1. CALL TO ORDER: 3:00 p.m. in room 220 Aline Skaggs Building

2. APPROVAL OF MINUTES: May 4, 2009

3. REQUEST FOR NEW BUSINESS:

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

5. EXECUTIVE COMMITTEE REPORT:

6. REPORT FROM ADMINISTRATION:

7. REPORT FROM ASUU:

8. NOTICE OF INTENT:

9. DEBATE CALENDAR:
   a. Proposed Informatics Graduate Certificate
   b. Proposed Undergraduate Minor in Health
   c. Proposed National Center for Voice and Speech

10. INFORMATION CALENDAR:
    a. Emphasis for Undergraduate Art Majors
    b. Non-discrimination Policy – Addition of Gender Identity/Gender Expression (includes revised version)
    c. Policy 5-305 – Expansion of Reduced Tuition Policy
    d. Master of Real Estate Development Degree
    e. Graduate Certificate in Real Estate Development
    f. Undergraduate Council Reviews:
       • Ethnic Studies
       • International Studies Program
    g. Graduate Council Reviews:
       • School of Music
       • Civil and Environmental Engineering
       • Communication
       • Physiology
       • Pathology
       • Master of Statistics Program
h. Annual Reports
   • Academic Freedom and Faculty Rights 235
   • Academic Policy Advisory Committee 239
   • Faculty Budget and Planning Committee 248
   • Library Policy Advisory Committee 251
   • University Diversity Committee 253
   • University RPT Standards Committee 254

i. President’s Report 256

j. Honors and Awards 259

k. New Dean Releases
   • Taylor Randall – School of Business 262
   • Charles Wight – Graduate School 264
   • David Rudd – Social and Behavioral Science 266

11. NEW BUSINESS:

12. ADJOURNMENT:
Call to Order
The regular meeting of the Academic Senate, held on May 4, 2009 was called to order at 3:04 pm by Paul A. Mogren, Senate President. The meeting was held in room 115 C. Roland Christensen Center.


Excused: Elizabeth Adoyo, Paul Bernstein, Loris Betz, Pat Hannah, Erin O’Connell, Andrea Rorrer, Harris Sondak, Richard Sperry

Ex-officio: Penny Brooke, Robert Flores, John Francis, James Graves, Nancy Lines, Susan Olson, Rachel Rizzo, Michael Young

Others: Ann Floor, Rebecca Horn, Elizabeth Cashdan, Jon Shear

Approval of Minutes
The minutes of the Academic Senate meeting of April 6, 2009 were unanimously approved.

Special Orders
Senate President Paul Mogren introduced James Metherall, the only president-elect candidate. Jim thanked the senate for the opportunity he had to serve on the Executive Committee and praised the work that the faculty and students do in support of the University. He expressed his willingness to continually serve at the bequest of the senate as president-elect.

Suzanne Darais, chair of the Personnel and Elections Committee conducted the election for president-elect and Executive Committee and called for nominations from the floor. As there were no nominations, she requested that voting on these two ballots be completed now and passed to the aisle so that they could be counted during the meeting. The results will be announced later in the senate meeting.
Request for New Business
Paul Mogren presented a “white paper” entitled *Faculty Governance – Are we there yet?* The essence of his paper included a philosophical study on what the University is doing with shared governance. The full paper can be viewed on the Academic Senate website.

Consent Calendar
The resignations, retirements, faculty appointments, auxiliary, and limited term appointments, appearing in the Appendices dated April 20, 2009 and May 4, 2009 received approval to forward to the Board of Trustees.

Executive Committee Report
James Anderson, Executive Committee Secretary, summarized his written report of the April 20, 2009 Executive Committee meeting.

Report from Administration
President Young began his remarks by endorsing Jim Anderson and thanked the senators for their good work and complimented them by saying that in his career he had not seen a more dedicated group in doing what is best for the University.

As part of an international effort he assured the senate that the University is watching the H1N1 flu epidemic carefully. The Emergency Response Committee is keeping a close monitoring of the situation and it is clear that there is no anticipation to cancel graduation or classes. The study abroad to Mexico will be cancelled until travel advisories indicate it is safe. Graduation will be held on Friday, May 8, and the commencement speaker, noted author David McCullough, will address 7500 graduating students.

With respect to financing, the good news is that federal research funds are up 30 percent from this time last year. The U has sent in hundreds of applications for all types of funding from equipment and infrastructure to scholarships and research to enhance the mission of the University.

The search for the four open dean positions in the School of Business, College of Social and Behavioral Science, Pharmacy and the Graduate School is going well and President Young anticipates an announcement within the next few weeks.

Report from ASUU
The ASUU vice president, Rachel Rizzo, excused the new president, Tayler Clough, and introduced the incoming senators and the senate chair, Lindsay Williams. She reported on the two current projects underway: 1) a community engagement to encourage high school students not considering higher education by informing them of financial assistance and after-school programs, and 2) the student fee reassessment committee is looking at where student fees are being used.

Notice of Intent
There were no items.
Debate Calendar
The University Student Media Council agenda item was withdrawn from the agenda prior to the meeting and is expected to be added on a later agenda.

Rebecca Horn introduced the proposed Major in Latin American Studies. The significance of this proposal is that it will compliment the existing minor in Latin American Studies instituted in 2002 and currently the only university in Utah offering this type of degree is Brigham Young University. There is a rapidly growing need for this type of degree in the market place. A critical component is that no new resources are required as the degree builds on faculty and staff already in place. Sharon Weinstein proposed that the senate approve the proposal and forward to the Board of Trustees for final approval. The motion was seconded by Cecelia Wainryb and unanimously approved.

David Carrier and Elizabeth Cashdan gave a short synopsis of the proposed inter-college Minor in Integrative Human Biology. The minor will provide a rigorous introduction to the biological and behavioral sciences as they apply to Homo sapiens. The IHB minor will consist of existing courses in the departments of Anthropology and Biology and will give students a broad background in human genetics and evolution, form and function, behavior, and ecology. The minor will provide excellent preparation for entrance into health related professional careers as well as environmental policy, law, science and biomedical research. The program of study is built around existing courses and faculty and not additional funding is anticipated. Marianna DiPaolo made a motion to approve the proposal and forward to the Board of Trustees for final approval which was seconded by Jim Metherall and approved unanimously.

Information Items
John Francis announced that the 25,000 copies of the General Catalog will no longer be printed but will be accessible on-line. This follows the national trend and will provide updated information as it changes. A permanent printed copy will be kept in the Marriott Library for the shelves. For archival purposes, all catalogs from 1880 to now have been digitized and available to view.

The new Identity Theft Prevention Policy, 4-006, outlines the requirements to comply with the Fair and Accurate Credit Transaction Act of 2003 to prevent, mitigate, and respond to identity theft. It was approved by the Executive Committee on April 20, 2009.

The University Investment Banking Policy has been updated to reflect the significant changes in regulations as well as recommendations from the national investment audits for the way operational fund and endowment funds are invested. The management guidelines on-line version is more user friendly. This update was approved at the Executive Committee on April 20, 2009.

Special Orders: Election Results for 2009-2000 Senate President-elect and Executive Committee: The Senate elected James Metherall, a faculty member in the Department of Human Genetics in the School of Medicine, as the Senate president-elect. The following were elected as members of the Academic Senate Executive Committee: Tim Ameel, John Conboy, Suzanne Darais, Larry
DeVries, Marlene Egger, Steve Kern, David Kiefer, Mollie Poynton, Donn Schaefer and Donna White.

Ballots for the other Senate-elected committees will be counted by the chair of the Personnel and Elections Committee and Nancy Lines during the week and the results will be announced at the first Senate meeting in the fall.

New Business
The election results were announced.

Adjournment:
The meeting adjourned at 4:12 pm.

Respectfully submitted,

Nancy Lines
APPENDIX I

RESIGNATIONS, RETIREMENTS & APPOINTMENTS

Resignations

1. Dr. Eberhard Bamberg, Assistant Professor of Mechanical Engineering, effective June 30, 2010.

2. Dr. Cameron T. Charles, Assistant Professor of Electrical & Computer Engineering, effective August 15, 2009. (See Auxiliary Appointments)

3. Dr. Lei L. Chen, Assistant Professor of Internal Medicine, effective June 30, 2009.

4. Dr. Becky J. Christian, Associate Professor with tenure of Nursing, effective June 30, 2009. (See Auxiliary Appointments)

5. Dr. Lynette L. Danley, Assistant Professor of Educational Leadership & Policy, effective June 30, 2009.

6. Dr. Paul House, Assistant Professor of Neurosurgery, effective June 30, 2009. (See Auxiliary Appointments)

7. Dr. Bomjun Joshua Kwon, Assistant Professor of Communication Sciences and Disorders, effective June 30, 2009.

8. Dr. Susan E. Mango, Professor with tenure of Oncological Sciences, effective June 30, 2009. (See Auxiliary Appointments)

9. Dr. Susan A. McDaniel, Professor with tenure of Family & Consumer Studies, effective June 30, 2009.

10. Dr. Richard McElreath, Associate Professor of Anthropology, effective July 1, 2009.

11. Dr. Diana G. Pounder, Professor with tenure of Educational Leadership & Policy, effective June 30, 2009.

12. Dr. Gil Shamir, Assistant Professor of Electrical and Computer Engineering, effective July 1, 2009.
13. Dr. Arun K. Singhal, Assistant Professor of Surgery, effective August 15, 2009.

14. Dr. Gerard T. Schuster, Professor with tenure of Geology & Geophysics, effective June 30, 2009. (See Auxiliary Appointments)

15. Dr. Cassandra Van Buren, Assistant Professor of Communication, effective June 30, 2010.

16. Dr. Jason Wills, Assistant Professor (Clinical) of Internal Medicine, effective June 30, 2009.

17. Dr. Kenneth Yonemura, Assistant Professor of Neurosurgery, effective June 30, 2009. (See Auxiliary Appointments)

Retirements

1. Dr. Arthur D. Broom, Professor with tenure of Medicinal Chemistry, member of faculty for 42 years, effective June 30, 2009. (See Emeritus Appointments)

2. Mr. David Hornbeck, Associate Librarian with tenure of the Marriott Library, member of faculty for 37 years, effective July 1, 2009. (See Emeritus Appointments)

3. Dr. August L. Jung, Professor with tenure of Pediatrics, member of faculty for 42 years, effective July 1, 2009. (See Emeritus Appointments)

4. Dr. Richard C. Klein, Professor (Clinical) of Internal Medicine, member of faculty for 18 years, effective July 1, 2009. (See Auxiliary Appointments)

5. Dr. William Kenneth Nichols, Associate Professor with tenure of Pharmacology & Toxicology, member of faculty for 38 years, effective June 30, 2009.

6. Dr. Dale G. Renlund, Professor with tenure of Internal Medicine, member of faculty for 24 years, effective July 7, 2009. (See Emeritus Appointments)

Administrative Appointments

1. Dr. Chris Hill, Co-Chair, Department of Biochemistry, effective July 1, 2009.

2. Dr. Nancy McLaughlin, Associate Dean, Faculty Research and Development in the College of Law, effective July 1, 2009.

3. Professor Prescott Muir, Director, School of Architecture, effective July 1, 2009. (See Faculty Appointments)
4. Dr. Christopher Peterson, Associate Dean, Academic Affairs in the College of Law, effective July 1, 2009.

5. Dr. Scott Schaefer, Associate Dean, Academic Affairs in the David Eccles School of Business, effective July 1, 2009.

6. Dr. Wes Sundquist, Co-Chair, Department of Biochemistry, effective July 1, 2009.

7. Professor Gage Williams, Chair, Department of Theatre, effective July 1, 2009.

Faculty Appointments

ARCHITECTURE + PLANNING

1. Professor Prescott M. Muir, Professor with tenure in the School of Architecture, effective July 1, 2009. This supersedes his appointment as Adjunct Professor of Architecture.

DAVID ECCLES SCHOOL OF BUSINESS

2. Dr. Krishnan S. Anand, Associate Professor with tenure of Operations & Information Systems, effective July 1, 2009.

   B.T., 1986, IIT–Madras
   M.S., 1996, University of Rochester
   Ph.D., 1998, Stanford University

3. Dr. Xiao Fang, Assistant Professor of Operations & Information Systems, effective July 1, 2009.

   B.S., 1993, Fudan University
   M.S., 1996, Fudan University
   Ph.D., 2003, University of Arizona

4. Dr. Luis Rayo, Associate Professor with tenure of Finance, effective January 1, 2010.

   Z.B., 1998, Instituto Tech Autonomo De Mex
   M.S., 1998, Instituto Tech Autonomo De Mex
   Ph.D., 2002, Stanford University
5. Mr. Roy Todd Vandenbark, Assistant Librarian of the Eccles Health Sciences Library, effective July 22, 2009.
   B.A., 1984, Luther College Decorah IA
   M.L.S., 2009, Indiana University

ENGINEERING

6. Dr. Otakuye Conroy, Assistant Professor of Civil and Environmental Engineering, effective August 16, 2009.
   B.S., 1998, University of Notre Dame
   M.A., 2004, University of Arizona
   M.S., 2004, University of Arizona
   Ph.D., 2006, University of Arizona

7. Dr. Faisal Habib Khan, Assistant Professor of Electrical & Computer Engineering, effective July 1, 2009.
   M.S., 2003, Arizona State University
   Ph.D., 2007, University of Tennessee

8. Dr. Rajesh Menon, Assistant Professor of Electrical & Computer Engineering, effective August 16, 2009.
   B.E., 1998, Nanyang Technological University
   M.S., 2000, Massachusetts Institute of Tec
   Ph.D., 2003, Massachusetts Institute of Tec

9. Dr. Darrin J. Young, Associate Professor with tenure of Electrical & Computer Engineering, effective July 1, 2009.
   B.S., 1991, University of California
   M.S., 1993, University of California
   Ph.D., 1999, University of California

HUMANITIES

10. Dr. Bahman Bakhtiari, Associate Professor with tenure of Languages and Literature, effective July 1, 2009.
    M.A., 1981, University of Virginia
    Ph.D., 1994, University of Virginia
11. Dr. Erin S. Finzer, Assistant Professor of Languages and Literature, effective July 1, 2009.

B.A., 2000, University of the South
M.A., 2004, University of Kansas
Ph.D., 2008, University of Kansas

12. Dr. Alessandra Souina Santos, Assistant Professor of Languages and Literature, effective July 1, 2009.

B.A., 1998, University of California
M.A., 2001, University of California
Ph.D., 2005, University of California

13. Mr. Mamiko C. Suzuki, Instructor in Languages and Literature, effective July 1, 2009.

B.A., 1998, Haverford College
M.A., 2003, University of Chicago

LAW


B.A., 2000, University of Utah
B.A., 2002, University of Utah

MEDICINE

15. Dr. Erin Anne Shaw Clark, Assistant Professor of Obstetrics and Gynecology, effective July 1, 2009.

B.S., 1998, University of Utah
M.D., 2002, Mayo Medical School


B.A., 1997, Rice University
M.S., 2001, University of Washington
M.D., 2009, Johns Hopkins School of Medicine

17. Dr. Camille Fung, Assistant Professor of Pediatrics, effective July 1, 2009. This supersedes her appointment as Visiting Instructor in Pediatrics.
18. Dr. Timothy Eugene Graham, Assistant Professor of Internal Medicine, effective July 1, 2009.

    B.A., 1990, St. Johns College
    ZB2, 1992, University of New Mexico
    M.D., 1998, University of New Mexico

19. Dr. Kenneth Grossmann, Instructor in Internal Medicine, effective August 3, 2009.

    B.A., 1994, Whitman College
    Ph.D., 2000, Oregon Health Science University
    M.D., 2004, Oregon Health Science University

20. Dr. John M. Hoffman, Professor with tenure of Neurology, effective March 1, 2009. This is secondary to his appointment as Professor with tenure of Radiology. He also holds an appointment as Adjunct Professor of Civil and Environmental Engineering.

21. Dr. Gholson James Lyon, Instructor in Psychiatry, effective June 1, 2009.

    B.A., 1996, Dartmouth College
    M.Phil., 1997, University of Cambridge
    Ph.D., 2003, Rockefeller University
    M.D., 2004, Cornell University

22. Dr. Anna Maslach–Hubbard, Instructor in Pediatrics, effective July 1, 2009.

    M.D., 1998, Jagiellonian University

23. Dr. Monica Patricia Revelo Penafiel, Associate Professor of Pathology, effective July 1, 2009. This supersedes her appointment as Associate Professor (Clinical) of Pathology.

24. Dr. Kalani Lukela Raphael, Assistant Professor of Internal Medicine, effective July 1, 2009.

    B.S., 1996, Gonzaga University
    M.D., 2002, University of Hawaii

25. Dr. Reid Justin Robison, Instructor in Psychiatry, effective July 1, 2009.

    B.S., 2001, Brigham Young University
    M.B.A., 2005, University of Utah
    M.D., 2005, University of Utah
26. Dr. Sunil Sharma, Professor of Internal Medicine, effective July 1, 2009.

M.D., 1988, University of Delhi

27. Dr. David Robert Shprecher, Assistant Professor of Neurology, effective July 1, 2009.

B.S., 1995, Cornell University
D.O., 2003, University of Guelph
M.S., 2009, University of Rochester

28. Dr. Qing Treitler Zeng, Associate Professor of Biomedical Informatics, effective June 1, 2009.

B.S., 1993, Beijing Polytechnic University
M.S., 1995, University of Hawaii
M.Phil., 1997, Columbia University
Ph.D., 1999, Columbia University

29. Dr. Douglas R. Bergman, Associate Professor of Physics, effective August 4, 2009.

M.S., 1990, Yale University
M.Phil., 1991, Yale University
Ph.D., 1997, Yale University

30. Dr. Michael B. Himle, Assistant Professor of Psychology, effective July 1, 2009.

B.S., 2000, University of North Dakota
M.S., 2002, North Dakota State University
Ph.D., 2007, University of Wisconsin

31. Dr. Andrew Kent Jorgenson, Assistant Professor of Sociology, effective July 1, 2009.

B.A., 1999, University of Utah
M.A., 2002, University of California
Ph.D., 2004, University of California
32. Dr. Patricia K. Kerig, Professor with tenure of Psychology, effective July 1, 2009.
   B.A., 1978, University of California
   M.A., 1985, University of California
   Ph.D., 1989, University of California

33. Dr. Michael David Rudd, Professor with tenure of Psychology, effective July 1, 2009.
   B.A., 1983, Princeton University
   M.A., 1984, University of Texas
   Ph.D., 1987, University of Texas

34. Dr. Jeanine K. Stefanucci, Assistant Professor of Psychology, effective July 1, 2009.
   B.A., 1999, University of Virginia
   M.A., 2004, University of Virginia
   Ph.D., 2006, University of Virginia

35. Mr. Michael James White, Instructor in Military Sciences, effective September 10, 2009.

APPENDIX II

AUXILIARY FACULTY APPOINTMENTS

Auxiliary Faculty Appointments

ARCHITECTURE + PLANNING

1. Professor Annie Vernon Schwemmer, Adjunct Associate Professor in the School of Architecture, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1999, University of Utah
   M.A., 2001, University of Utah

DAVID ECCLES SCHOOL OF BUSINESS

2. Dr. Thomas Lee Boam, Assistant Professor (Lecturer) of Management, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1978, University of Utah
   M.B.A., 1982, University of Utah
   Ph.D., 1999, Oklahoma University
3. Professor Michael A. Lewis, Assistant Professor (Lecturer) of Accounting, effective May 16, 2009 and ending June 30, 2010.
   B.S., 1999, California State University

EDUCATION

4. Dr. Margret Ann Crockett, Assistant Professor (Clinical) of Special Education, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1998, University of Utah
   M.E.D., 2001, University of Utah
   Ph.D., 2006, University of Utah

   B.S., 1985, University of Utah
   M.E.D., 1996, University of Utah

6. Dr. Patricia Matthews, Assistant Professor (Clinical) of Special Education, effective July 31, 2009 and ending June 30, 2010.
   B.S., 1979, University of Utah
   M.E.D., 1987, University of Utah
   Ed.D., 2008, Northern Arizona University

   B.A., 1998, University of Utah
   M.E.D., 2005, University of Utah

8. Dr. Loretta Cooper Rudd, Assistant Professor (Clinical) of Special Education, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1982, University of Texas
   M.A., 1987, University of Texas
   M.E.D., 1997, Tarleton State University
   Ph.D., 2003, Baylor University

   B.A., 1976, Queens College
   M.E.D., 1985, University of Utah
ENGINEERING

10. Dr. Cameron Townley Charles, Adjunct Assistant Professor of Electrical & Computer Engineering, effective August 16, 2009 and ending June 30, 2010. This represents a track switch from his tenure track appointment as Assistant Professor of Electrical Engineering. (See Resignations)

11. Dr. Emmanuel Abraham Ho, Research Assistant Professor of Bioengineering, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2001, University of Toronto
   Ph.D., 2007, University of Toronto

12. Dr. Elizabeth Lupton, Research Assistant Professor of Material Science and Engineering, effective July 1, 2009 and ending June 30, 2010.
   Ph.D., 2001, Edinburgh University

FINE ARTS

13. Professor Juan Carlos Claudio, Adjunct Assistant Professor of Modern Dance, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1995, Utah State University
   M.F.A., 2009, University of Utah

14. Professor Jesse Juarez Portillo, Assistant Professor (Clinical) of Theatre, effective July 1, 2009 and ending June 30, 2010.
   B.A., 2004, University of Utah
   M.F.A., 2007, Indiana University

15. Professor Robert M. Wood, Assistant Professor (Lecturer) of Ballet, effective July 1, 2009 and ending June 30, 2014. This supersedes his appointment as Adjunct Associate Professor of Ballet.

HEALTH

16. Dr. Margaret F. Clayton, Adjunct Assistant Professor of Health Promotion and Education, effective July 1, 2009 and ending June 30, 2010. This is secondary to her tenure track appointment as Assistant Professor of Nursing.

17. Professor K. Jeanette Koski, Assistant Professor (Clinical) of Occupational therapy, effective July 1, 2009 and ending June 30, 2010. This supersedes her appointment as Instructor (Clinical) in Occupational Therapy.
18. Professor Trinh Tuyet Mai, Adjunct Assistant Professor of Occupational Therapy, effective July 1, 2009 and ending June 30, 2010. This is in addition to her appointment as Assistant Professor (Lecturer) of Social Work.

HUMANITIES

19. Mr. Charles Brian Barnett, Instructor (Lecturer) in Languages and Literature, effective July 1, 2009 and ending June 30, 2012.

   B.A., 2002, Kansas State University
   M.A., 2005, Indiana University

20. Dr. Anne E. Cook, Adjunct Associate Professor of Linguistics, effective July 1, 2009 and ending June 30, 2010. This is secondary to her tenured appointment as Associate Professor of Educational Psychology.

21. Dr. Rimma Garn, Assistant Professor (Lecturer) of Languages and Literature, effective July 1, 2009 and ending June 30, 2012.

   B.A., 1992, University of Utah
   M.A., 1995, University of Iowa
   Ph.D., 2004, University of North Carolina

22. Dr. Mark Higgs Matheson, Professor (Lecturer) of English, effective July 1, 2009 and ending June 30, 2014. This supersedes his appointment as Associate Professor (Lecturer) of English.

23. Professor William Jeff Metcalf, Associate Professor (Lecturer) of English, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Assistant Professor (Lecturer) of English.

LAW

24. Professor James T. Blanch, Adjunct Associate Professor of Law, effective July 1, 2009 and ending June 30, 2012.

   B.A., 1990, University of Virginia
   J.D., 1993, Harvard University

25. Professor Leslie D. Brown, Adjunct Professor of Law, effective July 1, 2009 and ending June 30, 2013.

   B.A., 1969, Brigham Young University
   J.D., 1972, University of Utah
26. Professor Francesco Caruso, Adjunct Associate Professor of Law, effective October 30, 2008 and ending June 30, 2011.
   B.A., 2002, Universita Di Messina Facolta
   L.L.M., 2003, Victorian University

27. Dr. Kenneth Gregory Chahine, Professor (Lecturer) of Law, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Professor of Law.

28. Professor Emily Chiang, Visiting Assistant Professor of Law, effective July 1, 2009 and ending June 30, 2011.
   B.A., 1998, Yale University
   J.D., 2001, Harvard University

29. Professor Andre Douglas Pond Cummings, Visiting Professor of Law, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1994, Brigham Young University
   J.D., 1997, Howard University

30. Professor Joanne Marie Dickow, Research Associate Professor of Law, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1996, University of Michigan
   J.D., 1999, Case Western Reserve University

31. Mr. Charles Robert Dubuc, Clinical Instructor in Law, effective June 29, 2009 and ending June 30, 2010.
   B.A., 1983, University of Maryland
   M.B.A., 1987, University of Montana
   J.D., 2008, University of Utah

32. Professor Jeff Fischer, Research Professor of Law, effective April 27, 2009 and ending June 30, 2010.
   B.A., 1976, Rockhurst College
   M.S., 2008, George Mason University

33. Professor Frederick Gedicks, Visiting Professor of Law, effective May 26, 2009 and ending June 30, 2010.
   B.A., 1977, Brigham Young University
   J.D., 1980, University of Southern California

34. Dr. Mark Glick, Adjunct Professor of Law, effective July 1, 2009 and ending June 30, 2014. This is secondary to his tenured appointment as Professor of Economics.
35. Professor Haider Ala Hamoudi, Research Associate Professor of Law, effective May 27, 2009 and ending June 30, 2010.

   J.D., 1996, Columbia University

36. Professor Daniel A. Jensen, Adjunct Professor of Law, effective July 1, 2009 and ending June 30, 2014.

   B.S., 1982, University of Utah
   J.D., 1988, University of Utah

37. Professor Sanne Hjamo Knudsen, Visiting Assistant Professor of Law, effective July 1, 2009 and ending June 30, 2011.

   B.S., 1998, Northwestern University
   M.S., 2002, University of Michigan
   J.D., 2002, University of Michigan

38. Professor Melissa Waters, Research Professor of Law, effective May 27, 2009 and ending June 30, 2010.

   J.D., 2009, Yale University


   B.A., 2001, McGill University
   L.L.M., 2006, National University of Ireland

40. Dr. Markus Zimmer, Research Professor of Law, effective April 27, 2009 and ending June 30, 2010.

   B.A., 1971, University of Utah
   M.A., 1975, University of Utah
   M.E.D., 1977, Harvard University
   D.E.D., 1980, Harvard University

MEDICINE

41. Dr. E. Dale Abel, Adjunct Professor of Biochemistry, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Associate Professor of Biochemistry. This is secondary to his tenured appointment as Professor of Internal Medicine.

42. Dr. Alfredo Aguiar, Instructor (Clinical) in Anesthesiology, effective July 1, 2009 and ending June 30, 2010.

   B.S., 2002, University of California
   M.D., 2005, University of California
43. Dr. Nazem Walid Akoum, Assistant Professor (Clinical) of Internal Medicine, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1997, American University of Beirut
   M.D., 2001, American University of Beirut

44. Dr. Diana C. Alexander, Adjunct Associate Professor of Pediatrics, effective August 1, 2009 and ending June 30, 2010.
   B.A., 1987, Mount Holyoke College
   M.D., 1996, University of Rochester

45. Dr. Dana A. Andersen, Adjunct Instructor in Family & Preventive Medicine, effective July 21, 2009 and ending June 30, 2010.
   B.S., 1979, University of Utah
   M.D., 1983, University of Utah

46. Dr. Dallen Ben Ashby, Visiting Instructor in Radiology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2000, Brigham Young University
   M.D., 2004, Saint Louis University

47. Dr. Deborah A. Axelrod, Instructor (Clinical) in Anesthesiology, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1999, Stanford University
   M.D., 2005, Baylor College of Medicine

48. Dr. Rodney S. Badger, Associate Professor (Clinical) of Internal Medicine, effective August 1, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Assistant Professor of Internal Medicine.

   B.S., 2000, Michigan Technological University
   M.D., 2005, University of Minnesota

50. Dr. D. Hunter Best, Assistant Professor (Clinical) of Pathology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2002, North Carolina State University
   Ph.D., 2007, University of North Carolina
51. Dr. Jeremy James Biggs, Instructor (Clinical) in Family & Preventive Medicine, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2000, University of Utah
   M.S., 2002, University of Utah
   M.D., 2006, University of Utah

52. Dr. Jay T. Bishoff, Adjunct Professor of Surgery, effective June 1, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Associate Professor of Surgery.

   B.S., 2000, Northern Arizona University
   M.D., 2005, University of Colorado

54. Dr. Russell J. Butterfield, Visiting Instructor in Pediatrics and in Neurology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1996, Brigham Young University
   Ph.D., 2001, University of Illinois
   M.D., 2004, University of Illinois

55. Dr. Craig John Chaya, Visiting Instructor in Ophthalmology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1998, La Sierra University
   M.D., 2002, Loma Linda University

56. Dr. L. Scott Chidester, Adjunct Associate Professor of Surgery, effective June 15, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Assistant Professor of Surgery.

57. Dr. Jeanette Ruth Chin, Visiting Instructor in Obstetrics and Gynecology, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1999, Rice University
   M.D., 2004, Vanderbilt University

58. Dr. Peter L. Christensen, Adjunct Instructor in Family and Preventive Medicine, effective July 20, 2009 and ending June 30, 2010.
   B.A., 1984, Brigham Young University
   M.D., 1988, University of Utah
59. Dr. Jessica Marie Comstock Galaviz, Visiting Instructor in Pathology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1999, Simpson College
   M.D., 2004, University of Iowa

60. Dr. Angela Francine Keyser De La O, Visiting Instructor in Pediatrics, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2002, University of Portland
   M.D., 2006, University of Utah

61. Dr. Peter Alan De Schweinitz, Visiting Instructor in Family and Preventive Medicine, effective March 1, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Instructor in Family and Preventive Medicine.

62. Dr. Robert John DiGeronimo, Professor (Clinical) of Pediatrics, effective August 1, 2009 and ending June 30, 2010.
   B.S., 1985, US Air Force Academy
   M.D., 1989, Uniformed Services University of Health Sciences

63. Dr. Gregory P. Dupont, Adjunct Assistant Professor of Family and Preventive Medicine, effective June 1, 2009 and ending June 30, 2010.
   B.S., 1981, Loyola University
   M.D., 1985, University of Texas

64. Dr. Karen D. East, Adjunct Instructor in Internal Medicine, effective August 3, 2009 and ending June 30, 2010.
   M.D., 1995, Northwestern University

65. Dr. Mark Joseph Eliason, Clinical Instructor in Dermatology, effective July 1, 2009 and ending June 30, 2010.
   B.S., Brigham Young University
   M.D., University of California

66. Dr. Frederick K. Emge, Adjunct Professor of Pediatrics, effective August 1, 2009 and ending June 30, 2010.
   B.S., 1982, Rensselaer Polytechnic Institute
   M.D., 1982, Union University
   
   B.S., 2001, University of Nebraska
   M.D., 2005, University of Nebraska

68. Dr. Ryan P. Ferguson, Instructor (Clinical) in Anesthesiology, effective July 1, 2009 and ending June 30, 2010.
   
   B.S., 1995, University of Utah
   M.D., 2005, University of Utah

69. Dr. Amy K. Ford, Adjunct Instructor in Family and Preventive Medicine, effective August 1, 2009 and ending June 30, 2010.
   
   B.S., 2000, Bryan College
   M.D., 2004, Eastern Virginia Medical School

70. Dr. Adam Randall Frederick, Visiting Instructor in Family and Preventive Medicine, effective July 1, 2009 and ending June 30, 2010.
   
   B.S., 2001, Utah State University
   M.D., 2006, Albany Medical College

71. Dr. Spencer W. Galt, Adjunct Assistant Professor of Surgery, effective May 22, 2009 and ending June 30, 2010.
   
   B.S., 1982, Muhlenberg College
   M.D., 1986, Hahnemann University

72. Dr. Keri L. Gibson, Adjunct Instructor in Obstetrics and Gynecology, effective July 1, 2009 and ending June 30, 2010.
   
   B.A., 2000, Virginia Commonwealth University
   M.D., 2005, University of Virginia

73. Dr. Greg R. Goodman, Adjunct Assistant Professor of Surgery, effective May 22, 2009 and ending June 30, 2010.
   
   B.A., 1981, Southern Methodist University
   B.S., 1981, Southern Methodist University
   M.S., 1983, Southern Methodist University
   M.D., 1987, University of Texas

74. Dr. Michael Goodman, Adjunct Assistant Professor of Pediatrics, effective January 29, 2009 and ending June 30, 2010. This appointment is secondary to his tenure track appointment as Assistant Professor of Pharmacotherapy.
75. Dr. Steven R. Granger, Adjunct Assistant Professor of Surgery, effective May 22, 2009 and ending June 30, 2010.

B.S., 1997, University of Utah
M.D., 2001, University of Utah

76. Dr. Matthew Michael Grinsell, Assistant Professor (Clinical) of Pediatrics, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Visiting Instructor in Pediatrics.

77. Dr. Marissa Paige Grotzke, Visiting Instructor in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.

B.S., 1997, Colorado State University
M.D., 2002, University of Colorado Health

78. Dr. Colby R. Hansen, Instructor (Clinical) in Physical Medicine and Rehabilitation, effective July 1, 2009 and ending June 30, 2010.

B.S., 2001, University of Utah
M.D., 2005, University of Iowa

79. Dr. Vanessa J. Harbour, Adjunct Instructor in Family and Preventive Medicine, effective May 16, 2009 and ending June 30, 2010.

B.S., 1999, Idaho State University
M.P.H., 2002, Idaho State University
Ph.D., 2008, University of Utah

80. Dr. Robert William Hastings, Visiting Instructor in Radiology, effective July 1, 2009 and ending June 30, 2010.

B.A., 1999, Brigham Young University
M.D., 2004, Creighton University

81. Dr. Michael D. Hedemark, Adjunct Instructor in Internal Medicine, effective September 1, 2009 and ending June 30, 2010.

B.A., 1995, Whitman College
M.B.A., 1999, Boise State University
M.D., 2005, University of Washington

82. Dr. Eric Abraham Holley, Adjunct Assistant Professor of Anesthesiology, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Instructor in Anesthesiology.
83. Dr. Joel Earl Holman, Visiting Instructor in Orthopedic Surgery, effective August 1, 2009 and ending June 30, 2010.

   B.S., 1998, Cornell University
   M.D., 2004, Drexel University

84. Dr. Paul A. House, Assistant Professor (Clinical) of Neurosurgery, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Assistant Professor of Neurosurgery.

85. Dr. Irene Hwang Hung, Visiting Instructor in Pediatrics, effective July 1, 2009 and ending June 30, 2010.

   B.A., 1992, University of California
   M.D., 1998, Washington University

86. Dr. Eric James Hunter, Adjunct Professor of Surgery, effective August 1, 2009 and ending June 30, 2010.

   B.S., 1995, Brigham Young University
   M.S., 1997, Brigham Young University
   Ph.D., 2001, University of Iowa

87. Dr. Philip Nathanael Isenberg, Adjunct Instructor in Internal Medicine, effective August 3, 2009 and ending June 30, 2010.

   B.A., 2001, University of Washington
   M.D., 2005, Loma Linda University

88. Dr. Stacy A. Johnson, Visiting Instructor in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.

   B.S., 1997, University of Washington
   M.D., 2005, University of Chicago

89. Dr. Stephanie Brooke Provost Johnston, Visiting Instructor in Pediatrics, effective July 1, 2009 and ending June 30, 2010.

   B.S., 1997, Appalachian State University
   M.D., 2006, Morehouse College

90. Dr. Scott Russell Junkins, Assistant Professor (Clinical) of Anesthesiology, effective July 1, 2009 and ending June 30, 2010.

   B.S., 2000, Texas A&M University
   M.D., 2004, University of Texas
91. Dr. Elizabeth Doby Justice, Visiting Instructor in Pediatrics, effective July 1, 2009 and ending June 30, 2010.
   B.A., 2002, Wake Forest University
   M.D., 2006, Emory University

92. Dr. Firhana Z. Khairullah, Adjunct Instructor in Family and Preventive Medicine, effective July 20, 2009 and ending June 30, 2010.
   B.S., 1999, State University of New York
   D.O., 2003, New York Institute of Technology

93. Dr. Yousuf Mohamed Khalifa, Visiting Instructor in Ophthalmology, effective July 1, 2009 and ending June 30, 2010.
   M.D., 2004, Medical College of Georgia

94. Dr. Soumen Khatua, Assistant Professor (Clinical) of Pediatrics, effective August 1, 2009 and ending June 30, 2010.
   M.D., 1982, Calcutta University

95. Dr. John Charles Kirkham, Visiting Instructor in Radiology, effective July 1, 2009 and ending June 30, 2010.
   B.A., 2000, University of Utah
   M.D., 2004, George Washington University

96. Dr. Richard C. Klein, Adjunct Professor of Internal Medicine, effective August 3, 2009 and ending June 30, 2010. (See Retirements)

   M.B.B.S., 2000, Andhra University

98. Dr. Sebastian Kreitschitz, Instructor (Clinical) in Psychiatry, effective August 10, 2009 and ending June 30, 2010.
   B.S., 1997, University of California
   M.S., 2003, St. Georges University
   M.D., 2005, St. Georges University

   B.A., 1978, Cornell University
   M.D., 1983, Rutgers University
100. Dr. Donald V. Labarge, Adjunct Assistant Professor of Radiology, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Visiting Instructor in Radiology.

101. Dr. Timothy R. Lapine, Adjunct Professor of Pathology, effective August 1, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Associate Professor of Pathology and is in addition to his appointment as Adjunct Associate Professor of Pediatrics.

102. Dr. Nicholas A. Lazzaro, Visiting Instructor in Radiology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1998, Loyola University of Chicago
   M.S., 1999, Purdue University
   M.D., 2003, Purdue University

103. Dr. Steven Courtney Lynch, Adjunct Assistant Professor of Surgery, effective June 1, 2009 and ending June 30, 2010.
   M.D., 1986, Vanderbilt University

104. Dr. Richard Brian Mackey, Visiting Instructor in Orthopedics, effective August 1, 2009 and ending June 30, 2010.
   B.A., 1997, University of Virginia
   M.D., 2004, Tulane University

105. Dr. Bruce A. Macwilliams, Research Associate Professor of Orthopaedics, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Research Assistant Professor of Orthopaedics

106. Dr. Daniel Malleske, Visiting Instructor in Pediatrics, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1994, Youngstown State University
   M.S., 1996, Youngstown State University
   M.D., 2000, Northwestern OH University

107. Dr. Susan E. Mango, Adjunct Professor of Oncological Sciences, effective July 1, 2009 and ending June 30, 2010. This represents a track switch from her tenured appointment as Professor of Oncological Sciences. This is in addition to her appointment as Adjunct Professor of Pediatrics. (See Resignations)

108. Dr. Richard V. Matern, Adjunct Assistant Professor of Surgery, effective June 15, 2009 and ending June 30, 2010.
   B.S., 1999, Weber State University
   M.D., 2003, Tulane University of Louisiana
109. Dr. Brian G. McAllister, Instructor (Clinical) in Anesthesiology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2000, University Maine
   M.D., 2005, University of Vermont

110. Dr. Jeremy B. McCandless, Visiting Instructor in Orthopedic Surgery, effective August 1, 2009 and ending June 30, 2010.
   B.S., 2000, University of Cincinnati
   M.D., 2004, Case Western University

111. Dr. Duncan Ross McGregor, Instructor (Clinical) in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1995, St. Olaf College
   M.D., 2004, University of Minnesota

112. Dr. Torri Derback Metz, Visiting Instructor in Obstetrics and Gynecology, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1999, University of Colorado
   M.D., 2004, University of Colorado

113. Dr. Ryan Rooney Metzger, Research Assistant Professor of Surgery, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1994, University of Pittsburgh
   Ph.D., 2000, University of Utah

114. Dr. Kristina Elisabeth Milan, Visiting Instructor in Obstetrics and Gynecology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2000, University of California
   M.D., 2005, University of Rochester

115. Dr. Raymond Lance Miller, Adjunct Assistant Professor of Pediatrics, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Research Assistant Professor of Pediatrics.

   B.A., 1999, University of Colorado
   M.D., 2005, University of Utah
117. Dr. David E. Morgan, Instructor (Clinical) in Anesthesiology, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1999, Fort Lewis College
   M.D., 2005, University of Colorado

118. Dr. Matthew B. Morgan, Visiting Instructor in Radiology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1998, Brigham Young University
   M.S., 2000, University of Utah
   M.D., 2003, University of Utah

119. Dr. Janine Elaine Morris, Visiting Instructor in Radiology, effective July 1, 2009 and ending June 30, 2010.
   B.A., 2000, Creighton University
   M.D., 2004, Creighton University

120. Dr. Jack Hojjat Morshedzadeh, Instructor (Clinical) in Internal Medicine, effective August 1, 2009 and ending June 30, 2011.
   B.S., 1997, Northwestern University
   M.D., 2003, University of Utah

121. Dr. Talia Mindy Muram-Zborovski, Visiting Instructor in Pathology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2000, Suny at Stony Brook
   M.D., 2004, Indiana State University

122. Dr. Richard E. Nelson, Visiting Instructor in Internal Medicine, effective August 3, 2009 and ending June 30, 2010.
   B.S., 2001, Westminster College
   M.A., 2005, University of Virginia
   Ph.D., 2007, University of Virginia

123. Dr. Marc Travis Nuttall, Visiting Instructor in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2002, Brigham Young University
   M.D., 2006, Oregon Health Science University

124. Dr. Mehran A. Okhovat, Adjunct Instructor in Family and Preventive Medicine, effective July 20, 2009 and ending June 30, 2010.
   B.S., 1987, George Washington University
   M.D., 1991, George Washington University
125. Dr. Sean D. Overton, Assistant Professor (Clinical) of Anesthesiology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1995, Boise State University
   M.D., 2004, St. Louis University

126. Dr. Julia Ozbolt, Adjunct Assistant Professor of Pediatrics and Adjunct Instructor in Internal Medicine, effective September 15, 2009 and ending June 30, 2010.
   B.S., 1999, University of California
   M.D., 2005, University of California

127. Dr. Candice Christa Park, Adjunct Instructor in Obstetrics and Gynecology, effective June 15, 2009 and ending June 30, 2010.
   B.S., 2001, University of Utah
   M.D., 2005, University of Colorado

128. Dr. Michelle Lynn Miller Pepper, Visiting Instructor in Physical Medicine & Rehabilitation, effective August 1, 2009 and ending June 30, 2010.
   B.S., 1998, University of Denver
   M.D., 2005, Medical College of Wisconsin

129. Dr. Duy Pham, Assistant Professor (Clinical) of Psychiatry, effective July 1, 2009 and ending June 30, 2010.
   B.S., 1995, Bates College
   M.D., 2003, University of Utah

130. Dr. Karly A. Pippitt, Visiting instructor in Family and Preventive Medicine, effective August 1, 2009 and ending June 30, 2010.
   B.S., 2002, College of Idaho
   M.D., 2006, University of Utah

131. Dr. John Pohl, Associate Professor (Clinical) of Pediatrics, effective June 8, 2009 and ending June 30, 2010.
   B.S., 1991, Texas Christian University
   M.D., 1995, University of Texas
132. Dr. Susan Davis Pohl, Assistant Professor (Clinical) of Family and Preventive Medicine, effective August 16, 2009 and ending June 30, 2010.

B.A., 1991, Texas A&M University
M.D., 1995, University of Texas

133. Dr. Jason John Poulsen, Adjunct Instructor in Anesthesiology, effective August 1, 2009 and ending June 30, 2010. This supersedes his appointment as Instructor (Clinical) in Anesthesiology.

134. Dr. Stanford Scott Putman, Adjunct Assistant Professor of Surgery, effective June 15, 2009 and ending June 30, 2010.

B.A., 1991, Vanderbilt University
M.D., 2002, University of Texas

135. Dr. Ryan Lawrence Ragle, Visiting Instructor in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.

B.S., 2001, Colorado State University
M.D., 2006, Creighton University

136. Dr. Nathan J. Ragle, Visiting Instructor in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.

B.S., 2001, University of Puget Sound
M.D., 2006, University of Chicago

137. Dr. Sanjeev Murthi Raman, Instructor (Clinical) in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.

M.B.B.S., 2001, Grant Medical College

138. Dr. Christopher Eric Rich, Instructor (Clinical) in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.

B.A., 1998, Cornell University
M.D., 2002, Jefferson Medical Center

139. Dr. Marc Ringel, Adjunct Instructor in Family and Preventive Medicine, effective September 1, 2009 and ending June 30, 2010.

B.A., 1970, Tulane University
M.D., 1974, University of Illinois

140. Dr. Sherjeel Sana, Visiting Instructor in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.

M.B.B.S., 1997, Allama Iqbal Open University
141. Dr. Amy Louise Sanders, Instructor (Clinical) in Surgery, effective August 3, 2009 and ending June 30, 2010.

B.S., 1998, Westminster College
M.D., 2004, Oregon Health Science University

142. Dr. Jose C. Sauri-Barraza, Visiting Instructor in Neurosurgery, effective July 1, 2009 and ending June 30, 2010.

M.D., 2000, Universidad De La Salle

143. Dr. Carl James Seger, Visiting Instructor in Surgery, effective July 1, 2009 and ending June 30, 2010.

B.S., 2001, University of Wyoming
M.D., 2006, University of Washington

144. Dr. Julie H. Shakib, Assistant Professor (Clinical) of Pediatrics, effective July 1, 2009 and ending June 30, 2010. This supersedes her appointment as Visiting Instructor in Pediatrics.

145. Dr. Ashu Sharma, Adjunct Assistant Professor of Radiology, effective September 1, 2009 and ending June 30, 2010.

M.B.B.S., 1993, University of Delhi

146. Dr. Zachary S. Sturges, Visiting Instructor in Surgery, effective July 1, 2009 and ending June 30, 2010.

B.A., 1999, Bowdoin College
M.D., 2006, University of Washington

147. Dr. Jeff J. Swensen, Assistant Professor (Clinical) of Pathology, effective July 1, 2009 and ending June 30, 2010.

B.S., 1989, University of Utah
Ph.D., 1999, University of Utah

148. Dr. Ingo R. Titze, Adjunct Professor of Surgery, effective August 1, 2009 and ending June 30, 2010.

B.S., 1963, University of Utah
M.S., 1965, University of Utah
Ph.D., 1972, Brigham Young University

149. Dr. Michael John Voss, Instructor (Clinical) in Psychiatry, effective August 1, 2009 and ending June 30, 2010.

B.S., 2001, University of Utah
D.O., 2005, Midwestern University
150. Dr. Elizabeth Sitsuda Vukin, Assistant Professor (Clinical) of Pediatrics, effective July 1, 2009 and ending June 30, 2010. This supersedes her appointment as Visiting Instructor in Pediatrics.

151. Dr. Jessica Ann Walsh, Visiting Instructor in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.

B.A., 1998, Whitman College
M.B.A., 2003, Boise State University
M.D., 2003, University of Utah

152. Dr. Xuli Wang, Research Assistant Professor of Radiology, effective July 1, 2009 and ending June 30, 2010. This is in addition to his appointment as Adjunct Assistant Professor of Pharmaceutical Chemistry.

153. Dr. Sara Ann Whittingham, Adjunct Instructor in Anesthesiology, effective August 11, 2009 and ending June 30, 2010.

B.S., 1996, USAF Academy Prep School
M.D., 2002, Tulane University

154. Dr. Stephanie Kresch Wilder, Assistant Professor (Clinical) of Obstetrics and Gynecology, effective October 1, 2009 and ending June 30, 2010.

B.A., 1998, University of Virginia
M.D., 2005, New York Medical College

155. Dr. Brent Donald Wilson, Assistant Professor (Clinical) of Internal Medicine, effective August 3, 2009 and ending June 30, 2012. This supersedes his appointment as Visiting Instructor in Internal Medicine.

156. Dr. Michael S. Womack, Adjunct Associate Professor of Pediatrics, effective August 1, 2009 and ending June 30, 2010.

M.S., 1987, University of Texas
M.D., 1991, University of Texas

157. Dr. Steven S. Wu, Adjunct Associate Professor of Pediatrics, effective July 1, 2009 and ending June 30, 2010.

B.A., 1990, Harvard University
M.D., 1995, Columbia University
158. Dr. Eric Chiar Ping Yang, Visiting Instructor in Surgery, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1993, University of California
   M.D., 2004, University of Southern California

159. Dr. Peter M. Yarbrough, Visiting Instructor in Internal Medicine, effective July 1, 2009 and ending June 30, 2010.
   B.A., 1999, Princeton University
   M.D., 2005, University of Cincinnati

160. Dr. Kenneth S. Yonemura, Assistant Professor (Clinical) of Neurosurgery, effective July 1, 2009 and ending June 30, 2010. This represents a switch from his tenure track appointment as Assistant Professor of Neurosurgery. He also holds an appointment as Adjunct Assistant Professor of Orthopedics.

MINES

161. Dr. Kristine Louise Pankow, Research Associate Professor of Geology & Geophysics, effective July 1, 2009 and ending June 30, 2010. This supersedes her appointment as Research Assistant Professor of Geology & Geophysics.

162. Dr. Keith A. Prisbrey, Adjunct Professor of Metallurgical Engineering, effective August 1, 2009 and ending June 30, 2010.
   B.S., 1969, University of Utah
   M.S., 1971, Stanford University
   D.Phil., 1976, University of Utah

163. Dr. Gerard Schuster, Adjunct Professor of Geology & Geophysics, effective July 1, 2009 and ending June 30, 2010. This represents a switch from his tenured appointment as Professor of Geology & Geophysics. (See Resignations)

NURSING

164. Ms. Katie Marie Baraki, Instructor (Clinical) in Nursing, effective May 1, 2008 and ending June 30, 2010.
   B.S., 2006, University of Utah
   M.S., 2008, University of Utah

   B.S., 1997, Weber State University
   M.S., 1999, Johns Hopkins University
166. Dr. Becky J. Christian, Adjunct Professor of Nursing, effective July 1, 2009 and ending June 30, 2010. This represents a switch from her tenured appointment as Associate Professor of Nursing. (See Resignations)

167. Ms. Debra Stone, Adjunct Instructor in Nursing, effective July 1, 2009 and ending June 30, 2010.

B.S., 1995, University of Utah
M.S., 2009, University of Utah

168. Ms. Sandra O. Sweitzer, Adjunct Instructor in Nursing, effective July 1, 2009 and ending June 30, 2010.

B.S., 1974, Weber State University
B.S., 1986, Weber State University
M.S., 1995, University of Phoenix

169. Ms. Laura Maudlyn Zaugg, Adjunct Instructor in Nursing, effective July 1, 2009 and ending June 30, 2010.

B.S., 2003, University of Utah
M.S., 2005, University of Utah

PHARMACY

170. Dr. Khaled Fathi Hassan Gerish, Research Assistant Professor of Pharmaceutical Chemistry, effective July 1, 2009 and ending June 30, 2010.

M.D., 1992, Suez Canal University
Ph.D., 2006, Kumamoto University

171. Dr. Jeff Allen Gilreath, Adjunct Instructor in Pharmacotherapy, effective April 30, 2009 and ending June 30, 2010.

Pharm.D., 2005, University of Wisconsin

172. Dr. Carrie McAdams Marx, Research Assistant Professor of Pharmacotherapy, effective June 1, 2009 and ending June 30, 2010. This supersedes her appointment as Adjunct Assistant Professor of Pharmacotherapy.

