

MEMORANDUM

DATE: September 14, 2009

TO: Randy Dryer, President
Board of Trustees

FROM: Ann Darling, Chair
Presidential Task Force on Media Education

RE: Final Recommendations

The purpose of this memorandum is to detail changes to the preliminary recommendations about the structure of the proposed Student Media Council and the rationale for those changes.

During the Spring Semester of 2009 Bob Avery, as Chair of the Student Broadcast Council, Glen Feighery as Chair of the Publications Council, and I had numerous conversations with a wide range of constituents about the proposed creation of a Student Media Council. We held special meetings with the following groups: current editors, directors, and station managers of student media outlets, local media professionals, ASUU leadership, ASUU membership, and on two occasions in combined meetings of the Student Broadcast and the Publications Council.

Each group gave us enormously helpful feedback. Some of that feedback simply helped clarify language, other feedback helped us strengthen language that protected student rights and responsibilities to free expression, and other feedback helped us clarify financial relationships so that entire outlets were not penalized if one student editor, station manager or director failed to complete her/his responsibilities effectively. We were able to successfully integrate all of the feedback offered by these groups.

With one very notable exception, each of the groups that we met with were supportive of the organizational structure that we were advocating, specifically the creation of two new positions to help organize, support, and advocate on behalf of student media work. In particular, students on the Student Broadcast Council, then leaders of ASUU and the students working with the Student Strategic Communication Agency were strongly in support of these two new positions. However, the students of the Daily Utah Chronicle were consistently and vehemently opposed to the creation of these two new positions. In addition, we all recognize that the current fiscal climate does not support the creation of two new paid positions. Therefore, in deference to the sentiments of the students of the Daily Utah Chronicle and in recognition of the current fiscal climate we now recommend that the SMC be created without the support of the two new advocate positions.



Report of the

University of Utah Media Education Task
Force

Ann Darling, Chair
Fred Esplin
Thad Hall
Chris Hill
Stayner Landward
Annie Nebeker Christensen
Wayne McCormack
Laura Snow

Executive Summary

Summary of Recommendations

Goal: Identify a structure that would allow and encourage growth in media production opportunities for students without jeopardizing independence of students or faculty.

Recommendation #1: Combine the current operations of the Publications and the Student Broadcast Councils into the operations of the newly formed Student Media Council. The Council will have responsibility for ensuring academic, creative, and journalistic freedom; overseeing the effective and efficient production of student media under its purview; and supervising responsible compliance with relevant local and federal broadcast regulations.

Recommendation #2: Composition of the Student Media Council will consist of a board with 9 voting members including 5 students, 3 faculty members (one of whom would be the chair), and 1 media professional. The Chairperson will be a tenured faculty member with experience in media production. In addition to the voting members of the council there shall be a variety of ex-officio non-voting members including at least the VP for Student Affairs (or designee), the University Council (or designee), the student Editor of the Daily Utah Chronicle, the student Station Manager for K-UTE, and the student Director of Student Strategic Communication.

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Charge from President Young

MEMORANDUM

DATE: June 8, 2006
FROM: Michael K. Young
SUBJECT: Media Training Task Force

I am writing to invite you to serve as member of a task force to explore ways we might enrich the educational experience of mass communications students by leveraging opportunities which we have through new and existing print and electronic communication.

As you know, we already have a number of resources to help us toward that end, including facilities in LNCO, *The Daily Utah Chronicle*, K-UTE and a variety of campus and community internships. With advances in digital technology (and the attendant new outlets through KUER and KUED) and the University's new relationship with College Sports Television (CSTV), we have an historic opportunity to build on that strong tradition to make the University of Utah an even stronger leader in the training of communications professionals.

I have invited Ann Darling (Communications) to serve as chair of the committee; the committee membership would include: Wayne McCormack (College of Law); Stayner Landward (Student Affairs); Chris Hill (Athletics); Thad Hall (Political Science); and Fred Esplin (Advancement). Laura Snow will serve as staff to the committee representing both me and the trustees.

