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UTAH SYSTEM OF HIGHER EDUCATION
STATE BOARD OF REGENTS

MEMORANDUM

March 6, 2002

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: The Biennial Assessment and Accountability Report - 2002

Report

The Biennial Assessment and Accountability Report for 2002 contains data gathered by the institutions and the Commissioner's Office in four major areas: student learning and instructional quality, efficiency and effectiveness of degree completion, faculty productivity, and access to higher education. The student learning and instructional quality section includes pass rates on national and statewide certification and licensure examinations and enrollment and graduation data in high demand fields. Statistical analysis on comparative data between years 1999-00 and 2000-01 indicates that 90 percent or more of Utah students passed 74 percent of the certification and licensure examinations for which scores were available. With the exception of one institution, Utah students met or exceeded national norms on the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), and the Medical School Admission Test (MCAT) at institutions where scores were received. Enrollments in high demand fields of computer science, engineering and technology, nursing, and education rose modestly; the effect of S.B. 61 on enrollments in computer science and engineering and technology is still too early to assess. The Utah Department of Workforce Services data on placements of graduates and the number of openings in these fields will be available later this year. Data on the nursing shortage also will be available this year.

A study of the efficiency and effectiveness of degree completion revealed that with the exception of the Associate of Arts Degree, all other degree programs demonstrated a modest decline in the number of credits to graduation. Faculty productivity most often met and exceeded Regents' standards with faculty teaching eleven percent more student credit hours than in the previous year. A study of access to higher education in the eleven Utah counties with the lowest college attendance revealed that attendance rose in six and declined in four. One stayed the same. All of these counties are without a college campus within county lines.

Overall, the Utah System of Higher Education institutions performed well in the four areas covered by the report. Issues that the system needs to address are found in the

UNIVERSITY OF UTAH Salt Lake City 1850	WEBER STATE UNIVERSITY Ogden 1889	SNOW COLLEGE Ephraim 1888	COLLEGE OF EASTERN UTAH Price 1937	SALT LAKE COMMUNITY COLLEGE Salt Lake City 1947
UTAH STATE UNIVERSITY Logan 1888	SOUTHERN UTAH UNIVERSITY Cedar City 1897	DIXIE STATE COLLEGE St. George 1911	UTAH VALLEY STATE COLLEGE Orem 1941	UTAH COLLEGE OF APPLIED TECHNOLOGY Statewide 2001

recommendation section of the report. The serious FY 2002 and FY 2003 budget cuts are sure to impact future performance in these four areas.

<u>Commissioner's Recommendation</u>

It is the recommendation of the Commissioner that the Regents review the attached report, raise questions, make suggestions for future reports, and accept the Biennial Assessment and Accountability Report for 2002. It is also recommended that the impact of the FY 2002 and FY 2003 budget cuts be included in the next accountability report.

Cecelia H. Foxley, Commissioner

CHF/PCS
attachment

THE UTAH SYSTEM OF HIGHER EDUCATION

THE BIENNIAL ASSESSMENT AND ACCOUNTABILITY REPORT

by
Phyllis C. Safman, Ph.D.
David Colvin

March 14, 2002

BIENNIAL ASSESSMENT AND ACCOUNTABILITY REPORT 2002

Introduction

The Utah System of Higher Education (USHE) and the State Board of Regents (SBR) are committed to being fully accountable to the people of Utah, the Utah Legislature, the Governor, and the many stakeholders who support and participate in Utah's public higher education system. The Biennial Assessment and Accountability Report 2002 highlights major findings of performance indicators for the academic year 2000-2001.

The Biennial Assessment and Accountability Report 2002 is a demonstration of the Regents' commitment to accountability as stated in their Master Plan 2000.

The Board of Regents will be accountable to the people of Utah by reporting on education efficiency, effectiveness, and the quality of student learning outcomes.

The performance measures below provide comparative data for measuring improvement in student learning and institutional performance. They also provide management information that supports USHE's efforts to become more effective and efficient in the delivery of higher education. The performance measures include four broad categories, with eight subcategories, that were agreed upon by legislative representatives, institutional representatives, and the Commissioner's Office. These include: student learning and instructional quality, efficiency and effectiveness of degree completion, faculty productivity, and access to higher education.

Performance Measures

Educating students is the core mission of the USHE. Performance indicators in higher education should have three major characteristics: (1) They should be tied primarily to student learning. (2) They should provide management information that guides the system towards improvements. (3) They should provide benchmarks against which to compare system performance over time.

Student Learning and Instructional Quality

The "Student Learning and Instructional Quality" indicator is demonstrated in four sub-categories: Pass Rates on Professional Certification and Licensing Examinations; Pass Rates on the Graduate Record Examination, the Law School Admission Test, and the Medical College Admission Test; the General Education Pilot Assessment; and Graduates in High Demand Fields.

1.   **Pass Rates on Professional Certification and Licensure Examinations**

Student performance on licensure examinations is one measure of how well students are being prepared. How well they perform once they are on the job is a more powerful indicator of

preparation. At this time, financial realities preclude collection of work performance data on recent graduates. Thus, test scores become a proxy for this information.

General agreement was reached among USHE stakeholders that a benchmark of student preparation is the percentage of tests in which 90 percent or more of the test-takers pass, or, in the case of the Certified Public Accounting (CPA) examination, the percentage of students who score above the national average of 27.7. In 2000, 77 percent of the examinations were passed by 90 percent or more of the test-takers. In 2001, with an overall increase of 24 percent in the number of test takers (940 students), 74 percent of the examinations were passed by 90 percent or more of the test-takers. Given the addition of 940 test-takers, the decline is insignificant. In addition, other factors may interfere with student success on a particular exam, such as test anxiety, illness, and other personal problems. The decline, though insignificant, also may be due partially to data gathering issues. Some test agencies do not send student scores to the institutions. In many cases the institutions are not told if the score represents the first, second, or third try for the student, although the number of times a test is taken does not necessarily correlate to test-takers' competence in the work place. Some fields require test-takers to pass an examination in order to practice, such as medicine, nursing, engineering, and accounting. However, USHE students, like those across the country, continue to struggle with the Certified Public Accountant (CPA) examination. Although on average the percentage of University of Utah students who passed the CPA examination was above the national average of those passing the first time, most test-takers must take the examination multiple times before they are able to pass.

The Regents will continue to track student progress on these certification and licensure examinations. (See Attachment 1, page 9).

2.   **Pass Rates on the Graduate Record Examination (GRE), the Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT)**

While all academic and applied technology education programs require in-class examinations, not all lead to a state or national examination requirement. However, special graduate and professional examinations are required by graduate, law, and medical schools. Attachment 2 demonstrates the number of students taking these tests and the comparison scores between 1997-98 and 1999-2000. Average national scores are included. Attachment 2 indicates that most Utah students in 1999-2000, and for whom there are data, performed at or above the national average on all three national tests. Thirty percent fewer students took the GRE in 1999-2000. Students from the University of Utah, Utah State University, and Weber State University raised their scores on the GRE while students from Southern Utah University (SUU) demonstrated a decline. Even so, Utah students scored well above the national average on all parts of the GRE. While almost nineteen percent fewer students from the University of Utah took the LSAT examination, both the University of Utah and Southern Utah University students scored at or above the national average. The number of students from the University of Utah who took the MCAT in 1999-00 rose by 23 percent. Those taking the MCAT scored above the

national average on all parts of the examination. Scores from both the LSAT and MCAT are available to the institutions under two conditions: 1) students give permission to release their scores to their institutions; and 2) there is an official designated test representative on campus. Not all campuses meet the second condition. (See Attachment 2, page 10).

3   General Education Pilot Assessment

The Statewide General Education Taskforce directed a faculty-led assessment of four courses taken by most students in their first two years of higher education. The purpose of the assessment was to answer the question, "How do we know that students are learning in these classes?" The General Education Taskforce had spent several years in assisting system-wide faculty to arrive at common goals, or competencies, that are shared by the individual disciplines across the system. In the Spring of 2001, faculty administered both pre- and post-tests in four courses: Mathematics 1050, Economics 1740, History 1700, and Political Science 1100. The Economics, History, and Political Science courses fulfill the American Institutions requirement as determined by state law. Test items were based on content central to each course.

Researchers assessed the percentage of improvement between pre- and post-tests. In all four courses, data analyses concluded that there was significant learning between the pre- and post-tests; in some instances, student scores indicated a 169 percent improvement. The next assessment of these courses will be conducted in Fall, 2002. Results will be discussed in a subsequent accountability report.

4.   Graduates in High Demand Fields

Shortages of trained individuals appear to exist in the fields of engineering, computer science, education, and nursing. The State Department of Workforce Services is gathering data to assess how many positions in these fields are unfilled in Utah. These data may be available later this year. In addition, the Nursing Leadership Forum, a group of nursing deans, directors, and hospital personnel, is collecting data that will address the issue of nursing shortages in Utah. These data will be fully analyzed and available in the Spring of 2002. USHE data indicate that the percentage of graduates in nursing increased almost six percent while enrollments in nursing programs grew only by 12 students between 2000-2002.

Data on the percentage of education graduates who now teach in Utah's public schools have been updated. Utah State Office of Education (USOE) data indicate that of the teachers who graduated with Level I licenses, the provisional license granted to new teachers for a three-year period, 55 percent are now teaching in Utah's public schools. Less than one percent accepted teaching positions in private schools in Utah. Others accepted positions out-of-state or did not enter the field within the first two years of graduation. Earlier data suggested that fewer than 50 percent with Level I licenses actually accepted teaching positions. Data are expected to be updated later this year. Attachment 3 (p.11) shows that the number of persons enrolled in teacher preparation programs has increased two percent between 2000-01 and 2001-02.

Enrollments in computer science and engineering have grown, presumably, with the incentives provided by S.B. 61, "Enhancements to the State Systems of Public and Higher Education." The statistics on enrollments in computer science and engineering require some explanation. The University of Utah, Utah State University, and Southern Utah University accept students into their computer science and engineering and technology programs who meet specific requirements. However, Weber State University and the community colleges accept any student who declares an interest in these fields. Thus, enrollment numbers for these institutions are not comparable to those of the other USHE institutions. While it is important to know how many students are either majors or interested, of more importance is the number of graduates prepared to practice in these fields.

Findings from a comparison of the number of enrollments and graduates in these high demand fields (2000-01, 2001-02) reveal that enrollments in computer science increased by almost five percent in 2001-2002 while those in engineering grew by three percent. The numbers of graduates in computer science were almost even between 1999/2000 and 2000/01. The number of graduates in engineering between the same period declined almost three percent. However, the legislative initiative (S.B. 61) to increase the number of graduates in engineering and computer science went into effect during the 2001-2002 academic year. The number of students who will take advantage of the tuition loans is expected to grow as more students become aware of the opportunities afford by S.B. 61. The Regents will continue to track enrollments and graduation data. (See Attachment 3, page 11).

Efficiency and Effectiveness of Degree Completion

The State Board of Regents is committed to graduate its students as efficiently as possible. Native students, those who commence and complete their studies at the same institution, pursue a bachelor's degree with a minimum of 120 to 126 credits. Students pursuing an associate's degree take a minimum of 60 to 69 credits to completion. Transfer students, those who begin their studies at one institution and complete them at another, typically require additional credits, particularly when students have not completed an associate's degree, although much has been done to facilitate transfer throughout the USHE. Attachments 4 and 5 indicate the average number of credits to graduation. In addition, an efficiency rating was calculated to demonstrate the percentage of credits accumulated. The ideal score, which is the lowest number of credits taken (60 or 120), is "1."

5.   **Graduation Efficiency: Bachelor's Degree Completion**

While credits to graduation vary among institutions, the system as a whole decreased four-tenths of a credit to graduation. Native students realized a decrease of six-tenths of a credit while transfer students realized a decrease of two-tenths of a credit, the first decreases realized by the system in several years. This is especially important in light of student behavior: they change majors, work part- or full-time while attending school, and take additional courses to become marketable in today's uncertain work place. At the same time, the institutions continue to address

barriers to timely completion of educational goals by reducing bottleneck courses, improving academic advising, and strengthening course articulation among institutions to facilitate transfer. However, during the next year the impact of budget cuts upon degree completion will need to be assessed.

Regents' policy (R465) facilitates transfer between and among institutions, particularly for students who complete their general education requirements at one institution and transfer to another. These students can move directly into their third year of study if they plan carefully and enroll in elective courses that apply to a baccalaureate major of their choice. As the findings indicate, the USHE has made gains in transfer efficiency. Currently, the Chief Academic Officers are engaged in a project that will list collections of courses, called emphases or specializations, that are available among lower-division courses at community colleges and that may apply to majors in the four-year schools. These will be listed on the AdviseUtah Website so that students can be properly informed as they make course choices during their first two years of undergraduate study. As the emphases and specializations are identified and listed on the AdviseUtah Website, the USHE can expect to see even greater efficiency as students transfer from two-year to four-year programs. In addition, a transfer guide, which shows how each course transfers to other institutions, is included on the AdviseUtah Website.

The Office of the Commissioner may want to study the issue of the divisor used to calculate graduation efficiency. Currently, the divisor represents an ideal number of credits required for a baccalaureate degree (120 credits). Few students earn only 120 credits. The reality of timely completion may also mean that the divisor is raised slightly to reflect course taking patterns and academic requirements. However, this adjustment will not preclude institutional responsibility for managing time to graduation. Attachment 4 demonstrates credits to graduation for both native and transfer students in baccalaureate degree programs along with efficiency ratings. (See Attachment 4, page 12).

6.   Graduation Efficiency: Associate Degree Completion

Marginal gains were made in reducing the number of credits to graduation for the associate degree, except for the Associate of Arts Degree which saw an increase of 1.2 credits. An associate degree generally requires a minimum of 60 to 69 credits for completion. The reality for associate degree students is the same for baccalaureate students: they change direction in their studies, work part- or full-time while attending school, and take additional courses to become marketable in today's uncertain work place.

Attachment 5 shows a comparison of the number of credits and efficiency ratings for all associate degrees in1999/00 and 2000/01. While the number of credits students took fluctuated within individual associate degrees, general decreases in the number of credits were realized. The Associate of Applied Science dropped by five-tenths of a credit while the Associate of Science dropped by six- tenths of a credit. These gains may appear minimal. However, associate degree students in state colleges and universities often enroll simultaneously in upper-division courses

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which inflate the number of credits to graduation. Thus, declines in number of credits to graduation may reflect efforts by the institutions to be more efficient. The Office of the Commissioner may want to assess the accuracy of the divisor (60 credits -AA, AS and 69 credits - AAS). (See Attachment 5, page 13).

Faculty Productivity

The Regents approved standard weekly teaching contact and credit hour loads for full-time faculty at universities, state colleges, and community colleges. The standards assure that faculty resources are efficiently and effectively allocated throughout the system. The standards are intended to improve student learning by fostering reliance upon the use of full-time faculty. However, student population growth at the community college level has necessitated the use of additional part-time adjunct faculty.

7. **Faculty Teaching Workload**

The State Board of Regents' standards are based on the type of institution, taking into account its mission. While every institution has as its core mission the education of students, research universities require faculty to spend some portion of their time in research; metropolitan universities require faculty to spend some of their time in scholarly pursuits; and community college faculty are expected to spend most of their time with students. No matter what the institutional mission is, faculty are expected to participate with students in instructional settings. As Attachment 6 demonstrates, in 2001 all faculty generated 1,336,911 student credit hours, an increase of 11 percent over the previous year. (Student headcount for 2001 is 134,939, a 6.8 percent increase over the previous year). Full-time faculty taught 63.3 percent of all student credit hours. Part-time adjunct faculty and graduate students taught 37.7 percent of all student credit hours. The national average for part-time faculty teaching at higher education institutions, as reported by the American Association of University Professors and the National Center for Education Statistics (2001), ranged from 43 to almost 50 percent, the higher percentages found in two-year schools with part-time adjunct faculty teaching in the social sciences and humanities. On average, Utah has kept the proportion of part-time faculty relatively low (33.5 percent). However, use of part-time faculty is a necessity if some institutions, typically community and state colleges located in growing communities, are to meet the demands of expanding student populations and budget shortfalls. Attachment 6 demonstrates the percentage of course work taught by type of faculty at each institution along with the number of credit hours generated by each institution's enrollments. (See Attachment 6, page 14).

Another way to assess how faculty use their time is to compare their weekly contact and credit hours spent with students with the Regents' standards. Attachment 7 demonstrates that faculty at eight of the nine institutions are either meeting or exceeding standards for each type of institution. Utah Valley State College (UVSC) dropped slightly below on contact and credit hours. Involvement in four-year programs has altered faculty responsibilities. Perhaps, the benchmark for UVSC should be reconsidered to reflect its changing mission. (Attachment 7,

15).

Access to Higher Education

In 1999, Utah Governor Michael O. Leavitt asked that the USHE raise participation rates by ten percent over the next five years among the ten rural counties that traditionally have the lowest participation rates in higher education and no central campus within their boundaries.

8.   **Access to Higher Education in Rural Areas**

The State Board of Regents is committed to make public higher education available to all Utahns. Comparisons were made between the years 1999/00 and 2000/01 of the eleven counties with the lowest participation rates. In order to maintain the cohort of ten from 1999-00 for comparison, one county needed to be added because one of the original ten counties was no longer among the lowest ten. In 1999-00, participation among the 18 to 29 year olds ranged from 8.4 to 19.5 percent. During 2000-01, participation among the 18 to 29 year olds ranged from 10.4 to 21.7 percent. All eleven counties experienced growth among their college-age populations. Box Elder's college age population grew by 686. However, college participation rates declined in four counties, and one stayed the same. Uintah, Kane, and Box Elder Counties saw marginal declines in college participation. Duchesne, which grew by almost four percent in its college-age population, lost almost four percent of its college participants. Grand, Tooele, San Juan, Juab, Beaver, and Morgan Counties saw modest increases in college participation. The ability of the USHE to fully serve these counties may be compromised because of the budget shortfall. The Regents will continue to monitor participation rates in these counties. (See Attachment 8, page 16).

Recommendations

The biennial assessment findings provide the State with useful information on how the Utah System of Higher Education is performing in the areas of instructional quality and student learning, graduation efficiency, transfer efficiency, high demand needs, faculty productivity, and educational access in counties without higher education campuses. However, there are additional areas of improvement that the USHE will want to address.

1.   General Education assessment will need to be continued if the citizens of Utah are to fully understand the benefits of General Education in college degree programs. Resources to hold faculty meetings and collect and analyze data will be needed to continue this work.

2.   Resources to advertise AdviseUtah, the Web-based advising tool now available to all Utahns, are needed if high school, college, returning adult, international, graduate, transfer students, and parent/community members are to take advantage of the wealth of information contained on the Website. In addition, a transfer guide is now on the

AdviseUtah Website and will assist students who expect to transfer. Community college emphases will now be listed with all academic and applied technology education major programs. The Website will require monitoring to keep it relevant and up-to-date. Student and community use of the AdviseUtah Website will be tracked.

3. The next biennial report will contain preliminary information on the Utah College of Applied Technology, the 10th and newest institution in the USHE. Data on student participation, faculty workload, and transfer will be gathered and reported.

4. Legislators and educators have raised questions regarding concurrent enrollment, its quality, and if students enrolled in concurrent enrollment actually complete their degree programs with fewer credits. A longitudinal study that tracks concurrent enrollment students from high school graduation through college graduation should be undertaken.

5. The next biennial assessment and accountability report ought to include information on what the USHE institutions did to accommodate the State's budget shortfall. Budget cuts will impact each institution and may affect student learning.

6. Use of part-time adjunct faculty may be cost-effective, particularly for community and state colleges with community college missions, but does it impact the quality of instruction? Resources are needed to address this issue.

7. As Utah's demographics change and more persons of diverse ethnic and racial origins seek higher education within the USHE, the institutions need to find more effective ways to identify these students and track their educational progress. The USHE will evaluate different methods for proper identification and tracking. Inclusion of these data is planned for future reports.

8. A subsequent accountability report will contain data gathered from the Utah Department of Workforce Services on positions filled and open in the high demand fields of computer science, engineering and technology, teaching, and nursing. Other data sources will be available on the latter two fields. Some assessment will be made on the relative success of S.B. 61.

9. Statistical analyses should be conducted to determine the number of credits needed for graduation by degree. Current numbers, 120 for a baccalaureate and 60-69 for an associate degree, may be idealistic without basis in the reality of academic requirements and student course-taking patterns.

ATTACHMENT 1
Pass Rates on Professional Certificates and Licensure Examinations by Percent
2000 and 2001

Exam	Number		U of U		USU		WSU		SUU		Snow		Dixie		CEU		UVSC		SLCC	
	00	*01*	*00*	*01*	*00*	*01*	*00*	*01*	*00*	*01*	*00*	*01*	*00*	*01*	*00*	*01*	*00*	*01*	*00*	*01*
Comm. Disorders	42	25	91	100	95	96														
Foods/Nutr.Diete.	19	22	100	80	100	100														
Engineering	277	300	100	82	100	97														
Law Utah Bar	94	102	89	95																
MD License	101	95	100	97																
Nurse Practitioner	6	26	100	100																
Nurse RN Lic.	523	666	93	90	85	94	85	83					NA	100	86	80	85	91	90	92
Nurse Midwife Lic.	4	12	100	92																
Nurse Prac. PN	551	470			100	100	96	98			100	100	100	100	88	89	92	94	97	96
Nurse Assistant	68	227							100	100	NA	83	91	83						
Medical Lab.Tech.ASCP	2	2																	100	50
Medical Asst. CMA	12	3																	100	66
Phy. Assis. Lic.	31	32	97	88																
Phy. Therapy & Asst.	39	26	100	100																
Occupa.Ther.Asst.	16	12																	88	92
Pharmacy Lic.	34	44	100	100																
Therap. Recreation	27	27	100	100																
Acc. Rec Tech.HIT	10	10					90	90												
Radiography	NA	79					NA	95												
Cln..Lab.MLT/CLT	15	23					93	96												
Clin. LabMT/CLS	16	11					75	97												
Den.Hyg.Na. Brd.	41	75					97	100					92	100			100	100	100	100
Den. Hyg.Reg. Brd.	50	43					91	100											100	100
Paramed. Certif.	38	46					97	100					90	100						
Radio. Prac. Asst.	NA	12					NA	100												
Radio.Tech.Na.other	65	23					100	100											100	
Medical Sonograph	9	42					100	100												
Resp.Ther. CRT	24	21					80	81												
RRT Written	5	6					100	100												
RRT Clinical Sim.	NA	6					NA	83												
Radiation Therapy	11	32					100	92												
Radio. Tech MRI	15	17					100	100												
Radio. Tech CT	19	16					100	100												
Nuclear Med.Certif.	5	15					100	100												
Prof. Human Res.	NA	13			NA	91														
Comp. A+ & CNA	16	21							100	100	NA	100								
CISCO&Microsoft	NA	4									NA	100								
CPA Exam 1st	NA	111	NA	27.9	NA	25	NA	20	NA	14.5										
Criminal Just.POBC	59	95																	100	100
Criminal Just.Res. Train	70	86																	96	99
Cosmetology	87	104									100	82			NA	100			95	99
Pharmacy Tech.	5	4									83	75								
Auto ASE	74	35							100	100			80	97			93	NA		
Pro. Flight (all)	598	156											100	100			100	96		
EMT	266	382											100	88			85	98	89	94
Res .A/C & Heat	5	2															100	50		
Lt.Comm. A/C & Heat	6	3															67	0		
Comm. Refrigeration	8	1															63	100		
EPA Refrig. Handling	35	13															86	77		
Firefighter I	361	473															89	91		
Firefighter II	NA	323															NA	93		
Inspectors Lic.	17	15															94	94		
Apprt. Elec.& Plum	47	222							100	NA			100	72			90	NA		
Architec. CDT	18	14																	89	64
Contractors Lic.	45	36															95	90	100	100
Lineman Fed.&1,2,3	28	173															100	89		
Total Count	3914	4854																		

Source: USHE Institutional Research Directors.

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ATTACHMENT 2
Pass Rates on Graduate Record Examination (GRE), Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT) with National Comparisons
1997/98 and 1999/00

	U of U		USU		WSU		SUU		USHE Average Score		National Average Score	
GRE *	97/98	99/00	97/98	99/00	97/98	99/00	97/98	99/00	97/98	99/00	97/98	99/00
Number taking exam	256	194	256	211	48	18	33	33	593	456	NA	9875
Verbal Score	487	497	485	489	472	480	473	458	484	490	478	472
Quantitative Score	583	593	609	616	531	575	550	506	588	597	562	555
Analytical Score	590	623	596	613	548	595	578	557	589	612	565	578
LSAT **												
Number taking exam	352	297					NA	29				
Over all score	154.4	154					150	151			151	151
MCAT **												
Number taking exam	181	223										
Verbal Score	8.6	8.5									7.8	7.8
Physical Sci. Score	9.1	9.2									8.2	8.2
Biological Sci. Score	9.5	9.5									8.4	8.3
Writing Score	14.4	NA									14.0	NA

* UVSC GRE results could not be released because of insufficient numbers.
** LSAT and or MCAT scores are not avaliable unless students give permission to release the scores and the institution has designated an official test representative.

Source: USHE institutional reports on test scores obtained from the Educational Testing Service (GRE), Association of American Medical Colleges, Medical College Admission Test Section (MCAT),and the Law School Admission Council (LSAT).

ATTACHMENT 3
Enrollments and Graduates in Computer Science, Engineering, Teaching, and Nursing
2001 and 2002

	High Demand Occupations	Associate Degrees		Bachelors Degrees	Masters Degrees	Doctoral Degrees	Total Degrees		Total Enrollments	
		AAS	AA/AS				99/00	00/01	00/01	01/02
U of U	Computer Science			71	7	2		80	321	318
	Engineering & Tech.			213	68	30		311	1054	1151
	Education			90	174	20		284	838	731
	Nursing			141	63	4		208	505	509
USU	Computer Science			197	66			263	426	470
	Engineering & Tech.			194	71	7		272	626	701
	Education			404	189	15		608	1705	1825
WSU	Computer Science	3	44	173				220	753	837
	Engineering & Tech.	21		80				101	597	604
	Education			207	40			247	898	906
	Nursing	181	82	66				329	527	554
SUU	Computer Science			32				32	99	91
	Engineering & Tech.			15				15	15	45
	Education			300	95			395	861	878
SNOW	Computer Science	4	17	0				21	118	139
	Engineering & Tech.		21					21	61	82
								0		
	Nursing		15					15		
DSCU	Computer Science		40	0				40	283	313
	Engineering & Tech.		10					10	57	54
	Education							0	0	0
	Nursing	9						9	10	15
CEU	Computer Science		2					2	25	24
	Engineering & Tech.	5	11					16	154	99
								0		
	Nursing	25	22					47	58	70
UVSC	Computer Science	15		31				46	534	590
	Engineering & Tech.	39						39	245	196
	Education			51				51	118	188
	Nursing	73						73	190	172
SLCC	Computer Science	14	43	0				57	1367	1321
	Engineering & Tech.	18	45					63	943	949
								0		
	Nursing	118	60					178	238	220
USHE										
	Computer Science	36	146	504	73	2	754	761	3926	4103
	Engineering & Tech.	83	87	502	139	37	871	848	3752	3881
	Education	0	0	1052	498	35	1579	1585	4420	4528
	Nursing	406	179	207	63	4	811	859	1528	1540

Source: IPEDS 1999-00 and 2000-01 (degrees) and USHE Fall Third Weed Extract Files 2000-01 and 2001-02 (enrollments).

ATTACHMENT 4
Graduation Credit and Efficiency Ratios for Native and Transfer Students - Bachelor's Degree
1999/00 and 2000/01

	All Students				Native Students				Transfer Students			
	Ave. Credits		*Rating		Ave. Credits		*Rating		Ave. Credits		*Rating	
	99/00	00/01	99/00	00/01	99/00	00/01	99/00	00/01	99/00	00/01	99/00	00/01
U of U	140.0	141.3	1.17	1.18	137.6	138.4	1.15	1.15	142.3	143.9	1.19	1.20
USU	143.0	141.7	1.19	1.18	138.6	138.1	1.16	1.15	148.5	146.3	1.24	1.22
WSU	142.7	144.3	1.19	1.20	137.7	139.7	1.15	1.16	151.5	152.5	1.26	1.27
SUU	151.4	147.7	1.26	1.23	145.0	143.9	1.21	1.20	155.9	151.1	1.30	1.26
DSC	NA	138.7	NA	1.16	NA	NA	NA	NA	NA	138.7	NA	1.16
UVSC	151.3	145.9	1.26	1.22	146.1	141.4	1.22	1.18	160.1	152.6	1.33	1.27
USHE	142.8	142.4	1.19	1.19	138.9	138.3	1.16	1.15	147.5	147.3	1.23	1.23

* Rating is the average credits taken by graduates, divided by the number of credits (120) required for the degree

Source: USHE Graduation Extract Files 1999-00 and 200-01.

ATTACHMENT 5
Credit and Efficiency Ratios for Community College Graduates - Associate Degrees
1999/00 and 2000/01

	Degree	Average Credits to Graduation		Efficiency Rating*	
		99/00	00/01	99/00	00/01
USU	AAS	98.1	107.7	1.42	1.56
	AS	84.5	85.2	1.41	1.42
WSU	AA	82.7	86.0	1.38	1.43
	AAS	97.5	102.1	1.41	1.48
	AS	81.8	82.5	1.36	1.38
SUU	AAS	121.3	108.0	1.76	1.57
	APE	99.2	0.0	1.46	0.0
SNOW	AA	73.0	74.4	1.22	1.24
	AAS	73.9	70.8	1.07	1.03
	APE	102.2	92.2	1.50	1.36
	AS	69.9	70.1	1.16	1.17
DSC	AA	75.8	78.0	1.26	1.30
	AAS	89.7	97.8	1.30	1.42
	APE	91.0	98.0	1.34	1.44
	AS	73.7	75.0	1.23	1.25
CEU	AA	66.3	66.4	1.11	1.11
	AAS	78.6	85.9	1.14	1.24
	AS	60.0	63.7	1.00	1.06
UVSC	AA	83.3	78.7	1.39	1.31
	AAS	95.7	92.1	1.39	1.34
	AS	84.9	78.9	1.42	1.32
SLCC	AA	86.9	89.0	1.45	1.48
	AAS	90.8	90.1	1.32	1.31
	APE	94.3	97.9	1.39	1.44
	AS	77.8	77.0	1.30	1.28
USHE	AA	78.8	80.0	1.31	1.33
	AAS	94.3	93.8	1.57	1.56
	AS	77.4	76.8	1.29	1.28

Source: USHE Graduation Extract Files 1999-00 and 2000-01.

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ATTACHMENT 6
Percent of Course Work Taught by Level of Faculty in USHE Institutions, 2001

	Student Credit Hours	Regular Full Time Faculty	Regular Faculty Overload	Part-time Adjuncts	Teaching Assistants
U of U	297,461	70.4%	0.5%	20.4%	8.7%
USU	245,453	57.5%	4.7%	30.8%	7.0%
WSU	175,664	61.1%	9.3%	29.6%	0.0%
SUU	73,611	77.0%	4.5%	18.5%	0.0%
Snow	43,667	70.7%	6.9%	22.4%	0.0%
Dixie	61,247	54.1%	9.6%	36.3%	0.0%
CEU	30,574	70.3%	1.8%	27.9%	0.0%
UVSC	205,106	46.4%	6.2%	47.4%	0.0%
SLCC	204,129	40.9%	6.0%	53.1%	0.0%
USHE	1,336,911	58.2%	5.1%	33.5%	3.2%

Source: USHE 2002-03 Data Book.

ATTACHMENT 7
Average Weekly Contact and Credit Hours Compared to Regents' Standards, 2001 and 2002

	Average Weekly Contact Hours		Regent Standard -R485	Average Weekly Credit Hours		Regent Standard -R485
	00-01	01-02		00-01	01-02	
UofU	10.57	11.23	10	10.99	11.59	9
USU	12.12	11.44	10	11.58	11.04	9
WSU	14.00	14.07	13	12.67	12.58	12
SUU	12.47	12.81	13	12.09	12.48	12
Snow	*23.28	23.40	16 to 19	*17.30	18.10	15
Dixie	16.65	16.73	16 to 19	15.32	15.01	15
CEU	17.90	19.63	16 to 19	15.29	16.87	15
UVSC	15.72	14.61	16 to 19	14.44	13.56	15
SLCC	21.38	17.76	16 to 19	15.87	14.46	15

* Snow South's predominantly ATE mission raises hours significantly.

Source: USHE 2002-03 Data Book.

ATTACHMENT 8
Comparison of College Attendance in Eleven Counties with Low Participation Rates
1999/00 and 2000/01

*County	College-Age Population 18-29		Student Head Count 18-29		Participation Rate	
	99/00	00/01	99/00	00/01	99/00	00/01
Grand	1,573	1,591	132	166	8.39%	10.43%
Tooele	7,317	7,430	865	873	11.82%	11.75%
Uintah	4,757	4,903	621	610	13.05%	12.44%
Kane	1,213	1,273	183	173	15.09%	13.59%
Summit	4,599	4,653	698	698	15.18%	15.00%
San Juan	2,659	2,749	415	422	15.61%	15.35%
Juab	1,478	1,518	256	266	17.32%	17.52%
Beaver	1,143	1,202	213	215	18.64%	17.89%
Duchesne	2,878	2,982	548	461	19.04%	15.46%
Morgan	1,591	1,607	308	349	19.36%	21.72%
Box Elder	7,689	8,375	1499	1,475	19.50%	17.61%

* Excluding counties with USHE institutions.

Source: State of Utah Economic & Demographic Projections (county populations) and
USHE Fall Third Week Extract Files 1999-00 and 2000-01 (head counts).

BIENNIAL ASSESSMENT AND ACCOUNTABILITY REPORT 2000

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Office of the Commissioner of Higher Education
Utah State Board of Regents
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Biennial Assessment and Accountability Report 2000

I. Introduction

The *Biennial Assessment and Accountability Report 2000* reflects a commitment expressed in the Regents' **Master Plan 2000** to accountability and the measurement of performance within the Utah System of Higher Education. The summary that follows highlights major findings concerning performance indicators that will be used as benchmarks upon which to measure future progress in improving higher education for Utah's college and university students.

A. Background

Since 1995, the Utah System of Higher Education has conducted biennial assessments to demonstrate its accountability to the citizens of the State. The *Biennial Assessment and Accountability Report 2000* reflects the work of representatives from higher education, public education, the Utah Legislature, and others who have selected key indicators that would demonstrate accountability and benchmark performance against which to compare the system's progress over time. The four indicators that will be benchmarked for possible performance funding are: the proportion of students who pass licensure examinations; average credits to graduation for native students; average credits to graduation for transfer students; and average weekly teaching contact hours compared to the Regents' standards. These and other indicators are included in this report.

Performance indicators in higher education have three primary functions: first, they should be tied to student learning; second, they should provide management information that guides the system towards improvements; and third, they should provide benchmarks against which to compare system performance over time. The most basic role of USHE universities and colleges is the education of students. The information gained from analyzing performance data will tell the system and its constituents which goals it is meeting and how well it is meeting them. Knowing both the strengths and weaknesses of institutional performance will assist faculty and administrators in strengthening the teaching/learning enterprise. Not only is the system well-served by this process, so is the State. The biennial assessment demonstrates a core value of the Utah System of Higher Education: accountability to the citizens of Utah to assure the effective education of students who then become competent and contributing members of their Utah communities.

B. Summary of Findings

1. Improving Graduation Efficiency

A critical objective identified by the Regents is to improve graduation efficiency. Completing a bachelors degree generally requires a minimum of 120 to 126 credits, which would

require a full-time student to attend college for 4 years (8 terms), and an associate degree generally requires completion of 60 to 63 credits, which necessitate full-time enrollment for two years or 4 terms. Graduation efficiency is measured by averaging the number of credits to graduation divided by total credits required for the degree. This measure indicates how many extra credits the average student takes to graduate. By encouraging institutions to reduce this value over time, positive institutional change will be encouraged by reviewing the length of programs, strengthening student advising, eliminating bottle-neck courses, and taking other steps to reduce the number of credits students take to graduate.

Key findings in the report regarding graduation efficiency are:

- The average student who earned a bachelors degree at a USHE university in 1998-99 earned 148 credits, which is 28 more than the minimum required, or approximately 7 to 9 additional classes.
- Students completing an Associate of Science (AS) Degree earned 81 credits, which is 21 credits beyond the minimum, or approximately 6 or 7 extra courses.

Detailed information on this performance indicator is found on pages 4 to 7 of this report.

2.   Improving Transfer Efficiency

A second major objective of the Regents is to improve transfer efficiency. This is an extremely important issue, since nearly two-thirds of students who received a bachelors degree last year at a USHE university were transfer students who had earned credits from other institutions. The performance indicator, transfer efficiency, is measured by calculating average credits to graduation for transfer students divided by average credits to graduation for native students (students who completed all credits at one school). Making improvement in this area requires a cooperative effort among institutions. Positive institutional improvements that may be fostered by this indicator include strengthening student advising, improving transferability of courses and programs among institutions, expanding student outreach programs, improving the clarity of catalogs, and implementing online computer programs to show students how their courses will transfer to a particular institution.

The key findings concerning transfer efficiency are:

- The average transfer student who earned a bachelors degree at a USHE university in 1998-99 earned 152 credits, which is 32 more than the minimum required, or approximately 8 to 10 additional classes.
- Transfer graduates completed an average of 9 more credits (about 3 extra classes) than native students.

Detailed information on this performance indicator is found on pages 4 to 7 of this report.

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3. Instructional Quality and Student Learning

A primary focus of Regents' accountability must be on improving the quality of instructional programs and student learning. Three measures have been examined in this biennial report: (1) performance of students on nationally-normed graduate and professional school entrance examinations, (2) passage rates on licensure and certification examinations, and (3) results of a Regents-sponsored pilot evaluation of general education using the Collegiate Assessment of Academic Proficiency (CAAP).

As experiences in other states have shown, identifying reliable performance measures of student learning is a major challenge. This is also the case in Utah. The test results from graduate and professional school examinations are often reported directly to the student, and not to the institution from which the student graduated. There is wide variability in the use of licensure exams, and significant challenges exist in evaluating effectiveness of general education programs.

Key findings concerning student learning indicators are:

- Test results on the Graduate Record Examination (GRE), and limited results on the Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT) have been obtained. The results show that the average test scores of Utah students were above the national average.
- Passage rates on most professional certification and licensure examinations tended to be between 90 and 100 percent.
- On an experimental basis, to judge usefulness of the College Assessment of Academic Proficiency (CAAP) as a measure of the effectiveness of institutions' general education programs, 3,148 USHE students took the test. Generally, USHE students scored above the national norms in reading, writing, math, scientific reasoning and critical thinking.

Detailed information on this performance indicator is found on pages 8 to 11.

4. Faculty Teaching Workloads

Assuring efficient and effective allocation of faculty resources is a goal that all USHE institutions share. One way to pursue this goal is to encourage optimum contact between students and full-time faculty in instructional settings. This performance indicator is calculated by comparing the average weekly teaching contact and credit hour load of full-time faculty to the Regent-approved standard for the different types of USHE institutions. Positive institutional improvements that are expected to be fostered by this indicator include an increased reliance on full-time faculty for instructional purposes, and continued improvement in teaching.

As shown on pages 11 to 14, the key findings regarding this indicator are:

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- Full-time faculty provide instruction for 62 percent of all student credit hours (SCH) generated at USHE institutions. Part-time, adjunct faculty provide instruction for 35 percent of all SCH's generated.
- Full-time faculty are meeting the Regents' average weekly contact and credit load standards at all USHE institutions.

5. Other Findings

Additional important information is also reported in this biennial report:

- Financial comparisons between USHE institutions and like institutions nationally show that Utah's universities collect between 31 and 38 percent less tuition, receive between seven and 26 percent less state appropriations, and spend between 20 and 30 percent less per FTE student.
- The community and state colleges collect nine percent less tuition, receive 12 percent less state appropriations, and spend 16 percent less per FTE student than their national peers.
- A nationally-normed survey of USHE graduates was completed by 1,444 respondents. Overall, graduates in associate degree and baccalaureate degree programs were satisfied or very satisfied with instructional programs and student services at their institution. Most rated their school either excellent or good, and reported that their education prepared them either adequately or more than adequately for their current jobs.

II. Discussion of Major Findings

A. Graduation and Transfer Efficiency

Graduation efficiency is measured by calculating the average credits taken by USHE students to graduate, divided by the total number of credits required for the degree. Transfer efficiency is measured by calculating the average number of credits taken by transfer students to graduate with a bachelors degree, divided by the average number of credits completed by native students.. In 1998-99, transfer students represented 64 percent of all graduates, 36 percent were native students who had earned all credits at one institution. Only transfer students who take at least 30 credits at other institutions are included in the comparison. The lower the graduation or transfer efficiency rating, the fewer the credits needed to graduate.

Table A presents credits to graduation with bachelor's degrees for both native and transfer students. The minimum number of credits required to complete a bachelors degree is 120. USHE native students who completed baccalaureate degrees averaged taking 23 additional credits, approximately six to seven courses above the minimum, while transfer students took 32 additional credits, or about ten additional courses, to graduate. That is three more classes than the native student.

Table A
Graduation Efficiency Ratings of Graduates of 4 Year Institutions
with Native and Transfer Student Efficiency Indicators,* 1998-1999

	All Students	Native Students		Transfer Students		
	Efficiency Rating	Average Credits to Graduatio	Efficiency Rating	Average Credits to Graduatio	Efficiency Rating	Transfer Efficiency Rating
U of U	1.16	141.7	1.18	138.7	1.15	0.98
USU	1.21	138.2	1.15	151.1	1.25	1.09
WSU	1.23	140.0	1.17	158.6	1.30	1.13
SUU	1.26	142.5	1.19	158.7	1.30	1.11
UVSC	1.26	146.3	1.22	***	***	***
USHE	1.23	143.3	1.19	151.7	1.26	1.06

*The lower the efficiency rating, the fewer credits were required to complete a degree program.

**Efficiency Rating is the average credits taken by graduates, divided by the number of credits required for the degree, and Transfer Efficiency Rating is the average credits taken by transfer students, divided by the average for native students.

***UVSC had no transfer students with 30 hours or more.

Table B reports graduation efficiency for graduates with associate degrees. The minimum number of credits required for completion of the Associate of Arts (AA) and Associate of Science (AS) Degrees is 60, and the minimum for a typical Associate of Applied Science (AAS) Degree is 69. The average USHE student completes the Associate of Science (AS) and Associate of Arts (AA) Degrees by taking 21 additional credits, or approximately six or seven additional courses, while those completing the Associate of Applied Science (AAS) Degree are taking an additional 32 credits, or about ten additional courses, when they graduate. .

There are many individual decisions made by students which cause them to exceed the minimum number of credits required in degree programs:

- Changing majors or adding a second major and/or minor
- Completing remedial courses that do not count toward graduation
- Adding courses to increase marketability
- Adding more courses after a two-year absence to improve intellectual skills
- Transferring with deficiencies in general education which need to be addressed
- Taking advantage of tuition incentives, such as tuition plateaus, that encourage enrollment in additional courses
- Inadequate advising
- Completing credit hours for a bachelor's degree before applying for graduation with an Associate Degree

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Table B
Graduation Efficiency of Associate Degree Graduates

	Degree	Average Credits to Graduation	Efficiency Rating*
USU	AAS	95.48	1.38
	AS	81.08	1.35
WSU	AA	88.39	1.47
	AAS	110.94	1.61
	AS	94.42	1.57
SUU	AAS	112.42	1.63
Snow	AA	69.54	1.16
	AAS	75.02	1.09
	AS	68.10	1.14
Dixie	AA	77.13	1.29
	AAS	83.06	1.20
	AS	72.79	1.21
CEU	AA	76.10	1.27
	AAS	101.20	1.69
	AS	71.10	1.19
UVSC	AA	79.15	1.32
	AAS	96.81	1.40
	AS	84.35	1.41
SLCC	AA	91.73	1.53
	AAS	102.73	1.49
	AS	84.74	1.41
USHE	AA	78.02	1.30
	AAS	101.39	1.47
	AS	81.79	1.36

*Efficiency Rating is the average credits taken by graduates, divided by the number of credits required for the degree.

There are initiatives which USHE institutions can take to improve graduation and transfer efficiency. Faculty and administrators may conclude that it is appropriate to reduce the number of credits required in degree programs, strengthen student advising, eliminate bottle-neck courses, and take other steps to reduce the number of credits students take to graduate. Transfer

efficiency may be improved by facilitating transferability of courses and programs among institutions, expanding student outreach programs, improving the clarity of catalogs, and implementing online computer programs to show students how their courses will transfer to a particular institution.

The graduation and transfer efficiency ratings that are reported in this *Biennial Assessment and Accountability Report 2000* will serve as the benchmark to compare performance in these areas in subsequent years. Governor Michael Leavitt, during the December 1999 meeting of the Board of Regents issued a challenge to the USHE to reduce the time to graduation by ten percent by the year 2004. The Regents also recognize the importance of this issue, and have proposed that this indicator be included as a performance funding measure to provide an incentive for institutions to improve student graduation and transfer efficiency.

B. Increasing the Number of Computer Science and Engineering Degrees

During the December 1999 Regents' meeting, Governor Michael Leavitt challenged the USHE to increase by fifty percent the number of graduates in engineering and computer science/technology fields by 2008. Table C reports the number of students who graduated in 1998-99 with degrees or certificates and diplomas in these areas, and provides a benchmark by which to compare graduates in 1999 and in subsequent years. A more detailed comparison of graduates in engineering and computer science can be found in Appendix A.

Table C
Computer Information Science and Engineering Related Degrees Awarded, 1998-1999

	Certificates and Diplomas	Associate Degrees	BA/BS Degrees	MA/MS Degrees	Ph.D. Degrees	1998-99 Total
U of U			269	95	42	406
USU			363	118	8	489
WSU	10	59	159			228
SUU		5	34			39
Snow		31				31
Dixie	3	29				32
CEU	10					10
UVSC	4	49	11			64
SLCC	8	167				175
USHE	35	340	836	213	50	1474

C. Instructional Quality and Student Learning

A key goal of the Regents is to improve the quality of instruction and student learning at USHE colleges and universities. Test results on graduate and professional school entrance examinations and licensure and certification examinations provide important indicators of the quality of instruction. The test scores of students who take licensure and certification exams are the most readily available measures of the quality of their educational experience. Such exams are often administered in the applied technology, science, and health fields. Students in such fields as nursing, welding, and automotive technology must successfully pass certification examinations. In addition, students who intend to pursue advanced graduate or professional degrees are also likely to be required to complete norm-referenced examinations that provide strong evidence of the quality of their baccalaureate preparation. Examples are the Graduate Records Examination (GRE), Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT).

Table D
Average Scores on Graduate and Professional School
Entrance Exams, 1997-1998

	U of U	USU	WSU	SUU	National Average
Graduate Record Exam					
Number taking exam	256	256	48	33	
Verbal Score	487	485	472	473	478
Quantitative Score	583	609	531	550	562
Analytical Score	590	596	548	578	565
Law School Aptitude Test					
Number taking exam	352			NA	
Over all score	154.4	** NA	NA	150	151.4
Medical College Aptitude Test					
Number taking exam	181				
Verbal Score	8.6	NA	NA	NA	7.8
Physical Science Score	9.1	NA	NA	NA	8.2
Biological Science Score	9.5	NA	NA	NA	8.4
Writing Score	14.4	NA	NA	NA	14.0

* UVSC GRE results could not be released because of insufficient numbers.

** NA indicates that test score information was not avaliable to the institution.

Table E
Passage Rates on Professional Certification and Licensure Examinations, 1998-1999

Examination	U of U	USU	WSU	SUU	Snow	Dixie	CEU	UVSC	SLCC
Comm. Disorders	100%								
Foods and Nutr.	100%								
Engineering	100%	95%							
Law Utah Bar	92%								
Medicine Step 2	99%								
MD License	100%								
Nurse RN Lic.	94%	86%	97%				85%	85.7%	90%
Nurse Midwife Lic.	95%								
Nurse Prac. PN		100%	86%		94%	100%	93%	95%	99%
Nurse Assistant					92%	78%			
Home Health Aid					92%				
Phy. Assis. Lic.	96%								
Phy. Therapy	100%								
Occupa.Ther.Asst.									100%
Pharmacy Lic.	100%								
Recreation&Leis.	100%								
Clin. Lab. MLT/CL			100%						
Clin. Lab. MT/CLS			95%						
Den.Hyg.Na. Brd.			97%						100%
Den. Hyg.Reg. Brd.			90%						
Paramed. Certif.			100%						
Radiolog. Tech.			100%			100%			100%
Medical Sonograph			100%						
Radio.Tech Nuclear			100%						
Radio. Tech Radiat.			100%						
Radio. Tech MRI			95%						
Radio. Tech CT			100%						
Nuclear Med.Certif.			100%						
CPA				* 35%					
Computer (CNA)					100%				
CISCO Network					100%				
Cosmetology					100%		100%		
Pharmacy Tech.					92%				
Auto ASE						100%		70%	
Pro. Flight (all)						100%		100%	
EMT Basic						84%		90%	
EMT intermed.						95%			
Air Conditioning								90%	
Firefighter I&II								73%	
water/waste water								70%	
Welding AWS								100%	
Apprt. Elec.& Plum						100%		70%	
Contractors Lic.								33%	
Lineman Fed. Lic.								100%	
Business ETS								79%	
Aviation Main. Tec.									100%
Aviation Pr. Plant									92%
Criminal Jus. Res.									84%
Criminal Jus. Basic									96%

Table D reports average test scores on graduate and professional school examinations compared to the national average. Scores were obtained for students from all USHE universities who sat for the Graduate Record Examination (GRE). A limited number of test results from students taking the Law School Admission Test (LSAT), and the Medical College Admission Test (MCAT) are also reported. It must be noted that test results are not readily available, and most institutions cannot obtain them unless students give their professors their test results. While institutions know that many of their graduating students sat for the Graduate Management Admission Test (GMAT), these scores could not be obtained.