173. Dr. Steven Poelzing, Adjunct Assistant Professor of Pharmacology and Toxicology, effective July 1, 2009 and ending June 30, 2010. This is in addition to his appointment as Research Assistant Professor of Bioengineering.
174. Mr. James Jared Porter, Adjunct Instructor in Pharmacotherapy, effective April 30, 2009 and ending June 30, 2010.
   A.A., 1999, Weber State University
   Pharm.D., 2005, University of Utah

175. Ms. Morgan Leigh Sayler, Assistant Professor (Clinical) of Pharmacotherapy, effective August 7, 2009 and ending June 30, 2010.
   Pharm.D., 2008, University of Kansas

176. Dr. Xuli Wang, Adjunct Assistant Professor of Pharmaceutical Chemistry, effective May 22, 2009 and ending June 30, 2010. This supersedes his appointment as Research Assistant Professor of Pharmaceutical Chemistry.

SCIENCE

177. Dr. Brian T. Bennett, Research Assistant Professor of Biology, effective July 1, 2009 and ending June 30, 2010.
   B.S., 2002, University of Massachusetts
   Ph.D., 2006, University of Massachusetts

178. Dr. Roi Docampo Alvarez, Assistant Professor (Lecturer) of Mathematics, effective July 1, 2009 and ending June 30, 2012.
   B.S., 2001, Universidad De Santiago De Com
   M.S., 2003, Universidad De Santiago De Com
   Ph.D., 2009, University of Illinois

179. Dr. Petra H. Huentemeyer, Adjunct Assistant Professor of Physics, effective July 1, 2009 and ending June 30, 2010. This supersedes her appointment as Research Assistant Professor of Physics.

180. Dr. Mathew Joseph, Assistant Professor (Lecturer) of Mathematics, effective July 1, 2009 and ending June 30, 2012.
   B.S., 2002, Indian Statistical Institute
   M.S., 2004, Indian Statistical Institute
   Ph.D., 2009, University of Wisconsin

181. Dr. Joyce Tzychiao Lin, Research Assistant Professor of Mathematics, effective July 1, 2009 and ending June 30, 2012.
   B.A., 2004, University of Virginia
   Ph.D., 2009, University of North Carolina
182. Dr. Feng Liu, Adjunct Professor of Physics, effective April 21, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Associate Professor of Physics and is secondary to his tenured appointment as Professor of Material Sciences and Engineering.

183. Dr. Kai Uwe Martens, Adjunct Associate Professor of Physics, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Research Associate Professor of Physics.

184. Dr. Dane Robert McCamey, Research Assistant Professor of Physics, effective July 1, 2009 and ending June 30, 2010.

B.S., 2002, University of New South Wales
Ph.D., 2007, University of New South Wales

185. Dr. Eric W. Schmidt, Adjunct Associate Professor of Biology, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Adjunct Assistant Professor of Biology and is secondary to his tenured appointment as Associate Professor of Medicinal Chemistry.

186. Dr. Sarthok Kumar Sircar, Research Assistant Professor of Mathematics, effective July 1, 2009 and ending June 30, 2012.

M.S., 2006, Florida State University
Ph.D., 2009, University of South Carolina

187. Dr. Jing Tao, Research Assistant Professor of Mathematics, effective July 1, 2009 and ending June 30, 2012.

B.S., 2001, University of Illinois
M.S., 2005, University of Illinois
Ph.D., 2009, University of Illinois

188. Professor David H. Temme, Professor (Lecturer) of Biology, effective July 1, 2009 and ending June 30, 2010. This supersedes his appointment as Associate Professor (Lecturer) of Biology.

189. Dr. Colin Michael Thacker, Research Assistant Professor of Biology, effective July 1, 2009 and ending June 30, 2010.

B.A., 1984, Bromley College of Technology
Ph.D., 1992, University of Utah
190. Dr. Alexandra Thompson, Research Assistant Professor of Biology, effective March 16, 2009 and ending June 30, 2010.

B.S., 2000, University of Durham  
M.S., 2002, University of Sheffield  
Ph.D., 2005, University of Bradford

191. Dr. Sylvia D. Torti, Research Assistant Professor of Biology, effective March 16, 2009 and ending June 30, 2010.

B.A., 1992, Earlham College  
Ph.D., 1992, University of Utah

SOCIAL & BEHAVIORAL SCIENCE

192. Dr. James F. Alexander, Research Professor of Psychology, effective July 1, 2009 and ending June 30, 2010.

B.A., 1962, Duke University  
M.A., 1964, California State University  
Ph.D., 1967, Michigan State University

193. Dr. Kelly J. Lundberg, Adjunct Associate Professor of Psychology, effective July 1, 2009 and ending June 30, 2010. This is in addition to his appointments as Associate Professor (Clinical) of Psychiatry, Clinical Assistant Professor of Educational Psychology, Adjunct Instructor in Family and Preventive Medicine and Adjunct Assistant Professor of Pharmacology and Toxicology.

194. Dr. Kenneth Lee Petersen, Adjunct Assistant Professor of Geography, effective July 16, 2009 and ending June 30, 2010.

M.A., 1975, Washington State University  
Ph.D., 1981, Washington State University

195. Dr. Keith Renshaw, Adjunct Assistant Professor of Psychology, effective July 1, 2009 and ending June 30, 2010. This is in addition to his appointment as Adjunct Instructor in Family and Preventive Medicine.

SOCIAL WORK

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective April 6, 2009 and ending June 30, 2010.

196. Ms. Alison Barber, M.S.W., 1996, University of Nevada  
197. Ms. Karan Kay Barnes, M.S.W., 2004, University of Utah  
198. Mr. David Steve Burt, M.S.W., 2004, University of Utah
199. Mr. William Mac Duff Butler, M.S.W., 1998, University of Utah
200. Mr. Karl Ryan Fischer, M.S.W., 2003, University of Utah
201. Mr. Eric Ronald Jenkins, M.S.W., 2004, University of Utah
202. Mr. Vard Timothy McGuire, M.S.W., 2006, University of Utah
203. Ms. Christy Newman, M.S.W., 2003, University of Utah
204. Ms. Christine Stam Peasley, M.S.W., 2008, University of Utah
205. Ms. Linda Vezie, M.S.W., 1992, University of Maryland

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective May 8, 2009 and ending June 30, 2010.

206. Ms. Linda Hafen, M.S.W., 1997, University of Utah
207. Ms. Jennie Murdock, M.S.W., 1991, Brigham Young University
208. Ms. Mindy Nance, M.S.W., 2003, University of Utah
209. Mr. Jared David Rees, M.S.W., 2004, University of Nevada
210. Dr. Deborah Kaye Robertson, Ph.D., 2005, University of Utah
211. Ms. Chanelle Toyn, M.S.W., 2003, University of Utah
212. Mr. Tain Walker, M.S.W., 1997, Walla Walla College
213. Mr. Brigham S. Young, M.S.W., 1989, Brigham Young University

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective May 22, 2009 and ending June 30, 2010.

214. Mr. Zachary James Bale, M.S.W., 2007, University of Utah
215. Mr. Holger Johann Ludwig Harrer, M.S.W., 2003, University of Utah
216. Mr. Sean C. Horsley, M.S.W., 1998, Stephen F. Austin State University
217. Mr. Mark M. Jardine, M.S.W., 1988, University of Utah
218. Mr. Jeffrey David Larson, M.S.W., 2000, University of Utah
219. Ms. Kristin Allison Midyett, M.S.W., 2008, University of Utah
220. Ms. Ronica C. Symes, M.S.W., 2006, University of Utah

The following individuals have been recommended for appointment as Clinical Instructor in Social Work effective June 5, 2009 and ending June 30, 2010.

221. Ms. Erika Fontana, M.S.W., 2004, University of Utah
222. Mr. Robert John Hunter, M.S.W., 2003, University of Utah
223. Mr. Claigh H. Jensen, M.S.W., 1983, Brigham Young University
224. Ms. Kate Johnson, M.S.W., 2005, University of Nevada
225. Mr. Joe Tabish, M.S.W., 1991, Portland State University
APPENDIX III

EMERITUS APPOINTMENTS

1. Dr. Arthur D. Broom, Professor Emeritus of Medicinal Chemistry, member of faculty for 42 years, effective June 30, 2009. (See Retirements)

2. Mr. David Hornbeck, Associate Librarian Emeritus of the Marriott Library, member of faculty for 37 years, effective July 1, 2009. (See Retirements)

3. Dr. August L. Jung, Professor Emeritus of Pediatrics, member of faculty for 42 years, effective July 1, 2009. (See Retirements)

4. Dr. Dale G. Renlund, Professor Emeritus of Internal Medicine, member of faculty for 24 years, effective July 7, 2009. (See Retirements)
30 April 2009

A. Lorris Betz
Senior Vice President for Health Sciences
Bldg 550, 5th Floor
Campus

Dear Vice President Betz,

Enclosed is the proposal for the Informatics Graduate Certificate which was approved by the Graduate Council on April 27, 2009. Included in this packet are the proposal and signature page.

Please forward this packet to the President's Office for his signature before being forwarded to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

David S. Chapman
Associate Vice President for Graduate Studies
Dean, The Graduate School
I. Proposal To Expand the Current Biomedical Informatics Graduate Certificate and Rename It as “Informatics Graduate Certificate”

1. Introduction
This is a proposal to: a) expand the existing Biomedical Informatics Graduate Certificate to include Nursing Informatics students, faculty and courses, and b) change the name of the certificate to “Informatics Graduate Certificate” to allow interdisciplinary growth into the future. We propose not limiting this new name to the health sciences because informatics can include a broad range of disciplines beyond health sciences. We choose a broad name to be more inclusive.

2. Need for an Informatics Certificate
Biomedical Informatics (BMI) has an approved BMI certificate listed with the Graduate School. Nursing Informatics (NI) has a “post-master’s” certificate program internal to the College of Nursing. The NI program would like to have a certificate program through the Graduate School and have the certificate available to any post-baccalaureate student. Moreover, the current BMI certificate is listed as interdisciplinary; however, the program description explicitly states that BMI courses must make up 12 of the 15 required hours, which would exclude students from taking NI courses, and that students must be admitted to the BMI program in the School of Medicine rather than coming through other departments or colleges. Other programs such as the College of Nursing would possibly lose tuition reimbursement revenues and student credits if nursing students enrolled in the BMI Certificate Program versus an NI program. Rather than create a separate certificate for NI, we propose expanding the existing BMI certificate from Biomedical to an interdisciplinary Informatics certificate to incorporate nursing and other informatics students. We propose renaming the program as “Informatics Graduate Certificate.”

Having an interdisciplinary informatics certificate is both efficient and effective. The Biomedical Informatics (BMI) Department in the School of Medicine and the Nursing Informatics (NI) program in the College of Nursing collaborate in several areas now. Currently, four Nursing and Biomedical Informatics courses are co-taught by instructors in the two programs and cross-listed in the separate schools. The BMI and NI faculty share geographical space and participate on joint research grants. The core competencies of informatics are essentially the same between the specialties, who have more in common than they do differences. Having separate certificate programs, as is now the case, makes little sense organizationally. Last, an interdisciplinary certificate would allow students to have interdisciplinary experiences during classes and it would be consistent with the way informatics is practiced in health settings.
National initiatives such as the National Health Information Infrastructure and President Bush's 2004 mandate for every American to have an electronic medical record within the next 10 years have dramatically increased awareness of the need for informatics practitioners. There is an urgent need for professionals trained in informatics. The American Medical Informatics Association (AMIA) launched a "10 x 10 program" that is intended to train 10,000 new professionals by the year 2010. The increasing demand for informatics practitioners on the national level is echoed by local employers including Intermountain Health Care (IHC), the University of Utah Health Sciences Center, the Veterans Administration, and vendors such as TheraDoc, 3M Health Information Systems, Associated Regional and University Pathologists (ARUP), General Electric Medical, and Myriad Genetics. These companies have expressed support of a graduate certificate in addition to the academic degrees currently offered. The new certificate program will be a key part of our plans toward implementing national initiatives for increasing the number of trained informatics professionals.

The need for a certificate program is also apparent from interactions with potential and existing students in both NI and BMI. The BMI department typically receives 3 to 4 times as many highly qualified applications for the masters and doctoral degree programs than can be accommodated in those programs. Many of the requests are from students who are looking for a career in applied informatics rather than a research career. These students already have a degree in a related field such as computer science, business, public health, or a clinical area (e.g., medicine, nursing, pharmacy) and desire formal training as a supplement to their primary degree to enhance their capabilities and productivity. Nursing Informatics has similar needs. A market exists for BS-prepared workers who would like formal preparation in the field but they typically work full-time and do not wish to complete a complete graduate degree.

The Graduate Certificate in Informatics is designed to provide students with a set of competencies in the aspects of informatics that will enable them to be successful in their careers. The program is flexible so that students can participate in the courses that would be most valuable for their career paths. The design enables students to take advantage of their existing academic background and to fill gaps in areas where they have less experience. The certificate program would allow the two programs to increase the number of students who are trained generally in Informatics.

The need for a certificate program is also illustrated by the number of previous students who have completed their course work and then received job offers before finishing their research dissertation or thesis. Many of these individuals are now employed and productive in the field, indicating that a graduate certificate could lead to a cadre of skilled and productive professionals who have the necessary competencies for meeting the interdisciplinary challenges of Biomedical Informatics.

Multiple requests are received each week for distance education in informatics. The Graduate Certificate in Informatics plans to offer coursework in a distance learning format, supplemented
with in-person sessions. This will open access to informatics coursework to people in rural areas and areas outside of Salt Lake City.

Similar programs at the University of Utah in disciplines such as Business and Public Administration have demonstrated that a graduate certificate in these high-demand areas is desired by working professionals. Similar programs in informatics at other universities include programs at Oregon Health and Science University, Ohio State University, Stanford, and Pittsburgh. The success of these programs indicates that a graduate certificate in Informatics at the University of Utah would be in demand.

**Educational objectives**

The graduate certificate program in Informatics is an opportunity for students (most of whom bring expertise from related disciplines) to develop a basic understanding of how health information systems are developed, implemented, studied and modified. The certificate program allows students to gain a broad background in the core issues, as well as more specialized knowledge in the sub-domains, such as bioinformatics, public Informatics, clinical information systems and medical imaging. Individual programs of study allow for further specialization and development of knowledge in related fields. The table below illustrates some possible courses of study for a range of students:

<table>
<thead>
<tr>
<th>Informatics emphasis area</th>
<th>Major areas of concern</th>
<th>Student background</th>
<th>Additional areas of study for individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical information systems</td>
<td>Standards and terminologies; evidence-based medicine; patient data representation, storage and retrieval, decision support technologies; order entry systems; implementation, integration, testing and training.</td>
<td>Health care professional (MD, RN, PharmD, etc.)</td>
<td>Application design; databases; research methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hospital administration</td>
<td>Research methods; operations and quality management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer science</td>
<td>Human factors engineering; principles of health care including terminology and delivery; statistics</td>
</tr>
<tr>
<td>Public Informatics</td>
<td>Standards and terminologies; syndromic surveillance; patient registries; immunization records</td>
<td>Public health (MPH, etc.)</td>
<td>Computer science, database technology and data mining</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer science</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>Bioinformatics</td>
<td>Analysis of genetic and protein sequences, genetic epidemiology,</td>
<td>Molecular biology</td>
<td>Statistics; computer science and database technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical genetics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer science or mathematics</td>
<td>Fundamental genetics and molecular biology; computational biology; statistics; database technology;</td>
</tr>
<tr>
<td>Medical imaging</td>
<td>Image interpretation;</td>
<td>Radiology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer science</td>
<td>Human anatomy</td>
</tr>
</tbody>
</table>

**Impact on Existing Programs**

The Certificate Program will become an integral part of the BMI and College of Nursing’s teaching and research programs. Our goal is to have the certificate program students attend the
existing courses whenever possible. We may need to add additional courses over time based on assessments of the unique needs of the certificate students. The Health Sciences Education Building on the health sciences campus of the University provides ample classrooms with size and facilities to teach larger classes and to use new teaching technologies to help in distance learning and interactive remote teaching. Graduate Teaching Assistants can assist with the major courses taught by the faculty. As a result, the faculty load of grading additional papers and exams resulting from the new Certificate Students will be reduced.

A major faculty and student activity for achieving a Master of Science (MS) or a Doctor of Philosophy degree (PhD) is carrying out an innovative research project. These original research projects are intensive and complex. Execution of such research projects is not part of the Certificate need. As a consequence, we should be able to accommodate these new Certificate students rapidly and easily.

**B. Certificate Program Admissions and Acceptance Criteria**

Applicants must satisfy University of Utah requirements for admission to graduate school. Those requirements include a Bachelor’s Degree and 3.0 grade point average or better in their undergraduate work. They must also have completed a programming class or have equivalent experience.

For the informatics certificate, we plan to use existing admission processes within the respective programs; however, applications will be reviewed by a joint admissions committee across the programs. Using existing admissions processes would avoid the cost of creating an entirely new process just for certificate students. If NI and BMI ever combine their programs into an interdisciplinary program, new admission processes would need to be developed for all degrees.

**II. Courses**

Fifteen hours of course credits is the minimum needed for a certificate. The curriculum for the Graduate Certificate in Informatics consists of a required introductory course to Informatics (3 credits) such as BMI 6010, 6030, 6700 or NURS 6810, required seminar (Spring and Fall semesters of “Graduate Seminar”) (total of 2 Credits), and the remainder as electives. Students may select courses to meet their learning objectives. Depending on the student’s prior background (e.g. clinical vs. computer science), the elective courses can be chosen from any of the standard courses offered by Nursing or Biomedical Informatics, or other appropriate departments such as Psychology, Computer Science or the Eccles School of Business. A faculty advisor will be assigned to each student to guide them in selecting courses that best meet their needs. Courses outside BMI and NI must be approved by the advisor to be counted toward the certificate award.

Although all of the existing courses offered in the two programs will be available to certificate students, the research courses are likely to be less appropriate. Standard course prerequisite requirements will be followed as with degree-seeking students. We have adapted many of the BMI and NI courses to accommodate distance learning opportunities, and we expect to adapt
more of our courses over the next few years to accommodate this teaching mode and further improve access to our classes.

Sample Course Offerings:

**BMI 5750 Medicine for Engineers and Scientists** *(3 Credits, Spring Semester)*
Introductory survey of clinical medicine, intended for students without prior clinical training or experience. The course introduces basic vocabulary, anatomy, physiology and pathology for selected organ systems. Use of medical records methods of clinical data collection and decision making, and medical education are covered. Students are also exposed to the medical environment through tours of clinical settings.

**BMI 6010/NURS 6810 Foundations of Clinical Informatics** *(3 Credits)*
Provides an overview of the basic concepts of Informatics. The course includes an introduction to health information systems, systems development, databases, data representation, data acquisition and presentation, human-computer interaction, communication and networking, quality improvement, physiologic models, and medical imaging. The emphasis in this course is on concepts and theoretical underpinnings for specialty practice in clinical informatics. Infrastructures for healthcare information systems are analyzed. Informatics issues impacting healthcare decisions are explored. This course will be a combined, co-taught and cross-listed course beginning in Fall 2009.

**BMI 6030 Foundations of Bioinformatics** *(1.5 Credits, Fall Semester)*
This course includes an introduction to fundamental concepts in bioinformatics and will introduce students to the data that is being managed, databases where this data resides, knowledge bases which are used to associate concepts with each other, and tools of analysis of this data. The course will have a short introduction to terminology and concepts, although it is strongly recommended that students will have had an introduction to molecular biology and genetics concepts in their undergraduate coursework. This course serves as the first course for students who wish to take more advanced courses in these topics. (Required for all biomedical informatics graduate students).

**BMI 6105 Statistics for Biomedical Informatics** *(3 Credits)*
This course covers a range of statistical methods from classical hypothesis testing to more modern computational methods. The emphasis is on application and practice rather than extensive theoretical derivations. Simulation is used to illustrate properties of distributions, tests and methods. Students are expected to have access to a personal computer and the "R" environment for statistics and computation.

**BMI 6220 MI Vocabulary & Standards** *(3 Credits)*
Principles of database management systems as applied to medical care. Tools for representation of information in the electronic medical record. Standards applicable to medical information systems for communication, development, and validation of systems.

**6240 Imaging Informatics** *(1 Credit, Prerequisite: BMI 6010)*
A course focusing on imaging systems, in reference to the fields of imaging informatics. The
course will explore radiology modalities, image processing techniques, Picture Archiving and Communication Systems (PACS), Radiology Information Systems (RIS), Speech Recognition (SR) use in radiology, and imaging system integration issues.

**BMI 6300 Medical Decision-Making or NURS 6802 Decision Support Systems**  
(3 credits, Prerequisite: 6010 or Nurs6810). Co-taught, Cross-listed course.  
Quantitative and symbolic approaches to medical decision-making. Statistical methods (discriminate functions, Bayes theorem), decision analysis, utility theory, artificial intelligence and expert systems. Survey of operational decision-making systems; strengths and weaknesses of a group of approaches. Expert system techniques used in medical decision-making. Conceptual framework for computer-based medical decision-making. Student works with an expert in a medical discipline to conceive and develop an operational expert system.

**BMI 6420 Advanced Biomedical Computing** *(2 Credits)*  
This course presents a survey of advanced techniques for computational science and their application to biomedical problems. The computational techniques presented will include: parallel, distributed and Grid computing. New emerging techniques will be incorporated to the course as appropriate. The course will review all the aspects of these techniques efficiency, portability, scalability, extensibility, security, etc. and provide both hands-on experience and conceptual frameworks to apply advanced computing techniques to problems of interest to the students enrolled in the class.

**NURS/BMI/IS 6666 Project Management in Health Informatics**  
Project management (PM) methods and skills are critical for the success of projects in complex organizations such as healthcare. This interdisciplinary course will prepare students to use formal, state-of-the-art project management techniques in health informatics projects. Course content includes: Project initiation, planning, implementation and project termination. Issues related to project leadership, human resources, budgeting, and scheduling are discussed while risk identification and risk mitigation tactics are stressed. Case discussions highlight the state-of-the-art for project management practices as applied to health informatics in contemporary environments. Project management software is used throughout the course to hone students’ skills. This course satisfies the educational requirement for students to be eligible to take the Project Management Institute (PMI) certification examinations.

**BMI 6700 Public Health Informatics** *(2 Credits)*  
Public Informatics is an emerging interdisciplinary field focusing on the use of information technology in public health practice, research, and education. This course provides an introduction to the field through exposure to core concepts of public health and epidemiology and examination of national and local public Informatics initiatives. Students will become familiar with informatics problems in the public health domain by evaluating existing surveillance systems and examining the breadth of existing information management systems.

**BMI/NURS 6804 Successful Implementation of Systems in Healthcare Settings** *(3 Credits)*  
This course addresses the planning, implementation and outcomes of information systems in health care settings. Concepts related to the whole systems life cycle are applied. National and international informatics trends are analyzed. Project management techniques including risk
mitigation are woven throughout the course. Electronic Health Record architecture, Information Technology processes, and major implementation issues are defined, evaluated and applied. Approaches for maintaining health information systems and evaluating the outcomes of such systems are analyzed.

**BMI/NURS 6820 Human-Systems Interactions in Healthcare Informatics (3 credits)**
Prerequisite: Instructor's consent.
Students will be exposed to a range of topics about humans, systems of varying kinds and levels and their interactions within healthcare contexts. Models, theories and methods pertinent to human-systems interactions frame the course. Quasi-experimental research designs and human-systems system research methods are woven throughout the course. Cognitive psychology aspects of individuals are learned, including cognition, errors in decision-making and perception. Human-computer interaction principles are outlined, concentrating on user-centered design, interface design principles and usability testing. Ergonomics and device engineering concepts are reviewed. Sociological aspects of organizations are applied to healthcare informatics to include sociotechnical systems, motivations and team interactions for optimal decision-making and work design.

**NURS 6803 Clinical Database Design (3) Prerequisite: Programming course, NURS 6800 and consent of instructor.**
Development and maintenance of clinical databases or application in solving clinical problems. Design methods, database structures, indexing, data dictionaries, retrieval languages, and data security are presented.

**BMI 6950 Special Topics (1-4 Credits, by arrangement)**
Special projects and clinical internships announced or arranged by the Department.

**NURS 6075 Independent Study, (1-3 credits, by arrangement)**
In depth study of a topic or project with an individual faculty member.

**BMI 7000 Graduate Seminar (1 Credit, Fall and Spring Semesters)**
Weekly research presentations by University faculty, visiting faculty, and graduate students.

**Assessment**

The value of the certificate program will be assessed by:
- Student course evaluations
- Exit interviews
- Contact/survey of alumni one or more years following graduation
- Survey of employers of former students to assess whether the educational program is meeting the needs of the employer

A committee will be formed that will be responsible for assessing the program. The committee will consist of five members: the faculty coordinator, two other faculty members appointed by NI and BMI, and two current students. Course evaluations will be performed for each course, and at least half of the students will be interviewed as they exit the program. Surveys of
employers and former students will be conducted every two years after the program start date. The assessment committee has the responsibility for conducting the assessments, receiving evaluations from the advisory committee (described below), and recommending improvements to the department’s curriculum committee. The curriculum committees from each school will consider the recommendations of the assessment committee and advise the department chair on needed changes in faculty assignments, course content, course timing, and in any other areas as appropriate.

1. Faculty

Current and future faculty members in the Departments of Biomedical Informatics and Nursing Informatics will teach the certificate program courses. The faculty members most likely to be involved are: Denise Beaudoin, Bruce E. Bray, Scott Evans, Julio Facelli, Joseph W. Hales, Peter J. Haug, John F. Hurdle, Stanley M. Huff, Joyce A. Mitchell, Scott Narus, Mollie Poynton, Kathy Sward, Dean K. Sorenson, Catherine Staes, Nancy Staggers, and Charlene R. Weir.

2. Coordinators

Co-coordinators of the Informatics Certificate Program will be Scott Narus for BMI and Nancy Staggers for NI. The coordinator responsibility will be rotated among interested faculty as appropriate in BMI, and the NI program director will serve as the coordinator from the College of Nursing.

3. Advisory Committee

We will form an advisory committee with two representatives from each of four areas: industry, government, informatics faculty, and external faculty. The advisory committee will be convened by the chair and will meet at least annually to assess the needs and value of the program. The advisory committee provides its input to the assessment committee described above.

4. Budget

The College of Nursing and Department of Biomedical Informatics are primed to expand the program to Informatics. A contributing strength is that both Informatics Programs are housed in the new Health Sciences Education Building, which is equipped with distance learning technology and adequate space to accommodate larger classes. It will not be difficult to absorb the initial students into the existing classes. Faculty can be assigned TAs to help handle the additional work of larger classes. The cost of providing TAs to our instructors will be kept at a minimum by using degree-seeking students supported on BMI’s National Library of Medicine (NLM) training grant and existing TA funding mechanisms in the College of Nursing. The programs plan to accept up to 8 certificate-seeking students in Fall 2009, 10 in Fall 2010 and 15 in Fall 2011. As the program expands to a national draw, we will adjust course delivery to be a blend of asynchronous and distance education.
10.4.1. Signature Page to Accompany Proposals Providing Board Notification. This signature page, with all appropriate signatures included, must be attached to proposals submitted for Board notification.

Institution Submitting Proposal:

College, School of Division affected: College of Nursing, School of Medicine

Department(s) or Area(s) affected: Nursing Informatics Program (CoN), Department of Biomedical Informatics (SoM)

Change Description: Expand the existing Biomedical Informatics Certificate Program to an interdisciplinary informatics certificate program and change the name to “Informatics Graduate Certificate”

Proposed Beginning Date: Fall Semester, 2009

Institutional Signatures (as appropriate):

[Signatures]

Program Director (NI, CoN)

Program Director (BMI Certificate Program)

Dean or Division Chair (CoN)

Dean of Division Chair (BMI/SoM)

Dean of the Graduate School

Chief Academic Officer

President

Date
April 22, 2009

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: Chuck Wight  
Chair, Undergraduate Council

RE: Minor in Health

At its meeting of Tuesday, April 21, 2009, the Undergraduate Council voted unanimously to approve a proposal from the Department of Health Promotion and Education for a new Minor in Health. A copy of the proposal, with supporting letters, is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.

Cc: Patricia Eisenman, College of Health  
Glenn Richardson, Department of Health Promotion and Education
Signature Page

Institution Submitting Proposal: University of Utah
College, School or Division affected: College of Health
Department(s) or Area(s) affected: Department of Health Promotion and Education
Change Description: Creation of an Undergraduate Minor in Health
Proposed Beginning Date: Fall 2009

Institutional Signatures (as appropriate):

Glenn Richardson, Department Chair – Health Promotion and Education

James E. Graves, Dean College of Health

Chief Academic Officer

President

Date April 28, 2009
Program Request for a Minor in Health

Submitted by:

Department of Health Promotion and Education

College of Health

University of Utah

April 6, 2009
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Section I

Sponsoring Department:

The Department of Health Promotion and Education, College of Health

Departmental Mission:

The mission of the Department of Health Promotion and Education is to discover, refine and facilitate the practical application of strategies that can assist individuals, communities, and societies in adopting and maintaining healthy actions. The goal of Health Promotion and Education is to improve the health status of people, to reduce health disparities, and to improve overall quality of life.

The faculty is committed to the integration of teaching, research and service into an inclusive process of planning, implementing, and evaluating successful health education policies, environments and practices.

Current Health Promotion and Education Program at the University of Utah

The University of Utah currently offers an undergraduate major in Health Promotion and Education, as well as a graduate program (M.S. and Ph.D.). The department also offers a teaching minor in health, for students pursuing a teaching major in other disciplines.

Section II

The Request

This proposal requests to establish an Undergraduate Minor in Health offered by the Department of Health Promotion and Education. The proposed Minor in Health will offer undergraduate students content in the areas of public health, positive behavior change and healthy lifestyles. It is designed for students entering into careers other than health promotion and education, who wish to have formally-recognized educational preparation in health. The Minor in Health would be a valuable minor for students interested in careers in health care (i.e. medicine, physical therapy, occupational therapy, and physicians assistants.) In addition, the Minor in Health would serve as an ideal complement to existing B.S. programs in Exercise Sports Science, Parks, Recreation and Tourism, Family and Consumer Studies, Psychology, Anthropology, Sociology, Political Science, and Communication. This proposed Minor in Health would take advantage of faculty and coursework infrastructure already in place to meet the needs of students interested in health.

Program Necessity

With the rapid changes in health care today, there is an ever-increasing need for professionals in many fields to understand the importance and role of prevention as a strategy to improve health in communities, schools, and workplaces. The Minor in Health would meet the needs
of students interested in health from a personal, consumer perspective, as well as students who wish to pursue careers in other health-related careers, including medicine, nursing, occupational therapy, physical therapy, physician assistant, dentistry, nutritional sciences, public health, mental health counseling and rehabilitation counseling. There is no other comparable Minor offered through the University of Utah.

The Minor in Health will make students conversant in issues in health promotion, primary prevention strategies, health terminology, health care, social and political issues, disability awareness, ethics, and future trends in health and health care. The nature of the Minor in Health allows flexibility to choose a number of health topics that are most applicable to the students’ anticipated future professional endeavors.

Labor Market Demand

By providing a Minor in Health, the University of Utah would be offering students an additional identifiable skill set that may make them more attractive to employers. Health-related professions are currently in demand, and are projected to remain in demand through 2020 (National Labor Statistics, 2004). We believe that students preparing for a wide variety of careers would benefit from the general health content provided by this proposed minor. Among those careers possibly benefiting from a minor in health would be athletic trainers, personal trainers, social workers, allied health professionals, coaches, physicians, dentists, substance abuse and behavioral disorder counselors, mental health and substance abuse social workers, and long-term care providers. The Minor in Health would also prepare students to become well-informed consumers of health, or to prepare them with health content for graduate school.

Student Demand

A major impetus for this proposal is the level of student interest in this content area. The Department of Health Promotion and Education offers a wide range of undergraduate courses covering topics ranging from healthy lifestyles, stress management, human sexuality, substance use and abuse, health service administration, first aid and emergency care, and eating disorders and body image. For the last five years there has been a strong and consistent interest and participation in these courses by non-majors. Many of these students have expressed a desire to take more health related classes, and to be able to have them formally recognized as a minor. These comments have been made to several faculty, adjunct instructors, the academic advisors as well as to administrative personnel. By offering a Minor in Health, we can reward students with formal recognition on their college transcript for health-specific content courses apart from their chosen major field.

Benefits

The University of Utah will benefit by offering a Minor in Health because it responds to the needs of our undergraduate student population. When students have options such as this open to them, they will be more likely to integrate health content in their chosen professions.
Consistency with the Institutional Mission

The proposed Minor in Health will help the University fulfill its mission to disseminate knowledge through teaching by providing high quality academic, professional and applied learning opportunities in a critical area of study to professionals in allied fields and to individuals wishing to ensure their health and the health of their families and communities.

Section III

Requirements for the minor

To obtain an undergraduate Minor in Health, a student must complete at least 18 hours of approved course work, consisting of the following required and recommended elective courses. All courses taken to fulfill the requirement of the minor must be passed with at least a C- grade, with a minimum GPA of 2.0 over all courses in the minor. The credit/no credit option may not be elected for any course used to fulfill the degree requirements for a Minor in Health. The course requirements for the proposed Minor in Health are presented below:

Requirements for the Minor in Health: 18 credits

Required Core Courses:

HEDU 1010 (Healthy Lifestyles) 3 cr.
HEDU 3050 (Community Health Issues) 3 cr.

Elective Courses: select 4 courses from the following:

HEDU 1950 (First Aid and Emergency Care) 4 cr.
HEDU 3000 (Human Sexuality) 3 cr.
HEDU 3160 (Stress Management) 3 cr.
HEDU 3190 (Death and Dying) 3 cr.
HEDU 3020 (Patient Education) 3 cr.
HEDU 3290 (Living with Chronic Disease) 3 cr.
HEDU 3350 (Eating Disorders and Body Image) 3 cr.
HEDU 3400 (Health Concerns of Women) 3 cr.
HEDU 3700 (Environmental Health) 3 cr.
HEDU 4180 (Prevention Practices in Health Promotion) 3 cr.
HEDU 4350 (Personal Resiliency) 3 cr.
HEDU 5370 (Health and Optimal Aging) 3 cr.

Total: 18 cr.

Course descriptions can be found in Appendix A.
Justification for Number of Credits

A minimum of 18 credit hours allows for two required core courses and at least four electives, ensuring exposure to a wide variety of health-related content. The number of credits is comparable to the number of hours required by other minors offered at the University of Utah and other minors in health-related areas other universities (see Appendix B).

Similar Programs

Many universities offer a minor in health or a closely-related content area. Such minors can be found in a majority of large universities. A comparison of our proposed Minor in Health to other established minors around the state of Utah and the country indicates similarity in core requirements and acceptable diversity in elective choices compared to other programs (see Appendix B). This comparison indicates that our proposed Minor in Health is based on core community health promotion and education concepts and topics that are recognized and accepted around the country.

External Review and Accreditation

No professional accreditation is required for this minor, and no external review would need to be conducted. The primary goal of this minor is to provide students with an understanding of the fundamentals of health promotion and education. It is not intended to prepare students for employment as a professional health educator. Students wishing to pursue a career as a certified health educator need to complete the B.S. Degree in Health Promotion and Education, Community Health track, and pass the Certified Health Education Specialist exam conducted by the National Commission for Health Education Credentialing.

Projected Enrollment

Based on the number of non-majors taking courses offered by the Health Promotion and Education department, the projected enrollment in the Minor in Health is expected to be approximately 20 students for the first year, increasing to approximately 30 students by the third year as awareness of the Minor increase across the campus.

Impact on other University of Utah Programs

We expect that students taking the proposed minor would primarily be those non-majors already interested in, and taking, our current class offerings. Students choosing to complete the Minor in Health would likely be taking an additional three to four courses over what they would take based on their interest. As we anticipate attracting a relatively modest number of students from a variety of majors, the impact on any single existing program would likely be minimal. This is a unique minor and does not overlap with other existing minors.
Expansion of Existing Program

Implementing the Minor in Health will not require any expansion of the existing programs and will not require the development of any additional courses.

Faculty

No additional faculty will be required; current faculty, materials and facilities can absorb the additional student load.

Staff

No additional staff will be required; current staff can meet the needs of the additional student load.

Library

The University of Utah’s Marriott Library currently has all of the materials required to implement the proposed minor.

Other Learning Resources

No additional learning resources are required to support this minor.

Finances and Budget

No additional resources are required, either as new funding or reallocation of existing budgets. Courses required for the Minor in Health are currently offered and in place.

Expected Standards of Performance and Continued Quality Improvement

At the time of graduation, students will have basic knowledge of health content, acquired skills to become better consumers of health by disseminating health information and health services, and will have skills to promote health and wellness in various settings (community, corporate, clinical, and non-profit and educational settings). An overall GPA of 2.0 or higher in all required core and elective courses, and a minimum acceptable grade of C-, will assure that basic knowledge in these areas has been gained and achieved.

At the end of each semester, student course evaluations will be analyzed in order to make adjustments to course content and instruction.
Appendix A: Course Descriptions for Core and Elective Courses for the Minor in Health

1010 Healthy Lifestyles (3)
Exploration of mental, physical, spiritual, emotional, and social health issues, including personal maximizing potential in needed areas.

3050 Community Health Issues (3) Fulfills Social/Behavioral Science Exploration.
Major public-health problems, their causes, and resources for dealing with them. Students will look at the social and political implications of public-health issues.

1950 First Aid and Emergency Care (4)
Advanced first aid skills that are applicable to accidents, injuries and illnesses seen commonly at home, work, recreation or while traveling. CPR is included. Certificates in advanced level first aid and adult, child, and infant CPR are awarded upon successful completion of this course. Basic first aid is not required to enroll in this class.

3000 Human Sexuality (3)

3160 Stress Management (3)
Exploration of the biopsychospiritual nature of stress, the healthy and unhealthy effects of stress in life, and exploration of strategies to manage and grow through stress.

3190 Death and Dying (3)
Introduction to death and dying. Philosophical, legal, religious, moral, and social issues. Strategies related to personal growth and awareness.

3020 Patient Education (3)
This course teaches Health Educators to effectively provide patient education and health promotion programs in clinical settings including hospital, clinic and home care. The role Health Educators play in the health care system will be discussed as well as various formats for patient education.

3290 Living with Chronic Diseases (3)
Introduction to prevalent chronic diseases and how the patient, caregiver, family and friends deal with challenges that accompany living with a chronic disease.

3350 Understanding Eating Disorders and Body Image (3)
Insight into the underlying biological, psychoemotional, and social causes of eating disorders and body image concerns.
3400 Health Concerns of Women (3)
Social-political analysis of women's health care. Women's roles as providers, consumers, patients, and clients. Tools for surviving in a predominately patriarchal system. Exploration of biological and psychological systems.

3700 Environmental Health (3)
Overview of the many facets of environmental health problems, issues, and programs. Field trips are taken to various program sites.

4180 Prevention: Substance Abuse and Violence (3) Prevention theory and application with an emphasis on alcohol, tobacco, and other drugs and violence. Implications for treatment will be discussed.

4350 Personal and Interdependent Resiliency (3)
Exploration of concepts and skills that lead to personal and interdependent resiliency including couples, families, corporations, and communities. Experientially based for personal application and skill development for self understanding, resilient paradigms, directioning, and adaptation.

5300 Diversity and Health (3) Fulfills Communication/Writing and Diversity.
This course is designed to explore and acquire knowledge concerning topics related to the social, psychological, historical, and contemporary health of those whose lives are different from the majority.

5370 Health and Optimal Aging (3) Cross listed as GERON 5370.
Meets with GERON 6370. Central issues involved in promoting healthful behavior and quality of life among older adults are explored and bring together the influences and contributions of theory, research, and practice as applied in gerontological health promotion and wellness. Content includes health promotion and wellness programming, the theoretical foundations of behavior change, lifelong learning and development, and relevant research findings pertaining to the health and well-being of older adults.
Appendix B: Course Requirements for minors in health at other Universities

**Utah State University, Logan, UT**

*Public Minor in Health: 20 credit hours required*

**Required Core Courses:**
- BIOL 1610-Biology I (4 credits)
- BIOL 1620-Biology II (4 credits)

**Elective Courses—select 12 upper division credit hours from the following:**
- HEP 3000-Drugs and Human Behavior (3 credits)
- HEP 3900-Social Marketing in Health Education (3 credits)
- HEP 4200-Planning and Evaluation for Health Education (3 credits)
- HEP 5300-Grant Proposal Writing (3 credits)
- PUBH 3120-Family and Community Health (3 credits)
- PUBH 4000-Public Health Field Experience (3 credits)
- PUBH 4030-Communicable Disease Control (3 credits)
- PUBH 4040-Fundamentals of Epidemiology (3 credits)
- PUBH 5000-Public Health Seminar (1 credit)
- PUBH 5500-Public Health Management (2 credits)

**Weber State University, Ogden, UT**

*Health Promotion Minor: 22 credit hours required*

**Required Core Courses:**
- H'LTH 3000- Foundations of Health Promotion (3 credits)
- H'LTH 3050-School Health Program (3 credits)
  and/or H'LTH 3150-Community Health Agencies and Services (3 credits)
- H'LTH 4150-Needs Assessment & Planning Health Promotion Programs (4 credits)

**Elective Courses—Select 9 credit hours from the following:**
- H'LTH LS 1020-Foundations in Nutrition (3 credits)
- H'LTH 1110-Stress Management (3 credits)
- H'LTH 1300-First Aid: Responding to Emergencies (2 credits)
- H'LTH 2220-Prenatal & Infant Nutrition (2 credits)
- H'LTH 2400-Art of Emotional Wellness (3 credits)
- H'LTH 2420-Childhood & Adolescent Nutrition (2 credits)
- H'LTH 2700-Consumer Health (3 credits)
- H'LTH 3320-Health & Nutrition in the Older Adult (3 credits)
- H'LTH 3400-Substance Abuse prevention (3 credits)
- H'LTH DV 3420-Multicultural Health and Nutrition (3 credits)
- H'LTH 3500-Human Sexuality (3 credits)
HLTH 4220—Women’s Health Issues (3 credits)
HLTH 4250—Contemporary Health Issues/Adolescents (2 credits)
HLTH 4300—Health Education in the Elementary Schools (2 credits)
HLTH 4920—Short Courses, Workshops (1-4 credits)
HLTH 4860—Field Experience (2-6 credits)
HLTH 2890/4890—Cooperative Work Experience (1-6 credits)
HLTH 4800—Individual Projects (1-3 credits)
HAS 3000—The Health Care System (3 credits)
HAS 3020—Health Care Marketing (3 credits)
HAS 3150—Community Health Agencies & Services (3 credits)
HAS DV 3190—Cultural Diversity in Patient Education (3 credits)
HIM SI 3200—Epidemiology & Health Care Stats (3 credits)

**Eastern Illinois University, Charleston, IL**

**Community Minor in Health, 21 credit hours**

**Required Core Courses:**
- HST 2000—Principles of Human Health (3 credits)
- HST 2250—Professions in School & Community Health (3 credits)
- HST 2270—Community Health (3 credits)
- HST 3700—Community Health Behavior Methods (3 credits)
- HST 3750—Health Care Delivery Systems (3 credits)

**Elective Courses** Select 9 credits from the following:
- HST 1120—Basic CPR, (1 credit)
- HST 2320—First Aid and Emergency Care (3 credits)
- HST 2600—International Health Issues (3 credits)
- HST 2900—Human Diseases (3 credits)
- HST 3196—Public Health Statistics and Data Analysis (3 credits)
- HST 3199—Microcomputers and Health Applications (3 credits)
- HST 3200—School Health (3 credits)
- HST 3300—Principles of Accident Prevention (2 credits)
- HST 3350—Industrial Safety (2 credits)
- HST 3500—Human Sexuality (3 credits)
- HST 3765—Principles of Epidemiology (3 credits)
- HST 4250—Planning Health Programs (3 credits)
- HST 4741—Independent Study (3 credits)
- HST 4800—Drugs and Society (3 credits)
- HST 4810—Community Resources and Chemical Dependency (3 credits)
- HST 4820—DUI: Legal Issues (2 credits)
- HST 4890—Health and Aging (3 credits)
Indiana State University, Terre Haute, Indiana
Community Minor in Health, 18 credit hours
Required Core Courses:
- HLTH 111-Personal Health Science and Wellness (3 credits)
- HLTH 221-Community Health Concepts (3 credits)
- HLTH 392-Educational Methods for Health and Safety (3 credits)

Elective Courses Select 9 credits from the following:
- HLTH 210-Principles of Environmental Health (3 credits)
- HLTH 212-Introduction to Industrial Health and Safety (3 credits)
- HLTH 340-Health Biostatistics (3 credits)
- HLTH 341-Community Health Research Methods (3 credits)
- HLTH 360-Epidemiology (3 credits)
- HLTH 393-Cooperative Practice (2 credits)
- HLTH 401-Substance Abuse Education (3 credits)
- HLTH 401-Mental Health and Stress Education (3 credits)
- HLTH 403-Communicable and Chronic Diseases, and AIDS (3 credits)
- HLTH 406-Human Sexuality Education (3 credits)
- HLTH 424-Health Promotion Planning (3 credits)
- HLTH 428-Health Program Evaluation (3 credits)
April 2, 2009

Undergraduate Council
University of Utah

To Whom It May Concern:

I am writing to encourage your support and approval of the proposed Minor in Health, presented by the Department of Health Promotion and Education.

As Dean of the College of Health at the University of Utah, I believe I can provide some insight as to the value of providing a minor in health. First, the College of Health’s mission is, “To promote health and enhance quality of life through the discovery, application, and dissemination of information on health promotion, risk reduction, disease prevention, fitness, nutrition, recreation, and rehabilitation processes for a changing society.” I believe that by providing students an opportunity to become educated in the promotion of health, risk reduction, and disease prevention, our students will be informed consumers, as well as healthier individuals. Students seeking education in health are often those who want to develop and lead a healthier lifestyle.

Secondly, I believe that some of the students electing a health minor will go on to become professionals in a health-related field. To have knowledge in risk reduction, disease prevention, and health promotion will empower these students to educate those they are assisting in making healthier life choices. Students with an academic health minor, in turn, may also make healthier life choices for themselves and their families.

I am in full support of this proposal and request that you grant this request. Thank you for your service and support on this committee.

Sincerely,

[Signature]

James Graves PhD
Dean, College of Health
University of Utah

Office of the Dean
250 S. 1850 E. Rm 200
Salt Lake City, Utah 84112-0930
Phone (801) 581-8879
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LEAD INSTITUTION OF THE

National Center for Voice and Speech

Application for Center or Institute Status
March 5, 2009

Submitted by

Ingo R. Titze, PhD
Director, National Center for Voice and Speech

Clough Shelton, MD
Chief, Division of Otolaryngology/Head and Neck Surgery
Department of Surgery

Bruce Smith, PhD
Chair, Department of Communication Sciences and Disorders

Robert Walzel, DMA
Director, School of Music

Gage Williams, MFA
Chair, Department of Theatre

Neil J. Vickers, PhD
Chair, Department of Biology
Request

A. History

The National Center for Voice and Speech (NCVS) is a well-established entity that has served the nation as a major resource for almost twenty years. It was conceived as a “center without walls” and formally organized in 1990 with the assistance of a large grant from the National Institute on Deafness and Other Communication Disorders. The funding was obtained in response to a request for applications for National Multi-Purpose Research and Training Centers. The NCVS was organized on the premise that a consortium of institutions is better able to acquire and maintain resources to fulfill the global mission of voice awareness than a single organization. NCVS members, although geographically separate, were linked by a common desire to understand and promote the best use of human voice and speech. The initial consortium was a group of about 30 professionals from the University of Iowa, the University of Wisconsin, The Denver Center for the Performing Arts, and the University of Utah. The University of Iowa served as the lead institution, followed later by The Denver Center for the Performing Arts from 2000 to the present. With the death of Dr. Steven Gray in 2002, the University of Utah became disengaged as a consortium partner.

B. Objective

The objective is not only to re-engage the University of Utah, but to move the headquarters of the NCVS to Utah so that the State of Utah can become the focal point of the nation for advocacy in effective voice and speech use. The interest in public speaking and singing is extraordinary in Utah and human resources are unmatched along the Wasatch Front, both for research and for dissemination of information to the public.

C. Mission of the NCVS

- To maintain national leadership in research on the human voice and to broaden the scope to include animal vocal communication
- To provide information about effective and healthy voice and speech use to the general public
- To address major occupational risk concerns in human vocalization at a national and local level; to this end, to sponsor, promote, and conduct conferences, workshops, and seminars that introduce new paradigms and new disciplines to the field; to develop OSHA standards for voice use
- To train vocologists, those who specialize in voice habilitation (from the ranks of speech pathologists, singing teachers, acting coaches, and speech trainers)
- To assist in recruiting and training graduate students and post-doctoral fellows for research careers in voice and speech, thereby ensuring future continuity and viability of solving voice and speech problems.
III. Need

There is a great need to understand the full capability of the human voice and to protect it from disease and failure due to excessive use. There is also a need to understand vocal communication among animals and to relate this understanding, in an evolutionary sense, to primal sounds made by humans. Approximately 25% of the workforce in the United States uses their voice as a primary tool of trade (e.g., teachers, emergency dispatchers, ministers, agents, broadcasters, counselors, telephone workers, courtroom lawyers, singers, actors, and public speakers). If their voice fails or is significantly compromised, jobs and recreational activities are at risk. Many voice professionals fatigue their voice daily because they speak too long, too loud, or inefficiently.

Protection of hearing in the work place, home, and community environments has had the benefit of national campaigns, much research, and setting of occupational standards. Hearing centers all over the country have participated in this outreach. In contrast, protection of voicing, or the ability to vocalize, has not been a major campaign issue. People mostly accept their voice for what it is, not knowing that proper care and advice can be obtained. Much vocal abuse is experienced while talking in noisy restaurants, subways, airplanes, cocktail parties, ballgames, and other events. While an acute vocal load may be manageable by those who speak little in their occupation, it is of major concern to those 25% of the workforce who are already near vocal capacity in their occupation.

Aside from The Voice Foundation, a small private entity in Philadelphia, The National Center for Voice and Speech is the only organization that conducts formal outreach on a national scale. But it needs to grow in its scope.

More cutting-edge research is needed, standards need to be set, print and broadcast media need to be engaged in a campaign, more workshops need to be conducted, and more vocologists need to be trained. This expansion should originate from the State of Utah because its people are heavily engaged in vocal activities (speaking and singing in homes, churches, and communities) and many educators continue to show a great passion for teaching effective oral communication (see support letter from Utah professionals at multiple institutions).