I would anticipate that your work would take several months. Once the committee has completed its work, we will want to engage a larger group in discussing your findings and recommendations. Once that work has been done you will be invited to report on your findings to the Board of Trustees, the President's Cabinet, student groups, and community members as appropriate.

I have asked my office to schedule an introductory meeting for this group to review the committee charge. Thank you in advance for your willingness to lead this important task force.

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I. Issues with Student Media at the University of Utah

As we explored student media at the University of Utah, the Task Force examined student media platforms, both those currently in use and those made available by changing technologies. We then considered opportunities for expanded media, showcasing both the student activities on campus—from sports to fine arts—as well as university lectures and other events. Finally, we considered the audiences for such media, among students, faculty, and the broader university community. All of our conversations have been driven by the goal of preserving current excellent educational opportunities for our students as well as making more and different educational experiences available to them.

Student Media Platforms

Student media at the University of Utah currently spans print media (both *The Utah Daily Chronicle* and an array of print magazines and journals), radio (K-UTE), and television (*Newsbreak*). The level of service provided across these media segments varies in both quality and quantity. We consider each in turn.

Print Media: *The Daily Utah Chronicle* is generally recognized as an excellent student newspaper. It regularly wins national and regional awards for outstanding news work and it has maintained a strong readership at the University. In addition, there are currently 19 magazine and journal publications that are supported by the Publications Council. These student-focused publications serve a wide variety of student populations on campus and provide an outlet for many different types of student expression.

Radio: Radio at the University of Utah is currently provided by K-UTE. This radio station is a low-wattage service that broadcasts on an AM frequency with a range of 3 miles and on the Internet in streaming audio. K-UTE is available in the residence halls as well. The governance of K-UTE has become a major issue in recent years, with ASUU support for K-UTE waning because of questions regarding its relevance to campus life and the programming it is able to offer.

Television: The primary student-operated service is *Newsbreak*, which is a production of the University of Utah Department of Communication. Students who participate in *Newsbreak* learn all aspects of the television production process and receive credit for participation in this course.

There are also increased technological changes that are occurring that potentially enhance availability of student media platforms. These include:

Digitalization: The University of Utah has two well-developed professional media—KUED television and KUER radio—that are currently moving to digital frequencies. Digital media have the advantage of allowing for multiple signals to be broadcast on a single frequency. A digital receiver can receive up to four signals on the same channel. For example, with a digital signal, KUER can have KUER-A, the current KUER, as well as KUER-B, KUER-C, and KUER-D that can broadcast different programming. One of these alternate channels could

broadcast student media. Similarly, it might be possible for KUED to provide alternate signal service for student media.

The Mountain: The schools in the Mountain West Conference have affiliated to create a cable presence for all of the member institutions. This cable presence provides each university with an outlet to showcase their best and brightest in both athletics and academics.

New Media: Even without digitalization, new media—especially streaming audio and video—provides an important outlet for student activities. All of the demand-side activities noted above can be used to highlight the numerous activities that occur every day on the campus of the University of Utah. For example, *Newsbreak* currently streams its broadcast over the Internet.

Student Media Content Opportunities

The opportunities for student and University media coverage are considerable. Consider the following (listed in alphabetical order) sources that are either under-exposed or unexposed to media at present.

Fine Arts: The University of Utah has numerous fine arts programs that perform and serve the university and broader Utah community. The departments of Dance, Music, and Theater, for example, hold performances and recitals each semester. These could be made available to the public through student media production work.

Lecture Series: The University of Utah holds numerous public lectures each week. For example, the Hinckley Institute of Politics in the College of Social and Behavioral Science holds more than 30 lectures each semester. The College of Humanities has become a campus leader in sponsoring world- renowned intellectuals, poets, leaders, photographers, and musicians. In addition, the Tanner Humanities Center, the Law School, and other schools and departments in campus hold regular lectures that can be made more widely available to the community with better student media.