Table E reports the passage rates on professional certification and licensure examinations. Some specific professions or states require prospective practitioners to pass the examinations. Other examinations, particularly in the vocational areas, are not required although they are administered by the State. Some of the examinations are nationally-normed. The Certified Public Accountant (CPA) is an example. The first-time passage rate for this examination is 32%. Thus, graduates at the one institution reporting results performed better than the national norm. Other examinations are originated at the state level, and comparative scores for these examinations are not published.

Table F compares the scores of 3,148 Utah students with nationally normed scores in five areas of the College Assessment of Academic Proficiency (CAAP) test. The CAAP was designed by the American College Testing (ACT) Program to assess student performance in general education. The USHE institutions administered the test to both first and second year students although the national norms are derived from second year test takers. As the table demonstrates, USHE students compared favorably with their counterparts across the country.

Table F
College Assessment of Academic Proficiency (CAAP) Scores
Students at USHE Institutions Compared to National Norms, 1999

	Reading		Writing		Math		Scientific Reasoning		Critical Thinking	
	Local	National	Local	National	Local	National	Local	National	Local	National
U of U	62.4	62.9	**		58.5	57.9	**		**	
USU	65.9	62.9	65.9	64.3	59.2	58.1	63.7	60.9	66.8	62.2
WSU	64.6	62.9	65.9	64.4	57.7	57.9	**		64.5	62.3
SUU	**		64.2	62.7	56.9	56.1	59.7	59	**	
SNOW	61.5	61.1	62.2	62.7	57.4	56.1	59.3	59	61	61.2
DIXIE	63.3	61.1	61.1	62.7	61.2	56.1	**		62.6	61.2
CEU	62.1	61.1	63.9	62.7	58	56.1	59.9	59	61.6	61.2
UVSC	**		63.4	62.7	57.5	56.1	**		62.3	61.2
*SLCC										

_CC piloted use of the CPT test to assess General Education. Results are still being analyzed.

** Institution did not test for this component of the CAAP.

Use of the CAAP test was an experiment to evaluate the effectiveness of institutional general education programs. Careful reviews by faculty during this pilot program have identified several concerns that suggest that CAAP is an inadequate assessment test of general education programs at USHE institutions:

- The test does not align with the course content and objectives that are included in USHE general education programs, nor does it relate to USHE-defined general education competencies and goals.
- CAAP scores do not correlate with students' grade point averages (GPA).
- The findings are too general, so they do not offer guidance to USHE faculty to make course improvements.
- Because the CAAP tests were not tied to specific course or degree requirements, students were not motivated to take the examination seriously. The test results for many students therefore do not reflect their best effort.

The results of this pilot project have led members of the Regents General Education Task Force to conclude that USHE institutions will be better served by developing state-wide general education tests that are directly connected to course content and objectives, and to Regent-approved competencies. Thus far, system-wide faculty committees in writing, mathematics, and American Institutions have identified competencies and are in the process of developing tests that would be taken by students at USHE institutions. This process will require both faculty and financial resources. The findings from these assessment instruments will be tied to course content and goals, will be taken seriously by students, and will be useful in helping to strengthen teaching and student learning and performance.

D. Faculty Teaching Workloads

The Regents have approved standard weekly teaching contact and credit hour loads for full-time faculty at the universities and community and state colleges. These standards reflect a commitment shared by the Regents and all USHE institutions to assure efficient and effective allocation of faculty resources. Positive institutional improvements that may be fostered by this indicator include an increased reliance on full-time faculty for instructional purposes, and continued improvement in undergraduate education.

Table G reports the percentage of all course work taught by regular full-time faculty, part-time adjunct instructors, and teaching assistants. The table shows that regular full-time instructors taught 58 % of the total student credit hours (SCH) and an additional 4% on an overload basis, while part-time instructors and teaching assistants taught 38% of the course work during the Fall Term, 1999. It should be noted that there are significant variations in the patterns found at different institutions. For example, SLCC and UVSC rely on part-time faculty for approximately half of the coursework taught, but the rural community colleges depend almost completely on full-time faculty to teach their courses.

Table G
Percent of Course Work Taught by Level of Faculty, Fall 1999

	Student Credit Hours	Regular Full Time Faculty	Regular Faculty Overload	Part-time Adjuncts	Teaching Assistants
U of U	275,051	60.1%	0.4%	30.4%	9.1%
USU	223,539	59.2%	3.3%	31.0%	6.5%
WSU	157,951	66.4%	4.6%	28.9%	0.0%
SUU	73,059	76.4%	8.9%	14.7%	0.0%
Snow	40,071	68.8%	5.4%	25.7%	0.0%
Dixie	54,862	57.7%	5.5%	36.8%	0.0%
CEU	28,277	75.1%	2.3%	22.6%	0.0%
UVSC	170,764	45.5%	7.2%	47.3%	0.0%
SLCC	177,093	42.2%	5.3%	52.5%	0.0%
USHE	1,200,667	57.6%	4.1%	35.0%	3.3%

Table H
USHE Faculty Teaching Workload
Average Weekly Contact and Credit Hours Compared
to Regent Standards, Fall, 1999

	Average Weekly Contact Hours	Regent Standard R485	Institution Meets Standard	Average Weekly Credit Hours	Regent Standard-R485	Institution Meets Standard
UofU	10.17	10	Yes	9.03	9	Yes
USU	11.59	10	Yes	11.13	9	Yes
WSU	14.08	13	Yes	12.58	12	Yes
SUU	13.24	13	Yes	12.95	12	Yes
Snow	23.31	16 to 19	Yes	18.89	15	Yes
Dixie	16.08	16 to 19	Yes	15.09	15	Yes
CEU	18.61	16 to 19	Yes	15.35	15	Yes
UVSC	18.61	16 to 19	Yes	15.00	15	Yes
SLCC	19.59	16 to 19	Yes	15.32	15	Yes

Table H reports average weekly contact and credit hours generated by USHE faculty compared to the Regents' standards. USHE faculty are meeting and exceeding the standards set by the Regents for each type of institution. The Regents' weekly contact hours standard for research institutions is 10. Faculty at the U of U and USU are above the standard at 10.17 and 11.59 respectively. Faculty at both regional/metropolitan universities were expected by Regents' standard to have at least 13 weekly contact hours. WSU and SUU faculty are above the standard at 14 and 13.2 respectively. Faculty at the state and community colleges were to meet standards of between 16 and 19 average weekly contact hours. Their weighted average was 18.6, and the faculty averages are above the standard at all state and community colleges.

The Regents set a standard load of 9 weekly credit hours for the research institutions, 12 for the regional/metropolitan universities, and 15 for the state and community colleges. The research institutions average 9.9, the regional/metropolitan universities average 12.7, and the state and community colleges average 18.6. Faculty at all USHE institutions exceed the Regents credit hour load standards.

Faculty at Utah's research universities appear to have heavier teaching loads than their colleagues nationally. The most recent study on faculty workload reported by the National Center for Education Statistics (Fall 1992) showed that full professors from research institutions were teaching 6.9 contact hours per week, compared to Utah professors from research institutions who teach an average of 12.8 weekly contact hours. Research is an essential ingredient that contributes to the teaching/learning enterprise and the health and welfare of the State and nation, but teaching is still the major activity of the USHE as demonstrated in Table H. This indicator is among those that will be included in the performance funding indicators and will be benchmarked for future comparisons.

For more detailed descriptions of faculty workload by institutional type, faculty rank, and instructional level, see Appendices B, C, D, and E.

Table I reports faculty/student ratios, which indicate average class size, for the past five years. During the first four years, class size has been slowly climbing in response to the increase in student headcount. The last year in the Table reflects conversion to the semester calender, where enrollment temporarily declined. Therefore, a temporary decline in class size is shown for that year.

Class size is one factor in assuring high quality education. An optimal number in a college or university class is often suggested to be in the range of 12 to 16. USHE institutions, unable to optimize class sizes due to increases in student enrollments and limited resources, have made a commitment to keep the class sizes manageable. Increased faculty workloads and the addition of part-time instructors have contributed to keeping class sizes in check, although not at optimal levels.

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Table I
USHE Student Faculty Ratios, by Level of Instruction
5 Year History, 1994-1999

UofU	Ratio 94-95	Ratio 95-96	Ratio 96-97	Ratio 97-98	Ratio 98-99
Lower Division	22.6	23.1	22.7	22.1	23.2
Upper Division	15.9	15.8	15.7	15.7	15.4
Basic Graduate	7.3	8.1	9.2	9.0	8.7
Advanced Grad.	3.6	3.7	5.2	4.9	4.5
Institutional Avg.	14.9	15.5	14.8	14.4	14.1
USU					
Vocational	23.9	23.9	27.4	26.4	28.0
Lower Division	32.4	30.7	30.2	33.1	32.8
Upper Division	17.6	18.1	17.7	17.6	17.5
Basic Graduate	12.5	12.5	12.0	12.0	11.2
Advanced Grad.	7.3	7.2	9.1	7.2	7.2
Institutional Avg.	21.2	20.9	20.7	21.1	20.9
WSU					
Vocational	18.2	20.8	18.0	17.8	15.0
Lower Division	26.0	22.4	23.7	25.6	18.1
Upper Division	12.2	12.4	13.1	13.9	10.8
Basic Graduate	10.2	13.3	13.3	17.1	7.8
Institutional Avg.	18.5	18.1	18.2	19.4	14.6
SUU					
Vocational	20.8	23.1	23.1	24.7	
Lower Division	28.2	28.7	30.3	32.1	
Upper Division	14.5	16.1	15.2	14.7	
Basic Graduate	19.8	25.6	33.3	30.0	
Institutional Avg.	20.7	21.6	22.1	22.4	
Snow					
Vocational	14.6	16.9	17.0	18.5	14.9
Lower Division	20.6	21.1	21.3	22.0	13.6
Institutional Avg.	19.3	20.2	20.3	21.3	14.6
Dixie					
Vocational	16.8	16.2	15.1	13.5	13.1
Lower Division	21.6	23.9	23.0	23.6	22.4
Institutional Avg.	20.2	21.5	20.2	19.8	19.4
CEU					
Vocational	15.1	14.1	12.4	14.3	13.0
Lower Division	23.0	19.5	19.4	19.3	22.6
Institutional Avg.	19.5	17.1	16.1	17.2	18.1
UVSC					
Vocational	14.7	14.8	15.4	16.4	15.5
Lower Division	21.5	21.7	21.1	21.8	21.9
Upper Division	20.6	18.4	20.4	18.3	20.7
Institutional Avg.	18.7	18.8	18.9	19.6	19.6
SLCC					
Vocational	12.7	13.2	13.7	13.4	14.0
Lower Division	21.7	20.5	21.6	23.1	22.2
Institutional Avg.	17.0	16.8	17.6	18.0	18.2
USHE					
Vocational	14.9	15.6	15.4	15.5	14.7
Lower Division	26.5	25.7	23.5	24.5	22.6
Upper Division	15.5	15.8	15.8	15.9	15.0
Basic Graduate	8.9	9.6	10.6	10.5	9.5
Advanced Grad.	4.0	4.1	5.6	5.2	4.8
System Avg.	17.7	17.9	17.8	18.1	16.8

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E. Funding Comparisons

Table J provides tuition and appropriation comparisons with like institutions across the United States. It is readily apparent that Utah's public institutions are below national averages in the amount of tuition charged and the appropriations received on a per student basis. The University of Utah, ranked among the lowest in tuition rates, charges 36 percent less tuition than its peer institutions and receives an appropriation 26 percent lower than its peers. Its total for FTE spending is 30 percent lower than its peers.

Similar statistics can be drawn from USU data. Its tuition is 38 percent lower than its peers. While its appropriation is seven percent lower, USU's total for FTE spending is 20 percent lower than its peers.

Both Weber State University and Southern Utah University charge tuition that is 31 percent lower than their peers and receive appropriations 12 percent lower. Their total for FTE spending is 20 percent lower than their institutional peers.

Utah's community and state colleges Utah Valley State College (for which a directly comparable peer group could not be identified), and Snow, Dixie, the College of Eastern Utah, and Salt Lake Community College charge tuition that is nine percent lower than their peers and receive appropriations 12 percent lower. Their combined total per FTE spending is 16 percent lower than their national peers.

There are several compelling reasons why the Regents and institutional Presidents have sought to preserve lower tuition rates for students at USHE colleges and universities. Because the average family in Utah is larger, it is common for Utah families to have more than one member attending college at the same time. Also, personal income levels in the state are below the national average, so tuition costs represent a significant burden. Also, Utah has only implemented a modest state financial aid program that is much smaller than programs found in other states. Consequently, students may only rely on federal financial aid programs, which increasingly requires the student to take out loans and incur substantial debt before completing a college degree.

Although caution needs to be exercised when interpreting these statistics, it is clear that USHE colleges and universities receive less tuition and state appropriations than similar institutions nationally. Utah's public higher education institutions perform admirably well, with limited resources. However, long-term the lack of resources will hinder the ability of USHE institutions to provide high quality instruction to the students of the State. The best faculty will leave because of better salaries outside the state. In many instances classes are too large now for optimum learning, and this issue will become more serious as enrollments increase. Technological improvements cannot be made because of inadequate resources. Maintenance on USHE buildings and laboratories is too often deferred because of a shortage of funds. If USHE is to continue to improve its performance as the public expects and deserves, it must receive adequate resources to meet state-wide goals.

Table J
Comparison of Tuition and Appropriations of USHE Institutions
and all Like Institutions, Nationally

All Research I Institutions with Medical School

	All Institutions (40)	UofU Amount	UofU Rank
Average Tuition & Fees Per FTE	$5,072	$3,235	36 of 40
Average State & Local Appropriations Per FTE:	$10,279	$7,556	32 of 40
Total Per FTE:	$15,351	$10,791	39 of 40

All Research I & II Institutions without Medical School

	All Institutions (41)	USU Amount	USU Rank
Average Tuition & Fees Per FTE	$4,701	$2,921	36 of 41
Average State & Local Appropriations Per FTE:	$7,029	$6,558	23 of 41
Total Per FTE:	$11,730	$9,479	33 of 41

All Institutions with Master as Highest Degree

		WSU/SUU Avg.	
	All Institutions (27	Amount	Rank
Average Tuition & Fees Per FTE	$3,156	$2,181	236 of 270
Average State & Local Appropriations Per FTE:	$4,993	$4,404	165 of 270
Total Per FTE:	$8,149	$6,585	223 of 270

All Community Colleges

		Utah Community College Average	
	All Institutions (83	Amount	Rank
Average Tuition & Fees Per FTE	$1,780	$1,612	394 of 830
Average State & Local Appropriations Per FTE:	$4,422	$3,610	517 of 830
Total Per FTE:	$6,202	$5,222	529 of 830

F. College Participation in Underserved Counties

Table K reports the postsecondary education participation rate in ten counties with the lowest participation rates in the State, and that do not have the central campus of a USHE institution within their boundaries. Governor Leavitt challenged the USHE to increase participation in higher education within these counties by ten percent over the next several years. This table provides a benchmark upon which to draw future comparisons.

Table K
Counties with Lowest College Participation Rates, 1999

County	1999 College-Age Population**	1999 College Participation	1999 Participation Rate
Grand	2,807	217	7.7%
Tooele	12,229	1,117	9.1%
Summit	9,236	1,001	10.8%
Uintah	7,892	863	10.9%
Kane	1,957	219	11.2%
Davis	81,341	10,638	13.1%
Juab	2,650	392	14.8%
Box Elder	12,869	1,939	15.1%
Beaver	1,806	281	15.6%
San Juan	4,326	680	15.7%
* Excluding counties with USHE institutions.			
**Between ages 18 and 40.			

G. Students' Perceptions of USHE Institutions

To assess student satisfaction with their USHE education, the system retained the American College Testing (ACT) service to send a nationally normed survey to 1998 graduates who were randomly selected from associate and baccalaureate programs at all USHE colleges and universities. A total of 1,444 questionnaires were completed and the responses have been analyzed. This survey represents a first attempt to conduct a system-wide survey to evaluate student satisfaction with their higher education experience.

Table L reports student satisfaction with academic and other institutional qualities. In general, graduates reported satisfaction with the quality of instruction, class size, and physical

Table L
Satisfaction of Students with Academic and Other Institutional Qualities

Service or Program	%Very Satisfied	% Satisfied	% Neutral	% Dis-Satisfied	% Very Dis-Satisfied
Variety of instructional approaches	20.6	46.6	18.8	7.7	1.7
Campus response to disabled students	20.5	24.2	17.2	3.1	1.2
Variety of courses offered	23.9	46.5	15.0	8.4	1.7
Preparation for further academic study	24.0	42.9	17.2	8.3	2.4
Overall quality of instruction	29.7	48.8	11.8	4.2	1.4
Concern for me as an individual	21.6	36.1	22.6	10.0	4.8
College response to older/nontrad. students	23.4	30.0	16.1	3.3	1.9
Transfer of course credits from other schools	27.1	25.1	12.5	3.8	1.6
Class size relative to type of course	41.6	36.4	9.5	6.0	1.5
Multicultural content of courses	10.7	33.4	34.5	6.0	1.1
Campus acceptance regardless of sexual orientation	16.6	19.7	26.2	3.5	1.8
Condition of buildings and grounds	34.6	44.6	9.8	5.5	1.1
Quality of program in my major/field	34.9	41.3	8.4	6.7	3.0

conditions of their campuses. Seventy-nine percent were either very satisfied or satisfied with the general condition of the buildings and grounds and the overall quality of instruction. Seventy-eight percent were satisfied or very satisfied with class size relative to the type of courses while 76 percent were satisfied or very satisfied with the quality of their programs in their major fields. Between 67 and 70 percent were either satisfied or very satisfied with the variety of courses offered, preparation for further academic study, and variety of instructional approaches used in the classroom.. The most dissatisfaction (14.8%) was expressed for "concern for me as an individual."

Respondents were also asked to rate institutional services. Table M indicates that 76 percent were very satisfied or satisfied with library services, 69 percent were very satisfied or satisfied with registration procedures, and 60 percent were very satisfied or satisfied with academic advising. Satisfaction with academic support (tutoring) and orientation to campus services appear to decline with only 45 percent very satisfied or satisfied with, and only 29 percent with personal counseling. Satisfaction with health and wellness programs was rated at 40 percent.

Table M
Satisfaction of Students with Services and Programs

Service or Program	%Very Satisfied	% Satisfied	% Neutral	% Dis-Satisfied	% Very Dis-Satisfied
1. Library Services and Materials	31.5	44.3	8.4	8.2	2.1
2. Academic Advising	22.1	37.8	13.9	13.4	6.4
3. Registration Procedures	19.5	50.1	13.2	9.8	3.0
4. Academic Support (tutoring etc.)	14.7	29.8	23.0	4.4	1.9
5. Personal Counseling Services	10.4	18.8	24.8	5.7	2.8
6. Health/Wellness Programs/Services	14.0	26.0	22.6	3.8	1.7
7. Orientation to campus computers	13.0	31.7	24.6	12.9	3.3
8. Financial Aid Counseling	10.9	27.5	24.9	9.6	4.6
9. Career planning and Placement	10.3	24.4	22.3	13.5	8.6

Table N demonstrates overall student satisfaction with their USHE education. Asked if they would attend the school again, 83 percent said definitely or probably. Eighty-six percent rated their schools as either excellent or good and 94 percent would recommend the school either without reservation (62.4%) or with some reservation (31.2%). Forty-nine percent reported that their current jobs were highly or moderately related to their degree while 12 percent reported that the degree was slightly related to their job. Sixty-two percent reported that their education prepared them more than or adequately for their current jobs, while nine percent reported that their preparation was poor or non-existent.

Table N
Overall Satisfaction of Students with Educational Experiences

	% Of Students Responding
1. Overall Rating of the School	
Excellent	42.3%
Good	43.4%
Average	8.8%
Poor	2.4%
2. Would Recommend School to Others	
Yes, without reservation	62.4%
Yes, with some reservations	31.2%
No	3.3%
3. Would Attend School Again	
Definitely Yes	47.0%
Probably Yes	36.0%
Not Certain	6.8%
Probably or Definitely No	7.3%
4. Job Related to Degree Completed	
Highly Related	33.3%
Moderately Related	15.8%
Slightly Related	12.0%
Not Related at all	15.6%
5. Education Prepared for Current Job	
More than adequate to exceptional	27.4%
Adequately	35.0%
Less than Adequately	4.6%
Poorly or not at all	9.2%

III. Recommendations

A review of the biennial assessment findings yield several recommendations that would strengthen the teaching/learning environment and make public higher education more accountable and responsive to Utah's citizens.

A.   In order for USHE institutions to continue their work in the development of assessment instruments to evaluate student progress in general education,

resources will need to be devoted to the effort. The system has faculty committed to the development of instruments. Resources will be needed to create time for faculty work and tools for the actual testing and evaluation of students' learning.

B.   Greater efforts will be required to improve the value of performance indicators that are tied directly to student learning. These indicators must have sufficient precision to be able to inform institutions about the effectiveness of specific programs and courses and what improvements are needed.

C.   To contribute to the advising and articulation process, the USHE will need to establish ongoing resources that support the Website advising and articulation guide that is in development. When completed, this guide will link high schools, districts, college students, faculty, parents, returning adult students, and other interested parties to USHE academic programs and resources. It will show the latest course and program articulations to aid transfer students. It will also contain a degree audit so that students will know what courses will be necessary to graduate. It will also link student advising directly from the inquiring person to the institution. It is intended to have more features that will contribute to easing transfer and facilitating timely graduation.

D.   Dialogue among higher education, K-12, applied technology education, the Utah Legislature, and the business community should continue. Staying current with the needs of the State is the responsibility of both education systems. Continuing dialogue strengthens connections between and among participants and leads to creative and collaborative methods of approaching common goals.

E.   Faculty should be encouraged to review and revise curricula every five years by eliminating older material, adding more current course content, and making sure that the program is based upon courses necessary for students to become competent professionals.

F.   The USHE should collect examples of best practices that demonstrate what institutions have done to meet and exceed performance funding goals, specifically on the common indicators. The practices would be placed on the USHE website for all institutions to review.

G.   The USHE should conduct a system-wide survey of student satisfaction and an employer survey to determine employer satisfaction with USHE graduates for the next biennial assessment. The survey should include enough students to report on institution-specific results.

	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
University of Utah										
Bachelor Degrees	240	255	277	277	320	292	299	278	288	269
Master Degrees	106	83	93	101	98	91	93	100	92	95
Doctor Degrees	42	46	44	58	40	52	59	62	44	42
Subtotal	*388*	*384*	*414*	*436*	*458*	*435*	*451*	*440*	*424*	*406*
Utah State University										
Bachelor Degrees	236	195	206	242	249	267	244	300	398	363
Master Degrees	133	106	141	119	138	139	120	122	146	118
Doctor Degrees	14	7	16	20	12	20	16	13	19	8
Subtotal	*383*	*308*	*363*	*381*	*399*	*426*	*380*	*435*	*563*	*489*
Weber State University										
Certificates and Diplomas	0	0	0	0	0	0	0	0	0	10
Associate Degrees	6	1	17	11	22	32	24	42	66	59
Bachelor Degrees	235	272	194	176	181	155	166	102	154	159
Subtotal	*241*	*273*	*211*	*187*	*203*	*187*	*190*	*144*	*220*	*228*
Southern Utah University										
Associate Degrees	0	0	0	0	0	0	8	7	6	5
Bachelor Degrees	14	11	15	14	11	10	9	12	23	34
Subtotal	*14*	*11*	*15*	*14*	*11*	*10*	*17*	*19*	*29*	*39*
Snow College										
Certificates and Diplomas	1	0	8	3	2	0	3	0	0	0
Associate Degrees	25	14	14	22	8	18	28	29	32	31
Subtotal	*26*	*14*	*22*	*25*	*10*	*18*	*31*	*29*	*32*	*31*
Dixie College										
Certificates and Diplomas	3	3	8	0	3	0	0	1	5	3
Associate Degrees	19	19	3	17	12	9	18	21	38	29
Subtotal	*22*	*22*	*11*	*17*	*15*	*9*	*18*	*22*	*43*	*32*
College of Eastern Utah										
Certificates and Diplomas	0	3	11	4	2	6	16	19	13	10
Associate Degrees	1	1	1	3	2	1	2	0	1	0
Subtotal	*1*	*4*	*12*	*7*	*4*	*7*	*18*	*19*	*14*	*10*
Utah Valley State College										
Certificates and Diplomas	22	25	12	10	20	12	13	1	3	4
Associate Degrees	71	56	70	57	61	83	53	64	25	49
Bachelor Degrees	0	0	0	0	0	0	6	17	25	11
Subtotal	*93*	*81*	*82*	*67*	*81*	*95*	*72*	*82*	*53*	*64*
Salt Lake Community College										
Certificates and Diplomas	0	1	4	5	11	18	19	14	14	8
Associate Degrees	121	106	149	87	136	213	241	215	263	167
Subtotal	*121*	*107*	*153*	*92*	*147*	*231*	*260*	*229*	*277*	*175*
Total USHE										
Certificates and Diplomas	26	32	43	22	38	36	51	35	35	35
Associate Degrees	243	197	254	197	241	356	374	378	431	340
Bachelor Degrees	725	733	692	709	761	724	724	709	888	836
Master Degrees	239	189	234	220	236	230	213	222	238	213
Doctor Degrees	56	53	60	78	52	72	75	75	63	50
Total	*1,289*	*1,204*	*1,283*	*1,226*	*1,328*	*1,418*	*1,437*	*1,419*	*1,655*	*1,474*

Appendix B
Faculty Contact Hours, Instructional Credit Hours
and Student Credit Hours, Per FTE Faculty
(Averages by Institution Type)

	Regular Classes and Labs			Student Teaching, etc.			Dissertation/Thesis/ Individualized Instr.			Total All Instruction		
	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours
RESEARCH/TEACHING UNIVERSITIES												
University of Utah	7.22	6.08	177.24	0.16	0.16	3.29	2.79	2.79	12.55	10.17	9.03	193.09
Utah State University	9.56	9.10	236.91	0.38	0.38	7.67	1.65	1.65	12.33	11.59	11.13	256.91
Wtd Avg	8.10	7.21	199.62	0.25	0.25	4.94	2.36	2.36	12.47	10.70	9.82	217.03
REGIONAL/METRO UNIVERSITIES												
Weber State University	13.36	11.86	262.50	0.19	0.19	3.77	0.53	0.53	5.18	14.08	12.58	271.44
Southern Utah University	12.17	11.89	293.77	0.32	0.32	6.44	0.74	0.74	7.43	13.24	12.95	307.65
Wtd Avg	12.98	11.87	272.49	0.23	0.23	4.62	0.60	0.60	5.90	13.81	12.70	283.01
STATE AND COMMUNITY COLLEGES												
Snow College	22.91	18.49	309.26	0.03	0.03	0.65	0.37	0.37	3.74	23.31	18.89	313.64
Dixie College	15.88	14.89	401.86	0.06	0.06	1.18	0.15	0.15	1.46	16.08	15.09	404.49
College of Eastern Utah	18.51	15.27	301.46	0.02	0.02	0.02	0.08	0.06	0.08	18.61	15.35	301.56
Utah Valley State College	16.44	14.84	318.15	0.10	0.10	2.03	0.06	0.06	0.63	16.61	15.00	320.81
Salt Lake Community College	19.59	15.32	263.53	0.00	0.00	0.00	0.00	0.00	0.00	19.59	15.32	263.53
Wtd Avg	18.49	15.48	303.85	0.04	0.04	0.84	0.09	0.08	0.79	18.62	15.61	305.48
USHE WTD AVERAGE	12.06	10.52	244.33	0.19	0.19	3.71	1.35	1.35	7.79	13.59	12.06	255.84

Appendix C
Faculty Contact Hours, Instructional Credit Hours, And Student Credit Hours
Per FTE Faculty, (Averages by Instructional Level)

	Regular Classes and Labs			Student Teaching, etc.			Dissertation/Thesis/ Individualized Instr.			Total All Instruction		
	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours
UNIVERSITY OF UTAH												
Lower Division	11.55	10.64	631.09	0.04	0.04	0.73	0.06	0.06	0.65	11.66	10.74	632.47
Upper Division	10.66	8.47	214.21	0.23	0.23	4.61	0.61	0.61	6.14	11.50	9.32	224.96
Basic Graduate	5.76	4.99	74.56	0.23	0.23	4.55	1.60	1.60	12.01	7.59	6.82	91.11
Advanced Graduate	2.07	1.82	21.11	0.07	0.07	1.37	8.34	8.34	27.56	10.48	10.23	50.04
Wtd Avg	7.22	6.08	177.24	0.16	0.16	3.29	2.79	2.79	12.55	10.17	9.03	193.09
UTAH STATE UNIVERSITY												
Vocational	14.45	13.34	331.27	0.07	0.07	1.36	0.14	0.14	1.36	14.65	13.54	334.00
Lower Division	12.21	11.30	469.35	0.03	0.03	0.65	1.64	1.64	16.44	13.89	12.98	486.44
Upper Division	9.57	9.01	199.94	0.64	0.64	12.83	0.61	0.61	6.07	10.82	10.25	218.84
Basic Graduate	7.49	7.79	69.27	0.40	0.40	8.01	2.20	2.20	17.50	10.09	10.39	94.78
Advanced Graduate	2.28	2.28	13.65	0.12	0.12	2.38	8.34	8.34	29.19	10.74	10.74	45.22
Wtd Avg	9.56	9.10	236.91	0.38	0.38	7.67	1.65	1.65	12.33	11.59	11.13	256.91
WEBER STATE UNIVERSITY												
Vocational	18.16	14.97	286.26	0.45	0.45	8.93	0.47	0.47	4.65	19.07	15.88	299.83
Lower Division	11.65	11.36	373.15	0.01	0.01	0.17	0.21	0.21	2.14	11.88	11.58	375.47
Upper Division	12.65	10.92	164.31	0.22	0.22	4.36	0.81	0.81	7.91	13.67	11.95	176.58
Basic Graduate	8.75	8.69	195.02	0.00	0.00	0.00	0.75	0.75	5.33	9.49	9.44	200.35
Wtd Avg	13.36	11.86	262.50	0.19	0.19	3.77	0.53	0.53	5.18	14.08	12.58	271.44
SOUTHERN UTAH UNIVERSITY												
Vocational	17.32	15.64	299.92	0.00	0.00	0.00	0.01	0.01	0.12	17.33	15.65	300.04
Lower Division	12.08	12.05	400.75	0.00	0.00	0.00	0.30	0.30	2.98	12.38	12.34	403.73
Upper Division	10.90	10.81	207.27	0.71	0.71	14.17	1.24	1.24	12.45	12.86	12.76	233.89
Basic Graduate	7.48	7.48	137.12	0.00	0.00	0.00	3.02	3.02	30.19	10.50	10.50	167.31
Wtd Avg	12.17	11.89	293.77	0.32	0.32	6.44	0.74	0.74	7.43	13.24	12.95	307.65
SNOW COLLEGE												
Vocational	27.93	22.43	259.65	0.01	0.01	0.29	1.01	1.01	10.11	28.96	23.46	270.05
Lower Division	20.16	16.33	336.42	0.04	0.04	0.84	0.02	0.02	0.25	20.22	16.40	337.52
Wtd Avg	22.91	18.49	309.26	0.03	0.03	0.65	0.37	0.37	3.74	23.31	18.89	313.64
DIXIE COLLEGE												
Vocational	13.23	12.01	207.69	0.14	0.14	2.79	0.15	0.15	1.53	13.53	12.31	212.01
Lower Division	17.15	16.27	495.27	0.02	0.02	0.40	0.14	0.14	1.42	17.31	16.43	497.09
Wtd Avg	15.88	14.89	401.86	0.06	0.06	1.18	0.15	0.15	1.46	16.08	15.09	404.49
COLLEGE OF EASTERN UTAH												
Vocational	21.10	14.43	230.05	0.03	0.02	0.02	0.12	0.07	0.08	21.25	14.52	230.15
Lower Division	16.95	15.78	344.22	0.01	0.01	0.02	0.06	0.05	0.09	17.03	15.84	344.33
Wtd Avg	18.51	15.27	301.46	0.02	0.02	0.02	0.08	0.06	0.08	18.61	15.35	301.56
UTAH VALLEY STATE COLLEGE												
Vocational	18.89	16.16	270.18	0.22	0.22	4.39	0.00	0.00	0.01	19.11	16.38	274.58
Lower Division	14.95	14.09	376.50	0.01	0.01	0.23	0.02	0.02	0.21	14.98	14.12	376.94
Upper Division	12.67	12.53	258.49	0.00	0.00	0.00	0.53	0.53	5.31	13.20	13.06	263.80
Wtd Avg	16.44	14.84	318.15	0.10	0.10	2.03	0.06	0.06	0.63	16.61	15.00	320.81
SALT LAKE COMMUNITY COLLEGE												
Vocational	23.47	16.57	224.56	0.00	0.00	0.00	0.00	0.00	0.00	23.47	16.57	224.56
Lower Division	15.38	13.97	305.75	0.00	0.00	0.00	0.00	0.00	0.00	15.38	13.97	305.75
Wtd Avg	19.59	15.32	263.53	0.00	0.00	0.00	0.00	0.00	0.00	19.59	15.32	263.53
USHE WTD AVERAGE												
Vocational	20.41	16.04	255.72	0.14	0.14	2.81	0.17	0.17	1.65	20.73	16.36	260.19
Lower Division	13.99	12.97	416.04	0.02	0.02	0.33	0.34	0.34	3.42	14.36	13.33	419.80
Upper Division	10.84	9.50	200.50	0.39	0.39	7.77	0.72	0.72	7.11	11.94	10.60	215.38
Basic Graduate	6.36	5.94	76.82	0.27	0.27	5.39	1.77	1.77	13.62	8.40	7.97	95.83
Advanced Graduate	2.09	1.88	20.18	0.07	0.07	1.50	8.34	8.34	27.76	10.51	10.29	49.44
Wtd Avg	12.06	10.52	244.33	0.19	0.19	3.71	1.35	1.35	7.79	13.59	12.06	255.84

Faculty Contact Hours, Instructional Credit Hours, and Student Credit Hours Per FTE Faculty (Averages by Faculty Rank)

	Regular Classes and Labs			Student Teaching, etc.			Dissertation/Thesis/ Individualized Instr.			Total All Instruction		
	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours	Faculty Contact Hours	Instructional Credit Hours	Student Credit Hours
UNIVERSITY OF UTAH												
Full Professor	6.46	5.76	181.01	0.05	0.05	0.95	3.88	3.88	15.94	10.39	9.68	197.91
Associate Professor	7.05	5.92	173.32	0.07	0.07	1.39	2.70	2.70	12.08	9.82	8.69	186.79
Assistant Professor	6.67	5.06	134.02	0.03	0.03	0.67	1.97	1.97	10.40	8.67	7.06	145.08
Other	10.73	8.94	238.25	0.92	0.92	18.46	0.81	0.81	6.21	12.47	10.67	262.92
Wtd Avg	7.22	6.08	177.24	0.16	0.16	3.29	2.79	2.79	12.55	10.17	9.03	193.09
UTAH STATE UNIVERSITY												
Full Professor	10.46	9.65	219.56	0.55	0.55	11.03	3.16	3.16	24.78	14.17	13.36	255.37
Associate Professor	9.29	8.80	223.10	0.27	0.27	5.43	1.35	1.35	9.03	10.91	10.42	237.55
Assistant Professor	7.88	7.98	216.41	0.22	0.22	4.34	0.78	0.78	5.25	8.88	8.98	226.01
Other	11.97	11.22	382.38	0.69	0.69	13.83	0.55	0.55	5.49	13.21	12.46	401.69
Wtd Avg	9.56	9.10	236.91	0.38	0.38	7.67	1.65	1.65	12.33	11.59	11.13	256.91
WEBER STATE UNIVERSITY												
Full Professor	12.55	11.51	266.40	0.20	0.20	3.98	0.92	0.92	8.88	13.66	12.62	279.26
Associate Professor	13.47	12.12	258.06	0.14	0.14	2.83	0.35	0.35	3.46	13.96	12.61	264.36
Assistant Professor	13.64	11.92	265.64	0.14	0.14	2.83	0.24	0.24	2.36	14.02	12.29	270.83
Other	15.16	12.36	252.64	0.35	0.35	7.00	0.29	0.29	2.93	15.80	13.00	262.57
Wtd Avg	13.36	11.86	262.50	0.19	0.19	3.77	0.53	0.53	5.18	14.08	12.58	271.44
SOUTHERN UTAH UNIVERSITY												
Full Professor	12.26	12.03	296.95	0.21	0.21	4.17	1.76	1.76	17.61	14.23	14.00	318.74
Associate Professor	11.81	11.35	280.08	0.87	0.87	17.33	1.01	1.01	10.08	13.68	13.22	307.49
Assistant Professor	12.16	11.98	286.34	0.01	0.01	0.14	0.28	0.28	2.85	12.45	12.27	289.33
Other	12.86	12.65	334.64	0.00	0.00	0.00	0.09	0.09	0.85	12.95	12.73	335.49
Wtd Avg	12.17	11.89	293.77	0.32	0.32	6.44	0.74	0.74	7.43	13.24	12.95	307.65
SNOW COLLEGE												
Full Professor	19.69	17.07	396.30	0.01	0.01	0.11	0.06	0.06	0.63	19.75	17.13	397.04
Associate Professor	17.96	15.63	349.01	0.02	0.02	0.45	0.09	0.09	0.89	18.07	15.74	3[illegible].75
Assistant Professor	18.49	15.10	295.68	0.10	0.10	1.94	0.01	0.01	0.15	18.60	15.21	[illegible]
Other	31.06	23.50	240.98	0.01	0.01	0.23	0.98	0.98	9.85	32.05	24.50	[illegible]
Wtd Avg	22.91	18.49	309.26	0.03	0.03	0.65	0.37	0.37	3.74	23.31	18.89	313.64
DIXIE COLLEGE												
Other	15.88	14.89	401.86	0.06	0.06	1.18	0.15	0.15	1.46	16.08	15.09	404.49
Wtd Avg	15.88	14.89	401.86	0.06	0.06	1.18	0.15	0.15	1.46	16.08	15.09	404.49
COLLEGE OF EASTERN UTAH												
Other	18.51	15.27	301.46	0.02	0.02	0.02	0.08	0.06	0.08	18.61	15.35	301.56
Wtd Avg	18.51	15.27	301.46	0.02	0.02	0.02	0.08	0.06	0.08	18.61	15.35	301.56
UTAH VALLEY STATE COLLEGE												
Full Professor	14.92	13.79	365.29	0.12	0.12	2.48	0.00	0.00	0.00	15.04	13.92	367.77
Associate Professor	15.79	14.43	311.87	0.05	0.05	0.96	0.11	0.11	1.15	15.95	14.59	313.98
Assistant Professor	16.38	14.76	304.21	0.16	0.16	3.21	0.10	0.10	0.98	16.64	15.02	308.39
Other	19.87	17.19	288.82	0.00	0.00	0.00	0.00	0.00	0.03	19.87	17.19	288.85
Wtd Avg	16.44	14.84	318.15	0.10	0.10	2.03	0.06	0.06	0.63	16.61	15.00	320.81
SALT LAKE COMMUNITY COLLEGE												
Full Professor	17.52	13.87	257.48	0.00	0.00	0.00	0.00	0.00	0.00	17.52	13.87	257.48
Associate Professor	16.44	14.21	251.59	0.00	0.00	0.00	0.00	0.00	0.00	16.44	14.21	251.59
Assistant Professor	21.20	16.42	279.31	0.00	0.00	0.00	0.00	0.00	0.00	21.20	16.42	279.31
Other	22.61	16.15	259.84	0.00	0.00	0.00	0.00	0.00	0.00	22.61	16.15	259.84
Wtd Avg	19.59	15.32	263.53	0.00	0.00	0.00	0.00	0.00	0.00	19.59	15.32	263.53
USHE WTD AVERAGE												
Full Professor	10.13	9.11	231.25	0.18	0.18	3.58	2.52	2.52	13.93	12.83	11.81	248.76
Associate Professor	10.83	9.71	229.52	0.18	0.18	3.70	1.35	1.35	7.57	12.36	11.25	240.79
Assistant Professor	12.21	10.55	233.03	0.10	0.10	1.96	0.72	0.72	4.40	13.03	11.37	239.39
Other	16.51	13.77	299.21	0.31	0.31	6.18	0.35	0.35	3.00	17.17	14.42	308.39
Wtd Avg	12.06	10.52	244.33	0.19	0.19	3.71	1.35	1.35	7.79	13.59	12.06	255.84

Appendix E
Average Faculty Contact Hours, Instructional Credit Hours, and Student Credit Hours Per Part-time Faculty Headcount

	PT Faculty Headcount	Avg Faculty Contact Hours	Percent of Institution Total	Avg Credit Hours	Percent of Institution Total	Avg Student Credit Hours	Percent of Institution Total
UNIVERSITY OF UTAH							
Regular Faculty Overload	13.00	2.71	0.2%	2.35	0.2%	75.42	0.4%
Part Time Adjunct and Wage Rated Instructors	823.00	5.41	29.6%	5.59	34.5%	101.95	30.4%
Teaching Assistants	307.00	5.96	12.2%	3.13	7.2%	81.35	9.1%
Total Part Time Instructors	1,143.00	5.53	42.0%	4.89	41.9%	96.12	39.9%
UTAH STATE UNIVERSITY							
Regular Faculty Overload	83.00	3.49	3.0%	3.59	3.2%	88.62	3.3%
Part Time Adjunct and Wage Rated Instructors	556.00	5.21	29.9%	5.08	30.0%	124.65	31.0%
Teaching Assistants	112.00	4.87	5.6%	4.87	5.8%	129.53	6.5%
Total Part Time Instructors	751.00	4.97	38.5%	4.88	39.0%	121.40	40.8%
WEBER STATE UNIVERSITY							
Regular Faculty Overload	91.00	5.00	5.7%	5.00	6.3%	80.30	4.6%
Part Time Adjunct and Wage Rated Instructors	397.00	5.20	25.9%	4.80	26.4%	115.10	28.9%
Teaching Assistants	0.00	0.00	0.0%	0.00	0.0%	0.00	0.0%
Total Part Time Instructors	488.00	5.16	31.6%	4.84	32.7%	108.61	33.6%
SOUTHERN UTAH UNIVERSITY							
Regular Faculty Overload	78.00	4.74	10.9%	4.74	11.1%	83.16	8.9%
Part Time Adjunct and Wage Rated Instructors	93.00	6.58	18.1%	6.58	18.4%	115.26	14.7%
Teaching Assistants	0.00	0.00	0.0%	0.00	0.0%	0.00	0.0%
Total Part Time Instructors	171.00	5.74	29.0%	5.74	29.5%	100.62	23.6%
○W COLLEGE							
ʒgular Faculty Overload	23.00	4.39	3.7%	3.87	3.9%	94.83	5.4%
Part Time Adjunct and Wage Rated Instructors	98.00	6.20	22.0%	5.19	22.5%	105.19	25.7%
Teaching Assistants	0.00	0.00	0.0%	0.00	0.0%	0.00	0.0%
Total Part Time Instructors	121.00	5.86	25.7%	4.94	26.5%	103.22	31.2%
DIXIE COLLEGE							
Regular Faculty Overload	46.00	8.83	13.3%	7.66	13.9%	65.64	5.5%
Part Time Adjunct and Wage Rated Instructors	191.00	7.24	45.4%	5.26	39.6%	105.63	36.8%
Teaching Assistants	0.00	0.00	0.0%	0.00	0.0%	0.00	0.0%
Total Part Time Instructors	237.00	7.55	58.7%	5.73	53.5%	97.86	42.3%
COLLEGE OF EASTERN UTAH							
Regular Faculty Overload	10.00	4.20	2.3%	2.90	1.8%	65.50	2.3%
Part Time Adjunct and Wage Rated Instructors	102.00	4.99	27.3%	4.67	30.0%	62.67	22.6%
Teaching Assistants	0.00	0.00	0.0%	0.00	0.0%	0.00	0.0%
Total Part Time Instructors	112.00	4.92	29.6%	4.51	31.8%	62.92	24.9%
UTAH VALLEY STATE COLLEGE							
Regular Faculty Overload	131.00	5.03	7.5%	4.66	7.5%	93.54	7.2%
Part Time Adjunct and Wage Rated Instructors	524.00	7.86	46.8%	7.33	47.5%	154.05	47.3%
Teaching Assistants	0.00	0.00	0.0%	0.00	0.0%	0.00	0.0%
Total Part Time Instructors	655.00	7.29	54.3%	6.80	55.0%	141.95	54.4%
SALT LAKE COMMUNITY COLLEGE							
Regular Faculty Overload	122.00	7.40	7.2%	5.80	6.8%	76.90	5.3%
Part Time Adjunct and Wage Rated Instructors	825.00	7.30	48.2%	6.40	51.1%	112.60	52.5%
Teaching Assistants	0.00	0.00	0.0%	0.00	0.0%	0.00	0.0%
Total Part Time Instructors	947.00	7.31	55.5%	6.32	57.9%	108.00	57.8%
USHE TOTAL							
Regular Faculty Overload	597.00	5.46	5.0%	4.93	5.1%	83.12	4.1%
ʒrt Time Adjunct and Wage Rated Instructors	3,609.00	6.28	34.8%	5.83	36.2%	116.41	35.0%
ʒeaching Assistants	419.00	5.67	3.7%	3.60	2.6%	94.23	3.3%
Total Part Time Instructors	4,625.00	6.12	43.5%	5.51	43.9%	110.10	42.4%

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UNIVERSITY OF UTAH

1997 ASSESSMENT AND ACCOUNTABILITY REPORT

Contact: Paul Brinkman

Office of Budget and Resource Planning

July, 1997

I.   Student Assessment

A.   Student preassessment measures.

    1. Preadmission results
        a. See Table I.
        b. See Table I.

    2. High school grade point averages
        a. See Table I.
        b. See Table I.

    3. Institutional admission standards
        a. See Table II.

    4. Remedial/developmental work
        a. See Table III.
        b. See Table III.

    5. Concurrent enrollment
        a. Not applicable.

B.   Student progress measures.

    1. Satisfactory progress toward an academic goal.

        a.   Students must maintain at least a 2.00 GPA to remain in good academic standing. Students who fail to do so are placed on probation and, if their GPA does not improve, are not allowed to register.

Of 2,378 newly matriculated freshmen in Autumn Term 1996, a total of 327, or 13.8%, were placed on probation at the end of the term. Of those 327, a total of 164, or 50.2%, were enrolled in Spring Term 1997.

Of 1,899 newly matriculated transfer students in Autumn Term 1996, a total of 312, or 16.4% were placed on probation at the end of the term. Of those 312, a total of 145, or 46.5%, were enrolled in Spring Term 1997.

        b. We have two basic sources of information on usage and satisfaction with academic advisement and career advisement: an administrative review of academic advising and surveys of undergraduates at the time of graduation.

In a 1995 review of academic advising at the University of Utah, students asked in a survey to evaluate the advising the receive from new student orientation, from the Center for Academic Advising, from their departments or colleges, and from individual faculty members. While significant differences existed between academic programs, students at the University of Utah generally rated the academic advising available to them as moderately useful, with freshmen more likely to praise orientation and the Center for Academic Advising, and juniors and seniors more likely to praise the advisors in their departments and colleges and individual faculty. Students at the University tend to delay their contacts with academic advising until their junior year, but the Center for Academic Advising is taking steps to contact students and rectify this time-gap, especially during the semester transition process. Students report and the Center for Academic Advising confirms that many students also do not form strong advising bonds with individual faculty until their junior or senior years nor visit the Career Information Library or the Career Services Center until their senior year. For the semester transition, each student at the University of Utah will have an advising sheet with a specific plan for program completion and the quarter and semester credit hours that will be required for him or her to graduate. Students in professional degree programs with specific licensure or certification requirements take greater advantage of the advisors in their programs and rate the quality of their advising more highly than do students in more traditional academic disciplines.

The following results are based on a survey responses from 1,390 recent baccalaureates. Of those 1,390 respondents, 61 percent reported using the Center for Academic Advising. Those using the Center, rated their experience as follows: excellent or good, 58 percent; fair, 30 percent; and poor, 12 percent. Of the 1,390 respondents, 40 percent used the Placement Center to either investigate possible careers or to get advice and assistance in searching for a job. Those using the Center rated their experience as follows: excellent or good, 48 percent; fair, 35 percent; and poor, 17 percent. Compared to a variety of other services provided to students, the Center for Academic Advising and the Placement Center received average ratings from the respondents, i.e., some other services were given higher ratings, others lower.

2. Terms to completion
    a. See Tables IV, V, and VI.

3. Course Accessibility

We can provide a variety of data that speak to the issue of course accessibility. First, as of the 15th class day of the Spring Term 1997, 15.3 percent of all fixed credit courses had enrollment that was at or exceeded the listed capacity for the

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course. These capacities are set by the faculty. On occasion faculty allow additional registrations beyond the listed capacities.

Second, as of the close of the telephone registration period (about two weeks prior to the beginning of the term) for Spring Term 1997, our registration system had recorded 6,595 unsuccessful attempts to registrar in a course, or about 7 percent of the eventual total number of registrations for the term. The number of unsuccessful attempts to registrar for a course has gradually been declining through the 1990s. In the autumn of 1990, there were 25,887 unsuccessful attempts. By the autumn of 1995, the number had declined to 14,213. It is likely, however, that the subsequent reduction to 6,595 for this most recent term somewhat overstates the U's success in dealing with this problem. The reason being the inauguration this year of a Web site which allows students to ascertain course availability before they use the telephone registration system. We intend to add a wait list feature, or something like it, to the Web site so that in the future we can more adequately determine centrally where the registration problems might be.

Third, we surveyed a random sample of undergraduates to obtain information about course accessibility during the Spring Term 1997. Of 188 respondents, 37, or about 20 percent, reported that they were unable to registrar for one or more courses. The most frequently cited reason (70 percent) for the problem was that the course (or section to be precise) was full. The other frequently cited reason (28 percent) was the student's work schedule; i.e., the course had enrollment spaces available but was not offered at a time when the student could attend. The students who encountered registration problems represented a great variety of majors and were distributed by class level in line with the U's overall enrollment. In other words, course accessability problems appear to distributed rather evenly across the curriculum and by class level.

