1. CALL TO ORDER: 3:00 p.m. in 110 SFEBB

2. MINUTES: May 6, 2013

3. REQUEST FOR NEW BUSINESS:

4. CONSENT CALENDAR
   a. Senate Appointments & Election:
      i. Parliamentarian
      ii. Senate-Institutional Policy Committee Liaison
   b. Appendix I: Resignations, Administrative and Faculty Appointments

5. EXECUTIVE COMMITTEE REPORT:

6. REPORT FROM ADMINISTRATION:

7. REPORT FROM ASUU:

8. SPECIAL ORDERS:
   a. University RPT Standards Committee elections

9. NOTICE OF INTENT:

10. DEBATE CALENDAR:
   a. Proposal for Interdisciplinary Certificate in Entrepreneurship

11. INFORMATION CALENDAR:
   a. Lassonde Entrepreneur Institute
   b. James Lee Sorenson Global Impact Investing Center
   c. University Interim Rule 4-004D: Health Sciences Encryption of Protected Health Information
   d. Annuities & Salaries Name change
   e. PAC – 12 Faculty Senate Leaders Coalition Mission Statement
   f. University Policy 3-232 Operating Regulations for Bicycles, Skateboards, Roller-skates and Scooters
   g. Resolution for Brooke Hopkins

12. NEW BUSINESS:
   a. President’s Report – August 2013
   b. Committee Reports
   c. Update on Career-line faculty Senate membership plans

13. ADJOURNMENT:
ACADEMIC SENATE MINUTES
May 6, 2013

Call to Order
The regular meeting of the Academic Senate, held on May 6, 2013, was called to order at 3:04 p.m. by Robert Fujinami, Senate President. The meeting was held in room 115 C. Roland Christensen Center.


Excused: David Pershing, Vivian Lee


Excused with Proxy: Kathy Chapman (Sean Redmond), Sabine Fuhrmann (Alessandra Angelucci), Mary Elizabeth Hartnett (Marielle Young), Tom Henderson (Rich Riesenfeld)

Others: Martha Bradley, Eric Denna, Kurt Hegmann, Rod Larson, Octavio Villalpando

Approval of Minutes
The minutes of the Academic Senate meeting on April 1, 2013 were approved following a motion from Joanne Yaffe which was seconded by Kim Martinez.

Request for New Business—Annual Elections
Representatives of the Senate Personnel and Elections Committee explained that elections for the new Senate President-elect and for the membership of the Senate Executive Committee for next year are being conducted now with ballots collected during this meeting, and that elections are being conducted online to determine membership of the other Senate-elected committees.
Consent Calendar
The resignations retirements, faculty appointments, auxiliary and limited term appointments, appearing in the Appendices dated April 1, 2013, received approval to forward to the Board of Trustees on motion by Steve Alder and seconded by Sonia Salari.

Report from Administration
Interim V.P. for Academic Affairs Michael Hardman reported on the commencement activities. The President is interested in feedback on the commencement activities and the move from Friday to Thursday. We encourage all to provide feedback to Student Affairs.

On behalf of the President and all of central administration, Mike thanked the Academic Senate members for their service. We recognized the time and commitment it takes to serve on the Senate and we appreciate the willingness to serve.

Mike Hardman introduced Ruth Watkins, the new Sr. VP for Academic Affairs. Ruth was previously dean for the College of Liberal Arts and Sciences at the University of Illinois and professor of speech and hearing science, psychology and linguistics. Ruth started at the University of Illinois as an assistant professor in 1993. Ruth spoke briefly to the Senate.

Executive Committee Report
Allyson Mower, Executive Committee Secretary, provided a summary of the Executive Committee meeting held April 15, 2013.

Report from ASUU
Nick Ferre, the ASUU President for 2013-2014, was introduced.

Notice of Intent
No Items for Notice of Intent

Debate Calendar
Hank Liese, as co-chair of the Ad Hoc Committee on Auxiliary Faculty, presented the (Updated) Proposal on Senate representation (Phase 1). This is an update for the proposal to revise Policy 6-002 to include representatives of Career-line faculty in the Academic Senate. At its April 1 meeting the Senate took two important steps. First, it gave final Senate approval to the proposed revision of Policy 6-300 to change the nomenclature for faculty, including eliminating the term “Auxiliary” faculty, adopting the new term "Career-line" faculty, and replacing the term “Regular” faculty with “Tenure-line” faculty. And this included a plan for a second phase in which the new nomenclature will be incorporated into several other Regulations, during 2013-2014. Second, in the preliminary discussion of the companion proposal for Senate representation of Career-line faculty (revising Policy 6-002 which governs Senate membership), the Senate requested that the Ad Hoc Committee prepare a specific plan to accomplish the ‘staggering’ of terms of the initial set of Career-line representatives, so that in future years those representatives would be replaced in a staggered sequence rather than all at once.
That additional detail has been added to the proposal materials up for Senate approval today. Under this updated proposal, all of the 18 electing units (the 16 colleges, the Libraries as a unit, and the Interdisciplinary Teaching Programs as a unit) will elect their Career-line representatives by fall 2013, to begin service on the Senate in January 2014 (midway through the 2013-2014 Senate year). The Personnel and Elections Committee, after consultation with the Ad Hoc Committee on Auxiliary Faculty, will, by the end of spring 2014, divide those representatives into three groups. Those assigned to the first group will have special initial terms of only 1 & ½ years and the second group will have special initial terms of only 2 & ½ years. The third group will have special initial terms of 3 & ½. As originally proposed (prior to the amendment explained below), those in both the first and second groups would have a special one-time exception of being eligible for election again immediately after their initial shortened term. Only the third group would be subject to the ordinary restriction of not being eligible for re-election until having spent at least one year out of office [the subject of the amendment below]. The Associate VP for Faculty office has worked with OBI to gather the required information for the voting. If anyone has questions about eligibility, please contact that office. Kim Martinez made a motion to call for a vote, seconded by Patrick Panos. The motion passed. Stephanie Richardson then moved to amend the proposal to change the reelection exception so that only the 1st group would be eligible immediately for reelection, and both the 2nd and 3rd groups would be subject to the ordinary restriction of spending one year out of office. The motion was seconded and passed. The motion to approve the overall proposal, as amended, and forward to the Board of Trustees was made by Kim Martinez and seconded by Joanne Yaffe. Motion passed. A reminder was given that during the second phase of this project in 2013-2014 there will be proposed further changes to Policy 6-002, 6-001 and other policies regarding the Senate, primarily for integrating Career-line faculty into the Senate committee system, and otherwise updating descriptions of Senate functions and procedures. Those proposals will accompany the planned second phase of revising multiple regulations to incorporate the new faculty nomenclature adopted in the revised Policy 6-300 (“Tenure-line” and “Career-line”).

The proposal for Intellectual Property policies, Revised Policy 7-002--Patents & Inventions, Revised Policy 5-204—Remunerative Consultation was presented by John Morris and Glenn Prestwich.

The three major changes to 7-002 include; first, better define which inventions the University would claim ownership of because the old definition had given rise to several disputes. Inventions that will be subject to Policy 7-002 are those arising within a faculty or staff member’s area of expertise, as well as those resulting from either University research or non-incidental use of University resources. Second, the inventors’ portion of net commercialization revenues increases to 40% of the first $100,000; 35% of the next $200,000 and 33% of net income thereafter. Third, there will be improved relationships between the Technology Commercialization Office (TCO) and inventors. The TCO must promptly and efficiently process invention disclosures and inform inventors of TCO’s decision whether to protect and commercialize the invention. TCO will honor an inventor’s request for assignment of an invention TCO has failed to commercialize within a reasonable period of time.

In addition to these three major changes, the other changes to the policy include:
• Non-Incidental Use of University Resources. University rights to an invention based on use of University resources applies when the inventor uses University resources exceeding those
resources available to the general public or to which he or she ordinarily has access as a faculty member, staff member or student, as applicable.

- **“University Research” Based on Faculty Member Involvement.** The term “University Research” includes research a faculty member performs or manages in his or her official capacity, but not the independent research of students for which the faculty member acts merely as an advisor.
- **Research Results; Laboratory Notebooks.** The University owns tangible and intangible products of University research. Faculty members remain custodians of their laboratory notebooks, but will provide these to the University upon its request or upon separation of the faculty member from the University.
- **Student Invention Assignments for Faculty Research.** Faculty members are encouraged to ensure that students participating in a faculty member’s research have provided assignments for resulting inventions they create.
- **Consulting Arrangements.** Faculty members are responsible to ensure their consulting activities are consistent with the requirements of Policy 5-204: Remunerative Consultation and Other Employment Activities.
- **Invention Assignment Language.** The Policy’s invention assignment provision incorporates language required by the U.S. Supreme Court’s recent decision in Stanford v. Roche.
- **Specifically Defined Terms.** Specifically defined terms are added or further clarified, consistent with changes elsewhere in the Policy.
- **Copyright Works; Software.** Copyrightable works that are also patentable will be treated as Inventions subject to Policy 7-002. Software, whether or not patentable, will be treated as an Invention subject to Policy 7-002.
- **Illustrative Examples.** The committee thought it would be helpful for the revised Policy to include, but only as a guide, specific examples related to inventions created by faculty members, staff members and students, applying related policy provisions.

The proposed Changes to Policy 5-204: Remunerative Consultation and Other Employment activities are to increase the number of consulting days permitted. Faculty members and administrative officers are permitted to consult four days per month, rather than two days per month. Revised Policy 5-204 will continue to permit faculty members and Administrative Officers to accrue up to twelve unused consulting days. In addition, the term “consulting” is specifically defined to include consulting performed by a faculty member or administrative officer in his or her individual capacity, directly related to the faculty member’s or administrative officer’s area of expertise, which utilizes that expertise through interactions with the public, and in exchange for which the faculty member or administrative officer receives compensation. The motion to approve and forward to the Board of Trustees was made by Joanne Yaffe and seconded by Stephanie Richardson. Motion passed with one abstention.

Cheryl Winston presented the proposal for a name change from “Hearing Impairments Program” to “Deaf and Hard of Hearing Program.” The Program is a bachelor’s, master’s, and licensure only program within the Department of Special Education, College of Education. There are two overriding reasons for this name change. First, the new name more closely represents current terminology used in research and scholarly writings within the field across the nation. This name change is consistent with a survey of higher education teacher preparation programs throughout the nation.
Second, the Utah State Office of Education has changed the title of the “endorsement” our students will receive-- to Deaf and Hard of Hearing. The motion to approve and forward to the Board of Trustees was made by Keith Bartholomew and seconded by Norman Waitzman. Motion passed unanimously.

The proposal for name change from “MS in Pharmacotherapy Outcomes Research and Health Policy” to “MS in Health System Pharmacy Administration” was presented by Linda Taylor. Due to a departmental name change from Pharmacy Practice to Pharmacotherapy in 2004, the MS program name was changed from Pharmacy Administration to Pharmacotherapy in order to be consistent with the department’s name. In 2011 a new PhD program and program name, Pharmacotherapy Outcomes Research and Health Policy was approved. At the time the PhD program was approved, the department’s Graduate Programs Committee made the decision that the name of the MS program should change from Pharmacotherapy to Pharmacotherapy Outcomes Research and Health Policy, again for consistency, but without long-term consideration of the impact on the advanced practice administrative residencies. This name change better represents the degree to be offered. The motion to approve and forward to the Board of Trustees was made by Joanne Yaffe and seconded by Keith Bartholomew. Motion passed unanimously.

The proposal for a new graduate Certificate of Occupational Safety and Health was presented by Kurt Hegmann. The Department of Family and Preventative Medicine and the Rocky Mountain Center for Occupational and Environmental Medicine have requested approval for this certificate that will help meet graduate-level regional and national needs for personnel trained in Occupational Safety and Health (OSH). The certificate will require students to complete at least 15 credit hours of graduate level coursework in OSH. The courses included in the certificate are already taught in the Graduate Programs curriculum. The motion to approve and forward to the Board of Trustees was made by Norman Waitzman and seconded by Joanne Yaffe. Motion passed unanimously.

The proposed revision of Rule 6-310(IDTP) adding two new programs as Qualified Interdisciplinary Teaching Programs was introduced by Hank Liese, Dan McCool and Robert Kessler. The purpose is to authorize the Entertainment Arts and Engineering Program (EAE) and the Environmental and Sustainability Studies Program (ENVST) to make appointments of faculty in the category of Lecturer. Revising the Rule will add these two programs to the list of what the Rule establishes as “Qualified Interdisciplinary Teaching Programs” (QIDTPS) granted the authority to make such appointments. The teaching personnel of the EAE and ENVST programs are highly qualified, experienced, and dedicated to teaching. The motion to approve was made by Joanne Yaffe. Motion was seconded by Alison Regan and motion passed unanimously. Because this involves a University Rule, rather than a University Policy, the approval of the Senate is the final step in the approval process.

The proposal for revisions of Policy 3-232, Operating Regulations for Bicycles, Skateboards, Roller skates And Scooters was presented by Robert Payne (Office of General Counsel) and Scott Folsom (Chief of Police). The purpose of this Policy is to govern the operation and use of non-motorized riding devices, including bicycles, skateboards, roller skates and scooters on the campus of, or on other premises owned, operated or controlled by, the University of Utah. The
policy has been revised to provide the University with more effective tools to enforce, and obtain compliance with, the policy including greater sanctions and the ability to impound devices in appropriate circumstances. The policy only applies to members of the University community (employees and students). An administrative rule has been submitted to the Utah Administrative Rules Review Committee which contains the same requirements as the attached policy but is directed to visitors on campus who are not part of the University community. The U encourages alternative forms of transportation; the greater concern is the use of these non-motorized devices in an unsafe and dangerous way.
Sanctions for impermissible uses include:

- First offense, the U will record the individual’s name and provide a written warning, if no identification is provided the riding device will be impounded.
- For a second offense which takes place within twenty-four months of an individual’s first offense or warning, the non-motorized riding device will be impounded for not less than forty-eight hours and the individual shall be required to pay a fine of not less than $100 dollars plus the applicable impoundment fee.
- For offenses after an individual’s second offense, which are within twenty-four months of the individual’s immediately preceding offense, the non-motorized riding device will be impounded for not less than thirty calendar days and the offender shall be subject to an escalating schedule of fines for each offense beyond the second offense, plus the applicable impoundment fee.
- Member of the University community who commit two or more offenses under this section, and/or who fail to pay fines levied under this section, may also be subject to discipline under the appropriate other University Policies (including for student violators the Code of Student Rights and Responsibilities—Policy 6-400).
- In appropriate cases, including but not limited to chronic or flagrant violations of this Policy, members of the University community may be prohibited from riding or using non-motorized devices on University premises, permanently or for a designated period.

The presenters explained that they understand there are students who commute from housing using non-motorized devices, and the greater concern is the recreational riders, particularly those who are riding the Trax train up to the hospital station and then skateboarding down through campus to the Stadium station. A lengthy discussion was held regarding the implications of this Policy, particularly the new provision which entirely prohibits all “recreational” riding of both skateboards and bicycles at all times. A motion to amend to change the wording to discourage instead of prohibit was made by David Ailion, and seconded by Joanne Yaffe and the motion did not pass. Discussion continued until Question was called by Kim Martinez. The motion to approve the proposal as originally presented, and forward to the Board of Trustees for final approval, with the accompanying recommendation to also bring the Policy back for further consideration in the fall (possibly removing the strictly prohibited provision for recreational riding) was made by Keith Bartholomew and seconded by Kim Martinez. Division of assembly was called and the Parliamentarian declared there was a tie vote, and explained that under Senate regulations such a tie leads to the Senate President casting a vote to break the tie. After further discussion and assurances from the presenters that if the Policy revision was approved today it would be brought back to the Senate for further consideration in the fall, President Robert Fujinami voted yes, and the motion to approve the proposal as originally presented passed.
Information & Recommendations Calendar
The Undergraduate Council Review of the LEAP Program was presented to the Academic Senate. No recommendations were made.

New Business—Annual Elections Results
The Personnel and Elections Committee representatives announced that the ballots cast during the meeting having been tabulated—Steve Alder was elected as the President-Elect for 2013-2014. Stephen C. Alder, Ph.D. is an Associate Professor of Family and Preventive Medicine and Chief of the Division of Public Health. He has served two terms on the Academic Senate and has been a member of the Executive Committee for three consecutive years.

The elected members of the Executive Committee will be Keith Bartholomew, Mike Gardner, William Johnson, Lorie Richards, Jack Longino, Meredith Metzger, Joanne Yaffe, Justin Diggle, Ingrid Nygaard and Duncan Metcalfe. Alternates will be Xan Johnson and Tom Henderson.

Adjournment
The meeting adjourned at 5:54 p.m.

Respectfully submitted,
Shawnee Worsley
ADDENDUM

APPENDIX I

RESIGNATIONS, RETIREMENTS & APPOINTMENTS

Resignations

1. Dr. Nicholas W. Hillman, Assistant Professor of Educational Leadership & Policy, effective June 30, 2013.

2. Dr. Janet C. Jacobson, Assistant Professor (Clinical) of Obstetrics & Gynecology, effective June 30, 2013.

3. Professor George F. Johnson, Professor of Military Science, effective July 30, 2013.

4. Dr. Patrick F. Kiser, Associate Professor of Bioengineering, effective August 31, 2013.

5. Dr. Meghann McManus, Assistant Professor (Clinical) of Pediatrics, effective November 30, 2013.


7. Dr. Rachel L. Nardo, Professor in the School of Music, effective June 30, 2013.

8. Dr. Ming Piao, Assistant Professor of Management, effective June 30, 2013.

9. Dr. Anya Plutynski, Associate Professor of Philosophy, effective July 1, 2013.

10. Dr. Julie Stewart, Assistant Professor of Sociology, effective June 30, 2013.

11. Dr. Jeff K. Stratman, Associate Professor of Operations & Information Systems, effective August 16, 2013.

12. Dr. Matias Vernengo, Associate Professor of Economics, effective May 17, 2013.

13. Dr. Sarah A. Vogler, Assistant Professor (Clinical) of Surgery, effective September 30, 2013.

14. Dr. Haori Yang, Assistant Professor of Civil & Environmental Engineering, effective September 15, 2013.
Retirements

1. Dr. Alan D. Fogel, Professor of Psychology, member of faculty for 25 years, effective June 30, 2013.

2. Dr. Stephen C. Jacobsen, Distinguished Professor of Mechanical Engineering, member of faculty for 41 years, effective June 30, 2013. (See Emeritus Appointments)

3. Professor Peder N. Melhuse, Assistant Professor of Theatre, member of faculty for 7 years, effective July 1, 2013.

4. Dr. Dwayne R. Westenskow, Professor of Anesthesiology, member of faculty for 38 years, effective July 1, 2013.

Administrative Appointment

1. Dr. Cynthia Burrows, Chair, Department of Chemistry, effective July 1, 2013.

2. Dr. Carleton DeTar, Chair, Department of Physics and Astronomy, effective August 1, 2013.

3. Dr. James C. Hannon, Chair, Department of Exercise and Sport Science, effective July 1, 2013.

4. Dr. Richard J. Ingebretsen, Associate Dean for Student Affairs, College of Science, effective July 1, 2013.

5. Dr. Rena D’Souza, Dean, School of Dentistry, effective August 1, 2013.

Tenure-Line Faculty Appointments

DENTISTRY

1. Dr. Rena D’Souza, Professor with tenure in the School of Dentistry, effective August 1, 2013.

   B.S., 1977, University of Bombay
   M.S., 1985, University of Texas
   D.D.S., 1985, University of Texas
   Ph.D., 1987, University of Texas

EDUCATION

2. Dr. Erin L. Castro, Assistant Professor of Educational Leadership & Policy, effective July 1, 2013. This supersedes the appointment as Visiting Assistant Professor of Educational Leadership & Policy.
3. Dr. Irene H. Yoon, Assistant Professor of Educational Leadership & Policy, effective July 1, 2013.

   B.A., 2003, Williams College
   Ph.D., 2011, University of Washington

ENGINEERING

4. Dr. Michael E. Barber, Professor with tenure of Civil & Environmental Engineering, effective August 1, 2013.

   B.S., 1981, University of New Hampshire
   M.S., 1983, Purdue University
   Ph.D., 1991, University of Texas

5. Dr. Tara L. Deans, Assistant Professor of Bioengineering, effective September 1, 2013.

   B.S., 1995, Washington State University
   Ph.D., 2009, Boston University

6. Dr. Xiaoyue C. Liu, Assistant Professor of Civil & Environmental Engineering, effective August 12, 2013.

   B.S., 2006, Jiaotong University
   M.S., 2009, Texas Southern University
   Ph.D., 2013, University of Washington

7. Dr. Taylor D. Sparks, Assistant Professor of Material Science & Engineering, effective July 1, 2013.

   B.S., 2007, University of Utah
   M.S., 2010, University of California
   Ph.D., 2012, Harvard University

8. Dr. Michael S. Yu, Associate Professor of Bioengineering, effective August 15, 2013.

   B.S., 1990, Korea University
   M.S., 1993, Korea University
   Ph.D., 1998, University of Massachusetts
HUMANITIES

9. Dr. Benjamin Slade, Assistant Professor of Linguistics, effective July 1, 2013.

   B.A., 1999, Johns Hopkins University
   M.A., 2004, Johns Hopkins University
   M.A., 2008, University of Illinois
   Ph.D., 2011, University of Illinois

MEDICINE

10. Dr. Jeremy M. Gililland, Assistant Professor of Orthopedic Surgery, effective September 1, 2013.

   B.S., 2000, California Polytechnic State University
   M.D., 2007, University of California

11. Dr. Long Huang, Assistant Professor of Radiation Oncology, effective August 1, 2013.

   B.S., 2000, Peking University
   M.S., 2003, University of North Texas
   Ph.D., 2010, University of Texas


   B.S., 2003, University of California
   M.D., 2007, University of Southern California

13. Dr. Yelena P. Wu, Assistant Professor of Family & Preventive Medicine, effective September 1, 2013.

   B.A., 2003, University of California
   M.A., 2007, University of Kansas
   Ph.D., 2011, University of Kansas

NURSING

14. Dr. Patricia G. Morton, Professor with tenure of Nursing, effective August 1, 2013.

   B.S., 1974, Loyola College
   B.S., 1977, Johns Hopkins University
   M.D., 1979, University of Maryland
SCIENCE

15. Dr. Matthew T. Kieber-Emmons, Assistant Professor of Chemistry, effective August 1, 2013.

   B.S., 2002, Saint Joseph’s University
   Ph.D., 2008, University of Delaware

SOCIAL & BEHAVIORAL SCIENCE

16. Professor Matthew R. Burmeister, Assistant Professor of Military Science, effective July 25, 2013.

   B.A., 2006, US Military Academy WestPoint


   B.A., 2007, Boise State University

18. Mr. Lars E. Sjoberg, Instructor in Economics, effective July 1, 2013.

   B.S., 2007, University of Stockholm


APPENDIX II

CAREER-LINE, ADJUNCT AND VISITING FACULTY APPOINTMENTS

Appointments of Clinical, Lecturer, Research, Adjunct, or Visiting Faculty

BUSINESS

1. Dr. Robert J. Wuebker, Assistant Professor (Lecturer) of Management, effective July 1, 2013 and ending June 30, 2014.

   B.A., 1991, Ohio State University
   M.B.A., 1997, EDHEC
   Ph.D., 2009, Rensselaer Polytechnic Institute
DENTISTRY

2. Dr. Jay L. Call, Adjunct Instructor in the School of Dentistry, effective August 19, 2013 and ending June 30, 2014.

   B.S., 1987, Utah State University
   D.D.S., 1990, Creighton University

3. Dr. John R. Conner, Adjunct Instructor in the School of Dentistry, effective August 1, 2013 and ending June 30, 2014.

   B.S., 1969, Brigham Young University
   D.D.S., 1973, Georgetown University

4. Dr. Donald G. Tolboe, Adjunct Instructor in the School of Medicine, effective August 19, 2013 and ending June 30, 2014.

