnesota 1995.

Douglas Jones, Associate Professor of Anthropology, Ph.D. University of Michigan 1994.

Thomas Kursar, Full Professor of Biology, Ph.D. University of Chicago 1982.

Christopher Lewis, Visiting Assistant Professor of Portuguese, Ph.D. Harvard University 2011.

Teresa Molina, Research Assistant Professor, College of Social Work, Ph.D. University of Utah 2009.

Richard Paine, Associate Professor of Anthropology, Ph.D. The Pennsylvania State University, 1992.

Bradley Parker, Associate Professor of History, Ph.D. UCLA 1998.

Erich Peterson, Full Professor of Geology and Geophysics, Ph.D. University of Michigan 1984.

Susie Porter, Associate Professor of History and Director of Gender Studies, Ph.D. University of California, San Diego 1997.

Fernando Rubio, Associate Professor of Languages and Literature and Director of Second Language Teaching and Research Center, Ph.D. State University of New York 2000.

Ana Sanchez Birkhead, Associate Professor, College of Nursing, Ph.D. University of California, San Francisco 2007, WHNP-BC, RN, MSN 1999.

Elena Shtromberg, Assistant Professor of Art and Art History, Ph.D. University of California, Los Angeles 2008.

Armando Solorzano, Associate Professor of Family and Consumer Studies, Ph.D. University of Wisconsin, Madison 1990.

Julie Stewart, Assistant Professor of Sociology, Ph.D. New York University 2006.

Matias Vernengo, Associate Professor of Economics, Ph.D. New School for Social Research 1999.

Cecilia Wainryb, Full Professor of Psychology, Ph.D. University of California, Berkeley 1989.

Jennifer Watt, Associate Instructor of Geography and Assistant Director Environmental and Sustainability Studies, MS Northern Arizona University 2008.

Edward Zipser, Full Professor of Meteorology, Ph.D. Florida State University 1965.

- The Department of Languages and Literature will hire a tenure-track Assistant Professor of Portuguese in 2013-2014.
- The Department of Languages and Literature will hire a tenure-track Assistant Professor of Spanish in 2013-2014.
August 16, 2012

To: University of Utah Graduate Council

From: Robert Newman, Dean, College of Humanities

Re: Support for Master’s Degree in Latin American Studies

As Dean of the College of Humanities, I write in support of the creation of a Master’s degree in Latin American Studies to be housed in the College’s existing Latin American Studies Program. The new Master’s degree will be comprised of existing faculty and interdisciplinary courses and thus will require no new funding from the university. As the College of Humanities expands its teaching and research focus in Latin American Studies by applying for National Resource Center status next year, there will be many new opportunities for further development. The existence of a formalized Master’s degree in Latin American Studies will be a great asset in procuring NRC status and for further expansion. This proposal provides students essential cultural and language skills for positions in government, business, education, and health care. In short, there is ample need for this degree and it will provide significant benefits for students and for program building.

Thank you for your attention.

RN/jd
Professor Rebecca Horn  
Director, Latin American Studies Program  
International Programs Center  
210 Carolyn Tanner Irish Humanities Bldg.  
Campus

August 15, 2012

Dear Rebecca,

I am writing to express the Department of History’s support for the initiative by the Latin American Studies Program to create a Masters of Arts (MA) in Latin American Studies. The proposal is exciting and rigorous and will enhance the international profile of the Department and the University. The faculty resources outlined in your proposal appear ample to provide diverse curricular offerings to graduate students. As you are aware, three History faculty are involved in this program, Professor Susie Porter, Professor Hugh Cagle, and you. The courses you three currently and routinely teach represent the History department’s involvement in and commitment to the program. For those students who choose a History field concentration, this degree program would also provide a stepping stone to a doctoral program in History.

I fully support your effort to apply for a Title VI grant for the University of Utah to become a National Resource Center (NRC) for Latin American Studies and the creation of the MA in Latin American Studies will enhance that application.

Yours sincerely,

Isabel Moreira, Chair  
Department of History  
1-5685
August 15, 2012

Rebecca Horn
Associate Professor of History
Director of Latin American Studies
University of Utah
Department of History
215 S Central Campus Drive, Room 310
Salt Lake City, UT 84112

Dear Professor Horn,

On behalf of the Department of Economics, I am pleased to offer my strong support for the proposed MA in Latin American Studies. The Department of Economics currently has two faculty members, Professor Kenneth Jameson and Professor Matias Vernengo, whose research and teaching interests focus on Latin America and who have been active in the development of the Latin American Studies program. Our department regularly offers several courses at the graduate level that are relevant to this new degree program and we are pleased to have these courses incorporated into the proposed MA in Latin American Studies. I anticipate that this new degree program will bring additional enrollments to those courses and I do not foresee any difficulty in accommodating the additional students the MA may bring into our department.

A comprehensive understanding of the core issues Latin American countries face requires studying and analyzing economic development policies, neoliberalism and its alternatives, the relationship between rich and poor countries, and the causes of poverty and economic inequality. Students who wish to pursue a graduate degree in Latin American Studies will clearly benefit by acquiring advanced competency in economic theories and methods as a part of their interdisciplinary experience. As such, the Department of Economics supports this proposal to create an MA Latin American Studies.

I wish you success in the creation of this valuable program.

Sincerely,

Thomas Maloney
Professor and Chair

Economics
1645 E. Campus Center Dr., Rm 308
Salt Lake City, Utah 84112
(801) 581-7481
FAX (801) 585-5649
August 15, 2012

Letter of support for a Master of Arts degree in Latin American Studies

I am writing to express our strong support for the proposed MA in Latin American Studies. I am confident that there exist the necessary infrastructure to launch this program and we are committed to providing all possible support for this initiative.

As the growing student numbers and interest in the existing Major indicate, the establishment of an MA in Latin American Studies is both timely and warranted. The proposed degree is a crucial element in the expansion that Latin American Studies has undergone on our campus over the past four years. If approved, the MA will significantly enhance the program’s status and its ability to compete for external grants. At an institutional level, the new MA moves the University closer to its goal of becoming a truly globalized and interdisciplinary institution by providing our students with advanced understanding of the Latin American context through exposure to a variety of academic disciplines and perspectives. The new MA addresses the needs of the University community and those of the increasingly diverse population of the State of Utah. All other major Latin American Studies programs in the country currently offer a Master’s degree and I feel that, as a flagship institution that aspires to enhance its national and international reputation, the University of Utah has a pressing need to offer an advanced degree in Latin American Studies.

Language proficiency is an important component of the new degree’s requirements. The Second Language Teaching and Research Center (L2TReC) will provide crucial support for the new MA by delivering language instruction in all the languages covered by the Latin American Studies program. Since its inception, L2TReC has collaborated very closely with Latin American Studies to strengthen and increase our language offerings. I am excited to see additional opportunities to continue and expand our collaboration with the creation of the new MA.

In conclusion, the proposal has my most enthusiastic endorsement. Should it be approved, L2TReC will be a key contributor and supporter of this new program.

Sincerely,

Fernando Rubio, Director
August 16, 2012

Professor Rebecca Horn
Director, Latin American Studies
210 Carolyn Tanner Irish Humanities Building
CAMPUS

Dear Professor Horn,

As Chair of the Department of Languages and Literature, I am writing in strong support of the proposed Master's degree in Latin American Studies. The Department of Languages and Literature has a long record of close collaboration with the Latin American Studies program, in support of our mutual goal to enhance opportunities for students to develop cultural and linguistic competencies.

