ACADEMIC SENATE AGENDA  
May 3, 2010

1. CALL TO ORDER: 3:00 p.m. in room 115 C. Roland Christensen Center

2. APPROVAL OF MINUTES: April 5, 2010

3. SPECIAL ORDERS:
   a. Election of Senate President-elect (Bios can be found on pages 5, 6)
   b. Election of Senate Executive Committee

4. REQUEST FOR NEW BUSINESS:  

5. CONSENT CALENDAR:
   a. Appendix I: Resignations, Administrative and Faculty Appointments 7
   b. Appendix II: Auxiliary and Limited Term Appointments
   c. University Professor 2010 - Robert Hitchcock 8

6. EXECUTIVE COMMITTEE REPORT:

7. REPORT FROM ADMINISTRATION:

8. REPORT FROM ASUU:

9. SPECIAL ORDERS:  
a. Election of Senate-elected Committees

10. NOTICE OF INTENT:

11. DEBATE CALENDAR:
   a. Graduate Certificate Program in Screen Dance 10
   b. Oral Proposal to Establish a Policy Review Committee

12. INFORMATION CALENDAR:
   a. Graduate Council Review – Molecular Biology Program 26
   b. Graduate Council Review – Department of Political Science 34
   c. Proposed Emphasis in Cross 3-D: Ceramics and Sculpture 50
   d. Proposed Emphasis in Entertainment Arts & Engineering 53
   e. Presidents Report – Honors and Awards 58

13. NEW BUSINESS:
   a. Announcement of new President-elect and Senate Executive Committee

14. ADJOURNMENT:
ACADEMIC SENATE MINUTES  
April 5, 2010

Call to Order
The regular meeting of the Academic Senate, held on April 5, 2010 was called to order at 3:05 p.m. by Senate President James A. Anderson. The meeting was held in room 115 C. Roland Christensen Center.

Roll:

Excused: Connie Bullis, John Conboy, Marlene Egger, R. Lor Randall, Andrea Rorrer, Richard Sperry, Irving Torres

Ex-officio: Jim Anderson, A. Loris Betz, Paul Brinkman, Robert Flores, John Francis, Paul Mogren, Annie Nebeker-Christensen, Nancy Lines, Susan Olson, David W. Pershing, Octavio Villalpando, Michael K. Young

Others: Ann Floor, Robert Payne, Alma Allred, Michael Gardner, Mark Winter, Katie Pratt, Pablo Martinez, Todd Taylor, Ed Clark, Matt Peterson, Mike Warner, Jackie Bernard, Eric Lindley, Tom Lovdridge, Tammy Hermann

Approval of Minutes
The minutes of the Academic Senate meeting of March 1, 2010 were unanimously approved following a motion from Larry DeVries and seconded by Jim Metherall.

Request for New Business
Norm Waitzman, department of Economics, presented a White Paper entitled “Revisiting the SCH Productivity Model in an Era of Strapped Budgets”. Good questions and comments were made for revisiting the model.

Beverly Brehl, director of The Center for Teaching and Learning Scholars Program, explained the project designs displayed in the hall by the students enrolled in the program and invited all to visit them on their way out of the meeting.
Consent Calendar
The resignations, retirements, faculty appointments, auxiliary and limited term appointments, appearing in the Appendices dated March 15 and April 5, 2010, received approval to forward to the Board of Trustees for final approval following a motion from Peter Alfeld which was seconded by Jim Metherall.

Executive Committee Report
Jim Metherall, Executive Committee Secretary, summarized his written report of the March 15, 2010 Executive Committee meeting.

Report from Administration
President Michael K. Young summarized the victories achieved at the Legislative session and complimented the Governor and business community for their support of the University. He also applauded the generous donors who continue to support the U in ever increasing numbers as the University endeavors to provide a quality education. President Young noted that Governor Gary Herbert has organized a task force to review and recommend changes in the structure of Utah’s System of Higher Education.

President Young encouraged everyone to participate in graduation and celebrate the accomplishments of the students.

The President noted that applications for both graduate school and undergraduate school are up. Admits from out-of-state students has increased over 10 percent with the same phenomenon for in-state admits as well. The percentage of admitted students is increasing, suggesting we are attracting a stronger applicant pool than in the past.

The President issued one request to take back to the faculty. Over the past year numerous appeals have come across his desk complaining of the lack of procedures being followed. He asked that their colleagues review and follow policies and procedures to protect the interest of faculty and students and to ensure the integrity of review processes. Most legal problems are generated from issues around procedures rather than substance.

In closing the President informed the senate of his desire for students to have the opportunity for a significant, intellectual, and transforming experience at this institution. Research universities also need to pay attention to how we teach. The engagement of the professors and administrative staff is critical and he will be looking for someone to take this as their mission in life for a couple of years and to conceptualize and expand this idea. The President welcomes your ideas and will talk more about it in the fall.

Alma Allred, director of Commuter Services, addressed the contract provision with UTA relative to the increased cost of gasoline and an automatic imposed surcharge. A ten percent increase will be added to the parking permit fees in all categories this fall to cover the imposed surcharge.

Joan Gines, associate vice president of Human Resources, informed the senate of the increased costs in health insurance and the proposed plan to avoid increasing the employee’s premium. She said that documents would be in the mail this month for all to review and select the new choices
for their health care provider. The Wellness Program and dental coverage plans will remain the same.

Report from ASUU
Outgoing ASUU president Tayler Clough was excused and in his stead Chase Jardine, incoming ASUU president, was introduced.

Notice of Intent
Tom Loveridge, associate vice president of Human Resources, explained the revisions to Policy and Rule 5-404 clarifying some technical changes in Workmen’s Compensation Insurance. A motion to move to the debate calendar was made by Peter Alfeld and seconded by David Ailion passed unanimously. A motion from Joelle Lien, seconded by Vince Cheng to approve and forward to the Board of Trustees for final approval received unanimous approval.

Susan Olson, associate vice president for Academic Affairs, explained the proposed amendments to the Faculty Code regarding Student Confidences. She invited the dean of students and the associate dean of students, Annie Nebeker-Christensen and Lori McDonald, respectively, to first explain what the office of student affairs is doing. The Behavioral Intervention Team is the official group that is designed to connect the dots between other parties and it is their obligation to manage disruptive student behavioral problems. Following their brief presentation, the vice president then referred to the language in the policy that is being amended. Larry DeVries motioned to move this request to the Debate Calendar which was seconded by Steven Kern and unanimously approved.

Debate Calendar
The proposed revisions to Policy and Rule 5-404 were unanimously approved following a motion from Joelle Lien which was seconded by Vince Cheng.

David Ailion made a motion to accept the proposed amendments and to forward to the Board of Trustees for final approval which was seconded by Harriet Hopf and unanimously approved.

The proposed Undergraduate Certificate in Positive Psychology presented by Professor Michael Gardner from the department of Educational Psychology, was unanimously approved following a motion from Larry DeVries to forward to the Board of Trustees for final approval which was seconded by Bob Hill.

The proposed request to formally establish The Woman and Child Institute at the University of Utah as presented by Dr. Ed Clark, chair of the department of pediatrics and members of his group, Dr. Matt Peterson, chair of Obstetrics & Gynecology, Dr. Mike Varner, high risk specialist in Obstetrics & Gynecology, Jackie Bernard, administrative director of Pediatric Administration, and Erika Lindley, director of Obstetrics & Gynecology Administration, was unanimously approved following a motion from Larry DeVries, seconded by Steve Kern, to forward to the Board of Trustees for final approval.
New Business
Jim Anderson reminded the senators that the senate elections will take place in May. He encouraged nominations from regular faculty for president-elect and that they be sent to Nancy Lines by April 15.

Adjournment:
The meeting adjourned at 4:20 p.m.

Respectfully submitted,

Nancy Lines
Senators—President-Elect Biographies

Patricia Hanna—Professor of Philosophy, Professor of Linguistics

Patricia Hanna (Ph. D., University of Cincinnati) has been on the University of Utah faculty since 1972. Her research focuses on philosophy of language, metaphysics, relativism and realism, ontology and interpretation, philosophical linguistics, Wittgenstein, and Noam Chomsky (linguistics). She has published in a number of national and international journals, as well as delivering papers at national and international conferences. She is currently working on a book, under contract with Rodopi, a monograph on the development of Chomskyan linguistics (alas, not yet under contract!), and a series of papers on relativism and realism in the later writings of Wittgenstein.

Her service to the University includes, but is not exhausted by, one year as Associate Dean of the College of Humanities, six years as chair of the Department of Philosophy, one year as Co-director of the Tanner Humanities Center, ten years as Dean of the College of Humanities, two terms on the Academic Senate, two terms on the Academic Freedom and Tenure Committee (including one year as co-chair and one year as chair), one term on the Annuities and Salaries Committee, one term on the Undergraduate Council, one term on the Institutional Review Board, Health Sciences, and Chair of an Ad-hoc Committee appointed by Chase Peterson which ultimately resulted in reshaping the Academic Senate into its present form.

Her service to the profession includes service on a variety of committees of the American Philosophical Association, including the Program Committee of the Pacific Division and an ad-hoc committee charged with reviewing and revising the Division’s by-laws. She is a referee for the Israel Science Foundation, several international journals, and a regular manuscript reviewer for major presses, including Columbia University Press and Blackwell. She has reviewed colleges and departments at several universities in the States, as well as two universities in the Middle East, and, in one case, was part of a team that completely redesigned the structure of a college of arts and sciences.

In all her endeavors, she tries to follow the advice of her role models: Groucho Marx and P. G. Wodehouse. “The secret of life is honesty and fair dealing. If you can fake that, you've got it made” (Groucho). “It is a good rule in life never to apologize. The right sort of people do not want apologies, and the wrong sort take a mean advantage of them” (Wodehouse).
Kathleen (Kathi) Mooney, RN, PhD
Professor, College of Nursing

Kathi Mooney has been a member of the faculty at the University of Utah for 34 years. She is a professor in the College of Nursing and holds the Louis S. Peery Presidential Endowed Chair in Nursing. She is also a member of the Huntsman Cancer Institute. During her career, Kathi has taught courses and advised students at every level of the curriculum and has developed and implemented new program tracks at both the master’s and PhD levels. Both of these programs were seeded by federal training grants that she led. She has an active program of extramurally funded research, peer reviewed publications and national/international presentations focused on improving cancer symptom relief and quality of life. She has received external funding for her research from the Department of Defense and the NIH National Cancer Institute for both RO1 and P01 projects.

Throughout her tenure at the University of Utah, Kathi has been active in both University and national service. At the national level she has been a member of several National Academy of Sciences, Institute of Medicine panels, cancer research advocacy coalitions, American Cancer Society national committees and is currently finishing a term on the Board of Scientific Advisors for the National Cancer Institute. In addition Kathi has been active with her professional specialty organization, the 37,000 member Oncology Nursing Society which included a term as their national president. This year she is being recognized with the award of the Society’s Distinguished Researcher Award. She is also a fellow in the American Academy of Nursing.

