ACADEMIC SENATE
AGENDA
May 2, 2011

1. CALL TO ORDER: 3:00 p.m. in 115 C. Roland Christensen Center
2. APPROVAL OF MINUTES: April 4, 2011
3. SPECIAL ORDERS:
   a. Election of Senate President-elect
   b. Election of Senate Executive Committee
4. REQUEST FOR NEW BUSINESS:
5. CONSENT CALENDAR:
   a. Appendix I: Resignations, Administrative and Faculty Appointments
   b. Appendix II: Auxiliary and Limited Term Appointments
   c. Distinguished Mentor Awards
      • Kathleen Mooney, College of Nursing
      • E. Dale Abel, School of Medicine
      • Don Feener, Department of Biology
6. EXECUTIVE COMMITTEE REPORT:
7. REPORT FROM ADMINISTRATION:
8. REPORT FROM ASUU:
9. SPECIAL ORDERS: a. Election of Senate-elected Committees
10. NOTICE OF INTENT:
    a. Revised Policy 6-002 Consolidated Hearing Committee
11. DEBATE CALENDAR:
    a. Proposed Minor in Book Arts & Certificate in Book Arts
    b. Experimental Pathology Name Change and Change in M. Phil
    c. Behavioral Science and Health UG Program Name Change
    d. Faculty Parental Benefits – Leaves (revised Policy 6-315)
    e. Further discussion of Part-time regular faculty (new Policy 6-320, revised 6-300,6-314)
12. INFORMATION CALENDAR:
    a. Emphasis
       • Math Emphases
       • Nursing Emphasis
b. Graduate Council Reviews
   - Mining Engineering 179
   - Department of History 194
   - College of Social Work 211

c. President’s Report 230

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

14. ADJOURNMENT:
Call to Order
The regular meeting of the Academic Senate, held on April 4, 2011, was called to order at 3:042 p.m. by James E. Metherall, Senate President. The meeting was held in room 115 C. Roland Christensen Center.

Roll:

Excused:
Lorris Betz, Chris Nelson, Alison Regan

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


Excused without Proxy: Ron Coleman, Kathryn Morton

Approval of Minutes
The minutes of the Academic Senate meeting on March 7, 2011, were approved following a motion from Jim Anderson which was seconded by Harriet Hopf.

Request for New Business
Beverly Brehl, director of the Teaching and Learning T.A. Scholars Program, gave a short introduction of the students’ projects that on display. The posters are a culmination of their outstanding work during the year and all are invited to see them in the foyer following the
meeting. She thanked everyone and informed them that applications can be found on-line for next year’s scholars.

Consent Calendar
The resignations, retirements, faculty appointments, auxiliary, and limited term appointments, appearing in the Appendices dated March 14 and April 4, 2011, received approval to forward to the Board of Trustees as proposed by Jim Anderson and seconded by Larry DeVries.

Executive Committee Report
Pat Hanna, Executive Committee Secretary, summarized her written report of the March 14, 2011, Executive Committee meeting.

Report from Administration
President Michael Young gave a recap on the Legislative Session noting that no changes were made for in-state tuition for undocumented students. New reporting requirements and the supervision process for building projects were put in place but are not expected to have any significant impact on current or future projects. There will be a budget cut of 2 percent based on last year’s budget, and a system-wide tuition increase of 7.8 percent which breaks down to a 5 percent for first year tuition and 2.8 percent for second year tuition.

The President reported that searches are well underway for the Senior Vice President for Health Sciences to replace Lorris Betz, the Chief Information Officer to replace Steve Hess, and the Associate Vice President for Academic Affairs to replace John Francis. He announced the tentative appointment of Amy Wildermuth as the Associate Vice President replacing Susan Olson, with final approval pending (including formal notice to the Senate).

The President informed the senators of the new accreditation standards and introduced Chuck Wight, Dean of the Graduate School, to explain the new standards. Dean Wight reported that in January 2010, institutions within the region of the Northwest Commission on Colleges and Universities met and voted to change the 10-year review process to a 7-year cycle. This is an important process for the University’s authorization to federal loans and grants for students. Four reports will be due approximately every other year beginning September 1, 2011. Dean Wight invited input to be sent to him before the September meeting.

Another major change was in the Standards themselves. Instead of being a prescriptive nature, i.e. “you must do”, it has been changed to a constructive type as in “you tell us what your mission is and how you are accomplishing it and then prove to us that you are doing it well”. There is no more “one size fits all” and each institution is allowed to design its own mission and goals and it does not interfere with specialized accreditation. As an example, in addition to Utah’s three core standards: teaching, research and public life, we have an additional standard in Health Sciences.
Report from ASUU
Chase Jardine, ASUU president, reported on the Rock the U fund raiser to raise money for the Huntsman Cancer Institute. This year they raised over $40,000, which exceeds other years without a corporate sponsor. He introduced the newly elected student body president for the coming year, Neela Pack. He noted that she is the fourth female ASUU president in the history of the University.

Notice of Intent
Susan Olson, Associate Vice President for Academic Affairs, gave a brief overview of the revision to Policy 6-315 regarding faculty parental benefits. The policy was passed in 2006 and revised in 2007 with a required review after three years. Susan introduced Andrea Rorrer, Director of the Utah Education Policy Center, and Jennifer Allie, a Ph.D. student working with the Center and also Director Of Faculty Administration in the School of Medicine. Professor Rorrer explained the responses from the faculty who were surveyed in February, 2010, to find out what experiences have resulted from those who have taken advantage of the parental leave, and to determine the feelings of those who have not taken the leave but have been in departments where others have. They also wanted to see how the policy was implemented. From the 185 responses, they found that overall the faculty were supportive of the parental leave policy and felt it was fair and just. They determined that the policy was a good tool for recruiting and retaining top faculty as well as leveling the playing field in tenure for women faculty. There were a few other findings but the two of most concern were the lack of communication, as some faculty didn’t realize there was a policy, and the second was the difference in perceptions of leave-taking faculty and department administrators as to how much work the faculty continued to do even while on leave.

Following a lengthy discussion, a straw vote was taken on a proposed question: should taking of a leave of absence automatically be treated as a presumptive request for a tenure-clock extension? The majority voted against that presumption—preferring instead that a faculty member desiring a tenure-clock extension be required to make an affirmative request. Susan Olson requested that any concerns about the proposed revisions, including any specific amendments, be submitted to her prior to the last Academic Senate meeting for the academic year on May 2. Jim Anderson made a recommendation to move on and have any revisions to the document prepared for the Academic Senate meeting on May 2, 2011.

Debate Calendar
Ed Buendia, Director of Ethnic Studies, explained the proposed request for a Major in Ethnic Studies. The interdisciplinary major will prepare students from a wide range of racial and ethnic backgrounds interested in employment with organizations and agencies that work with historically underserved populations. The degree also serves as a strong foundation for students pursuing graduate work in areas of sociology, law, social work, education, psychology, and health sciences. No other higher education institution in the state offers this major while other PAC-10 institutions do. A motion from Jim Anderson to forward to the Board of Trustees for final approval was seconded by Bob Fujinami and approved unanimously.
Susan Olson and Joanne Yaffe, former chair of the Presidential Commission on the Status of Women, explained the proposed new policy 6-320 on Part-time Regular Faculty, and Policies 6-300 and 6-314. The new Policy 6-320 would 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. Adoption of the new policy will enable the departments to provide a range of three alternative part-time arrangements. A few changes made since the March Senate meeting were explained. After a lengthy discussion of various aspects, the discussion focused on what role other department faculty might have in considering approval of a request for part-time status. *Jim Anderson motioned to table the proposal and bring it back for the May meeting, with clarifications regarding the role of the department faculty, which motion to table was seconded by Vladimir Hlady and approved.*

**Information Calendar**  
The information calendar including Emphases for Chemistry, and Emphases for Geology and Geophysics were accepted without opposition. The Undergraduate Council Review of the Behavioral Science and Health Program was accepted.

**New Business**  
There was no new business.

**Adjournment:**  
The meeting adjourned at 5:03 p.m.

Respectfully submitted,

Nancy Lines
APPENDIX I
RESIGNATION & APPOINTMENTS

Resignation
1. Dr. Duncan McGregor, Instructor (clinical) in Internal Medicine, effective June 20, 2011.

Administrative Appointments
1. Dr. Peter Trapa, Chair, Department of Mathematics, effective July 1, 2011.
2. Dr. Amy Wildermuth, Associate Vice President for Faculty, effective July 1, 2011.

Faculty Appointments
MEDICINE
1. Dr. David Bearss, Associate Professor of Oncological Sciences, effective February 1, 2011. This represents a track switch and supersedes his appointment as Research Associate Professor of Oncological Sciences.

2. Dr. Rafael Firszt, Instructor in Pediatrics, effective July 1, 2011.
   B.S., 2000, McGill University
   M.B.A., 2005, McGill University
   M.D., 2005, McGill University

APPENDIX II
AUXILIARY FACULTY APPOINTMENTS

Auxiliary Faculty Appointments
ARCHITECTURE + PLANNING
1. Mr. Steven L. Storheim, Adjunct Instructor in City & Metropolitan Planning, effective July 1, 2011 and ending June 30, 2012.
   B.A., 2002, Brigham Young University
   M.A., 2006, California State Polytechnic University
ENGINEERING
2. Dr. Mark S. Humayun, Adjunct Professor of Electrical & Computer Engineering, effective July 1, 2011 and ending June 30, 2012.
   B.S., 1984, Georgetown University
   M.D., 1989, Duke University
   Ph.D., 1994, University of North Carolina

3. Dr. Zeev V. Vardeny, Adjunct Professor of Electrical & Computer Engineering, effective July 1, 2011 and ending June 30, 2012. This is secondary to his appointment as Distinguished Professor of Physics & Astronomy.

FINE ARTS
4. Professor Jon Scoville, Professor (Lecturer) of Modern Dance, effective March 10, 2011 and ending June 30, 2011. This supersedes his appointment as Associate Professor (Lecturer) of Modern Dance.

HUMANITIES
5. Professor Alexis C. Fernandez, Adjunct Assistant Professor of Communication, effective July 1, 2011 and ending June 30, 2012.
   B.A., 1976, University of Utah

6. Dr. Mel Thatcher, Adjunct Assistant Professor of History, effective July 1, 2011 and ending June 30, 2012.
   B.A., 1969, University of Washington
   M.A., 1973, University of Washington
   Ph.D., 2004, University of Washington

MEDICINE
7. Dr. Markus Amann, Adjunct Assistant Professor of Anesthesiology, effective April 1, 2011 and ending June 30, 2011. This is in addition to his appointment as Research Assistant Professor of Internal Medicine.

8. Dr. Armand H. Antommaria, Adjunct Associate Professor of Internal Medicine, effective July 1, 2011 and ending June 30, 2012. This supersedes his appointment as Adjunct Assistant Professor of Internal Medicine and is secondary to his appointment as Associate Professor with tenure of Pediatrics.
9. Dr. Ryan W. Arnold, Adjunct Assistant Professor of Radiology, effective July 1, 2011 and ending June 30, 2012.

B.S., 1999, Brigham Young University
M.D., 2004, Oregon Health Sciences Center

10. Dr. Patrick G. Bakke, Associate Professor (Clinical) of Anesthesiology, effective July 1, 2011 and ending June 30, 2012. This supersedes his appointment as Assistant Professor (Clinical) of Anesthesiology.

11. Dr. Jonas Bergquist, Adjunct Professor of Pathology, effective May 1, 2011 and ending June 30, 2011.

M.S., 1991, Lund University
Ph.D., 1996, University of Gothenburg

12. Dr. John H. Bowers, Instructor (Clinical) in Internal Medicine, effective April 5, 2011 and ending June 30, 2011.

B.S., 1967, University of Utah
M.D., 1970, University of Utah


B.A., 2000, Point Loma Nazarene College
M.D., 2007, Medical University of South Carolina
Ph.D., 2007, Medical University of South Carolina

14. Dr. Shane Brogan, Associate Professor (Clinical) of Anesthesiology, effective July 1, 2011 and ending June 30, 2012. This supersedes his appointment as Assistant Professor (Clinical) of Anesthesiology.

15. Dr. Thomas G. Conover, Assistant Professor (Clinical) of Psychiatry, effective July 1, 2011 and ending June 30, 2012. This supersedes his appointment as Instructor (Clinical) in Psychiatry.
16. Dr. Spencer C. Debry, Assistant Professor (Clinical) of Psychiatry, effective July 1, 2011 and ending June 30, 2012. This supersedes his appointment as Instructor (Clinical) in Psychiatry.

17. Dr. Amna I. Dermish, Visiting Instructor in Obstetrics & Gynecology, effective July 1, 2011 and ending June 30, 2012.

   B.S., 2001, University of Pittsburgh
   M.D., 2006, University of Colorado


   B.S., 2003, Brigham Young University
   M.D., 2007, University of Illinois

19. Dr. Michael L. Draper, Associate Professor (Clinical) of Obstetrics & Gynecology, effective July 1, 2011 and ending June 30, 2012. This supersedes his appointment as Assistant Professor (Clinical) of Obstetrics & Gynecology.

20. Dr. Kathleen M. Fagan, Adjunct Instructor in Family & Preventive Medicine, effective February 1, 2011 and ending June 30, 2011.

   B.A., 1973, Northwestern University
   M.D., 1978, Case Western Reserve
   M.P.H., 1980, University of Illinois

21. Dr. Helen M. Feltovich, Adjunct Assistant Professor of Obstetrics & Gynecology, effective March 31, 2011 and ending June 30, 2011.

   B.A., 1989, St. Olaf College
   M.S., 1997, University of Iowa
   M.D., 1999, University of Iowa

22. Dr. Ashvin K. George, Research Assistant Professor of Internal Medicine, effective March 31, 2011 and ending June 30, 2011.

   M.S., 2003, University of Illinois
   Ph.D., 2007, University of Illinois
TO: Senior Vice Presidents David W. Pershing and A. Lorris Betz  
FROM: Associate Vice Presidents Susan M. Olson and Rickard J. Sperry  
DATE: April 5, 2011

SUBJECT: Small revisions to the Consolidated Hearing Committee policy and Academic Freedom and Faculty Rights Committee policy (University Policy 6-002-III, Sections 10 & 11.)

Attached for your approval and referral to the President are revisions to the policy describing the procedures of the Consolidated Hearing Committee (CHC). The Office of General Counsel has been assembling a more extensive set of revisions for the CHC to discuss with faculty and administrators, but those attached here have moved along separately for a couple of reasons. The Academic Freedom and Faculty Rights Committee (AFFRC), currently chaired by Professor Ray Gunn, met on Friday, March 18, and reviewed and approved the substantive revisions presented here.

The revisions fall into three groups. The first group (changes to Section A. 2. d., Section B. 4., and Section D. 3. iv.) arises from the desire to clarify the jurisdiction of the CHC relative to matters heard by the AFFRC. A CHC panel’s recommendation in a case appealed from the AFFRC led the then-chair of the AFFRC to believe that the CHC had too narrowly construed its jurisdiction over the case. While not all parties share the perception that this CHC panel did, in fact, construe its jurisdiction narrowly, all parties agree that jurisdiction of the CHC should extend to all matters appropriately heard by the AFFRC.

According to University Policy 6-002--III- Section 11-A, the AFFRC may receive complaints of alleged violations of academic freedom from “all members of the University
academic community, which is defined here to include the faculty, whether with or without
tenure or continuing appointment, administrative officers, academic staff, and students.” In
addition, the AFFRC also serves as a broader grievance committee for faculty members only.
Section 11. C. 2. d. of Policy 6-002 states:

The Committee is empowered to investigate an academic grievance (other than matters
concerning retention, tenure or promotion) on a complaint by a faculty member after the faculty
member has had the matter reviewed by the appropriate administrative authorities. This
authority extends to the rights and duties of faculty members engaged in the academic
processes of teaching, research, thinking, and the communication of the products of these
processes; the making of academic evaluations; and participation in departmental, collegial and
university governance as provided by university policies and Procedures.

The three amendments making up this first set of proposed revisions make clear that the
CHC may hear appeals of faculty members’ academic grievances, as defined above, after review
by the AFFRC and not just appeals of claimed violations of academic freedom, narrowly defined.
In addition to consulting with the current membership of the AFFRC, as noted above, Associate
Vice President Olson also recently confirmed with Graduate Dean Chuck Wight, who personally
served along with AVP Olson and others as a member of the drafting committee for the CHC in
2003, that that was the original intention of the drafting committee. The wording in the policy
since that time referring to the “academic freedom” jurisdiction of the CHC was a short-hand of
sorts for the whole jurisdiction of the since-renamed Academic Freedom and Tenure Committee.
Thus, we see these revisions as merely a clarification and not new policy.

The second set of revisions (changes to Section C. 8. and Section D. 2. a.) are two that
the Office of General Counsel believes are important to the proper functioning of the CHC. The
current policy requires a hearing to be scheduled no more than 40 calendar days from the date
that parties are notified that a complaint has been filed. This has proven difficult with some cases
during the fall and spring semesters and virtually impossible when cases arise during the
summer. The proposed language would provide more flexibility in scheduling, especially during
the summer, without abandoning the norm of as speedy a hearing as possible.

The proposed revision of Section D.2. a. is needed to respond to a decision in the U.S.
District Court for the District of Utah about parties’ right to counsel in cases in which property
rights are at stake. The policy’s existing language that a party’s attorney may not speak at the
hearing is inconsistent with the Court’s decision. Indeed, the University has been complying with
the ruling for several years now, notifying parties of their legal right in the correspondence
occurring in specific cases, but it is much preferable to change the language in the policy to
avoid confusion and the possibility of miscommunication.

The third set of revisions includes very small editorial changes, such as correcting cross-
references to University policies and the now-changed name of the Academic Freedom and
Tenure Committee to the Academic Freedom and Faculty Rights Committee. The corrected
cross-references, made to Policy 6-002 in both Section 10 about the CHC and Section 11 about the AFFRC, have been added since the AFFRC reviewed the revisions on March 18, but they are entirely non-substantive.

As noted above, the Office of General Counsel and the Academic Senate may wish to convene a more thorough review of the CHC procedures and suggest other revisions. We believe that it makes sense to proceed with these few changes now, however, and save others for a later academic year.

Cc: Associate Professor Ray Gunn, 2010-11 Chair, Academic Freedom and Faculty Rights Committee
Checklist & coversheet form—for submitting to Academic Senate Executive Committee
Proposal for addition/revision of University Regulation.

1. Regulation(s) involved (type, number, subject): **U-Policy 6-002**

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. V.P. 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: **Academic Freedom & Faculty Rights Committee. Office of General Counsel. Institutional Policy Committee.**

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: April 12, 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 581-5203 nancy.lines@utah.edu.
SECTION 10. Consolidated Hearing Committee for Faculty Disputes (CHC)

A. Charge

1. The Consolidated Hearing Committee ("CHC") is the hearing body for grievances and complaints brought against faculty members (as defined in [Policy 6-316, Section 1, General Provisions] at the University of Utah or by faculty members asserting rights including appeals from retention, promotion and tenure decisions. The CHC may also choose not to hold hearings and to dismiss complaints brought before it under certain circumstances. The CHC may also seek the expertise and assistance of other committees or individuals it deems appropriate to facilitate the hearing process. The CHC functions as a panel of five faculty members constituted anew for each case. Each panel is drawn from a larger pool elected by the Academic Senate. (See VIII Part III-Sec. 10-H below).

2. In particular, the CHC is the hearing body for the following University proceedings:
   a. Any authorized and timely appeal for review following the cognizant senior vice president's ("Sr. VP's") recommendation to the president at the conclusion of a formal retention/promotion/tenure review. ([Policy 6-303];)
   b. Formal hearings of complaints of discrimination against a faculty member or an academic unit based upon race, color, religion, national origin, sex (including claims of sexual harassment), age, sexual orientation, gender identity/expression, or protected veteran if the discrimination complaint is raised in the context of another faculty proceeding. (Otherwise, complaints of discrimination brought against faculty, students, and staff members are heard through the OEO/AA process. ([Policy 5-210];)
   c. Proceedings to sanction a faculty member for violations of the Code of Faculty Rights and Responsibilities, ("Faculty Code") or to review an imposed administrative reprimand. ([Policy 6-316, Section 6, Administrative Reprimand];)
   d. Hearings of matters involving faculty members’ academic grievances, as defined in Policy 6-002-III-Sec.11-C-2-d., or complaints by members of the university community (including faculty members and students) when abridgement of academic freedom is alleged;
   e. Proceedings for terminations or reductions in status of faculty members for medical reasons;
   f. Appeals of a faculty member’s dismissal or reduction in status in the event of financial exigency or program discontinuance;
   g. Appeals by faculty, students, or staff of any restrictions on speech under University speech policies;
h. Formal hearings of allegations of Research Misconduct against a faculty member pursuant to Policy 7-001 (sponsored research). Formal hearings of (sponsored) research misconduct against a student, staff member, or other individual not a faculty member are heard by the Research Misconduct Hearing Committee. (Note: allegations of misconduct in non-sponsored research shall be filed as an allegation under the Faculty Code.)

B. Route to CHC

The route to the CHC varies with the different matters it is authorized to hear. It is the hearing body for matters initially considered but not resolved by other committees, offices, or individuals.

1. Denial of retention, promotion, or tenure.

The faculty candidate or another authorized party (see Policy 6-303 , Section G.4, -III-I, “Appeal of recommendation...”) may file an appeal after the Senior Vice President’s recommendation at the conclusion of the RPT process. Grounds for an appeal are that the recommendation was arbitrary, capricious, unreasonable, discriminatory with respect to characteristics that are protected under law or University policies, or a result of malice; that procedural violations denied the appellant basic fairness and due process; and that the recommendation rests on a violation of academic freedom. (See Part III-Sec.10-D-3-b-i below, “CHC Standard of Review...,” Section IV.C.2.a. below.)

Matters that also include an allegation of illegal discrimination or harassment ("Mixed Complaints").

If a complaint or appeal contains an allegation of illegal discrimination or harassment raised in the context of another matter (e.g. denial of retention, promotion, or tenure or alleged in tandem with other violations of the Faculty Code) that claim of discrimination or harassment shall be referred to the OEO/AA for an investigation and a report back to the CHC. Any appeal from the OEO/AA findings, conclusions and recommendations shall be made to the CHC.

Complaint alleging violation of Faculty Code.

a. If an alleged violation of the Faculty Code is not informally resolved by proximate administrators, the aggrieved party may file a formal complaint in the office of the cognizant senior vice president. That office may also attempt informal resolution and then forward the complaint to the CHC if no informal resolution has occurred. (See Policy 6-316, Section 6, Complaints)

b. A faculty member may ask the CHC to review an administrative reprimand. (See Policy 6-316, Section 6, Administrative Reprimand)

Violation of academic freedom or an academic grievance.

Any concern involving an alleged violation of academic freedom or an academic grievance, as defined in Policy 6-002-III-Sec.11-C-2-d, is brought initially to the Academic Freedom and Tenure Faculty Rights Committee ("AFTCAFRC"). If the AFTCAFRC does not resolve the matter informally, the complainant may request a hearing from the CHC. (See Policy 6-313, Section 2, Policy 6-002-III-Sec.11, AFFRC... )
Medical termination or reduction in status.

Proceedings to terminate or to award a contract with substantially reduced status to a faculty member for medical reasons shall be preceded by discussions with a faculty member's department chairperson, dean, and/or cognizant senior vice president looking to a mutually acceptable resolution of the problem, such as an accommodation under the Americans with Disabilities Act. If no such resolution is achieved, the cognizant senior vice president files a written statement with the CHC alleging a faculty member's inability to perform the essential functions of the job. (See Policy 6-313, Section 5 3. “...Termination for Medical Reasons.”)  

6. Appeal of a dismissal or reduction in status in the event of financial exigency or program discontinuance.

The faculty member first appeals such dismissal or reduction in status to the cognizant senior vice president, who makes a recommendation. The faculty member can then appeal the Sr. Vice President’s decision to terminate or reduce status, but only for (1) violation of his/her academic freedom or constitutional rights, (2) failure to comply with the policy, with related institutional policy, or with the plan for personnel reduction approved by the Board of Regents, or (3) illegal discrimination. (See Policy 6-313, Section 6 and 7 4. “Financial Exigency”, and Section 5, “Program Discontinuance”).

7. Appeals from restrictions on speech under University Speech Policies.

After an administrator makes a decision restricting speech, a student, staff, or faculty member may appeal the matter to the Committee on Student Affairs. The party may appeal the decision of COSA to the CHC only if the appellant alleges a violation of the Utah or United States Constitution or of academic freedom. (See Policy 1-007 “University Speech Policy,” and Policy 6-401, “COSA”.)

Drafting Note: The first correction is to fix the hidden hyperlink under “Policy 1-007” --- which is broken and should link to: http://www.regulations.utah.edu/general/1-007.html. Second, add the text “University Speech Policy.” Third, add the text about 6-401, and then Fourth, add a link to the URL for 6-401. http://www.regulations.utah.edu/academics/6-401.html)

C. Steps Preceding the Hearing
2. Chair Selection

The Office of the Senate shall select a chair and the members of the panel within 10 business days of receipt of the appeal and shall forward the materials to each of them. (See Section VIII.C, Part III-Sec.10-H below)

[Text omitted]

Preliminary Review, Referral, and Dismissal of the Complaint

After reviewing the complaint/appeal, the response and the appended file, if any, the CHC shall determine whether to dismiss the complaint or whether to refer the complaint or certain allegations within it to another University entity. If informal resolution has not previously been attempted, the CHC may refer the matter for informal resolution efforts, as it deems appropriate. (In some circumstances, such as in appeals from denial of retention, promotion or tenure, informal resolution efforts may not be appropriate).

a. Referral

   i. Mixed Complaints or Appeals.

      • If a complaint or appeal raises allegations of illegal discrimination, the CHC shall refer those allegations to OEO/AA for an investigation and report.

      • If an appeal alleges a violation of academic freedom, the CHC shall refer those allegations to the AFTCAFFRC for consideration and report.

      • If a matter before the CHC alleges misconduct in non-sponsored research, the CHC may refer the matter to the Research Integrity Officer for inquiry and/or investigation pursuant to the Procedures set forth in Policy 7-001. If a matter alleges misconduct in sponsored research, the CHC shall refer it to the Research Integrity Officer pursuant to Policy 7-001.

   ii. Hearing on all allegations.

      The CHC chair shall consult with the director of OEO/AA, chair of AFTCAFFRC, or Research Integrity Officer as the chair deems appropriate to facilitate fair and prompt proceedings and the timely return of the case to the CHC for a formal hearing on the entire matter. Any reports resulting from a referral shall be made available to all parties prior to the hearing.

b. Dismissal.

   The CHC may conduct a preliminary review of the written record (without the parties) to determine whether to dismiss an appeal or complaint or to decide it on its merits. The CHC may dismiss a matter only under the limited circumstances set forth below. If a matter is dismissed, the
aggrieved party may appeal to the President who can affirm the dismissal or return the matter to the CHC with instructions.

i. Appeal from RPT decision: The CHC may not dismiss an appeal from an RPT decision.

ii. Discrimination: The CHC may dismiss allegations of discrimination only if it finds, after reviewing the OEO investigation report and other submissions, that there is insufficient evidence to support a claim of discrimination or harassment, or if it finds that the issue is no longer relevant or has become moot. The CHC shall determine whether to proceed with a discrimination claim based on a review of the complaining party's statement, the reply of the responding party, the written request for the formal hearing and the OEO/AA's initial determination, attachments, and recommendations, and any comments of the parties received in response to the initial OEO/AA summary.

iii. Faculty Code Violations: The CHC may dismiss the complaint only if it determines that the complaint is frivolous or that the complaint fails to allege facts constituting a violation of the Faculty Code.

iv. Academic Freedom Violations: The CHC may dismiss a complaint only if it determines that the complaint does not involve a substantial question of academic freedom or a substantial academic grievance, as defined in the rules of the Academic Freedom and Tenure Faculty Rights Committee (Policy 6-313, appendix Policy 6-002—III-Sec.11, AFFRC...) or that the claimant is not directly or substantially affected by the matters of which he or she complains. The CHC must consult with AFTCAFFRC before such a complaint is dismissed. (Drafting Note: The former cross-reference to "6-313-appendix" was erroneous, resulting from arenumbering of policies that occurred several years ago. In older versions of this Policy it was a reference over to PPM 8-7 Sec. 2, and the correctrenumbering of that some years ago should have been to new number 6-002 Part III-Sec.11., not to Policy 6-313. The hidden hyperlink is broken and should be eliminated.)

v. Appeal of Dismissal or Reduction in Status Due to Financial Exigency or Program Discontinuance:

The CHC may dismiss the appeal on the written record only if it finds (after considering any report from AFTCAFFRC) that the appeal does not raise a substantial question of academic freedom, and if it finds (after considering any report, if any, from OEO/AA) that there is insufficient evidence to support a claim of discrimination (if any), and if it finds that the appeal fails to allege sufficient facts to constitute failure to comply with university policy or with the plan approved by the Board of Regents. Because the Procedures for the declaration of financial exigency contained in PPM University Regulations require the demonstration of the need for such declaration after substantive consultations, notice, and hearing, the decision of the Board to declare financial exigency is not subject to contest
by faculty or staff in any grievance or appeal Procedure within the institution or before the Board of Regents.

vi. Appeal from Restrictions on Speech: The CHC may dismiss the appeal on the written record only if it finds (after considering any report from AFTCAFFRC) that the appeal does not raise a substantial question of academic freedom or violation of the Utah or United States Constitution.

vii. Proceedings for Medical Termination or Reduction in Status: The CHC may not dismiss a case seeking termination or reduction in status for medical reasons.

viii. Sponsored Research Misconduct. The CHC may not dismiss a request for a formal hearing in a sponsored research misconduct matter following the issuing of a summary report by the Research Misconduct Investigation Committee. (Non-sponsored research misconduct allegations are handled as Faculty Code violations pursuant to Section II.H.2.–Part III-Sec. 10-B-8-b above.)

[Text omitted]

8. Scheduling of Hearing. If the CHC determines that a hearing is necessary or required, the CHC shall notify the parties of the date set for the hearing. The hearing date shall be within a reasonable time but not fewer than 15 calendar days nor more than 40 calendar days from the date the letter of notification of the complaint was sent to the parties unless the matter has been referred to another entity for an investigation and report. During the fall and spring semesters, the hearing generally should occur not more than 40 calendar days from the date the letter of notification of the complaint was sent to the parties. This time period may be delayed during the summer. Although the CHC, through the Office of the Senate, may endeavor to find a hearing date that will be convenient for all the parties involved, the CHC has the final authority for determining the date of the hearing. If either the complainant or the respondent fails to attend the hearing without prior notification and good cause, the CHC may proceed with the hearing and take testimony and evidence and reach a decision on the basis of that testimony and evidence.

[Text omitted]
right to speak to the CHC or to the other parties or witnesses. Each party shall personally make a narrative opening statement that states his/her position on the issues and facts and describes the relief sought. Thereafter, either the party or his/her advisor (but only one of them) shall conduct the remainder of the presentation including examinations, cross-examinations and summary statements at the conclusion of the hearing. The parties (and not their advisors) must respond to questions presented by the CHC and the opposing party.

[Text omitted]

3. CHC Standard of Review and Actions.

a. The CHC’s report with its determinations, rationales and recommendations will be based on the evidence submitted to it and its assessment of the credibility of witnesses.

b. A variety of matters can be brought to the CHC, which may necessitate different standards of review. Some, such as the consideration of RPT decisions are appeals and, as such, the CHC has a limited standard of review. Others, such as those alleging violations of the Faculty Code or alleging illegal discrimination may entail formal, de novo, fact-finding hearings. In all cases, 3 out of 5 panel members must agree on a finding or recommendation. The CHC shall report its findings and recommendations to the President in all cases.

i. Appeals brought from recommendations of the cognizant senior vice president in retention, promotion and tenure (“RPT”) decisions.

Appellant must provide clear and convincing evidence that the recommendation was arbitrary, capricious, unreasonable, discriminatory, a result of malice, or a violation of academic freedom; and/or show by a preponderance of evidence that there were procedural defects that denied the appellant basic fairness and due process. Presumption is that the recommendation was made in the best interest of the university. The appellant may prove that the vice president’s recommendation was invalid because it relied on a prior recommendation in the same review process that was procedurally defective, arbitrary, capricious, unreasonable, discriminatory, a result of malice, or a violation of academic freedom. If the CHC finds such procedural defects or arbitrary and capricious action, it shall recommend a remedy for the appellant.

ii. Complaint filed alleging discrimination or sexual harassment in a Mixed case. The CHC holds a hearing regarding all the issues raised in the complaint and makes findings of facts pertaining to the allegations of discrimination or sexual harassment (and follows the pertinent standard of review for other allegations in the complaint). It may recommend remedial, corrective, and disciplinary action if it finds by a preponderance of the evidence that discrimination or harassment has been committed.
iii. Complaint alleging violation of the Faculty Code.

The complainant must prove by clear and convincing evidence (in the record as a whole) that the respondent violated the Code. If the complainant so proves, the CHC recommends sanctions.

iv. Complaint alleging violation of academic freedom or an academic grievance.

The claimant must prove by a preponderance of the evidence that the alleged actions occurred and that they violated academic freedom or a substantial faculty right, as defined in Policy 6-002-III-Sec. 11-C-2-d.

v. Medical termination or reduction of status.

The University must prove the allegation of inability to perform the essential functions of the job with or without a reasonable accommodation by clear and convincing evidence.

vi. Terminations and reductions in status from financial exigency or program discontinuance.

The appellant must prove by a preponderance of the evidence that the dismissal or reduction in status (1) violates his/her academic freedom or constitutional rights, or (2) fails to comply with the policy for such actions, with related institutional policy, or with the plan for personnel reduction approved by the Board of Regents or (3) constitutes illegal discrimination.

vii. Appeals of restrictions on speech under University Speech policies.

The appellant must prove by a preponderance of the evidence that the restriction on speech violates the Utah or United States Constitution or academic freedom.

viii. Complaints alleging misconduct in sponsored research.

The CHC must find, by a preponderance of the evidence, that the respondent(s) engaged in research misconduct as defined in Policy 7-001

[Text omitted]

[Section 10 – G]

G. Remedies and Sanctions

The CHC may recommend remedies or sanctions which it deems appropriate to the circumstances. The CHC may consult with AFTC, the AFFRC, the Research Integrity Officer, OEO/AA or other University units or officials as it deems appropriate to "craft" the remedy or sanction.

[Text omitted]

[Section 10-H]

H. CHC Membership Composition and Selection
3. The Office of the Senate will select panel members for each hearing with the goal of constituting an impartial panel. A neutral process such as assigning CHC members on a rotating or random basis will be used. The resulting panel should have diverse academic expertise and experience. Chairs and members with the appropriate expertise as described in the second paragraph of VIII.A, Part III-Sec.10-H-1 above shall also be selected from their separate pool through a similar neutral process. Being designated as a chair does not preclude serving as a regular member on another CHC panel.

b. In cases in which a party is a student or staff member, or if there are substantial issues that involve students or staff members, then 2 individuals from that party's pertinent peer group(s) shall replace 2 of the 5 faculty members on the panel. Those peer members shall be selected from the pool of staff or student members, which has previously been composed pursuant to Policy 5-210, Section VII.C.2 "Discrimination and Harassment Hearings." University Rule 5-210A “OEO/AA Procedures.” (Drafting Note: and add hyperlink to URL: http://www.regulations.utah.edu/humanResources/rules/rule_5-210A.pdf )

4. Parties to hearings before the CHC may challenge any member of the CHC panel for cause. If there is a dispute regarding the participation of any CHC member, the remaining panel members shall hear that dispute and make a final decision about the participation of that member in the hearing. (Standards for conflict and bias are set forth in Section III.K, Part III-Sec.10-C-11, “Bias...”, above.)

SECTION 11. Academic Freedom and Faculty Rights Committee

B. References

Policy 6-307, Appointments, Retention, Promotion and Tenure, Resignations

C. Academic Freedom and Faculty Rights Committee

1. Committee Formation. . .
b. The chairperson of AFFR shall be selected in accordance with Policy 6-002, Section 4.C.2 Part III-Sec.4-C-2. A vice chairperson shall be selected by the committee and will preside in the absence of the chairperson.

[Text omitted]

d. If a party is a student, or if there are substantial issues that involve students, then, in consultation with the ASUU President or his/her designee, the AFFR chairperson shall ask one graduate student and one undergraduate student to serve on the committee for the purpose of dealing with that case. If possible, these students shall be selected from the pool of potential student members that has previously been composed pursuant to Policy 5-210, University Rule 5-210A “OEO/AA Procedures.”  

[Drafting Note: also change the hidden hyper link to URL: http://www.regulations.utah.edu/humanResources/rules/rule_5-210A.pdf]

2. Committee Responsibilities

[Text omitted]

d. The Committee is empowered to investigate an academic grievance . . . [Text omitted]... and university governance as provided by university policies and Procedures. See Policy 6-307, Section 7

[Text omitted]

g. Any faculty member may refer a request for review of a resignation to the Committee for study and report. See Policy 6-307, Sections 6.C. and D.

3. General Procedures

a. AFFR may receive a complaint directly from a member of the academic community and attempt to resolve the matter informally. If the AFFR is unable to resolve the matter to the satisfaction of the claimant, then the AFFR should explain further options for appeal to the claimant, including the possibility of filing a complaint with the Consolidated Hearing Committee (CHC). (See Policy 6-002, -III-Sec.10-B-4Section 10.II.D. of this policy.) Formal hearings required in matters involving rights and duties of faculty members are conducted by the CHC under Section 10 of this policy.

b. If a complaint is filed initially with CHC, it may refer the matter to AFFR for "consideration and report." (See Policy 6-002-III-Sec.10-C-6-a Section 10.II.D. of this policy.) AFFR does not conduct formal hearings for the purpose of making binding determinations of fact, but it may attempt to engage in informal resolution of disputes, and it may ask for submissions from parties to a dispute when a matter has been referred to it by the Consolidated Hearing Committee (CHC).  