The study of languages and literature represents a core element of any interdisciplinary area studies program. Faculty in Spanish and Portuguese in the Department of Languages and Literature are all affiliated faculty with the Latin American Studies program and our courses already support the program's interdisciplinary minor and major. In addition, the department offers the minor in Portuguese and Brazilian Studies, developed in collaboration with Latin American Studies and meeting demand for student constituencies in both units.

Literature and cultural studies courses in Spanish and Portuguese will form an important component of the MA degree program. Our courses on indigenous literatures of Latin America would also serve as electives for the MA in Latin American Studies. Overall, the MA in Latin American Studies would also potentially attract students to the PhD program in Spanish.

In sum, I express my strong support for the proposed MA degree program in Latin American Studies. I hope that you will give it serious consideration.

Sincerely,

[Signature]

Katharina Gerstenberger
Chair and Professor
August 14, 2012

Dr. Rebecca Horn
Director, Latin American Studies
University of Utah
215 South Central Campus Dr., Suite 310
Salt Lake City, UT 84112

RE: Master Degree in Latin American Studies

Dear Dr. Horn:

The University of Utah Libraries appreciates the opportunity to comment on our ability to support students and faculty in the new Master Degree in Latin American Studies. The libraries are committed to supporting the University as they develop programs needed by our students.

As the curriculum will comprise largely of existing courses presently being taught at the University and therefore covered by our collection development activities, current collections should be sufficient. A collection of this size and depth satisfies most graduate needs.

The Marriott Library has been actively collecting materials in Latin American Studies and related areas. It subscribes to library databases that have a strong component in Latin America related topics in the social sciences, humanities, and sciences. Such databases include:

- Chicano Database which identifies all types of material on Mexican-American topics and about Chicanos and have expanded its scope to include the broader Latino experience, including Puerto Ricans, Cuban Americans, and Central American immigrants.
- Fuente Academica: a collection of over 150 full text scholarly Spanish-language journals from Latin American, South American, and Spanish publishers.
- Hispanic American Periodical Index (HAPI): source for over 265,000 journal article citations about Central America, South America, the Caribbean, Mexico, Brazil, and Hispanics/Latinos in the United States.
- Latin American Database (LADB): produces three weekly electronic publications (SourceMex, NotiCen and NotiSur) and maintains an on-line searchable database of over 24,000 articles (from back issues of LADB publications) as well as Latin American journals.
- Latino Literature: Poetry, Drama and Fiction brings together more than 100,000 pages of poetry, fiction, and drama written in English and Spanish by hundreds of Chicano, Cuban, Puerto Rican, Dominican, and other Latin authors working in the United States.
- Additional databases to find journal articles in the subject include Academic Search Premier, LexisNexis Academic Universe, Global News Bank, Historical Abstracts, JSTOR, Public Affairs Information Service International (PAIS), and Project MUSE.
- The latest acquisitions include the Latin American Newspapers Series 1 and 2 which are part of the World Newspaper Archive, the Latin American Public Opinion Project (LAPOP), the Classic Mexican Cinema, and Masterpieces of Spanish Literature Theater-30-DVD Collection.
In addition, our Multimedia collection includes over 2500 items including DVDs, videos, CDs and sound recordings in English, Spanish and Portuguese. An exact count of the books of possible interest to Latin Americanists is difficult given the many disciplines are potentially involved. Our catalog has 103,000 records with subject headings for “Latin America” or its five most populated countries. There are 820 periodicals for those areas; not all of those are current subscriptions.

We encourage faculty to work with liaison librarians to build up specific sub-disciplines where our collection needs supplementing, for that purpose the library has established an International & Interdisciplinary Team specifically to deal with the increasing interest in such resources. They work with faculty and students to provide detailed research and instruction, and to prioritize collection choices.

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.

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

Yours truly,

Rick Anderson
Acting Dean
J. Willard Marriott Library

Catherine Soehner
Associate Dean, Research and Learning Services
J. Willard Marriott Library
August 17, 2012

Graduate Council
Graduate School
University of Utah

Dear Council Members:

I'm writing in support of authorizing a Masters of Arts degree in Latin American Studies. I believe that the degree would fill a void and offer students an important academic opportunity. I also believe that the Department of Political Science will make a significant contribution to the new degree program.

James J. Gosling
Professor and Chair
To: The University of Utah Graduate Council  
From: Johanna Watzinger-Tharp  
Associate Dean, College of Humanities & Director, International Studies  

Re: Proposal for the Creation of an MA Degree in Latin American Studies  
Date: August 20, 2012  

I am writing to express my enthusiastic support for the Master of Arts degree in Latin American Studies, proposed by the Latin American Studies Program in the College of Humanities at the University of Utah. The proposed degree fits exceptionally well with the University of Utah’s international and interdisciplinary foci; it responds to a growing need for Latin American specialists in the State of Utah and the Intermountain region; and it will offer students in various undergraduate programs an excellent opportunity to advance their studies at the graduate level.  

With its increasingly important contributions to the international and interdisciplinary missions of the University of Utah, LAS has positioned itself very well to offer a graduate degree that serves the University as a whole. The existing undergraduate major, sufficient opportunities for language study in Spanish, Portuguese and indigenous languages, and connections to Education, Health, Social Work and the Sciences, among others, form the foundation for a well-constructed and successful MA degree.  

The proposed MA in LAS will serve a range of students from IHE’s in Utah as well as students from the region and beyond. Students who complete the LAS major or minor, students with Spanish and Portuguese degrees in the Department of Languages & Literature, but also students with interests in areas such as Public Administration, Nursing and Urban Planning will now have a viable in-state option to pursue an advanced degree that equips them with marketable skills. As the Director of International Studies, which currently has some 400 declared majors, I am particularly excited for IS students with an LAS upper division emphasis who will benefit from the additional training before starting careers in non-profit and government organizations.  

LAS has played, and will continue to perform a critical role in educating globally competent citizens who seek careers that require excellent linguistic and cultural skills. I am thrilled that the LAS Program is moving forward with its proposal, and confident that it will deliver an academically rigorous yet also manageable and marketable graduate degree.  

Sincerely,  

Johanna Watzinger-Tharp
August 15, 2012

Rebecca Horn  
Associate Professor of History  
Director of Latin American Studies  
University of Utah  
Department of History  
215 S Central Campus Drive, Room 310  
Salt Lake City, UT 84112

Dear Professor Horn,

I write to lend the strong support of the Department of Sociology to the MA degree program in Latin American Studies. The Department of Sociology’s graduate program specializes in two primary areas: Comparative International Sociology (CIS) and Population and Health (PHS). Both areas are inherently international and interdisciplinary, and we encourage faculty and students to undertake collaborative research across departments and colleges. Currently the Sociology department has two faculty members, Julie Stewart and Sarita Gaytan, whose research and teaching interests focus on Latin America and who have been active in the development of the Latin American Studies program. Our department regularly offers several courses at the graduate level that will contribute both to the disciplinary concentration and elective courses of the proposed MA in Latin American Studies. I anticipate that this new degree program will bring additional enrollments to those courses and I do not foresee any difficulty in accommodating the additional students the MA may bring into our department.