Over the years at the University and College level, Kathi has participated on or chaired nearly every College of Nursing committee, including RPT/Credentials, curriculum and misconduct/appeals. In the past she also held terms in administrative positions such as Division Director and Associate Dean for Research. In the University Kathi has served on approximately 8 committees including, for example, the Academic Senate (1997-2000), the Academic Senate Executive Committee (1997-2000), Faculty Budget and Planning Advisory Committee (2004-2008, chair 2006-2008), Annuities and Salary Committee (2000-2003, chair 2002-2003), and the Academic Freedom and Tenure Committee (1993-1996, Vice Chair 1994-1996).
APPENDIX I

RESIGNATIONS & APPOINTMENT

Resignations

1. Dr. Lindy Archambeau, Assistant Professor of the Management Department, effective June 30, 2010.

2. Dr. Aruna Kallepalli, Instructor (Clinical) in Physical Medicine & Rehabilitation, effective April 4, 2010.

3. Dr. Andrew Michaels, Associate Professor with tenure of Internal Medicine, effective March 31, 2010.

4. Dr. Thomas W. Sanchez, Associate Professor with tenure of City and Metropolitan Planning, effective July 1, 2010.

5. Dr. Elaine J. Skalabrin, Associate Professor (Clinical) of Neurology, effective June 30, 2010.

Administrative Appointment

1. Dr. James J. Gosling, Chair, Department of Political Science, effective July 1, 2010.

APPENDIX II

AUXILIARY FACULTY APPOINTMENT

Auxiliary Faculty Appointment

1. Dr. Elizabeth T. Cook, Assistant Professor (Lecturer) of Parks, Recreation & Tourism, effective December 12, 2008. This supersedes her appointment as Instructor (Lecturer) in Parks, Recreation & Tourism.
MEMORANDUM

To: David W. Pershing, Senior Vice President for Academic Affairs
From: Steve Roens, Senior Associate Dean, Undergraduate Studies
Date: March 11, 2010
Re: University Professor for 2010-2011

I am very pleased to forward to you the Undergraduate Council’s recommendation for appointment to the special rank of University Professor for the 2010-2011 academic year. From a field of outstanding applicants, the Council has selected Professor Robert Hitchcock from the Department of Bioengineering. In the judgment of the Undergraduate Council which served as the selection committee, Professor Hitchcock is eminently qualified for the rank of University Professor.

The rank of University Professor offers faculty who have attained unusual distinction in undergraduate teaching the opportunity to launch a new project that will make significant differences in our students’ educational experiences. This project should reflect the rich traditions of inquiry or creative activity found in one or more of the four areas that constitute the Intellectual Explorations component of our students’ General Education studies, as well as courses that satisfy the University’s graduation requirements.

Professor Hitchcock proposes a project that would focus on the development of a systematic way for students to identify business, cultural and medical needs in third world areas and to develop designs, plans and business models that can provide useful medical devices while at the same time promoting economic stimulus.

The goal of the project is to launch a major new initiative that will expose and educate both engineering and non-engineering students in the areas of medicine, communication, knowledge of human cultures, business and medical device design. The project, tentatively named the Utah bioWorld, will partner student teams with physicians, business people, community leaders and educators. Non-engineering majors will develop business and design requirements for specific international applications while bioengineering design students perform the detailed engineering, design and development. Both groups of students will be involved in testing and will work with Utah doctors, nurses and technicians who have experience overseas in humanitarian healthcare practices. As a program elective, students will be invited to travel overseas on humanitarian missions to understand local cultures, their needs and resources.

Office of Undergraduate Studies
195 S. Central Campus Drive
Salt Lake City, Utah 84112-0511
(801) 581-3811
FAX (801) 585-3581
The proposed work will result in a new project that can have a sustained impact on the University's general education requirements through the focused engagement of students looking at the large questions of the contemporary world. It will impact in a significant way requirements in international studies, communication and writing, and applied sciences intellectual explorations.

Professor Hitchcock's background, teaching and research make him well-suited to design and teach the proposed project. Since the project is an outgrowth of a course Professor Hitchcock already teaches, he has demonstrated the expertise, and judging from his student evaluations, significant success, in presenting the kind of material he proposes to include in the project. Recognition for his research includes a Huntsman Cancer Center Fellowship, and the Whittaker Outstanding Research Award and the Professional Development Award for Outstanding Research, both from the Society for Biomaterials.

We request your assistance in forwarding the nomination of Professor Hitchcock to the Board of Trustees for their consideration and approval.

Thank you for your assistance and for your support of the University Professorship.

Enclosures

cc: President Michael K. Young
    John Francis, Senior Associate Vice President for Academic Affairs
    Richard Brown, Dean, College of Engineering
    Richard Rabbitt, Chair, Department of Bioengineering
April 5, 2010

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

Dear Vice President Pershing,

Enclosed is the proposal for the Graduate Certificate Program in Screen Dance which was approved by the Graduate Council on March 29, 2010. 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,

[Signature]

Charles A. Wight  
Dean, The Graduate School
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: Fine Arts

Department(s) or Area(s) affected: Departments of Modern Dance, Film & Media Arts

Change Description: Create a Graduate Certificate in Screen Dance

Proposed Beginning Date: Fall, 2010

Institutional Signatures (as appropriate):

Ellen Boerbu
Program Director

Donna M. White
Dean or Division Chair, Modern Dance

Dean or Division Chair, Film and Media Arts

Dean, College of Fine Arts

Dean of the Graduate School

Chief Academic Officer

President

March 30, 2010

Date
Proposal for an Interdisciplinary Graduate Certificate Program in Screen Dance

1. NEED
The Department of Modern Dance and the Department of Film and Media Arts seek to create a new interdisciplinary graduate certificate program in the burgeoning area of Screen Dance (also referred to as Dance Film, Dance for the Camera, Cine Dance, and Video Dance). The Department of Modern Dance has been offering a class in the history, theory and practice of Screen Dance since 1998 and was the first dance department in the country to present an annual (and subsequently biannual) Dance for the Camera Festival and Workshop. These events draw artists, faculty members and students from around the country and Canada, and have been met with great enthusiasm, demonstrated by enrollments and attendance. On numerous occasions faculty members from the Department of Film and Media Arts contributed their expertise to these workshops. In recent years, as the genre of Screen Dance has blossomed world wide, there has been increasing inquiry and interest in the possibility of pursuing a course of study with a focus in this particular area of endeavor, both from students of film and dance. The proposed graduate certificate will be available to graduate students within the College of Fine Arts, as well as non-matriculated students who have completed their Bachelor’s Degree.

With the collaboration between the Department of Modern Dance and the Department of Film and Media Arts, it will be possible to create this new curricular focus, with the addition of only one new course to existing departmental offerings. This is an exciting opportunity for the College of Fine Arts at the University of Utah to be the first in the country to offer such a specialization, with very little impact on existing programs. As no other certificate or degree program such as this exists in the country, it is anticipated that both departments will see increased course enrollments.

Background
In 1998, now Associate Professor Ellen Bromberg joined the Department of Modern Dance to create dance media and technology courses within the department. The core class, called Choreography and Diverse Media (soon to be renamed Screen Dance), provides students with exposure to the history, theory and practice of Screen Dance. A frequent guest teacher, Professor Bromberg has been invited to teach workshops and courses in Screen Dance as well as curate festival screenings throughout the country and abroad, and in each of these circumstances, students inquire about the existence of a program with this area of specialization, as none exists in the U.S.

In the Department of Film and Media Arts, a significant number of faculty members have been involved in some aspect of dance and film over the years. Current Department Chair, Professor Kevin Hanson, has recently created a documentary on Children’s Dance Theater. Assistant Professor Connie Wilkerson has taught video editing in two of the Modern Dance Department’s Dance for the Camera Festivals and she has also served as Production Director of a two-camera dance film shoot in collaboration with Ellen Bromberg. Professor Brian Patrick has worked closely with faculty members in dance to create a number of dance films, and Associate Professor Chris Lippard has researched issues of body representation having published on the
experimental body and dance-based cinema of Derek Jarman. Additionally in the Department of Modern Dance, Assistant Professor Eric Handman conducts creative research in this genre and has had his films screened at a number of dance film festivals in the U.S.

In recent years there have been a number of graduate students in film who have expressed interest in collaborating with dance students to make dance films, but the mechanisms have not been in place to afford this opportunity.

**Opportunity/Justification**

As stated, this is an important and timely move for the College of Fine Arts to be the first in the country to offer a certificate in the area of Screen Dance. Because of the previous activities of faculty in both Dance and Film, this is a natural evolution in the offerings of both departments, with very little organizational impact. Faculty members in both Modern Dance and Film and Media Arts have taught video production courses, however while Modern Dance has acquired some essential equipment over the years (cameras, tripods, dolly, microphones, etc.) it is not equipped to take students to a more in-depth and professional level of education in this area. Collaborating with the Department of Film and Media Arts would make this possible, as they offer comprehensive training in video and film production. Also of importance for dance students would be the exposure to traditional film theory. For film students, an opportunity to explore the relationship between the moving frame and the moving body, along with in-depth study in movement techniques and composition, would offer a unique addition to more traditional filmmaking approaches.

This certificate would be open to students in any of the six academic units within the College of Fine Arts, as this certificate would broaden their perspectives on the discourse and practice of a burgeoning hybrid form of social/cultural art production. It would also be open to returning professionals in both dance and film who have been working in the field or teaching at other institutions, and seek more specialization and certification in this area. Acceptance at all levels of entry will be contingent on portfolio review, interview and previous grade point average (3.0 or above).

**2. EDUCATIONAL OBJECTIVES**

A Certificate in Screen Dance provides the umbrella under which an interdisciplinary curriculum can be developed and formalized. While the material natures of film and dance differ profoundly, as time-based art forms they share many theoretical and compositional elements. They are both concerned with temporal and visual composition, the construction of narrative, representation and abstraction, etc. (Indeed the earliest history of film is tied to dance with the Lumière brothers’ filming of dance icon Loie Fuller in France and Thomas Edison’s filming of Annabelle the Dancer in the U.S.) Students will have access to thorough and in-depth training in all aspects of film production: camera, lighting, sound, digital editing, etc. They will also have access to courses, which address Film theory and Screen Dance history and theory as well as an experiential movement theory and composition course, which comprises the theoretical core of creation within the dance genre. Movement classes cultivate a fully embodied experience of time, which is a core principle of the flow of ideas rendered through the editing process. It is expected that the cross fertilization between students of different disciplines will generate innovation, experimentation and creativity within the hybrid form of Screen Dance.
3. IMPACT ON EXISTING PROGRAMS
The curriculum for the proposed Graduate Certificate in Screen Dance will be derived from existing courses already offered within the Department of Modern Dance and the Department of Film and Media Arts, with only one new class to be added. This course: Movement Theory & Composition for Filmmakers, will be taught biannually as a Dance Special Topics Graduate Course and will be absorbed into existing faculty’s teaching schedule. It is anticipated that there will initially be a relatively small number of graduate students who pursue the certificate, but that it will grow over time. As such, the impact on existing classes will be minimal. Once we have publicized this new offering, we anticipate an eventual average number of 15 students in the program. Letters from chairs indicate their belief that current classes can support these extra students. An important impact anticipated on existing programs is the unique perspective brought to each class by the presence of students trained in different disciplines. Differing perspectives add depth and richness to discourse within each area of study. This diversity pushes the boundaries of pre-existing assumptions about possibilities within a genre and, as stated earlier, facilitates interdisciplinary thinking and innovation.

4. COURSES
The courses that will comprise the Certificate in Screen Dance are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film Theory (Film 6350)</td>
<td>4</td>
</tr>
<tr>
<td>Graduate Filmmaking 1 (Film 6500)</td>
<td>4</td>
</tr>
<tr>
<td>Cinematography (Film 6520)</td>
<td>5</td>
</tr>
<tr>
<td>Screen Dance (Dance 6340)</td>
<td>3</td>
</tr>
<tr>
<td>Movement Theory &amp; Composition for Filmmakers</td>
<td>1</td>
</tr>
<tr>
<td>(Dance 6961)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

Due to the hands-on nature of this proposed certificate, distance education would not be feasible.