[Text omitted]
g. Submission of Complaints

  [Text omitted]

  ii. A complaint to the AFFR shall be filed with the Office of the Academic Senate. The complaint shall be signed, and it shall informally and concisely explain the grounds of the complaint and name the persons complained against. The committee may provide instructions and forms for filing complaints. These instructions and forms shall be available from the Office of the Academic Senate and may be published electronically. All parties shall comply with such instructions and use the proper forms. Complaints alleging illegal discrimination, including sexual harassment, shall be handled in accordance with Policy 5-210 and Policy 6-002-III-Sec. 10-A-2-b Section 10.I.B.2 of this policy.

  [Text omitted]

7. Referrals From the Consolidated Hearing Committee

  a. If the Consolidated Hearing Committee (CHC) refers an appeal that alleges a violation of academic freedom to the AFFR for consideration and report under Section 10.III.F.1.a.ii Policy 6-002-III-Sec. 10-C-6-a-i, “Referral,” of this policy, then the AFFR will consider the allegations and make a written report to CHC that expresses the committee’s view on whether a violation of academic freedom has occurred. The committee may or may not include recommendations in the report to the CHC.

  [Text omitted]

VII. History:

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

  Revision History:

  Current version:

  Revision 28: Approved: Academic Senate ??
  Approved: Board of Trustees ??
  Effective date: ?? July 1, 2011

  Legislative History of Revision 28 [link to the 2011 Rev. 28 history file]

  Earlier versions:

  Revision 27: Effective dates July 9, 2009 to July 1, 2011.
March 9, 2011

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: John Francis  
Chair, Undergraduate Council

RE: Minor in Book Arts

At its meeting of Tuesday, March 8, 2011, the Undergraduate Council approved a proposal from the Department of Art & Art History for a Minor in Book Arts. The proposal, with supporting letters, is attached.

We are asking you, if you also approve the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.
PROPOSAL FOR MINOR IN BOOK ARTS
Submitted December 6, 2010

Section I: Request

The designation of a Minor in Book Arts would allow non-art majors to receive formal recognition for completion of sixteen units comprised of four book arts courses offered through Department of Art and Art History. A concurrent request for a certificate in book arts is being submitted in order to allow non- and art majors, as well as returning post-graduates, a similar but expanded program of study and consequent designation on transcripts. A student could earn either a minor or certificate in book arts, not both. See Appendix A for a list of classes required to earn a Book Arts Minor.

Section II: Need

The demand for book arts courses has continued to grow since their introduction at the J. Willard Marriott Library in 1999. Initially, Bookbinding I and Letterpress I were offered. In response to student requests, intermediate and advanced levels were added to each course of study. Over the past eleven years, requests for an emphasis in book arts have increased substantially. These inquiries are initiated on a national as well as an internal, university level. The academic pursuit of book arts is only a couple of decades old, accounting for the relatively few institutions currently providing formalized programs of study. Today, book arts centers are emerging worldwide, and institutions that offer a formal designation report an intensified interest in this contemporary art form as a field of study. See Appendix B for a list of schools offering an undergraduate or graduate degree, minor, or certificate in book arts as well as a list of schools presenting courses in book arts without a formal designation. Many of these schools have worked together to form the College Book Arts Association (CBAA), a rapidly growing organization. Marnie Powers-Torrey, Managing Director of the University of Utah’s Book Arts Program, is a founding member of and currently serves on the CBAA Board of Directors.

As the history of the book is the history of human thought, the form and the vehicle of the book, as it developed over the centuries, has been of interest since ancient times. Considerations arising from a variety of fields expanded the notion of the book object and continued examinations of man’s relationship to the book as a purveyor of meaning as well as beauty. In the 18th and 19th century, artisans, reacting to the decline apparent in the mechanical production of books, revived the handmade book, stressing the value of a book’s design, materials, and aesthetics. The book as a modern art form blossomed in the 1960’s when visual artists, performance artists, and writers adopted the universally familiar book form as an interactive format for “intermedia,” allowing artists to exhibit and writers to publish outside of the realm of commercial galleries and publishers. *

Today, the advent of the digital energizes conversations regarding the book among critics and scholars working in both the visual arts and literature. Book Arts finds itself at the epicenter of
collapsing boundaries between reader/writer/viewer as well as word/image and visual/verbal. An undergraduate in the English department writes:

I am an English major because I love the notion of the word. As the digital asserts its muscle on the acts of reading and writing, aspects of the book, formally invisible, are exposed as valuable. Appreciation of the importance of typography, paper, image, production, and distribution drew me to book arts. With the knowledge and craft gained through participation in several book arts courses, I now use innovative ways to incorporate my writing and aesthetic into books designed, created, and delivered through my own invention.

Even before book arts classes became a fulfillment of the FF requirement, students from across campus have registered for letterpress, bookbinding, and artists’ books classes. All Program classes allow equal enrollment from art and non-art majors. This cross-pollination benefits the classroom dynamic substantially, allowing students who are majoring in math, dance, history, architecture, biology, philosophy, theatre, English, engineering, linguistics, art history, political science, communication, chemistry, music, business, art, and other fields to interact and be informed by one another. The creation of an exemplary artist’s book takes a postmodern, Renaissance, collaboration between thinkers, writers, and artisans, each bringing sensibilities from their individual fields. The Book Arts Program champions a continuing engagement with the book and looks to foster the active, interconnected study and application of all the diverse elements this evolving form requires.

Section III: Institutional Impact

The book as art relies on an interdisciplinary approach. Students would be required to draw on other areas of study to infuse the format with content and thus produce meaningful bookwork. The study of book art begins with Mesopotamian clay tablets used to document inventory, continues through Egyptian hieroglyphics on papyrus and onto medieval manuscripts. The development of printing with moveable type enabled the introduction of major scientific discoveries as well as religious and philosophical treatises that changed the world. This tradition persists in the blogosphere as well as in the independent print shop. With the growth of the electronic age comes a desire to employ technology for one’s own creative and communicative projects. New media is old media re-imagined. In the book arts studio, students are provided with the instruction and instruments required to produce a cohesive, visually literate documentation of their interdisciplinary studies.

Other departments, particularly English, will find it advantageous to promote their programs in conjunction with this unique minor and to market the Book Arts Program to potential students as an additional academic resource. Enrollment in book arts classes is not anticipated to have a negative impact on enrollment in any other department.
No administrative structural change is anticipated. The Book Arts Program is a division of Special Collections at the J. Willard Marriott Library. Since 1999, the Book Arts Program has offered classes for academic credit through the Art and Art History Department.

The Book Arts Program employs three full-time teaching staff, one just joining the faculty in February 2011. In addition, the Program staff consists of two .75 FTE teaching assistants and programming staff, two PTE, two work-study students, and approximately 15 volunteer staff as well as 1-2 interns per year that facilitate the use of the studio.

The current Book Arts faculty, particularly with the addition of a new hire in a new position, is capable of teaching additional sections of courses that are currently offered through the Department of Art and Art History, should the demand necessitate. The current proposal does not require the creation of additional classes, though if accepted, we anticipate proposing additional courses not currently taught at the University.

The renovation of the Marriott Library included the creation of a studio and classroom space that is unmatched nationwide among academic institutions. The Marriott Library supports studio space and special course fees support the upkeep of antique printing and binding equipment.

The Marriott Library supports the Rare Books and Fine Arts Collections, both outstanding resources for students and faculty. The Rare Books Division collaborates in the curriculum for all book arts classes, augmenting the courses in tangible and meaningful ways. The Rare Books Collections, with over 80,000 pieces, is one of the largest west of the Mississippi. Thousands of these 80,000 volumes are designated artists books.

Section IV: Finances

As the book arts classes have already generated substantial interest from non-art majors, it is anticipated that this minor would increase SCH for the Art and Art History Department. It is also foreseeable that potential students intending to declare a major in English, History, and Comparative Literature may choose to attend the University of Utah because of this specialized designation.

No additional funds are required to initiate a Book Arts Minor, nor are there anticipated cost savings. It is anticipated that the ability to receive a formal designation for completion of course work will generate additional interest and enable the University, the Library, and the Art and Art History Department to better promote the incredible book arts facility that exists on campus, providing the University with a distinct program of study.

Appendix A

ART 3060  Non-major Book Arts - Letterpress Printing I (4) Fulfills Fine Arts Exploration.
Using movable type and hand-operated printing presses, students design and print several projects. Through discussion and critique, students learn basic elements of design and typography, and how to integrate other printing processes into letterpress work. At the end of the semester, each student walks away with a class portfolio. This class includes a brief introduction to the history of the book, using examples from the rare book collection.

ART 3065  Non-Major Book Arts: Bookbinding I (4)
This class explores the basic elements of bookbinding, including design and construction of the traditional book as well as materials and their properties. Students construct and take away a variety of bookbinding models. A brief introduction to the history of the book, using examples from the rare book collection and focusing in particular on historical and contemporary book binding, is part of the course.

ART 4060  Non-major Book Arts: Letterpress Printing II (4) Prerequisite: ART 3060.
The class continues the exploration of letterpress printing. Students work with the instructor to design their program of study. Students are expected to work at a more advanced level.

ART 4065  Non-Major Book Arts: Bookbinding II (4) Prerequisite: ART 3065.
The class continues the exploration of bookbinding. Students work with the instructor to design their program of study. Students are expected to work at a more advanced level.

ART 4070  Non Major Book Arts: Letterpress III (4) Prerequisite: ART 4060.
This class provides the opportunity to become immersed in letterpress printing. Students work with the instructor to design their syllabus. Using the Rare Books collections as a resource, students research individual interests and produce work inspired by master binders' and book artist’s standards, formats, techniques, approach, and concepts. Instructor provides instruction in particular methods according to students’ needs. Students are held to very rigorous standards of craftsmanship and project development.

ART 4075  Non Major Book Arts: Bookbinding III (4) Prerequisite: ART 4065.
This class provides the opportunity to become immersed in bookbinding. Students work with the instructor to design their program of study. Using the Rare Books collections as a resource, students research individual interests and produce work inspired by master binders' and book artists standards, formats, techniques, approach, and concepts. Instructor provides instruction in particular methods according to students' needs. Students are held to very rigorous standards of craftsmanship and project development.
ART 4090 Non Major Book Arts: The Artist Book (4) Fulfills Fine Arts Exploration.

This course provides bookbinding skills in various traditional and modern forms and presents numerous additional book forms as exemplars. Individual projects are cultivated around these models, based on each project's needs. The appropriate format for individual ideas are identified, adapted, customized, applied, and produced. Content development, book design, integration of various media, low-tech image making processes and the functionality of various bookmaking materials are covered.
Appendix B

Institutions Offering Academic Recognition in Book Arts

Undergraduate
Hamline University, School of Education—Certificate in Book Arts
Mills College—Minor in Book Arts
University of the Arts—BFA in Printmaking/ Book Arts
Washington University-St Louis—Minor in Book Arts
Wells College—Minor in Book Arts

Graduate
Mills College—MFA in Book Arts and Creative Writing
University of the Arts—Minor in Book Arts
University of Iowa—Certificate in Book Arts

Educational Institutions Offering Instruction in Book Arts

**PUBLIC INSTITUTIONS**
- Arizona State University
- Ball State University
- Boise State University
- CSU—Chico
- CSU—Fullerton
- East Carolina State University
- Florida State University
- Idaho State University
- Illinois State University
- Indiana University Bloomington –
- Kent State University
- Lane Community College
- Longwood University
- Louisiana State University
- Mansfield University of PA
- Massachusetts College of Liberal Arts
- Mississippi State University
- Ohio State University
- Portland State University
- San Diego State University
- Snow College
- Southern Connecticut State University
- Southern Utah University
- Stephen F. Austin State University
- SUNY Brockport
- University of Alabama
- University of Arizona
- University of Arkansas-Fort Smith
- University of California at Santa Barbara
- University of California at San Diego
- University of Cincinnati
- University of Illinois
- University of Iowa
- University of Kansas-Lawrence
- University of Massachusetts Dartmouth
- University of Minnesota
- University of Nebraska-Omaha
- University of Nevada-Reno
- University of New Mexico
- UNC-Wilmington
- University of Oregon
- University of South Carolina
- University of Southern Maine
- University of Texas at Austin
- University of Utah
- University of Vermont
- University of Virginia
- University of Washington
- University of Wisconsin-Madison
- University of Wisconsin-Stevens Point
- University of Wisconsin-Whitewater
- Western Washington University

**ART SPECIFIC INSTITUTIONS**
- Academy of Art University
California College of the Arts  
Central Academy of Fine Arts--China  
Columbia College Center for Book & Paper  
Corcoran College of Art & Design  
Kansas City Art Institute  
Memphis College of Art  
Minneapolis College of Art and Design  
Montserrat College of Art  
Moore College of Art and Design  
Oregon College of Art & Design  
Otis College of Art and Design  
Pratt Institute  
Rhode Island School of Design  
San Francisco Art Institute  
Savannah College of Art and Design  
School of the Art Institute of Chicago  
University of the Arts  
Watkins College of Art & Design

Marlboro College  
Mills College  
New England School of A & D  
New York University  
Ohio Wesleyan University  
Old Dominion University  
Pacific University  
Plymouth State University  
Princeton University  
Scripps College  
Seattle University  
Smith College  
St. Lawrence University  
Suffolk University  
Syracuse University  
University of Bridgeport  
University of Chicago  
University of Pennsylvania  
Washington & Lee University  
Washington University--St. Louis  
Wellesley College

PRIVATE INSTITUTIONS
Albion College  
Amherst College  
Bradley University  
Carleton College  
College of St. Benedict & St. John's University  
Colorado College  
Concordia University Saint Paul  
Emerson College  
Foothill College  
Harvey Mudd College  
Keystone College  
Loyola University Maryland  
Manchester College

NON-ACADEMIC INSTITUTIONS
Anderson Ranch  
American Academy of Bookbinding  
Center for Book Arts NYC  
Garage Annex School Inc  
Hollander's School of Book & Paper Arts  
Minnesota Center for the Book  
North Bennett School  
Penland School of Arts and Crafts  
San Francisco Center for the Book  
Seattle Center for Book Arts  
Studio on the Square  
Wisconsin Center for Book and Paper A
Signature Page to Accompany Regents' Proposals

Institution Submitting Proposal: University of Utah

College, School or Division in Which Program/Administrative Unit Will Be Located: College of Fine Arts

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located: Department of Art & Art History

Program/Administrative Unit Title: Book Arts

Recommended Classification of Instructional Programs (CIP) Code: 50.0410

Certificate, and/or Degree(s) to Be Awarded: Minor in Book Arts

Proposed Beginning Date: Fall 2011

Institutional Signatures (as appropriate):

Brian Snapp, Chair—Department of Art and Art History

Dr. Raymond Tymas-Jones, Dean College of Fine Arts

Chief Academic Officer

President

Date: 3/5/11
5 December 2010

Dear members of Undergraduate Studies,

Please accept this letter in strong support for the implementation of both a Minor and Certificate in Book Arts. The Book Arts Program, under the direction of Marnie Powers-Torrey along with the renovation of the Marriott Library and creation of a book arts studio, is gaining national recognition as one of the best programs and facilities in the country. Book Arts as a fine arts discipline has become a fast growing area of focus combining traditional and new technologies with the rigor and creative problem solving of the arts. It is also in a unique position to bring together visual artists, designers and those in the humanities in ways that make available this art form to a large cross-section of students. It is this multi-disciplinary mission and promise of giving students a signature experience that we in the Department of Art and Art History wish to pursue a minor and certificate in Book Arts.

Regarding the minor, the advantage for students studying outside of the visual arts is an opportunity for training both in visual language and artistry that promotes interdisciplinary study and application of research. Using the book as a source for creative ideating and object making students will participate in the creative process and creative problem solving of Book Arts and all the possibilities therein. It is a unique opportunity for students wishing to diversify and augment their undergraduate degree as well as explore the visual arts.

A unique opportunity for visual arts students is the Book Arts Certificate. This program would allow students from the visual arts who cannot receive a minor from their declared major department gain certification. The Department of Art and Art History does not, at this time, offer Book Arts as one of their major emphases. However, the close alliance of book arts with design, printmaking, photography, drawing and painting as well as the three-dimensional arts gives students an opportunity to combine disciplines through this art form. Many of the art faculty have historically encouraged students to take courses from the Book Arts Program. Formalizing and crediting student’s work through certification will again diversify and augment their art making and elevate their undergraduate degree.
There is no monetary impact foreseen on the department and a large amount of electives offered for the minor and certificate should allow students a number of ways to complete their program. The national recognition this program is receiving is another plus for students receiving the minor or certificate and will help them in their goals beyond graduation. Creating venues in which to expose and attract students to participate in the arts is a win situation for all involved. Partnering with a high quality program like Book Arts is another step in the right direction and why I strongly support these proposals.

If you have any questions about these proposals please feel free to contact me. Thank you for your time and consideration.

Best regards,

[Signature]

Brian Snapp, Chair  
Associate Professor, Ceramics  
Department of Art and Art History  
University of Utah
MEMO

Date: February 3, 2011

To: Edward Barbanell, Associate Dean Undergraduate Studies
   
From: Raymond Tymas-Jones, Dean College of Fine Arts

Subject: Support for Minor in Book Arts

This memorandum is in support of the Minor in Book Arts offered in the Department of Art & Art history. This minor will be a wonderful collaboration between the Department and the Book Art Program in the Marriott Library. This proposal has received support from the faculty, Department Chair, and College Curriculum Committee; I now add my support as well. Should you have any questions, please feel free to contact me. Thank you for your consideration and assistance.
March 9, 2011

TO:    David Pershing
       Senior Vice President for Academic Affairs

FR:    John Francis
       Chair, Undergraduate Council

RE:    Certificate in Book Arts

At its meeting of Tuesday, March 8, 2011, the Undergraduate Council approved a proposal from the Department of Art & Art History for a Certificate in Book Arts. The proposal, with supporting letters, is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.
PROPOSAL FOR CERTIFICATE IN BOOK ARTS
Submitted December 6, 2010

Need

The demand for book arts courses has continued to grow since their introduction at the J. Willard Marriott Library in 1999. Initially, Bookbinding I and Letterpress I were offered. In response to student requests, intermediate and advanced levels were then added to each course of study. Over the past eleven years, requests for an emphasis in book arts have increased substantially. These inquiries are initiated on a national as well as an internal, university level. The academic pursuit of book arts is only a couple decades old, accounting for the relatively few institutions currently providing formalized programs of study. Today, book arts centers are emerging worldwide, and institutions that offer a formal designation report an intensified interest in this contemporary art form as a field of study. See Appendix A for a list of schools offering an undergraduate or graduate degree, minor, or certificate in book arts as well as a list of schools presenting courses in book arts without a formal designation. Many of these schools have worked together to form the College Book Arts Association (CBAA), a rapidly growing organization. Marnie Powers-Torrey, Managing Director of the University of Utah’s Book Arts Program, is a founding member and currently serves on CBAA Board of Directors. Notably, last year, the long-standing College Art Association invited Tony White, Fine Arts Librarian at Indiana University, to act as the first ever field editor for Artists Books and Books for Artists, recognizing the need for critical review of artists’ books.

As the history of the book is the history of human thought, the form and the vehicle of the book, as it developed over the centuries, has been of interest since ancient times. Considerations arising from a variety of fields expanded the notion of the book object and continued examinations of man’s relationship to the book as a purveyor of meaning as well as beauty. In the 18th and 19th century, artisans, reacting to the decline apparent in the mechanical production of books, revived the handmade book, stressing the value of a book’s design, materials, and aesthetics. The book as a modern art form blossomed in the 1960’s when visual artists, performance artists, and writers adopted the universally familiar book form as an interactive format for “intermedia,” allowing artists to exhibit and writers to publish outside of the realm of commercial galleries and publishers. In her 1994 The Century of Artists Books, Johanna Drucker pronounces:

In many ways it could be argued that the artist’s book is the quintessential 20th century art form. Artists’ books appear in every major movement in art and literature and have provided a unique means of realizing works within all of the many avant-garde, experimental, and independent groups whose contributions have defined the shape of 20th century artistic activity.

Today, the advent of the digital energizes conversations regarding the book among critics and scholars working in both the visual arts and literature. Book Arts finds itself at the epicenter of collapsing boundaries between reader/writer/viewer as well as word/image and visual/verbal.

The creation of an exemplary artist’s book requires a postmodern, Renaissance, collaboration between thinkers, writers, and artisans, each bringing sensibilities from their individual fields. Even before book arts classes fulfilled the FF requirement, students from across campus have registered for letterpress, bookbinding, and artists’ books classes. All Program classes allow equal enrollment from art and non-art majors. This cross-pollination benefits the classroom dynamic substantially, allowing students who are
majoring in math, dance, history, architecture, biology, philosophy, theatre, English, engineering, linguistics, art history, political science, communication, chemistry, music, business, and art to interact and be informed by one another. The Book Arts Program champions a continuing engagement with the book and looks to foster the active, interconnected study and application of all the diverse elements this evolving form requires.


Educational Objectives

In offering a venue for cross-disciplinary research, exploration, and production, the Book Arts Program augments the current courses in the Art and Art History Department. Through a certificate program, students working in any media could readily take advantage of the tremendous Book Arts facilities, equipment, and faculty to experiment with new formats for visual communication, building on skills and technologies developed within the area of major emphasis.

A formal designation of a Certificate in Book Arts adds breath to the educational experience of a student earning a BFA in any chosen area of emphasis within visual arts. Book Arts as an academic designation is presently rare nationwide, yet there is a demand for teachers in the field, as evidenced by the non-exhaustive list of 109 institutions that offer book arts courses nationwide. The designation of this certificate on a student's transcript facilitates acceptance into multi-disciplinary graduate programs.

Impact on Existing Programs

The book as art relies on an interdisciplinary approach. Students would be required to draw on other areas of study to infuse the book format with content and thus produce meaningful bookwork. The study of book art begins with Mesopotamian clay tablets used to document inventory, continues through Egyptian hieroglyphics on papyrus and onto medieval manuscripts. Printing with moveable type enabled the introduction of major scientific discoveries as well as religious and philosophical treatises that changed the world. This tradition persists in the blogosphere as well as in the independent print shop. With the growth of the electronic age comes a desire to employ technology for one's own creative and communicative projects. New media is old media re-imagined. In the book arts studio, students are provided with the instruction and instruments to produce a cohesive, visually literate documentation of their interdisciplinary studies.

The Department of Art and Art History can promote their current areas of emphases in conjunction with this certificate as a unique opportunity while the Book Arts Program extends this additional academic resource to potential students. Enrollment in book arts classes is not anticipated to have a negative impact on enrollment in any other department.
No administrative structural change is anticipated. The Book Arts Program is a division of Special Collections at the J. Willard Marriott Library. Since 1999, the Book Arts Program has offered classes for academic credit through the Art and Art History Department.

The Book Arts Program employs three full-time teaching staff, one just joining the faculty in February 2011. In addition, the Program staff consists of two .75 FTE teaching assistants and programming staff, two PTE, two work-study students, and approximately 15 volunteer staff as well as 1-2 interns per year that facilitate the use of the studio.

The current Book Arts faculty, particularly with the addition of a new hire in a new position, is capable of teaching additional sections of courses that are currently offered through the Department of Art and Art History, should the demand necessitate. The current proposal does not require the creation of additional classes, though if accepted, we anticipate proposing additional courses not currently taught at the University.

Both the art and English department faculty who teach the recommended elective courses have been consulted and agree that the impact of an increased enrollment in the courses is positive and minimal. Non-art majors will be added to the courses in the list of specified major courses only after all interested majors are registered, provided there is space remaining.

The renovation of the Marriott Library included the creation of a studio and classroom space that is unmatched nationwide among academic institutions. The Marriott Library supports studio space and special course fees support the upkeep of antique printing and binding equipment.

The Marriott Library supports the Rare Books and Fine Arts Collections, both outstanding resources for students and faculty. The Rare Books Division collaborates in the curriculum for all book arts classes, augmenting the courses in tangible and meaningful ways. The Rare Books Collections, with over 80,000 pieces, is one of the largest west of the Mississippi. Thousands of these 80,000 volumes are designated artists books.

Courses

A Certificate in Book Arts is awarded upon completion of four book arts courses and an additional two courses from the elective list. Alternatively, a student might opt out of the electives, choosing to take six courses in the Book Arts series (or five book arts and one elective). Additionally, because of the interdisciplinary nature of Book Arts, a student may propose additional courses as electives, pending approval by the certificate and major advisor. A student cannot earn both a certificate and a minor in book arts.

Book Arts Courses (4)

3360 Book Arts: Letterpress Printing I (4) Prerequisite: First Year Studio Program.

Using movable type and hand-operated printing presses, students design and print several projects. Through discussion and critique, students learn basic elements of design and typography, and how to integrate other printing processes into letterpress work. At the end of the semester, each student walks
away with a class portfolio. The class includes a brief introduction to the history of the book, using examples from the rare book collection.

3365  *Book Arts: Bookbinding I* (4) Prerequisite: First Year Studio Program.

The course explores the basic elements of bookbinding, including design and construction of the traditional book as well as materials and their properties. Students construct and take away a variety of bookbinding models. A brief introduction to the history of the book, using examples from the rare book collection and focusing on historical and contemporary book binding is part of the course.

4370  *Book Arts: Letterpress Printing II* (4) Prerequisite: ART 3360.

The class continues the exploration of letterpress printing. Students work with the instructor to design their program of study. Students are expected to work at a more advanced level.

4375  *Book Arts: Bookbinding II* (4) Prerequisite: ART 3365.

The class continues the exploration of bookbinding. Students work with the instructor to design their program of study. Students are expected to work at a more advanced level.

4380  *Book Arts: Letterpress III* (4) Prerequisite: ART 4370.

This class provides the opportunity to become immersed in letterpress printing. Students work with the instructor to design their syllabus. Using the Rare Books collections as a resource, students research individual interests and produce work inspired by master binders’ and book artists’ standards, formats, techniques, approach, and concepts. Instructor provides instruction in particular methods according to students’ needs. Students are held to very rigorous standards of craftsmanship and project development.

4385  *Book Arts: Bookbinding III* (4) Prerequisite: ART 4375.

This class provides the opportunity to become immersed in bookbinding. Students work with the instructor to design their program of study. Using the Rare Books collections as a resource, students research individual interests and produce work inspired by master binders’ and book artists’ standards, formats, techniques, approach, and concepts. Instructor provides instruction in particular methods according to students’ needs. Students are held to very rigorous standards of craftsmanship and project development.

4390  *Book Arts: The Artist Book* (4) Prerequisite: First Year Studio Program.

This course provides bookbinding skills in various traditional and modern forms and presents numerous additional book forms as exemplars. Individual projects are cultivated around these models, based on each project’s needs. The appropriate format for individual’s ideas is identified, adapted, customized, applied, and produced. Content development, book design, integration of various media, low-tech image making processes and the functionality of various bookmaking materials are covered.

**Elective Courses** (2)

**Non-major courses** (fulfill certificate requirements for both non-art and art majors)

1020  *Non-major Basic Drawing* (3) Fulfills Fine Arts Exploration.

Course introduces the fundamentals of drawing. Graphic media used include pencil, charcoal, pen, and ink. Students learn techniques in line, contour, form, light and shade, texture, and explore problems in design awareness and drawing accuracy.
1030 Non-major Basic Painting (3) Recommended Prerequisite: ART 1020. Fulfills Fine Arts Exploration.
Instruction in basic techniques of painting emphasizing concepts of shape, volume, use of color theory.
Students also learn direct and indirect (glazes) painting. Subject matter varies from representational to free form.

1040 Non-major Basic Design (3)
Instruction in the fundamentals of two-dimensional and three-dimensional design. Students use diverse media and techniques to explore composition. Projects focus on line, shape, balance, texture as well as relationships between positive and negative, symmetrical and asymmetrical. Students learn color-design theory.

1050 Non-major Darkroom Photography (3) Fulfills Fine Arts Exploration.
The course introduces photographic processes based in the traditional darkroom. Topics covered will be pinhole photography, photograms, cyanotype (sunprints), and photo transfers. Students will build their own pinhole cameras, and create photographs using black and white film and chemicals. Cyanotypes will make use of the sun to expose student's images. By working with Xerox copies of photographs (whether digital or film), students will learn several photo transfer processes. A film camera is optional for this course.

2060 Non-major Digital Photography (3) Fulfills Fine Arts Exploration.
The class introduces the history, mechanics and applications of digital photography as well as basic photographic combination of lectures, guest lectures, viewing the work of master photographers, class assignments and in-class critiques of student work which will be projected on the screen.

2500 Introduction to Creative Writing (3) Prerequisite: WRTG 2010 or equivalent.
Introduction to the writing of fiction and poetry.

3510 Writing Fiction (3) Prerequisite: ENGL 2500.
Intermediate-level.

3520 Writing Poetry (3) Prerequisite: ENGL 2500.
Intermediate-level.

2600 Critical Introduction to Literary Forms (3) Prerequisite: WRTG 2010 or equivalent.
Required of all English majors and prerequisite to English 3600 and to all 5000-level English courses.
Introduction to literary genres and terminology; development of critical skills in reading and writing.

Potential course to be proposed by Dr. Craig Dworkin if certificate is approved:
English 5050 Studies in a Genre: Book Arts and Book History
This version of English 5050 will examine the meaning and politics of format: the material substrates of literary inscription that are available to be incorporated as part of the content of a work, or to be considered as its form. In the age of Kindles and PDFs, after an age of ‘zines and xerox, does the old-fashioned format of the book still matter, and does it have anything left to teach us about the formats that will challenge and supplant it?

NOTE: Nearly any art history course would be considered an eligible elective, depending on the nature of the student's interest. The Art History Faculty have expressed interest in and willingness to work with
certificate students to identify projects within the scope of particular courses that best apply to the art of the book.

**Major courses than allow non-major students as space permits**

**3310 Relief I (4)** Prerequisite: First Year Studio Program.

An exploration of methods of cutting images in wood and printing them on paper, including black and white multi-block color, rice paper, and mold-made rag papers, press printing, and hand burnishing. Woods include solid pine, birch ply, mahogany ply, and others. Insights into the field of printmaking in general. Emphasis on continuing development of the relief print. Evaluation based on a portfolio of work plus general energy and involvement. Students buy a set of Japanese tools (unless they have adequate tools).

**3320 Lithography I (4)** Prerequisite: First Year Studio Program.

Survey of technical methods involved in developing, processing, and printing images on lithographic stones (and occasionally plates). Primarily black and white, with some color as well. Insights into the field of printmaking in general. Emphasis on continuing development of individual personal imagery in the context of lithography. Evaluation based on a portfolio of work plus general energy and involvement.

**3330 Screenprint I (4)** Prerequisite: First Year Studio Program.

Survey of technical methods involved in developing and printing of screen images on paper. Stencil building methods feature photo film (with photographic, xerox, and drawn imagery) but also include a range of hand-built methods (glue, resist, cut film, paper stencil, etc.). Insights into the field of printmaking in general. Students may build their own screens or use furnished screens. Emphasis on continuing development of individual personal imagery in the context of the screen print. Evaluation based on a portfolio of work plus general energy and involvement.

**3340 Intaglio I (4)** Prerequisite: First Year Studio Program.

A survey of technical methods involved in developing and printing zinc intaglio plates, including line etch, aquatint, drypoint, soft ground, lift ground, white ground, etc. Brief exploration of color methods in intaglio. Insights into the field of printmaking in general. Emphasis on continuing development of individual personal imagery in the context of intaglio printing. Evaluation based on a portfolio of work plus general energy and involvement.

**3680 Typography I (3)**

An exploration of typographic structures, terminology, methods and visual problem solving. The studio course addresses typographic design as a practical form of problem solving both on and off the computer.

**Major courses (open to art majors only)**

**3110 Painting I (4)** Prerequisite: First Year Studio Program.

The course introduces materials, techniques and the processes of painting.

**3130 Drawing I (4)** Prerequisite: First Year Studio Program.

An in-depth investigation of drawing process, to include an emphasis in design, color, and exploration of a wide range of wet and dry media.
3410  *Sculpture Problems I* (4) Prerequisite: First Year Studio Program.

The course initiates questions of artistic intent and establishes conceptual premises. Students develop basic research skills, draft proposals and statements, and begin to establish individual artistic vocabulary. It is expected that the students create studio works related to these investigations. Curriculum includes regular seminar discussions and presentations based on assigned readings, local lectures, and visiting researchers. Contemporary issues and ideas in sculpture are a primary focus of these discussions.

3430  *Wood Shop Techniques* (4) Prerequisite: First Year Studio Program.

Wood fabrication, joinery, lamination, design, jigs, equipment safety, and operations are covered. This is an integral component of the intermedia sculpture emphasis designed to support and further develop student studio work.

3600  *History of Graphic Design* (3) Prerequisite: First Year Studio Program.

An overview of the history of graphic communication. Topics covered include: the invention of the written language, the origin of printing, graphic design in the Renaissance and Victorian eras, Art Nouveau, Pictorial Modernism, International Typographic Style, Post-Modernism, contemporary conceptual and "new wave" movements. Emphasis is on the Post-Art Nouveau eras.

3700  *Digital Imaging for Visual Artists* (4) Prerequisite: First Year Studio Program.

An introduction and exploration into the use of the computer as an art making tool and as a medium for visual communication within the arts. The course promotes increased computer literacy while providing a thorough introduction to the use of digital technology. Emphasis is on Adobe Photoshop image editing software as the center of the digital imaging process. Students will learn to scan film and two and three dimensional artwork for specific output. Output to a variety of printers and other devices is explored providing the student with experience in the complete digital imaging cycle. The research and communication needs of artists in the use of internet tools such as ftp, email and the world wide web are addressed.

4450  *Intermedia Sculpture* (4) Prerequisite: ART 3410

The course emphasizes a variety of media, both traditional and nontraditional. Studio pieces produced in the class are expected to have a three-dimensional orientation, and incorporate technique and process from other media areas. Work formats range from objects to installation, and may incorporate video, photography, computer-generated imagery, painting, printmaking. Emphasis is placed on the cultural associations of process, as well as the aesthetic and communicative effects of media.

**Student Advisement**

Nevon Bruschke, academic advisor for the Department of Art and Art History, would continue to advise art majors in major emphases. Marnie Powers-Torrey, Managing Director of the Book Arts Program, would act as primary advisor for the Book Arts Certificate portion of art majors’ studies. The two agree to coordinate as needed to ensure that students are properly advised and to ensure that courses were used to fulfill single requirements within the major (ie. Art 3060 used to fulfill the Book Arts Certificate would not be counted toward the BFA Printmaking Emphasis).

Marnie would need to apply for access to the student audit reports on the Campus Information System. Once a student has completed course work for a certificate, Marnie will forward the student’s name to
Nevon for inclusion in the graduation report.

Budget

As the book arts classes have already generated substantial interest from art majors, it is anticipated that this minor would increase SCH for the Art and Art History Department. It is anticipated that potential students intending to study visual art will attend the University of Utah, in part, because of the availability of this specialized designation.

No additional funds are required to initiate a Book Arts Certificate, nor are there anticipated cost savings. It is anticipated that the ability to receive a formal designation for completion of course work will generate additional interest and enable the University, the Library, and the Art and Art History Department to better promote the incredible book arts facility that exists on campus, providing the University with a distinct program of study.