   D.D.S., 1967, University of Washington

5. Dr. Chris E. Vernon, Adjunct Instructor in the School of Dentistry, effective August 19, 2013 and ending June 30, 2014.

   B.S., 1985, Brigham Young University
   D.D.S., 1990, Creighton University

ENGINEERING

6. Dr. Eric N. Eide, Research Assistant Professor in the School of Computing, effective July 1, 2013 and ending June 30, 2014.

   B.S., 1989, University of Utah
   M.S., 1995, University of Utah
   Ph.D., 2012, University of Utah

7. Dr. Mark A. Minor, Adjunct Associate Professor in the School of Computing, effective July 1, 2013 and ending June 30, 2014. This is secondary to the appointment as Associate Professor of Mechanical Engineering.
8. Dr. James C. Sutherland, Adjunct Associate Professor in the School of Computer, effective July 1, 2013 and ending June 30, 2014. This is secondary to the appointment as Associate Professor of Chemical Engineering.

9. Dr. Jeffrey A. Weiss, Adjunct Professor in the School of Computing, effective July 1, 2013 and ending June 30, 2014. This is secondary to the appointment as Professor of Bioengineering and is in addition to the appointment as Adjunct Professor of Orthopedic Surgery.

FINE ARTS

10. Mr. Max D. Adams, Adjunct Instructor in Film & Media Arts, effective August 16, 2013 and ending June 30, 2016.

   B.A., 1994, University of Utah

11. Professor Jennifer C. Boren, Adjunct Assistant Professor of Ballet, effective August 16, 2013 and ending June 30, 2014.


   B.Mus., 2007, University of Utah
   M.Mus., 2009, University of Utah

13. Professor Allison A. Farnsworth, Adjunct Assistant Professor of Ballet, effective August 16, 2013 and ending June 30, 2014.

   B.F.A., 2010, Brigham Young University
   M.A., 2012, University of Utah


   B.F.A., 2006, University of Utah
   M.F.A., 2009, University of San Diego

15. Professor Steven Pecchia-Bekkum, Assistant Professor (Lecturer) of Film & Media Arts, effective August 1, 2013 and ending June 30, 2016. This supersedes the appointment as Adjunct Assistant Professor of Film & Media Arts.

16. Professor Andrew E. Rice, Adjunct Assistant Professor of Art & Art History, effective August 16, 2013 and ending June 30, 2016.
17. Mr. Mike Ross, Adjunct Instructor in Art & Art History, effective August 16, 2013 and ending June 30, 2016.

B.F.A., 2005, University of Colorado
M.F.A., 2013, University of Utah


B.S., 1991, Utah State University

19. Dr. Sheri Anderson, Visiting Assistant Professor of Languages & Literature, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Instructor (Lecturer) in Languages & Literature.

HUMANITIES

20. Professor Howard Baik, Adjunct Associate Professor of Law, effective July 1, 2013 and ending June 30, 2016.

B.A., 1997, Brigham Young University
J.D., 2001, Brigham Young University
M.B.A., 2008, University of California


B.A., 2001, Wheaton College
J.D., 2004, University of Chicago

22. Professor Meredith L. Lewis, Adjunct Professor of Law, effective July 1, 2013 and ending June 30, 2018.

B.S., 2000, University of East Anglia
J.D., 2005, University of Utah

23. Professor Kevin Simon, Adjunct Professor of Law, effective July 1, 2013 and ending June 30, 2018.
B.A., 1994, University of California
J.D., 1997, University of California

24. Professor Brenda Teig, Adjunct Associate Professor of Law, effective July 1, 2013 and ending June 30, 2016.

B.A., 1994, University of Northern Iowa
J.D., 1997, University of Oregon

MEDICINE

25. Dr. Erica F. Andersen, Instructor (Clinical) in Pathology, effective September 1, 2013 and ending June 30, 2014.

B.A., 2003, Macalester College
Ph.D., 2011, University of Wisconsin


B.A., 2003, University of Minnesota
M.D., 2008, University of Minnesota

27. Dr. Joseph H. Bergman, Visiting Instructor in Orthopedic Surgery, effective August 1, 2013 and ending June 30, 2014.

B.S., 2004, Texas Tech University
M.D., 2008, University of Texas

28. Dr. David A. Bull, Adjunct Professor of Neurosurgery, effective August 1, 2013 and ending June 30, 2014. This is secondary to the appointment as Professor of Surgery and is in addition to the appointment as Adjunct Professor of Pharmaceutical Chemistry.

29. Dr. Tyler R. Call, Assistant Professor (Clinical) of Anesthesiology, effective August 1, 2013 and ending June 30, 2014. This supersedes the appointment as Instructor (Clinical) in Anesthesiology.

30. Dr. Matthew Colman, Visiting Instructor in Orthopedic Surgery, effective August 1, 2013 and ending June 30, 2014.
31. Dr. Kevin M. Cummisford, Adjunct Assistant Professor of Anesthesiology, effective August 1, 2013 and ending June 30, 2014.

B.A., 2000, University of Saint Thomas
M.D., 2004, Medical College of Wisconsin

32. Dr. Edward P. Curry, Visiting Instructor in Orthopedic Surgery, effective August 1, 2013 and ending June 30, 2014.

B.A., 1998, University of Scranton
M.D., 2008, Georgetown University

33. Dr. Mark W. Dassel, Assistant Professor (Clinical) of Obstetrics & Gynecology, effective September 1, 2013 and ending June 30, 2014.

B.S., 2002, University of Kentucky
M.D., 2007, University of Kentucky

34. Dr. Curt H. Hagedorn, Adjunct Professor of Internal Medicine, effective August 1, 2013 and ending June 30, 2014. This supersedes the appointment as Professor of Internal Medicine and is in addition to the appointment as Adjunct Professor of Pathology.

35. Dr. James B. Jackson, Visiting Instructor in Orthopedic Surgery, effective August 1, 2013 and ending June 30, 2014.

B.S., 2004, Mars Hill College
M.D., 2008, Wake Forest University

36. Dr. Nicholas E. Johnson, Adjunct Assistant Professor of Pathology, effective August 1, 2013 and ending June 30, 2014. This is secondary to the appointment as Assistant Professor of Neurology and is in addition to the appointment as Adjunct Assistant Professor of Pediatrics.

37. Dr. Brian A. Kendall, Assistant Professor (Clinical) of Internal Medicine, effective August 20, 2013 and ending June 30, 2014. This supersedes the appointment as Visiting Instructor in Internal Medicine.

38. Professor Ziyad Khaleel, Adjunct Assistant Professor of Radiology, effective July 10, 2013 and ending June 30, 2014.
B.S., 1988, University of Baghdad
M.B.B.S., 1994, University of Baghdad


B.S., 2004, University of California
M.D., 2008, University of California

40. Dr. Daniel Lerman, Visiting Instructor in Orthopedic Surgery, effective August 1, 2013 and ending June 30, 2014.

B.A., 2003, Wesleyan University
M.D., 2008, University of Maryland

41. Dr. Kathryn A. Peterson, Adjunct Assistant Professor of Dermatology, effective August 12, 2013 and ending June 30, 2014. This is in addition to the appointment as Assistant Professor (Clinical) of Internal Medicine.

42. Dr. Jeffrey M. Reagan, Visiting Instructor in Orthopedic Surgery, effective August 1, 2013 and ending June 30, 2014.

B.S., 2002, Brigham Young University
M.D., 2007, St. Louis University

43. Dr. Matthew R. Seely, Adjunct Assistant Professor of Anesthesiology, effective July 16, 2013 and ending June 30, 2014.

B.A., 1995, University of Utah
D.O., 2000, Philadelphia College of Pharmacy

44. Dr. Jason D. Shepherd, Adjunct Assistant Professor of Ophthalmology, effective July 1, 2013 and ending June 30, 2014. This is secondary to the appointment as Assistant Professor of Neurobiology & Anatomy.

45. Dr. Nader A. Shourbaji, Visiting Instructor in Orthopedic Surgery, effective August 1, 2013 and ending June 30, 2014.

B.S., 2002, Tulane University
M.B.A., 2007, Vanderbilt University
46. Dr. Vanessa Stevens, Adjunct Assistant Professor of Pediatrics, effective September 1, 2013 and ending June 30, 2014. This is in addition to the appointment as Research Assistant Professor of Pharmacotherapy.

47. Dr. Chee Chun Tan, Assistant Professor (Clinical) of Pediatrics, effective August 12, 2013 and ending June 30, 2016.

   B.S., 2002, International Medical University  
   M.D., 2006, University of Calgary  
   M.S., 2011, University of Cincinnati


   B.S., 2002, University of Nevada  
   M.D., 2008, University of Nevada

49. Dr. Parley A. Williams, Adjunct Instructor in Physical Medicine & Rehabilitation, effective August 20, 2013 and ending June 30, 2014.

   B.S., 2005, University of Utah  
   M.D., 2009, University of Utah


   B.S., 2003, Vanderbilt University  
   M.D., 2007, Duke University


   B.A., 1999, Georgetown University  
   M.D., 2007, Oregon Health Sciences Center

52. Dr. Gengsheng L. Zeng, Adjunct Professor of Radiology, effective August 26, 2013 and ending June 30, 2014. This supersedes the appointment as Professor of Radiology and is in addition to the appointments as Adjunct Professor of Bioengineering and of Electrical & Computer Engineering.
NURSING

53. Ms. Julie King, Instructor (Clinical) in Nursing, effective September 1, 2013 and ending June 30, 2014.

B.S., 1988, University of Utah
M.S., 1998, Georgetown University

PHARMACY

54. Professor Joseph E. Biskupiak, Research Professor of Pharmacotherapy, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Research Associate Professor of Pharmacotherapy.

55. Mr. Ryan D. Cardon, Adjunct Instructor in Pharmacotherapy, effective June 14, 2013 and ending June 30, 2014.

B.S., 2007, Southern Utah University
Pharm.D., 2011, University of Utah

56. Mr. Thomas J. Davies, Adjunct Instructor in Pharmacotherapy, effective June 14, 2013 and ending June 30, 2014.

Pharm.D., 2011, University of Utah

57. Dr. Randal O. Dull, Adjunct Professor of Pharmaceutical Chemistry, effective July 1, 2013 and ending June 30, 2014. Supersedes the appointment as Adjunct Associate Professor of Pharmaceutical Chemistry and is in addition to the appointments as Adjunct Associate Professor of Bioengineering and of Pediatrics.

58. Dr. Darin Y. Furgeson, Adjunct Assistant Professor of Pharmaceutical Chemistry, effective June 8, 2013 and ending June 30, 2014. This is in addition to the appointments as Adjunct Assistant Professor of Bioengineering, Chemical Engineering, Pediatrics and of Pharmacology & Toxicology.

59. Dr. Michael Goodman, Adjunct Assistant Professor of Pharmacotherapy, effective May 1, 2013 and ending June 30, 2014. This supersedes the appointment as Assistant Professor of Pharmacotherapy.

60. Professor Karen M. Gunning, Professor (Clinical) of Pharmacotherapy, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Associate Professor (Clinical) of Pharmacotherapy.

61. Dr. Patrick F. Kiser, Adjunct Associate Professor of Pharmaceutical Chemistry, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Adjunct Assistant Professor of Pharmaceutical Chemistry.
62. Professor Carrie M. Marx, Research Associate Professor of Pharmacotherapy, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Research Assistant Professor of Pharmacotherapy.

63. Professor Makala B. Pace, Adjunct Assistant Professor of Pharmacotherapy, effective May 7, 2013 and ending June 30, 2014.

   Pharm.D., 2004, University of Utah

64. Dr. Abhijit Ray, Adjunct Assistant Professor of Pharmaceutical Chemistry, effective July 1, 2013 and ending June 30, 2014.

   B.S., 1986, Utkal University
   M.S., 1988, Utkal University
   M.Phil., 1991, University of Delhi
   Ph.D., 1995, University of Delhi

65. Professor James H. Ruble, Associate Professor (Clinical) of Pharmacotherapy, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Assistant Professor (Clinical) of Pharmacotherapy and is in addition to the appointment as Adjunct Assistant Professor of Pharmaceutical Chemistry.

66. Dr. Sunil Sharma, Adjunct Professor of Pharmaceutical Chemistry, effective July 1, 2013 and ending June 30, 2014. This is secondary to the appointment as Professor of Internal Medicine.

67. Mr. Cecil D. Shern, Adjunct Instructor in Pharmacotherapy, effective May 7, 2013 and ending June 30, 2014.

   B.S., 2003, University of Utah

68. Dr. Russell J. Stewart, Adjunct Professor of Pharmaceutical Chemistry, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Adjunct Associate Professor of Pharmaceutical Chemistry.

69. Dr. Christi M. Terry, Adjunct Associate Professor of Pharmaceutical Chemistry, effective July 1, 2013 and ending June 30, 2014. This is in addition to the appointment as Research Associate Professor of Internal Medicine.

70. Mr. Travis T. Tolley, Adjunct Instructor in Pharmacotherapy, effective May 7, 2013 and ending
June 30, 2014.

Pharm.D., 2001, Midwestern University

71. Professor David C. Young, Professor (Clinical) of Pharmacotherapy, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Associate Professor (Clinical) of Pharmacotherapy.

PROGRAMS

72. Dr. Roger A. Altizer, Associate Professor (Lecturer) of Entertainment Arts Engineering, effective July 1, 2013 and ending June 30, 2014. This is in addition to the appointments as Adjunct Assistant Professor of Film & Media Arts and in the School of Computing.

73. Professor Ryan E. Brown, Assistant Professor (Lecturer) of Entertainment Arts Engineering, effective July 1, 2013 and ending June 30, 2014.

B.F.A., 2008, Brigham Young University
M.F.A., 2012, University of Utah

74. Dr. Mark C. Van Langeveld, Associate Professor (Lecturer) of Entertainment Arts Engineering, effective July 1, 2013 and ending June 30, 2016. This is in addition to the appointment as Assistant Professor (Lecturer) in the School of Computing.

SCIENCE

75. Dr. C. Herbert Clemens, Visiting Professor of Mathematics, effective July 1, 2013 and ending June 30, 2016.

B.A., 1961, Holy Cross Junior College
M.A., 1964, University of California
Ph.D., 1966, University of California

76. Dr. Aaron M. Fleming, Research Assistant Professor of Chemistry, effective July 1, 2013 and ending June 30, 2014.

B.S., 2002, Adams State College
Ph.D., 2009, University of Utah

77. Dr. Yair Glasner, Visiting Professor of Mathematics, effective July 16, 2013 and ending June 30, 2014.
Dr. Davit Harutyunyan, Research Assistant Professor of Mathematics, effective July 16, 2013 and ending June 30, 2016.

B.A., 2004, Yerevan State University
M.A., 2006, Yerevan State University
Ph.D., 2012, Rheinische Friedrich

Dr. John R. Heemstra Jr., Assistant Professor (Lecturer) of Chemistry, effective July 1, 2013 and ending June 30, 2014.

B.A., 2000, North Central College
Ph.D., 2007, University of Illinois

Dr. Carolyn Kelley, Associate Professor (Lecturer) of Chemistry, effective July 1, 2013 and ending June 30, 2014.

B.S., 1985, University of North Dakota
M.S., 1986, University of California
Ph.D., 1990, University of Utah

Dr. Evelyn Lamb, Assistant Professor (Lecturer) of Mathematics, effective July 1, 2013 and ending June 30, 2016.

B.A., 2005, Baylor University
M.A., 2009, Rice University
Ph.D., 2012, Rice University

Professor Baiying Liu, Assistant Professor (Lecturer) of Mathematics, effective July 1, 2013 and ending June 30, 2016.

B.S., 2006, Harbin Institute of Technology
M.S., 2008, Harbin Institute of Technology
M.S., 2011, University of Minnesota

Dr. Michael Medvinsky, Assistant Professor (Lecturer) of Mathematics, effective August 16, 2013 and ending June 30, 2016.
B.A., 2005, The Open University of Israel
M.S., 2007, Tel-Aviv University
Ph.D., 2013, Tel-Aviv University

84. Professor Mark Shoemaker, Research Assistant Professor of Mathematics, effective July 1, 2013 and ending June 30, 2016.

85. Dr. Nicola Tarasca, Research Assistant Professor of Mathematics, effective August 1, 2013 and ending June 30, 2016.

B.A., 2008, University of Puget Sound

B.A., 2006, Universita Degli Studi Di Roma
M.A., 2008, Universite De Pierre Et Marie
Ph.D., 2012, Humboldt Universitat

SOCIAL & BEHAVIORAL SCIENCE

86. Dr. Danupon A. Ariyasajjakorn, Visiting Associate Professor of Economics, effective July 1, 2013 and ending June 30, 2014.

B.A., 1999, Chulalongkorn University
M.A., 2001, Chulalongkorn University
Ph.D., 2007, University of Utah

87. Dr. Tariq Banuri, Adjunct Professor of Economics, effective July 1, 2013 and ending June 30, 2015. This is in addition to the appointment as Professor (Lecturer) of City & Metropolitan Planning.

88. Professor Matthew H. Connolly, Assistant Professor (Lecturer) of Geography, effective July 1, 2013 and ending June 30, 2014.

B.S., 2006, University of Colorado
M.A., 2009, Southwest Texas State University

89. Dr. Elisabeth L. Dekoeyer-Laros, Assistant Professor (Lecturer) of Psychology, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Adjunct Assistant Professor of Psychology.

90. Dr. Todd L. Goodsell, Visiting Assistant Professor of Sociology, effective July 1, 2013 and ending June 30, 2014.
B.S., 1994, Brigham Young University
M.S., 1998, Brigham Young University
Ph.D., 2004, University of Michigan

91. Dr. Jeffrey D. Kentor, Adjunct Professor of Sociology, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Professor of Sociology.

92. Dr. Harvey J. Miller, Research Professor of Geography, effective July 1, 2013 and ending June 30, 2014. This supersedes the appointment as Professor of Geography.

93. Dr. Piti Srisangnam, Visiting Associate Professor of Economics, effective July 1, 2013 and ending June 30, 2014.

B.A., 2000, Chulalongkorn University
M.A., 2001, Chulalongkorn University
Ph.D., 2008, University of Melbourne

SOCIAL WORK

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective May 1, 2013, and ending June 30, 2014.

94. Mr. Brian D. Armstrong, M.S.W., 1999, University of Utah
95. Mr. Michael Averett, M.S.W., 1975, University of Utah
97. Ms. Erin Cotton, M.S.W., 2010, Utah State University
98. Ms. Sarah L. Debois, M.S.W., University of Utah
99. Ms. Alisha L. Higgins-Carlson, M.S.W., 2008, University of Utah
100. Ms. Andrea D. Larson, M.S.W., 2002, University of Utah
101. Ms. Natalie Romrell, M.S.W., 2002, University of Utah
102. Mr. Neil B. Simpson, M.S.W., 2006, University of Utah
103. Ms. Candace N. Taylor, M.S.W., 2009, University of Utah
104. Ms. Taralynn Thompson, M.S.W., 2007, University of Utah
105. Ms. Cherran M. Zullo, M.S.W., 2001, University of Utah

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective May 30, 2013, and ending June 30, 2014.

106. Ms. Kimi L. Endter, M.S.W., 2009, University of Utah
107. Ms. Amber E. Vanderstappen, M.S.W., 2009, University of Utah

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective June 11, 2013, and ending June 30, 2014.

108. Mr. Stephen S. Havertz, M.S.W., 1991, University of Nevada
109. Ms. Melinda K. Stonecliffe, M.S.W., 2008, University of Utah

The following individual has been recommended for appointment as Clinical Instructor in Social Work effective June 19, 2013, and ending June 30, 2014.


The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective July 1, 2013, and ending June 30, 2014.

111. Ms. Shari L. Harwood, M.S.W., 2000, University of Utah
112. Ms. Gretchen W. James, M.S.W., 2003, University of Utah
113. Ms. Jenna L. McDonald, M.S.W., 2009, University of Utah
114. Mr. Marty Shannon, M.S.W., 1985, University of Utah

APPENDIX III

EMERITUS APPOINTMENTS

Emeritus Appointments

1. Mr. Bruce L. Gillars, Director Emeritus of Space Planning and Management, member of staff for 20 years, effective July 2, 2013.

2. Dr. Stephen C. Jacobsen, Distinguished Professor Emeritus of Mechanical Engineering, member of faculty for 41 years, effective July 1, 2013.

3. Dr. Frederick W. Reimherr, Adjunct Professor Emeritus of Psychiatry, member of faculty for 36 years, effective July 1, 2013.
Council Approval

Note: This form is intended to track the progress of a proposal (whether from Academic Affairs or Health Sciences) through the Undergraduate and Graduate Councils.

Proposal: Interdisciplinary Certificate in Entrepreneurship

This proposal needs to go through:

- Undergraduate Council
- Graduate Council
- Both Approvals
- Grad Approval/Undergrad Notification

This proposal has been approved by:

Chair of Undergraduate Council

Date: 4/12/2013

Chair of Graduate Council

Date:

Once the appropriate signature(s) have been obtained, please forward this completed form to the Office of the Senior Vice President for Academic Affairs. (NOTE: The SVP-AA is the Chief Academic Office for the University of Utah and reports to the Board of Regents in this capacity. When necessary, the CAO will get a signature from the SVP-HSC.)

Chief Academic Officer

Date:
Institution Submitting Request: University of Utah
Proposed Title: Interdisciplinary Certificate in Entrepreneurship
Currently Approved Title: n.a.
School or Division or Location: David Eccles School of Business
Department(s) or Area(s) Location: Management
Recommended Classification of Instructional Programs (CIP) Code\(^1\) (for new programs): 52.0701
Current Classification of Instructional Programs (CIP) Code (for existing programs): 52.0201
Proposed Beginning Date (for new programs): 08/01/2013
Institutional Board of Trustees’ Approval Date: TBD

Proposal Type (check all that apply):

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*Requires “Section V: Program Curriculum” of Abbreviated Template

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

---

Signature: [Signature]
Date: 9/3/2013

Printed Name: Name of CAO or Designee

---

Program Request - Abbreviated Template

University of Utah

Interdisciplinary Certificate in Entrepreneurship

02/15/2013

Section I: Request

The Department of Management seeks to create a new Interdisciplinary Certificate Program in Entrepreneurship effective Fall 2013 for non-business majors. The Interdisciplinary Certificate in Entrepreneurship provides formal recognition of concentrated coursework and proficiency in the creation and launch of small business and growth ventures. Classes will be taught by the David Eccles School of Business and by affiliated Colleges and Departments, which at this time include The Colleges of Health and Social and Behavioral Sciences (See Appendix A for letters of support). The Faculty of the David Eccles School of Business approved this program at a faculty meeting held on March 7th, 2013.

Section II: The Program

Program Description:

The proposed Interdisciplinary Certificate in Entrepreneurship requires the completion of a minimum of 18 credit hours of coursework, comprised of four classes (12 credit hours) taught by the College of Business and two classes (6 credit hours) taught by affiliated Colleges and Departments. The first three classes required for the Certificate provide students with foundation skills and knowledge in the areas of business creation, marketing, and accounting and finance. Students will then take two classes in affiliated Colleges and Departments that provide an overview and knowledge about career and new business opportunities within their major areas of study. The Certificate program will conclude with a capstone course, taught by the College of Business, which will teach students how to rigorously test their ideas and plan the launch of a small business or growth venture.

Purpose

Over the past 30 years, the US economy has shifted from a landscape dominated by large manufacturing-oriented corporations to a service and technology oriented economy populated
by a seemingly ever-increasing number of small to medium-sized new and growing ventures. The transformation to this entrepreneurial economy has been accompanied by growing interest in entrepreneurship among our student body, as well as increased recognition within corporate America that entrepreneurial abilities are becoming increasingly important to their own success. The purpose of the Interdisciplinary Certificate in Entrepreneurship is to provide University of Utah students with access to education and training in this developing academic discipline.