We think that students enrolling in the MA in Latin American Studies will benefit by studying core global processes, social structures and population dynamics as part of their interdisciplinary coursework, and we anticipate that many of them will use the MA as a stepping stone towards academic and policy related careers. As such, the Department of Sociology supports this proposal to create an MA Latin American Studies.

I wish you success in the creation of this valuable program.

Sincerely,

Kim Korinek  
Associate Professor and Chair

Department of Sociology  
380 S 1530 E RM 301  
Salt Lake City, UT 84112-0250  
(801) 581-6153  
FAX (801) 585-3784  
www.soc.utah.edu
Proposal for addition/revision of University Regulation.

1. Regulation(s) involved (type, number, subject): **Policy 3-052 Institutional Debt**

2. Responsible Policy Officer (name & title): **Arnold B. Combe VP Administrative Services**

3. Contact person(s) for questions & comments (name, email, phone#): **Jeffrey West, AVP Financial & Business Services**

4. Presenter to Senate Exec (if different from contact person, name, phone#):

5. Approvals & consultation status.
   a. Administrative Officers who have approved (VP/President, name & date): **VP Administrative Services 7/25/12**
   b. Committees/Councils/other Officers consulted: **Institutional Policy Committee, President’s Cabinet**

6. Check YES or NA (not applicable) of documents submitted--- *(In digital form. Preferred file format MS Word doc. Special exception allowed for PDF format if previously arranged.)*
   - **YES** Explanatory memorandum (key points of proposal, rationale).
   - **YES** VP/Presidential approval signatures (separate sheet, or affixed to memo cover).
   - **YES** Text of proposed Regulation addition/revision.
   - **YES** (If revision of existing Regulation) text changes are clearly marked, using permanent font markings (not MS Word ‘Track’ Changes non-permanent markings).

Date submitted to Senate Office: **8/29/12**

After presentation to the Executive Committee, the Committee will consider whether the proposal is ready for the full Senate, and if so will schedule it for presentation at a subsequent Senate meeting either as i) a matter of academic significance—set on the “Intent” & “Debate” Calendars over two monthly meetings with final “approval” voting at the second, or ii) not academically significant—set on the “Information” Calendar for a single monthly meeting, with opportunity for questions and recommendations to the presenter. See Policy 1-001 http://www.regulations.utah.edu/general/1-001.html ; Rule 1-001 http://www.regulations.utah.edu/general/rules/R1-001.html ; Senate procedures http://www.admin.utah.edu/asenate/index.html . Further information—Senate Office: Shawnee Worsley 581-5203 shawnee.worsley@utah.edu
Memorandum

To: Arnie Combe, VP Administrative Services
From: Jeffrey West, AVP Financial & Business Services
Date: July 20, 2012
Subject: Executive Summary – Proposed Changes to Institutional Debt Policy

This is a proposal to amend University Policy 3-052 regarding Institutional Debt. The proposed changes do not change the essence of the document, but rather attempt to streamline the verbiage, eliminate sections that tended to explain some of the theoretical principles of debt management, and generally make the policy more readable and accessible. You and I have worked jointly on these wording changes, along with members of my staff and our outside financial advisor – in order to make this document as plain language as possible, and easy to understand. I think this is an improvement on the original version of the policy, and should now remain useful as a resource document for many years to come.

This executive summary signifies your approval of the revised policy language. As you know, these revisions will be presented to the President’s Cabinet for approval on August 23, 2012. Subsequently, further approval awaits submission to the Academic Senate and Board of Trustees during their regularly constituted meetings.

It is recommended that the effective date of this revised version be immediate upon approval by the Trustees. The policy conforms to all current University Regulations Library guidelines.

Approval: Arnie Combe
Date: 7/25/12
I. PURPOSE and SCOPE

To define institutional policy and associated issues related to issuance and management of long-term debt. This debt policy provides a framework by which decisions are made concerning the use and management of debt. Along with the annual operating budget and capital plan, this Policy forms a comprehensive financial planning and monitoring model that can be used in effecting the University’s strategic initiatives.

II. DEFINITIONS

A. Revenue Bonds
Revenue bonds carry a promise to repay from an identified revenue source or sources. The University typically uses revenue bonds for the bulk of its long-term debt needs.

B. Certificates of Participation
An instrument evidencing a pro rata share in a specific pledged revenue stream, usually lease payments by the issuer that are subject to annual appropriation. The certificate generally entitles the holder to receive a share, or participation, in the lease payments from the particular project.

C. Capitalized Lease
An agreement in which one party gains a long-term rental agreement, and the other party receives a form of secured long-term debt; and which meets certain tests of ownership such that the transaction is reflected as a capital asset for one party and a long-term liability for the other party.

III. POLICY

A. Purposes and objectives of issuing debt

The power and ability to borrow when necessary on the most favorable terms is one of the institution’s most useful and important strategic capabilities. Financial leverage enables the University to grow its academic, research, and service capabilities and is considered a long-term component of the balance sheet. Debt, especially tax exempt debt, provides an efficient and low-cost source of capital for the University. Debt financing allows the institution to pay for an asset over a period of time, matching the payment stream against the approximate useful economic life of the asset. This Debt Policy provides a framework by which decisions are made concerning the use and management of debt. Along with the annual operating budget and capital plan, this policy forms a comprehensive financial planning and monitoring model that can be used in effecting the University’s strategic initiatives.

1. Manage the University’s credit to meet its strategic objectives

   a. Capital planning
The University recognizes that its campus facilities need to keep pace with programmatic expansion. The long-term strategic planning process establishes institutional goals, priorities and initiatives - which define capital investment requirements. The University will utilize a mix of financing sources including state appropriations, reimbursed overhead, donations/endowment income (if permitted under the gift agreement), other current income, internal reserves, and debt to fund these capital investments.

2. **Maximize** credit ratings

The University seeks to maintain its creditworthiness and the most favorable relative cost of capital and borrowing terms. By maintaining a high credit rating, the University will be able to continue to issue debt and finance capital projects at favorable interest rates. The University will limit its overall debt to a level that, when viewed in the context of its current and future strategic objectives, is the most advantageous for its financial strength over the long-term.

2. **Optimize the debt portfolio**
   a. **Access to capital**
      Management may utilize and issue debt in order to ensure timely access to capital.
   b. **Limit risk**
      Debt will be managed on a portfolio, rather than a transactional or project-specific basis. The University’s continuing objective of incurring the lowest achievable risk-adjusted cost of capital will be balanced with the goal of appropriately balancing exposure to market shifts and other risks associated with the debt portfolio.

3. **Establish criteria to monitor debt capacity**

   The University will establish meaningful measures, including ratios and coverages, to ensure it continues to operate within generally accepted financial parameters and to enable it to maintain and/or improve its credit rating as determined by the rating agencies.

B. **Types of debt instruments** Financing Structures

The University will review all potential funding sources for projects, recognizing that there are numerous financing structures and funding sources, each with specific benefits, risks, and costs. The University will obtain outside professional advice as necessary to identify and evaluate financing alternatives and opportunities. All potential funding sources will be reviewed within the context of this debt Policy and the overall portfolio to ensure that chosen financial products or structures are consistent with the University’s objectives. Regardless of which financing structures are utilized, a comprehensive analysis of the transaction will be completed, including quantifying potential risks and benefits and the impact on creditworthiness and debt capacity as indicated in this debt Policy.