5. ASSESSMENT
It is expected that the proposed course sequence associated with the certificate will meet the stated educational objectives by offering students exposure and experience in the theory and practice of film, dance, and screen dance. For students entering a dance department (open to both Modern and Ballet students), they will be able to continue dance studies, while complementing them with the appropriate courses in film to develop desired technical and theoretical competencies. And likewise, students entering the Department of Film and Media Arts will be able to continue film studies, while complementing them with designated courses in dance through which technical and theoretical competencies will also be developed. Students from other areas of study within the College of Fine Arts, or those with existing degrees from outside the University of Utah, will have the opportunity to explore this art form in ways that overlap their current foci, creating interesting hybrids of discourse and practice. Assessment will be based on student performance in classes and the quality of the final creative projects created for the Cinematography course. Students will be required to receive no less than a “B” grade in each course to stay in the program.
In the early stages of this certificate program, all participating faculty will meet at the end of each semester to assess the performance of students and the efficacy of the courses which comprise the certificate. Ongoing discussion will be required as we monitor the entire program of study, and implement desired modifications.

6. FACULTY
While students entering this program will most likely study with many faculty members in the Department of Film and Media Arts and the Department of Modern Dance, the primary faculty members associated with the certificate program are:

Associate Professor Ellen Bromberg, Modern Dance (Certificate Coordinator)
Associate Professor Stephen Koester, Modern Dance (Graduate Advisor)
Associate Professor Kevin Hanson, Film and Media Arts (Division Head)
Assistant Professor Connie Wilkerson, Film and Media Arts (Graduate Advisor)
Associate Professor Chris Lippard, Film and Media Arts

7. COORDINATOR
Associate Professor Ellen Bromberg, Modern Dance (Certificate Coordinator)
(See attached curriculum vita)

8. ADVISORY COMMITTEE
N/A

9. BUDGET
As stated above, all faculty, courses, and materials exist within each of the participating departments to support the creation of a Certificate Program in Dance Film. At this time no additional funding is necessary for its implementation.
Charles Wight, Dean  
The Graduate School  
University of Utah  
302 Park Building  
201 South Presidents Circle  
Salt Lake City, UT 84112-9016

Dear Dean Wight:

As Chair of the Department of Modern Dance, I am pleased to submit a letter of support for the creation of an interdisciplinary graduate certificate program in Dance Film. The certificate program will involve three departments in the College of Fine Arts, the Department of Film & Media Arts, the Department of Ballet, and the Department of Modern Dance. All of these departments have identified a need for this certification program based on an increased interest, expressed by our current and prospective graduate students, in the genre of Dance Film.

The concept for the Dance Film Certificate Program came from Associate Professor Ellen Bromberg, faculty member in Modern Dance. Ellen has worked with Kevin Hansen, Chair of Film & Media Arts, and Bené Arnold, Chair of Ballet to design the curriculum and the team has done so by using existing courses in each of the Departments. The degrees would be an MFA in Dance, Film, or Ballet with the Certificate in Dance Film. I believe this Certificate curriculum is viable, it will not strain the resources of any of the departments, and it will provide interested students with a valuable educational and professional credential. I am in enthusiastic support.

Sincerely,

Donna White, Chair
December 14, 2009

Dr. Charles A Wight, Dean
Graduate School
302 Park

I am writing in support of a proposal for an Interdisciplinary Certificate Program in Dance Film by Associate Professor Ellen Bromberg. Ellen Bromberg is always reevaluating her courses and looking for ways to improve the Film program. Ellen clearly outlines the course offerings and how this will help to promote the important area of dance film. Dance film is not just choreographic record keeping but it has developed into an important film genre. Ellen has taken into consideration the current economic recession and developed this program with established graduate classes in Film, Modern Dance and Ballet. This will not create a heavy impact upon current faculty teaching load but does establish a unique program for the film and dance students. I believe it is a brilliant idea to establish an Interdisciplinary Certificate Program in Dance Film.

Sincerely,

[Signature]

Bené Arnold
Interim Chair
December 23, 2009

Charles A. Wight, Dean
Graduate School
Senior Vice President for Academic Affairs
302 Park
Campus

Dear Dean Wight,

I write today in support of a certificate program in Film and Dance. We have for some time now participated in joint efforts with Ballet and Modern Dance at the request of graduate students in those areas who have a deep and legitimate interest in film, video, and new media as it relates to their pursuit of dance and dance for the camera. This university is home to one of the country's premier Dance for the Camera festivals. Several faculty from our department have participated in workshops and activities associated with the festival and we have faculty working on exciting, ongoing interdisciplinary research projects together. It is clearly time we let the rest of the world know that we have, at this university, a special fusion of these areas in progress. A certificate program will allow us to more easily facilitate the student interested in dance for the camera and emerging dance and new media and, perhaps more importantly, it will allow us to effectively advertise to this group of potential graduate students.

I lend my unreserved support to the certificate program.

I thank you for your ongoing interest and support of graduate education in the arts.

Sincerely,

Kevin Hanson
Chair, Film Studies
Office of the Dean

December 20, 2009

Charles A. Wight
Dean of the Graduate School
302 Park Building
201 W. Presidents Circle
Salt Lake City, Utah 84112-9016

Dear Dean Wight:

I am writing to convey my full support for the proposal from Ellen Bromberg - representing the Departments of Modern Dance, Ballet, and Film & Media Arts - to offer an Interdisciplinary Graduate Certificate Program in Dance Film. This graduate certificate offering reflects the advances in "screen dance" as an ongoing field of research as well as the growing interest of our current and prospective graduate students in this genre of work.

As you will see in the proposal and in the additional letters of support, Professor Bromberg is an internationally renowned scholar in this field and as such is keenly aware of the demands of the discipline as well as the requisite learning outcomes of a well rounded education in this area. She is the perfect person to serve as the coordinator for this certificate program. As you will see in the letter of recommendation penned by Victoria Uris, "It is fitting and timely that participation in the camera dance workshops, curriculum and biannual festival, which are already in place at the University will now present graduate students the possibility of earning a certificate of specialization in dance film." I believe that Ms. Uris, also internationally recognized for her research in this genre, has definitely hit the proverbial 'nail on the head' with this comment. With the transition of the Division of Film Studies to the Department of Film & Media Arts in addition to the curriculum currently taught in these three departments, now is the right time to take further steps toward our collective digital future by offering an Interdisciplinary Graduate Certificate Program in Dance Film.

Again, I offer my unconditional support of this proposal and thank you for your consideration of this request.

Sincerely,

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

College of Fine Arts
375 S. 1530 E. Rm 250
Salt Lake City, Utah 84112
(801) 581-6764
FAX (801) 585-3066
Friday, December 04, 2009

Charles A. Wight, Dean
The Graduate School
University of Utah
302 Park Building
201 South Presidents Circle
Salt Lake City, UT 84112-9016

Dear Dr. Wight,

I am pleased to write this letter in support of the proposal from your Modern Dance, Ballet and Film Departments for the Interdisciplinary Certificate Program in Dance Film. Indeed, fostering interdisciplinary studies is often challenging in universities, particularly when areas of disciplinary specialization have reached a high level of excellence. The proposed certificate program is a superb model of how existing resources within a university can be used to enable graduate students to stretch the boundaries of their chosen discipline by engaging in the history, theory and practice of another area of focus in the arts.

I have been making work and teaching in the area of Dance Film (under the name of Videodance) for over 20 years (see bio attached). I created the lion’s share of my work in Videodance and developed my approach to teaching in collaboration with Bruce Berryhill who is a film maker. In developing our undergraduate Dance Film curriculum at VCU, Mr. Berryhill and I have emphasized the importance of bringing together students from dance and film/video because of the exciting impact the students have upon one another as they begin to collaborate. The Certificate Program in Dance Film is based on a similar model of collaboration at the graduate level, and promises to be a very important addition to Dance in Higher Education.

In teaching Dance Film in the context of established BFA programs in Film, Kinetic Imaging (video) and Dance, one of our challenges has been finding a path for students who want to continue their study of Dance Film beyond a single elective course. Mr. Berryhill and I are not alone in this challenge. In attending symposiums on Dance Film and numerous conferences with the National Association of Schools of Dance (with which I serve on the Commission for Accreditation), I have noted that there is a growing interest in developing curriculum in Dance Film. Students are asking for it and considering the vast array of new venues for screen based art (for example: the internet, Art installations, multi-media performance, even I-phones) along with the accessibility video cameras, and editing software, it is the responsibility of educators to give students a strong foundation in the history, theory and practices of Dance Film in order for the hybrid art form to move past its formative stages. The proposed Interdisciplinary Certificate Program in Dance Film provides a framework for in-depth mentorship, exploration and study across the disciplines of Ballet, Modern Dance and Film. By initiating this Interdisciplinary Certificate Program in Dance Film, University of Utah will be moving into an important national leadership role.
I have visited the Modern Dance Program at the University of Utah and I am familiar with the outstanding creative and scholarly work of Ellen Bromberg, as well as her strength as a teacher of Dance Film. I am convinced that University of Utah is an ideal place for the art form of Dance Film to develop through the implementation of the graduate program because all elements are in place: A vital and active faculty in all areas of Ballet, Film and Modern Dance, facilities and visionary leadership as well as strong reputation of Ellen Bromberg.

In the past ten years, Dance Film has undergone significant growth. The original, single festival held by the Dance Films Association in New York is now accompanied by countless festivals across the globe, including an annual festival on your campus led by Ellen Bromberg. These festivals create opportunities for audiences to see an international range of aesthetics, which broadens intercultural understanding, while also giving international visibility to the artists whose works are selected for festival screening. The University of Utah Interdisciplinary Certificate Program in Dance Film has the potential of playing a significant role in preparing young artists in the fields of Dance and Film to be competitive the selection processes of these festivals which are being hosted all over the world.

Undergraduate Alumni of the VCU Dance Program often contact us for advice about graduate study in dance after having been in the dance field for a number of years. An increasing number of them voice an interest in Dance Film as an area of focus and I am very glad that one of the Nation's premiere dance programs (University of Utah) is working on providing this exciting educational opportunity.

Please contact me if you need more information.

Sincerely,

Martha Curtis, Professor
Department Chair, 1996-2006
VCU Dance
**Martha Curtis** (Professor) is a dancer, teacher, choreographer, and video producer/director who served for ten years as Chair of VCU Dance. From 1996-2006, she dedicated the lion's share of her professional life to providing leadership for VCU Dance: a thriving, diverse and cohesive community of dance artists who are dedicated to education, collaboration, creativity, and critical dialogue. Ms. Curtis's activities as chair included promoting the program to national visibility, originating faculty development initiatives, refining curriculum, and starting the operations of the Grace Street Theatre following its renovation in 1995. She led the acquisition and renovation of the VCU Dance Center basement to create studio and classroom space as well as a costume shop. Throughout her tenure as chair she has worked with the School of the Arts Development Staff and Dance department staff to raise a total of over $1,000,000 for the department's vital guest artist and scholarship programs. Most recently she spearheaded the university approval of a new BFA degree program for the Trainees of the Richmond Ballet.

Martha Curtis led the department in developing numerous presenting and guest artist-in-residence projects including: Urban Bush Women, Robert Battle and Battleworks, Gerri Houlihan, Jose Limon Dance Company, Clay Taliaferro, Paul Taylor Dance Company, Peak Performance Plus-20th Anniversary Gala hosted by Martha@, Joe Goode Performance Group, Bill T. Jones/Arnie Zane Dance Company, David Dorfman Dance, Sara Pearson and Patrik Widrig, Bebe Miller, Live Sax Acts, Doug Varone, Risa Steinberg, Gesel Mason, Gus Solomon Jr., Paradigm and Ron Brown evidence. Guest artist concerts were integrated with the department's guest artist program that enhanced departmental curriculum with 3-7 week teaching residencies in which students experience.