Library Resources

As discussed earlier, the resources for study in Artists' Books within the collections at the Marriott Library are exceptional. The Book Arts Program has collaborated directly with both the Rare Books Division and the Fine Arts Library for over fifteen years, providing students with a portal to the collections' visual and intellectual treasure trove. See enclosed letters from appropriate library departments.
Appendix A

Institutions Offering Academic Recognition in Book Arts

Undergraduate

Hamline University, School of Education—Certificate in Book Arts
Mills College—Minor in Book Arts
University of the Arts—BFA in Printmaking/ Book Arts
Washington University-St Louis—Minor in Book Arts
Wells College—Minor in Book Arts

Graduate

Columbia College, Chicago—Interdisciplinary Book and Paper Arts, MFA
Mills College—MFA in Book Arts and Creative Writing
University of Alabama—MFA in Book Arts
University of Iowa—Certificate in Book Arts
University of the Arts—Minor in Book Arts
University of Utah—MFA in Creative Writing, Book Arts/New Media

Educational Institutions Offering Instruction in Book Arts

<table>
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<tr>
<th>Public Institutions</th>
<th>Southern Connecticut State University</th>
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<tr>
<td>Arizona State University</td>
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University of Utah
University of Vermont
University of Virginia
University of Washington
University of Wisconsin-Madison
University of Wisconsin-Stevens Point
University of Wisconsin-Whitewater
Western Washington University

Art-Specific Institutions

Academy of Art University
California College of the Arts
Central Academy of Fine Arts--China
Columbia College Center for Book & Paper
Corcoran College of Art & Design
Herron School of Art and Design, IU/PUI
Kansas City Art Institute
Memphis College of Art
Minneapolis College of Art and Design
Montserrat College of Art
Moore College of Art and Design
Oregon College of Art & Craft
Otis College of Art and Design
Pratt Institute
Rhode Island School of Design
San Francisco Art Institute
Savannah College of Art and Design
School of the Art Institute of Chicago
University of the Arts
Watkins College of Art & Design

Private Institutions

Albion College
Amherst College
Bradley University
Carleton College
College of St. Benedict & St. John's University
College of the Albemarle
Colorado College
Concordia University Saint Paul
Emerson College
Foothill College
Harvey Mudd College

Keystone College
Loyola University Maryland
Manchester College
Marlboro College
Mills College
New England School of A & D
New York University
Ohio Wesleyan University
Old Dominion University
Pacific University
Plymouth State University
Princeton University
Scripps College
Seattle University
Smith College
St. Lawrence University
Suffolk University
Syracuse University
University of Bridgeport
University of Chicago
University of Pennsylvania
Washington & Lee University
Washington University--St. Louis
Wellesley College

Non-academic Institutions

Anderson Ranch
American Academy of Bookbinding
Center for Book Arts NYC
Garage Annex School Inc
Hollander's School of Book & Paper Arts
Minnesota Center for the Book
North Bennett School
Penland School of Arts and Crafts
San Francisco Center for the Book
Seattle Center for Book Arts
Studio on the Square
Wisconsin Center for Book and Paper
Appendix B

Institutions Offering Academic Recognition in Book Arts

Undergraduate
Hamline University, School of Education—Certificate in Book Arts
Mills College—Minor in Book Arts
University of the Arts—BFA in Printmaking/Book Arts
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Graduate
Mills College—MFA in Book Arts and Creative Writing
University of the Arts—Minor in Book Arts
University of Iowa—Certificate in Book Arts

Educational Institutions Offering Instruction in Book Arts

PUBLIC INSTITUTIONS
Arizona State University
Ball State University
Boise State University
CSU—Chico
CSU—Fullerton
East Carolina State University
Florida State University
Idaho State University
Illinois State University
Indiana University Bloomington—
Kent State University
Lane Community College
Longwood University
Louisiana State University
Mansfield University of PA
Massachusetts College of Liberal Arts
Mississippi State University
Ohio State University
Portland State University
San Diego State University
Snow College
Southern Connecticut State University
Southern Utah University
Stephen F. Austin State University
SUNY Brockport
University of Alabama
University of Arizona
University of Arkansas-Fort Smith
University of California at Santa Barbara
University of California at San Diego
University of Cincinnati
University of Illinois
University of Iowa
University of Kansas-Lawrence
University of Massachusetts Dartmouth
University of Minnesota
University of Nebraska-Omaha
University of Nevada-Reno
University of New Mexico
UNC-Wilmington
University of Oregon
University of South Carolina
University of Southern Maine
University of Texas at Austin
University of Utah
University of Vermont
University of Virginia
University of Washington
University of Wisconsin-Madison
University of Wisconsin-Stevens Point
University of Wisconsin-Whitewater
Western Washington University

ART SPECIFIC INSTITUTIONS
Academy of Art University
California College of the Arts
Central Academy of Fine Arts--China
Columbia College Center for Book & Paper
Corcoran College of Art & Design
Kansas City Art Institute
Memphis College of Art
Minneapolis College of Art and Design
Montserrat College of Art
Moore College of Art and Design
Oregon College of Art & Design
Otis College of Art and Design
Pratt Institute
Rhode Island School of Design
San Francisco Art Institute
Savannah College of Art and Design
School of the Art Institute of Chicago
University of the Arts
Watkins College of Art & Design

PRIVATE INSTITUTIONS
Albion College
Amherst College
Bradley University
Carleton College
College of St. Benedict & St. John's University
College of the Albemarle
Colorado College
Concordia University Saint Paul
Emerson College
Foothill College
Harvey Mudd College
Keystone College
Loyola University Maryland
Manchester College
Marlboro College
Mills College
New England School of A & D
New York University
Ohio Wesleyan University
Old Dominion University
Pacific University
Plymouth State University
Princeton University
Scripps College
Seattle University
Smith College
St. Lawrence University
Suffolk University
Syracuse University
University of Bridgeport
University of Chicago
University of Pennsylvania
Washington & Lee University
Washington University--St. Louis
Wellesley College

NON-ACADEMIC INSTITUTIONS
Anderson Ranch
American Academy of Bookbinding
Center for Book Arts NYC
Garage Annex School Inc
Hollander's School of Book & Paper Arts
Minnesota Center for the Book
North Bennett School
Penland School of Arts and Crafts
San Francisco Center for the Book
Seattle Center for Book Arts
Studio on the Square
Wisconsin Center for Book and Paper A
Signature Page to Accompany Regents’ Proposals

Institution Submitting Proposal: University of Utah

College, School or Division in Which Program/Administrative Unit Will Be Located:
College of Fine Arts

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:
Department of art & Art History

Program/Administrative Unit Title:
Book Arts

Recommended Classification of Instructional Programs (CIP) Code: 50.0410

Certificate, and/or Degree(s) to Be Awarded:
Certificate in Book Arts

Proposed Beginning Date: Fall 2011

Institutional Signatures (as appropriate):

[Signatures of Brian Snapp, Chair, Department of Art and Art History; Dr. Raymond Tymas-Jones, Dean College of Fine Arts; Chief Academic Officer; President]

Date: 3/15/11
5 December 2010

Dear members of Undergraduate Studies,

Please accept this letter in strong support for the implementation of both a Minor and Certificate in Book Arts. The Book Arts Program, under the direction of Marnie Powers-Torrey along with the renovation of the Marriott Library and creation of a book arts studio, is gaining national recognition as one of the best programs and facilities in the country. Book Arts as a fine arts discipline has become a fast growing area of focus combining traditional and new technologies with the rigor and creative problem solving of the arts. It is also in a unique position to bring together visual artists, designers and those in the humanities in ways that make available this art form to a large cross-section of students. It is this multi-disciplinary mission and promise of giving students a signature experience that we in the Department of Art and Art History wish to pursue a minor and certificate in Book Arts.

Regarding the minor, the advantage for students studying outside of the visual arts is an opportunity for training both in visual language and artistry that promotes interdisciplinary study and application of research. Using the book as a source for creative ideating and object making students will participate in the creative process and creative problem solving of Book Arts and all the possibilities therein. It is a unique opportunity for students wishing to diversify and augment their undergraduate degree as well as explore the visual arts.

A unique opportunity for visual arts students is the Book Arts Certificate. This program would allow students from the visual arts who cannot receive a minor from their declared major department gain certification. The Department of Art and Art History does not, at this time, offer Book Arts as one of their major emphases. However, the close alliance of book arts with design, printmaking, photography, drawing and painting as well as the three-dimensional arts gives students an opportunity to combine disciplines through this art form. Many of the art faculty have historically encouraged students to take courses from the Book Arts Program. Formalizing and crediting student’s work through certification will again diversify and augment their art making and elevate their undergraduate degree.
There is no monetary impact foreseen on the department and a large amount of electives offered for the minor and certificate should allow students a number of ways to complete their program. The national recognition this program is receiving is another plus for students receiving the minor or certificate and will help them in their goals beyond graduation. Creating venues in which to expose and attract students to participate in the arts is a win situation for all involved. Partnering with a high quality program like Book Arts is another step in the right direction and why I strongly support these proposals.

If you have any questions about these proposals please feel free to contact me. Thank you for your time and consideration.

Best regards,

Brian Snapp, Chair
Associate Professor, Ceramics
Department of Art and Art History
University of Utah
MEMO

Date: February 3, 2011

To: Edward Barbanell, Associate Dean
    Undergraduate Studies

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

Subject: Support for Certificate in Book Arts

This memorandum is in support of the Certificate in Book Arts offered in the Department of Art & Art history. This certificate will be a wonderful collaboration between the Department and the Book Art Program in the Marriott Library. This proposal has received support from the faculty, Department Chair, and College Curriculum Committee; I now add my support as well. Should you have any questions, please feel free to contact me. Thank you for your consideration and assistance.
March 9, 2011

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: John Francis  
Chair, Undergraduate Council

RE: Certificate in Book Arts

At its meeting of Tuesday, March 8, 2011, the Undergraduate Council approved a proposal from the Department of Art & Art History for a Certificate in Book Arts. The proposal, with supporting letters, is attached.

We are asking you, if you also approve of the proposal, to forward it on to the Executive Committee of the Academic Senate for their consideration.
March 9, 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 M.Phil and Ph.D. in Experimental Pathology which was approved by the Graduate Council on February 28, 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,

Charles A. Wight
Dean, The Graduate School
February 24, 2011

Charles A. Wight, Ph.D.
Dean, The Graduate School
University of Utah
302 Park Building

Dear Dean Wight:

As Dean of the School of Medicine, I am writing in support of the name and degree changes in the Department of Pathology in the School of Medicine.

Ph.D. students in Pathology currently receive their degree from the Division of Microbiology and Immunology in the Department of Pathology. The current degree title being awarded is a Ph.D. in Experimental Pathology which was the previous name of the division. The Department changed the division's name to more accurately reflect the research being done by the faculty, the national trend of universities with very high research activity to have a presence in microbiology and immunology and to recruit students who are interested in microbiology and immunology to the University of Utah. By changing the name of the current PhD degree from Experimental Pathology to Microbiology and Immunology it will better align the degree names with the current interest group of the Division of Microbiology and Immunology faculty. The Department also wants to change the M. Phil in Experimental Pathology to an M.S. degree in Microbiology and Immunology. No additional costs are anticipated as a result of these actions. Therefore, I support the changes the Department of Pathology is initiating.

Thank you for your consideration.

Sincerely,

David J. Bjorkman, M.D., M.S.P.H.
Dean, School of Medicine
February 24, 2011

Chuck Wight
Dean of the Graduate School
310 Park Building

RE: Proposal to change the name of the Ph.D. in Experimental Pathology to Ph.D. in Microbiology and Immunology and change the M.Phil in Experimental Pathology to an M.S. in Microbiology and Immunology

Dear Chuck:

Attached is a draft of our proposal to change the name of the Ph.D. in Experimental Pathology and change the M.Phil in Experimental Pathology to an M.S. in Microbiology and Immunology. When I met with you several months regarding this, you suggested that we do the changes all at the same time. Since these are essentially name changes and we not adding an additional degree, we followed the template for "Name Changes of Programs or Administrative Units." As soon as you give us the go ahead, we will finalize the document and start it through the system. I have attached a list of PAC-12 and peer institutions as to what they have in microbiology and immunology. In addition, two letters of support from Dr. Brad Cairns, Chair/Head of the Molecular Biology Program, and Dr. Sandy Parkinson, Head of the Microbial Biology Program in Biology, are included.

If you have any questions, please do not hesitate to call me.

Sincerely,

Robert S. Fujinami, PhD
Professor
A PROPOSAL TO CHANGE THE NAME OF THE Ph.D. IN EXPERIMENTAL PATHOLOGY TO THE Ph.D. IN MICROBIOLOGY AND IMMUNOLOGY; ELIMINATE THE M.PHIL IN EXPERIMENTAL PATHOLOGY AND REPLACE THE M.PHIL WITH AN M.S. IN MICROBIOLOGY AND IMMUNOLOGY

1. Request
The Department of Pathology proposes to change the name of its Ph.D. in Experimental Pathology to Ph.D. in Microbiology and Immunology. In addition, change the M.Phil in Experimental Pathology to an M.S. in Microbiology and Immunology.

2. Need
The need is to align the name of the degree with the name of the Division. Prior to the current administration in the Department of Pathology and the Division of Microbiology and Immunology, the former name of the Division was Experimental Pathology and then it was changed to Cell Biology and Immunology. The more recent name change is to reflect more accurately the expertise and research of the faculty in the Division and to be more consistent with peer institutions who have department or institutes that have the name of microbiology and/or immunology in the name.

There is also an M.Phil in Experimental Pathology and this is a terminal degree. The Department would like to change the M.Phil to an M.S. in Microbiology and Immunology. This would also allow faculty to accept students directly into their labs to do a research project and if appropriate apply to the PhD program in Pathology. A student obtaining an M.Phil cannot obtain a Ph.D. in the same department.

An MS degree typically requires a total of 30 semester hours of course work and the successful completion of a thesis. At least 23 hours must be formal course work with a grade of B- or better and 7 hours must be research hours leading to a thesis. The MS thesis must involve original research that formally addresses a current issue in the student's specialty. An MS supervisory committee consisting of three faculty members, the majority of who must be regular faculty members in the student's major department will also be required. Committee members must be faculty members who hold an academic or professional doctorate, the terminal degree in the relevant field, and/or must have demonstrated competence to do research and scholarly or artistic work in the student's general field. All graduate students must maintain minimum registration from the time of their formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence.

3. Institutional Impact
There should be little, in any, institutional impact with changing the name of the Ph.D. degree and replacing the M.Phil with the MS degree.

4. Costs
At this time, the only anticipated costs include printing of revised brochures. The budgetary impact is expected to be nominal.

5. Practice Elsewhere
It is generally accepted and expected that the name of graduate degree follows the name of the department or division. Attached is a summary of PAC-12 and peer institutions and their departments or programs in microbiology and immunology.
6. Changes, if any, in precise names of degrees offered.
   Change name of Ph.D. in Experimental Pathology to Ph.D. in Microbiology and Immunology. Change the name of the M.Phil degree in Experimental Pathology to M.S. degree in Microbiology and Immunology.

7. Changes, if any, in catalog prefix descriptions, course designations, etc.
   There are no anticipated course prefixes changes since PATH is used for the department course prefixes.
University of Utah PAC-12 and Peer Institutions

Arizona State
  Graduate Program in Microbiology
  School of Life Sciences and The Biodesign Institute – Area of Immunology

Oregon State University
  Department of Microbiology

Stanford University
  Department of Microbiology and Immunology

University of Arizona
  Microbiology and Pathobiology Graduate Program

University of California at Berkeley – Medical School is a joint program with UCSF
  Graduate Group in Microbiology
  Center for Microbiology at UC Berkeley
  Department of Molecular & Cell Biology
  Immunology and Pathogenesis

University of California at Irvine
  Institute for Immunology
  Department of Microbiology and Molecular Genetics

University of California at Los Angeles
  Department of Microbiology, Immunology & Molecular Genetics

University of California at San Diego
  Molecular Pathology PhD Program – Microbiology and Immunology

University of Cincinnati
  Department of Molecular Genetics, Biochemistry & Microbiology
  Department of Internal Medicine
  Division of Immunology, Allergy and Rheumatology

University of Colorado, Denver
  Integrated Department of Immunology
  Department of Microbiology
University of Illinois – Chicago
    Department of Microbiology and Immunology

University of Iowa
    Interdisciplinary Graduate Program in Immunology
    Department of Microbiology

University of New Mexico
    Molecular Genetics and Microbiology

University of North Carolina – Chapel Hill
    Department of Microbiology and Immunology

University of Oregon – Oregon Health & Science University
    Molecular Microbiology & Immunology at OHSU

University of Pittsburgh
    Department of Infectious Diseases & Microbiology
    Department of Immunology

University of Southern California
    Department of Molecular Microbiology & Immunology

University of Virginia
    Microbiology Department
    Molecular Physiology and Biological Physics
    Immunology – Research Area

University of Washington
    Department of Microbiology
    Department of Immunology
Charles A. Wight  
Dean, The Graduate School  
University of Utah  
302 Park Building

Dear Dr. Wight:

I am writing in support of the degree changes in the Department of Pathology (Division of Microbiology and Immunology) at the University of Utah.

Changing the name of the current PhD degree from Experimental Pathology to Microbiology and Immunology and creating a MS in Microbiology and Immunology will better align the degree names with the current interest group of the Division of Microbiology and Immunology faculty participating in the Program of Molecular Biology at the University of Utah. It will also provide a clearer presence on campus to potential new students who are interested in microbiology and immunology, since we do not have a department of microbiology and/or immunology at the University of Utah which are usually associated with universities with very high research activity. I also understand that the degree name changes along with eliminating the MPhil and creating the MS will not impact the Program of Molecular Biology in a negative manner, but should help draw additional students to consider our Program in the future. Therefore, I support the changes the Department of Pathology is initiating.

Sincerely,

Bradley R. Cairns, PhD  
Director, Molecular Biology Program  
University of Utah School of Medicine
January 4, 2011

Charles A. Wight
Dean, The Graduate School
University of Utah
302 Park Building

Dear Dr. Wight:

I'm writing in support of the name and degree changes proposed by the Division of Microbiology and Immunology in the Department of Pathology at the University of Utah School of Medicine. They have requested to change the name of their Ph.D. degree from "Experimental Pathology" to "Microbiology and Immunology". In addition, they want to eliminate their M.Phil. degree and replace it with a M.S. degree in Microbiology and Immunology.

As Director of the Microbial Biology Program at the University of Utah, I feel that there is no significant overlap between the goals of our program, operated through the Department of Biology, and those of the Division of Microbiology and Immunology in the Department of Pathology. The Microbial Biology Program recruits and admits a few Ph.D. students each year with research interests in basic microbiology, but we do not offer coursework or research opportunities in immunology or medical microbiology. Thus, the changes proposed by the Department of Pathology should lead to a graduate program that nicely complements that of the Microbial Biology Program in Biology. Together, these two programs will offer a much broader array of microbiology opportunities than is currently available on campus and should be able to attract more and better graduates students interested in microbiological research.

Sincerely,

John S. Parkinson
Director, Microbial Biology Program
Distinguished Professor of Biology
29 March 2011

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

Dear Vice President Pershing,

Enclosed is the proposal to change the name of the undergraduate program in “Behavioral Science and Health” to “Health, Society and Policy” which was approved by the Graduate Council on March 28, 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,

Charles A. Wight  
Dean, The Graduate School
March 9, 2011

TO: Chuck Wight  
   Chair, Graduate Council

FR: John Francis  
   Chair, Undergraduate Council

RE: Name Change for Behavioral Science and Health

At its meeting of Tuesday, March 8, 2011, the Undergraduate Council approved a proposal from the College of Social and Behavioral Science to change the name of the undergraduate program in "Behavioral Science and Health" to "Health, Society and Policy". Concomitantly, the name of the associated undergraduate major would change as well. The proposal, along with a letter of support, is attached.

We are asking you, if you also approve of the proposal, to forward it on to Dave Pershing, and the Academic Senate.
March 9, 2011

TO: Chuck Wight
Chair, Graduate Council

FR: John Francis
Chair, Undergraduate Council

RF: Name Change for Behavioral Science and Health

At its meeting of Tuesday, March 8, 2011, the Undergraduate Council approved a proposal from the College of Social and Behavioral Science to change the name of the undergraduate program in “Behavioral Science and Health” to “Health, Society and Policy”. Concomitantly, the name of the associated undergraduate major would change as well. The proposal, along with a letter of support, is attached.

We are asking you, if you also approve of the proposal, to forward it on to Dave Pershing, and the Academic Senate.
To Whom it May Concern:

I am writing to endorse the proposed name change of the Behavioral Science and Health undergraduate program in our College to the Health, Society and Policy program, with the same name change to the associated undergraduate major. The new name, as outlined in the application, better reflects the content of the major and conveys it better to students interested in the preparation for careers that the major provides.

Sincerely,

[Signature]

David Rudd, Dean
College of Social and Behavioral Science
I. Request
Change the name of the undergraduate program, Behavioral Science and Health (BSH), administratively lodged within the College of Social and Behavioral Science, to Health, Society and Policy (HSP)

II. Need
Behavioral Science and Health (BSH) is a vital undergraduate major whose full mission is improperly conveyed by its name, particularly as interpreted by students. This is the assessment from several important constituencies that weighed in with co-Directors Polly Wiessner (Professor, Anthropology) and Norman Waltzman (Professor, Economics) in dedicated discussions about the program during the 2009-2010 academic year when the program was under external review, and when enrollments in the program had begun to decline.

The most important of these constituencies were college advisors lodged with the responsibility of conveying to students the nature and suitability of the major. Nearly universally, the advisors for medical school aspirants, and for the broader advising community in the University, indicated that the use of "Behavioral Science" too often suggested to students that the major was anchored in psychology rather than in the broader health and policy disciplines that provide a good basis for preparing students to go on into careers in medicine and allied professions; in public health; and in health care policy and administration. The external reviewers were also unanimous in supporting a new title. Of the new titles of the major discussed, "Health, Society and Policy" was the one that was most enthusiastically received. It has won endorsement in a canvas of the major's advisory board. It conveys the multifaceted dimensions associated with health, and with health policy, in a cogent and appealing manner. We therefore propose the change in title from Behavioral Science and Health (BSH) to Health, Society and Policy (HSP) to better conform to what the major actually accomplishes with respect to undergraduate education, and to better convey to students the content of the major.

III. Institutional Impact
The institutional impact will be minimal. The direct enrollment can be expected to revert back to 20 or so additional majors per year, which can be accommodated by existing administrative and capital structures, and by allied classes.

IV. Costs
Costs will be minimal, perhaps a one-time fixed cost of $300-$500 to change the website, brochures, and class schedules listing the name and new prefix. The Program currently has the funds to undertake these changes.
V. Practice Elsewhere

This is a relatively unique undergraduate program, with relatively few peer programs in the country. Indeed, this was one of the observations of the external reviewers of the program. Based on a search of available online information, Behavioral Science and Health is relatively rare as an undergraduate program, whereas there are several prominent “health and society” and “health policy” programs in the country, particularly at the graduate level, and even at the postdoctoral level. There is a Center for Society and Health at Harvard (http://www.hsph.harvard.edu/society/). Robert Wood Johnson Foundation sponsors a prestigious “Health and Society” post-doctoral scholar program (http://www.healthandsocietyfellows.org/). On the other hand, it appears that one undergraduate program at U of Rochester is changing its name for Health and Society to Health, Behavior and Society (http://www.rochester.edu/college/ccas/healthandsociety/).

VI. Changes, if any, in precise names of degrees offered

The BA/BS degree conferred by the College of Social and Behavioral Science would now list the major as Health, Society and Policy (HSP).
April 19, 2011

James Metherall, President
Academic Senate
University of Utah

Dear Jim,

I am writing to endorse the name change of the Behavioral Science and Health undergraduate program to Health, Society and Policy.

The College of Health has no conflict with the names of our Departments or Division.

Sincerely,

James Graves
Dean, College of Health

JEG:mp
Checklist & coversheet form—for submitting to Academic Senate Executive Committee
Proposal for addition/revision of University Regulation.

1. Regulation(s) involved (type, number, subject): revised Policy 6-315 (Faculty Parental Benefits—Leaves of Absence with Modified Duties and Review Extensions)

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. V.P. 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

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: **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 581-5203 nancy.lines@utah.edu.
Memoandum

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

[Updated March 26, 2011]

SUBJECT: Review of Parental Leave and Proposed Revisions to Policy 6-315

University Policy 6-315 on Faculty Parental Leaves of Absence for all colleges except the School of Medicine was adopted in 2006 and revised in 2007. The Policy included a commitment to conduct a review after three years. That review has now been conducted, somewhat delayed to take advantage of an opportunity to have the Utah Education Policy Center (“UEPC”) conduct research of a far more comprehensive scope than otherwise would have been feasible. We now present both the results of that UEPC research, and a proposal for revising Policy 6-315 based on information gleaned from the UEPC research as well as four and one-half years’ experience administering the existing Policy.

In this memo we briefly highlight the findings of the UEPC evaluation and summarize the proposed revisions to Policy 6-315

The UEPC project was carried out during 2010 by Associate Professor Andrea Rorrer, and Ph.D. student Jennifer Allie, who has both professional experience with and a scholarly interest in parental leaves.

The full report of the UEPC evaluation is available online.  

An Executive Summary of the UEPC evaluation is attached and is also available online.  

The proposed revisions to Policy 6-315 and the new application form are attached. The existing Policy may be seen online.  
(http://www.regulations.utah.edu/academics/6-315.html)

Highlights of the UEPC Evaluation

The UEPC team gathered data regarding the University community’s experience with the parental leaves policy by using web-based surveys, focus groups, and interviews.

Survey respondents at-large and those who volunteered for focus groups overwhelmingly supported the policy and its use and believed the policy was being fairly used. Respondents, who included individual faculty who had taken the leave, those who planned to take the leave, and those who neither had nor planned to take the leave, perceived that their peers also generally supported use...
of the policy. According to participants, the policy appeared to be helpful in retaining women and younger faculty members. On the other hand, the policy is still not sufficiently well known on campus. Even among faculty who reported a birth or adoption event at a time relevant for this policy, 38% were unaware of the policy.

Several other issues regarding the use of the parental leave policy surfaced in the evaluation. First, faculty members who have used the leave perceived themselves as having done more university-related work during the leave than unit administrators perceived faculty to have done. Second, guidance on the nature and expectations of the modified duties is needed for faculty and academic units. Next, department administrators would like to get more resources from central administration to cover replacement costs. Fourth, it may be beneficial to instruct external and internal RPT reviewers more explicitly how to take a parental leave or tenure clock extension into consideration in assessing a record. Finally, there may be a need to ensure fair play in decisions by some academic units to pay the full amount of salary rather than the 95% guaranteed in the policy, to attain consistency within (and possibly across) departments.

While the response rate (15%) to the survey was not high, 185 faculty members responded. Of those who responded to the survey, 73% had not had a qualifying event since 2006 when the parental leave policy was adopted. Though the response rate was not as high as the researchers worked for, they concluded that a low response rate is not equivocal to nonresponse bias, particularly when the responders reflect the possible survey pool. The researchers recognized that the overall response rate for this survey was likely impacted by several circumstances common to organizational research and evaluation, including misalignment of topic with faculty interest, immediate need or ability to provide data, use of web-based survey, and busy and already over obligated faculty. Despite the lower response rate, the researchers are confident that the data is sufficient to demonstrate the lack of strong negative feelings about the policy as well as the support for it. Questions were included to give respondents an opportunity to voice opposition, if they chose. Indifference to the policy, manifested as not bothering to respond to the survey, suggests it has become an accepted feature of the University.

Proposed Revisions to Policy 6-315

The attached revision of the policy has been extensively reorganized to conform to the new format of University Regulations adopted in 2008, and to make its provisions clearer. The provisions applicable to leaves of absence with modified duties and to extensions of the RPT probationary period are separated to make clearer that an eligible faculty member may take either one without the other or both. To close the gap between the perceptions of the faculty member and the unit leader about what work faculty are doing while on leave, faculty members will be encouraged to submit a written statement of the duties they expect to continue, if any during a leave of absence with modified duties.

Probably the most important proposed revision would extend the amount of time in which a faculty member who requested time off but deferred a request for a tenure clock extension is allowed to make that decision. The reason for allowing a deferred decision at all is that especially first-time parents may underestimate the time demands of having a child. The policy currently requires that a decision on whether to extend the clock be made within three months after the child’s arrival. Feedback suggests that in those first three months the new parent may be so focused on the baby that the faculty member could easily forget about that deadline. The proposed revision would allow a decision about
requesting a tenure-clock extension to be made in the six months following the child’s arrival or before the steps begin for the first formal review following the leave of absence, whichever is earlier.

Another revision would change the nomenclature of and clarify the definition of a faculty member eligible for benefits based on being a care-giver. What has been termed “primary care-giver” would be changed to a more neutral term, “eligible care-giver.” Following the advice of Compliance Accounting office, the policy does not state an exact number of hours of care-giving, but requires providing “the majority of child contact hours during the faculty member’s regular academic working hours for a period of at least 15 weeks” to be eligible for a leave and “the majority of child contact hours during time that the faculty member would normally spend on productive scholarly pursuits for a period of at least 15 weeks” to be eligible for a tenure clock extension. (The latter covers faculty members who give birth during the summer, who would not be eligible for a leave, but who lose valuable time they would otherwise be working on research and so should be able to have a clock extension.)

The proposed new language, developed in discussion with the Senate Executive Committee, would add: “Factors that may be considered in applying the child contact hours eligibility requirement include: (i) the faculty member is a single parent with 50% or greater custody, or (ii) although both parents reside with the child the other parent is unavailable to provide the majority of contact hours (e.g., full-time school or employment), and (iii) the child is not primarily placed in childcare during the faculty member’s working hours.” Adding this would give potential applicants fair notice of factors taken into account by the senior vice presidents’ offices for determining that the applicant will be providing the required majority of care-giving. These factors will also be mentioned in the application form.

The provision on unbalanced teaching loads is changed to read:

“A faculty member with a one semester leave should generally teach one-half of a normal load, overall for an academic year. When the teaching load cannot be exactly halved, it is permissible to expect the faculty member to teach the larger portion. For example, if a faculty member normally teaches three courses per year, s/he may be released from one and asked to teach two.”

Finally, in response to a concern raised through the UEPC research, a change is made so that any academic units which choose to provide compensation above 95% during a leave period must now do so in such a way that “similarly situated faculty in the same unit are treated consistently.”

Conclusion

The Executive Summary of the UEPC policy review and the proposed policy revisions in substance have been circulated to the deans and department chairs and to the Presidential Commission on the Status of Women for feedback, and reviewed by the Institutional Policy Committee. If you and President Young approve the revisions, they will proceed to the Executive Committee of the Academic Senate and then the full Senate and Board of Trustees.
Policy 6-315: Faculty Parental Benefits--Leaves of Absence with Modified Duties and Review Extensions. Revision 1 2 [Effective date March 12, 2007  July 1, 2011]

I. Purpose and Scope

To outline establish the University's Policy for parental leaves of absence and extensions of the review timetable for the birth or adoption of children by regular faculty and academic librarians. To maintain the University’s general preference of providing leaves for faculty, except for brief absences, in increments of an academic term or semester, consistent with the length of most teaching assignments. Any questions regarding this policy should be referred to the Office of the Senior Vice President for Academic Affairs or the Office of the Senior Vice President for Health Sciences.

II. Scope and Effective Date

This policy applies for academic librarians and regular faculty in all colleges except the School of Medicine. The effective date of this policy is July 1, 2006.

III. References

{Drafting note: References are moved to Part V below, without changes.}

II. IV. Definitions. For purposes of this Policy and any associated Regulations, these terms are defined as follows:

A. “Academic year” is defined for purposes of this policy as August 16 to May 15 for faculty on nine-month appointments and July 1 to June 30 for faculty on twelve-month appointments.

B. "Adopted child" refers to a child under six years of age or a special needs child (as defined here) placed for adoption. “Special needs child” means a child under the age of 18 who is incapable of self-care on a daily basis because of a mental or physical disability that substantially limits one or more major life activities—{Drafting note: this ‘special’ needs definition is merely moved below without changes.}

C. "Annual base salary" means the total compensation approved in advance as the amount payable to a faculty member for normal and expected working time and effort, not in excess of 100% of full-time, for all services to be performed under all assignments during the appointment period. This term does not include compensation for separate assignments during nonworking intervals, approved overload assignments in the Division of Continuing Education, additional compensation for occasional services or payments made pursuant to authorized consulting or professional service contracts. (See Policy 5-403, Additional Compensation and Overload Policy.)

D. "Eligible faculty" is defined as library faculty or regular faculty with appointments that began before the expected arrival of a child.
E. “Library faculty” is defined as academic librarians with continuing appointment or eligible for continuing appointment under Policy 6-300.

F. “Parental benefits” refers to both the leave of absence benefits and the review extension benefits provided under this Policy. “Parental leave benefits” refers to parental leaves of absence with modified duties (including disability leaves for birth mothers and care-giving leaves for all eligible caregiver parents) and/or extensions of the review timetable for the birth or adoption of children.

G. “Partner” refers to a spouse or, in the case of unmarried faculty, to an adult who is certified as an eligible partner through Human Resources procedures.

H. “Eligible caregiver” is defined differently for purposes of each type of parental benefit. (1) “Eligible caregiver” for purposes of a care-giving leave means a faculty member who provides the majority of child contact hours during the faculty member’s regular academic working hours for a period of at least 15 weeks. (2) “Primary Eligible caregiver” for purposes of an extension of the review timetable means a faculty member who provides the majority of child contact hours during that time that the faculty member would normally spend on productive scholarly pursuits for a period of at least 15 weeks. This definition takes into account typical summertime scholarly activities. “Primary caregiver” for purposes of a care-giving leave means a faculty member who provides the majority of child contact hours during the faculty member’s regular academic working hours for a period of at least 15 weeks.

{Option---factors for caregiver eligibility.  On recommendation of the Senate Executive Committee, the following is presented as an option for the Senate to include as an addition, or not.

Factors that may be considered in applying the child contact hours eligibility requirement include: (i) the faculty member is a single parent with 50% or greater custody, or (ii) although both parents reside with the child the other parent is unavailable to provide the majority of contact hours (e.g., full-time school or employment), and (iii) the child is not primarily placed in childcare during the faculty member’s working hours.)

I. “Regular faculty” is defined as tenured or tenure-eligible faculty under Policy 6-300.

J. “Review timetable extension” refers to an additional year added to the probationary period before a tenure or post-tenure review.

K. “Special needs child” means a child under the age of 18 who is incapable of self-care on a daily basis because of a mental or physical disability that substantially limits one of more major life activities.

V. Faculty Parental Leave: Eligibility, NOTIFICATION, BENEFITS
A. Eligibility

1. Review timetable extensions under this policy are available to an eligible faculty member who either: i) is due to and/or does give birth to a child no later than June 30 of the year in which the review to be extended is scheduled, or ii) is planning to and/or begins to serve as the primary caregiver of her or his own newborn child or a partner's newborn child or of a newly adopted child no later than June 30 of the year in which the review to be extended is scheduled.

2. Disability leave benefits and the resulting modified duties under this policy are available to an eligible faculty member who gives birth to a child within the semester for which leave is sought or within four weeks before the beginning of that semester.

3. Care-giving leave benefits and the resulting modified duties under this policy are available to an eligible faculty member who serves as the primary caregiver of her or his own newborn child or a partner's newborn child or of a newly adopted child within the semester for which leave is sought.

4. This policy does not apply to birth mothers who do not anticipate becoming the legal parent of the child following birth. In such cases, the faculty member may be covered by sick leave and FMLA policies.

5. Disability or care-giving leave under this policy shall begin no more than three months prior to the birth/placement of a child and shall be completed no more than 12 months following the birth/placement.

6. Only one University of Utah faculty member is guaranteed to qualify for parental leave benefits for a given instance of childbirth or adoption. {(Note—An explanation of coordination this policy with the School of Medicine policy will be added here, once the SOM policy is in final form.) The qualifying faculty member is only guaranteed one semester of leave with modified duties for a given instance of childbirth or adoption.

7. A faculty member will automatically receive parental leave

III. Policy

A. General eligibility for benefits

1. An eligible faculty member is guaranteed parental benefits no more than twice. Any subsequent requests for benefits in conjunction with additional instances of birth or adoption will be subject to the approval of the cognizant senior vice president.

2. Only one University of Utah faculty member is guaranteed to qualify for parental benefits for a given instance of childbirth or adoption. {(Note—An explanation of coordination this policy with the School of Medicine policy will be added here, once the revised SOM policy is in final form. The Benefits application form provided by the VP’s office will include information for implementing the limit that if both parents are U employees, ordinarily only one may claim the benefits.)}
3. This policy does not apply to birth parents who do not anticipate becoming the legal parent of the child following birth. In such cases, a birth mother may be covered by sick leave and FMLA policies.

4. Exceptions to these and other eligibility criteria below must be approved by the cognizant senior vice president.

B. Notification

1. An eligible faculty member should
   a. Complete the Parental Benefits application form and submit it to the cognizant senior vice president. (link to form)
   b. Notify her or his department chairperson and dean of the application as soon as possible when the application is submitted.

2. A request for a parental leave of absence with modified duties should normally be made no fewer than three months prior to the expected arrival of the child.

   A request for a parental leave of absence with modification of duties as soon as possible and normally no fewer than three months prior to the expected arrival of the child. A request for a review timetable extension may be made at the same time and must be made within three months after the arrival of the child and before external reviewers are solicited or other action is taken to begin a formal review, which is earlier. A Parental Leave application form is available. A previously submitted request for a timetable extension may be revoked by written notice from the faculty member, submitted before the date on which action would ordinarily be taken to begin a formal review in that year's review cycle. [drafting note: the right to revoke is merely moved to below]

C. Parental Leaves of Absence With Modified Duties

1. Eligibility for leave
   a. Disability leave benefits and the resulting modified duties under this policy are available to an eligible faculty member who gives birth to a child during the semester for which leave is sought or within four weeks before the beginning of that semester.
   b. Care-giving leave benefits and the resulting modified duties under this policy are available to an eligible faculty member who serves as an eligible caregiver (as defined for this purpose) of her or his own newborn child or a partner’s newborn child or of a newly adopted child during the semester for which leave is sought.

C. Parental Leaves of Absence, with Modified Duties (Disability Leave, Care-giving Leave).

2. Benefit
   a. Upon approval of a parental leave of absence. Upon request, an eligible faculty member will be granted a parental leave of absence with modified duties (e.g.,
teaching, service, and/or research) for one semester for faculty in nine-month appointments or an equivalent period for faculty on twelve-month appointments.

i. The faculty member will be released from professional duties during this period, but may choose to continue some professional activities (e.g., meeting students, doing research, participating in hiring or RPT decisions).

ii. The faculty member who is released from teaching should not be expected to maintain normal scholarly productivity during a semester of modified duties.

iii. The faculty member is encouraged to provide the department chairperson with a written statement of the activities the faculty member intends to continue during the leave, if any (e.g., advising, committee service, and research).

b. The faculty member will receive pay at the rate of 95% of her or his annual base salary during that semester, unless the department or college chooses to supplement the salary above 95% (and any such supplementation must be applied consistently for all faculty members of that unit who take parental leave).

c. Portions of the faculty member's compensation is received from grants or contracts, that portion of compensation must be based on actual effort performed for the award, and all award requirements must be met.

d. A faculty member with a one semester leave should generally teach one-half of a normal load, overall for an academic year. When the teaching load cannot be exactly halved, it is permissible to expect the faculty member to teach the larger portion. For example, if a faculty member normally teaches three courses per year, s/he may be released from one and asked to teach two. For teaching loads that are unbalanced across the academic year, arrangements should be coordinated wherever possible such that a leave with modified duties would coincide with the semester with fewer teaching duties.

e. Disability leave under this Policy shall begin no more than three months prior to the birth of the child and shall be completed at the end of the semester (or 12-week period) for which the leave is sought.

f. Care-giving leave under this Policy shall begin no sooner than the beginning of the semester in which the child arrives and shall be completed no more than 12 months following the arrival.