1. **Revenue Bonds**

   Revenue bonds carry a promise to repay from an identified revenue source or sources. The University typically uses revenue bonds for the bulk of its long-term debt needs. Three separate revenue bond systems – each having its own revenue stream pledge – have been developed to address the different groupings of capital projects undertaken by the University.
   a. **Auxiliary & Campus Facilities System** – this system is used for funding construction or renovation of facilities housing auxiliary enterprises and related functions. The net revenues of such enterprises are pledged for the retirement of outstanding long-term debt.
b. Hospital Facilities System – this system is used for funding construction or renovation of facilities housing health care delivery and support services. Net hospital system revenues are pledged for the retirement of outstanding long-term debt.

c. Research Facilities System – this system is used for funding construction or renovation of facilities housing basic and applied research functions. Indirect cost (facilities and administration) recovery revenues from federal government and other research sponsors are pledged for the retirement of outstanding long-term debt.

d. In addition to the revenue streams described above, there may be circumstances that require the University to reach out beyond these defined revenues to provide for servicing of debt. In such cases, the relevant bond documents will define the nature and extent of commitment required on any other legally available resources to be pledged by the University for debt payments.

2. Certificates of Participation (COPs)
   COPs will be used as a financing instrument only when certain infrastructure improvements can be shown to produce cost savings for the University. Such savings can then be passed through the lessor to the certificate holders, typically through a trustee.

3. Capitalized lease obligations
   In accordance with Statement of Financial Accounting Standards No. 13, published by the Financial Accounting Standards Board, a lease is a financing transaction called a capital lease if it meets any one of four specified criteria. If not, it is an operating lease. Capital leases are treated as the acquisition of assets and the incurrence of obligations by the lessee.

4. Other
   Other debt instruments, such as Certificates of Participation (COPs), off-balance sheet financings and third-party debt may be considered in financing capital construction, renovation, or equipment purchase – where the situation makes economic sense given the facts and circumstances inherent in the particular financing.

C. Debt structuring

1. Issuance size and timing
   Debt financings will be coordinated to the extent practical so that multiple project needs can be accommodated in a single borrowing, thereby increasing the efficiency of the debt issuance. Since many issuance costs do not vary with the size of a borrowing, a multi-purpose bond issue increases the efficiency of the financing by spreading fixed costs over a greater number of projects.

2. Par amount
   The par amount of bonds sold will ordinarily be adjusted to cover the following costs beyond the capital project needs: bond issuance costs, underwriters’ discount, original issue discount/premium, debt service reserves, and capitalized interest.

3. Financing considerations
   a. The University, in conjunction with its financial advisor, will consider specific strategies currently applicable for keeping its financing costs low as part of its preparations for each new debt issuance or refinancing.
b. Maturity/amortization
The overall maturity should generally not exceed the useful life of the financial asset, and may never exceed 120% of the useful life of the financed asset. Useful economic life will be determined by the University’s depreciation policy practices. Maximum repayment term generally should not exceed 30 years. Planning for a laddered or serial maturity schedule for outstanding bonds will provide maximum flexibility in managing institutional resources by:
  i. raising or lowering total interest cost of debt
  ii. raising or lowering annual payments
  iii. matching useful life of the project with anticipated cash flows

  For purposes of inter-generational equity, serial maturities properly match the debt service requirements of the project with the cash flows from the beneficiaries of the financed facility.

However, consideration shall be given for allowing maturities beyond 30 years, where the institution contemplates issuing debt to finance a series of capital projects, and utilizing such debt proceeds on a revolving basis for ongoing projects. In this sense, the institution may take on a role of being its own financing provider.

c. Redemption
Call provisions in the bond indenture give flexibility to redeem bonds prior to maturity if the University is in a position to do so benefit financially, and if assuming current market conditions are favorable.

d. Interest Rates
Interest rates should be reflective of the institution’s credit worthiness, the type of debt instruments being used, and general market conditions. The institution seeks to borrow at the lowest practical cost, while offering a security that will be attractive to potential investors. The University will consider the following factors in evaluating interest rates for specific borrowings:
  i. fixed rates are usually higher than variable rates
  ii. variable rates potentially shorten maturity for the investor
  iii. a lower rate for the same maturity means a transfer of risk from investor to issuer
  iv. trade-offs exist between certainty and lower cost
  v. a portion of the University’s debt in a variable-rate mode allows it to better match assets and liabilities

4. Tax-exempt vs. taxable debt
The University recognizes the inherent benefit of tax-exempt interest rates and manages its debt portfolio to maximize the utilization of tax-exempt debt and minimize the use of taxable debt, depending upon market conditions. Taxable debt may be utilized to fund projects or to refinance outstanding debt that are ineligible for tax-exempt financing, or where taxable debt provides additional project or financial flexibility not afforded under the restrictions imposed on tax-exempt debt. Depending upon market conditions, taxable debt may also be utilized to refund previously issued tax-exempt debt for purposes as articulated above. In particular, a combination of taxable and tax-exempt bonds will be issued should be considered for projects with having a private use component that exceeds Internal Revenue Service (IRS) thresholds for tax-exempt debt. The private use of tax-exempt financed projects will be monitored on an on-going basis as part of the annual continuing disclosure reporting requirements. As a tax-exempt bond project is being considered, the University will collect information related to such project and the uses of the facilities that may be considered benefiting a private party. Any time there is a potential change in use of a tax-exempt bond funded facility, the University will discuss...
the change with bond counsel, in advance, to ensure that there is no impact on maintenance of the tax-exempt status of the bonds.

5. Fixed rate vs. variable rate debt

The University will constantly evaluate the portfolio’s overall interest rate exposure. Fixed-rate debt provides more long-term interest rate stability than variable-rate debt, and will typically be the financing instrument of choice. However, variable-rate debt may be appropriate in cases where it is desirable to: The University recognizes that a degree of exposure to variable interest rates within the debt portfolio is desirable in order to:
- provide repayment/restructuring flexibility
- benefit from historically lower average interest costs
- provide a “match” or natural hedge to the University’s short-term investment balances

Fixed-rate debt provides more long-term interest rate stability than variable-rate debt. However, variable rate debt can be a desirable component of the debt portfolio for the reasons stated above. Variable rate debt includes floating rate issues and commercial paper, as well as any “synthetic” variable rate debt created by use of fixed-to-floating interest rate “swaps”. The use of variable rate debt does expose the debt portfolio to interest rate risk. Therefore, the University will constantly evaluate the portfolio’s overall interest rate exposure. The portfolio allocation to variable rate debt may be managed or adjusted through:
- the issuance of debt (new issues and refundings), and
- the use of interest rate swaps and other derivative products

The University’s portfolio of traditional variable rate debt may require liquidity support in the event that obligations are put back to the University Trustee (actually the “Tender Agent”) by investors, requiring an immediate purchase. The University can purchase liquidity support externally from a bank in the form of a standby bond purchase agreement (SBPA) or line of credit; or can use its own capital in the form of self-liquidity. The University will manage its liquidity needs vis-à-vis variable-rate debt considering the entire asset and debt portfolio, rather than on an issue-specific basis.