Ms. Curtis also directed VCU Dance in its first self-study for the National Association of Schools of Dance (NASD) resulting in full accreditation in 1999. She served as President of the Council of Dance Administrators (CODA) and serves as an outside evaluator for the NASD. In fall of 2006 she was elected to serve on the NASD Commission on Accreditation. Ms. Curtis's other teaching credits include The Ohio State University, University of California Santa Cruz, Brooklyn College and the Booker T. Washington High School of the Performing and Visual Arts of Dallas, Texas. VCU DANCE website: www.vcu.edu/artweb/dance

In January of 2007 Ms. Curtis was delighted to pass the VCU Dance Chairmanship to Dr. James Frazier who is now serving as the new VCU Dance Chair. In the Fall of 2008, she was honored with the **VCU School of the Arts Professor Award for Distinguished Service**.

Beginning in the early 1990s, Ms. Curtis choreographed, produced and directed videodance works. Her most recent videodance broadcast, Deconstructed Dialogues was created in collaboration with Central Virginia’s Public Television and was distributed by the National Educational Telecommunications Association for national broadcast on PBS. Her videodance work, On the Tracks was selected by RD Studio Productions of Paris, France for international distribution to television stations in Europe and Canada. Three Dances by Martha Curtis was distributed by the American Program Service for national broadcast on PBS and by Heartland USA of PBS for broadcast in India, Pakistan.
and China. Her video work has been selected for screening at several festivals including the Grand Prix International Video Danse, Paris, France; the American Dance Festival; Dancing for the Camera International Dance and Video Festival; the 3rd Mondial Video - 15th International Film and Video Festival, Brussels, Belgium; and the Dance Films Association Dance-on-Camera Festival in New York. She has twice received Silver Awards at the World Fest Houston International Film and Video Festival and she has received two Telly Awards. She and Bruce Berryhill teach a Video/Choreography Workshop at VCU and as guest in Universities and Festivals.

She began her professional dance career by performing for six years with the New York based Pauline Koner Dance Company. She has also performed in works by Jose Limon, Sharon Kinney, Rachel Harms, Doug Varone, Chris Burnside, Ruth Solomon, and Dan Froot. She received one of the first choreographer’s fellowships from the Virginia Commission for the Arts and her choreography has been selected for showcases throughout the United States.
Charles A Wight, Dean  
The Graduate School  
University of Utah  
302 park Building  
201 South Presidents Circle  
Salt lake City, UT 84112-9016  

November 16, 2009  

Dear Dean Wight,  

I am very pleased to write a letter in support of Professor Ellen Bromberg's proposed Interdisciplinary Certificate Program in Dance Film at the University of Utah's College of Fine Arts. Bromberg's leadership in the area of dance on camera cannot be overstated. Her programs and workshops have attracted the participation of dancers, filmmakers and audiences from across the country and across the globe for many years.  

It is fitting and timely that participation in the camera dance workshops, curriculum and biannual festival which are already in place at the University will now present graduate students the possibility of earning a certificate of specialization in dance film. Such a program is terribly important in this digital age, and will be one of a kind for awhile, though I feel other dance and film departments will soon jump on the bandwagon driven by Professor Bromberg and her colleagues in the Departments of Modern Dance, Ballet, and the Division of Film Studies. One of Bromberg's many admirable attributes is that she bonds with people strongly, forming long-lasting friendships, partnerships, collaborative and symbiotically agreeable relationships of all kinds. These connections have served to enhance her chances for involvement (and those of her students) in a range of top-notch projects, especially collaborative ones. The field of dance on camera has developed as a result of Bromberg's talents, accomplishments, connections and clear-sighted vision.  

There are plenty of talented video makers in the world; what sets Bromberg apart is that she is fully an artist who puts concerted energy into education, dissemination of research in the form of presentations, papers, articles and contributions to books and journals as well as doing the hard work of organizing seminars, workshops and symposia which examine the implication of media works in the context of our progressive culture.  

It is hard to imagine a better time, or a better person to lead the charge, to spearhead a program for a Graduate Certificate in Dance Film. This proposal earns my strongest endorsement.  

Sincerely Yours,  

Victoria Uris  
Professor  

[Contact information]
VICTORIA URIS received a B.F.A. Degree in Dance and Theatre from NYU School of the Arts. In 1975 she joined the Paul Taylor Dance Company, touring the U.S., Asia, Europe, Russia, South America and Central America, performing in a variety of featured roles. Prior to joining the Taylor Co., she performed with Norman Walker, The New York Dance Collective, Sandra Neels, Bowyer and Bruggeman, Rosalind Newman, and was a guest artist with the Connecticut Ballet and Annabelle Gamson. Since 1981, she has choreographed over sixty works for modern repertory and ballet companies including ABT II, Connecticut Ballet Co., Phoenix Repertory Dance Theatre, Maryland Dance Theatre, Contemporary Dance Works, and Dayton Contemporary Dance Company. Three of her works are recorded in Labanotation and have been directed from score across three continents.

Uris completed an M.F.A. in Dance at the Ohio State University in 1989, studying choreography, film and video. She has received grants and fellowships from the Ohio Arts Council, the Center for New Television, the Hazebaker Foundation, and Randolph Street Gallery among others, for her choreography and video works. In 1996, the Wexner Center for the Arts commissioned her multi-media 9 Scenes with Interviews, an evening-length work integrating video, choreography and music. Her recent videos, Four Ships and Igor & Svetlana, were official selections at Lincoln Center's Dance on Camera Festivals 2000 and 2003 respectively, and have been screened nationally and internationally at festivals, in museums and on television. She has been on the faculty of the OSU Department of Dance since 1989. Her teaching areas include modern technique, composition, repertory and video.
March 15, 2010

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

RE: Graduate Council Review  
Molecular Biology Program

Dear Vice President Betz:

Enclosed is the Graduate Council's review of the Molecular Biology 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 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,

[Signature]

Charles A. Wight  
Dean, The Graduate School

Encl.

XC: David J. Bjorkman, Dean, School of Medicine  
Pierre Sokolsky, Dean, College of Science  
Bradley Cairns, Director, Molecular Biology Program
The Graduate Council has completed its review of the Molecular Biology Program. The External Review Committee included:

Manuel Ares, Jr. (Chair)
Professor, Department of Molecular, Cell & Developmental Biology
University of California, Santa Cruz

Pamela Geyer
Professor, Department of Biochemistry
University of Iowa

Andrew Thorburn
Professor, Department of Pharmacology
University of Colorado Health Sciences Center

This report by the Graduate Council’s ad hoc review committee is based on the program self-study, the report of the external review committee, the exit meeting with the external reviewers, and the responses from the current and past program directors. There is no internal review team.
PROGRAM PROFILE

Overview

The Molecular Biology Program is an innovative one-year program that recruits and provides foundational experiences for first-year Ph.D. students. It has no degree-granting status but operates in conjunction with 6 participating departments: Biochemistry, Biology, Human Genetics, Neurobiology and Anatomy, Oncological Sciences, and Pathology.

As stated in the Program’s self-study document, the goal is to “combine excellence in research with education and training of the next generations of biomedical research scientists….Developing and employing molecular biological technologies to address fundamental biomedical questions provides a common foundation…” When the Program began 20 years ago it was one of the first such programs in the country, but this model is now typical. It is funded through indirect costs from research grants and supported by 6 current training grants.

The Program provides stipends, advising, common foundational coursework, and tailored elective coursework during students’ first year in the Ph.D. Most importantly, students gain research experience through rotations in 4 laboratories of their choice. At the end of the year, each student chooses a thesis advisor and enters the graduate program of the advisor’s degree-granting department. The chosen department then accepts responsibility for the student’s financial support (assuming satisfactory progress). The Program does, however, establish guidelines for students’ continued academic and financial support so that students’ choices of thesis advisors are not prejudiced by factors other than science and mentorship.

The common core curriculum consists of courses in genetics and genomes, biochemistry, cell biology, gene expression, and ethics. In addition, elective courses on a wide variety of relevant topics in the biosciences are offered. Informal scholarly networks and learning opportunities are also encouraged through a journal club, grant writing classes, and a faculty interest seminar.

Faculty

Faculty participation in the program is voluntary and by request so long as faculty meet the standards of relevant research interests, an active research program, a regular or adjunct appointment in a participating department, and full commitment to the goals of the program including willingness to participate in governance, teaching, and the intellectual community. The self-study indicates that “the vast majority of faculty believes the Program to be of enormous benefit to themselves and to the scientific community in general” and it serves as a major selling point for participating departments in their faculty recruitment efforts, especially at the Assistant Professor level.

Faculty members are rostered in participating departments and have no formal appointments in the Molecular Biology Program per se. Current recruiting materials showcase the research programs of 100+ faculty members across the 6 participating departments. The self-study notes a shortage of Assistant Professors, but recent recruiting efforts have been successful, boosting their numbers to 24. The great majority of Program faculty members actively generate extramural
funding and are highly productive in scholarly publication. Although there is a gender disparity (women <25%), it is much smaller than the national average for similar departments.

The Program is administered by a 13-person Steering Committee consisting of the Program Director, one representative from each of the 6 participating departments, 2 students, and the Chairs of 4 academic committees. They administer the Program by meeting every month to establish policies and manage problems that may arise. There is also an Admissions Committee, a Curriculum Committee, an Academic Advising Committee, and a Recruiting Committee, all with similar representation from participating departments. All standing committees have full voting student representatives elected annually by the students to serve one-year terms.

**Students**

Admission to the program is based on having excellent credentials. The goal is to admit 30-35 qualified students, but class size depends on recruitment success. There is no wait list if offers are declined, which ensures standards of excellence. Potential recruits are invited to campus with a choice of 3 recruitment weekends and expenses are covered. Further feedback on the applicants is collected after the recruitment weekends, and offers are made. Recruitment success ranges from 40% to 60%. Upon arrival the following fall, students participate in a formal orientation, an overnight student retreat, and counseling meetings with their Academic Advisors.

Class sizes during the period of the self-study (01-08) ranged from 21 to 39. Only 0-4 students withdraw from the program per year. At the end of the Program, students distribute themselves relatively equally among participating departments. Concerns were raised in the self-study about time to completion after moving to those departments, but average times to Ph.D.s have been reduced from 6.5 to 6.1 years since the last review, and the Program continues to monitor the issue.

The self-study indicates that “virtually all of our Ph.D. students follow their Utah studies with a post-doctoral fellowship, and afterwards acquire professorships or positions in pharmaceutics or biotech.” Some, however, pursue alternative career paths in law, business, or educational sectors. The list of ~300 alumni of the program does show an impressive array of prestigious US and international postdoc, tenure-track, and industry placements.

**Curriculum**

The core curriculum includes one semester-length course (Genetics and Genomes) and three half-semester courses (Biochemistry, Gene Expression, and Cell Biology). There is also the option of taking one of two Biological Chemistry courses in lieu of the Gene Expression course. Students also take 3 half-semester electives, participate in a journal club/grant writing course, and are required to take Case Studies in Research Ethics. Over the year they complete four lab rotations of 7½ weeks each. As the self-study indicates, “lab rotations are essential to identifying the appropriate thesis mentor and lab.” At the end of the spring semester, each student meets with his or her prospective thesis advisor to determine if there is a match. In general, faculty members are encouraged to take only one student from each year’s class.
Facilities and Resources

No space is allocated to the Program because the work takes place in participating departments. The Program office is currently housed in the Dept. of Human Genetics. Funding comes directly from central University administration (via VPs for Health Sciences, Academic Affairs, and Research) who see the need to support the program because participating labs generate substantial money in grants from which the university enjoys indirect costs (~ $20 million). Over 75% of the budget goes to student stipends and benefits. The Program also provides candidates for 6 training grants administered in participating departments (totaling $1.7 million) for students’ further training after they move on from the Molecular Biology Program.

