ACADEMIC SENATE
AGENDA
March 7, 2011

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

2. APPROVAL OF MINUTES: February 7, 2011

3. REQUEST FOR NEW BUSINESS:

4. CONSENT CALENDAR:
   a. Appendix I: Resignations, Administrative and Faculty Appointments
   b. Appendix II: Auxiliary and Limited Term Appointments
   c. Faculty Awards:
      1) Distinguished Professors
      2) Distinguished Innovation and Impact Award
      3) Early Career Teaching Awards
      4) Calvin S. and JeNeal N. Hatch Prize in Teaching
      5) Linda K. Amos Award to Susan Olson

5. EXECUTIVE COMMITTEE REPORT:

6. REPORT FROM ADMINISTRATION:

7. REPORT FROM ASUU:

8. NOTICE OF INTENT:
   a. New Policy 6-320 Part-time Faculty (Revised policies 6-314 and 6-300)

9. DEBATE CALENDAR:
   a. Name Change Environmental Studies Program
   b. Interdisciplinary Graduate Certificate in Urban Design
   c. Transcript Acknowledgement for Undergraduate Innovation Scholars Program

10. INFORMATION CALENDAR:
    a. Self-study for the Center for High Performance Computing
    b. Proposal for revised Policy 4-005, new Rule 4-005C, and revised Policies 3-100 and 3-234
    c. Faculty Complement
    d. President’s Report for February 2011

11. NEW BUSINESS:

12. ADJOURNMENT:
ACADEMIC SENATE MINUTES
February 7, 2011

Call to Order
The regular meeting of the Academic Senate was called to order at 3:04 p.m. by James E. Metherall, Senate President. The meeting was held in room 115 C. Roland Christensen Center.

Roll:

Ex-officio: Robert Flores, John Francis, Pat Hanna, Nancy Lines, James Metherall, Paul Mogren, Susan Olson, David W. Pershing, Chuck Wight

Others: Ann Floor, Jeff West, Jim Haisley, Kevin Hansen

Excused: Sara Schneider, Richard Ernst, Kristina Rodriguez

Excused without proxy: Kristina Diekmann, Kathryn Morton, Andrea Rorrer

Absent without proxy: Richard Barton, John Bowman, George Cassiday, Breanne Chipman, Margaret Clayton, Eva Comollo, Sean Erickson, Richard Forster, Martin Horvath, John Metcalf, Martin Rechsteiner, Steve Reynolds, Nelson Roy, Sonia Salari, Jeremy Sanchez, Neil Vickers, Chase Winder

Approval of Minutes
The minutes of the Academic Senate meeting on January 10, 2011, were approved following a motion from Jim Anderson which was seconded by Steve Alder.

Request for New Business
There was no request for new business.
Consent Calendar
Resignations, retirements, faculty appointments, auxiliary, and limited term appointments, appearing in the Appendices dated January 24 and February 7, 2011, and the received approval to forward to the Board of Trustees as proposed by Larry DeVries and seconded by Jim Anderson. Also included is the appointment of Professor Douglas Hacker, Department of Educational Psychology, for the John R. Park Teaching Fellowship. Dr. Hacker will be teaching at Dién College in Tseile, New Mexico.

Executive Committee Report
Pat Hanna, Executive Committee Secretary, summarized her written report of the January 24, 2011, Executive Committee meeting.

Report from Administration
Senior Vice President David Pershing reported that we are in the middle of the Legislative Session and they passed a seven percent (7%) budget cut for Higher Education and State agencies. The Governor feels that by mid-February some back-fill revenues may be available to help defray a good portion of the cut. The Senior Vice President noted that President Young presented the University’s case to the Legislature last Thursday and informed the legislators that the University is a very good deal as it has the lowest costs in terms of what the tax payers pay for undergraduate education in the State of Utah, which prompts tuition to be higher. The President also informed the legislators that the U awards the most undergraduate degrees as well as graduate degrees in the State. It was also reported that the economic impact for the state is approximately $100 million while the U’s budget is about $200 million.

The senior vice president is cautiously optimistic regarding Capital Facilities Infrastructure budget request which is needed to replace pipes and electrical.

Senior Vice President Pershing reiterated the announcement of our Commencement speaker, Mitch Albom, well known author and story teller. He noted they are planning to cut down the length of the commencement exercise.

SVP Pershing congratulated the department eliminating two unnecessary degrees and requested that all look at their home department’s programs, certificates, and degrees to see if any are obsolete and can be discontinued. He recognized that this would be the third year with no raises and said that it will not work as ‘hot properties’ are too valuable to lose. Plans are underway to find other sources to address the issue and will depend on the amount of the cut.

Report from ASUU
Chase Jardine, ASUU President, reported that they have worked all year on the Career Advantage, a program of students helping other students. He showed a short video where three students studying in different areas provided their witness for the importance of education at the U. The ASUU goal is to help as many students as they can. Their website has about a dozen more witnesses offering the same encouragement.

Notice of Intent
Jim Metherall explained the new cover sheet which will be used in all proposals requesting policy changes. He acknowledged Bob Flores for designing the cover page and requested that he
give a short explanation of the purpose for the cover page. Professor Flores said that is was essentially a check list designed to provide a better understanding for the proposed changes and to confirm that the proposal has gone through the proper channels before coming to the Senate as required by the Institutional Policy Committee.

Jeff West, Associate Vice President for Financial and Business Services, explained the proposed revisions to Policy 3-111 addressing Independent Consultant/Contractor Professional Services Agreements. This policy revision resulted from an internal audit. The revised policy is more clear and descriptive. Jim Haisley from the Office of General Council commented that any questions regarding the policy should contact the Procurement Office or the Office of General Council. A motion to forward to the Debate calendar was made by Jim Anderson, seconded Bob Fujinami and was approved with one opposition.

Debate Calendar
As there was no further debate on the proposed Policy 3-111, Jim Anderson motioned to approve and forward to the Board of Trustees for final approval which was seconded by Dean Frank Brown and approved unanimously.

Information Calendar
The Information Calendar contained the approval of new rule 3-030C re Travel Per Diem and Mr. West commented that the reason for the new rule and advised all to document all transactions and practice the honor system. New Rule 3-110A for Equipment Leasing was put in place to encourage the purchase of equipment rather than leasing equipment which is very costly. With both of these rules now in place the University could annually save nearly $400,000 dollars.

The Combined Emphases with in the School of Computing and the Department of Film and Media Arts in Game Engineering, Game Production and Game Arts has also been approved.

New Business
There was no new business

Adjournment:
The meeting adjourned at 3:43 p.m.

Respectfully submitted,

Nancy Lines
APPENDIX I

RESIGNATION, RETIREMENT & APPOINTMENTS

Resignation

1. Dr. Linda L. Kelley, Professor (Clinical) of Internal Medicine, effective April 1, 2011.

Retirement

1. Dr. Mary Jann DeWitt, Assistant Professor (Clinical) of Family & Preventive Medicine, member of faculty for 16 years, effective February 17, 2011.

Administrative Appointments

1. Dr. Eric G. Eddings, Associate Dean for Research, College of Engineering, effective March 1, 2011.

2. Dr. Kevin Perry, Chair, Department of Atmospheric Sciences, effective July 1, 2011.

Faculty Appointments

MEDICINE

1. Dr. Irene H. Hung, Assistant Professor of Pediatrics, effective January 1, 2011. This represents a track switch and supersedes her appointment as Visiting Instructor in Pediatrics.

2. Dr. William T. Lowrance, Assistant Professor of Surgery, effective February 15, 2011.

M.D., 2003, Medical University of South Carolina
APPENDIX II

AUXILIARY FACULTY APPOINTMENTS

Auxiliary Faculty Appointments

DAVID ECCLES SCHOOL OF BUSINESS

1. Dr. Randall J. Boyle, Professor (Lecturer) of Operations & Information Systems, effective July 1, 2010 and ending June 30, 2011. This supersedes his appointment as Visiting Assistant Professor of Operations & Information Systems.

HEALTH

2. Dr. Bradley D. Freestone, Clinical Assistant Professor of Occupational Therapy, effective February 1, 2011 and ending June 30, 2011.

B.S., 2002, Utah Valley State College
O.D., 2006, Pacific University

HUMANITIES

3. Ms. Tianbo Yang, Instructor (Lecturer) in Languages & Literature, effective January 24, 2011 and ending June 30, 2011.

B.A., 1997, Liaocheng Teachers College
M.A., 2010, Sichuan University

LAW

4. Professor Eric G. Benson, Adjunct Associate Professor of Law, effective January 1, 2011 and ending June 30, 2013.

B.A., 2001, University of Utah
J.D., 2005, California Western University
MEDICINE

5. Dr. Ellen M. Arch, Adjunct Assistant Professor of Pediatrics, effective February 1, 2011 and ending June 30, 2011.

   B.S., 1986, Dickinson College
   M.D., 1990, Thomas Jefferson University

6. Dr. Helen I. Barkan, Associate Professor (Clinical) of Neurology, effective March 1, 2011 and ending June 30, 2013.

   B.A., 1982, Princeton University
   M.S., 1987, Boston University
   M.D., 1998, Dartmouth College
   Ph.D., 2002, Dartmouth College

7. Dr. Lance E. Davidson, Research Assistant Professor of Internal Medicine, effective February 8, 2011 and ending June 30, 2011. This supersedes his appointment as Adjunct Assistant Professor of Internal Medicine.

8. Dr. Elie P. Elovic, Adjunct Professor of Anesthesiology, effective February 1, 2011 and ending June 30, 2011. This is secondary to his appointment as Professor with tenure of Physical Medicine & Rehabilitation.

9. Dr. Jorge Genovese, Research Professor of Surgery, effective February 1, 2011 and ending June 30, 2011.

   B.A., 1974, National School #5 Bartolome Mitre
   M.D., 1980, Universidad De Buenos Aires
   Ph.D., 1987, Universidad De Buenos Aires

10. Dr. Ahmad O. Hammoud, Adjunct Assistant Professor of Family & Preventive Medicine, effective December 1, 2010 and ending June 30, 2011. This is secondary to his tenure track appointment as Assistant Professor of Obstetrics & Gynecology.

11. Dr. Emily J. Harold, Adjunct Instructor in Internal Medicine, effective April 1, 2011 and ending June 30, 2011.

   B.A., 2000, Washington University
   M.D., 2004, Ohio State University
12. Dr. Richard Holubkov, Adjunct Professor of Family & Preventive Medicine, effective August 1, 2010 and ending June 30, 2011. This is secondary to his appointment as Professor with tenure of Pediatrics.

13. Dr. Eugene J. Huo, Assistant Professor (Clinical) of Radiology, effective February 1, 2011 and ending June 30, 2011.

B.S., 1999, Northwestern University
M.D., 2004, Northwestern University

14. Professor Vijayabhaskar R. Kandula, Adjunct Assistant Professor of Family & Preventive Medicine, effective December 1, 2010 and ending June 30, 2011.

M.B.B.S., 1995, Mysore Medical College
M.P.H., 1999, University of Alabama

15. Dr. Christine M. Litwin, Adjunct Professor of Pathology, effective January 4, 2011 and ending June 30, 2011.

B.S., 1981, University of Illinois
M.D., 1985, Washington University

16. Dr. Sheldon E. Litwin, Adjunct Professor of Internal Medicine, effective March 8, 2011 and ending June 30, 2011. This represents a track switch and supersedes his appointment as Professor with tenure of Internal Medicine. He also holds an appointment as Adjunct Associate Professor of Anesthesiology and Adjunct Professor of Radiology.

17. Dr. Shannon J. Odelberg, Research Assistant Professor of Internal Medicine, effective February 8, 2011 and ending June 30, 2011. This represents a track switch and supersedes his appointment as Assistant Professor of Internal Medicine. He also holds an appointment as Adjunct Assistant Professor of Neurobiology and Anatomy.

18. Dr. Janet M. Shaw, Adjunct Associate Professor of Obstetrics & Gynecology, effective January 15, 2011 and ending June 30, 2011. This is secondary to her appointment as Associate Professor with tenure of Exercise and Sport Science. She also holds appointments as Adjunct Associate Professor of Nutrition and of Nursing.

19. Dr. Catherine M. Sherwin, Research Assistant Professor of Pediatrics, effective February 8, 2011 and ending June 30, 2011. This supersedes her appointment as Adjunct Assistant Professor of Pediatrics.
20. Dr. Michael B. Strong, Adjunct Associate Professor of Biomedical Informatics, effective September 1, 2010 and ending June 30, 2011. This is in addition to his appointment as Associate Professor (Clinical) of Internal Medicine.

21. Dr. Sabina I. Swierczek, Research Assistant Professor of Internal Medicine, effective February 8, 2011 and ending June 30, 2011.

M.S., 1991, Silesian Technical University
Ph.D., 1996, Silesian Technical University

22. Dr. Nathan Wanner, Adjunct Assistant Professor of Anesthesiology, effective February 1, 2011 and ending June 30, 2011. This is in addition to his appointment as Assistant Professor (Clinical) of Internal Medicine.

23. Dr. Peter M. Yarbrough, Adjunct Instructor in Anesthesiology, effective February 1, 2011 and ending June 30, 2011. This is in addition to his appointment as Visiting Instructor in Internal Medicine.

24. Dr. Aleksandra J. Zabrocki, Adjunct Instructor in Pediatrics, effective January 1, 2011 and ending June 30, 2011.

B.S., 1998, University of California
M.D., 2004, Eastern Virginia Medical School

MINES

25. Dr. Susan L. Halgedahl, Research Associate Professor of Geology & Geophysics, effective July 1, 2011 and ending June 30, 2012. This represents a track switch and supersedes her appointment as Associate Professor with tenure of Geology & Geophysics.

SOCIAL & BEHAVIORAL SCIENCE

26. Dr. Brent C. Page, Adjunct Assistant Professor of Psychology, effective November 1, 2010 and ending June 30, 2011.

B.S., 1971, University of Utah
M.S., 1979, University of Utah
Ph.D., 1984, University of Utah

27. Dr. Loretta Rudd, Clinical Assistant Professor of Family & Consumer Studies, effective July 1, 2009 and ending June 30, 2010. This is in addition to her appointment as Assistant Professor (Clinical) of Special Education.
SOCIAL WORK


M.S.W., 2005, University of Utah

APPENDIX III

EMERITUS APPOINTMENTS

Emeritus Appointments

1. Dr. Robert O. Crapo, Professor Emeritus of Internal Medicine, member of faculty for 34 years, effective March 8, 2011.

2. Dr. James P. Kushner, Distinguished Professor Emeritus of Internal Medicine, member of faculty for 41 years, effective March 8, 2011.

3. Dr. Sheila D’Moch Muller, Professor Emerita of Art & Art History, member of faculty for 34 years, effective July 2, 2011.
February 17, 2011

President Michael K. Young
University of Utah
201 Presidents Circle, Room 203
Salt Lake City, UT 84112
Campus

Dear President Young:

It is my pleasure to inform you of the affirmative recommendation of the University of Utah Distinguished Professors that Scott Anderson be appointed a Distinguished Professor of Chemistry, Morris Rosenzweig be appointed a Distinguished Professor of Music and Pierre Sokolsky be appointed a Distinguished Professor of Physics and Astronomy. The Distinguished Professors met on February 16, 2011 at 12:00 noon to consider nominations received. The nominees were selected from an outstanding pool of candidates. A majority vote was cast in support of the three nominees.

Upon your approval of these recommended appointments, we will report them to the Academic Senate Executive Committee and to the Board of Trustees at their next meeting.

Sincerely yours,

David W. Pershing
Sr. Vice President for Academic Affairs

Approved:

Michael K. Young, President  2/22/11
MEMORANDUM

DATE:    February 23, 2011

TO:      David W. Pershing  
          Senior Vice President for Academic Affairs

FROM:    Glenn Prestwich, Chair  
          Distinguished Innovation and Impact Award

RE:      Recommendation for the 2011 Distinguished Innovation and Impact Award

The Executive Committee of the Entrepreneurial Faculty Scholars met on January 26, 2011 to select the recipients for the 2011 Distinguished Innovation and Impact Award. Upon careful consideration and evaluation of the eight candidates, the Committee strongly recommends the following two to be the recipients for the 2011 Distinguished Innovation and Impact Award:

Carl T. Wittwer    Professor, Pathology
Theodore H. Stanley  Professor, Anesthesiology

Upon approval, please forward the candidates of the Distinguished Innovation and Impact Award to the Academic Senate and the Board of Trustees for approval.

Thank you.

Approved:  [Signature]  2/24/11  
           David W. Pershing  
           Senior Vice President for Academic Affairs

Date
MEMORANDUM

DATE: February 24, 2011

TO: David W. Pershing, Senior Vice President for Academic Affairs

FROM: Robert Young, University Teaching Committee Chair

SUBJECT: 2011 Early Career Teaching Awards Recipients

The University Teaching Committee is pleased to announce the recipients of the Early Career Teaching Award for 2011. The recipients are:

Meredith Metzger, Assistant Professor  Mechanical Engineering
Neal Patwari, Assistant Professor  Electrical & Computer Engineering
Walter (Paul) Reeve, Associate Professor  History
Michael Shapiro, Assistant Professor  Biology

The recipients were selected from an outstanding pool of 17 nominees with less than eight years of teaching service at the University of Utah.

The four award winners will be recognized at the Center for Teaching and Learning Excellence in the Sill Center. The date of the event has yet to be determined. Once the date has been decided, if your schedule permits we hope you will be able to attend.

Please forward the selection of the 2011 Early Career Teaching Award recipients to the Academic Senate and the Board of Trustees for their approval.

Approved:

David W. Pershing, Sr. VP for Academic Affairs

Date: 2/27/11
MEMORANDUM

DATE: February 24, 2011

TO: David W. Pershing, Sr. Vice President for Academic Affairs

FROM: Robert Young, University Teaching Committee Chair

RE: Calvin S. and JeNeal N. Hatch Prize in Teaching

It is with great pleasure to inform you that the University Teaching Committee has selected Abby Fiat, Professor of Modern Dance as the 2011 recipient of the Calvin S. and JeNeal Hatch Prize in Teaching.

The Hatch Prize in Teaching is awarded annually to an outstanding faculty member of the University of Utah who has distinguished him or herself in teaching through unusual motivation and stimulation of students to seek greater learning, unusual concern for students, noteworthy expertise in a given field of study, and other exemplary contributions to university education.

Please forward the selection of Professor Fiat to the Academic Senate and the Board of Trustees for their approval.

Thank you.

Approved:

[Signature]
David W. Pershing, Sr. VP for Academic Affairs

[Signature]
Date

2/07/11
INTENT CALENDAR
Academic Senate – March 7, 2011
Executive Committee – February 28, 2011

Memorandum

TO: Senior Vice Presidents David W. Pershing and A. Lorris Betz

FROM: Associate Vice President Susan Olson, Associate Vice President Richard Sperry

DATE: February 19, 2011

SUBJECT: Proposed policy on Part-time status for Regular Faculty and Academic Librarians

Overview

Attached for your approval is a proposal for adding a new policy and revising an existing policy on part-time status for regular faculty and academic librarians.

Adopting this proposal will enable departments to provide a range of three alternative part-time arrangements for individual faculty needing to balance work and family needs, and will ensure that such arrangements are implemented only when doing so also serves the interests of the department and University. It is expected to improve the University’s ability to recruit and maintain diverse, high quality faculty.

First, the proposal will make more transparent and clarify procedures for the existing policy that enables faculty to take a partial leave of absence at partial pay or to reduce permanently to a part-time position. These two existing options, currently codified in an obscure section of Policy 6-314 (http://www.regulations.utah.edu/academics/6-314.html), will be brought into the new Policy 6-320 to be joined with another, new alternative. The new option will allow faculty to temporarily reduce from full-time to part-time—for a period of up to two years (and possibly renewable), with concomitant part-time compensation and benefits. This new option differs from partial leave of absence at partial pay because the latter allows retention of full employee benefits (including sick and vacation leave and reduced tuition benefits) below the FTE at which they would normally apply, but only for up to one year. The new option allows for a longer time in part-time status than a partial leave at partial pay, but with reduced benefits and frequent reviews to ensure that the arrangement is working well for both the individual and department.

For faculty not yet tenured, only the shorter term alternatives will ordinarily be permissible, and the new Policy lays out detailed steps and standards for adapting departmental RPT requirements to apply to a faculty member who takes part-time status for some portion of the pre-tenure probationary period. Originally, this proposal included an option for a tenure-track faculty member to be hired permanently on a part-time basis. As a result of feedback received during extensive cross-campus consultation, the proposal now presented eliminates that option, except possibly in special circumstances, such as compliance with the ADA for a faculty member with a disability or two people sharing one position (i.e., “job sharing.”). Eliminating the option for permanent part-time status before tenure resulted in major reorganization of the attached final draft of the Policy.

Having this set of three distinct alternatives will allow tailoring of individual arrangements to best meet faculty members’ and institutional needs. Of the three, it is expected that the two of short duration will be the most frequently used.

Having the three alternatives framed in a single Policy, easily accessible, with detailed descriptions of prerequisites and procedures, will make the available options transparent for existing faculty and administrators, and for recruitment candidates.
Proposal for addition/revision of University Regulation.

1. Regulation(s) involved (type, number, subject): **new Policy 6-320 (Part time Regular Faculty), revised Policies 6-300, 6-314.**

2. Responsible Policy Officer (name & title): **Sr. VP’s David Pershing, Lorris Betz**

3. Contact person(s) for questions & comments (name, email, phone#): **Susan Olson, Assoc.VP Academic Affairs, susanolson@utah.edu, 581-8763**

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

5. Approvals & consultation status:
   a. Administrative Officers who have approved (VP/President, name & date): **Sr. VP’s Pershing, Betz, Pres. Young**
   b. Committees/Councils/other Officers consulted: **Presidential Commission on Status of Women, Council of Academic Deans, Academic Dept. Chairs, Senate Executive Committee, Annuities & Salaries Committee, RPT Standards Committee, Office of General Counsel, Division of Human Resources, Office of Equal Opportunity**

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

**Date submitted to Senate Office: Feb. 22, 2011**

The Executive Committee will consider whether the proposal is ready for presentation to the full Senate, and if so will schedule it for a subsequent Senate meeting either as i) a matter of academic significance-- set on the “Intent” & “Debate” Calendars over two monthly meetings with final “approval” voting at the second, or ii) not academically significant—set on the “Information” Calendar for a single monthly meeting, with opportunity for questions and recommendations. See Policy 1-001 [http://www.regulations.utah.edu/general/1-001.html]; Rule 1-001 [http://www.regulations.utah.edu/general/rules/R1-001.html]; Senate procedures [http://www.admin.utah.edu/asenate/index.html]. Further information—Senate Office: Nancy Lines 581-5213 nancy.lines@utah.edu.
Each of the alternatives will be permissible only upon mutual agreement of the individual faculty member and the appointing department, and with the approval of the dean and cognizant vice president. The proposed approval processes are designed to ensure that the part-time alternatives are used for appropriate purposes only (primarily family responsibilities), and to protect against faculty members being pressured into accepting part-time work for inappropriate reasons. Each request for a part-time alternative must be initiated by the faculty member—and must be consistent with the stated purposes of the Policy—and not motivated primarily by institutional budgetary concerns. And only those departments which affirmatively choose to participate in the offering of part-time alternatives will do so--- as each request from a faculty member seeking a part-time alternative must first be approved by the department. The new Policy is crafted quite carefully, to ensure that part-time arrangements are implemented only in specific instances in which all levels concur in the judgment that such an arrangement will serve well the institutional interests of the department and broader University, as well as meeting the needs of the faculty member making the request.

Along with the quite detailed provisions of the Policy itself, if the proposal is approved, we anticipate that the vice-presidential offices would be developing and providing examples, forms and other guidance materials to assist faculty and administrators to determine when a particular alternative is appropriate, and to move efficiently through the request and approval processes. A sample listing of those guidance materials is attached.

The proposal reflects a commitment made at the time of adoption of the policies on faculty parental leaves in 2006, which was that the University would explore developing policies responding to a broader array of family needs of faculty. The proposal as it has now taken specific form has been under active development since 2008-2009 and has benefitted from substantial research into practices at peer institutions as well as from broad intensive consultation within the University. It has been developed primarily by a special subcommittee of the Presidential Commission on the Status of Women. It has been discussed either in concept or in full form with the full membership of the Presidential Commission, the University RPT Standards Committee, the faculty Annuities and Salaries Committee, representatives of the Human Resources division, the Office of Equal Opportunity, the Council of Academic Deans, the Senate Executive Committee, and the Institutional Policy Committee. The various concerns raised in those many settings have been carefully attended to in crafting this final version of the proposal.