The education provided is viewed as a complement to a wide-range of academic disciplines. While DESB currently offers courses in entrepreneurship, they are not freely available to students outside DESB due to admission requirements and the added cost of upper division classes taught by DESB. (Differential tuition charges apply to all upper division classes taught by DESB). The David Eccles School of Business proposes to overcome these barriers by offering open enrollment to all University of Utah undergraduates and reducing costs by scheduling three of its four required classes in the lower division (DESB’s fourth class will carry a differential because it is taught as a practicum, which requires small class sizes and increased supervision).

With this Certificate, the University of Utah will join the rapidly expanding group of Tier 1 Research Universities that are implementing a university-wide entrepreneurship curriculum. Sparked with grants from the Kaufman Foundation in 2003, formal campus-wide initiatives were launched at University of North Carolina, Washington University, University of Illinois, Wake Forest, University of Rochester, Arizona State University, Georgetown University, Purdue University, Syracuse University, University of Houston, University of Wisconsin-Madison, and the University of Maryland. Since 2008, campus-wide initiatives have been launched by a number of other leading universities, including Colorado, Oklahoma State, Stanford, Berkeley, MIT, Harvard, Michigan, and Brown (See Appendix C for descriptions of some of these programs). Christina Paxson, President of Brown University, observed that “Possibilities for classroom entrepreneurship can be found in every major.” In fact, at the University of Houston, 53% of all undergraduates participated in entrepreneurship program activities in 2012.
Campus-wide entrepreneurship programs, like the proposed Certificate, promise to enrich the Utah student experience in a number of ways. First, entrepreneurship education enriches our students experience by providing the student with a motive and framework for integrating learning across disciplines. Second, it builds skills that enhance their success in the job market and promotes the founding of new businesses by graduates. Third, it increases the transfer of knowledge and skills from the University to the community through the development of new businesses, products, and services. Finally, entrepreneurship education contributes to the welfare of the state by training graduates who will be able to use the tools of business to engage in social entrepreneurship and help our community at large address the needs of the less fortunate.

While campus-wide entrepreneurship initiatives are common, most feature specialized classes offered in different disciplines, and so lack a platform for integration of knowledge across disciplines. Interdisciplinary programs are also rare. The University of Colorado, for example, is the only university I have identified to date that offers a truly integrated program. Most offer a certificate that is available on a stand-alone basis: They do not draw on the unique skills and talents of partner Colleges and Schools to provide the students with an integrated entrepreneurial education that is tailored to their needs. The proposed Interdisciplinary Certificate in Entrepreneurship is therefore distinctive because it offers an integrated program of study that will be valuable in a wide range of disciplines. Such programs are also popular: The University of Colorado program is in its fourth semester and now enrolls 200 per semester. Prof Sharon Matusik, Director of their program, confirmed that enrollment has been capped due to the availability of classrooms, not a lack of demand.

Need
The 2012 Gallup National Survey of High School Students found that 77% of all students want to be their own boss and 42% plan to start their own business. Surveys from the College of Health confirm these findings: 63% of our undergraduates said it was VERY LIKELY or LIKELY that they would have enrolled in the Certificate Program had it been available when they entered the University. Approximately 70% also felt the Certificate would significantly
enhance their job prospects upon graduation. Other surveys are being administered in the College of Health and College of Humanities.

Requirements

The Certificate will require the completion of the six following classes (18 credit hours).^2

Lower Division: (all classes taught by DESB)

ENTP 1010: Entrepreneurship & Society (3) *
ENTP 2010: Entrepreneurial Marketing (3)
ENTP 2020: Entrepreneurial Finance (3)

- Application pending for General Education requirement in the Social Sciences
- The ENTP subject header is a placeholder; The actual class may be housed in an existing Department (e.g., Management, Finance, Marketing).

Upper Division: (Affiliated Colleges, Schools & Departments)

XXXX 40XX: The Business of (name of Affiliated College or Department) I (3)
XXXX 40XX: The Business of (name of Affiliated College or Department) II (3)
ENTP 5770: Venture Discovery (3) (DESB)

1. The classes listed above in **bold** are new classes. However, The DESB currently teaches versions of the proposed lower division classes as part of the Entrepreneurship Major. These include MGT 5000 – Foundations of Entrepreneurship, MKTG 4700 – Entrepreneurial Marketing, and FIN 5300 – Venture Finance. The difference between the proposed new classes and our existing offerings is that the upper division classes are designed for students who have an extensive background in the business disciplines. The new classes will be designed to make these topics accessible to the non-business student. Some of the classes offered by affiliated Schools and Programs exist, others will be new preps).

2. Dean Taylor Randall has pledged to provide the resources necessary to staff these classes upon program approval. See Appendix A – Letters of Support
Justification for the Number of Credits
The proposed 18 credit hour requirement is necessary to provide the depth and breadth required for students to achieve the level of proficiency in entrepreneurship and business that is required to successfully apply this knowledge within their major or discipline. This is also a reasonable number of credit hours for students to complete, given that the student’s ability to earn the certificate is constrained by requirements in their major and minor fields, as well as the added cost of the degree. The number of hours is comparable to other recently approved Certificate programs like the Certificate in Sustainability at the University of Utah and the Cross-Campus Entrepreneurship Certificate (CCEC) at the University of Colorado at Boulder.

Admission Requirements
Matriculated undergraduates formally working on an undergraduate degree at the University of Utah may enroll in the Interdisciplinary Certificate in Entrepreneurship. Undergraduates in the David Eccles School of Business are not, however, eligible for the proposed Certificate.

Enrollment Limitation
There is no firm limit on enrollment. The purpose of the program is to disseminate knowledge about entrepreneurship to the campus community as a whole, a goal that is supported by making this Certificate available to as many University of Utah undergraduates as possible. The financial requirements of the program are such that it will, with scale, be self-sustaining and able to generate the financial resources needed to meet demand.

Section III: Impact on Existing Programs
The proposed Certificate may negatively impact enrollments in two degree programs offered by the David Eccles School of Business: The Minor in Business Administration, and Minor in Entrepreneurship. Surveys were administered to students currently enrolled in the Minor in Business Administration and Minor in Entrepreneurship. 29% of currently enrolled Business Administration Minors indicated they would have been very likely (7%) or likely (22%) to enroll in the certificate instead of the Minor. 33% reported they were unlikely or very unlikely to have
enrolled in the Certificate and 33% were undecided. 78% strongly agreed or agreed with the statement that the Minor in Business Administration was better suited to their career goals than the Certificate, and 48% believe that their minor is more valuable in the job market than a Certificate. The Business Administration Minor currently enrolls 166 students, 27 surveys were received. The Entrepreneurship Minor survey has only 11 responses at this time, and results indicate that about 1/3rd would have enrolled in the certificate, 1/3rd would not have enrolled in the Certificate program, and 1/3rd are undecided.

Since enrollment in the Certificate program will shift enrollment from one School of Business program to another, the financial impact of a decline in enrollment in one program is offset by incremental enrollment in the other. For example, the enrollment of 15 students in the proposed Certificate in Entrepreneurship would fully offset the estimated financial impact of the loss in enrollment in the Entrepreneurship Minor. Enrollment of an additional 80 will offset the estimated financial impact of the loss in enrollment in the Business Administration Minor.

Since we propose that DESB students will not be eligible for the Certificate, we do not anticipate that the Certificate will affect enrollment in the Entrepreneurship Major.

**Program Administration**

The Certificate program will be staffed and supervised by the Department of Management. Auxiliary faculty will be hired, as needed, to teach the three classes offered by the David Eccles School of Business. The fourth course, ENTP 5770, will be staffed by tenure-track faculty. Partner schools and colleges will staff their classes using both auxiliary and regular faculty. We anticipate that one new auxiliary faculty will be required in the 2013-2014 academic year. Dean Taylor Randall will commit the resources required for program launch and operation upon approval of this Certificate. (See Letter of Support: Appendix A).

**Academic Supervision**

An Interdisciplinary Certificate in Entrepreneurship Advisory Committee shall be created to administer certificate policies, review paperwork, petitions, and requested approvals.
Membership on the Committee will be voluntary and comprised of the Management Department Chair and the Associate Dean for Undergraduate Programs for the David Eccles School of Business and at least three Associate Deans for Undergraduate Programs from the affiliated Colleges and Schools. The Chair of the Committee will be appointed by the Dean of Undergraduate Studies.

The committee will meet at least once per academic year to review proposed courses for the Certificate and approve student petitions and applications for graduation. In addition, they will establish approval requirements and processes for these matters.

Administrative support for the Certificate program will be provided by the David Eccles School of Business.

**Student Advising**

Student Advising will initially be provided by the Undergraduate Advisory Department of the David Eccles School of Business, in conjunction with advisors from affiliated Colleges, Schools, and Departments. If merited by demand, the School of Business will hire an administrator and provide advisory capacity sufficient to meet demand for the Certificate Program as a whole. Materials describing program requirements, program completion forms, course schedules, and faculty specializations will be created and maintained by these entities.

**Section IV: Finances**

The incremental costs of the program include 1.0 FTE auxiliary faculty, along with incremental administrative costs associated with Advising, preparation of materials, web support, and so forth. When direct expenses only are considered, the break-even point is 65 students. Taking into account revenues lost from students enrolling in the Certificate program instead of the Minor in Business Administration or the Entrepreneurship Minor, the break-even point for the proposed program, in a worst case scenario, is annual enrollment of approximately 180 students. The worst case scenario assumes that the full impact of a reduction in enrollment in the Entrepreneurship and Business Administration Minor will occur immediately. The more
realistic assumption is that this transition will unfold over several years, which softens the financial impact of the new program on DESB revenues.

With an enrollment of 180 students, partner schools, colleges, and departments would collectively generate gross revenues of $190,000, based on 6 credit hours of incremental tuition or $1,057. Student response from surveys suggests a level of interest that will allow us to meet this enrollment goal.

The Dean of the David Eccles School of Business has committed financial resources necessary to pilot the program for a three year period, at which time it will be re-evaluated.

Section V: Program Curriculum

All Program Courses (with New Courses in Bold)

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## Program Schedule

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<tr>
<td>Sophomore</td>
<td>ENT 2010: Entrepreneurial Finance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENT 2020: Entrepreneurial Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Junior</td>
<td>XXXX 5000: Business of (name of affiliated program) I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>XXXX 5000: Business of (name of affiliated program) II</td>
<td>3</td>
</tr>
<tr>
<td>Senior</td>
<td>ENT 5770: Venture Discovery</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>
APPENDIX A: Letters of Support

Dean David Rudd, College of Social and Behavioral Science 13
Dean James Graves, College of Health 14
Dean Taylor Randall, David Eccles School of Business 15
Professor Ann Darling  
Senior Associate Dean of Undergraduate Studies  
Sterling Sill Center  
195 S Central Campus Dr Rm 00132  
Salt Lake City, UT 84112  

February 11, 2013

Dear Ann,

I am writing to express my support for the proposed Certificate in Entrepreneurship that will be offered by the David Eccles School of Business.

Over the past decade, it has become increasingly apparent that entrepreneurial skills will play a crucial role in our student’s success. To date, however, the College of Social and Behavioral Sciences has lacked the expertise and resources required to address this specific need. The proposed Certificate will make it possible for our students to learn best practice, acquire management skills, and better prepare them for their careers.

We believe this program will prove attractive to our students. Preliminary results of a survey of our students found that 68% were very likely or likely to enroll in the program. I believe the Certificate will be especially valuable to us since will lead to the creation of classes that can be tailored to needs of each of our majors. These classes will also serve as a vehicle through which we can directly engage our alumni in our educational endeavors, and allow us to bring their unique skills and experience into our classrooms. It will also allow us to strengthen ties to our alumni for internships, career placement, and other opportunities. We anticipate this Certificate might thus directly, and indirectly, enhance the job placement prospects of our graduates.

While this Certificate will require the addition of at least two classes, we anticipate that the ability to engage highly qualified and motivated alumni in their delivery will allow the College to develop and deliver these classes at a cost we are quite able to bear.

The David Eccles School of Business has created a novel program that has won support from multiple Colleges and Departments across the University of Utah. I urge your support as well.

Thank you for your attention to this matter.

Sincerely,

M. David Rudd  
Dean
February 13, 2013

Ann Darling, PhD
Senior Associate Dean of Undergraduate Studies
Sill Center 195
University of Utah

Dear Ann:

I am writing to express my support for the proposed Certificate in Entrepreneurship that will be offered by the David Eccles School of Business.

Over the past decade, it has become increasingly apparent that entrepreneurial skills will play a crucial role in our student’s success. To date, however, the College of Health has lacked the expertise and resources required to address this need. The proposed Certificate will make it possible for our students to learn best practice, acquire management skills, and better prepare them for their careers.

We believe this program will prove attractive to our students. A recent survey of College of Social and Behavioral Sciences found that 68% of their undergraduates said they were likely or very likely to enroll in the program. We are currently surveying our own students and anticipate similar results. I believe the Certificate will be especially valuable to us since it will lead to the creation of classes that can be tailored to needs of each of our majors. These classes will also serve as a vehicle through which we can directly engage our alumni in our educational endeavors, and allow us to bring their unique skills and experience into our classrooms. It will also allow us to strengthen ties to our alumni for internships, career placement, and other opportunities. We anticipate this Certificate might directly, and indirectly, enhance the job placement prospects of our graduates.

The David Eccles School of Business has created a novel program that has won support from multiple Colleges and Departments across the University of Utah. I urge your support as well.

Sincerely,

James E. Graves, PhD
Dean and Professor
March 11, 2013

Professor Ann Darling  
Senior Associate Dean of Undergraduate Studies  
195 S Central Campus Dr., Rm. 00132  
Salt Lake City, UT 84112  

Dear Ann,  

I am writing to express my support and financial commitment to the proposed Interdisciplinary Certificate in Entrepreneurship.  

Over the past decade, it has become increasingly apparent that entrepreneurial skills will play a crucial role in our student’s success. To date, however, the University as a whole has lacked a platform from which it can systematically address this need. The proposed Certificate, offered in partnership with Colleges and Departments from across the University, will make it possible for our students to learn best practice, acquire management skills, and better prepare them for their careers.  

We believe this program will prove attractive to our students. A recent survey of high school undergraduates found that 77% want to be their own boss and that 42% wanted to run their own business. We anticipate a strong reception from our students: A survey of College of Social and Behavioral Sciences found that 68% of their undergraduates said they were likely or very likely to enroll in the program.  

I believe the Certificate will be especially valuable beyond the walls of this University. These classes will serve as a vehicle through which we can directly engage our alumni in our educational endeavors, and allow us to bring their unique skills and experience into our classrooms. It will also allow us to strengthen ties to our alumni for internships, career placement, and other opportunities. We anticipate this Certificate might thus enhance the job placement prospects of all graduates.  

This program has won enthusiastic support from Colleges and Departments across the University. I urge your support as well.  

Thank you for your attention to this matter.  

Sincerely,  

Taylor Reed Randall, PhD  
Dean & George S. Eccles Faculty Fellow David  
Eccles School of Business University of Utah  
taylor.randall@business.utah.edu
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>ENTP 1010</td>
<td>Entrepreneurship and Society</td>
<td>17</td>
</tr>
<tr>
<td>ENTP 2010</td>
<td>Entrepreneurial Marketing</td>
<td>23</td>
</tr>
<tr>
<td>ENPT 2020</td>
<td>Entrepreneurial Finance</td>
<td>29</td>
</tr>
<tr>
<td>ENTP 5770</td>
<td>Venture Discovery</td>
<td>31</td>
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</table>
Course Description
Entrepreneurs have an important role in society. Students will be introduced to the history, people, theories, models, principles, and processes that provide an overview and understanding of how entrepreneurs contribute to and shape society.

Student learning outcomes include:

1. Learning to think like an entrepreneur. This includes inquiry and analysis, problem solving, critical thinking, creative thinking, and ethical thinking.

2. Learning how entrepreneurs create value for society. This includes:
   - Value in Use (meeting needs and demands in society)
   - Value in Exchange (do prices charge represent a fair exchange relative to value in use?)
   - Value in Distribution (do products and services reach those who have needs and interests, as well as do products and services add value to society in general and add to the overall resource ecosystem?)
   - Value in Fit (do products and services lead to greater fitness of those who use them, as well as does the entrepreneur and organization maintain, grow and adapt fitness to continue deriving resources from the environment?)
   - Value in Finance (do entrepreneurs and organizations have a successful business model that is sustainable and is able to grow?)

3. Learning about their personal path to becoming an entrepreneur in a multitude of disciplines (art, science, technology, medicine, and social and behavioral science).

4. Acquiring tools for action. Entrepreneurs have developed sets of tools that they use to test ideas and validate concepts. These will be demonstrated throughout the semester, and addressed specifically in the latter part of the class.

Instruction and assessment will include guest speaker round-tables, TED-like presentations, discussions, team projects, introspective writing, community interaction, labs, mini-simulations,
presentations, life and professional strategy activities and exams. The class will be organized around sets of themes/activities.

**Required Texts/Readings**

Our objective of this class is to be highly relevant and highly topical so we will focus on content from many sources. Most of the time these will come in the form of articles discussed in class or posted on our class site. Keeping on top of these will greatly help your ability to participate effectively in class discussions.

Other Readings and in-class presentation materials will be posted to Canvas.

**Class Structure:**

**Part 1: Who are entrepreneurs? (Weeks 1 & 2)**

This will present a conceptual framework for asking questions about who entrepreneurs are and their contribution to society. We will look at historical examples of important entrepreneurs, such as James Watt, Walt Disney, Martin Cooper (creator of the cell phone), the Beatles, Muhammad Yunus (Grameen Bank, microfinance), Jessica Jackley (cofounder of Kiva).

Guest entrepreneurs will participate in the class through 20 minute TED-like presentations and Charlie Rose-like round table discussion. Students will also be presented with a series of readings about entrepreneurs and their role in society. Pedagogically this will be structured to inspire, motivate, and model how entrepreneurs think and act.

**Part 2: Value creation (Weeks 3 to 10)**

Going back to Aristotle and Adam Smith, the nature of value has been central to the discussion of business and entrepreneurship. The foundation of the course is exploring five types of value (described above) that entrepreneurs and organizations create.

This foundation will be explored through key readings about the five types of value, as well as case studies that students will analyze and discuss. Short exams will be administered for students to get formative feedback and assessment about their knowledge. A capstone exercise will include the students writing a paper critically thinking about the type of value they hope to create in their lives, and the lives of others. These pedagogical activities will provide students the opportunity to think like entrepreneurs.
Part 3: Testing your Ideas (Weeks 11 to 13)

Successful entrepreneurs develop and test hypothesis around value generating products and service. Students will learn an inquiry model and method for rapidly testing hypotheses. Students will have hands-on opportunities to practice hypothesis development and rapid testing. Critical thinking will be emphasized to gather valid and reliable data.

Part 4: Putting it together (Weeks 14 & 15)

The class will conclude with presentations and discussions of your team projects. This is a team-based activity, where students are expect to describe, analyze, and suggest solutions for an entrepreneurial opportunity. The product of the entrepreneur project will be a three minute multi-media presentation that students will post to Canvas and presented to other students in cohorts of fifty.

Administration:

Classroom Conduct:

Here’s what the Student Handbook says:

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty’s responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from the class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

The bottom line is that you will soon be professionals, and in our class I expect you to act that way. As such, I expect you to be a good employee by coming class on time, prepared, and ready to learn and participate.

Like any good staff member at a company as a student you should contribute to discussions, share your ideas and perspectives on the subjects being covered, and be respectful of others thoughts and opinions. Lastly, in the real world, you can’t turn in assignments late so consequently all work for this class is due at the time it’s due… no exceptions.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. We enforce all University policy on classroom conduct, academic integrity and so forth. Please see the Student Handbook for details.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>In class</th>
<th>Reading/Assessment</th>
</tr>
</thead>
</table>
| 1    | Introduction to the Course | a. The Entrepreneur in History  
b. Entrepreneur Tools for Action  
c. Overview of Assignments | Article: The history of new value creation |
| 2    | Entrepreneurs Create New Value | a. Entrepreneurs in Action – The entrepreneurial ecosystem  
b. Project team formation/Meeting | Article: The History of Business Model Development  
Framework: Entrepreneur Tools for Action |
| 3    | Creating Value  
a. Value in Use  
b. Value in Exchange | a. Conceptual overview presentation  
b. Case discussion: Dunford Donuts  
c. Team activity focused on team member’s experience with value in use and exchange and one minute presentation to class | Case: Dunford Donuts |
| 4    | Creating Value  
a. Value in Distribution  
b. Integrating Value in Use, Exchange, and Distribution | a. Conceptual overview presentation  
b. Guest speaker (TED-like)  
c. Team activity: what entrepreneurial opportunity focus for Team Entrepreneur Project | Article: The impact of entrepreneurs’ impact on the distribution of value  
Quiz 1: Value in Use, Exchange, and Distribution |
| 5    | Creating Value  
a. Value in Fitness  
b. Value in Finance  
c. Entrepreneurial opportunities | a. Conceptual overview presentation: link entrepreneurial fitness and biological fitness  
Case: Apple and Samsung  
Quiz 2: Integrating five types of value |
| 6    | Capturing Value 1 | a. Conceptual overview  
b. Guest speak: Former VP of Nike who lead Nike’s Apple + project  
c. Q & A | Article: The resource based theory of competitive advantage. *Grant* 2001  
Case: Nike and Apple + |
| 7    | Capturing Value 2 | a. Developing entrepreneurial resources presentation  
b. Teams work on the necessary resources and capabilities necessary to address the central opportunity of their Entrepreneurship Project | Reading: Summary of the *Growth Mindset theory of Capitalism* Dweck 2007  
Quiz 3: Resources and Capabilities |
| 8  | Capturing Value 3 | a. Conceptual overview  
b. Guest speaker: Greg Butterfield, Sage Creek Capital | Article: Entrepreneurial Governance |
| 9  | Capturing Value 4 | a. Conceptual overview  
b. Teams work on analyzing what governance factors and resources are needed for the Entrepreneurship Project opportunity | Reading: Resources and Governance  
Assignment: Assignment: One page document on my entrepreneurial resources and governance philosophy |
| 10 | Testing Ideas 1   | a. Conceptual overview  
b. Guest speaker: David Sturt, OC Tanner | a. Principles of Test Design  
b. Team executive update – Risk Identification and tests |
| 11 | Testing Ideas 2   | Guest Speaker | a. Readings from “Lean Startup”  
b. Test results |
| 12 | Integration of Entrepreneurial Tools for Action | a. Conceptual review  
b. Discussion Kiva case | Case: Kiva  
Quiz 5: Entrepreneurial Tools for Action |
| 13 | Team day to complete project | Work as teams to complete and submit project | Team Entrepreneur Project Due: 1. Executive summary. 2. Multimedia product |
| 14 | Team Presentation: Entrepreneurship Project | 10 minute presentation, with 2 minutes for Q & A | Presentation Assessment:  
a. Instructor  
b. Each class member’s evaluation, aggregated and then averaged |
| 15 | Life is an entrepreneurial journey | Entrepreneur Journey Lecture | Final: Multiple choice, short answer, case study |
ENTP 2010: Entrepreneurial Marketing

Course Description
The content of the course covers two areas: Marketing in resource-constrained contexts (e.g., startups and small business) and high tech. The format is a mix of lectures and cases. The content includes (but is not limited to) Marketing Basics (The 4 P’s), Branding that Works, Savvy Strategies for Marketing New Products, Small Business Marketing: Viral and Guerilla Techniques, Special Considerations for High Tech Marketing.

Course Goals and Student Learning Objectives
By the end of this course you should be able to:

- Understand the resource constraints that exist in entrepreneurial ventures and how to evaluate marketing activities to maximize return.
- Learn how to build a strong base for company growth through brand and product positioning in an entrepreneurial context.
- Understanding the importance of clearly knowing your audience; how to identify their motivations and buying modes to inform messaging strategy
- How to make sense of the modern marketing landscape and the changes that are taking place in consumers and technology.
- Understanding of the fundamentals of channels and tactics that are likely to be used in a entrepreneurial venture, and how to evaluate new trends and technologies.
- Know how to develop a campaign, how to measure the results, and what to test to optimize
- Develop a marketing budget and a channel/tactic mix that addresses resource constraints and growth opportunities.
Required Texts/Readings

Textbook

Let’s face it, by the time you read this something new and interesting has evolved in the entrepreneurial world, the printed word just can’t keep up. Not to mention, the last thing you need is another overpriced textbook that you’ll have to figure out how to hawk at the end of class.