Program Effectiveness and Outcomes Assessment

According to the Program self-study and as corroborated by the external review team, the program is amazingly successful as a recruiting tool and has brought faculty together to create a collegial environment. It has also stimulated research activities, grant applications, and teaching efforts, and the external reviewers concur that the Program “accelerates growth in the research productivity and reputation of the University of Utah.”

COMMENDATIONS

1. The Program has been described as a grass roots activity emerging from the best urges of an enthusiastic, energetic, respectful, collaborative and dedicated faculty that has been very successful as a recruiting tool for the participating departments. Students also speak highly of the Program, have a healthy esprit de corps, and each cohort helps to recruit the next.

2. The research excellence of Program faculty is consistent across participating departments and areas of scientific inquiry. The faculty makes major contributions to the university in terms of extramural funding, scholarship, and recognition at the national and international levels.

3. Efforts to recruit women faculty members in the last 7 years have been very successful, and women in the Program are visible role models who are integrated into the Program at high levels of leadership.

4. The Program boasts an evolving and stimulating curriculum supplemented with additional activities such as journal clubs, career days, and symposia.

RECOMMENDATIONS

1. The Program has no formal voice beyond input through the participating departments about resource allocation and faculty hires. The informal nature of the relationships and reliance on the current people in place is a potential vulnerability of the program. More coordination between the Program and training grant directors would also be advisable. The Program should evaluate whether current mechanisms to influence policy and decisions to coordinate activities
are adequate or whether other more formal arrangements would be desirable, especially if leadership changes in the future.

2. Efforts to recruit more female and minority faculty members should continue either by encouraging participating departments or by direct participation in University strategic planning efforts.

3. The Program recognizes that an important challenge is to generate a larger and more diverse applicant pool, especially including underrepresented minority (URM) applicants. More aggressive recruitment to schools in the U.S. Southwest, partnerships with schools with large minority populations, and opportunities such as summer research fellowships are possibilities offered by the external review team that should be considered. These efforts could be crucial to comply with mandates of trainings grants to seek and train URM students.

4. The Program should coordinate with participating departments to track and analyze student progress, outcomes, and placement. This recommendation goes hand in hand with the previous recommendation to more actively recruit URM applicants and provides empirical evidence for evaluating the Program’s successes and failures. In addition, it would provide a database on alumni to document the Program’s successes and to enhance recruitment.

**ACTIONS TAKEN SINCE INITIATION OF THE REVIEW**

1. The 2007-2008 curriculum has been redesigned and has been well received by faculty and students.

2. Action has been taken to coordinate URM recruitment between the Program and directors of the training grants. New recruiting strategies have been generated and additional funds have been received from the University for faculty and student outreach and to make undergraduate research opportunities available to students, especially URM students.

Submitted by the Ad Hoc Review Committee of the Graduate Council

Sally Planalp, Communication (Chair)
Patick Tresco, Bioengineering
Jay Mace, Meteorology
Memorandum of Understanding
Molecular Biology Program
Graduate Council Review 2007-08

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on October 28, 2009, and concludes the Graduate Council Review of the Molecular Biology Program. A. Lorris Betz, Senior Vice President for Health Sciences; David J. Bjorkman, Dean of the School of Medicine; Pierre Sokolsky, Dean of the College of Science; Bradley Cairns, Director of the Molecular Biology Program; Charles A. Wight, 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 April 27, 2009. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The program has no formal voice beyond input through the participating departments about resource allocation and faculty hires. The informal nature of the relationships and reliance on the current people in place is a potential vulnerability of the program. More coordination between the program and training grant directors would also be advisable. The program should evaluate whether current mechanisms to influence policy and decisions to coordinate activities are adequate or whether other more formal arrangements would be desirable, especially if leadership changes in the future.

The leadership of the Molecular Biology Program believes that the current organization, administration, and departmental support of the program is adequate and sees no need to make changes in the present arrangement. The one exception is that the program plans to work more closely with training grant coordinators on curriculum issues.

Recommendation 2: Efforts to recruit more female and minority faculty members should continue either by encouraging participating departments or by direct participation in University strategic planning efforts.

The program administration understands that the broad scope of the program exposes students to a diverse faculty. Although the program does not have direct input to departmental hiring decisions, it will work through its executive committee to communicate its desire for a diverse program faculty.
Memorandum of Understanding
Molecular Biology Program
Page 2

Recommendation 3: The program recognizes that an important challenge is to generate a larger and more diverse applicant pool, especially including underrepresented minority (URM) applicants. More aggressive recruitment to schools in the U.S. Southwest, partnerships with schools with large minority populations, and opportunities such as summer research fellowships are possibilities offered by the external review team that should be considered. These efforts could be crucial to comply with mandates of training grants to seek and train URM students.

The program has taken a number of actions intended to increase a larger and more diverse applicant pool. It was an active participant in SACNAS when it was held in Salt Lake City last year and will continue to use involvement with SACNAS as a vehicle for connecting with underrepresented minorities. Notably, the Molecular Biology Program matriculated two graduate students from its efforts with SACNAS in 2009. The program contributes to summer research programs in the biosciences that bring underrepresented students to campus to work in research labs. They are also partnering with minority-serving institutions such as the University of Texas-Brownsville and the University of Puerto Rico Medical School to recruit minority applicants.

Recommendation 4: The program should coordinate with participating departments to track and analyze student progress, outcomes, and placement. This recommendation goes hand in hand with the previous recommendation to more actively recruit URM applicants and provides empirical evidence for evaluating the program’s successes and failures. In addition, it would provide a database on alumni to document the program’s successes and to enhance recruitment.

The program strongly endorses this recommendation and has established a student tracking database in collaboration with directors of training grants within participating programs. Degree-granting departments now report to the Molecular Biology Program information about student progress, degree completion, and drop-outs.

This memorandum of understanding is be followed by annual letters of progress from the director of the Molecular Biology Program 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.

A. Lorris Betz
David J. Bjorkman
Pierre Sokolsky
Bradley Cairns
Charles A. Wight
Frederick Rhodewalt

Charles A. Wight
Dean, The Graduate School
March 15, 2010
March 17, 2010

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

RE: Graduate Council Review
Department of Political Science

Dear Vice President Pershing:

Enclosed is the Graduate Council's review of the Department of Political Science. 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,

Charles A. Wight
Dean, The Graduate School

Encl.

XC: Matthew J. Burbank, Chair, Department of Political Science
M. David Rudd, Dean, College of Social and Behavioral Science
The Graduate School--University of Utah

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

September 28, 2009

The Graduate Council has completed its review of the Political Science Department. The External Review Committee included:

Miles Kahler, Ph.D. (chair)
Rohr Professor of Pacific International Relations
University of California, San Diego

Steve Chan, Ph.D.
Professor and Political Science Department Chair, 2003-07
University of Colorado

Thomas P. Lauth, Ph.D.
Dean of the School of Public and International Affairs
University of Georgia

The Internal Review Committee of the University of Utah included:

Harris Sondak, Ph.D.
Professor and David Eccles Scholar
Department of Management

Janet Theiss, Ph.D.
Associate Professor
Department of History

This report is based on the self-study report submitted by the Political Science Department, the reports of the internal and external review committees, and the responses from Matthew Burbank, Chair of the Political Science Department, and Stephen Reynolds, Associate Dean of the College of Social and Behavioral Science.
DEPARTMENT PROFILE

Overview

The Department of Political Science is one of seven departments in the College of Social and Behavioral Science at the University of Utah. It focuses on five fields in political science: American Politics, Comparative Politics, International Relations, Political Theory, and Public Administration. The department cooperates with the college's Center for Public Policy and Administration, Institute for Public and International Affairs, and the Hinckley Institute of Politics. It also provides faculty who serve as administrators and leaders in the college and university as well as in the community.

In response to the 2002 Graduate Council Review, the department made a concerted effort to improve faculty members’ scholarly productivity, hired new faculty members, addressed concerns about undergraduate advising, and redesigned the graduate programs and curricula. Recruitment and support of highly qualified graduate students remains an issue in some fields.

Curriculum and Programs of Study

The departmental curriculum is comprehensive in scope, with courses offered at the undergraduate and graduate levels in all five fields within political science. At the undergraduate level, programs of study include majors (BA or BS degrees), minors, and a certificate in International Relations. At the graduate level these include the master’s degree in political science (MA or MS), the Master of Public Administration (MPA), and the Ph.D. in political science. The department also contributes to interdisciplinary degrees such as the Master of Public Policy (MPP) and several joint degree programs.

The curriculum offered at all levels is diverse and rigorous. The quality of the graduate programs has increased greatly with the replacement of many undergraduate/graduate co-listed courses by freestanding graduate courses. Earlier concerns with a lack of professional mentoring of graduate students and opportunities for them to participate in faculty research appear to have been addressed, although students express a need for more assistance with entering the publishing process. There is some concern within the MPA program over the lack of a quantitative methods requirement, and while the diverse theoretical perspectives offered in the Ph.D. program are valued by students and faculty, many note the lack of a coherent departmental identity or mission.

Faculty

Before the budget cuts for the 2009-10 academic year, there were 29 regular faculty members in the department. Eight of those were women. In terms of ethnic diversity, however, there was only one Hispanic and one Asian American among the regular faculty. Nine were
assistant professors, 10 were associate professors, and 10 were full professors. The number of FTE faculty in the department, however, was 21. The Neal A. Maxwell Presidential Chair was vacant and a search was underway. Four faculty members are jointly appointed with other departments who share salary and teaching commitments with the department. Three faculty members are full-time administrators for the university or college.

There are 5 long-term auxiliary faculty members in the department, 3 of whom are professor/lecturers, and 2 of whom serve as administrators (of the Center for Public Policy and Administration and the Hinckley Institute of Politics).

For the 2009-10 academic year, the department's hard-money budget was reduced by 19%, mitigated to a 9.5% reduction due to federal stimulus money. For the 2010-11 year, however, the department will lose three faculty positions: one in the core area of American political institutions, a second in the MPA program, and the third is the Neal A. Maxwell Presidential Chair, for which a candidate had been selected but could not be hired.

The standard teaching load for regular faculty is four courses per year, with most faculty members teaching a wide portfolio of courses across the various degree programs and audiences. Teaching load reductions are given for 5 administrative positions in the department: department chair, associate department chair, director of the MPA program, graduate director, and undergraduate studies director. The department places much emphasis on teaching quality, weighing this factor equally with scholarship for faculty performance evaluations. Teaching evaluations average about 5.3/6.0 and faculty members in the department have won numerous teaching awards.

Faculty scholarship is encouraged by merit policies that encourage publication in books published by scholarly presses and peer-reviewed journals. Scholarship has improved since the last review and nearly all faculty members have published a book or a peer-reviewed article within the last 5 years. Faculty research support, including travel to conferences, is somewhat problematic given the financial situation of the department and the relative paucity of sources of external funding.

The external review committee noted, however, that although the department faculty includes a few excellent scholars, (at least one in each professorial rank), it also includes a few faculty with very modest accomplishments. In the past seven years (2001-08), faculty in the department have published 24 books, 16 edited books, 105 peer-reviewed journal articles and 70 book chapters. On average, 28 faculty members produced .5 articles per faculty member per year, .4 chapters per faculty member per year, and .2 books (authored or edited) per faculty member per year. Although several faculty members exceed these averages, this is a relatively modest level of scholarly productivity for the entire faculty.

The interactions among faculty and between faculty and staff are described as collegial and friendly.
Junior faculty members expressed some confusion about RPT standards and rules. Concerns included lack of clarity about the relative weight of books and journal articles and of quality (i.e., standing of journals and presses) and quantity of publications; the actual weight put on teaching and grants as opposed to research; how informal reviews might lead to otherwise unscheduled formal reviews; and how long their appointments would continue after a vote not to renew those appointments. Junior faculty members did not agree on whether they had formal mentors, though they thought that having them might be useful.