The U has been making an effort to reduce the course accessibility problem, and there is no doubt that considerable progress has been made in this decade. A gradual shift in resources in one way in which progress has been made. This is particularly true for our Liberal Education program. In Autumn Term 1990, for example, Lib Ed courses accounted for 29 percent of all unsuccessful attempts to register. By Spring Term 1997, Lib Ed courses accounted for just 15 percent of a much smaller number of unsuccessful attempts to register. Also, there is money set aside each year to fund additional sections of so-called "bottleneck courses." This money is held centrally until late in the registration process when problems areas are revealed, and then it is used to add sections as needed.

Course accessibility problems can be contained somewhat but they can never be reduced to zero. Shifts in student interest often outrun our ability in the short run

to reallocate sufficient resources to meet the increased demand. Our students, most of whom work or have other obligations, tend to make up their minds relatively late in the registration cycle, thus reducing our ability to have the faculty and facilities resources available whenever needed.

C.   Student outcomes assessment measures.

1.   Professional licensure examination pass rates for 1996 graduates: See Table VIII.

2.   Student opinion surveys and exit interviews.

The results that follow are based on a mailed survey of recent baccalaureates. A total of 1,390 former students responded to the survey, typically about three months after graduation.

With respect to <u>completion of plans and objectives</u>, two findings from the survey are particularly interesting. First, the respondent's educational objectives changed appreciably during their studies at the U. Of those who were sure about their plans, at entrance to the University 51 percent expected that the Bachelor's degree would be their highest level of formal education, 21 percent would go on to a Master's degree, and 20 percent would go on to a Doctoral degree. Upon graduation, 50 percent expected to earn a master's degree and another 29 percent expected to go on to a Doctoral degree.

Second, 49 percent of respondents said that they <u>completed their degree as quickly as they had planned</u>. Of those that took longer than expected, 49 percent (in other words, about a quarter of all respondents) said that the University had done something to slow their progress. A variety of reasons were given including scheduling issues, course availability, and access to certain majors.

<u>Additional Findings</u>. Less than half of all respondents (41.2 percent) graduated with the major they originally wanted. Of those that did not, 60 percent "found something of greater interest;" 12 percent "did not want to wait the extra time the major would have taken," 10 percent found that the "major was not what they expected," and 8.2 percent said that the major was "too difficult to get into." Most of the respondents (88 percent) selected the major with which they graduated because of their interest in the subject. Significant numbers of respondents also mentioned "good basis for advanced studies" (36 percent) and job prospects (35 percent) as reasons for their choice of major.

The majority of respondents found the courses in their major to be challenging and "cutting edge" as opposed to "out of date." **The majority also found their professors to be accessible and instruction in their major field to be excellent.**

4

About two-thirds of respondents reported that they had sought assistance from a department advisor. Eleven percent said the advisor was "not at all" helpful, 46 percent said the advisor was "somewhat" helpful, and 43 percent said the advisor was "very" or "extremely" helpful.

Just one-third of all respondents did not have some portion of their Liberal Education requirements waived. Forty-three percent of the respondents got waivers because of transfer work, and 34 percent got waivers for successful results on AP and CLEP tests, and a small percentage of students got waivers for both transfer work and test results.

A majority of the respondents were satisfied with the Liberal Education program with respect to choice of courses, ease of scheduling, usefulness of knowledge, quality of instruction, and the program's overall quality.

Experiences/satisfaction with <u>campus facilities and services</u>. Not surprisingly, most respondents (98 percent) reported using the Marriott Library, which is the U's main, or general, library. More than a third of respondents (36 percent) reported using the Eccles Health Sciences Library, and (interestingly given that all of the respondents had just completed their undergraduate degree) a fifth of the respondents (21 percent) reported using the Law Library. Respondents were asked to evaluate the adequacy for individuals like themselves: 61 percent said the libraries were "adequate," 21 percent said they were "more than adequate," and 16 percent said they were "deficient."

Respondents were asked to report their use of and satisfaction with 13 services. The most used services among the 13 are the bookstore (99 percent), parking (95 percent), food services (80 percent), and financial aid (71 percent). The least used are disabled student services (3 percent), study abroad (9 percent), and the women's resource center (9 percent). Among respondents using the services, parking is the only one that received a heavy amount of criticism (43 percent rated their experience with parking services as "poor;" 38 percent as "fair," and just 21 percent as "good" or "excellent." Two other areas, food service (18 percent rated it as "poor," 45 percent as "fair) and financial aid (20 percent rated it as "poor," and 33 percent as "fair") received an appreciable amount of criticism. The highest rated services were campus recreation (87 percent rated it as "good" or "excellent") and the bookstore (65 percent rated it as "good" or "excellent").

Forty-three percent of the respondents were "entirely pleased" with their decision to attend the U. Another 42 percent were "mostly pleased." Seven percent regretted that decision. Eighty-seven percent said they would recommend the U to a friend or family member; 13 percent would not.

3. Placement information.

     a. Report the percent of graduates (from 1994-96) who are interested in working and are placed one to two years after graduation.

The U does not systematically gather this information as specified. We do survey those Bachelor's degree graduates who attend commencement (when they pick up their cap and gown). In 1994, 90 percent of graduates who were available for employment were employed at the time of graduation. The value in 1995 was 93 percent, and 97 percent in 1996.

     b. Report the percentage of graduates (from 1994-96) who are in graduate or professional school.

The U does not systematically gather this information as specified. The survey of recent baccalaureates discussed above (I.C.2.) included a question about future plans. Sixty-five percent of all respondents indicated they planned to "continue their education in the near future." Of those 65 percent, 37 percent (or 24 percent of all respondents) had already been accepted into a post-baccalaureate program. The answer to the specific question, then, lies somewhere between 24 and 65 percent! It is likely that the percentage varies by field. In physics or history, for example, those who intend to go on for a higher degree are likely to do so quickly, whereas in education or business they are more likely to seek work experience before pursuing an advanced degree.

     c. Report the level of satisfaction of graduates and employers with graduates' knowledge and skills one to two years after graduation.

The U does not systematically gather this information as specified. The survey of recent baccalaureates discussed above (I.C.2.) included a question about preparation for work. Of the recent graduates responding to the survey and planning to begin a career in the near future, 23 percent thought that their Bachelor's degree had prepared them "very well" for the job market; 56 percent said "adequately," 18 percent said "less than adequately," and 4 percent said "poorly."

Late in their baccalaureate studies many students at the U take part in so-called "cooperative education," an organized internship experience in the workplace. As part of this process, employers are asked to evaluate the students along 14 dimensions relevant to their readiness for the workplace. Evaluation results for a total of 173 students representing 39 different majors were compiled. The results for the three summary measures are as follows. For the measure "quality of student's work," 62% received a rating of "outstanding," 32% were rated "good,"

and 5% "satisfactory." For the measure "student possesses, learns, and applies necessary skills, "60% received a rating of "outstanding," 31% "good," 8% "satisfactory," and 1% "needs improvement." For the measure "overall performance," 65% received a rating of "outstanding," 31% "good," and 4% "satisfactory." The employers are also asked, "If there were an appropriate job opening, would you like to hire this person after graduation?" Of a total of 128 responses to that question, all but three employers, or 98 percent, answered "yes." Presumably there were a larger proportion of nay sayers among the 45 evaluators who elected not to answer the question or whose response could not be categorized as a definite yes or no..

II. Resource Management.

  A. Faculty measures

1. Student credit hours by category of faculty and level of course.
   a. See Table IX.

2. Student course and faculty evaluation process.

Students evaluations of courses and faculty is widespread at the U but thoroughly decentralized (at the moment). Each department deals with this issue in its own way. In many instances, the format and results are such that numerical averages can be derived. For example, students taking courses from the Educational Administration department use a seven-point Likert-type scale on each of 13 items for each course plus an open-ended section on "strengths and weaknesses." In Autumn Term 1996, values for courses in that department ranged from 5.75 to 7.00 on the summary item, "overall rating of the teaching ability of the instructor," or something like "above average" to "excellent." While that particular instrument appears to be fairly representative of what is used across the institution, given the decentralized nature of this process it is simply not possible to put these various and sundry evaluations together in any meaningful way.

Similarly, the role that student evaluations play in curriculum development and actions related to faculty, particularly retention, promotion and tenure (RPT) decisions, varies by department, at least de facto. For example, in some departments, student evaluations affect faculty pay but this may not be true in other departments. In a formal sense, there is strict commonality. There are official student groups in every college, called Student Advisory Councils (SACs), and each SAC is formally a part of the RPT process by University policy. It is reasonable to assume, however, that students have varying degrees of influence on the process, depending in part on their willingness to put in the effort it takes to be active and knowledgeable in that time consuming process.

There have been discussions this past year about standardizing the student course evaluation process across the institution and, in response to a request from the Associated Students of the University of Utah, about making public the course-specific results. A few years ago, the results were open to anyone who was interested in a document available at the University bookstore. The intent is to move on these issues this coming year.

B.   Program measures.

1. Regents annual program reviews by internal and external experts

   See Attachment A.

2. Accreditation reports

   See Attachments B, C, and D..

3. Curriculum improvement

Some 43 programs or departments are accredited at the University of Utah, and this process results in substantial growth and development in the curriculum and program quality. For example, ABET continually monitors and updates its requirements for professional engineering programs, and two reviews at the University of Utah recently resulted in the revision of the design curriculum (Mechanical Engineering and the Geological Engineering Program in Geology and Geophysics). Recent accreditation reviews of Psychology, Educational Psychology, and Social Work have resulted in enhanced attention to the curriculum surrounding diversity and to the diversity of students and faculty in the programs.

C.   Facility measures

1. Library quality

The appropriate general comparison group for the University of Utah is the set of libraries belonging to the Association of Research Libraries (ARL). There were 109 libraries in the ARL in 1996. In that year, the U ranked as follows:

	U value	Rank
Total volumes held	2,540,550	56
per FT student	141	65
per FT faculty	1,722	83

Total serials received	15,545	86
Total staff (exc. students)	231	43
Expenditures for materials	$5,625,839	46
Total expenditures	$14,977,554	49
per FT student	$833	43
per FT faculty	$10,154	67
Total circulations (exc. reserves)	456,321	70
Total interlibrary loans (to other libraries)	32,600	39
Number of FT students	17,978	59
Number of FT instructional faculty	1,475	41

ASSESSMENT AND ACCOUNTABILITY

1997 Report

Institution University of Utah   Name of Preparer Paul Brinkman

Telephone Number 581-6940

TABLE I (1A1) Student Pre-assessment Measures: Entering First Term Students Fall 1996		
Exams	**N - %**	**Average Composite Score**
ACT	2,051 86.2%	24.0
SAT	328 13.8%	24.4
ASSET/COMPASS/CPT:	--	--
MATH	--	--
WRITING	--	--
READING	--	--
H.S. GPA	2,336 98.2%	3.41
TYPE		
NON-TRADITIONAL STUDENTS	27 NA	

TABLE II (1A3) Admissions Data - Fall 1996		
Status	**Entering *Native Students**	****Transfer Students**
NUMBER OF APPLICANTS	5,425	3,366
% ACCEPTED	91.7%	89.9%
% DENIED	8.3%	10.2%
% REGISTERED	44.4%	56.7%

* Native refers to first-time freshmen who begin their higher education at your institution.

** Transfer refers to students who have attended and earned credit at another higher education institution before registering for the first time at your institution.

Institution University of Utah

<table>
<tr><td colspan="3">TABLE III (1A4)
<i>Entering First Term Student Enrollments
in
Developmental Courses</i></td></tr>
<tr><td>Course</td><td>N Registered</td><td>N Successful Completions</td></tr>
<tr><td>MATH   95R</td><td>90</td><td>90</td></tr>
<tr><td>ENGLISH</td><td>--</td><td>--</td></tr>
<tr><td>READING</td><td>--</td><td>--</td></tr>
</table>

SEE ATTACHED

<table>
<tr><td colspan="4">TABLE IV (1B2)
<i>Terms, Years, and Credits to Completion – Spring 1996 Graduates
Bachelor's Degree</i></td></tr>
<tr><td>Students</td><td>Average Terms</td><td>Average Years</td><td>Average Credits</td></tr>
<tr><td>*NATIVE</td><td></td><td></td><td></td></tr>
<tr><td>*TRANSFER</td><td></td><td></td><td></td></tr>
</table>

* Designate percentage of students who were full-time (averaged 15 SCHs per term)_____

NA

Students	Associate Degree (AA/AS)			AAS			One Year Certificate	Less Than 1 Year Certificate
	Terms	Years	Credits	Terms	Years	Credits	Ave. Terms to Completion	Ave. Terms to Copletion
*NATIVE								
*TRANSFER								

<table>
<tr><td colspan="9">TABLE V (1B2)
<i>Average Terms, Years, and Credits to Completion – Spring 1996 Graduates
Associate Degree and Certificates</i></td></tr>
</table>

*Designate percentage of studentswho were full-time (averaged 15 SCH per term) _____

Institution: University of Utah

TABLE IV (1B2)
Terms, Years, and Credits to Completion - Spring 1996 Graduates
Bachelor's Degree

Students	Average Terms	Elapsed Years	Years in Attendence	Average Credits
Native*	15.9	6.9	5.3	204.9
Transfer**	11.1 at the U	3.9 at the U	3.7 at the U	212.8

Percentage of students (both groups) who were full time (averaged 15 SCH per term): 5.7%.

*Consists of admission categories "new baccalaureate" and "conditional baccalaureate." Average credits include those earned at the University and those transferred in from another institution. Does not include AP or CLEP credits.

**Consists of admission categories "transfer" and "probational transfer." Average credits include those earned at the University and those transferred in from another institution. Does not include AP or CLEP.

Institution University of Utah

TABLE VI (1B2) *Average Course Load per Term - Spring 1996 Graduates* (BACH)	
Types of Degrees	Average Number of Courses per Term
Bachelors	3.2
AA/AS	--
AAS	--

* Please indicate the percentage of students holding jobs while attending school. 75-80%

20 hours and under per week _____

Over 20 hours per week _____

TABLE VII (1B4) *Performance of Minority Students - Spring 1996 Graduates* (BACH)			
Credentials	N of Minorities (BACH)	% of Minority Completions	N of Terms to Completion
Bachelor	230	*	15.0
AA/A's			
Certificate one year and less			

*1990 Cohort 6 year rate = 32.2%

Institution: University of Utah

TABLE VIII (1C1)

Student Performance on Professional Examinations

Engineering (Fundamentals of) Mechanical, Civil, Chemical and Fuels, and Mining Engineering	First time pass rate, low 90s (compared to 75% nationally; ultimately, 100% (passing is required for graduation)
Law (Bar)	First time pass rate, 91%
Medicine (MD License)	100%
Pharmacy (License)	100%
Nursing (RN License)	First time pass rate , 92%
Nursing (Nurse Midwifery License)	First time pass rate, 80%; by second time, 100%
Accounting (CPA)	Accounting majors may take the CPA exam after graduation, but the results are not reported to the University.
Communication Disorders	100%
Foods and Nutrition	100%
Physical Therapy	100%
Recreation and Leisure	100%
Social Work	Graduates take a licensing exam but normally not until they have worked for two or three years after graduation; the college does not receive data on pass rates.
Architecture	Graduates take a licensing exam but the test is in nine parts which can be taken at different times well after graduation; the college does not receive data on pass rates.

Institution___University of Utah___

<table>
<tr><td colspan="9">TABLE IX (IIAI)
UNIVERSITIES
Faculty Instruction by Level of Coursework
Fall 1996</td></tr>
<tr><td rowspan="3">Instructors</td><td colspan="2">Lower Division</td><td colspan="2">Upper Division</td><td colspan="2">Graduate</td><td colspan="2">Totals</td></tr>
<tr><td></td><td>% of</td><td></td><td>% of</td><td></td><td>% of</td><td></td><td>% of</td></tr>
<tr><td>SCH</td><td>SCH</td><td>SCH</td><td>SCH</td><td>SCH</td><td>SCH</td><td>SCH</td><td>SCH</td></tr>
<tr><td>Professors</td><td>32,361</td><td>22.6%</td><td>27,426</td><td>26.3%</td><td>14,665</td><td>41.9%</td><td>74,452</td><td>26.4%</td></tr>
<tr><td>Assoc. Prof</td><td>19,522</td><td>13.7%</td><td>21,817</td><td>20.9%</td><td>8,064</td><td>23.1%</td><td>49,403</td><td>17.5%</td></tr>
<tr><td>Asst. Prof.</td><td>12,822</td><td>9.0%</td><td>13,940</td><td>13.4%</td><td>5,517</td><td>15.8%</td><td>32,279</td><td>11.4%</td></tr>
<tr><td>Instructor</td><td>222</td><td>0.2%</td><td>324</td><td>0.3%</td><td>191</td><td>0.5%</td><td>737</td><td>0.3%</td></tr>
<tr><td>Other Ranked (a)</td><td>27,394</td><td>19.2%</td><td>23,138</td><td>22.2%</td><td>5,349</td><td>15.3%</td><td>55,881</td><td>19.8%</td></tr>
<tr><td>TA's</td><td>26,928</td><td>18.8%</td><td>5,799</td><td>5.6%</td><td>42</td><td>0.1%</td><td>32,769</td><td>11.6%</td></tr>
<tr><td>Credentialed Part Time (b)</td><td>23,672</td><td>16.6%</td><td>11,811</td><td>11.3%</td><td>1,146</td><td>3.3%</td><td>36,629</td><td>13.0%</td></tr>
<tr><td>TOTAL</td><td>142,921</td><td>100.0%</td><td>104,255</td><td>100.0%</td><td>34,974</td><td>100.0%</td><td>282,150</td><td>100.0%</td></tr>
</table>

* Excludes Medicine & Correspd. study

NA

<table>
<tr><td colspan="5">TABLE X (IIAI)
COMMUNITY AND STATE COLLEGES
Faculty Instruction by Level of Coursework
Fall of 1996</td></tr>
<tr><td rowspan="2">Instructors</td><td colspan="2">Lower Division</td><td colspan="2">Upper Division</td></tr>
<tr><td>SCH</td><td>% of SCH</td><td>SCH</td><td>% of SCH</td></tr>
<tr><td>Professors</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Associate Professors</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Assistant Professors</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Instructors (Unranked) (c)</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Other Ranked (a)</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Credentialed Part Time (b)</td><td></td><td></td><td></td><td></td></tr>
<tr><td>TOTAL</td><td></td><td></td><td></td><td></td></tr>
</table>

(a) Other ranked faculty include: adjunct, clinical, limited term, research, and visiting ranks.

(b) Part-time instructors, often hired by Continuing Education, who teach on quarterly or semester contract.

(c) Use this caegory if full-time budget related faculty are not ranked.

Asmnt\assessmn.tbl

UNIVERSITY OF UTAH PROGRAM REVIEWS
Completed by Graduate Council
1994-96

Department	Ranking
Ballet	Outstanding
Exercise and Sport Science	Commendable
Geography	Acceptable
Geology	Acceptable
History	Acceptable
Management	Acceptable
Materials Science & Engineering	Commendable
Mechanical Engineering	Commendable
Medicinal Chemistry	Commendable
Metallurgical Engineering	Commendable
Meteorology	Commendable
Modern Dance	Acceptable
Political Science	Acceptable
Sociology	Marginal

The Graduate School has not initiated any new program reviews since 1996/97 and will not do so until 1999 because of the semester conversion.

UNIVERSITY OF UTAH
SPECIALIZED ACCREDITATION

There are 47 departments/majors for which national/regional accreditation is available. 91% of these departments/majors are accredited by one or more specialized accrediting bodies.

The institution as a whole has been continuously accredited since 1932 by the Northwest Association of Schools and Colleges.

Rationale for Programs Not Seeking Accreditation

The **Departments of Ballet and Modern Dance** are not accredited by the National Association of Schools of Dance. The Department of Ballet does not feel accreditation by this body is necessary based upon the program's excellent national reputation and successful recruiting efforts. Although the Department of Modern Dance wishes to be accredited by the National Association of Schools of Dance, the accrediting body must accredit the entire dance program and not just one department.

The **Graduate School of Education** is not accredited by the National Council for Accreditation of Teacher Education. NCATE is a national accrediting body with which major research univerisites and reform groups have many differences of opinion about the standards of quality and accrediting processes. The University of Utah Graduate School of Education was accredited until the mid-1980s, at which time, the dean, as well as many of the deans of major research universities withdrew from NCATE. At this time, the Graduate School of Education has not chosen to rejoin this organization.

The **Department of Theatre** is not accredited by the National Association of Schools of Theatre. The department feels that accreditation by this organization is not necessary at this time.

Recent Specialized Accreditation (1994/95 - 1995/96)

Program	Accrediting Agency	Action
Accounting, School of	American Assembly of Collegiate Schools of Business	Reaccredit
Graduate School of Architecture	National Architectural Accreditation Board	Reaccredit
Biology Dept. Animal Laboratories	American Assoc. for Accreditation of Laboratory Animal Care	Reaccredit
Business Degree Programs	American Assembly of Collegiate Schools of Business	Reaccredit
Educational Psychology Dept. School Psych. Program	American Psychological Association	Reaccredit
College of Engineering	Accreditation Board for Engineering and Technology	Reaccredit
Chemical Engineering		Reaccredit
Electrical Engineering		Reaccredit
Civil Engineering		Reaccredit
Materials Science & Eng.		Reaccredit
Mechanical Engineering		Reaccredit
College of Mines and Earth and Earth Sciences	Accreditation Board for Engineering and Technology	Reaccredit
Mining Engineering		Reaccredit
Metallurgical Engineering		Reaccredit
Geological Engineering		Reaccredit

Dept. of Parks, Recreation and Leisure	National Recreation and Parks Assoc.	Reaccredit
Division of Physical Therapy	American Physical Therapy Assoc.	Reaccredit
Psychology Dept. Clinical Psych. Program	American Psychological Association	Reaccredit
Graduate School of Social Work	Council on Social Work Education	Reaccredit

Attachment D

<u>U of U Specialized Accrediting Agencies not Listed/Higher Education Directory</u>

American Assembly of Collegiate Schools of Business
American Association for Accreditation of Laboratory Animal Care
Council on Social Work Education
National Accrediting Agency for Clinical Laboratory Sciences
National Association of Schools of Public Affairs and Administration
National Recreation and Parks Association

UNIVERSITY OF UTAH

1994–95 ASSESSMENT REPORT

Contact: Paul Brinkman

Office of Budget and Resource Planning

May, 1995

University of Utah
1994–95 Assessment Report

1. STUDENT ASSESSMENT

A. Student Pre–Assessment Measures

1. Pre–assessment instrument used (undergrads, excluding transfers)   <u>ACT and SAT</u>

   # & % of new students assessed   <u>About 5,800; 100%</u>
     (numbers exclude nontraditional students)

   Summary of assessment results   <u>Composite ACT score for the freshmen</u>
   <u>class of 1994–95 was 24.1</u>

2. Mean high school GPA for first–time students (enrolled)   <u>3.2</u>

   # & % of new students with GPA information on application form   <u>About 2,900; 100%</u>

3. Admissions requirements   courses   <u>4 years English, 2 years math, 2 years</u>
   <u>biology or physical science, 1 year history,</u>
   <u>2 years foreign language, and 4 years</u>
   <u>additional course work from a list of options</u>

                  GPA/ACT   <u>Admissions Index = 88 for Autumn 1994</u>

   Average for Autumn Terms, 1993 and 1994, as of July 31st:
   - # applications, frosh   <u>4,971</u>
   - # accepted   <u>4,462</u>
   - # denied   <u>288</u>

   - # applications, transfers   <u>2,428</u>
   - # accepted (not all processed by end of July)   <u>1,971</u>
   - # denied (not all processed by end of July)   <u>102</u>

4. # & % new students enrolled in developmental courses   <u>133; 3.7%</u>

   # per type of course   <u>Math 95: 133</u>

B. Student Progress Measures

1. Description of satisfactory progress monitoring procedures

   a. <u>Students who fail to maintain a cumulative GPA of at least 2.0 are placed on scholastic</u>
   <u>probation. Students whose most recent quarter and cumulative GPA are below 2.0 have a</u>
   <u>hold placed on their future registration. The Center for Academic Advising notifies students</u>
   <u>prior to the telephone registration period regarding the hold and what they must do to clear it.</u>

Students are expected to make satisfactory progress toward a degree and to choose a major early in their junior year. This includes students on academic probation and students with 110 or more credit hours who are still undeclared or in premajor status. Such students are required to meet with an advisor in the Center for Academic Advising to work on identifying an academic direction; they are not allowed to register until this requirement is met.

b. Enrollment versus degrees

	1989	1994	Net	Change
Credit Enrollment	24,432	26,914	2,482	10.2%
Degrees Conferred	4,043	4,568	525	13.0%

2. Average time needed to complete programs

a. Time/Credits to Completion

	# of terms registered	# of credits earned
Baccalaureate		
Started at UU	16.6	188.3
Transfer	11.2	124.8
Overall Average	14.1	158.2

(Students who start at the UU may bring a modest number of credits with them, such as those for Advanced Placement earned while in high school. Such credits are not included in the data shown; i.e., earned" means "earned at the UU.")

3. Other measures

Minority Enrollment	1973	1983	1993	20-Yr Change
On Campus, Autumn	851	1,355	1,669	96.1%

Degrees Awarded to Minority Students in 1993-94:

Bachelors	204
Masters	34
Doctors	22

C. Student Outcomes Assessment Measures

	Percent Passed
1. Results of licensure examinations (pass rates)	
(results are for most recent year unless otherwise indicated)	
Architecture	
At time of graduation (national avg = 18%)	23.0
Wait up to three years (national avg = 45%)	45.0
Communication Disorders	100.0
Engineering (Fundamentals of Engineering Exam required for graduation; 1st time pass rate for Chemical & Fuels, Civil, and Mechanical Eng.)	96.0
Foods and Nutrition (CMP)	100.0
Law	92.0
Medicine (combined rate for two-part exam)	94.4
Mining Engineering (Fundamentals of Engineering Exam required for graduation; 1st time pass rate:	93.5
Nursing (avg: Feb. 1993 – Dec. 1994)	92.3
Pharmacy (five-year average)	96.5

Physical Therapy	100.0
Recreation and Leisure	100.0
Social Work (estimate first time rate)	90.0

Results of examinations required for graduation (pass rates)

Chemistry (Am. Chemical Society)	89.0

2. Graduation rates ("Right to Know" data)

Percent Graduated

Elapsed Years	1983–84 Cohort	1984–85 Cohort	1985–86 Cohort	1986–87 Cohort	1987–88 Cohort	1988–89 Cohort
4	8.8	11.9	13.6	13.9	17.2	15.5
5	21.6	24.2	26.8	26.5	31.6	30.9
6	30.8	33.4	35.1	34.0	42.0	40.9
7	36.4	39.8	42.3	40.9	50.1	
8	39.7	43.2	46.5	44.2		
9	41.7	45.1	48.5			
10	42.7	46.2				
11	43.6					

3. Student surveys & exit interviews

Survey type: Mailed survey to students who left the University within two years of first term in attendance. Selected results based on 1399 responses is as follows:

Contributing reasons for leaving the U: 25 percent listed a reason for which the University bears some responsibility, such as not offering courses at convenient times or sufficiently often. The other 75 percent of the contributing reasons were personal, such as financial or going on a religious mission.

Main reasons for leaving were mostly personal (84 percent). Transfer students were about three times as likely to find fault with the University than were first–time students.

79 percent of respondents indicated that they were likely to take classes at the University again.

Survey type: Mailed survey to students who graduated with a Bachelor's degree; survey administered about three months after graduation. This is an extensive survey focused on student satisfaction with various programs and services. Selected results based on 570 responses responses are as follows:

54.4% completed their degree program as quickly as planned; of the 45.6% who didn't, 45% blamed the University, mostly for not offering certain courses often enough.

90% reported working while enrolled; an average of 26.5 hours a week.

About twice the proportion planned to go on to graduate school than had planned to do so when first enrolled at the U.

44.5% were "entirely pleased" with their decision to attend the U; another 40.9% were "mostly pleased" with their decision to attend the U.

88.3% would recommend the U to a friend or family member.

4. Placement information; employer surveys
(These data are difficult to obtain systematically. The feasibility of tracking graduates varies by department, as some educational experiences at the University are geared directly toward employment and others are not. Survey timing is critical, especially for liberal arts graduates who often take some time before finding permanent employment. Differences in survey timing make comparisons among

institutions and among programs within institutions highly suspect. Some general information and a sampling of departmental findings are provided below.)

Survey type: A hand out distributed to bachelor's degree winners during graduation week. Selected results based on 1,849 responses are as follows:

About one-third were employed at the time of graduation. Another 28 percent were planning on continuing their education. Thirty-six percent were available for employment.

Survey type: A mailed survey of recent bachelor's degree grads who registered with the Placement Office. Mailing occurs 60 to 90 days after graduation. Selected results based on about 1,000 responses are as follows:

A total of 87 percent are either working, continuing their education, or otherwise unavailable for employment (e.g., they are on a mission).

Survey type: Mailed survey to students who graduated with a Bachelor's degree; survey administered about three months after graduation. Based on 570 responses:

71.5 percent plan to begin a career in the near future; of those 60 percent are working in their career area, with starting salaries averaging $25,568.

Various departments and professional schools formally or informally gather information on their own graduates. A sample of this type of placement information follows:

Pharmacy: 100 percent placement of those contacted.

Nursing: Virtually all bachelor's graduates are finding jobs in nursing.

Social Work: in recent years, 50 percent have jobs at the time of graduation; 95% of alumni surveyed reported employment within two months of graduation.

Law: Over the last three years, just 5 percent of graduates are not successfully placed by the spring following graduation.

Music Education: 100 percent of graduates in last three years at the undergraduate level who have sought employment have secured positions; the two Ph.D graduates the past three years are employed in music education.

Business: Over the past two years, of 404 graduates registered with the Placement Center and not studying for advanced degrees, 88 percent were employed (91% of accounting majors, 81% of finance majors, 73% of management majors, and 100% of marketing majors.

Of 182 MBA graduates available for placement, 90% were employed.

Of 59 Master of Prof. Accountancy graduates available for placement, 90% were employed.

Of 9 Master of Hum. Res. Man. graduates available for placement, 89% were employed.

Health Education: Over the past two years, all 5 Ph.D. grads are employed, as are all MS grads who are not in graduate school. Most of the Bachelor's grads whose whereabouts are known are employed or in graduate school.

Communications Disorders: 100 percent employment.

Exercise and Sport Science: 75 percent employment (estimate)

Foods and Nutrition: 100 percent employment.

Physical Therapy: 100 percent employment (150 students over 5 years).

Recreation and Leisure: 95 percent employment (estimate).

Mines and Earth Sciences: data are available on 126 of 148 Bachelor's graduates over the past five years: of those 126, all are employed in their fields except those in graduate school.

Ballet: Of 30 Bachelor's graduates in 1993 &1994, 18 are working in dance related areas.

Education: 100% of special education graduates between 1991 and 1994 are employed.

100% of 1993-94 graduates in Educational Adminstration are employed or pursuing

graduate study. 79% of 1992–93 Educational Studies graduates are employed. 96% of Educational Psychology Ph.D. graduates over the past five years are known to be employed and 59% of the master's counseling program grads are employed in Utah. Biology: among June 1994 graduates responding to a survey, 85% were either employed (0.28%) or continuing their education (57%).

5. Acceptance to advanced study
    (The data presented below represents additional data on what students are going to do immediately after graduation. This is an incomplete picture because many students who do not go on to advanced study immediately do so at some future time.)

    Survey of Bachelor's Degree Graduates about three months after graduation:

    65.9% said they plan to continue their education "in the near future;" of those planning to continue, 36.5% had been accepted into a post–baccalaureate program at time of survey.

    Departments also formally or informally gather information on their graduates; what follows is a sample of their findings:

    Mining and Earth Sciences: data are available on 126 out of 148 bachelor's graduates over the past five years: 38 (30%) of the 126 have gone on to graduate school.

    Medicine: 88 percent of medical students received 1st, 2nd, or 3rd choice in the National Resident Matching Program.

    Physical Therapy: 100 percent of students seeking advanced degrees were accepted.

    Foods and Nutrition: of students who applied to Ph.D. programs or to medical school, 95% were accepted.

    Health Education: over the past two years, for students contacted through surveys and exit interviews, 10% go on to graduate study.

    Family and Consumer Studies: about 50% of master's degree graduates go on to further study.

    Biology: 18% of its June 1994 baccalaureates were admitted to graduate school and 35% were admitted to professional schools; 4% enrolled for a second bachelor's degree.

    Music Composition: recent graduates have been accepted into doctoral programs at Oregon, Arizona State, UCLA, and Harvard.

    Ballet: over the past two years, 32% of baccalaureates have gone to graduate school.

    Business: Over the past two years, 15 percent of baccalaureates registered with the placement office went on to graduate study (30% for accounting majors).

    Engineering: 40 of 290 undergraduates graduating in the spring of 1995 have been accepted to graduate study at a university somewhere in the U.S.

II. RESOURCE MANAGEMENT

A. Faculty Measures

1. Publications, creative results, service, awards

    Publications   Based on the program review records for 12 departments across 7 colleges, a total of 211 faculty have published a total of 236 books and 4442 articles or book chapters, and made 3624 presentations at conferences and professional meetings, during

their professional careers.

In 1993, a total of 421 faculty across the University had one or more of their publications (as first author) cited by other scholars; 76 faculty had 25 or more such citations.

The chemistry department was recently ranked seventh in the nation by the American Chemical Society for research papers published per faculty member.

The educational administration department was recently ranked ninth in the nation by an Illinois State study for faculty productivity.

Service

In Autumn 1994, faculty (excluding the Medical School) reported spending 10.3% of their professional time on service activities both within and outside of the University.

National and International Awards

University faculty continue to receive numerous national and international awards. What follows lists major awards in 1994 and part of 1995.

Six faculty elected as Fellows of the American Association for the Advancement of Science
(M. Morse, C. Wight, C. Poulter, W. Bentrude, chemistry; C. Schimp, psychology; L. Baringer, neurology)

Two faculty given awards by the American Society of Composers
(M. Rosenzweig, T. Cathey, music)

Three faculty awarded National Science Foundation Young Investigator awards; one of these highly competitive awards came with a $500,000 stipend for further research
(C. Johnson, computer science; T. Curtiss, chemistry; M. Lewis, mathematical biology)

Research Fellowship from the Japan Society for the Promotion of Science
(S. Ghosh, civil engineering)

Four faculty won Alfred P. Sloan Foundation awards ($30,000 stipends).
(M. Lewis, A. Bertram, and U. Ruan, mathematics; E. Jorgensen, biology)

Camille Dreyfus Teacher—Scholar Award ($60,000 to home institution in part to support undergraduate programs in winner's home department; T. Beebe, chemistry)

Citizen of the Academy Award from the American Association for Higher Education
(C. H. Clements, mathematics)

Minerals, Metals & Materials Society Extraction & Processing Science Award
(M. McCarter, mining engineering)

Fullbright Grant (H. Lehman, political science)

International Horn Society's Composition Award (M. Rosenzweig, music)

U.S. Department of Energy John Ericcson Award (S. Ghosh, civil engineering)

American Psychological Association 1994 award for distinguished service to education
(I. Altman, psychology)

Alexander on Humbolt Foundation Research Award for Senior U.S. Scientists
(J. Gladysz, chemistry)

John Simon Guggenheim Memorial Foundation Fellowship (P. Johnson, history)

North American Hyperthermia Society J. Eugene Robinson Award
(R. Roemer, mechanical engineering)

Humboldt Foundation Research Award (D. Ailion, physics)

Federation of Schools of Accountancy Joseph A. Silvoso/FSA Faculty Award of Merit

(A. Nelson, accounting)	
Esther A. and Joseph Klingenstein Fellowship in Neurosciences ($120,000 stipend)	
(E. Jorgensen, biology)	
U.S. Office of Navel Research Young Investigator Award (R. Hwu, electrical engineering)	
Grammy Award, National Academy of Recording Arts and Sciences (H. Wolking, music)	
1994 Award for Best Book in Clinical Medicine, American Association of Publishers	
(A. Osborn, radiology)	
Inclusion as one of Town and Country's Best Medical Specialists in America	
(R. Middleton, urology)	
Elected as Honory Professor of Russia's St. Petersburg State University (N. Fukata, physics)	
Citation by the U.S. Dept. of Health and Human Services for work on treatment of AIDS	
(K. Ries, internal medicine)	
1994 American Society of Nephrology John P. Peters Award (W. Kolff, surgery)	
Elected as Fellow of the American Physical Society (P. Armentrout, chemistry)	
American College of Medical Informatics Morris Collen Award (H. Warner, medical informatics)	
Carnegie Foundation Professor of the Year for Utah (W. Whisner, philosophy)	
American College of Rheumatology Distinguished Rheumatologist Award	
(J. Ward, internal medicine)	
1994 American Association of Pharmaceutical Scientists Dale E. Wurster Award	
(W. Higuchi, pharmaceutics)	
American Society of Reproductive Immunology J. Christian Herr Award (D. Branch, obstetrics)	
Named as 1994 Pew Scholar in the Biomedical Sciences ($200,000 stipend)	
(S. Rogers, neurobiology and anatomy)	
Named a Distinguished Lecturer by the Institute of Electrical and Electronics Engineers	
(three year appointment to lecture world wide; M. Iskander, electrical engineering)	
Best Paper award (over last 20 years) by International Association for Computer Methods and	
Advances in Geomechanics (W. Pariseau, mining engineering)	
Named as an Association of Academic Health Care Centers Scholar in Academic	
Administration and Health Policy (L. Osborn, pediatrics)	
Named as an American Council on Education Fellow (R. Sperry, anesthesiology)	
Commission on Continuing Education Kirk Steiff Pewter Plate Award, American Society of	
Clinical Pathologists (C. Kjeldsberg, pathology)	
East Coast Dental Laser Symposium Terry D. Meyers Award (G. Powell, pathology)	
Association of American Publishers best 1993 journal in science, technology, and medicine.	
(edited by M. Iskander, electrical engineering)	
Western Society of Clinical Investigation Mayo Soley Award (W. Odell, internal medicine)	
1994 Colorado School of Mines Distinguished Achievement Medal (J. Miller, metallurgical	
engineering)	

2.   Teaching evaluation

# & % of courses with student evaluations	About 3,000 courses per term;
	80% with student evaluations

3.   Research grants

Funded grants and projects: total awards 1993–94	$140 million
Funded grants and projects: estimated total awards 1994–95 (est.)	$160 million
Funded grants and projects: estimated per faculty 1994–95	$89,000
(The denominator includes regular, research, and clinical faculty)	

4. Faculty: student ratios; teaching loads

Student/faculty ratio (institutional mean)	15.1
Average annual student credit hours per regular faculty	587.0
Average annual course credit hours per faculty	35.0
Average weekly instructional contact hours per faculty	15.5

5. Faculty involvement/effort by faculty type (Autumn Term)

	% of all FTE instructional personnel	% of all courses
Regular contract faculty	64.3%	64.9%
Overload for regular faculty*	0.6%	0.6%
Wage–rated, part–time	10.0%	10.2%
Graduate students	9.7%	9.4%
Adjunct ranked faculty	15.4%	15.4%

*Figures shown are included in the totals for regular faculty.

6. Faculty activity (see Attachment A)

B. **Program Measures**

1. Summary of programs reviewed most recent two years (see Attachment B).

2. Summary of recent accreditation reports (see Attachment C).

3. Describe institutional process for approval of curriculum changes.

> Proposals to change the curriculum normally originate in academic departments, and academic department curriculum committees are the first group to evaluate a proposed change. Proposals that make it through that first screen are then reviewed by a College – level curriculum committee. A proposal that passes the College reviews is then considered by the Undergraduate Council, for a proposed change to the undergraduate curriculum, or by the Graduate Council, for a proposed change at the graduate level. A proposal for a new program at either the undergraduate or graduate level is also reviewed by the Board of Regents.

C. **Facility Measures**

1. Library quality

median # of volumes held by 20 public research universities of similar size	2,661,369
# of volumes held by UU	2,425,501
median # of serial subscriptions at 20 public research universities of similar size	23,473
# of serial subscriptions at UU	16,088
median # of staff at 20 public research universities of similar size	195
# of staff at UU	226

2. Space utilization report (from regent reports)

	Classrooms	Labs
Number	196	41
% Utilization 8 AM to 12 PM	75.1%	39.3%
% Utilization 12 AM to 5 PM	49.4%	45.0%
% Utilization 5 AM to 10 PM	24.2%	18.0%
% Utilization 8 AM to 5 PM	60.8%	42.4%
% Utilization 8 AM to 10 PM	47.7%	35.7%

Attachment A. Results of University of Utah Faculty Activity Survey

Distribution of Time in a Typical Week, Regular Faculty

I. All Professional Activities	Hours All	Segments		Percent of Total
Instruction	32.7			54.2
Undergraduate		17.5		29.1
Lower Division			5.6	9.3
Upper Division			12.1	20.1
Graduate		15.2		25.1
Overload Instruction for Additional Compensation	0.2			0.3
Research, Writing, and Other Creative Work	15.8			26.1
Separately Budgeted (Sponsored)		6.0		9.9
Not Separately Budgeted		9.8		16.2
Professional Development	4.1			6.8
Service	6.2			10.3
University Service		4.7		7.8
Public Service		1.5		2.5
Other	1.4			2.3
Total	60.3			100.0

II. Instruction Detail	Hours All	Segments	Percent of Total
Regular Courses	20.0		61.0
Formal Contact Hours		5.9	17.9
Other Contact Hours		3.5	10.6
Course Preparation and Grading		10.6	32.5
Independent Study and Thesis/Dissertation Supervision	5.2		15.8
Other Instructional Activities	7.6		23.2
Thesis/Dissertation Committees		2.1	6.4
Unscheduled Teaching		0.7	2.0
Academic Advising		2.2	6.8
Course and Curriculum Development		2.6	7.9
Total	32.7		100.0

Totals may not add correctly because of rounding.

Faculty include professors, associate professors, assistant professors, and instructors.

Data are taken from a survey of faculty in Autumn Term, 1994.

Attachment B. Summary of University of Utah Program Reviews

The University formally and rigorously reviews each department and interdisciplinary academic Program at regular intervals. Conducted by the Graduate Council, this process brings the purposes, quality, scope and goals of every department under thorough and varied kinds of scrutiny every seven to ten years. The process begins with a request, accompanied by stringent guidelines, from the Graduate Council for a self-study by the department being evaluated. When completed, the self-study is distributed to six reviewers, three selected from other colleges at this University and three from other universities. Each reviewer interviews the department chairperson, all faculty, both graduate and undergraduate students and the college dean. Detailed reports by reviewers include examinations of curricula and standards as well as placement of graduates. The reviewers assess program strengths and weaknesses, and frequently make recommendations for improvement. The review procedure is designed to guarantee continuing examination of the criteria for program quality, along with steady attentiveness to ways of achieving it. Summary reports are presented to the University of Utah Board of Trustees and the State Board of Regents (SBR).

Overview of Recent Reviews

Summary reports of thirteen program reviews were presented to the SBR during the 1993-94, 1994-95 period. The table below indicates which programs were reviewed, the USHE Commission's recommended rating and time to next review.

Department/Program	Rating	Next Review
Anthropology	Acceptable	Regular Cycle
Biochemistry	Acceptable	Regular Cycle
Computer Science	Commendable	Regular Cycle
Geography	Acceptable	Regular Cycle
Geology	Acceptable	Regular Cycle
Linguistics	Acceptable	Regular Cycle
Management	Pending	May 1996
Mechanical Engineering	Acceptable	Regular Cycle
Metallurgical Engineering	Commendable	Regular Cycle
Meteorology	Commendable	Regular Cycle
Philosophy	Acceptable	Regular Cycle
Political Science	Acceptable	Regular Cycle
Psychology	Commendable	Regular Cycle

The strengths and weaknesses found by the reviewers are typically quite specific. They vary, of course, by program. Examples of strengths include: "...highly effective collaboration with other academic units; ...quality of research is high; ...excellent computing facilities; ...faculty have a strong commitment to teaching; ...solid undergraduate program; ...working relationships among faculty are excellent; ...graduate programs attract high-quality students." Examples of weaknesses include: ...faculty are stretched too thin; ...salaries and graduate student support are not competitive; ...low research productivity among some members of the faculty; ...inadequate advising; ...inadequate library facilities.

The recommendations are similarly specific. For example: ...develop one or more areas in which the department can attain distinction, at the probable sacrifice of areas determined to be marginal; ...make a decision regarding the future of a particular degree; ...to be competitive with departments of comparative quality, stipends for teaching assistants need to be increased; ...the department should establish standards of minimal competence in particular foundational areas for its graduate students; ...attention should be given to maintaining a balance between the teaching and research missions.

A complete summary (typically five to ten pages in length) of each program review mentioned in the table above is available, as a matter of public record, in the State Board of Regents Agenda Book.

Attachment C: Summary of University of Utah Recent Accreditation Reports

In addition to being accredited on an institution—wide basis, the University of Utah undergoes a number of speciality, or program oriented, accreditations. From 1993—94 through 1994—95, 10 programs were reviewed by various accrediting agencies.

The 10 programs reviewed most recently include:

Program	Accrediting Agency	Action
Graduate School of Architecture	National Architectural Accreditation Board	Reaccredit
Business Degree Programs	American Assembly of Collegiate Schools of Business (AACSB)	Reaccredit
Accounting	AACSB	Reaccredit
Graduate School of Education	Utah State Board of Education	Reaccredit
Counseling Psychology	American Psychological Association	Reaccredit
Foods and Nutrition, M.S. in Dietetics	Council on Education Division/ American Dietetic Association	Reaccredit
Medical Technology	National Accrediting Agency for Clinical Laboratory Services	Reaccredit
College of Pharmacy Academic Programs	American Council on Pharmaceutical Education	Reaccredit
College of Law	Council on Legal Education and Admission to the Bar of the American Bar Association	Reaccredit
Graduate School of Social Work	Council on Social Work Education	Reaccredit

The reaccreditation visits for ongoing programs include a self—study and evaluation visits by experts from outside the University. The reports that are forthcoming from the accrediting agencies include an indication of whether the program has been reaccredited, the period for which it has been reaccredited, and evaluative commentary on specific elements of the program. These latter comments can be several pages or more in length or no more than a couple of sentences, depending on the style of the accrediting agency.

As a general rule, the accrediting agencies evaluate programs on the basis of a specific set of standards. These standards, or evaluative criteria, cover a broad framework of program evaluation. Some examples are as follows:

Attachment C. (continued)

The program shall have clear student learning objectives for each course of study and evidence that these objectives are being attained.

There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement counseling.

The program shall make adequate provision for faculty development.

The program shall have resources adequate to fulfill its stated mission and goals and its teaching/learning, research and service objectives.

There shall be an explicit process for continual self—assessment and monitoring of the program's overall instructional, research and service efforts.

The standards also address the adequacy of laboratory and other facilities, faculty numbers and qualifications (in the context of the curriculum that is to be taught), the requirements for course work in liberal arts (general education), the quality of students, the quality of student papers and projects, and computing facilities. In addition, three reviewers look closely at course content itself and may apply quite specific standards in this regard (for example, a particular number of credits devoted to a particular aspect of a body of knowledge).

The accreditation reports are considered confidential material by the agenices involved. The rules governing public disclosure of findings differ somewhat by agency. ABET, for example, specifically prohibits making public the period of time for which reaccredition is granted. That group also indicates that no direct quotations may be made from the reports unless required by State law, and in that case the entire report must be made public.

UNIVERSITY OF UTAH

1992-93 ASSESSMENT REPORT

Contact: Paul Brinkman

Office of Budget and Resource Planning

University of Utah
1992–93 Assessment Report

A. STUDENT ASSESSMENT

1. Student Pre–Assessment Measures

a. Pre–assessment instrument used (undergrads, excluding transfers) — ACT and SAT

& % of new students assessed — About 6,000; 100%
(numbers exclude nontraditional students)

Summary of assessment results — Composite ACT score for the freshmen class of 1992–93 was 23.1

b. Mean high school GPA for first–time students (enrolled) — 3.2

& % of new students with GPA information — About 2,800; 100%

c. Admissions requirements — courses — 4 years English, 2 years math, 2 years biology or physical science, 1 year history, 2 years of foreign language, and 4 years of additional course work from a list of options

GPA/ACT — Admissions Index = 80 for Autumn 1992
Admissions Index = 88 for Autumn 1993

Number of applications, new students — About 6,000
Number accepted — About 5,700

d. # & % new students enrolled in developmental courses — 166; 3.7%
(166 is actually the number of course enrollments; the number of different students taking developmental courses will be less than that if some students took more than one such course.)

per type of course —
Math 50: 16
Math 95: 70
Writing 95: 80

2. Student Progress Measures

a. Description of satisfactory progress monitoring procedures

1) Students who fail to maintain a cumulative GPA of at least 2.0 are placed on scholastic probation. Students whose most recent quarter and cumulative GPA are below 2.0 have a hold placed on their future registration. The Center for Academic Advising notifies students prior to the telephone registration period regarding the hold and what they must do to clear it.

2) Students are expected to make satisfactory progress toward a degree and to choose a major by the end of their sophomore year. This includes students on academic probation and students with 90 or more credit hours who are still undeclared or in premajor status. Such students are required to meet with an advisor in the Center for Academic Advising to work on identifying an academic direction; they are not allowed to register until this requirement is met.

b. Average time needed to complete programs

	# of terms registered	# of credits earned
Baccalaureate		
Started at UU	17	182
Transfer	12	129
Overall Average	14	151

(Students who start at the UU may bring a modest number of credits with them, such as those for Advanced Placement earned while in high school. Such credits are not included in the data shown; i.e., "earned" means "earned at the UU.")