IV. Institutional Impact

The major institutional impact (from inviting the NCVS central office to the University of Utah) is an immediate national visibility. In addition there will be a greater cooperation among voice professionals on campus. Voice is a small part of many departments, including speech communication and disorders (College of Health), otolaryngology (College of Medicine) music and theatre (College of Fine Arts), mechanical and biomedical engineering (College of Engineering), acoustics and biology (College of Science).
A. Departmental Interaction in Research and Improved Teaching

National and international visibility (and impact) cannot easily emanate from the individual departments mentioned above. A collective, long-lasting vision is needed, as well as many collaborators in diverse areas of science, medicine, engineering and the performing arts. The Director of the NCVS, Dr. Titze, has worked in all of these disciplines and can bring about such cooperation. There is little doubt that the high-profile NCVS will help attract students and faculty to the University in theatre arts, music, speech pathology, otolaryngology, biology, and engineering.

The following is a list of voice professionals at the University of Utah who will benefit from participation in the NCVS and how they are likely to be engaged:

1. Division of Otolaryngology, Department of Surgery, College of Medicine
   - Clough Shelton, MD, Professor and Chief
   - Marshall Smith, MD, Associate Professor
   - Cara Sauder, MA, Speech Pathologist
   Research on voice and hearing disorders, including tissue engineering that will lead to improved surgical techniques

2. Department of Communication Sciences and Disorders, College of Health
   - Bruce Smith, Ph.D., Professor, Department Chair
   - Nelson Roy, Ph.D., Associate Professor
   - Kristine Tanner, Ph.D., Adjunct Assistant Professor
   Research on assessment of voice and speech disorders, including voice therapy and instrumentation for voice and speech analysis

3. School of Music, College of Fine Arts
   - Robert Walzel, DMA, Director, School of Music
   - Robert Breault, DMA, Professor, Director of Opera
   - Julie Wright Costa, DMA, Professor, Voice Chair
   - Carol Ann Allred, DMA, Adjunct Assistant Professor, Voice
   - Kirsten Gunlogsan, MM, Assistant Professor, voice
   - Mary Ann Dresher, MM, Adjunct Assistant Professor, voice
   - David Power, DMA, Professor, Associate Director, School of Music
   Development of firm scientific underpinnings for vocal pedagogy and setting up paradigms for testing various methods of teaching different singing styles

4. Department of Theatre, College of Fine Arts
   - Gage Williams, MFA, Professor, Theatre Department Chair
   - Sandra Shotwell, MFA, Professor of theatre
   - Sarah Shippobotham, Post Graduate Diploma, Head of Actor Training Program
   Development of scientific underpinnings for teaching theatre voice, including various voice qualities, dialects, and high effort production (calling, shouting, and screaming)
5. Biology Department, College of Science
   • Franz Goller, Ph.D., Associate Professor
   • Tobias Riede, Ph.D., Post Doctoral Fellow
Comprehensive research on the acoustics and biomechanics of bird, reptile, and mammal vocalization, especially from an evolutionary perspective that leads to an understanding of vocalization for survival and natural selection

6. Medicinal Chemistry, College of Pharmacy
   • Glenn Prestwich, Ph.D., Presidential Professor of Chemistry
Research on the development of materials that can be used for injection or implantation in human vocal folds and ears

B. Organization and Governance

The organization of the NCVS is small and simple in its basic structure (see chart on following page), but includes many professionals as Research Associates, Guest Lecturers in vocology training, Event Coordinators, and developers for special exhibits. Students and volunteers will be maximally engaged.

University of Utah Senior Administration. The senior vice presidents, and specifically the Vice President of Research, will oversee the operation of the NCVS. He will receive regular reports from the Director of the NCVS, and from the Deputy Director in the absence of the Director.

Director of the NCVS. The Director of the NCVS, with the advice from the Senior Administration, the University of Utah Advisory Board, and the State and National Advisory Board, will make all of the executive decisions relating to the vision, goals, and operations of the NCVS. He is assisted by the Deputy Director, who may act on instruction from the Director. Dr. Ingo R. Titze, Ph.D. currently serves as director (20% FTE) and Dr. Eric J. Hunter, Ph.D. currently serves as deputy director (10% FTE)

University of Utah Advisory Board. The University of Utah Advisory Board will consist of voice and speech academicians from the departments of otolaryngology, music, communication sciences and disorders, biology, bioengineering, and theatre. This board will serve to foster coherence, solidarity, communication, and broader visions for voice-related professions on campus.

State and National Advisory Board. The State and National Advisory Board of the NCVS will be constituted two-thirds from the State of Utah and one-third from other states in the nation. Their role will be advocacy, identification of fund-raising opportunities, and larger-scale strategic planning for voice awareness, professional care, and entrepreneurship in voice and speech technology.
Publicist. The publicist will direct the campaign for healthy voice use and public awareness of voice and speech in human and animal communication. This campaign will include local and national media, popular versions of arts and science writing, brochures and flyers for cultural events, and internet postings (including our www.ncvs.org website). This person (100% FTE) needs to be hired.

Events and Development Director. The Events and Development Director will coordinate the Summer Vocology Institute, the voice workshops conducted throughout the State of Utah, and World Voice Day and its related open houses. He/she will also program exhibits for museums, performing arts centers, and other cultural venues, spearhead fundraising such as an annual gala event, and organize national and international voice conferences. Coordination for fundraising will be with the University of Utah Director of Development. This person (100% FTE) needs to be hired.

Chief Research Scientist. The chief research scientist oversees all scientific collaborations, grant writing, and peer-reviewed publications associated with the NCVS. He also conducts his personal research. The responsibilities for collaboration across multiple institutions (within and out of the State) may require significant travel and off-site work. Dr. Titze currently serves in this position (80% FTE) and will continue his service.

Associate Research Scientist. The associate research scientist assists with scientific collaborations, grant writing, and peer-reviewed publications associated with the NCVS. He will also conduct his personal research. Dr. Hunter currently serves in this position (90% FTE) and will continue his service.

Administrative Assistant. The administrative assistant is responsible for correspondence, appointments, telephone and internet communications, and all other inter-office and intra-office management. Kent Montgomery currently serves in this position (50% FTE) and will continue.

Institutional and Cross-Institutional Consortium Partners. We plan to engage about 30 scientists, clinicians, and voice trainers as our core members; we will join forces in writing grants, developing exhibits, and training vocologists. Most of the members will reside in institutions along the Wasatch Front, but about $1/3$ will be from institutions outside of Utah (e.g., Iowa, Wisconsin, MIT, Arizona).

C. Facilities and Equipment Needed

The NCVS central office will require about 5,000 square feet of space. We are currently exploring options at Research Park and downtown Salt Lake City. This space will consist of a visitor-friendly reception area with NCVS signage and displays, an executive office suite, a conference room, offices for several researchers, a publicist, a developer, and guest scientists and student. There will also be 2 – 3 laboratories for those who serve double-duty in administration and research.
Much of the research will be conducted in already existing laboratories in various departments on campus, including otolaryngology, communication sciences and disorders, and biology. Other research will be contracted to institutions outside of Utah.

No capital equipment is requested. The NCVS will bring its equipment from the present site in Denver.

IV. Broader Impact

A. Relation to Salt Lake City Cultural and Entrepreneurial Development

The major impact on Salt Lake City and surrounding communities will be the improvement of professional and recreational voice use. A secondary impact will be the enlightenment of patrons of the performing arts and museums about the science and medical care behind vocal production. We plan to prepare written material, exhibits, and audio/video products for:

1. The Utah Opera
2. The Utah Symphony and Chorus
3. The Pioneer Theatre
4. The Leonardo
5. The Public Library
6. Kingsbury Hall
7. The newly planned Broadway-style theatre
8. the Mormon Tabernacle Choir

In the long-range, we would be pleased to help promote a downtown professional office building called the “Performing Arts Science and Medicine” building. It would house professionals for hand, foot, back, and voice care for all the performing arts. Dr. Titze has discussed this vision with Mayor Ralph Becker and has found a high level of enthusiasm for it.

B. Relation to Institutions and Private Enterprise Throughout the State of Utah

1. Voice Workshops

For the benefit of professional in Utah who use their voice in daily business, we plan to hold 12 voice workshops per year for groups such as:

1. Public School Teachers
2. Broadcasters
3. Telephone Workers
4. Choral Conductors, singers and singing teachers
5. Courtroom lawyers
6. Emergency Voice Users (dispatchers, traffic controllers)
7. Lawmakers

These workshops will be conducted by NCVS trained vocologists. Registration fees will cover the costs of space and teaching honoraria.
2. Cross-Institutional Collaborations

Another major impact on the State of Utah will be to combine research and outreach efforts across major institutions in Utah. We have ongoing relationships (or have made personal contacts with the following:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Names</th>
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<tbody>
<tr>
<td>Brigham Young University</td>
<td>Scott Thomson, Ph.D. mechanical engineering</td>
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<tr>
<td></td>
<td>Christopher Dromey, Ph.D. voice/speech clinician</td>
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<td></td>
<td>Arden Hopkin, DMA, singing teacher</td>
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<tr>
<td>Utah State University</td>
<td>Cindy Dewey, DMA, singing teacher</td>
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<td></td>
<td>Craig Jessop, DMA, choral conductor</td>
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<td></td>
<td>Michael Ballam, DMA, opera director</td>
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<td></td>
<td>Cory Evans, DMA, choral conductor</td>
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<td></td>
<td>Lynn Jemison-Keisker, DMA, opera director</td>
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<tr>
<td>Utah Valley State University</td>
<td>Serena Kanig Benish, singing teacher</td>
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<td></td>
<td>Connie Jensen, choral conductor</td>
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<tr>
<td>Weber State University</td>
<td>Mark Henderson, DMA, choral conductor</td>
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<tr>
<td>Southern Utah University</td>
<td>Carol Ann Modesitt, singing teacher, opera director</td>
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<td></td>
<td>Lawrence Johnson, singing teacher</td>
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<tr>
<td>Dixie State College of Utah</td>
<td>Robert Briggs, DMA, singing teacher</td>
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<tr>
<td></td>
<td>Kent Peterson, DMA, choral conductor</td>
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<tr>
<td>Westminster College of Utah</td>
<td>Chris Quinn, DMA, choral conductor</td>
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3. Yearly World Voice Day

We intend to hold a yearly event called “World Voice Day.” We expect that the Governor of Utah will make a formal declaration of this day and that major exhibits, fund raising, local media coverage, and open houses will be scheduled to celebrate the significance and beauty of human and animal vocal communication.

C. Relation to Institutions Across the Nation

Because we are a national center, outreach to the nation for effective and healthy voice use will be conducted in the following way:
1. Consortium Institutions

We have long-standing formal and informal relationships with faculty and scientific personnel at the following institutions:

**University of Iowa**
- Sarah Klemuk, Ph.D., speech science
- Fariborz Alipour, Ph.D., speech science
- Xiaoying Lu, Ph.D., speech science
- Harry Hoffman, M.D., otolaryngology
- Michael Karnell, Ph.D., otolaryngology
- Julie Ostrem, MBA, public relations
- Ann Fennell, MA, CCC-SLP, vocologist

**University of Wisconsin**
- Susan Thibeault, Ph.D., voice science
- Diane Bless, Ph.D., voice science
- Charles Ford, M.D., otolaryngology
- Seth Dailey, M.D., otolaryngology
- Nathan Wellham, Ph.D., speech science
- Jack Jiang, Ph.D., voice science

**University of Arizona**
- Brad Story, Ph.D., speech science
- Julie Barkmeier, Ph.D., speech science

These institutions are among the national leaders in the area of voice and speech research and dissemination.

2. Print and Broadcast Media

- PBS, BBC, NPR documentaries
- Smithsonian Magazine
- Scientific American
- The New Scientist
- The Voice and Speech Trainer’s Journal
- The Journal of Singing

We have a 20-year history of television, radio, and print media coverage. As an example, see the attached Scientific American article entitled “The Human Instrument.”

3. Vocology Training

The Summer Vocology Institute is a well established training program for voice professionals. Four graduate level courses are currently offered by the University of Iowa off-site. The institute can be conducted in Utah or any other state. Dr. Titze and Dr. Hunter are regular teaching faculty, along with several high-profile guest instructors from around the nation. If the University of Utah wishes to formalize the curriculum and offer faculty support through various departments, the credits can be offered by the University of Utah.
V. Finances

As a start-up support for the first five years, we respectfully request that our outreach mission be funded by return of F & A (indirect) costs on federal grants that we will bring to the University. Given the current economic situation, we are aware that State appropriation and University Development resources from gifts and endowments are unavailable to us. We therefore request that we can operate entirely on F & A (indirect) overhead recoveries until our own development can replace some of this return.

A. Research Funding

The research mission of the NCVS will be financed entirely by external grants. The current portfolio of NIH funding for two principal investigators (Ingo Titze and Eric Hunter) is about $600,000 in direct grants and subcontract per year, extending over five years. Several new proposals are being written with Utah collaborators. We hope to bring the total to about $1 million per year for the next five year period.

B. Outreach Funding

The central office of the NCVS will require the following personnel:

1. 20% FTE Executive Director
2. 100% FTE Events and Development Director
3. 100% FTE Publicist
4. 50% FTE Administrative Assistant
5. 10% FTE Deputy Director

It is expected that in the first five years, all of the salary components of these individuals (about $240,000 per year) will be paid from the administrative portion of the F & A (indirect) recovery on research grants. In future years, as private contributions, endowments, and corporate support mechanisms are explored by the Development Director, it is expected that the administrative support from F & A grant recoveries will be at par with other centers and institutes.

Considerable savings can be realized by delaying our space acquisition by 6 months to a year. Some of our research is currently in the data analysis phase, for which mainly computer work and paper work is required. We could work from temporary spaces for a while. If we could “bank” the facilities portion of the F & A return, a faster progress toward sustainability could be achieved.

Another source of savings is that Dr. Titze has reduced his administrative salary portion to only 20% FTE because he can maintain a one-semester part-time appointment at the
University of Iowa, the primary consortium site. Some administrative duties can be conducted from there at no expense to the University of Utah.

VI. Signatures

Program/Administrative Unit Title: National Center for Voice and Speech

_______________________________________________________________

Proposed Beginning Date: July 1, 2009

Institutional Signatures (as appropriate):

_______________________________________________________________

Dean, School of Medicine                      Dean, College of Fine Arts

_______________________________________________________________

Dean, College of Health                        Dean, College of Science

_______________________________________________________________

Senior Vice President for Health Sciences     Vice President for Research

_______________________________________________________________

Senior Vice President for Academic Affairs

_______________________________________________________________

Date

See the following pages for signatures
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Dean, College of Science

Vice President for Research

05/03/09

Date
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Dean, School of Medicine

Dean, College of Health

Senior Vice President for Health Sciences

Vice President for Research

Senior Vice President for Academic Affairs

Date
April 22, 2009

TO: David Pershing
    Senior Vice President for Academic Affairs

FR: Chuck Wight
    Chair, Undergraduate Council

RE: Emphases Areas for Undergraduate Art Majors

At its meeting of Tuesday, April 21, 2009, the Undergraduate Council voted unanimously to approve a proposal from the Department of Art and Art History to have emphasis areas listed on students' transcripts. A copy of the proposal, with a supporting letter from the Dean of Fine Arts, is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their information.

Cc: Elizabeth Peterson, Department of Art and Art History
MEMORANDUM

TO: John Francis
Associate Vice President
Undergraduate Studies
Sill Center
CAMPUS

FROM: Raymond Tymas-Jones
Associate Vice President for the Arts
Dean, College of Fine Arts

DATE: March 24, 2009

RE: Petition from the Departments of Art & Art History

I am pleased to give my full support to the petition of the Department of Art and Art History to have the emphasis area of the art BFA student listed on the transcript. The department offers multiple focus areas in the discipline of studio art, and these emphases have both fine art and applied art outcomes. In light of the diversity of concept, intention and delivery of art programs in higher education, reviewers, such as potential employers or graduate admissions committees, would value the clarity that comes form identifying the studio art emphasis. This is especially important for areas such as graphic design, photograph, and printmaking where course titles are sometimes ambiguous. The transcripting of emphasis areas will provide the best documentation of the student’s education and background in studio art.
Department of Art and Art History Proposal

Transcribing of Emphasis Areas

The Department of Art and Art History proposes the following emphasis areas be entered on BFA Art transcripts:

BFA Art:
Ceramics
Graphic Design
Painting and Drawing
Photography/Digital Imaging
Printmaking
Sculpture/Intermedia

1. **Emphasis is a coherent area of focus**: The first step for each studio art degree is the establishment of a solid foundation called First Year Studio where students learn basic principles of art. The first year is comprised of 2d drawing and 3d design. The focus of these classes gives students the opportunity to explore principles of art and design which helps them be successful in their chosen emphasis area. Students are given the opportunity to learn how to see, analyze and communicate their ideas. Towards the end of first year, students choose a coherent area or emphasis where they learn to be professionals in that area after rigorous studio and art history course work. Within each emphasis is considerable diversity. First Year Studio is 18 hours and emphasis areas range from 57 to 64 hours. After three years of 3000 and 4000 level classes, students are prepared to be practicing artists in the fields of ceramics, graphic design, painting and drawing, photography, printmaking, or sculpture. The core courses in each area are vital to advanced research in traditional and contemporary methods of art. Through guided studio exercises, assignments, and individual and group critiques, students develop their artistic vision, technical abilities, and visual art vocabulary. Through taking a set of core emphasis classes in a specific area, students develop a sense of purpose where personal expression and professional growth can result in solid portfolio development for a specific career choice.

2. **Clarifying emphasis on transcript**: Listing emphasis areas on transcripts would bring clarity to the area of study. When students apply to graduate school or for employment it would make it easier to determine in which professional area the candidate has more expertise. This would make it more convenient for the school or place of employment to determine the focus area rather than guessing by reviewing each transcript.

3. **Letter from Dean** (see attached)
Graphic Design Emphasis

<table>
<thead>
<tr>
<th>FIRST YEAR STUDIO PROGRAM</th>
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<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Studio 2-D</td>
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<td>Art 2350 (4)</td>
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<td>Art 2400 (2)</td>
<td></td>
</tr>
<tr>
<td>Total credit hours per semester</td>
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<td>8</td>
</tr>
<tr>
<td>Art History 2500, Intro History of Art (3)</td>
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</tr>
</tbody>
</table>

NOTE: Prior to applying for the Graphic Design program during spring semester, students must have a basic knowledge in Adobe Illustrator, Adobe In-Design and Adobe Photoshop, either on the Mac or IBM Platform when presenting work for portfolio review. Submit at least one example from each program that exhibits a basic knowledge of the software. Options for learning include: work on programs at home, at the Marriott Library, enroll in Art 3700 Digital Imaging or FA 2000 Computers and the Arts or an AOCE class.

<table>
<thead>
<tr>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Studio/ AH 2500</td>
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</tbody>
</table>

2ND YEAR

| Art 3130 F or S | Drawing I | 4 |
| Art 3600 Spring | History of Graphic Design | 3 |
| (must take 3600 second or third year) |
| Art 3610 Fall | Visual Communication I | 4 |
| Art 3620 Spring | Visual Communication II | 4 |
| Art 3630 Fall | Digital Studio I | 3 |
| Art 3640 Spring | Design Process I | 4 |

3RD YEAR

| Art 3650 Fall | 3rd Year Graphic Problems I | 4 |
| Art 3660 Spring | 3rd Year Graphic Problems II | 4 |
| Art 3670 Spring | Digital Studio II | 4 |
| Art 3680 Fall | Typography I | 3 |

4TH YEAR

| Art 4650 Fall | 4th Year Graphic Problems I | 4 |
| Art 4660 Spring | 4th Year Graphic Problems II | 4 |
| Art 4670 Fall | 4th Year Design Production | 2 |
| Art 4690 Spring | Graphic Design Portfolio | 4 |
| Art 4830 F, S or Su | Graphic Design Internship | 3 |

BFA REQUIREMENTS: 75
GEN ED/BACHELOR'S DEGREE REQUIREMENTS: 33
ELECTIVES (additional art and/or general): 14

TOTAL HOURS REQUIRED FOR GRADUATION: 122

REVISED 07/08
Ceramics Emphasis

<table>
<thead>
<tr>
<th>FIRST YEAR STUDIO PROGRAM (prereq for upper-division studio classes)</th>
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</tbody>
</table>

Credit Hours: 21

2nd YEAR

(Prerequisite-First Year Studio Program)
- Art 3200 Spring(eoy) History of Ceramics 3
- Art 3210 Fall Handbuild Ceramics I 4
- Art 3211 Spring Handbuild Ceramics II 4
- Art 3220 Fall Wheelthrown Pottery I 4
- Art 3221 Spring Wheelthrown Pottery II 4

3rd YEAR

(Prerequisite-Handbuild I & II, Wheelthrown I & II)
- Art 3230 Fall Low-Fire Ceramics 4
- Art 3240 Spring(eoy) Plaster Mold-Making 4
- Art 3250 Fall Intermediate Ceramics 4
- Art 3260 Spring Ceramic Surfaces 4
- Art 3270 Spring Glaze Calculation 4

4th YEAR

(Prerequisite-all 3000 level ceramic requirements)
- Art 4250 Spring Ceramic Issues 4
- Art 4260 Fall Advanced Ceramics 4

ADDITIONAL STUDIO: (three out of the following five classes)
- Art History 3000 or 4000 level class (3)
- Art 3410 Spring Sculpture Problems I (4)
- Art 3420 Fall Figure Sculpture I (4)
- Art 3430 Spring Woodshop Techniques (3)
- Art 3710 F Photo Studies I (4)

(eoy) - Taught every other year

BFA REQUIREMENTS: 78
GEN ED/BACHELOR'S DEGREE REQUIREMENTS: 33
ELECTIVES (additional art and/or general): 12

TOTAL HOURS REQUIRED FOR GRADUATION: 122

REVISED 7/08
Painting and Drawing Emphasis

<table>
<thead>
<tr>
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<th>Fall Semester</th>
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</tr>
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<tbody>
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<td>Art 2400 (2)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>First Year Studio/ AH 2500</th>
<th>21</th>
</tr>
</thead>
</table>

**2ND YEAR**

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Art 3110 F or S</td>
<td>Painting I</td>
<td>4</td>
</tr>
<tr>
<td>Art 3120 F or S</td>
<td>Figure Structure</td>
<td>4</td>
</tr>
<tr>
<td>Art 3130 F or S</td>
<td>Drawing I</td>
<td>4</td>
</tr>
<tr>
<td>3000-4000 level</td>
<td>Art History</td>
<td>3</td>
</tr>
<tr>
<td>*see below</td>
<td>Printmaking</td>
<td></td>
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<tr>
<td><strong>or</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 3420 F</td>
<td>Figure Sculpture I</td>
<td>4</td>
</tr>
</tbody>
</table>

**3RD YEAR**

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<table>
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<tbody>
<tr>
<td>Art 3150 F or S</td>
<td>Figure Painting</td>
<td>4</td>
</tr>
<tr>
<td>Art 3160 Spring</td>
<td>New Media Painting</td>
<td></td>
</tr>
<tr>
<td><strong>or</strong></td>
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<td></td>
</tr>
<tr>
<td>Art 3180 Fall</td>
<td>Drawing Installation</td>
<td>4</td>
</tr>
<tr>
<td>Art 4120 F or S</td>
<td>Life Drawing</td>
<td>4</td>
</tr>
<tr>
<td>*see below</td>
<td>Printmaking</td>
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**4TH YEAR**

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<tbody>
<tr>
<td>Art 4170 F or S</td>
<td>Adv Figure Painting</td>
<td>4</td>
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<tr>
<td>Art 4150 F or S</td>
<td>Adv Life Drawing</td>
<td>4</td>
</tr>
<tr>
<td>Art 4110 <strong>or</strong> 4140 F or S</td>
<td>Drawing II or Adv Drawing</td>
<td>4</td>
</tr>
<tr>
<td>Art 4130 <strong>or</strong> 4160 F or S</td>
<td>Painting II or Adv Painting</td>
<td>4</td>
</tr>
<tr>
<td>Art 4180 Fall</td>
<td>Special Topics: Murals</td>
<td>4</td>
</tr>
<tr>
<td><strong>or</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 4980 Spring</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*Printmaking:  Choose from:  3310, 3320, 3330, 3340, 3351, 3360

**Optional:**  Art 3800 Study Abroad may replace one upper division art history requirement or Drawing I

F - Fall Semester/S - Spring Semester

BFA REQUIREMENTS  

GEN ED/BACHELOR'S DEGREE REQUIREMENTS  

ELECTIVES (additional art and/or general)  

**TOTAL HOURS REQUIRED FOR GRADUATION**  

122

Revised 03/09


**Photography/Digital Imaging Emphasis**

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**First Year Studio/AH 2500**

**2ND YEAR**
- AH 3600 Fall: History of Photography 3
- Art 3710 F or S: Photo Studies I 4
- Art 3720 F or S: Photo Studies II 4
- Fall or Spring: *Allied class 4

**3RD YEAR**
- Art 3700 Fall: Digital Imaging for Visual Artists 4
- Art 3730 F or S: Photographic Studio 4
- Art 4710 F or S: Advanced Photo Studies 4
- Art 4740 Spring: Electronic Darkroom (prereq 3700) 4
- 3000-4000 level: Art History (1 class) 3

**4TH YEAR**
- Art 4710 F or S: Advanced Photo Studies 4
- Art 4710 F or S: Advanced Photo Studies 4
- Art 4720 F or S: Color Photography 4
- Art 4730 Fall: Alternative Photography 4
- Art 4730 Spring: Alternative Photography 4

*Allied class: (choose one)

- Printmaking Class
- Film Production I (Film 3710)
- Handbuild Ceramics or Wheelthrown Pottery
- Figure Sculpture
- 3000 level drawing class

Optional: Art 3800 Study Abroad may replace one upper division art history requirement

**F-Fall Semester/S-Spring Semester**

**BFA REQUIREMENTS**
- GEN ED/BACHELOR'S DEGREE REQUIREMENTS 33
- ELECTIVES (additional art and/or general) 14

**TOTAL HOURS REQUIRED FOR GRADUATION** 122

*REVISED 07/08*
## Printmaking Emphasis

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### 2ND YEAR

<table>
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<th>Art 3120 F or S</th>
<th>Figure Structure</th>
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<tr>
<td>Art 3310 F or S</td>
<td>Relief I</td>
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<tr>
<td>Art 3320 Fall</td>
<td>Lithography I</td>
</tr>
<tr>
<td>Art 3330 Spring</td>
<td>Screenprint I</td>
</tr>
<tr>
<td>Art 3340 F or S</td>
<td>Intaglio I</td>
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<tr>
<td>Art 3351 Spring</td>
<td>Mixed Media I</td>
</tr>
<tr>
<td>Art 3360 Fall</td>
<td>Letterpress</td>
</tr>
<tr>
<td>Art 3700 Fall</td>
<td>Digital Imaging for Visual Artists</td>
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<tr>
<td>Art 3710 F or S</td>
<td>Photo Studies I</td>
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### 3RD YEAR/4TH YEAR

<table>
<thead>
<tr>
<th>Art 4110 F or S</th>
<th>Drawing II</th>
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<tbody>
<tr>
<td>Art 4360 F or S</td>
<td>Advanced Printmaking I (take twice)</td>
</tr>
<tr>
<td>Art 4365 F or S</td>
<td>Advanced Print II (take three times)</td>
</tr>
</tbody>
</table>

(letterpress is not part of the advanced classes. If interested in advanced letterpress enroll in Art 4370.)

### TWO UPPER DIVISION ART HISTORY COURSES

Optional: Art 3800 Study Abroad may replace one upper division art history requirement

### BFA REQUIREMENTS

| GEN ED/BAEHELOR’S DEGREE REQUIREMENTS | 79 |
| ELECTIVES (additional art, print, and/or general) | 33 |

### TOTAL HOURS REQUIRED FOR GRADUATION

122

REVISED 07/08
# Sculpture/Intermedia Emphasis

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<tr>
<td>First Year Visual Language</td>
<td>Art 2400 (2)</td>
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</tr>
<tr>
<td>Total credit hours per semester</td>
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<td>8</td>
</tr>
<tr>
<td>Art History 2500, Intro History of Art (3)</td>
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<table>
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<tr>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>First Year Studio/ AH 2500</td>
</tr>
<tr>
<td>21</td>
</tr>
</tbody>
</table>

2ND YEAR

| Art 3400 F  | 3-D Techniques                              |
| Art 3410 S  | Sculpture Problems I                       |
| Art 3430 S (eoy) | Woodshop Techniques         |
| Art 3440 S  | Small Metals                                |
| Art 3450 F (eoy) | Sculpture Processes         |

3RD YEAR

| Art 4410 F  | Sculpture Problems II                      |
| Art 4450 S (eoy) | Sculpture Intermedia              |
| Art 4455 F (eoy) | Kinetic Sculptures                    |
| Art 4470 F (eoy) | Interm Digital Imaging & Video         |

4TH YEAR

| Art 4460 S (eoy) | Intermedia Env/Installation               |
| Art 4465 F      | Sculpture Problems III                    |
| Art 3490 or     | Sculpture Special Topics                  |
| Art 4475 S      | Advanced Sculpture Intermedia             |

(4450 is a prereq for 4475)

One upper division art history class
+ one class from the following history options:
  - Dance - 4711 (also fulfills CW requirement)
  - Theatre - 3730, 3735 (also fulfills CW requirement)
  - Film - 3310, 3320
  - Art History - 3000-4000 level class
  - Art 3800 Study Abroad

F- Fall Semester  S-Spring Semester EOY - Every other year

BFA REQUIREMENTS

<table>
<thead>
<tr>
<th>GEN ED/BACHELOR'S DEGREE REQUIREMENTS</th>
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<tbody>
<tr>
<td>33</td>
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ELECTIVES (additional art and/or general)

<table>
<thead>
<tr>
<th>TOTAL HOURS REQUIRED FOR GRADUATION</th>
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NON-DISCRIMINATION POLICY – ADDITION OF GENDER IDENTITY AND GENDER EXPRESSION

Policies addressing non-discrimination span multiple areas at the University, including but not limited to Human Resources, Student Affairs, Academic Affairs, and Health Sciences. We hereby propose an amendment to the six provisions in policy (attached) where the university’s commitment to non-discrimination is formally stated in two Human Resources policies (5-102 and 5-106), the Faculty Code (6-316) and the Consolidated Hearing Committee policy (6-002), the Student Code (6-400), and the Undergraduate Admissions policy (6-404). The proposal is to add “gender identity/expression” to the existing list of protected classifications of university employees, students, and applicants.

Definitions: Simplistically stated, gender identity is a person's internal sense of his or her own gender while gender expression is a person's outward display of gender characteristics. The Human Rights Campaign Foundation defines gender identity as a person’s innate, deeply felt psychological identification as male or female, which may or may not correspond to the person’s body or assigned sex at birth, as listed on a person’s birth certificate, and gender expression as all external characteristics and behaviors that are socially defined as either masculine or feminine, such as dress, mannerisms, physical characteristics and speech patterns.

“Transgender” is the umbrella term for a person whose gender identity or gender presentation falls outside of the stereotypical gender norms. These definitions differ from “sexual orientation,” which “refers to an individual’s physical and emotional attraction to the same and/or opposite gender. Unlike sexual orientation, which refers to who we love (or are attracted to), gender identity refers to who we are.” (Hudson & Johnson, 2006).

Rationale: The U.S. Supreme Court’s watershed decision In Price Waterhouse v. Hopkins (1989) resulted in the expansion of the definition of “sex” under Title VII to include socially expected gender stereotypes. A female in senior management was denied partnership because her employer felt that she should “walk more femininely, talk more femininely, dress more femininely, wear make-up, her hair styled, and wear jewelry.” This case, as do subsequent cases,
illustrates the potential for discrimination against people whose behavior is perceived as outside the gender stereotypic norm.

Under this ruling, the Office of Equal Opportunity and Affirmative Action has considered gender identity/expression as being covered by current policy under "gender discrimination" for many years. However, without listing gender identity/expression specifically in policy, the vast majority of the campus community is unlikely to be aware of this. In addition, including these terms in policy also makes an important and public statement about the University's commitment to addressing allegations of discrimination based on gender identity/expression. Benefits of feeling valued and safe at work include increased job satisfaction and performance, higher employee morale, lower turnover, and mitigating the risk of a lawsuit (Human Rights Campaign Foundation, 2004). As an institution committed to creating and maintaining a supportive, safe and inclusive environment for our students and employees, policies that protect our entire community from discrimination based on real or perceived differences are critical.

**Non-discrimination policies at Universities and Colleges:** Inclusion of the terms “gender identity” and “gender expression” in the policies and student codes for institutions of higher education is an increasing trend, with the majority of these additions occurring since 2005. As of April 2009, 267 colleges and universities have non-discrimination policies that include gender identity/expression. In some cases, both terms are included and in others, the term gender identity is defined to include gender expression.

When these terms are combined in policy, “gender identity” is defined as “an individual’s actual or perceived gender, including an individual’s self-image, appearance, expression, or behavior, whether or not that self-image, appearance, expression, or behavior is different from that traditionally associated with the individual’s sex at birth as being either female or male (University of Arizona Non-discrimination and Anti-Harassment Policy) or “the gender-related identity, appearance, or mannerisms or other gender-related characteristics of an individual, with or without regard to the individual’s designated sex at birth” (Employment Non-Discrimination Act, Section 3(a)(6)).

Some states have passed transgender inclusive non-discrimination policies or their courts have interpreted existing non-discrimination laws as covering transgendered people. For example, the University of Minnesota states that, following state law, it includes protection of transgender people under "sexual orientation." Public institutions in states with such laws that have not iterated these non-discrimination clauses in their policies since they are bound by state law include Washington, Colorado and New Jersey. Other institutions, located in states where similar laws have passed, such as California, Illinois, Iowa, New Mexico, Maine, Oregon, Rhode Island, Vermont, and Washington, have opted to include language in their institutional non-discrimination statement as well.

Below are a list of large public research institutions which have inclusive non-discrimination policies, the year enacted in parentheses and the language used. A complete list can be found at [http://www.transgenderlaw.org/college](http://www.transgenderlaw.org/college)

**Arizona State University (2004):** gender identity
New Mexico State University (2006): gender identity
Ohio State University (2004): gender identity or expression
Oregon State University (2005): gender identity or expression
University of Arizona (2004): gender identity
University of California (2004): gender identity
University of Iowa (1996): gender identity
University of North Carolina-CH (2008): gender identity or gender expression
University of Oregon (2005): gender identity, gender expression
University of Texas at Austin (2008): gender identity and gender expression
University of Wisconsin System (2005): gender identity or expression

References


Effective date: These changes to each of the six Policies are proposed to take effect July 1, 2009.

Attachments. Attachments follow, showing specific proposed changes for each of the six affected University Policies, which are:
- Policy 5-102. Proposed revision 8.
- Policy 5-106. Proposed revision 8.
- Policy 6-316. Proposed revision 9.
V. Policy 5-102: Staff Employment Policy  
Revision 8. Effective date July 1, 2009.

I. Purpose
To outline the university's policy for employing noninstructional personnel.

II. References
- Policy 5-105, Employment of Relatives
- Policy 5-106, Equal Opportunity and Nondiscrimination Employment
- Policy 5-108, Transfer of Staff Members
- Policy 5-401, Staff Compensation

III. Definitions
Salaried personnel - persons ordinarily employed at 20 hours or more each week in positions expected to last longer than nine continuous months, or persons employed at 30 hours or more each week in positions expected to last longer than four months, and other specific groups of persons designated by Personnel Administration as holding salaried positions.

Full-time hourly rated positions (also referred to as "fulltime temporary positions") are those positions requiring 30 or more hours of work per week which are expected to last not longer than four months.

Part-time hourly rated positions (also referred to as "Parttime temporary positions") are those positions requiring 20 or more but less than 30 hours of work per week, which are expected to last not longer than nine months.

Time card positions are those positions requiring less than 20 hours of work per week which are paid on a time card basis.

IV. General Policies
A. Equal Employment Opportunity. The University of Utah is fully committed to policies of equal opportunity and nondiscrimination. Accordingly, the university pursues a vigorous program of affirmative action in all its classifications of employment in order to prevent any form of discrimination, harassment, or prejudicial treatment on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, or status as a handicapped individual, disabled veteran, or veteran of the Vietnam era. See Policy 5-106.

B. Administrative Responsibilities
1. It is the responsibility of all administrative officers of the university to make decisions on staff employment matters in accordance with the policies, Procedures, and the affirmative action goals established by the university. Primary responsibility is placed with the employing unit, subject to accountability to the president through line management channels.
2. To assist departments and organizational units in meeting university employment policy guidelines, a monitoring program administered by the Director of Personnel, in conjunction with the Director of Equal Opportunity, assures that qualified applicants are hired on the basis of their employment qualifications, that appropriate consideration is given to achieving EEO hiring goals, and that required applicant selection records are kept. Apparent deviations from policy guidelines will be called to the attention of the departmental hiring officers for resolution. If necessary, the final decision will be the responsibility of the cognizant vice president.

VI. [Other portions not copied here—no changes are proposed to them.]

VII. History: Renumbering: Renumbered as Policy 5-102 effective 9/15/2008, formerly known as PPM 2-2.

Revision History:
1. Current version: Revision 8:
   Presented to Academic Senate (represented by Executive Committee), June 1, 2009.
   Approved: Board of Trustees, June 9, 2009.
   Effective date: July 1, 2009.
   Legislative History of Revision 8. {link}

2. Earlier versions:
   Revision 7. {link}. Effective dates July 26, 1983 to July 1, 2009.

VIII.

IX.

X.

XI.

XII. Policy 5-106: Equal Opportunity and Nondiscrimination Employment

   Revision 8. Effective date July 1, 2009.

XIII.

I. Purpose

   To summarize the University's policy of equal opportunity and nondiscriminatory employment practices.

II. References

   Policy 5-001, Personnel Definitions
III. Policy

A. Equal Employment Opportunity

1. The University of Utah is an "Equal Opportunity Employer," and is fully committed to the principle of nondiscrimination in all employment-related practices and decisions, including, but not limited to, recruitment, hiring, supervision, promotion, compensation, benefits, termination, and all other practices and decisions affecting university employment status, rights, and privileges.

2. University executive, administrative, academic, and supervisory officers exercising personnel management responsibilities are required to take vigorous and appropriate action to assure that all employment-related practices and decisions are made without discrimination, harassment, or prejudicial treatment because of race, ethnicity, color, religion, national origin, sex, sexual orientation, gender identity/ expression, age, or status as a disabled person, disabled veteran, or veteran of the Vietnam era.

3. All employment-related practices and decisions within the University shall, to the maximum feasible extent, be instituted and administered in a fair and equitable manner, using only legally valid job-related criteria and standards, including but not limited to experience, training, education, skills, and potential for successful job performance and upward mobility.

4. All University facilities used by or available to University employees or applicants for employment shall be maintained and operated on a nonsegregated and nondiscriminatory basis.

B. Affirmative Action

1. The University will pursue a vigorous program of affirmative action in all job classifications to the extent allowed by law.

2. The University's approved Affirmative Action Program, as amended and modified yearly, shall be made available to all University personnel. The University's approved Affirmative Action Program, as amended and modified yearly, shall be made available to all University personnel. All members of the university community are expected to support the Affirmative Action Program and to further its objectives in ways consistent with University Policies and Procedures.

[Other portions not copied here—no changes are proposed to them.]

History: Renumbering: Renumbered as Policy 5-106 effective 9/15/2008, formerly known as PPM 2-6.

Revision History:

1. Current version: Revision 8:
   Approved: Academic Senate (by Executive Committee), June 1, 2009
Policy 6-002: The Academic Senate


XIV.

XV. [Other portions not copied here—no changes are proposed to them.]

Part III . . .

SECTION 10. Consolidated Hearing Committee for Faculty Disputes (CHC)

A. Charge

1. The Consolidated Hearing Committee ("CHC") is the hearing body for grievances and complaints brought against faculty members (as defined in (Policy 6-316, Section 1, General Provisions) at the University of Utah or by faculty members asserting rights including appeals from retention, promotion and tenure decisions. The CHC may also choose not to hold hearings and to dismiss complaints brought before it under certain circumstances. The CHC may also seek the expertise and assistance of other committees or individuals it deems appropriate to facilitate the hearing process. The CHC functions as a panel of five faculty members constituted anew for each case. Each panel is drawn from a larger pool elected by the Academic Senate. (See VIII below).

2. In particular, the CHC is the hearing body for the following University proceedings:

   a. Any authorized and timely appeal for review following the cognizant senior vice president's ("Sr. VP's") recommendation to the president at the conclusion of a formal retention/promotion/tenure review (Policy 6-303);

   b. Formal hearings of complaints of discrimination against a faculty member or an academic unit based upon race, color, religion, national origin, sex (including claims of sexual harassment), age, sexual orientation, gender identity/expression, or status as a disabled individual, disabled veteran or veteran of the Vietnam era if the discrimination complaint is raised in the context of another faculty proceeding. (Otherwise, complaints of discrimination brought against faculty, students, and staff members are heard through the OEO/AA process. (Policy 5-210);
c. Proceedings to sanction a faculty member for violations of the Code of Faculty Rights and Responsibilities, ("Faculty Code") Policy 6-316 or to review an imposed administrative reprimand. Policy 6-316, Section 6, Administrative Reprimand;

d. Hearings of matters involving complaints by members of the university community (including faculty members and students) when abridgement of academic freedom is alleged;

e. Proceedings for terminations or reductions in status of faculty members for medical reasons;

f. Appeals of a faculty member's dismissal or reduction in status in the event of financial exigency or program discontinuance;

g. Appeals by faculty, students, or staff of any restrictions on speech under University speech policies;

h. Formal hearings of allegations of Research Misconduct against a faculty member pursuant to Policy 7-001 (sponsored research). Formal hearings of (sponsored) research misconduct against a student, staff member, or other individual not a faculty member are heard by the Research Misconduct Hearing Committee. (Note: allegations of misconduct in non-sponsored research shall be filed as an allegation under the Faculty Code.

XVI. [Other portions not copied here—no changes are proposed to them.]

History: Renumbering: Renumbered as Policy 6-002 effective 9/15/2008, formerly known as PPM 9-3, and formerly as Faculty Regulations Chapter III.

Revision History:

   
   Approved: Academic Senate (by Executive Committee), June 1, 2009
   
   Approved: Board of Trustees, June 9, 2009
   
   Effective date: July 1, 2009.
   
   Legislative History of Revision 26 {link}

Earlier versions:

Revision 25. {link} Effective dates July 1, 2009 to July 1, 2009. (Note: the effective date for Revision 26 was set as July 1, 2009, the same date previously set as the effective date for Revision 25, which had been adopted earlier in the same academic year as Revision 26 was adopted.)

   Legislative history of Revision 25. {link}

Revision [24 to 16] {links} ....

XVII.
Policy 6-316: Code of Faculty Rights and Responsibilities


Section 4. Rules

A. General Duties

1. Faculty members must conduct themselves, in their interactions with other faculty members, administrators, staff members, students, and participants [as defined in Policy 5-210] in accordance with reasonable standards of professionalism. Examples of inappropriate behavior include but are not limited to requiring the performance of inappropriate personal services; assigning tasks for punishment rather than for educational or job-related reasons; intentional disruption of teaching, research or administrative activities; and intentional neglect of necessary communications.

2. Faculty members must not discriminate against, harass, or impose prejudicial treatment upon other faculty members, staff members, students, or participants (as that term is defined in the sexual harassment policy, Policy 5-210) because of race, color, religion, national origin, gender, sexual orientation, gender identity/expression, country of citizenship, age, political beliefs, or status as a person with a disability, veteran, or because of any other criterion or characteristic that is an impermissible basis, under applicable constitutional or statutory provisions. This injunction includes decisions or recommendations concerning admissions, employment, promotion, retention, tenure, grading, and other professional matters. [For policies on discrimination and sexual harassment, see Policies 5-106, 5-107 and 5-210.]

3. Faculty members must not intentionally violate current university rules and regulations.

4. Faculty members must comply with reasonable and appropriate instructions of their chair, dean, cognizant vice president, president or other authorized university officer respecting the timely performance of their essential duties.

5. Faculty members must competently perform their responsibilities as teachers and members of the faculty. Decisions related to a faculty member's competence in the areas of teaching, scholarship, responsibility, and service will be based on regulations and guidelines outlined in Policy 6-302 and consistent with relevant college or departmental criteria. Competence issues related to a faculty member's medical condition will be handled under Policy 6-002, Section 10.

[Other portions not copied here—no changes are proposed to them.]

History: Renumbering: Renumbered as Policy 6-316 effective 9/15/2008, formerly known as PPM 8-12.4, and formerly as University Regulations Chapter XII Part IV.

Revision History:

1. Current version: Revision 9:
XVIII.

XIX. Policy 6-400: Code of Student Rights and Responsibilities (“Student Code”)

Revision 7. Effective date July 1, 2009.

XX.

XXI. [Other portions not copied here—no changes are proposed to them.]

Section II: Student Bill of Rights

1. Students have certain rights as members of the University community in addition to those constitutional and statutory rights and privileges inherent from the State of Utah and the United States of America. Nothing in this document shall be construed so as to limit or abridge students’ constitutional rights. Students have the responsibility not to deny these rights to other members of the University community. Students have the additional legal rights and privileges described below and they will not be subject to discipline for the exercise of such rights and privileges.

A. Learning Environment. Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning. University teaching should reflect consideration for the dignity of students and their rights as persons. Students are entitled to academic freedom and autonomy in their intellectual pursuits and development. Students have a right to be treated with courtesy and respect.

B. Rights in the Classroom. Students have a right to reasonable notice of the general content of the course, what will be required of them, and the criteria upon which their performance will be evaluated. Students have a right to have their performance evaluated promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course.
C. Role in Governance of the University. Students have a right to participate in the formulation and application of University policy affecting academic and student affairs through clearly defined means, including membership on appropriate committees and administrative bodies. Students have a right to perform student evaluations of faculty members, to examine and publish the numerical results of those evaluations, and to have those evaluations considered in the retention, promotion, tenure and post-tenure reviews of faculty members.

D. Due Process. Students have a right to due process in any proceeding involving the possibility of substantial sanctions. This includes a right to be heard, a right to decision and review by impartial persons or bodies, and a right to adequate notice.

E. Freedom from Discrimination and Sexual Harassment. Students have a right to be free from illegal discrimination and sexual harassment. University policy prohibits discrimination, harassment or prejudicial treatment of a student because of his/her race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, or status as an individual with a disability, as a disabled veteran, or as a veteran of the Vietnam era.

XXII.

XXIII. [Other portions not copied here—no changes are proposed to them.]

XXIV. History: Renumbering: Renumbered as Policy 6-400 effective 9/15/2008, formerly known as PPM 8-10, and formerly as University Regulations Chapter X.

Revision History:
   Approved: Academic Senate (by Executive Committee), June 1, 2009
   Approved: Board of Trustees, June 9, 2009
   Effective date: July 1, 2009.
   Legislative History of Revision 7. [link]

2. Earlier versions:
   Revision 5. [link] Effective dates May 10, 2004 to February 3, 2006
   Revision [4 and 3] [links]

XXV.

XXVI.

XXVII. Policy 6-404: Undergraduate Admission

[Other portions not copied here—no changes are proposed to them.]
Section 10. Evaluation of Admissions Criteria

It shall be the responsibility of the Credits and Admissions Committee and the Admissions Office to conduct regular and periodic research and review of the admissions criteria to insure that no student is denied admission because of policies, procedures or criteria that may discriminate on the basis of gender, gender identity/expression, race, color, religion, national origin, age or status as handicapped individual, disabled veteran or veteran of the Viet Nam era.

History: Renumbering: Renumbered as Policy 6-404 effective 9/15/2008, formerly known as PPM 9-6, and formerly as Faculty Regulations Chapter VI.

Revision History:
1. Current version: Revision 14:
   Approved: Academic Senate (by Executive Committee), June 1, 2009
   Approved: Board of Trustees June 9, 2009
   Effective date: July 1, 2009.
   Legislative History of Revision 14 [link].

2. Earlier versions:
   Revision 13 [link]. Effective dates May 16, 2005 to July 1, 2009
   Revision [12 to 8] [links].

XXVIII.
To: Institutional Policy Committee Members  
From: Joan Gines, Interim Vice President for Human Resources  
Date: May 6, 2009  
Subject: Proposed changes to Policy #5-305 – Reduced Tuition Programs  

We are proposing changes to Policy #5-305 – Reduced Tuition Programs. There are two substantive changes included in this proposal—1) Recognizing that departments have a need to provide tuition reimbursement programs in addition to the tuition reduction benefit, and 2) providing tuition reduction for the domestic partner of an employee and the domestic partner’s children. The proposed changes are described below.

The Division of Human Resources has recognized that departments need to establish departmental policies related to reimbursement of tuition paid by eligible employees or to pay the tuition for approved classes for an eligible employee. We currently have a Hard-to-Recruit Tuition Reimbursement Program at the hospitals and clinics. In addition, other departments have a desire to provide this benefit to give their employees an opportunity for advancement. The current policy includes a provision prohibiting payment or subsidization of employee tuition that goes beyond the tuition reduction benefit unless the employee is required to take a class to improve directly applicable job-related skills. We are proposing that this provision be deleted.

We also propose adding language that allows employees and University retirees to obtain tuition reduction for a domestic partner following one year of full-time employment and for a domestic partner’s children after three years of full-time employment. The employee must certify that a domestic partnership exists that meets the University’s eligibility requirements (defined in Policy #5-200 – Leaves of Absence [Health Related]).

The draft also includes proposed language to clarify that special course fees are not included in the reduced tuition benefit. Other administrative clarifications and formatting changes have been included in the proposed draft of Policy #5-305 and changes have been made to separate policy and rules according to the new policy requirements. None of these additional clarifications or changes alter the intent of the policy further.
Policy #5-305  REDUCED TUITION PROGRAMS
Revision Status: Revision #18  Effective date: ___________________

I. Purpose & Scope:
To outline the tuition and fee reduction programs available as a benefit for University employees and their dependents, dependents of deceased University employees, University Emeriti and Retirees, and senior citizens.

II. Definitions:  Reserved

III. Policy:

A. Subject to the eligibility and limitation rules provided in University Rule #5-305, University employees and their dependents may receive reductions in charges for tuition and fees for University courses.

B. Subject to the eligibility and limitation rules provided in University Rule #5-305, University Retirees (including those who retired on disability), University Emeriti, and Dependents of Emeriti, Retired, or Deceased University Employees may receive reductions in charges for tuition and fees for University courses.

C. Subject to the eligibility and limitation rules provided in University Rule #5-305 and in Utah Code Annotated 53B-9-101 to -103, Utah senior citizens may receive reductions in charges for tuition and fees for or audit University courses.

V. References:

University Rule 5-305, Eligibility and Limitations for Reduced Tuition Programs

Policy 5-001, Personnel Definitions

Policy 5-112, Retirement

Policy 6-406, Special Student Fees

Utah Code Annotated 53B-9-101 to -103

VI. Contacts:

Questions about this Policy and the related Rules and Procedures should be directed to the University of Utah Division of Human Resources Benefits Department.

Policy Owner: Manager of Benefits, Division of Human Resources

Policy Officer: Chief Human Resource Officer
VII. History:

Current version—Revision #18: Effective date [______]. Date approved by Academic Senate [______]. Date approved by Board of Trustees [______]. Background information for Revision #18.

Earlier versions—

Revision #17: Effective December 27, 1999.

Revision #16: Effective May 17, 1999.