6. Derivative products

Derivative products may limit interest rate exposure and reduce debt service costs and may enable more opportunistic and flexible management of the debt portfolio.

a. Allowable instruments

Interest rate swaps may be employed to manage or hedge interest rate exposure or to lower expected debt costs. In the case of a variable-to-fixed rate swap, in which the University effectively pays a synthetically fixed rate of interest, the University will achieve a lower cost of capital than traditional fixed rate bonds. Floating, fixed rate, auction or reset securities, and other forms of debt bearing synthetically determined interest rates may also be considered.

b. Risk assessment/mitigation

The University recognizes the risks associated with derivative products and will evaluate potential derivative instruments through consideration of:
- variable-rate allocations within the University’s debt portfolio
- market and interest rate conditions
- impacts on future financing flexibility and financial reporting, and
- counterparty exposure and other risks

D. Limitations on debt issuance
1. Institutional equity participation
Debt will be considered a financing tool to fill in the resource gaps that cannot be met by other means. Capital projects will generally not be funded by issuing debt if existing resources are available and adequate to fully fund the cost of construction or renovation being planned, or the cost of a capital asset being purchased. However, consideration should also be given to the concept of “inter-generational equity”. That is, the institution should attempt to balance those benefitting from a financing with those paying for it.

2. Authority to issue debt
   a. Board of Trustees
      Approval of the Board of Trustees is required for the issuance of all bonds and certificates of participation. The Trustees must also approve new lease and other debt obligations exceeding $10 million (in compliance with University of Utah Policy 3-005).
   b. Board of Regents
      This Debt Policy attempts to provide additional details regarding the issuance and management of debt by the University – within the context granted to it by its legal bonding authority – the State Board of Regents of the State of Utah (the Regents). The relevant Regents’ policy governing these matters is contained in Policy R590 “Issuance of Revenue Bonds for Facilities Construction or Equipment” and Policy R710, “Capital Facilities”. Such policies require getting approvals along the way for the conceptual plan, the financing plan, and the actual debt issuance – including the day of pricing. The University will comply with existing policies issued by the Board of Regents and any future policies dealing with the issuance and management of debt.
   c. State Legislature
      The State of Utah, through its legislature, has enacted laws relating to the issuance of Revenue Bonds, with which the University will comply (see Utah Code Title 53B, Chapter 21). Special authority to issue debt below a certain dollar threshold (currently $10 million in any given fiscal year), without legislative approval, is given to the University through the provisions of Utah Code Title 11, Chapter 17 (Utah Industrial Facilities and Development Act).

3. Debt capacity
The University has legally-binding indenture-driven obligations that serve as guidelines and limitations for determining debt capacity. The University also has identified core financial measures to assist in an ongoing assessment of its debt capacity. Given those limitations, the University will establish meaningful measures, including ratios and coverages, to ensure it continues to operate within generally accepted financial parameters and to enable it to maintain and/or improve its credit rating as determined by the rating agencies. These measures assist management in maintaining the University’s credit profile compared to industry benchmarks, peer institutions, and strategic planning objectives. They are intended to serve as a guideline and framework for issuing debt and may assist the University in establishing certain “floors” – especially where long or short-term strategic objectives are paramount.

E. Debt management
1. Refunding/refinancing opportunities
   The University will actively consider current or advanced refunding opportunities of outstanding debt in light of the following factors:
   a. Savings requirements
      The net present value savings will be positive (generally a minimum of 3%), or
   b. Other factors
      The refunding will support a strategic need by providing relief of certain limitations, covenants, payment obligations, or reserve requirements that reduce flexibility.

2. Relevant ratios
   Debt Service Coverage is the key relevant ratio, and will be calculated to show the effect of a new bond issue before funding of a project is presented for approval to the Board of Trustees and the Regents. Debt Service Coverage is calculated by dividing the net revenues of a particular bond system by total debt service (including the debt service on the proposed bond issue). This ratio indicates the direction and degree to which the University has balanced annual operating expenses with revenues, and demonstrates that a net revenue stream exists to meet the current and projected debt burden. The calculation of net revenues should be adjusted for (by adding back) interest expense and depreciation. The University may consider tracking other ratios from time to time, as necessary or desired, in light of its strategic initiatives and expected capital requirements. Such ratios might include:
   a. Viability ratio — expendable net assets / total long-term debt
      This ratio indicates one determinant of financial health by measuring the availability of liquid net assets to cover debt should the University be required to repay all of its outstanding obligations immediately. This ratio is indicative of balance sheet debt capacity. Although the balance sheet does not actively influence debt affordability and budgeting decisions, leverage represents an importance consideration in credit quality. This ratio should always be above the 1:1 level.
   b. Debt burden (capacity) ratio — annual debt service (principal + interest) / total operating expenses (adjusted for depreciation and principal payments)
      This ratio measures the University’s ability to repay interest expense associated with all outstanding debt and the impact on the overall operating budget. This ratio also measures the relative cost of debt to overall University expenditures (total expenses – depreciation + principal payments). By maintaining an appropriate proportion of debt service to total expenses, other critical and strategic needs can be met as part of the expense base. A level trend will provide an indication that there is sufficient coverage for debt service while not impeding financial resources to support institutional requirements. A rising trend will signify a demand on financial resources to cover the debt service, which may result in budgetary reductions. It is intended to maintain the University’s long-term operating flexibility to fund new initiatives.

3. Credit enhancements
   a. Debt service reserve funds/reserve fund instruments (surety bonds)
      Setting aside funds in reserve to pay debt service or purchasing a surety bond are both tools that may be used, if necessary, to enhance the issuer’s credit with the bond rating agencies and the investors. Both options will provide assurance to the bond holders and others that, in the event of a financial emergency on the part of the issuer, there will be a dedicated source of funds that can be made available to assure that upcoming principal and interest payments can be made.
b. Bond insurance
An insurance policy that guarantees timely payment of interest and principal if the
issuer is unable to do so will be purchased when it is economically advisable to do so.

Both surety bonds and bond insurance are rarely used, and are nearly extinct.

F. Credit worthiness

1. State of Utah moral obligation feature
The University’s credit worthiness is enhanced by the existence of a “moral obligation”
on the part of the State of Utah. In the event of a financial deficiency on the part of the
University is noted – either a draw upon a debt service reserve, or the inability to fully
pay upcoming principal and interest payments for the next calendar year, the Board of
Regents certifies to the Governor the deficiency; and the Governor may ask the
legislature to consider an appropriation to replenish reserves or make the necessary debt
service payments should the University be unable to do so.

2. Rating agencies
The ratios described herein are consistent with the measures used by the rating agencies,
who which monitor a number of ratios and other statistics in developing their rating
opinions. Management will review annually all key rating agencies’ ratios and
benchmarks to monitor compliance with rating guidelines.

G. Other considerations

1. Arbitrage on tax-exempt debt
U.S. Treasury regulations re: arbitrage rebate require monitoring the interest rate earned
on a bond, construction, or debt service reserve fund for each bond series compared to the
interest rate paid (the so-called “arbitrage yield”). Therefore, bond proceeds from each
bond series will be segregated into separate funds. Any excess interest earnings above
that allowed under current law will be paid to the IRS as arbitrage rebate. The University
will comply with arbitrage requirements on any invested bond funds through
establishment of appropriate accounting and reporting procedures. These include
tracking investment earnings on unspent bond proceeds, calculating rebate payments, and
remitting any arbitrage rebate in a timely manner. Bond proceeds will be invested
appropriately to achieve the highest return available under arbitrage limitations.