3. Student Outcomes Assessment Measures

a. Results of licensure examinations (pass rates)
   (results are for most recent year unless otherwise indicated)

Architecture	
At time of graduation (national avg = 18%)	23.0
Wait up to three years (national avg = 45%)	45.0
Communicative Disorders	94.0
Engineering (Fundamentals of Engineering Exam required for graduation; 1st time pass rate for Chemical & Fuels, Civil, and Mechanical Eng.)	99.0
Foods and Nutrition	100.0
Law (avg: Feb. 1991 thru Feb. 1993)	87.9
Medicine (combined rate for two-part exam)	94.4
Mining Engineering	90.9
Nursing (avg: July 1990 thru Feb 1993)	96.4
Pharmacy (five-year average)	96.5
Physical Therapy	100.0
Recreation and Leisure	100.0
Social Work (1986-89 graduates)	93.0

b. Graduation rates ("Right to Know" data)

	Percent Graduated			
Elapsed Time	1983-84 Cohort	1984-85 Cohort	1985-86 Cohort	1986-87 Cohort
4 Years	8.8	11.9	13.4	13.6
5 Years	21.6	24.2	26.3	25.8
6 Years	30.8	33.4	34.8	33.5
7 Years	36.4	39.8	42.0	NA
8 Years	39.7	43.2	NA	NA
9 Years	41.7	NA	NA	NA

c. Acceptance to advanced study
(The data presented below represents primarily what students are going to do immediately after graduation. This is an incomplete picture because many students who do not go on to advanced study immediately do so at some future time.)

Architecture: 30 out of 34 who applied for advanced study were accepted.

Mining and Earth Sciences: data are available on 75 out of 80 bachelor's graduates over the past several years: 19 (25 percent) of the 75 have gone on to graduate school.

Nursing: 22 percent of bachelors graduates over last five years have completed or are completing a master's degree.

Medicine: 77 percent of medical students received 1st, 2nd, or 3rd choice in the National Resident Matching Program.

Physical Therapy: 100 percent of students seeking advanced degrees were accepted.

Communication Disorders: 95 percent of students seeking adv. degrees were accepted.

Physics: In each of the last two years, a graduate has been accepted into Harvard Medical School's MD–PH.D program.

Biology: 13 percent of its 1991–92 graduates were admitted to graduate school and 33 percent were admitted to professional schools; thus a total of 46 percent (of 109 graduating seniors) went on to advanced study in the first year after graduation.

Music History/Theory/Composition: Graduates of the past five years have been accepted into graduate programs at Columbia, Maryland, Arizona State, Brandeis, & Indiana (2).

Business: Over the past four years, 173 of 1023 graduates, or 17 percent, have gone on to advanced study; in the last two years, the rate in accountancy has been nearly 1/3.

Economics: 30 percent of graduates go on to advanced study.

Political Science: Over a six–year period, 28 of 34, or 82 percent of graduates who applied to the UU's Political Science graduate program were accepted.

Geography: Of 200 Bachelor's graduates between 1989 and 1992, about 25 percent were accepted into the UU's graduate program in Geography; during that period, 11 of 23 Master's degree graduates went on for a Ph.D or other training.

Overall: Of recent respondants to an annual post card survey of graduates (see 3d), 10 percent plan to continue their education; this is up slightly over results from the late 1980s when the comparable figure averaged about 8 percent.

d. Student surveys & exit interviews

Survey type:	Annual post card survey of graduates, excluding those in nursing, law, medicine, and pharmacy, who register with the Placement & Career Information Ctr. Conducted 60 days after graduation.	Results:	See advanced study information (3c). See Placement information (3e). On average, 950 graduates respond to the survey each year.
Survey type:	Mailed survey to small sample of students who left the University after only one or two terms in attendance.	Results:	50% of the respondants plan to reenroll at the UU; 36% plan to or have already enrolled at another institution; 23% had originally planned to interrupt their work at the UU.

Just 7 percent of the marks given to a variety of UU services were "unsatisfactory."

Fully 91% of the respondants felt they were adequately prepared for the UU, but 95% found their coursework at the UU to be "somewhat difficult" or "difficult."

The most common reasons for leaving included financial issues, but 41% of the respondants indicated a nonacademic or a nonfinancial reason as the most important reason for disengaging from the University.

e. Placement information; employer surveys
    (These data are difficult to obtain systematically. The feasibility of tracking
    graduates varies by department, as some educational experiences at the
    University are geared directly toward employment and others are not.
    The question of when the graduates are surveyed is critical, especially
    for liberal arts graduates who often take some time before finding permanent
    employment. Differences in survey timing make comparisons among institutions
    and among programs within institutions highly suspect. Some general information
    and a sampling of departmental findings are provided below.)

Overall: The annual post card survey of graduates (see 3d) indicates that overall 60−day placement rates (excluding nursing, law, medicine, and pharmacy) has declined from a high of 94 percent for the 1989 graduating class to 80 percent for the 1992 graduating class ("placed" in this context means being unavailable for career employment). Of those placed most recently, about 80 percent are employed in Utah, up from about 70 percent in the late 1980s.

Pharmacy: 100 percent placement.

Nursing: For the period from 1988 to 1992, 94 percent are working in nursing, 3 percent are working in another field, and 3 percent are unemployed by choice; at the Master's degree level, 91 percent are working in nursing, 3 percent in other fields, and 2 percent are unemployed by choice.

Social Work: in recent years, 52 percent have jobs at the time of graduation; of graduates from 1986−89, 95 percent are employed in social work.

Engineering: In 1992, 109 different organizations hired at least one graduate registered with the Placement Center.

Law: Over the last three years, an average of 86 percent of graduates are employed and 8 percent are seeking employment when surveyed.

Music Education: 100 percent of 1992 graduates at the undergraduate level are either employed or are pursuing advanced degrees; 100 percent of all Master's degree and Ph.D graduates in the last 7 years have obtained employment.

Business: Over the past four years, of 850 graduates who are not studing for advanced degrees, 786, or 92.5 percent, are employed; of 469 Master's degree graduates in that period who are not pursuing further education, 85 percent are employed.

Communications Disorders: 100 percent employment.

Exercise and Sport Science: 75 percent employment (estimate).

Foods and Nutrition: 95 percent employment.

Physical Therapy: 100 percent employment (120 students over 5 years).

Recreation and Leisure: 97 percent employment (estimate).

Mines and Earth Sciences: data are available on 75 of 80 Bachelor's graduates over the past several years; of those 75, all are employed except those in graduate school; data are available on 73 of 78 M.S. or Ph.D graduates; of the 73 all are employed except for those in graduate school.

Architecture: of 34 graduates across 1991 and 1992, 31, or 91 percent, are employed in architecture offices.

Dance: Of 31 Bachelor's graduates since 1989, 27 are working in dance related areas.

Special Education: Of a random sample of 1985 to 1989 graduates, 78.3 percent were employed. Of 1991−92 graduates, 100 percent of those responding to a survey were working in Utah.

Educational Administration: Most students already have jobs, but about 60 percent of graduates (Master's and Ph.D level) obtain an administrative appointment upon graduation.

Educational Studies: For 1991−92 elementary education graduates, 75 percent of survey respondants were teaching in Utah, 9.4 percent were otherwise placed, and 15.6 percent were seeking teaching positions. For secondary education graduates, 66 percent of survey respondants were teaching in Utah, 12.5 percent were otherwise placed, 19 percent were seeking teaching positions, and 3.1 percent were seeking non−teaching positions.

Political Science: Of Bachelor's graduates in 1990−91 and 1991−92 who registered with the Placement Center, 62 percent have been placed and 14 percent are still seeking employment.

Anthropology: All 15 Ph.D graduates from 1986 through 1992 have careers that are directly related to their graduate training in Anthropology.

Economics: Of 27 Ph.D graduates from 1989−1992, only 1 remains unemployed; of 10 Master's degree graduate, 1 remains unemployed.

Geography: All 26 Ph.D graduates since 1979 are currently employed.

B. RESOURCE MANAGEMENT

1. Faculty Measures

a. Publication, creative results, service

Funded grants and projects: total awards 1991−92	$124 million
Funded grants and projects: estimated total awards 1992−93	$140 million
Funded grants and projects per faculty 1991−92	$71,000
Funded grants and projects: estimated per faculty 1992−93	$78,000

(The denominator includes regular, research, and clinical faculty)

Publications	Based on the program review records for 10 departments across 5 colleges, for a period of about 2 years on average beginning in 1990, a total of 134 faculty produced 40 books and 711 book chapters, papers, or articles.
Service	In 1991−92, faculty (excluding the Medical School) reported spending 11.7% of their professional time on

service activities both within and outside of the University. In 1991–92, the University spent $27 million (excluding the Medical School) on pubic service activities such as the seismic control and poison control centers, KUED, museums, kidney dialysis, the Business Bureau, and the Bennion Center.

b. Teaching evaluation

# & % of courses with student evaluations	About 3,000 courses per term; 80% with student evaluations

c. Research (see B.1.a)

d. Faculty:student ratios; teaching loads

Student/faculty ratio (institutional mean)	15.1
Average annual credit hours per regular faculty	645
Average weekly instructional contact hours per faculty	11.7

e. Faculty involvement/effort by faculty type (Autumn Term)

	% of all FTE instructional personnel	% of all courses
Regular contract faculty	61.6%	61.3%
Overload for regular faculty*	0.7%	0.7%
Wage–rated, part–time	9.7%	12.5%
Graduate students	11.8%	9.5%
Adjunct ranked faculty	16.9%	16.6%

*Figures shown are included in the totals for regular faculty. Figures are for Spring, as reported by DCE (mixing terms is okay here, as number of regular faculty and number of courses stay fairly constant across terms).

2. **Program Measures**

a. Summary of programs reviewed most recent two years (see Attachment B).

b. Summary of recent accreditation reports (see Attachment C).

c. Describe institutional process for approval of curriculum changes.

Proposals to change the curriculum normally originate in academic departments, and academic department curriculum committees are the first group to evaluate a proposed change. Proposals that make it through that first screen are then reviewed by a College–level curriculum committee. A proposal that passes the College review is then considered by the Undergraduate Council, for a proposed change to the undergraduate curriculum, or by the Graduate Council, for a proposed change at the graduate level. A proposal for a new program at either the undergraduate or graduate level is also reviewed by the Board of Regents.

3. Facility Measures

a. Library quality

median # of volumes held by research universities of similar size	2,750,318
# of volumes held by UU	2,277,387
median # of serial subscriptions at research universities of similar size	24,691
# serial subscriptions at UU	20,500

c. Space utilization report (from regent reports)

Number of Classrooms	195		Number of Class Labs	37
% Utilization 8 AM to 12 PM	74.7%		% Utilization 8 AM to 12 PM	40.5%
% Utilization 12 PM to 5 PM	46.9%		% Utilization 12 PM to 5 PM	46.4%
% Utilization 5 PM to 10 PM	26.2%		% Utilization 5 PM to 10 PM	15.8%
% Utilization 8 AM to 5 PM	59.3%		% Utilization 8 AM to 5 PM	43.8%
% Utilization 8 AM to 10 PM	47.4%		% Utilization 8 AM to 10 PM	33.8%

University of Utah
Performance Indicators for 2005-06 State Appropriations Request

Line Item: Educational and General

1. Freshmen to sophomore retention rate

Explanation: The percentage of new freshmen each fall term who are enrolled the next fall term is a standard measure of performance across the country. The higher the percentage the better, but a value in the high 70s is a reasonable target given the University's level of admissions selectivity.

	Fall Cohorts				
	1998	1999	2000	2001	2002
Returned	77.1%	78.3%	77.3%	79.1%	79.6%

2. Number of degrees awarded

Explanation: Students benefit financially from having at least some college, but they benefit much more by earning a degree. This indicator shows the number of students who have completed their studies and are ready to enter the workforce. The higher the number the better.

	Fiscal Year				
	2000	2001	2002	2003	2004
Degrees	5,440	5,650	6,098	6,314	6,883

3. Ratio of the number of students earning bachelor's degrees to the number of juniors enrolled two years earlier

Explanation: Scaling the number of students earning degrees by the number of juniors generates a measure of throughput. By using the number of juniors, rather than the number of freshmen, as the scaling factor, we effectively disarm the confounding impact of both church missions and the influx of transfer students. The number of students earning degrees should at least keep pace with enrollment, but the higher the ratio the better.

	Fiscal Year				
	2000	2001	2002	2003	2004
Ratio	0.782	0.813	0.807	0.859	0.882

4. Number of bachelor's degrees earned by students who entered the University as transfers

Explanation: Transfer students are an increasingly important component of the University's undergraduate student body, while the number of entering native students, those who began their collegiate career at the University, has been roughly constant for a decade or more. This is demonstrated by juxtaposing transfer student degree performance to that of native students.

	Fiscal Year				
	2000	2001	2002	2003	2004
Transfers	1,891	2,013	2,168	2,423	2,611
Natives	1,710	1,724	1,841	1,803	1,816

5. Undergraduates enrolled in courses with high faculty-student interaction.

Explanation: The University is committed to bringing about a greater degree of faculty-student interaction for undergraduates. Some of our courses are particularly effective in that regard, such as one-on-one research projects and service-learning courses. We want the number of students involved and the percentage of total undergraduate enrollment to increase over time.

	Fiscal Year				
	2000	2001	2002	2003	2004
Students	6,959	7,870	7,799	8,807	8,221
% of Fall Headcount	35.2%	39.9%	37.4%	40.5%	38.9%

6. Contract and grant dollars generated by University faculty

Explanation: Undertaking research in an effort to generate new knowledge is an important part of the University's mission. One measure of our success in this endeavor is the level of extramural, or outside, support our faculty is able to attract in a very competitive environment. The figures shown exclude support for scholarships and fellowships.

	Fiscal Year				
	2000	2001	2002	2003	2004
Millions	$225.5	$242.3	$258.3	$269.4	$290.2

7. Number of patents issued

Explanation: While the generation of new knowledge is important, the University is also committed to generating knowledge that can be the basis for new products and services for our economy. The number of patents issued each year is one measure of how well we are doing at technology transfer, although the number will likely exhibit considerable variation.

	Fiscal Year				
	2000	2001	2002	2003	2004
Patents	31	43	38	27	22

Line Item: School of Medicine

1. Percent of graduates satisfied with medical education

Explanation: Each year the Association of American Medical Colleges surveys the new group of M.D. graduates in the United States. The results shown below are the percentages of students who either agreed or strongly agreed with the statement "Overall I am satisfied with the quality of my medical education." Of all the questions on the survey, this one best captures the students' own summary judgment of the quality of the education they received. In 2004, the share of satisfied graduates across the country was 89.6%.

	Fiscal Year		
	2002	2003	2004
UU Overall	85.0%	91.4%	94.0%

2. National Board Scores

Explanation: In order to graduate from medical school, students must pass the United States Medical Licensing Examination. The minimum passing score for the years shown was

182. Shown below are mean scores for University medical school test takers versus the average for all test takers from the United States and Canada.

Mean Scores	Fiscal Year		
	2002	2003	2004
UU	214.5	214.5	213.0
U.S./Canada	215.0	216.0	216.0

3. Residency directors evaluation of University medical school graduates

Explanation: To complement the perspectives of the students and a national test, we have begun surveying residency directors regarding the performance of our graduates as they begin their careers as physicians. A score of 3 would be equivalent to "adequate."

2003 Graduates		
Criteria (1=poor, 5=excellent)	Mean	Median
Fund of Knowledge	3.82	4.00
Clinical Skills	3.79	4.00
Patient Management Skills	3.83	4.00
Information Management Skills	3.72	4.00
Professional Attitudes & Behaviors	4.00	4.00

Line Item: Regional Dental Education Program

1. Number of applicants for the ten RDEP/Creighton positions

Explanation: An important justification for the RDEP program is the ongoing strength of student interest in the program. It also provides a measure of the selectivity of the program. As the numbers below indicate, in recent years less than one student in twenty is admitted.

	Fiscal Year				
	2000	2001	2002	2003	2004
Applicants	164	175	172	208	232

2. National Board Dental Examination Scores

Explanation: Board scores are a good measure of the strength of the educational program. Ideally, the RDEP students will do at least as well as the national averages. Typically our students have exceeded those averages on both parts of a two-part test.

Mean Scores	Fiscal Year		
	2002	2003	2004
RDEP - Part 1	88.9	89.7	89.3
U.S. - Part 1	86.0	85.6	85.4
RDEP - Part 2	86.1	87.9	86.8
U.S. - Part 2	82.1	82.3	82.0

3. Graduation Rate

Explanation: Graduation is the ultimate objective for students. The goal is for all students to reach that objective.

3

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│  Five-year rolling average graduation rate: 98%   │
│    (of 50 students, 49 graduated)                 │
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Line Item: Poison Control

1. Poison cases reported per year per 1,000 individuals in the population served
  Explanation: Reporting of cases is important in addressing health care issues related to poison exposure. The goal of the Utah Poison Control Center is to exceed the national level of reporting on poison exposure.

	Fiscal Year			
	2001	2002	2003	2004
UPCC report rate	17.2	17.3	15.6	17.1
National report rate	8.0	8.1	8.2	8.1

2. Percent "good or excellent" response as reported through surveys of customer satisfaction
  Explanation: The University Poison Control Center strives to attain good or excellent ratings on 80% of surveys returned with respect to overall service and helpfulness of information provided.

	Fiscal Year/Quarter		
	2002-Q4	2003-Q1	2004-Q2
Overall service	100.0%	100.0%	99.5%
Helpfulness	99.1%	100.0%	98.0%

3. Quality assurance rating
  Explanation: The University Poison Control Center conducts regular quality assurance audits. Written records are reviewed by certified specialists in poison information and by the medical director. Medical records that meet the standards for medical record documentation are given a score of 1.00. The UPCC strives to maintain a quality assurance rating of 1.00 or better.

	Fiscal Year			
	2001	2002	2003	2004
Rating	0.98	1.01	1.03	1.04

Line Item: Seismograph Stations

1. State funding as a percentage of total funding for the seismograph stations
  Explanation: Since 1962 the University of Utah Seismograph Stations (UUSS) has been the primary agent for earthquake monitoring in Utah. In the past five years, UUSS created a basic real-time earthquake information system in Utah and doubled the number of seismograph stations. This progress has only been possible through aggressive efforts to secure other funds to augment core funding provided by the State. (Note: The total funding and percentages shown apply only to seismic monitoring and associated research in Utah.)

	Fiscal Year				
	2000	2001	2002	2003	2004
Total funding	$1,055,159	$1,323,256	$1,399,914	$1,154,273	$1,057,596
State share	36.9%	30.6%	30.1%	34.4%	37.3%

2. Success rate for rapid alerts for earthquakes of magnitude of 3.5 or greater

Explanation: Near real time alerts immediately following the occurrence of earthquakes that are potentially damaging or disruptive have increasing importance for emergency management and public safety. This indicator measures the rate at which, following an earthquake of 3.5 or greater magnitude, the UUSS has successfully either (a) transmitted an automatic alarm to the Division of Emergency Services and Homeland Security (DES), (b) generated computer maps of the actual ground shaking (automatically posted on the Web), or (c) initiated telephone notification to DES.

	Fiscal Year		
	2002	2003	2004
Earthquakes	3	3	4
Alert rate	100%	100%	100%

3. Weighted score for distribution of earthquake information products and services

Explanation: The availability and distribution of earthquake information products and services are both needed and expected from UUSS. This indicator is a weighted score covering full-length publications and reports, abstracts, oral presentations, and press releases. For example, in 2004, the UUSS generated 4 publications and reports, 10 abstracts, 6 oral presentations, and 7 press releases, for a weighted score of 8.05.

	Fiscal Year				
	2000	2001	2002	2003	2004
Score	6.30	8.65	8.90	7.80	8.05

Line Item: Museum of Natural History   √

1. On-site attendance at Museum displays and functions

Explanation: On-site attendance includes visits to the galleries, participation in adult workshops, attendance at special events or lectures, and so on. The Museum hopes to maintain on-site attendance at approximately the current levels until it moves to a new facility.

	Fiscal Year		
	2002	2003	2004
Attendance	76,428	77,381	73,726

2. Off-site attendance at Museum displays and functions

Explanation: The Museum has numerous ways in which it reaches out to the community through both school programs and traveling exhibits. The Museum hopes to significantly increase off-site attendance in the near term.

	Fiscal Year		
	2002	2003	2004
Attendance	119,208	148,323	150,911

3. Number of K-12 schools served by Museum staff

Explanation: The Museum has a strong educational component as part of its mission. Nowhere is this more important than at the K-12 level. The number of schools that participate in the on- or off-site programs is another measure of the Museum's reach into the community.

	Fiscal Year		
	2002	2003	2004
Schools	260	266	265

Line Item: State Arboretum

1. Number of Red Butte Garden memberships

Explanation: The number of Red Butte Garden memberships is a good indicator of community support and involvement in the arboretum. Members provide financial support and direction, ensuring that the arboretum responds appropriately to community interests.

	Fiscal Year				
	2000	2001	2002	2003	2004
Memberships	2,701	2,992	3,610	5,379	5,820

2. Number of Red Butte Garden education programs

Explanation: Education is an important part of the arboretum's mission. Participation in its educational programs is a good indicator of how well those programs are addressing community needs.

	Fiscal Year				
	2000	2001	2002	2003	2004
Participants	13,196	17,517	19,694	21,881	28,685

Line Item: KUED

1. Cumulative Audience

Explanation: Cumulative audience is the number and percentage of households in Utah that watch at least one hour (most watch many more) of KUED at least once a month. A reasonable target for the coming years would be to keep the percentage constant in the face of a growing number of alternative channels available to Utahns.

	Fiscal Year		
	2002	2003	2004
Households	413,000	421,000	409,000
Percentage	77%	78%	75%

2. Number of *Ready to Learn* workshops

Explanation: *Ready to Learn* workshops are produced and presented by KUED staff to parents, care-givers, preschool teachers and others. We use PBS Kids programs, books and other related material to educate our participants so that their pre-school children enter schools "ready to learn." We hope to do 75 workshops annually by 2006.

	Fiscal Year	
	2003	2004
Workshops	41	60
Participants	478	1,218

Line Item: University Hospital Residency Education and Training Program

1. Maintain accreditation of University of Utah residency training programs

Explanation: Accreditation assures that all training program standards are being met. The goal is to have all of the University's 53 residency training programs be fully accredited by the Accreditation Council of Graduate Medical Education.

> As of the beginning of FY 2004:
> UU residency programs that are fully accredited: 100%

2. Pass rates on specialty board examinations, measured by program

Explanation: Board certification is an important step in graduate medical training. In this indicator, we measure the percentage of the University's graduate medical education programs that have pass rates of 75% or better on specialty board examinations.

> In FY 2002, the most recent year for which data are available:
> UU programs reporting pass rates of 75% or better: 95%

Line Item: Miners Hospital

1. Patient satisfaction in being treated for mining/related illnesses

Explanation: In accord with the Settlement Agreement, the University is to establish a health clinic and hospital for disabled miners where health assessments can be conducted and where qualified mining related illnesses can be treated. The performance goal is:

> All qualified mining related illnesses are treated and assessments conducted with a 90% patient satisfaction level or better.
> Current status: satisfaction surveys will be conducted in 2004-05.

2. Properly covering the costs of assessment and treatment

Explanation: In accord with the Settlement Agreement, the expenses of assessments and treatments are to be covered by the Miners Trust Fund after ensuring that all other insurance benefits have been exhausted. The performance goal is:

> Implement a payment process that includes a validation that
> no other sources of coverage are possible.
> Current status: The validation process is in place.

3. Mount a statewide miners outreach program

Explanation: In accord with the Settlement Agreement, the University is to undertake a full-scale, statewide miners outreach campaign that includes media articles and on-site seminars. The performance goal is:

> Implement an outreach program that is reviewed, approved
> and monitored by the Miners Hospital Advisory Council.
> Current status: An approved outreach program has begun.

Line Item: Educationally Disadvantaged

1. Scholarships for educationally disadvantaged students

Explanation: Scholarship support makes enrollment in college for many of these students, particularly for those whose opportunities for work may be relatively limited.

	Fiscal Year			
	2001	2002	2003	2004
Awards	795	688	802	727
Total Awarded	$256,033	$211,306	$231,495	$255,905

2. Number of hearing impaired students for whom interpreters are provided

Explanation: This is a measure of the demand for services by one segment of the educationally disadvantaged student population. Beginning this past year we are tracking the number of interpreting hours as well.

	Fiscal Year			
	2001	2002	2003	2004
Students served	5	3	5/	12
Interpreting hours	3,972	2,848	4,538	5,784

3. Tutoring for educationally disadvantaged students

Explanation: Access to tutoring services increases the chances of success for educationally disadvantaged students.

	Fiscal Year			
	2001	2002	2003	2004
Students served	576	672	709	858
Tutoring hours	3,990	4,000	4,587	5,089

Program: Academic Library Consortium

1. Number of searches on the EBSCOHost database

Explanation: A majority of the Libraries 2000 funding is used to purchase electronic books, journals and databases. Statistics showing the number of searches undertaken on the most heavily used electronic item, EBSCOHost, a package of several hundred full text electronic journals, is a good indicator of how well the money is being spent.

	Fiscal Year			
	2001	2002	2003	2004
Searches	1,143,183	1,289,958	1,710,954	2,418,609

2. Marriot Library annual gate count

Explanation: The number of visits each year documents the centrality of the library within the life of a research university. The number of visits remains high despite significant enhancements in the quantity and quality of materials available on-line from remote locations.

	Fiscal Year				
	2000	2001	2002	2003	2004
Gate count	998,559	1,253,473	1,496,328	1,540,244	1,533,017

Program: Engineering Initiative (Ongoing and One-time)

1. Number of engineering majors

Explanation: The purpose of the engineering initiative was to increase the number of students earning degrees in engineering. Students will not earn a degree in engineering unless they first major in an engineering discipline.

	Autumn			
	2000	2001	2002	2003
Majors	381	447	480	588

2. Number of degrees awarded in engineering

Explanation: The purpose of the engineering initiative was to increase the number of students earning degrees in engineering.

	Fiscal Year				
	2000	2001	2002	2003	2004
Degrees	411	432	448	516	562

Program: Higher Education Technology Initiative

1. Number of searches on the EBSCOHost database

Explanation: All of the HETI funding is used to purchase electronic books, journals and databases. Statistics showing the number of searches undertaken on the most heavily used electronic item, EBSCOHost, a package of several hundred full text electronic journals, is a good indicator of how well the money is being spent.

	Fiscal Year			
	2001	2002	2003	2004
Searches	1,143,183	1,289,958	1,710,954	2,418,609

Program: University Center Program, College of Nursing

1. Enrollment in the RN to BSN program

Explanation: Giving students an opportunity to convert their RN associate degree to a four-year Bachelor's of Nursing degree is another element in the broad-based effort to alleviate the nursing shortage. The four-year degree provides students with more opportunities to work in the nursing field and to entertain the possibility of going on for a graduate degree. A good first step in getting the four-year degree is enrolling in a program designed to facilitate the upgrade, as is the case for the University's program taught at Salt Lake Community College.

	Fiscal Year			
	2001	2002	2003	2004
Students	47	36	45	45

2. BSN degrees awarded in the RN to BSN program

Explanation: This indicator is complementary to the enrollment data. The program enjoys a very high completion rate of about 95% annually. Thus the degree data that comprise this indicator track enrollments rather closely.

	Fiscal Year			
	2001	2002	2003	2004
Degrees	46	35	43	44

Program: Nursing Initiative

1. Number of full-time faculty in the nursing program

Explanation: Because of constraints on the student-faculty ratio (for accreditation and safety reasons), the number of faculty is a key indicator of the program's ability to increase the number of nursing graduates. The number shown reflects full-time regular and clinical faculty.

	Fiscal Year				
	2000	2001	2002	2003	2004
Faculty	58	60	59	60	62

2. Number of students receiving graduate degrees in nursing

Explanation: The University is the institution, in the State, that prepares teachers for nursing programs. Thus the number of students receiving graduate degrees is an important indicator of our ability to grow undergraduate nursing programs across the State. A *Teaching in Nursing* track has been added to the master's level offerings.

	Fiscal Year				
	2000	2001	2002	2003	2004
Master's Degrees	57	59	61	43	67
Doctoral Degrees	2	3	9	4	4

3. Number of students receiving undergraduate degrees in nursing

Explanation: The University is also a major producer of bachelor's prepared students in nursing. Given the shortage of nurses, this is an important indicator. (The figures shown include students participating in the RN to BSN program.)

	Fiscal Year				
	2000	2001	2002	2003	2004
Bachelor's Degrees	156	145	155	155	182

Program: Minority-Scholarships

1. Number of scholarships awarded

Explanation: Awarding scholarships to ethnic minority students is the purpose of this modest program (about $9,000 in funding per year). The students selected must demonstrate financial need. The focus is on upper-division students in an effort to help them finish their work toward a degree.

	Fiscal Year				
	2000	2001	2002	2003	2004
Scholarships	8	10	11	7	10

Unduplicated Headcount by Category

Year	BURP	UROP	WorkStudy	Honors	Independent Study	Study Abroad	Service Learning	LEAP	Total
1999-2000	189	92	12	796	2581	148	3497	462	7777
2000-2001	187	116	21	786	2958	132	4368	513	9081
2001-2002	185	156	10	721	2708	237	4440	558	9015
2002-2003	202	97	19	732	2995	216	5331	575	10167
2003-2004	126	96	26	708	2717	276	4788	580	9317

Unduplicated Headcount Across Categories*

Year	Total Undup. Experiences	Undup. Headcount Enrollment in Undergrad courses	% of Total	Under-graduate Headcount Enrollment Total	
1999-2000	6959	27377	25.4%	19763	35.2%
2000-2001	7870	28511	27.6%	19718	39.9%
2001-2002	7799	28827	27.1%	20878	37.4%
2002-2003	8807	29484	29.9%	21760	40.5%
2003-2004	8221	29323	28.0%	21322	38.6%

*Excludes UROP & Workstudy

818
1211
1216
1360
1096

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University of Utah
Performance Indicators for 2006-07 State Appropriations Request

U of U: Degrees Awarded

Level	Fiscal Year				
	2001	2002	2003	2004	2005
Bachelors	4,169	4,481	4,713	4,947	5,198
Masters	1,036	1,159	1,130	1,460	1,303
Doctorates	445	458	471	476	496
Total	5,650	6,098	6,314	6,883	6,997

U of U: Enrollment

Type	Fiscal Year				
	2001	2002	2003	2004	2005
Fall 3rd Week	26,180	27,664	29,921	29,878	30,479
Annualized FTE**	23,212	24,703	26,178	26,395	26,531

**Budget related only.

U of U: Credits and Time to Degree

For Bachelor's Degree	Fiscal Year				
	2001	2002	2003	2004	2005
Average hours required*	124.1	123.7	123.7	123.7	123.6
Average hours taken*	141.3	142.0	142.6	143.1	143.6

*Weighted averages, all fields

U of U: Six-Year Graduation Rates*

	Cohort Start Year				
	1994	1995	1996	1997	1998
Percent graduating in six years	52.0%	54.0%	53.5%	53.7%	50.5%

*These values reflect adjustments using the standard IPEDS procedure wherein students who do church missions can be removed from the entering cohort and any subsequent calculation. Since we do not know the precise number of missionaries, we use an estimate based on data we have received from the LDS Church in years past. The exact calculations can be found at this web address: www.obia.utah.edu/ia/cds/index/php (in section B of each year's Common Data Set).

U of U: Freshman to Sophomore Retention Rates

Student Type	Cohort Start Year				
	2000	2001	2002	2003	2004
Women	73.5%	73.2%	74.4%	77.0%	77.3%
Men	48.9%	52.6%	51.9%	55.8%	57.6%
Overall	61.6%	62.5%	62.9%	65.6%	67.4%

U of U: Number of Research Grants

	Fiscal Year				
	2001	2002	2003	2004	2005
Number of awards	2,371	2,315	2,289	2,486	2,583

U of U: Amount of Research Grants ($000)

	Fiscal Year				
	2001	2002	2003	2004	2005
Awards in current dollars	$242,339	$258,296	$269,379	$290,227	$297,905

U of U: Business Spin Offs from Intellectual Property

As of December, 2004, there were 62 companies conducting operations in Utah that started their business by licensing intellectual property from the University of Utah. As of that date, these companies employed 4,592 individuals.

U of U: Scholarships Awarded to Educationally Disadvantaged Students

	Fiscal Year				
	2001	2002	2003	2004	2005
Number of scholarships	795	688	802	727	711

U of U: Educationally Disadvantaged Students Served

	Fiscal Year				
	2001	2002	2003	2004	2005
Number of students served	581	675	714	870	914

U of U School of Medicine: Degrees Awarded

	Fiscal Year				
Degree	2001	2002	2003	2004	2005
MD	89	99	100	97	93
Ph.D	30	30	33	21	26
MS	72	85	93	108	99
BS	18	14	26	22	20

U of U School of Medicine: MD Acceptance Rate

	Fiscal Year				
MD Degree	2001	2002	2003	2004	2005
Applications	1,195	1,100	1,117	930	1,074
Admitted	100	102	102	102	102
Rate	8.4%	9.3%	9.1%	11.0%	9.5%

U of U Hospital: Patients Admitted

	Fiscal Year				
	2001	2002	2003	2004	2005
Number of paitients admitted	23,870	24,847	25,767	26,132	26,416

U of U Hospital: Net Patient Revenue by Source ($000)

	Fiscal Year				
Source	2001	2002	2003	2004	2005
Commercial Managed Care	$116,638	$143,098	$158,993	$180,460	$205,728
Medicare	88,474	116,582	114,778	127,148	147,417
Commercial Products	73,249	79,341	82,652	92,060	91,606
Medicaid Products	50,148	57,761	68,772	71,128	80,105
Other Government Products	18,563	19,747	22,737	21,602	27,114
Other	839	1,393	1,354	1,094	1,767
Self Pay and Unfunded	4,604	5,818	4,177	3,890	4,014
Total	352,514	423,740	453,462	497,382	557,750

U of U Regional Dental Education Program: Acceptance Rate

	Fiscal Year				
	2001	2002	2003	2004	2005
Applications	175	174	208	232	246
Admitted	10	10	10	10	10
Rate	5.7%	5.7%	4.8%	4.3%	4.1%

U of U Regional Dental Education Program: Graduates in Utah

	Entering Cohort Year				
Out of annual cohorts of 10	1996	1997 √	1998	1999	2000
# practicing in Utah	5	8	5	7	3
# in military	1	1	0	0	1
# in advanced education program	1	0	2	1	4

U of U Museum of Natural History: Admissions

	Fiscal Year				
Admissions	2001	2002	2003	2004	2005
On-site	71,943	76,248	77,381	73,726	75,334
Off-site	NA	119,208	148,323	150,911	337,477
Total	NA	195,456	225,704	224,637	412,811

U of U Museum of Natural History: School Visits

	Fiscal Year				
	2001	2002	2003	2004	2005
Number of school visits	248	260	266	265	344

U of U.Red Butte Arboretum: Admissions

	Fiscal Year				
	2001	2002	2003	2004	2005
Number of admissions	58,070	62,961	80,129	97,027	87,737

U of U Red Butte Arboretum: Education Programs

	Fiscal Year				
	2001	2002	2003	2004	2005
Number of education programs	667	761	990	999	998

U of-U Red Butte State Arboretum: Revenue Shares

Source of support in current $	Fiscal Year				
	2001	2002	2003	2004	2005
State	$111,400	$114,894	$121,779	$121,386	$124,086
Other	2,672,443	2,749,082	2,826,210	3,392,311	3,356,307
Total	2,783,843	2,863,976	2,947,989	3,513,697	3,480,393
State as share of total	4.0%	4.0%	4.1%	3.5%	3.6%

U of U Statewide TV Administration: "Ready to Learn" Workshops

	Fiscal Year				
	2001	2002	2003	2004	2005
Number of workshops	NA	NA	41	60	88

U of U Statewide TV Administration: Revenue Shares

Source of support in current $	Fiscal Year				
	2001	2002	2003	2004	2005
State	$2,447,368	$2,417,997	$2,366,200	$2,357,700	$2,416,000
Other	5,471,846	5,389,593	5,103,247	5,551,100	5,692,830
Total	7,919,214	7,807,590	7,469,447	7,908,800	8,108,830
State as share of total	30.9%	31.0%	31.7%	29.8%	29.8%

U of U Poison Control Center: Call Activity per Employee

	Fiscal Year				
	2001	2002	2003	2004	2005
Calls per FTE employee	4,329	4,821	4,456	4,387	5,098

"Core Funding" Per Full-Time Equivalent Student, FY 2004*
University of Utah versus Regents' Peer Institutions

	Tax Funds Per FTE Student	Tuition Revenue Per FTE Student	Core Funding Per FTE Student	FTE** Students
UNC - Chapel Hill	$15,389	$6,267	$21,656	27,722
UC - San Diego	11,282	5,729	17,011	25,289
University of Pittsburgh***	5,657	8,567	14,224	28,053
University of Illinois - Chicago	10,074	6,237	16,311	24,707
University of Washington	7,464	7,497	14,961	38,136
UC - Irvine	9,090	5,793	14,883	25,491
University of Virginia	5,090	10,081	15,171	22,615
University of Iowa	10,988	6,972	17,960	25,728
University of Cincinnati	6,702	6,114	12,816	24,967
University of New Mexico	11,047	3,073	14,120	21,028
Mean	9,278	6,633	15,911	26,374
Median	9,582	6,252	15,066	25,390
University of Utah	$8,533	$4,371	$12,904	26,701
Percent of Mean	92.0%	65.9%	81.1%	101.2%
Percent of Median	89.1%	69.9%	85.6%	105.2%
Rank	7	10	10	4

* Core funding = tax fund revenue plus tuition revenue.
**NCES calculation based on credit hours generated over 12 months.
***Tax fund value is an estimate based on 2003 data.

SELECTED REVENUES AND EXPENSES
UNIVERSITY OF UTAH VERSUS TWENTY OTHER PUBLIC RESEARCH UNIVERSITIES WITH MEDICAL SCHOOLS
Fiscal Year 2004

		Revenue per FTE Student			Expenses per FTE Student		
	FTE Students	Tuition and Fees	State and Local Aproapria-tions	Other Core Revenues	Instruction	Academic & Student Services Support	Institutional Support
MICHIGAN STATE UNIVERSITY	36,805	$8,267	$9,275	$16,653	$11,139	$2,274	$1,520
OHIO STATE UNIVERSITY-MAIN CAMPUS	53,274	7,655	7,672	20,536	10,279	2,957	1,835
SUNY AT BUFFALO	25,218	5,161	12,563	9,513	8,708	3,029	2,972
SUNY AT STONY BROOK	20,124	4,210	16,941	11,615	9,133	2,614	3,791
TEXAS A & M UNIVERSITY	40,486	5,371	9,814	19,200	7,979	2,543	1,165
UNIVERSITY OF ALABAMA AT BIRMINGHAM	14,996	4,198	14,663	46,784	13,992	5,641	3,887
UNIVERSITY OF ARIZONA	35,228	4,897	9,543	14,986	8,482	2,571	1,867
UNIVERSITY OF CINCINNATI-MAIN CAMPUS	24,967	6,114	6,702	18,186	8,949	3,433	2,508
UNIVERSITY OF FLORIDA	50,236	3,203	10,929	14,576	9,119	2,614	1,637
UNIVERSITY OF ILLINOIS AT CHICAGO	24,707	6,237	10,074	41,604	12,505	3,345	562
UNIVERSITY OF IOWA	25,728	6,972	10,988	19,773	10,467	3,721	2,306
UNIVERSITY OF KENTUCKY	22,203	5,141	13,672	20,784	10,482	3,388	2,223
UNIVERSITY OF MINNESOTA-TWIN CITIES	45,616	7,464	11,325	23,760	10,886	6,467	2,302
UNIVERSITY OF MISSOURI-COLUMBIA	23,081	6,548	8,770	18,314	7,616	3,356	1,789
UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	21,028	3,073	11,047	22,085	8,006	2,121	1,338
UNIVERSITY OF VIRGINIA-MAIN CAMPUS	22,615	10,081	5,090	33,483	9,311	4,874	2,328
UNIVERSITY OF WISCONSIN-MADISON	35,394	6,931	9,657	30,556	10,617	5,870	1,373
VIRGINIA COMMONWEALTH UNIVERSITY	21,466	5,534	7,187	10,344	9,098	1,637	1,888
WAYNE STATE UNIVERSITY	22,986	5,286	9,435	14,776	10,159	3,792	2,208
WEST VIRGINIA UNIVERSITY	24,097	6,025	7,423	7,207	5,887	1,729	2,024
Median	24,837	5,780	9,736	18,757	9,222	3,187	1,956
UNIVERSITY OF UTAH	26,701	$4,371	$8,533	$25,770	$8,108	$2,910	$1,862
Percent of median	107.5%	75.6%	87.6%	137.4%	87.9%	91.3%	95.2%

Source: IPEDS; U of U Budget and Planning.

University of Utah
Recent Enrollment History

	Fall Term						Increase 2002 to 2005
	2000	2001	2002	2003	2004	2005	
Total Headcount	26,173	27,658	28,369	28,437	28,933	29,012	2.27%
Total FTE Enrollment	20,777	22,227	23,212	23,420	23,825	24,082	3.75%
% of headcount	79.38%	80.36%	81.82%	82.36%	82.35%	83.01%	
Undergraduate Headcount	20,963	22,234	22,648	22,421	22,775	22,661	0.06%
Graduate Headcount	5,210	5,424	5,721	6,016	6,158	6,351	11.01%
% of total	19.91%	19.61%	20.17%	21.16%	21.28%	21.89%	
New First-Time Undergraduates	2,516	2,652	2,682	2,523	2,631	2,703	0.78%
New Transfer Undergraduates	1,942	2,085	2,150	2,154	2,152	2,260	5.12%

Percent of Enrollement at the Graduate or First Professional Level
Unduplicated Headcount, 2003-04

University of California at Irvine	18.3%
University of California at San Diego	17.0%
University of Illinois at Chicago	38.5%
University of Iowa	30.4%
University of New Mexico	33.1%
University North Carolina at Chapel Hill	40.1%
University of Cincinnati	32.4%
University of Pittsburgh	32.4%
University of Virginia	49.2%
University of Washington	27.0%
Average	31.8%
University of Utah	19.1%

UNIVERSITY OF UTAH
WEST SIDE OUTREACH EFFORTS

BENNION CENTER

A. Student-Directed Programs on the West Side, 2004-2005

- **Bend-in-the-River Urban TreeHouse**, which extends the Jordan River Parkway bike trail and system. The site serves as a focal point for environmental education classes.
- **English as a Second Language Tutoring**, in partnership with the Guadalupe School, 340 S. Goshen Street (1040 W.)
- **English as a Second Language Teaching**, in partnership with the Centro Civico Mexicano (155 S. 600 W.)
- **Workplace Skills**, in partnership with Centro Civico Mexicano (155 S. 600 W.)
- **Special Olympics**, in partnership with Utah Special Olympics (Office 4 Triad Center)
- **Befriend the Elderly**, in partnership with LifeCare Services (1024 S. 700 W.)
- **Eco-Hour**, in partnership with Capitol West Boys & Girls Club (567 W. 300 N.)
- **Youth Corrections Gardens and Greenhouse**, in partnership with Wasatch Youth Center (3534 S. 700 W.)
- **Children's Mentoring**, in partnership with The Road Home (210 S. Rio Grand Street, 440 W.)
- **Helping Hands/Helping Hearts**, in partnership with the Road Home (210 S. Rio Grand Street, 440 W.)
- **Kids Book Club**, in partnership with the Road Home (210 S. Rio Grand Street, 440 W.)
- **The Road Home Teens Night Out**, in partnership with the Road Home (210 S. Rio Grand Street, 440 W.)
- **The Road Home Playroom**, in partnership with the Road Home (210 S. Rio Grand Street, 440 W.)
- **Crossroads Urban Center Homelessness Outreach**, in partnership with the Crossroads Urban Center and The ACLU.
- **Science Education Support**, in partnership with, among others, Edison Elementary School (466 S. Cheyenne, 1520 W.)
- **Arts for Youth**, partnership w/ Lincoln Elementary (1090 S. Roberta St., 240 E.)
- **Literacy Action Center**, in partnership with Literacy Action Center (3594 S. Main Street)
- **Tutoring Through Inmate Services**, in partnership with Metro County Jail (3415 S. 900 W.)
- **School Partnerships**—Jackson Elementary (750 W. 200 N.); Mountain View Elementary School (1415 California Ave., 1300 S.); Northwest Middle School (400 Goodwin Ave., 1135 N.)

There are others that are in close proximity to what has been determined by UNP as "the West Side," that is, west of State Street. They are:

- **Wasatch Community Gardens,** in partnership with Wasatch Community Gardens (800 S. 600 E.)
- **Campus AIDS Project,** in partnership with Utah AIDS Foundation and the American Red Cross (465 S. 400 E.)
- **B.A.T.,** in partnership with SLC School District and American Red Cross (465 S. 400 E.)
- **Odyssey Women & Children,** in partnership with Odyssey House (42 S. 500 E.)

B. Impressive Bennion Center Facts:

- Established in 1987
- Offers 110 service-learning courses each year and sponsors more than 40 student-directed programs.
- More than 5,000 volunteers annually donate more than 150,000 hours of community service to a variety of projects. Based on the Bureau of Labor Statistics' volunteer hourly wage calculation, of $17.19/hour, these hours have a dollar value of just over $2.5 million.
- Service-Learning Scholars complete 400 hours of community service, 10 credit hours of Service-Learning coursework and a capstone service project before graduation
- Partners with community agencies to provide meaningful volunteer opportunities for University students, faculty, staff and alumni while educating them about social, cultural and legal issues.
- For the 2003-2004 academic year, the Bennion Center's service-learning program was ranked 6th in the nation by *U.S. News & World Report*.

UNIVERSITY NEIGHBORHOOD PARTNERS – UNP

A. Facts:
- **Location:** Publicly opened in April 2003. Located at property on 1060 South 900 West and leased at no cost by Salt Lake City government for ten years. UNP programs located at three additional west side sites donated by community partners.
- **Mission:** Bringing together University and west side resources for reciprocal learning, action, and benefit…a community coming together
- **Funding:** University funds, George S. Eccles, Marriner Eccles, Intermountain Health Care, Salt Lake County, Bank One, Utah Power, UBS, and a $400,000 HUD grant from the Office of Community Partnerships, plus in-kind contributions of space.

B. Existing Partnership Programs:
- **UNP-Hartland Apartment Center,** offers classes in citizenship, basic skills, ESL and financial fitness. Classes are held in a 3-bedroom apartment within a 300-unit apartment complex which houses, primarily, Utah's newest refugees and immigrants.
- **United for Kids,** a center located at NW Multi-Purpose Center that help parents learn more about how schools work and how to help their children succeed in school and life.

- **West Side Leadership Institute,** a program administered by UNP, Neighborhood Housing Services and Salt Lake Weed and Seed Program that offers community adult and youth leadership classes in English and Spanish
- **West Side Studio,** a project for the revitalization of west side spaces organized by the School of Architecture & Urban Planning and the School of Business, along with Neighborhood Housing Services and area residents.
- **Neighborhood Involvement Alliance,** is, a cross-disciplinary team of faculty and a political science course in "Grassroots Democracy" that work with Rose Park Community Council to increase participation in neighborhood decision-making.
- **Youth Book Exchange,** operated by librarians at Parkview, Mountain View, and Riley elementary schools, the Marriott Library, ASUU's Diversity Board and other partners.
- **Partners in the Park,** weekly summer family fun evenings at various parks in the west side neighborhoods hosted by the University and community partners
- **See U at the U,** a series of partnerships between U units and schools to build awareness of college as a life goal.
- **Academic Outreach Advising Services** (in English and Spanish), an accessible neighborhood setting.

C. Involvement
- Sixty faculty, over 100 individual U graduate and undergraduate students, and students in approximately six service-learning classes
- 55 community partners, including schools, non-profits and community councils
- Seven internships funded by Alumni Association
- 30-member Board of Advisors (including community and University members)
- U colleges/departments: Education, Social Work, Humanities, Social and Behavioral Science, School of Business, Architecture and Urban Planning, School of Medicine, College of Health, School of Nursing, Continuing Ed, Fine Arts, Honors Department, Law School, Occupational Therapy, Undergraduate Studies, and Alumni Association

COLLEGE/DEPARTMENT OUTREACH (Below are just a few examples.)
- **College of Humanities,** sponsors an 80-team Latino youth soccer league in Salt Lake County called "La Liga de Futbol Soccer Mexico Utah." Includes 1,400 girls and boys, ranging in age from six to 19.
    - **Department of English,** runs the Family Literacy Center at West High.
- **Museums/Cultural Venues:**
    - **Museum of Natural History,** runs the Youth Teaching Youth program and other educational programs.
    - **Museums of Natural History and Fine Arts,** offer school classes that include venue tours and other educational opportunities.
    - **Red Butte Gardens,** provides scholarships for the youth summer camps in partnership with Neighborhood House.
- **Continuing Ed (AOCE),** organizes Club Ute College Days in partnership with Neighborhood House's Soar II program.
- **Other U colleges and departments,** offer on and off campus classroom curricular and enrichment programs

HEALTH SCIENCES

- **National Youth Sports Program,** through the College of Health, is part of a national program. This five-week summer program targets at-risk youths, ages 10-16. Approximately 400 kids take part every year and receive instruction in various sports from coaches, athletes, and faculty. U of U physicians give each participant a free physical exam and immunizations before the program starts each summer.
- **School of Medicine**
  - **Fourth Street Clinic** (404 S. 400 W.), treats Salt Lake City's homeless population, thousands a year, and also serves as a training ground for medical and nursing students.
  - **South Main Clinic** (3195 S. and Main), treats the medically underserved, particularly the city's growing Hispanic population, in pediatrics and prenatal care. Sees around 120 prenatal patients a week, along with others who need care.
  - **Ellis R. Shipp Clinic** (4535 S. 5600 W.), staffed entirely by College of Nursing faculty who are certified nurse midwives and women's health nurse practitioners. Provides care to underserved women who have little or no insurance coverage.
  - **Teen Mother & Child Program,** provides medical care and advice to young mothers and their children. Serves about 1,200 people a year and more than 5,000 since it started in 1980.
- **John A. Moran Eye Center,** through the Department of Ophthalmology and Visual Sciences, takes part in more than 60 health fairs every year, screening many underserved people for vision problems and glaucoma. The Horizonte School and Indian Walk-in Center are just two of the centers where they've given free screenings. The Moran Center gives free screenings to 5,000 underserved people each year.
- **University Neuropsychiatric Institute,** holds a kids fair every year to help promote physical and mental wellness.