I. Purpose & Scope:
To outline the scope, eligibility and limitation rules for tuition and fee reduction programs available as a benefit for University employees and their dependents, dependents of deceased University employees, University Emeriti and Retirees, and senior citizens.

II. Definitions: For the purposes of this Rule, the following words and phrases have the following meanings:

A. Domestic Partner and Domestic Partnership have the same meaning as the terms are defined in Policy 5-200.

III. Rules:

A. Scope of Authorized Tuition and Fee Benefits

1. General Rules. For purposes of Policy 5-305, unless otherwise specified, no distinction is made between credit courses, noncredit courses, workshops, or courses taken on an audit basis. Some classes administered by Academic Outreach and Continuing Education may require approval of the Continuing Education Program Director. Tuition and fee benefits are available pursuant to the conditions specified herein to the extent that class enrollment space is available.

2. Basic Benefits. Except as otherwise provided herein, persons who are eligible for benefits under this policy shall be entitled to a reduction in total charges, inclusive of tuition and student fees (except for Special Fees described in III.A.3. below), amounting to 50% of the approved resident or nonresident rate applicable to the individual and to the course load for which the individual is registered.

3. Special Fees. Special program, laboratory, individual instruction charges, and consumable material fees (see Policy 6-406) are not included within the tuition and student fee reductions provided by this policy. Such special fees and charges include but are not limited to:

a. Special laboratory fees

b. Ph.D. language classes

c. Correspondence study

d. Noncredit workshops

e. Special programs

f. Institutes
g. Conferences
h. Special fees for instructional materials
i. Special fees for field trips
j. Private music fees

B. University employees and their dependents may receive reductions in charges for tuition and fees for University courses subject to the following eligibility and limitation rules:

1. University Employees

   a. Eligibility. The following University employees are eligible for reduced tuition and fees, as provided herein, when enrolled in University courses:

      (i) Regular faculty and staff in benefit-eligible positions (see Policy 5-308), employed on a full-time basis (.75 FTE or greater).

      (ii) Employees holding appointments as teaching fellows/assistants may be granted 100 percent reduction in tuition and fees (except for Special Fees described in III.A.3. above), and shall be entitled to a student activity card, subject to limitations prescribed by the cognizant vice president.

   b. Limitations

      (i) Regular faculty and staff in benefit-eligible positions are eligible for tuition and fee benefits under Policy 5-305 only after the conclusion of six consecutive months of full-time employment with the University immediately prior to the semester in which the course work is to be taken.

      (ii) Employees or their spouses, or Domestic Partners, and dependents eligible for this benefit and holding appointments as graduate assistants, teaching assistants, research assistants, or graduate fellows may receive a combined tuition benefit not to exceed 100 percent. All other recipients of this benefit (except Emeriti and their spouses or Domestic Partners) may not receive a combined tuition benefit that exceeds 50 percent under Policy 5-305.

      (iii) Employees taking classes during scheduled working hours must have the approval of the cognizant supervisor, and, except where class attendance has been approved as a training program within the individual employee’s working assignment, must arrange with the supervisor to make up such time on a regularly scheduled basis.

2. Employee Dependents

   a. Eligibility. An eligible employee’s spouse is eligible for the benefits authorized by Policy 5-305 subject to the limitations in paragraphs b(i) and b(vi) below and the eligibility requirements of Section B.1 above. An eligible employee’s Domestic Partner is eligible for the benefits authorized by Policy 5-305 subject to the
limitations in paragraphs b(ii) and b(vi) below and the eligibility requirements of Section B.1 above. The unmarried dependent children of an eligible employee or an eligible employee’s spouse or Domestic Partner are eligible for the benefits authorized by Policy 5-305 subject to the limitations in paragraphs b(iii) through b(vii) below and the eligibility requirements of Section B.1 above.

b. Limitations

(i) The spouse of an employee may receive tuition and fee benefits under Policy 5-305 only if the employee's consecutive full-time service with the University totals one or more years prior to the semester in which the course work is to be taken.

(ii) The Domestic Partner of an employee may receive tuition and fee benefits under Policy 5-305 only if the employee’s consecutive full-time service with the University totals one or more years prior to the semester in which the course work is to be taken. The employee will be required to certify that a Domestic Partnership meeting the University’s eligibility requirements exists prior to the semester in which the course work is to be taken.

(iii) The unmarried dependent children of an employee or an employee’s spouse or Domestic Partner may receive tuition and fee benefits under Policy 5-305 only if the employee’s consecutive service with the University totals three or more years prior to the semester in which the course work is to be taken.

(iv) The tuition and fee benefits provided in Policy 5-305 for an unmarried dependent child shall not extend to course work commencing after the date upon which the dependent child reaches 26 years of age.

(v) The tuition and fee benefits provided in Policy 5-305 for an unmarried dependent child shall not extend to enrollment in Continuing Education non-credit courses.

(vi) An eligible employee, who is also the spouse, Domestic Partner, or unmarried dependent child of an employee, may claim tuition and fee benefits in either capacity, subject to any applicable limitations specified herein.

(vii) If more than one parent of an unmarried dependent child under age 26 is employed at the University, the dependent child may receive tuition and fee benefits under Policy 5-305 as the dependent of only one eligible employee.

C. University Retirees (including those who retired on disability), University Emeriti, and Dependents of Emeriti, Retired or Deceased University Employees may receive reductions in charges for tuition and fees for University courses subject to the following eligibility and limitation rules:

1. University Retirees (including those who retired on disability) and Dependents of Retirees.
a. The Retiree must have completed five or more years of continuous service and met the eligibility requirements in Section B.1 above immediately prior to retirement. The Retiree may receive reduced tuition and fees as provided in Policy 5-305, subject to the limitations provided herein.

b. A Retiree’s spouse and unmarried dependent children under 26 years of age, may receive reduced tuition and fees as provided in Policy 5-305, subject to the limitations provided herein.

c. A Retiree’s Domestic Partner may receive reduced tuition and fees as provided in Policy 5-305, subject to the limitations provided herein and the University’s Domestic Partnership requirements.

2. Dependents of Deceased University Employees. The spouse of a deceased University employee and the Deceased University employee’s unmarried dependent children under age 26, may receive tuition and fee benefits under Policy 5-305, provided that the deceased employee met the eligibility requirements in Section B.1 above at the time of his/her death.

3. University Emeriti. University Emeriti and their spouses or Domestic Partners are exempt from payment of tuition and fees, subject to the limitations provided herein (except for Special Fees described in III.A.3. above). This benefit is also extended to surviving spouses of deceased Emeriti, subject to the limitations and requirements stated herein.

D. Utah senior citizens may receive reductions in charges for tuition and fees for or audit University courses subject to the eligibility and limitation rules provided herein and in Utah Code Annotated 53B-9-101 to -103.

1. Utah residents who are 62 years of age or older are entitled to enroll on an audit basis in classes for which they may be qualified, subject to availability of space, without payment of tuition or student fees (except for Special Fees described in III.A.3. above).

2. Minimum enrollment fees approved by the Board of Regents will be charged to senior citizens who enroll under this program. An appropriate identification card will be issued which will admit the holder to classes designated as available to senior citizens, but will not provide other privileges.

3. Individuals who are eligible for tuition reduction benefits under Policy 5-305 Section III.A may elect to enroll as senior citizens if they are otherwise qualified to do so; provided that classes so taken during scheduled working hours by eligible University employees are subject to the provisions of paragraph B.1(b)(iii).

IV. Procedures and Forms:

A. An Application for Reduced Tuition is available for use by eligible employees and Retirees to request authorized tuition and fees benefits for themselves or other eligible individuals. Copies may be obtained from the University Benefits Department, University Hospital Employee Service Center, or on the internet at www.hr.utah.edu.
B. The Teaching Fellow/Teaching Assistant Tuition Reduction Card should be used to document eligibility for tuition benefits for teaching fellows/assistants. Cards may be obtained from departmental offices.

C. Forms and procedures for enrollment of senior citizens will be provided, and senior citizen enrollments will be administered, by Academic Outreach and Continuing Education.

V. References:

Policy 5-001, Personnel Definitions
Policy 5-112, Retirement
Policy 5-305, Reduced Tuition Programs
Policy 5-308, Benefits Eligibility Chart
Policy 6-406, Special Student Fees
Utah Code Annotated 53B-9-101 to -103
Utah System of Higher Education Policy R513

VI. Contacts:

Questions about this Policy and the related Rules and Procedures should be directed to the University of Utah Division of Human Resources Benefits Department.

Policy Owner: Manager of Benefits, Division of Human Resources
Policy Officer: Chief Human Resource Officer

VII. History:

Policy 5-305—Revision #18: Effective date [_______]. Date approved by Academic Senate [_______]. Date approved by Board of Trustees [_______]. Background information for Revision #18.

Earlier versions—

Revision #17: Effective December 27, 1999.
Revision #16: Effective May 17, 1999.
Subject: REDUCED TUITION PROGRAMS

I. PURPOSE

To outline the tuition and fee reduction programs available as an employment benefit for University employees and their dependents, including University emeriti and University retirees, and senior citizens.

II. REFERENCES

Policy 5-001, Personnel Definitions
Policy 5-112, Retirement
Policy 6-416, Special Student Fees

III. GENERAL POLICIES

A. Scope of Courses Covered

For purposes of this policy, unless otherwise specified, no distinction is made between credit courses, noncredit courses, workshops, or courses taken on an audit basis. Some classes administered by Academic Outreach and Continuing Education may require approval of the Continuing Education Program Director.

B. Limitations on Space

Tuition and fee benefits are available pursuant to the conditions specified herein to the extent that class enrollment space is available.

IV. REDUCED TUITION AND FEE BENEFITS: ELIGIBILITY AND LIMITATIONS

Subject to the limitations provided herein, reductions in charges for tuition and fees for University employees and their dependents are governed by the following criteria.

A. University Employees

1. Eligibility. The following University employees are eligible for reduced tuition and fees, as provided herein, when enrolled in University courses:
(a) Regular faculty, library faculty and auxiliary faculty members, associate instructors, and officers of administration (see Policy 5.001, Categories A and B), employed on a full-time basis (.75 FTE or greater).

(b) Full-time University administrators and other full-time employees not included in paragraph (a). (See Policy 5.001, Categories C, D, and E.) The term "full-time," as used herein, means that the employee is normally expected to work for 30 or more hours per week (i.e., .75 FTE or greater).

2. Limitations

(a) All employees in Categories A, B, C, D and E are eligible for tuition and fee benefits under this policy only after the conclusion of six consecutive months of full-time employment with the University immediately prior to the semester in which the course work is to be taken.

(b) Employees or their spouses or domestic partners, and dependents eligible for this benefit and holding appointments as graduate assistants, teaching assistants, research assistants, or graduate fellows may receive a combined tuition benefit not to exceed 100 percent. All other recipients of this benefit (except benefits to their spouses or domestic partners) may receive a combined tuition benefit that exceeds 100 percent under this Policy.

(c) Employees taking classes during scheduled working hours must have the approval of the cognizant supervisor, and, except where class attendance has been approved as a training program within the individual employee's working assignment, must arrange with the supervisor to make up such time on a regularly scheduled basis.

D. Employee Dependents

1. Eligibility

An eligible employee's spouse is eligible for the benefits authorized by this policy subject to the limitations in paragraphs 2(a) and 2(f) below and the eligibility requirements of Section A above. An eligible employee's domestic partner is eligible for the benefits authorized by this policy subject to the limitations in paragraphs 2(b) and 2(d) below and the eligibility requirements of Section A above. The unmarried dependent children of an eligible employee or an eligible employee's spouse or domestic partner are eligible for the benefits authorized by this policy subject to the limitations in paragraphs 2(e) through 2(g) below and the eligibility requirements of Section A above.
2. Limitations

(a) The spouse of an employee may receive tuition and fee benefits under this policy only if the employee's consecutive full-time service with the University totals one or more years prior to the semester in which the course work is to be taken.

(b) The domestic partner of an employee may receive tuition and fee benefits under this policy only if the employee's consecutive full-time service with the University totals one or more years prior to the semester in which the course work is to be taken. The employee will be required to certify that a domestic partnership meeting the University's eligibility requirements exists prior to the semester in which the course work is to be taken.

(c) The unmarried dependent children of an employee or an employee's spouse in a domestic partnership may receive tuition and fee benefits under this policy only if the employee's consecutive service with the University totals three or more years prior to the semester in which the course work is to be taken.

(d) The tuition and fee benefits provided in this policy for an unmarried dependent child shall not extend to course work commencing after the date upon which the dependent child reaches 26 years of age.

(e) The tuition and fee benefits provided in this policy for an unmarried dependent child shall not extend to enrollment in Continuing Education non-credit courses.

(f) An eligible employee, who is also the spouse, domestic partner, or unmarried dependent child, may claim tuition and fee benefits in either capacity, subject to any applicable limitations specified herein.

(g) If more than one parent of an unmarried dependent child under age 26 is employed at the University, the dependent child may receive tuition and fee benefits under this policy as the dependent of only one eligible employee.

C. Provisions for University Retirees and Dependents of Retired, Deceased, or Disabled Former University Employees

1. A University retiree, including those who have retired on disability, who has completed five or more years of continuous service and met the eligibility requirements in Section A above immediately prior to retirement, may receive reduced tuition and fees as provided in this policy, subject to the limitations provided herein. A retiree's spouse and unmarried dependent children under 26 years of age, may receive reduced tuition and fees as provided herein, subject to the limitations provided herein. A retiree's domestic partner may receive reduced
tuition and fees as provided in this policy, subject to the domestic partnership requirements stated herein, provided that the retiree met the eligibility requirements in Section A above.

2. The spouse of deceased University employees, and their unmarried dependent children up to age 25, may receive tuition and fee benefits under this policy, provided that the deceased employee met the eligibility requirements in Section A above.

D. University Emeriti

University emeriti and their spouses or domestic partners are exempt from payment of tuition and fees, subject to the limitations provided herein (except for Special Fees described in V.B. below). This benefit is also extended to surviving spouses of deceased emeriti, subject to the limitations and requirements stated herein.

V. Scope of Authorized Tuition and Fee Benefits

A. Basic Benefits

Except as otherwise provided herein, persons who are eligible for benefits under this policy shall be entitled to a reduction in total charges, inclusive of tuition and student fees (except for Special Fees described in V.B. below), amounting to 50% of the approved resident or nonresident rate applicable to the individual and to the course load for which the individual is registered.

B. Special Fees

Special program, laboratory, individual instruction charges, and consumable material fees (see PFM 3-8) are not included within the tuition and student fee reductions provided by this policy. Such special fees and charges include but are not limited to:

1. Special laboratory fees
2. Ph.D. language classes
3. Correspondence study
4. Noncredit workshops
5. Special programs
6. Institutes
7. Conferences
8. Special fees for instructional materials

9. Special fees for field trips

10. Private music fees

C. Teaching Fellows/Assistants

Employees holding appointments as teaching fellows/assistants may be granted 100 percent reduction in tuition and fees (except for Special Fees described in V.B. above), and shall be entitled to a student activity card, subject to limitations prescribed by the Regents vice president.

VI. SENIOR CITIZEN PROGRAMS (Utah Code Annotated 53B-9-101 to -103)

A. Utah residents who are 62 years of age or older are entitled to enroll on an audit basis in classes for which they may be qualified, subject to availability of space, without payment of tuition or student fees (except for Special Fees described in V.B. above).

B. Minimum enrollment fees approved by the Board of Regents will be charged to senior citizens who enroll under this program. An appropriate identification card will be issued which will admit the holder to classes designated as available to senior citizens, but will not provide other privileges.

C. Individuals who are eligible for tuition reduction benefits under Part IV may elect to enroll as senior citizens if they are otherwise qualified to do so; provided that classes so taken during scheduled working hours by eligible University employees are subject to the provisions of paragraph IV A.2(c).

VII. TUITION REDUCTION PROCEDURE

A. An Application for Reduced Tuition is available for use by eligible employees and retirees to request authorized tuition and fees benefits for themselves or other eligible individuals. Copies may be obtained from the University Benefits Department, University Hospital Employee Service Center, or on the internet at www.hr.utah.edu.

B. The Teaching Fellow/Teaching Assistant Tuition Reduction Card should be used to document eligibility for tuition benefits for teaching fellows/assistants. Cards may be obtained from departmental offices.

C. Forms and procedures for enrollment of senior citizens will be provided, and senior citizen enrollments will be administered, by Academic Outreach and Continuing Education.
D. The Vice President for Human Resources is responsible for developing administrative procedures to assure compliance with this policy.

Approved: Academic Senate 5/3/99
Approved: Board of Trustees 5/17/99
Editorially revised 12/23/99

Rev 16
15 April 2009

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

Dear Vice President Pershing,

Enclosed is the proposal for the Master of Real Estate Development Degree which was approved by the Graduate Council on March 30, 2009. Included in this packet are the proposal and signature page.

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

Sincerely,

David S. Chapman
Associate Vice President for Graduate Studies
Dean, The Graduate School
SECTION I: The Request

The University of Utah’s David Eccles School of Business and the College of Architecture + Planning requests approval to offer the Master of Real Estate Development effective fall semester 2009.

Executive Summary

Program Description
The Master of Real Estate Development (MRED) is a 39.0 credit hour program designed to attract business, architecture, urban planning, engineering, and law students with real estate industry interests and aptitudes. Through utilization of a cross disciplinary approach the program will provide the necessary skill set for immediate impact in a professional setting upon completion. Students will work together throughout the program to understand and apply sound principles of real estate finance, analysis, and development. The degree will be managed by a new Real Estate Program housed jointly in the David Eccles School of Business and the College of Architecture + Planning.

The MRED includes core, restrictive elective, and capstone benchmarks. The core is composed of a battery of courses in real estate principles, finance, development, applications of geographic information systems to planning and development, and site planning focusing on sustainability. It includes courses in team work (professional collaboration) and negotiation/conflict management. Students will specialize in an area related to real estate development from among finance, planning, architecture, transportation, and sustainability. A capstone will include working with a team to solve a complex real estate development challenge.

Role and Mission Fit
The Mountain West (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming) is the nation’s fastest growing region. By 2040, the region will double in population to more than 30 million people with nearly 20 million jobs. Most of the existing built environment will be rebuilt. Real estate professionals will play a leading role in the development and redevelopment of the region.

The mission of the MRED program is to produce graduates who will serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication ...; and through community engagement (italicized language from the University Mission Statement). The core curriculum and matriculation benchmarks are designed to facilitate discovery and knowledge creation in the context of professional real estate development. The program is also designed to engagement through problem solving in public decision-making processes.

Faculty
The MRED program will be managed by faculty members in the College of Business and the College of Architecture + Planning, illustrated in the table below.
<table>
<thead>
<tr>
<th>Status</th>
<th>Tenure #</th>
<th>Contract #</th>
<th>Adjunct #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty with Doctoral degrees</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of faculty with Master’s degrees</td>
<td>2&lt;sup&gt;1&lt;/sup&gt;</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Number of Other Faculty</td>
<td>3&lt;sup&gt;2&lt;/sup&gt;</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<sup>1</sup> Includes a faculty member with a J.D. and another with an MBA and MS.

<sup>2</sup> Includes two faculty members with Ph.Ds and another with an M.Arch.

**Market Demand**

We estimate a national demand for 1,200 masters of real estate graduates annually each year. With 20% of the nation’s growth, the Mountain West region needs about 200 real estate master degree graduates annually. Existing graduate programs in the region graduate about half this number each year.

**Student Demand**

Graduate real estate courses are heavily subscribed to often with capped enrollment. We estimate more than 20 undergraduate business students would prefer to continue their education with one additional year to pursue the MRED degree. We estimate at least an equal number of prospects in the community who wish to pursue graduate education in real estate. An unknown demand will exist among students nationally wishing to study real estate in the Mountain West. Given the combined strengths of the two lead colleges, the University of Utah may be the top-rated opportunity in the region for these students.

**Statement of Financial Support (first five years)**

The largest resource required is the faculty component, which is already in place. The program will be financially self-sufficient.

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative Appropriation</td>
<td>$0</td>
</tr>
<tr>
<td>Grants</td>
<td>$0</td>
</tr>
<tr>
<td>Reallocated Funds</td>
<td>$0</td>
</tr>
<tr>
<td>Tuition to Program (Differential)</td>
<td>$1,170,750</td>
</tr>
<tr>
<td>Productivity</td>
<td>$0</td>
</tr>
<tr>
<td>Other (College commitments to graduate assistantships)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,170,750</strong></td>
</tr>
<tr>
<td><strong>Revenues in excess of costs (ratio)</strong></td>
<td><strong>$795,580 (3.12)</strong></td>
</tr>
</tbody>
</table>

**Similar Programs Already Offered in the USHE**

There are no similar master degrees offered by any unit within the Utah System of Higher Education.
Section II: Program Description

Complete Program Description
This is a proposal for a Master of Real Estate Development degree. It will be available to students on a full-time and part-time basis. The MRED will be a 39^1 credit hour program designed to attract business, architecture, urban planning, engineering, and law students with real estate industry interests and aptitudes. Through utilization of a cross disciplinary approach the program will provide the necessary skill set for immediate impact in a professional setting upon completion. Students will work together throughout the full time program to understand and apply sound principles of real estate finance, analysis, and development. The degree will be managed by a new Real Estate Program housed in the College of Business in collaboration with the College of Architecture + Planning

The MRED includes core, restrictive elective, and capstone benchmarks. The core is composed of a battery of courses in real estate principles, finance, development, applications of geographic information systems to planning and development, and site planning focusing on sustainability. It includes courses in team work (professional collaboration) and negotiation/conflict management. Students will specialize in a field area from among:

- Finance and real estate development
- Planning and real estate development
- Architecture and real estate development
- Transportation and real estate development
- Sustainability and real estate development

A capstone will include working with a team to solve a complex real estate development challenge. The core and restricted elective courses are reviewed below.

The MRED is a professional degree. Around the US, real estate is a specialization in many Master of Business Administration programs, notably the Wharton School (University of Pennsylvania), Michigan, Wisconsin, among others. It is also a specialization in planning, notably Harvard, Georgia Tech, and North Carolina, among others. But there is a movement to create distinct graduate real estate degrees for three reasons. First, the MBA and graduate planning degrees take two (or more) years to complete whereas the graduate real estate degrees require only one. Second, more real estate education can be delivered in one full time year of study than as only a specialization in a two-year degree program. Third, with more than 500 graduates annually and rising, the market responsiveness to a distinct degree in real estate has been proven with more on the way. The following table reports 17 graduate degree programs in real estate offered by major universities. New graduate real estate degrees are in the planning stages at Georgia Tech, Michigan, and Virginia Tech.

At maturity after five years, we anticipate about 35 FTE students seeking the MRED. (There will be another 10 FTE students enrolled in the graduate certificate in real estate program proposed simultaneously with this.)

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^1 The range among programs reviewed in depth for this proposal was 30 to 44 semester credit hours with an average of 36 semester credit hours
## Real Estate Masters Degrees among Major Universities

<table>
<thead>
<tr>
<th>University</th>
<th>Degree Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University</td>
<td>Master of Real Estate Development</td>
</tr>
<tr>
<td>Clemson University</td>
<td>Master of Real Estate Development</td>
</tr>
<tr>
<td>Columbia University</td>
<td>Master of Science in Real Estate Development</td>
</tr>
<tr>
<td>Cornell University</td>
<td>Master of Professional Studies in Real Estate</td>
</tr>
<tr>
<td>DePaul University</td>
<td>Master of Science in Real Estate</td>
</tr>
<tr>
<td>George Mason University</td>
<td>Master of Real Estate Development</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>Master of Science in Real Estate</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>Master of Science in Real Estate</td>
</tr>
<tr>
<td>MIT</td>
<td>Master of Science in Real Estate</td>
</tr>
<tr>
<td>New York University</td>
<td>Master of Science in Real Estate</td>
</tr>
<tr>
<td>Texas A&amp;M</td>
<td>Master of Real Estate</td>
</tr>
<tr>
<td>University of Denver</td>
<td>Master of Science in Real Estate and Construction Management</td>
</tr>
<tr>
<td>University of Florida</td>
<td>Master of Science in Real Estate</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>Master of Real Estate Development</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>Master of Real Estate Development</td>
</tr>
<tr>
<td>University of Texas - Arlington</td>
<td>Master of Science in Real Estate</td>
</tr>
<tr>
<td>University of Washington</td>
<td>Master of Science in Real Estate</td>
</tr>
</tbody>
</table>

## Purpose of the Degree

The MRED continues the tradition of the College of Business to meet the needs of modern society through collaborative graduate education options. Real estate is a particularly multidisciplinary profession involving management, finance, planning, and analytic skills applied to social, political, and economic processes. As growth and development needs mount especially in Utah and the Mountain West, more professionals will be needed who can create collaborations among disciplines, institutions, and the public. The purpose of the MRED is thus to produce graduates capable of performing rigorous analysis about real estate needs, trends, and opportunities who are also able to work engage constructively in political and social environments.

## Institutional Readiness

Over time, the College of Business has been restructuring itself to elevate graduate education especially through collaborations with other colleges. In recent years, the College has successfully cultivated new resources from private donors to support educational efforts aimed at real estate. Moreover, no new faculty, staff, or facility resources are needed to offer the degree.

## Faculty

Between the two colleges, faculty involved in the degree program will bring considerable, nationally recognized talent to the program. The program will also enjoy the services of
unusually qualified adjuncts. Summaries of key academic faculty are provided in the appendices. No additional faculty members are needed to support the program. The core program faculty will include:

- Presidential Professor Arthur C. Nelson, Ph.D., FAICP
- Presidential Chair Professor Hendrick Bessembinder, Ph.D
- Professor Calvin Boardman, Ph.D
- Professor Kristina Diekmann, Ph.D.
- Professor Reid Ewing, Ph.D
- Professor Harris Sondak, Ph.D
- Associate Professor Michael Cooper, Ph.D
- Associate Professor Thomas W. Sanchez, Ph.D
- Associate Professor Robert Young, MBA, MS, PE
- Assistant Professor Keith Bartholomew, J.D.
- Adjunct Professor George “Buzz” Welch, MBA
- Adjunct Professor Darrin Liddell, MBA, MAI, CCIM, MRICS

Supporting the core faculty are these other university faculty members:

- Adjunct Professor Pamela Perlich, Ph.D. (Senior Research Economist, DESB)
- Professor Brenda Case Scheer, M. Arch (Dean, cA+P)
- Professor Jack Brittain, Ph.D. (Dean, DESB)

A review of faculty preparedness is noted in the table below.

<table>
<thead>
<tr>
<th>Status</th>
<th>Tenure #</th>
<th>Contract #</th>
<th>Adjunct #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty with Doctoral degrees</td>
<td>8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of faculty with Master’s degrees</td>
<td>2¹</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Number of Other Faculty</td>
<td>3²</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

¹ Includes a faculty member with a J.D. and another with an MBA and MS.
² Includes two faculty members with Ph.Ds and another with an M.Arch.

The demands of the proposed degree on the faculty will be modest, as shown later.

**Staff**

Because of managerial efficiencies implemented by the College of Business and the College of Architecture + Planning over the past decade, moderate additional staff may be needed to support the program. This is reflected in the budget.

**Library and Information Resources**

University library resources are sufficient to support the MRED program.

**Admission**

We anticipate having a reasonably selective MRED program drawing students generally in the 60th percentile or higher of peer institutions based on GMAT and/or GRE scores. (MRED applicants may submit either.) The resume, letters of reference, statement of interest, and where
feasible campus visits will be used to gauge suitability for completing the degree. The MRED Admissions Committee will carefully screen all applications. Minimum admissions requirements will match other Masters degrees within the participating schools.

**Student Advisement**
Student advisement will be consistent with the established advising practices within the colleges of Business and Architecture + Planning. Each MRED student will be advised by at least one faculty member. The respective graduate handbooks for each college will be amended to reflect the MRED degree.

**Justification for Graduation Standards and Number of Credits**
This is not applicable.

**External Review and Accreditation**
This is not applicable.

**Projected Enrollment**
The following table shows our enrollment expectations. We anticipate growing to 35 FTE students enrolled in the MRED program and 45 total FTE students including the graduate real estate certificate program proposed simultaneously with this.

**Projected Graduate Real Estate Program Enrollment, First Five Years**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Mean Student FTE to Mean Faculty FTE Ratio&lt;sup&gt;1&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>10</td>
<td>1: 2.50</td>
</tr>
<tr>
<td>2010-11</td>
<td>20</td>
<td>1: 5.00</td>
</tr>
<tr>
<td>2011-12</td>
<td>30</td>
<td>1: 7.50</td>
</tr>
<tr>
<td>2012-13</td>
<td>40</td>
<td>1:10.00</td>
</tr>
<tr>
<td>2013-14</td>
<td>45</td>
<td>1:11.25</td>
</tr>
</tbody>
</table>

Note:
<sup>1</sup> Assumes 4.0 FTE faculty based on university faculty noted in Appendix C.

**Expansion of Existing Program**
This is not applicable.
SECTION III: Need

Program Need
Demand for graduate-level preparation specializing in real estate is growing. From a few programs a generation ago at such leading universities as Penn (Wharton School) and Wisconsin, the field of graduate real estate education has grown to about including such universities as Columbia, MIT, UC Berkeley, and Cornell. There are only two programs in the Mountain West: the University of Denver and Arizona State University. Given that most programs are affiliated with business schools, why is a separate graduate real estate degree needed in lieu of the traditional MBA? Simply, professional real estate practice has become sufficiently specialized as to require a regimen in core courses that is substantially different from the more general MBA. This proposal includes numerous letters from the real estate industry testifying to the need for this specialized degree. Specific elements of overall program are addressed next.

Labor Market Demand
In its *Occupational Outlook* edition for 2008-09, the Bureau of Labor projects demand for professionals in or related to real estate to grow from about 700,000 in 2006 to more than 800,000 by 2016, or about 10,000 jobs annually. This is a rate of growth that is about 50% higher than the nation’s rate (under normal market conditions). Many of these jobs will be filled with people having undergraduate degrees. However, the fastest growing areas of real estate are in technical and analytical areas such as finance, market analysis, project management, and asset management. These areas require either several years of experience or graduate studies or a combination of both.

We have developed a conservative metric to gauge graduate real estate demand, being one masters degree graduate per $1 billion in annual development. In normal years, this would result in about 1,200 graduates annually. With 20% of the nation’s growth, demand in the Mountain West is estimated at about 200 annually, perhaps more.

Student Demand
Through surveys, the College of Business estimates that at least 20 undergraduate business students will want to enroll in a graduate real estate degree program if they had an opportunity. Informal surveys from key administrators in architecture, engineering, planning, and law programs indicate demand for at least another 10 students. Industry representatives indicate this demand would be equaled or exceeded by professionals already in the field who want and need formal graduate real estate education. Many of these industry representatives indicate they would support staff in pursuing this opportunity.

Supply
About 20 universities in North America offer graduate degrees in real estate. About an equal number offer a real estate specialization in two-year MBA and planning programs. Collectively, we estimate these programs graduate fewer than about 1,000 students annually, with more than 500 earning distinct one-year degrees in real estate. About a quarter of all graduates secure real estate positions outside the U.S. Review of the web sites for many of these programs indicates a very high level of success in placement. One reason may be that real estate graduates comprise only 10% of the annual increase in the demand for professional real estate and related jobs.
The production of graduates in the Mountain West is particularly lagging demand. With 20% of the nation’s growth over the next generation occurring in the region, the demand for real estate professionals may exceed 2,000 annually. Yet, the only two programs in the Mountain West offering graduate degrees produce about 50 graduates annually. MBA programs produce roughly an equivalent number who have specialized in real estate, although such graduates usually have fewer real estate and related courses than graduates in distinct real estate graduate degrees. As development dynamics of the Mountain West are different from other parts of the nation it would seem prudent to meet the unique demands of the west by increasing the supply of western-based graduates.

Similar Programs
There are no similar programs in Utah.

Collaboration with and Impact on Other USHE Institutions
This is not applicable.

Benefits
Half a trillion dollars will be spent on development over the period 2005-2040. Assuring that this unprecedented level of development advances the quality of life for Utahans requires thoughtful, collaborate development practices. The challenges are real and the risks of failure are not trivial. The proposed MRED degree complements other significant university commitments that will make the University of Utah a leader in the Mountain West and the nation in achieving sustainable and resilient outcomes at the metropolitan scale.

From an institutional perspective, the Utah System of Higher Education will benefit from the proposed MRED degree program principally because it will help the state meet the demand for advanced education in real estate. It is likely that the program will elevate the stature of the university and the state in real estate and related fields, and will attract high quality students from outside the state to study here.

Numerous benefits across the university are anticipated. For one, MRED students will enhance enrollments in several graduate programs across campus including those in civil and environmental engineering, demography, architecture, planning, and geography among others. Some may choose to advance their graduate experience by earning certificates in demography, planning, or other fields.

Consistency with Institutional Mission
Like the University of Utah as a whole, the mission of the MRED program is to produce graduates who will serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication ...; and through community engagement (italicized language from the University Mission Statement). The core curriculum and matriculation benchmarks are designed to facilitate discovery and knowledge creation in the context of professional real estate development. The program is also designed to engagement through problem solving in public decision-making processes.
SECTION IV: Program and Student Assessment

Program Assessment

Goals

To provide society with a new generation of real estate professionals capable of performing rigorous analysis about real estate needs, trends, and opportunities who are also able to engage constructively in political and social environments.

To meet new educational, research and engagement needs associated with real estate development in the state, the region, and the nation.

Assessment

Students will be assessed through performance in regular course work as well as performance in the capstone exercise which will be designed to require integration of material they have learned to solve a real estate development challenge.

The program will be assessed in several ways. Real estate professionals will be engaged formally and informally to assess the skill level of graduates and to seek ways in which graduate education may be improved. Exit interviews with graduating students combined with 5-year career-based assessments will be used to gauge preparedness as well as emerging educational needs. Finally, periodic assessment will be performed as a college-wide function during the university’s periodic review process.

Expected Standards of Performance

Students will be expected to have in depth knowledge of the following skills:

- Market analysis
- Net present value analysis
- Knowledge of information tools for real estate analysis
- Knowledge of project planning
- Knowledge of urban development methods

These skills will be assessed as part of regular course work. The capstone class will involve analysis of an industrial scale real estate project incorporating expected standards of performance. It will be judged by members of the real estate community. The formal assessment of this project determines a student’s aptitude for the aforementioned skills.
Section V: Finance

Budget
The budget for this initiative is shown in the table below. (This includes students enrolled in the graduate real estate certificate program proposed simultaneously with this.)

Financial Analysis

<table>
<thead>
<tr>
<th>Students</th>
<th>YR 1</th>
<th>YR 2</th>
<th>YR 3</th>
<th>YR 4</th>
<th>YR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected FTE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>Cost per FTE</td>
<td>$3,340</td>
<td>$1,785</td>
<td>$1,754</td>
<td>$1,389</td>
<td>$1,287</td>
</tr>
<tr>
<td>Student/Faculty Ratio</td>
<td>1:2.5</td>
<td>1:5.0</td>
<td>1:7.5</td>
<td>1:10.0</td>
<td>1:11.25</td>
</tr>
<tr>
<td>Projected Headcount</td>
<td>15</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
</tbody>
</table>

| Projected Tuition          |      |      |      |      |      |
| Tuition/FTE^2              | $12,100 | $12,700 | $13,300 | $14,000 | $14,700 |
| Gross Tuition              | $105,875 | $238,125 | $382,375 | $542,500 | $652,313 |
| Tuition to Program^3       | $73,500 | $157,500 | $241,500 | $325,500 | $372,750 |

| Expenses                   |      |      |      |      |      |
| Wages^4                    | $18,000 | $19,000 | $29,700 | $31,200 | $33,000 |
| Benefits                   | $5,400 | $5,700 | $8,910 | $9,360 | $9,900 |
| Total Personnel            | $23,400 | $24,700 | $38,610 | $40,560 | $42,900 |
| Faculty Supplement^5       | $20,000 | $30,000 | $40,000 | $50,000 | $50,000 |
| Current Expense            | $8,000 | $8,000 | $10,000 | $10,000 | $10,000 |
| Travel                     | $2,000 | $3,000 | $4,000 | $5,000 | $5,000 |

| Capital Library            |      |      |      |      |      |
| Total Expense              | $33,400 | $35,700 | $82,610 | $95,560 | $107,900 |

| Revenue                    |      |      |      |      |      |
| Legislative                | $    | $    | $    | $    | $    |
| Grants                     | $    | $    | $    | $    | $    |
| Donations                  | $    | $    | $    | $    | $    |
| Reallocation               | $    | $    | $    | $    | $    |
| Tuition to Program         | $73,500 | $157,500 | $241,500 | $325,500 | $372,750 |
| Fees                       | $    | $    | $    | $    | $    |
| Total Revenue              | $73,500 | $157,500 | $241,500 | $325,500 | $372,750 |
Financial Analysis (continued)

<table>
<thead>
<tr>
<th></th>
<th>YR1</th>
<th>YR 2</th>
<th>YR 3</th>
<th>YR 4</th>
<th>YR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue-Expense</td>
<td>$40,100</td>
<td>$101,800</td>
<td>$158,890</td>
<td>$229,940</td>
<td>$264,850</td>
</tr>
<tr>
<td>Revenue-Expense Ratio</td>
<td>2.20</td>
<td>2.83</td>
<td>2.92</td>
<td>3.41</td>
<td>3.45</td>
</tr>
</tbody>
</table>

Notes to Budget:
1. Minimum expectation.
2. Tuition increases 5% per year with tuition differentials.
3. Tuition to program tuition differential.
4. 0.5 FTE Staff in Years 1 and 2, 0.75 FTE Staff in years 3 to 5. Wages increase 5% per year.
5. Beginning in the second year additional sections of some courses will be added as needed; they will be taught by a combination of adjuncts and regular faculty.

**Funding Sources**
All funding will come through tuition.

**Reallocation**
Not applicable

**Impact on Existing Budgets**
There will be no impact on existing budgets.
Appendix A: Program Curriculum

All Program Courses
The table below sorts courses by core and restricted electives. Subject to approval, substitutions and variations to this list may be allowed provided educational goals are met, and a minimum of 39 credit hours are taken for the degree.

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Foundations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MGT 6050</td>
<td>Laying the Foundations of Teamwork</td>
<td>1.5</td>
</tr>
<tr>
<td>MGT 6850/6500</td>
<td>Decision Making for Deals and Disputes/Managerial Negotiation</td>
<td>1.5-3.0</td>
</tr>
<tr>
<td>FINAN 6740</td>
<td>Real Estate Principles</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6750</td>
<td>Survey of Real Estate Development</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6780</td>
<td>Real Estate Appraisal and Investing</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6760</td>
<td>Real Estate Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REDV 6310</td>
<td>Urban Development Methods and Policies</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6260</td>
<td>Land Use Law</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6410</td>
<td>Site Planning and Entitlement Processes</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6390</td>
<td>Sustainable Development</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6910</td>
<td>Special Study for Master's Students (capstone)</td>
<td>3.0</td>
</tr>
<tr>
<td>Core foundation credits</td>
<td></td>
<td>27.0</td>
</tr>
</tbody>
</table>

1. Field area credits  
12.0

2. Total credits  
39.0

Field Area Study  Minimum 12 credits from on one or a combination of field areas as approved, including relevant special topic, independent study, field seminar, directed readings, and related options. At least three credits geographic analysis and there credits in real estate analysis are required. Other courses not listed may be used subject to program approval.

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance and Real Estate Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEOG 6000</td>
<td>Spatial Statistics</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6450</td>
<td>GIS for Real Estate Development</td>
<td>3.0</td>
</tr>
<tr>
<td>At least three credits from among these courses in geographic analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FCS 6120</td>
<td>Demographic Methods</td>
<td>3.0</td>
</tr>
<tr>
<td>GEOG 6240</td>
<td>Locational Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6010</td>
<td>Urban Research</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6020</td>
<td>Urban and Regional Analysis</td>
<td>3.0</td>
</tr>
</tbody>
</table>
No fewer than six field area credits from among
FINAN 6240  Risk Management and Derivatives  3.0
FINAN 6360  Investments and Portfolio Management  3.0

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAN 6570</td>
<td>Financial Distress and Corporate Restructuring</td>
<td>1.5</td>
</tr>
<tr>
<td>FINAN 6660</td>
<td>Corporate Fraud in Finance</td>
<td></td>
</tr>
<tr>
<td>FINAN 6880</td>
<td>Bond Principles, Financial Institutions and the Economy</td>
<td>3.0</td>
</tr>
</tbody>
</table>

The course not used to satisfy the core from among:
FINAN 6760  Real Estate Principles  3.0

OR
REDV 6310  Urban Development Methods and Policies  3.0

Planning and Real Estate Development
Three credits in geographic analysis
REDV 6450  GIS for Real Estate Development  3.0

At least three credits from among these courses in real estate analysis
REDV 6010  Urban Research  3.0
REDV 6020  Urban and Regional Analysis  3.0

No fewer than six field area credits from among
CVEEN 6820  Project Scheduling  3.0
CVEEN 6830  Project Management and Contract Administration  3.0
ECON 6240  Urban Economics  3.0
ECON 7300  Public Economics  3.0
FCS 6120  Demographic Methods  3.0
GEOG 6000  Spatial Statistics  3.0
GEOG 6140  Methods in Geographic Information Systems  4.0
GEOG 6150  Spatial Database Design for GIS  4.0
GEOG 6220  Land Use Planning  3.0
GEOG 6240  Locational Analysis  3.0
REDV 6010  Urban Research  3.0
REDV 6020  Urban and Regional Analysis  3.0
URBPL 6040  Physical Plan Analysis  3.0
URBPL 6220  Land Use Planning  3.0
URBPL 6270  Metropolitan Regional Planning  3.0
URBPL 6300  Housing and Community Development  3.0
URBPL 6320  Metropolitan Fiscal Analysis  3.0
URBPL 6330  Urban Growth Management  3.0
URBPL 6340  Public/Private Interests in Land Development  3.0

Architecture and Real Estate Development
At least three credits from among these courses in geographic analysis
GEOG 6000  Spatial Statistics  3.0
REDV 6450  GIS for Real Estate Development  3.0
Three credits in real estate analysis
ARCH 6570 Building Condition Assessment and Preservation Technology 3.0

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 6230</td>
<td>Utah Architecture and Cities</td>
<td>3.0</td>
</tr>
<tr>
<td>ARCH 6235</td>
<td>American Suburban Development</td>
<td>3.0</td>
</tr>
<tr>
<td>ARCH 6500</td>
<td>Preservation Theory and Practice</td>
<td>3.0</td>
</tr>
<tr>
<td>ARCH 6581</td>
<td>&quot;Main Street&quot; Revitalization</td>
<td>3.0</td>
</tr>
<tr>
<td>ARCH 6701</td>
<td>Law for Architects</td>
<td>1.5</td>
</tr>
<tr>
<td>ARCH 6720</td>
<td>Project Finance and Economics</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Finance and Real Estate Development (continued)**
No fewer than six field area credits from among
ARCH 6230 Utah Architecture and Cities 3.0
ARCH 6235 American Suburban Development 3.0
ARCH 6500 Preservation Theory and Practice 3.0
ARCH 6581 "Main Street" Revitalization 3.0
ARCH 6701 Law for Architects 1.5
ARCH 6720 Project Finance and Economics 1.5

**Transportation and Real Estate Development**
At least three credits from among these courses in geographic analysis
CVEEN 6110 GIS Applications in Civil & Environmental Engineering 3.0
GEOG 6000 Spatial Statistics 3.0
GEOG 6140 Methods in GIS 4.0
GEOG 6150 Spatial Database Design for GIS 4.0
REDV 6450 GIS for Real Estate Development 3.0
At least three credits from among these courses in real estate analysis
GEOG 6240 Locational Analysis 3.0
REDV 6010 Urban Research 3.0
REDV 6020 Urban and Regional Analysis 3.0
No fewer than six field area credits from among
CVEEN 6540 Community Transportation 3.0
CVEEN 6560 Transportation II 3.0
CVEEN 7590 Public Transportation Systems 3.0
URBP 6720 Community Transport 3.0

**Sustainability and Real Estate Development**
At least three credits from among these courses in geographic analysis
GEOG 6000 Spatial Statistics 3.0
GEOG 6140 Methods in GIS 4.0
GEOG 6150 Spatial Database Design for GIS 4.0
REDV 6450 GIS for Real Estate Development 3.0
At least three credits from among these courses in real estate analysis
ARCH 6570 Building Condition Assessment and Preservation Technology 3.0
FCS 6120 Demographic Methods 3.0
GEOG 6240 Locational Analysis 3.0
REDV 6010 Urban Research 3.0
REDV 6020 Urban and Regional Analysis 3.0
No fewer than six field area credits from among
ARCH 6352 Advanced Technology: Sustainable Design 3.0
CVEEN 6460 Sustainable Urban Water Engineering 3.0
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>URBPL 6030</td>
<td>Leadership and Public Participation</td>
<td>3.0</td>
</tr>
<tr>
<td>URBPL 6350</td>
<td>Public Lands and Environmental Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>URBPL 6360</td>
<td>Environmental Planning Law and Policy</td>
<td>3.0</td>
</tr>
<tr>
<td>URBPL 6371</td>
<td>Complexity and Systems Thinking</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**New Courses to be Added in the Next Five Years**
The following REDV courses will be created concurrent with the degree:

**REDV 6010 Urban Research (3)**
Meets with URBPL 6010. A hands-on course in quantitative skills used for urban analysis. Data sources, dataset development, descriptive statistics, correlation, trend analysis, modeling, and styles for graphical and written presentation. Planning applications of demographic and economic analysis including population projection, economic base analysis, and measures of characteristics and distribution.

**REDV 6020 Urban and Regional Analysis (3)**
Meets with URBPL 6020. The economic, demographic, and spatial interaction models used to analyze and develop alternative urban and regional plans including cohort-survival, input-output, shift-share, and gravity models. Model concepts, mathematics, design, logic, and limitations. Small-scale spreadsheet models are applied to analyze problems, interpret output and present results.

**REDV 6310 Urban Development Methods and Policies (3)**
Meets with URBPL 6310. This course reviews policies influencing urban development and redevelopment, acquaints students with basic development finance analytic techniques, identifies methods of leveraging private investment to achieve policy objectives, and assesses alternative urban development approaches.

**REDV 6320 Land Use Law (3)**
Meets with URBPL 6320. Case law analysis of common law, constitutional, statutory, and regulatory principles inherent in American land use planning and zoning.

**REDV 6390 Sustainable Development (3)**
Meets with URBPL 6390. Interdisciplinary approach to theories and applications of sustainability in a variety of planning contexts. Final segment focuses on specific action plans related to sustainability.

**REDV 6410 Site Planning and Entitlement Processes (3)**
Meets with URBPL 6410. Review and analysis of development site design, plat map preparation, subdivision review and impact analysis, and entitlement processes.

**REDV 6450 GIS for Real Estate Development (3)**
Meets with URBPL 6450. This course acquaints students with the basic concepts of a geographic information system (GIS) and its analytic capabilities for real estate. In addition to grounding students in the principles and concepts of GIS technology, it will address applications
to problems related to real estate. The course includes laboratory sessions for "hands-on" exposure to the ArcGIS software, its extensions, and other analytic tools.

**REDV 6950 Independent Study (1 to 4)**
Graduate directed reading or individual/group projects as approved through program procedures.

**REDV 6954 Professional Planning Internship (1-4)**
An internship of at least 36 hours per credit hour per term with a private real estate consultancy or development firm, or a public real estate development agency. Internships will be coordinated with a mentor from the host with oversight from a real estate faculty member. It will culminate in a written report on the internship along with an oral presentation of the internship experience.

**REDV 6960 Special Topics (1 to 5)**
This course number is used to accommodate one-time courses, occasional courses, and experimental courses. Students may take more than one Special Topic course for credit.
Appendix B: Program Schedule

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 6050</td>
<td>Laying the Foundations of Teamwork</td>
<td>1.5</td>
</tr>
<tr>
<td>FINAN 6740</td>
<td>Real Estate Principles</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6780</td>
<td>Real Estate Appraisal and Investing</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6910</td>
<td>Special Study for Master's Students (start capstone)</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>9.0</strong></td>
</tr>
</tbody>
</table>

**FIRST SEMESTER**  
*(Second Summer Semester)*

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAN 6750</td>
<td>Survey of Real Estate Development</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6760</td>
<td>Real Estate Finance (If REDV 6310 not taken spring)</td>
<td>0.0-3.0</td>
</tr>
<tr>
<td>REDV 6260</td>
<td>Land Use Law</td>
<td>3.0</td>
</tr>
<tr>
<td>Core Spatial Analysis Course (minimum credits)</td>
<td></td>
<td>0.0-3.0</td>
</tr>
<tr>
<td>Core Real Estate Analysis Course (minimum credits)</td>
<td></td>
<td>0.0-3.0</td>
</tr>
<tr>
<td>Field Area Course(s)</td>
<td></td>
<td>0.0-9.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

**SECOND SEMESTER**  
*(Fall Semester)*

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 6500</td>
<td>Managerial Negotiation</td>
<td>1.5-3.0</td>
</tr>
<tr>
<td>REDV 6310</td>
<td>Urban Development Methods and Policy (If FINAN 6760 not taken fall)</td>
<td>0.0-3.0</td>
</tr>
<tr>
<td>REDV 6410</td>
<td>Site Planning</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6910</td>
<td>Special Study for Master's Students (capstone)</td>
<td>1.5</td>
</tr>
<tr>
<td>Core Spatial Analysis Course (minimum credits)</td>
<td></td>
<td>0.0-3.0</td>
</tr>
<tr>
<td>Core Real Estate Analysis Course (minimum credits)</td>
<td></td>
<td>0.0-3.0</td>
</tr>
<tr>
<td>Field Area Course(s)</td>
<td></td>
<td>0.0-9.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
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**THIRD SEMESTER**  
*(Spring Semester)*

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINAN 6780</td>
<td>Real Estate Analysis Course (minimum credits)</td>
<td>0.0-3.0</td>
</tr>
<tr>
<td>Field Area Course(s)</td>
<td></td>
<td>0.0-9.0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

Total credits 39.0
Appendix C: Faculty

Core Real Estate Faculty

Presidential Professor

Arthur C. Nelson, Ph.D., FAICP
For the past thirty years, Presidential Professor Arthur C. Nelson has conducted pioneering research in growth management, urban containment, public facility finance, economic development, and metropolitan development patterns. Numerous organizations have sponsored Dr. Nelson's research such as the National Science Foundation; National Academy of Sciences; U.S. Departments of Housing and Urban Development (HUD), Commerce, and Transportation; Fannie Mae Foundation; American Planning Association; National Association of Realtors; and The Brookings Institution. His research and practice has led to the publication of nearly 20 books and more than 200 other scholarly and professional publications. In 2000-01, Dr. Nelson served HUD as an expert on smart growth and growth management for the Clinton and Bush Administrations. In this capacity, he helped expand HUD's research scholarship programs and create HUD's doctoral fellowship program. Dr. Nelson has earned three teacher-of-the-year recognitions at two universities (Kansas State University and Georgia Tech twice), researcher of the year honors at a third (University of New Orleans), and scholar of the year honors at Virginia Tech. His books have shaped the field of impact fees, growth management, and urban containment. His papers have won national awards and international distinction. Dr. Nelson's students have won numerous awards including the national student project of the year award given by the American Institute of Certified Planners.