2. Continuing disclosures
The University will meet its ongoing disclosure requirements in accordance with the Securities Exchange Commission (SEC) Rule 15c2-12, by submitting financial reports,
statistical data, and any other material events, as required, under outstanding bond
indentures. Each bond system may have a different deadline for submitting the annual
disclosure report to the proper authorities, but in general, the University strives to have
these reports completed and submitted within 180 days of the end of the fiscal year.

3. Internal controls
The University will adhere to the following internal controls relating to debt.
a. All debt transactions must be initiated by authorized individuals and approved by the
   Board of Trustees, and (when necessary) the Board of Regents and the State
   Legislature.

b. All documents relating to notes, bonds, and other debt instruments are subject to
effective custodial controls and physical safeguards.
c. Adequate detailed accounting records are maintained and appropriate reports issued.
d. All transactions are properly accumulated, classified, and summarized in the accounts.

4. Capitalized interest
   Interest paid on bonded debt during the construction period may be capitalized as part of
   the overall asset cost recorded on the University’s books at the conclusion of the
   construction period. The University will follow applicable accounting standards, laws
   and regulations governing the capitalization of interest.

5. Operating leases
   Operating leases are treated as current operating expenses. The University is required to
   report annually on its operating leases to both the Board of Regents and the Board of
   Trustees (see Regents’ policy R710, “Capital Facilities”.)

IV. RULES, PROCEDURES, GUIDELINES, FORMS, and OTHER RELATED RESOURCES

   A. Rules [reserved]
   B. Procedures [reserved]
   C. Guidelines [reserved]
   D. Forms [reserved]
   E. Other Related Resource Materials [reserved]

V. REFERENCES

   Financial Accounting Standards Board SFAS No. 13 “Accounting for Leases” [see link:
   University of Utah Policy 3-005 “Board of Trustees Review of Significant Transactions”
   Board of Regents Policy R590 “Issuance of Revenue Bonds for Facilities Construction or
   Equipment”
   Board of Regents Policy R710 “Capital Facilities”
   Utah Code Title 53B, Chapter 21 (Revenue Bonds)
   Utah Code Title 11, Chapter 17 (Utah Industrial Facilities and Development Act).

VI. CONTACTS

   Acting as the Policy Owner, the Associate Vice President for Financial & Business Services is
   responsible for answering questions and providing information regarding the application of this
   policy. Acting as the Policy Officer, the Vice President for Administrative Services is
   responsible for representing the University’s interests in enforcing this policy and authorizing any
   allowable exceptions.

VII. HISTORY

   Renumbering: Renumbered as Policy 3-052 effective 9/15/2008, formerly known as PPM
   3-52.

   Revision History:
   A. Current version: Revision 1
Effective date [upon final approval by Board of Trustees]
Approved: Academic Senate [date]
Approved: Board of Trustees [date]
Legislative History of Revision 1 {link to this proposal file}

B. Earlier versions:
Revision 0. Effective dates November 20, 2006 to [date of Revision 1 approval] [link to archived copy of Revision 0]
August 15, 2012

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

RE: Graduate Council Review  
Department of Anthropology

Dear Vice President Hardman:

Enclosed is the Graduate Council’s review of the Department of Anthropology. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

Please forward this review to President David Pershing for his approval. After approval by President Pershing, the review will be forwarded to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,

Charles A. Wight  
Dean, The Graduate School

Encl.

XC: M. David Rudd, Dean, College of Social and Behavioral Science  
Dennis H. O’Rourke, Chair, Department of Anthropology
The Graduate School – The University of Utah

GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

January 30, 2012

The Graduate School has completed its review of the Department of Anthropology. The External Review Committee included:

- Lee Cronk, PhD
  Professor, Department of Anthropology
  Rutgers University

- Robert L. Kelly, PhD
  Professor, Chair, and Director of the Frison Institute
  Department of Anthropology
  University of Wyoming

- Lyle W. Konigsberg, PhD
  Professor, Department of Anthropology
  University of Illinois at Urbana-Champaign

The Internal Review Committee of the University of Utah included:

- Donald H. Feener, Jr.
  Professor
  Department of Biology

- William Johnson
  Professor
  Department of Geology and Geophysics

- Kirtly P. Jones
  Professor
  Department of Obstetrics and Gynecology

This report of the Graduate Council is based on the self-study report submitted by the Department of Anthropology, the findings of the internal and external review committees, and
comments from the Department Chair and the Dean of the College of Social and Behavioral Science.

DEPARTMENT PROFILE

Program Overview

The Department of Anthropology has a long and distinguished history at the University of Utah. In the mid-1980s the faculty reorganized the Department to focus on the scientific branches of the field of anthropology including biological anthropology, cultural anthropology, and evolutionary genetics. This reorganization was very successful in making the Department one of the highest ranked Anthropology departments in the country. To maintain this high ranking, a new Chair must be hired. Together with the Dean, the new Chair will implement a plan for hiring new assistant and associate level faculty to replace retiring faculty. The new Chair will need to implement mechanisms for improving the scholarship of existing associate professors, and develop stable funding at more competitive levels for PhD students.

The external reviewers recommended that the Department intensify the use of the Archaeological Center and its Range Creek resource in soliciting donations from potential donors. To increase professional visibility of Range Creek they also recommended it as a future site for small conferences and as a grant writing hub. The Department is setting up a board to move in the direction of utilizing this resource.

Faculty

At the time of the external review, there were 14 faculty members who contributed to a total of 12.5 FTEs. According to the Chair’s response, there are now less than 10 FTEs. The numbers of SCH have increased from 8,000 to over 10,000 since the previous review and faculty teach 4 courses/year. The internal reviewers refer to “strain” among faculty who were previously commended for their collegiality. The sources of the strain appear to be related to resources, teaching loads, hiring, and focus of research areas. A concern raised by the internal reviewers and the Dean was the lack of engagement of the associate professors both for extramural funding and for training graduate students. The bulk of scholarship is carried by the senior faculty but many of them will soon be retiring. The reviewers and Chair felt that a strong external Chair would be instrumental in providing leadership to maintain departmental excellence. Presently, an interim Chair is serving. In addition, the diversity of the faculty both in gender and ethnicity is low and needs to be addressed during future recruitment.

Students
The Anthropology Department had 236 undergraduates and 72 graduate students in 2009-2010. This is increased from the 197 undergraduates and 39 graduate students in 2005-2006. The main concern from the reviewers, the students and faculty was the low level of funds available for graduate stipends. The Department provides the PhD students with the minimum stipend allowed to obtain a tuition benefit and that funding generally comes in the form of a TAship. Thus, students must work outside jobs and as TAs during their PhD studies. This undoubtedly accounts for the protracted graduation times. Suggestions for improving student funding were provided by reviewers, including having students submit their thesis proposals for extramural grants, having faculty write more grants and including students into their extramural funding application budgets, increasing SCH to increase departmental funds, and linking graduate admissions to departmental resources. Improving graduate student funding will allow the Department to recruit higher quality students, shorten graduation times, and improve morale of students and faculty.