Faculty members are active in service in the department, the college, the university, in their professional organizations, and in the community. Despite this clear commitment to service, the department’s formal tenure review gives a weight of only 10% to service, which may be viewed as low. The department feels that these service activities can be extensive enough as to reduce the capacity of the faculty to conduct research and teaching.

The problem of funding scarcity for the department creates the risk that the talented junior faculty members who have been recruited in recent years may not be retained. Salaries in the department are low by both national and university standards. The MPA program, while it produces significant revenues that support the department’s other activities, may be at risk because of the need to hire additional faculty to help meet its teaching obligations. The MPA program, however, may become overextended given the current national fiscal crisis with its potential effects on increasing MPA enrollment.

**Students**

Both undergraduate majors and graduate students enjoy their experience in the department. Undergraduate students find the subject matter interesting, the programs challenging and replete with exciting opportunities for both theoretical and practical learning, and find the faculty accessible. Graduate students in the political science degree programs aspire to either academic or related careers (e.g., think tanks). Doctoral students mostly enter having already earned a master’s degree. MPA students seek to increase their knowledge and credentials in order to enhance their existing careers or to find new and more challenging professional positions.

Student diversity is consistent with the demographics of Utah; almost all political science majors are Utah residents. Among undergraduates, 32% are women and 16% self-identify as members of an ethnic minority; among graduate students, 40% are women and 14% are ethnic minorities.

The department generates about 15,000 undergraduate student credit hours and 3,000 graduate student credit hours. However, undergraduate student credit hours—as well as the number of undergraduate majors—have decreased by nearly 20% over the past five years.
Graduate student credit hours and graduate enrollment have held steady during the same period, but two-thirds of the graduate students are in the MPA program. The MPA degree is offered by the department but administered separately. The students in that program are generally working mid-career professionals. The program has had robust enrollment in part because of its extensive network of alumni.

Because funding at the University of Utah depends on student enrollment, these trends have led to much concern in the department but not to successful strategies to reverse them. The department has not engaged in extensive recruitment efforts other than to respond to inquiries from interested students who typically are attracted to the field by introductory courses taken to fulfill the university’s general education requirements. The department has added a political science minor and an honors track, and has revised its course schedules to be more attractive. While the International Studies program has probably attracted some students who might otherwise major in political science, it also may have increased enrollment in some political science courses because of the required political science component of that program. The department employs two part-time advisors to assist undergraduate students.

The largest challenge recently in graduate education has been maintaining the quality of the student body because of funding constraints. Matriculated masters and doctoral students’ scores average about 550 on the verbal GRE and 590 on the quantitative test. While the department offers the only Ph.D. in political science in Utah, it provides minimal support to a limited number of students. The policy of the Graduate School to require a minimum stipend for a tuition waiver leads to the support of fewer students than might otherwise be the case. Graduate students who have passed their qualifying exams are also supported by departmental and Graduate School travel awards. Some graduate students report having to work off-campus to support themselves, which they fear may interfere with their progress toward their degrees and their full preparation for an academic career.

**Program Effectiveness**

The department has in place various qualitative and quantitative measures of its effectiveness. Student evaluations of course effectiveness are used in retention, promotion and merit processes and are incorporated into TA mentoring. All graduate student and auxiliary instructors are subject to yearly review. The department devotes significant faculty time to the teaching of its capstone senior seminar course for undergraduates and monitors the progress of graduate students through tracking of GPA and pace of progress toward the degree, as well as a qualifying exam at the Ph.D. level, prior to completion of a thesis or dissertation. The effectiveness of the masters and Ph.D. programs is also measured by monitoring job placements of their graduates.

The one measure of program effectiveness that the department has not systematically addressed is enrollment patterns. The department’s decline in undergraduate SCH production (from 18,715 in 2003-4 to 15,381 in 2007-8) parallels a drop in numbers of departmental majors (from 525 in 2003-4 to 383 in 2007-8), which is a clear indication that the department is not as effective at attracting students as it has been in the past.
Facilities and Resources

There has been no improvement in the department’s resource situation since the last review. The operating budget continues to be unsustainably low, severely limiting the department’s ability to undertake new initiatives. Salaries are far below national averages, a fact that makes retention of faculty an ongoing challenge. There has been no improvement in the quality of office space for faculty and administration.

Although stretched thin, department staff are highly effective, despite the clear and ongoing deficiencies in financial and physical resources. Moreover, the department continues to benefit from collaborative relationships with other entities like the Middle East Center, the Hinckley Institute, Gender Studies, Ethnic Studies, Asian Studies, and the Center for Public Policy, which support curriculum and other programming that the department would not be able to sustain on its own.

COMMENDATIONS AND RECOMMENDATIONS

External Review Committee Overall Assessment

"The University of Utah Department of Political Science is not a troubled department, but it is a department in trouble. Given the harsh realities of university resource constraints, its position is likely to worsen in the absence of effective action. The department is not divided by conflict or personal ill will. It appears to function well at a personal level, based on the testimony of faculty, students, and staff. Nevertheless, in this case, the absence of overt conflict may conceal an unwillingness to confront difficult decisions and declining resources.

In the absence of change, the department faces substantial risk of a downward spiral, in which declining enrollments and limited funding lower the number of graduate students, encourage the departure of talented faculty, reduce course offerings, and further diminish enrollments. Reduced enrollments, given the tight association of budget and enrollments, would produce another round in the spiral downward in size and quality. This future is not inevitable. Only concerted action by the department and the administration will prevent it, however. Their collaboration is essential if the University of Utah is to create a political science program that recognizes its potential in research and teaching."

Commendations

1. The department is to be commended on seeking to achieve diversity among its faculty and student body with respect to ethnicity and gender. It has made great progress in this regard, particularly in increasing the number of women faculty, although ethnic diversity among its faculty still consists of only one Hispanic and one Asian American.

2. The department has effectively addressed the agreed-upon recommendations on curriculum and advising from its last review. The department has greatly enhanced the breadth and
depth of the graduate program with the creation of more graduate courses so there is less reliance on jointly listed undergraduate/graduate courses; the department has expanded opportunities for graduate students to collaborate with faculty on research projects; and it has increased professional mentoring of graduate students to prepare them for careers. Both graduate and undergraduate students express great satisfaction with their experiences in the department.

3. Departmental administration has greatly improved. Clear processes have been put into place to handle departmental business and there is much greater transparency about departmental operational decisions. These organizational improvements are most notable with regard to course scheduling, which is now handled in a coherent and comprehensive manner with an eye toward maximizing student enrollments.

4. The department has successfully recruited excellent young scholars who have contributed to the improvement of its scholarly profile and reputation through publications in highly visible books and top journals in the field.

5. The MPA program, with its high ranking and large number of students, stands out as a model of excellence in the college and beyond, attracting excellent students and maintaining a national reputation for the department and the college.

6. The department appears committed to high quality instruction. Undergraduate students (albeit a very small and selected sample) and graduate students (a larger and more representative sample) report a high level of satisfaction with departmental teaching, and several department faculty members have been recognized as College of Social and Behavioral Science Superior Teaching Award Finalists. The department is to be commended for its dedicated teachers, who have shown close rapport and supportive mentoring for both undergraduate and graduate students.

7. The undergraduate capstone requirement, although costly in terms of faculty time, received very positive reviews from the undergraduates interviewed, as did internships offered by the Hinckley Institute. We commend the creation of an honors track in Political Science, a welcome encouragement to high-achieving undergraduate students who are interested in the department. We commend the recent institution of a Political Science minor that will introduce more students to the department and its courses.

**Recommendations**

1. The department should develop a strategic plan and vision for defining its future contributions to the discipline of Political Science. Rather than make the default assumption that the department must be comprehensive both in faculty composition and course offerings, the department should actively decide its identity and efficiently and effectively align its allocation of resources to this identity.

   Such a strategy could then be extended to influence the selection of graduate students whose interests most strongly connect to the department’s strengths. Strategies for maintaining the success of the current MPA program should also be addressed as part of this plan.
2. The department should develop a clear and integrated strategy for managing its budget effectively. This plan should focus on innovative efforts to increase revenues but it should also consider ways to decrease costs. To increase revenues the department might develop a broad marketing effort that includes new course titles, new course offerings to appeal to non-majors including students in the International Studies program, careful scheduling of courses, increases in course enrollments, and targeted minor programs of study. To decrease costs the department should consider reviewing the course reductions for administrative contributions by faculty members.

Other examples the department might consider include:

(a) Scheduling larger classes, particularly at the introductory level, although space constraints may limit this option;
(b) Encouraging students to double major in International Studies and Political Science, which would allow the department to benefit from a new and popular major; and
(c) Redesigning the certificate in International Relations as an alternative International Studies degree, centered on the Political Science department.

3. The attrition rate for doctoral candidates seems excessive: An average of 32.8 enrolled per year between 2003-2008, but only an average of 2.2 doctoral degrees per year were conferred in the same period. The department should determine why there is such a significant disparity between enrolled candidates and awarded degrees and address any problems identified.

4. The department should develop a strategy for maintaining enrollment in the MPA program in the current financial environment in which public agencies and non-profit organizations will need to justify tuition expenditures and release time with clearly stated advantages of sending employees for advanced training. Conversely, the department should develop a strategy for taking advantage of the contemporary renewed attention toward government and government service to make their degree programs more attractive to potential students.

The department also should develop the relationship of the MPA to other programs so that the MPA becomes more than just a source of revenue from graduate student credit hours. For example, the faculty and expertise developed in the MPA program might support the activities of the Hinckley Institute or undergraduate and graduate course offerings on topics such as managing non-profit organizations, political activism, and community organizing.

5. The department should review past distribution patterns to determine whether Merit Advisory Committee (MAC) compensation should more clearly reward high-achieving faculty. In practice the MAC distribution may tend to cluster individuals around middle categories of achievement, making it less discriminating among individuals with very different levels of performance.

The issue of scholarly productivity remains, and the department should review and adjust its merit standards so scholarly output is encouraged and rewarded.
6. The department should support junior faculty success and retention by limiting the variety of courses in junior faculty members’ teaching portfolios where possible, by scheduling junior faculty members’ teaching carefully, and by making RPT expectations more clear.

The department's tenured faculty members should develop a consistent and clearly articulated message to untenured faculty regarding expectations for retention, promotion and tenure. Although some degree of anxiety and uncertainty about promotion and tenure is common among untenured faculty members in most universities, the level of uncertainty seems to be unusually high in this department. The department should formulate and implement a mentoring system for junior faculty that provides greater transparency to the department’s RPT process.

7. The department and the university administration should monitor the number of senior faculty serving in administrative service outside the department. Although such service is valuable for the university, it reduces the department's teaching and research capacity and erodes the core of senior faculty leadership needed in the department.

Submitted by the Ad Hoc Review Committee of the Graduate Council:
  John Martinez (Chair), Law
  Chris Lippard, Film Studies
  Patrick Tresco, Engineering
Memorandum of Understanding
Department of Political Science
Graduate Council Review 2008-09

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on December 9, 2009, and concludes the Graduate Council Review of the Department of Political Science. David W. Pershing, Senior Vice President for Academic Affairs; M. David Rudd, Dean of the College of Social and Behavioral Science; Matthew J. Burbank, Chair of the Department of Political Science; Charles A. Wight, 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 September 28, 2009. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The department should develop a strategic plan and vision for defining its future contributions to the discipline of Political Science. Rather than make the default assumption that the department must be comprehensive both in faculty composition and course offerings, the department should actively decide its identity and efficiently and effectively align its allocation of resources to this identity.