Presidential Chair Professor

Hendrik (Hank) Bessembinder, Ph.D. Professor of Finance
Professor Bessembinder is the A. Blaine Huntsman Presidential Chair in Finance at the David Eccles Business School of the University of Utah. He completed his Ph.D. in Finance at the University of Washington in 1986, and previously held faculty positions at the Goizueta Business School of Emory University, the Simon School of Business of the University of Rochester and at the Arizona State University College of Business. Hank’s research and teaching interests include Financial Management, International Finance, Stock Markets, Foreign Exchange Markets, Energy Markets, Trading Costs, Trading Strategies, and Financial Risk Management. He is Managing Editor of the Journal of Financial and Quantitative Analysis, and Associate Editor of the Journal of Finance, the Journal of Financial Economics, and the Journal of Financial Markets. Hank has taught university courses in corporate finance, investments, financial markets, and financial engineering, at the masters and doctoral levels, having been nominated for and received teaching awards. He has been a consultant to the New York Stock Exchange, Goldman Sachs, Barclay’s Global Investors, the United States Department of Justice, the United States Securities and Exchange Commission, the Federal Energy Regulatory Commission, the Commodities Futures Trading Commission, Analysis Group, and Cornerstone Research, among others.
Professors

Reid Ewing, Ph.D., AICP
Professor Reid Ewing is associate editor of the *Journal of the American Planning Association*, columnist for *Planning* magazine, and Fellow of the Urban Land Institute. Formerly, he was Director of the Voorhees Transportation Center at Rutgers University, and earlier in his career, he served two terms in the Arizona legislature and worked on urban policy issues at the Congressional Budget Office. He holds master degrees in Engineering and City Planning from Harvard University and a Ph.D. in Transportation Systems and Urban Planning from the Massachusetts Institute of Technology. Dr. Ewing has authored books for the major planning and development organizations: *Developing Successful New Communities* for the Urban Land Institute; *Best Development Practices* and *Transportation and Land Use Innovations* for the American Planning Association; and *Traffic Calming State-of-the-Practice* for the Institute of Transportation Engineers. The two books for the American Planning Association made him APA's top selling author for many years. His study of sprawl and obesity received more national media coverage than any planning study before or since, and at one time, was the most widely cited academic paper in the Social Sciences, according to *Essential Science Indicators*. His most recent book, written for EPA and published by the Urban Land Institute, is *Growing Cooler: The Evidence on Urban Development and Climate Change*. Also due out this year, and published by the American Planning Association, is *National Traffic Calming Manual*. Dr. Ewing’s prior work on smart growth development includes the U.S. Green Building Council's LEED-Neighborhood Development guidelines, the Institute of Transportation Engineers' *Recommended Practice for Context-Sensitive Thoroughfares*, the National Wildlife Federation's *Endangered by Sprawl*, and dozens of consulting projects around the United States.

Calvin Boardman, Ph.D., Ph.D., Professor of Finance
Calvin Boardman is the Kendall D. Garff Professor of Finance at the David Eccles School of Business at the University of Utah. He has been a member of the faculty since 1977, the year he earned his PhD in finance from the University of North Carolina at Chapel Hill. Prior to that time, he managed a hotel, was a business systems analyst for a chemical company in Texas, and earned a BA from Graceland College in Iowa and an MBA from the University of Texas at Arlington.

Kristina Diekmann, Ph.D., Professor of Management
Dr. Kristina A. Diekmann is a Professor of Management in the David Eccles School of Business at the University of Utah. Prior to joining the faculty at the University of Utah, she was an assistant professor at the University of Notre Dame. She received an A.B. degree in psychology from Harvard College and M.S. and Ph.D. degrees in organizational behavior from the Kellogg Graduate School of Management at Northwestern University. Prior to graduate school, she worked in investment banking at Merrill Lynch Capital Markets in New York City. Dr. Diekmann's research investigates how individuals behave in organizations, with a focus on negotiation, decision making, fairness, social perception, and impression management. She is interested in understanding the numerous errors in judgment individuals systematically make and how these errors result in negative outcomes. At the University of Utah, Dr. Diekmann teaches several MBA and executive MBA classes on negotiation, teams, and organizational behavior.
She has also taught numerous executive seminars on negotiation and teams at the University of Utah, University of Notre Dame, and Kellogg Graduate School of Management.

Harris Sondak, Ph.D., Professor of Management
Harris Sondak is Professor of Business Administration at the David Eccles School of Business and Adjunct Professor of Law at the S.J. Quinney College of Law at the University of Utah. He is a member of the Management Department and a David Eccles Faculty Scholar. Dr. Sondak is also Adjunct Professor of Business Administration at the Fuqua School of Business, Duke University. Dr. Sondak's research investigates the psychology of allocation decisions including two-party and multi-party negotiations and in market contexts, group process and decisions, and procedural justice and ethics. He has taught these subjects to executives, Ph.D. candidates, MBA students, and undergraduates from around the world. In 2008, Dr. Sondak was honored with the Distinguished Teaching Award by the University of Utah. Dr. Sondak received his B.A. in philosophy from the University of Colorado and his M.S. and Ph.D. in organizational behavior from Northwestern University. He was a member of the faculty of the Fuqua School of Business at Duke University from 1990-1995 and has been a visiting faculty member at Duke University, the International Institute for Management Development (IMD) in Lausanne, Switzerland, the Graduate School of Business, Stanford University, the Indian School of Business in Hyderabad, India, and the Kellogg School of Management, Northwestern University.

Associate Professors

Thomas W. Sanchez, Ph.D.
Associate Professor Tom Sanchez earned a bachelor’s degree in Environmental Studies from UC Santa Barbara, a master of City and Regional Planning from Cal Poly, San Luis Obispo, and a PhD in City Planning from Georgia Tech. Between his master and doctoral studies he worked for a private real estate developer with residential projects in San Diego County and Orange County, CA. Upon completing his degree at Georgia Tech he taught at Iowa State University and has since been on the planning faculties of Portland State University and Virginia Tech before coming to the University of Utah. Dr. Sanchez conducts research in the areas of transportation, land use, environmental justice, and the social aspects of planning and policy. His research has been published in leading urban affairs and planning journals including the Journal of the American Planning Association, Housing Policy Debate, Urban Studies, Journal of Planning Education and Research, and the Journal of Urban Affairs. His article, The Connection between Public Transit and Employment, was selected for the best article of the year in 2000 by the Journal of the American Planning Association. In 2007, he co-authored two books, The Right to Transportation: Moving to Equity (with Marc Brenman) and The Social Impacts of Urban Containment (with Chris Nelson and Casey Dawkins). Along with serving as Chair of the Department of City & Metropolitan Planning, Dr. Sanchez is a nonresident senior fellow of the Brookings Institution, review editor for the Journal of the American Planning Association, an editorial advisory board member for Housing Policy Debate, and chair of the Transportation Research Board’s Social and Economics Factors Committee.

Robert Young, MBA, MS, PE
Robert A. Young is associate professor and director of the historic preservation program, joined the College of Architecture + Planning in 1993. His specializes in stewardship of the built
environment which synthesizes historic preservation, adaptive reuse, sustainability, and community revitalization. He holds degrees from the Pennsylvania State University (MSAE, Energy Conservation in Environmental Systems), the University of Michigan (MBA, Strategic Planning), Eastern Michigan University (MS, Historic Preservation Planning) and the University of Maine (BSCE, Structural Engineering). He is the author of *Historic Preservation Technology* (Wiley 2008), which combines the traditional practices of preservation technology with sustainable design and was a finalist for the Association for Preservation Technology International’s 2008 Lee Nelson Book Award for best new book in the field of preservation technology. He has published or presented numerous articles and papers on historic preservation and sustainability. He is a cofounder of and former chair of the board of trustees for the Traditional Building Skills Institute located at Snow College in Ephraim, UT. He is the University of Utah 2008 Distinguished Service Professor. His other honors and awards include a 2008 Presidential Citation from the Association for Preservation Technology International, the Utah Heritage Foundation Lucybeth Rampton Award for his contribution to the advancement of historic preservation in the state of Utah and nationally, a Utah Heritage Foundation award for the rehabilitation of the G. H. Schettler House, a Salt Lake City Merit Award for the restoration of the G. H. Scheltler House. His service work includes serving on and/or chairing a variety boards for municipal agencies and non-profit organizations including: the Salt Lake City Historic Landmarks Commission, the Utah Heritage Foundation, the Salt Lake City Redevelopment Authority, and ASSIST, a community design center in Salt Lake City. He is a member of Phi Kappa Phi and was an inaugural archival scholar for the CRS Center for Leadership and Management in the Design and Construction Industry. He previously worked for Albert Kahn Associates, Blount Engineers, and the University of Michigan Energy Cost Avoidance Project, all in Michigan.

**Michael Cooper, Ph.D., Ph.D., Associate Professor of Finance**

Professor Cooper's primary research and teaching interests are in the area of investments. His current research is focused on equity returns predictability, related data-snooping issues, and the behavior of mutual fund investors. Professor Cooper's research has appeared in numerous academic journals including the Journal of Business, the Journal of Corporate Finance, the Journal of Finance, and The Review of Financial Studies. His research has won several awards, including the 2000 Barclays Global Investors Award from the European Finance Association. His research has been frequently covered in the popular press, with citations in the Wall Street Journal, the New York Times, the Washington Post, USA Today, the Financial Times, and many others.

**Assistant Professors**

**Keith Bartholomew, J.D.**

An environmental lawyer, Assistant Professor Bartholomew received his Juris Doctor from the University of Oregon and worked for ten years as a staff attorney for 1000 Friends of Oregon, a community development and land use planning advocacy organization in Portland. While at 1000 Friends, Professor Bartholomew was the director of "Making the Land Use, Transportation, Air Quality Connection" (LUTRAQ), a nationally recognized research program examining the interactive effects of community development patterns and travel behavioral patterns. Professor Bartholomew is also the former associate director of the Wallace Stegner Center for Land,
Resources and the Environment at the U of U's S.J. Quinney College of Law. Professor Bartholomew's current primary research focus is assessing the extent and nature of land use–transportation scenario planning in U.S. metropolitan areas. His other research work focuses on accessibility based transportation planning processes, legal issues inherent in transit-oriented development, public participation in transit facility design, the use of expert panels in transportation analysis, and the use of values-based communications in planning and urban design processes. Professor Bartholomew is a member of Oregon State Bar and the American Planning Association and is a Trustee for the Utah Transit Authority.

University of Utah Faculty Adjunct Professors

Jack Brittain, Ph.D.
Jack Brittain is the Vice President for Technology Venture Development and Dean of the David Eccles School of Business. He has served as the David Eccles School Dean since 1999. A faculty member for 15 years before becoming dean, Dean Brittain received two research awards from the Academy of Management and holds five teaching awards, including the University of Texas' Chancellor's Council Award. In his role as University Vice President, he has responsibility for all commercialization activities, including the Technology Commercialization Office and all the commercial-sponsored research at the University. His doctoral degree is in business from the University of California, Berkeley. Dr. Brittain’s research focuses on strategic change in dynamic business environments; power, politics and strategic change; and large scale organizational change. His awards are numerous including the Best of State Medal for Education Administration and Best of State Statue Award for Education.

Pamela Perlich, Ph.D.
Pamela Perlich is a Senior Research Economist in the Bureau of Economic and Business Research at the University of Utah, joining BEBR in 2000. Before joining the BEBR, she worked for seven years in the Governor's Office of Planning and Budget concentrating on long-term economic and demographic projections. In addition, she is Professor Adjunct in the Department of City & Metropolitan Planning, College of Architecture + Planning. She has taught in the program since 1998. Current teaching responsibilities include URBPL 6010: Urban Research and URBPL 6020: Urban and Regional Analysis. Pamela specializes in Utah demographics, applied regional economic studies, and economic and demographic modeling. Dr. Perlich is a member of the Utah Population Estimates Committee, and is the University's primary contact with the Bureau of the Census through the State Data Center program. She serves on the Utah Council for Economic Education as the representative for the University of Utah and is a member of the Envision Utah Steering Committee. At the University she is a faculty in the Graduate Certificate in Demography and a member of the Center on Aging.

Brenda Case Scheer, M.Arch, AIA, AICP
Professor Brenda Case Scheer, AIA, AICP has been the Dean of the College of Architecture + Planning at the University of Utah since 2002. During her tenure, the College has been considerably transformed by the addition of the urban planning program. Her research specializations are the formal development of cities and urban design policy. She has published many articles and book chapters on design review, architecture, housing, and suburban form. Her books include Suburban Form: an International Perspective; Design Review: Challenging Urban
Aesthetic Control; and The Culture of Aesthetic Poverty. She is the winner of the prestigious Chicago Institute of Architecture and Urbanism Prize, which is awarded for writings on urban design. Dean Scheer is also chair of the board of directors of Artspace, Inc., a member of the Envision Utah steering committee, and on the editorial board of the Journal of the American Planning Association. Dean Scheer has a long record of professional practice including master planning, urban design and design guidelines as well as several award-winning architectural projects. She has also been involved in sustainable development projects in Thailand and Crete. Dean Scheer was previously a professor at the University of Cincinnati, where she taught for 12 years. Before entering her academic career, she was a Loeb Fellow at the Harvard Graduate School of Design, director of urban design at the City of Boston, and vice president of a real estate development company in Houston.

Adjunct Professors

George W. “Buzz” Welch, MBA
Buzz Welch is a Senior Vice President at JP Morgan Chase where he has been engaged in real estate industry capital markets for the past fifteen years. Specific to this assignment has been an opportunity to structure debt and private equity, credit syndications, and treasury solutions for national private and public real estate development companies. In addition, Mr. Welch continues to serve as a Commissioner, and past Chairman of the Salt Lake City Housing Authority, with specific responsibility for development and budget oversight. Service on the board begun in 2003 and continues through 2013. Mr. Welch has taken an active role at the DESB since 2004 when he began service on the National Advisory Board. In 2006, he developed and implemented a new course, Finance 5750 – Real Estate Development, which has been taught for the past three years with 117 students completing the course to date. In addition, in 2007 Mr. Welch took responsibility for retooling and teaching Finance 5760 – Real Estate Finance and Investment with 54 students completing the course over the past two years. Mr. Welch also serves as a founding board member on the newly formed DESB Boyer-Ivory Real Estate Center. Mr. Welch earned an MBA from DePaul University in 1986, and a BS degree in Speech Communication from the University of Utah in 1982.

Darrin W. Liddell, MBA, MAI, CCIM, MRICS
Actively engaged in the real estate industry since 1990, Darrin Liddell, an MAI, CCIM, and MRICS has spent his career assisting clients with commercial real estate valuation and consultation. He provides these services to a variety of commercial, private and government organizations. He is currently the Managing Director of Integra Realty Resources – Salt Lake City. As Managing Director, Mr. Liddell oversees real estate appraisal and consulting assignments to ensure the excellence of the firm's produced reports. By understanding the dynamics of a wide variety of real estate sectors, he helps prepare clients to make complex real estate decisions. He has diverse experience with other real estate types such as mixed-use, retail, multi-family, office, and industrial. He specializes in automobile dealerships and self storage properties. Mr. Liddell is engaged in teaching real estate courses at the University of Utah’s David Eccles School of Business in the MBA and undergraduate programs. He has enjoyed teaching real estate principles, investment, and appraisal courses since 1994. His presentation skills are polished from his teaching and testimonial experience. Prior to receiving his MBA designation in 1993, Mr. Liddell received his Bachelor of Science Degree in 1991 from the
University of Utah. He majored in Finance and minored in Sociology. Darrin was invited into membership from the Appraisal Institute (MAI) in 1997, became a Certified Commercial Investment Member (CCIM) in 2001, and was awarded membership of the Royal Institute of Chartered Surveyors (MRICS) in 2007.
SIGNATURE PAGE

Institution Submitting Proposal:
University of Utah

College, School or Program in Which Program Will Be Physically Located:
College of Business and College of Architecture + Planning

Department(s) or Area(s) in Which Program Will Be Physically Located:
David Eccles School of Business and College of Architecture + Planning

Program/Administrative Unit Title:
Real Estate Development

Recommended Classification of Instructional Programs (CIP) Code:

Certificate, Diploma and/or Degree(s) to be Awarded:
Master of Real Estate Development (MRED)

Proposed Beginning Date:
July 1, 2009

Institutional Signatures:

Department Chair: [Signature]

Dean or Division Chair: [Signature]

Graduate School Dean: [Signature]

Chief Academic Officer: [Signature]

President: [Signature]

Date: May 11, 2009
15 April 2009

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

Dear Vice President Pershing,

Enclosed is the proposal for the Graduate Certificate in Real Estate Development which was approved by the Graduate Council on March 30, 2009. Included in this packet are the proposal and signature page.

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

Sincerely,

David S. Chapman
Associate Vice President for Graduate Studies
Dean, The Graduate School
REQUEST

The University of Utah’s David Eccles School of Business and the College of Architecture + Planning requests approval to offer a Graduate Certificate in Real Estate effective fall semester 2009. This proposal is submitted concurrent with a proposal for a Master of Real Estate and Development (MRED) degree. Both initiatives reinforce the other in ways discussed below. The Graduate Certificate in Real Estate (GCRE) is an 18 credit hour program designed to serve business, architecture, and planning students.

NEED

The Mountain West (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming) is the nation’s fastest growing region. By 2040, the region will double in population to more than 30 million people with nearly 20 million jobs. Most of the existing built environment will be rebuilt. Several trillion dollars will be spent on development in the region over the next generation. Real estate professionals will play a leading role in the development and redevelopment of the region. To meet the educational needs of professionals working in real estate, the University of Utah proposes a multi-tiered effort with increasing levels of preparation in real estate:

Specialization in Real Estate
Students enrolled in the Master of Business Administration and Master of City & Metropolitan Planning degree programs can specialize in real estate studies. The MBA and MCMP are professionally accredited, two-year degrees. Each allow for specializations in one or more fields for 12 or more credit hours each. A specialization in real estate would be considered minimum professional preparation in the field.

Graduate Certificate in Real Estate
For MBA and MCMP students the GCRE can be earned by completing 18 credit hours of courses noted and described below. Subject to Graduate School rules and approval, the GCRE may be earned concurrently with the MBA or MCMP. Admission to the GCRE is open to other graduate students at the University of Utah; the extent to which courses taken for the certificate meet matriculation requirements depends on the home program and approval by the Graduate School. Finally, the GCRE will be available to qualified post-graduate students not enrolled in a degree program pursuant to policies of the University the Graduate School, and the Real Estate Research and Development Program. Indeed, some (perhaps many) of these students may choose to apply for admission into the MRED degree program.

Master of Real Estate and Development

2 The MRED proposal includes details on national and regional market demand, student demand, and current supply options.

3 Accreditation is anticipated in 2009.
At 39 credits, the most intensive real estate educational experience the university would offer is one leading to the MRED degree. Generally, the MRED offers a level of preparation specific to real estate development that would be about double that for either the MBA or MCMP degrees.

**Relationship with Master of Real Estate and Development Degree**

Simultaneous with this proposal is one for a Master of Real Estate and Development, comprised of 39 credit hours. The MRED degree depends on the GCRE for maximum success but the GCRE would not exist but for the MRED degree. There are several reasons for this. First, in the DESB, MRED courses would be justified only with minimum enrollments in the range of 35 students. Second, for quality control purposes, we anticipate capping MRED students to about 35 FTE. Our courses, however, are most efficiently managed with about 45 attendees; the additional 10 FTE students would be those enrolled in the GCRE program. Third, if the MRED does not exist GCRE students would need to enroll in comparable FINAN courses, but those courses are often subscribed to their maximum by Master of Finance and MBA students; GCRE attendance could only be allowed on a space-available basis and this would likely compromise the certificate’s success. Fourth, we anticipate that some MRED students may choose to opt out of completing the degree but could be awarded the GCRE; conversely, once engaged in studies, some GCRE students may decide to pursue the MRED. Maximum benefits to students are achieved with both the MRED degree and the GCRE.

**EDUCATIONAL OBJECTIVES**

The over-arching objective of the GCRE is to help society meet its growing needs for rigorous professionally-based preparation in real estate development. Particular objectives include providing GCRE students with foundations in:

- Market research
- Net present value analysis
- Information tools for real estate research
- Urban development methods and policies

**IMPACT ON EXISTING PROGRAMS**

The GCRE is intended to expand the educational options principally of graduate business and architecture + planning students, and provide new educational options for post-graduates. It will be available to other students at the university as well, subject to provisions of the home unit. It is anticipated that the GCRE will increase attendance in selected graduate business and graduate planning courses but none others.
COURSES

The GCRE is an 18 credit hour program drawing from courses exclusively in business and architecture + planning. No distance education approaches are considered presently. No new courses are needed.4 The following table presents the curriculum. Course descriptions are included.

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAN 6740</td>
<td>Real Estate Principles</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6750</td>
<td>Survey of Real Estate Development</td>
<td>3.0</td>
</tr>
<tr>
<td>FINAN 6780</td>
<td>Real Estate Appraisal and Investing</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6320</td>
<td>Land Use Law</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>One course from among</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAN 6760</td>
<td>Real Estate Finance</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6310</td>
<td>Urban Development Methods and Policies</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>One course from among</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>REDV 6010</td>
<td>Urban Research</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6020</td>
<td>Urban and Regional Analysis</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6410</td>
<td>Site Planning and Entitlement Processes</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6450</td>
<td>GIS for Real Estate Development</td>
<td>3.0</td>
</tr>
<tr>
<td>REDV 6390</td>
<td>Sustainable Development</td>
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</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td></td>
<td><strong>18.0</strong></td>
</tr>
</tbody>
</table>

Course Descriptions:

FINAN 6740 Real Estate Principles (3)
Prerequisite: FINAN 3040 or departmental consent. May meet with FINAN 4740. May be taken concurrently with FINAN 3050. Topics include the economics of land, property rights, transaction instruments and legal considerations, brokerage appraisals, financing, zoning, and property management. Also included are issues of basic estate law covering estates and interests in land, contracts, mortgages and trust deeds, liens, conveyancing, and subdivision and development.

FINAN 6750 Survey of Real Estate Development (3)
Prerequisite: FINAN 3040 or departmental consent. May meet with FINAN 5750. Topics include the practice and process of commercial and residential development from land acquisition to permanent placement. Primary focus will consider project specific entitlement, economic and capital markets issues. Classes will be a mixture of lecture and case study.

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4 MRED 6450 meets with URBPL 6450 - GIS for Planning and is a new course designed principally to meet existing needs of graduate planning students is not dependent on this or any other academic proposal. It will be offered beginning AY 2010. All other MRED courses are to be co-listed with URBPL courses as noted below.
FINAN 6760 Real Estate Finance (3)
May meet with FINAN 5760 Prerequisite: 6740 and departmental consent. Project level real estate finance focused on analysis of feasibility and return elements of primarily commercial real estate development and management. The course concentrates on development of appropriate analytical tools for investment decision: including Excel modeling centered on "for lease" multi-family, retail, office, and industrial projects; with a brief discussion of "for sale" residential development.

FINAN 6780 Real Estate Appraisal and Investing (3) Prerequisite: FINAN 4740 or Program consent.
May meet with FINAN 5770. Economic theories of value as applied to residential and income properties, factors influencing real-property values, appraising real property, framework for real estate investment decisions, rate of return analysis, determinants of real estate investment policy for borrowers and lenders.

The following courses are existing courses in URBPL that will become cross-listed with the REDV (Real Estate Development) prefix administered by the David Eccles School of Business.

REDV 6010 Urban Research (3)
May meet with URBPL 6010. A hands-on course in quantitative skills used for urban analysis. Data sources, dataset development, descriptive statistics, correlation, trend analysis, modeling, and styles for graphical and written presentation. Planning applications of demographic and economic analysis including population projection, economic base analysis, and measures of characteristics and distribution.

REDV 6020 Urban and Regional Analysis (3)
May meet with URBPL 6020. The economic, demographic, and spatial interaction models used to analyze and develop alternative urban and regional plans including cohort-survival, input-output, shift-share, and gravity models. Model concepts, mathematics, design, logic, and limitations. Small-scale spreadsheet models are applied to analyze problems, interpret output and present results.

REDV 6310 Urban Development Methods and Policies (3)
May meet with URBPL 6310. This course reviews policies influencing urban development and redevelopment, acquaints students with basic development finance analytic techniques, identifies methods of leveraging private investment to achieve policy objectives, and assesses alternative urban development approaches.

REDV 6320 Land Use Law (3)
May meet with URBPL 6260. Case law analysis of common law, constitutional, statutory, and regulatory principles inherent in American land use planning and zoning.

REDV 6390 Sustainable Development (3)
May meet with URBPL 6390. Interdisciplinary approach to theories and applications of sustainability in a variety of planning contexts. Final segment focuses on specific action plans related to sustainability.
REDV 6410 Site Planning and Entitlement Processes (3)
May meet with URBPL 6410. Review and analysis of development site design, plat map preparation, subdivision review and impact analysis, and entitlement processes.

REDV 6450 GIS for Real Estate Development (3)
May meet with URBPL 6450. This course acquaints students with the basic concepts of a geographic information system (GIS) and its analytic capabilities for real estate. In addition to grounding students in the principles and concepts of GIS technology, it will address applications to problems related to real estate. The course includes laboratory sessions for "hands-on" exposure to the ArcGIS software, its extensions, and other analytic tools.

ASSESSMENT

Students will be assessed through performance in regular course work. The program will be assessed in several ways. Real estate professionals will be engaged formally and informally to assess the skill level of graduates and to seek ways in which graduate education may be improved. Exit interviews with graduating students combined with 5-year career-based assessments will be used to gauge preparedness as well as emerging educational needs. Finally, periodic assessment will be performed as a college-wide function during the university's periodic review process.

PROGRAM MANAGEMENT

Like the MRED, the GCRE is a joint venture of the David Eccles School of Business and the College of Architecture + Planning. For efficiency of program management, the following procedures will be used. Each college will appoint one of its regular or adjunct faculty members as co-coordinator, provided that at least one is a regular faculty member. The DESB will process admissions applications, track matriculation, and process needed forms and decisions; the co-coordinators will review and mutually decide on any decision needed, however. Minimum admissions requirements will match other Masters degrees within the participating schools. Each admitted student will be assigned an advisor and the advisor will coordinate the processing of any decisions with DESB staff. Both deans will come to agreement on matters of overall policy. An Advisory Committee will be formed (see below) and, to the extent reasonable, will be composed equally of persons appointed by each college. To help improve management performance over time, there will be an annual review of procedures involving all academic members of the Advisory Committee and others as appointed by the deans.

FACULTY

Either through teaching one or more of the courses associated with the program or participating in the design of the course sequence the following are regular and adjunct faculty to be affiliated with the GCRE program:

Presidential Professor Arthur C. Nelson, Ph.D., FAICP
Presidential Chair Professor Hendrick Bessembinder, Ph.D
Professor Jack Brittain, Ph.D. (Dean, DESB)
Professor Kristina Diekmann, Ph.D.
Professor Reid Ewing, Ph.D
Professor Brenda Case Scheer, M. Arch (Dean, cA+P)
Professor Harris Sondak,Ph.D
Associate Professor Thomas W. Sanchez, Ph.D
Associate Professor Robert Young, MBA, MS, PE
Assistant Professor Keith Bartholomew, J.D.
Adjunct Professor Darrin Liddell, MBA, MAI, CCIM, MRICS
Adjunct Professor Pamela Perlich, Ph.D. (Senior Research Economist, DESB)
Adjunct Professor George “Buzz” Welch, MBA

COORDINATORS

There will be two program coordinators. Dr. Arthur C. Nelson, FAICP, Presidential Professor of City and Metropolitan Planning in the College of Architecture + Planning, will be the “academic” coordinator managing admissions, curricular and matriculation functions. The other will be George W. “Buzz” Welch, MBA, Senior Vice President at JP Morgan Chase and adjunct professor of business administration in the David Eccles College of Business, who will be the “professional” coordinator managing recruitment, placement, and external professional relations. Both CVs are attached. The academic director of the program will be appointed by the dean of the David Eccles School of Business who will consult with the dean of the School of Architecture + Planning.

ADVISORY COMMITTEE

There will be an Advisory Committee which shall be the same as that for the MRED program. It will be composed of the deans of both colleges or their representatives, both coordinators, and at least three other persons representing professional (such as consulting), business (such as development), and government (such as economic development) sectors. To the extent reasonable, it will be composed equally of persons appointed by each college.

BUDGET

The budget for this initiative is shown in the table below. It includes the MRED degree proposed simultaneous with this. Funding is entirely from tuition. There will be no impact on existing budgets.

<table>
<thead>
<tr>
<th>Students</th>
<th>YR1</th>
<th>YR 2</th>
<th>YR 3</th>
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<td>30</td>
<td>40</td>
<td>45</td>
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Projected Tuition

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| Revenue-Expense Ratio        | 2.20 | 2.83 | 2.92 | 3.41 | 3.45 |

Notes to Budget:

1. Minimum expectation including full- and part-time MRED students, and certificate students.
2. Tuition increases 5% per year with tuition differentials.
3. Tuition to program tuition differential.
4. 0.5 FTE Staff in Years 1 and 2, 0.75 FTE Staff in years 3 to 5. Wages increase 5% per year.
5. Beginning in the second year additional sections of some courses will be added as needed; they will be taught by a combination of adjuncts and regular faculty.
SIGNATURE PAGE

Institution Submitting Proposal:
University of Utah

College, School or Program in Which Program Will Be Physically Located:
College of Business and College of Architecture + Planning

Department(s) or Area(s) in Which Program Will Be Physically Located:
Department of Finance, David Eccles School of Business
Department of City & Metropolitan Planning, College of Architecture + Planning

Program/ Administrative Unit Title:
Real Estate Development

Recommended Classification of Instructional Programs (CIP) Code:

— — , — — — —

Certificate, Diploma and/or Degree(s) to be Awarded:
Graduate Certificate in Real Estate (GCRE)

Proposed Beginning Date:
July 1, 2009
Institutional Signatures:

Finance Department Chair: [Signature]

CMP Department Chair: [Signature]

School of Business Dean: Jack Bratton

Architecture + Planning Dean: [Signature]

Graduate School Dean: [Signature]

Chief Academic Officer: [Signature]

President: [Signature]

Date: May 11, 2009
June 24, 2009

Dear Steve:

The discrepancy in the numbers of minors awarded reported by the OBIA and our counting prompted us to reanalyze the number of minors that the Ethnic Studies Program has awarded. Based on our paperwork, there were a total of 70 minors awarded during the years 2000-2009. Our initial reporting of 200+ was based on an erroneous calculation of those declared as well as those completed as opposed to solely completed minors. Please let me know if I can clarify.

Best Regards,

Ed Buendia
OFFICE OF UNDERGRADUATE STUDIES – UNIVERSITY OF UTAH

UNDERGRADUATE COUNCIL REPORT TO THE ACADEMIC VICE PRESIDENT

AND THE UNIVERSITY SENATE

February 5, 2009

The Undergraduate Council has completed its study of the Ethnic Studies Program.

The External Review Committee was:

Dr. Juliana Chang, Associate Professor
Department of English
Santa Clara University

Dr. Evelyn Hu-DeHart, Director
Center for the Study of Race and Ethnicity in America
Brown University

Dr. Julian Kunnie, Director
Africana Studies
University of Arizona

The Internal Committee was:

Dr. Lisa Diamond, Associate Professor
Department of Psychology
University of Utah

Dr. Robert Flores, Professor
College of Law
University of Utah

Dr. John McCullough, Professor
Department of Anthropology
University of Utah

Dr. Maureen Mathison, Associate Professor and Director
University Writing Program/Department of Communication
University of Utah

The following summary is based on reports provided by both the Internal and External Review Teams and the response from the Director of the Ethnic Studies Program.
I. PROGRAM PROFILE AND INTRODUCTION

The University of Utah Ethnic Studies Program is central to that part of the University’s academic mission that provides the epistemological and methodological tools to study and examine issues of power, privilege and inequity regarding various populations in the United States. The existing Program has capably and effectively fulfilled that need on the campus in unique ways for more than 25 years. The presence of UUESP faculty in many departments and colleges across campus has created high visibility for the Program and its mission as well as providing role models for students and members of the larger University community.

The Program has also excelled in providing core elements for fulfilling the diversity requirement enacted 12 years ago. Well-established ethnic “Experience” core courses, such as “The African American Experience” and others that focus on Chicana/o, American Indian, and Asian/Pacific American issues, have been central to the exposure of the student body to minority experiences in the United States. Other issues addressed through the curriculum include political economy, education inequities, gender through the lifespan, and intercultural communication, to name a few.

The Program has a long history dating back to the late 1960s and early 1970s. Originally African-American, Chicana/o and American Indian Studies courses and activities existed as separate units. These were consolidated in 1976-77 to form the core of the Ethnic Studies Program. Later, in 1989, an Asian/Pacific American Studies section was added.

The UUESP has been housed in two different units. In 1976-77 when the separate sections were consolidated, the Ethnic Studies Program was housed in the College of Humanities. At this time, a minor was developed. In 1983, the Program was placed under the supervision of the Office of the Associate Vice President for Diversity, which, according to the self-study, has been advantageous in terms of increased “support, visibility, and stability of the Program.” The UUESP has continued to grow in terms of its faculty and in the number of students it serves.

Program and Governance

The original goal of the UUESP was to provide courses for ethnic students focusing on minority and ethnic groups in order to help them understand their heritage and their place in the dominant Anglo society. That focus has since shifted to providing these courses to the wider university audience. The “Experience” courses that the curriculum offers provide an overview of the experiences of people from specific ethnic groups and backgrounds. These are supplemented by more advanced courses offered by the UUESP as well as courses in other departments; together they form the base for satisfying the university diversity requirement. The additional courses outside of the UUESP are offered by various departments, including History, English, Linguistics and Communication in the College of Humanities; Anthropology, Political Science, Sociology and Family and Consumer Studies in the College of Social and Behavioral Science; and Music, Dance, Film, and Theatre in the College of Fine Arts. Still lacking are UUESP-based courses in the College of Science.
Each subprogram has a coordinator and the overall program has a director who reports directly to the Associate Vice President for Diversity. While similar reporting arrangements are seen in other university programs, this structure is at variance with the usual department to college to vice-president tree found throughout the university. The Program sees several problems in this arrangement, the most important being the lack of primacy in both hiring and RPT decisions. Regular departments hire and retain faculty; the UUESP has little choice in most matters other than vetoing pre-selected department choices. Once hired, the faculty member owes primary loyalty, time, energy and resources to the department of record, while loyalty to the UUESP may be a matter of good will from the department. To correct this problem the UUESP has considered a thoughtful step by step plan, advancing from a program offering only a minor to one offering a major to department status. Realization of this plan is not universally supported by program participants but all seem sympathetic to a consideration of the pros and cons of the proposal. Certainly a first step will be hiring appropriate new faculty not only to fill gaps from program losses but also to bolster existing course offerings.

**Faculty and Teaching Support**

The faculty are all active contributors to the teaching program, to service to the university, to the profession and especially to the community, and many are nationally and internationally recognized scholars. Their dedication, energy, commitment and accomplishments are commendable.

At the time of the self-study report the UUESP faculty consisted of 17 tenure-track (through their home departments) faculty, 16 of whom are jointly appointed to departments and the UUESP (four full professors, eight associate professors, four assistant professors). Additional instruction for the Program is provided by one associate instructor, two adjunct appointments and four lecturers and allied faculty). According to the self-study, five of the faculty identify as Chicana/o, six are African American, and three identify as Native American. One member is Caucasian, and three are Asian American. The budgeted FTE for regular faculty was 10, of which 7.5 were filled and 2.5 vacant. By February, 2008, three new hires had committed to the university (two in Political Science, one in English).

UUESP faculty and students mentioned the need for more faculty, especially in the American Indian and Asian American subdivisions. Faculty loss there has been substantial, due to both hiring away and retirement – an average of 2 faculty members every 3 years – and recruitment is difficult for reasons described above. If the level of major is to be achieved, increased faculty will be necessary; the program is well aware of these needs and has a reasonable plan for the increases.

**Students**

The program reported a total of 81 minors between 1992 and 1994, of which 54 completed their degrees. The number of minors for 2007-08 was 120. Since 2002, two hundred students have graduated. Currently there are several students interested in pursuing a major in Ethnic Studies.
and eight students pursuing a major in Social Justice through the Bachelor of University Studies (BUS).

Enrollment increases have also been dramatic through 2002, with 513 students in Academic Year 1986-87 to 1129 students in AY 1993-94, to 4,932 in AY 1997-8, when the baccalaureate diversity requirement was instituted. Since 2002, however, there has been a downturn in student enrollment due to campus-wide diversity courses that are discipline-specific. The self-study reports that of the 111 listed diversity courses, 41 are offered through UUESP.

Students are strongly supportive of the program and its faculty. They consider the program a home away from home and a means to validate their own ethnic experience; this is especially important in a state so monolithically European in demography and culture as is Utah. Of equal importance to them is the opportunity to educate the general populace and introduce them to the ethnic richness found at the university and in the wider community.

The course offerings are large and students would like to see them expanded. This will not be possible utilizing the existing UUESP faculty. However, because many Diversity courses are offered in other departments this problem is slightly alleviated. At the same time, these courses “poach” students who might otherwise take courses from the direct UUESP curriculum, and Program faculty see this as a potential problem, and certainly a competition for faculty hires and Program resources. If an UUESP major is to be seriously considered, this problem will have to be dealt with at the highest administrative levels.

Facilities and Support

Facilities and support have been less than adequate, given the increased enrollments. A perennial problem throughout the university, it is particularly problematic for UUESP.

The unknown fate of Carlson Hall is unsettling. While the History Department and the Tanner Humanities Center are moving to new facilities, will Carlson Hall still be home to the UUESP or will it be incorporated into the Law School? If so, where will the UUESP be housed? Office space may be considered inadequate in the sense that the Ethnic Studies faculty members use their tenuring home offices, disbursed around campus. Inadequate office space for faculty not primarily associated with the program (usually regular faculty housed in their respective departments) has been a problem in the past.

Office space for TAs is now a problem as they are housed in cubicles in the basement of the building.

Most of these space problems would be solved by having the UUESP simply occupy Carlson Hall, although the problem of a meeting room for UUESP faculty remains, as the Carlson Lounge does not really work.

Adequate library materials to support course assignments and faculty research is also a problem. Some departments have established mini-libraries within their own spaces; these serve primarily
as resources for students. Expansion of the existing faculty-oriented library/media center might be considered.

**Diversity Requirement**

The diversity requirement has now been in place for about ten years and is a success, due in no small part to the efforts of the UUESP. This program offers many courses satisfying the requirement, supplemented by courses offered directly from regular departments. There is a feeling that the UUESP has lost some degree of control over the requirement and certainly has lost SCH by having departments offer their own courses. Ethnicity is a major, but not the only aspect of diversity which students may explore to satisfy the diversity requirement, so cooperation with other programs is essential to continuing success.

**Diversity of Faculty and Students**

The UUESP is unique in that the very nature of the program is such that there is great ethnic diversity in the faculty. As seen in the description of the faculty members above, the UUESP has the most diverse faculty on campus, with faculty representing a range of ethnicities: African-American, Asian-American, Caucasian; Chicana/o and; Native-American. Six of the seventeen faculty members are female. Because the UUESP faculty primarily consists of joint appointment positions, hiring is generally undertaken by both the home department and the UUESP, both of which strategically attempt to recruit a diverse pool of applicants for positions. The UUESP negotiates the language for positions with the partnering departments.

The course offerings and the opportunity to interact with an ethnically diverse faculty, tend to attract an ethnically diverse student body. One special characteristic of this program is that it serves as a ‘diversity’ service center for the overall University— i.e., the overall ethnic diversity of the University is greatly enhanced by the work of the Ethnic Studies Program. The diversity of the faculty affiliated with the Program strengthens the University overall—and enhances the University’s ability to attract and retain other diverse faculty (even those who will not have a formal affiliation with the Program). In addition, the education and socialization experiences that the Program provides for ethnically diverse students contributes to the success of those students, and thus serves the University’s overall mission of supporting and retaining such students.

Students enroll in the UUESP courses for various reasons. For some, it is to fulfill the diversity requirement. For others, the commitment is stronger, as they immerse themselves in a plan of study for either a minor, offered through the UUESP, or a major, which is offered through the Bachelors of University Studies Program (BUS). UUESP has attended general recruiting events on campus (i.e., Majors Fair, Plazafest) to talk with students, and also maintains a website. Students also hear about the Program through word-of-mouth. Finally, students self-select courses of interest to them.
II. COMMENDATIONS

The Undergraduate Council commends the Ethnic Studies Program for the following:

1. Among the greatest strengths of the Ethnic Studies Program is its faculty. Because they come from several departments and colleges across campus they create higher visibility for the Program and its mission. Both the internal and external review committees report the faculty to be collegial and consistent in demonstrating respect and appreciation for each other’s scholarship and work. Many are nationally and internationally recognized. Faculty members create a safe space in their classrooms where controversial topics can be discussed responsibly and intellectually.

2. The faculty is highly diverse representing a range of ethnicities including African-American, Asian-American, Caucasian, Chicana/o, and American Indian. Faculty are seen as role models and mentors for ethnic minority students.

3. Students characterize the material covered in Ethnic Studies classes as exciting and challenging and feel that faculty do a good job in communicating the material to students with varying backgrounds. Students are respectful of faculty and appreciate the role they have played in their education.

4. The Ethnic Studies Program has excelled in providing core elements in fulfilling the diversity requirement enacted 12 years ago. The requirement has become a widely accepted bachelors degree requirement due in part to the efforts of the UUESP. The original focus of the UUESP was providing courses for ethnic students concerning minority and ethnic groups to help them understand their heritage and place in the dominant Anglo society. The UUESP should be commended for their change in focus which has shifted with the implementation of the diversity requirement to providing a curriculum appealing to the wider University audience.

5. The UUESP has had significant success in growing the program. From the establishment of the program through 2007–08 the number of minors has grown steadily. Since 2002 two hundred students have graduated with ESP minors. In spite of the absence of a major in the program, students have been able to craft their own majors through the BUS program within Undergraduate Studies.

6. The UUESP has continued to expand its offerings. Two new minors have been developed - the Asian Pacific American minor and the comparative ES minor, and a new foundation course, Intro. to Ethnic Studies, has been established. The UUESP has developed a revised mission statement and engaged in thoughtful discussions regarding the possible offering of a major and considered the potential of developing a proposal to become a fully accredited academic department.
III. RECOMMENDATIONS

1. Academic Structure:

Ethnic Studies should offer a major in addition to the minor currently being offered. The major should be organized by themes rather than on the basis of racial/ethnic subgroups. This would put Ethnic Studies on an equal footing with the University of Utah’s Gender Studies Program, which already offers a major.

2. Administrative Structure:

Ethnic Studies should explore the possibility of becoming a full-fledged department, with at least some full-time faculty appointments and the ability to make retention, promotion, and tenure decisions, but only when adequate financial support becomes available. Such a move would also require a change in reporting structure, with the department reporting to a dean instead of to a vice president.

3. Faculty Make-up:

Faculty members from the Department of Education, Culture, and Society (ECS) represent a large percentage of the faculty associated with the Ethnic Studies Program. This disproportionate representation is a potential problem that could result in marginalization within the arts and sciences academic environment of the University. Ethnic Studies should hire new faculty members (preferably senior scholars) in departments such as History, Sociology and English.

4. Reducing Faculty Turnover:

There is serious concern over the high rate of faculty turnover among Ethnic Studies faculty over the past five years. This problem should be addressed by new hires combined with a strengthened system of mentoring and a stronger sense of collective identity among Ethnic Studies faculty.

5. Improving Physical Facilities:

The Ethnic Studies Program would benefit from more and better space. Now that the History Department has moved out of Carlson Hall (where both Ethnic Studies and History have been housed) into the Carolyn Tanner Irish Humanities Building, the Ethnic Studies Program should expand into the additional space that this move provides. Such an expansion has already begun to take place.

6. Improving Student Recruitment and Retention:

To improve student recruitment and retention, the Ethnic Studies Program should increase its outreach to high schools and hire an academic advisor to serve Ethnic Studies students.
Department Review by Academic Year

ETHNIC STUDIES

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Memorandum of Understanding
Ethnic Studies Program
Undergraduate Council Review

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on March 9, 2009 and concludes the Undergraduate Council Review of the Ethnic Studies Program. David W. Pershing, Senior Vice President of Academic Affairs; John Francis, Senior Associate Vice President of Academic Affairs; Steve Roens, Senior Associate Dean of Undergraduate Studies; Octavio Villalpando, Associate Vice-President for Diversity; and Ed Buendia, Director of the Ethnic Studies Program, were present.

The discussion centered on, but was not limited to, recommendations included in the Undergraduate Council Review completed on January 27, 2009.

At the wrap-up meeting, the group agreed to endorse the following actions:

Recommendation 1: Academic Structure

a. As soon as possible the Ethnic Studies Program should create a major organized by themes (i.e. diaspora studies, social justice, etc.) The thematic nature of the major should infuse the various courses focusing on the different racial/ethnic subgroups. In addition the major will offer courses in which themes are explored comparatively, from the various perspectives of the different racial and ethnic subgroups. Ethnic Studies already has two new courses, one in diaspora studies and one in social justice that could support such a major.

b. Partnerships should be developed with other entities to facilitate creation of a double major.

Recommendation 2: Administrative Structure

The Ethnic Studies Program should move slowly and judiciously toward becoming a department. The existing administrative structure should be kept for the present. Once the major (proposed above) is robust, departmental status can be considered.

Recommendation 3: Faculty Composition

New hires should be pursued to diversify the faculty. The Program will add fully tenured faculty that have at least 90% of their appointment within Ethnic Studies.

Recommendation 4: Faculty Culture – Reducing Faculty Turnover

Structures will be put into place to foster relationships with collaborative chairs so that faculty loyalties will not be an issue.

Recommendation 5: Physical Facilities
a. Work in conjunction with Campus Planning as the five-year building plan comes to its end to insure that Ethnic Studies will have adequate space.

b. Plan ahead so that if and when the Law School moves on its new plans for facilities, Ethnic Studies will have the space it needs.

Recommendation 6: Student Retention

a. Once the major is robust, the program should evaluate the extent to which it can comply with the graduation guarantee.

b. An advisor should be hired to help with retention. A full time advisor might possibly be shared with another unit that has a strong relationship with the Ethnic Studies Program.

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

David W. Pershing  
Senior VP for Academic Affairs

Octavio Villalpando  
Associate VP for Diversity

Edward Buendia  
Director, Ethnic Studies Program

John Francis  
Senior Associate VP for Academic Affairs
The Undergraduate Council has completed its study of the International Studies Program.

The External Review Committee was:

Dr. James Hevia, Professor
International Studies
Director, New Collegiate Division
University of Chicago
Chicago, Illinois

Dr. Daniel Chirot, Professor
Jackson School of International Studies
Department of Sociology
University of Washington
Seattle, Washington

Dr. Ann Waltner, Professor
Department of History
Director, Institute for Advanced Studies
University of Minnesota
Minneapolis, Minnesota

The Internal Review Committee was:

Ray Gunn, Associate Professor
Department of History
College of Humanities
University of Utah

Karin Lindquist, Associate Professor
Department of Management
David Eccles School of Business
University of Utah

Mariam Thalos, Professor
Department of Philosophy
College of Humanities
The following summary is based on reports provided by each of the external reviews, the internal review team, and a response from the International Studies Board chair.

I. DEPARTMENT PROFILE AND INTRODUCTION

The International Studies (IS) Program is an interdisciplinary degree program that is a collaboration of three colleges (Business, Humanities, and Social and Behavioral Sciences). Beginning operations in April 2003, the International Studies major was originally envisioned as a program built on existing courses in the three constituent colleges and with minimal new budgetary commitments.

The express aim of this program is “to provide students with an understanding of global interaction that may be useful in their career pursuits and in their everyday lives.” This aim is very much in line with the goal of the university as a whole to provide students with an international awareness. It meets a strong need, especially given the University of Utah’s involvement in a number of initiatives to internationalize the university—increasing the number of students who study abroad and increasing the number of international students. The International Studies Program is poised to be a major player in these initiatives.

Program and Governance

The IS program draws on the teaching resources of the three colleges to provide a minimum of 33 credit hours through the following course of study to its IS majors: Students choose courses from a menu of about 380 courses across the three colleges, and may graduate with either a BA or BS by satisfying 4 components:

1. Third year of a foreign language (or equivalent) for BA, or two additional courses from the program’s long list (for BS)
2. 5 required courses: 3 without alternative, and one each from two short menus (a Humanities menu and a Social Sciences menu)
3. 4 required upper division courses, 3 of which focus upon a specific theme (chosen by the student) or region of the world
4. an experiential component, semester’s equivalent; this is very flexible and can be satisfied by: (1) a study abroad experience; (2) an approved internship that earns 4 credit hours; (3) completion of 2 written exercises (the self-study states “two papers,” while the advising material describes one proposal process and one paper) describing and reflecting on a semester-length international experience.

The IS program started enrolling students in 2003-4, with the projection that it would enroll 50 new students per year, so that by 2007-8 it would have enrolled between 200 and 250 students. Student response has wildly exceeded these expectations. The program’s self-study reports (from data collected by the Advisor) that more than 750 students to date have declared the major. This is the IS program’s first review.

The program has no formal ties to existing centers (i.e., the Middle East Center, Asia Center, IPIA, etc.) but many of the faculty whose courses form a part of the IS curriculum have
relationships with such campus entities and these arrangements have not proved in any way problematic.

The internal reviewers report that students interviewed were attracted to the program’s flexibility, its interdisciplinarity, its promise of preparing students for jobs in the marketplace, and the fact that it lends itself to a manageable double major.

One of the recurring concerns is the lack of departmental infrastructure, support and identity. The new space in the Carolyn Tanner Irish Humanities Building might now and in the future ease some of these difficulties, but there remains the problem of program identity: majors take no courses that are distinctive to the IS major. In every course they take, even in the 3 required courses for which there are no alternates, IS majors do not comprise a majority. There is some sense among majors that there is nothing in their academic experience that is distinctively IS. Some solutions to this problem have been explored: (1) a capstone course or seminar; (2) a foundations course or seminar; (3) a colloquium with external speakers. Any of these solutions will require expanding budgetary investment in the program.

The IS program is housed in and funded by the College of Humanities (and there provided with facilities and resources), with a Director and a student Advisor, but with no faculty of its own. It is overseen by the International Studies Board, which acts as its executive committee. The major and minor have been administratively organized under the Dean of Humanities through the appointment of a Program Director, who is responsible for program development, student advising, and liaison with other academic units across the University. The International Studies Board serves as the Executive Committee of this program. A Student Advisory Committee (SAC) was established in 2003 to provide a means for organizing student activities and developing a sense of identification between the majors/minors and the program.

Faculty and teaching support

The program has no faculty per se and no budget that it controls. A staff person on the College of Humanities Dean’s staff serves, part-time, as program Advisor for students. All courses are part of the curriculum of other departments/programs and are taught by faculty/instructional staff who have appointments in other departments on campus. The program Director and the Executive Committee most closely approximate a “program faculty.” They all offer courses that are included in the core curriculum of the program.