3. Parental Leave and the Family Medical Leave Act (FMLA)
a. Parental leaves of absence with modified duties under this Policy are substituted for unpaid care-giving leave under the Family and Medical Leave Act (FMLA).

b. Eligible faculty members may in addition qualify for unpaid leave under the FMLA during the same twelve (12) month period, but only in connection with a serious health condition either before or after the child’s birth or adoption or to the extent the faculty member has not received twelve (12) full weeks of care-giving leave.

c. Such FMLA leave is normally unpaid except that accrued sick leave must be used. See [Policy 5-200] for more information.

D. Extension to Review Timetables Extensions

Upon making a timely request, an eligible faculty member will automatically receive a one-year extension on her or his overall timetable for retention, promotion and tenure (RPT) or post-tenure reviews. For an RPT review, an extension applies both to the next scheduled review, and the overall timetable for subsequent reviews. An extension taken at any time in a pre-tenure probationary period will extend the date for the final tenure review, as well as any intervening formal review. Faculty members should not be expected to maintain normal scholarly productivity during an extension granted under this policy.

1. Eligibility for Extension.

A one-year extension of the pre-tenure probationary period (i.e., tenure clock) or the time before a post-tenure review is available to an otherwise eligible faculty member who either i) gives birth to a child, or ii) serves as an eligible caregiver (as defined for this purpose) of her or his own newborn child or a partner’s newborn child or of a newly adopted child.

2. Notice.

A request for a review timetable extension is made on the same Parental Benefits application form as a request for a parental leave. A request for an extension may be made at the same time as the request for leave and must be made within six months after the arrival of the child and before external reviewers are solicited or other action is taken to begin a formal review, whichever is earlier. {add link to Form}

3. Benefit

Upon approval of a request, a formal review in the current year will be postponed (a) if the faculty member (i) is due to and/or does give birth to a child no later than June 30 of the year in which the review to be extended is scheduled, or (ii) is planning to and/or begins to serve as an eligible caregiver to her or his own newborn child or a partner’s newborn child or of a newly adopted child no later than June 30 of the year in which the review to be extended is scheduled and (b) if the faculty member gives the department notice of the birth or adoption before the formal review is initiated. Births or adoptions after June 30...
may extend a subsequent formal review, but not the review in the current year. An extension taken at any time in a pre-tenure probationary period will extend the date for the final tenure review.

4. A previously submitted request for a timetable extension may be revoked by written notice from the faculty member, submitted before the date on which action would ordinarily be taken to begin a formal review in that year’s review cycle.

E. Unanticipated Events

Not all events surrounding pregnancy, childbirth, adoption, and the health of a young child can be fully anticipated for purposes of this Policy. Requests for exceptions to this Policy should be directed to the cognizant senior vice president.

F. Obligation to Return

The obligation to return to University service following the leave, applicable to other leaves under Policy 6-314, Section 9.B, applies to disability and caregiving leaves under this Policy as well.

VI. Examples of Policy Application

Examples of the application of this policy are available at this link parental_leave_examples. Examples are provided for illustrative purposes only. They do not constitute any part of this policy. [Drafting Note: Examples link moved to IV below.]

VII. G. Relationship to Other Policies

A. Nothing in this Policy precludes academic units from providing similar benefits to faculty other than faculty eligible under this Policy or providing to any faculty members or academic librarians more extensive benefits for parental or other family responsibilities or personal disability, so long as similarly situated faculty in the same unit are treated consistently.

B. Other leave that has been taken or is scheduled to be taken by a faculty member shall not preclude eligibility for parental leave benefits under this Policy. Correspondingly, parental leave taken or scheduled under this Policy shall have no bearing on decisions regarding other leave for a faculty member, except to the extent that a faculty member with a twelve-month appointment is subject to a department policy regarding proration of sick leave, vacation leave or professional development leave.

C. If any other University Policy is inconsistent with the provisions herein, this Policy shall govern.

VIII. H. Policy Review

The implementation and the fiscal impact of this parental leave Policy will be reviewed in three years from the original date of passage which was May 2006 with an amendment in March 2007. The report will be given to the Academic Senate. Concerns
should be reported to the cognizant Associate Vice President for Faculty or for Health Sciences.

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

Rules:

Procedures:

Guidelines: Examples of application of University Policy 6-315 (link to http://www.regulations.utah.edu/academics/appendices_6/parental_leave_examples.html) Examples are provided for illustrative purposes only. They do not constitute any part of this policy.

Forms: Parental Benefits Application Form (link)

Other related resource materials:


V. References

A. Policy 5-200, Leaves of Absence (Health-Related)

B. Policy 5-201, Leaves of Absence (Non Health-Related)

C. Policy 6-311, Faculty Retention and Tenure of Regular Faculty (extensions of pre-tenure probationary period for disability)

D. Policy 6-314, Leaves of Absence

E. Policy 8-002, School of Medicine (SOM) Faculty Parental Leaves of Absence

F. 29 Code of Federal Regulations 825.100 et seq., Family and Medical Leave Act Regulations

VI. Contacts:

Policy Owners: Questions about this Policy and any related Rules, Procedures and Guidelines should be directed to the Associate Vice President for Faculty and the Associate Vice President for Health Sciences.

Policy Officers: Acting as the Policy Officers, the Sr. Vice President for Academic Affairs, and the Sr. Vice President for Health Science, are responsible for representing the University’s interests in enforcing this policy and authorizing any allowable exceptions.

VII. History:

Revision history:

A. Current version: Revision 2.

Approved by Academic Senate: [ ]

Approved by Board of Trustees: [ ]

B. Earlier versions:

1. Revision 1: Effective dates March 12, 2007 to [?? July 1, 2011] (create a file with Revision 1, watermark stamp as outdated, link it here)

   Approved by Academic Senate: March 5, 2007

   Approved by Board of Trustees: March 12, 2007, with effective date of March 12, 2007

   Legislative History of Revision 1. Proposal to amend parental leave and related policies (6-311 & 6-315), spring 2007 (link to http://www.regulations.utah.edu/academics/appendices_6/6-311_6-315_2007legislativehistory.pdf)

2. Revision 0. Effective dates July 1, 2006 to March 11, 2007 (Link to http://www.regulations.utah.edu/academics/revisions_6/6-315.R0.pdf)

   Background information for Revision 0. (link to http://www.regulations.utah.edu/academics/appendices_6/6-315.R0-background.pdf)
Application for Faculty Parental Benefits Under Policy 6-315 and Concurrent FMLA Leave in Connection with Birth or Adoption

{draft 2011-03-28}

Applicant: After reviewing Policy 6-315, please check appropriate boxes, complete blanks, sign, and submit form as instructed below. (Note deadlines: A request for leave with modified duties= apply at least three months prior to child’s expected arrival (and also notify department chair as soon as possible of intent to request leave). An extension to the RPT period= apply within six months after child’s arrival and before any formal review actions begin. See details in 6-315.)

To: □ Senior Vice President for Academic Affairs (205 Park)
□ Senior Vice President for Health Sciences (5th floor, Bldg 550)

If questions, contact:

{Susan Olson, Academic Affairs, 581-8763, susan.olson@utah.edu}
Richard Sperry, Health Sciences, 581-5619, richard.sperry@hsc.utah.edu

Name (please print): __________________________________________________________

Department: ______________________________________________________________

Current Rank: _____________________________________________________________

If tenured, year received: __________________________

If untenured, first year of probationary period: __________________________

I hereby apply for benefits under the University’s parental benefits policy.

1. Eligibility. (a) The □ anticipated/ □ actual date of arrival of my child is/was (MM/DD/YY) ___.

(b) I am eligible for the requested benefits on this basis (check one)

□ (disability benefit) as a birth mother whose due date falls within the academic year or within four weeks before the beginning of the academic year.
□ (care-giving benefit) as the “eligible caregiver” for my or my partner’s newborn child or newly adopted child, and, by my signature below I attest that I will be providing the majority of child contact hours during my regular academic working hours for the period of at least 15 weeks during the leave, and I understand that factors considered in applying the child contact hours eligibility requirement may include: (i) the faculty member is a single parent with 50% or greater custody, or (ii) although both parents reside with the child the other parent is unavailable to provide the majority of contact hours (e.g., full-time school or employment), and (iii) the child is not primarily placed in childcare during the faculty member’s working hours.
Please describe in more detail how these factors do/do not apply in your case and why you will qualify as the eligible caregiver: [_______________________________]

(c) Coordination of eligibility for two employees, I understand that under Policies 6-315 and 8-002 (School of Medicine faculty), if two parents of a child are University employees, only one parent is guaranteed eligibility for parental benefits with regard to that child’s birth/adoption.

Please (i) explain whether the child’s other parent is a University faculty member/librarian potentially eligible for parental benefits under either 6-315 or 8-002, and if so (ii) provide that parent’s name and title and University ID number, and confirm that only you and not the other parent will obtain University-provided parental benefits.

[___________________________________]

2. Leave with modification of duties

☐ I am not requesting a leave with modification of duties.

☐ I request a leave with modification of duties for (mark one):

(9-month faculty) the (Fall, Spring) _____ semester of _______(yr).

(12-month faculty) from(MM/DD/YY)__ (date) to   (MM/DD/YY)__ (date).

I understand that under Policy 6-315 I will receive only 95% of my base salary for the leave semester (unless my department/college provides an additional supplement). I will inform the payroll administrator how the reduction should be spread across the year. I also understand that this leave carries an obligation to return to University service for at least one semester.

3. Extension of period for pre- or post-tenure review. (Note deadline: Extension requests must be made before external reviewers are solicited to begin a formal review or within six months after arrival of the child, whichever is earlier.)

☐ I request a one-year extension of my review period.

☐ At this time, I am not requesting an extension, but I may later do so, before the deadline noted above.

☐ I do not request an extension.

4. Applicant’s signature, submission of original application, and notification of department chair & academic dean:

(MM/DD/YY)
Applicant’s signature          Application date
_________________________________________________________________/g3

Email          Telephone contact

Applicant instructions: Submit signed original of the form, with above parts completed, directly to office of the senior vice president. Check box to indicate that you have, or within two business days will provide a copy of the signed form to:

      _____ Department Chair, and
      _____ Academic Dean

5. Departmental signature(s), department/college supplement of salary

Department chair instructions: When you receive a copy of the application, please sign the form (and if a semester of leave has been requested, also check the appropriate box regarding salary reduction/contribution and have your payroll administrator sign the form). Send a copy with your signatures to the office of the vice president. The VP’s office will return a copy of the fully completed form to you and the dean.

Percentage of Salary During Semester of Leave with Modified Duties (if applicable)

☐ For the semester of leave with modified duties the applicant will receive only 95% of her/his salary, as provided under Policy 6-315 (i.e., there will be a 5% reduction of salary for that semester).

☐ The department/college will supplement the applicant’s salary by contributing an additional _____%, making the total salary for the leave semester _____% of normal.

  (MM/ DD/YY)

Chair’s name          Signature          Date

Instructions for Payroll administrator: If the applicant is taking a semester of leave, note carefully whether the applicant’s salary for that leave semester will be reduced to 95% (as per Policy 6-315), or will be supplemented to a higher percentage by the department/college. If there is a reduction, the applicant should inform you how the reduction should be allocated across semesters. Because faculty
members are usually paid on a 9/12 contract, please plan ahead when you know faculty members will be on parental leave, and process their pay as a 12 month annual or a 9 month annual if they have research funding for the summer, rather than a 9/12 contract. Sign below when such arrangements have been made. If you have any questions, please call Sandy Hughes @ 581-6455.

____________________________________________________________ (MM/DD/YY) ___

Payroll reporter/AA’s signature (if applicable) Date

........................................................................................................................................

6. Vice President’s Authorization for transfer of funds to department (for semester of leave)

____________________________________________________________ (MM/DD/YY) ___

Senior vice president or designee Date
Part-time faculty Policy 6-320
Because the agenda for the May meeting will be unusually crowded, please read this very long memo carefully. We have tried to present essential explanatory information here, so that discussion at the meeting can move more quickly. We have presumed to suggest some changes that may not need discussion to save time for more important changes identified. If you have questions or concerns about this proposal that we can address ahead of the meeting—and so help you and your Senate colleagues to move efficiently through the lengthy agenda—please address those to Susan Olson, susan.olson@utah.edu, 581-8763.

Memorandum
To: Academic Senate
From: Susan Olson, Associate Vice President for Academic Affairs and chair—Presidential Commission on the Status of Women subcommittee on part-time faculty.
Re: Changes to the proposal for Policy 6-320 on Part-Time Faculty
Date: April 25, 2011

On behalf of the drafting subcommittee, I am submitting for your consideration some revisions to the proposed new Policy on part-time regular faculty. We explain here the two most significant areas that are changed in this version, responding to concerns that members of the Senate raised during the March and April meetings and to issues for pending decision. We discussed these ideas with the Executive Committee in mid-April.

As background and summary, we remind you of the most basic elements of the proposed new Policy. It would provide three types of part-time arrangements: a partial leave of absence at partial pay for one-year or less; temporary part-time status of up to two-years that is potentially renewable, and a permanent part-time position. The third type is available only to already-tenured faculty. Requests for any part-time arrangement would always be initiated by the faculty member—never imposed by a department. The requesting faculty member would have to show persuasive reasons that the part-time status is needed, with personal/family needs being the only legitimate reasons for an untenured faculty member. Requests would be granted only if they are compatible with the institutional interests of the department and University.

An untenured faculty member in part-time status of sufficient duration would automatically have the pre-tenure probationary period increased to reflect years spent at less than full-time status. All important aspects of any part-time arrangement would have to be thoroughly documented, including any effects on RPT review schedules, to minimize the potential for confusion and misunderstanding in later years. This documentation would be completed at the outset, as part of the initial process of approving a part-time request, and updated with any renewal of temporary part-time status. To protect the privacy of the individual faculty member (given that we anticipate most requests will be compelled by serious family/personal circumstances), the
A. Explanation of changes since the April draft.

1. Faculty involvement—clarified and expanded (and changed roles for department chair and dean). One area of change addresses the roles that department faculty should have, relative to administrators, in the decisions made about a colleague taking part-time status. Discussion at the April meeting suggested that changes be incorporated to provide a greater degree of involvement of the faculty of a department in considering a colleague’s request for a part-time arrangement. Along with that, there was an apparent need for greater clarity about the roles the department faculty would have in making modifications of RPT requirements for a colleague in part-time status. The revised language in the policy and the related materials respond to these concerns in several ways.

Clarifying the function of the RPT Memorandum

First, we provide (at the end of the materials) a sample of an “RPT Memorandum” of the sort contemplated in Part III-F-2-c. Tenured faculty will be voting on approval of such a memo for the record—as a means of ensuring that “everyone is on the same page” about how the faculty member will be proceeding through the RPT steps. This reduces the risk that several years later at the times of formal reviews, with some turnover of department leadership and tenured faculty, there could be confusion about how RPT is to work for this tenure candidate.

The most important aspect of the memo—specifying the length of the RPT period for this individual—is not something left to subjective variation but is dictated very clearly by the terms of Policy 6-320—part III-E-2. Thus, there won’t be any need for debate among committee members and candidate because it is simply a matter of plugging numbers into the increase equation prescribed in U-Policy. The senior vice president’s office is available to assist with this calculation, if needed. A new cross-reference, in III-F-2-c-i, is a reminder of the section of the policy that defines the effect of part-time status on the probationary period (III-E-2).

One issue that the department’s tenured faculty will need to discuss and include in the memo is the exact timing of formal reviews and whether external letters would be part of those reviews. Departments should follow the schedule set for faculty on the normal probationary period as much as possible, but some adaptations may be required.

A second issue the tenured faculty may decide relates to quantity of work expected. Although the policy in part III-E-1 expresses a preference for limiting differences in quantity of work expected of full- and part-time faculty (“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.”), modest adjustments in quantity are permitted. More commonly, in departments that articulate quite specifically the quantity of work expected at the time of formal retention reviews, the memo will be used to adapt the quantity standards that apply to full-time faculty to the slower pace expected of part-time faculty.

2
Clarifying the Role of Faculty, Chairperson, Dean, and Senior Vice President

The policy has also been extensively revised to restructure the decision-making processes on part-time requests, so that department chairpersons and deans will only be making “recommendations” rather than actual controlling decisions. This allows for input from department faculty to be given greater weight than would otherwise occur. Department chairpersons and deans will make recommendations, and in some instances to be discussed below, department faculty will also make “recommendations.” The recommendations from the department chairperson and dean, along with input from the faculty will go to the cognizant senior vice president, who makes the final decision. These proposed changes will make the process for granting part-time requests consistent with processes used for other important types of faculty personnel decisions, such as appointments and RPT decisions (see Policies 6-302 and 6-303).

In addition, several references have been added about seeking advice from the office of the cognizant vice president. This mention of available guidance receives greatest emphasis when a part-time arrangement is suggested by a candidate for a new appointment, so that timely advice can facilitate the often fast-moving pace of recruitment. More generally, a recommendation to consult the vice president is added to ensure that either department chair or a faculty member can seek such advice early on. This might be especially helpful to a new chair or to a junior faculty member who is facing some serious personal problem and is not familiar with the range of possible solutions available under University policies—including the part-time opportunities, parental leave, FMLA, etc. The vice president can also assist, if needed, with calculating the increase of the probationary period for the RPT Memorandum.

Based on the earlier comments at the Senate and Executive Committee, we hope these aspects of clarifying the role of various parties will not require discussion and debate in the May meeting, so that the limited time can be focused on the following, more difficult issues.

In the revised draft, there are several new passages directly and extensively increasing the involvement of the department faculty in considering part-time requests. Three of these new passages are sufficiently important that we will ask you to focus on them specifically during the May meeting’s debate and voting. These several new passages would provide for varying degrees of faculty involvement in making decisions about part-time requests.

For part-time requests for a new hire faculty member, the original draft required only that the appointments committee members (i.e., all regular faculty) be informed of and formally vote on consideration of a permanent part-time position. A new passage (Part III-F-1-a-i) would also require that the members be notified as to any request made for part-time status longer than one year, thus allowing the members to have that request in mind while discussing and voting on making the new hire. We do not anticipate needing to devote time to discussing that change.

The three more significant new passages would affect part-time requests by an existing faculty member (Part III-F-2). The original draft made no provision for departmental faculty to be involved in any way in such decisions (aside from the separate and distinct issue of modifying RPT procedures discussed above). One change proposed in the latest draft would require that all regular faculty be notified of any faculty member’s request for either a two-year temporary part-time arrangement or a
permanent part-time arrangement, thus allowing for feedback to be given to the
department chair. A second would require that the tenured faculty formally vote on a
recommendation whenever a full-time position would be converted to a permanently
part-time position. The recommendation of the tenured faculty would then be sent to the
vice president along with the recommendations of the department chairperson and dean.
A third change would have a similar vote of the tenured faculty for any situation in
which a tenured faculty member already in part-time status requests another term
at part-time that would result in his or her being in part-time status more than a
total of 4 years in succession or 8 years in total (because that would begin to be similar
to a permanent part-time position in terms of its long-term impact on a department).
These most important potential additions are boldly highlighted to allow focused Senate
discussion and possibly separate voting on each. The choice of 4 years and 8 years is our
recommendation, but could be changed by vote of the Senate, of course.

Analysis

To help you prepare for your decisions on adopting each of these three specific
changes of degrees of faculty involvement, here are some of the underlying concerns that
guided our drafting.

One of the main challenges is balancing the privacy of individual faculty
members with the interest of the department faculty in the implications for workload and
losses to the department’s reservoir of expertise when a faculty member reduces FTE.
The privacy interests are greatest when a faculty member has come up against serious
person/family problems that motivate a request for part-time status. (Note for
comparison that under the existing policy governing requests for full leaves of absence,
there is no provision for department faculty consultation.). For untenured faculty,
person/family problems are the only reasons the new policy permits for requesting part-
time status. A tenured faculty member’s request may be based on similar reasons or on
“non-University professional or public service activities” (III-A-5). Presumably, the
individual’s privacy interests are lower for the latter. A new sentence has been added in
part III-F-2-a-iii to emphasize the need for protecting the privacy of the part-time
individual as fully as possible under the circumstances.

The interests of the department faculty depend mainly on the duration of the part-
time status. Thus, the proposed policy provides for the least consultation with faculty for
a request for a partial leave with partial pay, which is for a maximum of one year, and
successively greater consultation roles for (a) a request for temporary part-time status by
any faculty member, and a request by a tenured faculty member for part-time status that
is either (b) permanent or (c) temporary but lasts longer than four years.

The notice requirement (without a formal vote) for (a) any two-year part-
time arrangement allows concerned faculty to communicate views to the department
chairperson and possibly influence the chair’s recommendation for or against the
request. Notice is appropriate given the intermediate degree of impact on the department
from a two-year arrangement. The amount of information provided and the corresponding
degree of loss of privacy wouldn’t need to be great because the faculty wouldn’t have to
be well-informed enough to formally vote. Moreover, with respect to an untenured
faculty member’s part-time status, the proposal assumes that the process for approving
the RPT Memorandum and the frequent RPT reviews themselves provide adequate mechanisms for the tenured faculty to express their support for or concerns about it.

A different interest is protected by the process of making a decision about a more senior (tenured) faculty member’s request for (b) permanent or (c) repeated part-time status. The proposal calls for a secret ballot and a vote by only the tenured faculty. Voting on the fate of an existing colleague obviously can create internal conflicts, hence the use of a secret ballot. Even with that effort at secrecy (unlikely to be 100% effective), expecting an untenured faculty member to vote for/against a senior colleague, who later may participate in the junior colleague’s RPT decision-making, potentially subjects the untenured faculty member to unreasonable pressure.

In sum, we hope that the Senate will find that these proposed revisions to the policy strike an appropriate balance among various interests. We anticipate further discussion of these and related points at the May meeting, and then ask for your decisions on the three specific added roles for department faculty considering part-time requests of their existing faculty colleagues, highlighted in Part III-F-2 of the draft Policy.

2. Clarification of how pre-tenure probationary period is increased as a result of part-time status, and of possible cap on maximum length.

In the original proposal and continued in this revised version, the Senate is given a specific alternative and asked to decide whether or not to impose a hard “cap” on the length to which a pre-tenure probationary period could be increased for a part-time faculty member. Discussion of that in the earlier meetings suggested that the original description of how a probationary period increase should be calculated (generally proportionally) was not sufficiently clear. Your decision about imposing a hard cap will best be made with the foundation of a clear understanding of the workings of the proportional increase principle. To that end, we have first developed a set of examples of most common scenarios that will later guide users of the policy and now may help you (see the embedded spreadsheet examples), and we have rephrased that portion of the Policy (see Part III-E-2) in what we hope will be a more reader-friendly fashion.

The first point to highlight is that **partial leave of absence at partial pay is more generous than temporary part-time status in its effect on the probationary period** (as well as in preserving benefits that ordinarily drop away below .75 FTE, i.e., tuition reduction and sick and vacation leave.) **Approval of a partial leave at partial pay of at least 9 months at below .75 FTE automatically carries a one-year increase in the probationary period.** For most probationary faculty members with qualifying “family care responsibilities or similar personal needs,” a partial leave is the best option. Salary, of course, is reduced proportionally to the FTE under all part-time arrangements.

The policy is structured to make a one-year partial leave attractive and relatively simple to get (see process discussion above), but to require greater sacrifice from a faculty member who wishes to stay part-time for longer. Partial leaves may not be extended beyond one year (though a faculty member could possibly qualify for another one in a later year). To continue in part-time status after a one-year partial leave, a faculty member must request a temporary part-time arrangement (of up to two years), which will result in a lower proportional increase of the RPT period than resulted from the one-year
partial leave (and also result in lost eligibility for the three benefits noted above). For such longer arrangements, the probationary period increases only one-half year for each year at .5 FTE, one-third year for each year at .67 FTE, and approximately one-quarter year for each year at .74 FTE.

The second point to highlight is the “rounding” rule to determine the year for reviews when the calculated total results in a fractional year, especially a half year. Some rounding rule is necessary because RPT reviews are organized so that they must take place in departments and colleges in the fall and by UPTAC and the senior vice presidents in the spring. The policy phrasing of this rounding rule—“if the sum of the increases results in a fractional year, the length of the probationary period will increase by a whole year only if the fractional year is greater than .5”—has changed since the version seen at the April Senate meeting, but the substance is unchanged from the earlier phrasing—“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.” The effect of either phrasing is to commence the final review a year earlier than it would be if the rounding went in the opposite direction. Whether to round “down” or “up” is an arbitrary choice, but we make the recommendation we do in response to concerns about an excessively long probationary period for a faculty member who might spend multiple years on renewed, two-year part-time status.

**Examples—Tables A-E**

The effect of rounding is illustrated in Table A, which presents the most extreme case permitted by the policy—a half-time schedule for the entire probationary period. Imagine perhaps a faculty member who has established the credentials to become a tenure-track assistant professor despite having two special-needs children. Reconsidering the half-time arrangement every two years, the faculty member’s department and administrators have approved repeated, two-year temporary, part-time status.

<table>
<thead>
<tr>
<th>Continuous, two year renewable, part-time status at .50 FTE</th>
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<tbody>
<tr>
<td>1. No. of years in tenure track appointment</td>
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<td>2. FTE each year</td>
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<td>3. Cumulative Yrs of Equivalent FT Service</td>
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<td>4. Rounded years of Equivalent FT Service</td>
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<td>5. Years added to probationary period per year</td>
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<td>6. Cumulative years added to probationary</td>
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<td>7. Adjusted year of tenure review</td>
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<td>8. Year of tenure review after rounding</td>
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Rows 3 and 4 and Rows 5-8 illustrate two different ways to conceptualize the effect on the probationary period, but they reach the same conclusion and both
demonstrate the effect of the rounding rule. Rows 3 and 4 present the probationary period as seven years, which a half-time faculty member “uses up” at a slower pace than a full-time faculty member would. Despite previous discussion, which has assumed that such a faculty member would be reviewed for tenure in the fourteenth year, Table A demonstrates that because of rounding, s/he would reach the final review year in the thirteenth year. Row 4 shows that because six full years of service have been used after twelve years, the review for tenure would begin in the next fall semester, which is the thirteenth year.

Rows 5-8 illustrate the same conclusion through a different approach, which does the calculation as an increase of the probationary period for each year spent at reduced FTE. This is the approach taken in the verbal description in the policy. The year of the tenure review gradually gets “pushed back” for each year spent in part-time status. After twelve years of half-time service, the review has been “pushed back” six years. A six-year extension of the normal seven-year probationary period moves the timing of the tenure review to the fall of the thirteenth year.

This case is the most apt for the decision the Senate needs to make about whether to impose a maximum cap on the length of the probationary period. The current draft’s language for such a cap would be 11 years for a 7-year probationary period, 10 years for a 6-year period, and 9 years for a 5-year period, although some discussion has suggested a maximum 10-year cap for a 7-year probationary period. One can see from Table A the impact of an 11-year cap on a half-time faculty member. Row 8 shows that after 8 years on half-time, the faculty member has “pushed back” the tenure review by 4 years, i.e., from the seventh to the eleventh year. Thus, a cap at 11 years would mean that the faculty member would gain no more increase in probationary period from working half-time in years 9 and 10, despite continuing to receive only half salary, lower benefits, etc. until the tenure review. If the cap were at 10 years, the maximum increase in the probationary period received for working only half-time would occur after 6 years of service.

A similar illustration of repeatedly renewed part-time status at .67 FTE and .74 FTE (the highest FTE that receives any increase in the probationary period) shows that even a 10-year cap has no effect on such a faculty member in a unit with a 7-year probationary period. A faculty member on a repeatedly renewed .67 FTE status would come up for tenure in the tenth year regardless. A faculty member on a repeatedly renewed .74 FTE status would come up for tenure no later than the ninth year.

Tables B and C show the effect of the caps on faculty members with a shorter probationary period, either because they work in a unit with a six-year tenure clock for assistant professors or because they were hired at the rank of associate or “full” professor and thus have five-year clocks. Table B shows a person working on repeatedly renewed, temporary half-time status in a unit with a 6-year probationary period. A 10-year hard cap would require the person to come up for tenure one year earlier—in the tenth rather than eleventh year—than s/he would without an artificially imposed cap. Without a cap, the rounding rule makes the tenure review occur in the eleventh year.
Similarly, Table C shows the 5-year probationary period for an untenured associate professor, applied to a faculty member working on repeatedly renewed, temporary, half-time status. The rounding rule makes the tenure review occur in the ninth (rather than tenth) year. This is no different from the language for the hard cap shown in the policy alternative (9 years for a 5-year probationary period) and thus a cap would have no further effect.

### Table B

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<td>No. of years in tenure track appointment</td>
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<td>11</td>
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<tr>
<td>FTE each year</td>
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|                      | 0.50 | 1.00 | 1.50 | 2.00 | 2.50 | 3.00 | 3.50 | 4.00 | 4.50 | 5.00 | 5.50 |
| Cumulative Yrs of Equivalent FT Service | 6.50 | 7.00 | 7.50 | 8.00 | 8.50 | 9.00 | 9.50 | 10.00 | 10.50 | 11.00 | 11.50 |

|                      | 1 | 1 | 2 | 2 | 3 | 3 | 4 | 4 | 5 | 5 | 6 |
| Rounded years of Equivalent FT Service | 5.50 | 6.00 | 6.50 | 7.00 | 7.50 | 8.00 | 8.50 | 9.00 | 9.50 | 9.50 | 9.50 |

|                      | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 9 |
| Year of tenure review after rounding | 5 | 6 | 6 | 7 | 7 | 8 | 8 | 9 | 9 | 9 |

These three examples are shown mainly to illustrate the effect of the rounding rule and of the cap that some Senators have supported. We do not expect, however, that there will be many cases of faculty members requesting to stay at half-time for their
entire probationary period. A much more likely scenario is that faculty members take one year of partial leave at partial pay and perhaps another short period of temporary, part-time status.

Table D corresponds to the attached sample RPT Memorandum (which is newly added for the May Senate agenda and was mentioned in the first section of this memorandum). In the case laid out in the RPT Memorandum, one might imagine that a faculty member in the second year of the probationary period requests a partial leave because his spouse has been critically injured in an automobile accident, remains in a coma for months, and requires years of intense physical therapy thereafter. Table D illustrates a partial leave of absence in the second year, followed by two years of temporary part-time status, all at .5 FTE, and then a return to full-time service. The normal probationary period is seven years.

Table D

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<thead>
<tr>
<th>One year partial leave in second year followed by 2 years at .50 FTE</th>
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<tr>
<td>No. of years in tenure track appointment</td>
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<td>FTE each year</td>
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<td>Cumulative Yrs of Equivalent FT Service</td>
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<td>Years added to probationary period per year</td>
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<td>Adjusted year of tenure review</td>
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<td>Year of tenure review after rounding</td>
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For the partial leave in Year 2, the faculty member receives a full year increase of the probationary period. This is evident in Row 3 because even after one year of service at full time and a second year at .5 FTE, the cumulative years of equivalent full-time service is still just one year. Correspondingly, Rows 5 and 6 show a full year added to the probationary period. In contrast, in the next two years (Year 3 and 4) the faculty member moves to temporary, part-time status at .5 FTE and for each year adds just a half year to his probationary period (Rows 5 and 6). Having added a total of two years to his probationary period from the combined three years at .5 FTE, the faculty member comes up for tenure in the ninth year.

One final example illustrates a person who takes two types of part-time status at different points during the probationary period. In Table E imagine a new faculty member hired in a department with a seven-year probationary period, whose elderly parent lives
with her. The faculty member anticipates that caring for the parent will make it impossible to work more than .67 FTE and requests approval to begin her appointment at that level. The elderly parent dies in the faculty member’s second year, and she assumes full-time work. Then in the faculty member’s sixth year, she experiences a health crisis of her own and cannot work more than half time. This time she requests and is approved for a partial leave at partial pay for one year. The faculty member’s tenure review occurs in the ninth year. The first two years at .67 FTE increase the probationary period by one year (1.33 rounded down), and the sixth year on partial leave increases it by a second year.

Table E

<table>
<thead>
<tr>
<th>Initial part time at 2/3 FTE and partial leave in sixth year</th>
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<tbody>
<tr>
<td>No. of years in tenure track appointment</td>
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<td>1 2 3 4 5 6 7 8 9</td>
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<tr>
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<td>Cumulative Yrs of Equivalent FT Service</td>
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<tr>
<td>Year of tenure review after rounding</td>
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**Gaming.**

The risk of “gaming” part-time appointments to put off one’s tenure review seems fairly small for several reasons. First, the permissible reasons for receiving part-time status as a pre-tenure faculty member are limited to situations that will not allow someone the ability to supplement the lost faculty salary by earning outside income. Relatively few faculty members would be willing or able to live for numerous years on a part-time salary. Second, if a faculty member were tempted to lie about the reasons for the leave, it is unlikely such a lie could be sustained over multiple renewals every two years, and the consequences for reputation would be dire if such lying was discovered. Finally, part-time work has other inherent limitations, including the loss of connectedness with the department, the slow pace of career advancement, the delay in receiving the job security of tenure, and the loss of some employee benefits if for more than one year (tuition reduction, sick and vacation leave).
To buttress these other deterrents to “gaming” part-time status to delay the tenure review, the policy adds a specific bar to last-minute increases. The following statement in III-E-2-c-ii overrides the normal calculation: “any part-time arrangement that starts in the final tenure review year may be approved, but it shall not increase the probationary period.” For example, a faculty member who had acquired an extra 1.5 years on the probationary period (through either three years of part-time service or one year of partial leave and one year of temporary part-time earlier in the probationary period) could not increase the probationary period another year by requesting, in the year before the scheduled tenure review, additional part-time service to be taken in what would otherwise have been the final year. In contrast, a faculty member could be approved during the fifth year for two years at .5 FTE to be served during the sixth and seventh year, which together would add one year to the probationary period. In the former case, the part-time service could be approved, if needed, but it would not increase the probationary period further.

**Conclusion—deciding on a hard cap.**

All these considerations bear on the major issue that the Senate is asked to resolve---whether or not to impose a hard cap on the probationary period. To review, such hard caps would probably not affect many people—only assistant professors working for multiple years at no more than half-time. Such faculty would be affected by a 10-year cap in units with either six- or seven-year probationary periods and by an 11-year cap only in units with seven-year clocks. For those few people, however, the issue comes down to whether the required renewals of part-time status every two years and the feedback given during informal and formal RPT retention reviews are sufficient for the department to express its sense of whether the arrangement is working, whether the faculty members should be considered the best judge of their own interests and ability to gauge their standing in the department, and whether in the rare cases when a faculty member feels s/he has no good choice other than working part-time, it is fair to expect him or her to produce the work needed to receive tenure at a faster pace, relative to the amount of time they are being paid to work for the University, than a full-time faculty member is expected to do.

**B. Materials included in the May Senate agenda.**

In addition to this memorandum attached are
(i) The revised draft of Policy 6-320 with all changes since the April Senate meeting clearly marked (and the drafts of Policies 6-300, 6-314 as presented in April).
(ii) A sample of an “RPT Memorandum” that the vice president’s office will provide as guidance for departments processing a request by an untenured faculty member for part-time status. Other guidance materials are to be developed later.

*To avoid adding greater length to an already voluminous set of materials for the May Senate meeting, the two explanatory memoranda that were provided to you in both the March and April agenda packets are not included here---however you may access them online at: [http://www.admin.utah.edu/asenate/agendas/agenda_2011apr04.pdf](http://www.admin.utah.edu/asenate/agendas/agenda_2011apr04.pdf).*
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). 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) are not considered to be part-time for purposes of this policy. 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 (completed prior to the academic year in which the final tenure review is to be conducted), 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. An existing full-time faculty member anticipating making a request for partial leave of absence at partial pay should consult the department chairperson as soon as possible. The office of the cognizant vice president is available to advise on procedures for such requests. To initiate a request, the faculty member shall submit a request letter to the department chairperson (or equivalent), copied to the cognizant vice president. The request letter shall describe the reasons for the leave and specify the desired calendar dates for starting and ending the leave. 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. The request letter shall be copied to the cognizant vice president to
provide notice that a request is under consideration, and enable the vice
president’s office to provide guidance on further processing of the request.

b. Memorandum, recommendations, and approval. In conjunction
with the request, there shall be a proposed memorandum of terms for
the leave, describing the planned workload, FTE percentage, and
compensation for the faculty member during the partial leave, if
granted. If the leave would occur during the faculty member’s
probationary period, the memorandum should describe 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. The
chairperson shall forward to the cognizant dean the request and
proposed memorandum of terms, with a written recommendation
as to disposition of the request (copied to the faculty member).

The dean shall make a recommendation for disposition of the
request (copied to the chairperson and faculty member), and forward
all materials to the cognizant vice president for decision. If the
partial leave is approved with a modification of the RPT period, the
department chairperson shall add to the candidate’s RPT file a notice
of that RPT modification.

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
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.

   a. The normal pre-tenure probationary periods established in University Policy 6-311 (7, 6, or 5 years) and RPT procedures established under Policy 6-303 are based on an assumption that faculty members will be in full-time status (1.0 FTE) for each academic year throughout their probationary periods. The review for tenure occurs during the final year of the probationary period.

   b. The effect that taking a partial leave of absence at partial pay of one year or less will have on a faculty member’s RPT probationary period is described in part III-B-2 above (one year increase for qualifying leave).

   c. The effect of taking temporary part-time status for a period up to two years (as per Part III-C) shall be determined as follows.

   i. Increases in the probationary period apply only for faculty members who are in a part-time status with the percentage of FTE...
reduced below .75 for nine months or longer.

ii. The probationary period for faculty members who are in a part-time status shall be increased by the amount of accumulated annual reductions in FTE below 1.0. For example, every two years at .5 FTE, or every three years at .67 FTE, shall increase the probationary period by one year. Because reviews occur on a University-wide annual timetable, however, the probationary period can only be increased in one-year increments. Consequently, if the sum of the increases results in a fractional year, the length of the probationary period will be increased by a whole year only if the fractional year is greater than .5. Notwithstanding this rule, any part-time arrangement that starts in the final tenure review year may be approved, but it shall not increase the probationary period.