Such a strategy could then be extended to influence the selection of graduate students whose interests most strongly connect to the department’s strengths. Strategies for maintaining the success of the current MPA program should also be addressed as part of this plan.

The department has addressed this recommendation at two levels. First, it developed a short-term plan in response to budget cuts that includes decisions to hire in the MPA Program and fully fund the Maxwell endowed chair as new money becomes available. The search for a new MPA director is well under way. Finalists have been identified, interview dates established, and a new hire will be in place effective 2010-2011.

Second, the department will develop a longer-term strategic plan during the 2010-2011 academic year. A copy of the final plan will be delivered to the Graduate School when completed.

Recommendation 2: The department should develop a clear and integrated strategy for managing its budget effectively. This plan should focus on innovative efforts to increase revenues but it should also consider ways to decrease costs. To increase revenues the department might develop a broad marketing effort that includes new course titles, new course offerings to appeal to non-majors including students in the International Studies program, careful scheduling of courses, increases in course enrollments, and targeted minor programs of study. To decrease costs the department should consider reviewing the course reductions for administrative contributions by faculty members.
Other examples the department might consider include:

(a) Scheduling larger classes, particularly at the introductory level, although space constraints may limit this option;
(b) Encouraging students to double major in International Studies and Political Science, which would allow the department to benefit from a new and popular major; and
(c) Redesigning the certificate in International Relations as an alternative International Studies degree, centered on the Political Science Department.

The department has submitted an initial five-year plan. With the appointment of a new chair, effective July 1, 2010, a revised deficit reduction plan will be established, building on effective steps taken this year. A copy of this plan will be provided to the Graduate School.

**Recommendation 3: The attrition rate for doctoral candidates seems excessive:** An average of 32.8 enrolled per year between 2003-2008, but only an average of 2.2 doctoral degrees per year were conferred in the same period. The department should determine why there is such a significant disparity between enrolled candidates and awarded degrees and address any problems identified.

The department will develop a procedure for tracking Ph.D. students’ progress to degree, degree completion, and attrition. They will also consider devoting additional mentoring resources, as well as considering structural issues and potential policy changes, in an effort to facilitate doctoral students’ progress toward completion. The department will provide the Graduate School with their plan for monitoring and addressing student attrition issues.

**Recommendation 4: The department should develop a strategy for maintaining enrollment in the MPA program in the current financial environment in which public agencies and nonprofit organizations will need to justify tuition expenditures and release time with clearly stated advantages of sending employees for advanced training.** Conversely, the department should develop a strategy for taking advantage of the contemporary renewed attention toward government and government service to make their degree programs more attractive to potential students.

The department also should develop the relationship of the MPA to other programs so that the MPA becomes more than just a source of revenue from graduate student credit hours. For example, the faculty and expertise developed in the MPA program might support the activities of the Hinckley Institute or undergraduate and graduate course offerings on topics such as managing nonprofit organizations, political activism, and community organizing.

The department reports that they currently have the following elements in place to maintain enrollment in the MPA program:
1. The MPA program holds 3-4 open house receptions each summer and fall semester where prospective students meet with faculty, staff, and current students to learn about the benefits of the program, its application process, and opportunities for financial aid. In the last two years, attendance at these meetings has increased. Sixteen prospective students attended the last meeting (held November 8, 2009).

2. The MPA director, program manager, and selected faculty meet on a regular basis (monthly in some cases) with agency and nonprofit managers who routinely employ MPA students and alumni. Discussions with these officials address issues and opportunities for employees for educational and career advancement and internships. The department’s experience has been that most public agencies are working hard to maintain some educational benefits for employees. In addition, the department believes that government and nonprofit employees are determined to advance their professional education in order to enhance their long-term employability in the face of severe economic recession. This determination was evident in this last year's application process. The number of applications for the MPA program, at 130, was up substantially from the number of applicants in recent years. The number of MPA students admitted for fall 2009 was one of the largest in the program's history.

3. During the spring semester 2009, the MPA faculty revised its core course curriculum and expanded electives to include more policy and nonprofit courses. This change was in response to the growing numbers of students interested in careers in nonprofit organizations or nongovernmental organizations.

The department chair notes that although the MPA program is administered through the Center for Public Policy and Administration for historic reasons, the MPA program is very much a part of the Department of Political Science. Faculty in the MPA program are all members of the Department of Political Science. While some political science faculty teach exclusively in the MPA program, other political science faculty teach in the MPA program as well as in other areas within political science. In addition to teaching graduate MPA courses, faculty also teach undergraduate courses in public administration and Ph.D. courses in public administration in the Department of Political Science. Public administration is one of the five fields of study in the department. To the extent that the report characterizes the MPA program as "just a source of revenue from graduate student credit hours," it is incorrect. The MPA program is a nationally accredited professional degree program and, as such, it makes sense that it be administered in a fashion that allows it to meet those programmatic demands. Nonetheless, the MPA program and the Department of Political Science are closely tied together through the faculty, undergraduate courses, and graduate course offerings.

Finally, the college dean reports that the new MPA director will be targeting these issues, as well as a re-examination of having the program housed outside of the department (i.e., Center for Public Policy and Administration).

**Recommendation 5:** The department should review past distribution patterns to determine whether Merit Advisory Committee (MAC) compensation should more clearly reward high-achieving faculty. In practice the MAC distribution may tend to cluster individuals around middle categories of achievement, making it less discriminating among individuals with very different levels of performance.
The issue of scholarly productivity remains, and the department should review and adjust its merit standards so scholarly output is encouraged and rewarded.

With the assistance of the dean’s office and new chair, the department will move toward a merit system that provides for greater recognition and reward for scholarly productivity and grant getting, with disproportionate reward for high-achieving faculty. Differential teaching loads and distribution of service activities will also be considered in encouraging scholarly output and productivity. Modifications in the existing merit system and RPT guidelines will be considered with the dean’s office.

**Recommendation 6: The department should support junior faculty success and retention by limiting the variety of courses in junior faculty members’ teaching portfolios where possible, by scheduling junior faculty members’ teaching carefully, and by making RPT expectations more clear.**

The department's tenured faculty members should develop a consistent and clearly articulated message to untenured faculty regarding expectations for retention, promotion and tenure. Although some degree of anxiety and uncertainty about promotion and tenure is common among untenured faculty members in most universities, the level of uncertainty seems to be unusually high in this department. The department should formulate and implement a mentoring system for junior faculty that provides greater transparency to the department’s RPT process.

The department reports that this recommendation has been addressed. Junior faculty are supported through limiting the number of course preparations they are asked to undertake, as well as limiting the number of new preparations. In addition, they have the option of receiving up to two courses release time prior to tenure. The department chair and RPT chair meet regularly with junior faculty members. The chair will explore with faculty ways to make the RPT reviews more transparent. In addition, the college will evaluate RPT criteria in the coming year, with a particular focus on clear criteria, mentoring, and transparency.
Memorandum of Understanding  
Department of Political Science  
Page 5

Recommendation 7: The department and the university administration should monitor the number of senior faculty serving in administrative service outside the department. Although such service is valuable for the university, it reduces the department's teaching and research capacity and erodes the core of senior faculty leadership needed in the department.

The Senior Vice President for Academic Affairs understands that this problem is a short-term one because a number of the individuals involved in administration will be returning to the department in the next several years. The impact of faculty serving administrative roles outside the department has been mitigated to some degree through the provision of additional resources to the department. The central administration will attempt to be more sensitive to the implications of administrative appointments for the home departments.

This memorandum of understanding is to be followed by annual letters of progress from the chair of the Political Science Department 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  
M. David Rudd  
Matthew J. Burbank  
Charles A. Wight  
Frederick Rhodewalt

Charles A. Wight  
Dean, The Graduate School  
March 17, 2010
### Department Review by Academic Year

**College of Social and Behavioral Science: Department of Political Science**

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<td>Faculty Headcount - Source: OBIA, Updated annually during Autumn term.</td>
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<td>Full Professors</td>
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<td>Instructors</td>
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| Research Expenditures - Source: OBIA 'B' tables, Updated annually during Spring term. |            |            |            |            |            |
| Research Expenditures (Department) | $22,311    | $106,736   | $55,670    | $77,815    | NA         |
| Research Expenditures (College)   | $4,100,459 | $5,606,763 | $5,056,288 | $3,363,124 | NA         |

| Student Credit Hours (Budget Model) - Source: OBIA, Updated annually during Summer term. |            |            |            |            |            |
| Lower Division                   | 7,806      | 7,422      | 6,690      | 6,712      | 5,622      |
| Upper Division                   | 10,909     | 10,867     | 9,953      | 10,033     | 9,727      |
| Total Undergraduate              | 18,715     | 18,289     | 16,643     | 16,745     | 15,349     |
| Basic Graduate                   | 2,807      | 2,825      | 2,851      | 2,686      | 536        |
| Advanced Graduate                | 229        | 210        | 197        | 229        | 240        |
| Total Graduate                   | 3,036      | 3,035      | 3,048      | 2,915      | 776        |

| Course / Instructor Evaluations - Source: OBIA, Updated annually during Autumn term. |            |            |            |            |            |
| Undergraduate Courses            | 5.14       | 5.16       | 5.16       | 5.19       | 5.25       |
| Undergraduate Instructors        | 5.27       | 5.27       | 5.24       | 5.28       | 5.35       |
| Graduate Courses                 | 5.27       | 5.15       | 5.31       | 5.37       | 5.20       |
| Graduate Instructors             | 5.45       | 5.37       | 5.43       | 5.54       | 5.29       |

| Enrolled Majors - Source: OBIA, Updated annually during Autumn term. |            |            |            |            |            |
| Pre-Majors                      | 113        | 134        | 121        | 110        | 87         |
| Full Majors (including Intermediate) | 525        | 531        | 555        | 485        | 383        |
| Master's                        | 149        | 161        | 147        | 139        | 145        |
| Doctoral                        | 30         | 32         | 32         | 34         | 35         |

| Degrees Awarded - Source: OBIA, Updated annually during Autumn term. |            |            |            |            |            |
| Bachelor's                      | NA         | 274        | 246        | 238        | 208        |
| Master's                        | NA         | 50         | 62         | 44         | 60         |
| Doctoral                        | NA         | 4          | 1          | 5          | 1          |

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Office of Budget & Institutional Analysis (OBIA)
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http://www.obia.utah.edu/dm/drev/apps/drAction.php

11/7/2008
March 18, 2010

TO: David Pershing
   Senior Vice President for Academic Affairs

FR: John Francis
    Chair, Undergraduate Council

RE: Emphasis in Cross 3-D: Ceramics and Sculpture

At its meeting of Tuesday, March 9, 2010, the Undergraduate Council voted unanimously to approve a proposal from the Department of Art and Art History for an Emphasis in Cross 3-D: Ceramics and Sculpture. We had previously approved other emphases from the department. The proposal, with a supporting letter, 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.
Section I: Action

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

BFA Art: Cross 3-D: Ceramics & Sculpture

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, sculpture or a Cross 3D Focus in sculpture and ceramics. The core courses in each area are vital to the departure into 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 2-D or 3-D area, students develop a sense of purpose where personal expression and professional growth can result in solid portfolio development for a specific career choice.

Section II: Need

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.