Students

The students who select IS as their major primarily transfer from other academic institutions. The Self Study reports that IS majors are slightly more diverse than the general student body of the University of Utah. There are no requirements for entry into the program beyond being a matriculated University of Utah student “in good standing.” There are no scholarships or other financial aid uniquely available to IS majors or minors for general study. There are, however, $500 competitive scholarships to aid IS majors to pursue study abroad.

Data collected by the Advisor indicate that at the time of the self-study, over 750 students had declared the IS major. During the 2003-2004 academic year, there were 25 majors (6 degrees

Facilities and support

Because the IS program is meant to run on existing resources in the constituent colleges, its own budget is restricted. Initially, the budget called for a part-time Director whose time was “bought” (one course) from her/his department and a half-time staff advisor. Recently, the Director position was combined with a newly-created Associate Deanship in the College of Humanities. The advisor position has been enhanced to 3/4-time, with the remaining 1/4-time being allocated to advising for the Latin American Studies Program. The program has thus far enjoyed remarkable success with minimal resources and appears more than capable of meeting its mission as currently defined with its existing budget. Of course, additional resources, perhaps dedicated to the offering of IS-specific courses, could only improve the overall effectiveness and attractiveness of the Program.

The self-study reports that the physical facilities have been inadequate as meeting and working space. The Director meets students in a departmental office currently. However, with the completion of the new Carolyn Tanner Irish Humanities Building, there will be more than adequate space for advising and meeting. There is now a prominent location and physical identity, as well as close proximity to related programs such as Asian Studies and Latin American Studies.

Given its reliance on existing courses, the IS program’s library resources are as strong or as weak as those provided to the academic departments offering the courses.

Computer support also appears completely adequate for the mission of the program.

Staff support is a concern, given the rapid growth of this program and having merely a single 3/4-time advisor for 303 students.

Diversity

The self-study reports that the students in the International Studies major are less White (76%) compared to College of Humanities (80%) and even more gender and ethnically diverse than the University as a whole. The following demographic information for all majors helps to clarify:

Average age (years): 24.8
% Males: 46%
% White: 76%
% Enrolled Full-Time: 72%
% Transfer Students: 50%
% Utah residents: 92%
% Foreign Students: 4%

II. COMMENDATIONS
The Undergraduate Council commends the International Studies Program for the following:

1. The program has proven to be very successful in terms of student enrollment numbers, the flexibility of the curriculum offerings, and student satisfaction with their experience. The program has grown every year since its inception in 2003.

2. The administrations of the colleges involved in the program have been supportive, especially in light of the limited budget resources directly targeted to the program. In particular, the program Director (part-time) and the Dean of the College of Humanities have played a crucial role, providing vital administrative support to the program.

3. The program Advisor, although only part-time (see Recommendations below), is to be highly commended for her work in guiding a great number of students through the process of course selection toward graduation. She receives very favorable comments from all involved for her efforts.

4. The initial creators of the program showed wisdom in developing a framework that closely meshes with the University's stated goal of increased internationalization and that has met the educational needs of so many students.

III. RECOMMENDATIONS

1. Faculty/staff issues that require action:

(a) All reviewers remarked on the superb advising that is occurring currently, especially in light of the large number of students and the growing program. However, it has been noted repeatedly that the advisor is overworked and that, due to the advising-intensive nature of the International Studies Program, this position should be full-time and/or include some student helpers. The program can then continue to succeed without the loss of the one-on-one attention, given that the advisor is the only constant the students currently have.

(b) Some consideration should be given to moving the Director toward a more full-time arrangement. This may be necessary as the program grows even more, and especially if the program is able to obtain funding to offer courses on its own, such as a capstone course (see below). In a similar vein, the IS Board should be encouraged to meet regularly to review progress and trends in the program. This would instill a greater sense of identity and cohesiveness in the program administrators and faculty.

2. Administrative structure:

(a) A more thorough and reliable method for assessing the impact of the program on the students' education should be developed. Currently only a non-mandatory, on-line survey is done, with very low response rates. A required exit survey, ideally in combination with a capstone course,
would provide valuable feedback regarding student opinions of the effectiveness of the program and suggestions for improvements.

3. Curriculum and students:

(a) A capstone course or seminar, though expensive, would be a great addition to the program, giving students a chance to build perspective, share IS experiences, and gain a sense of integration with the program. Funds for teaching these seminars might be obtained via grants from external sources.

(b) The definition of what constitutes a valid experience abroad needs to be more structured, with a clear academic or research component identified. For example, the experience could be required to be linked in some verifiable manner to one of the courses taken in fulfillment of the program, or a rigorous paper with specific guidelines could be required that documents and explores the academic or research nature of the experience. If possible, a student's proposed work should be planned and vetted by a program advisor before the student goes abroad.

(c) A stronger SAC presence and involvement would help alleviate some of the concerns regarding a lack of cohesiveness and identity for this broad-ranging program. Increased support for the SAC is already being implemented. A healthy SAC would also be an invaluable aid for advising students about course choices and abroad experiences.
Department Review by Academic Year

INTERNATIONAL STUDIES

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SCH attributable to students declaring International Studies as a major who enrolled in three required “core” courses: Political Science 2100, History 1050/1510 and Business 2900.

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Average Class Size Political Science 2100, History 1050, Business 2900 (required)*

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*Average class size includes non majors as well as International Studies majors.
Memorandum of Understanding
International Studies Program
Undergraduate Council Review

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on April 6, 2009 and concludes the Undergraduate Council Review of the International Studies Program. David W. Pershing, Senior Vice President of Academic Affairs; John Francis, Senior Associate Vice President of Academic Affairs; Steve Roens, Senior Associate Dean of Undergraduate Studies; Robert Newman, Dean of the College of Humanities and Associate Vice President of Interdisciplinary Studies, Johanna Watzinger-Tharp, Associate Dean of the College of Humanities and Director of the International Studies Program, and Stephen Reynolds, Associate Dean of the College of Social and Behavioral Science and Chair of the International Studies Board, were present.

Many of the recommendations identified in the review report have been accomplished. Those that remain include issues that will enhance the Program. The discussion centered on, but was not limited to, recommendations included in the Undergraduate Council Review completed on March 10, 2009.

At the wrap-up meeting, the group agreed to endorse the following actions:

**Recommendation 1: Academic Structure**

The ISP should continue to strongly encourage students to study abroad. The Program should consider devising ways in which to build the expectation of study abroad as an integral and significant part of the IS major. The ISP will encourage students with a prior international experience to capitalize on it with another one that is integrated into their course of study and into their career plans.

**Recommendation 2: Student Engagement**

a. The ISP should continue to expand the membership and activities of its SAC. The ISP SAC has already expanded from 3 students to 10 students for the current academic year and has been very active. This expansion and increased activity should continue.

b. The ISP should consider holding its annual Human Rights lecture on campus more often, and invite speakers from the University of Utah. The ISP should compare attendance at this year’s on-campus lecture given by a U of U faculty member with those of the past two years. Having the event on campus and having a University faculty speaker might help to increase student interest and attendance. In addition, the ISP will add student-centered activities, for example an informal discussion and Q&A with the speaker.

**Recommendation 3: Assessment**

The ISP should work to increase the response to the student survey for graduating seniors from the current level to a majority of graduating seniors. Currently, only a small number of graduating seniors responds to the survey, although all receive a link that makes response simple and convenient. The Program director and the Program advisor are in the process of revising the survey and will devise strategies to ensure at least 75% participation by graduating seniors.
This memorandum of understanding is to be followed by annual letters of progress from the Director of the Program to the Senior Vice President for Academic Affairs. Letters will be submitted each year until all of the actions in the preceding paragraphs have been addressed.

David W. Pershing  
Senior VP for Academic Affairs

Robert Newman  
Dean, College of Humanities  
Associate VP, Interdisciplinary Studies

Johanna Watzinger-Tearp  
Director, International Studies Program  
Associate Dean, College of Humanities

Stephen Reynolds  
Associate Dean, College of Social and Behavioral Science

John Franks  
Senior Associate VP for Academic Affairs
June 4, 2009

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

RE: Graduate Council Review  
School of Music

Dear Vice President Pershing:

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

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

Sincerely,

David S. Chapman  
Associate Vice President for Graduate Studies  
Dean, The Graduate School

Encl.

XC: Robert Walzel, Director, School of Music  
Raymond Tymas-Jones, Dean, College of Fine Arts
The Graduate Council has completed its review of the School of Music.

External Review Committee:

Dr. John Schaffer, Chair  
Professor and Director  
School of Music, University of Wisconsin-Madison

Dr. Tayloe Harding  
Professor and Dean  
School of Music, University of South Carolina

Dr. John Miller  
Professor  
Music Department, North Dakota State University

Internal Review Committee:

Dr. Robert Johnson, Chair  
Professor Emeritus  
Department of Computing

Dr. Joyce Mitchell  
Professor and Chair  
Department of Biomedical Informatics

Dr. Cynthia Berg  
Professor  
Department of Psychology

This report of the Graduate Council is based on the self-study report submitted by the School of Music, the reports of the external and internal review committees, and the responses to those reports from the Director of the School of Music and Dean of the College of Fine Arts.
DEPARTMENT PROFILE

Program Overview

To reflect the comprehensive structure of programs offered by the Department, the University renamed the Music Department the School of Music in 2002. The School resides in the College of Fine Arts and offers an undergraduate BA in Music and four graduate degrees: Master of Music, MA in Musicology, PhD and Doctorate of Musical Arts (DMA). The school’s four-fold mission to “promote the art of music” is: 1) to train professionally-oriented students; 2) to further the reputation of the School and serve the art of music; 3) to provide a core of general and diverse music courses and experiences for students; and 4) as the State’s flagship institution to function as a center of cultural activity serving various communities. The School of Music is accredited by the National Association of Schools of Music.

Much has been accomplished since the last Graduate Council review and the current Director enjoys widespread support and appears to be doing an exceptional job. However, there exist several issues relating to governance structure and faculty lines that exist that may play a role in hindering the School from attaining its objectives.

Faculty

There are 25 full-time tenure-track faculty in the School of Music distributed evenly across the professorial ranks (40% are women and 12% are minority). In addition, there are 64 non tenure-track faculty (70% part-time). Interaction with the Utah Symphony in the use of adjunct faculty members is valuable. All full-time faculty have advanced degrees and demonstrate productivity in research, creative work or performance in their respective area of specialty. Although all the significant areas of music study are covered, if the School is to meet its aspirations to achieve a "national standard of excellence", it will likely require a greater number of full-time faculty members. Increased visibility of the existing faculty on the national field would play a significant role in attracting high caliber students and faculty to the School.

Faculty members have substantial service and teaching loads. Particularly, the Associate Director is given significantly less load-release time than the position warrants. Faculty members receive high ratings on course evaluations and 8 faculty have been recognized for excellence in teaching by external entities.

As a whole, morale seems high, and faculty members work effectively with students and towards the mission of the department. However, there are concerns regarding a lack of collective voice within the faculty governance structure and faculty salaries that are considerably lower than at peer institutions.

Students

Over the past 6 years, the School has enrolled an average of 368 undergraduate and 70 graduate students per year. Although the external review notes an excellent gender mix and a
careful perusal of the >200 currently enrolled graduate students tabulated in the self-study indicates a sex-ratio close to 50:50, a summary should have been provided to aid evaluation. The external review and self-study report that the School experiences challenges recruiting minority students. However, the graduate council finds it difficult to evaluate these statements because the self-study does not provide any summary of the number of minority students enrolled and offers no policy to address this lack of diversity.

The School of Music actively recruits students in order to populate a critical mass of students in an array of complimenting instrumental and vocal performing classifications. In this respect, the School has been consistently successful in attracting students that provide a broad spectrum of instrumental and vocal talents.

The quality of graduate students entering the School is high (average undergraduate GPA for entering graduates is 3.5). The standards for the admission of both graduates and undergraduates are consistent with national norms. Student morale is high and students were generally pleased with the program and the quality of facilities.

The school currently supports 38 graduate students as teaching or graduate assistants. For attracting graduate students from beyond the typical state and regional locations, it will likely be necessary to have additional assistantship positions and travel scholarships for the extensive travel requirements of students for festivals and competitions where they can gain exposure at the national level.

**Curriculum and Programs of Study**

The School of Music offers a Bachelor of Music degree and a BA in music at the undergraduate level. At the graduate level the School offers the Master of Music degree, a MA in Musicology, a Doctorate of Musical Arts and Ph.D. degrees in music composition and music education. A full range of well structured, comprehensive, undergraduate and graduate degree courses are offered which are reflective of national standards and trends. With the significant use of adjunct faculty, the School maintains a pool of qualified faculty and graduate assistants to sustain the course offerings necessary to insure timely completion of all the degrees currently being offered. The School also provides opportunities for students to interact with professional faculty and major concert artists through periodic master classes. All exams required of graduate students meet national standards of scope and expectation and are consistent and well executed.

Serious concerns were raised with respect to the rigor of the dissertation requirement for the Ph.D. in Composition that need to be addressed. Other issues include the lack of coordination between the musicianship and requisite written theory courses and the higher than average student to faculty ratio.

**Programs Effectiveness –Outcomes Assessment**

Assessment activities are integrated fully into the curriculum and activities and a variety of assessment tools are used to measure the effectiveness of its programs. These include rigorous music-entrance requirements (i.e., a competency-based audition), jury examinations at
the end of each semester for those receiving private instruction, course evaluations, exit surveys for graduating students, and the monitoring of program quality and requirements by the standing Graduate and Undergraduate Studies Committees.

Data from student exit surveys suggests that students view their experience in the School of Music to be of good quality. Location and overall program quality were the most significant factors students’ decision to attend. Academic courses received high evaluations and private lesson experiences were reported as the most valuable component of the programs.

**Facilities and Resources**

The School of Music enjoys newly remodeled facilities, many of which are among the finest in the country. The equipment, the rooms in which the equipment is housed, and the condition and abundance of proper spaces for music study are excellent. The exceptions are the classrooms in the West Institute, the acoustics of the instrumental rehearsal hall, and an inadequate number of practice rooms. The music library is well managed, organized and highly utilized.

The overall administrative structure of the School appears to be well organized, efficient, and effective. However, the Assistant to the Director and the Undergraduate Administrative Assistant are severely over-stretched and the School lacks a dedicated media relations position. However, the School of Music continues to struggle with low faculty and staff salaries, student and opera funding.

**COMMENDATIONS**

1. The School of Music faculty exhibit very high levels of artistic and academic achievement and standards. They are well trained, productive and enthusiastic. Overall they are judged as excellent teachers and mentors by the students.

2. The student body is of a very high caliber, demonstrating highly-musical skills with a collectively strong desire for achieving academic and artistic excellence.

3. With few exceptions, the School of Music enjoys high quality facilities.

4. The School of Music has expanded its vision and program (recent additions are a program in jazz and the DMA) and maintains a high level of academic and artistic rigor in most degree programs being offered.

5. The Director is a strong leader and has done an excellent job in redirecting the School towards its new vision and goals. The School has high visibility in the local community and has raised their national visibility since the last review. Dr. Walzel should be commended for his efforts and success in moving the School into full accreditation status after a large number of years of probationary status.

6. The relationship and interaction between the School of Music and the Utah Symphony are positive and beneficial to the program.
RECOMMENDATIONS

1. Governance. The governance structure for the School should be reviewed for improvements. Issues that should be considered include: formation of a steering committee; restructuring of the Advisory Council to allow for direct faculty representation; and more clearly articulated procedures for the participation and supervision of the large non-regular/auxiliary faculty. Discussions with the Office of Faculty Development may be helpful to explore more inclusive governance structures.

2. Student Diversity. The Graduate School procedures requires: "department efforts to recruit minority students and to achieve appropriate diversity among your student body." It is not clear that such efforts are being made. The School of Music should formulate and implement efforts to recruit minority students and to achieve appropriate diversity among its enrolled student body. The Office of the Associate Vice President for Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate Council should be considered as a way to encourage the School to work effectively towards this goal.

3. Faculty Salaries and Merit Pay. The Director, Dean and senior administration should develop a plan to address low faculty salaries. The determination of merit pay should be restructured to better align with promotion, retention and tenure priorities. In particular, research and professional service should play a greater role. Increasing the profile of these factors in merit determination will also help develop and maintain stronger national/regional levels of visibility.

4. Faculty Lines. There is a need to increase the number of regular faculty lines in the School of Music to alleviate the high ratio of adjunct to tenure line faculty. Converting some of the current lecturer tracks lines into regular faculty lines may be appropriate.

5. Staff Support. Increasing staff support is needed. Provisions should be made to simultaneously accommodate support for the Associate Director to allow for a higher release time and alleviate excessive workloads for senior staff.

6. Curriculum/Program Revisions. Two issues need attention. The requirements for the Ph.D. in Composition should be reviewed, with particular attention to concern of the lack of academic rigor associated with the final project. The lack of coordination of the theory and musicianship course content in the basic musicianship courses should be addressed.

7. Facilities. In contrast to the high quality facilities in the School in general, the practice rooms are too few and of poor condition. More sophisticated procedures for room scheduling may alleviate the problem to some extent. The possibility for additional appropriate space should be considered.

Submitted by the Ad Hoc Review Committee of the Graduate Council:

Nicola Camp (Chair), Biomedical Informatics
John Martinez, Law
Pat Murphy, Nursing
# Department Review by Academic Year

## College of Fine Arts: School of Music

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<td>9</td>
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| **Research Expenditures - Source: OBIA 'B' tables, Updated annually during Spring term.** | | | | | |
| Research Expenditures (Department) | $15,748 | $5,370 | $2,500 | $21,692 | NA |
| Research Expenditures (College) | $169,034 | $132,913 | $124,628 | $81,116 | NA |

| **Student Credit Hours (Budget Model) - Source: OBIA, Updated annually during Summer term.** | | | | | |
| Lower Division | 12,113 | 11,285 | 11,845 | 11,806 | 0 |
| Upper Division | 6,081 | 6,147 | 6,193 | 5,934 | 0 |
| Total Undergraduate | 18,194 | 17,432 | 18,038 | 17,740 | 0 |
| Basic Graduate | 941 | 1,140 | 1,153 | 1,264 | 0 |
| Advanced Graduate | 40 | 58 | 100 | 81 | 0 |
| Total Graduate | 981 | 1,198 | 1,253 | 1,345 | 0 |

| **Course / Instructor Evaluations - Source: OBIA, Updated annually during Autumn term.** | | | | | |
| Undergraduate Courses | 5.00 | 5.21 | 5.11 | NA | NA |
| Undergraduate Instructors | 5.10 | 5.30 | 5.23 | NA | NA |
| Graduate Courses | 5.52 | 5.35 | 5.40 | NA | NA |
| Graduate Instructors | 5.54 | 5.52 | 5.50 | NA | NA |

| **Enrolled Majors - Source: OBIA, Updated annually during Autumn term.** | | | | | |
| Pre-Majors | 144 | 118 | 139 | 123 | 103 |
| Full Majors (Including Intermediate) | 223 | 260 | 224 | 210 | 243 |
| Master's | 63 | 63 | 63 | 70 | 91 |
| Doctoral | 7 | 11 | 10 | 9 | 17 |

| **Degrees Awarded - Source: OBIA, Updated annually during Autumn term.** | | | | | |
| Bachelor's | 56 | 66 | 69 | 52 | NA |
| Master's | 29 | 17 | 23 | 15 | NA |
| Doctoral | 2 | 1 | NA | 2 | NA |
Memorandum of Understanding
School of Music

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on 22 May 2008, concluding the Graduate Council Review of the School of Music. David W. Pershing, Senior Vice President for Academic Affairs; Raymond Tymas-Jones, Dean of the College of Fine Arts; Robert Walzel, Director of the School of Music; David S. Chapman, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on 28 April 2008. At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1: Governance.** The governance structure for the School should be reviewed for improvements. Issues that should be considered include: formation of a steering committee; restructuring of the Advisory Council to allow for direct faculty representation; and more clearly articulated procedures for the participation and supervision of the large non-regular/auxiliary faculty. Discussions with the Office of Faculty Development may be helpful to explore more inclusive governance structures.

In 2007, the School of Music developed and implemented a new policy detailing the representative faculty governance structure that has been practiced for many years. This policy will be reviewed and revised to allow adjunct faculty participation/representation on the departmental Advisory Committee. The Graduate School will explore the demand for a workshop dealing with issues related to adjunct faculty.

**Recommendation 2: Student Diversity.** The Graduate School procedures require "department efforts to recruit minority students and to achieve appropriate diversity among your student body." It is not clear that such efforts are being made. The School of Music should formulate and implement efforts to recruit minority students and to achieve appropriate diversity among its enrolled student body. The Office of the Associate Vice President for Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate Council should be considered as a way to encourage the School to work effectively towards this goal.

The School of Music will work with Academic Outreach to identify and recruit minority students. In addition, the School of Music will conduct outreach efforts to arts high schools outside the state of Utah. The Dean of Fine Arts will encourage units with a successful history of minority recruiting to share strategies with other academic units within the College of Fine Arts.
Memorandum of Understanding
School of Music
Page 2

Recommendation 3: Faculty Salaries and Merit Pay. The Director, Dean and senior administration should develop a plan to address low faculty salaries. The determination of merit pay should be restructured to better align with promotion, retention, and tenure priorities. In particular, research and professional service should play a greater role. Increasing the profile of these factors in merit determination will also help develop and maintain stronger national/regional levels of visibility.

The School of Music has developed a merit policy to reward faculty productivity. The proposed algorithm allows flexibility by weighting teaching 50-60%, research 25-40%, and service 10-20%. However, the Dean of Fine Arts has instructed the School of Music to reconsider the algorithm to more appropriately reward achievement in research and scholarship. The Senior Vice President for Academic Affairs will work with the Dean of Fine Arts to improve faculty salaries in the School of Music.

Recommendation 4: Faculty Lines. There is a need to increase the number of regular faculty lines in the School of Music to alleviate the high ratio of adjunct to tenure line faculty. Converting some of the current lecturer tracks lines into regular faculty lines may be appropriate.

The School of Music expects to convert one lecture line to a tenure-track faculty line. The Dean of Fine Arts and the Senior Vice President for Academic Affairs will attempt to obtain funds for additional FTE.

Recommendation 5: Staff Support. Increasing staff support is needed. Provisions should be made to simultaneously accommodate support for the Associate Director to allow for a higher release time and alleviate excessive workloads for senior staff.

It is agreed that current staff are overworked. The Dean and Senior Vice President for Academic Affairs will work to provide additional staff support.

Recommendation 6: Curriculum/Program Revisions. Two issues need attention. The requirements for the Ph.D. in Composition should be reviewed, with particular attention to concern of the lack of academic rigor associated with the final project. The lack of coordination of the theory and musicianship course content in the basic musicianship courses should be addressed.

The School of Music reports that the recommendation for revision of the Ph.D. in composition to increase its rigor was a misunderstanding by reviewers concerning the elements of the present program. The School of Music will consider ways to better coordinate theory and musicianship course content in the basic musicianship courses.
Recommendation 7: Facilities. In contrast to the high quality facilities in the School in general, the practice rooms are too few and of poor condition. More sophisticated procedures for room scheduling may alleviate the problem to some extent. The possibility for additional appropriate space should be considered.

The School of Music plans to convert space in the West Institute, which is soon to be vacated by the Department of Theatre, into additional practice rooms. The School of Music will work to develop more efficient practice room scheduling procedures.

This memorandum of understanding is to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions in the preceding paragraphs have been completed.

David W. Pershing
Raymond Tymas-Jones
Robert Walzel
David S. Chapman
Frederick Rhodewalt

David S. Chapman
Associate VP for Graduate Studies
Dean, The Graduate School
June 4, 2009
June 4, 2009

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

RE: Graduate Council Review 
Department of Civil and Environmental Engineering

Dear Vice President Pershing:

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

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

Sincerely,

David S. Chapman  
Associate Vice President for Graduate Studies 
Dean, The Graduate School

Encl.

XC: Paul Tikalsky, Chair, Dept. of Civil and Environmental Engineering 
Richard B. Brown, Dean, College of Engineering
The Graduate Council has completed its review of the Department of Civil and Environmental Engineering. The External Review Committee included:

Dr. Subhash C. Goel  
Professor of Civil and Environmental Engineering  
University of Michigan

Dr. Nolan E. Hertel  
Professor, School of Mechanical Engineering  
Georgia Institute of Technology

Dr. Tom Urbanik  
Professor & Goodrich Chair of Excellence, Department of Civil and Environmental Engineering  
University of Tennessee

The Internal Review Committee of the University of Utah included:

Dr. William P. Johnson  
Professor  
Department of Geology & Geophysics

Dr. Philip C. Emmi  
Professor  
College of Architecture & Planning

Dr. David C. Strayer  
Professor  
Department of Psychology

This report of the Graduate Council is based on the self-study report submitted by the Department of Civil and Environmental Engineering, the results of the internal and external review committees, and the comments/responses from Dr. Paul J. Tikalsky, Chair and Professor
of the Department of Civil and Environmental Engineering, and Dr. Richard Brown, Dean of the
School of Engineering at the University of Utah.

DEPARTMENT PROFILE

Program Overview

The Department of Civil and Environmental Engineering is in the College of Engineering. The department offers undergraduate degrees with tracks in Environmental, Water Resource, Structural, Geotechnical, Transportation, and Project Management. The Department offers a Master of Engineering in Environmental Engineering degree, Master of Science degrees in Nuclear Engineering, Civil Engineering, and Environmental Engineering, and Doctor of Philosophy degrees in Environmental and Nuclear Engineering. Traditional strengths of the Department have been the undergraduate and masters’ degree programs. The Department has been transitioning towards increased emphasis on doctoral level education and research. Towards this end, the Department houses the Center for Excellence in Nuclear Technology Engineering and Research (CENTER) and the Nuclear Engineering Program. The Nuclear Engineering program is one of only 29 such programs in the nation, and is currently seeking a candidate for an endowed Professorship in Nuclear Engineering.

The Department of Civil and Environmental Engineering appears to be on an overall upward trajectory. There has been continued steady growth in the number of students, particularly graduate students, and faculty. The national reputation and ranking of the Department has been improving over the past several years. The U.S. News ranking of the Civil Engineering program has improved from 86th in 2005 to 65th in 2008. There is an increasing focus on research funding and scholarly productivity to complement a strong reputation for excellence in teaching.

Faculty

The Department of Civil and Environmental Engineering currently consists of 15 tenure-track faculty members, and the Department is currently conducting a search for additional tenure-track faculty members in Environmental, Nuclear, Geotechnical/Materials, and Transportation Engineering. There is a good distribution of tenure-track faculty across assistant (5), associate (5), and full professors (5). The Department also contains nine research faculty and two adjunct faculty members. Of the 25 total faculty members within the Department, 3 are women and six are minorities. An effort to increase recruitment of female faculty is needed to increase gender diversity in the Department and provide a larger pool of female faculty mentors for female undergraduate and graduate students within the Department. The Department has experienced recent growth in its faculty due to USTAR and the Engineering Initiative. The Department has historically ranked lower than similar Departments at other Universities with respect to student:faculty ratios at both the graduate and undergraduate levels. Continued growth of the faculty will likely help the Department with this situation.

The faculty are dedicated and enthusiastically committed to the success of the Department. The new Chair of the Department has helped to foster this enthusiasm and provide an optimistic outlook for the Department. The research productivity of the faculty is improving and receiving greater emphasis. There have been historic tensions within the Department regarding the RPT process given the small number of professors promoted to full professor;
however the College of Engineering has recently implemented college-wide RPT standards that may reduce this tension.

The faculty research and teaching interests are spread across five focus areas. The five focus areas are required for professional accreditation of the Department; however the lack of depth and critical mass of faculty within focal areas has led to concerns regarding a potential lack of sufficient depth. The lack of concentration and depth in a more limited number of focus areas could conflict with Departmental goals towards greater emphasis on PhD research. The level of staff support may also prove a hindrance to the Department’s efforts to meet their goals for growth in research efforts. Additional staff support for the development and administration of grants and contracts, and technical support are needed. Achieving greater research productivity in the Department is likely to be enhanced by initiatives including a 6% F&A return to PIs within the College of Engineering, and a plan proposed by the Department Chair to support research using a portion of summer faculty salaries.

**Students**

In 2007 the Department of Civil and Environmental Engineering awarded 75 undergraduate degrees and 43 graduate degrees, the highest number of degrees awarded by the Department to date. Graduate and undergraduate students generally express satisfaction with their educational experience, although a need for additional space was a concern for both groups of students. Tracking of graduate outcomes, particularly for graduate students, remains a concern. There are limited opportunities for interaction between students in different disciplines within the Department of Civil and Environmental Engineering, and the College of Engineering as a whole. A Department-wide seminar series would facilitate student interactions across sub-disciplines within the Department.

**Undergraduate**

The Department of Civil and Environmental Engineering offers a Bachelor’s degree in Civil Engineering. The Department had 178 undergraduate students at the beginning of the 2007-2008 academic year, of which 134 were majors in Civil Engineering and 44 had intermediate status, 17% were female and 11% were minorities. The undergraduate programs in the College of Engineering recently completed accreditation by ABET, the standard body for accreditation of undergraduate engineering programs.

**Graduate**

The graduate programs within the Department of Civil and Environmental Engineering include MS and PhD degrees in Civil Engineering, and MS and Doctoral degrees in Nuclear Engineering. The Department participates in offering interdisciplinary degrees of ME, MS, and PhD degrees in Environmental Engineering. The graduate program in Civil Engineering has improved in national ranking from 86 in 2005 to 65 in 2008. The MS program has steadily increased its enrollment and decreased the average time taken by students to complete the degree over the past 5 years. Currently students complete the degree in about 2 years. Graduate students have expressed concerns about the limited number of 7000 level courses in the Department, and it appears that the number of course offerings have not kept pace with the increasing number of graduate students.
Curriculum and Programs of Study

Undergraduate

The undergraduate curriculum is well-defined and rigorous plan of study. All students are required to take the same engineering courses until the final academic year, during which students are required to complete six courses over four areas designed to provide a broad overview of Civil Engineering. There is little room for electives within the curriculum. Although the curriculum requirements are clear to students, a lack of flexibility and continuity in course scheduling has been a source of frustration for undergraduate students.

Graduate

The graduate curriculum in Civil Engineering includes thesis and non-thesis options requiring 30 credit hours. There is a broad range of course availability in specialty areas, providing diverse opportunities for specialization. MS students are required to pass a comprehensive examination, which is not common for programs of this type, and may not be the optimal and most efficient use of faculty time and resources. Admission requirements for masters’ degree students are somewhat uneven. GRE scores are not uniformly required and may be waived in lieu for students with professional experience. At the 7000-level, a lack of course options has been cited as a source of frustration for PhD students. PhD students may benefit from additional course options along with research credits in fulfilling the credit hour requirements.

Graduate students in the Department expressed concerns that some graduate students may be permitted to remain in the program despite a lack of progress towards the degree requirements. The overall attrition rate of graduate students is also a concern. These concerns are highlighted by the fact that only one PhD degree has been awarded in the past 2 academic years despite enrollment of 20-30 doctoral students in the Department. These concerns could be addressed through improved regular evaluations of graduate student progress.

Nuclear Engineering Program

The nuclear engineering program is an independent program housed within the Department of Civil and Environmental Engineering and offers MS, ME, and PhD degrees. Courses in these degree programs come from multiple departments within the College of Engineering. The nuclear engineering program is expanding as the demand for graduates increases.

Program Effectiveness – Outcomes Assessment

The tracking of student outcomes has been a concern for the Department, particularly with respect to graduate students. Tracking of undergraduate students is required for accreditation, however there is lack of tracking of graduate students other than the number of students enrolled and the number of degrees awarded. A mechanism for tracking the professional outcomes of graduate degree recipients is needed.
Facilities and Resources

The Department of Civil and Environmental Engineering is currently housed in several buildings located in close proximity to one another. The departmental office is located in the Civil and Materials Engineering building. The laboratory and research facilities are located in the nearby EMRL and HEDCO buildings. The Nuclear Engineering Program has laboratory facilities in the Merrill Engineering building. Students, faculty, and staff consistently reported the facilities to be inadequate, including outdated and limited laboratory space, insufficient office space and study resources for students. The recently completed Warnock Engineering building should help to alleviate some of these concerns. In addition, the Department of Civil and Environmental Engineering has recently received a $3.3 million gift to substantially expand the EMRL building, providing additional laboratory and office space for the Department. The Department is conducting a campaign to raise an additional $1.7 million needed to complete the expansion plans, and has a commitment of $400,000 from the University to assist in this effort. These recent and upcoming space expansions and renovations will be critical for the continued growth of the Department.

The staff within the Department of Civil and Environmental Engineering is a highly capable group that is dedicated to the Department. The number of support and technical staff in the Department, however, has not kept pace with the growth in the number of faculty and students. The lack of sufficient support and technical staff may limit the ability of the Department to continue its growth and expansion of research activities.

The principle facility uniquely associated with the nuclear engineering program is the nuclear research reactor. The building housing the reactor has recently been renovated. The nuclear engineering program does not currently have any tenure-track faculty lines, and is supported by 1.6 FTEs for a Reactor Administrator and Reactor Supervisor. Staff FTEs are funded by the University’s Office of Research and College of Engineering. The greatest challenge facing the nuclear engineering program is funding to sustain and develop the program as demands for graduates and research in this area continue to grow. A recent $1.5 million gift from the EnergySolutions Foundation to establish a Presidential Endowed Chair in Nuclear Engineering is an important step towards meeting this challenge.

COMMENDATIONS

1. The Department has developed strong graduate and undergraduate programs that continue to grow to meet the demand for engineering graduates in the marketplace.

2. The Department has effective leadership, resulting in a collegial and supportive environment for faculty and students. The staff is dedicated and committed to the success of the Department.

3. The Department is increasing its focus on research, positioning the Department to enhance its national reputation and garner support through initiatives such as USTAR.

4. The Department has been successful in its development and fund-raising efforts, securing large gifts to support the growth of the Department and improvement in facilities.

5. The nuclear engineering program is recognized as a successful program despite a lack of funded faculty lines.
RECOMMENDATIONS

1. More administrative and technical staff support is needed to keep pace with the overall growth and increased research focus of the Department. The Department Chair should work with the Dean of the College to determine the need for staff to ensure an appropriate level of support for faculty and students in the Department.

2. The Department facilities, including office, laboratory, and student study space are out-dated and inadequate to meet the demands of the Department. Recent donations and the ongoing development campaign should help to alleviate this concern. The Department should develop a plan to define their space requirements to insure optimal utilization of new facilities.

3. The Department should identify means to provide sustainable support for the Nuclear Engineering Program. The growth of this program will require the establishment of tenure-track faculty lines and commensurate levels of staff support.

4. It is recommended that the Department develop a strategy to assist junior faculty and new faculty hires with the College’s RPT process. Strategies may include the provision annual reviews for all faculty, and explicit mentoring programs for junior faculty.

5. It is recommended that the Department develop a strategy to regularly review the progress of graduate students to insure adequate progress is being made towards degree completion.

6. Continued growth in the Department is likely to provide opportunities to diversify the faculty and student body with respect to female and minority representation. With respect to the student body, the Department should formulate and implement efforts to recruit minority students in order to achieve appropriate diversity among its enrolled student body. The Office of the Associate Vice President for Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate Council should be considered as a way to encourage the Department to work effectively towards this goal.

7. It is recommended that the Department develop a seminar series and seek additional opportunities to facilitate interactions among students and faculty within different sub-specialties and enhance the overall scholarly atmosphere within the Department.

ACTIONS TAKEN SINCE INITIATION OF THE REVIEW

Since the reports of the internal and external review teams, the Chair of the Department of Civil and Environmental Engineering and the Dean of the College of Engineering have taken actions to address some of the concerns raised. There has been considerable progress on fund-raising for new facilities. The Department has hired a fourth staff person, although it appears that additional staff support is necessary. Funding has been received for tenure-track faculty lines in the Nuclear Engineering program, and faculty searches are currently underway. Standard admission requirements to the masters’ degree programs have been established, including a uniform requirement for GRE scores.

Submitted by the Ad Hoc Review Committee of the Graduate Council:

Julie Fritz (Chair), Department of Physical Therapy
Sally Planap, Department of Communication
Robert Young, School of Architecture
## Department Review by Academic Year

### College of Engineering: Civil & Environmental Engineering

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<td><strong>Faculty Headcount</strong>&lt;br&gt; (Source: OBIA, Updated annually during Autumn term.)</td>
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<tr>
<td>Full Professors</td>
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<td>3</td>
<td>3</td>
<td>5</td>
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<tr>
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### Research Expenditures<br> (Source: OBIA 'B' tables, Updated annually during Spring term.)

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<td>$1,448,260</td>
<td>$1,662,865</td>
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<td>$37,632,396</td>
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### Student Credit Hours (Budget Model)<br> (Source: OBIA, Updated annually during Summer term.)

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<td>861</td>
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<td>536</td>
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<td>Total Graduate</td>
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### Course / Instructor Evaluations<br> (Source: OBIA, Updated annually during Autumn term.)

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<td>5.02</td>
<td>5.04</td>
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<td>Graduate Courses</td>
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<td>5.41</td>
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<td>Graduate Instructors</td>
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<td>5.28</td>
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### Enrolled Majors<br> (Source: OBIA, Updated annually during Autumn term.)

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<tr>
<td>Pre-Majors</td>
<td>84</td>
<td>79</td>
<td>67</td>
<td>78</td>
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<tr>
<td>Full Majors (including Intermediate)</td>
<td>121</td>
<td>116</td>
<td>150</td>
<td>149</td>
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<tr>
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<td>24</td>
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### Degrees Awarded<br> (Source: OBIA, Updated annually during Autumn term.)

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<tbody>
<tr>
<td>Bachelor's</td>
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<tr>
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Office of Budget & Institutional Analysis (OBIA)<br>110 Park Building, 201 South President’s Circle, Salt Lake City, UT 84112<br>Office: 801-581-6948 | Fax: 801-581-7541 | Email: info@obia.utah.edu<br>The University of Utah © - Disclaimer | Privacy Statement
Memorandum of Understanding  
Department of Civil and Environmental Engineering  
Graduate Council Review 2007-2008

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on 2 October 2008, concluding the Graduate Council Review of the Department of Civil and Environmental Engineering. David W. Pershing, Senior Vice President for Academic Affairs; Richard B. Brown, Dean of the College of Engineering; Paul Tikalsky, Chair of the Department of Civil and Environmental Engineering; David S. Chapman, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on 29 September 2008. At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1:** More administrative and technical staff support is needed to keep pace with the overall growth and increased research focus of the Department. The Department Chair should work with the Dean of the College to determine the need for staff to ensure an appropriate level of support for faculty and students in the Department.

The Department has made considerable progress in addressing this recommendation by adding a clerical staff position and a technical staff position (support for the technical position comes half from the Department and half from research grants). The College of Engineering contributes administrative support to the Department through grant accounting services.

**Recommendation 2:** The Department facilities, including office, laboratory, and student study space are out-dated and inadequate to meet the demands of the Department. Recent donations and the ongoing development campaign should help to alleviate this concern. The Department should develop a plan to define their space requirements to insure optimal utilization of new facilities.

This recommendation will be addressed fully with the completion of a building renovation project now in planning. The Chair reports that the Department has raised sufficient funds to renovate the building and is now seeking appropriate University approvals to begin building design.
Memorandum of Understanding
Department of Civil and Environmental Engineering
Page 2

Recommendation 3: The Department should identify means to provide sustainable support for the Nuclear Engineering Program. The growth of this program will require the establishment of tenure-track faculty lines and commensurate levels of staff support.

The Dean has added two tenure track faculty lines to the Nuclear Engineering program. One position is for a Presidential Endowed Chair and therefore will be a senior scholar. The second position is for a junior level tenure-track faculty person. The Department is revising the graduate curriculum in Nuclear Engineering to bring it in line with the quality and rigor of other graduate areas. All Nuclear Engineering Ph.D. students now receive paid assistantships.

Recommendation 4: It is recommended that the Department develop a strategy to assist junior faculty and new faculty hires with the College’s RPT process. Strategies may include the provision annual reviews for all faculty, and explicit mentoring programs for junior faculty.

All junior faculty are sent to the EXCEED program, a week-long summer workshop on career development. Junior faculty are each assigned a faculty mentor and receive face-to-face and written performance feedback annually from the Chair. In addition, three-member faculty committees assist each junior faculty member in preparing their RPT file.

Recommendation 5: It is recommended that the Department develop a strategy to regularly review the progress of graduate students to insure adequate progress is being made towards degree completion.

The Department has recently formed a graduate student advising committee to help monitor and advise graduate students. The Department is also exploring ways to provide closed monitoring of Ph.D. students, possibly through the Graduate Committee. They will also compare their students’ degree completion and time to degree data to benchmarks gleaned from peer institutions.

Recommendation 6: Continued growth in the Department is likely to provide opportunities to diversify the faculty and student body with respect to female and minority representation. With respect to the student body, the Department should formulate and implement efforts to recruit minority students in order to achieve appropriate diversity among its enrolled student body. The Office of the Associate Vice President for Diversity is committed to this goal and may provide useful ideas and strategies in this regard. The use of annual progress reports to the Graduate Council should be considered as a way to encourage the Department to work effectively towards this goal.
Memorandum of Understanding
Department of Civil and Environmental Engineering
Page 3

The Chair reports that the Department has a strong commitment to diversity. While the national average for undergraduate women in civil engineering is 17-18%, the Department reports that 22% of its undergraduate majors are women. Women and minorities are also represented on the faculty. Since the completion of the review, the department has added 2 female faculty. Although these statistics are positive, the Department continues to work to increase representation of women and minorities. For example, it currently participates in a college-wide NSF-funded project to recruit undergraduate women and minority students.

Recommendation 7: It is recommended that the Department develop a seminar series and seek additional opportunities to facilitate interactions among students and faculty within different sub-specialties and enhance the overall scholarly atmosphere within the Department.

This has been done. The Department offers CVEEN 6555/5555 each spring semester. It is a seminar in which faculty and students present their research and discuss professional matters and concerns.

This memorandum of understanding is to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions in the preceding paragraphs have been completed.

David W. Pershing
Richard B. Brown
Paul Tikalsky
David S. Chapman
Frederick Rhodewalt

___
David S. Chapman
Associate VP for Graduate Studies
Dean, The Graduate School
June 4, 2009
Department Review by Academic Year

College of Engineering: Civil & Environmental Engineering

<table>
<thead>
<tr>
<th>Faculty Headcount - Source: OBIA, Updated annually during Autumn term.</th>
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<tbody>
<tr>
<td>Full Professors</td>
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<tr>
<td>Associate Professors</td>
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<tr>
<td>Assistant Professors</td>
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<tr>
<td>Instructors</td>
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<tr>
<th>Research Expenditures - Source: OBIA 'B' tables, Updated annually during Spring term.</th>
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<tbody>
<tr>
<td>Research Expenditures (Department)</td>
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<td>Research Expenditures (College)</td>
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<th>Student Credit Hours (Budget Model) - Source: OBIA, Updated annually during Summer term.</th>
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<tr>
<td>Upper Division</td>
</tr>
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<td>Total Undergraduate</td>
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<td>Undergraduate Courses</td>
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<th>Enrolled Majors - Source: OBIA, Updated annually during Autumn term.</th>
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<td>Pre-Majors</td>
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<tr>
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<td>Master's</td>
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<td>Doctoral</td>
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<table>
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<th>Degrees Awarded - Source: OBIA, Updated annually during Autumn term.</th>
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<tr>
<td>Master's</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
</tbody>
</table>

Office of Budget & Institutional Analysis (OBIA)
110 Park Building, 201 South President's Circle, Salt Lake City, UT 84112
Office: 801-581-6948 | Fax: 801-581-7541 | Email: info@obia.utah.edu
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June 4, 2009

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

RE: Graduate Council Review  
Department of Communication

Dear Vice President Pershing:

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

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

Sincerely,

David S. Chapman  
Associate Vice President for Graduate Studies  
Dean, The Graduate School

Encl.

XC: Ann L. Darling, Chair, Department of Communication  
Robert D. Newman, Dean, College of Fine Arts
The Graduate Council has completed its review of the Department of Communication.

The External Review Committee consisted of:

Janis Anderson  
Dean, School of Communication  
Emerson College  

Gerald Baldasty  
Chair, Department of Communication  
University of Washington  

Linda Putnam  
Professor, Department of Communication  
University of California-Santa Barbara  

The Internal Review Committee of the University of Utah included:

Kevin Hanson  
Chair, Division of Film Studies  

Sandra Shotwell  
Professor, Department of Theatre  

Dan Dustin  
Chair, Department of Parks, Recreation, and Tourism  

This report by the Graduate Council’s ad hoc committee is based on the Department of Communication Self Study, the report of the Internal Review Committee, the External Review Committee, and the joint response of the Chair of the Department of Communication and the Dean of the College of Humanities.
DEPARTMENT PROFILE

Program Overview

The Department of Communication addresses a broad scope of topics in its teaching and research that fall under the umbrella of communication. The department offers 13 sequences in two undergraduate degree programs: Mass Communication and Speech Communication. At the graduate level, the department offers a Masters and a Ph.D. degree. The department has addressed the recommendations it received when the Graduate School last reviewed it in 2001: 1) faculty salaries are more competitive; 2) an additional technology position has been added to support the demands of the department; 3) undergraduate advising has been addressed through the use of peer advisors; 4) graduate student funding has improved; 5) more facility space has been utilized through reorganization of existing space. The department has consistently achieved national and international recognition for the achievements of its faculty.

Faculty

The department consisted of 34 regular faculty and two lecturers in the 2007-2008 academic year. Of the 34 regular faculty members, 22 are tenured, 10 are professors, 13 are associate professors, and 11 are assistant professors. Eight of the associate professors have been in rank for more than 10 years. There are 17 males and 17 females on the faculty and among them are one African-American, one Korean, one Hispanic, and one Arab-American.

Department faculty produced over 20 books, 144 journal articles, 86 book chapters, and 16 creative projects between 2002 and 2007. A number of faculty members have also received book and article awards and many have national or international reputations. Several faculty members have received large grants between $300,000 and $1,100,000. Faculty members have also received numerous teaching awards and have high averages on student evaluations.

The department has a mentoring program for assistant professors that includes assigned mentors, monthly meetings with the department chair during the first semester, and feedback from a peer teaching committee.

Department faculty members are heavily engaged in service in the department, college, university, community, and professional service. However, several faculty members express concern about excessive service loads, disproportionate service assignments across ranks, and the need to promote service values for untenured faculty. Faculty members report a high level of collegiality within the department.

Students

The department numbers 312 undergraduate pre-majors, 597 undergraduate majors, 32 masters students, and 59 doctoral students. Mass Communication, particularly Public Relations, attracts a disproportionate number of students. At the same time, a majority of graduate students are in Speech Communication, so there are potential misalignments between instructional needs, graduate student interests, and faculty hiring.
Students at all levels report high satisfaction with the department’s programs and praise the programs for their rigor, breadth and combination of areas, and faculty accessibility. Financial support, however, is a concern. Among the graduate students, 45 receive financial support in the form of assistantships. Stipend amounts are significantly below those of peer communication departments. Graduate students would like to receive more supervision of their teaching, particularly in the first semester. Undergraduate students express concern about getting into classes that they report are always full and also the need for more classes in late afternoons or evenings.

Curriculum

The two undergraduate degree programs, Mass Communication and Speech Communication, include several sequences. Mass Communication includes four sequences: electronic journalism, news-editorial, public relations, and communication technology. The Speech Communication curriculum is a liberal arts degree that has a strong emphasis on preparing students for graduate education. This area currently has nine sequences, which leads to a number of problems. Substitution of courses is often required when specified courses are not offered due to faculty leaves or scheduling conflicts. These frequent substitutions make the sequences less defined as coherent areas of study. The department is engaged in a curriculum revision that is aimed at developing a more condensed sequence alignment.

The doctoral program reflects the breadth of the department and is responsive to students’ individual interests. The national reputations of faculty members attract strong students in areas such as organizational communication, cultural studies, mass communication, and instructional communication. The doctoral program lacks a strong niche focus, which the external reviewers suggest is becoming more common for outstanding doctoral programs.

Program Effectiveness and Outcome Assessment

The department emphasizes clear course objectives across the curriculum and has identified student competencies in its accredited journalism program. It is also working to identify such competencies in Speech Communication. Alumni surveys are used to assess the competencies of graduates from the department’s programs. These surveys consistently praise the department’s graduates for their critical thinking skills, oral and written communication, teamwork and problem solving, constructing and defending arguments, and analyzing and synthesizing information.

Facilities and Resources

The department shares the Languages and Communication (LNCO) building with several other departments and with the dean’s office. It controls one telecommunications lab and has scheduling priority over four computer labs. It also has an electronic imaging lab. Technological (i.e. technology convergence) and instructional (i.e. production, editing, etc.) trends suggest that substantial upgrades and additional space will be needed.
Although substantial progress has been made in the area of faculty salaries, some salaries remain below the level of their peers. The department relies heavily on soft funding for many of its operational and instructional needs. Pay rates for adjuncts and technology support staff are low compared to departments at peer universities. The department has recently hired faculty members that work in the area of digital media. These faculty members require substantial hardware, software, and programming support.

The department has achieved noteworthy success in its development activities. Examples of its successes in this area include named rooms, equipment gifts, and scholarships. Only a few faculty members are engaged in this effort, which raises concerns about its sustainability.

COMMENDATIONS

1. The department has done an excellent job of responding to areas of need identified in the 2001 Graduate Council Review which include more competitive faculty salaries, improved graduate student funding, the addition of a technology support position, enhanced undergraduate advising, a commitment to diversity through hiring, and better space utilization. The Department has also made significant progress in increasing the diversity of its faculty and in infusing new media expertise in its programs and faculty.

2. The department has been a pioneer in integrating Mass Communication and Speech Communication. It has also engaged in interdisciplinary outreach in areas such as environmental studies, applied ethics, conflict resolution, and visual, scientific, and technical literacy.

3. The department has established a culture of excellence and collegiality that is characterized by a climate of respect and support.

4. The department faculty continues to enjoy a national reputation as evidenced by their visibility in professional organizations, recognition for research contributions, and the securing of significant grants.

5. The department exhibits an impressive commitment to teaching and service. For both undergraduates and graduates, it serves a large number of students and, judged by available measures, provides a rigorous and relevant experience to its students. Faculty members also demonstrate a high commitment to serving a variety of constituencies both on and off campus.

6. The department has achieved impressive success in fundraising.

RECOMMENDATIONS

1. The department should invest time in determining the future direction of the department with the aim of finding the right balance between its focus and scope. Particular attention should be given to considering opportunities for integration, consolidation, and collaboration.
Particularly, the potential for integration and synthesis across the two undergraduate degrees should be explored. As part of this discussion, the department should also address whether it should develop a more focused niche approach in its strategy.

2. Practices and guidelines should be developed that facilitate the promotion of associate professors within 5 to 7 years after tenure. The department should review the RPT document to clarify expectations for promotion to professor. The increased specificity of expectations should be achieved while preserving flexibility and multiple paths to advancement to professor. The department should also consider other steps it can take to enhance the likelihood of associate professors advancing to professors such as appropriate professional development activities.

3. A more strategic approach to service should be considered by the department. Redistribution of service assignments may be necessary, but this discussion should consider how the department might distribute workloads to maximize its collective success.