SCHOLARSHIP PROGRAMS (available to students statewide)

- **Chicano Scholarships,** recognize outstanding Chicano/Latino students with financial scholarships at the Annual Chicano Scholarship Banquet in May. This year's event is their 30th anniversary.
- **Utah Opportunity Scholars,** provide access to first-generation college students from economically disadvantaged backgrounds that might otherwise be unable to pursue a college education. Ten students selected each year starting in 2001.

Memorandum

Date: August 23, 2005

To: Deans and Directors

From: David W. Pershing

Re: **SMART Goals for 2005 - 2006**

As we discussed in the CAD Breakfast before I left, I would like to continue the SMART Goals concept to build from the Strategic Planning Process of last year. I assume that you will use your Strategic Plan to create your 2005-06 goals and associated thoughts on implementation. In past years these discussions have helped my office focus better on your needs and hopefully we were able to provide some sense of the strategic directions at my level. I hope that these goals will also help you define your development needs as we move into the new Capital Campaign.

I would recommend that you review the President's Inaugural Speech in addition to your own Strategic Plan as you prepare your goals for this year. Hopefully some of your goals will tie to our major institutional priorities:
- Engagement
- Quality Education for the future
- Interdisciplinary efforts
- International programs
- Diversity
- Partnership with our local communities

Please begin by reviewing your goals from last year and creating a brief summary report regarding their status. (A one page bulleted summary would be completely satisfactory.) Be honest. I am more interested in what you actually achieved than whether or not you completely met every goal (since we all recognize that the sure way to have a perfect record is to set easy goals). (For those of you, who have already done this last spring, please do NOT feel like you need to create something new.)
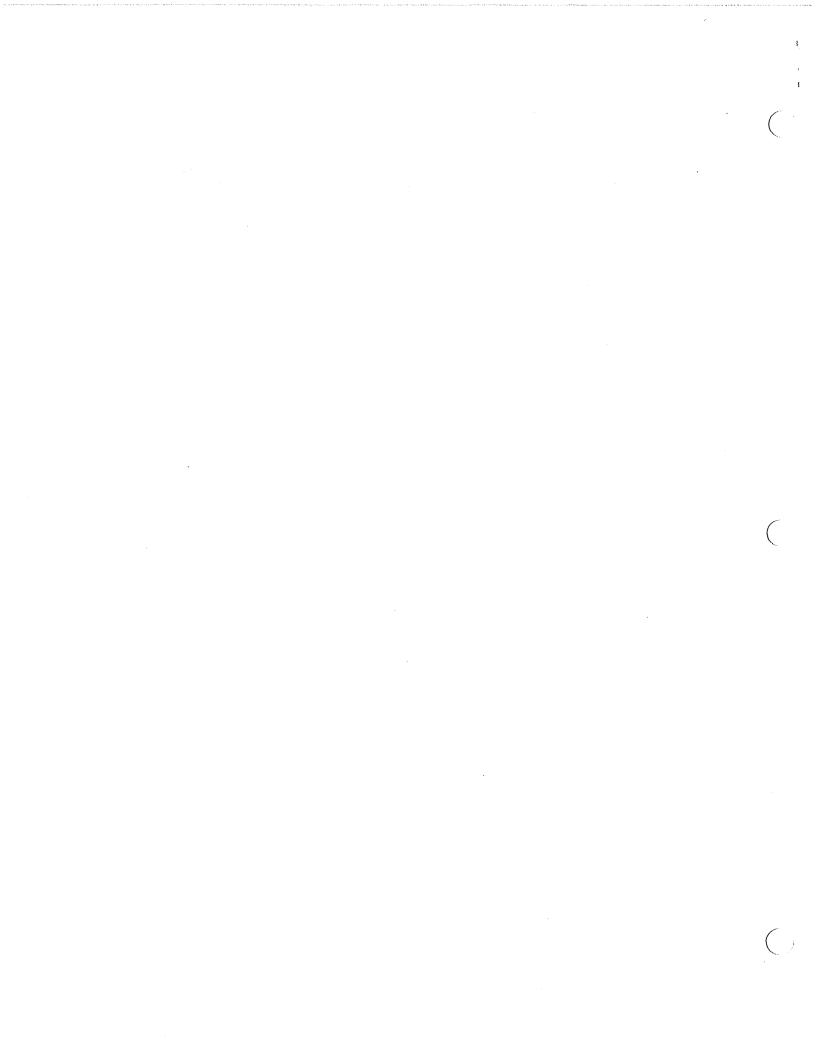
I would also like you to submit your plans for the current year, in the SMART Goals bulleted or numbered format. Again, I would assume that this would be a 1-2 page document.

If possible please try to submit your last year's progress summary and your new goals by September 15th. We are going to try to schedule about half of the goal discussion meetings during the last week of September while I am in Salt Lake City. The

remainder of the meetings will be scheduled in early November. Please let Pat know if you have a scheduling preference.

We would prefer to meet with you and your college leaders in your own home location unless you think that it is more beneficial to meet in the Park Building. Thank you for your support in this process.

College of Architecture + Planning Smart Goals 2005-06

Increasing visibility, student quality and diversity
- New student recruiting materials are created, printed and distributed, college "identity" more clearly defined and promoted
- D. Arch degree proposal is prepared and moved through to the Board of Regents. The D.Arch is expected to attract more qualified and diverse graduate students from abroad and other states
- Successful hosting of Association of Collegiate Schools of Architecture annual meeting (March 30 to April 1) – a major opportunity to increase visibility with architecture faculty around the country.
- Establish a coherent diversity recruiting and retention program for women and minority students, including a mentoring program, studio culture policy, research component

Facilities and equipment
- "New Media Wing" major donor is secured. Naming opportunity ($3 mil) or major donor ($1mil to $3mil) for former Museum renovation.
- Minor renovations to AAC – furniture, lighting, office configurations

Interdisciplinary Programs and research
- Establish Center for Building Information Modeling and find new funding, work on curriculum changes
- Visualization program moves forward with search for new faculty member, interdisciplinary degree proposal negotiations move forward. Prepare to successfully apply for a "research cluster" under the UtahStar program.

Outreach – public influence and community service
- Continue to support growth of Westside Studio, designbuildBluff, and student k-12 programs
- Continue partnerships with professional organizations around public issues (probably housing)

Strategic OBJECTIVES (excepted from the 2004 Strategic Plan, for reference)
The College has five new strategic objectives to be addressed over the next five years. They reflect the strategic goals of the University and are meant to provide general direction.

1. Provide intellectual capital to address issues of urbanization, environment, growth and responsible development in Utah and in international settings with similar conditions. To this end, develop a coherent and continuous outreach and service/learning program.

2. Clarify our mission and civic voice to have a larger presence regionally and nationally. Gain greater recognition of our program excellence in order to attract students, faculty, and funding.

3. Increase the quality and diversity of the student body while holding the size of existing degree programs steady, after full attainment of urban planning student growth and increases for other new degree programs. Continue to emphasize quality over quantity.

4. Partner with other colleges on and off campus to achieve research goals and to model student engagement and interdisciplinary approaches, especially in the areas of computer visualization and urban development

5. Seek funding to upgrade facilities to relieve space crunch and provide higher visibility and greater match with our creative mission.
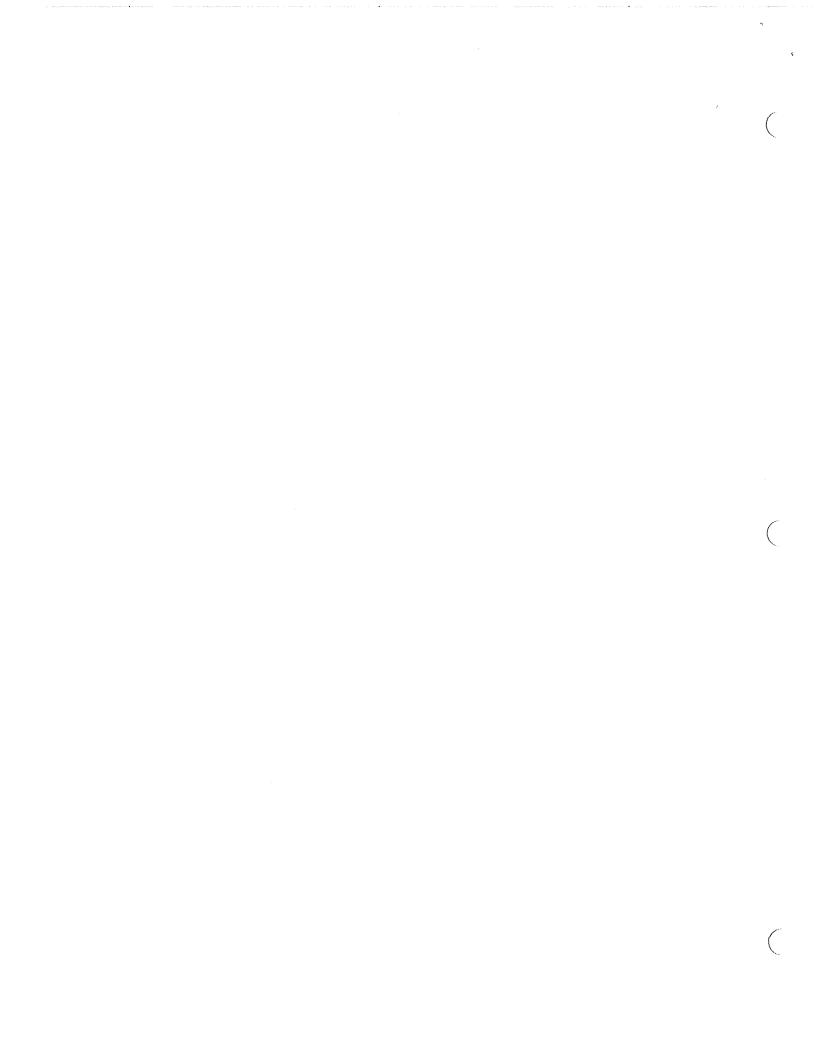
Strategic Goals 2010

1. Continue expanding graduate enrollments with focused growth in the fifth year Master's degrees while continuing to improve quality of applicants to the fulltime program. Maintain admissions quality for the undergraduate program while holding enrollments constant in conjunction with expanding the minor and international studies options.   Implement Freshman admit program and business honors program.

2. Gradually expand research support by expanding the PhD Program to an equilibrium level of 60 and providing more funding for research budgets, summer research funding, and supplemental research funding through achievement of campaign goals.

3. Completed building project in first phase of University Campaign.

4. Substantially completed efforts to raise $60 million new endowment dollars as part of the University Campaign with fully funded endowments supporting UTec, the Center for Values and Ethics, and substantial industry funding supporting the Global Knowledge Management Center. This also includes endowed Presidential Chairs in every department along with several professorships.

5. Non-degree Executive Education bringing in over $2 million in revenues per year.

6. Over $1 million per year in research funding coming through the Bureau of Economics and Business Research.

SMART Goals 2005–06

1.   Masters programs: Continue to expand the fifth year programs (MAcc and MS Finance).   Continue to increase both number and quality of day MBA students. Maintain steady state size for professional MBA.   Continue to work with School of Computing on joint masters to support students interested in MS in IS.

	2005-06	2006-07	2007-08	Long Term
Fulltime	60 (630)	70 (630)	80 (635)	160 (640)
Professional	160 (600)	160 (600)	160 (600)	160 (600)
Executive	55	55	55	55
MAcc	50 (610)	60 (610)	70 (620)	80 (620)
M.S. Finance	25 (600)	40 (600)	50 (610)	60 (620)
Total Grad	350	385	415	515

2.   Undergraduate programs: Begin pilot test for freshman admittance to the business school, maintain entering GPA for Juniors at approximately 3.3. Continue to expand support for the university through the business minor and our support for the international studies program. Expand support provided by advising office with funds from student program feel. Work with central administration to implement undergraduate tuition differential to continue our progress in hiring faculty to provide adequate course coverage for our undergraduate students.
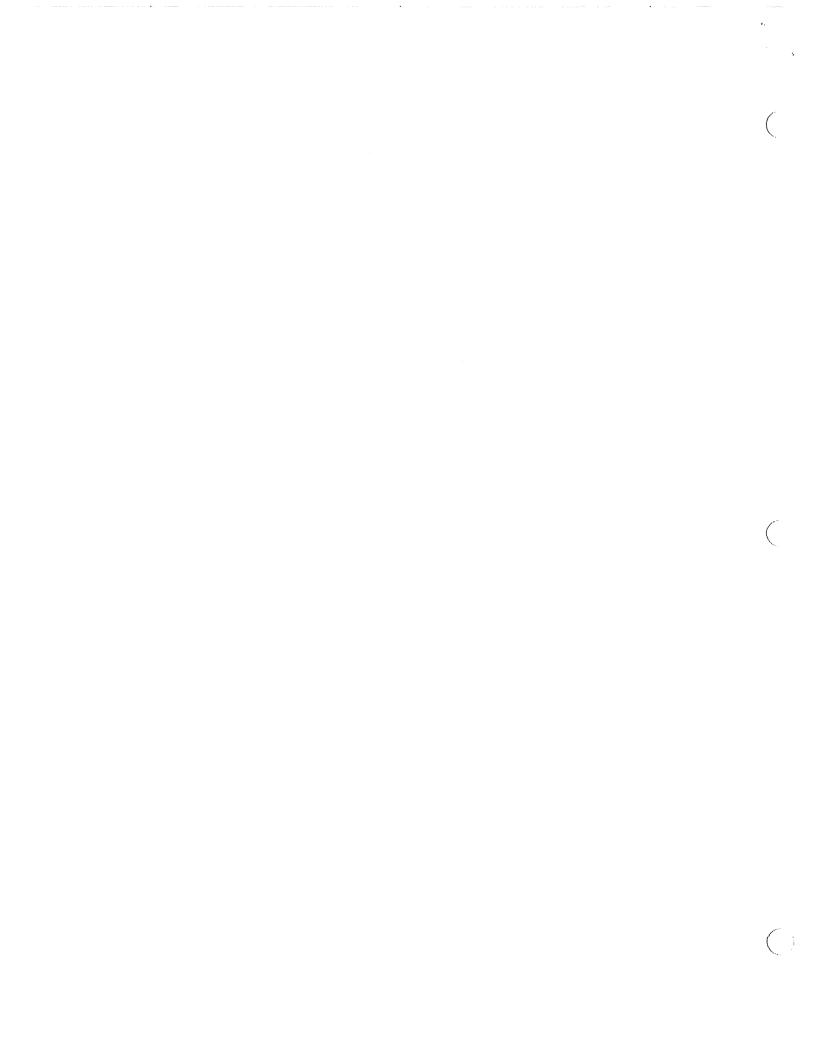
	2005-06	2006-07	2007-08	Long Term
Majors	2800	2600	2500	2200
Minor	200	250	300	400
Freshman Admit	20	50	100	100
Intl Studies	250	400	450	500
Total Under	3270	3300	3350	3200

3.   PhD programs

Maintain number of PhD students in residence at approximately 40.   Expand applicant pool both within University campus as well as nationally.

4.   Exec ed

Maintain number of entering students in EMBA at 55-60 while maintaining work experience requirement.

Offer non-credit courses with the anticipation of reaching breakeven by next year. Consider international options.

5.   Fund raising / external relations

Finalize reorganization of external relations office and develop solid goals and plans for capital campaign. Organize campaign committee. Raise portion of funds for building remodel. Substantively increase unrestricted funding to provide needed faculty and other support.

6.   International initiatives

Develop an overall plan for international experiences for both faculty and students. Continue to support Global Business Center, international electives, and international student trips.

7.   Diversity

Continue to expand scholarship funding and other support for our Opportunity Program to increase diversity of student population. Continue to work with and support national organizations (PhD Project, Management Faculty of Color, etc) to attract diverse faculty and PhD students.

8.   Support for interdisciplinary programs

Continue to support interdisciplinary programs including international studies program. Develop plan to facilitate coordination with other programs and implement those that fit within the plan.

SMART Goals 2004–05

1. Complete transition to 5th year Master's strategy while increasing experience requirement for the fulltime MBA. This involves the expansion of the MAcc and MS in Finance programs and starting the process of implementing a MS in IS program once the Regents lift the new degree moratorium in effect since 2002.

	2004-05 goals	2004-2005 actual
Fulltime	60 (630)	55(614)
Professional	160 (600)	156(602)
Executive	55	60
MAcc	60 (600)	52(609)
M.S. Finance	20 (600)	20 (601)
Total Grad	355	343

Results: We are moving closer to our goals in all areas. Rather than a new MS in IS program, we are working with the School of Computing to see if we can provide a joint degree leveraging their

2. Begin promoting the business minor and international studies options while slightly decreasing the number of undergraduate business majors to solidify the de facto honors status of the business program. Encourage the administration to push an undergraduate differential tuition through the Board of Regents so we can hire additional faculty to cover the undergraduate program.

	2004-05 goals	2004-2005 actual
Majors	2800	2855
Minor	200	178
Intl Studies	120	214
Total Under	3120	3247

Results: We have come close to our goals on enrollments with the international studies exceeding our expectations. Our entering GPA has remained at approximately 3.3.

3. Maintain the PhD program at its current level of approximately 40 and increase the overall financial package so it is more competitive with other national programs.

Results: Have maintained the number of students and increased the financial package by $1200 per year.

4. Reorganize External Relations in preparation for the next fund raising campaign and begin the process of refining and communicating campaign goals.

Results: External Relations has been reorganized with Heidi Woodbury at the lead to see us through the campaign. We have started the process of refining the campaign goals.

5. Continue development of Regional Boards and enhanced placement program.

Results: Sponsored student trips to NY, San Francisco, and Boise and had students take jobs in Seattle, San Francisco, New York and Boston as a result of contacts through the Regional Boards.

6. Start offering non-degree executive education programs.

Results: We have started offering non-degree programs and as anticipated, some have proven more successful than others.   The offerings have generated a great deal of interest. We have provided seed money for one more year with the goal of breakeven and profit generating after that point. Also recognizing synergies between non-credit and degree programs.

7. Complete the first round of funding for the Industrial Bank funded, student-run investment portfolios and begin the process of integrating these activities with out curriculum (e.g., fund accounting as a possible specialty).

Results: Cal Boardman and Ramon Johnson are heading up this effort. We have pledges for funding and anticipate that this will be viable by the end of the 05-06 academic year.

8. Establish the Launch Pad and begin offering this as an extension of the Lassonde Center.

Results: Launch Pad has been established and Pierre Lassonde has agreed to support this endeavor.

9. Continue responsiveness to requests for interdisciplinary programs from other colleges and schools on campus (e.g., Westside Studio with Architecture and Planning). Make a concerted effort to explore joint program development with components in Health Sciences.

Results: Continued to support the Electrical Engineering program. Continue to work with medical and nursing students.   Supporting International Studies program.

10. Expand the research support capabilities in the Bureau of Economic and Business Research.

Results: Bureau has grown their research support through their efforts and through the collaboration with our Center of Excellence and with the VP of Technology Venture Development.

Smart Goals for 2005-2006
College of Education

Stabilize and Balance Resources across multiple funding sources

*Develop and begin implementation of a comprehensive development plan emphasizing capital gifts and designed to broaden the college's donor base.
*Through new Outreach Coordinator expand the number of and improve revenue flow of existing outreach programs.
*Expand activities of Centers and Clinics.
*Maintain and/or expand productivity dollars (sch).

Advance Research Productivity

*Continue to promote external faculty grant productivity.
*Seek private sector funding and opportunities for specific research and development through projects through centers.
*Review Dean's incentive grant program.

Increase Faculty and Student Diversity

*Continue to aggressively seek new minority faculty appointments.
*Expand Native American program into departments other than T/L.
*Enter into agreement with Xavier University to provide minority Ph.D. students in ECS.
*Continue work with Gear Up Grant, Opportunity Scholars Program, and University Neighborhood Program.

Increase Status and Viability of Teacher Education

*Recruit and appoint a highly visible national figure to chair T/L Department .
*Recruit and appoint one or more senior scholars in the T/L Department.
*Seek ways of enhancing working relationship between T/L and Sp.Ed.
*Seek ways to more fully integrate Community of Caring into Teacher Education and the College in general.
*Seek ways to Create Endowed Professorships in Reading, Character Education, and Technology.
*Continue to expand relationship with Daybreak.
*Expand Native American Teacher Training Program into Special Education.
*Seek ways to better integrate and synergize strengths in Reading and Literacy.
*Work with central administration in strengthening University's capacity to consistently produce a solid group of math and science secondary teachers.
*Begin to gradually move toward a fifth year program (M.A.T.) for all secondary education students.

Enhance Work Environment (Facilities Improvement)

*Develop architectural plan for Milton Bennion Hall Expansion and Renovation.
*Pursue Major Gifts.
*Establish and commence strategic plan for minor gifts.

Programmatic and Instructional Program Improvement

*Complete scheduled tasks for 2005-2006 that move the College toward TEAC Accreditation.

*Complete scheduled tasks for 2005-2006 participation in University's Northwest Accreditation renewal.

*Revitalize the Utah Policy Center through the appointment of a research associate, development of a current issues forum, and working collaboratively with the Center for Public Policy and Administration.

*Expand the work of the Center for the Advancement of Technology in Education by forming additional corporate sponsorships to fund specific research and development projects.

*Expand the work of the Reading Center through additional Olene Walker Scholarships, mini-grants for faculty, seeking means for establishing an endowed faculty position in reading (appointee would also coordinate the Reading Center), and seeking ways to better structure and integrate existing Reading and Literacy skills and components within the College.

*Seek to better integrate Community of Caring in the College; establish a formal fund raising effort for the Center; and seek means for establishing an endowed faculty position in Character Education.

*Continue to improve and expand the College's Community and inter-college collaboration with Daybreak, UEN, Addiction Center.

*Continue to grow the College's Outreach Center Coordination and expand the Summer Institute Series (e.g., the AP Institute, the reading assessment institute, the education law institute, and character education institute), solidify the UEN outreach collaboration, and identify and develop other community outreach opportunities.

Stabilize and Balance Resources across multiple funding sources

*Significantly expanded development program. 2004-2005 best year ever for receipt of private donations.
*Significantly increased faculty submitted proposals for contracts and grants.
*Created College Outreach Office, hired coordinator, and expanded dollars raised through sponsored outreach activities.
* Created Reading and Literacy Center and began revitalization of Policy Center and Center for the Advancement of Technology in Education as sources and opportunities for faculty and student funding and research.

Advance Research Productivity

*Although total dollars in new research grants and contracts were slightly less than the year before, the total amount of new contracts and grants submitted for funding was up over 2 million dollars from the previous year.

Enhance Work Environment (Facilities Improvement)

*Increased Facilities Improvement Fund from a half to over two million dollars.
*Milton Bennion Hall Expansion and Renovation Project placed on University's list of non-state funded projects.
*Campus Design and Planning appointed architectural team to develop facilities plan.
*Strategic building plan and fund raising strategy established.

Increase Faculty and Student Diversity

*Two of five new tenure track faculty hires were minority (Hispanic & Black)
*Three of five new tenure track faculty hires were women.
*25% of tenure track faculty in College are minority (up from 20.8% year before).
*12.5% of staff are minority (up from 8.3% year before).
*14.6% of undergraduate students are minority (up from 6.4% year before).
*12.7% of graduate students are minority (up from 12.5% year before).

Increase Status and Viability of Teacher Education

*Hired four new faculty members in the Department of Teaching and Learning.
*UG Teacher Education students scored superbly on PRAXIS II PLT Examination.
*Several Teacher Education Professors received major teaching awards.

Programmatic and Instructional Improvement

*All college teacher education programs approved for continuing accreditation by Utah State Office of Education.
*Successfully attracted Community of Caring (National Character Education Program) to the College.
*M.A.T. Program approved by the Board of Regents.
*First groups of students in IDET and Native American Programs graduated.
*College ranked 70th, ELP 13th, and Special Education 19th in U.S. News and World Report National rankings.
*Special Education received major funding to support Ph.D. students.
*Five new scholarships established.

College of Engineering Smart Goals 2006
Progress Review

The College of Engineering developed a new mission statement, vision statement and strategic plan in the 2004-2005 academic year. These newly focused goals have been presented to the faculty and staff formally and reenforced in college and department faculty meetings. The first objective of the new statements is to raise the aspirations of the faculty regarding what the College can achieve.

Our new vision statement challenges us to look and act like the top engineering schools in the world. While we have far to go, this statement is becoming a theme in the College that is often referred to in discussions. The research environment is improving as lab space has been made available through renovations in the Merrill and Kennecott Buildings, more research overhead is being returned to departments which can be used for administrative staff support, and calls for proposals are distributed by OSP to all faculty.

A new point in the mission statement is transfer of technologies developed in College of Engineering research to the private sector. The College was involved in bringing IP and technology commercialization issues to the attention of the higher administration, which led to a reorganization which should facilitate interactions with industry. The College also played a role in recruiting the new director of TCO and is working closely with him to improve relationships between TCO, CoE faculty and local industry.

Progress is being made in improving the physical environment for students through construction of the Warnock Engineering Building. The U is a leader in teaching communication skills to engineering students and progress is being made in exposing more of them to business concepts. We are exploring ways to offer more students some background in IP and business law.

Report on Strategic Objectives
- College of Engineering research is growing. The faculty certainly know that Ph.D.-level research is a priority; incentives and reporting are being put into place to encourage research. The faculty have been awarded some high-profile programs this year, and the congressional markups that were requested will probably be funded.
- The College ranking for undergraduate programs has risen 10 places in two years. Graduate rankings are mixed; as a college we moved down from 56 to 59 (the year before was 63). Chemical and Civil Engineering graduate programs moved up and the rest of the departments moved down this past year. While most of these moves are probably caused by statistical noise, we are concerned about the competition for rankings in all of our programs. In addition to working on substantive improvement, we are doing more in public relations, with an improved web presence, and mailers to announce new senior faculty hires and to tell our story of growth in degrees granted.
- Several meetings of a dozen or so faculty with industrial researchers promise to bear fruit in the form of industrial funding or joint funding from government agencies. Most of these interactions are interdisciplinary.

- USTAR funding was obtained to hire faculty related to homeland security, with a specific emphasis on detection and communication of threats. Jim Brasseur (detection and dispersion of toxins in the atmosphere) will start next year. Searches are underway in IT, sensors and wireless circuits. A university-wide committee is now coordinating our efforts in nanotechnology; a good interaction with local industry and the state government is developing.
- Our college-wide faculty activity report facilitates the collection of information that is fed back to the faculty. Mentoring sessions have been held by the dean and associate deans with the junior faculty to discuss the whole range of faculty responsibilities.
- Under the leadership of Patrick Tresco, we have established an Engineering Honors Program, which will, among other things, expand undergraduate research experiences. The College continues to be active in educational reforms; the most recent program, under the direction of Cindy Furse, will develop an ECE curriculum that integrates the various fundamental EE topics.
- We have encouraged internships through interactions with companies, but much remains to be done in this area. We are hiring a new college advisor who will implement our plans in this area.
- We have made progress on strengthening the climate of community among Engineering students by arranging for a dorm floor to be reserved for engineering students. Much progress has been made on the Warnock Engineering Building, which will provide space for student study and socialization. Our new college counselor will also be involved in implementing our plans for peer mentoring.
- Good progress has been made on developing brand recognition for "Utah Engineering." Among the most important steps was hiring a graphics artist (Jennifer Angell) who is now involved in designing our web site and all of our publications.
- A discussion is underway about the use of scholarship and fellowship funds more effectively to attract the best students, but we need to make changes to achieve our goals.
- The University has made significant changes that will facilitate technology transfer. The College of Engineering is active in outreach to industry, organizing exchanges between faculty and researchers, inviting UITA to meet on campus, and making analytical equipment and research labs available to local industry. Faculty members know that technology transfer is encouraged.
- We have established an Engineering Alumni Association that has more than 700 members. Much will yet be done to draw the alumni into closer involvement with the College and with engineering students.
- With the addition of Chris Studenka to Marilyn Davies' development team, we are able to contact more friends of the College in an effort to broaden the Engineering donor base. We have submitted major proposals to Kresge and Micron this year.

Smart Goals for 2006

1. Reputation
   A. We will continue to emphasize in communications with faculty, the importance of growth in high-impact research. Much of this research will be interdisciplinary, continuing and expanding a strong tradition of interdisciplinary research in the College of Engineering.
   B. We will seek to hire outstanding faculty, who, by coming to the U, will enhance the College reputation. The USTAR initiative is very important to this effort. We will continue to engage our board members in supporting it.
   C. To shift faculty effort to Ph.D.-level research, we will offer non-thesis MS degrees in each department.
   D. Graduate student recruiting will be improved, especially in departments where aggressive recruiting has not been implemented before. All departments will use an on-line application process this year that was piloted by SoC.
   E. Public relations efforts at the college level will inform the local public, government officials, and colleagues across the country of developments in the College. The dedication of the Warnock Engineering Building presents an exceptional opportunity for publicity next year. Our web site will be used more for PR, outreach, and to serve the Engineering Alumni Association.

2. Engagement
   A. The new Engineering Honors Program requires that students have an undergraduate researchexperience. This will facilitate the best kind of student-faculty interaction for these high-achieving students. The Honors Program is established, but much work remains to be done this year to fully implemented the service learning and research experience components.
   B. We will establish peer mentoring and alumni mentoring for our students; these activities are expected to improve retention rates of engineering students.
   C. We will work with the math department to organize a math refresher course for students who have been away from their studies for any of a number of reasons.
   D. We will improve student quality through more strategic use of scholarships, targeting them to entering freshmen, rather than rewarding good students who are already in our program.
   E. The Engineering Ambassadors program is organized. This year we will fully implement it, with students visiting schools and otherwise serving the College and Community.

3. Diversity
   A. We have organized a committee of senior women faculty in engineering and science to evaluate and make recommendations regarding outreach to women, women student environment, and women faculty issues. The dean will work with this committee to improve our performance in each of these areas.
   B. We will have female representation on search committees, and have each committee visit with the diversity office early in the search process.

C. The College will reach out to American Indians (Utes first) through visits to targeted high schools, and will establish a Society of Hispanic Professional Engineers as a stand-alone organization.

4. International
   A. We will expand the list of top international engineering colleges with which we have student exchange agreements.
   B. We will start advertising a semester abroad program for engineering students. This will give our students who have foreign language skills an opportunity to connect to the country technically, and will help us recruit excellent domestic undergrads and foreign graduate students.

5. Advancement
   A. We will present a Five-year report on the Engineering Initiative to the legislature.
   B. We will refine our strategic fund-raising goals for the upcoming campaign.
   C. We will organize an event in Silicon Valley, hosted by Shane Robison, for engineering alumni to network, hear about accomplishments in the College, and meet Pres. Young.
   D. We will complete construction of the Warnock Engineering Building and do space planning for WEB, MEB and Kennecott.

5. Public Education
   A. Talks have begun with the College of Education to implement high school teacher preparation to teach an engineering preparatory curriculum such as the one being introduced in Massachusetts.
   B. Our outreach efforts of many kinds will continue to enrich the education of K-12 students and to raise interest in engineering among school teachers.

SMART GOALS FOR 2005-2006
THE COLLEGE OF FINE ARTS

S = STRATEGIC
M = MEASURABLE
A = ACHIEVABLE
R = REALISTIC
T = TIME BOUND

Quality Education for the Future:

1. Continue to seek equity in College of Fine Arts faculty salaries in order to be competitive in retaining and attracting world-class artist/teachers, scholars and arts educators

2. Pursue national accreditation in the areas of art, dance and theatre.
   a. The Departments of Ballet and Modern Dance will complete the requisite self-study and apply for accreditation through the National Association of the Schools of Dance.
   b. The Departments of Art and Art History and Theatre will invite representatives of the National Association of Schools of Art and Design and the National Association of Schools of Theatre to campus to consult with the faculty on the process of achieving accreditation. The Departments will begin drafting their comprehensive self-studies as the first step in the accreditation process.

3. Expand academic program offerings
   a. Develop a detailed concept for re-establishing the Master of Arts and Master of Fine Arts degree programs in Theatre in order to (1) intensify the learning environment, (2) capitalize on unique resources, including the Pioneer Theatre Company, and (3) address regional and national need for highly-trained theatre professionals.
   b. Move forward with a new music performance and conducting doctoral program as well as a new masters degree program in jazz studies.
   c. Investigate the feasibility of a graduate program in Arts Technology (including human and material resources, space and funding).
   d. Investigate opportunities for collaboration between the Utah Museum of Fine Arts and the Department of Art and Art History.

4. Facilities
   a. Generate a feasibility study for a new building to house all Department of Theatre personnel and operations, and based on findings from that study, develop and submit an architectural plan to appropriate University departments.
   b. Investigate what instructional/research activities that can be accommodated by the New Media Wing facility for the purposes of implementing such activities during the current academic year.

Interdisciplinary efforts:

1. Establish special funding to defray the costs of release time for faculty who are engaged in interdisciplinary projects that involves an instructional component.

2. Investigate collaborative opportunities across units of the College of Fine Arts and the Humanities, (e.g., the British Studies program and the Documentary Studies degree program), College of Engineering (e.g., Sculpture program in the Department of Art and Art History), and College of Education.

Diversity

1. Identify "feeder" institutions rich in ethnic and demography diversity and build bridges with those institutions through faculty exchanges, recruitment trips and participation at regional and national conferences.

2. Invite guest artists who are culturally and demographically diverse and integrate them into major community arts programs.

3. Review curricular and co-curricular opportunities to expand programs that would integrate diverse cultural and artistic practices across the College's departments and divisions (e.g., formal classes, master classes, performances, exhibitions).

Partnerships

1. Promote and participate in the development of robust partnerships with local and state arts organizations, P-12 schools, and public and private philanthropic organizations (e.g., Utah Arts Council, Arts Works for Kids, the Utah Dance Education Organization, Utah Theatre Association, etc.).

2. Review and define the philosophical, educational and administrative relationship between the College of Fine Arts and the Virginia Tanner Creative Dance Program and Children's Dance Theatre, Music Preparatory Division, ArtsBridge, and Youth Theatre at the U.

1 December 2005

College of Humanities

THE UNIVERSITY OF UTAH

2005 – 06
SMART Goals

The College of Humanities is committed to the following goals for 2005-06:

1. Attain national and international scholarly prominence in disciplinary and interdisciplinary areas as evidenced by national rankings, recruitment and placement of graduate students, retention and hiring of faculty, publications, grants, professional and academic honors.

2. Elevate the quality of the undergraduate experience to graduate highly qualified global citizens as evidenced by their placement in graduate or professional schools, job placement, community service, honorary awards and professional accomplishments.

3. Foster ethnic and gender-based diversity and substantially increase the number of minority groups represented in our faculty and students.

4. Develop ongoing processes to foster partnership and leadership.

5. Establish a process to better assess and track our students during their academic careers and beyond.

6. Continue to tell our story well, thereby enhancing the profile of the Humanities in general and of our College in particular. We earnestly believe that this story is profound, substantive, and healing.

College of Humanities

THE UNIVERSITY OF UTAH

2004-05
Progress Report

The College of Humanities focused on four the following goals during the 2004-05 and made progress towards each as described.

1. **Attain national and international scholarly prominence in targeted disciplinary areas.**
   - Implemented International Travel Grant program to support faculty invited to give a paper at international conferences.
   - Creation of Masters Program in Environmental Humanities, a first of its kind.
   - Establishment of Center for American Indian Languages (CAIL) in August within the Department of Linguistics.
   - Appointment of Professor Vincent Pecora, Hinckley Chair in British Studies.
   - 21 book publications by College of Humanities faculty in 2004-05.
   - Internal and external funding for faculty research increased 98% over the previous year.

2. **Recruit and retain the best faculty and graduate students.**

   Faculty Retention
   - Nine faculty received an agreement for a 10th month of salary for up to 3 years beginning 2004-05.
   - Two prominent full professors, three associate professors and four assistant professors were retained with increased salary and research support.
   - Salary increases of up to 3% for half of the College faculty were issued in Fall 2004 as part of a College wide effort to address lagging salaries.

   Faculty Recruitment
   - Appointment of two full professors with national and international scholarly reputations.
   - Successfully completed 13 of 15 faculty searches.

   Graduate Student Recruitment and Retention
   - Implementation of College supported recruitment stipends which provide an additional $5,000 toward the department's graduate stipend to the best incoming students. 10 stipends were offered.
   - Graduate student conference support provided by College.
   - Graduate student workshops held each semester.
   - Increased focus on graduate student advising throughout College.
   - Number of graduate students increased to 383 in 2004.
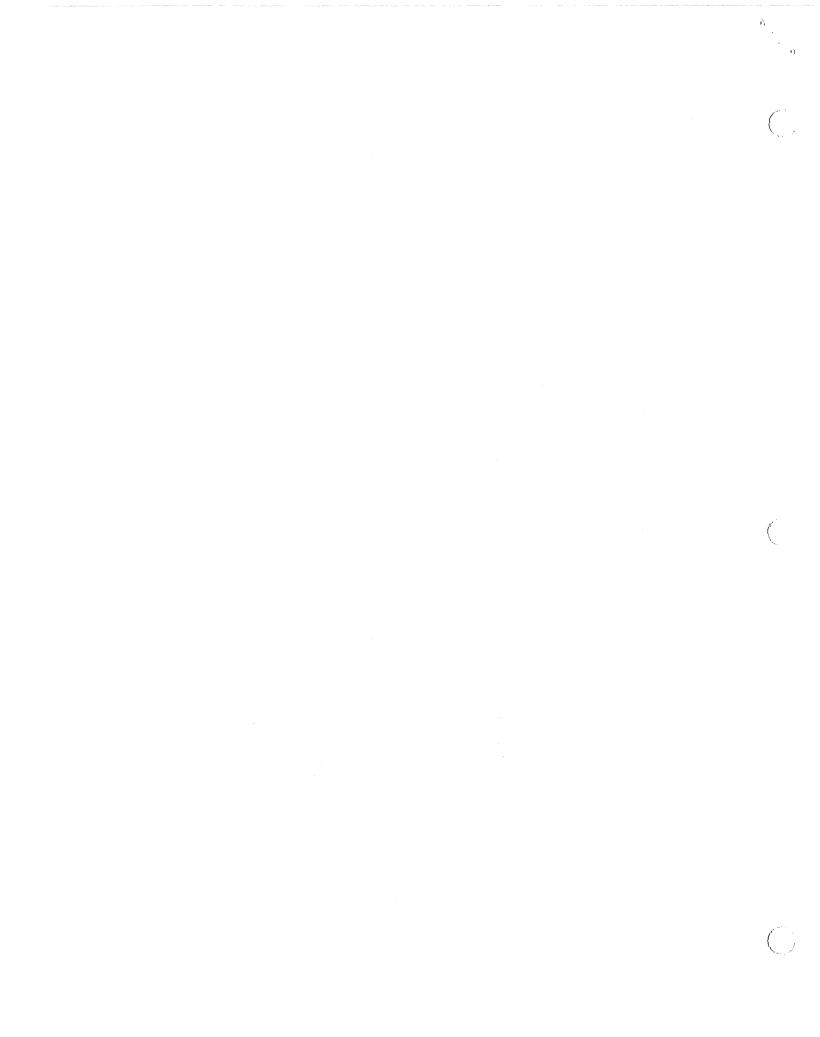
3. To elevate the quality of the undergraduate experience to create thoughtful and marketable citizens.

- Increased interdisciplinary learning opportunities for undergraduates through creation of new minor programs:
  - Minor in Peace and Conflict Studies approved in June by Board of Regents. Housed in College of Humanities with College of Social and Behavioral Science supporting program.
  - Latin American Studies Program moved from independent program into College of Humanities.
  - Animation Studies Minor approved in March. Housed in College of Humanities with Colleges of Architecture, Fine Arts and the Center for High Speed Computing supporting curriculum.
- Structured and unified undergraduate advising programs and staff throughout College.
- Number of Humanities majors increased (for the first time in four years) by 161.
- College Diversity Scholarship drive funded scholarships for seven students from various minority groups and first-generation students.

4. To tell our story well, thereby enhancing the profile of the humanities in general and of our College in particular. We earnestly believe that this story is profound, substantive, and healing.

- Increased national, regional, and local news coverage. College of Humanities faculty, programs and events are receiving attention from the media including *The Chronicle of Higher Education*, local TV stations, and state and local newspapers.
- College of Humanities continues to be a good community citizen sponsoring and collaborating with community organizations including Liga de Football Soccer Mexico-Utah, the Renaissance Guild book club, Humanities Happy Hour, programs and events put on by SLC Film Center, Museum of Art and History, Center for Documentary Arts, and the Swaner Nature Preserve. Sponsored or co-sponsored more than 100 public events in 2004-05.
- The College of Humanities collected over $1.7 million in donations during 2005. We are now ranked number 5 among colleges on lower campus in total dollars raised. Three years ago the College was 3rd from the bottom. This signifies success in our efforts to tell our story to donors.
- The increase in external grant funds to $1.5 million in 2004 represents significant success in our ability to represent the importance of humanities in research.

Memo

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

From: Scott M. Matheson, Jr., Dean

Date: September 15, 2005

Re: SMART Goals 2005-06

You have asked for a summary report on goals listed in last year's strategic plan as well as goals for the current year. The strategic plan contains numerous goals and is attached. The following identifies each general goal area and makes a brief report.

2004-05 Goals from Strategic Plan

- **New Facility Space**

  A new building is a much needed and multi-year project. We have completed a space analysis master plan that includes evaluation of venue options. We have worked on a case statement and identified this project as the law school's top priority for the University's capital campaign. We have conducted a study of our top donor prospects and have been preparing key constituencies for the capital campaign to come.

- **Educational Program**

  We continued to assess reforms in the first-year curriculum and implemented an enhanced appellate practice program to complement our successful trial advocacy program. We continue to encourage students to pursue clinical opportunities and have identified an in-house clinic as an option we should pursue with a new facility. We continue to implement in-class technology to facilitate effective teaching, and we have recruited more specialized adjunct faculty in the law and technology field.

- **Faculty Development and Scholarship**

  Faculty recruitment was again successful with two outstanding entry level hires in Hillary Greene and Alice Ristroph. Four professors were appointed to endowed chairs or professorships, bringing the total of named faculty positions to seven. The Quinney endowment gift helped make this possible. Efforts to facilitate presentation of faculty work-in-progress were enhanced,

and the school supported faculty for more conference attendance and paper presentations than ever before. One law faculty member served as a Tanner Humanities Center Fellow, and another was awarded a Faculty Fellowship research leave. The law school joined the SSRN online scholarship posting service to broaden dissemination of faculty research.

- **Service Opportunities**

  In fall 2004 the law school and the Utah State Bar co-sponsored the annual Fordham Debate on access to justice in Utah. The event drew national experts and helped launch a study committee on access to justice in Utah. Our Pro Bono Initiative program continues to expand, with more students and lawyers participating and the initiation of a family law clinic. The law school participates in the University Neighborhood Partnership program with a Community Justice class and advisory board membership. Faculty members continue to perform a broad range of University and public service.

- **Student Recruitment and Career Services**

  The incoming first-year class of 2008 has the highest academic indicators in the school's history. The Admissions Office is expending more effort each year on outreach to increase diversity. The Quinney endowment gift is allowing us to expand our merit and need-based scholarship programs. Our students are placed at about a 95 percent rate measured at nine months out of law school, one of the highest percentages in the country. We are concentrating on helping our students secure more judicial clerkship positions.
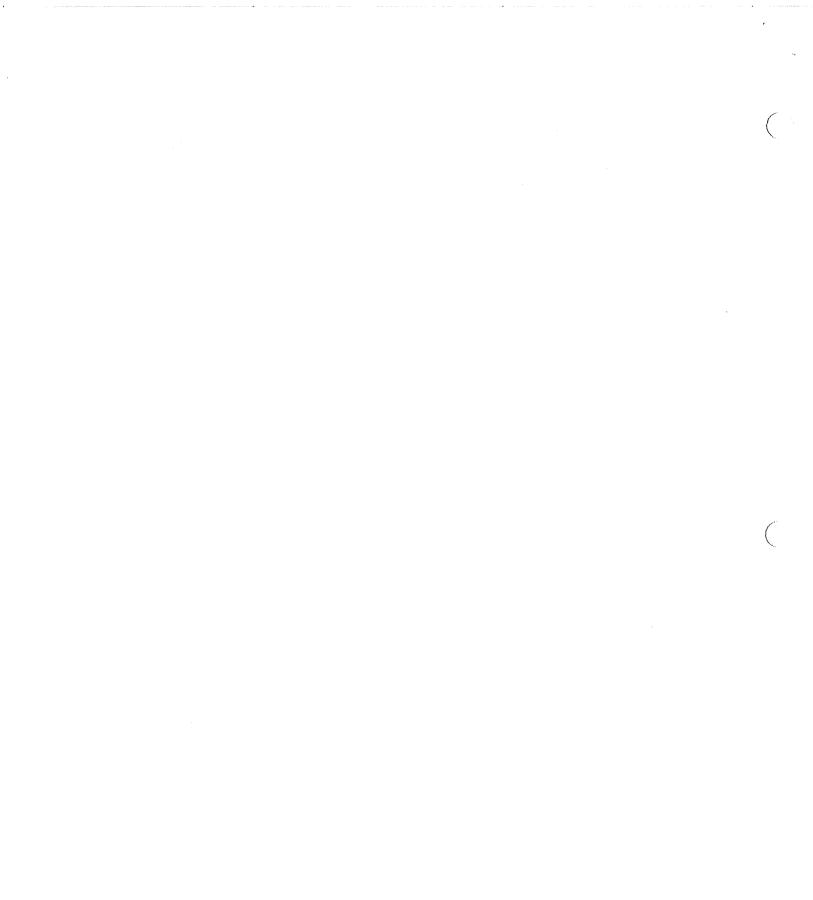
- **Student Services**

  The faculty and staff have developed a student service ethic that serves law students at Utah well. Most of the desired enhancements in this area turn on improved facilities – for example, more group study areas and child care. Our Academic Support Program continues to provide much-needed assistance to students, and we would like to expand opportunities to participate if space would allow.

- **Student Programs**

  Faculty supervision and support for student-edited publications has been improved, and both the Utah Law Review and the Journal of Law and Family Studies have organized academic symposia for this year that will include scholars from throughout the country. We have expanded student participation in trial, appellate, and alternative dispute resolution intercollegiate competitions. Student organizations in intellectual property and international law have been formed in the past two years and join many

other student groups in planning activities for students and the law school community in general. Student programs could be improved with better facilities.

- **Library and Research Support**

  The Quinney Endowment gift is now supplying a steady source of increased funding to the law library, which in turn has mitigated the need for subscription and monograph cancellations caused by rapidly increasing prices for library materials. The Ronald N. Boyce collection is gradually being integrated into the law library collection and also into the Marriott and other Utah higher education system libraries.

- **Support Services and Technology**

  We have moved to an exams-on-computer system, including implementation of exam security software, that almost every faculty member and student use for law school examinations. Classroom technology now allows for computer projection and student access to the network from all classrooms (except our one room in Carlson Hall). Work continues on improving database systems for all areas. A newly-designed web page for the law school was recently rolled out, and new calendaring software was recently installed.

- **Programs for the Legal Community**

  We offer an impressive array of programs for students, faculty, and the Utah legal community, including the William H. Leary Lecture, the Jefferson B. Fordham Debate, the Downtown Continuing Legal Education Series, the Stegner Symposium, and the Stegner Green Bag and Lecture Series. We also offer a variety of special programs every year, and student organizations have become more active in planning and presenting programs that attract practicing lawyers. This year we will offer two academic symposia connected student-edited publications, a first at the law school.

- **Nondiscrimination**

  The law school continues its commitment to diversity, nondiscrimination, and equal opportunity in legal education and the practice of law.

2005-06 Goals

- Conduct a successful dean search and begin a smooth transition with the new dean.

- Recruit at the experienced faculty level for a permanent hire and/or for visiting faculty for 2006-07.

- Continue to prepare for a building capital campaign, including work on the case statement and contacts with key alumni and donor prospects.

- Explore expanded interdisciplinary opportunities in teaching and research – including Stegner Center initiatives; the criminal justice center concept with the Colleges of Social and Behavioral Science and Social Work; follow up on recent discussions with faculty from law, economics, political science, history, and geography on mutual research and program interests; and potential joint degrees with the M.P.P. and M.S.W. programs.

- Review student advising practices and develop more academic and career counseling opportunities by involving more faculty, students, and alumni.

- Develop more widespread student interest in judicial clerkships following graduation and assist students more effectively in the judicial clerkship application process.

Attachment

S. J. Quinney College of Law
Mission Statement and Strategic Plan
August 2004

Mission

The mission of the University of Utah College of Law is to achieve academic excellence in the professional education of lawyers, to advance knowledge through the dissemination of high quality legal scholarship, and to perform valuable public service to the University, the State of Utah, our nation, and the global community.

Vision

The law school's vision is to maintain and enhance our national presence as a preeminent institution of legal education, while recognizing our special obligation as the state law school to the Utah community and the Utah State Bar.

Goals and Initiatives

The following goals have been identified to support the mission and vision of the College of Law. It is the College of Law's intention to accomplish these goals, with the possible exception of the new facility space, within the next five years, and in some cases sooner. We intend to assess the success of our achieving each goal through the use of surveys, careful monitoring, a review of current trends in legal education, and a close scrutiny of annual statistical summaries. Moreover, the generous endowment gift from the S.J. and Jessie E. Quinney Foundation will enable the law school, over the next years, to implement new programs and improve certain existing programs. As these funds are received over the next years, close attention must be paid to how their use can best aid in accomplishing the law school's goals described below.