Our objective of this class is to be highly relevant and highly topical so we will focus on content from many sources. Most of the time these will come in the form of articles discussed in class or posted on our class site. Keeping on top of these will greatly help your ability to participate effectively in class discussions.

Other Readings

Links to articles and relevant news will be continually posted to our site. When the reading is required I’ll specify in the post or link, otherwise readings will just be to share current trends and information.

In Class Presentations

The day after class I’ll be posting the slides covered during class onto the site.

Classroom Expectations

Here’s what the U says:

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty’s responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from the class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”
But here’s my bottom line, you’re all soon to be professionals and in our class I expect you to act that way, as if attending class was the equivalent of working in a position at my company. As such, I expect you to be a good employee by coming class on time, prepared, and ready to learn and participate.

Like any good staff member at a company, as a student you should contribute to discussions, share your ideas and perspectives on the subjects being covered, and be respectful of others thoughts and opinions. Lastly, in the real world you can’t turn in assignments late so consequently all work for this class is due at the time it’s due… no exceptions.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc.

**Assignments and Grading Policy**

As stated above all work is required to be turned in at the time it’s due, there will be no exceptions. The class will be graded on a curve and I will be keeping grades up-to date throughout the class; I am available to discuss your grade anytime during the course.

Your grade is based on four categories:

- **Participation** 25%
  The intent for this class is for it to be topical, real-time relevant, and to that end, discussion and conversation will be just as important in fueling our learning as the lecture itself. Your proactive participation in class is necessary for that to happen. It is expected that you’ll be on time, engaged in learning, contribute observations, and participate in discussions. Your participation will be assessed on 2 week intervals.

- **Weekly or bi-weekly assignments (tactic/campaign deconstruction)** 25%
  We’ll be covering many subject matters in class bi-weekly (but sometimes every week) there will be a follow-up assignment covering the material in class. These will often take the form of a case study on a tactic or ad and in some cases will be you creating a marketing piece related to the topic (i.e. a fake brand positioning, or an optimized press release, etc)
Campaign Pitch Video Project 25%
Details TBD

Group Project 25%
Details TBD
<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Topics</th>
<th>Representative Readings</th>
</tr>
</thead>
</table>
| 1    | Class Intro | Expectation setting and Q&A  
                      | Audience  
                      | Brand Positioning |
| 2    | Product Positioning &  
                      | Differentiation  
                      | Business Structure/Pricing Strategies |
| 3    | Organizing your Efforts:  
                      | Programs, Opportunities,  
                      | Campaigns  
                      | Fundamentals of Good  
                      | Advertising |
| 4    | Channel/Tactic Review: PR (Guest Lecturer) |
| 5    | Channel/Tactic Review: Search – Paid  
                      | Channel/Tactic Review: Search – SEO |
| 6    | Channel/Tactic Review: Social |
| 7    | Channel/Tactic Review: Mobile  
<pre><code>                  | Channel/Tactic Review: Email |
</code></pre>
<p>| 8    | Channel/Tactic Review: Online Display |
| 9    | Concept: Word of Mouth / Loyalty Programs(Guest Lecturer) |
| 10   | Channel/Tactic Review: Entrepreneurial Print Marketing |
| 11   | Testing/optimization |
| 12   | Marketing Metrics |
| 13   | Developing the Marketing Plan |
| 14   | Managing the Marketing Budget |</p>
<table>
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<tr>
<th>Week</th>
<th>In Class Topics</th>
<th>Representative Readings</th>
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<tbody>
<tr>
<td>15</td>
<td>Wrap up</td>
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</table>
Course Description

The course covers the financial aspects of the new and small business entrepreneurship for owners of sole proprietorships, partnerships, and small nonpublic corporations. We focus on: (1) an overview of accounting fundamentals including all financial statements; (2) selecting the correct organizational form; e.g., sole proprietorships, LLC, etc.; (3) Managing payables and receivables; (4) Planning and financing for investments in plant and equipment; (4) Working capital requirements & cash flow statements; (5) using financial statements for reporting and planning; and, (6) Mechanisms used to finance the small business including debt, lines of credit, and equity investment. Practical applications will include the time value of money and an overview of available bookkeeping systems. We cover (in varying degree) the following topics: economic concepts of finance, management functions, business organizations and ownership, elements of a business plan, problems with financial statements, profitability, break-even analysis, forecasting, pro forma financial statements, current working capital management, effective rate of return, time value of money, techniques of capital budgeting, risk management, investment strategies.

COURSE OBJECTIVES

(1) Cover the major financial, managerial, ethical, and planning fundamentals of new and small business entrepreneurship.

(2) Obtain a practical understanding of the advantages and disadvantages of various forms of business ownership. This entails application and analysis of financial statements for each type of business ownership.
(3) Apply materials from traditional corporate finance texts to small businesses. This includes learning the skills necessary for financial management decision-making.

(4) Examine, learn, and apply working capital and inventory management techniques.

(5) Examine, learn, and apply capital budgeting techniques to small businesses through application of the weighted average cost of capital as it exists for a small business owner.

(6) Demonstrate the importance of the time value of money as a tool in both business planning and personal financial planning. Coverage in the course seeks to simplify the use of this tool.

**Assessment outcomes**

By the end of the course the student should be able to:

(1) Be more prepared to start up and successfully manage their own businesses.

(2) Understand financial statements for new ventures

(3) Grasp fundamental finance concepts such as net present value and risk management.

(4) Apply operational and interactive techniques for financial management
COURSE DESCRIPTION

This course introduces the theory and practice of business discovery. Students will learn basic tools of this process—applicable both as a tool that you can use to create a de novo firm, and as a capability that sets you apart in the labor market—and the theoretical underpinnings of that process. The course will draw on theoretical perspectives from strategic management, organization theory and I/O economics to make a case for “business planning” as an ongoing endeavor: It is a process and capability, with some associated artifacts as byproducts. You will develop practical experience by applying these theoretical principles to business ideas that you generate.

COURSE OBJECTIVE

The objective of this course is to provide students with the basic tools to discover a business and to plan for its growth. Students will learn to develop and test venture concepts and refine existing businesses in response to the numerous exogenous forces that characterize a competitive market. Successful students will demonstrate capability in the following domains:

- Conducting relevant customer and market hypothesis testing in a variety of business contexts.

- Generating and synthesizing the relevant inputs to search and planning, and producing relevant outputs (for example, in process documents, as well as artifacts such as business plans).

REQUIREMENTS

You are required to attend this course, complete the assignments and exams, and participate vigorously (contribute to) the dialogue we have about each week’s topic.
Ad-hoc writing assignments 10%

Venture concept development 15%

Intermediate project review 15%

Final project review 25%

Final examination 25%

Participation 10%
### SCHEDULE

#### SESSION ONE

<table>
<thead>
<tr>
<th>Making the Case for Business Discovery</th>
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<tbody>
<tr>
<td>Speaker</td>
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<tr>
<td>Preparation</td>
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#### SESSION TWO

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<tr>
<th>The Science of Search: Experimentation and Execution</th>
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<tr>
<td>Speaker</td>
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<tr>
<td>Preparation</td>
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#### SESSION THREE

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<tr>
<th>The Business Model</th>
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</table>
**Preparation**


**SESSION FOUR**

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<td><strong>Preparation</strong></td>
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### SESSION FIVE

**Analogs, Antilogs, and Shadow Beliefs**

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<th>Speaker</th>
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**Preparation**

**Deliverable**
- **Venture Concept “Individual Three Pack”**. Each idea is less than one page, and clearly specifies (1) hypotheses about a problem or opportunity; (2) a proposed product or service to address the problem or opportunity; (3) a detailed description of the customer for that product or service; (4) mechanism(s) to reach that customer; and (5) conjectures about cost to deliver the service vs. cost to acquire the customer. Exceptional venture concepts will draw on insights from previous class sessions (The Business Model, The Venture Concept), assigned readings, and worksheets/templates/exemplars posted to Canvas.

### SESSION SIX

**Experimental Design for Startups**

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<th>Speaker</th>
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**Preparation**
Wisdom As It Relates to Investment Management And Business.” USC Business School.

**Deliverable**

**Individual Venture Concept and Hypothesis Testing Plan.**
A fully-specified venture concept that addresses the major issues associated with customer and product discovery (roughly two pages detailing your customer, problem, product, and channel hypotheses) and a list of the first set of cheap, iterative experiments that you plan to execute in order to test your conjectures.

### SESSION SEVEN

<table>
<thead>
<tr>
<th>Dashboards and Metrics</th>
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</thead>
<tbody>
<tr>
<td><strong>Speaker</strong></td>
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</tbody>
</table>
  • Painter, S. (2010). “Startup Metrics Dashboard.” This Week In VC (Video). |
| **Deliverable** | • **Group Project Preparation.** Form teams, evaluate (and then pick) one venture concept for group work. E-mail team composition, a brief description of the venture concept, and a risk action plan for that venture concept. |

### SESSION EIGHT

<table>
<thead>
<tr>
<th>Continuous De-Risking</th>
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<tbody>
<tr>
<td><strong>Speaker</strong></td>
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SESSION NINE

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<tr>
<th>Finding Product-Market Fit</th>
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<tbody>
<tr>
<td>Speaker</td>
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</table>

**Preparation**

**Intermediate Project Reviews.** 10 minute presentation detailing the group’s business idea, the business model, reports on discovery hypotheses testing, metrics (if appropriate) and plan for next set of hypotheses. The goal of the presentation is not to impress, but to gather insight about potential issues, risks, cheaper ways to test hypotheses, et cetera.

SESSION TEN

<table>
<thead>
<tr>
<th>Revenue, Gross Margin, Operating, and Sales Models</th>
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<tr>
<td>Speaker</td>
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**Preparation**

SESSION ELEVEN

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<tr>
<th>Project Reviews</th>
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</table>
| Deliverable | Group final project presentation. 20 minute presentation detailing the business idea, the business model, reports on discovery hypotheses testing, metrics (if appropriate) and plan for next set of hypotheses.

An important goal of the presentation is to re-engage the group and demonstrate that you, in fact, have taken their insight, guidance, experience, and coaching into account.
SESSION TWELVE

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Project Reviews</th>
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<tbody>
<tr>
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</tbody>
</table>

An important goal of the presentation is to re-engage the group and demonstrate that you, in fact, have taken their insight, guidance, experience, and coaching into account.

SESSION THIRTEEN

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Project Reviews</th>
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<tbody>
<tr>
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FINAL EXAMINATION

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Final Examination</th>
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<tbody>
<tr>
<td><strong>Essay format comprehensive examination.</strong> At my discretion.</td>
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</tbody>
</table>

UNIVERSITY OF UTAH POLICIES

I rigorously enforce School and University policy on academic integrity, discrimination, accommodation for the disabled, and so forth. Please see the School or University web site for specific information about these policies.

Students are expected to pursue the highest standards of academic honesty in all assignments. This includes, but is not limited to, refraining from cheating, plagiarizing, research misconduct, misrepresenting one’s work and/or inappropriately collaborating. Plagiarism specifically refers to the use of another’s work, ideas and words as your own. It is also extended to include the re-use of a paper originally intended for a different class. In other words, if you have written a paper for a previous class and reuse it without indicating that it is being reused and extended, it
also falls within the category of academic dishonesty. All class work is expected to be original, unless there is appropriate acknowledgement of sources. Students that are found engaging in the above activities will receive a failing grade for the specific assignment and may fail the course.

The University expects regular attendance at all class meetings. You are responsible for satisfying the entire range of academic objectives, requirements and prerequisites as defined. If you miss the first two class meetings you may be required to withdraw from the course. If you are absent from class to participate in officially sanctioned University activities (e.g. band, debate, student government, intercollegiate athletics), religious obligations, or with instructor’s approval, you will be permitted to make up both assignments and examinations. The involved students must deliver written documentation of absence to their instructors, preferably before the absence but in no event later than one week after the absence. Students are responsible for class material during an absence and should make individual arrangements to get notes or updates.

The University of Utah’s Accommodation Policy allows students to request a modification of class requirements if those requirements conflict with the students’ sincerely held core beliefs. The responsibility is on the student to request the modification, and I have full decision-making power to deny or grant the request. Although this syllabus has been carefully developed, it is always possible that some of the writings, lectures, films or presentations in this course may include material offensive to some students. Please review the syllabus carefully to see if this course is one that you are committed to taking. If you have a concern, please discuss it with me at the earliest opportunity.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.
Grading Policy

Grades reflect the judgment of the instructor and, as such, the weights that I assign to each task as well as the scales detailed below serve only as guidelines in my calculation of your final grade. As a result, your final grade may vary from these guidelines. They will, however, hew quite closely to the grade descriptions articulated by the School of Business:

A - Excellent Performance/Superior Achievement

An A student is one who understands the content and learning objectives thoroughly, completely, and accurately, and can demonstrate that understanding in a number of ways. Such a student will have done exceptionally well on assignments, exams, and class projects, and will have participated extensively in class discussion by asking good questions and contributing constructive thoughts. An A student will also have demonstrated a strong interest in the learning process by contributing to a constructive class environment and to the learning success of his or her fellow students.

B - Good Performance/Substantial Achievement

A B student is one who has demonstrated a relatively high level of mastery of the content and learning objectives of the course. A B student will have done very well on assignments, exams, and class projects, and will have participated constructively in class discussion. A B student will have demonstrated a positive attitude toward the learning process and made a positive contribution to the learning environment of the class.

C - Standard Performance and Achievement

A C student will have demonstrated a reasonable level of mastery of the content and learning objectives of the course. A C student will have completed assignments and demonstrated a reasonable grasp of requisite knowledge on exams and class projects. A C student will have demonstrated a reasonable level of commitment to the learning process and made a positive contribution to the learning environment of the class.

D - Substandard Performance/Marginal Achievement

A D student will have demonstrated some level of mastery of the content and learning objectives of the course, but less than that desired to serve as a basis for future
endeavor. A D student will not have completed all assignments in a satisfactory manner, nor demonstrated more than a partial grasp of requisite knowledge on exams and class projects. A D student will have demonstrated only some commitment to the learning process and made only a marginal contribution to the learning environment of the class.

**E - Unsatisfactory Performance and Achievement**

An E student has failed to demonstrate any significant mastery of the content and learning objectives of the course. An E student will not have completed all assignments in a satisfactory manner, nor demonstrated any significant grasp of the requisite knowledge on exams and class projects. An E student will have failed to demonstrate any significant level of commitment to the learning process, nor made any positive contribution to the learning environment of the class.
Appendix C: Cross-Campus Entrepreneurship Educational Initiatives

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<td>University of Michigan</td>
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<td>Brown University</td>
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<td>Indiana University – Bloomington</td>
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<tr>
<td>Purdue University</td>
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</table>
CCEE Courses & Certificate for Non-Business Majors

The Cross Campus Entrepreneurship Certificate, CCEC, offers courses and experiential programs for students from across campus to study the theory and practice of entrepreneurship. Students meet and work with experienced entrepreneurs who guide them through the challenges of launching and running a new venture. In following individual areas of interest, students pursue the entrepreneurial process, develop relevant 21st-century skills, and build additional educational credentials to enhance career prospects.

Requirements
Students completing the following course and field work requirements will be eligible to receive the Cross Campus Entrepreneurship Certificate as recorded on the CU transcript. Must be a non-business major with upper division status (minimum of 60 credits) to apply.

Requirements include:
Take 9 credit hours from three core courses of the Entrepreneurship Curriculum (ESBM 3100, 3200, and 4100)
Take 6 credit hours from two non-business courses from an approved list offered by colleges from across campus
Complete an approved internship with an entrepreneurial venture in the student's field, to observe firsthand how entrepreneurs start and grow enterprises (60 hour minimum)
Attend and actively participate in eight immersion activities organized or approved by CCEC, such as speaker events, company field trips, and entrepreneur meetups
Pass a capstone examination to demonstrate an understanding of the entrepreneurial process

Three Required Core Courses
Introduction to Entrepreneurship ESBM 3100 (3 credits)
Principles of Business for Entrepreneurs ESBM 3200 (3 credits)
Writing a Venture Plan ESBM 4100 (3 credits)

The following courses may replace Introduction to Entrepreneurship ESBM 3100 for students in the corresponding majors:
Engineering: Introduction to Entrepreneurship for Engineers (ESBM 3100-003)
Journalism: Entrepreneurial Adventures in New Media (JOUR 4872)
Music: The Entrepreneurial Musician (TMUS 4493)
Many CU academic departments and programs offer courses that complement entrepreneurship. Approved courses provide in-depth insights needed for enterprise creation in specific fields or industries. Students may choose from courses on the approved list available at the link below, or identify other potentially suitable courses subject to approval by the program director. Curriculum changes each semester. Please check periodically for updated information. (6 credits)

Entrepreneur Experience Internship

Students complete a 60-hour internship with an entrepreneurial venture ("a company") in any field of interest. Students in internships observe firsthand how entrepreneurs start and grow enterprises. They also integrate entrepreneurship coursework with the experience and explore career paths. Each student is expected to participate in a project that provides a meaningful experience for the student and adds value to the entrepreneurial venture. Students select companies and projects that are of interest to them, contact the companies and arrange interviews. The companies select the interns based on interviews. The student and company then negotiate the nature of the project and its details. These projects should be (1) entrepreneurially oriented; (2) designed to fit the students’ capabilities and be completed over a three-month period; and (3) substantial enough to merit certificate credit. Students may receive pay for their work at the company’s discretion.

How do certificate students get internships?

Some students find their own internships. Those students should contact CCEC staff to confirm that the internship meets certificate requirements. Other students get assistance from CCEC staff in identifying and securing an internship placement. Internships can be arranged through CCEE and the Deming Center for Entrepreneurship, or in conjunction with the student’s academic department or program as some internships may meet requirements of both the certificate and the student’s department.

Getting an internship approved: Once the student has met with the company and identified a project, the student must contact program staff to verify that the internship will meet all certificate requirements (listed below). The student should provide the program coordinator with information including: (1) Venture name, (2) What the venture does, (3) Approximate number of employees and annual sales, (4) Project details including a description of the project, the objectives, tasks and deliverables the student will contribute, and (5) Contact information for internship supervisor, including name, email and phone number.

CCEC takes students for a deep dive into how entrepreneurship is a way of thinking and acting. In addition to coursework, certificate students gain insights into the entrepreneurial process and its challenges by participating in activities that place them at the center of the region’s active and successful entrepreneurship community. Students must participate in at least 8 approved entrepreneurship events to fulfill certificate requirements. Students can demonstrate participation by registering for each CCEC event they attend and by emailing proof of attendance at any other approved activities to the program coordinator.

Students may choose from several options to demonstrate participation in events: (1) Submit a program from the approved event along with a written summary or blog entry of at least 100 words describing a valuable entrepreneurship-oriented concept or lesson learned; (2) Submit photos the student took at the event along with a blog entry or written summary of at least 100 words describing a valuable entrepreneurship-oriented concept or lesson learned; at least one photo should include the student; or (3) Submit a summary of at least 500 words
identifying the event, describing how the topics and discussions relate to the entrepreneurship coursework, stating at least one new idea heard at the event and listing the names and professions of two people the student met for the first time at the event.

The program coordinator can provide up-to-date lists of activities scheduled for the current semester. Some CCEC-organized or approved immersion activities students can choose from:

**Capstone Examination**
Certificate students complete an exam to demonstrate understanding of the entrepreneurial process. Exam will consist of a written examination based on the themes and concepts covered in the CCEE curriculum. Time required: one hour.
In addition to the core curriculum, the School of Entrepreneurship is actively integrating entrepreneurial concepts and ways of thinking into disciplines across the campus. All students on the campus are encouraged to enroll in the courses that make up our core curriculum, and we are liberal in terms of enforcement of prerequisites for non-business majors. In addition, we have tailored the Minor in Entrepreneurship to serve non-business majors. While vitally important, we believe these efforts do not go far enough in terms of truly penetrating and applying entrepreneurial concepts to other disciplines. Accordingly, our university-wide curriculum includes the following thirteen initiatives:

- Entrepreneurship & the Arts
- Green Entrepreneurship
- Entrepreneurship & Military Science
- Entrepreneurship in Engineering & Science
- Entrepreneurship in Health Sciences
- Entrepreneurship & Psychology
- The Entrepreneurial Architect
- Entrepreneurship within Education
- Entrepreneurship & Veterinary Medicine
- Entrepreneurship & Geology
- Media Entrepreneurship
- Auditing & Entrepreneurship

We see this as a moving target, and hope to continually add new partnerships.

Another important component of our interdisciplinary initiative is the Riata Entrepreneurship Faculty Fellows Program. This provides an opportunity for entrepreneurial faculty from any discipline or academic area to become jointly appointed in the School of Entrepreneurship thereby serving as an advocate for interdisciplinary entrepreneurship. Fellows are also expected to engage in professional activities that reflects the interface between their own academic area and entrepreneurship. This may entail scholarly research or applied research projects, course development or modification, or activities related to entrepreneurial outreach and community development. To date we have seven Fellows from various schools across campus including Psychology, Arts, Health sciences, Veterinary Medicine, Military Sciences, Architecture and Agricultural Sciences.
Critical to our university wide initiative is our “embed” strategy. Faculty from the School of Entrepreneurship (EEE) are encouraged to spend time in other Schools/Departments (and vice versa) interacting with both students and faculty. Office space is currently available to EEE faculty in the School of Education and the Centre for Health Sciences and negotiations with other departments and schools to secure same are ongoing. (Examples of this initiative from their website)

Entrepreneurship and the Arts

In collaboration with our Riata Faculty Fellow from the Art Department and other faculty members from Theatre and Music, we are currently teaching a course entitled Entrepreneurship and the Arts. It targets theatre, music and fine arts students and is cross-listed with those departments. The focus of the course is less on how arts students can start their own ventures, although there is some coverage of this, and more on how arts students can apply entrepreneurial thinking and core concepts from entrepreneurship (opportunity recognition, risk management, resource leveraging) in their artistic careers. One of the key deliverables for this course is a group project, the objective of which is to apply entrepreneurial thinking and behavior to contribute to “the reinvigoration and socio-cultural transformation of the arts in Stillwater”. The inaugural group organized the highly successful Stillwater Arts Festival which we hope to make an annual event under the auspices of the E Club and the Creativity Institute. Plans for an Arts Incubator are in its embryonic stage.

Entrepreneurship in Health Sciences
In collaboration with our Riata Faculty Fellow from the Centre for Health Sciences (CHS) we are currently engaged in several major initiatives in the health sciences arena. First, progress is being made in developing an entrepreneurship module to be included in one of the non clinical courses in the DO curriculum. Second, the Masters program in Health Administration has been modified to include a track in Entrepreneurial Leadership and Innovation in Health while a Certificate in Entrepreneurship is also being conceptualized with the aim of targeting Practitioners in the field. We are also in the midst of designing a seminar series for their Biomedical Sciences Program as well as offering a dual MSc (ENT) and MSc (Biomed) degree program for this group. There is also active collaboration between our Technology Transfer unit and researchers at CHS aimed at commercializing potential products emanating from their research.