Medical Center: University of Utah's medical campus is widely recognized as one of the best in the nation and the work that they do is on the cutting edge of medicine. There are numerous lectures, press events, and other activities ongoing on the medical campus that are of interest to the broader Utah and national community.

Broader Faculty Involvement in National Research: Faculty at the University of Utah are conducting research on a broad array of questions and problems in the social and behavioral sciences, the humanities, and the hard and natural sciences. These faculty are often communicating through the Internet and other media to their peers and the broader public regarding their research and the implications of this work. Student media production could engage students in the enterprise of communicating about research and also reach a broad student population.

Athletics: Although certain athletic events are available on local and national media, there are more than 60 sporting events held each year at the University of Utah in sports as varied as

baseball, gymnastics, softball, and soccer. Many, if not most, of these sports are not available via existing media to students, faculty, or alumni who cannot attend the events.

II. Audiences for Student Media

Currently *The Daily Utah Chronicle* is read primarily by the students, faculty, staff and administration of the University of Utah. There are numerous additional communities that might be served by a reorganization and expansion of student media. The following communities might be engaged with expanded student media opportunities.

Utah Residents: In many ways, the University of Utah is in competition with its neighboring schools, including BYU, in communicating to the broad Utah community regarding the work we are doing at the University. This communication is critical not only for attracting high-quality students, but also for helping those well-trained students be well placed in the media market upon graduation. Expanding student media opportunities might also help to inform key opinion leaders and policy makers about the various activities that are ongoing at the University. The University of Utah is one of the key engines of economic growth and social well-being in the state; informing the public regarding our work is critical to ensuring that the University fulfills its social obligation as well as receives the resources it needs to maximize its benefit to the State of Utah.

Prospective Students: The ubiquitous use of the Internet by young Americans means that the Web presence of the University of Utah is key to attracting high-achieving prospective students. Having more video presence online—of athletics, lectures, fine arts, and other activities—can give prospective students a stronger sense of the University community. As academic recruiting becomes more competitive, the University of Utah needs to have an effective tool for communicating with these highly technology-savvy students. In addition, it needs to have a technology-savvy campus on which these students can flourish and showcase their talents.

Faculty and Current Students: The amount of activity that occurs daily on the University of Utah campus is overwhelming. Between lectures, sporting events, fine arts performances/exhibits, and special events, it is difficult for any one person to attend all of the interesting events that occur on campus. This is especially true given the commuter nature of the campus community. Having more campus events available online or on a broadcast medium would allow students and faculty alike to participate in a greater number of campus events. It also allows faculty to use these events as material in courses, given its online presence.

Faculty have an interest in better integrated media. Given the ability of the University to use the Internet to highlight its high-achieving faculty, this tool can be used to increase awareness of university research and to promote our best and brightest faculty, which has obvious benefits in national rankings and in faculty recruitment and retention.

Alumni: Active and supportive alumni are critical for the health of a university. Alumni are critical sources of private funding and are the best advocates with policymakers regarding the need to support the University. Having an active electronic media presence will allow the University to communicate more effectively with its alumni. For example, with a more effective

and integrated media presence, the University would be in a position to “push” information—via email or via a “scroll” on the bottom of University television programming—to alumni that would then pull them into the University’s Internet and campus life. Sports alumni can be made aware of sporting events, political science graduates of relevant political talks, and science majors of science lectures. As more individuals are pulled into the University community, they become better able to benefit from and support the work that the university does.

III. A Vision for Student Media at the University of Utah

A narrow view of the charge of the Task Force would be to determine how KUTE, the Publications Council, and the Student Broadcast Council should be governed, individually. However, few media today operate as independent entities and projections suggest that trend will continue. Student media at the University of Utah are no exception. For example, students who leave the University to go into print media need to understand how Internet media operate, as all print media develop expansive and enhanced Internet presence. Likewise, electronic news outlets often bring individuals from the print media into their newscasts—for example, *Washington Post* reporters who appear on NewsHour—or individuals who transition from one media to the other. Given the integration that is occurring throughout media internationally, the University should likewise develop a more integrated method for preparing students for this complex and integrated media environment.