4. Graduate students report difficulties in their first year with teaching and matching up with faculty of similar interests. The department should identify steps that will assist graduate students in their first year. These steps should include more supervision, and perhaps a course reduction, in their first semester. The department should also develop mechanisms to mentor graduate students in their first year.

5. The department should work to improve stipends for graduate students.

6. The department should institutionalize its development efforts. More faculty members should get involved in the on-going outreach and relationship building involved in development.

7. An increasing emphasis on communication technology in research and teaching require strengthening the infrastructure that supports the department’s media expertise. This focus should include consideration of labs, teaching classrooms, hardware, software, programming support, and investment in technology staff.

**ACTIONS TAKEN SINCE INITIATION OF THE REVIEW**

Based on the reports of the Internal and External review committees, the department scheduled a two-day retreat to “engage in a wide ranging discussion of who we are as a department and how we can better take advantage of our individual and collective strengths.”

Submitted by the Ad Hoc Review Committee of the Graduate Council

William Hesterly (Chair), Business
Patrick Tresco, Engineering
Jingyi Zhu, Mathematics
Memorandum of Understanding
Department of Communication

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on 7 April 2009, concluding the Graduate Council Review of the Department of Communication. David W. Pershing, Senior Vice President for Academic Affairs; Robert D. Newman, Dean of the College of Humanities; Ann L. Darling, Chair of the Department of Communication; David S. Chapman, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on 29 September 2008. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The department should invest time in determining the future direction of the department with the aim of finding the right balance between its focus and scope. Particular attention should be given to considering opportunities for integration, consolidation, and collaboration. Particularly, the potential for integration and synthesis across the two undergraduate degrees should be explored. As part of this discussion, the department should also address whether it should develop a more focused niche approach in its strategy.

The Department is conducting long-range strategic planning in order to address the issues raised in Recommendation 1. They hired a facilitator to lead their Fall 2008 departmental retreat. The retreat resulted in an ongoing conversation which should culminate in a strategic plan that includes future directions for the department as well as redesigning the graduate and undergraduate curriculum. The department has undertaken a faculty workload study with the goal of developing a framework for equitable workload assignments. The department intends to have the strategic plan fully developed by the end of the 2009/2010 academic year.

Recommendation 2: Practices and guidelines should be developed that facilitate the promotion of associate professors within 5 to 7 years after tenure. The department should review the RPT document to clarify expectations for promotion to professor. The increased specificity of expectations should be achieved while preserving flexibility and multiple paths to advancement to professor. The department should also consider other steps it can take to enhance the likelihood of associate professors advancing to professors such as appropriate professional development activities.

The Department has begun rigorously evaluation tenured faculty including tenured associate professors with for the purpose of advancing faculty toward promotion. Workloads will be adjusted accordingly. The Department will review and incorporate Department of Communication guidelines for promotion to associate and full professor.

The Graduate School
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(801) 581-7642 • FAX (801) 585-6749
www.gradschool.utah.edu

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Memorandum of Understanding
Department of Communication
Page 2

Recommendation 3: A more strategic approach to service should be considered by the department. Redistribution of service assignments may be necessary, but this discussion should consider how the department might distribute workloads to maximize its collective success.

This recommendation is addressed as part of the planning activities described in response to Recommendation 1. The workload assessment study will produce workload distribution guidelines that will be implemented in the 2009/2010 academic year.

Recommendation 4: Graduate students report difficulties in their first year with teaching and matching up with faculty of similar interests. The department should identify steps that will assist graduate students in their first year. These steps should include more supervision, and perhaps a course reduction, in their first semester. The department should also develop mechanisms to mentor graduate students in their first year.

The department has implemented the following procedures for advising first year graduate students in order to address difficulties reported by students during the review:

1. Students are assigned a temporary advisor at the moment of entry into the program and are encouraged to get in touch with that person to discuss classes, areas of interests, and teaching assignments.
2. Students take a seminar on teaching offered by the department chair during their first semester.
3. Students are assigned to teach in courses with very direct supervision (i.e., a standardized syllabus, monthly meetings, classroom observations).
4. The Director of Graduate Studies runs two workshops each semester (four in the first year) specifically focused on topics such as finding and approaching your advisor, composing a committee, finding research support, and the like.

Recommendation 5: The department should work to improve stipends for graduate students.

Although stipends in the Department of Communication are the highest in the College of Humanities, the department will work with the Dean of Humanities to provide additional funding for student stipends.

Recommendation 6: The department should institutionalize its development efforts. More faculty members should get involved in the ongoing outreach and relationship building involved in development.

The department has assigned a faculty member to coordinate development efforts between the department and college.
Memorandum of Understanding
Department of Communication
Page 3

Recommendation 7: An increasing emphasis on communication technology in research and teaching require strengthening the infrastructure that supports the department’s media expertise. This focus should include consideration of labs, teaching classrooms, hardware, software, programming support, and investment in technology staff.

The department is attempting to raise funds to update the digit laboratory. The Senior Vice President for Academic Affairs encourages the department to generate research overhead for return to the department to invest in infrastructure. The department is also encouraged to pursue funding from the Research Instrumentation Fund to support technology improvements.

This memorandum of understanding is to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions in the preceding paragraphs have been completed.

David W. Pershing
Robert D. Newman
Ann L. Darling
David S. Chapman
Frederick Rhodewalt

David S. Chapman
Associate VP for Graduate Studies
Dean, Graduate School
June 4, 2009
## Department Review by Academic Year

### College of Humanities: Department of Communication

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### Research Expenditures - Source: OBIA 'B' tables, Updated annually during Spring term.

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<th>Research Expenditures (Department)</th>
<th>$41,211</th>
<th>$80,793</th>
<th>$56,148</th>
<th>$168,806</th>
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### Student Credit Hours (Budget Model) - Source: OBIA, Updated annually during Summer term.

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<tr>
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<td>Upper Division</td>
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<td>488</td>
<td>421</td>
<td>441</td>
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<tr>
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<td>698</td>
<td>943</td>
<td>842</td>
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<td>Total Graduate</td>
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<td>1,386</td>
<td>1,364</td>
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### Course / Instructor Evaluations - Source: OBIA, Updated annually during Autumn term.

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### Enrolled Majors - Source: OBIA, Updated annually during Autumn term.

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<tbody>
<tr>
<td>Pre-Majors</td>
<td>358</td>
<td>351</td>
<td>318</td>
<td>312</td>
<td>282</td>
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<tr>
<td>Full Majors (including Intermediate)</td>
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<td>628</td>
<td>593</td>
<td>597</td>
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<td>Master's</td>
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<td>59</td>
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### Degrees Awarded - Source: OBIA, Updated annually during Autumn term.

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<tbody>
<tr>
<td>Bachelor's</td>
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<td>474</td>
<td>423</td>
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<td>Master's</td>
<td>11</td>
<td>14</td>
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<td>6</td>
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http://www.obia.utah.edu/dm/drev/apps/drAction.php
1/25/2008

Page 1 of 1
June 22, 2009

A. Lorris Betz
Senior Vice President for Health Sciences
5th Floor, Clinical Neurosciences Center
Campus

RE: Graduate Council Review
Department of Physiology

Dear Vice President Betz:

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

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

Sincerely,

David S. Chapman
Associate Vice President for
Graduate Studies
Dean, The Graduate School

Encl.

XC: Edward Dudek, Chair, Department of Physiology
    David Bjorkman, Dean, School of Medicine
The Graduate Council has completed its review of the Department of Physiology. The external reviewers were:

Judith van Houten
Department of Biology
University of Vermont

Meyer Jackson
Department of Physiology
University of Wisconsin

Kenton Sanders
Department of Physiology
University of Nevada, Reno

The Internal Review Committee of the University of Utah included:

William R. Crowley (Chair)
Professor
Department of Pharmacology and Toxicology

J. Michael McIntosh
Professor
Department of Psychiatry

Doju Yoshikami
Professor
Department of Biology

This report by the Graduate Council’s ad hoc review committee is based on the Department of Physiology’s self-study, the report of three external reviewers and the exit interview with them, the report of three internal reviewers, the response of the Chair of the Department, and the response of the Dean of the School of Medicine.
DEPARTMENT PROFILE

Program Overview

The Department has offered a Ph.D. degree in Physiology for almost 60 years. Faculty members in the Department also mentor graduate students in other programs and departments at the University of Utah, including the Interdepartmental Neuroscience Program, the Molecular Biology Program, and the Department of Bioengineering. The Department contributes to the educational mission of the University of Utah School of Medicine by providing courses for first- and second-year medical students and first-year dental students.

The Department was last reviewed in 1999-2000. The major recommendations were to recruit a new Chair, hire new faculty, generate funding for graduate students, and move the Department back to the main campus of the medical school. The move back to the Health Sciences Campus was not possible, but significant progress has been made with respect to the other recommendations. An internationally respected neurophysiologist, Dr. Edward Dudek, was hired as Chair and has taken steps to further the Department's development. Despite budget constraints that have slowed momentum, new faculty members have been appointed and a long-term recruitment plan has been established. Progress has also been made with respect to securing funding for first-year graduate students. An endowment from the Blackman Trust will partially support an average of two first-year graduate students. However, additional funding is needed to support a critical mass of students for each entering class.

Faculty

Dr. Dudek assumed his position as Chair in 2005. Faculty members have been highly appreciative of his efforts to address long-standing problems in the Department. In general, faculty members felt optimistic that the Department was on an upward trajectory.

The Department consists of seven full-time faculty, six Professors and one Assistant Professor. Another senior Professor has substantially reduced his FTE, but remains active in research. There is one research track Associate Professor. Gender and ethnic diversity are low in the Department; two of the eight regular faculty members are women and all are Caucasian.

For many years the Department has had a strong reputation in the areas of neurophysiology and cardiovascular physiology. Past reviews document a history of sizable scholarly output for a small faculty and excellent research funding. Current research productivity remains high and publications are predominantly in highly regarded, peer-reviewed journals. Five full-time Professors hold active RO-1 grants from the NIH, and a sixth is in the process of renewal. The research track faculty member is also a PI on an RO-1 grant. The self-study also documented the Department's successful training of students and the extensive service activities of the faculty for the University of Utah and at national levels.

Due to the small size of the faculty, there is a pressing need for additional faculty members who can contribute to the academic mission of the Department. Currently, the graduate
program relies heavily on adjunct faculty from clinical programs of the School of Medicine. Some full-time faculty, however, expressed concern about the adjunct faculty's general lack of involvement with Departmental matters.

**Students**

The Graduate Program in Physiology is small in terms of student enrollment. Recruitment of students has typically been through advertisement in Peterson's Guide to Graduate Programs in the Biological Sciences. Approximately 50 inquiries are received each year from prospective students. About 10-15 students complete the admission applications and 1 to 3 are admitted each year. Student GPA and GRE scores appear to be competitive nationally. The majority of admitted students are U.S. citizens.

Since 1995, 11 students were admitted and completed the requirements of a Ph.D. Currently, 8 students are enrolled in the program. Four of these students are women; however, only 1 in 10 Ph.D. degrees between 2000-2007 have been awarded to women.

Faculty members appreciated the supervision of the Graduate Program by Dr. Mary Lucero, an award-winning graduate mentor and Director of the Interdisciplinary Program in Neuroscience. Students likewise perceived Dr. Lucero as supportive and felt the Graduate Program provided effective mentoring and preparation for their careers. The dispersal of students at different locations on campus, however, led some students to feel there was little cohesion among members of their cohort.

The faculty universally agreed that the lack of institutional funds to support first-year graduate stipends has had a negative impact on the Graduate Program. Faculty members supported by extramural grants are reluctant to provide a stipend for unproven, first-year students before getting the chance to evaluate their performance in coursework or the laboratory. The procurement of private funding for two first-year students (i.e., the endowment from the Blackman Trust) has helped alleviate this problem.

**Curriculum**

The Department has clearly articulated degree requirements and offers a variety of courses to fulfill the requirements. Seven new courses were implemented when the curriculum was reformed in 2003. In addition, a professional skills/grant writing course was developed for second-year students, and modifications were made to the Qualifying Exam that students take at the end of their second or beginning of their third year of study.

Student interviews revealed some dissatisfaction with the current core of graduate courses in physiology. These courses are taught in conjunction with Bioengineering and are perceived as more geared toward the interests of engineering students. Faculty members shared this concern with students. The Chair's response indicated that the Department intends to offer a one- or two-semester survey course in physiology that will be taught primarily by tenured or tenure-track faculty.
Program Effectiveness and Outcomes Assessment

The self-study revealed that the Department engages in ongoing assessment of outcomes and responds appropriately to feedback. For example, the modifications to the Qualifying Exam were made after learning that students were taking 4 years to complete it. Current students are now completing the exam by their third year. The Department also tracks recent graduates of the program. The self-study reports that most students have attained their goal of securing an academic position.

Facilities and Resources

Except for a few senior faculty who are planning to retire, most faculty members have moved to the recently renovated quarters at 420 Chipeta Way. The self-study indicated that the Department has excellent facilities to recruit new faculty and train graduate students.

The operating budget of the Department of Physiology is determined yearly through the Mission-Based Management (MBM) budget system of the School of Medicine. Dr. Dudek has made a major effort to understand the allocation model in order to develop a financial plan for managing the Department and recruiting new faculty. The budget outlook is positive at present but less certain over the next few years. It was anticipated that two new faculty members could be hired this year; however, budget concerns led to the decision to limit recruitment to one. This slowed momentum in hiring was a source of disappointment for the Chair and other faculty members.

ACTIONS TAKEN SINCE THE REVIEWS

The Chair and the Department have already implemented some changes in response to suggestions by the internal and external reviewers. To enhance student recruitment and competitiveness with other programs, the student application deadline has been moved forward, and the admissions process has been streamlined. Students can now enter the Physiology Graduate Program directly or through either of the combined graduate programs (Neuroscience, Molecular Biology). New admissions and curriculum committees have also been established. To address the concern that Dr. Mary Lucero directs both the Neuroscience and the Physiology graduate programs, Dr. Dudek has asked Dr. Mike Sanguinetti to take over the Directorship of the Graduate Program.

COMMENDATIONS

1. The new Department Chair, Dr. Edward Dudek, has developed clear objectives for the Department and has the support of the faculty in trying to achieve them.

2. Faculty members in the Department of Physiology have maintained a high level of research productivity and funding and contributed significantly to the academic missions of the School of Medicine and the University of Utah.
3. Considerable progress has been made implementing recommendations from the previous review in 1999-2000. One noteworthy example is obtaining private funding for first-year graduate students.

4. Dr. Mary Lucero has provided excellent oversight as Director of the Graduate Program. Students feel they are receiving effective mentoring and training in the Program; many of them are realizing their goals of securing an academic position after receiving their Ph.D.

**RECOMMENDATIONS**

1. The Department should continue to place a high priority on expanding the size and diversity of the faculty. In addition to new hires, the current policies of recruiting trainers from other academic units and utilizing adjunct faculty to instruct graduate students should be continued and enhanced.

2. Securing additional funding for first-year graduate students should remain a critical priority. Various sources of student funding should be examined, including potential support from the University of Utah administration for student stipends.

3. Expand the teaching mission of the Department by recovering teaching duties that have migrated out of the Department in the past 20 years. Enhanced teaching would bring in needed financial resources.

4. Actively explore connections to the combined Molecular Biology/Biochemistry and Neuroscience Programs that might enhance the Physiology Graduate Program. The possibility of forming a new multidisciplinary program that is on par with these other programs should be considered. Consideration should also be given to increasing the number of graduate students.

5. Continue to review and revise the Department's core curriculum to ensure that the courses offered are meeting the needs of graduate students. Examine new strategies to foster interactions among students that instill a sense of common purpose and integration.

Submitted by the Ad Hoc Review Committee of the Graduate Council

Kevin Rathunde (Chair), Family and Consumer Studies
Julie Fritz, Physical Therapy
Robert Young, Architecture and Planning
### 1.4 DEPARTMENT REVIEW SHEET

**Physiology**

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Memorandum of Understanding  
Department of Physiology  
Graduate Council Review 2006 – 2007

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on 5 June 2008, concluding the Graduate Council Review of the Department of Pathology. A. Lorris Betz, Senior Vice President for Health Sciences; David J. Bjorkman, Dean of the School of Medicine; Edward Dudek, Chair of the Department of Physiology; David S. Chapman, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on 7 September 2007. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The Department should continue to place a high priority on expanding the size and diversity of the faculty. In addition to new hires, the current policies of recruiting trainers from other academic units and utilizing adjunct faculty to instruct graduate students should be continued and enhanced.

New faculty are being added as the department budget allows. One new hire has been made and one is soon to arrive. Additional positions will be added as funding becomes available.

The department plans to continue to grow but is considering restructuring department programs at a broad level.

Recommendation 2: Securing additional funding for first-year graduate students should remain a critical priority. Various sources of student funding should be examined, including potential support from the University of Utah administration for student stipends.

The department will rely more exclusively on the umbrella programs in Molecular Biology, Biological Chemistry, and Neuroscience to recruit students into the department. In this way first-year support is provided by these programs.

Recommendation 3: Expand the teaching mission of the Department by recovering teaching duties that have migrated out of the Department in the past 20 years. Enhanced teaching would bring in needed financial resources.

The newly revised M.D. curriculum provides for a major increase in the role of the Physiology Department. This revised curriculum will provide more teaching opportunities for faculty in the department.
Memorandum of Understanding  
Department of Physiology  
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Recommendation 4: Actively explore connections to the combined Molecular Biology/Biochemistry and Neuroscience Programs that might enhance the Physiology Graduate Program. The possibility of forming a new multidisciplinary program that is in pat with these other programs should be considered. Consideration should also be given to increasing the number of graduate students.

The department has undergone a review of its core curriculum. It is planning a new physiology course designed to attract students from Biology programs, and will also develop a professional skills course. In addition, a proposed professional mentoring course will enhance camaraderie among graduate students.

This memorandum of understanding is to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions in the preceding paragraphs have been completed.

A. Lorris Betz  
David J. Bjorkman  
Edward Dudek  
David S. Chapman  
Frederick Rhodewalt

David S. Chapman  
Associate VP for Graduate Studies  
Dean, The Graduate School  
June 22, 2009
June 22, 2009

A. Lorris Betz
Senior Vice President for Health Sciences
5th Floor, Clinical Neurosciences Center
Campus

RE: Graduate Council Review
Department of Pathology

Dear Vice President Betz:

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

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

Sincerely,

[Signature]

David S. Chapman
Associate Vice President for Graduate Studies
Dean, The Graduate School

Encl.

XC: Peter Jensen, Chair, Department of Pathology
David Bjorkman, Dean, School of Medicine
The Graduate Council has completed its review of the Department of Pathology. The external reviewers were:

Shauna C. Anderson, MT(ASCP), CLS(NCA), Ph.D.
Professor of Microbiology and Molecular Biology
Program Director, Clinical Laboratory Science
Director, Biology Office
Brigham Young University

Clifford V. Harding, M.D., Ph.D.
Professor of Pathology
Director, Medical Scientist Training Program
Director, Immunology Training Program
Case Western Reserve University

The Internal Review Committee of the University of Utah included:

Douglas E. Rollins, M.D., Ph.D.
Professor
Department of Pharmacology and Toxicology

Darrell Davis, Ph.D.
Professor
Department of Medical Chemistry

Ellen Riloff, Ph.D.
Associate Professor
School of Computing

This Report of the Graduate Council’s Ad Hoc Review Committee is based on the Program Self-Study, the Reports of the External and Internal Review Committees, and response letters from the Chair of the Department of Pathology and the Dean of School of Medicine.
XXIX. DEPARTMENT PROFILE

Program Overview

The Department of Pathology houses two divisions: Division of Education which administers the Medical Laboratory Science (MLS) B.S. Program in Medical Technology and the M.S. Program in Laboratory and Biomedical Science, and the Division of Cell Biology and Immunology, which administers the Ph.D. Program in Experimental Pathology. All programs are considered strong and effective by both the external and the internal review committees.

The B.S. program typically accepts students in their junior year in college and also students from Salt Lake Community College. It provides students with excellent education and plays a vital role in filling needed positions in the medical laboratory profession as an extension of the general health-care shortage problem.

The M.S. program is a two-year program with first year being mostly didactic lectures and second year devoted to thesis research. Students with either a medical technology degree or basic science background are allowed to apply. This program is very valuable in helping medical professionals to further their careers in various laboratory sciences.

The Ph.D. program recruits students mostly from the Combined Program in Molecular Biology, sometimes through the Program in Biological Chemistry. The Division provides research training primarily in immunology, microbiology and cell biology. Research fields include mechanisms of gene transcription, innate and adaptive immunity, host-pathogen interactions, and iron uptake and metabolism. The Division occupies a central position in the Health Sciences Center and the School of Medicine.

Faculty

Division of Education:

There are seven didactic faculty members led by Larry Schoeff, M.S., M.T., who are mainly responsible for selecting and overseeing research projects, and numerous clinical faculty who manage the students’ clinical training. The faculty carefully chooses appropriate projects for the students, reflecting the students’ needs in their current working experiences, which serves the students well in their careers. The MLS faculty also teaches professional classes to students at the Salt Lake Community College. Dr. Joseph Knight and Ms. JoAnn Fenn have been instrumental in organizing and maintaining an efficient division.

Division of Cell Biology and Immunology:

The faculty (16 primary faculty, 12 tenured or tenure track and 4 non-tenure track) is highly productive, often internationally recognized scholars. The adjunct faculty is unusually active and committed, providing important contributions to Ph.D. students’ training. Many of the faculty members are concentrated in the areas of immunology and microbiology/microbial pathogenesis. The research funding and publication records of the faculty are very impressive. A subset of the faculty is particularly productive. The faculty has significant teaching responsibilities in the School of Medicine (SOM), and is involved in teaching core and elective
courses in the Molecular Biology curriculum. They are quite engaged in graduate education throughout the SOM, holding key positions in the SOM administration.

Students

Division of Education:

Each year, 25 students are admitted to the MLS program, and 6 to 10 students are accepted into the M.S. program. The pool of applicants has grown recently due to the shortage of professionals in these areas and the interests of international students. Many applicants are locals who work at ARUP, although some come from basic science backgrounds. Students are enthusiastic about their program and recognize the value of this high quality education, and they are of high caliber and experience no difficulty finding positions after graduation. However, some M.S. students feel that they are “second class citizens” in comparison with students in the Ph.D. division.

Division of Cell Biology and Immunology:

Ph.D. students are recruited from the Combined Program in Molecular Biology, sometimes from the Biological Chemistry Program. They enter the division with a commitment to work with a faculty member, after they finish the first year studies (mostly taking core courses and doing four laboratory rotations) in these programs. From 1998 to 2005, the program graduated 21 Ph.D. students and 6 Masters students (those who do not complete the Ph.D. program). Most attrition occurred in the second year, as a result of the preliminary examination. Underrepresented minority (URM) students are well represented in this program.

A. Curriculum and Program of Study

Division of Education:

The B.S. program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences. Its curriculum is a combination of didactic classes covering all aspects of laboratory medicine and clinical rotations, and the faculty is making good efforts to evaluate and improve the curriculum. The M.S. program’s curriculum contains one year of thesis research, in addition to similar didactic courses at levels appropriate for the Masters program. Students have the freedom to select their thesis research projects, and are encouraged to choose areas not in their area of experience, thus expanding the scope of their education.

Division of Cell Biology and Immunology:

The first year curriculum is determined by the respective Program guidelines, with required core courses in Biochemistry, Genetics and Genomes, and Cell Biology. They also acquire exposure to the general biological sciences by taking electives and joining journal clubs, which give students opportunities to present recent works and develop oral skills. The curriculum is considered thoughtfully developed and appropriate for the current training goals. Currently a discussion is underway as to whether a traditional pathology course should be included in the curriculum. The main event in a Ph.D. student’s first few years in the program is the preliminary examination, and some students feel that policies and standards could be made more uniform and predictable.
**Program Effectiveness and Outcomes Assessment**

The main vehicle for assessing the effectiveness of the B.S. and M.S. programs is course evaluations. Questionnaires and surveys are also sent to graduates in the hope of obtaining more feedbacks. However, there is no sufficient indication of how the responses are addressed or used. There is a very good record of students from these programs finding positions, mostly in Medical Technology.

For Ph.D. students, there are sufficient channels to evaluate graduate courses. Once students pass the preliminary examination, the completion rate is very high and the quality is manifested by the excellent high-quality publications. The placement record (nearly 100% over the last 6 years) of Ph.D. students is also impressive, including outstanding postdoctoral, residency, and permanent positions in relevant fields.

**Facilities and Resources**

The general facilities are marvelous and students have ample access to all the facilities of the Health Sciences Center. Research faculty members are mostly located in the new Emma Eccles Medical Research Building (EEJ) and others are located in SOM and other sites (such as ARUP laboratories). Space is available for recruiting 6-8 new research faculty, presenting opportunities for growth. Facilities are modern and well-run, for supporting research missions.

The financial resources available to the Division of Education seem to be rather low in numbers. For the Ph.D. program, several training grants from NIH have been obtained, and faculty research funding is in a healthy situation. Masters students are in general not financially supported, which reflects the fact that most of them are employed in the health industry. Ph.D. students are well supported financially.

**COMMENDATIONS**

1. The B.S. and M.S. programs are both excellent programs, providing high quality, well-educated professionals to ease the shortage problem in these areas. The Ph.D. program is recognized as an excellent program, with an effective curriculum, outstanding, committed, supportive and highly collegial faculty, and an excellent record of student progress and productivity.

2. The Department serves as the primary home and teaching support for immunology, cell biology and microbiology, as well as pathology, for the entire School of Medicine. The Ph.D. faculty should be commended for their commitment that benefits graduate education throughout the HSC. The scope of research and teaching is well beyond what is usually achieved by a department.

3. The adjunct faculty members are remarkably committed to the program and provide extremely important input to the program.
4. Students in all three programs are enthusiastic and excited about their programs, and recognize the high quality of their education and that they are key participants in exciting, cutting edge research.

5. The new Emma Eccles Jones Medical Research Building, together with other SOM facilities, provides excellent space and facilities for research and prospect of expansion, including projected hires of new research faculty members.

6. The students welcome the change in the B.S. program that allows students with a basic science background to enroll.

RECOMMENDATIONS

1. With such a diverse collection of groups, it is a challenge to bring relatively independent groups together with more interactions. In the Division of Cell Biology and Immunology, it is suggested that efforts should be made to create/improve/expand research forums that involve both the clinical and basic science faculty.

2. The M.S. students should be encouraged to feel worthy as graduate students in a research environment. The program could be broadened if more out-of-state students are recruited. More administrative supervision of students is needed and committees should be set up to meet with students on a regular basis.

3. In the B.S./M.S. programs, student input/feedback should be increased beyond the course evaluation level, such as exit interviews and graduates follow-up statistics. There should be a plan for annual assessments of the faculty on their teaching performance.

4. In the Ph.D. program, student progress may be better served by more frequent evaluation and constructive criticism. To protect the interests of the students, it is suggested that different faculty members serve as mentor and committee chair.

5. Given the limitation of resources, it is still suggested that certain growth areas, such as Molecular Oncology, be considered for expansion. Considering the research interests, efforts should be made to bridge the Pathology department and the groups in Oncological Sciences so that the overlap of interests can be turned into synergy.

6. In the Ph.D. program, the preliminary examination process could be “tightened up” by having a more consistent policy. The journal club could be improved with more faculty oversight. In the M.S. program, guidelines should be developed and clearly delineated as to whether a project is acceptable as a thesis project.

Submitted by the Ad Hoc Review Committee of the Graduate Council

Jingyi Zhu, Mathematics, Chair
Steven Bealer, Pharmacology and Toxicology
William Hesterly, Management
Memorandum of Understanding
Department of Pathology
Graduate Council Review 2006 – 2007

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on Monday, 5 May 2008, concluding the Graduate Council Review of the Department of Pathology. A. Lorris Betz, Senior Vice President for Health Sciences; David J. Bjorkman, Dean of the School of Medicine; Peter Jensen, Chair of the Department of Pathology; David S. Chapman, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on 27 August 2007. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: With such a diverse collection of groups, it is a challenge to bring relatively independent groups together with more interactions. In the Division of Cell Biology and Immunology, it is suggested that efforts should be made to create/improve/expand research forums that involve both the clinical and basic science faculty.

The department recognizes the challenge in providing a coherent program across its broad areas of immunology, microbiology, and microbial pathogenesis. With the common tension between breadth and focus in mind, the department has revamped its weekly seminar series devoting one week each month to clinical grand rounds and three weeks each month to experimental pathology. The seminar series hosts a large number of outside speakers and speakers from the School of Medicine. Overall emphasis is on disease-focused research.

Recommendation 2: The MS students should be encouraged to feel worth as graduate students in a research environment. The program could be broadened if more out-of-state students are recruited. More administrative supervision of students is needed and committees should be set up to meet with students on a regular basis.

At the beginning of Fall semester each year, the program co-directors have an orientation that is a requirement for all incoming M.S. students, and it is held before school begins. The orientation includes a review of the program philosophy, curriculum requirements, graduate school requirements including forms, etc. Continuing students who have been in the program for at least one year attend and assist with the orientation. The program co-directors also meet weekly with first year students in three different courses over Fall and Spring semesters, which provides additional opportunities for guidance and mentoring.
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In response to this review, Ms. Fenn now schedules a formal meeting in the Fall semester with each
graduate student who is doing research. Timelines are discussed, forms are reviewed, and once again
the preliminary exam and thesis defense issues are explained. Overall feedback to this increased
attention has been very positive.

Recommendation 3: In the BS/MS programs, student input/feedback should be increased beyond
the course evaluation level, such as exit interviews and graduate follow-up statistics. There should
be a plan for annual assessments of the faculty on their teaching performance.

An existing process by which students select student representatives to act as liaisons between students
and faculty has been made more formal. There is also a section of the policy manual for the B.S.
program that designates class representatives to serve as spokespersons for student concerns regarding
program logistics, coordination of student activities, and to facilitate communication among students and
faculty. As curriculum is reviewed for both programs, students will be an integral part of this.

Assessment of programs has also been enhanced. For the B.S. program, an evaluation is sent to each
student and his/her employer one year after graduation. This evaluation provides information as to the
preparation of the student in theory and psychomotor skills, and his/her ability to progress in the
professional environment. Exit interviews will be considered for both M.S. and B.S graduates.

Last year, each faculty member in the division had a “one on one” evaluation with the Department
Chair. This year, the division head will conduct the performance evaluation, which includes discussion
about teaching responsibilities and performance as well as scholarly activity and professional
contributions.

Recommendation 4: In the Ph.D. program, student progress may be better served by more
frequent evaluation and constructive criticism. To protect the interests of the students, it is
suggested that different faculty members serve as mentor and committee chair.

The Department has considered this recommendation and believes the current system of the Ph.D.
mentor chairing the supervisory committee (the norm elsewhere in the University) works well. Checks
and balances are provided by other active thesis committee members who provide resources for
students.

Recommendation 5: Given the limitation of resources, it is still suggested that certain growth
areas, such as Molecular Oncology, be considered for expansion. Considering the research
interests, efforts should be made to bridge the Pathology department and the groups in
Oncological Sciences so that the overlap of interests can be turned into synergy.

The focus for faculty recruiting in relation to the Ph.D. graduate program has been in three areas:
immunology, microbial pathogenesis, and molecular oncology. The historical emphasis in the
Experimental Pathology Division, which administers the Ph.D. program, has been on immunology,
microbial pathogenesis, and cell biology. The Department will continue to emphasize
immunology/microbiology as the only program in the medical school with this research/training
emphasis. There is interest in adding a focus area in molecular oncology as a bridge to help connect
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Page 3

graduate students and graduate training faculty with the more clinically-oriented faculty and recognizing that cancer diagnostics is an important clinical area in pathology. Those recruiting efforts have been in close collaboration with Oncological Sciences and the Huntsman Cancer Institute, seeking synergy rather than redundancy.

Recommendation 6: In the Ph.D. program, the preliminary examination process could be “tightened up” by having a more consistent policy. The journal club could be improved with more faculty oversight. In the M.S. program, guidelines should be developed and clearly delineated as to whether a project is acceptable as a thesis project.

The Department has implemented several changes to make the Ph.D. preliminary examination process more consistent. New forms have been developed. Students now present two research proposals outside of their own research. A single chair supervises all examinations in one year to ensure fairness and consistency for students; faculty overlap provided by a rotating faculty membership on the examining committee ensures consistency through time.

For the M.S. program, there is regular discussion about expectations and the format for the second year of research. Once the research begins, students move from being under the guidance of the program directors to oversight by the committee chair and the other committee members. Each student must submit a research proposal to the committee and then meet with them for presentation and approval. The Department relies on the judgment of the thesis committee to declare a project worthy of a Master of Science thesis. The committee also administers the Preliminary Examination (Comprehensive Examination) and then the Thesis Defense.

This memorandum of understanding is to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions in the preceding paragraphs have been completed.

A. Lorris Betz  
David J. Bjorkman  
Peter Jensen  
David S. Chapman  
Frederick Rhodewalt

David S. Chapman  
Associate VP for Graduate Studies  
Dean, The Graduate School  
June 22, 2009
1.4 Department Review Sheet

School of Medicine: Department of Pathology

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<tbody>
<tr>
<td>Full Professors</td>
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<tr>
<td>Associate Professors</td>
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<td>Assistant Professors</td>
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<tr>
<td>Instructors</td>
<td></td>
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</table>

Research Expenditures (source: OBIA "B" schedules; updated every Autumn semester)

| Research Expenditures (Department) | $2,757,636 | $2,871,699 | $4,736,894 | $3,921,339 | $5,951,234 |

Student Credit Hours (non-budget model) (source: OBIA Statistical Summary; N/A)

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<th>Lower Division</th>
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<th>0</th>
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<td>561</td>
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<td>670</td>
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<td>Total Undergraduate</td>
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<td>561</td>
<td>614</td>
<td>670</td>
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<td>2,989</td>
<td>3,053</td>
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</table>

Course / Instructor Evaluations (source: ACS; updated every Summer semester)

| Courses Evaluations: Undergraduate | 5.03 | 4.84 | 4.62 | 4.99 | N/A |
| Instructor Evaluations: Undergraduate Courses | 5.12 | 4.92 | 4.97 | 5.12 | N/A |
| Courses Evaluations: Graduate | 3.6 | 5.06 | 5.09 | 5.18 | N/A |
| Instructor Evaluations: Graduate Courses | 3.83 | 5.28 | 5.15 | 5.39 | N/A |

1.4 Department Review Sheet
Enrolled Majors (source: OBIA Autumn semester census extract; updated every December)

<table>
<thead>
<tr>
<th></th>
<th>Pre-Majors</th>
<th>Full Majors</th>
<th>Master's</th>
<th>Doctoral</th>
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<td>50</td>
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<td></td>
<td>52</td>
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<td>23</td>
<td>19</td>
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</table>

Degrees Awarded (source: OBIA graduation extract; updated every Autumn semester)

<table>
<thead>
<tr>
<th></th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Doctoral</th>
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<tr>
<td></td>
<td>18</td>
<td>14</td>
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<td>22</td>
<td>3</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>5</td>
<td>1</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Data are for review purposes only. Official finalized university data are available by request from OBIA. * Questions about data and data sources should be directed to Gary Levy at gary.levy@utah.edu or 581-3286.
David W. Pershing  
Senior Vice President for Academic Affairs  
205 Park Bldg.  
Campus

RE: Graduate Council Review  
Master of Statistics Program

Dear Vice President Pershing:

Enclosed is the Graduate Council’s review of the Master of Statistics Program. Included in this review packet are the report prepared by the Graduate Council and the Memorandum of Understanding resulting from the review wrap-up meeting.

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

Sincerely,

David S. Chapman  
Associate Vice President for Graduate Studies  
Dean, The Graduate School

Encl.

XC: Tariq Mughal, Chair, University Statistics Committee
The Graduate School – University of Utah

GRADUATE COUNCIL REPORT TO THE
SENIOR VICE PRESIDENTS FOR ACADEMIC AFFAIRS AND HEALTH SCIENCES

May 26, 2009

The Graduate Council has completed its review of the Master of Statistics Program.

The external reviewers were:

Walter W. Piegorsch, Ph.D.
Chair, Graduate Interdisciplinary Program in Statistics
University of Arizona

Sharon Lohr, Ph.D.
Professor, Department of Mathematics and Statistics
Arizona State University

Jennifer A. Hoeting,
Associate Professor, Department of Statistics
Colorado State University

This report by the Graduate Council’s ad hoc review committee is based on the department’s self-study, the report of the external review committee, and responses from the current program directors. There was no internal review team.
PROGRAM PROFILE

Overview

The primary mission of the Master of Statistics (M.Stat.) program at the University of Utah is to prepare students with the requisite skills and basic knowledge to treat modern statistical problems in a number of important areas of contemporary societal importance. According to the program self-study, the primary goals of the program include preparing to students to a) have a command of basic statistical concepts, b) possess a degree of statistical expertise within a specific field of study, and c) conceive, execute, interpret, and present verbally and in written form a statistical analysis project.

This professional degree program is interdisciplinary, being composed of faculty from six different disciplines and led by a rotating faculty chair. The disciplines include Biostatistics, Business Management, Econometrics, Educational Psychology, Mathematics, and Sociology. An organization of faculty, the University Statistics Committee (USC), from each of the departmental disciplines governs the program. In addition to the regular voting members that compose the USC, several times that many faculty members are affiliated with the program but do not have voting rights.

Students enter the program through one of the discipline tracks and are all required to take three core courses. Additional course material specific to the disciplines are then required, followed by a capstone project. Because the M.Stat. program is a professional degree, no formal thesis is required. The program is also oriented toward preparing students with a common theoretical grounding to treat applied statistical problems in specific disciplines rather than to prepare scholars who can advance the science of statistics, as would a more formal and structured academic department or program.

Students from the M.Stat. program are very much in demand according to the self-study materials, with many of them commanding very good salaries in professional employment even before graduation.

Faculty

The program is composed of 6 regular faculty members, one from each of the participating departments, as well as approximately 30 affiliated faculty from various academic departments. The governing USC is comprised of the 6 faculty representing participating departments, as well as a rotating committee chair, who does not vote but facilitates discussion of different issues as they come up. Because the faculty all hold regular appointments in their home departments, participation in the M.Stat. Program is viewed as University service and no formal release time is given. Also, no specific teaching requirements exist within the program. Retention, promotion and tenure activities reside within the faculty’s home departments. The M.Stat. program imposes no research or service requirements on the participating faculty. The USC meets several times per semester to discuss issues relevant to the governance of the program. M.Stat. faculty members receive token compensation on the order of $1,000/year while the program chair receives $12,000/year.
The external review committee finds the program faculty to be highly motivated and very effective scholars who produce highly sought after graduates from the M.Stat. program. The rotating nature of the voting board and the affiliated faculty on the one hand ensure that the elective course offerings within the program remain diverse and “fresh,” according to the self-study. However, this rather ad hoc approach that is a natural result of a distributed program also results in “gaps in expertise,” according to the external committee.

The external committee, who appear to endorse a more formal departmental level statistics program, find that the University commitment to the M.Stat. program is not strong, and this has resulted in attrition of faculty experts in various statistical fields. The net loss to the M.Stat. program by faculty attrition is not noticeable at the University level because of the distributed nature of the program.

**Students**

While most recruitment for the M.Stat. program occurs via the participating departments that house the six academic tracks, students are also recruited directly by the M.Stat. program via its website, an annual open house, and through listings within the American Statistical Association. Students recruited in this way apply for the program through the University of Utah Graduate School Admissions office in the normal way but in addition to applying the for the M.Stat. program, students must also choose a specific discipline based on which track they are interested in pursuing. Acceptance is contingent upon both the M.Stat. faculty as well as the participating department’s acceptance of the student based on the quality of the student’s previous work, test scores, etc.

Because students participate in the program through a sponsoring department, financial support for the students is also administered by the departments. The M.Stat. program provides no regular funding for these students since that support comes from the academic departments and from advising faculty research funding sources. This issue seems to have caused some confusion on the part of the external committee, who assumed that because the M.Stat. program itself offered no support, the students were not supported financially. This is likely not the case in most circumstances since normal tuition waivers as well as TA and RA support within the departments would be available, as is traditional for the various disciplines. However, it would be true that this support would not be consistent across the program but would depend on support that is available within member departments and participating faculty.

The advising of students occurs within the participating departments. Since the curriculum includes just three core courses that all M.Stat. students are required to take, the discipline-specific courses constitute the majority of the coursework. So, while the students are enrolled in a professional program they spend most of their effort in discipline-specific work. The external committee found that many students had little knowledge of what M.Stat. courses were available in other disciplines. This has the effect of weakening the interdisciplinary nature of the M.Stat. program. The external committee felt that more centralization in advising would alleviate this problem.
Overall, the external review committee found that the M.Stat. students were highly motivated and demonstrated a strong commitment to their fields of study. They found the students to reflect the quality and diversity of the University of Utah student body.

**Curriculum**

The M.Stat. program is quite diverse since it exists as an entity spread between 6 academic disciplines. Students are required to complete 3 core courses, MATH5010 (Introduction to Probability – 3 credit hours), MATH 5080 (Statistical Inference I – 3 credit hours), and MATH 5090 (Statistical Inference II – 3 credit hours). Following these courses a qualifying comprehensive examination must be successfully completed. Near the end of the program, a capstone course is required (STAT 6869 – Advanced Methods in Statistics) as well as a final project. The external review committee found the capstone course to be an excellent means of knitting together a diverse student experience and suggested that this course be retained.

The comprehensive examination must be passed at the 70% level. This exam, which the students can take more than once to obtain a passing score, is primarily a multiple-choice test with some computational aspects. The students are permitted to bring 3 textbooks in addition to a calculator. In practice, approximately 10 students take the exam and typically 1 of those must retake the exam due to a failing score. On average, a single retake is all that is required of the 10% of students who fail the exam the first time.

The discipline-specific tracks require between 36 and 39 hours of instruction. The external committee noted that this number of credits is substantially more (by 6-9 credit hours) than is required for full M.S. degrees in statistics at peer universities. These courses are heavily weighted to the students’ disciplines and reside, for the most part, within the students’ academic departments. Because the M.Stat. is a professional degree program, the curricula are heavily weighted to applied statistical topics. However, the external review committee found that the training does not generally take advantage of the interdisciplinary framework of the organizational structure of the program. The heavily disciplinary weight of the individual tracks would tend to limit cross discipline training that may produce stronger graduates, according to the external reviewers.

While formal theses are not required of students in the professional degree program, they are required to complete a final project. These projects, managed by faculty advisors, apply the knowledge of statistics that the students gained in their classroom experiences to a specific problem. Students are encouraged to share this written work at conferences, both local and national, for which some funding is available from within the M.Stat. program.

**Facilities and Resources**

Because the M.Stat. program is decentralized, it is housed within the composing academic departments and the actual seat of the program resides with the rotating chair. The M.Stat. program’s limited budget supports 15% of a full-time staff member within the
Educational Psychology Department. The person handles the student paperwork and records, although the academic departments also must manage student records according to their individual policies and procedures. The external review committee found that some duplication of effort existed in this administrative structure.

All other facility needs such as computing, libraries, etc., are either supplied by University resources or are supplied by the individual departments. With modern statistical practices very much dependent on the availability of statistical software packages that may or may not reside within participating departments, having the computing decentralized results in inconsistencies in the learning experience and development of skill sets that graduates of the program could obtain.

The external review committee as well as the self-study found this decentralization of the facilities and resources to be a problem. Students within the program from different disciplines are not encouraged to work or study together after the core courses and comprehensive examinations are completed. Thus, the richness of the interdisciplinary experience implied by the diverse nature of the program is somewhat diluted.

**Program Effectiveness and Outcomes Assessment**

Given the nature of the M.Stat. program being decentralized within departments and with little autonomous funding, the participating faculties are somewhat dependent on the participating departments to ensure that students are recruited and move through the program effectively. The M.Stat. faculty routinely reviews the enrollment to gauge diversity and quality of the student body. Assessment is determined largely by how well the students perform the comprehensive examination at the end of the first year and then how well students perform in the capstone course. There does not appear to be a formal feedback mechanism that is consistent across the disciplines.

**COMMENDATIONS**

1. The M.Stat. program is effective at training highly qualified students to address complicated statistical problems. This is evidenced by the placement rate and starting salaries that graduates of the program command.

2. This success is due entirely to the dedication of the participating faculty and the sponsorship of the academic departments that house the tracks. The faculty are commended for maintaining an effective program with limited financial resources.

3. The M.Stat. program is to be commended for making progress on several difficult issues raised in the previous review. In particular, the operating budget of the program has been increased marginally and funding has been linked to student credit hours. The program has also improved on its capacity for communicating with students by implementing a website that disseminates information.
4. The interdisciplinary nature of the M.Stat. program is a significant asset that strengthens the program and, although limited, allows for interaction among the participating disciplines and students.

RECOMMENDATIONS

1. Maintaining a viable and cutting edge statistics program on a major research campus like the University of Utah is critical. While the present M.Stat. program’s efforts are laudable, the lack of strategic vision by the University is evident in the inability of the program, due largely to funding deficiencies, to make progress on several of the major issues identified in the 2002 review. The graduate council recommends that the University recognize the critical nature of this program by formulating a plan to incrementally increase funding so that, initially, at least one full-time staff person is dedicated to the program.

2. The decentralization of the program within departments results in inconsistencies in instruction and in the skills that students acquire. It is recommended that a central location be found to house the M.Stat. program and that some sort of standardized computing infrastructure (perhaps funded by participating departments) be acquired and maintained.

3. Communication between faculty and students remains a problem even though progress has been made. Because the program is so decentralized and underfunded, students in the M.Stat. program are often confused about what courses to take and what resources may be useful to them from other tracks within the M.Stat. program. Centralized advising resources are needed to address this issue.

4. The M.Stat. program is encouraged to aggressively pursue the proposed Graduate Certificate in Statistics. This certificate would raise the stature of the program and would be a first step toward centralizing the statistics instruction into a program that takes advantage of the interdisciplinary strengths while avoiding the pitfalls of being too distributed across many academic departments.

5. As recognized by the external review committee, the creation of a Statistical Consulting Center would serve as a foundation from which many of the recommendations identified here could be addressed over time. The Statistical Consulting Center could be staffed by M.Stat. students who would gain expertise working with researchers on campus. Such a Center would also promote interdisciplinary interactions on campus and provide a central location for the M.Stat. program to reside.

Submitted by the Ad Hoc Review Committee of the Graduate Council

Jay Mace, Atmospheric Sciences (Chair)
Darrell Davis, Medicinal Chemistry
John McDonnell, Special Education
UNIVERSITY OF UTAH
Memorandum of Understanding
Master of Statistics Program
Graduate Council Review 2008-09

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on June 17, 2009, and concludes the Graduate Council Review of the M.Stat. Program. David W. Pershing, Senior Vice President for Academic Affairs; Tariq Mughal, Director of the M.Stat. Program; David S. Chapman, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on May 26, 2009. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: Maintaining a viable and cutting edge statistics program on a major research campus like the University of Utah is critical. While the present M.Stat. program's efforts are laudable, the lack of strategic vision by the University is evident in the inability of the program, due largely to funding deficiencies, to make progress on several of the major issues identified in the 2002 review. The Graduate Council recommends that the University recognize the critical nature of this program by formulating a plan to incrementally increase funding so that, initially, at least one full-time staff person is dedicated to the program.

This recommendation will be addressed through three actions. First, the Senior Vice President for Academic Affairs has approved the hiring of a three-quarter or full-time coordinator and has provided partial funding for this position. The Director of the M.Stat. Program will seek to fill this position before the beginning of Fall Semester, 2009. The coordinator will manage the day-to-day operation of the program and provide advising to students in the program. Second, the Dean of the Graduate School will work with the M.Stat. Committee to find ways to increase SCH productivity in order to provide the remainder of funding for the coordinator. Third, the creation of a Statistical Consulting Center will be undertaken by the Director. This center will provide statistical consulting for University researchers as well as tutoring in statistics for undergraduate and graduate students. It will be staffed by M.Stat. students. The Director will seek approval for this center through the Graduate Council.

Recommendation 2: The decentralization of the program within departments results in inconsistencies in instruction and in the skills that students acquire. It is recommended that a central location be found to house the M.Stat. Program and that some sort of standardized computing infrastructure (perhaps funded by participating departments) be acquired and maintained.

The Dean of the Graduate School has arranged in collaboration with the Director of the Marriott Library for a central location for the M.Stat. Program within the Marriott Library. This space will initially accommodate the program coordinator and statistics teaching assistants. The Dean of the Graduate School will continue to work with the Director of the Marriott Library staff to arrange space for a Statistics Consulting Center. It is anticipated that this space will be operational by the end of Summer 2009 or Fall 2009 semesters.
Memorandum of Understanding
M.Stat. Program
Page 2

Recommendation 3: Communication between faculty and students remains a problem even though progress has been made. Because the program is so decentralized and underfunded, students in the M.Stat. program are often confused about what courses to take and what resources may be useful to them from other tracks within the M.Stat. program. Centralized advising resources are needed to address this issue.

The hiring of a coordinator should largely address this issue. The coordinator will provide advising about course availability and resources. The Director has requested a list of available courses from the M.Stat. committee. This directory will be available to the coordinator. In addition, the program website will be updated on a regular basis in order to make course information widely available.

Recommendation 4: The M.Stat. program is encouraged to aggressively pursue the proposed Graduate Certificate in Statistics. This certificate would raise the stature of the program and would be a first step toward centralizing the statistics instruction into a program that takes advantage of the interdisciplinary strengths while avoiding the pitfalls of being too distributed across many academic departments.

The Director is currently working on a proposal to create a 15-credit-hour Graduate Certificate in Statistics which will be submitted for approval by the Graduate Council at its August or September 2009 meeting.

Recommendation 5: As recognized by the external review committee, the creation of a Statistical Consulting Center would serve as a foundation from which many of the recommendations identified here could be addressed over time. The Statistical Consulting Center could be staffed by M.Stat. students who would gain expertise working with researchers on campus. Such a Center would also promote interdisciplinary interactions on campus and provide a central location for the M.Stat. program to reside.

The Director, with input from the M.Stat. Committee, will develop a proposal for a Statistical Consulting Center to be submitted to the Graduate Council for approval. The intention is to obtain approval in preparation for the opening of the M.Stat. facility in the Marriott Library. The Graduate School will assist the development of the Statistical Consulting Center by dedicating a Utah Teaching Assistantship to the center for two years.

This memorandum of understanding is be followed by annual letters of progress from the chair of the Chair of the University Statistics Committee to the Dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

David W. Pershing
Tariq Mughal
David S. Chapman
Frederick Rhodewalt

David S. Chapman
Assoc. V.P. for Graduate Studies
Dean, The Graduate School
June 29, 2009
This memo constitutes the annual report of the Academic Freedom and Faculty Rights (AFFR) Committee, as required by University Policies and Rules. During the 2008-2009 academic year, the AFFR Committee received three complaints from faculty members who alleged that their rights had been infringed, in two cases by a dean and in the third by a department chair. The Committee carefully reviewed these complaints and made recommendations for their resolution, as described in the sections below. Each of these cases raised issues that the Committee believes extend beyond the specific complaints, and we encourage the Academic Senate to consider these issues further.