Architecture & Entrepreneurship
In collaboration with our Riata Faculty Fellow from the School of Architecture we are conceptualizing a course entitled “Entrepreneurship and Architecture” aimed at students in the Professional School and planned for Spring 2012. In addition to this, introductory modules on Entrepreneurial Thinking and Behavior have been designed for inclusion in the Real Estate Development course as of Spring 2011. Our Riata fellow is also engaged in a project which examines the role of the entrepreneurial architect in the process of conceptualizing, designing, financing, constructing and inhabiting the built environment. The project is entitled the Collaborative Understanding of the Built Environment (CUBE).
University of Michigan
Program in Entrepreneurship (PIE)

Introduction
The Program in Entrepreneurship (PIE) is a nine-credit certificate program that provides students the skills, mindset, and experience necessary to transform a disruptive, scalable idea into a high-impact venture. The program is designed for students who want to start a company, join a small company upon graduation, innovate within a large organization, or simply learn about entrepreneurship because of its increasing importance in the economy.

Eligibility
Undergraduate and graduate students from all U-M schools and departments are eligible to enroll in the PIE. To declare, students must have sophomore standing or higher, have declared their major concentration, and be in good academic standing (minimum GPA of 2.0 for undergraduate students/5.0 for graduate students). All students that satisfy the PIE requirements will earn a certificate of completion from the CFE. Undergraduate and graduate students from the College of Engineering, undergraduate students from the School of Kinesiology, and students from LS&A will have the PIE documented on their official transcript.

Program Requirements
To complete the PIE, students must take one entrepreneurship course from each of four categories and earn a minimum total of nine credit hours. All courses must be taken for a grade, unless the course is only offered Pass/Fail (e.g. ENTR 407 Entrepreneurship Hour). If a student takes two core courses, one may count as an elective course. In most cases, it is possible to double-count one course between a concentration plan and the Program in Entrepreneurship. However, it is the student’s responsibility to check with his academic advisor regarding the rules for double-counting.

The four categories of entrepreneurship courses are:

Required - ENTR 407 Entrepreneurship Hour (1 credit)

Core Course in Entrepreneurship (min 3 credits) - Core courses in entrepreneurship offer a broad introduction to entrepreneurship, and show students how innovative ideas are turned into viable businesses. Core classes are typically project-based, and designed to guide students through the entrepreneurial process.
Elective Course in Entrepreneurship (min 1 credit) - Elective courses focus on entrepreneurship, or relevant topics, such as business law, business skills, and general industry trends. Although the central theme of these courses is entrepreneurship, broader latitude is given to subject matter.

Entrepreneurial Practicum (3 credits) – ENTR 411

Review the complete list of courses approved for the Program in Entrepreneurship, organized by category, for course options and descriptions.
Brown University

WELCOME

The C.V. Starr Program in Business, Entrepreneurship and Organizations (BEO), formerly named Commerce, Organizations and Entrepreneurship (COE), engages faculty and students in the study of commercial activity, entrepreneurship, technological innovation, and the organizations within which such activity occurs. The initiative spans a number of departments, disciplines, and co-curricular activities at the University, and it supports the research of leading scholars at Brown. BEO will educate students to be creative and flexible leaders in a number of careers.

Sponsored by the departments of Economics and Sociology and the School of Engineering, this concentration offers students a coordinated, integrated, and synergistic approach to teaching and learning about business, organizational theory, entrepreneurship, and technological innovation. BEO places specific emphasis on the formation, growth, and organization of new ventures, innovation in commercial applications, financial markets and the marketplace, and management and organizational theory. Students learn the methodological approaches of economics, sociology, engineering, and entrepreneurship to study for-profit and nonprofit enterprises in the national and global economic context.

BEO is an undergraduate concentration; students interested in Brown's graduate programs in the field of entrepreneurship and technology management should consider the Program in Innovation Management and Entrepreneurship (PRIME), offered through the School of Engineering. There is also an opportunity for more senior managers to pursue an executive MBA through the IE Brown Executive MBA Program.
Indiana University - Bloomington

Cross-Campus Initiatives

The Johnson Center for Entrepreneurship & Innovation (JCEI) has offices and affiliations across Indiana University to foster the entrepreneurial perspective. JCEI's home office is in the Kelley School of Business with satellite offices in the IU School of Medicine, the Maurer School of Law, the College of Arts & Sciences (Simon Hall), as well as affiliations with Jacobs School of Music, the School of Public & Environmental Affairs, and the School of Informatics. Our programs provide students with a wide range of classroom and experiential opportunities to discover and develop the "entrepreneurial perspective" throughout the entire campus. JCEI is recognized as the focal point for entrepreneurial development of technologies and potential ventures within any discipline at Indiana University.

Johnson Center for Entrepreneurship & Science Innovations (JCESI)
Located in Simon Hall, IU's Multidisciplinary Science Building, this JCEI satellite office is dedicated to the science projects emanating from the laboratories of IU's top scientists.

Johnson Center for Entrepreneurship & Medical Science Innovations (JCEMSI)
Located in the Indiana University Emerging Technology Center (IUETC) in Indianapolis near the IU School of Medicine Complex, this JCEI satellite office focuses on the medical life sciences developments.

Johnson Center for Entrepreneurship & Cultural Leadership (JCECL)
Located in the Jacobs School of Music, this extracurricular program supported by Dean Gwyn Richards offers students in the musical arts an opportunity to learn some of the business principles necessary to enhance their careers. In addition, a Minor in Entrepreneurship is offered for music students through the Kelley School of Business.

Elmore Entrepreneurship Law Clinic (ELC)
Located inside the JCEI office at the Kelley School of Business, this specialized clinic provides unique legal challenges for JD/MBAs as well as JDs working alongside MBAs in relation to emerging venture initiatives in the IU Emerging Technology Center (IUETC) and from laboratories across the IU campus.

Certificate in Social Entrepreneurship
The faculties of the School of Public & Environmental Affairs (SPEA) and the Kelley School of Business offer a collaborative certificate in Social Entrepreneurship. To earn the certificate, students must take courses on social entrepreneurship, sustainability,
and public-sector management in addition to selected courses designed specifically for this field of study. The certificate includes an internship in the field of social enterprise.

The Hoosier Hatchery
Located in the IU Innovation Center (10th Street and State Road 45/46 bypass), the Hoosier Hatchery provides over 2,000 square feet of flexible space for students working on innovations with commercial potential. In addition, JCEI has a partnership with Silicon Valley's Plug and Play Tech Center, the largest business incubator in the world, housing over 220 technology start-ups which allows advanced student-run businesses to locate to Silicon Valley for three month periods.

Entrepreneurial Innovations Lab (EIL)
Established to focus Kelley School of Business resources on the commercialization of life science and other high-potential research technologies, MBA students from the Entrepreneurial Management Academy form teams which explore the feasibility of taking the research conducted toward producing a viable business or a licensable technology.

Indiana University School of Informatics & Computing
JCEI has a presence in the IU Innovation Center to work closely with the IT ventures from the Pervasive Technology Institute as well as other informatics-related ideas. In addition JCEI has established a unique partnership with the School of Informatics and efforts in Silicon Valley.
Purdue University

Certificate in Entrepreneurship and Innovation

Program Requirements

Purdue's Certificate in Entrepreneurship and Innovation Program is designed with flexibility in mind. Participating students take the equivalent of five 3-credit courses in the following categories:

- Two required "core" courses (6 credits) and either:
  - Two "option" courses and one "capstone" course or experience (9 credits) or
  - One "option" course and two "capstone" courses or experiences (9 credits)

Two Required Core Courses

ENTR 20000 (Introduction to Entrepreneurship and Innovation)
ENTR 31000, formerly 20100, (Marketing & Management for New Ventures) [Prerequisite: ENTR 20000]

Option Courses

Option courses provide in-depth information on specific disciplines or industries related to entrepreneurship. You can choose option courses from the approved list available here, or select an approved study-abroad program.

Capstone Course or Experience

Capstones provide hands-on, real-world experiences. Possible capstones include:

- Involvement in launching your own venture through the Entrepreneurship Capstone course (ENTR 48000). [Prerequisites: ENTR 20000 and ENTR 31000]
- Select courses that are designated "capstone" on the approved list
- Internships through the Interns for Indiana Program.
- Global Entrepreneurship study-abroad programs organized and led by Certificate Program faculty and staff.
Approved Course List

A list of approved courses is available at the link below. Curriculum changes each semester. Please check our Web site periodically for new additions.

Download Approved Course List

Completion Process

To enter the program, simply enroll in ENTR 20000. If you decide to pursue the certificate, you will fill out a completion plan when you're enrolled in ENTR 31000.

View Completion Plan

APPROVED COURSES FOR CERTIFICATE IN ENTREPRENEURSHIP AND INNOVATION

PROGRAM REQUIREMENTS: Students must take the equivalent of five courses in the following categories:

- One Capstone Course or Experience (typically 3 credits)
- Two Required Core Courses (6 credits)
- Option courses provide depth in specific disciplines or industries relevant to entrepreneurship and innovation.

ENTR 20000 Introduction to Entrepreneurship and Innovation
ENTR 31000 Marketing and Management for New Ventures (pre-req. ENTR 20000)
Students will be permitted to substitute an additional capstone for one of the required option courses.

The Process

To enter the Program students should enroll in ENTR 20000. Those interested in receiving the Certificate will fill out a Completion Plan when enrolled in ENTR 31000. Capstones are designed to provide hands-on, real-world experience to students. This can include courses or participation in the Interns for Indiana/Interns for Entrepreneurship Program.

Two Option Courses (typically 6 credits)

Grade of C or higher must be obtained in all courses used toward Certificate Completion.

REQUIRED ENTREPRENEURSHIP COURSES Type Major Pre-reqs & Notes Semester
ENTR 20000 Introduction to Entrepreneurship and Innovation Core OPEN Both
ENTR 31000 Marketing and Management for New Ventures Core OPEN ENTR 20000 or equivalent Both

OTHER ENTREPRENEURSHIP COURSES Type Major Pre-reqs & Notes Semester
ENTR 47000/COM 49100 Women and Leadership Option OPEN Fall
ENTR 48000 Entrepreneurship Capstone Capstone OPEN ENTR 200000, 31000 and at least 1 option course or equivalent Both

APPROVED EXPERIENTIAL PROGRAMS Type Major Pre-reqs & Notes Semester
Global Entrepreneurship Study Abroad Option or Capstone OPEN For more information, contact Nathalie Duval-Coulet at nadjouva@purdue.edu SS
Interns for Indiana/Interns for Entrepreneurship Program Capstone OPEN For more information, contact Monica Shively at shivelmm@purdue.edu F/Sp or SS
Discovery Park Undergraduate Research Internship Option OPEN For more information, contact Monica Shively at shivelmm@purdue.edu F/Sp or SS
Cancer Prevention Internship Program Option OPEN For more information, contact Monica Shively at shivelmm@purdue.edu F/Sp or SS
Global Entrepreneurship Study Abroad Option or Capstone OPEN For more information, contact Nathalie Duval-Coulet at nadjouva@purdue.edu SS
Tec de Monterrey, Mexico Option SA approval Select course reqs. Contact Glenda at gcaudill@purdue.edu F/Sp or SS
DIS Copenhagen, Copenhagen, Denmark Option or Capstone SA approval Select course reqs. Contact Glenda at gcaudill@purdue.edu F/Sp or SS
Universita Bocconi, Milan, Italy, Purdue Exchange Option SA approval Select course reqs. Contact Glenda at gcaudill@purdue.edu Both
University College Dublin's Quinn, Sch. of Business, Dublin, Ireland Option SA approval Select course reqs. Contact Glenda at gcaudill@purdue.edu F/Sp or SS
Tilburg University Summer School Entrepreneurship Prgmr Capstone SA approval Select course reqs. Contact Glenda at gcaudill@purdue.edu SS

AGRICULTURE Type Major Pre-reqs & Notes Semester
AGEC 33000 Management Methods for Agricultural Business Option OPEN Both
AGEC 33100 Principals of Selling in Agricultural Business Option OPEN Second semester Freshman or higher Both
AGEC 42400 Financial Management of Agricultural Business Option OPEN AGEC 311 or MGMT2000 or BUS A20100 Fall
AGEC 42600 Marketing Management of Agricultural Business Option OPEN MGMT 2000 or AGEC 33100 & AGEC 33000 or ENTR 20000 Both
AGEC 32700 + 42700 Advanced Agricultural Business Marketing Option OPEN MGMT 32300 or MGMT 32400, replaces AGEC 42600 Both, Fall
AGEC 42900 Agricultural and Food Business Strategies Capstone OPEN AGEC 42600 & 42700 or Instructor permission Spring
AGEC 43000/53000 Agricultural and Food Business Strategy Capstone OPEN AGEC 42400 and 42800 Spring
HOR 44000 Horse Management Option AG ANSC 21100 Fall
FS 44300 Food Processing III Capstone FS FS 42000 Spring
HOR 43500 Principles of Marketing & Management for Horticultural Businesses Option OPEN AGEC 33000 or ENTR 20000 & AGEC 20300 or AGEC 21700 Fall
MGMT 48800 Electronic Commerce and Information Strategies Option MGMT Junior level or higher Variable

PHARMACY Type Major Pre-reqs & Notes Semester
PHAD 34300 Pharmacy in the Health Care System Option PHARM Fall
PHAD 46400 Management of Professional Practice Option PHARM Can't be professional first or second year Fall
PHRM 83100 Health Care Systems Option PHARM P-1 Standing Spring
PHRM 84900 Population Health Management Option PHARM P-2 Standing Spring
PHRM 87000 Health Policy Applications Option PHARM P-3 Standing Fall
PHRM 88900 Practice Management & Marketing Option PHARM P-3 Standing Spring
PHRM 88900 Approved APPE elective Capstone PHARM P-4 Standing Both
PHRM 49000 Business Plan Competition Capstone PHARM P-1 or greater Both

SCIENCE Type Major Pre-reqs & Notes Semester
COM 21700 Science Writing and Presentations Option SCI Must be enrolled in the College of Science Both
EAS 37500 Great Issues- Fossil Fuels, Energy and Society Option OPEN Both
SCI 13000/21000 Teamwork Option SCI Freshman or Sophomore and enrolled in the College of Science Both

TECHNOLOGY Type Major Pre-reqs & Notes Semester
CGT 41100 + 45000 Contemporary Prob. in Applied Comp. Grphcs + Professional Pract. Option CGT Junior standing or higher Both
CNIT 48000 Managing IT Projects Option C&IT Second semester Junior Both
IET 45100 Monetary Analysis For Industrial Decisions Option OPEN Both
IT 19000 Innovation Through Human Centered Design Option OPEN Both
IT 22600 Biotechnology Lab I Option OPEN Both
IT 23000 Industrial Supply Chain Management Option OPEN Both
IT 33000 Industrial Sales and Sales Management Option OPEN IT 23000 Spring
IT 43400 Global Transportation and Logistics Management Option OPEN IT 23000 Fall
MFET 29900 Investigating Innovation Option OPEN Junior standing or higher Variable
OLS 35100 Innovation and Entrepreneurship Capstone OPEN ENTR 20000 & 31000 Both
OLS 37500 Training Methods Option OLS or AT OLS 25200 & OLS 27400 Both
OLS 37600 Human Resources Issues Option OLS OLS 38600 with a grade of C or higher Both
OLS 45000 Project Mgmt for Organizational & Human Resource Development Option OLS OLS 38600 and 38800 with minimum C grade in both Both

Revised February 2013
February 13, 2013

Michael Hardman
Interim Vice President, Academic Affairs
Park 203
Campus

Dear Interim Vice President Hardman,

Enclosed is proposal for the Lassonde Entrepreneur Institute; which was approved by the Graduate Council on April, 2013.

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

Sincerely,

[Signature]

Donna White
Interim Dean of the Graduate School
### Abbreviated Template

**Institution Submitting Request:** University of Utah  
**Proposed Title:** Lassonde Entrepreneur Institute  
**Currently Approved Title:**  
**School or Division or Location:** David Eccles School of Business  
**Department(s) or Area(s) Location:** Pierre Lassonde House, 105 Fort Douglas Building Number 604.

**Recommended Classification of Instructional Programs (CIP) Code** (for new programs): 52.0701  
**Current Classification of Instructional Programs (CIP) Code** (for existing programs): 52.0701  
**Proposed Beginning Date** (for new programs): 01/07/2014  
**Institutional Board of Trustees’ Approval Date:**

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

<table>
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*Requires “Section V: Program Curriculum” of Abbreviated Template

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

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APPLICATION TO UNDERGRADUATE COUNCIL FOR ENDORSEMENT

April 1, 2013

Submitted by
Randall Taylor, PhD
Dean, David Eccles School of Business

Troy D’Ambrosio
Director, Pierre Lassonde Entrepreneur Center
Program Request - Abbreviated Template
The University of Utah
Proposal to establish the Lassonde Entrepreneur Institute
04/01/2013

Application for Institute Status
The David Eccles School of Business proposes to bring its centers and programs for the advancement of entrepreneurial learning and student engagement under one privately-funded Institute that will provide both educational and living/learning experiences for undergraduate and graduate students in every academic discipline.

The Lassonde Entrepreneur Institute’s mission is to:
- Engage more students in its world-class experiences in technology commercialization, entrepreneurship and social entrepreneurship, through a distinctive interdisciplinary approach to entrepreneurship teaching
- Create greater awareness for our programs among University of Utah students, faculty and staff and to coordinate with other campus centers and initiatives
- Inspire students from all majors to develop their inventions and ideas, and in so doing providing them with broad professional skills.

Our vision is to be the groundbreaking leader in student-driven new business development, technology commercialization and entrepreneurial learning and experiences and to be a central partner in the state’s entrepreneurial ecosystem of institutions of higher education, government agencies, entrepreneurs and investors. What began in 2001 as the Pierre and Claudette MacKay Lassonde New Venture Development Center has fostered entrepreneur programs that have grown dramatically and achieved a national ranking.

Need

University of Utah students from all disciplines have benefited from entrepreneurial learning programs made possible by the generosity of the Lassonde Family. The unique student-opportunities to be involved in technology commercialization with faculty inventions, entrepreneurship through competitions, and business start-up in the FoundryUtah have energized the campus. Creating an institute will help students access and leverage these various world class programs. Institute status will bring recognition to the growing student entrepreneurial community that is helping to fuel the expansion of Utah’s technology-driven business economy.

There remains an unmet demand for a hub for student innovation that provides entrepreneurial enrichment opportunities for student innovation that include but are not limited to startup formation.

Benchmarking the proposed Institute with other entrepreneurial education programs across the state and in the nation shows the proposed Institute’s model is unique. The New Venture Development program within the proposed Institute is distinctive in that it engages students in technology commercialization.
The Pierre Lassonde Entrepreneur Center provides and teaches real world business experience to help young entrepreneurs through its competitions and its business discovery program. The business plan competitions are exceptional in that they are conducted by scholarship recipients from various schools in Utah, so these are statewide and collaborative competitions involving both private and public higher education institutions. Four separate business plan competitions are available to undergraduate students. Our FoundryUtah program allows student to test concepts for new businesses and iterate on them until they unearth successful models.

In fall 2012, the Lassonde Social Entrepreneurship initiative launched giving students the opportunity to apply entrepreneurial principals in challenging environments like Ghana and India.

The David Eccles School of Business is developing a unique campus environment to enhance and expand the student experience through the creation of the Lassonde Living and Learning Center which will combine 400 units of student housing with 20,000 square feet of entrepreneurial and innovation space we are calling the “Student Garage.” The combination of residential space with a dedicated facility for students to tinker, invent, and launch companies will create matchless learning experiences and campus resource that cannot be found anywhere else. Studies show that residential status for college students enhances retention and contributes to higher grade point averages.

Recognized as one of the best states for entrepreneurs, Utah continually tops the list as the best state in which to do business by Forbes magazine. This environment, combined with increased demand for experiential entrepreneurial programs, creates a unique opportunity for the University of Utah to generate a globally renowned institute that seeks to prepare students for a thriving startup climate.

In a 2011 survey of 476 prospective MBA’s in 79 countries, entrepreneurship for the first time placed in the top five list of sought-after curriculum content. The desire by researchers and students to have a hands-on, dynamic learning experience that weds the classroom to the startup community is evidenced by the programs that ranked in The Princeton Review and Entrepreneur magazine’s Top 25 entrepreneurial programs.

The Lassonde undergraduate entrepreneurship program was ranked #17 by The Princeton Review in 2012. Our goal is to increase the University of Utah’s ranking, while increasing student engagement and student-led startups.

Establishment of the Lassonde Entrepreneur Institute will bring recognition to the students opportunities funded by the Lassonde Endowment and foster greater cooperation with other student and academic centers.

Lassonde Entrepreneur Institute programs include:

- Lassonde Living and Learning Center (proposed): 400 units of student housing with 20,000 square feet of entrepreneurial and innovation space we are calling the “Student Garage”

- Lassonde New Venture Development: A graduate business program for all majors were students are paired with a faculty inventor and spend the year preparing a commercialization plan for a new technology
• Lassonde Social Entrepreneurship Program: Graduate students spend an academic year working on critical social problems using fundamental entrepreneurship skills

• Lassonde Health Gaming Initiative: A graduate program for students interested in the development and marketing of health-related video games

• The Utah Entrepreneur Series (UES) – statewide competitions and entrepreneurial training program involving over 2,000 students annually. The UES is run entirely by students on scholarships provided by the Lassonde Endowment or donor support and is made up of following:
  
  o Student Entrepreneur Conference: Provides a one-stop-shop for students interested in entrepreneurship and innovation each fall semester
  o techTITANS (Fall): Students receive instruction in the idea-to-development process and compete with their peers for the best idea submission
  o greenTITANS (Fall): Competition that rewards students for developing environmentally-conscious ideas
  o Opportunity Quest (Winter): Program focused on addressing the executive summary stage in business development and is held on 12 campus across the state
  o Utah Entrepreneur Challenge (Spring): One of the largest business plan competitions in the nation, students from across Utah develop full, comprehensive business plans

• FoundryUtah: An experience-based educational community where entrepreneurs can start acting on their business ideas and access resources to help them along the way

The Lassonde Entrepreneur Institute will continue to build on the existing relationship with other student programs. These programs include:

• Bench to Bedside: A competitive opportunity for medical students, engineering students and business students to collaborate to develop or improve medical devices
• bioInnovate: A program for graduate students working with clinicians to develop prototypes and testing medical devices
• bioWorld: A two-semester course enabling students to develop a business plan for a medical-device venture with an under-developed country
• Business Scholars: A year-long experiential learning program for incoming freshmen who are immersed in the theory and practice of business disciplines through detailed case studies
• Innovation Scholar: Students learn how to solve problems that inspire them by engaging in interesting classes, volunteering, personal passions and other related opportunities
• SPARK: An online community for circulating, developing and disseminating ideas
• FIRST Lego League: A youth outreach program that inspires innovation and robotics. Campus faculty and students host tournaments to celebrate the students' innovative projects
• StaC: A startup center for students that helps to turn ideas into reality by executing student business plans and connecting students with resources
**Partnerships**
Through its programs, the Lassonde Entrepreneur Institute will continue working closely with University centers, state agencies and private parties involved in technology commercialization and entrepreneurship including:

- ARUP
- Energy & Geosciences Institute
- Governor’s Office of Economic Development
- Grow America
- Huntsman Cancer Institute
- Park City and Salt Lake Life Sciences Angels
- Scientific Computing and Imaging Institute
- Technology Commercialization Office
- USTAR
- Utah Technology Council

The student idea and business plan competitions bring together students from the University of Utah to compete with and learn cooperatively with students from ten colleges and universities in the state of Utah, including Utah State University, Utah Valley University, Brigham Young University and Westminster College. Scholarships are awards to students at 11 schools and over 2,000 students participate annually.

**Institutional Impact**

The Lassonde Entrepreneur Institute will expand learning opportunities in technology commercialization and entrepreneurship to more students. Demand currently outweighs capacity in the New Venture Development Center, the Utah Entrepreneur Series, and the Foundry program. All programs within the Institute are and will be open to students from every University of Utah college and school. The School of Business does not expect to increase staffing to operate the Institute. The current Lassonde programs are managed by a director. Additional staff and programs will be transferred from the Technology Venture Development Office to the Institute. Advising and teaching will be provided by current faculty holding presidential chairs, Professors Jack Brittain and Jay Barney. These chairs are endowed by Mr. Lassonde.