Integrated student media has several benefits for the University community. First, it allows us to leverage the new media opportunities—from expanded digital services and from the Internet—across all of our media. Digital television content, for instance, can be streamed online and often can also be broadcast over the radio. Likewise, student publications like *Enormous Rooms* and *Quarterly West* can be published in print and online and individual writers can read their stories for broadcast on radio or television as part of an ongoing program series.

Second, integrated student media allows for integrated academic services to be developed for students. Students across campus—from communication majors to computer science and business majors—can all be a part of an integrated media organization that supports all media. All campus media need content, web support, and business support for its activities. By having one entity, there is a central point where such curricula can be sought from respective departments.

Third, a broader view of campus media recognizes that there are several aspects of media that are currently missing from the University’s portfolio that are common on other campuses. For example, many major universities have student public relations offices that support—in conjunction with the University’s main public relations office—the public relations needs of various on-campus clients, including faculty, specific departments, or university-wide initiatives.

Finally, advertisers/underwriters who are interested in purchasing sponsorships would be provided with more options for reaching various niches in the University community if there were an integrated media presence. Without an integrated media presence, it is difficult for advertisers/underwriters to penetrate the University’s market without making numerous unique contacts on campus.

This vision is not unique to the University of Utah. The Task Force, with the help of faculty and students in the Department of Communication, examined models of integrated media on other campuses, including the Universities of Texas, Arizona, Southern California, Illinois, and Alabama as well as UCLA, Colorado State, Oregon State, Texas Tech, and Louisiana State. These universities have well-developed, integrated media governance structures that effectively serve their student, faculty, and broader communities. There is no reason to re-invent the wheel; we can draw lessons from these other universities and apply these lessons to the University of Utah's needs for media services.

Therefore, in the following sections we provide an overview of the governance structure of a new student media organization, the structure of this organization, and the services this entity can provide, as well as a general statement about the resources needed to make this an effective educational experience and enterprise that promotes fully the interests of the University of Utah.

Governance

The Task Force proposes the creation of the University *Student Media Council (SMC)*.

The SMC will be a standing committee of the University of Utah created by and responsible to the Board of Trustees through the Chair of the Student Media Council. Appointments to the SMC will be made by the Board of Trustees. The SMC will have jurisdiction over the production of various student media.

The SMC will have responsibility for ensuring academic, creative, and journalistic freedom; overseeing the effective and efficient production of student media under its purview; and supervising responsible compliance with relevant local and federal broadcast regulations.

The SMC will consist of a board with 9 voting members composed as follows:

Five students representing a broad range of student needs and interests. Students will be required to apply for membership on the SMC. Student membership will be recommended by the Chair of the SMC and appointed by the Board of Trustees.

Three faculty members appointed by the Board of Trustees, including: one (1) faculty member from the Department of Communication; one (1) faculty member appointed by the Academic Senate; and one (1) faculty member from the School of Business. Each faculty member shall have a term of office of three years, with staggered appointments. Membership may be renewed once. The member from the Department of Communication can serve a longer term with the approval of the Board of Trustees. One of these faculty members will Chair the SMC.

Two media professionals. One individual should have primarily business experience and one shall have editorial experience in the operation of communication media. Each media professional's term of service will be two years with staggered appointments. Nominations for these appointments will come from the Council.

One professional with interest and/or experience in some aspect of media production.

In addition to the voting members of the USMC, there shall be a variety of ex-officio, non-voting members to the Council. These include at least the Vice President for Student Affairs or designee, the University Counsel or designee, the student Editor of the Daily Utah Chronicle, the student Station Manager of K-UTE, and the student Director of Student Strategic Communication.