The undergraduate program was considered relatively successful in terms of new tracks, organization of an Anthropology Club, undergraduate TAships, and strong evaluations. Improvements were suggested for advising undergraduates during their junior and senior years. In the fall of 2008 the ethnic composition of enrolled anthropology majors was 162 white, 13 Hispanic, 7 Asian/Pacific Islander, and 1 Native American. The reviewers pointed out that this level of diversity is low and needs improvement.

Curriculum

The graduate curriculum covers the four tracks of anthropology: biological anthropology, archeology, cultural anthropology, and human evolutionary ecology. New undergraduate tracks in Health Emphasis and a minor in Integrative Human Biology have been well received and account for the increase in student numbers and SCH. Online and evening courses are offered for non-traditional students.

The graduate curriculum for master’s degrees includes coursework during the first two years. The MS/MA program has been streamlined. The thesis requirement has been eliminated, and there has been a renewed emphasis on requiring students to complete the MS/MA exam no later than the end of their second year in the graduate program. Both of these efforts have improved graduation rates and transit times through the graduate program. The PhD curriculum is mainly set by the supervisory committee and is tailored to the interests and needs of the student.
Program Effectiveness and Outcomes Assessment

The Department has developed learning outcomes for each degree level and a senior survey to obtain feedback from undergraduates. Reviewers suggested that more guidance should be provided to undergraduates who might be interested in anthropology careers.

Graduate students are assessed through the qualifying exam, thesis proposal and thesis defense. Students must meet with advisors every six months, and individual assessments are conducted every spring. It is noted that the Department does not have a Director of Graduate Studies, but has a graduate advisor who oversees admissions, advising and tracking.

Facilities and Resources

The external reviewers were surprised by the poor physical condition of the classrooms and labs given the national reputation of the program. Since the review, progress has been made to renovate labs and the Dean is committed to including facility improvements into the strategic plan for the Department.

Response to Previous Review

1. Although there has been strategic planning since the last review, the issue of faculty hiring and program direction persists. Because of budget concerns the Department was unable to hire more junior-level faculty members, which it had hoped to do. Consequently, the Department was not able to expand its emphases to the extent it wanted. It should be noted that they are trying to enhance the area of health-related anthropology. New hires would likely bring its curriculum up to date in terms of more contemporary emphases, in addition to health-related issues (e.g., medical anthropology).

2. Although the applicant pool has remained relatively steady since the last review, the Department has implemented several incentives for graduate students to complete their degrees in a more timely manner. First, personal contact via telephone has increased the number of graduate students admitted into enrolling. Second, junior-level graduate students and those making timely progress are given priority for financial support over those who are not making progress. Both have increased their ability to recruit and keep their highest-quality graduate students. Finally, time to MA/MS was decreased due to elimination of thesis and implementing a deadline for taking exam.

3. The Department has promoted the integration of undergraduate majors into the Department. They revitalized an undergraduate Anthropology Club. While considered a success, the internal reviewers noted that less than 10% of students actively participate. The group is now registered officially with ASUU and is eligible for funding through that body. Undergraduate students can now serve as TAs in some of the upper-division courses.
4. Facilities have been in poor condition for many years. Space is barely adequate and the building is in serious need of renovation. There have been some improvements since the last review. Two laboratories were remodeled—the Ancient DNA lab and the osteology lab, and a room was also renovated to accommodate eight graduate student offices. Finally, the main lecture hall was upgraded and seating capacity was increased.

COMMENDATIONS

1. The Department enjoys outstanding national ranking based on the scholarship and service of its faculty in terms of the number of National Academy of Science members (3), publication rates, and the numbers of citations per publication rates (ranked second out of 82 departments). The faculty also receive excellent to outstanding scores for their teaching evaluations.

2. The Department has developed an excellent undergraduate environment. Notably the new Health Emphasis track and Integrative Human Biology minor are important curriculum improvements. The undergraduate TAships and Anthropology Club are creative ways to increase undergraduate engagement and to identify high performing students for recruitment to the graduate program.

3. The solid success rate of recent graduates in obtaining career-related employment indicates that the Department is doing a good job of training graduate students.

4. The Department was responsive to the recommendations from the previous review and made positive changes in the undergraduate program, reduced the time to graduate for the MA/MS students, renovated lab space, hired one new female faculty member, and arranged for a diversity-sponsored visiting professorship to engage a minority faculty member for two years with the goal of obtaining a permanent position.

RECOMMENDATIONS

1. The administration should provide resources to hire an outside Chair who will revitalize the excellence and national prominence that this Department has enjoyed. The new Chair should work together with the Dean to stabilize the budget so longer-term strategic plans can be made and implemented towards improving graduate student funding and hiring new faculty.

2. The Department is in the process of hiring new faculty and should hire with consideration for both Departmental interests and teaching mission. In addition, the potential for obtaining extramural funding should be a factor in deciding among new faculty candidates. Importantly, the Department, in conjunction with the Office of Equity and Diversity, should formulate and implement efforts to successfully recruit minority faculty members and achieve appropriate gender/ethnic diversity.
3. To improve the graduate program, the Chair should appoint a Director of Graduate Studies who will be responsible for overseeing the admissions, advising, and tracking of graduate students. Increasing the diversity of the students within the Department is important and the use of annual reports to the Graduate Council should be considered as a way to encourage the Department to work effectively towards this objective.

4. Both internal and external reviews identified the low stipends as impediments to reasonable completion rates for PhD students and as hindrances to recruitment of top students. Several strategies for improving funding were suggested, including administrative support, submitting thesis proposals to funding agencies, increased extramural funding by faculty, TAships, and fundraising. Expecting students to work outside jobs is not a viable strategy for improving completion rates.

5. The Department should improve undergraduate advising in terms of providing input in their junior/senior years regarding graduate training and career opportunities.

6. The Dean should help the Department develop intense fundraising efforts to establish a Visiting Lecturer Program and increase the visibility of the Range Creek resource both as a source of fundraising and for grant writing opportunities.

7. The administration and Department should work together to develop a comprehensive plan to upgrade facilities. This will improve recruitment and retention of both faculty and students.

Submitted by the Ad Hoc Committee of the Graduate Council:

Mary Lucero (Chair), Department of Physiology
Vladimir Hlady, Department of Bioengineering
Maureen Mathison (Undergraduate Council), University Writing Program
The OBIA tables included with the Graduate Council report are required by the Board of Regents, but do not currently match the University of Utah’s faculty classifications.
STUDENTS

NOTES:
1) Faculty FTE has been reduced by the amount of FTE paid for by sponsored research (Fund 5000).

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## FINANCIAL ANALYSIS

### ANTHROPOLOGY

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<td>Total Revenue</td>
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<td>1,921,149</td>
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**Difference**

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Memorandum of Understanding
Department of Anthropology
Graduate Council Review 2010-11

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on July 16, 2012, and concludes the Graduate Council Review of the Department of Anthropology. Michael L. Hardman, Interim Senior Vice President for Academic Affairs; M. David Rudd, Dean of the College of Social and Behavioral Science; Dennis H. O’Rourke, Chair of the Department of Anthropology; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on January 30, 2012. At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1:** The administration should provide resources to hire an outside Chair who will revitalize the excellence and national prominence that this Department has enjoyed. The new Chair should work together with the Dean to stabilize the budget so longer-term strategic plans can be made and implemented towards improving graduate student funding and hiring new faculty.