The anticipated opening for the for the Lassonde living-learning residential living and programs is Fall 2016, subject to necessary approvals. The addition of new residential facilities will help meet the demand for academically focused campus housing and provide more students the opportunity to participate in entrepreneurial programs. Student affairs experts will be employed to operate the Living Learning Center. The feasibility study has been completed for the classroom and laboratory spaces for the living and learning center.

The David Eccles School of Business provides an extensive number of courses for students to compliment the Lassonde programs. Courses include:

- Fundaments of Entrepreneurship
- Profiles of Entrepreneurs
- New Venture Finance
- Entrepreneurial Marketing
- Managing the Venture Process
- Business Discovery
- Management of Innovation
- Small Business Management
- Personal Selling
- Financial Statement Analysis
- Financial Reporting

No additional courses are anticipated.

Location:
Programs will be administered and coordinated at the Pierre Lassonde House, 105 Fort Douglas Building Number 604.

Recognitions and Achievements
- Lassonde undergraduate entrepreneurship program ranked #17 by Princeton Review 2012
- Lassonde undergraduate entrepreneurship program ranked #16 by Princeton Review 2011
- Kauffman Foundation recognition for University technology transfer through entrepreneurship 2012
- Lassonde graduate entrepreneurship program ranked #15 by Princeton Review 2012
Total Scholarships
- 281 students have received scholarships
- $1,551,675 in scholarship awards

Lassonde New Venture Development Center 2001-13
- 197 students have received scholarships
- $1,127,800 in scholarship awards
- 95 technology commercialization projects completed
- 35 start-up companies with $100M in funding
- Three teams have won the Utah Entrepreneur Challenge
- 12 teams have participated in national and international competitions
- 10-year student survey – 94% said program was of value their career, 40% working for a start-up
- 150 students have joined the LNVDC Alumni Association

Pierre Lassonde Entrepreneur Center 2006-13
- 78 students have received scholarships
- $372,750 in scholarship awards
- 4,700 students have participated in competitions and events sponsored by the Center
- The Center has raised over $1,000,000 for additional scholarship and prize money

Lassonde Social Entrepreneur Center 2012-13
- 6 students have received scholarships
- $51,125 in scholarship awards
- Three international trips
- Five projects in process

The FoundryUtah 2010 to 2012
- 213 entrepreneurs have been through Foundry Cohorts (F1-F4)
- 74 ideas for companies have been tested, 26 of the 74 ideas didn’t achieve product/market fit
- 50 companies filed articles of incorporation
- 39 FoundryUtah companies generated revenue, 35 companies operate today
- $5.13 million in revenue was generated during the cohort time period
- $3.16 million in external funding was raised by Foundry Entrepreneurs

Finances
Financial support for the Institute will be provided by the Lassonde Endowment, supplemented by other private gifts and funds raised by the David Eccles School of Business development office. Funding from the central administration will be provided for services to support the marketing and public relations for technology commercialization programs. The Dean and faculty anticipate working with the Office of Sponsored Projects to partner with other research entities to pursue governmental funding opportunities where an entrepreneurship or commercialization component is desired.
MEMORANDUM

To: The Graduate School, University of Utah

From: T. N. Parks, President, University of Utah Research Foundation

Date: May 20, 2013

Subject: UURF support for Lassonde Institute

The University of Utah Research Foundation will provide ongoing funding to the Lassonde Institute to support marketing and public relations activities for technology commercialization programs.
May 9, 2013

Donna M. White
Interim Dean, The Graduate School
302 Park Building
University of Utah
Salt Lake City, UT 84112-0280

As the Director of the Office of Sponsored Projects, I am writing to thank you for the opportunity to support the Lassonde Institute. Entrepreneurship and commercialization are important and engaging opportunities for students and faculty at The University of Utah. The Lassonde Institute will play a continuing role to bring these individuals together to pursue new ideas and determine paths to bring these ideas to communities and stakeholders.

As faculty members, working in partnership with the Lassonde Institute, pursue governmental funding opportunities, or plan to partner with research entities to bring sponsored research to campus, we anticipate and support a collaborative working partnership.

The Lassonde Institute is superbly capable and has the confidence of the University’s research community. The Office of Sponsored Projects supports the Lassonde will support any work in pursuing grant funding.

Thank you,

Brent Brown
Director, Office of Sponsored Projects
Re: Lassonde Entrepreneur Institute

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112-9016

Dear Colleagues of the Graduate Council:

I am writing to provide my strong endorsement for the establishment of the Lassonde Entrepreneur Institute. Let me provide some context for my endorsement.

With the support of President Michael Young in 2007, I created and lead the Entrepreneurial Faculty Scholars (EFS) program, which brings together some 90 faculty and 3000 postdoc/student entrepreneurs across campus to create a Culture of Impact. The EFS programs provide educational, networking, and outreach opportunities for neophyte entrepreneurs to connect with established companies and seasoned entrepreneurs. For 6 years, the EFS has cooperated with the Lassonde Entrepreneur Center, which through its New Venture Development program helps markets for new technology, while also providing graduate, business and law students a unique educational experience in new business development.

Lassonde Center programs have been integral in involving students from every part of the university in learning how inventions and ideas get from “bench to bedside.” This requires that technology commercialization be broadly and wholeheartedly embraced on campus. As Special Presidential Assistant for Faculty Entrepreneurism, I can assure the Council that the Lassonde Centre programs have been, and will continue to be, amazingly successful in helping to bridge the gap between academia and commercialization. Faculty and students are drawn to this opportunity.

Combining and integrating the many student entrepreneur programs into an Institute with residential housing and a student “garage” would underscore the U’s commitment to providing students with signature experiences that will transform their lives. Working together to bringing inventions and innovations from faculty and students to the marketplace, will enable students to have maximal impact. Indeed, the funding for the Institute that Pierre Lassonde has provided will enable students to make a real difference in the world.

Yours sincerely,

Glenn D. Prestwich
Presidential Professor
Re: Lassonde Entrepreneur Institute

The University of Utah Graduate Council
302 Park Building; 201 South Presidents Circle
Salt Lake City, UT 84112-9016

Dear Colleagues of the Graduate Council:

I am a faculty member in Biology and the Director for the Center for Science and Mathematics Education, which lies between the College of Science and the College of Education. Our mission is to advance science and math education through: training of K-12 teachers, enhancing diversity in the scientific enterprise, improving undergraduate education, and bringing science into society through public engagement. The Lassonde Entrepreneur Institute, among many activities, will help to meet our Center’s missions.

I joined the faculty here in 2011. As a newcomer, I was pleased to learn that the staff and students at the Lassonde House are creating a physical and intellectual space that can support such activities as my Center’s science outreach efforts, some of which involve the integration of innovative business models into a science outreach project. Being able to tap into the high energy and creativity of such students in an efficient and synergistic way will help overcome the barriers that are often faced when generating and communicating new ideas.

From my vantage as both a professor and a Center director, I see the need for our students to be involved in innovative and real-world ways, starting from the time they enter as a freshman or transfer student. Although most of our students arrive here from a traditional educational environment in their high schools, many seek experiential and other non-traditional ways of approaching their education. In math and science (as in business), it is critical for students to have a supportive environment where they may find like-minded people (both faculty and other students) to test concepts for new endeavors, and to get the guidance that will help improve upon them until they find successful models.

To fulfill these needs, the University is well-served by an Institute that will help student entrepreneurs gain real world experience through competitions and business discovery programs. Even in my short tenure here, it is clear that the Lassonde Center programs serve students, faculty, and the University in unique and critical ways.

I support the Lassonde Center, and look forward to participating in the exciting learning, teaching, and innovation activities that it fosters.

Thank you for your consideration.

Nalini M. Nadkarni

Nalini M. Nadkarni
Professor, Department of Biology
Director, Center for Science and Mathematics Education
March 27th, 2013

To: University of Utah Graduate Council

RE: Lassonde Entrepreneur Institute

Dear Sir/Madame,

I am writing this letter in enthusiastic support of establishing the Lassonde Entrepreneur Institute. I have been working with graduate students from the Pierre Lassonde Entrepreneur Center, and with undergraduate students from an Innovator Scholar program, for the last two years. These students have been playing fundamental roles in advancing a Patient Empowerment Exercise Video Game project to help adolescent cancer patients during their chemotherapies.

Last year, two MBA students and a law student, under direction of Troy D’Ambrosio, worked as a business development team to establish a model for commercialization of therapeutic video games. Through collecting clinical and marketing data, an excellent report supported a not-for-profit model (attached as an appendix). This year, two students (MBA and from the Master Games Studio) have been working on advancing business strategies for the therapeutic video games. A cross-disciplinary nature of this project prompted the “Lassonde’s” students to interact with clinicians, entrepreneurs and video game developers and producers.

Based on my experience with the Pierre Lassonde Entrepreneur Center, I would like to emphasize that student-faculty, student-project and faculty-project benefits are synergistic. The Lassonde Entrepreneur Institute will further foster students’ experiences in technology commercialization and entrepreneurship.

Please, let me know if I can be of more help in supporting a creation of the Lassonde Entrepreneur Institute.

Sincerely Yours,

Grzegorz Bulaj, Ph.D.
Associate Professor of Medicinal Chemistry

Department of Medicinal Chemistry
30 South 2000 East, Room 1952, Salt Lake City, UT 84112
bulaj@pharm.utah.edu ● 801.581.4629 office ● 801.508.7087 fax
March 22, 2013

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112-9016

Dear Graduate Council:
Re: Lassonde Entrepreneur Institute

As faculty in the Entertainment Arts and Engineering (EAE) program here at the U, we strongly support the establishment of the Lassonde Entrepreneur Institute, which combines the applied entrepreneurship learning experiences presently under the Lassonde New Venture Development Center, The Pierre Lassonde Entrepreneur Center and the newly proposed Lassonde Living and Learning Center a residential living component expected to open in 2016.

EAE’s main interaction has primarily been with Lassonde Center Director Troy D’Ambrosio, his staff, and students. They have been our “go to” group when any of our work enters the realm of entrepreneurial or business consideration. A sampling of projects that we have worked on together include:

- The PE Game (a video game that offers a non-pharmacological intervention for children with cancer) – the Lassonde people have helped to define a proper business structure to publish the PE game taking into consideration the numerous successor games for other disease treatments that will follow.
- Formation of the Utah Game Forge (a company that is used to publish student video games) – we have worked to define the proper structure of the company with the Lassonde students.
- Diabetes Game - working with the Center for Medical Innovation to define and begin execution on a game to help Type 1, pediatric diabetes patients.
- Commercial games – Director D’Ambrosio has helped us define the appropriate structure for handling game development contracts from outside companies and foundations.
- Appointment of a Lassonde Associate (Jonathan Deesling) to work with us and our students on business opportunities.

All of our interactions with the Lassonde Center have been extremely professional, well managed, and have helped us to success. Combining these efforts into a single administrative unit will enable expansion of their world-class student experiences
in technology commercialization, entrepreneurship and social entrepreneurship, through a distinctive interdisciplinary approach to entrepreneurship teaching. We therefore strongly support their effort to create this institute. If you have any questions, please feel free to contact any of us.

Sincerely,

Robert R. Kessler
Professor, School of Computing
Executive Director, Entertainment Arts and Engineering

Craig C. Caldwell
USTAR Senior Professor, Digital Media Cluster

Roger A. Altizer
Director of Game Design and Production, EAE
Assistant Professor of Computer Science and Film and Media Arts
March 26, 2013

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112-9016

To Whom It May Concern:

It is my great pleasure to write this letter of endorsement and enthusiastic support for the Lassonde Entrepreneur Institute. The existing programs at the University of Utah directed by Troy D’Amborsio through the Pierre Lassonde Entrepreneur Center and other programs are an amazing resource for both students and faculty.

I was fortunate to have a Lassonde Center student team help develop a business plan for research in my laboratory a few years ago. It was wonderful to watch the students develop their entrepreneurial skills over the course of the year, and I and my research benefitted directly – when the research was ready for submission to the National Science Foundation for Small Business Innovation in Research funding, I did little more than copy and paste their business plan and market approach into that section of the application. Their work, guided expertly by Troy D’Ambrosio, also resulted in excellent name recognition in Salt Lake, which has been extremely beneficial as we have worked to spin out this technology from the University of Utah.

I know from talking to colleagues at other locations that our entrepreneurial resources at the University of Utah are already at the head of the pack. The newly proposed Institute will further establish our leadership in this area, and provide our students and faculty with an amazing array of resources. The Lassonde Living and Learning Center will be a fabulous recruiting tool to help bring top engineering, science, business, etc. students to our campus and to our state.

As you can tell, I am very enthusiastic about these wonderful resources, and I hope that we can see the Institute in place at the University next year. Please let me know if you need any more information.

Sincerely,

Dr. Stacy Morris Bamberg
March 26, 2013

The University of Utah Graduate Council
302 Park Building, 201 South Presidents Circle
Salt Lake City, UT 84112-9016

To Graduate Council Review Committee:

We are writing this enthusiastic letter of support for the proposal to establish the endowed Lassonde Entrepreneur Institute at the University of Utah. Our research program (www.istar.utah.edu) was fortunate enough to be selected to work with a very talented interdisciplinary team of graduate students at the Lassonde Center this academic year. Our interdisciplinary research team (across 4 colleges) has developed a technology education program for students on the autism spectrum. We have been meeting regularly with this team as they craft a business plan to help our program achieve self-sufficiency. We have been so impressed with the level of professionalism demonstrated by these students under the leadership and guidance of Troy D'Ambrosio, Director of the Center. These students have expressed their appreciation for the opportunity to work on a business plan for a social entrepreneurial program that benefits special needs students and their families. This has been an exciting and collaborative learning experience for faculty as well as for the graduate students.

Since 2010, our iSTAR research and outreach program has been expanding and progressing, but through this experience, our iSTAR project has been enhanced and elevated to a national-level presence and impact. In other words, the entrepreneurial spirit and professional support we have access to at the Pierre Lassonde Entrepreneurial Center has been monumental and significant in our quest to build a business platform to add quality and well-being to the lives of youth with autism spectrum disorders and their families.

The Lassonde Entrepreneur Institute’s mission is to expand its world-class student experiences in technology commercialization, entrepreneurship and social entrepreneurship, through a distinctive Interdisciplinary approach to entrepreneurship teaching. Our experience with the Lassonde Center has clearly met the goals of this mission statement. We are grateful for the opportunities that the Center has provided our program and we are looking forward to sharing the business plan that will be finalized in the next few weeks with our Google and Trimble corporate partners. Our collaborators in the business world have been very impressed with the talent of the students at the Center and we fully support the proposal to capture all of the activities into an Institute. We and our research team and offer our unified support and endorsement for the activities and leadership associated with the proposed Lassonde Entrepreneur Institute.

Sincerely,

Cheryl Wright, PhD (Family and Consumer Studies)
Scott Wright, PhD (Interdisciplinary Gerontology Programs)
ISTAR Program Coordinators
The University of Utah Graduate Council  
302 Park Building  
201 South Presidents Circle  
Salt Lake City, UT 84112-9016  

March 25, 2013  

**Letter of Endorsement for the Lassonde Entrepreneur Institute**  

Dear Members of the Graduate Council:  

It is a great pleasure for me to write this letter of support and to endorse the *Lassonde Entrepreneur Institute* in the strongest possible terms. I have previously worked with Mr. D'Ambrusio and the *Pierre Lassonde Entrepreneur Center*. This collaboration was very fruitful, leading to the formation of a successful start-up company, Navillum Nanotechnologies.  

Let me briefly introduce myself: I am a tenured professor of chemistry (physical and materials chemistry) and an adjunct professor of physics here at the University of Utah. My group is studying bioinspired functional materials for photonic and magnetic applications. We were the first group worldwide to discover diamond-structured photonic crystals in iridescent beetles and a few years ago we developed a novel low-temperature synthesis method for colloidal semiconductor nanocrystals.  

After submitting two invention disclosures (with one of my graduate students and myself as inventors) to TCO, we started to work with the *Pierre Lassonde Entrepreneur Center* exploring potential commercialization paths for our invention. The center's director, Troy D'Ambrusio assembled a student team and within a few months the team developed a complete business plan, which became the basis for forming a start-up company. This start-up company, Navillum Nanotechnologies, has meanwhile secured ~$500k in funding, including a SBIR grant from the National Science Foundation, has established an off-campus fabrication facility, and has several employees. I can honestly say that without the help and support of the Lassonde Center I cannot envision any of this would have happened.  

In summary, our collaboration with the Lassonde Center and the interactive work of students from science, engineering and business across colleges and the center has been extremely fruitful and rewarding. I strongly support bringing the *Lassonde New Venture Development Center*, the *Pierre Lassonde Entrepreneur Center* and the *Lassonde Living and Learning Center* under a single administrative entity in the formation of the **Lassonde Entrepreneur Institute**.  

Should you need any additional information, please do not hesitate to contact me.  

Sincerely,  

Michael Bartl
28 March 2013

The University Graduate Council
302 Park Building
201 South President’s Circle
Salt Lake City, UT 84112-9016

Dear Colleagues,

I am writing in support of the proposed Lassonde Entrepreneur Institute.

Several years ago, Troy D’Ambrosio, Director of the Entrepreneur Center, came to my office in the College of Education to discuss a computer program that I had disclosed to the Technology Transfer Office. The program analyzed gaze position and pupil diameter captured by an eye tracker. Troy asked me to meet with students from the Lassonde Center. He thought it would be a good learning experience for the students to develop a business plan to commercialize the software. I agreed to meet with his students. I thought it might well be a valuable learning experience, but I did not see a market potential for the software, since there were only a dozen or so research labs that used eye tracking technology for reading research. I met with Troy and his students several times. In our discussions, I indicated that we used the software to conduct research on lie detection, and we were finding that the accuracy of our oculomotor test for deception was at least as high as that obtained with the polygraph. I noted that the U.S. government makes extensive use of the polygraph for pre-employment screening of applicants for positions in law enforcement, intelligence, and national security. Polygraph examinations also are administered periodically to current government employees with security clearances. At that point, the students’ attention shifted to the development of a business plan to commercialize the oculomotor technology for the detection of detection.

I was impressed by the quality of discussions I had with the students at the Pierre Lassonde Center. The students were insightful, respectful, and ran well-organized and focused meetings. They were clearly excited to develop a business plan for the technology. I had great fun in the meetings with Troy and his students. As a member of the faculty in the College of Education, I had had little prior interaction with the business school, and for me, it was a very positive and rewarding experience. The efforts by the students of the Lassonde Center led to a presentation by Troy to the Park City Angels. Two members of the angel group subsequently licensed the technology from the University and created Credibility Assessment Technologies, LLC, to develop and market the oculomotor deception test to government and commercial sectors. The company recently received significant venture capital funding, converted to a Delaware C corporation, and currently conducts translational research to move the technology from the lab to the field. The University and the faculty who invented the technology will benefit from the efforts of the students and staff of the Lassonde Center. I appreciate the contributions of the students and leadership of the Lassonde Center to my professional career, and if the new company is as successful as we believe it will be, the University will benefit immensely from the
The introduction of a disruptive deception detection technology that is faster, less expensive, and more objective than the current state of the art.

Over time, the University will have to depend more and more on the commercialization of its intellectual property for funding. The importance of technology commercialization is evident even in the first sentence of the University Mission Statement. I know from personal experience that the Pierre Lassonde Center has effective leadership with a clear vision for the future, and I am not at all surprised by their desire to expand into a world-class multidisciplinary program of study in entrepreneurship. In my case, they already demonstrated that their model for graduate training benefits the students and the University. I fully support the proposed Lassonde Entrepreneur Institute because it would combine several programs under a single umbrella organization to improve the efficiency and effectiveness of the training of graduate students in business; it would support the University’s emphasis on technology transfer; and it would provide its students with invaluable real-world experiences in entrepreneurship.

Sincerely,

[Signature]

John C. Kircher
Professor
The University of Utah Graduate Council  
302 Park Building  
201 South Presidents Circle  
Salt Lake City, UT 84112-9016

March 26, 2013

Dear Sirs:

This is the strongest possible letter of support for the establishment of the endowed Lassonde Entrepreneur Institute. The purpose of the institute to bring under one administrative entity the applied entrepreneur learning experiences presently under the Lassonde New Venture Development Center, the Pierre Lassonde Entrepreneur Center and the newly proposed Lassonde Living and Learning Center is novel, exciting and has my full support.

I am a Professor of Medicine in the Department of Gastroenterology in the University of Utah School of Medicine. In that role, I also am the Medical Director of Endoscopy at the University of Utah Health Sciences Center. I have had extensive experience working on a medical device start-up through the Pierre Lassonde Entrepreneur Center in bringing to fruition a medical device for a "smart" feeding tube system. The device now has achieved a second round funding, received its patent, and submitted its 510(k). We are in significant discussions with multiple strategies for licensing and/or purchasing of the technology. The concept for the medical device was originated by me, but essentially went from idea to company through the Pierre Lassonde Entrepreneur Center. I would testify that without the Pierre Lassonde Entrepreneur Center, the medical device and my company would still be a concept in my mind only.

The Lassonde Center through its Student Teams was instrumental in developing a business plan, doing market analysis and providing networking as well as access to and eventual procurement of initial grant support that was critical in starting the company. Each member of the Student Team contributed uniquely and greatly to the project and some are continuing on in the startup company. The direction guidance and mentorship provided by Troy D'Ambrosio was superlative.
I think the experience gained by the Student Team was beyond compare both for the students and myself. We essentially started a company from ground zero and to get to where it could be spun out and licensed from the Tech Transfer office. We learned how to start a medical device company in all areas from intellectual property, regulatory, marketing, business plan, and fund raising. Each individual team contributed uniquely from their different backgrounds, both in their education and work experience. This was all done under the expert guidance and benevolent leadership of Troy D’Ambrosio. I believe this multidisciplinary approach was synergistic rather than additive in accomplishing their mission and the key to our success. To the extent that the new institute solidifies and expands this concept can only lead to bigger and better successes.

I believe that each of the students gained greatly from the experience which they could obtain nowhere else. Essentially, this was an educational endeavor with real world consequences and outcomes. I think in this manner, the students received a unique and wide-ranging education that could not be easily duplicated. As the Lassonde Entrepreneur Institute seeks to expand and collate these types of education experience, I support it wholeheartedly. I believe this will make the University of Utah one of the leading institution in this area. Not only do I believe that this will solidify the University of Utah as one of the top of institutions related to business and business development, but the multidisciplinary approach with the School of Medicine, School of Engineering and other colleges is unique and at the forefront of education in this area.

Please let me know how I can be helpful in any way in fully supporting this effort.

Sincerely,

John C Fang M.D.
Professor of Medicine
Freston Takeda Endowed Chair in Gastroenterology
University of Utah School of Medicine.
February 13, 2013

Michael Hardman
Interim Vice President, Academic Affairs
Park 203
Campus

Dear Interim Vice President Hardman,

Enclosed is proposal for the Sorenson Global Impact Investing Center; which was approved by the Graduate Council on April, 2013.

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

Sincerely,

Donna White
Interim Dean of the Graduate School
Institution Submitting Request: University of Utah, David Eccles School of Business
Proposed Title: James Lee Sorenson Global Impact Investing Center
Currently Approved Title: NA
School or Division or Location: David Eccles School of Business
Department(s) or Area(s) Location:
Recommended Classification of Instructional Programs (CIP) Code (for new programs): 52 1101
Current Classification of Instructional Programs (CIP) Code (for existing programs): 00 0000
Proposed Beginning Date (for new programs): 03/01/2013
Institutional Board of Trustees’ Approval Date: /DD/ EAR

Proposal Type (check all that apply):

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*Requires “Section V: Program Curriculum” of Abbreviated Template

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

Signature:  
Date:  /DD/ EAR

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.
Section I: Request

Application for Center Status

The David Eccles School of Business proposes to establish the James Lee Sorenson Global Impact Investing Center (SGII Center). The mission of the SGII Center is to promote the understanding and application of the principle of free enterprise, and study the impact of geographically focused investments aimed at generating measurable social and environmental impact alongside a financial return.