If you approve of the proposal, it will next be presented to the Senate Executive Committee and then to the Academic Senate and the Board of Trustees.

The proposal documents provided include

i) this memorandum,

ii) a “Summary and Highlights” description provided by the PCSW subcommittee,

iii) a sample listing of the set of guidance documents that could be developed and provided to assist faculty and departments using the new Policy (including a set of examples of the workings of the part-time alternatives), and
iv) the proposed contents of new Policy 6-320 and revisions for existing Policies 6-300 and 6-314.

Background

Origins and Development of the Proposal

The motivation to develop the proposal came from several directions, some from within the University, and some from the national faculty recruitment market. Nationally, a 2005 report by the American Council on Education entitled “An Agenda for Excellence: Creating Flexibility in Tenure-Track Faculty Careers” recommended a part-time tenure option as one of a set of family-friendly policies. Other flexibility policies include: family leaves, tenure-clock extensions, and dual-career hiring options, some of which the University has already adopted. Family-friendly policies help recruit and retain faculty members, especially women, in dual-career or single-parent families. Biologically important years for child-bearing and –rearing typically coincide with the pre-tenure probationary period. National research demonstrates that family formation has a much greater impact on women’s careers compared with men’s careers (Mason and Goulden 2002). Research also shows that younger faculty members in general value work-life balance more than their older colleagues (Gallagher and Trower 2009; Trower 2009). At other career stages some faculty members may face extended periods of caring for elderly parents or wish to balance their academic service with other professionally related activities, such as professional practice or government service.

To accommodate these ends, many prominent research universities have adopted policies providing for part-time service by tenure-track faculty, including the Universities of Washington, Pittsburgh, Iowa, Iowa State, New Mexico, Virginia Tech, Ohio State, Michigan, North Carolina-Chapel Hill (post-tenure only), Wisconsin, Utah State, and the University of California system. While the policy proposed is geared primarily to those who want to balance work for the University with family commitments, it would also permit an already tenured faculty member and the department to agree on a part-time arrangement for other reasons.

In addition to reflecting this national trend, interest in a policy supporting part-time appointments arose within the University, both in the context of the adoption of the University’s existing faculty parental leaves policy, and then more recently.

The University’s policies on faculty parental leaves were enacted in spring 2006 and 2007. Obtaining the approval of the Academic Senate for those policies was among the most challenging policy-development projects in the University’s recent history. A substantial number of Senate members were concerned that the parental leaves policies (which essentially only address needs of faculty parents with newborn/ newly adopted children) were too narrow—and they urged as an alternative that the University adopt broader policies which would recognize the needs faculty might have to care for older children with special needs, elderly parents, etc., as well as newborns. In the end, the Senate approved the narrower parental leave policies (now in Policies 6-315 and 8-002), with a commitment from the Senate leadership and central administration that the University would over time explore possible development of broader policies—and the current proposal is in keeping with that commitment.

More recently, interest within the University for developing the specific proposal now being presented was raised from two local sources. In 2007 one college received an inquiry from two talented women candidates who wished to ‘job share’ (i.e., each at part-time) in order to balance work and family. The college prepared an offer to the candidates, though they ultimately
chose another institution. Their inquiry highlighted the lack of a clear policy for part-time options for regular faculty at the University of Utah.

Second, the Faculty Climate Survey conducted by the Presidential Commission on the Status of Women (PCSW) in spring 2008 found numerous faculty members struggling with work-family integration. Of 512 full-time, tenure-track faculty respondents, 101 were less than fully satisfied with their childcare arrangements. Family challenges do not end when children pass childcare age. Nineteen faculty members spent over 20 hours per week in the previous three years providing “on-going care for an adolescent or adult family member.” Such responsibilities take their toll. One hundred sixty-five respondents (32%) agreed either strongly or somewhat that “Personal responsibilities (e.g., child care, elder care) have slowed down my career progress.” Two hundred six (40%) agreed either strongly or somewhat that they “forgo professional activities (e.g., trainings, sabbaticals, conferences, grand rounds) because of personal responsibilities.” Women were significantly more likely than men to agree with these statements. The survey also asked directly: “I would prefer a part-time tenured/tenure-track position over a full-time position.” 93 of the 512 respondents (18%) agreed either strongly or somewhat, and again the results were statistically significant by gender.

During the 2008-09 academic year the PCSW created a subcommittee chaired by Susan Olson, Associate Vice President for Faculty, to explore the possibility of a formal University policy supporting the option of regular (i.e., tenured and tenure-track) faculty working on a part-time basis. Other subcommittee members are Jennifer Allie, Health Science Faculty Affairs; Carrie Byington, Department of Pediatrics; Robin Heaton, PCSW research assistant; Lauren Liang, Department of Educational Psychology; Patricia Murphy, College of Nursing; Leslie Sieburth, Department of Biology; Liz Tashjian, Department of Finance; and Joanne Yaffe, College of Social Work.

After reviewing and discussing twenty-nine articles and policy papers on the topic and existing policies on part-time tenure at numerous public research universities (references available on request), the subcommittee developed a concept-only proposal for consideration by the University community. In 2009-10 the concept proposal circulated for feedback to the PCSW, the University RPT Standards Committee, department chairs and deans in both Academic Affairs and Health Sciences, the senior vice presidents, and the Academic Senate Executive Committee. Taking into account the feedback from that initial broad consultation, a first draft specific Policy proposal was developed in fall 2010 and has now been circulated to most of the above groups as well Human Resources, the Office of General Counsel, and the faculty Annuities and Salaries Committee. Feedback from that extensive consultation led to significant revising to develop the final proposal now presented for your approval and forwarding.

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Summary and Highlights of
Proposed Policy on Part-time Status for Regular Faculty and Academic Librarians

from the
Subcommittee on Part-time Status for Regular Faculty,
Presidential Commission on the Status of Women
[draft February 19, 2011]

1. Balancing Values in the Policy

Based on its extensive research nationally and at the University of Utah, the subcommittee developed the proposal for this Policy in a way that recognizes and balances competing values.

A policy permitting part-time status for faculty will contribute to recruiting and retaining a small number of valuable faculty members who cannot or prefer not to commit to full-time faculty work for the University for all or some portion of their academic career.

The proposed policy recognizes that the value of accommodating individual faculty members’ desire for work-life balance must be weighed against the needs of departments, colleagues, and students. The proposal strikes that balance in two ways. It does not create an entitlement for an individual to have a part-time position, and it requires individual agreements that spell out the details of any such arrangements. An excellent statement of the assumptions and interests at stake appears in a policy of another university, from which the subcommittee borrowed some features for the proposal:

“While tenure-track and tenure appointments are normally full time, Virginia Tech recognizes the importance of allowing flexibility in the percent of employment so that faculty members can better manage the balance between their professional work and family or personal obligations over a defined period of time, or perhaps permanently. The policy is intended to encourage departments to accommodate reasonable requests for part-time appointments, however part-time appointments are not an entitlement, and requests may be turned down when the faculty member and the department cannot agree to a workable plan.” Virginia Tech Faculty Policy 2.6.1.3

Two circumstances required particular attention in developing the Policy: 1) when the part-time status would be temporary and 2) when the part-time service occurs during the pre-tenure probationary period. Being part-time for a temporary period may best meet the needs of faculty members who wish to reduce their professional commitments during an especially demanding period of ill health or of care-giving. On the other hand, departments cannot be expected to hold open indefinitely the remainder of a full-time position. Those who are hired temporarily to fill in for faculty who are moving to part-time are rarely able to fill the full range of departmental roles that a tenure-track faculty member does. The proposed policy would permit temporary part-time appointments only for relatively short, albeit renewable, periods of time,
allowing for renegotiation by all parties, if needed. In this regard the proposed policy is similar to but more specific than long-time University Policy 6-314-Sec. 12.

The other complex consideration is adapting policies for RPT reviews during the probationary period to a part-time faculty appointment. The central idea of the probationary period is to evaluate the quality of a faculty member’s performance in research, teaching, service, and (for some) clinical care before the University makes a commitment to tenure for the individual. Although evaluations of quality are not intrinsically tied to any specified quantity of work, assessments of quality and quantity are not easily separated. Most departments have norms about the appropriate quantity of research and publishing expected for tenure, and some research also has its own intrinsic pace from conceptualization to publication. In assessing a faculty member who has been part-time for some or all of the probationary period, an institution could in principle either decrease the quantity of work expected for tenure or increase the length of the probationary period. The American Association of University Professors prefers the former approach, but virtually all institutions with part-time tenure policies that the subcommittee has identified have opted for the latter approach, perhaps doubting that faculty would adjust their long-held expectations for a tenurable amount of research. The proposed Policy takes the latter approach—articulating the principle that the tenure clock should be lengthened proportionately to the percentage of a full-time appointment the individual holds.

However, in the consultation with various constituencies across the University, a concern surfaced that carrying this principle to its logical conclusion may be impractical. It could lead to probationary periods of as long as 14 years in some cases, and comments were received with the view that such a long period is simply too long. Accordingly, the proposal presented incorporates two alternatives. One alternative would apply the proportional extension principle generally, but with an outside limit set, such as 10 years. Given the division of views received on this issue, it is best that the Academic Senate make the choice between these alternatives.

Also related to the meshing of RPT proceedings and part-time status, the subcommittee recommends that pre-tenure faculty spend a portion of the probationary period in full-time status, ordinarily at the beginning of the period, ensuring that they become acquainted with departmental norms, establish effective relationships with colleagues, and develop teaching skills and research programs, before taking temporary part-time status. This is recommended, but not strictly required, because faculty members may be starting their faculty appointments just at the time they most need career flexibility for family reasons. It is preferable to leave some flexibility for departments and the individual faculty members to tailor a plan for individual circumstances.

2. Highlights of the proposed Policy. One must of course read the full policy for details. The most noteworthy major features of the proposed policy are:

- **Three alternatives for part-time status.** Three distinct alternatives for part-time status are established. i) The “partial leave of absence at partial pay” alternative is for up to one-year, and should be particularly appropriate for many interested faculty because if the FTE % is at least half-time, the faculty member will remain eligible for some important benefits (sick and vacation leave and reduced tuition) that are not available under the other two alternatives if one goes below .75 FTE. It is not renewable. ii) The “temporary two-year part-time” alternative is for up to two years (and possibly renewable for additional two-year periods). For both of the above, the faculty member has an underlying full-time position and will revert to full-time status upon completion of the part-time arrangement. iii) The
“permanent part-time” alternative is ordinarily available only for faculty already tenured. Once a full-time position is converted to permanent part-time or a faculty member is hired with tenure into a part-time position, the University has no obligation to subsequently increase it to full-time. It is anticipated that the most widely used of the three alternatives will be the one-year-or-less partial leave, and that the permanent alternative will be used rarely (and in some departments perhaps not ever).

- **Eligible faculty.** The part-time alternatives are available both for existing faculty, and for new faculty, and so are expected to be valuable both in retaining and recruiting high quality faculty.

- **Permissible reasons for part-time.** The primary purpose for the new Policy is to enable departments to better accommodate the needs of faculty members faced with pressing family care responsibilities, or similar personal needs (e.g., health issues), and processing of requests will include consideration of whether a request is consistent with the underlying principles of the Policy. For faculty already tenured, a department may find acceptable a broader array of reasons for a request.

- **Acceptability of terms by all parties.** Use of part-time arrangements must always be by mutual agreement, with multiple levels of approval. Requests must be initiated by the faculty member (not institutionally imposed on a reluctant faculty member), and the terms must first be found by the department to be consistent with the best interests of the department, and then approved by the dean and vice president. During development of the proposal, a concern was expressed from some departments and deans that their units likely would not find it appropriate to participate in offering part-time status, at least not of longer duration than the one-year partial leave. The proposal has been crafted to directly address that concern—*any department is permitted, but no department is required*---to agree to a part-time arrangement.

- **Careful documentation.** Each request approved must include detailed documentation of the workload and compensation during the part-time status, and documentation of the manner in which RPT tenure and promotion procedures will be adapted for the part-time status. The Policy imposes certain principles governing such adaptations, and the office of the cognizant vice president will provide guidance on preparation of the required documents, consistent with those principles. (See the list of sample documents to be provided.) Any changes to RPT procedures or standards must be approved by the RPT Chair and often by the full departmental RPT advisory committee, as well as cognizant administrators.

- **Intellectual property rights.** In the subcommittee’s consultations with the Council of Academic Deans, a concern was expressed that the University might stand to lose valuable intellectual property if part-time faculty members argued that their innovations arose from the non-University portion of their time. It was found that this concern is already directly addressed in the University’s existing policies for Patents and Inventions (Policy 7-002, Sec. III.B.1.) and Conflict of Interest (Policy 1-006), which explicitly cover part-time as well as full-time faculty.
3. Conclusion

The subcommittee expects that the new Policy providing for part-time faculty is unlikely to be used by very many faculty members because most faculty and their families rely on a full-time salary. The Policy will however, provide an option helpful to the University in attracting and/or retaining a small number of excellent faculty members who are committed to combining their academic careers with commitments to family (or in some cases other professional activities). The long-time University policies and practices providing for partial leaves of absence at partial pay and for conversion to permanent part-time status already recognize this value. The new Policy would expand and also elevate the visibility of the options for part-time status, and provide clear direction for structuring part-time arrangements so that departments and interested individual faculty can negotiate them openly and equitably.

4. Bibliography & References


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**Other universities--Policies on Part-time Faculty**


examples of

Guidance Materials for
Policy 6-320-- Part-time status for regular faculty and academic library faculty

Which could be developed and provided to interested faculty and administrators by office of the Sr. Vice President [draft Feb. 19, 2011]

If the proposed Policy is approved, the office of the vice president would develop and make available a set of guidance materials to assist faculty and administrators in implementing the new Policy.

These might include

- Illustrative examples of the workings of Policy 6-320
- Sample of “Request Letter” (by which a faculty member may initiate a request for part-time status, per 6-320-III-F-2)
- Sample documentation of terms for approved Partial Leave of Absence with Partial Pay (per 6-320-III-B).
- Sample of “Workload Memorandum” (documenting workload and compensation of a faculty member in part-time status, per 6-320-III-F-2)
- Sample of “RPT Memorandum” (documenting any modifications of otherwise applicable criteria, standards and procedures for RPT evaluations of a faculty member in part-time status, per 6-320-III-F-1c & F-2-c)
- Sample of “offer letter” (by which terms of part-time status will be incorporated into offer made to candidate for new appointment at the University, per 6-320-III-F-1)
Contents:  (i) new Policy 6-320. (ii) revision of Policy 6-300. (iii) revision of Policy 6-314.

[new] University Policy 6-320: Part-time status for regular faculty and academic library faculty. Revision 0. Effective date [?? July 1, 2011]

I. Purpose and Scope.
   A. This Policy describes the permissible arrangements for part-time status for regular faculty positions (tenured or tenure-track), including academic library faculty. It is not intended to directly govern any auxiliary faculty positions or any non-faculty employee positions.
   B. The University permits faculty positions to be less than full-time in those specific circumstances for which part-time status is both appropriate to accommodate important personal needs of the individual faculty member—such as family care responsibilities or other similarly important personal needs—and serves the institutional needs of the University. Accommodating these personal responsibilities of faculty members is the primary purpose of this Policy, as that serves to advance the University's commitment to diversity in recruiting and retaining the highest quality faculty. Accordingly, this Policy is intended to encourage academic units to accommodate an individual faculty member’s (or candidate’s) reasonable expressed interest in working only part-time for the University when doing so will serve those values.
   C. This Policy does not govern faculty members who for a limited time period have reduced responsibilities solely as a result of participating in the University’s phased retirement program (see Policy 5-309). This Policy also does not apply to faculty members whose responsibilities are divided (1) between two or more academic units of the University (as addressed in Policies 6-319 on joint appointment procedures and 6-303 on RPT procedures for appointments split between a department and an academic program) or (2) between faculty responsibilities and a University administrative position (as addressed in Policy 6-311-Sec. 4-C-2-b, & Sec.6). Neither the joint nor the split form of faculty appointment nor the combination of faculty and administrative appointment are considered to be part-time faculty positions for purposes of this Policy if the individual faculty member’s combined responsibilities within the University are the equivalent of full-time. Health Sciences faculty practicing outside of the University (for example at the Veterans Administration or Primary Children’s medical centers), who are considered to have full-time tenure-track or tenured affiliations with the University, are not covered by this Policy. Exceptions which bring a Health Sciences faculty position into the scope of this Policy as a part-time position are subject to department chair, and cognizant dean and vice president review and approval.

II. Definitions. These definitions apply for the limited purposes of this Policy.
   A. “Faculty,” or “Regular Faculty” includes only regular faculty (tenured or on the tenure track), and academic library faculty (with continuing appointment status or in the continuing appointment track), not any category of auxiliary faculty. See Policy 6-300 (University Faculty), and 6-306 (Academic Library Faculty) for further description of these
categories of faculty. With respect to academic library faculty, any references herein to tenure shall be construed to refer to continuing appointment status.

B. “Full-time faculty” position is a regular faculty position for which the workload is 75 percent or more of the normal possible work load for regular faculty within the pertinent academic unit with similar term appointments (terms of nine-months to twelve-months). This normal workload is referred to here as “full-time equivalent” (“FTE”).

C. “Part-time faculty” status refers to an arrangement for a regular faculty position under which the workload is reduced to 74 percent or less of the normal possible workload of full-time regular faculty with similar term appointments within the pertinent academic unit (with an accompanying reduction in compensation). See Policies 5-001 (generally defining full-time and part-time personnel) and 5-204 (defining full-time faculty for purposes of policy restricting outside employment activities).

D. Three types of part-time faculty arrangements are permitted under this Policy, distinguished by duration of the part-time status, and effect on eligibility for employee benefits. A “one-year partial leave” status is an arrangement under which the faculty member is otherwise permanently full-time, but reduces to a part-time FTE for up to one year in duration (referred to as “taking a partial leave at partial pay”). A “two-year temporary part-time” status is an arrangement under which the faculty member is otherwise permanently full-time, but reduces to a part-time FTE for up to two years (and possibly renewable as described in III-C below). A “permanent part-time” position is one for which the faculty member is expected to remain in a part-time status for the entire remaining career at the University.

III. Policy

A. General principles.

1. Full-time positions shall continue to be the norm for regular faculty at the University (and in each academic unit). Unless otherwise explicitly provided in an individual’s employee record, it is presumed that each regular faculty member of the University holds a full-time faculty appointment, from the date of initial appointment through the date of retirement or separation from the University.

2. (i) For faculty already tenured, part-time status may be established either temporarily (one-year partial leave or two-year temporary part-time), or permanently. (ii) For faculty not yet tenured, permanent part-time positions are ordinarily not permitted—only the one-year partial leave, or two-year temporary part-time arrangements. Exceptions may be permitted to allow permanent part-time status for pre-tenure faculty members (a) in what are commonly referred to as “job-sharing” arrangements in which two persons, each part-time, share what is effectively a single full-time faculty role within a single academic unit, or (b) as a reasonable accommodation under the Americans with Disabilities Act and University Policy 5-117. In cases involving these exceptions, the principles and procedures of this Policy shall be followed to the extent possible.

3. For any position established as permanently part-time, neither the faculty member nor the academic unit has a unilateral right to subsequently increase the FTE of the position, but they may later restructure the position upon mutually acceptable terms approved by the cognizant dean and vice president. Approval of such increase in FTE will be dependent on a determination that the restructuring serves the institutional needs of the department, college and University.

4. Only under exceptional circumstances shall part-time arrangements be
permitted at less than one-half of full-time (.5 FTE), although a part-time position established at .5 FTE or greater may be permitted to be reduced below .5 FTE for brief periods during a leave. Current regulations on eligibility for employee benefits should be consulted for the effect of such reductions.

5. For faculty already tenured, part-time arrangements (permanent or temporary), may be determined to be appropriate for balancing University work with either family care responsibilities or similar personal needs, or with non-University professional or public service activities. For faculty not yet tenured, part-time arrangements (one-year partial leave or two-year temporary part-time) will ordinarily be permitted only for balancing University work with family care responsibilities (or similar personal needs). This limitation on eligibility of pre-tenure faculty is considered necessary to protect the integrity and fairness of the University’s processes for assessing candidates for tenure.

6. A request for part-time status should originate with the faculty member (or candidate) rather than from unit administrators, and structuring of positions as part-time rather than full-time should not be motivated primarily by institutional budgetary considerations. These principles apply both to positions initially established as part-time upon a faculty member’s initial appointment, and to existing faculty members’ moves to permanent, one-year partial leave, or two-year temporary part-time status.

7. In each request for part-time status, the academic unit and University administrators should ensure that the part-time arrangement also adequately serves the institutional needs of the department, college and University. Part-time arrangements are not an entitlement, and requests may be turned down when there are non-discriminatory institutional reasons for declining the faculty member’s proposed plan.

8. To ensure fair and consistent treatment of both full- and part-time faculty within an academic unit, the allocation of responsibilities and resources for each part-time position shall be proportional relative to otherwise equivalent full-time positions within the academic unit, and relative to other part-time positions. Ordinarily, part-time faculty should contribute to all of the same areas of responsibility as do full-time faculty, but with expectations of accomplishment in each area reduced proportionally according to percentage of FTE.

9. This policy shall be implemented consistently with the University’s commitment to nondiscrimination in all employment-related practices and decisions. (See Policy 5-106.)

B. One-year Partial Leave of Absence at Partial Pay

1. **Benefits eligibility with qualifying partial leave.** A faculty member may take a partial leave of absence at partial pay, pursuant to this Policy and Policy 6-314-Sec.-12-A. Eligibility for employee benefits ordinarily available to full-time faculty will be preserved as unaffected by such leave if a) the leave is of one-year or less, and b) the percentage of FTE is no less than .5 during the partial leave.

2. **Effect of partial leave on RPT period.** For a faculty member not yet tenured who takes a partial leave under this Policy which reduces the percentage of FTE to below .75 for nine months, the RPT probationary period will be increased by one year. The probationary period will ordinarily not be
increased by taking a partial leave of less than nine months. A description of any effect on the probationary period shall be included in the combined memorandum required by Part III-B-5 below, and once approved such description shall apply notwithstanding any other University Policy.

3. **Non-renewable.** A partial leave of absence at partial pay that preserves eligibility for full-time employee benefits and/or results in increase of the probationary period shall not be extended beyond one year. However, the faculty member may, through the procedures described below, request that another part-time arrangement under this Policy 6-320 (two-year temporary, or permanent if eligible) be granted, to begin at any time following completion of the partial leave (with a resulting change in employee benefits eligibility upon completion of the partial leave).

4. **Reasons for leave.** For faculty not yet tenured, a request for partial leave of absence at partial pay under this Policy will ordinarily be granted only for reasons of balancing University work with family care responsibilities or similar personal needs.

5. **Approval procedures.**

   a. **Request letter.** A request from an existing full-time faculty member for a partial leave of absence at partial pay under this Policy shall be described in a request letter submitted to the department chairperson (or equivalent). The request letter shall describe the reasons for the leave and specify the desired calendar dates for starting and ending the leave.

   b. **Memorandum.** If the chairperson supports the request, s/he shall prepare a memorandum of understanding documenting the planned workload, FTE percentage, and compensation for the faculty member during the partial leave and, if before tenure, any effect the leave will have on the RPT probationary period (specifically timing of RPT reviews). For purposes of setting the workload, the principle that part-time faculty should contribute to all of the same areas of responsibility as do full-time faculty, proportional to their FTE, may be relaxed during a partial leave of absence at partial pay.

   c. **Approval.** The request letter and memorandum shall then be submitted for the approval of the dean and cognizant vice president. If the partial leave with a modification of the RPT period is approved, the department chairperson shall add to the candidate’s RPT file a notice of that RPT modification.

C. **Two-year temporary part-time status.**

   1. At the request of a faculty member a temporary part-time status may be granted for a period of up to two years in duration. Upon further request, renewal of such status may be granted for one or more additional periods of up to two years each, at the same or a changed percentage of FTE. The length of the period (including calendar dates of beginning and end) shall be specified in a written agreement at the time of initial granting and for each subsequent renewal. Ordinarily, negotiations for any renewal should be completed at least 6-months prior to the renewal date.

   2. If a temporary part-time status is not renewed, the faculty member must
resume his/her full-time status as of the previously agreed end-date of the temporary status.