Student Media Organizational Structure

The media under the SMC will be structured with three (3) divisions, as follows (see Appendix A):

Media Services: The current media governed by the Publications Council will be shifted to the SMC. This includes *The Daily Utah Chronicle* and the magazine/journal publications supported by the Publications Council. We emphasize here that this move will not affect the editorial independence that the *Chronicle* currently has, nor will it affect the Constitutionally-protected independence of all print and electronic media.

Additionally, the current media governed by the Student Broadcast Council (K-UTE) will now be governed by the SMC. Any new television media production developed by/for students will be done under the auspices of this division. This division will coordinate with the current *Newsbreak* production done by the Communication Department, but not subsume that production. Underpinning all of the media activities supported by the SMC will be new media: Internet, streaming audio and video, and similar communications. This group will provide technical support for the other divisions and assist in projecting the University's media to the larger online world.

Creative Services: This division will work in conjunction with the University of Utah's Marketing and Communications department to provide public relations services to the University of Utah community. This student public relations entity will initially work on University of Utah projects but in the future might compete for projects within the Salt Lake City area as well.

Business Services: Also underpinning these media activities will be business services. This division will be in charge of the budgeting, accounting, procurement, and other activities necessary to run the various USMC divisions. The business services division will provide advertisers and underwriters with a single point of contact for supporting or advertising in student media. It will also provide student media with a single point of contact for engaging in services from vendors, such as printing services (for student publications).

Curricular Support

The SMC can only be an effective entity at the University of Utah if there is a strong level of curricular support for this initiative. Such support will be required from several different parts of the University community, but the Department of Communication will be a cornerstone in the provision of curricular support for this initiative.

In order to develop a comprehensive understanding of how such curricular support might be provided, interested faculty in the Department of Communication met regularly over the course of 2007 Fall semester. In these meetings, they determined how the current Department of Communication curriculum can support the recommendations made by the Task Force. They discussed courses within the Department of Communication as well as across the campus that would offer important curricular support to the work of the SMC. The result of those discussions is presented here in Appendix B.

At this time, neither the Task Force nor faculty members in the Department of Communication feel that it is their role to make decisions about which particular courses should be required or recommended for students working in student media. This is a decision that the SMC could consider once it is created.

Additionally, the course listing provided in Appendix B is incomplete. This course listing presents clear evidence that there is a rich array of courses that might offer the type of curricular support necessary to make the work of the SMC successful. Other departments, from Computer Science and Business to Political Science, English and Athletics, may also be in a position to provide direct curricular support for the SMC.

Proposed Initiatives

The Task Force discussed a number of different initiatives that might be explored should these recommendations be adopted. One particular potential initiative was discussed in greater detail and is included here only as an exemplar. The Task Force generated no specific recommendations about new initiatives that should be supported with the development of the SMC.

Video Capture and Production for CSTV

The University has the opportunity to contribute 60 hours per year for broadcast on College Sports TV network. We could create an internal service that would provide the network with tapes of approximately 30 events per year (10 athletic events, 10 lecture-type events, and 10 arts events, such as a music or dance performance). Depending on rights, this content could also be made available from our website.

This proposal is based on the following assumptions.

1. The University wishes to provide students with the opportunity to acquire and prepare materials for broadcast. Because this would be a student educational experience, the quality would not be expected to be comparable to ESPN sports broadcasts but should be the best quality we can deliver with our economy equipment and student employees. This is something new for the University, as our existing resources address highly produced public television programs or self-contained video scoreboard shows (no audio) in two specific venues. There will be some experimentation to find the right balance (YouTube/ESPN).