The SGII Center will address a range of broad global needs, from healthcare, education, and housing to sustainable energy and agriculture. Research at the center will focus on how free enterprise can be employed to create large-scale societal change. This will be accomplished through the disseminating of knowledge developed at the center to a global audience and by providing fellowship opportunities in social impact investing throughout the world. The center seeks to provide students with real-world experience and interaction with industry leaders in impact investing. An academic center to prepare students for this growing aspect of global financial services can aid the state of Utah and regional and global economies through offerings that include:

- Student activities that provide comprehensive educational and training opportunities as well as valuable early stage advisory services to the finance sector. These services may include finding and mentoring social entrepreneurs, optimizing early stage business strategies, performing data driven analysis and due diligence for leading impact funds, innovative non-profit organizations and program related investment-focused private foundations.

- Research activities to facilitate sector growth and increase awareness of the University of Utah and the David Eccles School of Business.

- Reach across campus to coordinate multi-discipline student and faculty global impact initiatives in the center’s areas of focus.

- Provide student internships and travel to global impact sites.

- Serve as a growth platform to facilitate and accelerate the innovative activities of the University Impact Fund (UIF). UIF assists leading impact investors, social entrepreneurs, investment firms, innovative non-profit organizations and foundations to identify and support scalable social enterprises whose businesses directly benefit social and environmental problems.

While housed within the David Eccles School of Business, the center is envisioned as interdisciplinary, collaborating with other schools, colleges, centers, and programs to include a diverse range of programmatic and student involvement expanding cross-campus alliances and building upon the partnerships that have been established with the Global Health Initiative and the Pierre Lassonde Entrepreneur Center. Other key partners include:

- The Melvin J. Ballard Center for Economic Self Reliance at Brigham Young University
- Westminster College
- Village Capital
- Sorenson Impact Foundation
- Community Foundation of Utah
Section II: Need

Students are increasingly seeking opportunities that allow for deep engagement in business solutions to social challenges, and the development of this center is the result of student demand for experience-based learning in the applied business context. The SGII Center will provide students with real-world experience and interaction with industry leaders in impact investing to prepare students for employment in this growing sector of business finance.

The center’s specific and unique focus on experiential education-based impact investing will be the first of its kind in the intermountain region and exists in no more than five universities in the world. Development of countless opportunities to learn hands-on global impact investing will position the university and its students for recognition in the field of impact investing. Industry experts suggest that the impact investing field has the potential to become an emerging asset class that by some accounts could grow to $500 billion within the next decade.²

By participating in the center’s unique educational programs, students will gain the skills and experience necessary to become their generation’s leaders of market-based social change. Students involved in the center will be prepared to pursue careers as entrepreneurs, impact investors, consultants and government officials, as well as the disciplines of banking, finance, and international development. Further, the University of Utah will be recognized for its beneficial leadership and global service by its contributions to research, analytical tools, and models for growth by convening the sector’s leaders for conferences, roundtables and guest teaching opportunities.

This center also aligns with the university’s international student goals to give students a broad base of knowledge about global issues and perspectives. Students will have exposure to these challenges while creating solutions through business investment strategies.

The James Lee Sorenson Global Impact Investing Center will provide unparalleled experiences for University of Utah students and faculty to become global leaders in the creation of new knowledge. They will participate in solving some of the world’s most persistent and widespread structural problems, while training a generation of transformative leaders in social impact investment.

Section III: Institutional Impact

The David Eccles School of Business plans to position the SGII Center to become rapidly recognized as a top educational opportunity provider of high-quality business analytics within the impact investing field, and immediately involve faculty and students in impact investing. The University Impact Fund, which currently receives hundreds of student applications annually, will become part of the center. The UIF and the SGII Center will become a key part of the school’s efforts to recruit more top-level students to the University and to the David Eccles School of Business.

The center will be governed by a set of bylaws established by the dean of the School of Business, in consultation with an advisory board consisting of the dean, the donor, and experienced individuals who will be selected by the dean after considering recommendations made by faculty partners in medicine, law, and engineering. The board will be responsible for advising the dean with respect to operations and activities of the center, including strategic considerations, budget approval, compensation matters, fundraising, allocating research dollars into grant areas, and overseeing grant acquisitions.

² Impact Investments: An Emerging Asset Class. J.P. Morgan Global Research. 29 November 2010
The center will be located in the section of the Spencer Fox Eccles Business Building now named the James Lee Sorenson Leadership Pavilion, which will be renamed the James Lee Sorenson Global Impact Investing Center in the fall of 2014. There will not be any extraordinary equipment requirements beyond basic office supplies and computer equipment.

Center operations will be managed by the director and one associate, supervising students who will gain opportunities to lead global impact investing teams and competitions based on metrics developed within the center’s operations. Staff members will conduct all operations of the center, and create relationships between departments, faculty, staff, students, and external entities.

We anticipate the addition of a Business Chair and an Applied Business Chair, both presidentially endowed, who will be key academic leaders within the center. Funding for these positions is described in a gift agreement between the University of Utah, the David Eccles School of Business, and James Lee Sorenson. Both chairs will be academic scholars with international reputations, as evidenced by an outstanding record of scholarly impact through publishing, teaching and leadership. The chairs will have a record of scholarship and involvement in advancing and/or applying business and economic knowledge to understanding, identifying or developing financially sustainable innovations to alleviate poverty and related social issues.

When operations within the center demonstrate the need for additional courses to be taught, the dean will conduct a search for qualified faculty and present candidates to the president of the university.

As the university seeks to increase global and experiential learning opportunities for students, the programs within the center will build upon already established partnerships with the University of Utah’s Global Health Initiative and the Pierre Lassonde Entrepreneur Center. The SGII Center’s initiatives parallel the mission of the Global Health Initiative and it is expected that the center will partner with it on a number of projects and foresee a mutually beneficial relationship with this organization. The Pierre Lassonde Entrepreneur Center is another one of the distinctive programs of the School of Business, and both program directors are currently working closely to develop partnerships and find connection points between the two centers. For example, the SGII Center will review and perform due diligence on hundreds of compacts each year and will be a feeder for projects in the Lassonde Center.

Section IV: Finances

Funding for the SGII Center will be provided through a $13 million endowment created by James Lee Sorenson. Mr. Sorenson gave an initial gift of $4.5 million to create the endowment with the remaining $8.5 million contingent upon the center being fully approved by November 30, 2013.

The endowment funded by Mr. Sorenson will provide for the following:
- Two presidential chairs for the center
- Support for the center’s annual operations
- Scholarships, student travel and fellowships
- Faculty research grants

Additional annual support will be provided through annual gifts from Mr. Sorenson until the endowment is fully funded, as well as private gifts and grants, support from the David Eccles School of Business and consulting services.

Section V: Program Curriculum

The center is being launched as an experiential learning center and will explore courses in impact investing at a later date. At such time, the proposed curriculum will go through the appropriate approval process.
James Lee Sorenson Global Impact Investing (SGII) Center
Organization and Governance Structure

GIll Center Advisory Board (5-7)
Jim Sorenson
Business School Dean
GIll Director
Endowed Chair Faculty (1-2)
External Members (1-2)

The center will be governed by a set of bylaws established by the dean of the School of Business in consultation with an advisory board consisting of the dean, the donor, and experienced individuals who will be selected by the dean after considering recommendations made by faculty partners in medicine, law, and engineering. The board will be responsible for advising the dean with respect to operations and activities of the center, including strategic considerations, budget approval, compensation matters, fundraising, allocating research dollars into grant areas, and overseeing grant acquisitions.

GIll Center Staff (2-4)
+ GIll Director
+ GIll Associate
+ Endowed Chair Faculty (1-2)

The director will manage center operations and one associate will be on staff as well, supervising students who will gain opportunities to lead global impact investing teams and competitions based on metrics developed within the center’s operations. The staffing plan includes the addition of a Business Chair and an Applied Business Chair, both presidentially endowed, who will be key academic leaders within the center staff.

GIll Center Global Impact Investing Council (5-10)

A non-decision making based group of global leaders in a broad range of expertise related to the impact investing sector who meet virtually and/or, in person twice a year. The main goal is to provide insight, perspective and guidance to the GIll Center staff to align initiatives with the needs of the philanthropic, global development, and impact investing ecosystem. Members likely to include other University faculty with programs in the global medicine, engineering, education, and other colleges.

All levels and degree status students seeking to participate in the GIll Center’s programs complete a voluntary application process. The proposed GIll Center growth anticipates working with on average 30-40 students at a time spread across the research and investment services aspects of the program where they are not required to do any administrative work for the program and/or, Center operations. The average weekly time commitment for the students is 20 hours that is conducted in addition to their course work. GIll Center staff sees the programmatic elements of the Center being complementary and additive to the student coursework experience and in no way deleterious of their academic foundations. As a major element of the GIll Center budget there is financial support for scholarships, travel stipends, fellowship and matching internship support resources to provide incremental financial support to the students.

In the event of complaints and conflicts of interest, the Director, the Dean and the Advisory Board will review all matters. All complaints would be filed with both the Director and the Dean subject to compliance with the Code of Student Rights and Responsibilities (Policy 6-400).
April 5, 2013

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112

To Whom It May Concern:

I am delighted to write this letter in support of the James Lee Sorenson Global Impact Investing Center at the David Eccles School of Business. This new innovative center will provide students with internships and travel to impact sites throughout the world to make a tangible difference on critical issues facing populations worldwide.

The activities of this proposed center reinforce the University’s commitment to provide students with an appreciation and understanding of the interconnected nature of the world in which we live. The institution would like each graduate to leave with a deepened understanding of the myriad of ways that they will be influenced by, and can influence, the broader global community. The Sorenson Global Impact Investing Center is a key component in achieving that goal and will provide students with the opportunity to contribute positively to a more just, sustainable, and peaceful world.

I hope you will join me in supporting the creation of this new center at the University of Utah.

Sincerely,

Jerry L. Basford, Ph.D.
Associate Vice President
Student Affairs
April 2, 2013

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112

Dear Members of the Graduate Council:

As Senior Presidential Advisor on Global Strategy at the University of Utah, I am thrilled to write this letter in support of the James Lee Sorenson Center for Global Impact Investing at the David Eccles School of Business. This new innovative Center will provide students with invaluable internship experience and travel to impact sites throughout the world. This will make an incaulcable contribution to economic development throughout the world.

This proposed Center will advance the University's global strategy in many significant ways. The Center will provide students with a diverse set of engaging global experiences. Students will be able to channel their special talent and time in tangible ways. In return, our students will learn lifelong lessons that will inform their personal and professional development. The Sorenson Center for Global Impact Investing will also deliver extraordinary reputational benefits to the University for its innovative global programming. In this respect, the Center will serve as a distinctive model for the institutional alignment of educational and economic development on a global scale.

I hope you will join me in supporting the creation of this new Center at the University of Utah.

Very truly yours,

Hiram E. Chodosh
Dean and Hugh B. Brown Presidential Professor of Law
April 1, 2013

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112-9016

To Whom It May Concern:

I write this letter in support of the proposed James Lee Sorenson Global Impact Investing Center. This center will educate students on global issues while helping create solutions to challenges worldwide.

The University has a goal to “give students a broad base of knowledge about global issues and about global perspectives in a comparative context.” This center will be a place where students will not only understand global challenges, they will look for sustainable solutions through business investment. Ultimately we want our students to not only understand world problems, we want them actively involved in finding long-term solutions.

I believe this center is a critical piece of the international University goals. It is one more program that educates students through hands-on experience, while supporting efforts to impact the world globally. I enthusiastically endorse the proposed center and hope that it will soon be a place where students can not only learn about global problems, but they can actively seek solutions through social business investing.

Sincerely,

Wayne Samuelson, MD
Vice Dean for Education
School of Medicine
April 2, 2013

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112-9016

To Whom It May Concern:

I fully support the proposed James Lee Sorenson Global Impact Investing Center under the David Eccles School of Business at the University of Utah. The proposed center provides an opportunity to bring together disciplines from across the University of Utah under the leadership of the David Eccles School of Business to find innovative investment-based solutions to some of the most pressing world challenges. This will also provide the organizational structure to have the type of global impact envisioned by Mr. Sorenson.

Through my involvement with global health scholarship at the University of Utah, I have personally seen the challenges faced by people throughout the world and the opportunities to find innovative strategies and solutions to address them. The James Lee Sorenson Global Impact Investing Center will support the needed research and innovation to accelerate this process of discovery. I believe this represents the best of what an academic institution like the University of Utah can do to fulfill its scholarship mission.

The James Lee Sorenson Global Impact Investing Center provides an important opportunity for connecting main campus with global health efforts occurring through the University of Utah Health Sciences Center. The Center will provide the needed infusion of resources into ideas that can be developed into approaches and products that can be both commercially viable and broadly accessible. Capital investment is a critical element that is needed for this to occur.

The University of Utah is doing great things worldwide, thereby helping our students, faculty and staff to gain an expanded perspective and wide-ranging impact. The James Lee Sorenson Global Impact Investing Center provides a campus resource that adds an essential element to our global scholarship. I am pleased to offer my recommendation that it be given formal center status.

Respectfully,

Stephen C. Alder, Ph.D.
Chief, Division of Public Health
Re: James Lee Sorenson Center for Global Impact Investing

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, Utah 84112-9016

Dear Colleagues of the Graduate Council:

It is with great pleasure and excitement that I endorse the James Lee Sorenson Center for Global Impact Investing at the David Eccles School of Business and greater University of Utah.

As the director of the Pierre Lassonde Entrepreneur Center and the Lassonde New Venture Development Center, I fully support the importance of experiential learning in not only the lives of our students, but the implications that the Center can have on our faculty research and the local, national and international community. Further, I believe this Center will seamlessly tether to the activities within the Lassonde Center, working together to bring even more exposure to outstanding educational experiences that we offer at the David Eccles School of Business and the University of Utah.

The Center’s activities promote the University’s top initiative of collaborative thinking between students, faculty and the greater community across various disciplines. Moreover, the James Lee Sorenson Center for Global Impact Investing will enhance our goals to be leaders in the field of education, sustainability and healthcare—all while teaching our students the importance of doing good and the financial implications of those decisions.

I hope you will join in my enthusiasm for the creation of this new space at the University of Utah.

Sincerely,

Troy D’Ambrosio
Executive Director
Pierre Lassonde Entrepreneur Center & Lassonde New Venture Development Center
www.lassonde.utah.edu
David Eccles School of Business
University of Utah
105 Ft. Douglas Blvd
Salt Lake City UT 84113
April 1, 2013

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, Utah  84112-9016

Re: James Lee Sorenson Center for Global Impact Investing

Dear Colleagues of the Graduate Council:

As a faculty member and former President and COO of the University’s ARUP Laboratories, I am writing to provide enthusiastic support for the James Lee Sorenson Center for Global Impact Investing at the David Eccles School of Business.

The collaboration between individuals across disciplines is an important space where students and faculty can showcase their talents and work together to achieve not only a unique educational experience, but a greater good for the community and world. As someone who values the importance of the ability to adapt both inside and out of the classroom, I believe this Center has the potential to put us on the map as leaders in the educational sphere and societal change.

Thank you for your consideration and for your support in the creation of this new Center at the University of Utah.

Sincerely,

Ronald Weiss, M.D., M.B.A.
Professor of Pathology
University of Utah School of Medicine
April 8, 2013

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112

To Whom It May Concern:

I am writing this letter in support of the creation of the James Lee Sorenson Center for Global Impact Investing at the David Eccles School of Business. This new innovative Center will provide opportunities for both faculty and students to travel and study critical issues facing populations worldwide.

The problems the Center will address extend from healthcare and education to housing, sustainable and green energy, and agriculture. In addition to its investment involvement, the Center will focus on research that fosters greater understanding of how free enterprise can be employed to create large-scale societal change. Once fully funded, the endowment created by Mr. Sorenson will provide nearly half a million dollars in faculty support through the creation of two new Presidential Chairs and research grants that will enhance the university’s reputation.

I hope you will join me in supporting the creation of this new Center at the University of Utah.

Sincerely,

Thomas N. Parks, Ph.D.
Vice President for Research
April 1, 2013

The University of Utah Graduate Council
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112

To Whom It May Concern:

I am delighted to write this letter in support of the James Lee Sorenson Global Impact Investing Center at the David Eccles School of Business. I had the chance to discuss this with Jim Sorenson and was impressed with his enthusiasm for developing this center with the hope that it would make a difference in the world. This new innovative center will challenge students to develop and/or participate in projects that are sustainable using good business principles. They will not only understand world challenges, they will be part of the solutions to critical global issues.

As the Assistant Dean of International Medical Education, I am deeply supportive of this proposed center and believe it will provide students with an appreciation and understanding of the interconnected nature of the world in which we live. Along with other important programs like the Global Health Initiative, this center will provide students with a deepened understanding of the myriad of ways that they will be influenced by, and can influence, the broader global community. The James Lee Sorenson Global Impact Investing Center is a key component in achieving the University’s international goals and will provide students with the opportunity to contribute positively to a more just, sustainable, and peaceful world.

I hope you will join me in supporting the creation of this new center at the University of Utah.

Sincerely,

DeVon Hale, MD
Global Health Initiative Clinical Director
Assistant Dean, International Medical Education
May 21, 2013

To Whom It May Concern,

On behalf Unitus Impact Partners in my role as Principle it is with great pleasure that I write this letter in support of the creation of the James Lee Sorenson Global Impact Investing Center (SGII) at the David Eccles School of Business at the University of Utah. We have been working with what was the University Impact Fund (UIF) for the last two years and have been both impressed with the outstanding quality of their work and the way in which they have helped to advance the field of impact investing.

As an investor and participant in the burgeoning impact investing space we acknowledge and support the need to develop human capital resources. It is our belief that the SGII Center provides best in class educational programs for students, and unique, hands-on exposure to impact investing that will prove invaluable in their personal and professional development.

UIF/SGII Center students have played an active role in developing the Impact Space and have gained unique life/professional experience while doing so. We are excited about furthering our partnership with the SGII Center and look forward to the impact that it’s current and future students will make in the Impact investing sector.

Sincerely,

Joshua Petersen
Principle
Unitus Impact Partners LLC
T. (415) 829-2473
To Whom It May Concern:

On behalf of the Dell Social Innovation Challenge in my role as Director of Global Strategy it is with great pleasure that I write this letter of support for the creation of the James Lee Sorenson Global Impact Investing Center at the David Eccles School of Business at the University of Utah. As a partner of their University Impact Fund prior to this and now as we work with the SGII Center we are excited for the potential that exists for helping to develop both students as well as the impact investing space.

As a participant in the growing impact investing space we acknowledge and support the need to develop human capital resources. It is our belief that the SGII Center provides not just best in class educational programs for students but while doing so they are able to service an industry that is the way of the future.

For the past two years we have worked with the University Impact Fund team. They filled a critical role in conducting due diligence on our finalist teams. The efficiency and professionalism of the team has always been stellar. The materials the team has produced for the finalist judges are highly praised.

Moving forward we have significant growth plans and consider our partnership with the SGII Center to be a crucial aspect to our success.

Sincerely,

Randall Macon
Director of Global Strategy
Dell Social Innovation Challenge
May 23, 2013

Lewis Hower
Managing Director, University Impact Fund
299 S. Main Street, Suite 310
Salt Lake City, UT 84111

Dear Lewis,

I am delighted to write this letter of support for the creation of the James Lee Sorenson Global Impact Investing Center at the David Eccles School of Business at the University of Utah.

The Community Foundation of Utah, which I direct, has been a long-standing partner of the University Impact Fund. We are thrilled by the potential for even deeper partnerships with James Lee Sorenson Global Impact Investing Center and very excited for the changes this new opportunity brings for you and the students. In particular, we look forward to working closely with you and the students as we grow our Program Related Investment services to the donors of the Community Foundation of Utah. We have much to learn about the impact investing space, and the James Lee Sorenson Global Impact Investing Center will be a crucial partner in these efforts.

As an adjunct faculty member of the David Eccles School of Business I have seen first-hand both the enthusiasm of students for impact investing, and the need to invest in the research human capital needed to realize the promise of true impact investing. I am so glad there will be a place to harness, direct and support the passion of these students. I am certain that the Sorenson Global Impact Investing Center will provide the serious, quality educational programs needed to prepare students for this exciting area of engagement.

As an organization committed to Utah’s future, the Community Foundation of Utah shares your dedication to helping students be prepared and engaged in work that changes the world for the better – close to home and far away.

Please know that we stand prepared to assist in all dimensions, and that we would like to benefit from the expertise of the Center – and the talent of its students – as soon as possible. There is much work to be done, and we want to do it, together.

Sincerely,

Fraser Nelson
Executive Director
Village Capital
2200 Century Parkway, #100
Atlanta, GA 30345

To the Board of Trustees at the University of Utah,

On behalf of Village Capital in my role as Executive Director, it is with great pleasure that I write this letter of support of the creation of the James Lee Sorenson Global Impact Investing Center at the David Eccles School of Business at the University of Utah. As a partner of their University Impact Fund prior to this and now as we work with the SGII Center we are excited for the potential that exists for helping to develop both students as well as the impact investing space.

Village Capital is the leading organization supporting seed-stage entrepreneurs generating social impact worldwide. Over the past four years, we have supported more than 300 entrepreneurs and invested in 30 across five continents. The University Impact Fund, the precursor to the Sorenson Global Impact Investing Center, has been critical to our work in social investing. As an ecosystem stakeholder in the social investing space, we have found the human capital development and educational experience of the Sorenson Center for Global Impact Investing critical to the development of entrepreneurs addressing social good worldwide.

We have partnered with the Sorenson Center on the development of our Village Capital programs—essentially executive training programs for top social entrepreneurs globally—as well as our Frontier Market Scouts program—a human capital development program for the impact investing sector—because the SGII Center provides not only best-in-class human capital development for impact investing, but also plays a major role servicing an industry that defines how business will be done in years to come.

Many thanks for your consideration.

All the best,

Ross Baird

Executive Director, Village Capital
(Interim) University Rule 4-004D: Health Sciences Encryption of Protected Health Information. Revision 0. Effective date (August 2019, 2013)

I. PURPOSE AND SCOPE

A. This Rule implements Policy 4-004 (Information Security Policy), and is meant to prevent the unauthorized use or disclosure of protected health information by implementing appropriate encryption technologies.

B. This Rule applies to all University of Utah Health Sciences departments and units and the faculty, staff, and other employees, and volunteers and students who participate in the University Workforce of these departments and units.

II. DEFINITIONS

In addition to the following, definitions provided in Policy 4-004 apply for purposes of this Rule.

A. Electronic Storage Media: includes memory devices in computers (hard drives) and any removable/transportable digital memory medium, such as magnetic tape or disk, optical disk, or digital memory card (including USB thumb drive).

B. Encryption: the use of an algorithmic process to transform data into a form in which there is low probability of assigning meaning without use of a confidential process or key.

C. IT assets: computers (desktops, notebooks, laptops, servers), slate/mobile devices (iPads and related devices), network devices (switches, routers, etc.) printers, monitors, appliances (network attached storage, network capable cameras), and smartphones that are owned by the University.

D. Smartphone: a mobile phone offering advanced capabilities beyond a typical mobile phone, often with PC-like functionality. Examples include the Blackberry, iPhone, and Droid.

E. Whole Disk Encryption (WDE): (also referred to as “Full Disk Encryption”) encryption of all data on the hard drive used to boot a computer, including the computer’s operating system. Access is permitted to the data only after successful authentication with the whole disk encryption product.

F. University Workforce: all employees (including but not limited to faculty and staff), and all volunteers and students who participate in patient care under the direction of an employee, whether paid or unpaid (e.g., students in clinical training placements).
E.g. University Business: any use, access, maintenance, transmission or disclosure of protected health information (PHI) by a member of the University Workforce.

III. RULE

A. All Health Sciences Center departments/units must maintain an accurate and up-to-date inventory of University-owned IT assets regardless of the acquisition cost or donated value. The inventory shall be verified periodically.