New Facility Space

Because accomplishing each goal and related initiatives described below is currently severely hampered by inadequacies in the College of Law's existing facility, it is necessary at the outset to emphasize the need for a new law school building or wholesale remodeling and expansion of existing facilities. It is accordingly a central goal for the College of Law to:

- Provide new facilities for research, study, teaching, service, and interaction that are state-of-the-art, functional, comfortable, attractive, safe, and fully accessible.

Having recently completed the master space planning process, the law school and the university now need to take the next steps toward construction of such new facilities including:

1. Development of a case statement for potential donors.

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2. Cultivate donor prospects for lead gifts.

3. Prepare a capital campaign plan for the building project.

4. Secure University support for all aspects of this project.

5. Work with University design and planning officials to move this project forward.

6. Launch a capital campaign drive.

7. Explore legislative funding options for a portion of the project.

In taking these steps, it must be kept in mind that the endowment gift from the S.J. Quinney Foundation is not available for such capital improvements.

Educational Program

- Prepare students to serve as responsible members and leaders of the legal profession, dedicated to the highest standards of professional ethics, personal integrity, and justice.

- Teach legal analysis and critical thinking, practical lawyering skills, knowledge and understanding of the law, effective legal research skills, excellent written and oral communication skills, and an appreciation of public policy.

- Provide a rich array of course offerings, develop and implement new methods of legal education, offer opportunities for small class instruction with an accessible faculty, and increase the interdisciplinary, comparative, and multicultural scope of our curriculum and other programs.

- Emphasize a special commitment to the environmental and natural resources curriculum and programs, and to the Wallace Stegner Center for Land, Resources and the Environment.

In implementing these goals, the College of Law intends to:

A.   Assess the success of recent reforms to the first-year curriculum, and determine whether additional changes would further improve the first year experience.

B.   Assess the second- and third-year curriculum to determine whether the current curriculum offers the optimal balance between small specialty courses and courses aimed more broadly at a student's professional development.

C.   Offer skills courses and clinical placements to all students who wish to enroll.

D..   Explore the possibilities of developing an in-house component to the clinical program, a step ultimately contingent on the law school's gaining additional space in a new

facility.

E.   Continue to develop computer-aided teaching applications, including further development of the use of Web-based course materials and enhanced use of classroom presentations.

F.   Enhance the creative and effective use of adjunct and visiting faculty from other University departments, other universities, and the practicing bar to offer specialized courses.

G.   Continue assessing the status of the L.L.M. and Certificate programs in Environmental and Natural Resource Law.

H.   Expand the number and range of programs offered by the Wallace Stegner Center for Land, Resources and the Environment, including the development of a funded-fellows program for the Center.

Faculty Development and Scholarship

- Retain and recruit high quality and diverse faculty who are outstanding scholars and teachers.

- Increase faculty salaries to competitive levels.

- Support the faculty's pursuit of diverse scholarly goals in an atmosphere of mutual respect, collegiality, and intellectual exchange.

- Provide and support new opportunities for scholarly research, including assisting faculty in seeking and applying for fellowships and grants.

- Encourage interdisciplinary faculty recruitment and scholarship.

- Increase the visibility of the College of Law and its faculty in the national and international scholarly communities.

- Support new initiatives undertaken by faculty members to utilize their scholarship and teaching as a means to further the civic engagement of the law school.

In implementing these goals, the College of Law intends to:

A.   Carefully assess curricular needs and areas of scholarly teaching and research for purposes of determining directions in new faculty hiring.

B.   Create new opportunities for collaborative teaching among law school faculty.

C.   Explore new ways that tenured faculty can mentor and support the research goals of untenured faculty.

D.   Encourage interdisciplinary exchange and collaboration between law school faculty and faculty from other colleges at the University through joint colloquia and conferences, joint appointments, and teaching invitations.

E.   Tailor individual faculty teaching assignments to complement research with flexibility consistent with curriculum needs and the school's teaching mission and responsibility.

F.   Assist the faculty in exploring new ways to integrate teaching with scholarly research goals

G.   Coordinate visiting scholars to enhance classroom teaching and research activities of faculty.

H.   Create additional financial and administrative support for conferences, speakers, faculty seminars, and other forms of scholarly exchange.

I.   Support new initiatives undertaken by faculty to utilize their scholarship and teaching to further the civic engagement of the law school.

J.   Create and support new forums for faculty publications and dissemination of faculty research.

Service Opportunities

- Instill in the faculty, students, and the profession an appreciation for the professional obligation to render pro bono and other public service, and offer a range of opportunities for public interest experiences that meet community needs and facilitate learning and reflection.

In implementing this goal, the College of Law intends to:

A.   Explore how service opportunities can best be integrated into the academic curriculum at the law school.

B.   Continue the Pro Bono Initiative program, begun in Fall, 2000, making available to all students and faculty opportunities to work with local agencies (such as Utah Legal Services) and with local lawyers on a volunteer basis on public service projects.

C.   Determine the appropriate involvement of the College of Law in the University Neighborhood Partnership program in terms of clinical, pro bono, service learning, and/or community based research.

D.   Consider how a comprehensive service-learning program in conjunction with Lowell Bennion Community Service Center can best be implemented at the law school.

E.   Secure additional development funding to supplement the existing College of Law public service fellowships and loan forgiveness program. Continue the annual golf tournament.

F.   Create space in a new law school facility to house adequately the broad range of service-related programs now offered and to be developed at the College of Law.

G.   Develop additional opportunities for faculty and students to participate in public debate, law reform, public advising, and governmental service.

Student Recruitment and Career Services

- Recruit and enroll students of high academic accomplishment and potential to benefit from the program of excellent legal education offered at the College of Law and ultimately to contribute to the legal profession and society.

- Admit a student body diverse in race, gender, and ethnic origin as well as in academic interests, educational and employment backgrounds, and life experiences.

- Seek to increase student financial aid in the areas of merit scholarships, need-based scholarships, and loan forgiveness, in light of continuing tuition increases for students enrolled at the university.

- Provide individualized career guidance and assist students to secure a variety of challenging and rewarding employment opportunities in academia, businesses, government agencies, law firms, judicial clerkships, and public interest offices.

In implementing these goals, the College of Law intends to

A.   Continue expanding and intensifying its outreach and student recruitment efforts throughout Utah and the United States.

B.   Strive to raise academic credentials of those who are admitted to and enroll at the law school.

C.   Improve employment opportunities for law school graduates throughout the United States through use of job fairs, legal career counseling, and more active contact with a broader variety of employers.

D.   Improve and enhance the use of technology in support of both admissions and career services.

Student Services

- Provide state-of-the-art equipment and facilities for all students requiring accommodations under the American with Disabilities Act.

- Provide Academic Support Program to accommodate all students requesting tutorial assistance.

- Provide sufficient academic and personal counseling to students in need of such counseling.

- Expand fellowship and award opportunities for students.

- Provide "child-friendly" rooms and/or services to students facing the challenges of going to law school and caring for a family.

- Enhance student interaction in scholarly, professional and service activities.

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In implementing these goals, the College of Law intends to:

A.   In planning a new law school facility, give careful attention to providing appropriate technology and space to provide for the needs of a variety of disabilities.

B.   In planning a new law school facility, give careful attention to creating spaces for formal and informal discussions, study, and gathering places.

C.   Explore ways to expand the current Academic Support Program to accommodate all students requesting assistance.

D.   Continue to work with the University Counseling Center, the Utah State Bar (Lawyers-Helping-Lawyers) and other community agencies to provide appropriate counseling services to students in need.

E.   In planning a new law school facility, give careful attention to providing appropriate technology and space to accommodate students with children.

Student Programs

- Expand co-curricular opportunities for students in areas of publications, competitions and study abroad.

- Expand extra-curricular opportunities for students to supplement and complement their legal studies through enhancing opportunities in student organizations and attendance at conferences, workshop, and symposia.

In implementing these goals, the College of Law intends to:

A.   Supply supervisory and administrative support as necessary for student publications such as the Utah Law Review, the Journal of Land, Resources, and Environmental Law, the Journal of Family Law and Studies, and any other student publications which may provide additional opportunities for student legal scholarship.

B.   Seek funding to provide opportunities for more students to participate in competitions in areas such as trial advocacy, mediation and ADR, appellate advocacy (Traynor Moot Court and National Moot Court teams) and specialized appellate advocacy in such areas as environmental, intellectual property, international law, constitutional law, and any other competition appropriate for student involvement.

C.   Encourage students to expand their legal perspective by participating in the school's London Consortium Program each spring or other study abroad programs.

D.   Support students and student organizations in obtaining funding for attendance at leadership and law-related conferences and workshops, to attract speakers for debates and colloquia, and to support the social life and activities of students.

E.   In planning the new facility, enhance the space available for student activities.

Library and Research Support

- Provide excellent library services and facilities

- Continue to develop a strong library collection, in print and electronic sources, to support the teaching, scholarship and service mission of the S.J. Quinney College of Law and the legal information needs of the University of Utah community, the bench and bar, and the general public of the State of Utah.

- Provide comprehensive and timely access to legal information resources to onsite and remote library users.

- Strengthen the role of the law library in provision of legal research instruction, in formal class settings and in one-on-one interactions with users.

In implementing these goals the library intends to:

A. Assess collection development policies for support of faculty research and curriculum, with particular emphasis on investigation of research interests and needs of new faculty members.

B. Enhance the depth and scope of the library's monograph collection through integration of the Ronald N. Boyce library into the collection.

C. Plan for the expected receipt of S.J. Quinney Foundation endowment funds for the library.

D. Assess and continue to provide excellent and timely document delivery services, and improve practices for tracking and record keeping of Interlibrary Loans

E. Develop policies and procedures for cataloging electronic and web resources.

F. Continue to develop and improve upon the program of legal research instruction, in coordination with the Legal Methods course for the basic research course, and with faculty for other courses and with student publications for support of the copy work process.

Support Services and Technology

- Explore ways in which technology can further facilitate the teaching and scholarship missions of the law school.

- Offer excellent support services from accessible staff and administrators, supported by computer technology.

In implementing these goals, the College of Law intends to

A. Continue ironing out any remaining problems with the database systems and move to an online student services program for admissions, registration, exam taking, grade transcripts, and career services, and improve record keeping for alumni.

B.   Improve communications throughout the law school through enhanced use of the tools of information technology.

C.   Increase staff salaries to competitive levels.

D.   Arrange with the University to provide more training to the administrative staff on database programs necessary for carrying out the law school's administrative mission.

Programs for the Legal Community

- Encourage more participation from alumni and the legal community in College of Law programs.

In implementing these goals, the College of Law intends to:

A.   Further develop the law school's downtown continuing legal education (CLE) series and the Dean's breakfast series, and expand the CLE programs offered at the law school.

C.   Improve the publicizing of law school program opportunities to the law school and broader legal community.

Nondiscrimination

- Achieve diversity, nondiscrimination, and equal opportunity in legal education and the practice of law, and apply those goals in all areas of the law school, including admissions, career services, curricular design, and faculty and staff recruitment.

To implement this goal, the College of Law has integrated all existing equal opportunity and affirmative action statements used by the various offices at the College of Law into a single, unified statement of the law school's commitment to the goals of diversity, nondiscrimination, and equal opportunity and will continue to update this document.

SMART Goals—College of Mines & Earth Sciences
1 December, 2005

1. Construct and complete new facilities for departmental activities--the Frederick Albert Sutton building for Geology & Geophysics, and a new structure for the Ivor Thomas Laboratory for Metallurgical Engineering. This will free space in the Browning Building for Meteorology and Mining Engineering. The space changes are critical to our success in enhancing our reputation by having competitive facilities and programs.

Strategic because we must have modern facilities in order to have a nationally ranked program. Although it may appear that space is sufficient for our needs, much of it is dismal, dreary, dark, and dirty. Modern instrumentation requires clean space with close environmental control. We want to use new and renovated space to showcase our progressive technologies. Design of a new, state-of-the art building (the Sutton Building) is underway. This is key to attracting and retaining outstanding faculty and students, and to strengthening research, teaching and outreach programs. In addition, a new structure will house the Ivor Thomas Laboratory, providing Metallurgical Engineering with space for its activities that is greatly improved over what is currently available. Subsequent reorganization of space in the Browning Building, will bring faculty of Mining and Meteorology into much more nearly contiguous space.

Measureable in terms of support (donations) and building milestones.

Achievable because most of the needed funds are in hand. Yesterday I learned that we will receive $3M in cash from our principal donor during the week of December 5.

Realistic because the rogramming phase is complete, design is underway, and contractor selection will take place Monday, December 5 at DFCM.

Timely because appropriate space for modern teaching and research has been needed for more than 2 decades.

2. Enhance our existing strong reputation and increase visibility of those areas in Meteorology, Earth Sciences, and Mineral Resources (including Mining Engineering and Metallurgical Engineering) which are recognized clusters of excellence, strengthen those areas, and build interdisciplinary research and programs in those areas from our strong disciplinary base.

Research and/or teaching collaboration between Geology & Geophysics, Meteorology, and Biology has very healthy interest. Graduate student interaction between these programs is also increasing. Shared research is ongoing between departments in CMES and Biology, Geography, Civil Engineering, Chemical Engineering, Materials Science, and the School of

Medicine. CMES shares responsibility and costs of the Frontiers of Science Lecture Series and Science Day with the College of Science, and the College of Engineering utilizes instruments maintained by CMES for instruction in several courses. The Center for Water, Ecosystems, and Climate Science (CWECS) was initiated to strengthen interdisciplinary programs and partnerships, and I have recently sought funds to place an ICP-MS instrument within it. Many regional institutions (Utah State, U. Nevada, Reno, U. Idaho, Boise State, Weber State, BYU, Westminster, Utah Valley) and departments will be involved with a Long Term Hydrologic Observatory (LTHO) under funding through the Consortium for Universities for the Advancement of Hydrologic Sciences, Inc. (CUAHSI) initiative, if and when funding becomes available. We recently learned that we have an opportunity to compete for a Hydrological Synthesis Center (NSF funded) in collaboration with Utah State University, and the Utah Water Research Laboratory. In addition we maintain interest in participating in the National Ecological Observatory Network (NEON). A recent meeting with all parties interested in the Yellowstone Volcanic Observatory (YVO) revealed a strong desire to increases the number of personnel within it here at the U. Deftly handled, this may bring additional personnel to Utah (seconded from USGS) who will add to our expertise in earthquake and volcanic hazards. Currently we are preparing proposals for a cluster in the USTAR program in nanotechnology (especially nanominerals, an $11B industry), mineral resources, and water treatment. Our overall intent is to strengthen and focus on what makes us unique and gives us an edge over other groups competing for funds to secure external resources.

I doubt that any college of our size in the nation has contact with as many foreign countries as we do. Currently our faculty are involved with research and researchers in 54 separate nations. One faculty member alone (JDM) has 3 NSF grants under the international collaboration program.

Our faculty is reasonably diverse with 9 minority members of 45 total (20%). We have only 5 female faculty (11%), and desire to increase this as faculty positions open, provided that qualified applicants are identified.

Strategic because younger faculty hired over the past five years have clearly strengthened our programs, and our intent is that this trend continue. Geology & Geophysics will narrow its focus to 3 sub-disciplines: Solid Earth Geophysics, Fluids, and Integrated Geology so that faculty replacements will be decided based in part on how they enhance the department's vision of its future. Meteorology has a young faculty and a strong externally funded research program, expertise in mountain meteorology, climate dynamics remote sensing, weather and climate modeling, and air pollution. Together they are well positioned to enhance these areas of excellence and lead the campus in environmental research and education. College faculty now submit more interdisciplinary proposals than previously.

Measureable by level of research funding and technical support. Research programs require appropriate levels of instrumentation, so we are submitting proposals for new instrumentation and technical support. We are also looking to new avenues and partnerships to stimulate research productivity, such as endowments, increased funding

from industrial sources through traditional routes, and establishing companies which can attract additional industrial funding and also support students. We intend to accomplish this despite declining federal support for research. We want to increase research awards involving partnerships with other departments (here or at other schools), maintain or increase the frequency that advanced elective courses (disciplinary and interdisciplinary) are offered, and increase enrollment in general education courses.

Achievable by continuing our current activities, and by encouraging faculty in these areas. We solicit external advice on our plans from alumni, and industrial/governmental personnel, and modify our plans accordingly. Faculty are encouraged to lead national and international programs, seek and accept leadership on teams and national boards, and participate in major programs. We want to expand research and teaching collaborations with the departments of Biology, Geography, Civil Engineering, Mechanical Engineering, and Chemical Engineering, and also to cross-list interdisciplinary courses in other departments. All of our departmental websites are being changed with two objectives: to make information about our programs more easily accessible, and to encourage students to enroll in them. The new website is available at (http://www.met.utah.edu:8080/mines), and should go live by the end of the year.

Realistic because the college already has outstanding faculty with strong disciplinary and growing interdisciplinary research programs. In addition appropriate grant programs are already established to which we can apply for support.

Timely because we are at a juncture where we can capitalize on building partnerships and programs within the university, and between other institutions in the state and farther afield.

3. **Increase endowed funds for engagement of students and support of faculty and programs. Specifically, the college will seek funds to fully support one additional tenure-track faculty member in Mining Engineering through an endowed chair, and one additional tenure-track faculty member in Metallurgical Engineering during the next year. It is anticipated that this will require new funds in the amount of ~$2M each, for a total of $4M. Further, the college will endeavor to increase funds available to students and faculty for travel to professional meetings. All departments intend to increase endowed accounts.**

Strategic because state funds are insufficient to provide the quality of education and research desired, and because budgetary stability is achieved through endowments. Funds are needed to bring visiting colleagues, to send faculty to professional meetings, and to use as seed funds for promising avenues of expansion.

Measurable by comparing funds available from endowed sources in successive years.

Achievable by improving relations with alumni, friends, industrial concerns, foundations, and other potential donors via newsletters, direct personal contact, and outreach efforts.

Realistic because past fund raising activities have been successful. Endowment income has risen from ~$320K in 1992 to ~$1.6 M in 2004.

Timely because increasing endowments is always an appropriate activity. The earlier endowments are established and/or expanded, the sooner faculty and students benefit from their existence.

4. **Increase undergraduate and graduate student numbers by 10% in the next year, and continue this increase for at least 4 years (research support permitting for graduate students). Our students are of high-quality and they receive quality educations with "engagement" learning through hands-on exercises, laboratories, and field experiences. We need to market our programs better, expand our internship programs, involve more undergraduates in research, and recruit students more aggressively.**

Strategic because recruiting high quality students is necessary (and the most cost-effective way) to maintain and enhance program quality. Demand for earth and atmospheric scientists, and metallurgical and mining engineers has increased dramatically in the past year, and is expected to continue through the next decade. Increases in our student numbers also go hand in hand with our goal of maintaining and enhancing our reputation.

Measureable in terms of student numbers and in response to outreach programs that engage graduate and undergraduate students through partnerships with the public schools. The quality of students can be judged by comparing GPA and GRE scores of incoming students in successive years.

Achievable by continuing much of what we are currently doing, and by implementing recent steps to streamline degree programs, offer new degree programs (e.g., B.A. in Earth Science), and aggressive recruiting. Achievable by maintaining and improving the quality of our web pages and more frequently adding graduate teaching and research highlights, funding visits of top-quality students to the U during graduate recruiting season, and increasing our visibility for word of mouth referrals.

Realistic because recruiting of high quality students is a low-cost, high-yield activity, and past efforts have been successful. Scholarship funds are in place to help attract students. Geology & Geophysics has a designated outreach person to help with some programs, and has made student recruiting a top priority. The NSF-funded WEST program facilitates interaction between university students, K-12 students, public school teachers and university professors.

Timely because our graduates are currently in immense demand.

5. Increase program quality through additional support for personnel to handle computing systems in the college, *and* increase the number of Teaching Assistants in programs that have grown markedly.

Strategic because research and education in the our disciplines requires sophisticated computer facilities (high-performance clusters, mass storage systems, high-speed networking) and current support personnel are insufficient to meet existing and future needs. TA support is needed to maintain teaching excellence and to enable development of new courses that will enhance our programs. Meteorology has only 0.25 FTE of State funding for basic system administration, Geology & Geophysics has only 0.3 FTE, and Metallurgical Engineering and Mining Engineering have none. CMES supports three additional computer personnel with only 2.21 FTE in state funding. The college maintains ~500 machines, of which ~40 are servers. As an example of the load on personnel, Meteorology alone currently operates 20 disk servers (with 20+ TB of storage), a web and ftp server, 89 Linux desktop computers, 10 Sun desktop computers, and roughly 30 desktop/laptop Windows and Mac OS computers. Using Unidata's LDM software, which shares data between hundreds of institutions, the Meteorology department receives and processes more than 50 GB of meteorological data daily, much of which is used for classroom instruction. Relief is in order.

Mining Engineering and Meteorology has funds for only one-half TA each, Metallurgical Engineering has funds for 1.5 TA, and GG is in relatively good shape with 11 positions (largely funded by skimming faculty salary increments over many years).

Measureable by comparing departmental State budgets in successive years, monitoring the response time to problems and requests, and surveying faculty, staff, and students concerning the quality of computer and TA support.

Achievable only through incremental budget increases in state support for system administration, through using low-cost undergraduates for some support activities, and taking advantage of services provided by University computer support groups where possible. The most critical need for Teaching Assistant support is in Meteorology, given its recent productivity increases (>40% from AY1998-99). This goal is achievable by hardening productivity funds earned by the department, provided that there is also a special budget increase in its TA line.

Realistic because a college with our level of funding, and its need for extensive data and computational facilities should have basic support for computer infrastructure, and for necessary TAs.

Timely because new faculty are involved in computationally demanding research and teaching, this is especially so in climate modeling and data assimilation, but also true in geophysics, metallurgical engineering, and mining engineering. It is anticipated that future datasets in all fields will continue to increase in size. These budget lines are needed for CMES to remain competitive in an environment in which the federal government does not appear to value research highly enough to increase the amount of funding available.

THE
UNIVERSITY
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Memorandum

To: David W. Pershing, Senior Vice President for Academic Affairs
From: Peter J. Stang, Dean
Date: October 3, 2005
Subject: 2005-06 SMART Goals for the College of Science

Attached are the 2005-06 SMART Goals for the College of Science as recommended by the four departments (Biology, Chemistry, Mathematics and Physics). Since the departments' goals are in agreement with the college's long-term 2005-2010 Strategic Plan, and because I concur, these goals speak for themselves and represent the college's SMART Goals for this year.

Attachments (4)

THE
UNIVERSITY
OF UTAH

Memorandum

To: Distinguished Professor Peter J. Stang, Dean of the College of Science
From: David R. Wolstenholme, Professor and Chairman
Date: September 26, 2005
Subject: Biology SMART Goals for 2005-2006
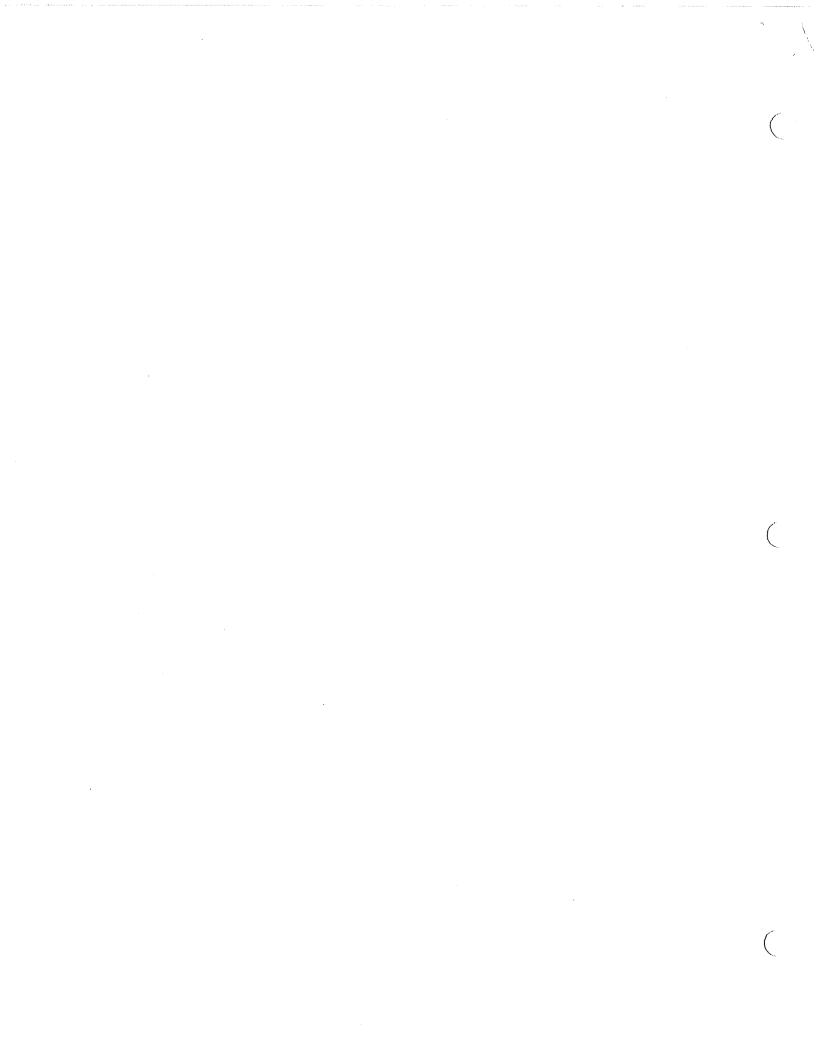
Progress on the SMART goals that are listed in Dean Stang's memorandum of November 26, 2002

- Continue to seek improvements in, as well as, new capital facilities such as a) Chemistry NMR Center (Gauss House); b) Chemistry Building addition; c) remodeling of the Life Science Building; d) renovation of the fourth floor on the Cowles Building; and e) additional new space (a new building) for interdisciplinary programs and centers.

In regard to c): During the past three years significant progress has been made on renovation of the Life Science Building. Possibly in response, at least in part, to a fire in the Life Science Building, at which time it was revealed that there was a faulty fire alarm system and absolutely no automatic mechanism to counter a fire, the University installed a sprinkler system throughout the building. On the only occasion that this system was called upon to perform (New Years Eve 2004) it functioned splendidly. Regrettably, however, it revealed a lack of drains to carry away the dispensed water. This resulted, arguably, in more damage than an hand-extinguished fire may have caused, and a reluctance of the Central Administration to do anything about the drain problem.

In response to a request, Capital Facilities provided funds to totally renovate (including instrumentation) the media preparation room on the third floor of the Life Sciences building. This is a facility used by most of the faculty housed in the Life Science Building. Also, in association with the hiring of a senior faculty member (Kelly Hughes), the Central Administration provided extensive funding to renovate the South end of the third floor of the Life Science Building, including the installation of a new heating/cooling system. Other minor renovations, together with floor tile replacement and painting of the second and third floor corridors of the Life Science Building has made this section of section of our department much more attractive.

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Recently, the Central Administration has agreed to provide considerable funds to renovate laboratory space on the northeast corner of the third floor of the South Biology Building, and two laboratory spaces in the basement of this building in association with the hiring of a new Assistant Professor level faculty member (Michael Shapiro).

In regard to e): In February 2005, the Biology Department received approval from the Central Administration to proceed with the preparation of a proposal to the National Institute of Health Research Facilities Improvement Program to request fund to support the building of a South Wing to the existing Aline Skaggs Biology Research Building. This was accompanied by a contribution of $30,000 ($15,000 from the Central Administration and $15,000 from the College) towards architectural fees. Regrettably, in the early stages of our planning the NIH informed us that the likelihood of continuation of this program is uncertain.

Our vision was that faculty housed in the proposed South Wing would include new hires in interdisciplinary areas.

In regard to SMART Goals #2 (Continue to work on faculty growth in the sciences etc.): Since the last SMART goal submission, the Biology Department has made four faculty hires; three at the Assistant Professor level, and one at the Professor level. It is hoped that the latter hire, Kelly Hughes, as a replacement for John Roth, will greatly strengthen our developing Microbiology Program. One of our junior hires, Colin Dale is also a microbiologist: Markus Babst is a cell-molecular biologist and Michael Shapiro, our latest hire, is an organismal-developmental Biologist. All four of these new faculty members were provided with substantial set-up costs and two needed renovations that collectively amounted to about $800,000. All four new faculty members are already contributing, or will soon contribute to the teaching of essential biological subjects to our undergraduates.

Regrettably, we have lost one of our most accomplished cell biologists, Janet Shaw, to the Department of Biochemistry in our own Medical School. This has left a serious gap in our cell biology teaching capabilities and it is imperative that we fill this need very soon. The recent awarding of a Howard Hughes Investigatorship to Erik Jorgenson, while clearly an honor for Biology, has created a further problem with what we can offer in the important area of Genetics.

The Loss of Janet Shaw to the Biochemistry Department clearly demonstrated the greater drawing power for cell-molecular biologist and geneticists that our medical school departments have. Better salaries; much higher set-up costs and availability of funds for new laboratory space; much lower teaching loads.

However, on the bright side, by making a preemptive move made possible by funds provided by our Central Administration, we were able to discourage (for the time being) one of our two most-successful molecular biologists, Andres Villu Maricq from seeking a position elsewhere.

In regards to SMART Goal #3 (continue to partner with the Administration to obtain more endowed chairs and funds for scholarships): I am again unaware of progress that has been made towards securing endowment funding for named chairs that would benefit Biology.

In regard to SMART goal #4 (continue to work with the administration to provide line item funding for successful programs that enhance undergraduate education): Following the loss (due to severe budget-cuts), then the rehiring (with Central Administration help) of Dr. Rosemary Gray as Director of the Biology Undergraduate Research Program (BIOURP), this program has continued to thrive. During the present year the Central Administration has provided us with funding that together with continued contributions from the Biology Department, the School of Medicine Vice President Jerry Kaplan, and from external research grants has enabled this program to gain back its high level of functioning. As well as providing invaluable research experience to a significant portion of our undergraduate majors, the BIOURP program continues to be of paramount importance to the research efforts of a good number of Medical School Department faculty, as well as our own. We may explore the possibility that from the BIOURP program could be generated a nucleus of research laboratories to form viable research cluster.

In view of the above considerations, I propose the following three smart goals for the Biology Department for the coming year.

#1 Increase efforts to secure funding that will allow us to fill our five vacant faculty lines. This to compensate for losses particularly in the areas of cell/molecular biology and genetics. Hiring the needed new faculty will allow us to continue to make high caliber offerings in basic biological subjects. Later we would like to seek funding for growth that would include hiring of faculty whose research interests are in newly emerging and inter-disciplinary areas.

#2 For all but one, or possibly two of our future hires, it will be necessary to make extensive renovations to parts of the South Biology Building and the Life Science Building. Also, funds are needed to expand our imaging facility so that we are competitive with other major universities for faculty candidates in cell and molecular biology. Therefore we will continue to seek funding from both the Central

Administration and from outside sources to complete the necessary changes and additions and to add to our major research building.

#3 To continue to attempt to secure endowments for named faculty chairs. Such chairs, which at this time are totally lacking in the Biology Department might be used as leverage in persuading young faculty candidates to come to Utah, and also to improve stability, particularly regarding some our more distinguished mid-level and senior faculty.

MEMORANDUM

TO:	Peter J. Stang, Dean
FROM:	Peter B. Armentrout, Chair
RE:	Chemistry's SMART Goals for 2005-06
DATE:	September 29, 2005

I submit the following SMART goals for the Chemistry Department for 2005-06:

SMART Goal #1.   Continue moving the addition of the Chemistry building forward.

Space has become a real problem in the department, in particular with regard to modern research and undergraduate laboratory facilities. We already house our three theoretical chemists in another building. In order to support state-of-the-art instrumentation and research and advances in these areas, addition to the south wing of the present Chemistry building is imperative. Progress includes the acquiring funding and the ongoing construction of the Gauss Haus addition to house a state-of-the-art NMR facility. A proposal to NIH to initiate funding for the addition to the Chemistry South Tower reviewed very favorably, but was declined because of budget cuts. A revised proposal is being developed that should push this grant over the top.

SMART Goal #2.   Fill vacancies in faculty ranks with outstanding hires, including emerging areas such as biotechnology and nanotechnology, with an emphasis on interdisciplinary programs.

A number of excellent young scientists have been added to our faculty in the past several years. We are presently engaged in an active search for an additional junior physical chemist and hope to attract a more senior expert in NMR spectroscopy to help fill the large shoes that will soon be vacated by Dist. Prof. David Grant. The department has been very active in pursuing initiatives in biotechnology, and a growing cadre of faculty have been at the forefront of the University's push to develop nanotechnology on campus. Success in retaining and hiring senior personnel relies in part on being able to establish additional endowed chairs in chemistry.
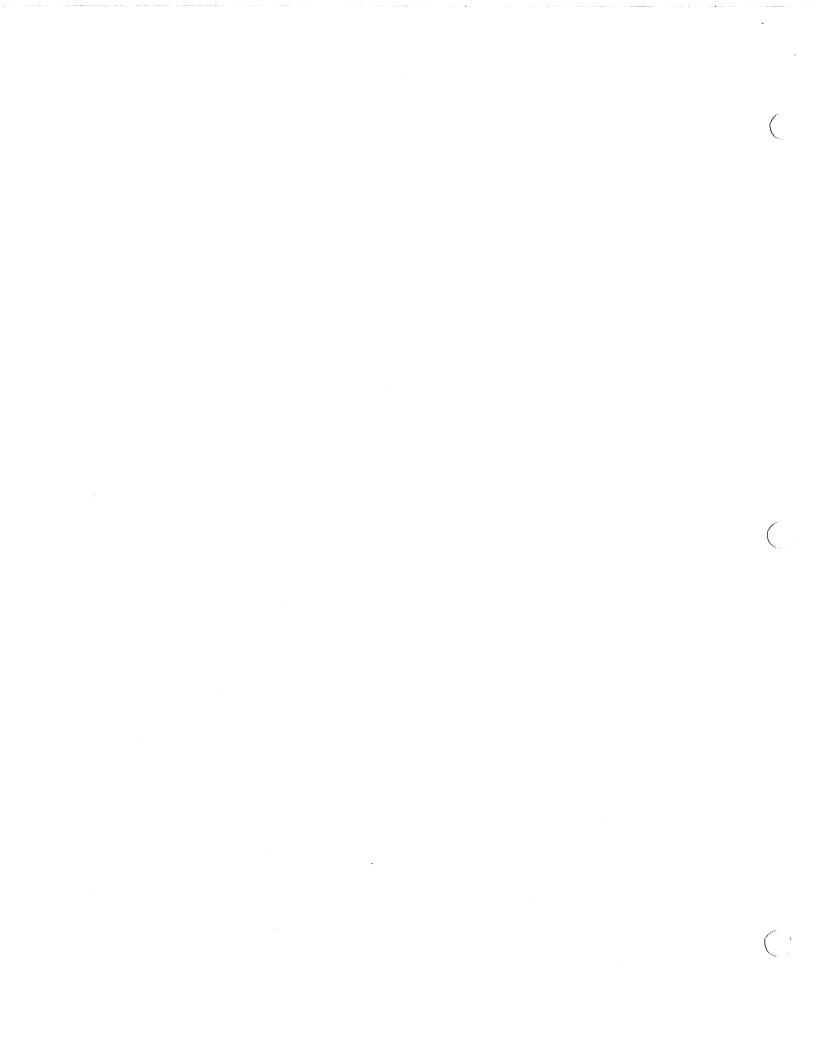
SMART Goal #3.   Enhance financial packages for graduate students and work to establish fellowships to attract outstanding students to our graduate program.

Having outstanding graduate students is key to maintaining excellence in research and teaching at the undergraduate level. We are presently encountering intense competition for the best graduate students, not only from other chemistry departments across the country, but also from other scientific fields. We have continued to increase our stipends to remain competitive but fellowship programs are needed to attract the best and brightest.

SMART Goal #4.   Enhance outreach programs especially to high school students interested in careers in science and improve high school teacher preparation.

We continue to offer a high school enrichment program run by Prof. Ron Ragsdale, which also engages high school teachers. Enrollment in this program continues to increase, a testament to its success. We are also participating in the Charter school where we offer a rigorous chemistry course that should prepare these high school students well for university studies.

MEMORANDUM

TO: Peter Stang, Dean
College of Science

DATE: September 26, 2005

FROM: Aaron Bertram, Chairman
Department of Mathematics

RE: SMART Goals for the Mathematics Department 2005-2006

Review of the events of the Past Year:

<u>Endowed Chairs:</u>

- The first Warnock Chair was awarded, to be split between two outstanding new hires: Tommaso de Fernex (algebraic geometry, from University of Michigan) and Jared Tanner (applied mathematics, from Stanford University).
As stipulated by John Warnock, the recipients are at the Assistant Professor (untenured) level. Both will arrive in the Fall, 2006.

- Efforts continue to find donors for additional chairs. We are following some promising leads.

<u>Interdisciplinary Efforts:</u>

- A Howard Hughes grant has been submitted by the math biologists. If awarded, it would support two interdisciplinary hires at the tenure-track level.

- The leader of our statistics group, Lajos Horvath, was retained after receiving a very attractive offer from Colorado State University. This near disaster underlines the precarious position of our statistics group.

<u>Mathematics Education:</u>

- The crisis in mathematics education deepens. The two principal architects of our current program were Anne Roberts and Herb Clemens. Professor Clemens was hired away by Ohio State University in 2001 to run their mathematics education program and Anne Roberts plans to retire at the end of this year. Plans for the immediate future are to make do with adjunct professors, but this is clearly not a satisfactory situation.

Training Grants:

- An RTG (research training grant) was awarded to the math biology program to complement their existing IGERT grant. The two grants together provide ample funds for graduate students and post-docs in that area. The Hughes grant, if awarded, would round out the program very nicely.

- The VIGRE (vertical integration) training grant, which has supported the department, helping to return our graduate student and post-doc programs to their historic levels at a time when the University was under severe budget constraints, is set to expire at the end of this year. The department will submit a new proposal in October, but the competition is fierce, as the NSF is phasing out the program. An end to this grant would result in an immediate decline in our graduate program in all areas other than math biology.

Infrastructure:

- The newly renovated Dumke Loft opened in the Cowles Building, completing the renovation. Half of the loft houses first-year graduate students in cubicles, and the other half is a common area for study. The loft is a favorite gathering place for study groups and small classes, and is functioning exactly as the Dumke family intended.

- The Rushing Center between the Widstoe and Cowles buildings continues to grow, and is a phenomenal success with our undergraduates. It may be a factor in the enormous recent growth in the number of declared math majors (from 158 to 330 over the past five years).

SMART Goals:

<u>Faculty Salaries.</u>

After an extremely exhausting (and at times divisive) hiring effort, the mathematics department last year made five superb junior hires (de Fernex, Tanner, Rassoul-Agha, Borisyuk, Singh), all of whom received multiple offers from Universities ranked higher than the University of Utah. In the course of negotiations over salary, it became painfully obvious that the salaries of our "next tier" of junior faculty, namely the four recently tenured associate professors (Khare, Hacon, Bromberg, Trapa) and one more who is up for tenure this year (Lee), need to be raised by at least 10-15% in order to be competitive. These young faculty members represent the future of a department that has consistently been a star performer for the University in research and education for more than 30 years. Rather than having to fight off outside offers one by one, we feel it would make more sense for the University to address this problem uniformly.
We will simply not be able to maintain the quality of our department without significantly larger budget increases than those we have seen in the recent past.

<u>A Chair in Science and Mathematics Education.</u>

We continue to strongly support the idea of a chair in science and mathematics education, to be housed in the College of Science. Our program is well established, and could serve as a base upon which such a Chair could build a first rate program. However, with the retirement of Anne Roberts, our program lacks leadership, and thus we regard the need for new leadership to be acute. We intend to work with the college and the administration to push this idea forward.

<u>Other Chairs</u>

Some of our star performers have left the University in recent years, including:

    Kollar to a professorship at Princeton University,
    Othmer to a chair at the University of Minnesota,
    Clemens to lead the mathematics education program at Ohio State University,
    Kapovich to the University of California at Davis,
    Lewis to a Canadian chair at the University of Alberta.

While some losses of this nature are inevitable, and even a positive indication of the quality of our program, chairs would give us the leverage to retain faculty as they rise to star status, or alternatively to attract such stars to our program. (Notice that two of these losses were to a chair in a competing department!) We will continue to work with the University to identify mathematics alumni, such as John Warnock, whose successes and fond memories of our department might incline them to sponsor a chair.

Interdisciplinary Efforts

By definition, Applied Mathematics is an interdisciplinary subject. Our research groups in math biology, statistics and materials certainly have the stature to potentially partner with groups in the medical, business and engineering schools to attract interdisciplinary research teams. We aim to explore potential partnerships in the coming year.

Diversity

The mathematics department has tripled the number of women at the tenure-track/tenured level over the past two years, but since this represents an increase from 1 to 3, we fully recognize that our efforts in this direction must continue. At the graduate level, we have also made strides in recent years, but at the undergraduate level our rate of participation by women and underrepresented minorities has actually gone down this year.
We regard this as troubling, and our goal is to reverse this trend through scholarships, better mentoring and an overhaul of the mathematics major.

Outreach Activities

Our summer mathematics program and math circles program are extremely successful activities that reach out to high school students throughout the state and bring them to the University. Their popularity has increased to the point where we feel that they deserve a reliable and permanent source of funds. Our goal is to find donors to endow these programs with sufficient funds to cover their operations.

Undergraduate Research Opportunities

The mathematics department has a vigorous undergraduate research program (REU-research experiences for undergraduates) that is funded by the NSF through the VIGRE and RTG training grants, as well as individual faculty research grants. We are aiming to expand this program, which currently sponsors individual research and summer research teams to include small research clusters of undergraduates under the direction of a faculty member. We seek additional funding to help administer this program, and to guarantee its continuation.

Graduate and Post-Doctoral Programs

Our VIGRE, IGERT and RTG training grants have allowed us to return our graduate and post-doctoral programs to their historic levels after they had fallen alarmingly in the years leading up to 1999-2000. We will continue to apply for training and research grants in an effort to maintain and expand the programs, but we also remark that such grants increasingly demand University commitment as part of their criteria for making the awards. In our VIGRE grant application for this year, in particular, we will be asking for University assistance to help us leverage the grant.

SMART Goals for 2005-2006
Department of Physics, September 2005

Review of past year:

The past year has been a challenging one for the Department. Four of our faculty members have departed for other universities, including three that constitute the core of our experimental research effort in condensed matter physics. This has necessarily caused our attention to shift away from many of our stated goals from last year; indeed, it has caused us to re-evaluate them. It is imperative that we move immediately to maintain our strength in this vital area of basic physics research. However, we also view this situation as an opportunity to make significant moves into areas of basic research that hold promise for continued growth in the next several decades. Despite our losses, we continue to hire exceptional young faculty members: two more will arrive in January 2006. We must now not only focus on keeping them (and future hires) here as their research gains visibility, but also on actually increasing the size of the Department (our stated long-range goal last year was to go from 30 to at least 35 faculty members). Indeed, with a continued stream of retirements over the next 5 to 10 years, it is not an exaggeration to say that the Department is now undergoing and will continue to undergo a complete transformation, including (as we propose) being officially renamed the Department of Physics and Astronomy.

A summary of SMART plan achievements from the past year:

- Hiring of Christoph Boehme (January 2006) in the area of optical detection of single spins in semiconductors, a rich area of research with connections to nanoscale science, spintronics, and quantum computing. Professor Boehme directly addresses our deficit in condensed matter experiment, and his effort will also be a key component to the nanoscience center we propose to have based in Physics.
- Hiring of Miguel Mostafa (January 2006), who will anchor our involvement in the high-visibility AUGER cosmic-ray observatory. Professor Mostafa's work will bolster the long-standing strength of our efforts in high-energy astrophysics and also complement our expansion into observational astronomy.
- Organization of Committee on Astronomy, led by Professors Paolo Gondolo and Ben Bromley, to develop plan for faculty hires, courses, and degrees in this area.
- Organization of Committee on Nanoscience, led by Professors J. Gerton and C. Williams, to develop plan for faculty hires, courses, and degrees in this area.
  - Both Professors J.Gerton and Z.V. Vardeny received Research Instrumentation Fund grants for major pieces of equipment directly relevant to experimental techniques in nanoscale physics, thus forming the core of one potential "Nanohub" discussed below.
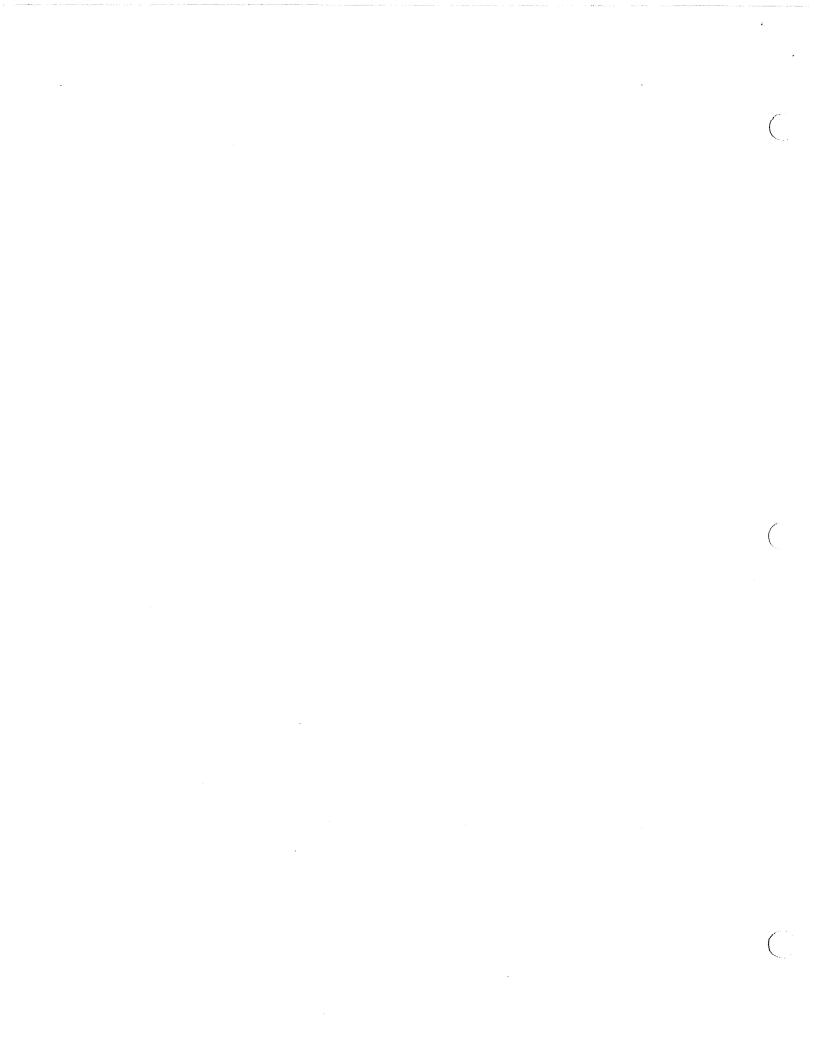
SMART goals for 2005-06

Our goals for the coming year are broadly divided into two main initiatives: Astronomy and Nanoscience. We provide a brief summary, with both short and long-range goals included at the end of each section.

Nanoscale Physics: The nanoscale is the length scale where Physics, Chemistry, and Biology become indistinguishable. In this sense, nanoscience can be considered a *separate* discipline that aims to discover new physical paradigms related to the nanoscale. The Department has formed a comprehensive strategic plan that will build upon existing research strengths through faculty hires and will greatly expand intra- and inter-departmental nanoscience-related activities by creating a Center for Nanoscience and a Masters level degree program. The Department will also work together with campus-wide partners to establish and manage Nanohubs: centralized locations for related nanoscience instrumentation.

Goals:

- Hiring: 6-8 new faculty over the next 5 years. **This year:** we have received permission to look for **two candidates** from our current faculty search in experimental condensed matter. Specific areas of interest include nano-optics (plasmonics, photonic crystals, slow light), molecular-scale biophysics, soft condensed-matter physics, and molecular electronics.

- Center for Nanoscience: Our goal is to create a Physics-based Center that will eventually be incorporated into a broader interdisciplinary Nanoscience Institute. Initially, we envision the Center as being distributed among the various nanoscience research groups in the Department, with the eventual goal of incorporating them into a common, interdisciplinary facility together with nanoscience researchers from other disciplines. **This year:** Formally establish Center for Nanoscience. Establish interdisciplinary seminar series in nanoscience.

- Masters Degree in Nanoscience: Our long-range goal is to establish a new paradigm for nanoscience education targeted to students with a strong background in Physics, Engineering, Chemistry, or a related field. We believe a strong educational program in nanoScience will attract highly talented students from around the world and will eventually lead to greatly increased growth of high-technology industries within Utah. **This year:** Use interdisciplinary seminar series in nanoscience (mentioned above) as an essential element in a "special topics" course for graduate students. Develop a curriculum for the M.S. program in nanoscience.

- Nanohubs: Our long-range goal is to help establish central facilities for related instrumentation that will be designated for common use by all nanoscience researchers at the University. One hallmark of nanoscience research is that a common set of (expensive) instruments are used for widely varying research. Co-placement and co-management of such instrumentation have many benefits, including the potential to reduce startup costs for future faculty hires. **This year:** Resolve space issues in INSCC for placement of equipment recently acquired by J. Gerton and Z.V. Vardeny, establishing the core of the first "hub." Work with Chemistry and Engineering to broaden the range of equipment located in INSCC hub. Secure funding for a full-time staff scientist to manage scheduling, maintenance, and user training of hub equipment.

Astronomy: Astronomy is one of the most high-profile specialties in modern science. It receives substantial public attention through generous media coverage, and is well funded by NASA, the NSF, and STScI. Yet at present the University of Utah lacks an astronomy program. The Department of Physics has existing research strengths in astrophysics and is well poised for an expansion to include a strong astronomy component. In terms of our teaching mission, an established astronomy program will attract students to Utah at both the undergraduate and graduate level. The establishment of research and educational programs in astronomy will make our department interdisciplinary, and will lead to our becoming a *Department of Physics and Astronomy*.