2. This service would require a producer dedicated to the project on a full-time basis for the first year. The producer would gather and document the requirements for the service, create the equipment RFP, coordinate the selection, purchase and integration of the equipment, recruit and train contractors that would capture 30 events and create all of the processes for scheduling, taping, and delivering the event to CSTV.
3. The equipment would allow us to cut the program together during the live capture, requiring minimal post edit. Post-production edits would be limited to U branding only.
4. The University would provide closed captioning as required by FCC for broadcast. We have recently developed a method for closed captioning (about \$1300 per hour) that we can offer for \$300-\$500 per hour of material.
5. The University would NOT, however, provide support for network insertion of commercials, etc. For example, a 48 or 66 minute event would result in a 48- or 66-minute production that the network could use in any way their rights allow.
6. The University would like to retain the rights to these materials to play on the Web. The producer would compress the video in such a way that it could be delivered on the Web. The University might also find it valuable to have the rights to broadcast these materials on KUER, KUED or KUEN, but they would be responsible for editing them to fit their individual programming and scheduling slots.

IV. Financial Information

Creating the SMC to oversee all student media programs on campus will combine existing and new components.

Institutional Funding is a key component of making this a successful venture. It will be used to provide capital funding for initial purposes in the first year and then to provide support for the fledgling components of the Council while student fees, development, and advertising/underwriting are growing.

Funding currently exists for the *Chronicle* and other small student publications through the Publications Council. Student radio and broadcast organizations are loosely organized and have some methods of funding but will benefit from integrated organization and enhanced funding. The final component is the creation of a student creative services agency, which currently does not exist.

This plan is formalized on the assumption of moving forward with the recommendations at the beginning of fiscal year 2009. Although this is a rapid change, it provides a solid foundation to use existing structures and resources to begin to develop more expansive media education opportunities for students.