B. The following portion of this Rule is applicable only to departments and units subject to the Health Insurance Portability and Accountability Act (i.e., are within the covered entity):

1. University-owned Laptop Computers

   a.) All University-owned laptop computers not currently encrypted using Whole Disk Encryption (WDE) must be encrypted using WDE no later than September 30, 2013. Local IT support or the IT Help Desk (801) 587-6000 should be contacted for assistance.

      (1) Each University owned laptop computer must be verified by the department/unit manually or using technical means as encrypted using Whole Disk Encryption (WDE) by September 30, 2013. Sampling (verification of only a select sample of devices) is not sufficient or permitted.

2. USB Thumb Drives and Other Portable Electronic Storage Media

   a.) All USB thumb drives and other portable electronic storage media used in the course of University business (whether or not owned by the University) must be encrypted no later than September 30, 2013.

      (1) Departments/units must verify that all USB thumb drives/other portable storage media have been encrypted no later than September 30, 2013. Local IT support or the IT Help Desk (801) 587-6000 should be contacted for assistance.
3. **Personally-owned Computers:** All personally-owned computers used to conduct University business must be encrypted by September 30, 2013.

4. **University-owned Desktop Computers:** University-owned Desktop computers must be encrypted if they are in areas prone to theft or if the device is of high value or otherwise prone to theft.

5. **Backup Media:** Electronic Storage Media used for creating, transporting, or storing backup copies of data in the course of University business must be encrypted.

6. **Mobile “Slate” Devices/Smart Phones:** Encryption is not required on these devices at this time. However, devices used to conduct University business (whether or not owned by the University) must (a) be protected with a passcode and (b) be synchronized (“synced”) with the UMail/Exchange system. Such synchronizing is required because, if the device is lost or stolen, and contains or is capable of accessing any protected health information, the user of the device must contact the Help Desk immediately to have the device remotely wiped (which only works if the device is synced as required).

Examples of mobile slate devices and smart phones include: iPads and similar tablet devices, iPhones, Android Phones, Blackberry Phones, etc.

7. **Network Transport Encryption**

   a.) Network transmissions of electronic protected health information must be encrypted if that data leaves the Health Science Center’s internal network. Further, departments/units must be actively working to encrypt all network transmissions of electronic protected health information regardless of source and destination, as it is anticipated that encryption of all such transmissions will subsequently be made a permanent requirement.

   b.) Electronic protected health information leaving the Health Science Center’s network must be encrypted.

8. **Reports:** Departments/units shall provide periodic status reports as to the implementation of this Rule, submitted to the Information Security
and Privacy Office at such times as may be directed by the Senior Vice President for Health Sciences.

C. A violation of any provision of this Rule may result in disciplinary action, up to and including the termination of employment, suspension of privileges, or imposition of academic sanctions consistent with applicable University Regulations. A violation of this Rule can result in civil and criminal penalties under state or federal law.

D. Any documentation collected or created by the University of Utah Health Sciences regarding implementing this Rule must be retained for at least six years.

[Note: Parts IV-VII of this Regulation (and all other University Regulations) are Regulations Resource Information – the contents of which are not approved by the Academic Senate or Board of Trustees, and are to be updated from time to time as determined appropriate by the cognizant Policy Officer and the Institutional Policy Committee, as per Policy 1-001 and Rule 1-001.]

IV. REFERENCES

A. Policy 4-004 Information Security
C. Policy 5-111, Disciplinary Actions and Dismissal of Staff Employees
D. Policy 6-400, Code of Student Rights and Responsibilities
E. Policy 6-316, Code of Faculty Rights and Responsibilities
F. Pub. L. 111-5, Division A, Title XIII, Subtitle D: Health Information Technology for Economic and Clinical Health Act (HITECH Act)

V. CONTACTS

The designated contact officials for this Policy are:

A. Policy Owner (primary contact person for questions and advice): Chief Information Security Officer, 801-213-3397

B. Policy Officer: Chief Medical Information Officer, 801-585-5299

These officials are designated by the University President or delegee, with assistance of the Institutional Policy Committee, to have the following roles and authority, as provided in University Rule 1-001:

"A "Policy Officer" will be assigned by the President for each University Policy, and will typically be someone at the executive level of the University (i.e., the President and his/her Cabinet
Officers). The assigned Policy Officer is authorized to allow exceptions to the Policy in appropriate cases.... "

"The Policy Officer will identify an "Owner" for each Policy. The Policy Owner is an expert on the Policy topic who may respond to questions about, and provide interpretation of the Policy; and will typically be someone reporting to an executive level position (as defined above), but may be any other person to whom the President or a Vice President has delegated such authority for a specified area of University operations. The Owner has primary responsibility for maintaining the relevant portions of the Regulations Library... [and] bears the responsibility for determining which reference materials are helpful in understanding the meaning and requirements of particular Policies... " University Rule 1-001-III-B & E

VI. HISTORY

A. Portions of this Rule were initially implemented through supplemental rule internal to Health Sciences. It was enacted as University Rule 4-004D approved by the President August 2019, 2013, as an Interim Rule, to timely comply with certain federal regulatory requirements. Approval as a permanent University Rule is currently pending.
Proposed Changes

Policy 6-002 The Academic Senate.

4. Annuities and Salaries and Benefits Committee
   a. The Annuities and Salaries and Benefits Committee consists of six members of the regular faculty, elected by the Academic Senate to serve for three-year terms. The terms of two committee members shall end each year on June 15, and the terms of newly elected committee members shall begin on June 16. Members of the committee shall represent the university faculty as a whole and not any particular area or college. The Associate Vice President for Director of Human Resources shall be an ex officio nonvoting member of the committee.
   b. The Annuities and Salaries and Benefits Committee shall function in a research and advisory capacity and shall report to the Senate and from time to time make recommendations to the Senate on matters relating to sabbatical leaves, salaries, salary schedules, cost of living, faculty retirement plans, annuities, health and life insurance, and other benefits. The committee shall not, however, exercise budgetary or administrative powers in relation to these subjects. The committee shall advise the administration on matters pertaining to annuities and salaries and benefits and report the advice they gave to the next regular meeting of the Senate.
Version 2A:

The mission of the Pac-12 Faculty Leadership Coalition is to improve the effectiveness and responsiveness of each member school’s shared governance organization; and where commonalities occur, facilitate academic and research cooperatives that are jointly beneficial to participating institutions. Through the facilitation of ongoing collaboration between faculty governance leaders, the Pac-12 Faculty Leadership Coalition will proactively explore common areas of interest, and develop innovative ideas and solutions that will allow each member school to more effectively support and pursue its institutional mission.
UNIVERSITY POLICY 3-232: OPERATING REGULATIONS FOR BICYCLES, SKATEBOARDS, ROLLERSKATES AND SCOOTERS (NON-MOTORIZED RIDING DEVICES). Rev. 1, Effective date [upon final approval]

I. Purpose and Scope

A. The purpose of this Policy is to govern the operation and use of non-motorized riding devices, including bicycles, skateboards, rollerskates and scooters, on the campus of, or on other premises owned, operated or controlled by, the University of Utah.

The University’s wishes to encourage and facilitate the use of non-motorized forms of transportation by members of the University community while also ensuring a safe environment for pedestrians, reducing risks of personal injury for pedestrians or device riders, and avoiding damage to University facilities caused by inappropriate use of devices on University premises. In order to balance these interests, the University finds it necessary to impose relatively greater usage restrictions on certain types of riding devices which lack effective braking or steering mechanisms. This policy is intended to balance these interests.

B. This Policy governs the use of non-motorized riding devices by all members of the University community, which includes current University students and faculty, University employees, and other persons who are formally affiliated with the University. The use of such devices on University premises by other persons who are not formally affiliated with the University and who enter University premises as visitors (including patients and other visitors at University healthcare facilities) is not within the scope of this Policy, and is governed by a separate regulation (Utah Administrative Rule 805-1).

This Policy is not intended to govern the use of any non-motorized riding device carried out as a planned part of a special event specifically approved by University officials to be conducted on University premises, including a riding competition, exhibition, or similar event. Use of riding devices as part of any such event will be governed by the terms of any applicable contract or event rules.

II. Definitions

These definitions apply for the limited purposes of this Policy and any Rules or other University Regulations associated with this Policy.

A. "Bicycle" means a device propelled by human power upon which a person may ride having two tandem wheels either of which is more than 12 inches in diameter. It also includes any device generally recognized as a bicycle, although equipped with more than one front or rear wheel. (e.g., a tricycle).

B. "Skateboard" means a non-motorized device consisting of two or more wheels affixed to a platform or footboard upon which a rider stands and which does not have steering capability similar to that of a bicycle or brakes which operate on or upon the wheels of the skateboard. It also includes every device generally recognized as a skateboard.

C. "Scooter" means a non-motorized device consisting of two or more wheels affixed to a platform or footboard upon which a rider stands and which has a handle or other mechanism for holding or guiding the device. It also includes every device generally recognized as a scooter. It does not include mopeds, whether operated with or without motor power. For the purpose of this Policy mopeds and motorcycles are considered motor vehicles, and are not within the scope of this Policy.
D. "Rollerskates" means a device consisting of a shoe with a set of wheels attached for skating or a metal frame with wheels attached that can be fitted to the sole of a shoe worn by a person. It includes in-line skates, rollerblades and every device generally recognized as rollerskates.

E. "University premises" means the University campus and any other real property or structure located on real property owned, operated or controlled by the University of Utah.

F. “Non-motorized riding device” means any non-motorized device designed or used for riding by one or more persons including any bicycle, skateboard, scooters, or rollerskates, as defined above. “Non-motorized riding device” does not include a wheelchair or similar device when being used for transportation by any person with disabilities or a baby stroller or similar device when being used for transporting any child.

G. “University-related activities” are those activities ordinarily engaged in on University premises by members of the University community in conjunction with their formal affiliations with the University. They include but are not limited to teaching or attending classes; preparing for, presenting at or attending lectures, panel discussions, cultural exhibits, or similar presentations; studying; conducting research; participating in free speech activities; using designated recreation facilities; participating in extracurricular activities managed by official student organizations; residing in University-operated residential facilities; and carrying out any assigned duties of University employees.

III. Policy

A. Permissible and Impermissible Uses of Non-Motorized Riding Devices.

1. Members of the University community (including students or employees) may ride non-motorized riding devices on University premises for the limited purposes of commuting to or from the University, or commuting between University locations, in conjunction with participating in University-related activities. Except as specifically described immediately below, any recreational, athletic, or other use of a non-motorized riding device on University premises unrelated to participation in University-related activities is strictly prohibited. This recreational use prohibition shall not apply to officially designated sections of the Bonneville Shoreline Trail which traverse the east end of the University campus.

2.1. In areas where designated bicycle paths are provided, bicycles may only be ridden in such designated bicycle paths. Where bicycle paths are not available for reaching a particular location, bicycles may be ridden upon roadways and pedestrian sidewalks to reach such areas. However, the University may identify and by appropriate signage designate some locations in which bicycle riding is prohibited either permanently or during certain time periods (e.g., restricting bicycle riding on certain highly congested pedestrian walkways during designated periods). Bicycle riders shall comply with all official traffic control devices and signs including posted signs prohibiting riding in a particular designated location. Bicyclists may dismount and walk their bicycles across any pedestrian accessible area in which bicycling riding is prohibited.

2.2. Skateboards, scooters and rollerskates (or other non-motorized riding devices other than bicycles) may only be ridden upon designated bicycle paths and pedestrian pathways. Riding
such devices on roadways or in parking lots is strictly prohibited at all times—because the University has determined that such uses would present unacceptable risks of injury to riders and other users, and unacceptable impeding of motor vehicle traffic in such areas. Also, the University may identify and by appropriate signage designate certain areas in which riding of any particular type of non-motorized device is prohibited (e.g., it may designate certain pedestrian pathways as off-limits for skateboard riding because risks of personal injury are heightened due to steep grades or congestion). Persons riding such non-motorized riding devices shall comply with all official traffic control devices and signs including posted signs prohibiting riding in a particular designated location. Device users may dismount and carry their devices across any pedestrian accessible area in which riding of such devices is prohibited.

4.3. Non-motorized riding devices, of any type, shall not be ridden upon any stairway, wall, bench, fountain, or other structure or facility, or on or over landscaping, shrubbery, grass or flower beds. Such devices shall not be ridden within any building or parking structure.

4.4. Every person riding a non-motorized riding device in any pedestrian accessible area shall yield the right of way to pedestrians at all times.

4.5. Every person riding a non-motorized riding device shall ride their device in a controlled manner and shall exercise due care and reasonable caution to prevent injury to others, to self, or to property.

4.6. No person riding a non-motorized riding device shall exceed a reasonable and proper speed under the circumstances then and there existing (including the limited braking or steering capabilities of the device). In no instance shall any person operate a non-motorized riding device at a speed greater than 10 miles per hour upon any bicycle path, sidewalk or other pedestrian pathway.

4.7. Non-motorized riding devices shall not be ridden two or more abreast on any bicycle path, sidewalk or other pedestrian pathway.

4.8. No non-motorized riding device shall be used to carry more persons at one time than the number for which it is designed and equipped, except that an adult bicycle rider may carry a child securely attached to his/her person in a backpack or sling or in a child carrier securely attached to the bicycle. No bicycle rider shall carry any package, bundle, or other article which may prevent the rider from keeping at least one hand on the handle bars.

4.9. No person riding a non-motorized riding device shall attach the same in any manner to any moving motor vehicle, except that this shall not prohibit the attaching to a bicycle of a bicycle trailer or semitrailer specifically designed for such attachment.

4.10. Every bicycle ridden on University premises shall be equipped with such brakes, reflectors and other safety devices as are required by Utah state law for operating a bicycle on streets or highways.

4.11. No non-motorized riding devices of any type shall be left unattended or parked on or at ramps, entrances or other facilities designated for persons with physical disabilities or in such a manner as to impede the free and clear use of such facilities.
13.12. No non-motorized riding devices shall be left unattended or parked in the public areas of any building, including but not limited to hallways, stairwells, and classrooms. Such devices shall not be left unattended or parked at or near any building entrance or exit in such manner as to impede the free and clear use of such areas.

14.13. No non-motorized devices shall be parked at or attached to any fire hydrant, standpipe, building service equipment or other safety device.

B. Sanctions for impermissible Uses

1. Any member of the University community who violates sections III(A)(1) through III(A)(10), above may be subject to the following sanctions:

   a. For a first offense, the University will record the individual’s name and provide a written warning against further non-motorized riding device use in violation of this Policy. If, at the time of violation, an individual does not produce satisfactory identification, his/her non-motorized riding device will be impounded. The non-motorized riding device will be released when the individual presents appropriate proof of the individual’s identification to the University’s Department of Public Safety. There is no impoundment fee (or any fine) for the first offense. (However, note that per section III-E below, any violation which results in serious injury to another person or major damage to property could result in criminal prosecution or civil liability under applicable Utah state law. In such serious cases, a Public Safety officer may take the device into custody as evidence).

   b. For a second offense which takes place within twenty-four months of an individual’s first offense or warning, the non-motorized riding device will be impounded for not less than forty-eight hours and the individual shall be required to pay a fine of not less than $100 dollars plus the applicable impoundment fee.

   c. For offenses after an individual’s second offense, which are within twenty-four months of the individual’s immediately preceding offense, the non-motorized riding device will be impounded for not less than thirty calendar days and the offender shall be subject to an escalating schedule of fines for each offense beyond the second offense, plus the applicable impoundment fee.

   d. Member of the University community who commit two or more offenses under this section, and/or who fail to pay fines levied under this section, may also be subject to discipline under the appropriate other University Policies (including for student violators the Code of Student Rights and Responsibilities—Policy 6-400).

   e. In appropriate cases, including but not limited to chronic or flagrant violations of this Policy, members of the University community may be prohibited from riding or using non-motorized devices on University premises, permanently or for a designated period.

2. Any member of the University community who violates sections III(A)(1) through III(A)(14), above may be subject to the following sanctions:
a. Receipt of a violation notice which will be processed and settled through the office of Commuter Services. Violation notice fees shall be paid within seven working days of receipt of the notice. After the seven day period, additional fees or penalties will be invoked. It is the responsibility of the recipient of a violation notice to promptly settle it.

b. Non-motorized devices parked or placed in prohibited areas will be impounded, or otherwise secured by the Department of Public Safety. Non-motorized devices parked or placed in areas where they may constitute a hazard to others will be removed and impounded.

3. The sanctions set forth under section III(B)(2) will not be applied in an instance in which an individual receives sanctions under section III(B)(1) for the same offense.

4. Unsettled fines, impoundment fees and violation notice fees may be withheld from the paychecks of a University employee. Registration holds may be placed against delinquent student violators; student registration for courses may be canceled in any instance when a student circumvents the system and registers without clearing delinquent violation notices; transcripts of credits may be withheld for students leaving the University with delinquent violation notices. Chronic or flagrant student violators may be referred to the Student Behavior Committee for appropriate disciplinary action.

C. Impoundment

Impounded non-motorized riding devices will be held by the University’s Department of Public Safety or office of Commuter Services and released only during regular business hours to individuals with satisfactory identification. Payment of an impoundment fee (not to exceed $25) will also be required for release, except as provided in (III)(B)(1)(a) above.

Devices impounded under this section will be held for a maximum of sixty days following the applicable impoundment period. Devices not retrieved during this period are presumed to have been abandoned and will be subject to disposal by University Surplus and Salvage. The device owner who has abandoned his/her device shall not be entitled to repurchase the device at University Surplus and Salvage.

The University and its officers, agents, and employees shall not be liable for loss or damage of any kind resulting from impounding, storage, or sale of any item under this section.

Impoundment or sale of any non-motorized riding device under this section shall neither substitute for, nor release any person from, liability for damage to persons or property caused by use of a non-motorized device on University premises (under applicable Utah law per Part III-E); nor does it remove the obligation for any fines or fees associated with the violation or other outstanding citations. Any proceeds resulting from the sale of a non-motorized riding device will be credited toward the outstanding fee associated with the impoundment of that device.

D. Appeals
1. Impoundments and fines or fees assessed pursuant to Section III(B)(1) above may be appealed to the Office of the Vice President for Administrative Services. The decision of the Vice President for Administrative Services, or his designee, shall be final.

2. Violation notices provided pursuant to Section III(B)(2) above may be appealed to University’s office of Commuter Services under the same rules, including time limitations, as parking violation notices. See Policy 5-206 Vehicle Parking Policy. An adverse ruling of an Appeals Officer may be appealed to the Parking Appeals Committee under the same rules, including time limitations, as parking violation notices. The decision of the Parking Appeals Committee shall be final.

E. Other Applicable Regulations and Laws

1. The University may adopt and enforce additional regulations specifically concerning the riding of non-motorized devices in designated University student housing areas.

2. All Utah state laws pertaining to non-motorized riding devices are in full force and effect on University premises. In particular, improper usage of such devices resulting in injury to other persons or property damage may subject the user to criminal prosecution or civil liability under applicable state law, in addition to any sanctions provided for under this Policy.

IV. Rules, Procedures, Guidelines, Forms and other related resources

V. References

A. Federal, State and Local Laws
   1. Utah Administrative Rule R805-1, Operating Regulations for Bicycles, Skateboards and Scooters

B. Relevant University Regulations
   1. Policy 3-233: Operation of Motorized Vehicles on Pedestrian Walks

VI. Contacts:

   Policy Officer: Vice President Administrative Services (801) 581-6404
   Policy Owner: Chief of Police (801) 581-7619

VII. History: Original policy adopted July 10, 1995. Amendments adopted by the Board of Trustees on ________.
Resolution of condolence and honor for Professor Brooke Hopkins  
Academic Senate University of Utah  

WHEREAS, Professor Brooke Hopkins began his tenure as a faculty member at the University of Utah in 1975 and  

WHEREAS, he was a respected member of the Department of English, serving as Chair and a founding contributor to the University Writing Program and  

WHEREAS, he was the recipient of the University’s Distinguished Teaching Award, the title of University Professor and numerous other teaching and writing awards and  

WHEREAS, he was a superb teacher, still teaching to rapt students following his accident and  

WHEREAS, he was a noted scholar in his beloved field of British poetry and  

WHEREAS, as a Senator from the College of Humanities in the Academic Senate, he was an excellent representative and always championed University issues that would benefit students, teaching, and our shared academic pursuit and  

WHEREAS, he was an adventurer, traveler, hiker and citizen of the red rock country in southern Utah and  

WHEREAS, he was always the gracious host and gourmet chef known far and wide for his chile verde and  

WHEREAS, with his wife, Professor Peggy Battin, their life together has been a tribute to human dignity, perseverance and enduring love,  

NOW THEREFORE, be it resolved that the Academic Senate of the University of Utah extends condolences to Peggy and family on the occasion of Brooke’s death and  

NOW THEREFORE, be it further resolved that the entire University honors and recognizes Brooke Hopkins’ singular contribution to the University and that the community will long remember his abiding legacy.  

Offered this day, September 9, 2013  
University of Utah  
Salt Lake City, Utah  

_____________________________________/  
Allyson Mower  
Academic Senate President
Honors and Awards

1. The University of Utah’s Imagine U branding campaign is making its mark in the world of television as two commercial spots were recognized with the prestigious Telly Award. The ad “Step One” claimed the top honor of a Silver Telly, while another version of the ad, “Experience,” garnered a Bronze Telly. “The results demonstrate that the University of Utah has a powerful story to tell,” said Bill Warren, the U’s chief marketing and communications officer. “These engaging spots help send a message worldwide that the U offers a collaborative learning environment in which students, faculty, staff and the community imagine, and then do.” The Telly Awards – issued by a New York City-based organization of the same name – identify the best in television, video and film production each year with a field of more than 11,000 entries.

2. The University’s Rocky Mountain Center for Occupational and Environmental Health recently received an extraordinarily rare “10” rating in its current competitive renewal for the main Center for Disease Control/National Institute for Occupational Safety and Health training grant supporting the Center. The perfect score occurred in the setting of competing against three other internationally-renowned and highly accomplished centers at Harvard, John Hopkins, and Michigan. Over the past 35 years and among the over 80 national Centers, this is only the third time a center has received a perfect score.

3. The University of Utah Research Foundation was ranked the top patent company by the 2013 Utah Genius Awards with 90 patents to their credit. The Genius Awards serve as the state’s premier program for recognizing and paying tribute to the creative people and companies that contribute heavily to the state’s growth as evidenced by securing numerous patents and trademarks.

4. Several of the University’s venues were well represented in the Salt Lake Tribune’s Choice Awards for 2013. The Natural History Museum of Utah, Red Butte Garden, and the Utah Museum of Fine Arts were all listed among the state’s top attractions. The Natural History Museum of Utah took first place for the People’s Choice for Museums, first place in the People’s Choice for Family Fun category and was named second runner-up for the Editors’ Choice for Utah Dinosaur Destinations. Red Butte Garden: placed first in the Editors’ and People’s Choice for Concert Venues categories and was named first runner-up for the People’s Choice for Family Fun category. The Utah Museum of Fine Arts was named the winner in the Editors’ Choice for Museums category and first runner-up for the People’s Choice for Museums.

5. The University has been awarded a $600,000 grant from the National Science Foundation to provide scholarships to academically outstanding underrepresented undergraduates pursuing science, technology, engineering or math (STEM) degrees with an emphasis in environment and sustainability. The proposal, a collaborative effort between the University’s Global Change and Sustainability Center and the Center for Science and Mathematics Education, established the "U-STEM Scholars". These scholarships will have a very positive impact on the U’s capability to recruit, prepare, and graduate students from diverse backgrounds in STEM fields.
The Academic Freedom & Faculty Rights (AFFR) committee has met three times. At present, the committee is discussing our recommendations for two separate complaints. Our first meeting was orientation to the committee, our second and third meetings were to discuss these complaints. The committee would like to commend Shawnee for her help in organizing meetings, etc.

Submitted by AFFR Chair, Mardie Clayton (Nursing)