3. For faculty not yet tenured, requests for such temporary part-time status will ordinarily be granted only for reasons of balancing University work with family care responsibilities or similar personal needs. For faculty already tenured, requests for such status may be granted for reasons of balancing University work with either family care responsibilities or similar personal needs, or with non-University professional or public service activities compatible with the institutional interests of the department, college, and University.

4. The effect of temporary part-time status on the probationary period is discussed in Section E. below. Procedures for approval of part-time status are discussed in Section F. below.

D. Permanent part-time positions.

1. Permanent part-time positions are normally permitted only for a faculty member who has already received tenure. A faculty member may be initially appointed, with tenure, to a permanent part-time position, or an existing tenured faculty member in a full-time position may request to reduce the position permanently to part-time.

2. Requests from tenured faculty for permanent part-time positions may be granted for reasons of balancing University work with either family care responsibilities or similar personal needs, or with non-University professional or public service activities compatible with the institutional interests of the department, college, and University.

3. In the case of conversion of an existing full-time position to a permanent part-time position, the faculty member’s signed request must include an explicit statement permanently releasing the University from any future obligation to provide the faculty member with more than a stipulated fraction of regular full-time compensation and employee benefits.  

   Drafting note: this language, with minor variation is taken from existing Policy 6-314 Sec. 12-B (Change to Permanent Part-time Appointment), from which similar language is being deleted so that 6-320 alone will now govern this topic.

4. The recruitment and initial appointment of a faculty member to a part-time position shall be conducted in accord with Policy 6-302 (appointments) and Policy 6-303–III-K (new appointments with tenure), and shall follow all other ordinary processes for faculty appointments with the following exception: a faculty member initially appointed to a part-time position under this Policy 6-320 must have the same background checks as full-time regular faculty members (see Policy 5-130 and Rule 5-130A), notwithstanding any exemption of part-time faculty stated in those or any other University Regulation.

5. The effect of permanent part-time status on post-tenure reviews and promotion is discussed in Part III-E-3, below. Procedures for approval of permanent part-time status are discussed in Part III-F, below.
E. Modifications of retention, promotion, tenure (“RPT”), and post-tenure reviews for part-time faculty (schedules and standards).

1. Part- and full-time faculty members should be assessed on the same quality and generally similar overall quantities of accomplishment. Ordinarily the RPT modification for a part-time position is to increase the review period while requiring a similar total quantity of work at the point of formal review. The annual rate of scholarly productivity expected for each stage within a faculty career should reflect a position’s percentage of full-time effort.

2. Modified RPT terms during the pre-tenure probationary period

   a. For faculty members who are in a part-time status with the percentage of FTE reduced below .75 for nine months or longer during their probationary period, the applicable probationary period [shall] be increased proportionally to the percentage of FTE and duration of the part-time status.

   b. A proportional increase of the probationary period is calculated by dividing the maximum normal length (for assistant professors 7 years unless 6 years by department or college policy) by the percentage of full-time appointment. If the FTE of the appointment changes during the probationary period, the years of full-time service toward the maximum probationary period are calculated as the summed duration of the part-time appointment in years, multiplied by the fraction of the appointment. Though less than six full months, each full semester of half-time service shall count as .5 years for faculty on less than 12-month appointments. After summation of the part-time appointment, a remaining partial year less than or equal to 0.5 years of service will not increase the probationary period an additional year, whereas a partial year greater than .5 years will be rounded up to increase the period by 1.0 additional year.

   {Drafting note: Guidance materials provided by the VP’s office will include examples illustrating such calculations based on various common scenarios.}

   {Alternative #1}

   {Drafting note: Two alternatives are shown here, to facilitate discussion and eventual decision making on a matter that has had significant attention in consultations for drafting of the proposal.}

   The first alternative: Add no additional language at this point. The result of this would be to allow a faculty member for whom all parties had approved half-time status for a succession of two-year periods to have as much as a 14-year probationary period in a unit with a 7-year period for full-time faculty, 12 years in a unit with a 6-year probationary period, or 10 years if the normal period is 5 years (initially appointed as associate professor or professor).}

   {Alternative #2}

   c. Notwithstanding the amount of time spent in part-time status, the maximum applicable probationary period shall be ___ years for a faculty member in a unit with a normally 7-year probationary period for full-time faculty, ___ years in a unit with a normally 6-year probationary period, or ___ years for a faculty member initially appointed at the rank of associate professor or professor (for whom the normal probationary period of a full-time faculty member is 5 years).
[c. or d.] The provisions of Policy 6-311-Sec.4-C apply for part-time faculty, to shorten or extend the otherwise applicable probationary period (as calculated under the above formula), with the following modification. A faculty member who has served in the academic unit for a number of years equal to the normal probationary period for full-time faculty in that unit (albeit at part-time status for some of those years), and wishes to shorten the otherwise applicable period based on “extraordinary progress” (6-311-Sec. 4-C-1-b), must obtain (and need only obtain) the approvals of the department’s chairperson and RPT committee chairperson.

[d. or e.] The RPT review schedules for faculty in part-time status shall ordinarily include annual reviews, with informal reviews to occur in any year a formal review is not scheduled. The first formal retention review shall ordinarily occur in the same year as for full-time faculty in the same academic unit. Formal reviews should be coordinated with renewals of part-time status, where possible, and should occur no less often than every four years of part-time status. The exact schedule of formal reviews must be articulated clearly in the RPT memorandum described in Part III-F-1-c or F-2-c below.

3. Modified terms of post-tenure reviews and promotion.
   a. The University requirement of reviews of tenured faculty at least every five years (Policy 2-005-Sec. 5-C) applies to faculty members serving some or all of that time in a part-time status.
   b. The criteria and standards for promotion in rank subsequent to granting of tenure shall ordinarily be the same as for full-time faculty except the time allowed to achieve the standards shall be increased.

F. Procedures for requesting one-year partial leaves, two-year temporary part-time status or permanent part-time positions.
   1. New Appointments. In the process of interviewing for or negotiating an offer, a candidate for a new appointment at the University of Utah may request consideration of a part-time arrangement, of any of the three types permitted by this Policy (one-year partial leave, two-year temporary renewable, or permanent if appointed with tenure).
      a. A request for a permanent part-time position shall be subject to the approval of the departmental faculty appointments advisory committee (and committee votes shall be taken as to the part-time status as well as the appointment, tenure, and rank, pursuant to Policy 6-302-II-C-2).
      b. The terms of a part-time arrangement if requested at the time of initial appointment shall be detailed in the letter of offer or in a memorandum of understanding concluded before the candidate begins employment.
      c. If the terms of a part-time arrangement will include modification of any otherwise applicable criteria, standards, or procedure of formal review for tenure or promotion, such RPT modifications must be approved by the chair of the departmental RPT Advisory Committee as well as the department chair, and the cognizant dean and vice president. Unless the department chair and
RPT Committee chair determine that circumstances require expedited procedures and it is impractical to convene the RPT Advisory Committee, such RPT modifications shall also be approved by a majority of the departmental RPT Advisory Committee. Such modifications shall be specified in an RPT memorandum as described in part III-F-2 below, to be included in the faculty member’s RPT file.

2. **Existing Faculty—Procedures** *(see Part III-B for procedures for partial leave of one-year or less).*

   a. A request from an existing full-time faculty member for a part-time arrangement (temporary, or permanent if already tenured) shall be submitted in writing to the department chairperson (or equivalent). This request letter shall describe the reasons for seeking a part-time arrangement, specify the proposed starting date for part-time status, specify whether the request is for permanent or temporary part-time status, and if temporary shall specify the proposed duration of part-time status (including the calendar date for reverting to full-time status).

   b. Documentation of workload and compensation terms for part-time faculty. A memorandum of understanding (“workload memorandum”) shall be prepared for each faculty member in temporary or permanent part-time status, documenting the terms of the planned annual workload of the faculty member with respect to teaching, departmental, college and University service, and any other duties, the financial compensation and employee benefits while part-time, and any special terms associated with the status. The terms shall be consistent with the purposes and principles of this Policy, particularly the principle of proportionality. The workload memorandum shall specify the period of time for which it is applicable (which is a maximum of two years for temporary part-time status). This workload memorandum shall be separate from the RPT memorandum described in Part III-F-2-c below. This workload memorandum (and any subsequent changes of its primary terms) shall be approved and signed by the department chairperson, and the part-time faculty member, and then, with the faculty member’s request letter, shall be submitted for approval by the cognizant dean and vice president. The office of the vice president shall provide guidance in the appropriate formulation of such memoranda.

   c. **Procedures for approving modified terms for RPT reviews.** For any case in which a faculty member will be part-time longer than a one-year partial leave of absence at partial pay, a separate memorandum of understanding about RPT modifications (“RPT memorandum”) shall be approved prior to the beginning of the part-time status.

      i. In the case of a faculty member in the pre-tenure probationary period, the RPT memorandum shall describe with particularity the manner in which the RPT criteria, standards, and procedures otherwise applicable to probationary candidates in the academic unit will be modified for the affected candidate. At a minimum the RPT memorandum shall describe any modifications to be made to the otherwise applicable terms as to
length of the probationary period, schedule of formal and informal reviews, and standards for quantity (but not quality) of accomplishments of the candidate. Any such modifications shall be consistent with the requirements, purposes and principles of this Policy, particularly the principle of proportionality, and consistent with the purposes of other Policies regarding RPT (See 6-303, 6-311). The RPT memorandum (and any subsequent changes of its primary terms) shall be approved by majority vote of the departmental RPT Advisory Committee, and approved and signed by the candidate, the department RPT Advisory Committee chairperson, the department chairperson, and the cognizant dean and vice president.

ii. For any case in which modifications in RPT procedures, criteria, or standards are made for a tenured faculty member serving temporarily or permanently in part-time status, such as an increase of time in those units that specify an expected time for achieving promotion in rank, an RPT memorandum describing such modifications shall be approved at or before the beginning of the part-time status. The RPT memorandum (and any subsequent changes of its primary terms) shall be approved by the part-time faculty member, the departmental RPT Advisory Committee chairperson, the department chairperson, and the cognizant dean and vice president.

iii. An approved RPT memorandum shall be included in the candidate’s RPT file along with the otherwise applicable departmental Statement of RPT Criteria, Standards, and Procedures (as per Policy 6-303).

iv. The office of the vice president shall provide guidance in the appropriate formulation of such RPT memoranda, and may consult with the University RPT Standards Committee in developing such guidance.

G. Rights, responsibilities, and benefits for part-time faculty.

1. Voting rights and roles and responsibilities in shared governance.
   a. Each faculty member serving in a part-time status pursuant to this Policy at .5 FTE or greater shall: (i) have the same participation and voting rights as a full-time faculty member in the shared governance structure of the appointing academic department and college (or library equivalent), including advisory committees regarding appointments, retention, promotion, or tenure of faculty, and committees regarding curricular or other policy; and (ii) have the same eligibility as a full-time faculty member to be elected or appointed to representative roles within a department, college, and the University (including a college council, Graduate or Undergraduate Council, the Academic Senate, and Senate committees or other University committees), unless otherwise specified in another University Policy or in the charge of a specified University committee.

   b. Faculty members in a part-time status under this Policy are ordinarily expected to attend the general faculty meetings of their appointing unit. Other committee service and shared governance responsibilities of part-time faculty
shall be generally proportional to those of full-time faculty.

2. Faculty Rights and Responsibilities.

Unless expressly stated to the contrary in this or another Policy, part-time faculty members have the same rights and responsibilities under University policies as full-time faculty members. Express statements of applicability to part-time faculty members appear in the Code of Faculty Rights and Responsibilities (Policy 6-316, Sec. 1-C), Conflict of Interest Policy (1-006), and Patents and Inventions Policy (7-002, Sec. III-B-1.) \textit{inter alia}.

3. Academic benefits and privileges.

\textbf{a.} Grants and awards. Part-time faculty members are eligible for any internal University grants and awards available to full-time faculty (unless otherwise specified in another governing University Policy or in the official announcement of a particular such grant or award opportunity, with good cause stated for limiting eligibility to full-time faculty).

\textbf{b.} Sabbatical leaves, parental leaves, and other leaves of absence. Part-time faculty members are eligible for any sabbatical leaves or other leaves of absence on the same terms as full-time faculty, unless otherwise specified in another governing University Policy.

4. Retirement, insurance, and other employee benefits.

Part-time faculty members are eligible to participate in these benefits programs on the same terms as other employees of the same FTE. This may exclude some benefits received by full-time employees, such as tuition reduction, sick leave, and vacation. See Part III-B above regarding the effect a qualifying partial leave of absence at partial pay of one year or less will have on benefits eligibility. A faculty member whose position is otherwise at .5 FTE or above shall not lose benefits solely as a result of temporarily falling below that level as a result of taking a sabbatical or parental leave. Current benefits are listed in Policy 5-308. Faculty members should consult with Human Resources for further information about the particular terms and extent of such benefits.

H. Reports.

1. The numbers of part-time and full-time regular faculty, including library faculty, within the scope of this Policy, shall be included in the administration’s annual “report to the Academic Senate on the faculty make-up by category” described in Policy 6-300-III-Sec. 5.

2. Three years after the first effective date of this Policy, a report regarding its implementation shall be made to the Academic Senate.

IV. V. VI. VII./\textit{rules, references, history, contacts.}
University Policy 6-300: University Faculty. Revision 154 Effective date: [?? July 1, 2011]

I. Purpose and scope. [reserved]
II. Definitions. [reserved]
III. Policy.

.... {Drafting note: other lengthy passages which are not proposed for revision are not duplicated here. See them in the full version of the current Policy at http://www.regulations.utah.edu/academics/6-300.html}

Section 2. Regular Faculty - Tenured and Tenure-Eligible Faculty

Appointees to the regular faculty shall commit full time (or part-time if explicitly so appointed per Policy 6-320) to the scholarly (or creative), educational, and service endeavors carried on under the auspices of the University. In light of the centrality of free inquiry and free expression in the development and dissemination of knowledge, they shall have tenure or be eligible for tenure (except instructors). In light of the interrelationship of the development and dissemination of knowledge, they shall bear the primary responsibility for carrying on the educational research, creative and service missions of the University. The regular faculty shall include professors, associate professors, assistant professors, instructors (who shall not have tenure) and the following categories of honored faculty: Distinguished Professor, Presidential Professor, and University Professor.

.....

Section 3. Library Faculty

Appointees to the library faculty shall commit full time (or part-time if explicitly so appointed per Policy 6-320) to support of the University's teaching and research program, professional growth and scholarly or creative activity, and service to the University and community. They shall have continuing appointment or be eligible for continuing appointment. Library faculty shall include academic librarians with the rank of librarian, associate librarian, and assistant librarian.

.....

Section 5. Uniform use of Categories and Reports of Instructional Activities

It is crucial to the permanent well-being of the University that tenured and tenure-track faculty continue to shoulder the primary responsibility for design of the curriculum and for instruction at all levels of university education.

The administration shall report annually to the Academic Senate on the faculty make-up by category, and this report shall include the relative proportion of regular and academic library faculty in part-time or full-time positions.

An assessment will be made annually by the Academic Senate of the effects of faculty composition on this central principle.

.....

IV. V. VI. VII.{rules, references, history, contacts.}

* * * * * * * * * * *
University Policy 6-314 Leaves of Absence. Revision 67. Effective date: [?? July 1, 2011]

I. Purpose and Scope.
II. Definitions [reserved]

III. Policy

[Sections 1-11-- Other voluminous Sections of 6-314 which are not proposed for revision are not reproduced here. They may be seen at http://www.regulations.utah.edu/academics/6-314.html]

Section 12. Partial Leaves of Absence with Partial Pay

A. Policy

A faculty member or academic librarian may request a partial leave of absence entailing release from one third, one half or some other fraction of normal full-time duties, with a corresponding reduction in regular full-time salary. A request for partial leave of absence with partial pay, or a request for renewal of such a leave, should be submitted and reviewed for possible final approval in the manner provided in Section 11, above (Leaves of Absence Without Pay). Requests for partial leaves below .75 full time equivalent, for which an increase of a pre-tenure probationary period or post-tenure review period is desired, must be made under Policy 6-320.

B. Change to Permanent Part-Time Appointment

If a faculty member or an academic librarian wishes to retain an appointment on a less than full-time basis after the termination of, or without receiving approval for, a partial leave of absence with partial pay, the individual concerned must submit to the cognizant supervisor a written statement permanently releasing the university from any future obligation to provide the requesting individual with more than a stipulated fraction of a regular full-time salary. If the cognizant supervisor approves the individual's proposal, he/she shall forward it, with a recommendation for its disposition, through regular administrative channels to the president. If the president concurs in the request, it shall be submitted to the Board of Trustees for final approval.

IV. V. VI. VII. [rules, references, history, contacts.]
March 1, 2011

Susan Olson  
Associate Vice President for Faculty  
University Administration  
Park Building  
CAMPUS

Dear Susan:

I am writing on behalf of the University RPT Standards Committee (URPTSC) in support of providing the option of part-time tenure. The committee appreciates the time you and Dr. Joanne Yaffe have spent with us, on three occasions over the past year, presenting the rationale for the policy, sharing a number of policy drafts, and listening to and incorporating our feedback. While URPTSC members may differ on some specific features of the policy and believe that support for the policy may evolve slowly in some departments, the committee strongly supports moving forward with the part-time tenure option.

Sincerely,

Hank Liese, MSW, Ph.D.  
Chair, University RPT Standards Committee  
Associate Professor and  
Director of Doctoral Studies
February 11, 2011

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

Dear Vice President Pershing,

Enclosed is the proposal for the Name Change for the Environmental Studies Program which was approved by the Graduate Council on January 31, 2011. Included in this packet are the proposal and supporting letters.

Please forward this packet to the Academic Senate to be placed on the information calendar for the next meeting of the Senate once you have approved this.

Sincerely,

[Signature]

Charles A. Wight  
Dean, The Graduate School
Section I: Request

The Environmental Studies Program, in the College of Social and Behavioral Science, requests a name change to “The Environmental and Sustainability Studies Program.” This request applies to both the name of the program, and the name of the degree. The name change reflects changes in the curriculum and the relevant literature, and thus makes the program’s name more accurate, more inclusive, and more contemporary. The name change would impact current activities by encouraging faculty and students to be part of the growing trend of emphasizing sustainability in teaching and research. It would also positively impact the University’s effort to meet the mandate established in the Climate Action Plan, which requires the University to incorporate sustainability into the curriculum.

Section II: Need

In recent years the literature on environmental issues has focused increasingly on sustainability. This emphasis is reflected in the course content of the curriculum of the inter-disciplinary Environmental Studies Program. All of the required ENVST courses for the major already have the word “Sustainability” in their titles. The research presented by faculty in ENVST 2100 (Introduction to Environmental and Sustainability Studies) and other courses in the curriculum often focuses on sustainability. And, sustainability has become an important issue on college campuses throughout the U. S. and other countries.

Also, sustainability is an inter-disciplinary and multi-disciplinary issue that involves virtually every department and discipline on campus. Thus, it matches the inter-disciplinary nature of the Environmental Studies Program. In addition, because so many of our classes now cover sustainability, the proposed name is a more accurate reflection of the education students receive when they earn an Environmental Studies degree.

Sustainability is a growing part of the literature on environmental issues. The new journal, *Sustainability: The Journal of Record*, explains why: “[this journal] meets the needs of the rapidly growing community of professionals in academia, industry, policy, and government who have the responsibility and commitment to advancing one of the major imperatives of this young century” ([http://www.liebertpub.com/products/product.aspx?pid=252](http://www.liebertpub.com/products/product.aspx?pid=252)). There are numerous academic and practitioner journals dedicated to this issue, including:

- [International Journal of Environmental, Cultural, Economic and Social Sustainability](http://www.liebertpub.com/products/product.aspx?pid=252)
- [Sustainable Industries](http://www.liebertpub.com/products/product.aspx?pid=252)

The emphasis on sustainability is also reflective of curricular changes at other universities; schools, departments, inter-disciplinary programs and centers have been created that focus on sustainability. For example, the University of New Haven recently created a Bachelor’s degree in Sustainability Studies;
another new program is the M.S. in “Sustainable Development and Climate Change” at Antioch University. Other examples are:

> The School of Sustainability and the Environment, Chatham University
> The Center for Environmental and Sustainability Education, Dickinson College
> The Shell Center for Sustainability, Rice University
> The College of Agriculture, Urban Sustainability, and Environment Science, the University of the District of Columbia
> The Global Institute of Sustainability, Arizona State University
> The School of Earth Sciences and Environmental Sustainability, Northern Arizona University

To my knowledge, there are no other academic programs at the University of Utah or other Utah institutions that have the word “Sustainability” in their title. Utah State University has a policy to “make climate neutrality and sustainability a part of the curriculum and other educational experiences for all students at USU and sister campuses” (http://sustainability.usu.edu/htm/sustainability/education/). Weber State University has a new Bachelor of Integrated Studies in Environmental Studies, and an Environmental Studies minor.

Section III: Institutional Impact
We believe that the impact on enrollment will be positive. The Environmental Studies Program currently has about 280 majors, which is more than double the enrollment of five years ago. Adding the word “Sustainability” to the degree will make the program more attractive, more inclusive, and more contemporary, thus increasing its appeal to students. Students are increasingly exposed to the concept of sustainability, through news media, government, social media, their academic work, and the sustainability efforts of the University. Recently a director at EPA pointed out that sustainability is their primary goal: “Attaining a society that can meet its needs while preserving the ability of future generations to meet their needs is our primary goal” (http://www.epa.gov/ORD/htm/anastas/path-forward.htm). There is a prominent think tank called the Sustainability Institute (http://www.sustainer.org/). Even Walmart has a sustainability program (http://walmartstores.com/Sustainability/). And many college campuses are now focusing on sustainability as a primary operational goal (http://www.presidentsclimatecommitment.org/).

The proposed change will not affect existing administrative structures. The program, and its staff, are already in place. It will also not affect equipment needs or physical facilities of the program, with the exception that increased enrollments may necessitate larger classrooms for the courses in our curriculum.

Section IV: Finances
We anticipate no budgetary impacts as a result of the proposed change; it will not increase our costs.
Edward Barbanell, Ph.D.
Associate Dean, Undergraduate Studies
Sterling Sill Center
195 S Central Campus Dr Rm 00132
Salt Lake City, Ut 84112

Re: Name Change for Environmental Studies

Ed:

I am writing to express my support for The Environmental Studies Program name change to “The Environmental and Sustainability Studies Program.”

The current “environmental” label has the disadvantage of limiting the conversation to natural capital alone. The addition of “sustainability” into the title will convey the social and economic aspects of inter-disciplinary thinking and makes the program’s name more accurate and inclusive.

In addition, I believe it will positively impact the University’s effort to meet the goals established in the University’s “Energy and Environmental Stewardship Initiative: 2010 Climate Action Plan” to incorporate sustainability into the curriculum and to further the awareness of systems-thinking across all aspects of human activity.

Sincerely,
Myron

Myron Willson
Director, Office of Sustainability
University of Utah
Annex D Wing, Room 1024
1901 E. South Campus Dr.
Salt Lake City, Utah 84112
(801) 585-3173
November 15, 2010

Undergraduate Studies Office
Attention: Ed Barbanell

Re: Support for request to change the name of the Environmental Studies Program to the Environmental and Sustainability Studies Program

I am pleased to offer my full and enthusiastic support for the request to change the name of the Environmental Studies Program to the Environmental and Sustainability Studies Program. The proposed name change will recognize and reflect the true depth and breadth of the program. As the proposal effectively demonstrates, the program has considerable reach in its curriculum, a reach that should be accurately reflected by its name. The name change will impact current activities by encouraging faculty and students to be part of the growing trend of emphasizing sustainability in teaching and research. Sustainability has become a central part of curriculum offerings and will undoubtedly continue to grow. In the end, the true beneficiaries of the name change are our students as they’ll be able to communicate clearly with potential graduate schools and employers the nature of their expertise. If you have questions or need additional information, please don’t hesitate to let me know.

Sincerely,

M. David Rudd
Dean
February 11, 2011.

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

Dear Vice President Pershing,

Enclosed is the proposal for the Interdisciplinary Graduate Certificate in Urban Design which was approved by the Graduate Council on January 31, 2011. Included in this packet are the proposal and signature page.