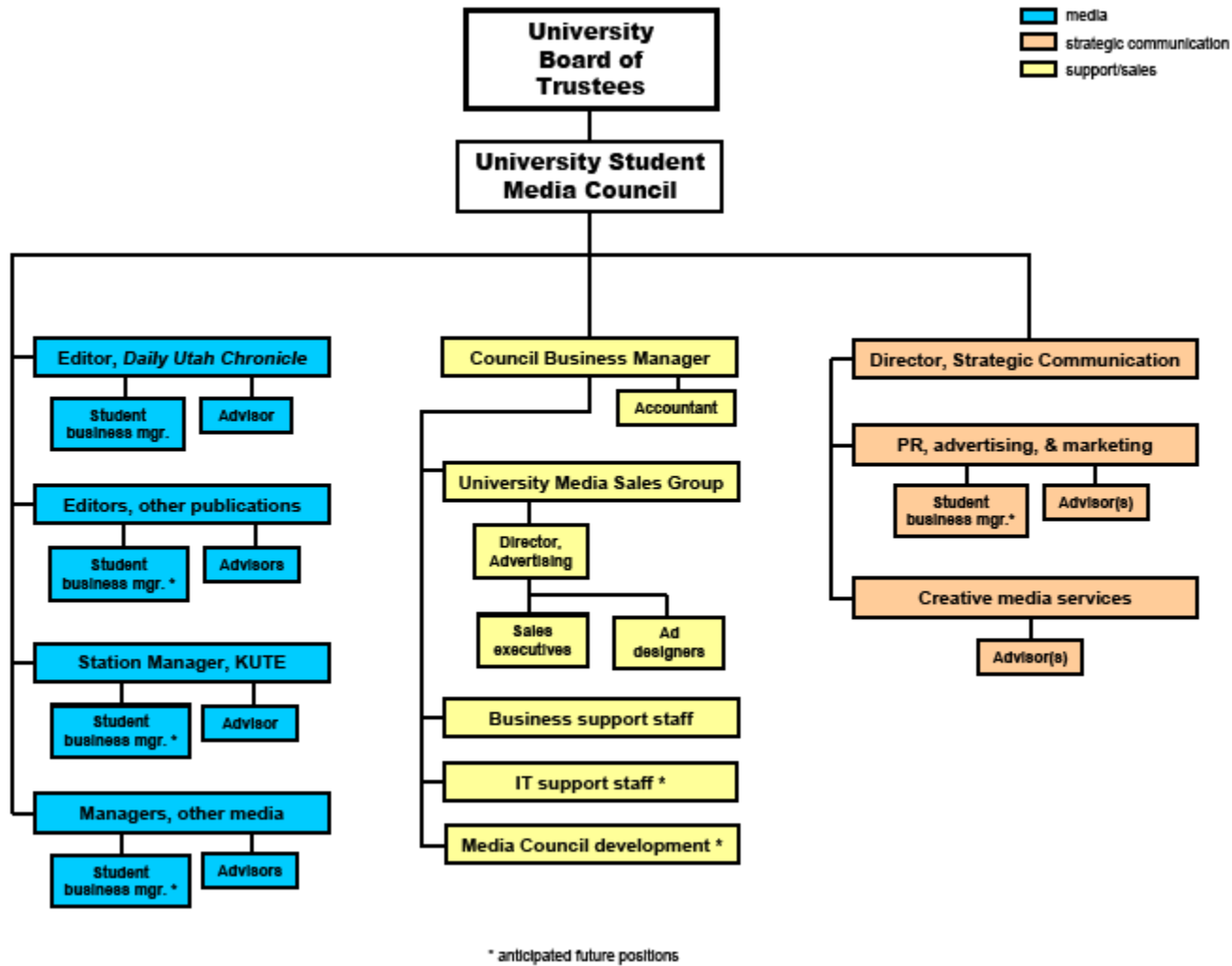
Council Funding

The overall plan involves the Council receiving funding in the form of student fees, institutional support, development, and advertising/underwriting. This is allocated to the various components and to the General & Administrative Operation of the Council. The plan is for initial support from the institution to be high and slowly taper over the course of five years. This support will be replaced by increasing student fees, development, and advertising/underwriting.

Each component of the council will pay a percentage of the General & Administrative operation costs. Expenses of the Council include the salaries and benefits of full and part-time council-wide personnel, and the expenses necessary for their work.

Revenues – consisting of advertising, underwriting, and creative services – will be generated by the Council sales force.

Appendix A: Organization Structure



Appendix B: Convergence Curriculum

Convergence Curriculum • Department of Communication

Print Media (Text and images; print & online)	Electronic Media (Audio & video; broadcast, cable, & online)	PR Agency (Integrated media)
* 1610 Intro to News Reporting and Writing * 3600 The Editing Process * 3660 Intermediate Reporting 4620 Magazine Writing 4670 Specialty Reporting (Political, Sports, Environmental, Business, Opinion) * 1530 Intro Photography 2530 Photojournalism * 4570 Visual Editing 5000 Documentary Photography * 3610 Internships/Practicum 3620 Editorial Conference * <u>New</u> : Workshop/short course for editors of campus publications	1510 Radio-Television Performance and Production * 3510 Intro to Web Design 3520 Radio Journalism * 3555 Convergence Journalism 3560 Intro to Visual Media 3570 Newsbreak 4520 Television Journalism * 4570 Visual Editing * 5510 Advanced Web Design * 3610 Internships/Practicum <u>New</u> : Broadcast sports reporting <u>New</u> : Workshop/short course in media performance <u>New</u> : Workshop/short course in Webcasting/Podcasting	* 3670 Principles of Advertising * 3680 Advertising Analysis and Planning * 4580 Public Relations Theory and Practice * 4590 Strategic Communication Writing * 5580 Public Relations Cases and Campaigns * 5590 Integrated Marketing Communication * 3610 Internships/Practicum <u>New</u> : Sports Public Relations

Notes:

- Boundaries are permeable—students may cross-train.
- Asterisks (*) indicate “essential” courses for particular areas.