{Drafting note: Guidance materials for calculating RPT period increases will be provided by the VP’s office. These will include examples, as provided to the Senate, illustrating 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}

d. Notwithstanding the amount of time spent in part-time status pursuant to this Policy (including any partial leave), the maximum applicable probationary period shall be ___ [11] years for a faculty member in a unit with a normally 7-year probationary period for full-time faculty, ___ [10] years in a unit with a normally 6-year probationary period, or ___ [9] 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).

[d. or e.] The provisions of Policy 6-311-Sec. 4-C apply for part-time faculty, to shorten or extend the otherwise applicable probationary period (calculated as described above 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.

[e. or f.] 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 any renewals of temporary 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-B-5 above or 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).

*Departments are encouraged to contact the office of the cognizant vice president as early as possible for guidance on processing such a request.*

   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). (i) The department chairperson shall notify the members of the faculty appointments advisory committee (described in Policy 6-302-III-C) regarding a candidate’s request for part-time status longer than a one-year partial leave at partial pay. (ii) A request for a permanent part-time position (with tenure) shall be presented for formal voting by the committee, with separate votes on recommendations as to the appointment, the permanent part-time arrangement, and then the rank of appointment (by rank-qualified voters per Policy 6-302-III-C-2). (iii) Further steps for an appointment shall then proceed pursuant to Policy 6-302 (recommendations on appointment, rank, and any type of part-time status, made by
department chairperson, dean, and vice president, forwarded to
president). (iv) The process for granting of tenure at the time of
appointment is described in Policy 6-303-III-K.

b. The terms of a part-time arrangement approved 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. To the extent that 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 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.
The memorandum must be approved by the chairperson of the
departmental RPT Advisory Committee as well as the department
chairperson, and the cognizant dean and vice president. Unless the
department chairperson and RPT Committee chairperson determine
that circumstances require expedited procedures and it is impractical to
convene the RPT Advisory Committee, such RPT modifications the
memorandum 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. Any such RPT
modifications shall be consistent with the principle of
proportionality required by this Policy (see III-F-2 above) and all
purposes and principles of this Policy and other RPT Policies (See 6-
303, 6-311).

2. Existing Faculty—Procedures (see Part III-B for procedures for
partial leave of one-year or less). The office of the cognizant vice
president is available to advise any party on procedures for a
request of an existing faculty member for a part-time
arrangement.

a. Request and approval of part-time arrangement.
   (i) 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). The request letter shall be copied to
the cognizant vice president to provide notice that a request is under
consideration, and enable the vice president’s office to provide guidance on
further processing of the request.
(ii) << (A) For two-year temporary or permanent arrangements, the department chairperson shall notify all regular faculty members of the department that the request is under consideration.>>

[(B) Further, the tenured members of the faculty shall by secret ballot vote on a recommendation regarding any request which is for a permanent part-time position, ]

{( or (C) is for a temporary part-time arrangement for any faculty member who has previously had any types of part-time arrangements totaling more than four years in succession or eight years in total, beginning subsequent to achieving tenure. )}

(iii) The department chairperson should take reasonable steps to protect the privacy of the requesting faculty member, including consulting with the requesting faculty member in determining the limited details to be shared with other department faculty members regarding the reasons for the request.

(iv) The chairperson shall forward to the cognizant dean the request, and a written recommendation as to its disposition, copied to the faculty member [(and including a report of any recommendation voted upon by the tenured faculty pursuant to part F-2-a-ii above). Typically, the workload memorandum described in 2-b below will accompany the chairperson’s recommendation.

The dean shall add a written recommendation and forward all materials to the cognizant vice president for a final decision (copied to the department chairperson and faculty member).

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
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 (see III-E-2 above), 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.) inter alia.

3. Academic benefits and privileges.
   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).
   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. (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.}
Proposal to revise 6-314.

... [Drafting Note: These are the changes proposed to be made to existing Policy 6-314 Section 12 in conjunction with the adoption of new 6-320. The description of procedures here for requesting a partial leave is modified to refer over to the detailed procedures description given in the new 6-320, and the section regarding a faculty member ‘releasing’ the University from its obligation to pay full-time salary is deleted here because replaced by an essentially similar provision included in the new 6-320 for permanent part-time positions.]

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 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.}

--end--
Memorandum of RPT Modifications

From: [Department Chairperson]
To: [Part-time untenured faculty member]
Re: RPT modifications due to part-time status
Date: _____ (draft 2011-04-26)

For purposes of your request to take part-time status, pursuant to University Policy 6-320, this serves as the required memorandum of understanding describing modifications made for your future Retention, Promotion, and Tenure reviews, varying from those terms otherwise applicable under University Policies 6-303 and 6-311 and this department’s Statement of RPT Criteria, Standards, and Procedures (a copy of which is attached).

Documentation of increase of RPT probationary period, as determined by Policy 6-320. This description of the increase of your probationary period, which is controlled by the terms of Policy 6-320, is included here so that it will be understood by those who will be participating in your RPT review proceedings during the remainder of your probationary period. **You had previously spent one year in a part time status, having been granted a request for a “partial leave of absence at partial pay” at .5 FTE for the year 20xx-20xx. Under Policy 6-320-III-B-2, that resulted in increasing your probationary period by one year (as was documented at that time).**

With your recent request, you will be in a temporary two-year part-time status at .5 FTE for the years 20xx-20xx. **Under Policy 6-320-III-E-2, each year in this upcoming part-time status will result in increasing by one-half year your otherwise applicable RPT probationary period—so that two years in that status will result in a net additional increase of one-year. With the combined effects of your earlier one-year increase and your upcoming one-year increase, your overall RPT probationary period will have been increased by a total of two years. The normal probationary period in our department for a full-time candidate appointed initially at the assistant professor rank is seven years. Therefore your probationary period will be increased in net to a total length of 9 years. Your period began in 20xx, and the final review for tenure and promotion will occur in 20xx.** [If the probationary period has been affected by any other special circumstances, include explanation of those here, (e.g., an extension for parental leave, or a shortening by credit for prior service).]

Intermediate retention reviews. You have previously undergone reviews in the following years:
Informal reviews: 20xx, 20xx, [etc.]
Formal review for retention: 20xx, 20xx.

With the increased probationary period you have received [in the past and] with this current approval, the schedule for the remaining retention reviews is to have informal reviews in 20xx, and 20xx, formal retention review in 20xx [and 20xx], and a final tenure review in 20xx.
Standards. The standards of quantity of work required to be accomplished for your formal reviews, as compared to those applicable for full-time faculty in an ordinary [5, 6, or 7] year probationary period are as follows: [Describe any variations from the standards described in the departmental RPT Statement or typical of departmental practices, for each phase of formal review, for the areas of teaching, research, or service. Policy 6-320 allows modification of the ordinary standards of quantity, but not quality.]

Procedures. [Describe any variations from the review procedures otherwise applicable according to the departmental RPT Statement and departmental practices, for example: clarifying which reviews will include solicitation of external letters.]

Other matters. [Describe any other modifications affecting RPT reviews. Policy 6-320 requires that “Any such modifications shall be consistent with the requirements, purposes and principles of this Policy, particularly the principle of proportionality (see III -E-2 above), and consistent with the purposes of other Policies regarding RPT (See 6-303, 6-311).”]

File. Per Policy 6-320, a copy of this approved memorandum will be placed permanently in the RPT file of the candidate, and shall have attached with it a copy of the otherwise applicable version of the departmental Statement of RPT Criteria, Standards, and Procedures.

Memorandum Approvals
Approved by the departmental RPT Advisory Committee on [date]  
Dept. RPT Advisory Committee chairperson (name)________________, (sign)________________________, (date)
Department Chairperson (name)________________, (sign)________________________, (date)  
RPT Candidate (part-time faculty member) (name)________________, (sign)________________________, (date)
Dean, college of_________ (name)________________, (sign)________________________, (date)  
Vice President (name)________________, (sign)________________________, (date)
January 28, 2011

TO: David Pershing  
Senior Vice President for Academic Affairs

FR: John Francis  
Chair, Undergraduate Council

RE: Mathematics Emphases

At its meeting of Tuesday, January 25, 2011, the Undergraduate Council voted to approve a proposal from the Department of Mathematics for two transcripted emphases. The proposal, along with letters of support, 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.
January 6, 2011

Dr. John G. Francis  
Senior Vice President of Academic Affairs  
and Undergraduate Studies  
Undergraduate Council  
Sterling Sill Center  
CAMPUS

Dear John:

I strongly support the Department of Mathematics’ enclosed proposal for a new emphasis in Statistics for mathematics majors. The detailed description and list of requirements are attached.

The purpose of this emphasis is to provide undergraduates an academic path toward careers in the business, finance and actuarial science—careers that require some level of rigorous mathematical and statistical skills.

The key features of the Statistics emphasis are the narrowed focus in the upper-level mathematics electives courses that are required for all mathematics majors. Rather than having free choice from all the upper-level mathematics elective courses, the Statistics emphasis major gives students more directed input regarding which classes best prepare students for a career in a Statistics field or for a Masters of Statistics degree program.

This degree also requires the two allied courses to be from Economics or Finance, as opposed to the engineering physics course. The table in the attached list compares the requirements for the regular mathematics degree versus the mathematics degree with an emphasis in statistics.

If you have any questions about this proposal, please feel free to contact Mathematics Chair Aaron Bertram: bertram@math.utah.edu or 801-581-7870.

Sincerely,

Pierre V. Sokolsky  
Dean, College of Science, and  
Professor of Physics and Astronomy

Enc.
Section I: Action

The Mathematics Department proposes to offer an emphasis in Mathematics of Computation.

The purpose of this emphasis is to provide undergraduates an academic path toward careers in the software industry—careers that require some level of rigorous mathematical and computer programming skills.

The key features of the Scientific Computing emphasis are (1) the senior project and (2) the narrowed focus in the upper-level mathematics electives courses that are required for all mathematics majors. Rather than having free choice from all the upper-level mathematics elective courses, the Scientific Computing emphasis major gives students more directed input regarding which classes best prepare students for a career as a mathematician in a Software Engineering field. The senior project also gives students the opportunity to work on a prolonged programming project that more closely simulates the work environment than does an extra class.

This degree differs from a Computer Science degree in that it contains a larger mathematical component and puts a stronger emphasis on the mathematical analysis of computer algorithms. Thus it appeals to students who want to combine a computing oriented career in industry with applications and use of mathematics. It is basically the mathematician's side of the Computer Science field.

Below is a table comparing the requirements for the regular mathematics degree versus the mathematics degree with an emphasis in Mathematics of Computation.

<table>
<thead>
<tr>
<th>Regular Math Major Requirements</th>
<th>Mathematics of Computation Emphasis Math Major Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
<td>Required:</td>
</tr>
<tr>
<td>Math1210, 1220, 2210 (Calculus)</td>
<td>Math1210, 1220, 2210 (Calculus)</td>
</tr>
<tr>
<td>Math2270 (Linear Algebra)</td>
<td>Math2270 (Linear Algebra)</td>
</tr>
<tr>
<td>Math2280 (Differential Equations)</td>
<td>Math2280 (Differential Equations)</td>
</tr>
<tr>
<td>Math3210, 3220 (Foundations of Analysis 1 &amp; 2)</td>
<td>Math3210, 3220 (Foundations of Analysis 1 &amp; 2)</td>
</tr>
<tr>
<td></td>
<td>Math5610, 5620 (Numerical Analysis 1 &amp; 2)</td>
</tr>
<tr>
<td></td>
<td>Math5960 (Special Project)</td>
</tr>
<tr>
<td>Math Electives:</td>
<td>Math Electives:</td>
</tr>
<tr>
<td>Students must choose seven math classes at or above the 4200-level, or they can include Math2200 (Discrete Math) as one of the seven choices.</td>
<td>Students must choose four math electives from the following list:</td>
</tr>
<tr>
<td></td>
<td>Math2200 (Discrete Math)</td>
</tr>
<tr>
<td></td>
<td>Math5010 (Probability)</td>
</tr>
<tr>
<td></td>
<td>Math5080, 5090 (Statistical Inferences 1 &amp; 2)</td>
</tr>
<tr>
<td></td>
<td>Math5040, 5050 (Stochastic Processes 1 &amp; 2)</td>
</tr>
<tr>
<td></td>
<td>Math5075 (Time Series Analysis)</td>
</tr>
</tbody>
</table>
Math5110, 5120 (Math Biology 1 & 2)
Math5410 (Differential Equations)
Math5420 (Dynamical Systems)
Math5440 (Partial Differential Equations)
Math5470 (Chaos & Nonlinear Systems)
Math5710, 5720 (Applied Math 1 & 2)
Math5740 (Math Modeling)
Math5750 (Topics in Mathematics—one example is Game Theory; these change from semester to semester)
Math5760, 5765 (Math Finance 1 & 2)

Allied Courses:
Physics 2210, 2220 (Physics for Scientists and Engineers)

And, students must choose at least one programming class from this list:
CS 1020 (Intro to Programming in C++)
CS 1410 (Intro to Computer Science)
CS 2000 (Intro to Program Design in C)

Section II: Need

Careers in the computer/software world are numerous, and that industry continues to grow rapidly. In addition, this Mathematics of Computation emphasis degree would benefit any career that requires strong quantitative skills, such as engineering, insurance companies, and the world of finance. This degree provides all the essential components for success in such fields, since it is a blend of mathematics and programming. Our students report back to us that employers are searching for students with specific experience in computer programming and applications of mathematics. Although students with a regular mathematics degree could potentially qualify for the same jobs, this stated emphasis on the diploma may appeal to more employers and be more easily recognized as directly applicable to their field. This degree provides students with the explicit opportunity to train for such careers while also building a strong mathematical foundation.

Section III: Institutional Impact

We consider this emphasis primarily a service to students and don’t anticipate any significant institutional impact.

Section IV: Finances

There will be no financial impact to the department or the institution.
March 29, 2011

Dr. John G. Francis  
Sr. Associate Vice President of Academic Affairs  
& Undergraduate Studies  
Undergraduate Council  
Sterling Sill Center  
CAMPUS

Dear John:

I strongly support the Department of Mathematics’ enclosed proposal for a new emphasis in Mathematics of Computation for undergraduate mathematics majors. The detailed description and list of requirements are attached.

The purpose of this emphasis is to provide undergraduates an academic path toward careers in the software industry—careers that require some level of rigorous mathematical and computer programming skills.

The key features of the Mathematics of Computation emphasis are (1) the senior project and (2) the narrowed focus in the upper-level mathematics electives courses that are required for all mathematics majors. Rather than having free choice from all the upper-level mathematics elective courses, the Mathematics of Computation emphasis major gives students more directed input regarding which classes best prepare students for a career as a mathematician in a Software Engineering field. The senior project also gives students the opportunity to work on a prolonged programming project that more closely simulates the work environment than does an extra class.

This degree differs from a Computer Science degree in that it contains a larger mathematical component and puts a stronger emphasis on the mathematical analysis of computer algorithms. Thus, it appeals to students who want to combine a computing-oriented career in industry with applications and use of mathematics. It is basically the mathematician’s side of the Computer Science field.

Sincerely,

Pierre V. Sokolsky  
Dean, College of Science, and  
Distinguished Professor of Physics and Astronomy

Enc.
March 17, 2011

Pierre Sokolsky, Dean
College of Science
University of Utah
Campus

Dear Pierre,

I’m writing to support the proposed new emphasis Mathematics of Computation for undergraduate mathematics majors. The detailed description and list of requirements are attached.

Our curriculum committee in has reviewed this proposal and they approve the emphasis as it is described. The Mathematics of Computation emphasis will give students a more directed input regarding classes that will best prepare them for a career as a mathematician in the Software Engineering field. The attached chart compares the current math major with the new Mathematics of Computation emphasis.

We are asking for your approval and a letter of support for this new Mathematics of Computation emphasis so that the proposal can be forwarded to the administration and Board of Regents.

Sincerely,

[Signature]

Aaron Bertram
Professor and Chair

Attachment
To Whom It May Concern:

I have reviewed the proposal by the Mathematics Department for an emphasis area in entitled “Mathematics of Computation.” I have also discussed this proposal with the relevant members of our faculty.

We fully support this proposal as it is currently written. If either the name of the degree or the name of the emphasis area is changed in the future, then we will need to review the proposed changes again.

I strongly encourage approval of this new emphasis area.

Sincerely,

[Signature]

Al Davis
Professor and Director
March 17, 2011

Pierre Sokolsky, Dean
College of Science
University of Utah
Campus

Dear Pierre,

I’m writing to support the proposed new emphasis Mathematics of Computation for undergraduate mathematics majors. The detailed description and list of requirements are attached.

Our curriculum committee in has reviewed this proposal and they approve the emphasis as it is described. The Mathematics of Computation emphasis will give students a more directed input regarding classes that will best prepare them for a career as a mathematician in the Software Engineering field. The attached chart compares the current math major with the new Mathematics of Computation emphasis.

We are asking for your approval and a letter of support for this new Mathematics of Computation emphasis so that the proposal can be forwarded to the administration and Board of Regents.

Sincerely,

Aaron Bertram
Professor and Chair

Attachment
Section I: Action

The Mathematics Department at the University of Utah proposes to offer an emphasis in Statistics.

The purpose of this emphasis is to provide undergraduates an academic path toward careers in the business, finance and actuarial science—careers that require some level of rigorous mathematical and statistical skills.

The key feature of the Statistics emphasis is the narrowed focus in the upper-level mathematics electives courses that are required for all mathematics majors. Rather than having free choice from all the upper-level mathematics elective courses, the Statistics emphasis major gives students more directed input regarding which classes best prepare students for a career in a Statistics field or for a Masters of Statistics degree program. This degree also requires two allied courses chosen from disciplines where Statistics is applied.

This Statistics emphasis will not affect the total number of credit hours required, compared to the regular mathematics major.

Below is a table comparing the requirements for the regular mathematics degree versus the mathematics degree with an emphasis in statistics.

<table>
<thead>
<tr>
<th>Regular Math Major Requirements</th>
<th>Statistics Emphasis Math Major Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required:</td>
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</tr>
<tr>
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<td>Math3070, 3080 (Applied Statistics 1 &amp; 2)</td>
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</tr>
<tr>
<td></td>
<td>Math2200 (Discrete Math)</td>
</tr>
<tr>
<td></td>
<td>Math4200 (Complex Variables)</td>
</tr>
<tr>
<td></td>
<td>Math5030 (Actuarial Math)</td>
</tr>
<tr>
<td></td>
<td>Math5040, 5050 (Stochastic Processes 1 &amp; 2)</td>
</tr>
</tbody>
</table>
Math5075 (Time Series Analysis)
Math5210 (Real Analysis)
Math5410 (Differential Equations)
Math5610, 5620 (Numerical Analysis 1 & 2)
Math5710, 5720 (Applied Math 1 & 2)
Math5750 (Topics in Mathematics—one example is Game Theory; these change from semester to semester)
Math5760, 5765 (Math Finance)

Allied Courses:
Physics 2210, 2220 (Physics for Scientists and Engineering)

Allied Courses:
Two upper division courses (which must first be approved by the undergraduate mathematics advisor) must be completed on a topic in which statistics is applied. Departments offering such courses include (but are not limited to) Biology, Chemistry, Physics, Geology, Economics, Finance, and Operations and Information Systems. (For the purpose of this requirement, Physics 2210 and 2220 may be counted as upper division courses.)

Section II: Need

In Spring 2010, the mathematics department graduated 38 students, and 8 of those 38 (21%) students indicated a Statistics emphasis. Careers as a Statistician or Actuary consistently appear on nationwide lists of the best paid and most stable jobs to have in the United States. As such, an emphasis in Statistics is the most common emphasis students request from the undergraduate advisor. We do not have a separate Statistics Department that would have its own Statistics degree program which makes this emphasis a much-needed program for students to make some distinction in the type of mathematics and applications they are prepared to use in their careers.

Section III: Institutional Impact

There will be no impact to the department or the institution.

Section IV: Finances

There will be no financial impact to the department or the institution.
January 6, 2011

Dr. John G. Francis
Senior Vice President of Academic Affairs
and Undergraduate Studies
Undergraduate Council
Sterling Sill Center
CAMPUS

Dear John:

I strongly support the Department of Mathematics’ enclosed proposal for a new emphasis in Statistics for mathematics majors. The detailed description and list of requirements are attached.

The purpose of this emphasis is to provide undergraduates an academic path toward careers in the business, finance and actuarial science—careers that require some level of rigorous mathematical and statistical skills.

The key features of the Statistics emphasis are the narrowed focus in the upper-level mathematics electives courses that are required for all mathematics majors. Rather than having free choice from all the upper-level mathematics elective courses, the Statistics emphasis major gives students more directed input regarding which classes best prepare students for a career in a Statistics field or for a Masters of Statistics degree program.

This degree also requires the two allied courses to be from Economics or Finance, as opposed to the engineering physics course. The table in the attached list compares the requirements for the regular mathematics degree versus the mathematics degree with an emphasis in statistics.

If you have any questions about this proposal, please feel free to contact Mathematics Chair Aaron Bertram: bertram@math.utah.edu or 801-581-7870.

Sincerely,

[Signature]

Pierre V. Sokolsky
Dean, College of Science, and
Professor of Physics and Astronomy

Enc.
November 8, 2010

Pierre Sokolsky, Dean
College of Science
University of Utah
Campus

Dear Pierre,

I’m writing to support the proposed new emphasis in Statistics for mathematics majors. The detailed description and list of requirements are attached.

Our curriculum committee in Statistics has reviewed this proposal and they approve the emphasis as it is described. The Statistics emphasis will give students a roadmap of courses that will prepare them well for a career in a statistical field or for a Master’s of Statistics degree program. The attached chart compares the current math major with the new statistics emphasis in detail.

We are asking for your approval and a letter of support for this new Statistics emphasis so that the proposal can be forwarded to the administration and Board of Regents.

Sincerely,

Aaron Bertram
Professor and Chair

Attachment
Aaron Bertram
Professor and Chair of Mathematics

Pierre V. Sokolsky
Dean, College of Science
Professor of Physics

David W. Pershing
Senior Vice President for Academic Affairs

Michael K. Young
President
University of Utah
29 March 2011

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

Dear Vice President Pershing,

Enclosed is the proposal for the Graduate Emphases in the Master of Science in Nursing and the Doctor of Nursing Practice which was approved by the Graduate Council on March 28, 2011. Included in this packet are the proposal and signature page.

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

Sincerely,

[Signature]

Charles A. Wight
Dean, The Graduate School
Signature Page to Accompany Regents’ Proposals

Institution Submitting Proposal: University of Utah

College, School or Division in Which Program/Administrative Unit Will Be Located:
College of Nursing

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:
College of Nursing

Program/Administrative Unit Title: College of Nursing

Recommended Classification of Instructional Programs (CIP) Code: 51.3818

Degree(s) & Emphases to Be Awarded:
Doctor of Nursing Practice – Acute Care Nurse Practitioner
Doctor of Nursing Practice – Adult/Gerontology Nurse Practitioner
Doctor of Nursing Practice – Family Nurse Practitioner
Doctor of Nursing Practice – Neonatal Nurse Practitioner
Doctor of Nursing Practice – Nurse Midwifery
Doctor of Nursing Practice – Nurse Midwifery and Women’s Health Nurse Practitioner
Doctor of Nursing Practice – Pediatric Nurse Practitioner
Doctor of Nursing Practice – Public Health Nursing
Doctor of Nursing Practice – Women’s Health Nurse Practitioner

Proposed Beginning Date: Degrees and emphases are already in place. The formalization of these emphases: May 2011.

Institutional Signatures (as appropriate):

Patricia Murphy 3/14/11
Executive Director of Graduate Studies

Maureen Keefe 3/16/11
Dean

Julie Johnson 3/24/11
Associate Dean for Academic Programs

Charles Wight 3/30/11
Graduate School Dean

David Pershing  Date
Chief Academic Officer

Michael Young  Date
President
Section I: Request

The College of Nursing (NURS) at the University of Utah proposes that the following emphasis areas be entered on the Doctor of Nursing Practice (DNP) transcripts:

- Acute Care Nurse Practitioner
- Adult/Gerontology Nurse Practitioner
- Family Nurse Practitioner
- Neonatal Nurse Practitioner
- Nurse Midwifery
- Nurse Midwifery and Women’s Health Nurse Practitioner
- Pediatric Nurse Practitioner
- Public Health Nursing
- Women’s Health Nurse Practitioner

The DNP degree will soon be the required degree for clinically practicing advanced practice nurses (APRNs), certified nurse midwives (CNMs), and nursing leaders in health care organizations. The American Association of Colleges of Nursing (AACN) has mandated that the current level of preparation necessary for advanced nursing practice be moved from the master's degree to the doctorate level by the year 2015. The Institute of Medicine's 2002 report on Health Professions Education recommended strategies for restructuring all clinical education in the health professions to be consistent with the principles of 21st century health systems. These recommendations stress that health science students and all working professionals develop and maintain proficiency in 5 core areas: delivering patient-centered care, working as part of interdisciplinary teams, practicing evidence-based medicine, focusing on quality improvement, and using information technology. In compliance with these national standards, The University of Utah College of Nursing has led the State of Utah and Intermountain West by designing curriculum and programs of study so that the DNP is the terminal degree for nursing students who study advanced practice.

Doctorate level education prepares individuals for advanced nursing roles in a variety of specialty tracks. Graduates with a Doctor of Nursing Practice will:

- Use advanced knowledge and skills to develop/implement an advanced nursing role in a specialized area.
- Integrate advanced knowledge and skills to provide high quality care for individuals, families, and population groups.
- Exercise leadership to influence positively the development, implementation, and evaluation of health care delivery and health policy.
- Demonstrate professionalism as evidenced by participation and leadership in professional organizations, community service, and commitment to lifelong learning.
- Promote interdisciplinary collaboration toward the improvement of health care delivery, education, research, and service.
DNP requirements include the following:
- 9 semesters of full-time study
- Estimated 75 to 90 credits (from one of the chosen specialty tracks)
- Approximately 1000 hours of practicum and residency experience

DNP Specialty Tracks – Areas of Emphasis
In addition, to providing specific preparation for the Doctor of Nursing Practice identified by the AACN and recognized by the Commission on Collegiate Nursing Education (CCNE), DNP student will complete the requirements associated with one of the 9 specialty DNP areas. The completion of the requirements for the specialty areas does not increase the number of hours required for the Doctor of Nursing Practice and allows students to have the necessary content background to sit for the various national certification exams and for state licensures as an Advanced Practice Registered Nurses (APRNs).

The DNP has two tracks: Advanced Clinical Practice Specialty Track and Organizational/Community/Population Track.

Advanced Clinical Practice Specialty Track
- Basic and Applied Sciences (9 credits)
- Clinical Specialty Requirements (17-33 credits)
- Residency (12 credits)
- Capstone Project/Seminar (6 hours)
- Electives (2-4 credits)

The proposed emphases included in the Advanced Clinical Practice Specialty Track are: Acute Care Nurse Practitioner, Adult/Gerontology Nurse Practitioner, Family Nurse Practitioner, Neonatal Nurse Practitioner, Nurse Midwifery, Nurse Midwifery and Women’s Health Nurse Practitioner, Pediatric Nurse Practitioner, and Women’s Health Nurse Practitioner

See Appendix for sample programs of study for each of the proposed emphases.

Organizational/Community/Population Track
- Organizational and Community Core (6 credits)
- Specialty Requirements (27-32 credits)
- Residency (12 credits)
- Electives (2-4 credits)

The proposed emphasis Public Health Nursing included in the Organization/Community/Population Track includes programs of study for both Doctor of Nursing Practice- Public Health Nursing (for students with a previously awarded Master’s of Public Health degree) and Doctor of Nursing Practice (for students interested in a dual program with Master’s in Public Health).

See Appendix for sample programs of study for each of the proposed emphases.
Section II: Need
Listing the DNP specialty areas as areas of emphasis on students' transcripts would bring recognition to the area of study. When students apply for employment or are in need of verification of their degree and specialty area having the specific emphasis designation on the transcript would make it easier to determine in which professional area the candidate has education and professional preparation. Currently, there are no other institutions in the State of Utah or Intermountain Region that offer the academic DNP degree in combination with coursework which prepares students to certify in their chosen specialty area.

Section III: Institutional Impact
These areas of emphasis have been in place for the purposes of accreditation, but not recognized formally by the University. Therefore, adding these areas of emphasis will have no impact to the College of Nursing or the University of Utah.

Section IV: Finances
There will be no financial impact to the College of Nursing or the University of Utah. Adding these areas of emphasis will allow for more efficient and accurate record keeping for the purpose of student services, accreditation, and grant writing.
# Acute Care Nurse Practitioner/Clinical Nurse Specialist
## Doctor of Nursing Practice Degree
### Sequence by Semesters
#### 2010 Full-Time BS-DNP

This is a sample program of study and is subject to change.

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6000</td>
<td>Evidence Based Practice I / M 4:00-7:00</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>NURS 6007</td>
<td>Advanced Pathophysiology I / W 12:55-2:50</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 6006</td>
<td>Advanced Principles of Pharmacotherapy / Online</td>
<td>1 (15)</td>
<td>1 + 0</td>
</tr>
<tr>
<td>NURS 7505</td>
<td>Introduction to Biostatistics / H 1:00-4:00</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>Semester Credits</td>
<td></td>
<td>9 (135)</td>
<td>9 + 0</td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6004</td>
<td>Introduction to Information Technology / Online</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>NURS 6050</td>
<td>Advanced Pharmacology / T 3:05-5:00</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 7007</td>
<td>Advanced Pathophysiology II / T 11:50-2:50</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>NURS 7510</td>
<td>Social Context of Medicine and Public Health / M 10:30-1:00</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>LUSHC 5500</td>
<td>Mutual Respect and Cultural Competency / Arranged</td>
<td>1 (15)</td>
<td>1 + 0</td>
</tr>
<tr>
<td>Semester Credits</td>
<td></td>
<td>12 (180)</td>
<td>11 + 0</td>
</tr>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6020</td>
<td>Advanced Adult Assessment &amp; Health Promotion/ M 9:00-12:00 Lab M 1:00-4:00</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 6030</td>
<td>Diagnostic Reasoning / T 9:00-12:00 Lab T 1:00-4:00</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 7462 (old 6462)</td>
<td>Advanced Acute Care Pathophysiology / W 1-4</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>Semester Credits</td>
<td></td>
<td>7 (165)</td>
<td>7 + 0</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6002</td>
<td>Health Care Delivery / Online</td>
<td>2 (30)</td>
<td>2 + 0</td>
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<tr>
<td>NURS 6009</td>
<td>Intro to Clinical Epi &amp; Population Science / Online</td>
<td>1 (15)</td>
<td>1 + 0</td>
</tr>
<tr>
<td>NURS 7463 (old 6463)</td>
<td>Advanced Pharmacology for Acute Care Nurse Practitioners / Online</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>NURS 7460 (old 6466)</td>
<td>Adult Acute Care / T 9:10-12:05</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>NURS 7650 (old 6467)</td>
<td>Adult Acute Care Practicum / Lab T 1:00 – 4:00</td>
<td>3-4 (180-240)</td>
<td>0 + 3-4</td>
</tr>
<tr>
<td>Semester Credits</td>
<td></td>
<td>12-13 (315-375)</td>
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</tbody>
</table>
# Acute Care Nurse Practitioner/Clinical Nurse Specialist
## Doctor of Nursing Practice Degree
### Sequence by Semesters
#### 2010 Full-Time BS-DNP
This is a sample program of study and is subject to change.

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Year</strong></td>
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<td></td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
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<tr>
<td>NURS 7461</td>
<td>Adult Critical Care / T 9:10-12:05</td>
<td>3 (45)</td>
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</tr>
<tr>
<td>(old 6468)</td>
<td></td>
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</tr>
<tr>
<td>NURS 7651</td>
<td>Adult Critical Care Practicum / Lab T 1:00 - 4:00</td>
<td>3-4 (180-240)</td>
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<tr>
<td>(old 6469)</td>
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<td>NURS 6564</td>
<td>End of Life/Palliative Care / T 4:30-6:30</td>
<td>2 (30)</td>
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</tr>
<tr>
<td>NURS 7773</td>
<td>Leadership and Health Care Policy / Outreach</td>
<td>3 (45)</td>
<td>3 + 0</td>
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<tr>
<td><strong>Semester Credits</strong></td>
<td></td>
<td>11-12</td>
<td>9 + 3-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(300-360)</td>
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<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NURS 6001</td>
<td>Professional Role and Collaboration / Online</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 6772</td>
<td>Quality Improvement and Clinical Data Analysis /</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td></td>
<td>Outreach</td>
<td></td>
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<tr>
<td>NURS 7500</td>
<td>Evidence Based Practice II / Outreach</td>
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<td>NURS 6010</td>
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<tr>
<td>NURS 7652</td>
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<tr>
<td>(old 6460)</td>
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<tr>
<td>NURS 7975</td>
<td>Capstone I</td>
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<tr>
<td><strong>Semester Credits</strong></td>
<td></td>
<td>12 (450)</td>
<td>6 + 6</td>
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<td><strong>Third Year</strong></td>
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<td></td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NURS 6240</td>
<td>Clinical Genetics / T 4:30-6:30</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 7652</td>
<td>Acute Care Residency</td>
<td>6 (360)</td>
<td>0 + 6</td>
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<tr>
<td>(old 6460)</td>
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<tr>
<td>NURS 7976</td>
<td>Capstone II</td>
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<td><strong>Semester Credits</strong></td>
<td></td>
<td>11 (435)</td>
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</tbody>
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Curriculum Credits 82-84  
Didactic Hours = 64  
Clinical Hours = 18-20 (minimum of 1080 clock hours)  
TOTAL SEMESTER CREDITS = 82-84

*Must also take at least 3 credits of elective.*
## Adult-Gerontology Nurse Practitioner Program
### Doctor of Nursing Practice Degree
#### Sequence by Semesters
##### Full-Time
##### Fall Start 2010-11 Cohort

*This is a sample plan of study and is subject to change.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
</tr>
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<tbody>
<tr>
<td><strong>First Year</strong>&lt;br&gt;&lt;br&gt;<strong>Fall Semester</strong></td>
<td></td>
<td></td>
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<tr>
<td>NURS 6000</td>
<td>Evidence Based Practice I</td>
<td>3 (45)</td>
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</tr>
<tr>
<td>NURS 6007</td>
<td>Advanced Pathophysiology I</td>
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<td>2 + 0</td>
</tr>
<tr>
<td>NURS 6008</td>
<td>Family Development in Health &amp; Illness</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 6009</td>
<td>Introduction to Clinical Epidemiology &amp; Population Science</td>
<td>1 (15)</td>
<td>1 + 0</td>
</tr>
<tr>
<td>NURS 7515</td>
<td>Issues in Frontier Rural Health &amp; Urban Underserved</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td><strong>Semester Credits</strong></td>
<td></td>
<td>10 (150)</td>
<td>10 + 0</td>
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<tr>
<td><strong>First Year</strong>&lt;br&gt;&lt;br&gt;<strong>Spring Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>NURS 6240</td>
<td>Clinical Genetics</td>
<td>2 (30)</td>
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<td>Advanced Pathophysiology II</td>
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</tr>
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<td>NURS 7505</td>
<td>Intro to Biostatistics</td>
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<td>3 + 0</td>
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<td>GERON 6001</td>
<td>Introduction to Gerontology</td>
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<td>3 + 0</td>
</tr>
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<td>UUHSC 5500</td>
<td>Cultural Competency and Mutual Respect</td>
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<td>1 + 0</td>
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<tr>
<td><strong>First Year</strong>&lt;br&gt;&lt;br&gt;<strong>Summer Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6001</td>
<td>Professional Role &amp; Collaboration</td>
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<td>2 + 0</td>
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<tr>
<td>NURS 6002</td>
<td>Health Care Delivery</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 6004</td>
<td>Intro to Information Technology</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>NURS 6006</td>
<td>Advanced Principles of Pharmacotherapy</td>
<td>1 (15)</td>
<td>1 + 0</td>
</tr>
<tr>
<td>NURS 6772</td>
<td>Quality Improvement &amp; Clinical Data Analysis</td>
<td>3 (45)</td>
<td>3 + 0</td>
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<td><strong>Semester Credits</strong></td>
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<td><strong>Second Year</strong>&lt;br&gt;&lt;br&gt;<strong>Fall Semester</strong></td>
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<tr>
<td>NURS 7020</td>
<td>Advanced Physical Assessment &amp; Health Promotion Across the Lifespan</td>
<td>Didactic 2 (30)</td>
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<td>Didactic</td>
<td>Clinical 1 (60)</td>
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<tr>
<td>NURS 7021</td>
<td>Diagnostic Reasoning</td>
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<tr>
<td>Didactic</td>
<td>Clinical 1 (60)</td>
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</tr>
<tr>
<td>NURS 6600</td>
<td>Elder Health Promotion</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 7510</td>
<td>Social Context of Medicine &amp; Public Health</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td><strong>Semester Credits</strong></td>
<td></td>
<td>11 (255)</td>
<td>9 + 2</td>
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</table>
Adult-Gerontology Nurse Practitioner Program  
Doctor of Nursing Practice Degree  
Sequence by Semesters  
Full-Time  
Fall Start 2010-11 Cohort  
This is a sample plan of study and is subject to change.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
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<tbody>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6050</td>
<td>2 (30)</td>
<td>2 + 0</td>
</tr>
<tr>
<td>NURS 6601</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>NURS 7601</td>
<td>3 (180)</td>
<td>0 + 3</td>
</tr>
<tr>
<td>NURS 7773</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td><strong>Semester Credits</strong></td>
<td>11 (300)</td>
<td>8 + 3</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6100</td>
<td>1 (15)</td>
<td>1 + 0</td>
</tr>
<tr>
<td>NURS 7500</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>NURS 7602</td>
<td>4 (240)</td>
<td>0 + 4</td>
</tr>
<tr>
<td><strong>Semester Credits</strong></td>
<td>8 (270)</td>
<td>6 + 4</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6603</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>NURS 6604</td>
<td>Didactic: 2 (30)</td>
<td>2 + 1</td>
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<tr>
<td></td>
<td>Clinical: 1 (60)</td>
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<td>NURS 7603</td>
<td>4 (240)</td>
<td>0 + 4</td>
</tr>
<tr>
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<td>3 + 0</td>
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<tr>
<td><strong>Semester Credits</strong></td>
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<td>8 + 5</td>
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<td><strong>Third Year</strong></td>
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<tr>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 7604</td>
<td>7 (420)</td>
<td>0 + 7</td>
</tr>
<tr>
<td>NURS 7976</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td><strong>Semester Credits</strong></td>
<td>10 (465)</td>
<td>3 + 7</td>
</tr>
</tbody>
</table>

Curriculum Credits 86
Didactic Hours = 67
Clinical Hours = 19 (1,140 clock hours)

TOTAL SEMESTER CREDITS = 86
Family Nurse Practitioner Program  
Doctor of Nursing Practice Degree  
Sequence by Semesters  
Full-Time  
Fall Start 2010-11 Cohort  
This is a sample plan of study and is subject to change.