Please forward this packet to the President’s Office for his signature before forwarding 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
Signature Page

Institution Submitting Proposal: University of Utah

College, School or Division affected: College of Architecture + Planning

Department(s) or Area(s) affected: Architecture, City & Metropolitan Planning

Change description: This program will institute a new graduate level Certificate in Urban Design

Certificate, Diploma and/or Degree(s) to be Awarded: Graduate Certificate in Urban Design

Proposed Beginning Date: August 1, 2011

Institutional Signatures (as appropriate)

Brenda Scheer
Dean, College of Architecture + Planning

Charles A. Wight
Dean, Graduate School

David Pershing
Chief Academic Officer

Michael Young
President

Date: February 14, 2011
November 30, 2010

Section I: The Request

The University of Utah College of Architecture + Planning requests approval to offer an interdisciplinary graduate Certificate in Urban Design effective Fall 2011.

Section II: Education Needs and Objectives

Program Description and Purpose
The Certificate Program in Urban Design will be an interdisciplinary effort between the departments of Architecture and City & Metropolitan Planning and will require the completion of a minimum of 17 credit hours drawn from coursework listed in Section IV of this application, which includes a 5-credit hour collaborative studio. The specific focus of the program will be on advancing Urban Design to enhance the vitality and vibrancy of cities and communities globally.

Urban design involves shaping the places we live, both how they will look and how they will function. Urban design practice involves a complex inter-relationship between municipalities, real estate developers, property owners, planners, architects, the construction industry, public administrators, and the general public. Urban design practitioners need to understand how to engage in this process effectively and professionally in order to produce vital and vibrant places.

As the nation’s fastest growing state between 2010 and 2040, Utah is in tremendous need of more qualified urban designers, yet currently, there is no training in the State of Utah in urban design, requiring local firms and municipalities to hire from out-of-state. On the regional level, Salt Lake County is the nation’s 10th fastest growing “mega” county, projected to grow from 1.2 million to over 2 million people by 2040, with projected vehicle miles travelled (VMT) doubling. As stated in The Greater Wasatch Area’s Map to the Future, “Where and how we shape tomorrow’s neighborhoods, communities, and economic centers within our region will dramatically affect the quality of our lives, including how much time and money we must spend getting around, the quality of the air we breathe, and the choices we have available to live, work, shop and play. And, we will grow. Over the next 30 years, the Wasatch Front urban area of Weber, Davis and Salt Lake Counties will add 814,000 new residents, a 50% increase. Morgan and Tooele counties will see even higher growth rates” (May 27, 2010). To plan effectively, the Wasatch Front Regional Council recently adopted a set of Growth Principles with accompanying implementation strategies. The capacity to undertake the required urban design for this growth, however, is lacking. The Certificate Program in Urban Design will pay special attention to place-based approaches and will use the region where the university is located as a laboratory.

There is also need for more capacity, and training, in the field of urban design at the national level as demand continues to expand, along with career opportunities. This is because there is tremendous support for sustainable design, walkable cities, transit-oriented development, urban agriculture, connected open space networks, and general stewardship of the built and natural environment. It has become widely recognized that urban design’s concern for enhancing the health and well-being of cities and communities is essential to a prosperous future.
Audience
The Urban Design Certificate complements the Master of Architecture and Master of City & Metropolitan Planning degrees and would appeal to students in those programs, including students in the Joint degree in Real Estate Development (MCMP and School of Business). It would also serve professionals in the fields of architecture, urban planning, and landscape architecture who hold Bachelors or Masters degrees and wish to advance their knowledge and careers. In addition, it may appeal to graduate students outside the College of Architecture + Planning, in areas such as civil and environmental engineering, public policy, family & consumer studies, community-based art education, geography, environmental humanities, business, and law.

Accreditation
The Certificate Program is not designed to meet the accreditation standards of the National Architectural Accreditation Board or the Planning Accreditation Board. That task is reserved for the Master of Architecture (M.Arch) Degree Program and Master of City & Metropolitan Planning (MCMP) degree program in the College of Architecture + Planning. The program does, however, provide a focal point for the NAAB and PAB requirements, both of which require including Urban Design in the curriculum.

Purpose
The Graduate Certificate in Urban Design will advance urban design research, theory, and practice while providing greater capacity to effectively handle urban design challenges in the future. In addition, it will prepare students to assume positions of leadership in the field of urban design at the local, regional, national, and global levels. This program will provide a means for students to demonstrate a focused skill set to prospective employers and also serve as a means to advance their professional development if they are already employed.

Requirements
Program requirements include 17 credits comprised of: (1) two Foundation courses; (2) at least one Methods course (in addition to the methods courses required for a graduate degree from student’s home department); (3) Content area course(s) providing specialized knowledge; and (4) the Capstone course in which students will synthesize and demonstrate skill sets attained through the process of completing the certificate (see Section IV).

Additional courses may be added to each area as they become known in future consultation with advisors from the two host programs. In meeting these requirements, students will take at least one course outside their own degree program. All courses must be passed with a B- or higher grade with an overall program GPA of at least 3.0. An academic program completion plan for the Certificate in Urban Design may be found in Appendix A.

Students pursuing the Certificate in Urban Design will be able to use their electives and core courses, where applicable, to meet the completion requirements for the certificate and their respective degrees in accordance with counsel from their home department. Students concurrently seeking another Certificate in Urban Planning, Real Estate Development, or Historic Preservation must have some difference in the courses counted towards completion of these certificates. At minimum, this difference should include the Foundation and Capstone courses and six other credit hours.

Justification for Number of Credits
The proposed 17-credit hour requirement represents a balance among three considerations: (1) the intent to make advanced studies in Urban Design available to a broader audience; (2) the assessment of the audience's interest and capacity; and (3) the intent to not overextend our present ability to offer graduate level instruction.

Admission Requirements
Students applying for the Certificate in Urban Design from outside the University of Utah must establish their status as non-matriculated students with the Office of the Registrar. Non-matriculated students and graduate students from programs within and outside the College of Architecture + Planning must apply for Certificate Program admission directly to the College of Architecture + Planning. Non-matriculated
candidates for the Certificate must have a bachelor’s degree from a fully accredited institution of higher learning, provide evidence of a 3.0 (on a 4.0 scale) undergraduate grade point average and submit two letters of recommendation, a statement of professional intentions (e.g. why seeking the certificate and how it fits into career plans and goals), and professional credentials. Graduate students from programs outside the College of Architecture + Planning should provide evidence of a 3.0 (on a 4.0 scale) grade point average and submit two letters of recommendation and a statement of intent (why seeking certificate and how it fits into academic trajectory and career goals). Graduate students from the College of Architecture + Planning should provide evidence of a 3.0 (on a 4.0 scale) grade point average and submit a statement of intent (why seeking certificate and how it fits into academic trajectory and career goals). One design studio or planning workshop is a prerequisite for admission to the certificate program.

Student Advising
Materials describing program requirements, recommended curricula, course schedules, and faculty specializations will be available on the CA+P website. The Urban Design Program Coordinators will serve as faculty advisors and students will have ongoing access to advisors throughout their residency.

Enrollment Limitation
The initial enrollment limit will be set at 10 new certificate students each year. This limit may be adjusted if there is greater demand and faculty capacity to handle it. Students will have a maximum of 3 years to complete the certificate.

Educational Need
In the past several years, urban design projects have accounted for construction activity in the range of hundreds of millions of dollars in the Intermountain West (City Creek, Daybreak, Saratoga Springs, etc.) and multiple billions of dollars nationwide. These projects draw upon the skills of architects, planners, landscape architects, and public administrators (as well as other disciplines such as engineering, law, and real estate development). The proposed certificate program is needed to assist in providing a new generation of practitioners with skills to advance the interdisciplinary efforts of urban design within the state of Utah, throughout the west, nationwide, and globally.

Student Demand
The demographic profile for applicants to the Certificate in Urban Design is expected to follow patterns congruent to the enrollment patterns for the College of Architecture + Planning. Applicants would come largely from the Intermountain West, but would also draw from the national and international field. Students in both the Master of Architecture and Master of City & Metropolitan Planning programs, along with professionals from the community, have expressed a strong interest in the certificate. With students coming from the university, community, and beyond, the anticipated number of applicants should readily allow for a selective screening process that ensures a high quality pool of candidates. In addition, students in the new Master of Real Estate Development program wishing to differentiate themselves in their market could pursue this certificate.

Section III: Impact on Existing Programs

Similar Programs
Nationwide, there are 7 Urban Design Certificates and 12 Urban Design Masters degrees. Of the 7 Certificate programs, only 2 are west of the Mississippi River: University of Washington and Portland State University. Of the 12 Masters Programs, only 5 are in the West: University of California-Berkeley, University of Texas-Austin, Arizona State University, University of Washington, and University of Colorado-Denver. While course offerings in urban design nationwide have been expanding, reflecting greater student demand due in part to a growing interest in sustainability, there are no Graduate Certificates (or Masters degrees) in Urban Design in Idaho, Montana, Nevada, New Mexico, Utah, or Wyoming.
These institutions offer the Certificate in Urban Design:

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<thead>
<tr>
<th>School</th>
<th>Housed in</th>
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<tbody>
<tr>
<td>Florida State U</td>
<td>College of Social Sciences</td>
<td>18</td>
</tr>
<tr>
<td>Kent State U</td>
<td>College of Architecture and Environmental Design</td>
<td>-</td>
</tr>
<tr>
<td>MIT</td>
<td>Dept of Architecture and</td>
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<td>Dept of Urban Studies &amp; Planning</td>
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<tr>
<td>Portland State U</td>
<td>School of Urban Studies and Planning and</td>
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<td></td>
<td>Dept of Architecture</td>
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<tr>
<td>University of Maryland</td>
<td>School of Architecture, Planning and Preservation</td>
<td>21</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>Dept of City and Regional Planning</td>
<td>18</td>
</tr>
<tr>
<td>University of Washington</td>
<td>College of the Built Environment</td>
<td>12-15</td>
</tr>
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These programs require 12-27 credit hours for completion of their certificate. The proposed program is towards the lower end of that range.

Collaboration
While no other institution in the Utah System of Higher Education offers a Certificate in Urban Design, its existence could promote collaboration with related programs at the University of Utah (e.g. Geography, Family and Consumer Studies, Public Administration, Environmental Humanities, Sustainability) and with programs at Utah State University (Dept. of Landscape Architecture and Environmental Planning).

Community Involvement
The very nature of Urban Design is that it commands significant commitment to community involvement. Urban design course projects will often involve community-based research. While each course instructor will choose the extent of direct community engagement, the Certificate in Urban Design will promote collaboration with the Westside Studio, ASSIST, and other community design initiatives in the region, all contributing significantly to strengthen university partnerships (locally and statewide), a key mission of the University.

Section IV: Courses

New Courses
The Certificate in Urban Design will require one new course, Urban Design Studio. The Certificate Program does not presently foresee the development of any distance learning courses.

Course Sequence
The Certificate in Urban Design curriculum will consist of four parts: (1) Foundation Knowledge; (2) Methods; (3) Content; and (4) Capstone Experience. The selection list is intentionally broad to provide students with the opportunity to take courses in a timely manner since not every course will be offered on an annual cycle. Options are listed below:

**Foundation Knowledge (take 2, 3 credits each)**
- URBPL/REDEV 6440 Urban Design Principles
- or ARCH 6274 Urban Design Theory
- URBPL 6100 City and Profession [History of Urban Form]

**Methods (take at least the first course listed below, in addition to the methods courses required for a graduate degree from student’s home department, all 3 credits)**
- ARCH 6056/URBPL 6400 Urban Design Visualization
Content (take one, or more if other requirements are waived, all 3 credits unless otherwise noted)

ARCH 6230 Utah’s Architecture and Cities
ARCH 6231 The American West
ARCH 6232 American Vernacular
ARCH 6235 American Suburban Development
ARCH 6271 Contemporary Architectural Theory
ARCH/URBPL 6500 Preservation Theory and Practice
ARCH 6581 Main Street Revitalization
ARCH 6851 Social Change, Architecture, and Planning
URBPL 6200 Urbanization
URBPL 6220 Land Use Planning
URBPL 6240 Planning Theory and Ethics
URBPL 6260 Land Use Law
URBPL 6270 Metropolitan Regional Planning
URBPL 6280 Graduate Workshop (5)
URBPL 6300 Housing & Community Development
URBPL 6330 Urban Growth Management
URBPL 6340 Public/Private Interests in Land Development
URBPL 6350 Public Lands and Environmental Policy
URBPL 6360 Environmental Planning Law & Policy
URBPL 6370 System Dynamics and Environmental Policy
URBPL 6371 Complexity & Systems Thinking
URBPL 6390 Sustainability Planning
URBPL/REDEV 6470 Case Studies in Urban Development
URBPL 6600 Politics of Planning
URBPL 6610 Urban Ecology
URBPL 6710 Intro to Transportation Planning
URBPL 6720 Land Use and Transportation Planning
URBPL 6960 Green Communities
FCS 6730 Community Development and Environmental Change

Capstone Experience (required, 5 credits)
[New] URBPL/ARCH Urban Design Studio

Other courses will be added as they become known and are deemed appropriate. Course descriptions may be found in Appendix B.

Section V: Program Assessment

Objectives and Structure
The certificate program seeks to have students develop competencies in Urban Design with an interdisciplinary perspective. The foundational and capstone courses respectively introduce the interdisciplinary nature of urban design and the demonstration of interdisciplinary collaboration skills. The capstone course will synthesize knowledge and skills acquired in prior courses and apply these to a community-based project. This project will be completed in an interdisciplinary environment with both
individual and team assignments used to demonstrate capabilities of the students. The intervening "methods and content" courses will enable students to craft a study plan to suit their particular educational and career goals. This is where we expect students will engage topics that best match the range of their interests and can be most beneficial for them in resolving issues they are likely to encounter upon graduation.

**Summative Assessment**
Two processes will be used to assess the overall program effectiveness. The national accreditation processes that applies to both the Master of Architecture and the Master of City & Metropolitan Planning programs provides standards for measurement and comparison to other graduate programs around the country and provide periodic review of those programs' teaching and learning effectiveness.

**Formative Assessment**
As students progress through the Certificate Program requirements, they will be assessed by their instructors for their performance abilities, their substantive knowledge, and their capacity for theoretical and critical reflection.

The faculty, the Coordinators, and the Dean of the College of Architecture + Planning will closely monitor the program to assess the need for revisions to the curriculum. Accreditation visits to the respective host programs will provide additional substantive feedback to improve the quality of the program.

**Section VI: Faculty**

**Architecture**
Dean: Brenda Case Scheer, AIA, AICP.
Professors:  P. Muir, R. Young, M. Bradley, T. Serrato-Combe
Assistant Professor: M. Locher, A. Mooney, J. Ruegemer, Ole Fischer
Clinical Faculty (Professor):  D. Hoffman

**Urban Planning**
Presidential Professor: A.C. Nelson
Professors:  B. Scheer, N. Ellin, P. Emmi, R. Ewing
Associate Professors:  K. Bartholomew
Adjunct Associate Professors:  S. Goldsmith, P. Perlch
Adjunct Assistant Professors:  R. Farrington, H. Johnson, P. Putt, S. Simonsen, and others

**Section VII: Coordinator**
Professors Nan Ellin and Prescott Muir will initially coordinate the Certificate Program in Urban Design.

**Section VIII: Advisory Committee**
The Urban Design Program Admissions Committee will also serve as the Advisory Committee (comprised of the Coordinators and two additional faculty appointed annually). The Certificate Program will not
organize an external advisory committee apart from the existing College of Architecture + Planning Advisory Board.

Section IX: Budget

Any expenses incurred in conjunction with Certificate Program delivery will be incurred in the normal presentations of course offerings for the courses listed in Section IV. Since the coursework used in the formation of this Certificate Program is already in place or has been approved for development within the respective departments, there should not be any significant costs associated with implementing the Certificate Program. Similarly, there should not be any additional resources required for the Marriott Library beyond what is normally acquired through faculty requests from these existing courses. See attached letter of support from the Marriott Library in this regard.

The Certificate in Urban Design Program will not maintain a separate budget from the specific budgets in place for the departments hosting the Certificate Program. Any cost of advertising and recruiting efforts initiated by a hosting department shall be borne by that department.
# Appendix A:
## Academic Program Completion Plan
### For the Certificate in Urban Design

Student Name: ____________________________  Student ID Number: ______________
Student's Phone: ___________________________ Email: ________________________
Home Department: _________________________ Status Confirmation: _______________

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Credit Hours</th>
<th>Grade</th>
<th>Term Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation Knowledge</strong></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Methods Courses</strong> (&lt;br&gt;choose 3-9 credits from list provided except for&lt;br&gt;methods courses required for a graduate degree in student’s home department)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content Courses</strong> (&lt;br&gt;choose 0-6 credits from list provided)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capstone Experience</strong> (&lt;br&gt;choose 6 credits from list provided)</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credit Hours (17 minimum): __________

Student Signature and Date: ____________________________
Home Department Advisor’s Signature and Date: ____________________________
Program Coordinators’ Signature and Date: ____________________________

Modifications may be made by mutual consent of the Program Coordinators, the Home Department Advisor, and the student.
Appendix B: Urban Design Certificate Courses

Architecture (ARCH) Courses

6056 Urban Design Visualization (3)
Cross listed as URBPL 6400. Multiple visualization techniques and the communication of planning concepts and design alternatives.

6230 Utah Architecture and Cities (3)
The architecture of Utah from the Mormon pioneer period to the present. Meets with ARCH 4230.

6231 The American West (3)
The Americanization of the built landscape of the West following 1820.

6232 American Vernacular (3)
The common architecture of an area during any stylistic period from colonial times to the present.

6235 American Suburban Development (3)
Evolution of the American suburb and its antecedents from the middle of the 19th century to the middle of this century, culminating with the suburban boom of post-World War II will be explored.

6274 Urban Design Theory (3)
Critical analysis and discussion of contemporary issues in urban design theory and practice, including exploration of urban morphology, urban evolution, modern and post-modern design, and the contribution of architecture to urban form and placemaking.

6271 Contemporary Architectural Theory (3) In-depth reading, writing and discussion of issues in contemporary architectural theory. Investigations into contemporary architectural paradigms with a critical approach

6500 Preservation Theory and Practice (3)
Crosslisted as URBPL 6500
History of the preservation movement and theory and practice of preservation.

6581 Main Street Revitalization (3)
Exploration of the issues affecting revitalization of commercial business districts. Course focuses on the problems and opportunities associated with the economic impact, technological needs, governmental and municipal design review, and the social benefits of revitalization of the built environment.

Urban Planning (URBPL) Courses

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

6020 Urban & Regional Analysis (3)
Cross listed as REDEV 6020.
The economic, demographic, and spatial interaction models used to analyze and develop alternative urban and regional plans including cohort-survival, input-output, shift-share, and gravity models. Model concepts, mathematics, design, logic, and limitations. Small-scale spreadsheet models are applied to analyze problems, interpret output and present results.
Leadership & Public Participation (3)
Hands on exploration of effective leadership in complex environments in which progressive, inclusive and sustainable planning is the objective. Students will develop skills in collaborative work-group behavior, nominal group processes, and interpersonal and group dynamics.

Physical Plan Analysis (3)
An introduction to urban design and the variety of theories and methods used to assess the quality and functionality of urban environments, with a focus on plan interpretation, urban morphology, and factors that determine urban form.

City and Profession (3)
The historical development of urban form with emphasis on the spatial organization of the city. The history and culture of the urban planning profession. The relationship between the two.

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

Land Use Planning (3)
Course explores land-use concepts, activities, problems, and techniques for land-use planning.

Planning Theory and Ethics (3)
Rationality and alternative approaches to the planning process; the scope of theory and ethics in planning; the prospects for collectively rational decision making: assorted cases and critiques; post-modern perspectives on coping with values, power, conflict, and ethical criticism.

Land Use Law (3)
Case law analysis of common law, constitutional, statutory, and regulatory principles inherent in American land use planning and zoning.

Metropolitan Regional Planning (3)
Theories of metropolitan regional development; their spatial organization; implications for land use, transportation and air quality; public policy context and options.

Graduate Workshop (5)
Places students in a real-world planning context while providing the community with planning services. Students partner with specific groups to map assets and design projects that address the community’s needs.

Housing and Community Development (3)
Addresses housing issues from historical, human rights, cultural, economic, and affordability perspectives, and explores how those perspectives interconnect.

Urban Development Policy & Method (3)
This course reviews policies influencing urban development and redevelopment, acquaints students with basic development finance analytic techniques, identifies methods of leveraging private investment to achieve policy objectives, and assesses alternative urban development approaches.

Urban Growth Management (3)
Examination of most of the major growth management systems in place in the United States at local, regional, and state levels, assessing their purposes, politics, mechanics, impacts, and outcomes.
6340 Public/Private Interests in Land Development (3)
Planning perspective on the competition between public and private interest in land use and development.

6350 Public Lands and Environmental Policy (3)
Graduate students should take URBPL 6350 and will be held to higher standards and/or more work. A review of environmental impact assessment, focusing on the policies, requirements, methods, and examples from the National Environmental Policy Act, with a review of state and local approaches to environmental impact assessment.

6360 Environmental Planning Law & Policy (3)
A review of federal, state, and local environmental laws, policies and procedures as they affect planning including air, water, and hazardous waste, impact assessment, public lands, common law, and aesthetic regulation.

6370 System Dynamics and Environmental Policy (3)
Environmental policy design requires an understanding of human interactions with environmental systems. It requires an accounting of the complexities of behavior, context and policy. These complexities often produce indirect and unanticipated consequences. They yield unexpected patterns and counter-intuitive results. Students from many academic fields learn user-friendly software (STELLA) to do environmental policy simulation without proficiency in advanced mathematics. Students use computer simulations to sort out environmental complexities; transform group perceptions into simulation models; apply principles of environmental management; test policy effects and define possible pathways for future policy change.

6371 Complexity & Systems Thinking (3)
Using a systems thinking approach to conceptualize complex problems, multi-disciplinary student teams resolve real world problems in maintaining system resiliency, stability, diversity, and sustainability. Student teams define/discover system structures, feedback loops, counter-intuitive outcomes and the unintended consequences of policy decisions. Topics of analysis include: urban growth, land use and transportation, renewable and non-renewable resources, environmental justice, and the dynamics of human administrative systems.

6390 Sustainability Planning (3)
Interdisciplinary approach to theories and applications of sustainability in a variety of planning contexts. Final segment focuses on specific action plans related to sustainability.

6400 Urban Design Visualization (3)
Cross listed as ARCH 6056. Multiple visualization techniques and the communication of planning concepts and design alternatives.

6410 Site Planning (3)
Review and analysis of development site design, plat map preparation, subdivision review and impact analysis.

6420 Open Space Design (3)
A framework for preserving and promoting cultural, ecological, developmental, agricultural and recreational assets through the design of open space plans.

6430 Technology in Planning (3)
This course acquaints students with several technologies including geographic information systems (GIS), graphic design, visualization and presentation. The principles of GIS technology and applications of this technology to planning problems,
are the basis of the course: however, other technologies are integrated to support data collection, analysis, and communication. "Hands-on" exposure to these technologies is emphasized.

6440  Urban Design Principles (3) Cross listed as REDEV 6440
This course acquaints students with the principles of urban design focusing on the spatial arrangement, appearance and functionality of towns and cities, and in particular the shaping and uses of urban public space and their relation to private space.

6450  GIS in Planning (3)
This course will provide a firm grounding in the principles and concepts of geographic information systems (GIS) technology and applications of this technology to planning problems. These issues will be addressed in assigned readings and discussed in the lecture portion of the course. Laboratory sessions will be used primarily for “hands-on” exposure to GIS software. Learning the software will provide students with a practical understanding of the generic underpinnings of GIS design and w working knowledge of a package that can be applied to later course work and in professional practice.

6460  Real Estate Market Analysis for Planning and Development (3)
Processes and data sources used to analyze the markets for real estate development. Explores demographic, technological and economic trends affecting markets. Variable credit. Students may take this course multiple times for up to 9 credits in different topics.

6470  Case Studies in Real Estate Project Planning and Development (3)
Case studies of different real estate development types focusing on planning and development lessons. Variable credit. Students may take this course multiple times for up to 9 credits in different topics.

6500  Preservation Theory and Practice (3)
Crosslisted as ARCH 6500
History of the preservation movement and theory and practice of preservation.

6600  Politics of Planning (3)
Diverse views of urban land use, neighborhood development, local governments and citizen participation. Key actors and participants in the planning process. Managing the political aspects of urban change.