Convergence Curriculum • Fine Arts

Print & Electronic

Electronic

PR Agency

<p>3100 Intro: Net-Designing for the Web 3200 Experimental Animation, Video, and the Web 3350 Introduction to 3-D Computer Graphics 3400 Introduction to Digital Visual Effects 3600 Writing for New Media 3700 Multimedia Graphic Design for the Arts 4100 Interactive Media Design</p>	<p>3600 Writing for New Media 3730 Beginning Video Production and Editing 3910 Video Editing Theory and Certification 3915 DVD Authoring and Certification 4100 Interactive Media Design 4250 DVD Design & Authoring 4350 3-D Modeling and Rendering 4360 3-D Dynamics and Motion 4500 Advanced Motion Graphics 4730 Advanced Video Editing and Production @ Utah Film</p>	<p>3600 Writing for New Media 4100 Interactive Media Design</p>
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Convergence Curriculum • supporting the PR agency

From Department of Communication:

COMM 1020, Principles of Public Speaking
COMM 1610, Introduction to News Writing & Reporting
COMM 4580, Public Relations Theory & Practice
COMM 5580, Public Relations Cases & Campaigns
COMM 3670, Principles of Advertising
COMM 3680, Ad Media Analysis & Planning
COMM 5590, Integrated Marketing Communication
COMM 3170, Introduction to Organizational Communication
COMM 3190, Intercultural Communication
COMM 3200, Persuasion Theory and Practices
COMM 4170, Applied Organizational Communication
COMM 3600, The Editing Process
COMM 4610, Magazine Writing
COMM 1530, Basic Photography
COMM 3550, Principles of Visual Communication
COMM 3510, Introduction to Web Site Design

From Department of Communication (cont.):

COMM 5710, Communication Research
COMM 4560, Visual Media Production I
COMM 5560, Visual Media Production II
COMM 5510, Advanced Web Design
COMM 5300, Mass Communication Law

From Department of Art and Art History:

Non-major courses in art and design

From Department of Marketing:

MKTG 3000, Marketing Vision
MKTG 3010, Principles of Marketing
MKTG 4020, Marketing Management
MKTG 4450, Marketing Research
MKTG 4500, Introduction to Advertising
MKTG 4510, Advertising Management

From Department of Management:

MGT 3500, Principles of Management
(for non-majors)

From Department of Accounting:

ACCTG 2010, Financial Accounting

From Department of English

ENGL 2500, Introduction to Creative Writing

From the University Writing Program

WRTG 3015, Professional/Technical Writing
WRTG 3016, Business Writing
WRTG 3510, Grammar and Stylistics
WRTG 4200, Writing Popular Nonfiction
WRTG 3600, Grammatical Writing and Editing

Other

Courses that help students develop an area of industry expertise, e.g., International Studies; Public Policy; Behavioral Science and Health; Parks Recreation, and Tourism; Political Science; Family and Consumer Studies; or Exercise and Sport Science.

Appendix B: Membership of Presidential Task Force

Ann Darling, Chair (Associate Professor, Department of Communication)
Fred Esplin (Vice President, Advancement)
Thad Hall (Assistant Professor, Department of Political Science)
Chris Hill (Athletics Director)
Stayner Landward (Dean of Students)
Annie Nebeker Christensen (Dean of Students)
Wayne McCormack (Professor, College of Law)
Laura Snow (Assistant to the President and the Board of Trustees), staff to the committee representing both the President and the trustees

Appendix C: Individuals and Groups Consulted By the Task Force

Department of Communication: James Anderson, Robert Avery, Mark Bergstrom, Louise Degn, Craig Denton, Danielle Endres, Glen Feighery, Jim Fisher, Suzanne Horsley, Tim Larson, Hector Postigo, David Vergobbi, Ron Yaros

Hinckley Institute of Politics: Jayne Nelson

Daily Utah Chronicle: Danyelle White, Jacob Sorenson

New Frontier: Sawaiba Khan

ASUU: Jacob Kirkham

K-UTE: Robert Avery, Alfred Quinn, Jake Fawson, Mary Gould

Office of Marketing and Communication: Mark Woodland

The following people met with individuals from the Task Force but did not meet with the entire Task Force:

Board of Trustees: Randy Dryer, Spence Kinard

KUED Manager: Larry Smith

KUER Manager: John Greene

Media Solutions Director: Paula Millington