Goals:
- Hiring: Our long range goal is to pick up 3-5 new faculty lines, at least one of which is an endowed chair to attract a senior individual to anchor the expansion. An astronomy program could be sufficiently attractive to certain benefactors to make this plan realistic. Furthermore, we expect that the increase in student enrollment in astronomy at the graduate and undergraduate level would generate sufficient student credit hours to justify the new faculty lines. **This year:** A search is underway for a new faculty member in theoretical high-energy astrophysics. Further development in this area is separate from but highly complementary to the experimental astronomy iniative.
- Courses in Astronomy: Our long-range goal is to develop first undergraduate and eventually graduate degree programs in astronomy. A typical astronomy curriculum includes all basic physics courses, plus a standard sequence of astronomy and astrophysics courses. **This year:** Research existing programs in institutions that offer undergraduate degrees in astronomy; decide on a suitable undergraduate curriculum.
- Regional Consortium: Strength in astronomy often hinges on combining resources from a number of institutions to form a consortium. Such a consortium would then buy its way into one or more significant experimental projects and play a leading role in its execution. The University of Nevada at Las Vegas has recently undergone a vigorous expansion in astronomy, and Brigham Young University is currently planning a similar expansion. The geographical closeness of UNLV and BYU to suggests the formation of a coherent regional consortium in conjuction with the emegence of astronomy at Utah. **This year:** Meet with representatives at both BYU and UNLV to discuss the development of astronomy in our region and determine the feasability of starting a new consortium.

Achievements 2004-05 with respect to CSBS Strategic Plan, 2004-05
- Institute of Public and International Affairs (IPIA) approved by Board of Regents, June 2005
- Fall 2005, status of advancement of IPIA's interdisciplinary programs (programs in **bold face** are already ongoing, programs in "regular type" were approved in 2005 by the Board of Regents but are not operational, programs in *italics* are in various stages of planning or development)

	Research	Teaching	Service to Communities
Public Policy	*Grant application for research on family demography and population health*	New master's degree program to prepare policy analysts (MPP). Will admit first students for Fall Semester 2006	**Evaluation of the Supported Employment Program for the Utah State Office of Rehabilitation**
Applied Politics	**Analysis of the effects of campaign finance reform legislation on media expenditures**	New undergraduate minor in campaign management. Will admit first students for Fall Semester 2005	**Initiatives to increase minority access to Salt Lake City Community Councils, and to increase the diversity of Hinckley Institute interns**
International Socio-Political-Economics and Cross-Border Security	**Research project for Mexican consul on the effects of Mexico and Mexican Americans on Utah's economy**	*New master's degree programs to prepare people to work in international public and private organizations: government, businesses, and NGOs.*	**International conference on Engendering Macro-economics and International Economics. Faculty from 10 countries, participants from 28**
Government	*Research on legal and behavioral responses to terrorist attacks*	*New joint masters degree program with Social Work to train managers for government human services agencies*	**Initiative to introduce a culture of ethics into a county government**
Governance	*Research on the accountability of nonprofit organizations that contract with government*	**Graduate education in delivering government programs by nonprofit organizations**	*Utah Center for Nonprofit Organizations*

- All CSBS units engaged in student/departmental outcomes assessment.
- With the approval of Sr. AVP Pershing, "hardened" $162,700 of "productivity funds" into 2005-06 salaries with the central provision of the benefits with the expressed <u>intent, subject to environmental conditions,</u> to support a CSBS Salary Policy to close the large CSBS salary gap over five years through further hardening of productivity funds into salaries in similar annual increments.

Smart Goals 2005-2006

- To further close the large CSBS salary gap, in conformity with the CSBS Strategic Plan, requesting permission to "harden" $200,000 in "productivity funds" into salaries for 2006-07 on the basis of merit, market, diversity & equity.
- Implement the minor in campaign management; expand the number and diversity of political interns in Utah, Washington, DC, and internationally; opening new political internship opportunities in other states and countries around the world.
- Expand internship, undergraduate research and service learning opportunities, especially through the University Neighborhood Partners, focusing on Behavioral Science and Health, Economics, Environmental Studies, Family and Consumer Studies and Psychology students, in response to student outcomes assessment.
- Showcase politics at the U of U via a dynamic fall semester-long celebration of the Hinckley Institute of Politics 40th anniversary, and secure adequate external funding, completing the renovation of the HIP Caucus Room.
- Successfully recruit an IPIA director and at least one new senior faculty member, who will also have an IPIA appointment, with an established funding record in a public policy area where existing faculty at the U of U already have capability.
- Successfully launch the interdisciplinary Master of Public Policy degree program in Fall 2006 and conduct planning with at least two or three other departments, colleges, and/or programs to institute public policy as an allied field or area of concentration in graduate programs, including perhaps the Colleges of Architecture and Planning, Education, Health, Nursing, Social Work; and the Departments of Economics, Family and Consumer Studies, and Political Science.
- Continue explorations for collaboration with other universities in Utah on the MPP, MPA and related graduate programs, including BYU, USU, and SUU, and internationally.
- Continue to expand the reputation of CPPA/IPIA as the premier source of accurate, reliable, unbiased information about public policy and as the premier provider of contracted applied research and technical assistance in public policy and public management in Utah and the surrounding states.
- Continue to strengthen the public policy research link between the Governor's Office and the U of U.
- At least five – new – interdisciplinary faculty research teams crossing departmental and college boundaries will submit grant applications in public policy, international socio-political-economics and/or cross-border security.
- Organize and host at least one major meeting or conference of international experts on a highly important aspect of international socio-political-economics and/or cross-border security.
- Secure approvals for an inter-disciplinary master's degree program with the David Eccles School of Business that prepares future managers for organizations that work internationally.
- Work with the Social Studies coordinator Utah State Office of Education, U of U College of Education and Social Science educators around the state to improve social studies education in grades K-12.
- Continue/expand faculty participation in interdisciplinary teaching and research in international and area studies programs that cross college boundaries.

SMART GOALS
2005/2006

Strategic Plan

   The College of Social Work developed a strategic plan in the Fall of 2004 to be carried out over the next five years. The plan was designed around the following nine areas:

1. Quality Education
2. Scholarship
3, Resources
4. Development
5. Diversity
6. Support Systems and Structure
7. Public Relations and Marketing
8. Collegiality
9. Dedication to the Community

   Under each area, specific goals were designed which could be identified and measured. Committees were appointed to each area and worked last year on specific goals which were evaluated at the end of the year by all College faculty. I will address each of these areas as they apply to our accountability for the last year and for the next five years.

1. In quality education, the committee has looked at the issue of grade inflation and has examined grade change within the College over the last five years. While there has been some grade inflation, it was found that this had not exceeded the national average. The faculty is now discussing how to proceed with handling grade inflation. Additionally, the quality teaching committee worked on enhancing the teaching effectiveness of college faculty. They will be coming with a plan to the College Council within the next two months which includes teaching brown bags and methods of teaching evaluations.

2. In the area of scholarship, a priority has been set for this to be a focus over the next five years. Incentive plans were put into place as well as additional research assistants to help faculty with the scholarship. Work is continuing in this area with the guidance of an Associate Dean for Research.

3. Resources are also a high priority of the College, with a large amount of time being spent on the raising of funds for the new building. Included in resource building is that of involving more community participants in the outgoing missions within the College. The Social Research Institute and the Continuing Education Program in the College have established advisory boards which are to meet on a regular basis to give support and guidance to each of these programs.

4. Development is quickly becoming a major component of the College. We now have a small staff of individuals who devote a major portion of their time to this

task. The development Committee has been working hard this year to become more involved in alumni activities and to support the Alumni Board. Also, we have been able to double the amount of donations given to the College over the last year. Development building towards the Capital Campaign has also come into effect this year with the hiring of a Capital Campaign Manager and the efforts made to raise funds for the Goodwill Humanitarian Building.

5. In diversity, efforts were begun to recruit and retain more diverse students through the creation of a Diversity Coordinator position and through the ongoing work of the Diversity Committee. The new Diversity Coordinator position was recommended by the Committee and now involves a quarter of one staff position's time. Through this position, more recruitment has been done and there are now a few small groups of diverse students who meet on a regular basis with faculty support. Efforts continue to be made to recruit and retain a more diverse faculty and staff through recruitment.

6. In support systems and structures, a wireless system was put in place for the student lounge, a new student mentor system has been established under the direction of David Derezotes, and plans are underway to aid in the employment process for all students.

7. Public relations and marketing have worked all year on a plan and have been successful in strengthening community awareness of the program. Additional work is being done to move the College up in the rankings and to make the College better known on the campus.

8. Collegiality is being built through opportunities for formal and informal activities within the College. This work is continuing and more assessment of this area will be done withing the next few years.

9. Dedication to the community is a commitment we do not take lightly within the College. There is enormous activity on the part of faculty members to be active and involved in the community. Most of our faculty serve on community boards and some spend their free time volunteering in agencies such as the Indian Walk-In Center and Hartland Apartment. In reviewing with the Advisory Board how much activity was taking place in the community, it was found that there were more then 60 connections made by faculty in the College throughout the community. The Advisory Board and the faculty are now looking at ways the faculty can begin to engage with the business and industry part of the community to build a growing partnership.

SMART GOALS 2005-2006

The Smart Goals for 2005-2006 are based in part on our five year strategic plan and on material from the President's Inaugural Speech. Many of the same areas match both for the strategic plan and the President's priorities for the University.

Goal 1
We will continue to strive for the highest quality education through:
- Improving our overall teaching evaluation scores from 5.38.
- Implementing two teaching effectiveness workshops.
- Establish more enhanced clinical curriculum for M.S.W. students for implementation in 2006-2007.
- Engage students in more opportunity for one on one learning in an increase in research assistantships
- Increase opportunities for more international placements

Goal 2
We will work to improve diversity in the College through:
- Increase employment of diverse faculty/staff from 7% to 9%. This would mean an increase of two positions.
- Increase enrollment of diverse student body from 18% to 20%. This would mean an increase of 6 students.

Goal 3
We will continue to expand and stabilize our distance education program in Souther Utah through:
- Establishment of an self funded distance M.S.W. degree to be implemented by 2006-2007.

Goal 4
We will continue our development in international education and knowledge building through:
- Establishment of two additional global field placements.
- The enrollment of two additional international students in our programs. Moving the numbers from 13 - 15.
- The exchange of one faculty member from the University of Utah and the University of Botswana
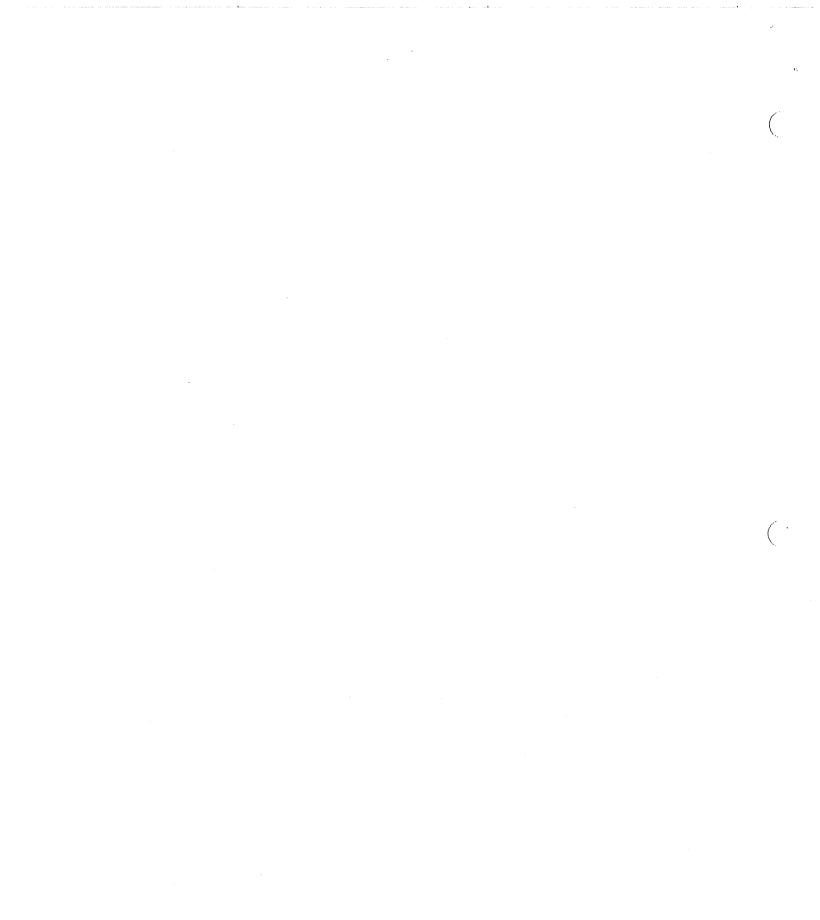
Goal 5
We will increase our interdisciplinary work through:
- A new multi-disciplinary course established in end-of-life care.
- Building of University of Utah Center on Aging with Colleges of Nursing, Pharmacy, Health, Social and Behavioral Sciences and Medicine
- Establishment of Criminal Justice Center with College of Law and College of Social and Behavioral Sciences
- Submit two interdisciplinary grants

Goal 6
Development and resource building is continuing through the next year with:
- Capital Campaign to raise 80% of building fund
- Building of Alumni Board by three volunteers
- Investment in funding to reconnect former faculty, staff and students with the College through luncheons, workshops, and social opportunities.

Honors Program
Smart Goals, 2005-2006

Goal 1: Recruitment of the Best Students in the Region
- Coordinate recruitment effort with high school services.
- Coordinate recruitment with residential living, financial aid, high school services, university college, and associate deans to address the specific needs of the high achieving student.
- Improve the personal follow-up contact with potential students.
- Improve communication about AP credit, Science and Engineering opportunities.
- Refine approach to diversity recruitment. Expand and refine:
    - Boys and Girls Club mentoring program.
    - AIMS High School mentoring program.
    - Upward Bound mentoring program.

Goal 2: Effective communication and support systems
- Develop and maintain expert support systems for students.
    - Develop and implement improved advising approach and orientation sessions for the key moments in the student's academic career.
    - Implement and expand the Honors Certificate, Departmental Honors, and Honors Partnerships.
- Maintain effective lines of communication with deans, chairs, faculty and students.
    - Program specialist meets each semester with Departmental Honors Advisors and Chairs; Director meets at least once a year with the deans of colleges with Honors students; Director meets with Deans and Chairs at least once a year; Program Manager and Director meets at least once a year with Chairs that produce faculty for our classes.

Goal 3: Enrich the Educational Experience of Honors Undergraduates
- Refine the Living and Learning Experience at Ft. Douglas
    - Coordinate the management of this student population with Residential Living, Financial Aid, Honors and High School Services more efficiently.
    - Explore the possibility of having one point person who is the expert on first year high achieving student opportunities.
    - Expand the number of floors in the Living and Learning Experience.
    - Refine approach to counseling and mentoring students in the Living and Learning Experience.
    - Develop further the cluster curriculum and cornerstone/faculty mentoring piece.
- Strengthen the Departmental Honors Program

- o Develop consistent record keeping, criteria for courses and degrees, and curriculum for Departmental Honors tracks.
- o Expand the number of Departmental Honors tracks offered to include new colleges and/or majors.
- Expand Opportunities for Outreach and Community Leadership
  - o Community Leadership Initiative
  - o Community Leadership Internships

Goal 4: Foster Interdisciplinarity, Diversity, Collaboration and Engagement
- Develop interdisciplinary Honors Think Tanks (3 each year).
  - o Strengthen public partnerships with Think Tanks
  - o Facilitate outreach and the production of the results of the team research that will be given to the public partners.
  - o On-going fund raising for scholarship support, faculty support and a supplies budget.
- Construction of Knowledge course each spring.
  - o Include new speakers and potential audiences.
  - o Invite Friends of the Honors Program, recruitment audiences, and Living and Learning students.
- Annual Lecture Series: 2005-2006, "The Role of the University in a Time of War" (lecturers from the various disciplines on campus coming together for a common discussion).
  - o Develop new lecture series for 2006-2007 (proposed topic, "Crossing the Religious Divide").
- Expand Honors Partnerships to include research opportunities in the sciences.
- Expand Honors Partnerships and Apprenticeships to include research or professional opportunities in a wider range of disciplines and for a greater number of students.
  - o Fund raising effort to support student stipends for partnerships and apprenticeships.
- On-going fund raising effort to support special interdisciplinary efforts.

Honors Program
Smart Goals, 2004-2005

Goal 1: Enrich the educational experience of Honors Undergraduates.
- Instituted the Living and Learning Experience at Ft. Douglas/Chapel Glen
- Doubled the number of Departmental Honors tracks
- Doubled the number of Honors Partnerships and Apprenticeships

Goal 2: Provide students with research, professional leadership experience
- Improved mentorship of HSAC (Honors Student Advisory Committee)
- Expanded list of Community Leadership Internships and Apprenticeships

Goal 3: Cultivate outreach experiences for students and faculty
- Developed and launched three Honors Think Tanks
- Developed and implemented Community Leadership Internships

Goal 4: Foster interdisciplinarity, diversity and collaboration
- Boys and Girls Club diversity recruitment program
- Construction of Knowledge course
- Think Tank
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  o Two students presented at the National Communications Conference in Boston, November 2005, with their faculty mentors.
- Visited with every Honors advisor and chairs with Honors faculty or students.
- Met repeatedly with Honors advisors, chairs, and Honors Departmental Committees, to refine and regularize Departmental Honors and achieve consistency in terms of criteria, curriculum (and the way these classes appear on the class schedule and in record keeping), and vision.
  o Met with considerable success! This was a true collaboration!

Goal 5: Increase student retention and graduation with the Honors Degree
- Implemented the Honors Certificate
- Strengthened the connection with Departmental Honors, advisors and curriculum.
- The number of students who graduated with the Honors degree increased by 25% in a single year.

Goal 6: Develop and maintain expert support systems for students
- Identified key advising moments in student's academic career
- Developed appropriate advising sessions for each moment
- Implemented new advising plan.
  o The number of students who attended these sessions and personal sessions increased in the fall of 2005 from the year before.
- Increased the total number of scholarships given
  o Tied scholarships to specific academic experiences (apprenticeships, Think Tanks for instance).

HONORS PROGRAM
COMMUNITY LEADERSHIP WORKSHOP SERIES

PRESENTER	LOCATION	DATE
Michael Young, U of U President A Life of Service in the Community	Honors Center at Fort Douglas	Friday, September 23, 2005 1:00 p.m.
Kem Gardner, The Gardner Company Visioning your Life & Philanthropy	United Way	Friday, October 21, 2005 1:00 p.m.
Kent Murdock, OC Tanner A Liberal Education is the Basis for a Life of Service	OC Tanner	Friday, November 18, 2005 1:00 p.m.
Lane Beattie, SL Area Chamber of Commerce Networking & Relationships	Chamber of Commerce Board Room	Friday, December 16, 2005 1:00 p.m.
Randy Dryer, Parsons Behle & Latimer and Nadine Wimmer, KSL-TV The Role of the Media	KSL TV	Friday, January 20, 2006 1:00 p.m.
Teresa Beck, former President, American Stores Giving Service as a Board Member		Friday, February 17, 2006 1:00 p.m.
Pat Shea, Attorney & Consultant and Karen Hale, State Senator Political Forces in a Community	Capitol Hill	Friday, March 17, 2006 1:00 p.m.
Daryl Barrett, Member of State Board of Regents Advocacy	Barrett Home	Friday, April 21, 2006 1:00 p.m.
Luncheon Speaker: France Davis, Calvary Baptist Church		
Workshop 1:00: Irene Fisher, U Neighborhood Partnership		
Workshop 2:00: Robert Garff, Garff Enterprises Partnerships		Thursday, May 4, 2006 Luncheon at 12:00 noon Workshops follow on the hour
Workshop 3:00: Scott Anderson, Zions Bank Pulling the Components of a Community Together to Make Things Happen		
Panel Discussion at 4:00: All		

THE
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Honors Program

HONORS PROGRAM
COMMUNITY LEADERSHIP INITIATIVE

PURPOSE

The Honors Community Leadership Workshop Series will enhance the educational experience of Honors students by connecting them with influential leaders in the community who will mentor them in ways to make a difference in society. Through their association with these leaders, students will learn the importance of contributing to society in their professional pursuits, as members boards, as volunteers in their community and in non-profit work. Just as important, they will see the variety of ways they can do so. A core group of community leaders will mentor a select group of honors students who have demonstrated an interest in community issues and leadership potential. This experience will illustrate the variety of ways successful leaders in our community have made a difference in our community and are leading a fulfilling life by using their education for the public good.

COMMUNITY LEADER WORKSHOP SERIES

Each month, a core group of community leaders and students will meet for a workshop at the Honors Center. Ideally, a mentoring relationship between community leaders and students will emerge. Workshops will include discussion and full participation from the group with time for informal conversation after each workshop.
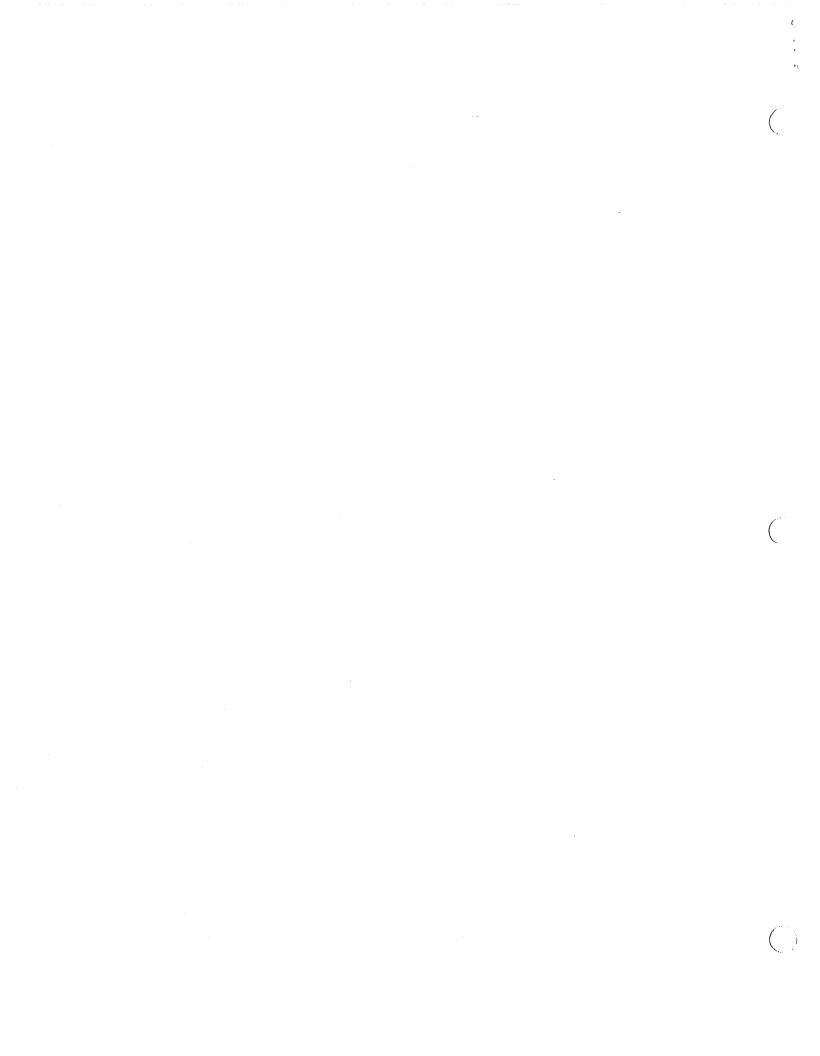
COMMUNITY LEADERSHIP GROUP PROJECT

The Honors Students who participate in the Community Leadership Program will culminate their experience by contributing to a project to benefit the community. This hands-on experience will allow the students to put the lessons they have learned during the year into practice, and end the academic year with a personal experience that illustrates their obligation to give back to their community.

FIRST TIME FRESHMEN WHO WERE ACTIVE HONORS STUDENTS

	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005
INDEX	124.13	124.60	124.16	127.00	125.57
HS GPA	3.84	3.66	3.85	3.94	3.85
ACT COMP	27.95	30.20	27.89	29.00	28.71
n=	113	6	70	3	118

NEW TRANSFER STUDENTS WHO WERE ACTIVE HONORS STUDENTS

	FALL 2003	SPRING 2004	FALL 2004	SPRING 2005	FALL 2005
TRANSFER GPA	3.71	3.42	3.66	3.65	3.69
n=	16	4	17	10	37

Honors Program
Smart Goals, 2004-2005

Goal 1: Enrich the educational experience of Honors Undergraduates.
- Instituted the Living and Learning Experience at Ft. Douglas/Chapel Glen
- Doubled the number of Departmental Honors tracks
- Doubled the number of Honors Partnerships and Apprenticeships

Goal 2: Provide students with research, professional leadership experience
- Improved mentorship of HSAC (Honors Student Advisory Committee)
- Expanded list of Community Leadership Internships and Apprenticeships

Goal 3: Cultivate outreach experiences for students and faculty
- Developed and launched three Honors Think Tanks
- Developed and implemented Community Leadership Internships

Goal 4: Foster interdisciplinarity, diversity and collaboration
- Boys and Girls Club diversity recruitment program
- Construction of Knowledge course
- Think Tank
  o Students produced a book
  o Students presented at the Vibrant Downtown and at the Intermodal Hub conferences
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- Met repeatedly with Honors advisors, chairs, and Honors Departmental Committees, to refine and regularize Departmental Honors and achieve consistency in terms of criteria, curriculum (and the way these classes appear on the class schedule and in record keeping), and vision.
  o Met with considerable success! This was a true collaboration!

Goal 5: Increase student retention and graduation with the Honors Degree
- Implemented the Honors Certificate

- Strengthened the connection with Departmental Honors, advisors and curriculum.
- The number of students who graduated with the Honors degree increased by 25% in a single year.

Goal 6: Develop and maintain expert support systems for students

- Identified key advising moments in student's academic career
- Developed appropriate advising sessions for each moment
- Implemented new advising plan.
  - The number of students who attended these sessions and personal sessions increased in the fall of 2005 from the year before.
- Increased the total number of scholarships given
  - Tied scholarships to specific academic experiences (apprenticeships, Think Tanks for instance).

Honors Program
Smart Goals, 2005-2006

Goal 1: Recruitment of the Best Students in the Region
- Coordinate recruitment effort with high school services.
- Coordinate recruitment with residential living, financial aid, high school services, university college, and associate deans to address the specific needs of the high achieving student.
- Improve the personal follow-up contact with potential students.
- Improve communication about AP credit, Science and Engineering opportunities.
- Refine approach to diversity recruitment. Expand and refine:
  - o Boys and Girls Club mentoring program.
  - o AIMS High School mentoring program.
  - o Upward Bound mentoring program.

Goal 2: Effective communication and support systems
- Develop and maintain expert support systems for students.
  - o Develop and implement improved advising approach and orientation sessions for the key moments in the student's academic career.
  - o Implement and expand the Honors Certificate, Departmental Honors, and Honors Partnerships.
- Maintain effective lines of communication with deans, chairs, faculty and students.
  - o Program specialist meets each semester with Departmental Honors Advisors and Chairs; Director meets at least once a year with the deans of colleges with Honors students; Director meets with Deans and Chairs at least once a year; Program Manager and Director meets at least once a year with Chairs that produce faculty for our classes.
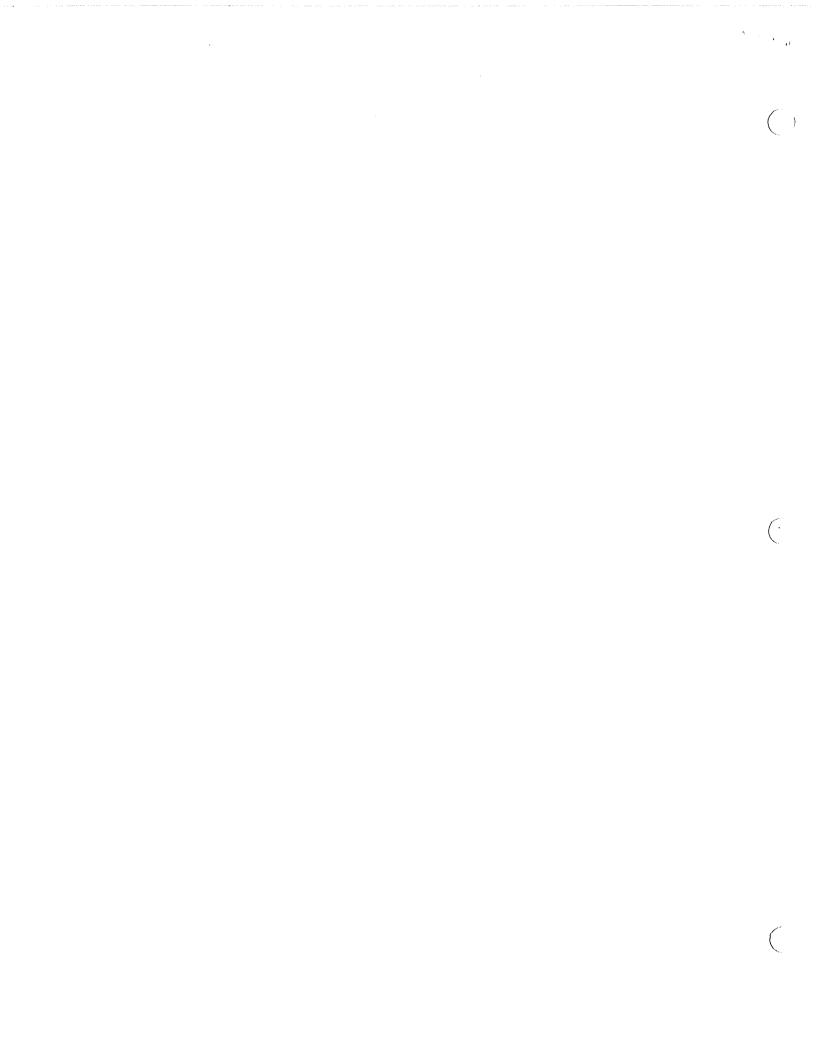
Goal 3: Enrich the Educational Experience of Honors Undergraduates
- Refine the Living and Learning Experience at Ft. Douglas
  - o Coordinate the management of this student population with Residential Living, Financial

Aid, Honors and High School Services more efficiently.
- o Explore the possibility of having one point person who is the expert on first year high achieving student opportunities.
- o Expand the number of floors in the Living and Learning Experience.
- o Refine approach to counseling and mentoring students in the Living and Learning Experience.
- o Develop further the cluster curriculum and cornerstone/faculty mentoring piece.
- Strengthen the Departmental Honors Program
  - o Develop consistent record keeping, criteria for courses and degrees, and curriculum for Departmental Honors tracks.
  - o Expand the number of Departmental Honors tracks offered to include new colleges and/or majors.
- Expand Opportunities for Outreach and Community Leadership
  - o Community Leadership Initiative
  - o Community Leadership Internships

Goal 4: Foster Interdisciplinarity, Diversity, Collaboration and Engagement
- Develop interdisciplinary Honors Think Tanks (3 each year).
  - o Strengthen public partnerships with Think Tanks
  - o Facilitate outreach and the production of the results of the team research that will be given to the public partners.
  - o On-going fund raising for scholarship support, faculty support and a supplies budget.
- Construction of Knowledge course each spring.
  - o Include new speakers and potential audiences.
  - o Invite Friends of the Honors Program, recruitment audiences, and Living and Learning students.
- Annual Lecture Series: 2005-2006, "The Role of the University in a Time of War" (lecturers from the various disciplines on campus coming together for a common discussion).
  - o Develop new lecture series for 2006-2007 (proposed topic, "Crossing the Religious Divide").
- Expand Honors Partnerships to include research opportunities in the sciences.

- Expand Honors Partnerships and Apprenticeships to include research or professional opportunities in a wider range of disciplines and for a greater number of students.
  - Fund raising effort to support student stipends for partnerships and apprenticeships.
- On-going fund raising effort to support special interdisciplinary efforts.

SMART Goals for the Marriott Library 2005-2006
October 5, 2005

FROM GOOD TO GREAT

BROAD ORGANIZATIONAL GOALS

1. Review the Strategic Plan and revise to map to the President's initiatives and goals.
2. Participate in the accreditation of the University, keeping in mind the goals that will further help position us on campus.
3. Examine goals for renovated building and help library staff envision the results and move forward with the changes needed to accomplish the vision.
4. Maximize student utilization and support of Library during Renovation by:
   - Placing most critical student services in convenient locations in the 1996 addition.
   - Having additional construction information meetings with students.
   - Organizing student focus groups to understand and respond to student needs.

COLLECTIONS AND ACCESS
By July 2006 (In conjunction with Eccles and Quinney Libraries)

1. Improve access to information resources by:
   - Eliminating barriers between the citation and the full text of e-journals.
   - Determining whether and how to replace or improve the current public access catalog.
   - Including federated search capability in public catalog.
   - Working with OIT to simplify and improve proxy access to campus resources.
   - Increasing access to sound and visual resources purchased and created across the campus.
   - Expanding patron-driven acquisitions – journal articles, document delivery, books electronic and print, textbook and reserve materials, whether to borrow or to buy.
   - Initiating a digital preservation project and examining our internal practices and infrastructure.
2. Work with the Graduate School to initiate an Electronic Theses and Dissertations Program.
3. Increase usage of and access to primary source materials by:
   - Negotiating full property and use rights for KUTV Channel 2 news film collection.
   - Completing conversion of 200 manuscript guides and registers to EAD format and present online for public use.
   - Organizing and beginning formal register guide for the Salt Lake Organizing Committee 2002 Olympic archival collection.
   - Digitizing the *Utonian*, the University of Utah annual yearbook collection.
   - Digitizing the University of Utah undergraduate senior honors theses and establish a process for acquiring new ones in digital form.
4. Continue work on the Utah Artists Project.

COMMUNICATIONS AND DEVELOPMENT

1. Place at least ten positive, interesting stories in local press; seek stories that highlight our new director, new initiatives and library successes.
2. Enhance online giving access.
3. Create materials for legislative audience.
4. Create materials for donor audience.
5. Recruit a development officer for the Marriott Library.
6. Complete the negotiations for payment of the Tanner Foundation pledge.
7. Re-ignite annual fund campaigns.
8. Develop a short-term capital campaign plan for the Marriott Library building renovation project; raise funding of $8M for the completion of the renovation; raise additional $3-4M needed to restore scope cuts for the café, escalators and associated spaces.
9. Begin identifying and assembling member for an advisory board for the Marriott Library Building and University's Third Capital campaigns.

ENHANCING THE ORGANIZATION

1. Develop and implement a comprehensive new employee orientation program which includes a strong customer service component. July 2006
2. Revitalize and expand the Librarian mentoring program. March 2006
3. Establish inclusive and participatory planning and decision-making processes including:
   - Develop processes for annual library compensation reviews for new and existing funds. This would include reviews and recommendations for equity and merit, compaction, reallocation, starting salaries. January 2006
   - Review targeted library policies and practices, define expectations and develop new policies and procedures where needed. December 2006
4. Create both a leadership development program and opportunities.
5. Start a review of the organization and how it should be structured to meet the evolving needs of our users.
6. Evaluate existing internal communication mechanisms and develop new ones as necessary. May 2006
7. Identify key positions needed to advance our goals.

FACILITIES

1. Load 900,000 items in the Automated Retrieval Center (ARC). October 2006
2. Begin Southwest quadrant construction and have phasing plan for Northwest quadrant of the building. April 2006
3. Build and partially occupy new 3,600 square foot computer data center on Level One. July 2006

INFORMATION TECHNOLOGIES

1. Audit and then strengthen Library infrastructure, adding staff or technology in areas of critical importance and current vulnerability. January 2006
2. Create greater collaboration among staff by:

- Implementing SharePoint technology for staff document management. December 2005
- Implementing new email server (MS Exchange 2003). June 2006
- Implementing revised staff intranet using SharePoint technology. March 2006
3. To improve public access to library information revise public website. May 2006
4. Develop university outreach program to communicate Digital Technologies' services across U of U campus. July 2006
5. Host the International Federation of Library Associations newspaper conference and National Digital Newspaper Program awardees annual meeting on U of U campus. May 2006
6. Build capacity for creating and presenting digital collections develop, propose and (if approved) implement merger of Mountain West Digital Library with Collaborative Digitization Program. July 2006
7. Complete the move of library servers into the new data center. July 2006
8. Create internal library repository for library related graphics and photographs.

SCHOLARLY COMMUNICATION (with Eccles and Quinney Libraries)
1. Jump-start the Institutional Repository by staffing the initiative so that it can approach faculty members for permission to locate and enter their publications in the I.R.
2. Develop scholarly communications agenda including involvement of the University Press.

SPECIAL COLLECTIONS
1. Increase acquisition funding for rare books by $15,000.
7. Increase external development funding sources for Book Arts program by $25,000.
8. Design and publish one Red Butte Press publication.
9. Complete the project to reissue the Tanner Trust Publication, *Mormon Mother*, and begin work on the next Tanner Trust Publication on the Sanderson journal scheduled for late 2006.
10. Create appropriate storage for the Utah Newspaper collection.

STUDENT LEARNING
1. Identify cornerstone (entry into the discipline) and capstone (culmination in the discipline) courses as potential targets for course integrated library instruction and collaborate with faculty to identify resources, services and library experiences that could enhance student learning. August 2006
2. Develop and deliver a training program for library instructors to improve quality of library teaching.
3. Expand outreach and training tailored for graduate students and faculty, including orientations, research labs, and web site guides. August 2006
4. Improve student learning by assessing information literacy abilities, such as exploring with New Student Orientation a means of assessing incoming students.

5. Diagnose technology support needs related to teaching and implement a teaching technology support team to address classroom technology, web space, web-based tools, online testing, etc. July 2006

TECHNICAL SERVICES
1. Finish processing materials for the ARC. July 2006
2. Carefully analyze OCLC costs and establish a budget line. July 2006
3. Redirecting our technical processing efforts increasingly towards improved access to electronic resources and digital assets from all sources.

UNIVERSITY PRESS
1. Complete Press / Chicago Distribution Center integration, including web interface for shopping cart and greater utilization of Bibliovault resources for archiving and print-on-demand options.
2. Reposition UU Anthropological Papers series as print / web product beginning with next project and digitize older titles to make them more widely available to readers.
3. Complete disaster management and recovery plan. October 2005
4. Improve technological support.
5. Improve fund raising capabilities.

USER CENTERED SERVICES
1. Improve support for the changing needs of the university community through these assessment projects:
   - Conduct ARL LibQUAL+ survey. Spring and Summer 2006
   - Conduct at least one series of focus group sessions related to a critical library research question. August 2006
   - Perform usability studies of online tools and resources with users (new web site navigation, library catalog, research guides, etc.). August 2006
2. Complete building-related planning for services and technology and complete the design of service and learning spaces for the Information Commons and all other service areas. August 2006
3. Improve anytime/any place services: promote 24/7 online reference; improve web tools including subject and course specific research guides. August 2006
4. Conduct a "removing user barriers audit" related to the facilities, web site, policies and procedures, and overall accessibility. December 2006
5. Develop and implement a "guide service" to lead users to exact locations of items within the collections.
6. Integrate library services and discipline specific materials into 50% of WebCT course sites. August 2006
7. Make the library more comfortable and welcoming for students -- enhance the student experience; find ways to support interdisciplinary and international studies, technology transfer/partnerships with business community.
8. Review and make needed changes to library wayfinding/communications signs building wide.

THE **U** UNIVERSITY OF UTAH

Integrated Information Technology Strategic Plan

Information Technology Council

December 9, 2004

Table of Contents

Executive Summary

Information Technology Strategic Plan

This Integrated Information Technology Strategic Plan is the result of ongoing agreement and consensus of representative faculty, students, and professional information technology staff to serve client needs within the scope and mission of the University of Utah.

The University's Information Technology mission is (1) to provide timely, secure, reliable and ubiquitous access to information and on-line services, (2) to support the University's education, research, patient care and community service goals, and (3) to extend University services to a diverse constituency without regard to time and place.

Information technology (IT) will support students and faculty in the teaching *and* learning; research *and* discovery processes.

Information technology will expand outreach efforts. Traditional IT focuses on transporting, processing and storing information. This plan envisions systems and services, which will engage our served community on a personal, individual level.

Client-Focused Plan

We will continue to evaluate technology needs and opportunities in terms of student and faculty needs in line with administrative imperatives. We will continue to focus on issues of <u>common</u> concern among the many campus organizations, strive for consensus in addressing those concerns, and focus scarce resources to the benefit of those we serve.

We will continue to provide services that are driven by end-user expectations for increased access and control of IT resources, the demand for simple and transparent services, the elimination of unproductive procedural and process controls, and an increasingly sophisticated student population and staff which are unwilling to accept trailing edge technology.

We will expand upon steps already taken to provide the means by which faculty, staff, patients, traditional and non-traditional students may customize and control their information technology environment according to their specific personal needs.

We intend to empower, not inhibit departments from serving the needs of their students, faculty and staff. We have identified centralized technologies and services that will free departmental IT professionals to focus on the specific needs of their students and faculty. We will strengthen core infrastructures that connect individual organizations to each other, and to the broader worldwide educational arena. This will be accomplished within the context of central coordination and local control.

In summary, our Integrated IT Plan is "people and mission centered," using current technology to serve institutions and individuals. It is designed to (a) enhance the student's academic experience, (b) strengthen faculty/student relationships, (c) improve efficiency, (d) support research and the creation of new knowledge, and (e) extend personalized services to the broader University community.

The plan focuses on addressing IT issues from the perspective of those who ultimately consume IT services.

The recommendations of this plan are drawn from:

1. A constantly evolving University IT environment;

2. An identification of University IT issues, strengths, weaknesses, opportunities, and threats;

3. Ongoing assessment of the needs of campus IT professionals and the faculty, staff and students whom they serve.

The plan was developed with an understanding of the distributed nature of campus IT and the need of local organizations to serve their constituents. The policies, technologies, and services to be implemented in this plan were developed through a consensual process involving the voices of IT professionals, college and department representatives, and the students, faculty and staff who are the ultimate consumers of campus IT services.

Core Enablers

Core Enablers are coordinated plans, policies, infrastructure, services and processes that support end users in the accomplishment of the University's mission. This consumer oriented, "outside-in" perspective results in plan components that can be separated into the general categories that are outlined below.

Plans and Policies

Plans are developed based on our ability to (1) assess the needs of the campus community, (2) develop solutions to those needs that have broad campus support, (3) justify the plan based on sound business cases, (4) define project plans that will succeed, and (5) communicate the solutions and services to the campus community to facilitate adoption. Evaluation of the plans and resulting projects takes place at several steps in the process, not the least of which is the determination of end-user satisfaction with the results.

Policies are developed to address specific needs. The ITC focus has been to identify solutions to problems and to provide support to colleges and departments, rather than to develop additional policies. Policy is developed when necessary to ensure compliance with laws, regulations and best practices, or to protect the assets of the University, including its people. Our policies will empower, not deter the adoption of new technologies and the development of centrally provided and distributed client services. Information Technology policies will mesh seamlessly with official University policies.

Professional Information Technology Staff and an Informed Constituency

We will provide training and development opportunities to strengthen the talented IT professionals that currently serve the campus. We will provide training opportunities to help end users take full advantage of IT resources in the fulfillment of their responsibilities and goals.

Network Infrastructure and Services

We will deliver core and specialized network services to every campus entity, according to their unique requirements. The network will be continually upgraded to ensure capacity, reliability, and redundancy and efficiency. Building wiring will be upgraded as resources allow. Infrastructure plans will continue to address the adoption of wireless technology and standards, video services, voice over IP, and other new technologies. These emerging technologies and services will be integrated with the University's installed technology base as they become available *and* as client needs are identified.

We will take advantage of the University community's purchasing power to achieve economies of scale.

Campus Security and Identity Management

IT Security processes are reviewed regularly by key campus IT professionals in conjunction with the University Institutional Security Office. New plans will overlay or augment existing best practices and standards. Implementation of preventative measures continues to safeguard against security breaches and

attacks on University assets. Security audits continue to ensure departmental compliance with the information resources and security policies of the University.

Plans will continue to build on successes with student computing labs, wireless systems, and application authentication/authorization. The emphasis on role definitions to deliver customized services will continue. Reduced sign-on efforts will continue with the continued adoption of the University Network Identifier (uNID), where appropriate, and the development of meta-directory services.

The implementation of digital signature and encryption capabilities will expand to support more applications including *official* University communications and electronic transactions.

Unified Communications
We will pursue strategies that will integrate next generation wired, wireless LAN, cellular networks, and campus e-mail/calendar/collaboration systems with a vision of empowering seamless voice and data communications across all University departments serving students, faculty, staff, and patients.

Customized Electronic Delivery of Services and Content
We will deliver Internet connectivity to every campus classroom to enhance the teaching and learning process. This will be prioritized based on criteria established by a campus committee.

E-Commerce services will be made available to make academic, administrative, medical and research information and services available without regard for time or place. This will be accomplished through prioritization of projects as specified by the ITC E-Commerce Subcommittee.

Individualized, roles-based portal services will be used to support academic strategies of both faculty and students. These tools will support the recruitment of high quality students and provide a communication conduit to our valued alumni.

IT Planning Stack of Core Enablers

The following page summarizes the projects of the Integrated Information Technology Strategic Plan, which are detailed in the body of this document. It illustrates how the strategic projects of our plan fit together, with timelines, to enable the delivery of individualized information resources and services to a diverse University community.

Digital Academic Strategies, Web CT, Digital Lockers	
Electronic Campus Order	
Electronic Check Advice	
Direct Payroll Deposit	
University Market Place	
Faculty/Staff Portal Services	
Student Portal Services	Customized Electronic Delivery of Services and Content
Campus Standard Network to all Classrooms	
E-Mail / Calendar / Collaboration	
Wireless LAN / WAN	
Cellular and Mobile Office Services	Unified Communication Initiatives
Next Generation Voice	
Digital Approval Methods	
Meta-Directory Services	Security and Identity Management
Roles Based Directory Services	
Campus Storage Area Network (SAN)	
Prepare for IPv6	
National Light Rail	
Future Data Center	Network Infrastructure and Services
Campus Network Architecture and Planned Upgrades	
Improve End User Training	Training and Professional Development
Maintain Competent IT Staff	
Media/Video on Demand Plan	
Knowledge Management Plan	
Campus Network Funding Plan	Policy and Plans
Integrated IT/e-Commerce Plan	

Information Technology Council Members

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Members

Cathy Anderson, School of Medicine

Edward Barbanell, Undergraduate Studies

Paul Brinkman, Budget and Planning

Norman Chambers, Assistant VP for Administration

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Jim Livingston, Health Sciences ITS

Laurie MacMillan, College of Education

Wayne McCormack, Professor, College of Law

Paula Millington, University Web Master, Office of Information Technology

Grant Moulton, Controller, Assistant Vice President, Finance

Tony Murillo, Huntsman Cancer Institute

Jim Parker, Director, Purchasing, Assistant Vice President, Finance

Wayne Peay, Director, Eccles Health Sciences Library

Pierre Pincetl, Chief Information Officer, UUH

Gary Rasmussen, Marriott Library

Rita Reusch, Quinney Law Library

Stephen Reynolds, College of Social and Behavioral Sciences

Antonio Serrato-Combe, Graduate School of Architecture

Joseph Taylor, Director, Administrative Computing Services

Kevin Taylor, Director, Planning and Policy, Office of Information Technology

Daniel Trentman, College of Mines and Earth Sciences

Pieter Vanderhave, Assistant Vice President, Facilities Management

Jeff West, Assoc VP Finance and Accounting

Chuck Wight, Chemistry

Mark Woodland, Marketing and Communications

David Zemmels, College of Fine Arts

Situation Analysis

Background

The Campus Integrated Information Technology (IT) Plan is directed by the campus Information Technology Council under the authority of David Pershing, Senior Academic Vice President. It is a working document that focuses on the mission of the University and evolves to take advantage of developing technologies to meet organizational and individual needs.

The management and governance of IT resources transcends the Office of Information Technology, which is but one partner in a larger governance entity. The Office of Information Technology works to establish an environment in which common and shared information is the basis of consensual decision-making. This plan represents the result of this consensual effort. Campus organizations, which have participated in the development of these plans, include the Information Technology Council, the All Managers Committee (LAN Administrators), the Information Technology Advisory Committee, and the Council of Academic Deans.

This Integrated Information Technology plan is not a collection of college and departmental information technology plans. The plan does integrate the information technology needs of departments and colleges. The plan enables departments to pursue diverse technology solutions in an integrated IT environment. It details core enabling technologies, plans, and policies, which will allow colleges, departments and off-campus entities to cost effectively, create, share, and communicate information to accomplish the University's mission.

Past to Present

The University of Utah was one of four original pioneers of the ARPANET education and research network (1969), which evolved into the Internet as we know it today and has continued to be a leader in electronic communications and information services.

As information processing changed from a centralized, mainframe environment to a distributed computing (PC) environment, information technology resources have developed in close proximity to those who are served by these resources. The result is a highly distributed computing environment staffed with extraordinarily talented information technology professionals.

The campus backbone network evolved to serve this distributed computing environment. It enables campus wide collaboration, delivers administrative services, and provides access to the Internet to serve the University's academic, research and service missions.

Demands on the campus backbone network have expanded to include voice, data, and video information. Networks that primarily served the research community now carry essential services such as e-mail, administrative services such as payroll, finance, accounting, registration, and academic services such as library services, online courses, and access to vast resources of the World Wide Web. Administrative applications have expanded to include over 200 applications. Information technology is a central element in serving the patrons of our health sciences organizations. Every college, department, and division relies on information technology to accomplish their missions.

The demand for these applications and services is not limited to the University's physical campus. End-users remotely access stored information and applications to collaborate with other individuals or organizational entities, from wherever they may be. Services once confined to time, place and paper are now provided anywhere and at anytime. These "E-Commerce" services are now as essential to the core mission of the University as buildings.