6610  Urban Ecology
This course explores the convergence of natural systems with human habitation and civilization. Understanding the capacity for synthetic cooperation between natural and cultural systems erodes the traditional concept of conflict between these systems, providing opportunities for innovation of synthetic technologies that apply ecological principles to human habitation and development. Students will walk away with working tools for identifying urban ecologies and applied urban ecological technologies at various scales.

6710  Introduction to Transportation Planning (3)
Examination of current transportation policies and conditions in the U.S., the impacts those they have on other human and environmental systems, the major community and environmental influences implicit in American transportation policy, the planning processes that have led to these outcomes, and micro-scale community design features implicit in transportation system design.

6720  Land Use and Transportation Planning (3)
Examination of current transportation policies and conditions in the U.S., the impacts those they have on other human and environmental systems, the major community and environmental influences implicit in American transportation policy, the planning processes that have led to
these outcomes, and micro-scale community design features implicit in transportation system design.

**6960 Green Communities**
This course provides students with a working vocabulary of the design processes and ways of thinking used to shape human settlements sometimes called Green Communities or Eco-Cities, with an emphasis on the transition strategies necessary to bring ideas to reality. Using a case study method, the class explores successful transformations of cities worldwide that have changed the ways they are adapting to new understandings and technologies for building and managing sustainable places.

**Family and Community Studies (FCS) Course**

**6730 Community Development and Environmental Change (3)**
This course examines the processes and outcomes of community and environmental change. The class will analyze the sociopolitical context in which change operates, the impact of environmental and social changes, major models and methods of practice, and tools to promote public participation. This course provides a theoretical foundation and hands-on experience developing and evaluating community interventions. Special emphasis will be placed on collaborative and participatory planning.
January 4, 2011

Charles A. Wight, Dean  
And Members of the Graduate Council  
The Graduate School  
University of Utah  
Via Campus Mail

Dear Dr. Wight and the graduate council:

I am pleased to present you with a joint proposal from the School of Architecture and  
the Department of City and Metropolitan Planning for a graduate certificate in Urban  
Design. With the tremendous growth and substantial prestige of our Planning faculty we  
have become nationally known for our urban research. At the same time, we have  
strategically added faculty in architecture that support a place-centered and urban-  
focused response to the built environment.

This certificate allows us to claim a territory nationally that we already occupy: according  
to Architect magazine, our architecture program is a top school in the integration of  
urban design and landscape with architecture (2009). And Planning magazine (2010),  
recognized our high caliber of faculty and huge growth in a special article about Utah.  
This certificate will capitalize on these national professional assessments, and help brand  
our college in new ways that are not only appropriate, but necessary for the region.

The faculty expertise for this certificate is without peer west of the Mississippi: Nan Ellin  
is one of the most well-known and prolific researchers on urban design in the US, having  
published the seminal theoretical treatise on recent trends. I myself am a well-regarded  
author and teacher in the topic, and several of our planning faculty have also  
distinguished themselves. In the Architecture School, school director Prescott Muir is an  
important regional authority in urban design, having served as a critical voice on Salt  
Lake’s planning commission for many years. Recent SOA hires Professor Dan Hoffman  
and Assistant Professor Ole Fischer, bring depth to the topic in practice and history.  
Assistant Professor Mimi Locher (architecture) and Associate Professor Keith  
Bartholomew (CMP) have teamed to offer an innovative interdisciplinary course that  
supports crossover in design, community, and planning.

In addition to drawing on our graduate programs and faculty in architecture and  
planning, this certificate will also draw on the faculty and resources that are emerging in  
the Masters of Real Estate Development, our joint degree with the David Eccles School  
of Business. Thus the certificate is able to bring together an interdisciplinary set of skills  
and ideas that are ripe within our own existing programs.
We are well positioned to offer the graduate certificate in urban design. I am delighted to support this certificate and to cover the small amount of resources that will be required to sustain it. I know that this is a great move for our College.

Sincerely yours,

Brenda Case Scheer, AIA, AICP
Dean
DATE: November 10, 2010

TO: University of Utah Graduate Council
    Charles A Wight, Dean, Graduate School

FROM: Juli Hinz, Associate Director, Research and Learning Services
      Rick Anderson, Associate Director, Scholarly Resources and Collections

CC: Brenda Scheer, Dean, College of Architecture + Planning
    Nan Ellin, Professor and Chair, Department of City and Metropolitan Planning
    Prescott Muir, Professor and Director, School of Architecture
    Carrie L. McDade, Fine Arts & Architecture Librarian, Marriott Library
    Greg Hatch, Head, Fine Arts Division, Marriott Library

RE: Library Support for Proposed Interdisciplinary Graduate Certificate in Urban Design

Dear Council and Dean Wight:

The University of Utah Libraries appreciate your request for comment on our ability to support students in a new graduate certificate program in Urban Design. The libraries are committed to supporting the university and its faculty as they develop programs needed by our students.

The J. Willard Marriott Library—through its Fine Arts, Architecture, Planning, and Humanities and its Databases and Serials Evaluation teams—regularly purchases and subscribes to materials relevant to architecture, design, and planning in support of existing accredited programs in Architecture and City and Metropolitan Planning. A recent library impact review for the Metropolitan Planning, Policy and Design doctoral program (B. Cox, 2008) revealed that the Marriott Library’s city planning book collection equals or exceeds those held by comparable universities with advanced degree programs. The review also showed that the University of Utah research community has direct access to more than 70% of the most cited urban studies journals tracked by Journal Citation Reports. Given that the certificate program curriculum is comprised largely of existing courses, we are confident that current collections will be sufficient for the new certificate program.
Two new additions to the University of Utah Libraries' resources that will directly support research and creative projects within Urban Design include:

- Marriott Library expects to display records for thousands of new books in its library catalog in a way that makes it possible for readers to view the book online or choose to have it immediately printed on our Espresso Book Machine. Participants in this patron-driven acquisition project include publishers like Wiley and Oxford University Press, which have many titles of interest to urban planners.
- The hiring of a new Fine Arts and Architecture Librarian, Carrie McDade, who will serve as the subject librarian for both the School of Architecture and the Department of City and Metropolitan Planning. Carrie is already working with respective faculty as well as with other subject librarians to continue building collections and services in the fields of architecture, design, and planning.

We look forward to the exciting collaborative opportunities that this new interdisciplinary direction provides; that is, opportunities for collaboration among librarians with specializations in design-related fields of study, between librarians and Urban Design faculty, and between librarians and students.

Sincerely,

Rick Anderson  
Associate Director  
Scholarly Resources and Collections  
J. Willard Marriott Library  
University of Utah

Jill Hinz  
Associate Director  
Research and Learning Services  
J. Willard Marriott Library  
University of Utah
January 26, 2011

TO: David Pershing
    Senior Vice President for Academic Affairs

FR: John Francis
    Chair, Undergraduate Council

RE: Undergraduate Innovations Scholars Program

At its meeting of January 25, 2011, the Undergraduate Council approved a proposal from Technology Venture Development to give recognition on transcripts to those students who complete the requirements of the Innovations Scholars Program. The proposal, along with an executive summary and list of its Steering Committee, 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.
Undergraduate Innovation Scholars Program

A program to integrate interdisciplinary course offerings, experiences, internships, competitions and forums focusing on innovation. Open to all majors.

Why:

- Encourage and recognize students who pursue an interdisciplinary approach to learning more about Big Problems and Big Ideas and propose innovative solutions
- Leverage the University’s reputation in innovation for recruiting and engagement
- Give students a personalized case study to enhance graduate school applications and job interviews

Who:

Undergraduate students…focus on sophomore class, but open to transfers and other students.

What:

**Step 1: “THINK/EXPLORE”**

- A personal roadmap 2 credit course will be taught that will expose students to the interdisciplinary nature of innovation and support the students’ development of their unique roadmap to innovative learning and experience.

**Step 2: “LEARN”**

- Interdisciplinary courses will be identified and taken by the students to answer the questions and problems identified in their roadmap (2-3 courses)

**Step 3: DO/CREATE/IMPACT/MENTOR/EVALUATE”**

- A wide variety of extracurricular experiences will be identified and provided to students. Competitions, Study Abroad, Service Projects, Competitions, Mentoring, Research, Think Tanks, Internships

**Step 4: “REFLECT”**

- Students will develop a portfolio in a 1 credit innovation capstone course that describes their unique road map and addresses their idea/question.

Governance: A Steering Committee appointed by College Deans and Department chairs has been assembled to advise and steer the program. Tech Ventures will administer the program and advise students about how to participate, courses will be offered in respective academic departments. Roadmap course will be an Undergraduate Studies course.

Evaluation: Faculty mentors will approve student roadmaps and portfolio. Courses and experiences will be evaluated by existing professors, judges and competition administrators. A subcommittee of the Steering Committee will approve roadmap proposals and approve completion of the portfolio prior to awarding Innovation Scholar recognition.
Undergraduate Innovation Scholars Program

PROPOSAL

Technology Venture Development is proposing an “Innovation Scholars” program targeting undergraduate students at The University of Utah. Similar to the Research Scholar program, the Innovation Scholars program is designed to enhance a student’s academic learning through a series of integrated course offerings, experiences, internships, competitions and forums. An academic steering committee was established to determine the level of participation and interest across campus and structure the program to provide a customized interdisciplinary innovation experience for each participating student. The Steering Committee was established by soliciting recommendations for faculty member participants from campus Deans.

The Steering Committee will become a policy setting board for this program and advise and direct the administration of the program. The steering committee will also provide criteria and standards to be met by a student reflection portfolio.

Students will take an introductory 2 credit course that will introduce them to a series of “big problems and big questions” facing the world. They will be introduced through a panel of faculty members from a variety of colleges and departments across campus to the process of innovation and solving big problems. Each student will then be tasked with creating a personal roadmap that will direct their customized learning to address a problem or question of personal interest. Students will identify faculty mentors to guide them through the process of identifying courses and experiences that would help them address innovative solutions to their “big question or big problem”. Approval of a student’s personal roadmap plan of study and engagement and their final reflective portfolio will be given by a subcommittee of the Steering Committee. The portfolio will be completed as part of a 1 credit innovation capstone course. Approval from this subcommittee of the portfolio will trigger recognition on the student’s transcript and at graduation. The portfolio will serve as the capstone to the Innovation Scholars program.

The goal of the program is to motivate undergraduate students to consider planning their undergraduate years to do more than just picking a major and meeting the general education requirements. We want to encourage students to strategically think about how their general education courses, their extracurricular experiences and major choice all fit together to position them to contribute in a significant way to society and to their communities. The Innovation Scholars program is designed to challenge students to see big problems and big questions posed by society and then mapping out a “plan of engagement” to address these questions with new ideas and solutions.

BACKGROUND

Leveraging the U’s Reputation in Innovation

We believe The University of Utah is uniquely positioned to leverage its reputation of innovation to recruit new students to the University. By providing a structure to identify and programmatically integrate the academic offerings that focus on innovation, we can engage those students looking for educational offerings that complement their creativity. We also believe that students currently enrolled at the University will take advantage of an Innovation Scholars designation to add a component to their
education that differentiates them from other graduates.

**Interdisciplinary Opportunities for Students seeking Innovation education**

A structured program that recognizes extracurricular experiences or courses enables students to complement their major in a way that recognizes that innovation comes from the blending of nontraditional ideas and experiences. The University of Utah is a leader in engaged learning with programs like the Service Learning Scholars. We plan to expand and leverage this leadership by creating an interdisciplinary “Innovation Scholars” program that will give undergraduate students the opportunity to complement their academic major with courses and extracurricular experiences in innovation. Faculty members who are exploring innovation and doing translational research will be able to structure new course material that can be offered to a wide variety of students in all departments and colleges on campus. Since the Innovation Scholars program is supplemental to a student’s major requirements, no course shifting between departments is anticipated, just supplemental engagement and offerings.

**TARGET GROUP**

This Innovations Scholar program will target undergraduate students. It is anticipated that the program will attract sophomores, but it is open to transfer students as well. As students are completing their general education requirements and deciding on a major, this program allows them to supplement any major with the “innovation scholars” program by taking interdisciplinary innovation courses or participating in creative and entrepreneurial experiences. We also anticipate interest from students looking to explore international innovation opportunities. Study abroad and other experiences that look at innovation through the perspective of other countries or cultures would be encouraged. The program will focus on engaging sophomore students initially, but will be open to all students.

**PROGRAM CURRICULUM**

The Innovation Scholar program includes four component steps. All components must be completed for recognition as an “Innovation Scholar”

**Step 1: “THINK/EXPLORE”**

1. A personal roadmap 2 credit course will be taught that will expose students to the interdisciplinary nature of innovation and support the students’ development of their unique roadmap to innovative learning and experience.
   a. “What’s your question/ idea” seminar
      i. What problem/question interests you?
      ii. What are possible solutions/ideas?
   b. What is your personal road map to addressing the question?
      i. “To do, to experience” check list to guide the process of meeting requirements for Innovation Scholar recognition

Guest faculty lecturers will introduce the diverse way innovation is pursued across campus.

**Step 2: “LEARN”**

1. Interdisciplinary courses will be taken by the students to answer the questions and problems
identified in their roadmap (2-3 courses)
   a. Design
   b. Entrepreneurship
   c. IP Law
   d. Proposal and Presentation Communications
   e. Road Map Topic Specific/arts/science/engineering/political science

Courses are offered through established academic departments. List will be provided or can be suggested by student and approved to match personal road map

**Step 3: DO/CREATE/IMPACT/MENTOR/EVALUATE**

1. Experience (at least one experience)
   a. Competitions
   b. Study Abroad
   c. Service Project
   d. Judge competitions
   e. Mentor and advise other innovation scholars
   f. UROP
   g. Think Tank – facilitated by faculty mentors
      i. Topics are established based on interest of participants
      ii. Can be offered as independent study for credit or non/credit
   h. Internship

Established programs with judges, advisors, evaluation processes in place to evaluate performance

**Step 4: “REFLECT”**

1. Reflection
   i. Students will develop a portfolio that describes their unique road map and addresses their idea/question and their personal exploration. The portfolio will be completed as part of an innovation capstone 1 credit course
   j. Question…Exploration….Experience…Impact

Independent summary and reflection will be cataloged in a portfolio to be used by the student in their advanced education or career pursuits.

**RECOGNITION**

Students will be recognized in the following ways:

- An Innovation Scholars distinction on University transcripts
- Cords of Distinction worn with graduation robe
- Acknowledgement of accomplishments in the graduation program
- Acknowledgement of accomplishments in the University of Utah – Technology Venture Development annual report
- Award of achievement/distinction
- An awards celebration honoring students, faculty and departments participating in the innovation program
Students participating in the program will be invited to attend a series of community events and conferences focusing on innovation.

Students can begin the program at any time and take as long to complete the program as necessary. At a minimum, students must participate in the program for two semesters to be awarded the recognition.

**ACADEMIC PROCESS**

Administration of the program will be managed by the Office of Technology Venture Development (Tech Ventures). Tech Ventures will manage the student recruitment, marketing, and documentation components of the program. Tech Ventures will also facilitate the roadmap course and engage a diverse set of faculty innovators from campus to expose students to the interdisciplinary nature of the program. The roadmap course will be listed as an Undergraduate Studies course.

Tech Ventures will actively work with college deans and department chairs to solicit course participation in the program. Course development and faculty engagement will be done within the various academic departments on campus and follow the existing processes established by deans and department chairs. We will collaboratively work with the campus community to include experiences and activities deemed to be relevant to the program and make certain that the experiences and activities are recognized and included in the options available to participating students. Tech Ventures provide information to all faculty members and departments advisors about the program and its structure.

**Assessment**

Student assessment will be through final projects, abstracts, presentations or other materials submitted to independent judges, faculty or other evaluators. Each offering in the program will have its own internal assessment criteria. Student roadmaps and portfolios will be completed under the direction of faculty mentors.

Program assessment will be completed by surveying students on their experience. Quantitative measurements of courses taken outside a student’s major area, interdisciplinary study, engagement in competitions and internships will be taken. An evaluation of the number of students participating in the program will also be ongoing. Surveys taken three and five years post-graduation will determine if the innovation scholars program encouraged a post graduate level of study or career enhanced by the innovation scholar experience. The Innovation Scholars Academic Steering committee will be comprised of representatives from the many academic departments offering course material to the program. They will actively monitor the program and make recommendations for enhancements after student participation and experiences are evaluated.

**SAMPLE STUDENT ROADMAPS**

A. **Create a device or process to improve health care in a third world country**
   1. Roadmap Course
   2. Courses: Fundamentals of Bioengineering (Bioeng 1102)
      Global Medical Design (Undergrad Studies 3800)
   3. Experiences: Tech Titans Innovation & Design Competition [www.techtitans.utah.edu](http://www.techtitans.utah.edu)
Opportunity Quest – Business Plan Executive Summary Competition
www.oq.lassonde.utah.edu
Study Abroad with Bob Hitchcock’s BioWorld program

4. Portfolio capstone

B. Create a documentary film encouraging college students to support and become involved with international micro enterprises

1. Roadmap Course
2. Courses: Sociology of Film (Sociology 3042)
   Production for Video Artists (Film 2590)
   Sociology Economic Development (Soc. 3435)

3. Experiences: Dell Social Innovation Competition
   www.dellsocialinnovationcompetition.com
   Create a documentary on Micro-entrepreneurial programs and show it Utah Crimson Nights

4. Portfolio capstone

C. Create a Community-based Art Space for high school and college students

1. Roadmap Course
2. Courses: Foundations of Entrepreneurship (Management 3700)
   Principles of Art Education (Art 3520)
   Introduction to Urban Dynamics (Urban Planning 3010)

3. Experiences: Internship with the Eccles Community Art Center
   Volunteer to work with Professor Kim Martinez (Art & Art History) as she works with students to create street murals
   Volunteer at a local high school to create a piece of public art.
   Develop a business plan in partnership with Utah Arts Alliance

4. Portfolio Capstone

D. Create a computer game focused on health education

1. Roadmap Course
2. Courses: Introduction to Videogames and Virtual Worlds
   (Computer Science 2300/ Film 2300)
   Foundations of Health Education (Health Ed. 4200)
   Introduction to Mass Communication (Comm 1500)

3. Experiences: Microsoft Imagine Cup Competition www.imaginecup.com
   Volunteer with University of Utah Department of Genetics with “Learn Genetics” http://learn.genetics.utah.edu

4. Portfolio Capstone

E. Answer the question, what is best way for college students to help homeless citizens?

1. Roadmap Course
2. Courses: Social Diversity and Cultural Understanding (Social Work 3550)
   Environmental Justice (Environmental Studies 3660)

3. Experiences: Volunteer with the Road Home
   Internship with University Neighborhood Partners
   Extensive Research Study of materials available from the National Coalition for the Homeless
   Create a series of “what to do…give or not give” informational pieces to be placed on campus broadcast screens and in special lectures for University Students

4. Portfolio Capstone

SELECT PEER INSTITUTION OFFERINGS & ACADEMIC PUBLICATIONS

IDEO Fellows – IDEO is a global design consultancy that maintains a fellowship with influential things and practitioners who contribute to the culture of innovation.

Chip Heath – Professor in the Graduate School of Business, Stanford University “Made to Stick: Why Some Ideas Survive and Others Die” (Random House, 2007). Made to Stick has been a BusinessWeek and New York Times bestseller, and was ranked among Amazon’s Top 10 Business Books of 2007 by both editors and customers. It has been translated into 23 languages, including Thai, Arabic, and Lithuanian.


Robert I. Sutton is Professor of Management Science and Engineering in the Stanford Engineering School, where he is a researcher and cofounder in the Stanford Technology Ventures Program, and a cofounder and member of the “d.school.” Bob is also a Professor of Organizational Behavior, by courtesy, at Stanford Graduate School of Business. His honors include the Eugene L. Grant Award for Excellence in Teaching; the McGraw-Hill Innovation in Entrepreneurship Pedagogy Award; the McCullough Faculty Scholar Chair from Stanford; and selection by Business 2.0 as a leading “management guru” in 2002. “The No Asshole Rule: Building a Civilized Workplace and Surviving One That Isn’t” “The Knowing-Doing Gap: How Smart Firms Turn Knowledge Into Action” “Weird Ideas that Work: 11 ½ Practices for Promoting, Managing, and Sustaining Innovation”

Dr. Daniel Gray Wilson is a Research Director at Harvard Project Zero and currently leads the Harvard Graduate School of Education’s “Learning Innovations Laboratory (LILA)” “Learning at Work”

University of Colorado – Colorado Springs
The Bachelor of Innovation™ family of programs is an interdisciplinary undergraduate program between the College of Engineering and College of Business. The Bachelors of Innovation™ is actually a family structure, much like a Bachelor of Science or a Bachelor of Arts, in which particular majors are defined. Included Programs:

- Bachelor of Innovation™ in Business Administration
- Bachelor of Innovation™ in Computer Science
- Bachelor of Innovation™ in Computer Science Security
- Bachelor of Innovation™ in Electrical Engineering
- Bachelor of Innovation™ in Games Design and Development
Each major in the BI family of programs is composed of an emphasis major, an innovation core, a cross discipline core, and the general education requirements:

The Innovation Core is 27 Credits, geared toward innovation and entrepreneurship; a key component is multi-disciplinary long-term team activities over the sophomore, junior and senior years. Teams are expected to include students from all years, and may include graduate students. The teams will have dynamic membership and team member roles will change on a regular basis. The innovation core includes courses on innovation, entrepreneurship, business and IP law, and policy. The students will develop an "innovation portfolio" throughout the program to help document and highlight their roles and contributions in these various courses. This unique common core and experiential learning component is part of what makes the Bachelor of Innovation™ family so unique.

Each major also includes a per-student choice of a cross-discipline core, which is a coherent collection of 15 credits from one “cross over” area. The individual will choose this as early as possible in their program, but definitely before sophomore year.

Business Core (for non-business degrees) provides a broad coverage of business topics. Creative Communication Core (for any BI major) provides coverage of a variety of communication modes. Courses include both traditional (e.g., oral communication) and non-traditional (e.g., visual arts) communication approaches.

Engineering Technology Core (for non-technology degrees) provides a broad coverage of engineering and technology.

Globalization Core (for any BI major) provides a selection of courses on globalization issues. It will have a language requirement (passing at the second year level) and a collection of international business/policy courses. Students in this option are encouraged to demonstrate at least 3 months residence in a non-English speaking country, which may be met by one-semester of study abroad. While abroad, involvements in the Innovation team projects will be “virtual,” but will be required.

Northwestern University – Kellogg School of Management
Entrepreneurship & Innovation Program

Designed to meet the needs of budding entrepreneurs in all areas of business, the Entrepreneurship & Innovation major is made up of one required course and three elective courses (not 3.0 credits).

The required course is Entrepreneurship & New Venture Formation (ENTR-462), which focuses on business plan development. The three elective courses can be selected from a list of courses that qualify for the major, whether they are A, B or full-term courses.

This multidisciplinary approach incorporates classroom studies, experiential learning and external learning opportunities through the Kauffman Entrepreneur Intern Program. Students learn from the experiences of their professors, special guest speakers and fellow classmates to prepare them to engage in successful entrepreneurial activity.

Upon graduation, a student’s “toolkit” will be filled with knowledge about the business plan process, raising debt and equity capital from institutions and individuals, managing the growth of the company, growing through acquisitions, taking the company public or selling the company, and cash flow management and maximization.
University of California – Berkeley Product Design Team

A multidisciplinary group of undergraduate and graduate students drawn together by a love for innovation – that is, creativity applied.