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
</tr>
</thead>
</table>
| **First Year**  
**Fall Semester** | | | |
| NURS 6000 | Evidence Based Practice I / M 4:00-7:00 | 3 (45) | 3 + 0 |
| NURS 6007 | Advanced Pathophysiology I / W 12:55-2:50 | 2 (30) | 2 + 0 |
| NURS 6008 | Family Development in Health & Illness / W 8:45-10:45 | 2 (30) | 2 + 0 |
| NURS 6009 | Introduction to Clinical Epidemiology & Population Science / Online | 1 (15) | 1 + 0 |
| NURS 7515 | Issues in Frontier Rural Health & Urban Underserved / T 9:40-11:35 | 2 (30) | 2 + 0 |
| **Semester Credits** | | | 10 (150) |
| **First Year**  
**Spring Semester** | | | |
| NURS 6240 | Clinical Genetics | 2 (30) | 2 + 0 |
| NURS 7007 | Advanced Pathophysiology II / Outreach | 3 (45) | 3 + 0 |
| NURS 7505 | Intro to Biostatistics | 3 (45) | 3 + 0 |
| GERON 6001 | Introduction to Gerontology | 3 (45) | 3 + 0 |
| UUHSC 5500 | Cultural Competency and Mutual Respect | 1(15) | 1 + 0 |
| **Semester Credits** | | | 12 (180) |
| **First Year**  
**Summer Semester** | | | |
| NURS 6001 | Professional Role & Collaboration / Outreach | 2 (30) | 2 + 0 |
| NURS 6002 | Health Care Delivery / Online | 2 (30) | 2 + 0 |
| NURS 6004 | Intro to Information Technology / Online | 3 (45) | 3 + 0 |
| NURS 6772 | Quality Improvement & Clinical Data Analysis | 3 (45) | 3 + 0 |
| **Semester Credits** | | | 10 (150) |
| **Second Year**  
**Fall Semester** | | | |
| NURS 6006 | Advanced Principles of Pharmacotherapy / Online | 1 (15) | 1 + 0 |
| NURS 6020 | Advanced Adult Assessment & Health Promotion / M 9:10-10:30 Lab M 1:00-2:30 Didactic 1.5 (22.5) | 1.5 + .5 |
| NURS 6030 | Diagnostic Reasoning / M 10:45-12:05 Lab 2:30-4:00 Didactic 1.5 (22.5) | 1.5 + .5 |
| NURS 6040 | Advanced Child Assessment/Promotion / T 12:55-2:50 Labs arranged | Didactic 1.5 (22.5) | 1.5 + .5 |
| NURS 6100 | Mgt Childbearing/GYN Problems / 1st ½ Semester T 3:05-5:00 Clinical .5 (30) | Clinical .5 (30) | |
| NURS 7510 | Social Context of Medicine & Public Health / M 10:30-1:00 | 3 (45) | 3 + 0 |
| **Semester Credits** | | | 11 (232.5) |

Updated 3/31/10 SD

Page 1 of 2
Family Nurse Practitioner Program  
Doctor of Nursing Practice Degree  
Sequence by Semesters  
Full-Time  
Fall Start 2010-11 Cohort  
This is a sample plan of study and is subject to change.

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Spring Semester</strong></td>
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</tr>
<tr>
<td>NURS 6041</td>
<td>Common Pediatric Problems / M 12:55-3:55</td>
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<td>Episodic Problems of Adults &amp; Elders / M</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td></td>
<td>8:35-11:35</td>
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</tr>
<tr>
<td>NURS 7601</td>
<td>NP DNP Practicum I</td>
<td>3 (180)</td>
<td>0 + 3</td>
</tr>
<tr>
<td>NURS 7773</td>
<td>Leadership &amp; Health Care Policy / Outreach</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>Semester Credits</td>
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<td>14 (345)</td>
<td>11 + 3</td>
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<td></td>
<td><strong>Second Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Summer Semester</strong></td>
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<td></td>
</tr>
<tr>
<td>NURS 7602</td>
<td>NP DNP Practicum II</td>
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<td>0 + 3</td>
</tr>
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<td>NURS 7500</td>
<td>Evidence Based Practice II / Outreach</td>
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<td>6 + 3</td>
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<td><strong>Fall Semester</strong></td>
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<td>NURS 6042</td>
<td>Complex Pediatric Problems / W 1:25-4:20</td>
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<td>NURS 7975</td>
<td>Capstone I</td>
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<td>3 + 0</td>
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<td>Semester Credits</td>
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<td>12 (360)</td>
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<td><strong>Third Year</strong></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Spring Semester</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 7604</td>
<td>NP DNP Clinical Residency</td>
<td>7 (420)</td>
<td>0 + 7</td>
</tr>
<tr>
<td>NURS 7976</td>
<td>Capstone II</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
<tr>
<td>Semester Credits</td>
<td></td>
<td>10 (465)</td>
<td>3 + 7</td>
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</tbody>
</table>

Curriculum Credits 88

Didactic Hours = 69.5
Clinical Hours = 18.5 (1,110 clock hours)

TOTAL SEMESTER CREDITS = 88
Neonatal Nurse Practitioner Program
Doctor of Nursing Practice Degree
Sequence by Semesters
Full-Time
This is a sample program of study and is subject to change.

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
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<td></td>
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</tr>
<tr>
<td><strong>Fall Semester</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 6000</td>
<td>Evidence Based Practice I</td>
<td>3 (45)</td>
<td>3 + 0</td>
</tr>
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Executive format:
1 credit hour class = 2 days/semester on campus (8 hours in class each day)
3 credit hour class = 6 days/semester on campus (8 hours in class each day)
4 credit hour class = 8 days/semester on campus (8 hours in class each day or may be blended format of 6 days/semester with 2 days of web-based asynchronous class.)
Neonatal Nurse Practitioner Program  
Doctor of Nursing Practice Degree  
Sequence by Semesters  
Full-Time  
This is a sample program of study and is subject to change.

<table>
<thead>
<tr>
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<th>Didactic &amp; Clinical</th>
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Curriculum Credits 81 - 83  
Didactic Credit Hours = 62-64  
Clinical Credit Hours = 19 (1080 clock hours)  

TOTAL SEMESTER CREDITS = 81-83
Nurse Midwifery  Doctor of Nursing Practice Degree  
Sequence by Semesters Full-Time BS-DNP  

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<tr>
<th>Year &amp; Semester</th>
<th>Course</th>
<th>Name</th>
<th>Credit (clock hrs)</th>
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Curriculum Credits 82 | Didactic Hours = 64 | Clinical Hours = 18 (1080 clock hours) | TOTAL SEMESTER CREDITS = 82
<table>
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<th>Year &amp; Semester</th>
<th>Course</th>
<th>Name</th>
<th>Credit (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
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Curriculum Credits 84 • Didactic Hours = 64 • Clinical Hours = 18 (1080 clock hours) • TOTAL SEMESTER CREDITS = 84
# Pediatric Nurse Practitioner Program
Doctor of Nursing Practice Degree
Sequence by Semesters
Full-Time
Fall Start 2010-11 Cohort

*This is a sample plan of study and is subject to change.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit Hours (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
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Pediatric Nurse Practitioner Program  
Doctor of Nursing Practice Degree  
Sequence by Semesters  
Full-Time  
Fall Start 2010-11 Cohort  

This is a sample plan of study and is subject to change.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
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Curriculum Credits 80
Didactic Hours = 62
Clinical Hours = 18 (1,080 clock hours)

TOTAL SEMESTER CREDITS = 80

Updated 3/31/10 SD
## Public Health Nursing Program

**Doctor of Nursing Practice Degree**

Sequence by Semesters

**Full-Time**

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
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<th>Didactic &amp; Clinical</th>
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Page 1 of 2

07/23/09 SD
Public Health Nursing Program  
Doctor of Nursing Practice Degree  
Sequence by Semesters  
Full-Time

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<tr>
<td>Semester Credits</td>
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Curriculum Credits 91  
Didactic Credit Hours = 71  
Clinical Credit Hours = 20 (1110 hours)

TOTAL SEMESTER CREDITS = 91
Public Health Nursing Program
Doctor of Nursing Practice Degree
Sequence by Semesters
Full-Time
Students with Previous Master’s Degree

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
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*If not previously taken

Curriculum Credits 73  Didactic Credit Hours = 62
Clinical Credit Hours = 11 (540 clock hours)

TOTAL SEMESTER CREDITS = 73
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<th>Year &amp; Semester</th>
<th>Course</th>
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<th>Credit (clock hrs)</th>
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Curriculum Credits 83 Didactic Hours = 65 Clinical Hours = 18 (1080 clock hours) TOTAL SEMESTER CREDITS = 83

Updated 3/10/2011
March 11, 2011

Graduate Council
University of Utah
201 South Presidents Circle, No. 302
Salt Lake City, Utah, 84112

Members of the Graduate Council:

Pursuant to University of Utah Policy 6-225 Section IV, I am writing to support the College of Nursing’s proposal for the establishment of official graduate emphases for the Master’s of Science in Nursing and Doctor of Nursing Practice degrees offered by the University of Utah.

The College of Nursing has long had in place specialty areas for the purposes of granting rights to certification for advance areas of nurse health care practices, as well as accreditation and verification of degree and specialization. However, these same specialty areas have not been officially designated on university transcripts. Listing these areas of specialization on students’ transcripts as graduate emphases would bring immediate recognition to the areas of study. Currently, there are no other institutions in the State of Utah or Intermountain Region that offer the academic Doctor of Nursing Practice degree in combination with coursework which prepares students to certify in their chosen specialty area. In addition the official recognition of these graduate emphases would allow for more efficient and accurate record keeping for the purpose of student services, accreditation, and grant writing.

Thank you for considering this proposal.

Maureen R. Keefe, RN, PhD, FAAN
Dean and Professor
Louis H. Peery Endowed Chair
Signature Page to Accompany Regents' Proposals

Institution Submitting Proposal: University of Utah

College, School or Division in Which Program/Administrative Unit Will Be Located:
College of Nursing

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:
College of Nursing

Program/Administrative Unit Title: College of Nursing

Recommended Classification of Instructional Programs (CIP) Code: 51.3808

Degree(s) & Emphases to Be Awarded:
Master's of Science – Clinical Nurse Leader
Master's of Science – Nursing Informatics
Master's of Science – Psychiatric Mental Health Nurse Practitioner
Master's of Science – Teaching Nursing

Proposed Beginning Date: Degrees and emphases are already in place. The formalization of these emphases: May 2011.

Institutional Signatures (as appropriate):

Patricia Murphy 3/11/11
Executive Director of Graduate Studies

Maureen Keefe 3/10/11
Dean

Julie Johnson 03/16/11
Associate Dean for Academic Programs

Charles Wight 3/30/11
Graduate School Dean

David Pershing Date
Chief Academic Officer

Michael Young Date
President
Section I: Request

The College of Nursing (NURS) at the University of Utah proposes that the following emphasis areas be entered on the Master's of Science (MS) transcripts:

- Clinical Nurse Leader
- Nursing Informatics
- Psychiatric Mental Health Nurse Practitioner
- Teaching Nursing

Master's level education prepares individuals for advanced nursing roles in a variety of specialty tracks. The Master of Science graduate will:

- Use advanced knowledge and skills to develop/implement an advanced nursing role in a specialized area.
- Integrate advanced knowledge and skills to assure (provide) high quality care for individuals, families, and population groups.
- Exercise leadership to influence positively the development, implementation, and evaluation of health policy and health care delivery.
- Demonstrate professionalism as evidenced by participation and leadership in professional organizations, community service, and commitment to lifelong learning.
- Promote interdisciplinary collaboration toward the improvement of health care delivery, education, research, and service.

Master's of Science - Areas of Emphasis

Clinical Nurse Leader
The Clinical Nurse Leader is a nursing role developed by the American Association of Colleges of Nursing (AACN) in collaboration with leaders from the education and practice arenas. AACN is advancing the Clinical Nurse Leader to improve the quality of patient care and to better prepare nurses to thrive in the health care system. The Clinical Nurse Leader role emerged following research and discussion with stakeholder groups as a way to engage highly skilled clinicians in outcomes-based practice and quality improvement.

Nursing Informatics
The Nursing Informatics program allows nurses to lead or assist with the development, implementation and evaluation of information system applications for any area of practice. A Master's of Science Degree with an emphasis in Nursing Informatics provides bachelor-prepared nurses with the knowledge to improve the health of consumers and organizational processes through information management and information technology. Sites in Utah have been at the forefront of Informatics since the 1980s and continue to lead the nation in computerized solutions.
Psychiatric Mental Health Nurse Practitioner
The Psychiatric Mental Health Nurse Practitioner Program provides an academic base of neuro-biological science and psychosocial theory, while emphasizing respect for person, family, community, and culture. Students receive intensive clinical supervision and mentored experience while learning and integrating interpersonal skills that are foundational to psychotherapy practice with individuals, groups and families across the lifespan. Psychiatric assessment, mental health diagnoses, comprehensive treatment planning, and prescriptive practice are important components of the clinical program. Graduates are prepared to sit for national board certification and state licensure as an Advanced Practice Registered Nurses (APRNs).

Teaching Nursing
The Teaching Nursing program is designed to prepare qualified post-baccalaureate nurses as entry-level nurse educators. Master’s students in the Teaching Nursing program learn to design, implement, evaluate and revise academic and continuing education programs for nurses. In the program of study emphasis is placed on mentorship with highly qualified nursing faculty in a variety of specialties, depending on the student’s interest. Graduates of this program are prepared to teach in formal academic programs that lead to a degree or certificate or more informal continuing education programs designed to meet individual learning needs.

**Master’s of Science requirements include the following:**

**Core Curriculum Requirements**
- NURS 6000: Scholarly Inquiry (3)
- NURS 6001: Advanced Nursing Roles (2)
- NURS 6002: Health Care Delivery (2)
- NURS 6004: Introduction to Information & Information Technology (3)

**Thesis or Synthesis Requirements**
- NURS 6888: Master’s Synthesis (2) OR NURS 6970: Thesis Research - Master’s (6-10)

**Specialty Courses**
See Appendix for sample programs of study for each of the proposed emphases.

**Section II: Need**
Listing the MS specialties as areas of emphasis on students’ transcripts would bring recognition to the area of study. When students apply for employment or are in need of verification of their degree and specialty area having the specific emphasis designation on the transcript would make it easier to determine in which professional area the candidate has education and professional preparation.

**Section III: Institutional Impact**
These areas of emphasis have been in place for the purposes of accreditation but not recognized formally by the University. Therefore, adding these areas of emphasis will have no impact to the College of Nursing or the University of Utah.
Section IV: Finances

There will be no financial impact to the College of Nursing or the University of Utah. Adding these areas of emphasis will allow for more efficient and accurate record keeping for the purpose of student services, accreditation, and grant writing.
University of Utah
College of Nursing

Clinical Nurse Leader Specialty Master’s Program

NOTE: This is a sample program of study. In order to meet the required
competencies of The American Association of Colleges of Nursing, within this
framework, students may customize their program of study under the
direction of their specialty director.

Year 1 – Fall (10)
NURS 6000: Evidence Based Practice I (3)
NURS 6001: Professional Roles and Collaboration (2)
NURS 6003: Program Planning and Development (3)
NURS 6007: Advanced Pathophysiology (2)*

Year 1 – Spring (7.5)
NURS 6005: Program Management and Evaluation (3) OR
Approved Elective: Non-Nursing or Nursing (2 or 3)
NURS 6006: Advanced Principles of Pharmacotherapy (1)
NURS 6009: Introduction to Clinical Epidemiology & Population Science (1)
MGT 6052: Business Communication (1.5)**
UUHSC 5500: Cultural Competence and Mutual (1)

Year 1 – Summer (8)
NURS 6002: Health Care Delivery (2)
NURS 6004: Introduction of Information Technology (3)
NURS 6020: Health Assessment and Promotion (2+1)*

Year 2 – Fall (9)
NURS 6772: Quality Improvement in Healthcare (3)
MGT 6051: Managing & Leading in Organizations (3) OR
   NURS 7773: Leadership & Health Care Policy (3)
   NURS 6774: CNL Role Development & Implementation (3)

Year 2 – Spring (8)
NURS 6779: CNL Residency/Immersion Experience (6)
NURS 6888: Synthesis (2)

*Clinical options based on student’s clinical specialty

Total Credit Hours: 42.5

Updated 03/31/10 SD
University of Utah College of Nursing
Nursing Informatics
2010-11 Sample Program of Study – Full Time Plan

NOTE: This is a sample program of study. Students may customize their program of study under the direction of their specialty director.

Year 1 – Fall
NURS 6001: Professional Roles and Collaboration (2)
NURS 6002: Health Care Delivery (2)
NURS 6803: Clinical Database Design (3)
NURS 6810: Nursing Informatics Specialty Practice (3)

Spring
NURS 6817: Knowledge Discovery in Databases (3) OR
NURS 6820: Human-Systems Interactions in Healthcare Informatics (3)
NURS 6661: Project Management in Health Informatics (3)
NURS 6000: Evidence-Based Practice (3)

Summer
IS 6410: Process Analysis & Project Management (3)

Year 2 – Fall
NURS 6802: Clinical Decision Support (3)
NURS 6804: Successful Implementation of Systems in Healthcare Settings (3)
NURS 6815: Nursing Informatics Practicum (1-3)
UUHSC 5500: Mutual Respect and Cultural Competence (1)
Informatics Elective (3)**

Spring
NURS 6805: Nursing Informatics Seminar (1)
NURS 6815: Nursing Informatics Practicum (1-3)
NURS 6817: Knowledge Discovery in Databases (3) OR
NURS 6820: Human-Systems Interactions in Healthcare Informatics (3)
NURS 6888: Master's Synthesis (2)

Total Credit Hours: 40

Notes:

All electives must be approved by Informatics Faculty Advisors

**A structured programming course such as JAVA, C, C++, Visual Basic, or Pascal should be taken before enrolling in the Clinical/Nursing Informatics Program. The course must be a formal course with a syllabus, objectives, assignments and evaluation that produce a grade. The programming course must be taken before NURS 6802, 6805 and 6815.
University of Utah  
College of Nursing  
Psychiatric Nurse Practitioner  
Master's Program  

2010-11 Full Time Program of Study  

This is a sample program of study and is subject to change.

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Credit (clock hrs)</th>
<th>Didactic &amp; Clinical</th>
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University of Utah  
College of Nursing  
Psychiatric Nurse Practitioner  
Master's Program  

2010-11 Full Time Program of Study  

This is a sample program of study and is subject to change.

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Curriculum Credits 51  
Didactic Credits = 40  
Clinical Credits = 11 (660 clock hours)
University of Utah
College of Nursing

Teaching Nursing Specialty Master’s Program**

2010-11 Full Time Program of Study

NOTE: This is a sample program of study. Students may customize their program of study under the direction of their specialty director.

**Year 1 - Fall**
NURS 6004: Introduction to Information Technology (3)
NURS 6007: Advanced Pathophysiology I (2)
NURS 6010: Teaching Learning in Advanced Nursing Practice (3) ¹

**Year 1 - Spring**
NURS 6000: Evidence Based Practice I (3)
NURS 6011: Introduction to Nursing Curriculum & Classroom Instruction (3) ¹
UUHSC 5500: Cultural Competence and Mutual Respect (1)
Non Nursing or Nursing Elective (3)*

**Year 1 - Summer**
NURS 6001: Professional Role and Collaboration (2) ¹
Elective

**Year 2 – Fall**
NURS 6002: Health Care Delivery (2) ²
NURS 6013: Clinical Instruction in Nursing Education (3) ¹
NURS 6015: The Nurse Educator in Higher Education (3) ¹
Electives (NURS or Non-NURS) (3)*

**Year 2 – Spring**
NURS 6017: Teaching Residency (3) ¹
NURS 6888: Masters Synthesis (2) OR
NURS 6970: Thesis (6)
Elective if not previously taken (3)

Total Credit Hours: 36 - 40²

Notes:
NURS 5905 is a required prerequisite for enrollment.
Electives may be taken any term but must be 6 hours total (3 hours must be education related non-nursing)

*May be taken any term
¹ Available on-line
² Depends on thesis/synthesis option selected
March 11, 2011

Graduate Council
University of Utah
201 South Presidents Circle, No. 302
Salt Lake City, Utah, 84112

Members of the Graduate Council:

Pursuant to University of Utah Policy 6-225 Section IV, I am writing to support the College of Nursing's proposal for the establishment of official graduate emphases for the Master's of Science in Nursing and Doctor of Nursing Practice degrees offered by the University of Utah.

The College of Nursing has long had in place specialty areas for the purposes of granting rights to certification for advance areas of nurse health care practices, as well as accreditation and verification of degree and specialization. However, these same specialty areas have not been officially designated on university transcripts. Listing these areas of specialization on students' transcripts as graduate emphases would bring immediate recognition to the areas of study. Currently, there are no other institutions in the State of Utah or Intermountain Region that offer the academic Doctor of Nursing Practice degree in combination with coursework which prepares students to certify in their chosen specialty area. In addition the official recognition of these graduate emphases would allow for more efficient and accurate record keeping for the purpose of student services, accreditation, and grant writing.

Thank you for considering this proposal.

Maureen R. Keefe, RN, PhD, FAAN
Dean and Professor
Louis H. Peery Endowed Chair
01 March 2011

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

Dear Vice President Pershing,

Enclosed is the proposal for the new Organ Performance graduate emphasis in the Master of Music degree within the School of Music which was approved by the Graduate Council on February 28, 2011. Included in this packet are the proposal and signature page.

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

Sincerely,

Charles A. Wight
Dean, The Graduate School
Master of Music: Organ Performance

Required Courses (All courses MUSC)

6010  Music Bibliography

Semester Credit Hrs

Academic Courses: Choose a total of 9 hours from Music History/Literature & Theory

6610  Music Literature: Renaissance
6620  Music Literature: Baroque
6630  Music Literature: Classical
6640  Music Literature: Romantic
6650  Music Literature: 1900-Present
6660  Music Literature: American Music
6670  Symphonic Literature (requires instructor permission, open to matriculated students only)
6680  Opera Literature (requires instructor permission, open to matriculated students only)

or Research Seminars with permission of instructor. Music 6800, 6801, 6802, 6803, 6804.

Music Theory

6550  Advanced Formal Procedures of 18th/19th Centuries I
6520  20th/21st Century Analysis I

or substitute 6551 or 6521 with permission of instructor.

7510  Theory Pedagogy

(as a second theory course option: History of Theory 6536, Theory Pedagogy 7510)

Major Emphasis

6190  Advanced Private Lessons: 4 semesters (Additional Private Lessons available as advised by the Private Applied Instructor)

6879  Advanced Organ Pedagogy

6876, 6877  Advanced Organ Literature I, II

6920  Master's Performance I

6930  Master's Performance II

Total Semester Credit Hours

34

Acceptance into Organ Performance: Requirements for acceptance into the program

1. A Bachelor's degree in Music from an accredited university or the equivalent is required.
2. A 20-minute audition: the candidate will offer a 30-40 minute program of music. The organ faculty may choose to hear all or any portion of the repertoire. The audition should include music from at least three representative periods. Acceptance to the Master of Music in Organ Performance shall be based upon satisfactory demonstration of the repertoire prior to the first term of matriculation.

The following are offered as guidelines:

*Baroque/Classical*—J. S. Bach: Prelude and Fugue (other than BWV 553-560), Trio Sonata, or other comparably substantial work (movements are accepted); Buxtehude: Praeludium; or works by DeGringy, F. Couperin, etc.

*Romantic*—Felix Mendelssohn: Sonatas; César Franck: 12 major works; or comparable works by Reubke, Liszt, Reger, Rheinberger, etc.

*20th Century*—Louis Vierne or Charles Marie Widor: Symphonies; or comparable works of Duruflé, Dupré, Messiaen, Karg-Elert, Sowerby, Peeters, Hakim, etc.

3. Submission of a list of advanced repertoire which has been performed (substantial organ accompaniments may be included.)
4. An interview with the organ faculty or a member thereof.
5. Completion of Placement Examinations in Music Theory and Music History prior to the first week in residence.

**Placement Examinations**

All students who received baccalaureate degrees from institutions other than the University of Utah and all University of Utah graduates returning for graduate study after an absence of one academic year or more must take Graduate Placement Exams in (1) Theory and (2) Music History and Literature. Placement Exams cannot be taken until the student has been accepted by the University. Preparation material is available upon request from the Graduate Studies Secretary and is automatically sent to accepted students. Placement Examinations must be taken prior to registering for courses. Examinations are given during the last week of classes prior to the start of any term except for Fall Semester. Placement Examinations for Fall Semester will normally be given one week prior to the start of the term.

An individual entering as a non-matriculated student must take the placement exams in history and/or theory before taking courses in these areas.

The results of the Graduate Placement Exams are to help determine placement in graduate courses and to identify areas where remedial work may be necessary. Students are encouraged to study diligently for these examinations. Poor performance could result in the student being required to take a considerable number of remedial courses.

**Music History Diagnostic Examination.** The Music History Diagnostic Examination covers the breadth of Western art music from the Medieval period through the Twentieth Century. The student will be asked to discuss the styles and contributions of important composers, define important terms, identify representative musical scores, and write essays on topics of historical importance.

**Music Theory Diagnostic Examination.** The Music Theory Diagnostic Examination consists of a number of items, which determines the student's competence in harmony, voice leading, counterpoint and form. Composition students are tested on orchestration and instrumentation.
Appointment of Supervisory Committee
Selection and appointment of the members of the supervisory committee should be made by the middle of the first term of study. It is the responsibility of the student to approach prospective committee members and request that they serve on the committee. Committees will be approved or denied at the last Graduate Committee Meeting of the first term of study. Consult the Procedural Guidelines, the Director of Graduate Studies or the Graduate Secretary for details.

Recitals and Previews of Recitals
A. The solo recitals will be 60-90 minutes in length demonstrating a high level of proficiency.

B. Students in Organ Performance must be simultaneously enrolled for recital credit and performance study (private lessons) credit during the terms in which recitals are scheduled. Audition repertoire cannot be performed again at recitals.

C. Before beginning the preparation of a graduate recital, each recital’s repertoire must be approved by the student's Supervisory Committee prior to registering for Master's Performance Recital I or Master's Performance Recital II. Students must fill out the Recital Registration Form, Scheduling Form and the Program Approval Form, and register for each recital prior to the term of the scheduled recital. In addition, all incomplete grades must be made up prior to the preview for the second recital.

D. At least two weeks prior to the recital, the complete recital program must be performed before the student's Supervisory Committee. The recital must be completely prepared at this performance. The Supervisory Committee, whose decision shall be by majority vote, will have the following options:

1. To approve the recital.

2. To postpone the recital, in which case the entire recital must again be previewed at least two weeks prior to its new performance date. A recital may be postponed by the Supervisory Committee only twice. At the third preview, the recital must either be approved or canceled.

3. Cancellation of the recital terminates the student's candidacy for the degree.

E. The recital itself, but not the preview, will be evaluated by the Supervisory Committee. The Supervisory Committee's evaluations will be averaged and the recital passed or failed on that basis. Should the recital be failed, the Supervisory Committee shall have the right to require that any or all of the recital be performed again, either in public or private, before the Committee.

A printed program and tape recording of the recital must be initiated by the student through the Recital Scheduler. The oral examination and the final recital should be scheduled to assure that the oral examination is held within one week of the final recital. The oral exam is scheduled through the Graduate Secretary. No orals or recitals are to be held between the last day of finals week and the first day of the next regular term.
Signature Page to Accompany Regents' Proposals

Institution Submitting Proposal: University of Utah

College, School or Division in Which Program/Administrative Unit Will Be Located:
College of Fine Arts

Department(s) or Area(s) in Which Program/Administrative Unit Will Be Located:
School of Music

Program/Administrative Unit Title:
Organ Performance Emphasis

Recommended Classification of Instructional Programs (CIP) Code: 13.1312

Certificate, and/or Degree(s) to Be Awarded:
Emphasis in Organ Performance

Proposed Beginning Date: Fall 2011

Institutional Signatures (as appropriate):

Dr. Robert Baldwin, Director, School of Music

Dr. Chuck Wight, Dean Graduate School

Chief Academic Officer

President

Date:
To: College of Fine Arts Curriculum Committee  
From: Robert Baldwin, Interim Director  
Re: New MM Degree track in School of Music  
Master of Music in Organ Performance.

December 10, 2010

This memo is to express my support for the new emphasis in our Master of Music degree. The Organ Performance emphasis was unanimously approved by the School of Music faculty on December 7, 2010. This emphasis will further expand our offerings at the school of music and address a particular need that reflects the musical culture found in the state of Utah. Current faculty members will administer the degree and there will be no additional costs associated with implementation. This memo also serves as support for the proposed courses also submitted for the degree. We anticipate 2-3 matriculated students in this emphasis at any given time. Thanks for your support of this new emphasis.
April 20, 2011

TO: David Pershing  
    Senior Vice President for Academic Affairs

FR: John Francis  
    Chair, Undergraduate Council

RE: Musical Theatre Emphasis

At its meeting of Tuesday, April 19, 2011, the Undergraduate Council voted to approve a proposal from the Department of Theatre for a transcripted emphasis in Musical Theatre. The proposal, along with letters of support, 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.
MEMO

Date: February 3, 2011

To: Dean Chuck Wight
Graduate School

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

Subject: Support for Graduate Emphasis on Organ Performance

This memorandum is in support of the Organ Performance emphasis in the Master of Music degree offered in the School of Music. This proposal has received support from the faculty, Director of the School, and College Curriculum Committee; I now add my support as well. Should you have any questions, please feel free to contact me. Thank you for your consideration and assistance.
Memorandum

To: Ed Barbanell, Associate Dean

From: Gage Williams, Chair

Date: January 20, 2011

Subject: Administrative support for Department of Theatre
Undergraduate Musical Theatre Program (MTP) Emphasis

The Department of Theatre is requesting a BFA emphasis for our new Musical Theatre Program (MTP):

Listing this emphasis on transcripts would bring clarity to this area of study. This would better explain the unique terminology of theatre major degree requirements. Creating this emphasis will also enable academic advisors to better use Degree Audit Reports. In addition, it will provide clear information for future employers and graduate schools in their assessment of our students.

The Department of Theatre proposal is attached for your consideration.

As Chair of the Department of Theatre, I fully support this proposal. Please contact me if you require additional information.
The Department of Theatre at the University of Utah proposes that a new Musical Theatre Program (MTP) emphasis be entered on BFA Theatre transcripts.

The Musical Theatre Program offers a rich and rigorous model for the College of Fine Arts. The Department of Theatre in collaboration with the Departments of Ballet and Modern Dance is creating a professionally oriented university/conservatory program for students who seek careers as actors, singers, and dancers.

The Musical Theatre Program is designed to prepare students for a well-rounded musical theatre performance career. Like the Department of Theatre’s Actor Training Program, which has already gone through the emphasis process, the curriculum of the MTP is fundamentally craft-based, offering intensive courses in voice and dance, in addition to acting.

Regardless of emphasis area, all students seeking a BFA in Theatre must develop foundational skills in all areas of theatre by taking “core” courses. This core creates building blocks of knowledge required for more in-depth exploration in specific emphasis areas, and prepares students for the rigors of interdisciplinary collaboration required in both academic and professional theatre.

All first year Theatre majors are required to take

- Script Analysis (THEA 1713)—Students develop skills to be used in the in-depth analysis of play scripts in their historical and cultural contexts, with a special emphasis on the rhetorical and structural elements common to most plays.
- First Year Acting (course number varies depending upon emphasis)—Students begin to develop an understanding of the discipline of acting as well as the process and exploration of the self in creating character. Focus is on elements of acting as applied through exercises, improvisation, contemporary monologues and scene work.
- Theatre and Theory (THEA 2713)—Once students have learned the foundational skills required for the close reading of plays (as described above in Script Analysis), this course provides students with a working understanding of the critical theories most useful in the analysis and production of theatrical texts.

Other departmental core requirements are taken at different points in a student’s career depending upon his/her emphasis area. Faculty members from each emphasis area have determined specific course sequences to optimize student learning outcomes and facilitate timely progress toward graduation.
Faculty mentors in the MTP guide students through an educational environment that develops the student's craft, communication skills, knowledge, creative thinking, and collaborative skills. This allows students the ability to explore and develop their skills as actor-singer-dancers with a sense of purpose, where personal expression and professional growth can result in acceptance to a graduate school or a specific career in the arts where they may share their gifts with society.

See Appendix for a detailed four-year program of study for the Musical Theatre Program.

**Section II: Need**

Currently the Department of Theatre offers a BA in Theatre Studies and three distinct BFA degree emphases: Actor Training Program (ATP), Performing Arts Design Program (PADP), and Stage Management. Each of these emphasis areas has a set of unique requirements designed to meet the expectations of the profession when they apply for jobs or to enter programs of advanced study. Similarly the emphasis in Musical Theatre has a unique set of requirements (see appendix for details). Creating an MTP emphasis on student transcripts and in the Degree Audit Reports System would help students and advisors track progress toward graduation. In addition, the MTP emphasis designation would make it easier for potential employers and admissions personnel to determine the candidate’s specific area of expertise and preparation.

**Section III: Institutional Impact**

There will be a significant impact to the Department of Theatre with the addition of an emphasis in Musical Theatre. Once four full classes of majors have enrolled, the Department anticipates that MTP will increase our total number of majors by approximately 64-72 additional students. The additional majors will require the Department to fully schedule all available studio classrooms in the Performing Arts Building and the West Institute. The Department will also no longer produce a Classical Greek play every year, but will instead produce two musicals a year in both the Babcock and Studio 115 theatres in order to provide musical theatre performance opportunities for Musical Theatre students. In addition, planning has begun with Pioneer Theatre Company to provide internship opportunities for MTP students as it currently does for our Actor Training Program (ATP) students. The Department does not anticipate any other institutional impact beyond insuring equitable allocation of resources between the ATP and MTP emphases, which have different needs than the PADP and Stage Management emphases.

The Departments of Ballet and Modern Dance have added courses to their curricula specifically for the MTP students as well as opened other courses already in the curricula to these students. The impact on these two departments will be beneficial monetarily as they will earn additional SCH for MTP students taking courses in their departments. The only impact on the School of Music is that of advisory support for the MTP emphasis curriculum development. The National Association of Schools of Music (NASM) accredits the University of Utah School of Music and the MTP emphasis in the Department of Theatre will be reviewed in conjunction with the School of Music accreditation in future reviews. The Department of Theatre curriculum committee will...
work closely with the School of Music to assure that the MTP emphasis meets the NASM requirements for a Musical Theatre Emphasis.

Section IV: Finances

The Department of Theatre has hired new auxiliary faculty specifically to teach the MTP courses. Salaries for these individuals are garnered from the additional SCH these courses generate. The additional Student Credit Hour funding generated by the Musical Theatre Program will cover the cost of the additional MTP courses. The Department plans to admit 18-22 students annually resulting in the possibility of approximately 72 MTP emphasis students in 2013. The total SCH generated per student in the Department of Theatre over four years of study in the MTP emphasis is $4,875. The increase in SCH for the Departments of Ballet and Modern Dance is projected to be approximately $30,500 per year. The Department of Theatre is hopeful that the addition of the MTP emphasis and the resultant increase in total number of majors will position the Department to attract internal and external funding for 1-2 additional MTP full-time faculty lines. As in the School of Music, the students are assessed course fees for some of the private lessons they receive. These courses, with their assigned Special Course Fees, have already been approved by the College of Fine Arts Curriculum Committee and have received the subsequent additional approvals as well.
### APPENDIX
Musical Theatre Program  
Four-Year Plan of Study

#### First Year

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<td>THEA 1713 Script Analysis</td>
<td>THEA 2713 Theatre and Theory</td>
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<td>THEA 1714 Music Theory I for MTP</td>
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#### Third Year

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<td>TBD Dance Elective</td>
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### Fourth Year

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<td>3 THEA 3790 Senior Project</td>
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<td>THEA 3110 or THEA 3600</td>
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<td>BALLE TBD Tap</td>
<td>General ED BF Requirement</td>
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<tr>
<td>General Ed BF Requirement</td>
<td>General ED HF Requirement</td>
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<td>MTP Requirements</td>
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**MTP acceptance is by audition only.**

\textsuperscript{\textdagger}THEA 3720: History of Theatre I fulfills the University’s CW Requirement and is part of the Theatre Core, which all Majors are required to take in order to graduate with a degree in Theatre.