The Dean and the Sr. VP agree to enter into exploratory discussions regarding the strategy to initiate a search for a new Chair in Anthropology as part of overall budget deliberations within the College of Social and Behavioral Science.

**Recommendation 2:** The Department is in the process of hiring new faculty and should hire with consideration for both Departmental interests and teaching mission. In addition, the potential for obtaining extramural funding should be a factor in deciding among new faculty candidates. Importantly, the Department, in conjunction with the Office of Equity and Diversity, should formulate and implement efforts to successfully recruit minority faculty members and achieve appropriate gender/ethnic diversity.

Significant progress had been made on this recommendation since the review took place. Through a bridge arrangement made by the former Dean and Chair, several new hires have been made, three of whom are diversity hires. One hire is a female who is a highly productive researcher from Harvard, another is a joint hire with Ethnic Studies (a Chicano faculty member who will begin in January 2013), and the third is another traditionally underrepresented faculty member who was initially funded by the Vice President for Equity and Diversity as a visiting faculty member but who now has been hired on a longer term contract. With this hire, the Department already has a faculty member on a temporary basis who not only helps broaden diversity in the Department, but whom they very much would like to keep on a tenure track. The Dean and Chair are attempting to identify a mechanism to allow this possibility. A fourth new faculty member has been hired, an Assistant Professor who is not a minority but who brings significant extramural funding with him from his former position. All parties involved should be commended for their positive efforts and achievements related to this recommendation.
Memo

Randum of Understanding

Department of Anthropology

Graduate Council Review 2010-11

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Recommendation 3: To improve the graduate program, the Chair should appoint a Director of Graduate Studies who will be responsible for overseeing the admissions, advising, and tracking of graduate students. Increasing the diversity of the students within the Department is important and the use of annual reports to the Graduate Council should be considered as a way to encourage the Department to work effectively towards this objective.

There was a misunderstanding of terminology by the reviewers and the Graduate Council which resulted in the first part of this recommendation. The Department has had an effective “Graduate Advisor” as well as rigorous student assessment processes in place for some time. After seeing this recommendation, the Chair has made some strategic efforts to streamline procedures and processes for graduate students to be handled directly with the advisor vs. with faculty members.

Graduate Dean Wight informed the Chair about resources within the Graduate School that could significantly expand current efforts to increase student diversity at the Department level. Assistant Dean for Diversity, Sweeney Windchief, can provide lists of qualified underrepresented students from the GRE Test Services database. He also runs a Summer Training Institute for potential graduate students from underrepresented populations. Additionally, Dean Wight will match Department funds for assistantships for underrepresented graduate students. The University Diversity Committee report has been distributed to the Department, and the Chair will follow up on these suggestions.

Another major issue involved in increasing diversity among the students and also recruiting top students is related to Recommendation #4 (low stipends) and will be addressed below.

Recommendation 4: Both internal and external reviews identified the low stipends as impediments to reasonable completion rates for PhD students and as hindrances to recruitment of top students. Several strategies for improving funding were suggested, including administrative support, submitting thesis proposals to funding agencies, increased extramural funding by faculty, TAships, and fundraising. Expecting students to work outside jobs is not a viable strategy for improving completion rates.

The Chair described the Department’s earnest efforts to recruit minority students, but his efforts have not yielded substantive results largely due to the non-competitive financial offers he is able to make compared to other institutions (a big gap exists between the U. and other comparable institutions in this regard). To help remedy the situation, the Chair has recently formed an Extramural Advisory Board for Development through which he hopes to leverage increased external funding for graduate assistantships. He also has plans to submit an IGERT proposal to increase funding resources. During the 2012-13 year, the Dean will launch a College-wide scholarship campaign on a national level. The Chair plans to distribute this MOU document to the faculty and the recommendations, along with suggested strategies for remedying the problem of low stipends, will be under consideration by the faculty at an upcoming Department retreat in August.
Recommendation 5: The Department should improve undergraduate advising in terms of providing input in their junior/senior years regarding graduate training and career opportunities.

The College has provided the infrastructure and started an Office of Advising and Inclusion to improve undergraduate advising College-wide. In addition, an internship program, Connecting Classrooms to Careers, has been coordinated and is already experiencing success. The Department currently offers a course for transfer students in the Department to make them more aware of research and career opportunities that exist at the graduate level and also in the profession. The Dean offers two courses through the College to highlight career opportunities and the Chair has revitalized the Anthropology Club in the Department for the purpose of promoting the idea of seeking graduate training and career opportunities in Anthropology to current undergraduate students. At this time, there are some informal opportunities for senior undergraduate students to work alongside graduate students and faculty members on various research projects.

Recommendation 6: The Dean should help the Department develop intense fundraising efforts to establish a Visiting Lecturer Program and increase the visibility of the Range Creek resource both as a source of fundraising and for grant writing opportunities.

The Dean, in collaboration with the former Chair, has already taken action to intensify fundraising and establish a visiting lecturer program in order to increase the visibility of the Range Creek resource, and the current Chair will continue working with the Dean on these initiatives. The Dean is willing to allocate some funds to support the visiting lecturer program in the Department. Range Creek, though resources are limited, is seen by all parties to provide some significant impact in terms of visibility, fundraising, and grant opportunities, and efforts will be continued and highlighted in this regard.

Recommendation 7: The administration and Department should work together to develop a comprehensive plan to upgrade facilities. This will improve recruitment and retention of both faculty and students.

The issues of facilities upgrades are front and center for the administration. The Dean and Sr. Vice President have implemented a Meta study to make some determinations about what will be required and how to most reasonably proceed with getting those moving forward. Additionally, a large space in the former Natural History Museum has been assigned to the Department. The Chair is in the process of developing a long-term plan for that space. With the assistance of the Dean, some important upgrades have already been made to offices and certain labs. The improved recruitment and retention of both faculty and students is a major priority for the Chair and the Dean.
This memorandum of understanding is be followed by annual letters of progress from the chair of the Department of Anthropology to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

Michael L. Hardman  
M. David Rudd  
Dennis H. O'Rourke  
Charles A. Wight  
Donna M. White  

Charles A. Wight  
Dean, The Graduate School  
August 15, 2012
ITEM FOR INFORMATION

For the Meeting of September 11, 2012

RE:   Awards and Honors to the University Community, Research and Other Items of Interest

1. The J. Willard Marriott Library was recently honored with the Best of State 2012 Educational Institute/Service award. The Library was recognized for the diverse and rich set of collections and long standing programs that are among the most innovative and extensive in the Intermountain West. The Library’s Special Collections division was also highlighted as one of the state’s most important assets.

2. The University was recently featured by Campus Pride in their 2012 "Top 25 LGBT-Friendly List" in partnership with the Huffington Post. The list is based on the 2012 Campus Pride Index, a searchable index with data from more than 300 colleges and universities that take into account LGBT policies and programs, as well as responses from students, faculty and staff.

3. Bringing home a trophy from a Provo parade might just be more difficult than winning a Sugar Bowl, but that’s what the U did on July 4th when it won the Independence Award during Provo’s Freedom Festival. Organizers said that it was an amazing experience with very vocal supporters all along the route. The U’s parade float also received accolades from the Days of ’47 Parade and took home the Mayor’s Award. The float’s career will culminate at the U’s Homecoming Parade being held on September 14th at the Gateway.