The goals of Berkeley Innovation as we continue semester to semester include: learning and applying creativity and brainstorming techniques, working in teams on design projects for real-world clients and contests, keeping up to date on the latest in the design and tech worlds, and learning the ins and outs of the design process—from client acquisition to product demoing and production.
## Innovation Scholar – Steering Committee

<table>
<thead>
<tr>
<th>Dept.</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology</td>
<td>Jeff Kantor</td>
</tr>
<tr>
<td>Communications</td>
<td>Ann Darling</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Steve Downes</td>
</tr>
<tr>
<td>Film</td>
<td>Kevin Hanson</td>
</tr>
<tr>
<td>Geography</td>
<td>Harvey Miller</td>
</tr>
<tr>
<td>Political Science</td>
<td>Claudio Holzner</td>
</tr>
<tr>
<td>UROP &amp; Music</td>
<td>Steve Roens</td>
</tr>
<tr>
<td>Bioengineering</td>
<td>Robert Hitchcock</td>
</tr>
<tr>
<td>Engineering</td>
<td>Bruce Gale</td>
</tr>
<tr>
<td>Biology</td>
<td>Dale Clayton</td>
</tr>
<tr>
<td>Gastroenterology</td>
<td>John Fang</td>
</tr>
<tr>
<td>Marriott Library</td>
<td>Juli Hinz</td>
</tr>
<tr>
<td>Tanner Humanities Center</td>
<td>Bob Goldberg</td>
</tr>
<tr>
<td>Physics</td>
<td>Dave Kieda</td>
</tr>
<tr>
<td>Computing</td>
<td>Chuck Hansen</td>
</tr>
<tr>
<td>Architecture – Design</td>
<td>Jim Agutter</td>
</tr>
<tr>
<td>Architecture</td>
<td>Anne Mooney</td>
</tr>
<tr>
<td>Family &amp; Consumer Studies</td>
<td>Cheryl Wright</td>
</tr>
<tr>
<td>Education Psychology</td>
<td>Michael Gardner</td>
</tr>
<tr>
<td>Education Psychology</td>
<td>Robert Zheng</td>
</tr>
<tr>
<td>Education Psychology</td>
<td>Kirsten Butcher</td>
</tr>
<tr>
<td>Business</td>
<td>Scott Schaefer</td>
</tr>
<tr>
<td>Orthopaedics</td>
<td>Charles Saltzman</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Reid Harrison</td>
</tr>
</tbody>
</table>
February 11, 2011

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

Dear Vice President Pershing,

Enclosed is the self study for the Center of High Performance Computing which was approved by the Graduate Council on January 31, 2011.

Please forward this packet to the to the Academic Senate to be placed on the information calendar for the next meeting of the Senate once you have approved this.

Sincerely,

Charles A. Wight
Dean, The Graduate School
CHPC 2010

1/13/11

CHPC Self Study

The CHPC Self Study for review by the Graduate Council.

Cover photo by CHPC staff member Sam Liston
CHPC 2010

CHPC SELF STUDY

MISSION AND GOALS
The University of Utah's Center for High Performance Computing provides large-scale computer systems, networking, and the expertise to optimize the use of these high-end computer technologies. CHPC facilitates advance research in academic disciplines whose computational requirements exceed the resources available in individual colleges or departments. Since 1996 these collaborations have resulted in more than 651 technical publications acknowledging CHPC support. CHPC's purview is to support faculty and research groups whose main focus requires computing and advanced networking as core instruments central to their research. CHPC's mission aligns with the University of Utah's Research mission.

CHPC Goals
CHPC's goals include continuing our commitment to provide excellent support to computational researchers. We expect large data and database support to continue its growth and have recently hired a database support specialist to meet this growth. The volume of data continues to be a challenge but so far we are keeping pace with researcher needs by a combination of centrally funded /scratch space for our general constituency and adding disk capacity for individual departmental needs leveraging the centralized support.

ORGANIZATION STRUCTURE
CHPC currently reports to the University Chief Information Officer, Stephen Hess, and also has an Indirect reporting line to the Vice President of Research, Thomas Parks. The Director of the Center is Julio Facelli. Other key officers are Julia D. Harrison, Associate Director, Guy Adams, Assistant Director of Systems and Networking, and Joe Breen, Assistant Director of Advanced Network Initiatives, who works with the Department of CyberInfrastructure and others on advanced network initiatives. CHPC is governed by the Faculty Advisory Board/Allocation Committee whose members are appointed by the center director in consultation with the Vice President of Research. In addition to Julia Harrison and Julio Facelli, the current faculty members are:

- Kyle Dawson, Physics and Astronomy
- James Herron, Pharmacology
- Jack Simons, Chemistry
- James Sutherland, Chemical and Fuels Engineering

Members of this governing board must be faculty members in good standing who are familiar with the use of computers as a primary research instrument.
Internal Regulations

Process for appointing the director, and succession plan for appointing a new director:

The current director was appointed after a national search and it is expected that the same procedure will be follow when he leaves. The expectation is that the director will have extensive expertise in the operation of a large academic HPC center and have academic credentials and a publication record to qualify for a faculty position at an appropriate academic department.

Allocation of High Performance Computing Resources

Accounts on CHPC systems are sponsored by a University of Utah faculty member. In a few cases, the associate director may approve accounts for new CHPC staff or when vendors need access to assist with troubleshooting. Priority time, measured in Service Units (SUs) on the HPC clusters, is separated into three
types: PI-Owned, Block Grants and General Allocations. The PI-Owned resources managed by CHPC are dedicated to research group members. Block Grants are awarded when a particular research group contributes a large amount toward the purchase of nodes and is willing to share the resources when they are not in use. General Allocations are governed by the Allocation Committee (above), which meets on a quarterly basis to review allocation requests. A service unit is a unit of wall clock time based on 1 hour of computation based on a 2.0 GHz core metric.

Allocation requests may be submitted for up to 4 quarters at a time so faculty need only be reviewed one time per year. Users who do not have an allocation, or who are out of allocation for any given quarter, may still submit jobs for processing. These jobs, labeled “free cycle,” only run when there is no work to be done by jobs with existing allocations.

Allocation of Desktop Support
Any tenants of the INSCC building may use CHPC staff for their desktop support, if desired. In addition, research groups who use computers as their main research instrument may request and negotiate desktop support from CHPC. On a case-by-case basis the director negotiates with the dean or department chair for how the funding of these additional desktop support services will be managed and supported.

OPERATIONS
CHPC operates during regular university hours, but our systems are available to researchers most of the time. Critical resources are monitored and on a best effort basis our staff members can and often do respond off hours. There is no guarantee of 24x7 support.

HPC Clusters
CHPC’s core competency lies in the operation and support of computation clusters. In 2010 we retired some older clusters (delicatearch, tunnelarch, landscapearch) We also retired a cluster that Greg Voth’s research group took when they left the University of Utah (makena cluster). In the fall of 2010 we added a large cluster that will be largely used by the Institute for Clean and Secure Energy, with some cycles allocated to the general CHPC constituency. As of December 31st, 2010, the computation clusters at CHPC consist of:

<table>
<thead>
<tr>
<th>Cluster Name</th>
<th>Floating Point Operations per Second (in GigaFLOPS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apexarch (HIPAA compliant environment)</td>
<td>474</td>
</tr>
<tr>
<td>Telluride (Voth Group cluster)</td>
<td>7,324</td>
</tr>
<tr>
<td>Turrelarch (Statistical Interactive)</td>
<td>357</td>
</tr>
<tr>
<td>Sanddunearch (General Constituency)</td>
<td>2,995</td>
</tr>
<tr>
<td>Sanddunearch (Research group owned nodes)</td>
<td>8,183</td>
</tr>
<tr>
<td>Meteo Cluster (Atmospheric Sciences owned)</td>
<td>2,013</td>
</tr>
<tr>
<td>Updraft (75% ICSE, 25% General)</td>
<td>22,938</td>
</tr>
</tbody>
</table>
Service Desk and User Support

CHPC provides a service desk for our users to submit questions or problems. During 2010, CHPC received and responded to 2,326 issues. As of January 10th, all but 7 of those 2,326 issues had been addressed and resolved and the remaining issues are being held for users action, such as confirmation of result. Following is a breakdown by broad category:

<table>
<thead>
<tr>
<th>Issues Tracked in Calendar Year 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misc. and Administrative</td>
</tr>
<tr>
<td>HPC</td>
</tr>
<tr>
<td>Infrastructure</td>
</tr>
<tr>
<td>Desktop</td>
</tr>
</tbody>
</table>

User Training

During the Fall and Spring academic semesters CHPC presents a series of hour long lectures to train users to improve their utilization of our services. Lectures include topics in parallel programming, tools, natural language programming and statistics. New courses are introduced and obsolete topics dropped as systems and the needs of users change. The current offerings are:

- Overview of CHPC
- Introduction to Parallel Computing
- Introduction to IO in the HPC Environment
- HIPAA Environment, AI and NLP Services at CHPC
- Introduction to programming with MPI
- Introduction to programming with OpenMP
- Chemistry Packages at CHPC
- Mathematical Libraries at CHPC
- Statistical Resources at CHPC
Software Support
In addition to a suite of compilers, libraries, profilers and debuggers, CHPC maintains and supports a number of software packages, with various licensing schemes. Some software is only available to the research group that purchased the software. Supported packages include ABAQUS, Amber, Ansys, Gamess, Gaussian, GaussView, HLM3, IDL, Matlab, SAS, S-PLUS and Star-CCM+.
<table>
<thead>
<tr>
<th>PI</th>
<th>Total</th>
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<tbody>
<tr>
<td>Armentrout, Peter B.</td>
<td>405,729</td>
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<td>Barrows, Louis R.</td>
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<td>Bartl, Michael</td>
<td>48,493</td>
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<td>Bedrov, Dmitry</td>
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<tr>
<td>Belz, John W.</td>
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<td>Berzins, Martin</td>
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<td>Boldyrev, Alexander</td>
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<tr>
<td>Brannon, Rebecca</td>
<td>142,026</td>
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<td>Cairns, Brad</td>
<td>37,438</td>
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<td>Camp, Nicki</td>
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<tr>
<td>Cannon-Albright, Lisa</td>
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<td>Cheatham, Thomas</td>
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<td>Cherkaev, Elena</td>
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<td>Coats, Brittany</td>
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<tr>
<td>Courdy, Samir</td>
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<tr>
<td>Davis, Al</td>
<td>112</td>
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<tr>
<td>DeTar, Carleton</td>
<td>689,463</td>
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<td>Ernst, Richard D.</td>
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<td>Facelli, Julio C.</td>
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<td>Frey, Lewis</td>
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<td>Garrett, Tim</td>
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<td>Goldenberg, David P.</td>
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<td>Goldgar, David</td>
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<td>Gondolo, Paolo</td>
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<td>Grant, David M.</td>
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<td>Grissom, Charles</td>
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<td>Hagedorn, Curt</td>
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<tr>
<td>Hall, Mary</td>
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<td>Horel, John</td>
<td>328,109</td>
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<td>Huff, Stanley</td>
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<td>Hurdle, John*</td>
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<tr>
<td>Jenkins, Mary Ann</td>
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<td>Jevremovic, Tatjanta</td>
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<td>Johnson, William P.</td>
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<td>Jorde, Lynn</td>
<td>170,155</td>
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<td>Jui, Charles</td>
<td>1,926,180</td>
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<td>Kaplan, Jerry</td>
<td>193,522</td>
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<tr>
<td>Krueger, Steven</td>
<td>96,168</td>
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<td>Lemmon, Mike</td>
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<td>Liu, Feng</td>
<td>3,087,538</td>
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<tr>
<td>Matthews, John</td>
<td>19,955</td>
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<tr>
<td>Name</td>
<td>Hours</td>
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<tr>
<td>--------------------------</td>
<td>-------</td>
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<tr>
<td>Mattis, Daniel</td>
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<tr>
<td>McLennan, John</td>
<td>94,463</td>
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<tr>
<td>Miller, J.D.</td>
<td>2,038</td>
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<td>Miller, Joel S.</td>
<td>12,240</td>
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<tr>
<td>Molinero, Valeria</td>
<td>1,591,888</td>
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<tr>
<td>Monson, Ken</td>
<td>13,390</td>
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<tr>
<td>Parker, Dennis</td>
<td>27,802</td>
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<td>Poulter, Dale</td>
<td>13,748</td>
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<td>Pu, Zhaoxia</td>
<td>348,963</td>
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<td>Rainier, Rainier</td>
<td>12,863</td>
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<td>Reichler, Thomas</td>
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<td>Roemer, Robert</td>
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<td>Samore, Matthew</td>
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<td>Schuster, Jerry</td>
<td>382,861</td>
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<td>Simons, Jack</td>
<td>296,137</td>
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<tr>
<td>Smith, Grant</td>
<td>219,140</td>
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<td>Smith, Philip J.</td>
<td>11,607,181</td>
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<tr>
<td>Stang, Peter</td>
<td>1,046</td>
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<td>Starykh, Oleg</td>
<td>2,927</td>
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<tr>
<td>Steenburgh, James*</td>
<td>12,096</td>
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<tr>
<td>Stoll, James R.</td>
<td>121,694</td>
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<tr>
<td>Strong, Courtenay</td>
<td>163,160</td>
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<td>Sutherland, James</td>
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<td>Tavtigian, Sean</td>
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<tr>
<td>Thomas, Alun W.</td>
<td>19,843</td>
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<tr>
<td>Thomson, Gordon</td>
<td>151,019</td>
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<tr>
<td>Thorne, Michael</td>
<td>447,080</td>
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<tr>
<td>Truong, Thanh N.</td>
<td>153,989</td>
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<tr>
<td>Voth, Gregory Alan</td>
<td>9,432,967</td>
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<td>Whiteman, Dave</td>
<td>179,432</td>
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<tr>
<td>Wight, Charles A.</td>
<td>334</td>
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<tr>
<td>Yandell, Mark</td>
<td>242,805</td>
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<tr>
<td>Zhdanov, Michael</td>
<td>379,190</td>
</tr>
</tbody>
</table>

*Time not tracked in Gold allocation system – not under batch control.
HPC Usage by Department (in Service Units) – Calendar Year 2010

- Sum of updraft
- Sum of tunedresearch
- Sum of relutxide
- Sum of sanddf snearch
- Sum of sandcscene
- Sum of delawards
- Sum of lands copsreach

Page 8
Virtual Machine Support

The use of virtual machine support is another area of growth at CHPC. Increasingly we are finding that many applications and computational research needs can be met better and with less staff overhead by utilizing virtualization. Our current VM farm consists of 45 gigahertz of CPU (16 CPU cores @2.83 GHz each), 90,000 megabytes of RAM and 4000 gigabytes of disk. We have plans to add additional capacity and to also build a VM farm within the HIPAA environment. This farm currently supports 68 virtual machines:

- 38 CHPC Service machines (running DNS, NIS, DHCP, web servers, license management, account maintenance, system and network monitoring etc.)
- 14 BMI research machines
  - bmi-ct-conv.bmi.utah.edu (webserver)
  - bmi-ct-index.bmi.utah.edu (webserver)
  - bmi-ct-web.bmi.utah.edu (webserver)
  - elearn.bmi.utah.edu (BMI)
  - mprvm2.chpc.utah.edu (John Harris, BMI)
  - mprvm3.chpc.utah.edu (John Harris, BMI)
  - mprvm4.chpc.utah.edu (John Harris, BMI)
  - bmi-phil.bmi.utah.edu (Julio Facelli, CHPC/BMI)
  - dbmi1.chpc.utah.edu (Columbia Collaboration, BMI)
  - umed-dev.chpc.utah.edu
  - umedux.chpc.utah.edu
  - williams-syndrome.chpc.utah.edu
  - consumerhealthvocab.chpc.utah.edu (Kristina Doing-Harris/BMI)
  - bmidenv.chpc.utah.edu (Randy Madsen - Web Hosting)
- 14 for Ron Price's Grid Research (Sponsored by ARHQ)
  - cagrid14
  - cgrid-dev1
  - cgrid-dev2
Windows Lab Cluster

In CHPC's training lab a cluster of 12 workstations was built with one head node running Microsoft Server 2008 R2 HPC pack to test cluster functionality on the workstations. Each workstation is a quad core with 2 gigs of ram with gigabit Ethernet connectivity. We ran Star CCM+ for weeks at a time without issues on medium sized simulations as our test data. The Institute for Clean and Secure Energy (ICSE) research group was very pleased to have the free cycles but definitely missed the faster interconnects of Infiniband. One of the thoughts behind this project was that a lot of processing time is wasted when the lab's PCs are turned off at night. They could be running cycles when not otherwise in use. The project went very well and was a success. We are writing a paper to present to Microsoft for additional funding to continue more testing. With the funds we receive, we will move this project forward with better hardware and better interconnects.

HIPAA Environment

A growing need at the University of Utah's School of Medicine is access to computation resources using PHI data. In response, CHPC has built a secure environment for such needs. This environment currently has a file server, a small cluster and some Windows desktops. Users must have a valid CHPC account, be screened for IRB approval for the data used, and be trained on HIPAA compliance.

Desktop Support

For some research groups CHPC supports their department's desktops. For researchers who use CHPC clusters or other environments (VMs and interactive systems), users are able to access their files from wherever they are doing this work, thus eliminating the need to have many copies of data. CHPC staff members know that research is the end goal. We measure our success by the success of our users. We care if a researcher has network issues or a problem with a desktop component that is preventing them from getting their papers published. As of December 31, 2010 CHPC supported a total of 353 desktops (see table and graph below.)
Key Metrics (semi-annual report)

1. Computational Power (Theoretical Peak)

<table>
<thead>
<tr>
<th></th>
<th>June 30, 2010</th>
<th>December 31, 2010</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHPC</td>
<td>47.35 Tflops</td>
<td>79.55 Tflops*</td>
<td>68%</td>
</tr>
<tr>
<td>TOP 500 Mean</td>
<td>96.94 Tflops</td>
<td>129.31 Tflops*</td>
<td>33.39%</td>
</tr>
<tr>
<td>CHPC/TOP 500 Mean</td>
<td>48.84%</td>
<td>61.52%</td>
<td>12.67%</td>
</tr>
</tbody>
</table>

*Includes Ember

2. Service Units (1 SU = 1 hour wallclock hour on 2.0 Ghz core):

<table>
<thead>
<tr>
<th></th>
<th>Jan 2010</th>
<th>Dec 2010</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Service Units</td>
<td>24,248,305</td>
<td>24,478,020</td>
<td>+9.5%</td>
</tr>
<tr>
<td>Available (Theoretical)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Service Units used (all systems)</td>
<td>20,290,914</td>
<td>18,713,977*</td>
<td>-7.78%</td>
</tr>
<tr>
<td>Utilization*</td>
<td>83.7%</td>
<td>76.4%</td>
<td>-7.3%</td>
</tr>
</tbody>
</table>

*Includes 15 days of ember usage

3. Desktops Supported

<table>
<thead>
<tr>
<th></th>
<th>June 30, 2010</th>
<th>December 31, 2010</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linux</td>
<td>133</td>
<td>107</td>
<td>-19.55%</td>
</tr>
<tr>
<td>Windows</td>
<td>139</td>
<td>140</td>
<td>+6.87%</td>
</tr>
<tr>
<td>Macintosh</td>
<td>93</td>
<td>106</td>
<td>+13.98%</td>
</tr>
<tr>
<td>Total</td>
<td>365</td>
<td>353</td>
<td>-1.12%</td>
</tr>
</tbody>
</table>

4. Other Metrics

<table>
<thead>
<tr>
<th></th>
<th>June 30, 2010</th>
<th>December 31, 2010</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Accounts</td>
<td>1146</td>
<td>1254</td>
<td>+9.42%</td>
</tr>
<tr>
<td>Total Publications (from 1988 to present)</td>
<td>615</td>
<td>651</td>
<td>+5.85%</td>
</tr>
<tr>
<td>Disk Space Backed Up</td>
<td>37.3 Tbytes</td>
<td>45.4 Tbytes</td>
<td>+8.1 Tbytes</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>(21.72%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Disk Space for</td>
<td>444.2 Tbytes</td>
<td>487.9 Tbytes</td>
<td>+43.65 Tbytes</td>
</tr>
<tr>
<td>Home directories</td>
<td></td>
<td></td>
<td>(+9.83%)</td>
</tr>
<tr>
<td>Total Archival Backups</td>
<td>124 Tbytes</td>
<td>95 Tbytes</td>
<td>-29 Tbytes</td>
</tr>
<tr>
<td>(new service)</td>
<td></td>
<td></td>
<td>(-23.39%)</td>
</tr>
</tbody>
</table>
HPC Service Units: Used vs Available

- Total Service Units Used (all systems)
- Total Service Units Available (Theoretical)

Desktop Support

- Mac Desktops Supported
- Windows Desktops Supported
- Linux Desktop Supported
Very few departments or research groups have the ability to support an HPC infrastructure of the caliber provided by CHPC. According to user surveys and informal discussions, the centralization of the HPC support function is cost effective while preserving the responsiveness to researcher’s needs characteristic of decentralized operations. If CHPC’s approval were to be withdrawn the University would be faced with providing substantial funds to individual units to replicate already existing support at CHPC or greatly diminishing the institutional support for computational scientists. Moreover CHPC provides a central resource for human capital with expertise in advance computing. These experts are available to the entire University and would be difficult to replicate in a decentralized model.

INSTITUTIONAL IMPACT

High Profile Accomplishments

- **Thomas E. Cheatham, III** is one the biggest users of the CHPC clusters. The research in his lab involves the development and application of molecular dynamics and free energy simulation methodologies (with AMBER, CHARMM, NAMD, and other programs) to biomolecular systems in their native environments. Until recently, this has focused heavily on the reliable representation of a large variety of nucleic acid systems (DNA and RNA) in solution. They also work with various called-coils, enzymes and cytochrome P450’s with a focus on improving stability or understanding how ligands alter receptor structure upon binding. The primary research focus are to assess and validate the simulation results to expose and overcome limitations in the methods and force fields. In addition to continued development of the ptraj program for analysis of MD trajectories, the research group is exploring methods to mine more information from the simulation data and to more broadly disseminate the MD results.

- **The Geophysics department** receives CHPC support at a number of levels. When the the Schuster research group moved into the new Sutton building, CHPC took on desktop and network support for the Geophysics computational researchers. Many of these users are also users of the HPC clusters; one group in particular, Michael Zhidanov’s group, is involved with collaborative research with CHPC staffer Martin Cuma (see below for more detail on this research.)
• **Eccles Observatory:** In 2009-2010, staff from CHPC, the Utah Education Network, the University NOC, and University Cyberinfrastructure collaborated with faculty in the Department of Physics and Astronomy to setup networking to the new Eccles Observatory located on Frisco Peak outside of Milford, Utah. This collaboration was able to setup a 100Mb/s microwave link from the observatory to the Milford UEN network. Within the observatory, its auxiliary command building and the State Department of Transportation tower, CHPC staff helped setup a Gigabit network that provides services to the control equipment of the observatory. CHPC collaborated with the University NOC to provide campus wireless at the remote sites. CHPC desktop staff have collaborated with Physics in securing and configuring devices on site as well. CHPC and UEN staff have collaborated to secure the network and make it look like an extension of the University.

• **Department of Physics and Astronomy VIRITAS group:** CHPC and Cyberinfrastructure staff have collaborated with the Department of Physics and Astronomy’s VIRITAS group in reviewing network design and expansion of the remote observatory in Arizona. CHPC staff collaborated with the University Campus Fiber team to train members of the VIRITAS group regarding physical fiber installation. The VIRITAS team terminated and tested over 100 fiber ends in its expansion that covers several miles of observatory. CHPC loaned high end fiber testing equipment to the VIRITAS team to aid in its verification of the network. CHPC staff collaborated with the VIRITAS team in specifying and configuring a complete refresh of the network equipment. Ongoing collaboration between CHPC and the VIRITAS staff have resulted in troubleshooting and setting up additional monitoring on-site.

• **USTAR:** CHPC, Cyberinfrastructure and the University IT team have collaborated on the USTAR building project to assure that the USTAR data center will meet the needs of the high performance research groups that will house within the building. CHPC staff, University IT staff and Cyberinfrastructure met with research groups and building engineers to specify flooring, electrical, rack layout, etc.

• **Paperless account creation system developed and deployed:** during 2010 CHPC was able to deploy its paperless account creation. Principle Investigators (PIs) of CHPC supported research projects may now request and approve account creation online. This has simplified the process for our Users and has also made the provisioning of accounts less resource intensive for CHPC staff.

• **Hardware donations:** CHPC has supported the Cosmic Ray Delta project with donations of cabling, gear, etc. When CHPC had equipment that it no longer needed, CHPC staff worked with the Cosmic Ray group (and other research groups) to determine if these groups could utilize the equipment before sending to Surplus Property. Often, research groups can utilize equipment longer than normal production cycles allow for support. CHPC staff purposely reaches out to different groups who may be able to utilize hardware that is retiring. Recently, CHPC was able to donate retiring cluster gear to the Department of Mathematics. In the future, more retiring cluster hardware may be of use in several other key research projects, such as the Emulab/FLUX research.