\textsuperscript{ii} All MT Majors must take two elective dance courses in order to complete the MT emphasis. The course may be taken through the department of Ballet, Modern Dance, or Exercise & Sports Science but must be approved in advance by the MT Area Head.

\textsuperscript{iii} All MT Majors must pass a keyboard proficiency test or complete MUSC 1150 Keyboard I (1) with a C or better.
Memorandum

April 15, 2011

To: John Francis, Senior Associate Vice President for Undergraduate Studies
From: Robert Baldwin, Interim Director, School of Music
Re: Proposed emphasis in Musical Theatre

This memo is to confirm that the Undergraduate Studies Director in the School of Music has reviewed the proposed degree plan for a bachelor's degree emphasis in musical theatre to be offered through the Department of Theatre and confirmed that there is no conflict with degrees offered in the School of Music. The School of Music is willing to take a supportive and advisory role for this emphasis offering. The School of Music is aware that the Department of Theatre will be hiring its own instructors for music classes (e.g. private and group voice as well as introduction to Music Theory) since the School cannot accommodate additional students in our own courses beyond our music majors and minors. MTP students are welcome to audition for and participate in our ensembles, however.

It should also be noted that the National Association of Schools of Music (NASM) is the accrediting agency for musical theatre degrees, regardless of the department where they are housed. It is with this understanding that the School of Music will provide a supportive and advisory role for the Department of Theatre with regards to this particular emphasis and the accreditation process. The University of Utah will be subject to a NASM review in 2020, our next formal review year, which will include a review of the MTP emphasis offered in the Department of Theatre.
MEMO

Date: January 27, 2011

To: Edward Barbanell, Associate Dean
    Undergraduate Studies

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

Subject: Support for BFA emphasis in Musical Theatre Program (MTP)

This memorandum is in support of the emphasis for the Theatre BFA in Musical Theatre Program (MTP). This will be a wonderful collaboration between the Departments of Theatre, Ballet and Modern Dance. This strong collaboration will provide students interested in pursuing a career in Musical Theatre the instruction and education needed to help them thrive in a theatre career. As you know, recording this area of study on the transcript will benefit students of the program in their applications for graduate school or employment. Should you have any questions, please feel free to contact me. Thank you for your consideration and assistance.
April 15, 2011

John Francis, Senior Associate Vice President Academic Affairs

110 Sill Center

Dear Senior Associate Vice President Francis:

I am very pleased to inform you and the Undergraduate Council of the support from the Department of Ballet for the Musical Theater Program (MTP) emphasis in the Department of Theatre, as developed by Chair Gage Williams and his faculty.

The Ballet Department is in charge of the ballet and jazz courses particularly for the students in the MTP. We have accommodated the ballet class schedule for the Theatre Department. Our Graduate TA’s with faculty supervision teach the ballet classes. Tamara Squires, our professional jazz dancer and teacher met with David Schmidt, in charge of the MTP, to restructure our jazz classes to suit this MTP emphasis.

I believe this is program is a vital area of study for the Theater Department and my faculty are in full support.

Respectfully submitted,

Bené Arnold
Interim Chair
April 15, 2011

To Whom It May Concern,

This letter is to express the Department of Modern Dance's support for the new Musical Theatre Program in the Department of Theater at the University of Utah. The Department of Modern Dance looks forward to being a part of the Musical Theatre Program by offering a new two-semester course in modern dance specifically for this program. This course Danc 1220 and 1230 has already been proposed and accepted by the College Curriculum Committee.

I wish the Theater Department success in the launching of this new program.

[Signature]

Stephen Koester  
Chair, Department of Modern Dance  
University of Utah  
801/587-9809  
801/581-5442 (fax)  
stephen.koester@utah.edu
David W. Pershing
Senior Vice President for Academic Affairs
205 Park Bldg.
Campus

RE: Graduate Council Review
Department of Mining Engineering

Dear Vice President Pershing:

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

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

Sincerely,

Charles A. Wight
Dean, The Graduate School

Encl.

XC: Francis H. Brown, Dean, College of Mines and Earth Sciences
Michael G. Nelson, Chair, Department of Mining Engineering
The Graduate School – University of Utah

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

October 25, 2010

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

Christopher J. Bise, Ph.D.
Charles T. Holland Distinguished Professor and Chair
Department of Mining Engineering
West Virginia University

H. Peter Knudsen, Ph.D.
Professor and Dean
School of Mines & Engineering
Montana Tech-The University of Montana

Pierre Mousset-Jones, Ph.D.
Department of Mining Engineering
University of Nevada, Reno

The Internal Review Committee of the University of Utah included:

Joel M. Harris (chair), Ph.D.
Distinguished Professor
Department of Chemistry

Milind Deo, Ph.D.
Professor
Department of Chemical Engineering

Andy Hong, Ph.D.
Professor
Department of Civil and Environmental Engineering
INTRODUCTION

The following report was prepared by the Graduate Council’s ad hoc review committee and is based on the department’s self-study materials, the reports of an external review committee, an internal review committee, and responses from the department chair and college dean to the review committees’ reports, which will henceforth be referred to collectively as “the report.” Both the external and internal reports were thorough in their analysis. The external report was quite explicit in their list of recommendations and commendations with 15 distinct recommendations and 7 commendations. The internal review report was congruent with the tone of the external report; the department chair and the dean were able to glean 6 implicit recommendations from the internal review.

The report indicated that the Mining Engineering Department has a very strong undergraduate program where nearly 100% of the students completing the B.S. degree find well-paying jobs in the mining industry. The graduate program, in contrast, currently numbers only 5-7 students, with only one of those potentially pursuing a Ph.D degree. Of the many recommendations for the department, several appear to have been embraced by the dean and the chair as feasible given the current budgetary challenges, and are likely to have a significant positive impact. The leadership was generally responsive to suggestions from the report.

PROGRAM OVERVIEW

The Department of Mining Engineering in the College of Mines and Earth Sciences consists of 5 tenured or tenure-track faculty, 2 part-time instructors, and 1 support staff. The department has ~50 total undergraduates and 7 graduate students; most of the graduate students are pursuing M.S. degrees. The current chair, Michael G. Nelson, is an associate professor who received tenure in 2004. Dr. Nelson has been chair for two years and was commended in the report for initiating a policy of greater faculty involvement in department governance. Professors Donovan and Calizaya are the undergraduate advisor and graduate program coordinator, respectively; therefore, it would seem that the faculty administrative duties are well distributed as was recommended in a prior review. The academic program was commended for its quality. There are few Mining Engineering programs in the country offering both graduate and undergraduate degrees, and the department requires all undergraduates to pass a rigorous Fundamentals of Engineering exam prior to graduation.

Faculty

There are 5 tenured or tenure-track faculty and 2 part-time instructors in the department. Dr. Donovan is the only untenured assistant professor, and he is considerably more junior than the rest of the faculty. The faculty were given high marks in the report for their expertise and commitment to teaching in the undergraduate program. It was pointed out that the Mining Engineering program involves a large number of diverse engineering topics, and with a small faculty complement it is challenging to cover such a broad range of material. The focus on
teaching excellence is to be commended, but there was a theme in the report that research activity has languished in the department. To some degree, this is blamed on a heavy teaching load.

**Undergraduate Students**

The report indicates that the undergraduate program is very strong, attracting well-qualified students who have excellent job prospects upon graduation. Starting salaries for B.S. graduates are in the $65,000-$85,000 range and nearly all graduates are placed in mining-related positions. The undergraduate program is so attractive that students have little incentive to pursue advanced degrees. However, there did seem to be interest from the students in a 5-year B.S./M.S. degree that would presumably place them in an even stronger competitive position in the workplace with only one year of additional educational commitment.

**Graduate Students**

The department offers both M.S. and Ph.D. degrees in Mining Engineering. The graduate program has averaged a population of 5-6 students with the majority pursuing M.S. degrees, and at most 1-2 students on the Ph.D. track. An argument is made that jobs requiring only the B.S. degree are so attractive that there is little incentive for students to pursue an advanced degree. A claim is made in the self-study that there is a demand for Ph.D.s in Mining Engineering to fill the ranks of open faculty positions in universities across the country. It appears that most programs are also looking for young, energetic faculty in this area. There appears to be no TA support for graduate students in the department, and resources that could be used to support graduate students are instead used to provide scholarships for undergraduates. The report expressed concern that with only 5-6 students overall, the graduate program lacks the critical mass necessary to be viable. In contrast to the lack of interest from students to pursue a Ph.D., there seemed to be considerable interest from the students interviewed for a 5-year B.S./M.S. degree. The department is working hard to increase its research effort, and that should have a positive impact on graduate education, although significant improvement will likely be slow to come.

**Curriculum**

The curriculum for the undergraduate program is comprehensive and tailored to suit the needs of the B.S. students. All indications in the self-study and in the report are that the curriculum functions well and that the faculty are effective in presenting a very diverse engineering curriculum. The requirement that the students pass the Fundamentals of Engineering exam came up repeatedly as an indication of curriculum quality. The graduate curriculum consists of only a few courses, as would be expected for such a small student population. The course of study is tailored to the interests of individual graduate students. The faculty are confronted with a dilemma about whether to add graduate courses to make the program more attractive given they are already overextended and no additional resources are available to develop new and innovative solutions such as online courses.
Program Effectiveness – Outcomes Assessment (from the internal review)

The department has bought into the ABET (Accreditation Board for Engineering and Technology) concept and has well-established outcomes for students in the undergraduate program. These outcomes are assessed periodically to ensure that all students going through the program have a certain set of skills. The department wrote a comprehensive self-study for the six-year ABET Review in 2009. Even though the final ABET Report is not yet out, reviewers commended the department for running a strong undergraduate program. The graduate program does not have these streamlined outcome assessments. The department has good procedures in place for qualifying and candidacy examinations.

Facilities and Resources (from the internal review document)

The budget of the department has been significantly impacted by this year’s university budget cut. This is softened somewhat by support from the endowment of one of the faculty lines plus donations from the mining industry. Increased returned overhead from research grants would provide leverage for increasing support of the department. This would be especially needed when new faculty are being hired in order to provide reasonable start-up funds.

The physical facilities of the department are adequate to the current and near-term future needs. The department has recently expanded its teaching and research laboratory space and offices, as other departments in the college moved out of the Browning Building into new space in the Sutton Building. Large space in the Mine Systems Research Building allows full-scale testing of mine face ventilation; other labs in that building allow testing of blowing and exhaust circuits and studies of explosives. Computer modeling, design, and analysis play a significant role in modern mining engineering. The students in the department indicated that they have convenient access to work stations and software that are used in their profession. Staff support of the equipment in the testing labs appears to be good as well.

ACTIONS TAKEN SINCE THE LAST REVIEW

The report summarizes actions taken to address the following four major points:

1. The level of funded research. This remains a concern for the University of Utah’s Mining Engineering program as well as other programs across the country. The department has been able to secure major funding from NIOSH and has an endowment for the Western Mining Presidential Chair in Mine Safety. The report was optimistic that the endowed chair would leverage additional research funds.

2. Delegation of Responsibility within the Department. This appears to have been addressed by the new chair, primarily by appointing faculty to be responsible for the undergraduate and graduate programs.
3. **Thoroughly Prepare for the ABET Visit.** The department had their accreditation visit in Fall 2009, and they received a full 6-year accreditation.

4. **Recruit More Students, Particularly Undergraduates.** This is an ongoing concern and again does not appear unique to the University of Utah. The enrollment has been slowly increasing, but an expressed target is 65-75 students and they are currently in the mid-50s. There is optimism that recent faculty hires and opportunities for student study outside the country could make the program more attractive.

**COMMENDATIONS**

Both the dean and the chair agreed with the commendations set out by the external committee. They are repeated here without alteration.

1. The department has a good group of undergraduate students. They responded well to questions and, surprisingly, a number of them expressed an interest in graduate study. Many should be encouraged to pursue graduate study.

2. The department has a faculty team with a broad variety of teaching and research interests.

3. The department has a well-organized graduate student office, so that the students can regularly meet and interact, which is also well equipped with necessary computer hardware and software.

4. Browning funds were made available to support graduate students for at least one year. It is thought that this could help increase enrollment by providing time for the students to find a suitable funded research project.

5. The department has good teaching and research facilities, such as the computer laboratory for surveying and mine design, and the laboratories for mine ventilation, rock mechanics, and explosives.

6. Graduate student seminars are held regularly, which help the students improve their presentation skills, share information on their projects, and receive suggestions and critiques from the students and faculty present.

7. The current graduate students appear to be competent, have some good experience in operating mines and, in particular for the international students, have good communication skills.
RECOMMENDATIONS

The external committee outlined 15 recommendations; the internal committee had no explicit recommendations. Of the recommendations in the report, the list of 7 here are those that the ad hoc committee feels are most important and constructive.

1. The department should initiate a strategic planning process to evaluate the status of their graduate program, and to formulate a strategy that will increase that program's viability. The department should consider alliances with partner institutions in the Western USA and with other engineering programs on campus to accomplish the goals of the strategic plan.

2. The department should consider the distribution of faculty within the various ranks when recruiting for the open tenure-track position. With such a small faculty, one or two strategic hires could dramatically change the complexion of this department. The recruitment should be undertaken in the context of the strategic plan for the graduate program.

3. Since the University of Utah's College of Engineering already has the mechanism in place to provide a five-year B.S./M.S. degree, the Department of Mining Engineering should be encouraged to develop this approach to increasing graduate enrollment.

4. The department should have at least one state-funded TA position to increase the attractiveness of their Ph.D. program.

5. The Western Mining Presidential Chair in Mine Safety should be finalized as soon as possible so that the department can expand to 6 full-time tenured or tenure-track faculty members.

6. Engineering departments in the College of Mines and Earth Sciences should be included collectively with other engineering programs on campus when University engineering initiatives are developed to request funds from the State of Utah.

7. The Department of Mining Engineering in conjunction with the Office of the Associate Vice President for Equity and Diversity, should formulate and implement efforts to recruit women and minority faculty members and students in order to achieve appropriate diversity. The use of annual reports to the Graduate Council should be considered as a way to encourage the Department to work effectively toward this objective.

Submitted by the Ad Hoc Review Committee of the Graduate Council:

Darrell Davis, Dept. of Medicinal Chemistry (chair)
Martha Bradley, School of Architecture
Tom Cova, Dept. of Geography
Alexa Doig (Undergraduate Council), College of Nursing
1.3. Department Review Sheet(s)

Faculty and Staff

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Students

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## Financial Analysis

### MINING ENGINEERING

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Memorandum of Understanding  
Department of Mining Engineering  
Graduate Council Review 2009-10

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on February 2, 2011, and concludes the Graduate Council Review of the Department of Mining Engineering. David W. Pershing, Senior Vice President for Academic Affairs; Francis H. Brown, Dean of the College of Mines and Earth Sciences; Michael G. Nelson, Chair of the Department of Mining Engineering; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on October 25, 2010. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The department should initiate a strategic planning process to evaluate the status of their graduate program, and to formulate a strategy that will increase that program’s viability. The department should consider alliances with partner institutions in the Western USA and with other engineering programs on campus to accomplish the goals of the strategic plan.

The Chair and Dean have been thinking strategically about the graduate program’s viability, as well as other strategic decisions being made about new hires, adding TA positions, increasing diversity, and ways to develop new faculty members. According to the Chair, the biggest limitation to conducting a formal strategic planning process is that there are currently so few faculty members to contribute to the process. Other limitations include staff size and teaching loads. Some actions already being taken to address the need for the Department to develop alliances include collaborating with the Colorado School of Mines and the University of Nevada Reno’s College of Mines to develop joint online courses. The Department is following recommendations from the review teams and developing a 5-year BS/MS in three areas – Geological Engineering, Civil Engineering, and Mining Engineering – to be implemented in 2012/13. It is also formulating a student exchange with Chilean schools of mining engineering, with Dr. Calizaya being a key collaborator in that process. The Chair, Dean, and Sr. Vice President are all committed to developing strategies to maintain the Department’s reputation for producing excellent engineers.
Memorandum of Understanding
Department of Mining Engineering
Graduate Council Review 2009-10
Page 2

Recommendation 2: The department should consider the distribution of faculty within the various ranks when recruiting for the open tenure-track position. With such a small faculty, one or two strategic hires could dramatically change the complexion of this department. The recruitment should be undertaken in the context of the strategic plan for the graduate program.

The Chair and Dean are keen on making strategic hires to support the direction of the graduate program as well as in relationship to the current distribution of senior faculty members in later stages of their careers. There was a recent resignation of the Department’s only junior faculty member. One of the significant limitations to making new hires is the fact that very few PhD mining engineers are interested in academic careers because of much higher salaries to be earned in private industry. A current grant from the National Institute of Occupational Safety and Health is intended to train engineers for academic positions, which should be helpful in aiding the Department in developing a strong pool of potential new faculty members.

Recommendation 3: Since the University of Utah’s College of Engineering already has the mechanism in place to provide a five-year B.S./M.S. degree, the Department of Mining Engineering should be encouraged to develop this approach to increasing graduate enrollment.

This recommendation has been addressed in #1 as part of the larger strategic vision for the Department and their graduate program. Student support for the 5-year BS/MS degree is strong and this approach should increase graduate enrollments.

Recommendation 4: The department should have at least one state-funded TA position to increase the attractiveness of their Ph.D. program.

The Sr. Vice President and the Dean will work together to fund a TA position, and an additional TA could possibly be funded with SCH/productivity funding or the new graduation funding initiative being implemented by the University.

Recommendation 5: The Western Mining Presidential Chair in Mine Safety should be finalized as soon as possible so that the department can expand to 6 full-time tenured or tenure-track faculty members.

The Department is very close to making their hire for the Presidential Chair in Mine Safety. Having a Chair with specialized expertise in mine safety is viewed as a positive for graduate recruitments and job opportunities for graduates. The faculty will expand to 6 full-time tenured tenure-track faculty members once this position and 2 other open lines are filled.
Memorandum of Understanding
Department of Mining Engineering
Graduate Council Review 2009-10
Page 3

Recommendation 6: Engineering departments in the College of Mines and Earth Sciences should be included collectively with other engineering programs on campus when University engineering initiatives are developed to request funds from the State of Utah.

The College of Engineering and the College of Mines and Earth Sciences have been working more closely together on a number of initiatives such as recruitment efforts and sharing in joint activities on campus to increase visibility. The Dean indicated that merely changing the University index to list “Engineering, College of Mines,” vs. listing it under “College of Mines,” would do a great deal to make the Department more visible to prospective students who are searching for mining engineering online. Dean Wight will work with Paula Millington (at the University) to make this change. Generally, it is hoped that this increase in shared efforts could lead to other joint initiatives in the future.

Recommendation 7: The Department of Mining Engineering, in conjunction with the Office of the Associate Vice President for Equity and Diversity, should formulate and implement efforts to recruit women and minority faculty members and students in order to achieve appropriate diversity. The use of annual reports to the Graduate Council should be considered as a way to encourage the department to work effectively toward this objective.

The Sr. Vice President and Dean will work together to find incremental funding on a limited term basis to fund an outreach coordinator who could also devote part of his/her time to staff duties. Outreach is viewed as the foundation of building more diversity among students and faculty. The field of mining engineering is not diverse, but the Chair is hopeful that with increased collaborative recruitment efforts, diversity will change over time.

This memorandum of understanding is be followed by annual letters of progress from the chair of the Department of Mining Engineering to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

David W. Pershing
Francis H. Brown
Michael G. Nelson
Charles A. Wight
Donna M. White

Charles A. Wight
Dean, The Graduate School
March 23, 2011
Memorandum of Understanding  
Department of Mining Engineering  
Graduate Council Review 2009-10

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Memorandum of Understanding  
Department of Mining Engineering  
Graduate Council Review 2009-10  
Page 3

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David W. Pershing  
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Charles A. Wight  
Donna M. White

Charles A. Wight  
Dean, The Graduate School  
March 23, 2011
February 22, 2011

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

RE: Graduate Council Review
Department of History

Dear Vice President Pershing:

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

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

Sincerely,

Charles A. Wight
Dean, The Graduate School

Encl.

XC: Robert D. Newman, Dean, College of Humanities
    James R. Lehning, Chair, Department of History
The Graduate School – The University of Utah

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

September 27, 2010

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

Elaine Tyler May, Ph.D.
Professor of History
University of Minnesota

Richard R. Johnson, Ph.D.
Professor of History
University of Washington

The Internal Review Committee of the University of Utah included:

Ronald J. Hrebenar, Ph.D.
Professor
Department of Political Science

Phyllis Coley, Ph.D.
Distinguished Professor
Department of Biology

Sheila Muller, Ph.D.
Professor
Department of Art and Art History
This report of the Graduate Council is based on the self-study report submitted by the Department of History, the findings of the internal and external review committees, the University Diversity Committee, and comments from James R. Lehning, Chair of the Department of History.

DEPARTMENT PROFILE

Program Overview

The Department of History offers three advanced degrees (M.A., M.S., and Ph.D.). Ph.D. major fields include Medieval Europe, Early Modern Europe, Modern Europe, Middle East, and U.S. History. Ph.D. students also are required to complete a minor field, different from their major field, within the department. These are: Asian History, Colonialism and Imperialism, Comparative Gender, Ancient, Medieval Europe, Early Modern Europe, Modern Europe, Latin America, Middle East, the History of Religion, U.S. History, and World History. The department offers M.A. and M.S. degrees with emphases in Asian History, Colonialism and Imperialism, Comparative Gender, Ancient, Medieval Europe, Early Modern Europe, Modern Europe, Latin America, Middle East, the History of Religion, U.S. History, and World History. In addition to the graduate degrees, the department has four undergraduate tracks (an academic major and minor in History and a teaching major and minor in History). Since the last review, new thematic fields in Comparative Gender, Comparative Colonialism, and Comparative Religious history, along with World History, were added to more traditional regional and chronological fields.

The Department of History possesses a national reputation, has a prominent role in the Rocky Mountain region, and provides the only Ph.D. granting history program in the state of Utah. Since the last Graduate Council review in 2004, they have published or edited 26 books, and 85 articles and short essays. Their work has been recognized by four national book prizes and a succession of prestigious research fellowships (NEH, ACLS, APS, Fulbright, etc.), as well as numerous research grants won in competition within the University of Utah. During the same period, the Department of History faculty have received 14 University of Utah teaching and mentorship awards, a tribute to the department’s culture of committed teaching. The faculty also contributes extensive service to the University, especially by leadership in several of its interdisciplinary and areas studies programs, such as Latin American Studies, Gender Studies, the American West Center, the Asia Center, and the Middle East Center. A historian heads the Tanner Humanities Center.

After the last Graduate Council review, the department created a Strategic Planning Committee to rank hiring priorities that increasingly have had to adapt to fiscal constraints. A new hire for fall 2010 at the associate-professor-with-tenure level in American Indian History will be able to take doctoral students and build on the department’s area of strength in U.S. History and collaboration within the American West Center, helping to create a national profile. At the same time, recent retirements and resignations have created major gaps in the coverage that the department is considering filing by appointing more assistant professor-lecturers. The faculty are also considering discussions about the feasibility of continuing to support a wide-ranging program (geographical, nation-state, international, and interdisciplinary in scope) but are concerned about the consequences. Some professors point out that the multiplication of centers and administrative appointments has created an imbalance of opportunities (measured in release time from teaching and extra compensation) available to History faculty. Some feel the addition of more online courses is turning History into a service program. Others suggest the department needs to restructure itself to involve all faculty by using their strengths to support new directions in the discipline.
Faculty

As noted in the self-study, a combination of budgetary retrenchments and faculty retirements and resignations have reduced the number of regular tenure-track faculty from over 30 (34 in the mid-1990s) to 24, with more retirements pending. Four of the remaining faculty (Von Sivers, Basso, Porter, and Coleman) are only 50% in the Department of History, holding joint appointments with the Middle East Center, and Gender or Ethnic Studies. As noted above, a new faculty member in American Indian history will be joining the department in Fall 2010.

History faculty members are the directors of the American West Center, the Asia Center, the Tanner Humanities Center, and the Latin American Studies program at the University of Utah. Faculty and graduate teaching assistants participate in General Education and the Honors Program and contribute to the undergraduate interdisciplinary and area studies programs in the University.

The Department of History has the same proportion of female tenure/tenure track faculty ("regular") as the University as a whole. Based on the numbers in the report compared to totals from the Office of Budget and Institutional Analysis, females comprise 28% of the regular faculty, compared to 28.2% for the University. However, ethnic minority faculty members comprise only 7% of the History Department’s regular faculty, compared to 11.5% for the University. Nationally, minorities comprise roughly 16% of the availability pool for History faculty, so this will continue to be a challenge.

The self-study reports efforts to retain faculty who announced that they might leave the University, with mixed results. It is clear that the History Department faces some very serious challenges with the loss of 10 faculty lines due to budget cuts.

Students

There are currently about 75 graduate students (many high school teachers who are part-time students at the master’s level) and approximately 300 majors and 50-75 minors. Since 2004 the Department has awarded, on average, 10 M.A.s per year and just under 3 Ph.D.’s per year. The department has a strong record in training its M.A. students in areas such as ancient history where there is no doctoral program at the University of Utah to enhance their admission to those of other top-level schools.

The History Department has a somewhat lower percentage of diverse students than the University, generally. The department undergraduate student body is 39.3% female and 7% ethnic minority, compared to the University with an undergraduate student body that is 42.6% female and 13.6% ethnic minority. These percentages have changed little since the last review in 2004.

The department employs a full-time academic advisor for undergraduates, although graduate students say that he helps them as well. Graduate advising is provided by the Graduate Director (a faculty member) until the student forms a Supervisory Committee of faculty, which then assumes that role.
Program Effectiveness and Outcomes Assessment

The external reviewers were impressed at the effectiveness of the program, in terms of teaching, research, and service, under especially difficult circumstances. The faculty is highly productive, the teaching is outstanding, and the faculty contributes generously to the college, university, and wider community. Outcomes assessment is evident through the numbers and quality of publications, the teaching evaluations and awards, and the visibility of faculty in university leadership. The History Department, with limited resources and a loss of a third of its faculty in recent years, accomplishes a great deal.

Facilities and Resources

As described in the self-study, the Department of History has recently moved into the third floor of the new Carolyn Tanner Irish Humanities Building. Staff support is excellent. The graduate students who talked with the internal review committee said, however, that they are a less cohesive group than they were in the old building (Carlson Hall). They identified the increase in centers as having a fragmenting effect on their identity as History graduate students.

Graduate students indicate that opportunities that brought them together and kept them informed about each other's work have disappeared since the move to the new facility. Advanced graduate students who are teaching their own upper-division courses with no faculty oversight feel particularly isolated. Some students who now work at outside jobs say they would stay more closely connected if more positions that pay a wage became available in the department, even as a reader in another graduate student's class.

COMMENDATIONS

The History Department has faced some recent budget cuts and loss of faculty that have presented significant challenges to research and teaching. They have been actively trying to solve these problems and to move ahead. Given these constraints, we noted a number of strengths and positive steps to maintain excellence.

1. The department should be commended for currently operating in the black, despite serious budget shortfalls. They accomplished this by making significant sacrifices in terms of faculty lines. They have had to make difficult decisions during difficult times.

2. The department has a strong reputation for research and teaching excellence. Specifically, the department has a well-respected reputation in the History of the American West. The History Department in conjunction with the American West Center has created a national standing in this area for both scholarship and graduate training. This area of the department produces the most graduate students. Nonetheless, there are fewer faculty in this specialty than in competing schools such as the University of New Mexico.

3. The chair has put together an effective and well respected departmental staff. They efficiently handle administrative and budgetary duties as well as advising of both undergraduate and graduate students and are highly regarded by both faculty and students.
4. The faculty salaries have been increased from levels below the national average to their current level of slightly above average. This was done by cannibalizing one faculty line and getting financial support from the higher administration. This has apparently improved both morale and the probability of retaining current faculty and should make the department more competitive in future hires.

5. The recent hire of an American Indian History Scholar is an important step for enhancing the crucial area of specialization in American West History.

6. The department has made some innovative changes to the graduate program by establishing several new programs such as Comparative Colonialism and Gender Studies.

7. While participation in the Centers (American West, Asia, Tanner Humanities, Latin American and Middle East) can lead to overextension and dilution of History faculty and graduate students, it also provides links to other departments and fellowships to support graduate students.

8. The History faculty are extremely dedicated to providing an excellent and comprehensive training for their graduate students. This frequently involves offering directed readings and courses beyond the required teaching load.

9. The department has made strong efforts to recruit a more diverse faculty but we also note the difficulties it has had hiring those faculty.

RECOMMENDATIONS

The History Department has managed to effectively deal with several serious challenges since the previous Graduate Council review. Responses to those challenges have been commendable and several of these commendations have been noted. Ironically, while some of those responses have yielded benefits they also have come with corresponding costs and contradictions. These are apparent in some of the following recommendations. The first recommendation underscores the importance of and need for strategic planning within the History Department. It also identifies several issues that should be a part of that plan. Subsequent recommendations, while somewhat redundant, explore several of these issues in greater depth. They are also made because they are important considerations for attention beyond the scope of the strategic planning process.

1. The department should undertake a thorough strategic planning process. Important issues in that process include the following: a) developing garnering and allocation strategies for departmental resources, b) identifying strategic hiring needs and identifying steps toward, and developing a timeline for acquiring future hires, c) identifying potential new directions in the field of history and strategies for implementation of promising new directions, d) a critical review of Ph.D. program areas and emphases, e) a critical review and further development of department mission, foci, and objectives including criteria for evaluating the various programs in the department, f) identifying strategic needs and steps for furtherance of participation and leadership in interdisciplinary programs, g) identifying opportunities for increases in diversity - both among faculty and students, h) identifying opportunities for extramural funding and developing steps for greater involvement by departmental administration and faculty in seeking such extramural funding, i) developing guidelines for allocation of merit increases, and j) developing strategies for maintaining and strengthening a culture of collegiality.
2. Key personnel in the department are making significant contributions to various centers: Middle East, American West, Ethnic Studies, Gender Studies and Latin American studies. We recommend the department conduct an evaluation to consider the costs and benefits of these faculty assignments for the department and its students as well as for the individual faculty members.

3. Given the current University budget model, we recommend that the department consider utilizing more professor-lecturers to cover some of the essential courses that are not being currently taught and also provide more student credit hours for the department. Additionally, the department should consider the undergraduate major and how it could be adjusted to increase the number of majors in the department.

4. The Department (chair and faculty) needs to be more proactive in seeking outside-the-university funding. In addition, the Department should identify those individuals who are best positioned to seek and mentor those who wish to seek such funding. Also, we recommend more consultation with the grant writing resources available at the college and university levels. The department should also try to take advantage of new financial resources for collaborative research with faculty from other colleges.

5. Given the make up of the department with most of the faculty being tenured, and a wave of expected retirements in the near future, the department needs to develop strategies for cultivating future leadership. Important among these strategies is to take efforts to cultivate and integrate younger and more junior faculty into leadership roles and opportunities.

6. The department should continue its efforts to recruit a more diverse faculty and student body.

**ACTIONS TAKEN SINCE INITIATION OF THE REVIEW**

Actions taken by the department and the college in response to internal and external committee reviews are summarized in a memo from Professor James R. Lehning, Chair of the Department of History (April 1, 2010). The following actions have been taken in response to the internal and external committee reports.

1. The Department of History Strategic Planning Committee began the process of identifying a relatively small number of areas in which the department possesses strategic advantages in both faculty and institutional resources. These areas will become the focal point for graduate program and future faculty recruiting strategies. The goal of this process is to have a recommendation ready for a department retreat at the beginning of the 2010-11 academic year.

2. The department administration and academic advisor is working through the Undergraduate Student Advisory Committee to enhance the experiences of History majors.

3. To attract the best students, and to encourage the best students to write Honors theses, the department chair in 2009-10 instituted a program of History Honors Scholars, a designation given students writing Honors theses who receive research support from the department.

4. The Department has taken steps to offer a degree in Public History. Public history is seen as offering greater opportunities for employment at the Bachelors degree level than are more traditional areas of history and thus should be more attractive to undergraduate majors.
5. The department has had discussions with Military Science about that program using the History department's expertise in military history as a complement to their more technical military training.

6. The department is currently addressing concerns about training graduate students for teaching careers by formalizing the progression of responsibilities so incoming Ph.D. students will be assured of receiving a variety of mentored teaching experiences to prepare them for a teaching career if they so choose.

7. The department has instituted an absolute cap of 20 students in History 7800 (Historical Methods) beginning Autumn 2010, and will require departmental permission for students to register in this class, so History graduate students will receive priority.

Submitted by the Ad Hoc Committee of the Graduate School

Martha Eining (Chair), Professor, School of Accounting
Edward Ruddell, Associate Professor, Department of Parks, Recreation and Tourism
Stuart Culver (Undergraduate Council), Associate Professor, Department of English
Memorandum of Understanding
Department of History
Graduate Council Review 2009-10

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on January 20, 2011, and concludes the Graduate Council Review of the Department of History. David W. Pershing, Senior Vice President for Academic Affairs; Robert D. Newman, Dean of the College of Humanities; James Lehning, Chair of the Department of History; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on September 27, 2010. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The Department should undertake a thorough strategic planning process. Important issues in that process include the following: a) developing garnering and allocation strategies for Departmental resources, b) identifying strategic hiring needs and identifying steps toward, and developing a timeline for, acquiring future hires, c) identifying potential new directions in the field of history and strategies for implementation of promising new directions, d) a critical review of Ph.D. program areas and emphases, e) a critical review and further development of Department mission, foci, and objectives including criteria for evaluating the various programs in the department, f) identifying strategic needs and steps for furtherance of participation and leadership in interdisciplinary programs, g) identifying opportunities for increases in diversity – both among faculty and students, h) identifying opportunities for extramural funding and developing steps for greater involvement by Departmental administration and faculty in seeking such extramural funding, i) developing guidelines for allocation of merit increases, and j) developing strategies for maintaining and strengthening a culture of collegiality.

The Department has an effective strategic planning process, in the form of a committee, in place and, according to the Chair, it has been in use in the Department since 2005. From his perspective, the strategic planning committee has “rooted itself in Department culture.” Points (a-j) are all related to the Department experiencing a shift in the composition of the faculty from a mostly senior group to the junior faculty members with different visions for the future. A new tenure hire has been made (beginning Fall 2010) and a search is in place for a hire to start Fall 2011. The Chair stated that significant shifts in the thematic content of history curricula would guide this hire and those in the future. The Chair and Dean are very attuned to the upcoming cycle of retirements and to the need for cultivating leadership. The Chair continues to be proactive in dealing with the challenges of “maintaining and strengthening a culture of collegiality” (point j). For example, the Chair and the Dean routinely offer faculty gatherings not associated with Department governance. The Dean is currently supporting research interest group workshops and seminars to encourage collaboration and the generation of external grant submissions.
Recommendation 2: Key personnel in the Department are making significant contributions to various centers: Middle East, American West, Ethnic Studies, Gender Studies and Latin American studies, and Asia Center. We recommend the Department conduct an evaluation to consider the costs and benefits of these faculty assignments for the Department and its students as well as for the individual faculty members.

The Chair has conducted an evaluation to consider the costs and benefits of these faculty assignments as directors of centers at the University. He recognizes the advantages of these assignments in terms of building relationships and increasing Departmental visibility, but “buyouts” of major faculty members do not cover costs of replacing them, and he estimates losing 1.5 FTE, which equals 10-12K. The proportionately high number of History faculty who serve as directors of centers tends to divide the faculty even further since those left in the Department have increased service/governance responsibilities. On the positive side, the Dean sees possibilities for SCH increases and collaborative grant submissions coming from the centers that could include the Department. The Chair will explore possibilities in those realms. Many of the current Directors are finishing their second terms as Directors and will be returning to the Department. This, along with pending retirements, could rectify some of the current imbalances or cost issues to the Department.

Recommendation 3: Given the current University budget model, we recommend that the Department consider utilizing more professor-lecturers to cover some of the essential courses that are not being currently taught and also provide more student credit hours for the Department. Additionally, the Department should consider the undergraduate major and how it could be adjusted to increase the number of majors in the Department.

The Department currently has two auxiliary faculty members and is planning to harden the funding for one of them. Reappointments are imminent, so the Department is following this recommendation. The Chair must determine whether offering more undergraduate courses will generate sufficient SCH to warrant adding them. The Department values excellent teaching and the two auxiliary faculty members, along with several regular faculty, are involved in National Endowment for the Humanities (NEH) funded programs in the Granite School District to improve the quality of history pedagogy. The lecturers are also involved in working with undergraduate majors by serving as mentors to the Undergraduate SAC and their chapter of Phi Alpha Theta, the National Historical Honor Society. The Chair is hopeful that these efforts directed toward the undergraduate program will result in increased numbers of majors.
Memorandum of Understanding  
Department of History  
Page 3

Recommendation 4: The Department (chair and faculty) needs to be more proactive in seeking outside-the-university funding. In addition, the Department should identify those individuals who are best positioned to seek and mentor those who wish to seek such funding. Also, we recommend more consultation with the grant writing resources available at the college and university levels. The Department should also try to take advantage of new financial resources for collaborative research with faculty from other colleges.

The Chair and Dean are being proactive in creating incentives for the faculty to seek external funding. The Dean provides funding to mentor those who wish to seek such funding by supporting research interest group workshops and seminars to encourage the submission of grants to external funding agencies. There are existing collaborative ventures such as the use of history curriculum to enhance language courses taught through the various centers mentioned in recommendation #2, and the Chair has some creative ideas for possible future collaborations with other colleges. The Chair pointed out, however, that it would be helpful for the Department to receive credit for any grants that are collaboratively generated. This is apparently not happening currently. The Senior Vice President and the Dean commented that the University and the College are supporting grant-writing resources. It is the responsibility of the Chair to make sure faculty members are guided to seek out those resources.