In addition to considering faculty complaints, the Committee also participated in discussions concerning two changes to the University Policies and Rules; one implementing criminal background checks for faculty and staff, and the other adding language to the faculty code regarding discrimination based on gender identity or expression.

Complaints Regarding Membership in an Interdisciplinary Center

The AFFR Committee received two closely-related complaints from faculty members whose membership in an interdisciplinary center had been revoked by the dean responsible for the center. In each case, the faculty member was a tenured member of a regular department, but with a 50% appointment in the department and 50% in the center. The effects of the dean’s actions were to shift the appointments fully to the departments and to remove the faculty members from any administrative roles in the center. The actions were based on allegations that the faculty members had engaged in unprofessional activity and had contributed to a dysfunctional environment in the center.

In considering these cases, the AFFR Committee did not attempt to determine whether or not the allegations of unprofessional behavior were true, but rather focused on the question of whether or not the dean’s actions were taken with an appropriate degree of due process. In considering this question, the Committee consulted with a representative from the University Office of the General Counsel. This attorney discussed the meaning of due process in a legal context and offered the opinion that removal from a center did not represent a punishment or result in a “loss of property rights” and, therefore, could be taken without demonstrating due process. In brief, the Office of the General Counsel’s assessment was that the action was a change in administrative assignment and did not prevent the faculty members from exercising their rights.

While the Committee appreciates this argument from the General Counsel, we believe that it is based on a rather narrow legal perspective that does not adequately consider the nature of academic appointments and the role of academic structures in the professional life of a faculty
member. In the specific cases considered by the Committee, the teaching and research activities of the faculty members are more closely tied to the center than to the departments in which they hold tenure, and the center thus represented their “academic home”. Exclusion from the governance of that home is bound to be seen as a loss and punishment. On a more concrete level, the faculty of this particular center play a significant role in the appointment and review of their colleagues, a key faculty right and responsibility. Although the dismissed faculty members can continue to contribute to these processes in their home departments, they were excluded from the hiring and review of faculty with related research and teaching interests but who have appointments in other departments, a right that they previously exercised as a member of the center. For these reasons, the Committee believes that the decision to remove a member from a center should be carefully considered, with the reasons well documented and the member given an opportunity to respond to any allegations.

After reviewing the available documents for these particular cases, the Committee concluded that the two faculty members had been removed from the center without adequate due process and without an opportunity to respond to the allegations. The Committee has recommended that the appointment of these faculty members to the center be reconsidered, a recommendation that has been accepted by Sr. Vice President for Academic Affairs David Pershing. Our understanding is that a reevaluation of the roles of these individuals in the center will begin shortly.

Aside from the specifics of these cases, the AFFR Committee wishes to express its general concern regarding the absence of clear guidelines for the appointment of faculty to University centers or institutes. So far as we are aware, there are no provisions within University Policies and Rules concerning appointments to such centers, and the bylaws for the center involved in these cases are notably vague on the procedures for appointing members and say nothing about their removal. With the growing role of interdisciplinary research and teaching at the University of Utah, it seems certain that the number of such centers will grow and will play an increasingly important role in the professional lives of faculty. Even when primary appointments and tenure guarantees lie in conventional departments, a growing number of faculty will depend on association with centers for their research and teaching activities. We urge the University Administration and the Academic Senate to consider establishing general guidelines for the processes by which membership in centers or institutes is granted (or revoked). In addition, we recommend that the bylaws of centers and institutes clearly address these issues, and the rights and responsibilities of their members, as appropriate for the specific organization.

A Complaint Regarding the Handling of Gift Funds

The other complaint submitted to the AFFR Committee this year was from a faculty member who alleged that her rights had been violated by her department chair and a department administrative assistant. The complaint identified a number of issues, but the one that the AFFR Committee felt to be most serious in the context of academic freedom and faculty rights involved the handling of a corporate gift intended to support research by the faculty member. Unfortunately, this gift was accepted by the college and department without adequate consideration of the infrastructure resources needed to support the research or how the department would be reimbursed for the associated costs. This situation led to a great deal of confusion and frustration and may have interfered with the faculty member’s ability to carry out
her academic work. In this sense, the AFFR Committee did view this case as one involving a potential issue of faculty rights.

After reviewing this case, the Committee concluded that the issues fell largely in the realm of personal conflict between the faculty member and department chair, and that the rights of the faculty member had not been significantly infringed. Although some of the actions of the chair (especially a transfer of funds) may not have been appropriate, they had been corrected, and improved arrangements for the administration of the funds have been implemented. None the less, the personal conflicts leading to the complaint have not yet been resolved, and the Committee has recommended that the parties seek the services of a professional mediator.

The more general issue raised by this case concerns the proper handling of gift funds. In this case, the gift was intended to support a substantial research project, and it is to be expected that extra costs would be incurred by the University and department. An agreement concerning these costs should have been implemented at the time the gift was accepted. Unfortunately, there appears to be a good deal of general confusion regarding the roles of the Development Office, the Office of Sponsored Projects and the Technology Commercialization Office in the handling of such gifts. We urge the college and department involved to clarify the relevant policies so that future misunderstandings can be avoided.

**Criminal Background Checks**

In response to a law passed by the Utah State Legislature in 2007, and a rule adopted subsequently by the State Board of Regents, the University of Utah was required to formulate and implement a policy for conducting criminal background checks of staff and faculty. Upon learning of the plans for this policy, the Executive Committee of the Academic Senate recommended that the AFFR Committee participate in the discussions, and, in response to this suggestion, I served as a member of the ad hoc group that worked on the policy through the 2008-2009 academic year. The work of this group, and others, resulted in the approval by the Senate at its May 2009 meeting of new Rules (5-130 A & B) and Policies (5-130).

The many issues raised in the discussions of criminal background checks are documented in the various materials presented to the Senate and in the official summaries of the Senate meetings. It is appropriate, however, to note here some issues of particular concern to the AFFR Committee:

• Under some circumstances, criminal background checks could be used in a discriminatory manner to prevent the appointment of faculty with controversial histories or opinions.
• The adopted policies allow for background checks of existing staff and faculty when “reasonable cause” exists. There is the possibility that such a policy could be abused to punish or intimidate faculty with controversial opinions.
• The result of a criminal background check might interfere with the rights of a department to make a faculty appointment that it had evaluated and judged appropriate.

These issues were discussed extensively by the Academic Senate, and the final Policies and Rules appear to balance appropriately the requirements for academic freedom and campus safety. None the less, criminal background checks for faculty is a new and potentially threatening
phenomenon for most departments and colleges, and the implementation of the new policies should be monitored closely in the coming years.

**Discrimination Based on Gender Identity and Expression**

The AFFR Committee was asked to comment on a proposed change to the faculty code, in which the phrase “gender identity/expression” was to be added to the list of classes protected against discrimination. The affected policy is 6-316, Section 4A-2, and reads (with the added phrase highlighted):

Faculty members must not discriminate against, harass, or impose prejudicial treatment upon other faculty members, staff members, students, or participants (as that term is defined in the sexual harassment policy, Policy 5-210) because of race, color, religion, national origin, gender, sexual orientation, gender identity/expression, country of citizenship, age, political beliefs, or status as a person with a disability, veteran, gender identity/expression, country of citizenship, age, political beliefs, or status as a person with a disability, veteran, or because of any other criterion or characteristic that is an impermissible basis, under applicable constitutional or statutory provisions.

The AFFR Committee endorsed this change.
Overview

Faculty Accessibility to Students at the University of Utah

- The U of U was ranked 3rd worst in the area of Faculty Accessibility in the 2008 Princeton Review. President Young and the President of the Faculty Senate, Paul Morgren, have asked the APAC to discuss the issue, gather information as necessary, and propose ideas for addressing the issue and possibly improving this rating.

- The University of Utah has ranked in the bottom 10 schools in past years.

- Dr. Paul Gore, Director of Institutional Analysis, contacted the Princeton Review to ask about the survey methodology. The limited information provided included the following: 1) Princeton Review contacts the Registrar for a list of students, 2) for an institution the size of the University of Utah they may survey 200-300 undergraduates. The lack of access to the survey methodology used by the Princeton Review was a concern to all committee members.

Summary of Princeton Review Survey

The colleges with the ‘most accessible professors’ were mostly small liberal arts or military colleges. The colleges with the ‘least accessible professors’ were for the most part large, public intuitions (see below).

Colleges with the ‘most accessible professors’
United States Air Force Academy
Sweet Briar College
Wabush College
Lawrence University
United States Military Academy
Williams College
Web Institute
United States Naval Academy
College of the Atlantic

Colleges with the ‘least accessible professors’
University of New Mexico
Illinois Institute of Technology
University of Utah
Georgia Institute of Technology
University of Toronto
Rutgers University
Tuskegee University
St. John’s University-Queens
State University of New York - Albany
State University of New York - Stonybrook
Research Conducted on Institutional Data by APAC assisted by Dr. Paul Gore & the OIA

1. Course and Instructor Evaluations

*Timeline:* Fall 2004 – Summer 2008

*UU Standard Item #6:* “The instructor was available for consultation with students.”

- a) Graph of university-wide averages (scale 1-6, 5 = ‘Agree’, 6 = ‘Strongly Agree’)

- b) University averages (scale 1-6, 5 = ‘Agree’, 6 = ‘Strongly Agree’)

<table>
<thead>
<tr>
<th>Course Level</th>
<th>FA0 4</th>
<th>SP0 5</th>
<th>SU0 6</th>
<th>FA0 5</th>
<th>SP0 6</th>
<th>SU0 7</th>
<th>FA0 7</th>
<th>SP0 8</th>
<th>SU0 8</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-2999</td>
<td>5.1</td>
<td>5.2</td>
<td>5.3</td>
<td>5.2</td>
<td>5.2</td>
<td>5.2</td>
<td>5.3</td>
<td>5.2</td>
<td>5.3</td>
<td>5.2</td>
</tr>
<tr>
<td>3000-4999</td>
<td>5.2</td>
<td>5.2</td>
<td>5.2</td>
<td>5.3</td>
<td>5.3</td>
<td>5.2</td>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
</tr>
<tr>
<td>5000-6999</td>
<td>5.3</td>
<td>5.3</td>
<td>5.4</td>
<td>5.4</td>
<td>5.4</td>
<td>5.4</td>
<td>5.4</td>
<td>5.3</td>
<td>5.4</td>
<td>5.4</td>
</tr>
<tr>
<td>7000 +</td>
<td>5.4</td>
<td>5.4</td>
<td>5.6</td>
<td>5.4</td>
<td>5.4</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Avg</td>
<td>5.2</td>
<td>5.2</td>
<td>5.3</td>
<td>5.2</td>
<td>5.2</td>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
<td>5.3</td>
</tr>
</tbody>
</table>

*Summary*

- Based on data from the Course and Instructor Evaluations from the past four years, on average University of Utah students ‘Agree’ to the statement that “The instructor was available for consultation with students” (average 5.27/6).
- Students in 1000-2000 level courses report the lowest scores for faculty accessibility, although their average score is still high (5.21/6)
2. Graduating Senior Survey 2008

Dr. Gore conducted an analysis of the data from the Graduating Senior Survey for the purpose of identifying general trends in student engagement and characteristics of students who were either satisfied or dissatisfied with faculty accessibility and other related issues.

*Descriptive Findings*

a) During your time at the U did you work directly with a faculty person on his or her research, and if so for how long?

<table>
<thead>
<tr>
<th>Duration</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>77.6%</td>
</tr>
<tr>
<td>One or two semesters</td>
<td>13.0%</td>
</tr>
<tr>
<td>Three or more semesters</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

b) Could you identify at least three U faculty or staff who could reasonably write you a recommendation letter if you asked them to? *(Question related to U of U Strategic Goal)*

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>69.8%</td>
</tr>
<tr>
<td>No</td>
<td>18.5%</td>
</tr>
</tbody>
</table>

2. National Survey of Student Engagement (NSSE) 2007

Dr. Gore conducted an analysis of the NSSE data for the purpose of identifying general trends in student engagement and characteristics of students who were either satisfied or dissatisfied with faculty accessibility and other related issues. Note that the response rate on the NSSE in 2007 was 7%.

a) Differences among Freshmen and Seniors (effect size indicates the magnitude of the difference between U of U students and their Carnegie peers)
Summary: Freshmen were similar to their Carnegie peers in terms of their engagement with faculty. Seniors were significantly less likely to engage with faculty that their Carnegie peers in most circumstances. These findings indicate that students are becoming less engaged over time which is very concerning.

b) Correlations (Pearson r) between student characteristics and faculty accessibility items (Seniors only)

<table>
<thead>
<tr>
<th></th>
<th>Hours preparing for class</th>
<th>Hours worked on campus</th>
<th>Hours worked off campus</th>
<th>Hours engaged in co-curricular activities</th>
<th>Hours relaxing (TV, partying)</th>
<th>Hours spent commuting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussed grades or assignments with an instructor</td>
<td>0.17</td>
<td></td>
<td></td>
<td>0.13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talked about career plans with a faculty member or advisor</td>
<td>0.20</td>
<td>0.16</td>
<td>-0.16</td>
<td>0.18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with faculty members outside of class</td>
<td>0.23</td>
<td>0.13</td>
<td></td>
<td>0.14</td>
<td>-0.10</td>
<td>0.10</td>
</tr>
<tr>
<td>Worked with faculty members on activities other than coursework</td>
<td>0.17</td>
<td>0.21</td>
<td>-0.17</td>
<td>0.30</td>
<td></td>
<td>0.19</td>
</tr>
</tbody>
</table>

Summary: There was a significant, moderate correlation between the hours a student engaged in extra curricular activities and their likelihood of working with faculty on activities other than coursework (r=0.3). This finding is a concern if budget cuts affect the number of work study opportunities. Students who work on campus are more likely to engage with faculty, whereas student who work off campus are less likely to engage with faculty. Interestingly, the number of hours spent commuting was positively correlated with a likelihood to engage with faculty.

c) Correlations among benchmarks of effective educational practice (Seniors only)

<table>
<thead>
<tr>
<th></th>
<th>Academic Challenge</th>
<th>Active and Collaborative Learning</th>
<th>Student-Faculty Interaction</th>
<th>Enriching Educational Experiences</th>
<th>Supportive Campus Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>0.48</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>0.47</td>
<td>0.62</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enriching Educational Experiences</td>
<td>0.44</td>
<td>0.56</td>
<td>0.56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive Campus Environment</td>
<td>0.28</td>
<td>0.36</td>
<td>0.44</td>
<td>0.30</td>
<td></td>
</tr>
</tbody>
</table>

Summary: Combined scores on student-faculty interaction items were strongly correlated to all measures of effective educational practices.
d) Summary of other findings from Senior data

- There was no correlation between paternal or maternal education and faculty engagement.
- There was no correlation between standard admissions test scores and faculty engagement.
- The correlation between faculty engagement and perception of institutional support was statistically significant ($r = .18, p<.05$) (e.g., institution provides support, emphasizes studying, contact among students, attending campus events, etc). Students who were engaged with faculty had a more positive perception of institutional support at the University of Utah (or visa versa).
- Honors seniors more likely to have worked with faculty on activities other than course work.
- EDPS_2600 freshmen more likely to have worked with faculty outside of the classroom.

2. Survey of Freshmen for College Readiness (2007)

This survey was administered to incoming Freshmen.

Summary: Correlating these items to the new ‘Faculty Accessibility’ items on the senior survey (see Appendix A.) may, in the future, help identify students who less likely to engage with faculty during their educational experience. These students could receive targeted academic advising to encourage engagement and develop the social skills necessary for confident and effective interaction.
Discussion Items in APAC Committee Meetings

Accessibility vs. Boundaries
• It is often difficult to balance accessibility and boundaries
• Faculty need protected time to accomplish their other responsibilities (research, scholarship, service…)
• Students may not be aware what the boundaries are since they often vary considerably for different faculty.
• There is an implicit assumption that faculty exist in the ‘Ivory Tower’. It might be meaningful to explore the ‘Ivory Tower’ and its effects on faculty/student engagement.
• We need to create an atmosphere where student feel encouraged to engage with their professors while at the same time ensuring that faculty have protected time.

Accessibility is a Two-Way Street
• It is important for students to recognize their responsibility and role in engaging with their professors. However many students may not have learned how to approach faculty or how to communicate effectively. Some students may need advising on how to interact and engage with their professors.
• Interacting with faculty is part of a student’s vocational training at the University. This is an important ‘life’ and ‘career’ lesson. As a university we likely need to help students learn to interact with individuals who are not their peers (i.e. faculty) and to help them feel comfortable interacting and communicating. Students must interact in order to survive and thrive in the university and ‘real world’ environment – they need to start practicing here.

Potential Solutions to Improve Faculty Accessibility to Students

Faculty Focused
• In the syllabus, faculty must clearly define parameters for communication and interaction with students. This may include listing office hours or available times, preferred method(s) of communication, expected time to respond to email, etc. The goal is to set clear and realistic expectations for student-faculty engagement in each course.
• Faculty could schedule ‘getting to know you’ time at the beginning of the semester.
• CTLE offers a workshop on the ‘Millennial Learner’ that has received positive reviews from faculty and graduate teaching assistants. CTLE offers many workshops on teaching and will also conduct in class evaluations that could help faculty identify how they are being perceived by their students.
• Compile and distribute ‘Best Practices’ for faculty concerning how to effectively engage with this generation of university students. Action: Contact CTLE for advising (not yet implemented)

Student Focused
• Add brief messages about the importance of student-faculty engagement to Freshman Orientation (John Francis has agreed to do this), and to mandatory advising sessions.
Focused ‘interventions’ are likely to be most effective (and economical) if they were tailored to particular student groups that are identified as being dissatisfied with their interactions with faculty. **Action:** Four questions on the topic of faculty accessibility were developed and added to the 2009 Senior Survey (see Appendix A). After administering the survey in 2009 we can correlate student characteristics to these items for the purpose of identifying target groups for advising.

Some departments/buildings have computer monitors with course schedules and other items posted. One possibility would be to use these monitors to broadcast student advising messages (advertisements) about the importance of engaging with faculty. A publicity campaign could bring this issue to the awareness of both faculty and students.

The Office of Undergraduate Studies is exploring the idea of having students create E-portfolios that would contain papers and other products of their education. We discussed the idea of creating a section for the student to list faculty with details of their interactions so that as they approach graduation, they could clearly identify faculty for the purposes of letters of recommendations and provide the faculty with information for writing these letters. They could even save letters of recommendations as they progress through their program. (Idea from John Francis, Senior Associate VP of Undergraduate Studies, discussed with Mark St. Andre, Assistant Dean of Undergraduate Studies, Assessment)

Develop standards and protocols to guide students’ expectations of faculty accessibility and availability. **Action:** Contact CTLE for advising (Alexa Doig, chair of APAC is arranging a meeting with CTLE director Stephanie Richardson)

Aggressive outreach to students to help them understand that engaging with faculty is an expectation at the University and to provide examples of how they might approach these interactions. **Action:** Contact Sharon Wisniewski, Associate Dean of Student Advising (Alexa Doig, chair of APAC is arranging a meeting)

The Department of Educational Psychology offers a course titled ‘Strategies for College Success’ which freshmen and struggling students are encouraged to take.

Sara Shippobotham (APAC committee member) from the Theater Department has taught a workshop in the community that helps individuals learn how to use their voice and how to understand how they are being perceived by others. We discussed the possibility of creating a workshop for faculty and/or a General Education class for students.

**Issues for Administration**

_The following questions were posed by and discussed with John Francis._

- Do we (the university) provide adequate space for all faculty to hold office hours?
- Do graduate students have space to hold office hours?
- Could we use space in the Marriott Library for Adjunct faculty to hold office hours?
- Do we need to recommend a universal time frame that students should expect faculty to respond to email?
- If the majority of students interact with faculty before and after class (this finding was from a National Survey, rather than from U of U data), do we need to increase the amount of time between classes to allow that interaction to take place?
**Future Research**

Conduct a survey and/or focus group interviews to answer the following questions. Dr. Paul Gore has expressed a willingness to assist in conducting this research with the assistance of graduate students in the Department of Educational Psychology. Alexa Doig, Chair of APAC 2008-2009 will work with Dr. Gore over the summer to explore the possibility of conducting this research.

- What is the student’s perception or definition of an accessible professor?
- What is the student’s level of expectation for faculty accessibility? (e.g. Do they expect their professors to be available 24/7?)
- What is considered effective communication with students (from the perspective of students and faculty?)
- Are there generational issues in how students perceive the accessibility of their professors?
- What type of accessibility to student genuinely need, want, or can make use of? For example, in-person (physical) interactions vs. email/online communication? How do faculty attempt to meet student needs?
- What are ways that faculty in large classes can remain accessible to all students?
- Does one experience (positive or negative) have a large effect on the student’s perception of general faculty accessibility?
- Do disappointing experiences affect a student’s future behavior when interacting with faculty?
- What characteristics do dissatisfied students have? (target groups for intervention)
- How do successful students perceive the issue of accessibility and how do they view their unsuccessful peers?
- What times do students prefer to have access to office hours (i.e. before and after class?)
APPENDIX A – Survey questions developed for and added to Senior Survey 2009

1. My work or other outside activities make it difficult for me to engage with faculty outside of the classroom.

2. When I needed to interact with faculty outside of the classroom, they were available to meet with me.

3. I feel comfortable approaching faculty outside of the classroom.

4. My most preferred mode of communicating with faculty about coursework is electronically.

5. It is more convenient for me to talk with faculty before or after class, rather than during office hours.

Item Responses
1 = Strongly Agree
2 = Somewhat Agree
3 = Somewhat Disagree
4 = Strongly Disagree
University of Utah
Faculty Budget and Planning Advisory Committee
Annual Report
2008-2009

1. Committee Membership: James Anderson; Hank Bessembinder; Barbara Cox, Marlene Egger; Nancy Lombardo (chair), Bob Nelson, Marlene Plumlee, Terry Ring

2. Meetings:

August 29, 2008 Committee members meet and plan strategy for the year

September 12, 2008 Meet with Dave Pershing, VP for Academic Affairs, to discuss rumors of 2% budget cuts, UU-Dixie College collaboration, University Master Plan with development of Rice-Eccles parking area, SCH productivity model, accounting and returned overhead and the Capital Campaign.

October 10, 2008 Meet with Paul Brinkman, Associate VP for Budget & Planning, to discuss the many ways the economic crisis would impact the U. At this time, 4% University wide budget cuts were discussed. The committee offered suggestions for methods of fairly distributing this burden. It was noted that another 4% would be cut the following year.

November 3, 2008 The committee was invited to attend the Academic Senate Meeting to contribute to the discussion of the impending budget cuts, which were still 4% this year with additional 4% next at that time. The committee did a short, informal survey of faculty perceptions and suggestions relating to the budget cuts. The results were reported to the Senate body.

December 12, 2008 Committee met with Arnie Combe, VP for Administrative Services, and Jon Shear, Chief Investment Officer, to discuss management of the endowment investments.

January 6, 2009 Meet with Dave Pershing and Paul Brinkman to discuss increases in budget cuts to include an additional 7.5% this year, on top of the 4% already requested. For 09/10 fiscal year, there is a suggestion that we cut 15%, which will essentially be a 19% cut in state funds. The committee provided advice and feedback on the general process by which the cuts would be administered. Issues discussed included: tuition cuts, SCH funding, athletics, and buildings. It was highly recommended by the committee that the lines of communication remain open and that the administration emphasize the need for budget within departments.

January 21, 2009 Budget Transparency Resolution presented to Executive Committee of the Academic Senate - Passed Unanimously (See attached)
February 2, 2009  Budget Transparency Resolution presented to the Academic Senate - Passed by vote

February 5, 2009  Met with Dave Pershing and Paul Brinkman to discuss the budget cuts in more detail.

February 25, 2009  The committee and selected invited faculty members met with Dr. Betz, Senior VP for the Health Sciences to discuss impact of budget cuts on the Health Sciences. Dr. Betz explained the separation of the SoM? budget from that of the other colleges. Both budgets would be experiencing the cuts. Additional cuts to SoM? were imminent due to changes in Medicaid funding. Overall methods for dealing with the cuts were similar to those on the main campus.

April 1, 2009  Committee held final meeting with Dave Pershing and Paul Brinkman for this fiscal year. A 9.5% cut for fiscal year 09-10 was discussed in detail. Criteria for determining the cuts by department were explained. Other plans were covered, such as administrative cuts, early retirement and Medi-Gap programs, and projections for the 10-11 budgets. Committee members expressed some concern about the message to the public regarding the cuts and how they are impacting the U. It was agreed that the message must take care not to emphasize decrease in quality, while making clear the sacrifices taking place.

3. Considerations: The clear focus of the committee this academic year was to advise the administration on the severe budget cuts being implemented. The committee maintained a very aggressive meeting schedule and found the administration to be very interested in hearing their views. We appreciated the value placed on our feedback by both Dave Pershing and Paul Brinkman in particular. They were both anxious to meet with the committee as soon as new information was received from the legislature. The committee found these meeting to be honest, challenging and productive.

4. Recommendations

The FBPAC recommends that this committee:

- continue its regular meeting schedule with appropriate vice presidents, but in particular with Dave Pershing and Paul Brinkman, in order to ensure that the faculty voice continues to be heard as the University endures these difficult economic times.
- be utilized in a pro-active way to help shape the plans for the larger cuts next year
- be utilized in a pro-active way to help shape the message to the public and the legislature regarding how these cuts are impacting us
- consider ways to engage the press to provide more public information about the budget issues
- continue to emphasize the need for budget transparency as difficult budgetary challenges are managed
Faculty Budget and Planning Advisory Committee  
Academic Senate - Budget Transparency Resolution  
February 2, 2009

Whereas faculty confidence in financial decisions is paramount to organizational commitment during times of budgetary strains, and

Whereas faculty may be called upon to participate in extraordinary efforts including salary cuts or reductions in force to reduce budgetary shortfalls, and

Whereas the principle of fairness has to be clearly evidenced in financial decision-making;

Be it resolved that the Academic Senate calls on University administration, college deans, and department chairs to practice transparency in financial matters and plans for budget cuts, by opening their budgets to faculty review through readily accessible means, providing information on revenue streams and the personnel and activities supported by them.

Nancy Lombardo, Chair, Faculty Budget and Planning Advisory Committee
At its March 2007 meeting, the Academic Senate resolved: “to respond to the growing crisis in scholarly publishing and communication, we ask David Pershing and Lorris Betz to ensure that over the coming year university-wide conversations occur to develop courses of action for the Senate, faculty, libraries, and administration.” The Library Policy Advisory Committee (LPAC) took this resolution as its charge for the 2007/08 year and adopted as its primary focus the issue of scholarly communication; this charge continued during the 2008/2009 academic year.

LPAC met in October, December, March and April, during which it discussed scholarly communication initiatives on this campus and nationally. As was planned during the previous year, a Scholarly Communications and Copyright Librarian, Allyson Mower, was hired to develop and lead library efforts to promote new forms of scholarship and to inform and advise the scholarly community about intellectual property issues relating to scholarship. Every meeting received a report from Allyson Mower on the activities of the Scholarly Communications Committee, and issues related to the development of a scholarly communications policy were discussed in light of the activities of this committee as well as relative to initiatives at other universities in the United States and internationally.

Among other issues considered by LPAC were:

- A Senate Resolution paying tribute to our former chair, Jay LePreau, who led the LPAC for several years before passing away during the summer of 2008
- Recommendations of the Green Task Force; evaluation of the Committee for the Senate’s Personnel and Elections Committee
- Completion of the renovations of Marriott Library and plans for its reopening during Fall, 2009
- Remodeling of Eccles Library to remove asbestos from the ceiling;
- Welcoming Jean Shipman as the new Director of Eccles Library
- Impact of budget cuts on the operations of the libraries
- The new integrated library system
- The development of the UScholar site
- The development of an open access resolution and policy for the University of Utah

For the coming 2009/2010 academic year, LPAC urges the Academic Senate to support the following:

- Continuation of university-wide conversations about scholarly communication issues as articulated in its March 2007 resolution;
• Celebration of the Marriott Library rededication and participation in planning and activities surrounding this event;
• Renewed efforts to protect library funding;
• Collaboration between the Academic Senate and LPAC in the development and Senate approval of policies encouraging faculty use of open access publications as well as retention of copyright enabling deposit of faculty scholarly in the University Institutional Repository (UScholar).
See additional document for University Diversity Annual Report
To: Academic Senate  
From: Carleton DeTar, Chair RPT Standards Committee  
Date: July 31, 2009

The University RPT Standards Committee with assistance from Associate Academic Vice President Susan Olson and her representative Robert Flores, met once monthly from Sept 2008 to May 2009 and completed the following tasks:

1. Pursuant to a request from the Academic Senate Executive Committee, and following discussion extending over two academic years, the URPTSC recommended some substantive revisions to the RPT standards section of U Policy 6-303 and some minor revisions to 6-302 and 6-305. The recommendations were enacted by the Academic Senate in March 2009 with minor revisions taking effect July 1, 2009 and the substantive revisions, on July 1, 2010.

The new policy requires more clarity in specifying the role that external grants play in a tenure decision. Some RPT documents may need small revisions as a consequence. The committee offered to do a quick assessment of RPT statements from any department or college that wished to have one. Several departments provided their statements for this review. The committee sent its comments for all of them.

2. The committee reviewed RPT statements from the following departments and colleges with the status indicated:
   a. Architecture (returned with comments to the department)
   b. Educational Leadership and Policy (review on hold awaiting a new departmental chair.)
   c. Libraries (review in progress)
   d. Mathematics (returned with comments to the department)
   e. School of Music (returned with comments to the department)
   f. College of Nursing (returned with comments, revised, review in progress)
   g. College of Pharmacy (review of the Department of Pharmacology and Toxicology returned to the college with comments. Reviews of the remaining departments on hold pending revision of the first departmental document.)
   h. Psychology (returned with comments to the department)
   i. Sociology (returned with comments to the department)

3. A subcommittee was formed and asked to begin the process of reviewing college appointment, retention, and promotion documents for auxiliary faculty members. This is a formidable task that breaks new ground for the University. Three members from the auxiliary faculty ranks at large were added to this subcommittee. This subcommittee began with a consideration of broader questions of the status of auxiliary faculty members that will undoubtedly need to be taken up by a campus task force.
4. Procedural matters:
   a. To assist departments and colleges in the revision of RPT documents, the committee is
      distributing its checklist to all who request it. It has been posted on the Academic Senate
      web site.
   b. The committee developed procedures for an expedited review of discrete changes in an
      RPT document. This was used to allow the College of Nursing to change its pretenure
      review schedule in advance of major revisions of its document.
President’s Report (Awards & Recognition)

1. The S.J. Quinney College of Law moved up six spots in the *US News & World Report’s America’s Best Colleges* ranking system, to No. 46. The English program moved up nine spots to No. 63, psychology climbed 41 notches to No. 66, and the College of Education improved two places, coming in 71st overall this year. The University as a whole is ranked 137th.

2. University of Utah professor William T. Couldwell has been named secretary of the American Association of Neurological Surgeons (AANS) at the group's recent annual meeting. Couldwell has served on the AANS board of directors since 2006 as a director-at-large. He is chair of both the development committee and the editorial board of the association's peer-reviewed socioeconomic publication, *AANS Neurosurgeon*.

3. The University of Utah baseball team earned an automatic bid to the National Collegiate Athletic Association (NCAA) Baseball Championships by winning Mountain West Conference (MWC) Tournament. This is the first time since 1960, and only the 4th time in school history the Utes will be playing in the NCAA Baseball tournament. The team became the first No. 6 seed in MWC Tournament history to win the title.

4. The Princeton Review, a leading collegiate ranking publication, ranked the University’s department of Operations and Information System in the top 15 of all U.S. universities. The Princeton Review is based on student opinions of their educational experience. This ranking is especially commendable since the department has only been in existence for a short time.

5. Vice President Jack Brittain has been selected for a Pioneer of Progress Award from the Days of ’47, Inc which recognizes six modern-day pioneers. The award honors outstanding individuals whose lives carry forth the pioneer legacy of industry and integrity and whose work benefits present and future generations. Vice President Brittain was recognized for his business leadership skills and tireless dedication to entrepreneurial ventures.

6. The University of Utah and Miami University Ohio were recently named by the College Chess Committee as co-winners of the 2008-2009 Chess College of the Year award. The nomination included the following information: “The University of Utah is being nominated as co-winner of the 2008 Chess College of the Year award. In 2007 at the Pan-American Intercollegiate, they sent two student representatives just to attend the annual College Chess Committee meeting in Miami. No other college did this. They followed up by sending a Utah team to the 2008 Pan-American Intercollegiate in Dallas. In the 2008 Collegiate Chess League Team Tournament, their A-team finished 7th and their B-team finished 16th. The Utah chess club and team are working hard to move forward into the top ranks of college chess.”
7. Three University of Utah professors were recently named as fellows by the American Academy of Arts & Sciences. Kristen Hawkes, distinguished professor of anthropology; Cynthia Burrows, distinguished professor of chemistry; and Mario Capecchi, distinguished professor and co-chairman of the human-genetics department, were among 210 members elected to the honorary society that was established in 1780 by some of the nation's founders, including John Adams and John Hancock. Capecchi won the 2007 Nobel Prize in Physiology or Medicine for the development of gene targeting. Burrows studies DNA, which carries the genetic blueprint in every living organism. Hawkes studies what she calls the "grandmother hypothesis." The theory explores the vital role that grandmothers play in hunter-gatherer societies.

President’s Report (Visitors & Research)

1. With $5 million dollars in funding from the National Institutes of Health (NIH), Linda Kelley, Ph.D., director of the University of Utah's Cell Therapy Facility, James Campanelli, Ph.D., of University of Utah spin-out Q Therapeutics, Inc., and Utah native Nicholas Maragakis, M.D., of The Johns Hopkins University School of Medicine, have teamed up to bring the cell-based therapy to the point of human clinical trials to treat this deadly disease. The four-year NIH grant will enable critical manufacturing and testing requirements necessary to gain U.S. Food and Drug Administration approval for human clinical trials.

2. Utah and Texas researchers have learned how quiet sounds are magnified by bundles of tiny, hair-like tubes atop "hair cells" in the ear: when the tubes dance back and forth, they act as "flexoelectric motors" that amplify sound mechanically. Richard Rabbitt, Chair of the Bioengineering Department, says, “It’s like a car's power steering system," he adds. "You turn the wheel and mechanical power is added. Here, the incoming sound is like your hand turning the wheel, but to drive, you need to add power to it. These hair bundles add power to the sound. If you did not have this mechanism, you would need a powerful hearing aid.”

3. Headwaters Incorporated, a developer of building products, coal combustion products (CCPs), and energy solutions, has formed a joint venture with the University of Utah to capture and store carbon dioxide (CO2) emissions. The new company Headwaters Clean Carbon Services LLC (HCCS) will be engaged in carbon capture and storage.

4. Researchers at Huntsman Cancer Institute (HCI) at the University of Utah studied the events leading to colon cancer and found that an unexpected protein serves as the "spark" that triggers formation of colon polyps, the precursors to cancerous tumors. The study in zebrafish and human cells discovered that a protein, known as C-terminal binding protein 1, or CTBP1, was the spark that initiated colon polyp formation, not the protein beta-catenin, as previously thought. With this new information, future treatments that prevent tumor progression can be developed.
5. University researchers have found that fasting once a month, as many people do for health or religious reasons, is associated with a 40 percent reduction in heart disease risk. Fasting was also linked to a lower incidence of diabetes.

6. Deborah A. Bilder and others at the University of Utah School of Medicine showed that women who give birth at age 35 or older are 1.7 times more likely to have a child with autism. Children with autism were 1.8 times more likely to be the first-born child, and were twice as likely have been born in the breech position.

7. Ken R. Smith, professor of family and consumer studies, and others at the University of Utah found that women who have babies in their forties and fifties tend to live longer than other women. Specifically, women who had "late fertility", a birth at age 45 or older were 14 percent to 17 percent less likely to die during any year after age 50 than women who did not deliver a child after age 40. Researchers studied the records of more than 11,000 Utah pioneer men and more than 6,000 Quebec men, each of whom had at least one sister who lived to age 50 or older. The result: The brothers were 20 percent to 22 percent less likely to die after age 50 than brothers who had no "later fertile" sisters.

8. The risk of psoriatic arthritis increases with obesity according to a study by Kristina Callis Duffin, M.D. as reported at the recent meeting of the Society for Investigative Dermatology. Findings from the study indicate that people with a body mass index (BMI) of 30 or more that have already developed psoriasis are much more likely to develop psoriatic arthritis later in life than those with lesser BMI’s.

9. Henry Harpending, U professor of anthropology, and collaborator Gregory Cochran, have written a new book, *The 10,000 Year Explosion*. They address the question of why European Jews are prone to so many deadly genetic diseases, and argue that these “bad” genes actually make Jews smarter. Ashkenazi Jews are prone to Tay–Sachs and Canavan diseases. The researchers argue that being heterozygous for these diseases made Jews smarter, while being homozygous recessive meant death. This example of heterozygote advantage, most famously known with sickle cell anemia, explains why bearers of these deadly genes have survived.
Honors and awards to members of the University community, research and other items of interest

1. The 2009 fiscal year-end result for the generation of new businesses prove that the University of Utah is an economic engine for the state of Utah. Twenty-three companies were created from technologies developed at the University this last fiscal year. The companies include a variety of life-saving therapeutics, clean energy systems, breakthrough medical devices and software that aims to solve complex issues from animation and imaging to elimination of texting while driving.

2. Two University of Utah coaches recently received national honors. Ms. Beth Launiere, volleyball coach, was selected to serve as an assistant coach of the U.S. Women’s National Team at the 2009 FIVB World Grand Prix. Mr. William A. Kinneberg, baseball coach, was selected to serve as head coach of the 2010 USA Baseball National Team.

3. The University has recently received the 2009 State Energy Champion Leadership in Environmentally Intelligent Procurement Award. This award from the Governor’s Cabinet Council is in recognition of the University’s energy-efficient behavior. The U has saved $4,500,000 by remodeling older buildings to be more energy efficient, designing new buildings with green technologies and turning lights off in rooms when not in use.

4. The University has received funding from the Pentagon to develop an algae-based biofuel that would cost under $3 per gallon while providing up to 50 million gallons per year to help power military vehicles. The algae is said to be a desirable biofuel component because it grows quickly and produces a substantial amount of fatty oils while also offering the potential to defray the military's annual $12 billion fuel bill. Biofuel research has increasingly focused on non-food crops that can be produced on more marginal land while not affecting the price of commodities.

5. The Suder Foundation recently awarded two grants to the University’s Office for Equity and Diversity for the creation of the Suder Scholars Program, a new national scholarship program designed to improve graduation rates of selected first-generation college-bound students. After reviewing proposals from dozens of schools, the University of Utah’s expertise was obvious, said Eric Suder, founder of The Suder Foundation. “More importantly, the team seems to have the heart that fits with what we’re trying to do.” The University received two of the three grants awarded nationwide.

6. The National Institute of Standards and Technology has awarded a $99,258 federal grant to the University’s Building and Fire Research Laboratory. The grant will be used to study and predict how wildfires spread, and could be better suppressed, at places where forests and developed communities intersect. The University’s researchers are working on better computer simulations to help understand and predict how wind and geography combine to spread these fires.
7. The National Cancer Institute has licensed the University of Utah’s Huntsman Cancer Institute and the Department of Biomedical Informatics as a cancer Biomedical Informatics Grid (caBIG) Support Service Provider in the category of Training Materials and Services. This distinction is the first to be awarded to an academic medical institute. The caBiG program is an ambitious effort to provide a way for cancer researchers, clinicians, and patients to share information across the globe through computer-based technology. The University’s role will be to serve as a training hub for other cancer centers interested in linking into the powerful information grid.

8. A research group from the University, headed by Paul A. House, assistant clinical professor of neurosurgery and Bradley E. Greger, assistant professor of bioengineering, conducted a new study in which amputees and paralyzed people were able to move various parts of their body without putting electrodes into the brain. In this method an array of over 100 newer, smaller microelectrodes are placed on the brain rather than using the riskier option of penetrating crucial areas of the brain. This technology, which converts the thoughts of afflicted people into signals that control artificial body parts, may be ready for market in a few years. The study was published in the journal Neurological Focus.

9. In a recent research study co-authored by Ron Bruhn, professor of geology and geophysics, it was discovered that gigantic earthquakes in Alaska 1,500 to 900 years ruptured multiple fault segments, of which only a portion ruptured during the 1964 Alaska earthquake – the second largest quake ever recorded. The study suggests the area of ruptures is 15% greater than originally thought. It’s likely that future earthquake related tsunamis could reach a scale far beyond the tsunami of 1964 in which 130 lives were lost. The research team gauged the extent of earthquakes over the last 2,000 years by studying subsoil samples and sediment sequences at sites along the Alaskan coast. The results suggest that earthquakes in the region may rupture even larger segments of the coast and sea floor triggering devastating tsunamis. Even though warning systems are in place, the findings suggest a need for a review of the evacuation plans in the region in the likelihood of these events.

10. In a study lead by Michael D. Shapiro, assistant professor of biology, it was discovered that the loss of pelvises and body armor in two species of stickleback fish was caused by different genes. The finding sheds new light on how evolution produces diversity in nature, and on the evolution of limb loss. “We knew that in many cases of evolution, the same gene has been used over and over again – even in different species – to give the same anatomy, “Shapiro stated. What we are finding now is that different genes can have similar effects.”

11. Researchers at the University’s Brain Institute have developed a high-resolution genetic map that outlines the development of the diseases often associated with Down’s syndrome. This “map” may help direct future studies and clinical treatments for a wide range of birth defects related to the syndrome. The understanding of genetic origins that are illustrated by the map may also unlock the causes of congenital heart disease and
leukemia. Julie Korenberg, professor of pediatric genetics, was the lead researcher on the study that included colleagues from the Brain Institute and Yale University. Their findings were published in the journal *Proceedings of the National Academy of Sciences*.

12. Researchers at the School of Medicine, along with their colleagues at the University of Texas Southwestern Medical Center have found strong evidence that abnormal calcium signaling in neurons may play an important role in the development of spinecerebellar ataxia type 2 (SCA2), a disorder causing progressive loss of coordination, speech difficulty, and abnormal eye movements. SCA2 is an inherited neurodegenerative disease that predominantly affects neurons in the cerebellum, the region of the brain that controls voluntary muscle movements, balance, and posture. Stephan M. Pulst, professor and chair of neurology, was contributing author in the study. His group originally discovered the ataxin-2 gene in 1996. In the current research, it was discovered that calcium signaling stabilizers such as dantrolene may provide a new avenue to minimize disability and limit disease progression.

13. Tom Painter, assistant professor of geography, recently published a study which indicates how snowmelt is accelerated by wind-blown dust falling on mountains. His research, conducted with colleagues from Colorado State University, shows that desert dust blowing onto the mountains accelerated snowmelt that in turn changes how plants respond to seasonal climate cues that regulate their life cycles. As a result, climate warming may have a greater influence on their annual growth cycle. Current mountain dust levels are generally five times greater than they were prior to the mid-19th century, due in large part to increase human activity in the deserts. This year, 12 dust storms have painted Colorado’s mountain snowpack red and advanced the retreat of the snow cover by likely more than a month.
XXX. MEDIA RELEASE

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David Eccles School of Business Welcomes New Dean

May 19, 2009 – Taylor Randall, associate dean of academic affairs at the David Eccles School of Business, will replace Jack Brittain as the dean of the David Eccles School of Business on July 1, 2009. While Randall will not formally become dean until July 1, he will be in the leadership role immediately with Brittain’s support as he makes the transition.

“It is never easy to lose someone of Jack Brittain’s excellence and caliber, but there is no better person to lead the David Eccles School of Business and build on its remarkable momentum than Taylor Randall,” notes University of Utah President Michael K. Young. “He is a gifted teacher and leader, and carries an unparalleled grasp of economic performance and strategies that makes him the ideal choice for leading this great school to even greater heights. I am excited for this extraordinary opportunity, both for him and his family and very much look forward to working with him as we build on the tremendous accomplishments of his predecessor.

Randall has served on the faculty of the University of Utah’s school of accounting for the past ten years. As a member of the school’s faculty he has been named a George Eccles emerging scholar as an assistant professor and a faculty fellow as an associate professor.

Randall has served as a director for the University Venture Fund since 2003, during which time the Venture Fund has become the largest independent student-run venture in the country at over $18.3 million. He has accepted invitations to serve as a visiting faculty member at INSEAD, the Wharton School of Business and Washington University.
“It was a great privilege to work with exceptional faculty, staff and students who are the David Eccles School of Business for 10 years,” says Brittain. “I am very pleased associate professor Randall has accepted the university’s offer to become the next dean of the David Eccles School of Business. I am confident he is going to build on the success the School has had in the past and will advance the quality of the school’s programs and enhance an already strong international reputation. I look forward to working with him.”

Randall’s research interests focus on economic and performance impact of operational strategies, strategic performance measurement, product variety and supply chain complexity and econometric research in operations management. He is widely published in journals on operations management and marketing.

His professional honors include the Brady Superior Teaching Award from the University of Utah and the Wharton Teaching Award.

“I am excited and optimistic about the future of the David Eccles School of Business,” says Randall. “The school already attracts internationally recognized scholars, outstanding students and engaged staff. We are increasingly the school of choice for business education.”

Randall holds a bachelor’s with honors in accounting from the University of Utah and an MBA, master’s and doctorate in operations and information management from the Wharton School of Business at the University of Pennsylvania.

Born and raised in Salt Lake City, Utah, Taylor is a third generation member of the David Eccles School of Business. His father Reed Randall served as a professor and director of the school of accounting. Taylor’s grandfather, Clyde Randall was a professor and dean of the Business School. He is also an avid supporter of University of Utah Athletics.

Randall replaces Jack Brittain, Pierre Lassonde presidential chair and vice president for Technology Venture Development for the University of Utah. He served as dean from 1999-2009 and in his current role is responsible for all university commercialization activities, including the Pierre Lassonde Entrepreneur Center, the Technology Commercialization Office and all the commercial-sponsored research.

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U Looks Inside For New Graduate School Dean

May 27, 2009—Associate Vice President for Academic Affairs and Undergraduate Studies Charles A. Wight has been selected from a pool of nearly a dozen candidates to be the new Dean of the Graduate School at the University of Utah. He replaces David Chapman who will return to teaching and academic research.

Upon learning of his appointment, Wight pledged to enhance existing programs. “Working in partnership with the colleges and departments, I am committed to the pursuit of excellence in professional training programs, to the creation of new knowledge and ideas through research and scholarship, and to strengthening programs through diversity of the students, faculty and staff,” said Wight. "Graduate programs represent many of the crown jewels of the University of Utah. I'm grateful for the opportunity to lead the graduate school forward on the course set by my distinguished predecessors, most recently Ann Hart and David Chapman.”

Professor Wight earned his bachelor of science degree in chemistry at the University of Virginia and his Ph.D. in chemistry at the California Institute of Technology. He joined the University of Utah chemistry faculty in 1984, and he has most recently served as Associate Vice President for Academic Affairs and Undergraduate Studies.

“Professor Wight has proven his leadership abilities in both the management of large, interdisciplinary research projects and the administration of multiple academic and administrative units. He has had personal experience with successfully directing graduate
students and post doctoral associates as well as a clear vision of the future of higher education in the flat, wired world of this century,” said David Pershing, senior vice president for academic affairs. “Chuck has a strong commitment to the continued modernization of the graduate office processes for the good of the students and faculty and plans to increase the recruitment of more outstanding, diverse students.”

In his faculty role, Professor Wight’s research group investigates the rates and mechanisms of chemical reactions that are important in the combustion and detonation of high explosives and rocket propellants. He is the deputy director of the Center for Simulation of Accidental Fires and Explosions (CSAFE).

In his administrative role, Wight has been responsible for assessment and oversight of a broad range of issues relating to academic outreach, online courses, educational technology, undergraduate course requirements, the university's Continuing education unit, the Center for Teaching and Learning Excellence, and the U’s institutional partnerships with the Academy for Math, Engineering and Science (an early college charter high school) and with Dixie State College. He uses online learning tools in his teaching, and he is the founder and chief software architect of an open education web site http://practicezone.org that is specifically designed to help students in general chemistry courses.

Outgoing dean David Chapman says it has been his privilege to be part of the graduate school for the past 16 years and he wishes the best for the new dean. "The new dean inherits an amazing staff that serves over 6,500 graduate students and 350 post doctoral scholars with efficiency, creativity, and unswerving professionalism,” said Chapman. “I wish Chuck much success in one of the best academic leadership positions in the university."
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U Names New Dean of College of Social and Behavioral Science

June 2, 2009 – M. David Rudd has been named dean of University of Utah’s College of Social and Behavioral Science, effective July 1, 2009. He will replace Steve Ott, who will divide his time between directing the Institute of Public and International Affairs and the Center for Public Policy and Administration, teaching and academic research.

Rudd is currently professor and chair of the Department of Psychology at Texas Tech University, with an adjunct appointment as professor of psychiatry and behavioral sciences in the Texas Tech Health Sciences Center.

In making the announcement, David W. Pershing, senior vice president for academic affairs, stated, “The University of Utah is extremely fortunate to have successfully attracted professor Rudd for this important leadership role. At the time of his decision to come here, he had multiple other leadership offers for both academic leadership and research excellence. He brings a proven track record in successfully managing a very large department and also attracting major, external research funding for his own, highly regarded research.”

Rudd received his bachelor’s degree from Princeton University and his Ph.D. from the University of Texas-Austin. He completed a post-doctoral fellowship in cognitive therapy at the Beck Institute in Philadelphia under the direction of Aaron T. Beck.
In accepting the position, Rudd said, “I’m thrilled about the chance to join the College of Social and Behavioral Science and the University of Utah. The U has an exceptional national and international reputation, outstanding leadership, talented faculty and staff, as well as energetic and engaging students. The chance to build on the fine work of Dean Ott is indeed attractive. I look forward to working with faculty and students alike to identify strategic initiatives, chart the course, and start what will prove to be an exciting time for me and the college.”

Rudd’s research focuses on clinical suicidology, cognitive therapy, as well as ethics and regulatory issues in psychology. With more than 170 publications, Rudd’s research has been recognized by numerous national and international awards.

He has served as a consultant to several national and international organizations including the United States Air Force, the U.S. Army, the Department of Defense and the Beijing Suicide Prevention and Research Center.

In addition to his research, Rudd conducts many national and international continuing education workshops providing training in the assessment and management of high risk patients to a broad array of healthcare professionals including psychologists, psychiatrists, family physicians, social workers and counselors.

He is also an active forensic reviewer in the area of malpractice and negligence in cases of suicide, taking cases from across the United States. In the past year he has twice testified before the U.S. Congress on issues related to veterans suicide. He has a pending research grant involving treatment of suicidal soldiers with the Department of Defense, with projected funding of $1.97 million and a projected start date of October 1, 2009.

Outgoing Dean Steve Ott expressed his excitement about working with Rudd, stating, “David Rudd is extraordinarily prepared to serve as dean of the College of Social and Behavioral Science. He has broad leadership experience at research universities and in the military, has compiled a superb record of teaching and research in several sub-fields of psychology and will bring an endless supply of energy and enthusiasm to the position. We could not have found an individual who is better prepared for and a better fit for the position.”

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