Section III: Institutional Impact

There will be no institutional impacts

Section IV: Finances

There will be no financial impact on the department or the institution
To: Edward Barbanell, Associate Dean
Undergraduate Studies

From: Raymond Tymas-Jones, Dean
College of Fine Arts

Subject: Cross 3D Focus: Ceramics and Sculpture

This memorandum is in support of the Cross 3D focus emphasis between studio areas of ceramics and sculpture in the Department of Art and Art History and the recording of such emphasis on the BFA Arts transcripts. As you know, recording this area of study on the transcript will benefit students of the program in their applications for graduate school or employment. Should you have any questions, please feel free to contact me. Thank you for your consideration and assistance.

c: Brian Snapp, Chair, Department of Art and Art History
March 18, 2010

TO: David Pershing
Senior Vice President for Academic Affairs

FR: John Francis
Chair, Undergraduate Council

RE: Emphasis in Entertainment Arts and Engineering from Computer Science

At its meeting of Tuesday, March 9, 2010, the Undergraduate Council voted to approve a proposal from the Department of Computer Science for an Emphasis in Entertainment Arts and Engineering (EAE). We had previously approved an emphasis in EAE from the Department of Film and Media Studies. The proposal 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.

Approved

Please forward

[Signature]

4/5/10
Section I: Action

The School of Computing proposes to offer an emphasis in Entertainment Arts and Engineering.

The EAE emphasis is a joint effort of the School of Computing and the Division of Film Studies. The purpose of this emphasis is to provide undergraduates an interdisciplinary academic path toward careers in the digital entertainment industry with experience in both computer science and the arts.

The key feature of the EAE emphasis is its interdisciplinary nature. Students from both CS and Fine Arts will take common classes throughout their undergraduate years, culminating in a yearlong senior project where teams of students from both disciplines will build an interactive media project including elements drawn from animation and gaming.

Students in the emphasis must actively pursue either a Bachelor of Arts degree in Film Studies or a Bachelor of Science degree in Computer Science. The courses listed below are for the Computer Science B.S. with an emphasis in EAE. The EAE emphasis is a Computer Science degree. All requirements of the general Computer Science degree must be met and you should review those requirements. Computer Science and Art courses taken for the EAE emphasis will be counted towards upper division elective requirements.

Every semester both CS and Film students take at least 1 combined course including the following:

Freshmen Year:
CS 1410 - Introduction to Computer Science I - EAE
CS 2420 - Introduction to Computer Science II - EAE

Sophomore Year:
CS 3650 - 3d Modeling for VG&M
CS 3670 - Machinima

Junior Year
Film 4700 - Computer Animation I
Film 4710 - Computer Animation I
or
Film 4750 - Game Design I
Film 4760 - Game Design II

Senior Year:
CS 4510 - Senior Project I
CS 4515 - Senior Project II
Section II: Need

Our research with potential employers of both film graduates with training in gaming and animation and computer science graduates with an interest in gaming or animation indicates that employers are not looking for graduates of a hybrid degree program that combines all the elements of gaming and animation in one person. They instead report a preference for traditional film artists, storytellers, and animators with some exposure to computer science and especially to computer science engineers in the field. The assumption is that this extra familiarity with the other people in the field will make the formation of working partnerships a more easily achieved goal within the industry.

Section III: Institutional Impact

There will be no impact to the department or the institution

Section IV: Finances

There will be no financial impact to the department or the institution
Richard Brown  
Dean, College of Engineering

Dear Rich,

We are writing to propose that the program of study referred to as the Entertainment Arts and Engineering focus in Computer Science should become an "emphasis" in accordance with recent actions of the Board of Trustees. The emphasis designation would appear on our student's transcripts below their completed degree. The degree would remain a BS in Computer Science. The college's curriculum committee has already approved this action. We are already tracking the completion of the additional requirements in our DARS reports. With your final approval we can submit the request to record the emphasis to the undergraduate council. The council will in turn approve our request and forward the proposal to the faculty senate as an information item (no vote is required.)

This action is appropriate at this time because: 1. The emphasis is a coherent area of focus within the emerging field of digital media and student engagement in the emphasis leads to mastery of a distinct body of knowledge that is a significant addition to the curriculum they are already expected to master as BS candidates. 2. The linking of the terms (a.) Entertainment Arts, and (b.) Engineering indicate that the emphasis has (a.) artistic and commercial potential, and (b.) includes training in engineering techniques (e.g. code writing) in such a way as to make it clear to potential employers and graduate programs that these candidates have specific skills in a new and growing field distinct from the broader umbrella of computer science.

We ask that you approve this proposal as described in the attached document describing the curriculum. As always, thank you for your support and your advice.

Yours,

Bob Kessler  
Head, EAE Computer Science  
School of Computing  
University of Utah

[Signature]

Martin Berzins  
Director  
School of Computing  
University of Utah

[Signature]

H. James de St. Germain  
Director of Undergraduate Studies  
School of Computing  
University of Utah

[Signature]  
Dean of Engineering

2/5/10
# EAE - Degree Requirements

## COMPUTER SCIENCE B.S. DEGREE REQUIREMENTS, EAE PROGRAM: 2009-10

### Pre-Major Requirements:
Required in order to apply for full major status: C- or better in each course, and a 2.8 average GPA among the following:
1. CS 1010, Intro. to Unix (.5)
2. CS 1060, Explorations in CS (3)
3. CS 1410, Computer Science I (4)
4. CS 2420, Computer Science II (4)
5. Math 1210, Calculus I (4)
6. Math 1220, Calculus II (4)

### General Education Requirements:
1. Wrtg 2010, Intermediate Writing
2. FA 3600, Writing for New Media
3. American Institutions [AI]
   *Choose one: Econ 1740, Hist 1700, Pols 1100, Hon 2212
4. Art 1020, Drawing for Non-Majors [FF]
5. Fine Arts [FF]
6. Humanities [HF]
7. Humanities [HF]
8. Social/ Behavioral Science [BF]
9. Social/ Behavioral Science [BF]
   *Upper Division 1
   *Upper Division 2
   *Diversity [DV]
   *International [IR]

### Math/Science Electives:
Physics 2210, 2220, and Math 2210 are required, plus one of the two required electives: Math 2270 or ECE 3530/ CS 3130. One additional elective is required (at least 3 credits). Choose any non-CS class that has Math 1220 (Calculus II) as a prerequisite or co-requisite. Math 2250 will not be allowed if Math 2270 is taken. We will also accept ECE 1270, Biol 1210, or Chem 1210.
2. Physics 2220, Physics for Sci. & Eng. II
3. Math 2210, ODEs & Linear Algebra
4. Required Elective 1 ________________________
5. _________________________

### Major Requirements:
The following requirements are restricted to FULL majors:
1. CS 2100, Discrete Structures (3)
2. CS 3500, Software Practice I (4)
3. CS 3505, Software Practice II (3)
4. CS 3810, Computer Organization (4)
5. CS 4150, Algorithms (3)
6. CS 4400, Computer Systems (4)

### Film Requirement:
1. FILM 3710, Film Production (3)

### EAE CS Requirements:
1. CS 3650, 3D Modeling for VG&M (3)
2. CS 3660, Machinima (3)
3. CS 5460, Operating Systems (4)
4. CS 5300, Artificial Intelligence (3)
5. CS 5530, Databases (3)

### EAE CS Elective:
Choose one course, 3000-level+ from approved list (pg 21)
1. _________________________

### Series Requirement:
Choose one
1. FILM 4700, Computer Animation I (4)
2. FILM 4700, Computer Animation II (4)
Or
1. FILM 4750, Game Design I (4)
2. FILM 4760, Game Design II (4)

### Capstone Requirement:
1. CS 4510, Senior Project I (3)
2. CS 4515, Senior Project II (3)
President’s Report – April 2010

1. The David Eccles School of Business was ranked in the top 15 best MBA (Masters of Business Administration) schools in the area of business operations according to the Princeton Review. The ranking is based on surveys from students that attended over 300 MBA schools nationwide. The Princeton Review annually ranks the nation’s colleges and universities in a variety of fields.

2. The Entertainment Arts and Engineering program was recently ranked as one of the nation’s top 50 programs according to the Princeton Review. The interdisciplinary program in the School of Computing and the College of Fine Arts prepares students for the digital entertainment industry and includes courses such as game design and production, 3D modeling and machine cinema.

3. According to Webometrics Ranking of World Universities, the University improved its web presence over the last year and has moved up 8 spots in the latest ranking. The U is now ranked 45th out of 18,000 universities worldwide. The Webometrics ranking is an initiative of Cybermetrics Lab, a research group belonging to the Consejo Superior de Investigaciones Científicas, the largest public research body in Spain. Cybermetrics Lab stated that web presence measures the activity and visibility of the institutions and it is a good indicator of the institutions’ impact and prestige.

4. Cody Scott Rogers was recently selected as a 2010 Truman Scholar. Mr. Rogers is one of 54 scholars selected from more than 3,500 applicants from 283 U.S. colleges and universities. The Truman Scholarship honors the finest students in the nation for their exceptional academic achievement, community leadership and commitment to public service. The Hinckley Institute of Politics is one of only seven institutions nationwide to produce a scholar in each of the last four consecutive years. Rogers completed a Hinckley internship with Senator Robert Bennett in Washington, D.C. and has been active in the U’s student government as an elected assembly representative, member of the government relations board and director of voter registration efforts through VoteProject. He also had his paper on the Iowa caucuses published in the Hinckley Journal of Politics. Rogers has worked on a number of political campaigns and is currently the state director of volunteers for Bennett’s campaign.

5. The American College Dance Festival Association (ACDFA) recently selected modern dance students Emily Terndrup & Patrick Barnes to perform at the ACDFA’s National College Dance Festival. The U students were chosen to represent the Northwest Region as a result of their performance Where Your Body Lies at a regional competition. Diane DeFries, executive director of the association, stated that “The selection reflects the excellent work that is being done by the faculty and students of the University’s Department of Modern Dance and they are pleased to be able to showcase the piece at the National Festival.”
6. Two University of Utah websites were awarded the Science Prize for Online Resources in Education (SPORE) Award for providing an excellent source of new material for teachers, students, and the general public. The two sites explore cutting-edge research and difficult topics. They are filled with accurate and unbiased information about genetics and health. One of the sites, Learn.Genetics, uses interactive animations to explain genetics to students and the general public. The other site, Teach.Genetics, is a resource for educators and includes printable lesson plans. The award is sponsored by Science magazine.

7. Top honors in the recent International Science & Engineering Visualization Challenge, sponsored by Science magazine and the National Science Foundation, went to Harmony Starr, technical producer in the Department of Human Genetics, and Holly Malone, project administrator in the Department of Human Genetics, for their video “The Epigenetics of Identical Twins.” Starr and Malone won the award in the category of noninteractive media. The judges commented that their low-tech approach to explaining an extraordinarily detailed scientific concept was accessible and entertaining.

8. The University of Utah recently received the 2010 Utah Heritage Award in the category of Stabilization, Renovation or Restoration in recognition of the John R. Park Building project. The award, from the Utah Heritage Foundation, was in recognition of the exceptional renovation and stabilization effort that also maintained the historical integrity of the building.

9. The Corporation for National and Community Service recently recognized the University of Utah with its “Higher Education Community Service Honor Roll” award. Honorees are chosen based on a series of selection factors including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service-learning courses.

10. Dolores Delgado Bernal, associate professor in the department of Education, Culture and Society, recently received the 2010 Distinguished Scholar Award from the Committee on Scholars of Color in Education of the American Education Research Association. This award recognizes minority scholars who have made a significant contribution to educational research and development.

11. George F. Hepner, professor of geography, was recently named as one of four 2010 ASPRS (American Society for Photogrammetry and Remote Sensing) Fellow Award winners. This designation is conferred on Society members who have performed exceptional service in advancing the science and use of the mapping sciences. Professor Hepner’s major areas of research involve geographical analysis using remote sensing and geographic information systems, hazard response and mitigation, and international environmental assessment.

12. Lynn Rudner, graduate assistant in the Huntsman Cancer Institute, recently received a seed grant award for junior investigators from the American Medical Association. The $2500 award is given to medical students, physician residents and fellows to conduct basic science or clinical research projects. Rudner was one of only 38 people to receive the award.