Recommendation 5: Given the makeup of the Department with most of the faculty being tenured, and a wave of expected retirements in the near future, the department needs to develop strategies for cultivating future leadership. Important among these strategies is to take efforts to cultivate and integrate younger and more junior faculty into leadership roles and opportunities.

The Chair is thinking strategically and creatively in regard to future leadership and mentoring of junior faculty members. He is attempting to lead the faculty through an effective and ongoing strategic planning process using the strategic planning committee structure. This was addressed in #1. The Chair stated that one of his goals inside of the strategic planning process is to set forth a 10-year vision in which effective new leadership will emerge for the Department.

Recommendation 6: The Department should continue its efforts to recruit a more diverse faculty and student body.

The Department, in conjunction with the Office of the Associate Vice President for Equity and Diversity, should formulate and implement efforts to successfully recruit minority faculty members and students and achieve appropriate diversity. The use of annual reports to the Graduate Council should be considered as a way to encourage the department to work effectively toward this objective.

The Chair will follow up with the Associate Vice President for Equity and Diversity to form strategies for the recruitment of minority applicants when positions are announced and searches begin.
This memorandum of understanding is to be followed by annual letters of progress from the chair of the History Department to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

David W. Pershing
Robert D. Newman
James Lehning
Charles A. Wight
Donna M. White

Charles A. Wight
Dean, The Graduate School
February 22, 2011
1.4 Department review sheet
Include Department Review Sheet with information on student enrollment, majors, degrees granted, faculty headcount, and salary averages by rank. This document is prepared by the Institutional Analysis Office and distributed to you by the Graduate School (see sample, pg. 9). Provide narrative interpretation of the review sheet where appropriate.

**FACULTY AND STAFF**

<table>
<thead>
<tr>
<th>HISTORY</th>
<th>TENURE</th>
<th>CONTRACT</th>
<th>ADJUNCT</th>
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<tr>
<td>Number of faculty with Doctoral degrees</td>
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<tr>
<td>Number of faculty with Master's degrees</td>
<td>0</td>
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<tr>
<td>Number of faculty with Bachelor's degrees</td>
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<tr>
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<td>Laboratory Aides/Instructors</td>
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<tr>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

The OBI tables included with the Graduate Council report are required by the Board of Regents, but do not currently match the University of Utah's faculty classifications.
STUDENTS

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

<table>
<thead>
<tr>
<th>ACAD YR</th>
<th>Student Annual FTE</th>
<th>Faculty</th>
<th>Student FTE to Faculty FTE</th>
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<tbody>
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<td>Regular</td>
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<th>ACAD YR</th>
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<td>2001-2002</td>
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## FINANCIAL ANALYSIS

### HISTORY

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<td>2,908,019</td>
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<td>Reallocation</td>
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<td>Revenue Expense</td>
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<td>73,741</td>
<td>189,372</td>
<td>(120,635)</td>
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According to OBIA, the faculty head-count information given in the first of these tables refers to the situation as of November 2008. It does not take into account the three faculty who retired on June 30, 2009, nor the two faculty who resigned effective June 30, 2009, nor the faculty member who will retire effective December 31, 2009. The faculty FTE given in the second table seems to be head-count, not FTE (which was 27.5 in November 2008). For further detail on faculty strength, please see section 2.1 below.

The Department must, at the end of each year, balance its budget, and so while the Financial Analysis shows (in the Revenue-Expense line) violent fluctuations, the Department has, in every year under review, balanced the operating budget or had a surplus. As explained elsewhere in this Self-Study, only about 10% of the operating budget comes from hard funding, and the remainder must be patched together from other sources each year. For further detail on the Department budget, please see section 6.1 below.
1.4 Department review sheet
Include Department Review Sheet with information on student enrollment, majors, degrees granted, faculty headcount, and salary averages by rank. This document is prepared by the Institutional Analysis Office and distributed to you by the Graduate School (see sample, pg. 9). Provide narrative interpretation of the review sheet where appropriate.

## FACULTY AND STAFF

### HISTORY

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<tr>
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<th>Tenure</th>
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<td>Number of faculty with Doctoral degrees</td>
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<td>Number of faculty with Master's degrees</td>
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<tr>
<td>Number of faculty with Bachelor's degrees</td>
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</tr>
<tr>
<td>Other Faculty</td>
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</table>

### STAFF BY FULL-TIME, PART-TIME

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<tr>
<th>Staff</th>
<th>Full-Time</th>
<th>Part-Time</th>
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<tr>
<td>Administrative</td>
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<td>Secretarial/Clerical</td>
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<td>Laboratory Aides/Instructors</td>
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<tr>
<td>Advisors</td>
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<tr>
<td>Teaching/Graduate Assistants</td>
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<tr>
<td>Other Staff</td>
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<tbody>
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<td></td>
<td></td>
<td>Regular</td>
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<tr>
<td>402.0</td>
<td>48.2</td>
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<tr>
<td>492.7</td>
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<td>10</td>
<td>14</td>
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<table>
<thead>
<tr>
<th>ACAD YR</th>
<th>Majors</th>
<th>Degrees Conferred</th>
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</thead>
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<tr>
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<td>344</td>
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<td>124</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11</td>
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</tbody>
</table>


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

RE: Graduate Council Review  
College of Social Work

Dear Vice President Pershing:

Enclosed is the Graduate Council’s review of the College of Social Work. Included in this review packet are the report prepared by the Graduate Council, the College Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting. This review was previously submitted on December 13, 2010. Since that time, a revision has been made to the language in Recommendation 6 of the Memorandum of Understanding. This packet includes the revised MOU.

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

Sincerely,

Charles A. Wight  
Dean, The Graduate School

Encl.

XC: Jannah H. Mather, Dean, College of Social Work  
    Susan Olson, Associate Vice President for Academic Affairs
The Graduate School - University of Utah

GRADUATE COUNCIL REPORT TO THE
SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS

August 30, 2010

The Graduate Council has completed its review of the College of Social Work. The External Review Committee included:

Deborah Valentine, MSW, Ph.D.
Director, School of Social Work
Colorado State University

James Midgley, MSW, Ph.D.
Harry and Riva Specht Professor
College of Social Work
University of California, Berkeley

Michael Patchner, MSW, Ph.D.
Dean, School of Social Work
Indiana University

The Internal Review Committee of the University of Utah included:

Stephen Alder, Ph.D.
Assistant Professor
Department of Family and Preventive Medicine

Elizabeth A. Cashdan, Ph.D.
Professor
Department of Anthropology

Elaine Clark, Ph.D.
Professor
Department of Educational Psychology
COLLEGE PROFILE

Introduction

The following report was prepared by the Graduate Council's ad hoc review committee and is based on the College of Social Work's self-study materials, the reports of an external review committee, an internal review committee, and responses from the college to these reports. The review teams' reports share many emphases and agree on the overall strength of the college.

Overview

The College of Social Work at the University of Utah states its mission as follows:

The University of Utah College of Social Work contributes to shaping social institutions, policies, services, and interventions to prevent and alleviate human suffering; enhance individual, family, community, and global well-being; and promote social and economic justice. The mission is achieved through:

- Preparation of students for social work practice
- Contributing to the development of social work knowledge through research and practice intervention
- Active service in the community

The College of Social Work is a one-department college that offers the following degree programs: Bachelor of Social Work (BSW), Master of Social Work (MSW), and Doctor of Philosophy (Ph.D.). The college was established in 1937, offering a one-year certificate program until 1949. A two-year MSW program began and was fully accredited by the Council on Social Work Education (CSWE) in 1951. It has enjoyed continuous accreditation since then. The MSW is the terminal degree for social work practitioners. The BSW program was begun in 2000 and received initial accreditation from CSWE in 2003 with a reaffirmation of accreditation occurring in 2007. The college has granted a doctoral degree in social work since 1970. CSWE does not accredit social work doctoral programs.

Faculty

Three categories of faculty (tenured and tenure-track, auxiliary, and contract) exist in the College of Social Work. Data provided indicate that in 2009 there were 19 regular faculty members, 24 auxiliary faculty, and 28 contract faculty. During the fall 2009 semester, 34% of the courses were taught by tenured or tenure-track faculty, with 32% taught by auxiliary faculty and 34% by contract faculty. During the spring 2010 semester only 28% of the courses were taught by tenured or tenure-track faculty, 21% by auxiliary faculty, and 51% by contract faculty.
The auxiliary faculty performs many of the same functions as faculty in tenure-track positions, including involvement in curriculum and program development, student recruitment and advisement, course instruction and clinical supervision, and student and program evaluation. Non-tenure-track auxiliary faculty members are also able to chair doctoral student research supervisory committees with permission from the Graduate School. Although there are 24 auxiliary faculty in the college, the Ph.D. Handbook lists only 6 of these as being affiliated with the doctoral program and eligible to serve on doctoral supervisory committees (all with doctoral degrees and holding the rank of research professor or assistant professor/lecturer.)

The College of Social Work has a much more diverse tenure/tenure track faculty ("regular") than the university as a whole. Based on the numbers in the report compared to totals from the Office of Budget and Institutional Analysis, females comprise 52.6% of the regular faculty, compared to 28.2% for the university. Regular ethnic minority faculty comprises 26.3%, compared to 11.5% for the university. (Of the 43 regular and auxiliary faculty combined, 25 (58.1%) are female and 8 (18.6%) identify as an ethnic minority.) The college has a well-articulated plan for recruiting faculty who represent diverse backgrounds. A commitment to diversity is evidenced by the fact that the College of Social Work has housed the American Indian Social Work Program since 1970. A part-time diversity coordinator, who works to advise students and promote diversity, has been established since the last review. (Both the dean and the diversity coordinator were recently honored for diversity-related work by the University.)

College of Social Work faculty are actively engaged in research and scholarship. The research aims of the College of Social Work are achieved through the work of the Social Research Institute, the Utah Criminal Justice Center, Goodwill Initiatives on Aging, and the independent work of faculty and staff. Despite the low ratio of regular to auxiliary faculty and the relatively heavy teaching and service workloads in the college, scholarly productivity has continued to grow. Funding for research has steadily increased since 2005 to almost $5 million in 2009. Several faculty members have received national awards for their scholarship. Even so, publication levels apart from books remain somewhat low.

The average course load for full-time faculty is two courses per semester. Teaching effectiveness is high, with mean scores above 5 on a 6-point scale. Faculty vitae indicate that the faculty are appropriately prepared to teach the programs to which they are assigned; however, the college relies heavily on non-tenure-track faculty to teach courses in the BSW and MSW programs.

The service aims of the college are met through the work of students, faculty, and administration on local, state, national, and international levels. Several centers/institutes housed in the College of Social Work have service as a primary goal.

Retention, promotion and tenure (RPT) policies are written for both regular and auxiliary faculty. Auxiliary faculty expressed some confusion over the newly revised (2009) RPT standards. Faculty governance occurs during monthly meetings attended by regular and auxiliary faculty. The external review committee raised concerns about ways that each group addresses issues specific to their employment category.
Some auxiliary faculty members indicate that they feel insecure because their contracts are based on soft money and they report their workloads as "unbalanced." The issue of auxiliary faculty workload was raised in the 2004 Graduate Council review report, and it was noted then that auxiliary faculty who serve in both teaching and research capacities are especially vulnerable.

In addition, the college makes use of approximately 20 agency-based clinical faculty who serve as practicum coordinators and field instructors. Formal assessment procedures are in place to monitor their performance and the practicum experiences of BSW and MSW students.

**Students**

The BSW program typically admits between 25 and 30 students each semester, with a maximum of 60 students admitted in any cohort year. Data from the 2008-09 academic year indicate a total of 180 undergraduate majors. The MSW program currently admits approximately 105 students into its two-year program each year and 60 into the advanced standing program, for a total of 165 students. The MSW program also admits cohorts of approximately 25-30 students into both its distance and evening programs every three years. (Currently, approximately 345 students are enrolled in the MSW program.) The Ph.D. program currently admits between 5 and 9 students each year, with a small additional number—5 at the last intake in 2006—admitted as a cohort into the Technology-Enhanced Doctorate (TED).

The college has well-developed recruitment policies and procedures, and admission standards are appropriate. (Students admitted to the two-year MSW program have on average a GPA of 3.45, and those admitted with advanced standing have on average a GPA of 3.56. The average GPA for the evening program is 3.42. Students admitted to the Ph.D. program have an average GPA of 3.80.) Although the college’s degree programs are demanding in terms of curriculum and field practicum requirements, the majority of students complete their studies within established time norms. Ph.D. students, however, seem to be something of an exception, and this is a concern which should be considered as part of ongoing program assessments and adjustments.

The College of Social Work has a much higher percentage of diverse students than the university generally. The college undergraduate student body is 79% female and 24.6% minority, compared to the university, with an undergraduate student body that is 42.6% female and 13.6% minority. What is particularly impressive about the College of Social Work’s commitment to diversity is the effort put into recruitment and retention. The college participates in a range of career fairs, including one sponsored by the college itself, and a staff member serves as a one-quarter-time diversity coordinator.

Student morale is high and students report that they enjoy positive relationships with faculty and the college's administration. Mechanisms for input into the decision-making process are well established and effectively used, particularly at the bachelor’s and doctoral levels. Master’s level students are not quite as positive—probably a function of the
size and complexity of the master's program. Some master's students also felt that assessment was not as rigorous as it might be and that students were sometimes able to secure good grades with minimal effort. Students reported no serious concerns about future employment prospects. Most viewed the professional degree as an effective mechanism for securing regular employment in the social welfare and human services fields.

The College of Social Work prepares a large workforce to meet the mental health needs of communities in Utah. Further, there are programs serving target communities such as the preparation of American Indian students to become social workers to work on the reservations in Utah and surrounding areas. (Over 250 American Indians have graduated from the college in the past 40 years, and 93% took jobs working in American Indian communities.) There are many other opportunities for students to receive specialized training, including in substance abuse treatment, work with aging populations, public health, and forensics. These programs not only offer excellent opportunities to serve, but provide numerous possibilities for faculty research. The college also has extensive international research and training programs in Ghana, India, Botswana, and Mexico.

Particularly commendable are student community service activities, including those organized by bachelor's students even though most face severe time pressures.

Student financial aid is limited, although the college has effectively made use of external sources, and particularly the federal government's child welfare (Title IV-E) training funds to support students in the professional degree programs. However, financial aid for doctoral students would seem to be inadequate for the college to remain competitive in doctoral recruitment. Standardized financial aid packages to attract the best doctoral candidates should be developed and more vigorously used in marketing and recruitment efforts.

Although doctoral students are used to teach in the undergraduate and master's programs, a more systematic approach for recruiting and appointing teaching assistants is needed. The college currently offers a valued teaching practicum, and senior faculty often co-teach with doctoral students. However, doctoral students reported that mechanisms for securing teaching appointments were unclear, and often teaching assignments were allocated on an ad hoc basis, requiring doctoral students to negotiate with various faculty members for appointments. Since peer institutions are now insisting that candidates for assistant professorships have prior teaching experience, the college should develop a more coherent approach to utilizing doctoral teaching assistants.

**Curriculum and Programs of Study**

The College of Social Work offers the Bachelor of Social Work (BSW), the Master of Social Work (MSW), and the Doctor of Philosophy in Social Work (Ph.D.). All programs are soundly conceptualized, follow national norms for program structure and delivery, and provide students with a quality education.
**Bachelor of Social Work (BSW).** Consistent with accreditation standards, the BSW has a generalist perspective and is built upon a strong liberal arts base. The program allows for a broad range of educational experiences within the generalist framework. The admission requirements, course offerings, field practica, and graduation requirements are in line with BSW programs at leading universities. The BSW program is financially supported by a contract with the Utah Division of Child and Family Services (DCFS) through federal monies from Title IV-E of the Social Security Act. It has one tenure-track faculty, the director, affiliated with it.

Students who earn a BSW at the University of Utah essentially meet requirements for the first year of the two-year MSW degree program. However, due to accreditation issues and concerns about building student cohorts, the first year MSW courses remain separate from those taken by the BSW students.

**Master of Social Work (MSW).** The MSW, with a minimum requirement of 60 credits of graduate courses and field practica, is a two-year program of study with the first year being the foundation and the second year focusing on one of four domains—Forensic Social Work, Health, Mental Health, and Public Services. This structure, with a foundation year followed by a concentration year, is the normative model for MSW programs nationally. (Faculty members report that the majority of applicants are interested in the Mental Health domain. However, not all student requests for this specialization area can be accommodated due to a limited number of slots.) In addition to the four domains, the MSW program offers a wide variety of options for students who qualify, including: advanced standing (for those with BSW's); three emphases (Substance Abuse Treatment, International Social Work, and Social Work in Aging); a certificate program (Women's Health); and three joint degrees (MSW/MPA, MSW/MPH, and MSW/JD). Compared to other leading universities, this is a rich array of options offered to students. The requirements for admissions, class and field practica, and graduation requirements are comparable to those at other leading universities. As at the majority of MSW programs across the country, a thesis is not required in the University of Utah MSW program. Upon receipt of an MSW, students may elect to take the clinical licensing exam, which, if passed, gives them the Certified Social Worker (CSW) designation. After two years (4000 hours) of supervised clinical work, they receive the Licensed Clinical Social Worker (LCSW) designation without having to take another exam.

The College of Social Work additionally offers the MSW through an evening program, located on the University of Utah campus, and a distance education program, located at four different sites throughout the state. These programs are funded by Title IV-E funds through the Utah Division of Child and Family Services and are primarily geared to students who are employed by the DCFS.

**Doctor of Philosophy in Social Work (Ph.D.).** The Ph.D. Program began in 1970 as a DSW, which was changed to the Ph.D. in 1988. The purpose of the Ph.D. program is to train social work faculty members, researchers and empirically-based practitioners (referred to as “activist-scholars” who have potential to influence society and the global community). It includes research design, research methods, social policy, statistics,
professional seminar, educational theory, dissertation research, and elective courses. Additionally, students are required to take a teaching, research, or policy-practice practicum. Ph.D. programs in social work vary, but these requirements are fairly typical of schools of social work at leading universities. Qualifying exam content and process are similar to social work doctoral programs across the U.S. Doctoral students may complete their studies by selecting either a traditional dissertation or an alternative dissertation format: the Multiple Article Path (MAP). The MAP consists of an introduction, three publishable manuscripts, and a conclusion. For students interested in public administration, the Ph.D. program offers a dual degree option, the Ph.D.-MPA.

The College of Social Work offers a Technology-Enhanced Doctorate (TED), which has attracted national attention for its innovative approach to delivering a social work doctorate. The program is a cohort model, offering online courses as well as two consecutive summers of six weeks of intensive coursework. A new cohort, the third, began in the summer of 2010.

**Continuing Education.** In its 26th year, the College of Social Work offers an Annual Summer Institute in the Human Services that attracts participants from all over the country. Courses are approved for continuing education credit for social workers and psychologists. In collaboration with the Utah Division of Substance Abuse, the college provides non-credit coursework for working professionals and a 23-credit-hour undergraduate certificate in Alcohol and Drug Abuse Treatment.

**Program Effectiveness and Outcomes Assessment**

Both the BSW and MSW programs are accredited by the Council on Social Work Education. The past accreditation standards, under which both programs were accredited, require programs to assess their outcomes. Consequently, the college is adequately assessing student learning, program effectiveness, and program outcomes.

The College of Social Work employs a variety of procedures to assess its BSW, MSW, and Ph.D. programs. For the BSW and MSW programs, the college utilizes a variety of measurements that include course assignments and examinations, student discussion groups, field practicum assessments, field satisfaction surveys, alumni surveys, employer/supervisor surveys, and exit surveys. Both graduates and their employers are satisfied with the quality of education provided by the college regarding knowledge and skills to perform job duties, although both groups indicated a need for better clinical preparation.

The college has effectively utilized assessment data to enhance its programs. Results of the various assessment measures are provided to program administrators and are processed by the faculty for program review and enhancement. The Graduate Council Review Self-Study enumerates a host of program changes that were made as a result of the feedback obtained from the various assessment measures. These include admission decisions criteria; various aspects of the field practica; class schedules; program content, including diversity; peer mentoring; and the needs of international students.
Because the Ph.D. program is individualized and accommodates full-time, part-time, and distance students, assessment occurs both on the individual level and at the programmatic level by the Ph.D. director, advisors, and the faculty teaching in the program. There is little formal outcome data other than course grades, scores on the qualifying exam, and the quality of dissertation work. The Ph.D. program does not currently survey graduating students, alumni, and employers. Informal student feedback has been used to instigate change, including opening a student lounge, devising an alternative dissertation format, and changing the qualifying exams.

**Facilities and Resources**

As a result of recent development activities, the college has acquired a new building and partially refurbished its original building. Current physical facilities are of a high quality. Classrooms, offices, seminar rooms and meeting facilities are conducive to a positive working environment and provide a congenial opportunity for students to learn and interact. The college, and the dean in particular, are highly commended for bringing about these significant improvements in physical facilities.

Library and computer facilities are also of a high standard. Faculty and students alike reported that they encounter no difficulties in accessing journals, books, and databases for research purposes.

Staff support is excellent. The staff members are hard-working, dedicated to the college and its mission, and it appears that morale is high. Staff numbers appear to be adequate. The centers associated with the college contribute positively to its academic and research goals and also provide resources that further these goals. These programs are doing commendable work.

The college's total of 19 tenure and tenure-track positions is low, not only in terms of the norms established at comparable social work programs but in terms of the size of the student body as well as the recent expansion of the college's academic and research programs. Although the college is to be commended for launching a number of important initiatives, these have not been accompanied by commensurate increases in core faculty resources. The tenure and tenure-track faculty are hard-working and highly committed, but they are overextended. Although it is not unusual for Social Work programs at comparable research universities to make use of non-tenured and part-time faculty, the current ratio here is out of balance. The issue needs to be systematically reviewed and addressed in the light of current workloads, the size and complexity of the programs currently being operated by the college, the ratio of tenured and tenure-track faculty to auxiliary and contract faculty, and finally, the college's future in terms of scholarly output and reputation.
Progress has been made with regard to these earlier recommendations as follows:

Prior Recommendation 1. Examine the overall teaching and research role of the Social Research Institute (SRI): Participation of tenure-track faculty in SRI has grown, and it has been increasingly involved in pursuing competitive grants. The previous review’s concern about finding a “home” for the SRI would appear to have been unwarranted, and it continues to occupy a highly suitable facility in the southwest corner of the original Social Work building. 2010 reviewers did not raise concerns regarding the SRI.

Prior Recommendation 2. Individual faculty members should increase their efforts to obtain federal grants: The college implemented a Faculty Research Initiative. Strategies adopted under the initiative included the development by faculty of individual research plans and initiation by the dean of financial incentives for articles submitted ($250), articles accepted ($500), grants submitted ($500), and grants accepted ($1,000). Evidence suggests that faculty research productivity has indeed increased.

Prior Recommendation 3. Increase the presence of tenure-track faculty in the BSW program and doctoral advising: The college has hired a tenure-track faculty member, Dr. Patrick Panos, to direct the BSW program. Ph.D. program policies now stipulate that a student’s five-member dissertation committees must have a minimum of three College of Social Work tenure-track faculty serving as members.

Prior Recommendation 4. Modify undergraduate and graduate curricula, integrating multicultural issues, allowing MSW students to test out of some foundation courses, and replacing two practice research courses in the doctoral program with a qualitative research course and a program evaluation course: Both the BSW and MSW programs have diversity courses as part of their foundation curriculum: SW 3550, Social Diversity and Cultural Understanding; and SW 6111, Diversity and Social Justice, respectively. The Advanced Standing Program, which has been put into place since the last review, has, to a large degree, made the ability to test out of foundation courses in the MSW program a non-issue. Adjustments to the Ph.D. program have been accomplished.

Prior Recommendation 5. Explore the role and authority of the director of the doctoral program and expand role and authority as appropriate: Dr. Hank Liese, previously co-director, is now Director of Doctoral Studies. His role and authority are transparent and clear; he directs his program on a par with the directors of the BSW and MSW Programs.

Prior Recommendation 6: Be proactive in promoting and publicizing the accomplishments of the College to increase its visibility on campus: This has been accomplished; in fact, the College of Social Work Website not only “shows off” accomplishments of students and faculty, but highlights programs and donors to the college.
COMMENDATIONS

1. The College of Social Work has a positive national reputation for its academic programs.

2. The college has developed strong community and international partnerships to prepare a diverse group of students for work with diverse and underserved populations.

3. The college has a dedicated and talented faculty and strong administrative leadership.

4. The college has made successful efforts to enroll and support a diverse student body and attract a diverse faculty.

5. The college has developed innovative methods to increase revenue in order to improve facilities and other support for faculty and programs. Development efforts have resulted in a new building with technologically advanced equipment in spacious classrooms. The college has also developed a number of programs that increase funding, including evening and distance education, and continuing professional education. The college has cultivated and maintains strong relationships with state agencies and is able to generate income from state agencies as well as Title IV-E grant monies.

RECOMMENDATIONS

1. A systematic review of the current situation with regard to the numbers of tenured and tenure-track positions should be undertaken. Increasing the number of tenure-track faculty who have strong publication records and have grant writing experience (and potential to secure funds) is critical. As a number of tenured faculty members are nearing retirement, it is important that steps be taken now to ensure new junior faculty are hired so that there is continuity in teaching and administrative responsibilities, and growth in scholarly activity. While the auxiliary and contract faculty make a vital contribution to the college and its programs and are highly valued, a better balance in these numbers is needed.

2. A review of the current financial aid arrangements for recruiting the best doctoral students should be undertaken. Standardized financial aid packages should be developed to enhance the college’s competitiveness in doctoral recruitment.

3. The current external funding of the undergraduate program should be reviewed and steps should be taken to ensure that the program is placed on a more permanent funding basis. The undergraduate program is currently funded by the federal child welfare program and although there is no immediate concern about the continuation of these funds, the program deserves university support so that it can be placed on a sustainable footing.
4. The college should review the impact of having separate faculty in the BSW, MSW, and Ph.D. programs and of a possible "disconnect" between the BSW and MSW programs. Although cross-teaching currently occurs, there would seem to be room for expansion.

5. The culture of grading and student accountability should be addressed collectively by the faculty so as to counter grade inflation.

6. It is not clear if the current governance structure within the college is optimal in allowing for the needs of each of the three categories of faculty (tenured and tenure-track, auxiliary, and contract) and the needs of the college itself. Discussions with each group of faculty should be held to further investigate this possibility.

7. We encourage further focus on school-wide assessment outcomes with regard to doctoral students (including time to completion) as well as recently-adopted new CSWE accreditation standards identifying competencies for BSW and MSW programs. (While the self-study identifies numerous assessment measures and acknowledges the role of accreditation in program review and assessment, it does not specifically address the new accreditation requirements.)

Submitted by the Ad Hoc Review Committee of the Graduate Council:

Chris Lippard, Film and Media Arts (Chair)
Eric Hinderaker, History
Mary Lucero, Physiology
### FACULTY AND STAFF

#### SOCIAL WORK

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The OBIAs tables included with the Graduate Council report are required by the Board of Regents, but do not currently match the University of Utah's faculty classifications.

2009 Department Review | Data calculated by OBIAS
## STUDENTS

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

### SOCIAL WORK

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2009 Department Review | Data calculated by OBIA
# FINANCIAL ANALYSIS

## SOCIAL WORK

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2009 Department Review | Data calculated by OBIA
Memorandum of Understanding
College of Social Work
Graduate Council Review 2009-10

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on November 24, 2010, and concludes the Graduate Council Review of the College of Social Work. David W. Pershing, Senior Vice President for Academic Affairs; Jannah H. Mather, Dean of the College of Social Work; Mary Jane Taylor, Associate Dean of the College of Social Work; Charles A. Wight, Dean of the Graduate School; and Donna M. White, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on August 30, 2010. At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: A systematic review of the current situation with regard to the numbers of tenured and tenure-track positions should be undertaken. Increasing the number of tenure-track faculty who have strong publication records and have grant writing experience (and potential to secure funds) is critical. As a number of tenured faculty members are nearing retirement, it is important that steps be taken now to ensure new junior faculty are hired so that there is continuity in teaching and administrative responsibilities, and growth in scholarly activity. While the auxiliary and contract faculty make a vital contribution to the college and its programs and are highly valued, a better balance in these numbers is needed.

The College is hiring three tenure-track faculty members this year (2010-11) and, in part to make this possible, is decreasing their auxiliary roster by one. The Dean is looking particularly at candidates who have externally funded research in place and also who have strong records of publication. Title IV-E funds support 10 faculty positions in the BSW area. In a recent meeting with State officials, there was positive movement toward at least one more year of funding for those positions. There is a significant amount of SCH funding that could possibly be hardened for a regular faculty line. The Dean will follow up with the Sr. Vice President to look at future possibilities in this regard.
Memorandum of Understanding  
College of Social Work  
Graduate Council Review 2009-10  
Page 2

Recommendation 2: A review of the current financial aid arrangements for recruiting the best doctoral students should be undertaken. Standardized financial aid packages should be developed to enhance the college’s competitiveness in doctoral recruitment.

All doctoral students currently receive funding but it is based on TA, GA, or RA positions. To be competitive with other institutions’ offers, scholarships in the range of $15,000 per student are necessary. These offers have no work requirements attached. The Dean has prioritized development initiatives to raise funds for this purpose. The Vice President for Research, Thomas Parks, is working with the Dean to find ways to increase RA and other external support for doctoral students.

Recommendation 3: The current external funding of the undergraduate program should be reviewed and steps should be taken to ensure that the program is placed on a more permanent funding basis. The undergraduate program is currently funded by the federal child welfare program and although there is no immediate concern about the continuation of these funds, the program deserves university support so that it can be placed on a sustainable footing.

Addressed in action items under recommendation #1.

Recommendation 4: The College should review the impact of having separate faculty in the BSW, MSW, and Ph.D. programs and of a possible “disconnect” between the BSW and MSW programs. Although cross-teaching currently occurs, there would seem to be room for expansion.

Faculty members are collegial but they have traditionally stayed most connected within their own degree programs. The Dean has implemented some astute moves to integrate faculty members, thereby further encouraging a desirable “cross fertilization” amongst the faculty in the BSW, MSW, and PhD programs. For example, the Dean has scheduled herself to teach in the BSW program this spring. Additionally, she has reconfigured the advisory boards of the BSW and MSW programs so that the directors of each board will serve on the other’s board. Also, the Dean has made teaching assignments that will require BSW faculty to teach more classes for the MSW program.
Memorandum of Understanding
College of Social Work
Graduate Council Review 2009-10
Page 3

Recommendation 5: The culture of grading and student accountability should be addressed collectively by the faculty so as to counter grade inflation.

There has been ongoing, long-term discussion between the Dean, Associate Dean, and faculty regarding grade inflation. Although this issue is typically a faculty prerogative, MSW students brought the recommendation for more rigor in the MSW course work to the attention of the internal and external reviewers. The Dean will continue the conversations with the faculty and will meet with students to attempt to get more specific information from them regarding what needs to change in the curriculum to raise course standards. MSW Director Brad Lundahl is beginning a review of all courses in preparation for the College’s upcoming accreditation review. He is committed to ensuring that courses are challenging and relevant to students’ professional success. The College is primed for their accreditation site visit in January 2011 and the Dean has a retreat scheduled later in the spring to review and reflect on outcomes from both the Graduate Council and accreditation reviews.

Recommendation 6: It is not clear if the current governance structure within the college is optimal in allowing for the needs of each of the three categories of faculty (tenured and tenure-track, auxiliary, and contract) and the needs of the college itself. Discussions with each group of faculty should be held to further investigate this possibility.

The faculty classifications for the College are tenured/tenure-track and auxiliary. The auxiliary faculty fall under three groups: Full time lecturer or research; adjunct, who are part time and teach on a course-by-course basis; and clinical, paid and unpaid, who are out in the field evaluating students on their internships. Currently, all faculty members are thoroughly reviewed.

The Dean clearly summarized the review process as part of the College governance structure: Tenure track faculty are evaluated through the College RPT process; auxiliaries are evaluated first by their own auxiliary review committee (akin to the RPT process) and subsequently by the tenured/tenure-track faculty. Brad Lundahl has developed a process for making new adjunct hires whereby he does an initial assessment of past and future candidates and then calls the regular (tenured/tenure-track) faculty together to evaluate the candidates. Finally, clinical faculty are evaluated by their students and the faculty liaison assigned to each specific fieldwork project. The Dean or Associate Dean will hold discussions with each group of faculty to make sure that the current governance structure within the college is clear and as optimal as possible for the needs of the tenured/tenure-track, auxiliary groups, and clinical faculty members. The OBIA tables included with the Graduate Council Report are required by the Board of Regents, but currently do not match the University of Utah’s faculty classifications.
Memorandum of Understanding  
College of Social Work  
Graduate Council Review 2009-10  
Page 4

Recommendation 7: We encourage further focus on school-wide assessment outcomes with regard to doctoral students (including time to completion) as well as recently-adopted new CSWE accreditation standards identifying competencies for BSW and MSW programs. (While the self-study identifies numerous assessment measures and acknowledges the role of accreditation in program review and assessment, it does not specifically address the new accreditation requirements.)

The College has completely re-done their required competencies in preparation for their upcoming accreditation site visit. Dean Wight introduced some statistics on graduation rates and Dean Mather agreed that the College has been discussing an initiative to reduce the median time to earn the PhD degree to 3.5-4.0 years. Dean Mather will work with Dean Wight to hone these initiatives and further track graduation rates.

This memorandum of understanding is be followed by annual letters of progress from the dean of the College of Social Work to the dean of the Graduate School. Letters will be submitted each year until all of the actions described in the preceding paragraphs have been completed.

David W. Pershing  
Jannah H. Mather  
Charles A. Wight  
Donna M. White

Charles A. Wight  
Dean, The Graduate School  
February 22, 2011
President’s Report – Awards and Honors

1. Several of the University’s graduate level programs have improved in the *U.S. News and World Report* rankings with the College of Education showing the largest gain by moving up 25 spots to number 66 in the nation. The David Eccles School of Business MBA program moved up to number 44, a gain of 14 spots. The S.J. Quinney College of Law was recognized as one of the elite programs in the nation with a number 42 ranking. The science programs did well with mathematics ranked 30th, chemistry came in at 36th, biology moved up two spots to rank 56th, earth science ranks 45th and physics is ranked 63rd. Health Sciences also makes a strong showing with the medical school being ranked at 54th in the nation for research and 26th for primary care. The specialty of physician assistant training is 2nd in the nation and family medicine ranks 15th. Pharmacy ranks 16th, physical therapy comes in at number 19 and nursing is at 36th - up 11 places from the year before. Nursing-midwifery is ranked 8th. Other colleges with programs that fared well in the rankings were the College of Engineering, the College of Health, and the College of Fine Arts. The U’s Master of Public Administration program was ranked 51st in the category of public affairs.

2. For the fifth year in a row, a University of Utah student has been named as a Truman Scholar. Brandon Joseph Peart is one of 60 students elected to receive this prestigious honor. Peart, a double major in economics and political science, was selected from 602 candidates nominated by 264 colleges and universities. Scholars are chosen by an independent selection panel on the basis of leadership potential, intellectual ability, and likelihood of “making a difference.” Each panel typically included a university president, a federal judge, a distinguished public servant, and a past Truman Scholarship winner. Each Scholarship provides up to $30,000 for graduate study. Scholars also receive priority admission and supplemental financial aid at some premier graduate institutions, leadership training, career and graduate school counseling, and special internship opportunities within the federal government. Recipients must be US citizens, have outstanding leadership potential and communication skills, be in the top quarter of their class, and be committed to careers in government or the not-for-profit sector.

3. Jindrich Kopecek, distinguished professor of bioengineering and of pharmaceutics and pharmaceutical chemistry, was recently elected to the prestigious National Academy of Engineering. Professor Kopecek has been honored for his contributions to the field of engineering. He is noted for pioneering the use of chain-like molecules called polymers to deliver medicines to the targets. In receiving this honor he recognized the contribution of his students and postdocs. He now joins the elite group of 35 University of Utah faculty members, past and present, who have been elected to one of the National Academies during their careers.

4. Raymond Tymas-Jones, associate vice president for the arts and dean of the College of Fine Arts, was recently elected as president of the International Council of Fine Arts Deans. The International Council of Fine Arts Deans (ICFAD) was founded in 1964 and now has a membership of over 400 arts deans throughout North America and around the world. ICFAD focuses exclusively on issues that impact all creative units in higher education including fine and performing arts, arts education, art history, architecture and communication.

5. Z. Valy Vardeny, distinguished professor of physics and astronomy, was selected to serve on New Energy Technologies, Inc. Scientific Advisory Board. New Energy Technologies, Inc. is a developer of next-generation alternative and renewable energy technologies. Professor Vardeny is one of the
world's foremost experimental physicists, and is routinely invited to speak at important scientific conferences all over the world, including the Nobel Symposium on "Conducting Polymers" as well as the symposium for the 2000 Nobel Prize Award in Chemistry.

6. The University of Utah recently received two awards from the Distance Learning and Telemedicine (DLT) Grant Program which provides access to education, training and health care resources in rural areas. The first grant for $142,244 was to install video conferencing equipment at Northland Pioneer College, a community college that serves the Apache and Hope Reservation students. The distance learning system will not only be providing improved schooling but will also provide classes and professional training in critical need areas such as child welfare, juvenile justice, geriatric support, mental health, school counseling, family support, and domestic violence. The second award for $298,043 will connect the University’s Health Science Center and Health Care to eight hospitals, four clinics and three health centers. Clinical telemedicine will offer professional training and educational classes for patients and health care providers in seven rural counties of Utah.