• **Supercomputing (SC10)**
  o The Utah exhibit this year was once again a successful showcase of selected computation research accomplished at the University of Utah with CHPC resources. This year we shared our exhibit with the HPC group at Utah State University. Highlighted research included:
  - Kyle Dawson — Astronomy
  - C. Staa et al, Biomedical Informatics — Collaboration with Columbia
  - The HIPAA environment
  - Michael Zhadanov, Geology and Geophysics
  - Valeria Molinero et al, Chemistry
  - Thomas Reichler, Atmospheric Sciences
o CHPC staff member Guy Adams was asked to speak at Dell's exhibition hall booth on a topic of his choice. After asking for suggestions, it was decided that speaking about CHPC's recent deployment of Apex-arch, a HIPAA secure cluster, would probably be a unique topic. The full presentation area included various conference attendees, including Intel, Microsoft, other national labs, and various individuals. The talk focused on the unique aspects of running codes against secure data and the many unique challenges that accompany that design. As well as discussing the problems related to the use of public health data in research, Guy Adams also took a look into the future by highlighting gene re-sequencing and DNA research.

- CHPC staff and the UIU NOC have collaborated in performance troubleshooting and optimization of the network. The collaboration has helped reduce large data transfers significantly, from the order of days to hours.

- HCl Gene Sequencing – During 2010 CHPC has been supporting researchers doing gene sequencing in the Huntsman Cancer Institute. Technological advances in this field are making breakthroughs in the speed at which sequences may be read. CHPC is now running a set of nodes dedicated to this research group who purchased the nodes, leveraging the infrastructure and expertise available at CHPC.

- BMI migration to CHPC support – During 2010 CHPC took on the support of the Biomedical Informatics desktops, adding an additional 31 desktops to CHPC's responsibilities. We have also begun supporting their continuous development environment using the Atlassian software, Greenhopper and Bamboo. The support of this software is expected to be leveraged by other groups doing significant code development.

- The Utah Academy of Sciences, Arts and Letters awarded "InterPlay: Performing on a High Tech Wire", written by CHPC staffers Elizabeth and Jimmy Miklavcic, the 2010 "Best Paper in the Arts."

- Anita Orendt:
  o Taught chemistry section of Math 5900 - Science in Mathematics for the Master of Science for Secondary School Teachers (MSSST) Program, Summer 2010.
  o Acted as faculty advisor for the University of Utah American Chemical Society (ACS) Student Chapter. The Chapter received an Honorable Mention Award from the National ACS.
  o Participated in the 5th Crystal Structure Prediction blind test (with Julio C Facelli and Marta B Ferraro) and presented results at a workshop of blind test participants at the Cambridge Crystallographic Data Centre at Cambridge University in England.
  o Continued collaborations with Professors Rainier, Pugmire and Grant in the Chemistry Department.
  o Committee member for student Heather Reese in the Master of Science and Technology Program.

- Martin Cuma:
  o Research with Consortium for Electromagnetic Modeling and Inversion (CEMI) and collaboration with Technolaging, LLC.
    • I provide high performance computing and parallelization support for CEMI and perform research in the forward modelling and inversion theory. Over the past year, I have continued improving CEMI's parallel electromagnetic inversion codes. This made our programs better performing and numerically more stable.
    • Through collaboration with Technolaging LLC, a commercial spinoff of the CEMI research, we have successfully ran several inversions of commercial geological survey data and proved that our inversion method is robust and our parallel code performs on par or better than other commercial offers.
I have presented a case study using our inversion code as tool for discovery of a large natural gas deposit at the annual CEMI conference in March 2010. Subsequently, modified results from this study were presented by prof. Zhdanov at two conferences in Europe in the summer 2010, one in Australia and one in Brazil in the fall 2010. I have presented the summary of this research at the annual meeting of the Society of Exploration Geophysicists (SEG) in October 2010. We also made several publications based on this research.

We have also used the parallel EM inversion code for other studies, including inversion of magnetotelluric data obtained by the national Earthscope project over the western US. In this study we have for the first time correlated location of the Yellowstone magmatic plume obtained from our EM inversion with that obtained with seismic imaging. Results of this work were presented at the AGU annual meeting in December 2010 and resulted in several publications.

Finally, recently, I have been working on parallelizing gravity and magnetic fields inversion code, with the goal of having a robust inversion code able to invert very large surveys, a feature that is lacking with most of the currently available offerings.

Several particular projects that I worked with over the past year include:

- Phillip Smith's group computational fluid dynamics (CFD) commercial codes, Star-CCM+ and Ansys
- Brittany Coats supporting finite element analysis program ABAQUS
- Dennis Parker’s student Joshua Coon with running his medical imaging optimization programs on CHPC machines using Matlab

Benchmarking and testing

- In the spring 2010 I performed a comprehensive benchmark and testing of latest AMD and Intel based server platforms that formed the basis of recommendation for purchase of the latest CHPC parallel cluster.
- In late fall 2010, in response to research done at the SC10 conference, I have tested four different MPI implementations on CHPC clusters with the conclusion that the open source free MPIs that we have been using perform on par with expensive commercial products. This gave us a good confidence in staying with the open source, saving us an additional expense.

Sean Igo:

- Consultations with various staff from many areas of campus including the School of Medicine, the Departments of Computer Science, Nutrition and the Linguistics. A few of the consultations were:
  - Ellen Riloff, Computer Science
  - Catherine Staes, Biomedical Informatics – Death Certificate Surveillance project
  - Bruce Bray, Biomedical Informatics – Cardiology Decision Support
  - Steve Piccolo, Biomedical Informatics
  - Marta Heilbrun, Radiology – HIPAA cluster usage
  - Anusha Muthukutty – Poison Control
  - Katherine Matsumoto-Gray, Linguistics – Shoshoni Dictionary

Wim Cardoen:

- Currently working on a code that will allow calculation properties from condensed phase based on classical and quantum statistical mechanics. This project has two important objectives:
It will contribute to the CHPC expertise in the domain of parallel computing. The use of the Graphical Processing Units to speed up the calculations is a cornerstone in the development of this code.

This code will allow us to develop new algorithms in the simulation of condensed matter problems.

- Ron Price:
  - SAFTINet Grant: The Scalable Architecture for Federated Translational Inquiries Network (SAFTINet) will federate geographically-dispersed safety net entities who collectively serve diverse underserved populations. Leveraging the technical, governance, and policy infrastructure of the Distributed Ambulatory Research Therapeutics Network (DARTNet), this project will create a novel federated research network for safety net stakeholders. Where available, linkage will permit aggregation of data from ambulatory electronic health records (EHR), inpatient EHR, and Medicaid administrative data sources. Learning communities will work together to improve data collection and documentation at the point-of-care and ensure a focus on relevant practice-driven research. Overall Project Goal: Enhance the capacity and capability of a safety net focused distributed research network to conduct prospective comparative effectiveness research via a multi-setting, multi-state organization.
  - DARTNet Project: The Distributed Ambulatory Research in Therapeutics Network (DARTNet) is a federated network. A collection of databases that reside in multiple member practices and that are linked through a secure Web-based system so they can be searched and queried as one large database while maintaining privacy and confidentiality of patient data.

Bibliography

CHPC continues to be cited in publications. Our bibliography contains 641 entries, including 51 entries for 2011 alone. See attached bibliography.

FINANCIAL VIABILITY

The center core operations are supported by the University base budget allocated by the University Research Overhead Allocation Committee. The annual contribution from this source is approximately $2,200,000. This is a stable source of funding, with the levels of funding reviewed yearly. Because the University provides only modest contributions to our capital purchases, which are primary supported by external grants, the total budget of the Center varies between $2,200,000 and $3,500,000 depending on the annual capital expenses which are determined by our success in securing external funding for major hardware acquisitions. There are no concerns about the long term viability of CHPC as long as the center continues to provide support for qualified researchers and the University Research Overhead Allocation Committee recognizes the value that CHPC provides to the research enterprise and to the competitiveness of our faculty in securing extramural funding. CHPC's major vulnerability is the lack of a consistent institutional commitment for large hardware acquisitions. Due to the rapidly changing nature of the technology and the necessity of keeping the resources relevant to researchers, CHPC has to upgrade HPC systems regularly, ideally on a 3-year cycle. Our current goal is to have capacity at 75% of the mean top 500 (see http://www.top500.org/). Without stable institutional commitment CHPC uses a combination of annual institutional requests, external proposals and partnerships with individual research groups to secure the funding needed to keep our high end systems current. This approach has worked in the past, but still remains the main source of uncertainty for the long term viability of the center.
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(as of January 11, 2011)

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Proposal for addition/revision of University Regulation.

1. Regulation(s) involved (type, number, subject): Policy 4-005, Old Title: Use and Security of Property. New Title: Use of Personal Telecommunications Services, Rule 4-005c
   Reimbursing Employee Mobile Communication Cost, and associated forms. Reassignment of text not related to personal telecommunications services from 4-005 to Policy 3-100 University Procurement, and Policy 3-234 Key Policy.
2. Responsible Policy Officer (name & title): Stephen H. Hess, CIO (for Policy 4-005), Arnold Combe (for Policies 3-100 and 3-234)
3. Contact person(s) for questions & comments (name, email, phone#): Kevin Taylor, kevin.taylor@utah.edu, 801-585-3314
4. Presenter to Senate Exec (if different from contact person. name, phone#): Kevin Taylor
5. Approvals & consultation status.
   a. Administrative Officers who have approved (VP/President, name & date): Stephen Hess, CIO, Arnie Combe, VP Administrative Services. President’s Cabinet – 27 Jan 2011
6. Check YES or NA (not applicable) of documents submitted--- (In digital form. Preferred file format MS Word doc. Special exception allowed for PDF format if previously arranged.)
   YES Explanatory memorandum (key points of proposal, rationale).
   YES VP/Presidential approval signatures (separate sheet, or affixed to memo cover).
   YES Text of proposed Regulation addition/revision.
   YES (If revision of existing Regulation) text changes are clearly marked, using permanent font markings (not MS Word ‘Track’ Changes non-permanent markings).

Date submitted to Senate Office: February 11, 2011

The Executive Committee will consider whether the proposal is ready for presentation to the full Senate, and if so will schedule it for a subsequent Senate meeting either as i) a matter of academic significance-- set on the “Intent” & “Debate” Calendars over two monthly meetings with final “approval” voting at the second, or ii) not academically significant—set on the “Information” Calendar for a single monthly meeting, with opportunity for questions and recommendations. See Policy 1-001 http://www.regulations.utah.edu/general/1-001.html; Rule 1-001 http://www.regulations.utah.edu/general/rules/R1-001.html.
To: Academic Senate Office  
From: The Office of Information Technology—contact Kevin Taylor  
Date: February 11, 2011

Enclosed, please find the revised University Policy 4-005 regarding the use of wired and wireless telecommunications services. This policy applies to all employees who are authorized to use telephone services in the performance of their job responsibilities. The policy is accompanied by Rule 4-005C which defines procedures and conditions for cell phone reimbursements, as well as forms that provide a means to 1) calculate/estimate cellular reimbursements and 2) submit reimbursement requests to Payroll for processing.

The policy reflects changes in IRS rules governing the use of cell phones for personal and business services. The earlier version of this policy was written to bring the University into compliance with IRS “listed property” rules which required extensive and detailed documentation of personal and business use for any University owned or reimbursed cell phone. The IRS rules forced the University into a position that required all cell phone allowances to be provided in the form of taxable income. The “listed property” rules were lifted by congress in 2010. As a result the University is able to reimburse employees for the business use of cellular telephones bringing significant savings to the University and improved convenience to cell phone users.

Portions of the previous version of this policy were not relevant to the subject of personal telecommunications services and were reassigned, without changes to the text, to existing administrative policies 3-100, University Procurement, and 3-234, Key Policy.

The revised policy 4-005 and the reassignment of administrative sections of the existing policy have been approved by Stephen Hess, Chief Information Officer and Arnold Combe, Vice President Administrative Services. It was also reviewed and approved by the President’s Cabinet on January 27, 2011, the Campus Information Technology Council at their meeting on February 10, 2011, the CAD meeting held February 17, 2011, and other Stakeholders as recommended by the IPC and the committee that worked on the policy.

For further information, please contact Kevin Taylor at 585-3314.
Memorandum

To: Stephen Hess, Chief Information Officer  
    Arnie Combe, VP for Administrative Services

From: Kevin Taylor  
       Jeff West

Date: February 11, 2011

RE: Revised University Policy 4-005 (Use of Personal Telecommunications Services) and reassignment of unedited text to Policies 3-100 and 3-234.

Attached for your consideration and approval is a proposal for a revised University Policy 4-005, Use of Personal Telecommunications Services. The Policy is accompanied by revised rules that reflect the policy change as well as forms to implement processes defined in the policy and rule.

The revision of policy 4-005 also includes the reassignment of paragraphs that are not related to personal telecommunications services. Policy 4-005 Paragraphs III A-F are being reassigned as follows:

Paragraphs III A-G are being added to Policy 3-234, Key Policy as shown on the attached pages.

Paragraph III F is being added to Policy 3-100, University Procurement as shown on the attached pages.

These policy revisions have been reviewed by the University Institutional Policy Committee (IPC), the Information Technology Council, the Office of General Counsel, the campus Information Technology Council, the President’s Cabinet, and various stakeholders identified by the IPC. Policy 4.005 and its accompanying rule and forms were developed by a committee consisting of members from UIT, Office of Planning and Budget, Financial and Business Services, Human Resources, University Hospitals and Clinics, and University Health Sciences, School of Medicine.

If you approve of this proposal, it will then be forwarded to the Academic Senate Executive Committee for its review. It will be recommended that the Executive Committee classify this as a Policy that does not “directly or significantly affect the University’s academic missions,” under U-Policy 1-001, and therefore should be treated as an item for the “information” rather than the debate and approval of the Academic Senate. It is proposed that this Policy become effective upon approval by the Board of Trustees.
DRAFT

Policy 4-005: Use of Personal Telecommunications Services

Revision 4 [Effective date: upon final approval]

I. Purpose & Scope
   A. The purpose of this policy is
      1. To outline the appropriate use of University owned telecommunications systems,
      2. To establish methods by which an employee may be reimbursed for employee owned cellular phones and services used in conducting the business of the University.
   
   B. This policy applies to all employees of the University of Utah

II. Definitions
   A. Cellular Access Plan means a commercially provided cellular service offering that may include voice, text, and data services.

III. Policy
   A. The university owned telephone systems and equipment are provided for the conduct of official University business. Use of these facilities for personal business should be kept to a minimum.
      1. Long Distance and other Toll calls for personal business made through the university telephone system should be charged to the individual's home telephone or personal calling card. If this is not possible, a record of private calls made at university expense must be kept and repayment must be made upon receipt of the department's telephone bill. Supervisors are responsible to prevent abuse and ensure that repayment is made.
B. If an employee requires a cellular phone in order to perform his/her duties, the employee, with approval of the department head, may obtain a personal cellular access plan and cellular phone and may be reimbursed from the University for the business use of such services. The reimbursement must be justified by business requirements which necessitate the use of a cellular telephone to perform official university business where such business cannot be accommodated by the use of a landline phone, pager, or other less expensive communication device. The cellular telephone is owned by the employee and may be used for personal business. The approved reimbursement amount must be based on business usage. The employee may, at their own expense, elect to purchase additional service(s). Approved Procedures must be followed when providing a reimbursement for this purpose [link to approved procedures].

1. The employee must provide documentation of business use and expense in the form of a billing statement from the employee’s cellular service provider. Such documentation must be provided annually.
2. The employee’s supervisor will maintain the documentation of business use and expense, and will perform an annual review of the documentation provided by the employee to ensure that the reimbursement amount does not exceed the amount necessary to reimburse the employee for the business use of the cellular services.

C. University departments may elect to purchase and own cellular telephones for employee business use, if there is a business reason to do so. Examples of business reasons that may justify department ownership of cellular plans and cellular telephones include but are not limited to:

1. A department may determine that acquiring pooled or shared minute plans may result in savings to the department.
2. Departments may have a need for temporary cellular phone use such as assignment of on-call responsibilities.
3. University owned cellular telephones should not be used for more than de minimis personal business. Any personal use resulting in incremental charges shall be reimbursed to the University. Employees who misuse University cellular telephones may be subject to disciplinary action.

D. Employees shall not use cellular telephones to conduct the business of the University of Utah while operating a motor vehicle. This includes telephone conversations, reading or responding to email or text messages, browsing the world wide web, social networking, or any other distracting or dangerous behavior.
IV. Rules, Procedures, Guidelines, Forms and other related resources

A. Rules

Rule 4-005C  Reimbursing Employee Mobile Communication Costs

B. Procedures

C. Guidelines

D. Forms

Cell Phone Reimbursement Form

E. Other related resource materials

V. References

VI. Contacts:

Policy Officer:
Acting as the Policy Officer, the Chief Information Officer is responsible for representing the University's interests in enforcing this policy and authorizing any allowable exceptions.

Policy Owner:
Acting as the Policy Owner, the Director of Planning and Policy/Office of Information Technology is responsible for answering questions and providing information regarding the application of this policy.

IT_Policy@utah.edu
801-585-3314

VII. History
Renumbering: Renumbered as Policy 4-005 effective 9/15/2008, formerly known as PPM 2-70.

Revision History:
Current version: Revision 4 Effective date [upon approval ___2011]
Approved: _____
Legislative History of Revision 4 [link]
Earlier versions:
Policy 4-005: Use and Security of Property of Personal Telecommunications Services
Revision 34 [Effective date: upon final approval]

I. Purpose & Scope
To outline the university’s policy toward the use of university property and the manner in which it should be safeguarded against possible loss or misuse.

A. The purpose of this policy is
1. To outline the appropriate use of University owned wired and cellular telephone services and,
2. To establish methods by which an employee may be reimbursed for employee owned cellular phones and services used in conducting the business of the University.

B. This Policy applies to all employees of the University of Utah.

II. References
Policy 1-006, Conflicts of Interest
Policy 3-234, Key Policy

II. Definitions

A. Cellular Access Plan means a commercially provided cellular service offering that may include voice, text, and data services.

III. Policy

A. Administrative, college, and departmental offices of the university generally are open to the public from 8:00 a.m. to 5:00 p.m., Monday through Friday. Certain offices and departments are open at other times to meet particular needs.

B. It is the responsibility of all personnel using buildings after regular hours to see that lights are turned off in the rooms they are vacating and that office doors and outside doors are secured.

C. The Security Officer will investigate night use of all buildings to ascertain whether persons in the buildings are so authorized.

D. Personnel should use all precautions in maintaining the highest level of security to protect university property.

E. To facilitate the security of university buildings and property, keys to offices and buildings may be obtained from Plant Operations Key Shop upon written request from dean or department head. No deposit is required. Deans and department heads are responsible for all keys issued to their department and should assure that keys are returned whenever personnel leave the employment of the university.

F. All property, supplies, and services purchased with university funds should be used only in the operation of the university. They may not be used for
personal business, except in circumstances explicitly allowed by university policy. Supervisors are responsible to ensure university policy is observed.

G.A. The university owned telephone systems and equipment are provided for the conduct of official University business. Use of these facilities for personal business should be kept to a minimum.

1. Long Distance and other Toll calls for private business made through the university telephone system should be charged to the individual's home telephone or personal calling card. If this is not possible, a record of private calls made at university expense must be kept and repayment must be made upon receipt of the department's telephone bill. Supervisors are responsible to prevent abuse and ensure that repayment is made.

2.B. If an employee requires a cellular phone in order to perform his/her duties, the employee, with approval of the department head, may will obtain a personal cellular access plan and cellular phone and may will be reimbursed receive an allowance from the University for the business use of such services via additional compensation, within approved limits. The reimbursement additional compensation must be justified by business requirements which necessitate the use of a cellular telephone to perform official university business where such business cannot be accommodated by the use of a landline phone, pager, or other less expensive communication device. The cellular telephone is owned by the employee and may be used for personal business. The approved reimbursement allowance amount must be based on business usage requirements. The employee may, at their own expense, elect to purchase additional service(s). Approved Procedures must be followed when providing a reimbursement additional compensation for this purpose [link to approved procedures].

1. The employee must provide documentation of business use and expense in the form of a billing statement from the employee's cellular service provider. Such documentation must be provided annually.

2. The employee’s supervisor will maintain the documentation of business use and expense, and will perform an annual review of the documentation provided by the employee to ensure that the reimbursement amount does not exceed the amount necessary to reimburse the employee for the business use of the cellular services.

3.C. University departments may elect to shall not purchase and or own cellular telephones for employee business use, if there is a business reason to do so. except in those circumstances where employee ownership of the cellular plan and telephone is not practicable as determined by the department head and only with approval of the Cognizant Vice President or Dean. University owned cellular telephones provided for the conduct of official business shall not be used for personal business. Examples of
business reasons that may justify department ownership of cellular plans and cellular telephones include but are not limited to:

1. A department may determine that acquiring pooled or shared minute plans may result in savings to the department.

2. Departments may have a need for temporary cellular phone use such as assignment of on-call responsibilities.

3. University owned cellular telephones should not be used for more than de minimis personal business. Any personal use resulting in incremental charges shall be reimbursed to the University. Employees who misuse University cellular telephones may be subject to disciplinary action.

   a. IRS published authority defines requirements for adequate substantiation of the business use of university owned cellular telephones. Unsubstantiated cellular use may be deemed personal use and therefore considered wages subject to employment taxes.
   
   b. Adequate substantiation of business use includes the time, date, place, business purpose, and amount of the expense. Substantiation of business use should be in the format of a record or log made at or near the time the telephone call was placed.
   
   c. An employee shall repay the University for incoming and outgoing personal use of a university owned cellular phone. The reimbursement amount shall include direct charges for personal use and a pro rata share of monthly fees and services. Supervisors are responsible to prevent abuse and ensure that repayment is made.
   
   d. If a department or individual user is not able or willing to comply with IRS substantiation requirements for University owned cellular services and devices, the department or individual must use the individual ownership option described in paragraph 7.b.

H.D. Employees shall not use cellular telephones to conduct the business of The University of Utah while operating a motor vehicle. This includes telephone conversations, reading or responding to email or text messages, browsing the world wide web, social networking, or any other distracting or dangerous behavior.

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

A. Rules
   4/22/05 Cell Phones and other Electronic Devices
   11/12/07 Use of Cell Phone
   Rule 4-005C Reimbursing Employee Mobile Communication Costs

B. Procedures
   Cell Phone Allowance Agreement

C. Guidelines

D. Forms
   Cell Phone Reimbursement Form

E. Other related resource materials

V. References
Contacts:
Policy Officer: Acting as the Policy Officer, the Chief Information Officer is responsible for representing the University's interests in enforcing this policy and authorizing any allowable exceptions.
Policy Owner: Acting as the Policy Owner, the Director of Planning and Policy/University Information Technology is responsible for answering questions and providing information regarding the application of this policy.
IT_Policy@utah.edu
801-585-3314
Policy Owner: Questions about this Policy and any related Rules, Procedures and Guidelines should be directed to the Director of Planning and Policy/Office of Information Technology.
Policy Officer: Only the Chief Information Officer or his/her designee has the authority to grant exceptions to this Policy.

VIII. History
Renumbering: Renumbered as Policy 4-005 effective 9/15/2008, formerly known as PPM 2-70.

Revision History:
Current version: Revision 4 Effective date [upon approval ___2011]
Approved: 
Legislative History of Revision 4 [link]
Earlier versions:
Rule 4-005C
Reimbursing Employee Mobile Communication Costs

Reference Policy 4-005 III.B

I. Employee owned cellular plans and devices with reimbursement of business expenses from the University.

   A. Department managers must determine what type of plan or level of service is required in the performance of an employee’s duties. The employee is responsible for obtaining a phone and monthly plan that, at a minimum, meets the level of service required by the department. Plans may include data and texting services if those services are required to perform the employee’s job responsibilities. Because the telephone is owned by the employee, it may be used for personal and business use, but must be available for the performance of responsibilities as designated by the manager. The employee may obtain a more robust plan if needed for personal use, but will only be reimbursed for the amount agreed upon for business use. Bills for the cellular plan and device are the responsibility of the individual, not the department.

   B. Department managers may select a monthly reimbursement amount in consultation with the employee using the form: Cell Phone Reimbursement Form. The amount should reflect the typical, month-to-month costs incurred for business usage of the phone. If extraordinary business use results in a billed amount that is significantly more than the reimbursement amount, additional reimbursement may be sought through normal expense reimbursement procedures.

   C. The department may reimburse the business costs for the activation of a cellular service plan and the purchase or upgrade of a communication device, if such purchase or upgrade is necessary for the performance of the employee’s job duties. The department may also reimburse the employee for the replacement of aging or non-functioning devices, provided the employee’s job responsibilities continue to require the use of a cellular device at the time of replacement. The employee will own the device. Reimbursements for the cost to purchase or upgrade a communication device should be sufficient to purchase a device required for the performance of the employee’s duties. The employee may select a more expensive device but will not receive reimbursement in excess of what is required to perform his/her duties. Business costs for service activation and the purchase of cellular devices is calculated using the same instructions in paragraph B.
D. Because the entire University contribution toward the communication device and plan is a reimbursement of business expenses, no detailed documentation of personal or business calls is required.

E. The University reimbursement of the business cost to acquire a communication device and plan is not considered an entitlement, is not part of an employee’s base salary, and may be changed and/or withdrawn by the University at any time. It will be paid in monthly installments from departmental funds as authorized by the department head.

F. The reimbursement of the business cost of cellular plans, activation fees and purchase of a cellular device must be justified by business requirements which necessitate the use of a cellular telephone to perform official university business where such business cannot be accommodated by the use of a landline phone, pager, or other less expensive communication device.

II. APPROVAL

A. Departments are responsible to determine the budgetary impact of this program, and to determine whether or not an employee’s job requires use of cellular service. The University reimbursement of the purchase of personally owned services must be directly linked to the employee’s job duties and responsibilities.

B. Department heads are responsible for determining and approving the appropriate reimbursement amount for an employee based on the responsibilities of the employee’s position. The determination should include the appropriate number of plan minutes, long distance calling options, data plans, and other plan features that are required for the performance of the employee’s job responsibilities.

C. University reimbursements for employee owned service are not to be based on a particular title or position. Use should be based on the actual job requirements of a faculty or staff member. For example, one individual with a “Computer Administrator” title may perform their work entirely in a campus office and is never on call. Another person with the same position may work entirely in the field and/or may be on call after hours. Supervisors/Managers are responsible for determining when cellular services are warranted.

D. The employee and the manager/supervisor must sign an agreement [the reimbursement form] that justifies the business need for a cell phone which outlines the requirements that the employee will obtain a phone and service plan that meets department requirements, and make it available when needed (as specified by the department, i.e., for on call use).
E. For employee owned devices and plans, copies of the approval forms/agreements used to process University reimbursements, as well as receipts or other valid evidence of purchase, shall be retained by the department for four years.

F. Approval forms, agreements, telephone bills, and documentation records must be retained for internal or external audit purposes, and must be reviewed and renewed annually using the guidance described in paragraphs I.B-C. Reimbursements will be terminated for agreements that are not renewed annually.

III. RECOMMENDED VENDORS/SERVICE PLANS

A. Departments and employees should, where possible, purchase telephone plans that are available from UIT approved vendors participating in University, state, or regional (WSCA) contracts. In most cases, contracted discounts are available to employees; however, the employee discount amounts may vary, depending on the selected vendor. Recommended service plans may be viewed at http://www.it.utah.edu/services/phones/cellular.php

B. Notwithstanding the guidance outlined in III.A., an employee may purchase any communication device or service plan that meets the job requirements specified by the supervisor or department head, regardless of price; however, the employee will be responsible for any additional expenses above the University reimbursement approved by the department.

IV. EMPLOYEE RESPONSIBILITIES

A. The employee is responsible for the selection of and enrollment in a communication service plan. The plan must, at a minimum, cover the requirements identified by the supervisor and approved by the department head. The employee may select service from any vendor whose service meets the requirements of the employee’s job responsibilities as determined by the supervisor and approved by the department head.

B. The employee is responsible for selecting a cellular service provider that provides service coverage to meet the business need.

C. An employee receiving a University reimbursement for cellular service must provide his/her department with the telephone number of the communication device within five working days of activation.
D. The employee must be able to demonstrate that the monthly bill is at least the amount of the University contribution. If the monthly bill does not, on average, equal or exceed the amount of the contribution, the supervisor may adjust the amount of the contribution to reflect the lower bill amount or may discontinue the contribution to the employee’s cellular service. The employee must provide a copy of his/her cellular service bill annually.

E. The employee is personally responsible for complying with any contract entered into with a communication service provider including payment of all expenses incurred (including long distance, roaming fees, and taxes). In the event that an employee leaves the position, he/she continues to be responsible for the contractual obligations of the cellular service plan.

F. An employee receiving a University reimbursement toward the purchase of cellular devices or services must notify his/her department head within five working days of the inactivation of communication service or of the loss or theft of the communication device.
CELL PHONE REIMBURSEMENT
FORM INSTRUCTIONS

The following steps should be followed in completing the Cell Phone Reimbursement form:

1. The employee and his/her supervisor should meet to review the employee’s most recent cell phone bill. Only the summary pages of the bill should be reviewed to protect the privacy of the employee. [i.e., it is not necessary to review the detailed listing of phone calls]. The employee should provide other appropriate detail if a phone bill is not available, for example when the employee has just entered into a cell phone plan and the first bill has not yet been received [in such situations, the cell phone bill should be provided for support within one month].

2. Based on the review the employee and his/her supervisor should determine the appropriate reimbursement amount. Keep in mind that many employees have family cell phone plans and added features that don’t apply to their work. The supervisor should determine the features that apply to the employee’s work. The supervisor and employee should agree on the AVERAGE percentage of time that the employee uses his/her phone for work use, realizing that most cell phones are also used for personal purposes.

3. The completed form should be submitted to the University Payroll Office at 420 Wakara.

4. A copy of the form, the calculations and the cell phone bill for determining the employee’s reimbursement amount must be kept on file in the department for documentation and audit purposes.

5. Calculation guidelines are provided for your convenience. The Employee and Supervisor may choose either the Simple Calculation Guideline or the Detailed Calculation Guideline.

SIMPLE CALCULATION GUIDELINES

Example of Computing a Monthly On-Going Reimbursement Amount

<table>
<thead>
<tr>
<th></th>
<th>Total Monthly Charge</th>
<th>Total for EMPLOYEE ONLY</th>
<th>Average ESTIMATED Percentage of Business Use</th>
<th>MONTHLY Cell Phone Reimbursement Amount ROUNDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example figures</td>
<td>$125</td>
<td>$100</td>
<td>65%</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

Please use these lines to fit in the specifics of the employee’s reimbursement given the example above.

Example of Computing One-Time Reimbursement Amount

<table>
<thead>
<tr>
<th></th>
<th>Total One-Time Charge</th>
<th>Total for EMPLOYEE ONLY</th>
<th>Average ESTIMATED Percentage of Business Use</th>
<th>ONE-TIME Cell Phone Reimbursement Amount ROUNDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example figures</td>
<td>$300</td>
<td>$300</td>
<td>65%</td>
<td>$195.00</td>
</tr>
</tbody>
</table>

Please use these lines to fit in the specifics of the employee’s reimbursement given the example above.

DETAILED CALCULATION GUIDELINES

Example of Computing a Monthly On-Going Reimbursement Amount

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Monthly Charge</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total for EMPLOYEE ONLY</td>
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</tr>
<tr>
<td>Average ESTIMATED Percentage of Business Use</td>
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<td></td>
</tr>
<tr>
<td>Cell Phone Monthly Reimbursement Amount ROUNDED</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Family Plan 3,000 Minutes

- Data Plan
- Text Messaging
- Other lines
- Other [describe]
- Taxes and Carrier Charges
- Total Monthly Bill

* The Reimbursement Amounts cannot exceed the total bill.
SUBMIT THIS FORM TO PAYROLL

EMPLOYEE CELLULAR SERVICES AGREEMENT
Monthly and One-Time Reimbursement FORM

Name (Last, First, MI) ____________________________
Empl ID ____________________________
Department Name ____________________________ Employee Record # ____________________________
Phone Carrier for this reimbursement ____________________________
(Record Number for this employee's job associated with this cell phone reimbursement.)

<table>
<thead>
<tr>
<th>Monthly Amount</th>
<th>Begin Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification or comment:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BU</th>
<th>ORG ID</th>
<th>FUND</th>
<th>ACTIVITY</th>
<th>ACCOUNT**</th>
<th>AU</th>
<th>AMOUNT***</th>
</tr>
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<td></td>
<td></td>
<td></td>
<td>$ -</td>
</tr>
</tbody>
</table>

Note: The reimbursement amount can only be charged to one chartfield. Please do not attempt to split fund the reimbursement.

<table>
<thead>
<tr>
<th>One Time Amount</th>
<th></th>
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<tr>
<td>Justification or comment:</td>
<td></td>
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</tbody>
</table>

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<tr>
<th>BU</th>
<th>ORG ID</th>
<th>FUND</th>
<th>ACTIVITY</th>
<th>ACCOUNT**</th>
<th>AU</th>
<th>AMOUNT***</th>
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<td></td>
<td></td>
<td></td>
<td>$ -</td>
</tr>
</tbody>
</table>

Note: The reimbursement amount can only be charged to one chartfield. Please do not attempt to split fund the reimbursement.

Employee Signature ____________________________ Date ____________
Supervisor Signature ____________________________ Date ____________
Supervisor Printed Name ____________________________

Approval for Project Expense ONLY

*Cell phone charges are not allowable on grants or contracts unless specifically approved by the awarding agency and Grants and Contracts Accounting.
**Non-personal services only
***Dollar amount only - no percentages

Send completed form to Payroll at 420 Wakara
Due in Payroll by the 7th of the month for reimbursement on the 22nd. Direct Deposit Required.

Contact Name, Phone and Email ____________________________
Reassigned sections of the previous version of Policy 4-005

The sections of the current 4-005 (soon to be the new personal telecommunications policy) that need to be moved to Part 3 of the Regulations Library are currently III.A. thru F. Our recommendation is that these sections be moved to existing administrative policies where the subject matter fits the general context of the policy.

Recommendation

Move current 4-005 policy sections III.A. thru E. to Policy 3-234. These paragraphs will be placed at the beginning of Section III. of that policy. The current sub-sections of 3-234 will be re-numbered as shown below:

Wording in RED are the reassigned paragraphs III.A. thru E. from the existing version of Policy 4-005.

Policy 3-234: Key Policy

III. Policy

A. Building Security

1. Administrative, college and departmental offices of the university generally are open to the public from 8:00am to 5:00pm, Monday through Friday. Certain offices and departments are open at other times to meet particular needs.

2. It is the responsibility of all personnel using buildings after regular hours to see that lights are turned off in the rooms they are vacating and that office doors and outside doors are secured.

3. The Security Officer will investigate night use of all buildings to ascertain whether persons in the buildings are so authorized.

4. Personnel should use all precautions in maintaining the highest level of security to protect university property.

5. To facilitate the security of university buildings and property, keys to offices and buildings may be obtained from Plant Operations Key Shop upon written request from dean or department head. No deposit is required. Deans and department heads are responsible for all keys issued to their department and should assure that keys are returned whenever personnel leave the employment of the university.

B. Key Issuance

   a. Door Keys

   b. Limitations

C. Key Return

D. Responsibilities of Department of Public Safety

E. Exceptions

[So, the current III.A. thru D. now becomes III.B. thru E.]

The last reassigned section of the current 4-005 that needs to be moved is III.F.
We recommend putting it in the current Policy 3-100, as follows:

**Policy 3-100 University Procurement**

III. Policy

C. Limitations and Restrictions of Procurement

1. The University is prohibited from making purchases for the personal use of faculty or staff members. All property, supplies, and services purchased with university funds should be used only in the operation of the university. They may not be used for personal business, except in circumstances explicitly allowed by university policy. Supervisors are responsible to ensure university policy is observed.

2. *as written currently*

3. *etc.*

4. *etc.*
MEMORANDUM

To: Senate Executive Committee
From: Paul Brinkman, Associate VP for Budget and Planning
Date: January, 2011
Re: Annual report on the faculty complement

As part of the agreement on faculty ranks reached by the Academic Senate in the Spring of 1999, it was stipulated that the administration “shall report annually to the Academic Senate on the faculty make up by category (University Policy 6-300 Sec.5)(formerly PPM 9-2).” On behalf of the administration, I am pleased to provide the eleventh annual report. The attached tables contain data on the faculty headcount in the Fall of 2010, a comparison with prior years, and student credit hours by type of faculty.

Individuals with faculty status can be grouped into differing categories by virtue of the type of faculty they are, their actual role in the University at the time of the census, and whether or not they are on the University payroll. The attached tables are designed to reflect that complexity.

Table 1 provides a view of the faculty complement by headcount. As can be seen, a large number of individuals, 3,659, can be said to be faculty at the University by virtue of either what they do or their status, i.e., they have been given a faculty designation. Tenured/tenure eligible faculty make up about 41% of all active faculty.

Table 2 provides a comparison of Fall Term headcounts from 2003 to 2010. The data show modest increases in the number of tenured/tenure-track faculty, as well as most types of auxiliary faculty, over that period.

Table 3 shows the percentage of student credit hours (SCH) taught during Fall semesters from 2003 to 2010 by type of faculty by level of instruction, for the University as a whole. For this analysis, “full-time faculty” includes all tenured/tenure eligible faculty plus those individuals who were employed by the University at least .75 FTE as faculty. “Part-time faculty” refers to individuals who taught one or more classes but were neither full-time faculty nor teaching assistants or teaching fellows. The category “TA/TF” includes only those teaching assistants or teaching fellows who signed grade sheets. The three instructional levels refer to courses not students. “Lower division” refers to SCH taught in courses numbered from 1000 to 2999, “upper division” to courses numbered 3000 to 5999, and “graduate” to courses numbered 6000 to 7999.

Table 4 provides a percentage distribution of SCH taught by college by type of faculty and level of instruction during Fall Term 2010. The inclusion rules for the several types of faculty are identical to those used for Table 3, as are the course levels. Table 5 is similar in all respects to Table 4 except that tenured and tenure-track faculty are pulled out of the full-time faculty category and shown separately.
The data in Tables 4 and 5 reveal that the use of tenured/tenure-track, other full-time, and part-time faculty as well as teaching assistants varies considerably by college and by level of instruction. These data should be interpreted with caution, as various contextual factors lie behind them. For example, colleges may teach few SCH at a particular instructional level, which means that high or low percentages in a given instance may not be material. Colleges differ in the extent to which they must rely on teaching assistants, rather than on research assistants, in fulfilling their graduate training function, with implications for the SCH likely to be generated by teaching assistants. Colleges may differ in their approach to granting auxiliary faculty appointments, which could affect the distribution of SCH taught by full-time versus part-time faculty. Arguably, course offerings related to basic skills, such as writing and computing, are well suited for instruction by teaching assistants and part-time faculty.
Table 1.  
University of Utah  
Faculty Headcount, Fall 2010

<table>
<thead>
<tr>
<th>Type</th>
<th>Working as:</th>
<th>Full-Time¹</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% of</td>
<td>% of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No. Total</td>
<td>No. Total</td>
</tr>
<tr>
<td>Tenured¹</td>
<td>Faculty</td>
<td>1,354</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>Not on U payroll²</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eligible</td>
<td>Subtotal</td>
<td>1,354</td>
<td>143</td>
</tr>
<tr>
<td>Librarians</td>
<td>Librarians</td>
<td>57</td>
<td>5</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>Clinical Faculty</td>
<td>561</td>
<td>107</td>
</tr>
<tr>
<td></td>
<td>Research Faculty</td>
<td>219</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Lecturer Faculty</td>
<td>137</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Visiting Faculty</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Adjunct Faculty</td>
<td>57</td>
<td>116</td>
</tr>
<tr>
<td></td>
<td>Subtotal</td>
<td>988</td>
<td>289</td>
</tr>
<tr>
<td>GTA/GTF³</td>
<td>GTA/GTF</td>
<td>0</td>
<td>343</td>
</tr>
<tr>
<td>Other⁴</td>
<td>Academic Staff</td>
<td>10</td>
<td>465</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2,409</strong></td>
<td><strong>1,235</strong></td>
</tr>
</tbody>
</table>

Source: Office of Institutional Analysis.

NOTE: Headcount includes all active tenured or tenure-eligible faculty and librarians, all clinical, research, and lecturer faculty who are on the payroll, and all other faculty who are on the payroll and taught during the fall semester. There are also several thousand individuals who are not on the payroll and did not teach in the fall but have auxiliary faculty status who are not reflected in these figures. There are also individuals who taught but are not on the payroll nor on tenure track including 12 faculty who taught in the University's various ROYC programs.

¹Full-time/part-time status reflects relationship with the University, not necessarily with faculty duties except for Other (see note 4).
²Paid by other organizations, leave without pay.
³Graduate teaching assistants and graduate teaching fellows who signed a grade sheet.
⁴Associate instructors, post docs, research associates, wage rate, etc. Full-time are .75 FTE or more with faculty benefits status. Academic staff do not have faculty appointments.
Table 2.
University of Utah
Faculty Headcount, Fall 2003 through Fall 2010

<table>
<thead>
<tr>
<th>Type</th>
<th>Working as:</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured¹</td>
<td>Faculty</td>
<td>1,339</td>
<td>1,348</td>
<td>1,361</td>
<td>1,383</td>
<td>1,416</td>
<td>1,465</td>
<td>1,480</td>
<td>1,497</td>
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<td>3,261</td>
<td>3,465</td>
<td>3,566</td>
<td>3,659</td>
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</table>

Source: Office of Institutional Analysis.

NOTE: Headcount includes all active tenured or tenure-eligible faculty and librarians, all clinical, research, and lecturer faculty who are on the payroll, and all other faculty who are on the payroll and taught during the fall semester. Typically there are also several thousand individuals who are not on the payroll and did not teach in the fall but have auxiliary faculty status who are not reflected in these figures. There are also individuals who taught but are not on the payroll and are not tenure track; such as faculty who teach in the University's various ROTC programs.

¹Paid by other organizations, leave without pay, e.g., paid by the VA.
²Graduate teaching assistants and graduate teaching fellows who signed a grade sheet.
³Associate instructors, post docs, research associates, wage rated, etc. Academic staff do not have faculty appointments.
# University of Utah

**SCH by Type of Faculty and Level of Instruction**

**Fall 2003 through Fall 2010**

<table>
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<tr>
<th>Year</th>
<th>Share of Student Credit Hours Taught</th>
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<tr>
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<tr>
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<td>19.5%</td>
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<tr>
<td>GTA/GTF</td>
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<tr>
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<tr>
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<td>GTA/GTF</td>
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</tr>
<tr>
<td>All</td>
<td>100.0%</td>
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</table>

Source: Office of Institutional Analysis.

Full-time faculty are all tenured/tenure eligible faculty plus all other faculty employed at least .75 FTE by the University. Part-time faculty are all faculty who are neither full-time nor GTA/GTF. GTA/GTF are Graduate Teaching Assistants and Fellows who sign grade sheets. Academic staff are included in the full-time and part-time counts in accord with their FTE status.
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<th>College Type</th>
<th>Faculty Type</th>
<th>Lower Division</th>
<th>Upper Division</th>
<th>Graduate</th>
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Source: Office of Institutional Analysis.
Full-time faculty are all tenured/tenure eligible faculty plus all other faculty employed at least 75 FTE by the University.
Part-time faculty are all faculty who are neither full-time nor GTA/GTF. GTA/GTF are Graduate Teaching Assistants or Fellows who signed grade sheets. Academic staff are included in the full-time and part-time counts in accord with FTE.
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<th>Upper Division</th>
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<td>0</td>
<td>60</td>
<td>0.9</td>
<td>83</td>
<td>5.2</td>
</tr>
<tr>
<td>All</td>
<td>6,425</td>
<td>6,258</td>
<td>100.0</td>
<td>1,210</td>
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</tr>
<tr>
<td>AOE CE - Direct Pay Courses</td>
<td>1,405</td>
<td>1,457</td>
<td>70.3</td>
<td>1,165</td>
<td>72.3</td>
</tr>
<tr>
<td>Ten/TT</td>
<td>3,007</td>
<td>967</td>
<td>35.6</td>
<td>24</td>
<td>7.1</td>
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<tr>
<td>Full-time</td>
<td>2,024</td>
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<td>84.4</td>
<td>314</td>
<td>92.9</td>
</tr>
<tr>
<td>Part-time</td>
<td>4,683</td>
<td>2,176</td>
<td>100.0</td>
<td>338</td>
<td>100.0</td>
</tr>
<tr>
<td>GTA/GTF</td>
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<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>All</td>
<td>6,425</td>
<td>2,176</td>
<td>100.0</td>
<td>338</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Analysis.

Full-time faculty are faculty employed at least .75 FTE by the University, excluding tenured/tenure-track faculty. Part-time faculty are faculty who are neither tenured/tenure-track, nor other full-time, nor GTA/GTF. GTA/GTF are Graduate Teaching Assistants or Fellows who signed grade sheets. Academic staff are included in the full-time and part-time counts in accord with their FTE status.
President’s Report

1. The University of Utah overtook the Massachusetts Institute of Technology (MIT) to become America’s no.1 research institution when it comes to creating startup companies. The ranking, for 2009, is the result of the latest annual survey by the Association of University Technology Managers of the nation’s top research institutions. A year earlier, the University tied for first place with MIT, and was second to MIT for the previous two years. The 19th annual survey ranked 181 public and private research institutions throughout the country and found that 596 startup companies were created - an average of 4 per university - which was far below Utah’s 19 startups.

2. The University’s undergraduate accounting program was recently ranked 22nd and the graduate program ranked 25th according to the 2010 Public Accounting Report. When based on the size of faculty (category II, mid-sized faculty), the programs were ranked 7th and 8th respectively. The Public Accounting Report is an annual ranking of accounting programs in the United States compiled through the surveying of accounting professors.

3. A team from the University that created a bionic arm for ultrasound clinicians recently won the annual techTitan idea competition. Teams from across the state competed in the competition. The winning team survived several rounds of judging by local professors and business professionals who evaluated the merit of their ideas. The team was composed of mechanical engineering students at the U. Another top team was Seed, a team of U of U students, who captured the Global Impact award and a new Green Titans award for their idea to create a company to help rid the world of slums by providing architectural designs for low-cost, usable, clean, environmentally and family-centered living areas.

4. The University’s Adelante College Awareness and Preparation program has recently been awarded a $50,000 grant from the Utah System of Higher Education. This grant will help fund their continuing research and program development. The grant is designed to strengthen or encourage collaborations between K-12 schools, communities, and colleges and universities to significantly increase the number of low-income and underrepresented students who are prepared to enter and succeed in postsecondary education.

5. Architecture student Daniel Lyman was the recent winner of an innovative public art competition sponsored by the American Institute of Architects Utah’s Young Architects Forum. Lyman created an interactive display of 1,200 10-foot nylon composite rods that will mimic tall grass or aspens swaying in the wind. The temporary public art display will fill the empty lot in the heart of Salt Lake City on which the new Ballet West’s dance center will eventually be built.

6. The University of Utah's intercollegiate athletics teams had their best semester ever in the classroom in the fall of 2010, earning a combined 3.069 grade point average. Eleven of Utah's 18 teams achieved at least a 3.0 GPA during the fall term, led by the women's
gymnastics and women's ski teams. Both squads placed 100-percent of their student-athletes on the Athletics Director's Honor Roll (3.0 GPA or better). Overall, 56-percent of Utah's student-athletes were named to the Athletics Director's Honor Roll. More than 25-percent made the Dean's List by earning a 3.5 GPA or better in a minimum of 12 graded units.

7. The Carnegie Foundation for the Advancement of Teaching has selected the University of Utah for its 2010 Community Engagement Classification, an acknowledgement signifying an institution's social awareness. The U joins the ranks of nearly 100 other colleges and universities throughout the United States to gain this classification for 2010. The Foundation is best known for its classifications based on colleges and universities' curricular and research missions, but the community engagement classification is a relatively new "elective" process open to institutions from all sectors. Schools that elect to participate must show not only community partnerships, but also how the institution’s practices positively affect group of people around them. “This is a wonderful honor for the entire faculty, staff and students who long ago recognized the importance of serious community engagement to a major research university,” says University of Utah Senior Vice President David Pershing. “The U has long been a leader in this field and this national recognition confirms that.” As Utah’s “Flagship University,” the U of U has several outreach programs through its Bennion Community Center that range from youth camps to outreach programs with the University Neighborhood Partners.

8. Lauri Linder, clinical nurse specialist and assistant professor at the College of Nursing was one of seven researchers to receive a 2010 Nurse Researcher Grant from Alex’s Lemonade Stand Foundation, which funds research projects nationally. Linder received $100,000 to investigate the relationship between symptoms and the hospital care environment. Her research will focus on how nurses can improve the hospital environment to best help heal the sick. Alex’s Lemonade Stand Foundation’s mission is to raise money for and awareness of childhood cancer causes—especially research into new treatments and cures—and to encourage and educate others, especially children, to get involved and make a difference for children with cancer.