Information technology security continues to be a major issue because, with wide accessibility, "hackers" still attempt to intrude into campus networks and information systems, defacing web sites and compromising important information resources. The integrity of academic, administrative, and research data is critical to the successfully accomplishment of the University's mission.

To address today's IT challenges, University leadership organized central IT planning, policy, and operations under the Associate Vice President for Information Technology. Administrative Computing Services, the Center for High Performance Computing and Health Sciences have oversight for enterprise data/administrative services, research and health sciences respectively. These organizations coordinate their efforts with the Office of Information Technology to provide leadership in the development of IT plans, policies and procedures. All of these efforts are guided by the campus Information Technology Council. The IT organizational structure provides a framework for continued interdepartmental coordination and the integrated and centralized management of core IT functions that are necessary to ensure efficient and secure access to communications and information technology resources.

Today, the University finds itself in an environment in which higher levels of network, systems, and information services and organizational collaboration will be necessary to serve its mission to support learning, patient care, research and community service in a cost effective, ubiquitous and secure manner.

ENVIRONMENTAL SCAN – INTERNAL

STRENGTHS

The campus has an excellent fiber optic and IP network infrastructure capable of supporting gigabit Ethernet speeds. Significant investment has been made in administrative systems and application software providing powerful centralized information resources.

The Utah Education Network (UEN) provides networking connectivity to all public schools, colleges, applied technology centers and universities. In addition to making the University the primary network hub in the state, UEN provides additional expertise and support of campus systems.

The libraries on campus have worked to increasingly provide electronic library resources both on campus and statewide. The University continues to be in the forefront of research with connections to the National Lambda Rail. The Center for High Performance Computing and the Super Computing Institute support a vibrant research community.

WEAKNESSES

The University continues to have its own digital divide. Some departments and colleges have very good networks, others do not. Existing telephone (voice) systems lack many of the features necessary for the efficient operation of some departments. For example, the Medical Center needs call center and computer/telephone integration in order to operate efficiently and offer quality (competitive) patient relationship management.

There campus needs to upgrade building wiring and equipment closets. This need impacts the security of network resources.

The campus is studying, but has not yet finalized a funding model that will allow the University to acquire new and retire old IT infrastructure and to support the network backbone in an environment in which traditional voice networks are changing to voice over IP.

ENVIRONMENTAL SCAN - EXTERNAL

Most institutions of higher education report that they have a strategic IT plan. The University is no exception as evidenced by this document.

In recent years there has been a national problem with IT staff retention because of salary gaps between campus and corporate salaries. However, the dot-com decline has changed the landscape. As new IT professionals are sought, extremely talented IT professionals apply for positions. This may change with an improving economic outlook.

The availability of on-line course modules that can be shared across the Internet will change the way faculty teach and students learn. More paper transactions are moving to the web providing students, faculty, and staff with materials and transactions at the time and place of their choice.

Opportunities

Campus infrastructure allows IT professionals to focus, as a team, on organizational and individual needs. A focus on the client will result in the development of integrated, multi-media networks that remove barriers to productivity, creativity, research, or service to the community. There is an opportunity to coordinate wireless services, cell phone use, e-mail and next generation voice services to achieve campus-wide, unified communications. To accomplish this and other goals, 'role-based' identification, authentication, authorization procedures, and digital signatures must be available to the campus community, both on and off campus.

Personally customized managed knowledge services are possible and can improve instruction and the academic experience of our students. Information resources can be customized, individualized, and transportable. Video/multimedia -on-demand will further enhance communications and will provide rich media content for instruction and training.

THREATS

If the University is not able to implement a comprehensive, integrated IT plan, other entities may be prepared to step in. These may include (but are not limited to) commercial Applications Service Providers (ASPs), incumbent and competitive telecommunications providers, libraries (local, regional, and national), and other colleges and universities. For example, the University of Phoenix services 89,000 students with 20,000 participating in on-line courses. These entities may be willing to support nontraditional and under-served clients including faculty and students, administration, and the research community.

The quality, stability, and usefulness of the University's network are highly dependent on vendor products and services. IT leadership must perform a proper business case when purchasing information technology resources. Open standards, appropriate purchasing regulations, and strict attention to contract negotiations should result in highly competitive and functional vendor provided solutions. The adoption of "bleeding edge" technology has been costly to the University.

It should never be the intent to restrict the purchase of products and services, which may provide specific benefit to a college or department. However, it may be necessary to pool the buying power of campus organizations to lower costs and improve the quality of available services.

Without a fully functioning network, it will be more difficult for the University to attract quality faculty and students, and maintain its position as the state's flagship institution and leading regional research university. The University may lose faculty and the opportunity to recruit top students if competitive IT services are not available.

Threats to system security require constant vigilance. Campus organizations and individuals must adopt new security policies to ensure that University resources and the personal information of our students, faculty, staff and patients are not compromised.

The ongoing state of the economy and its impact on revenues will require creativity on the part of campus leaders to meet the current and growing demand for information technology services.

Needs Assessment

Building on past studies, organizational and individual needs assessment is an ongoing process. Early assessments focused heavily on technology and infrastructure improvements. A philosophy of viewing information technology from the end-user's perspective is now the primary driver of campus IT plans. This "from the outside, looking in" approach brings focus to the needs of students (prospective and existing), faculty, staff, and IT professionals. This does not eliminate the need for a focus on specific infrastructure improvements and institutional needs, but clarifies the reasons why investments and improvements should be made and new services should be developed.

While the intent of early needs assessments was to assess needs for future backbone upgrades, it has become apparent that the division between backbone, college networks (LANs) and information technology in general is, in many respects, artificial. Consistently, end-users indicated that they perceive networks as extensions of their computer. They desire a seamless integration of IT resources.

Student Needs

When asked, students are ready, willing, and anxious to describe their information technology needs.

1. They want to perform all required administrative functions electronically. They do not want to stand in lines and deal with paper forms.

2. They want easy access to their academic status, including grades. They want to see their grades throughout the semester.

3. They want all of their information and service to be available 24 hours a day, 7 days a week. They want their information to be tailored to their own individual needs.

4. They are mobile. They want their information and services to be available from home, on campus, or when traveling.

5. Not all students come to the University with the same IT expertise. Inexperienced students want help to improve their skills.

6. Students want to be able to sign up for services (e-mail, student lab access, CIS, Web CT, etc.) one time. The sign-up process must be easy, and services and applications must be intuitively useful. They want to reduce the number of user names and passwords that are needed to access required services.

7. Even tech savvy students need training for specific applications. These training opportunities must be easy to access and readily available.

8. They expect classrooms to be well equipped with the appropriate technology to support their academic goals.

9. They want to easily find what they are looking for on University Web pages.

10. When students need help with computers or networks, they want help to be easy to access and available around the clock.

11. Students want more on-line courses.

12. Students want more on-line access to research and reference resources.

13. More students are entering school with laptops in hand. They want to know where and how to connect (wired and wireless). There is an increasing expectation that wireless connectivity will be ubiquitously available.

Faculty Needs

Faculty members share many of needs of their students. Adding to the student list of needs, faculty members express the following:

1. They want to focus on teaching and research. They want technology to support not hinder their goals.

2. They want assistance in developing electronic resources to support their academic strategies. They want electronic tools to be easy to use. They want to retain control of whether or not technology is applied to courses.

3. They want administrative systems to be easy to use and to provide more information.

4. They want to incorporate more video resources and streaming into their courseware.

5. Instructors and researchers sometimes need more bandwidth than is available to them. They are collaborating more and moving more information.

Staff Needs

Staff members share similar needs with students and faculty. Staff members also indicate that they need the following:

1. Staff members want more and easier access to institutional databases. Many centrally provided administrative functions are shadowed to provide local control and access to information.

2. Staff members want better "development" software and tools. Some express that Viking systems are inadequate.

4. Staff members would like to eliminate common, paper-based administrative processes and use electronic services in their place.

5. Support staff need integrated calendaring and scheduling services. Some need visibility to more calendars.

6. Research administrators need software solutions to assist them with federal compliance issues.

IT Professional Needs

While IT professionals are "staff" their IT needs are more specialized.

1. IT professionals need better communication among their peers.

2. They need professional development and training opportunities.

3. They need access to centrally provided services and utilities, and the ability to control local systems and accounts.

4. They need assistance in improving network and systems security.

5. Webmasters need assistance in providing electronic, web based services and transactions. They need to offer products and electronic services with flexibility and ease.

6. IT professionals need help in interpreting and understanding IT policies and regulations.

Institutional Needs

Institutional needs include basic infrastructure and electronic services.

1. There is a need for a formative evaluation of existing processes and business practices to guide the development of e-services and commerce.

2. Centrally provided campus services, which serve broad constituencies should migrate to the use of the University Network Identifier (uNID) wherever possible.

3. There is a need to preserve the integrity of institutional data and prevent and/or reduce the creation of redundant "shadow" systems across campus.

4. There is a need to prioritize what electronic services and functions will be the most successful 'Net ready' applications that will improve operational efficiency and attract and retain students and faculty to the institution. This should be accomplished based on criteria recently approved by the ITC E-Commerce Sub-Committee.

5. Demand for environmentally appropriate machine space is consistently growing. Administrative, academic and research computing is constrained by space availability. There is a need for a long term solution to the demand for machine room space.

Plan Recommendations

The recommendations of this plan are provided within a broad context, which includes

1. The University IT internal and external environment.

2. A compilation of individual and institutional IT needs.

PURPOSE

The purpose of the Campus Integrated Information Technology Plan is to outline "core enablers" which will facilitate the development of the University's IT and e-commerce infrastructures, resources, services, and applications. These enablers include policies, processes, funding, staffing, and technology infrastructure and services to support accomplishment of the University's mission. This plan communicates an "outside/in" philosophy that will allow the University to serve its local and global constituents based on their perspective of needs.

MISSION

The University's Information Technology mission is (1) to provide timely, secure, reliable access to information and on-line services, (2) to support the University's education, research, patient care and community service goals, and (3) to extend University resources to a diverse constituency without regard to time and place.

VISION

Information technology will empower the University to create new knowledge and communicate information, in all of its forms, by whatever means is conducive to the accomplishment of the University's mission. Access to information will be unrestricted and secure, and independent of time and place. Information technology will evolve to meet institutional and individual needs and will be a valued asset.

VALUES

We focus on the needs and requirements of our clients.

We do not judge, but support the academic intent of our clients.

We solve problems through a consensual, collaborative, best practices approach.

We provide secure, reliable access to information and services.

We embrace the principle of central coordination and local control.

We respect our client's reasonable expectation of privacy.

We are quality people providing quality services over quality systems.

We are leaders in the adoption of information technology and services in support of the University's mission.

We follow through on commitments made.

We value teamwork and the contributions of the campus IT community.

We value creativity and entrepreneurial behavior.

We value solutions that save time and money.
We value open, honest communications.

CORE ENABLERS

A sound information technology (IT) infrastructure is essential to a healthy academic organization and its ability to fulfill its core missions of teaching, research, and service. Yet, maintaining a sound IT infrastructure poses interesting organizational and operational challenges. The infrastructure is largely invisible when it is working; it has a high degree of complexity below the surface; and it must continually keep pace with new technologies. The Information Technology Council believes that to meet these challenges, Information Technology must be viewed as a system of core enablers, which allow people to do work, to create, access, and communicate information, and to receive services over integrated IT resources.

Campus Information Technology will develop based on end-user needs and will evolve as a result of enabling policies, processes, professional skill, targeted infrastructure investments and delivery of end-user focused services. Core Enablers are a means to an end. The "end" goal is to enable an environment that allows the University's faculty, staff, and students to *effectively create, share, and communicate information to accomplish the University's mission.*

Governance and Communication

Governance and communication define the decision making and consensus building processes that are necessary to support the implementation and adoption of IT services.

The Information Technology Council, as empowered by the Senior Academic Vice President, will continue as the legislative driver of IT policies and plans. The ITC will receive technical advice from the Information Technology Advisory Council.

The Office of Information Technology will organize and cooperate with campus IT entities to implement the direction of the ITC.

The Office of IT will coordinate with standing and ad hoc IT committees to disseminate information, deliver training, and seek the input of the overall campus community.

Integrated Policy, Planning, and Standards

Integrated policy, planning, and standards are key components of a successful IT strategy. IT policies must include sustainable funding, financing, and pricing strategies. Policies must provide clear identification of roles, responsibilities, and procedures.

Strategy and policy development process will be iterative, end-user focused. Strategies and policies will be developed, tested, implemented, and improved. The measure of quality will be the extent to which technology supports or hinders accomplishment of the University's mission. The result will be the implementation of communications, transaction and information technologies to accomplish specific goals derived from the assessed needs of individuals and organizations.

We will establish the Institutional Data Management Policy to reflect today's administrative and academic computing environment.

With an understanding of the cost of University IT infrastructure, we will pursue a funding strategy that is fair, sustainable, and end-user focused.

We will collaborate to establish video-on-demand standards to enable broad accessibility to academic, research and clinical. We will integrate these video-on-demand efforts into a global knowledge management strategy.

Training and Professional Development

A staff of highly skilled IT administrators, managers and technicians is critical to the University's mission. Professional development and training are key ingredients to maintain such a professional staff.

End-User Training is necessary to gain a full return on IT investments. Training should include systems, applications, security, policy, etc. Training distributed but coordinated among different campus organizations to take advantage of available training resources.

Network Infrastructure and Services

IT infrastructure includes physical facilities, hardware, software, environmentally suitable machine room space, and professional staff. Core IT services should be available to every campus entity, according to their specific needs. Specialized or advanced services must be available where necessary to support unique departmental, college and University functions.

The backbone network should be viewed as a strategic asset of the University. It should be provided to the campus as a commodity service with minimal bundling or tying with other services. The idea of unbundled services should be a framework for pricing and cost allocation decisions. This approach should balance those services that are provided in a "common good" manner through central funding and those specialized and/or advanced services that are cost-recovered via charge-back systems.

1. Continuously upgrade the campus backbone network to provide for the growing demand for backbone bandwidth capacity. Replace aging and obsolete technology.

2. Upgrade building wiring based available funding.

3. Establish long term strategies to provide data center space to all campus entities that depend on such facilities to accomplish their mission.

4. Participate in the National Light Rail initiative to provide for growing research network requirements.

5. Prepare for the eventual, optional adoption of IPv6 technology.

6. Develop storage strategies, including storage area networks (SAN), to meet the increasing demand for short term and archival storage space.

Campus Security and Identity Management

Campus IT security and identity management functions must protect individual and organizational privacy and the information assets of the University. Preventative measures must be implemented to safeguard against security breaches and attacks on University assets. Security audits should ensure departmental compliance with the information resources and security policies of the University.

Integrated "middleware" is necessary to provide supporting capabilities that will enable existing and emerging end-user applications, decision support and analysis, and academic and research computing. Access to end-user services must be secure, reliable and ubiquitous.

1. Continue the design and implementation of a common, centralized authentication and authorization system for roll-based authorized access to customized, personalized electronic services.

2. Continue implementation of campus meta-directory services to enable synchronization of user names and passwords in disparate computing systems. Provide methods and procedures that will enable departments to use meta-directory services.

3. Expand digital certificate and signature methods to support "official" electronic communications, and process and application approvals.

Unified Communications Initiatives

Next generation voice systems, cellular services, and wireless LANs are becoming integrated to provide "anytime/anywhere" access to IT resources including e-mail, calendaring and collaboration services. New voice systems are currently being implemented that use Internet Protocol (IP) for campus and global connections. Coordinated efforts will enhance the functionality of these resources and make them more universally available.

1. Implement next generation voice systems, including Voice over IP technology to address the specific needs of departments and end users.

2. Continue the development of campus-wide wireless LAN strategies to support campus wide accessibility and roaming.

3. Implement cellular service strategies that will allow departments and individuals to acquire solutions that address their specific needs.

4. Complete the campus e-mail RFP and acquire e-mail, calendaring, and collaboration technologies that will make these services available via wired and wireless communications technology.

Customized Electronic Delivery of Services and Content

Universal access and integrated electronic services must be made available to deliver academic, administrative, medical and research information and services without regard for time or place.

1. Provide Internet connectivity to every campus classroom, based on the priorities developed by a committee led by Instructional Media Services.

2. Develop student portal services to deliver information and services based on the individual needs of each student as determined by surveys, focus groups, and cooperation with student organizations.

3. Develop faculty/staff portal services to deliver information and services based on each individual's needs and job requirements.\

4. Support individual college and department e-commerce through development of the University Market Place to facilitate a "shopping cart" experience for consumers of department provided services.

5. Develop and deliver administrative e-business applications i.e., directory payroll deposit, electronic check advice, electronic campus orders and other projects that provide a significant return on investment.

6. Support the development of faculty and student digital academic strategies.

a.   Improve accessibility to WebCT electronic course support tools. Provide training opportunities to faculty and staff.

b.   Roll out anti-plagiarism tools for students and faculty.

c.   Develop "digital locker" storage capabilities that will allow students, faculty, and staff to access electronic files without regard for time or space.

APPENDIX A - PROJECT PLANS

As of December 9, 2004

Policy, Planning, and Process

Objectives Funding, Lead Responsibility	Tasks
1. Update the Institutional Data Management procedures to define stewardship responsibilities of users of campus administrative data. Project Lead: Kevin Taylor Participants: ACS, ITS Completion: Qtr	1. Needs Assessment. This is in direct response to a request from HSC ITS for direct access to PeopleSoft data. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
2. Introduce a sustainable funding plan for the campus backbone network. Project Lead: Kevin Taylor Participants: OIT Completion: Qtr	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
3. Develop Knowledge Management plans, including plans that address technical issues as well as proper use of knowledge resources. Project Lead: Steve Hess Participants: Committee Completion: Qtr	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

4. Develop standards for video-on-demand. Project Lead: <u>Steve Hess</u> Participants: <u>Committee</u> Completion: <u>Qtr</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Training and Professional Development

Objectives Funding, Lead Responsibility	Tasks
1. Provide professional development and training opportunities to campus IT staff. Project Lead: <u>Mindy Tueller</u> Participants: <u>IT Managers Board</u> Completion: <u>Qtr</u>	1. Needs Assessment. AOCE programs have been discontinued. Higher level training opportunities are needed. 2. Product Definition Defined in part by IT Managers board. 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
2. Provide end-user applications and systems training. Project Lead: <u>Caprice Post</u> <u>Mindy Tueller</u> Completion: <u>Qtr</u>	1. Needs Assessment. Training opportunities are limited. Orientation training must be improved and expanded. NGV roll-out requires training resources. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Objectives Funding, Lead Responsibility	Tasks
1. Upgrade core network. Funding Included in 0perational budget Project Lead: Dave Huth Completion: Qtr 2005	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
2. Upgrade building wiring and closets. Funding Included in 0perational budget Project Lead: Dave Huth Completion: Qtr 2005	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
3. Establish plan for permanent campus data center including support for data backup and archiving systems. Funding: Project Lead: Steve Hess Completion: 1st Qtr 2005	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

4. Prepare Campus for optional IPv6 adoption. Funding: <u>Included in Ops Budget</u> Project Lead: <u>Dave Huth</u> Completion: <u>1st Qtr 2005</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
5. Participate in development in National Light Rail. Funding: _____ Project Lead: <u>OIT / UEN / CHPC</u> Completion: <u>Feb 2005</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
6. Develop and implement Storage strategies, including shared SAN solutions. Funding: _____ Project Lead: <u>OIT / UEN / CHPC</u> Completion: <u>Feb 2005</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Security, Identity Management

Near Term Objective Funding, Lead Responsibility	Tasks
1. Develop and expand <u>roles</u> based directory services. Funding <u>Included in middleware budget</u> Project Lead: <u>Dave Huth</u> Completion: <u>2nd Qtr 2004</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

2. Implement meta-directory. Funding Included in Middleware budget Project Lead Dave Huth Completion: 1st Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan Perform acquisition process. 5. Marketing / Rollout 6. Evaluation
3. Implement electronic (digital) approval methods to enable e-commerce transactions and automated administrative processes. Funding Included in middleware budget Project Lead: Dave Huth Steve Hess Completion: 1st Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Unified Communications Initiatives

1. Roll out Next Generation Voice system. Funding In Place Project Lead Kevin Taylor Completion: Ongoing starting 2nd Qtr 2004	1. Needs Assessment. Department by department. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

2. Establish departmental and individual cellular services acquisition plans. Support mobile office adoption. Funding <u>In Service Charges</u> Project Lead <u>Kevin Taylor</u> Completion: <u>4th Qtr 2004</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
3. Implement campus wireless plan including campus coverage, roaming, access authentication and services authorization. Funding <u>Wireless Committee/ NeRF/ Dave Packham</u> Project Lead <u>Wireless Committee</u> Completion: <u>1st Qtr 2005</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
4. Complete e-mail RFP and acquire/implement new campus e-mail, calendaring, and collaboration system. Funding <u>$ ...</u> Project Lead: <u>Caprice Post</u> Completion: <u>4th Qtr 2004</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Customized Electronic Delivery of Services and Content

1. Extend campus standard Internet connectivity to all classrooms. Funding <u> </u> Project Lead <u>Helen Lacy</u> Completion: <u>Qtr</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

2. Update centrally managed institutional data only through systems or processes created or approved by Administrative Computing Services Coordinate data downloads, remote calls, interfaces, or other access to institutional data with ACS to ensure timely, accurate, and secure data. Funding… Project Lead Marv Hawkins Completion…	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
3. Roll out production student portal services. Funding $ 233,000 Project Lead: Paula Millington Completion: 4th Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
4. Develop Faculty/Staff portal Services. Funding _____ Project Lead: Paula Millington Completion: 2nd Qtr 2005	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
5. Develop the University Market Place to facilitate a "shopping cart" experience for consumers of department provided services. Funding _____ Project Lead: Paula Millington Completion: 2nd Qtr 2005	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

6. Roll out e-check advice, auto payroll deposit.	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
7. Deliver E-Services based on ITC E-Commerce prioritization criteria (campus order). Develop interfaces to existing administrative processes. Funding: _____ Project Lead: _____ Completion : 2nd Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
8. Develop software tools to assist faculty and students in developing digital academic strategies. (Web CT and I Folder) Funding: $40,000 for WebCT Project Lead: Chuck Wight Completion: 1st Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

APPENDIX A - PROJECT PLANS

As of December 5, 2002

Policy, Planning, and Process

Objectives Funding, Lead Responsibility	Tasks
1. Establish and support strong security policies and guidelines. Project Lead: David Huth Participants: Steve Scott Security Committee Kevin Taylor Completion: 4th Qtr 2002	1. Needs Assessment. Perform a campus-wide risk assessment. 2. Product Definition Define security levels above the minimum standard and assess where they should be applied. Establish levels of security and availability based on sensitivity and criticality of resources. Establish an independent security audit function. Establish organizational linkages for security related communications, enforcement of security policies, rapid response to security attacks, disaster recovery, etc. 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
2. Establish software management policy, guidelines and procedures. Project Lead: Kevin Taylor Completion: 2nd Qtr 2003	1. Needs Assessment The recent BSA notification uncovered a need for software policy defining organizational and individual responsibilities and procedures. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

3. Revise Institutional Data Management Policy 1-12 Project Lead: Kevin Taylor Completion: 2nd Qtr 2003	1. Needs Assessment The current policy was published in 1996. Evolution of information systems and end user requirements calls for revision of current policy. Policy should address emerging authenticated environment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
4. Establish an Information Technology chapter in the University Policy Manual. Separate policy and procedural issues currently published in OIT policies. Transfer policies to PPM and publish procedures and guidelines. Project Lead: Kevin Taylor Completion: 2nd Qtr 2003	1. Needs Assessment Policies that currently operate at the Office of IT level are not enforceable. Policies must be included in PPM. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Objectives Funding, Lead Responsibility	Tasks
1. Unbundle network cost components and establish a baseline of integrated campus network services as a minimum campus-wide delivery standard. Funding <u>Included in Operational budget</u> Project Lead: <u>Bill Jahsman</u> Completion: FY 2003/2004	1. Needs Assessment. Assess needs and determine service and pricing parameters for centralized support of college / departmental LAN, server and desktop support. 2. Product Definition Define "baseline" utility network and IT services. Define "baseline" utility network and IT services. Unbundle baseline services from specialized and/or advanced services. 3. Business Plan Develop pricing methodology for both baseline and specialized services. Establish a sustainable funding model for baseline and advanced infrastructure and IT services, including ongoing acquisition maintenance and upgrade. (Retire and Acquire) 4. Project Plan 5. Marketing / Rollout 6. Evaluation
2. Upgrade/rewire LAN infrastructure in 3 buildings. (Upgrades each year until plant is modernized.) Funding <u>$180,000</u> Project Lead <u>Bill Jahsman</u> Completion: May 2003	1. Needs Assessment. Identify and prioritize problem buildings. Three buildings during FY 2002/2003. Fine Arts Building Merrill Engineering Chemistry 2. Product Definition Design and build. 3. Business Plan 4. Project Plan

	5. Marketing / Rollout 6. Evaluation
3. Develop inter-building wired facilities requirements to support next generation voice/data networks. Funding: Included in operational budget Project Lead: Bill Jahsman Completion: 1st Qtr 2003	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
4. Develop next generation voice solutions. Funding Included in operational budget Project Lead: Bill Jahsman Completion: 1st Qtr 2003	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
5. Develop plans for implementation of campus (inter-building common areas) fixed wireless and mobile wireless systems. Provide wireless connections to PDAs. Funding: Not funded FY 2002/2003 Project Lead Wayne Peay, Wireless Committe Completion: July 2003	1. Needs Assessment. Wireless committee will study the feasibility of campus wireless networks to support PCs and handheld devices. A wireless network policy was accepted as of January 2002. All wireless access points have been located. Registration information is being collected Project follows full implementation of central authentication services. 2. Product Definition 3. Business Plan 4. Project Plan Facilities engineering , antenna placement. 5. Marketing / Rollout 6. Evaluation

6. Develop a plan and funding for a campus data center including data backup and archiving systems. Funding: Seeking federal funds Project Lead: <u>Steve Hess</u> Completion: <u>1st Qtr 2003</u>	1. Needs Assessment. Under Study 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
7. Support development Intermountain Gigapop to support academic research projects and organizations. Join the QUILT. Strengthen role of the Network Research Forum (establish Computer Network Research Center) Funding: <u>$25,000</u> Project Lead: <u>Bill Jahsman</u> Completion: <u>1st Qtr 2003</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Near Term Objective Funding, Lead Responsibility	Tasks
1. Improve Campus Security procedures and infrastructures. Develop comprehensive security and disaster recovery plan in line with state and federal laws and guidelines. Funding Included in ISO Budget Project Lead Dave Huth Completion Feb 2003	1. Needs Assessment. Resolve issues raised by security reports and implement recommendations. 2. Product Definition Implement baseline security requirements for connection to campus network resources. Establish secure hub and router locations (infrastructure) in each building. Establish preventive measures. 3. Business Plan 4. Project Plan Give enforceability to ISO. 5. Marketing / Rollout 6. Evaluation
2. Develop centralized campus directory management processes. Funding Included in middleware budget Project Lead: Dave Huth Competion: Feb 2003	1. Needs Assessment. 2. Product Definition Establish authoritative directory for campus-wide authentication/authorization services. The ACS LDAP is in place and operating. In addition an I-Planet LDAP implementation has been completed by NetCom. 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

3. Design, fund and implement a common authentication and authorization system.
 	
Funding $ 168,000
 	
Project Lead Dave Huth
 	
Completion: February 2003
	1. Needs Assessment.
	
	   Assess campus applications and info delivery systems that require authentication.
	
	2. Product Definition
	
	   Facilitate provisioning, decommissioning update and synchronization.
	
	   Support access to data stores.
	
	   Facilitate document sharing.
	
	3. Business Plan
	
	4. Project Plan
	
	5. Marketing / Rollout
	
	6. Evaluation

4. Perform meta-directory analysis, product selection and implementation
 	
Funding Included in Middleware budget
 	
Project Lead Dave Huth
 	
Completion: Feb 2003
	1. Needs Assessment.
	
	   Identify shareable databases and directories.
	
	   Identify applications that require meta-directory services.
	
	2. Product Definition
	
	   Establish meta-directory services to support data-base synchronization, account provisioning and de-provisioning.
	
	3. Business Plan
	
	4. Project Plan
	
	   Perform acquisition process.
	
	5. Marketing / Rollout
	
	6. Evaluation

5. Establish electronic (digital) approval methods to enable e-commerce transactions and automated administrative processes.
 	
Funding   Included in middleware budget
 	
Project Lead: Dave Huth
                        Steve Hess
 	
Completion: 1st Qtr 2003
	1. Needs Assessment.
	
	Evaluate forms based processes. Select prototype projects for work/flow forms automation.
	
	Prioritize forms based processes and determine which electronic approval methods are appropriate for each application.
	
	2. Product Definition
	
	  PKI or UNID/Password based
	
	3. Business Plan
	
	4. Project Plan
	
	5. Marketing / Rollout
	
	6. Evaluation

1. Develop services to facilitate coordination of campus e-mail services, enable campus official electronic communications, and manage retention and disposal of e-mail records.
 	
Funding   To be determined
 	
Project Lead   Steve Hess
 	
Completion: 1st Qtr 2003
 	
Sun One email system is operational as of 1st Qtr 2002.
	1. Needs Assessment.
	
	   Poll IT Managers regarding interest in centrally funded, campus e-mail system.
	
	2. Product Definition
	
	   Develop calendaring and collaboration tools.
	
	   Enable campus-wide attachments.
	
	   Enable addressee drag and drop from central directory.
	
	   Establish retention and disposal capabilities.
	
	   Support Encryption
	
	3. Business Plan
	
	4. Project Plan
	
	5. Marketing / Rollout
	
	6. Evaluation

2. Facilitate adoption of "utah.edu" domain name as the campus standard. Funding: Funding included in NetCom budget Project Lead: Steve Hess Kevin Taylor Completion: June 2003	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
3. Reallocate and manage IP space/resources. Funding; Included in NetCom operation budget Project Lead: Bryan Morris Completion: FY 2003/2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

4. Extend Internet connectivity and Authorized Network Access (ANA) to all classrooms. Funding _____ Project Lead Helen Lacy Completion: December 02	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Electronic Services and Applications

Near Term Objective Funding, Lead Responsibility	Tasks
1. Upgrade the University Home Page. Integrate the Page with the University marketing plan. Funding: $ 18,000 Project Lead: Paula Millington Completion: 4th Qtr 2002	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

2. Develop and implement plans for a campus-wide portal service. (year 1)
 	
  Focus on ACS, Library and computer lab services.
 	
  Student service – 1st priority Faculty services next.
 	
Funding $ 233,000
 	
Project Lead: Paula Millington
 	
Completion: Administrative Applications delivered Oct 2002.
 	
  First version of Student Portal by Jan 2003.
	1. Needs Assessment.
	
	  Initial focus – student service and PS8 services.
	
	  Conduct market research for student portal.
	
	2. Product Definition
	
	3. Business Plan
	
	4. Project Plan
	
	  Implement People Soft Portal in conjunction with PeopleSoft version 8.
	
	  Build horizontal content structure.
	
	  Integrate E-Mail
	
	  Enable authentication and authorization to central directory.
	
	5. Marketing / Rollout
	
	6. Evaluation

3. Research automated work-flow/ rapid development products to determine viability as a tool to automate forms driven processes. Identify interfaces to existing administrative processes as part of viability study. Funding: $50,000	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Project Lead: Kevin Taylor Completion : 2nd Quarter 2003	
4. Develop software tools to assist faculty and students in developing digital academic strategies. Funding: $40,000 for WebCT Project Lead: Chuck White Completion: June 2003	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
5. Determine viability of large scale implementation of Linux based desktop software. Funding included in NetCom budget Project Lead Dave Packham, Netcom Completion: Jan 2003	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
6. Improve delivery of licensed software resources. Funding $ 36,000 Project Lead Kevin Taylor Completion: Aug 2002 - Automated site completed 8/02	1. Needs Assessment. Significant campus demand for online ordering and software downloads. Need for software management tools. 2. Product Definition Online order and delivery of software Proactive communication of software opportunities and renewals. Software management policy/guidelines for use by departments/colleges. 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

7. Develop IT Professional training opportunities. Funding: Project Lead: <u>Terri Winkler</u> Participants: Completion:	1. Needs Assessment. Current economic situation has improved IT pro turnover. Skills training is still needed. AOCE is currently offering classroom and electronic courses for IT professional development. AOCE is working with all-managers to assess course requirements. 2. Product Definition Establish training, mentoring and development programs 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

DRAFT, August 14, 2003

THE
UNIVERSITY
OF UTAH

Integrated Information Technology Strategic Plan

Information Technology Council

August 14, 2003

Table of Contents

Executive Summary

Information Technology Strategic Plan

This Integrated Information Technology Strategic Plan is the result of ongoing agreement and consensus of representative faculty, students, and professional information technology staff to serve client needs within the scope and mission of the University of Utah.

The University's Information Technology mission is (1) to provide timely, secure, reliable and ubiquitous access to information and on-line services, (2) to support the University's education, research, patient care and community service goals, and (3) to extend University services to a diverse constituency without regard to time and place.

Information technology (IT) will support students and faculty in the teaching *and* learning; research *and* discovery processes.

Information technology will expand outreach efforts. Traditional IT focuses on transporting, processing and storing information. This plan envisions systems and services, which will engage our served community on a personal, individual level.

Client-Focused Plan

We will continue to evaluate technology needs and opportunities in terms of student and faculty needs in line with administrative imperatives. We will continue to focus on issues of <u>common</u> concern among the many campus organizations, strive for consensus in addressing those concerns, and focus scarce resources to the benefit of those we serve.

We will continue to provide services that are driven by end-user expectations for increased access and control of IT resources, the demand for simple and transparent services, the elimination of unproductive procedural and process controls, and an increasingly sophisticated student population and staff which are unwilling to accept trailing edge technology.

We will expand upon steps already taken to provide the means by which faculty, staff, patients, traditional and non-traditional students may customize and control their information technology environment according to their specific personal needs.

We intend to empower, not inhibit departments from serving the needs of their students, faculty and staff. We have identified centralized technologies and services that will free departmental IT professionals to focus on the specific needs of their students and faculty. We will strengthen core infrastructures that connect individual organizations to each other, and to the broader worldwide educational arena. This will be accomplished within the context of central coordination and local control.

In summary, our Integrated IT Plan is "people and mission centered," using current technology to serve institutions and individuals. It is designed to (a) enhance the student's academic experience, (b) strengthen faculty/student relationships, (c) improve efficiency, (d) support research and the creation of new knowledge, and (e) extend personalized services to the broader University community.

The plan focuses on addressing IT issues from the perspective of those who ultimately consume IT services.

The recommendations of this plan are drawn from:

1. A constantly evolving University IT environment;

2. An identification of University IT issues, strengths, weaknesses, opportunities, and threats;

3. Ongoing assessment of the needs of campus IT professionals and the faculty, staff and students whom they serve.

The plan was developed with an understanding of the distributed nature of campus IT and the need of local organizations to serve their constituents. The policies, technologies, and services to be implemented in this plan were developed through a consensual process involving the voices of IT professionals, college and department representatives, and the students, faculty and staff who are the ultimate consumers of campus IT services.

Core Enablers

Core Enablers are coordinated plans, policies, infrastructure, services and processes that support end users in the accomplishment of the University's mission. This consumer oriented, "outside-in" perspective results in plan components that can be separated into the general categories that are outlined below.

Plans and Policies

Plans are developed based on our ability to (1) assess the needs of the campus community, (2) develop solutions to those needs that have broad campus support, (3) justify the plan based on sound business cases, (4) define project plans that will succeed, and (5) communicate the solutions and services to the campus community to facilitate adoption. Evaluation of the plans and resulting projects takes place at several steps in the process, not the least of which is the determination of end-user satisfaction with the results.

Policies are developed to address specific needs. The ITC focus has been to identify solutions to problems and to provide support to colleges and departments, rather than to develop additional policies. Policy is developed when necessary to ensure compliance with laws, regulations and best practices, or to protect the assets of the University, including its people. Our policies will empower, not deter the adoption of new technologies and the development of centrally provided and distributed client services. Information Technology policies will mesh seamlessly with official University policies.

Professional Information Technology Staff and an Informed Constituency

We will provide training and development opportunities to strengthen the talented IT professionals that currently serve the campus. We will provide training opportunities to help end users take full advantage of IT resources in the fulfillment of their responsibilities and goals.

Network Infrastructure and Services

We will deliver core and specialized network services to every campus entity, according to their unique requirements. The network will be continually upgraded to ensure capacity, reliability, and redundancy and efficiency. Building wiring will be upgraded as resources allow. Infrastructure plans will continue to address the adoption of wireless technology and standards, video services, voice over IP, and other new technologies. These emerging technologies and services will be integrated with the University's installed technology base as they become available *and* as client needs are identified.

We will take advantage of the University community's purchasing power to achieve economies of scale.

Campus Security and Identity Management

IT Security processes are reviewed regularly by key campus IT professionals in conjunction with the University Institutional Security Office. New plans will overlay or augment existing best practices and standards. Implementation of preventative measures continues to safeguard against security breaches and

attacks on University assets. Security audits continue to ensure departmental compliance with the information resources and security policies of the University.

Plans will continue to build on successes with student computing labs, wireless systems, and application authentication/authorization. The emphasis on role definitions to deliver customized services will continue. Reduced sign-on efforts will continue with the continued adoption of the University Network Identifier (uNID), where appropriate, and the development of meta-directory services.

The implementation of digital signature and encryption capabilities will expand to support more applications including *official* University communications and electronic transactions.

Customized Electronic Delivery of Services and Content

The campus wide directory is not yet fully populated with individual e-mail addresses. We will cooperate with Human Resources and Student Affairs to improve the usefulness of campus directories. We will follow the recommendations of the ITC E-Mail Subcommittee in implementing centralized e-mail services, which may be adopted by colleges and departments based on their specific needs.

We will deliver Internet connectivity to every campus classroom to enhance the teaching and learning process. This will be prioritized based on criteria established by a campus committee.

E-Commerce services will be made available to make academic, administrative, medical and research information and services available without regard for time or place. This will be accomplished through prioritization of projects as specified by the ITC E-Commerce Subcommittee.

Individualized, roles-based portal services will be used to support academic strategies of both faculty and students. These tools will support the recruitment of high quality students and provide a communication conduit to our valued alumni.

IT Planning Stack of Core Enablers

The following page summarizes the projects of the Integrated Information Technology Strategic Plan, which are detailed in the body of this document. It illustrates how the strategic projects of our plan fit together, with timelines, to enable the delivery of individualized information resources and services to a diverse University community.

1st Qtr 2004	Digital Academic Strategies, Web CT, Digital Lockers	
2nd Qtr 2004	E-Commerce Projects	
2nd Qtr 2004	Faculty/Staff Portal Services	
4th Qtr 2003	Student Portal Services	
2nd Qtr 2004	Internet Connectivity to all Classrooms	Customized Electronic Delivery
2nd Qtr 2004	E-Mail Formal to Official	of Services and Content
1st Qtr 2004	Campus E-Mail RFI/RFP	
1st Qtr 2004	Digital Approval Methods	
1st Qtr 2004	Meta-Directory Services	Security and
2nd Qtr 2004	Roles Based Directory Services	Identity Management
2nd Qtr 2004	Intermountain GigaPOP Research Nets	
2nd Qtr 2004	Reallocation of IP Space	
2nd Qtr 2004	Campus Wireless Nets	
4th Qtr 2003	New Data Center	
4th Qtr 2003	Improve Purchasing (Big Buy)	
1st Qtr 2004	Next Generation Voice RFP	Network Infrastructure
2nd Qtr 2004	Building and Core Network Upgrades	and Services
2nd Qtr 2004	Provide End User Training	Training and
2nd Qtr 2004	Maintain Competent IT Staff	Professional Development
4th Qtr 2003	Institutional Data Management Policy	Policy and
Ongoing	Integrated IT/e-Commerce Plan	Plans

Information Technology Council Members

Chair

Sarah Michalak, Director, Marriott Library

Members

Edward Barbanell, Undergraduate Studies

Paul Brinkman, Budget and Planning

Thomas Cheatham, College of Pharmacy

Al Davis, School of Computing

Martha Eining, Associate Dean, School of Business

Julio Facelli, Director, Center for High Performance Computing

Charles Grissom, College of Science

Kay Harward, Associate Vice President for Student Affairs

Stephen Hess, Associate Vice President, Office of Information Technology

David Huth, Director Institutional Security Office

Bill Jahsman, Director, Netcom

Philip Johnson, Human Resources

Helen Lacy, Director, Instructional Media Services

Gary Levy, Academic Outreach Continuing Education

Laurie MacMillan, College of Education

Wayne McCormack, Professor, College of Law

Clifton McIntosh, Dean, College of Humanities

Paula Millington, University Web Master, Office of Information Technology

Grant Moulton, Controller, Assistant Vice President, Finance

Tony Murillo, Huntsman Cancer Institute

Jim Parker, Director, Purchasing, Assistant Vice President, Finance

Wayne Peay, Director, Eccles Health Sciences Library

Pierre Pincetl, Chief Information Officer, UUH

Gary Rasmussen, Marriott Library

Rita Reusch, Quinney Law Library

Stephen Reynolds, College of Social and Behavioral Sciences

Antonio Serrato-Combe, Graduate School of Architecture

Nancy Staggers, Associate CIO, UUH ITS

Joseph Taylor, Director, Administrative Computing Services

Kevin Taylor, Director, Planning and Policy, Office of Information Technology

Daniel Trentman, College of Mines and Earth Sciences

Pieter Vanderhave, Assistant Vice President, Facilities Management

Mark Woodland, Marketing and Communications

David Zemmels, College of Fine Arts

Situation Analysis

Background

The Campus Integrated Information Technology (IT) Plan is directed by the campus Information Technology Council under the authority of David Pershing, Senior Academic Vice President. It is a working document that focuses on the mission of the University and evolves to take advantage of developing technologies to meet organizational and individual needs.

The management and governance of IT resources transcends the Office of Information Technology, which is but one partner in a larger governance entity. The Office of Information Technology works to establish an environment in which common and shared information is the basis of consensual decision-making. This plan represents the result of this consensual effort. Campus organizations, which have participated in the development of these plans, include the Information Technology Council, the All Managers Committee (LAN Administrators), the Information Technology Advisory Committee, and the Council of Academic Deans.

This Integrated Information Technology plan is not a collection of college and departmental information technology plans. The plan does integrate the information technology needs of departments and colleges. The plan enables departments to pursue diverse technology solutions in an integrated IT environment. It details core enabling technologies, plans, and policies, which will allow colleges, departments and off-campus entities to cost effectively, create, share, and communicate information to accomplish the University's mission.

Past to Present

The University of Utah was one of four original pioneers of the ARPANET education and research network (1969), which evolved into the Internet as we know it today and has continued to be a leader in electronic communications and information services.

As information processing changed from a centralized, mainframe environment to a distributed computing (PC) environment, information technology resources have developed in close proximity to those who are served by these resources. The result is a highly distributed computing environment staffed with extraordinarily talented information technology professionals.

The campus backbone network evolved to serve this distributed computing environment. It enables campus wide collaboration, delivers administrative services, and provides access to the Internet to serve the University's academic, research and service missions.

Ten years ago, fewer than 20 percent of our faculty, staff, and students were active users of networks services and support. Today, a large majority are active network and information technology users.

Demands on the campus backbone network have expanded to include voice, data, and video information. Networks that primarily served the research community now carry essential services such as e-mail, administrative services such as payroll, finance, accounting, registration, and academic services such as library services, online courses, and access to vast resources of the World Wide Web. Administrative applications have expanded to include over 200 applications. Information technology is a central element in serving the patrons of our health sciences organizations. Every college, department, and division relies on information technology to accomplish their missions.

The demand for these applications and services is not limited to the University's physical campus. End-users remotely access stored information and applications to collaborate with other individuals or

organizational entities, from wherever they may be. Services once confined to time, place and paper are now provided anywhere and at anytime. These "E-Commerce" services are now as essential to the core mission of the University as buildings.

Information technology security continues to be a major issue because, with wide accessibility, "hackers" still attempt to intrude into campus networks and information systems, defacing web sites and compromising important information resources. The integrity of academic, administrative, and research data is critical to the successfully accomplishment of the University's mission.

To address today's IT challenges, University leadership organized central IT planning, policy, and operations under the Associate Vice President for Information Technology. Administrative Computing Services, the Center for High Performance Computing and Health Sciences have oversight for enterprise data/administrative services, research and health sciences respectively. These organizations coordinate their efforts with the Office of Information Technology to provide leadership in the development of IT plans, policies and procedures. All of these efforts are guided by the campus Information Technology Council. The IT organizational structure provides a framework for continued interdepartmental coordination and the integrated and centralized management of core IT functions that are necessary to ensure efficient and secure access to communications and information technology resources.

Today, the University finds itself in an environment in which higher levels of network, systems, and information services and organizational collaboration will be necessary to serve its mission to support learning, patient care, research and community service in a cost effective, ubiquitous and secure manner.

ENVIRONMENTAL SCAN – INTERNAL

STRENGTHS

Campus Infrastructure
Installed in 1991, the University's fiber optic backbone investment is the core physical network infrastructure. All University buildings are currently connected. Redundancy has been introduced into the core network to improve system reliability. The network backbone now supports gigabit Ethernet connections where required. Colleges and departments now deploy dark fiber where necessary to improve their local networks.

The University's investment in administrative systems and application software provides powerful centralized information. The database, which drives this infrastructure, has the potential of supporting a "cradle to grave" relationship with whomever the University has touched.

The Utah Education Network
The Utah Education Network (UEN) was developed through cooperation between the University and other Higher Education and Public Education entities. It provides networking connectivity to all public schools, colleges, applied technology centers and universities. UEN, in addition to making the University the primary network hub in the state, provides additional expertise and support of campus systems.

Technology Leadership
The libraries on campus have worked to increasingly provide electronic library resources both on campus and statewide. The University continues to be in the forefront of research with connections to the national vBNS (very high speed Backbone Network Service) and Abilene (Internet II) research networks. The Center for High Performance Computing and the Super Computing Institute support a vibrant research community.

Organizational Integration
IT functions have been organized to pool scarce IT network resources and provide new leadership to improve and upgrade campus network services. NetCom, UEN, IMS, Media Solutions, and the Institutional Security Office are coordinated under the direction of the Office of Information Technology. Health Sciences ITS, Administrative Computing Services, the Center for High Performance Computing and other center of IT excellence share in the coordination of IT core projects under the direction of the campus Information Technology Council.

WEAKNESSES

Infrastructure
The University continues to have its own digital divide. Some departments and colleges have very good networks, others do not. Upgrades are needed to provide greater bandwidth to the desktop in all colleges and departments. 100 Mbps (megabits per second) is the standard for college and departmental connectivity. Gigabit connections are provided where required. A baseline of service at these levels will require additional ongoing funding.

Existing telephone (voice) systems lack many of the features necessary for the efficient operation of some departments. For example, the Medical Center needs call center and computer/telephone integration in order to operate efficiently and offer quality (competitive) patient relationship management.

Staffing
While the problem of staff retention lessened with the changing economy, ongoing IT professional development continues to be a challenge to the University. This weakness is significant in view of the fact that the campus IT professional staff represents one of the University's most valuable assets.

IT Funding
The state budget crisis imposes significant challenges on campus IT budgets. Information technology is expected to more with less. The backbone network continues to be financially dependent on the campus telephone network. The campus is studying, but has not yet finalized a funding model that will allow the University to acquire new and retire old IT infrastructure and to support the network backbone in an environment in which traditional voice networks are changing to voice over IP.

Organizational Coordination
While a distributed IT organization is a positive aspect of campus IT, the institution can improve in the areas of (a) leveraging the purchasing power of the IT campus community, (b) improving Web site brand identity/equity, (c) strengthening security, (d) sharing problems/solutions among IT professionals, and (e) eliminating information technology "haves" and "have nots."

ENVIRONMENTAL SCAN - EXTERNAL

IT Funding
The University established student computing fees which have enhanced the computing environment both on and off campus. Many institutions struggle to maintain adequate student computing labs and access to resources because of funding gaps.

The University continues to address funding models that will support the evolving IT environment. Traditional, telephone based funding models must be reexamined and reinvented as the lines betweens voice, data, and video networks continue to blur.

IT Planning

Most institutions of higher education report that they have a strategic IT plan. However, these plans are often weak in the areas of e-Commerce, campus portals, distance learning, and IT financing. Plans tend to address issues at a high level and typically do not address funding issues. The University has incorporated all of these elements into the campus IT plan.

Staffing

In recent years there has been a national problem with IT staff retention because of salary gaps between campus and corporate salaries. However, the dot-com decline has changed the landscape. As new IT professionals are sought, extremely talented IT professionals apply for positions. This may change with an improving economic outlook. Campus IT personnel continue to support more end-users than their corporate counterparts.

Education/Technology Integration

The need to integrate technology with educational processes continues to be a major concern among institutions of higher learning. However, the trend toward increased integration of technology and education is flattening. The University has targeted digital academic strategies as a key component of its IT plans.

Availability of Web-based Campus Services

Nationally, the implementation of Web-based services is approaching completion. Over 83% of course catalogs are electronically available. 76% of undergraduates are able to register on-line. Future growth areas will include increases in the number of electronically provided course materials and on-line courses. On-line courses are a major contributor to increased enrollment at the University.

E-Commerce

Two years ago, only 20% of four-year institutions could receive tuition payments on the Web (compared to 76% that allow undergraduate registration). Nationally, Campus E-Commerce is 2 to 3 years behind the private sector. The University has been a leader among our peers in adopting information technology to deliver services to its clients, but, there are many projects yet to be completed.

Opportunities

Coordinated Infrastructure

Campus infrastructure must focus on organizational and individual needs. A focus on the client will result in the development of integrated, multi-media networks that remove barriers to productivity, creativity, research, or service to the community.

Wireless Roaming

The number of nomadic users is increasing and can be served with wireless technologies that can be coordinated to ensure broad campus coverage and consistent authentication and authorization procedures.

Middleware

'Role-based' identification, authentication, authorization procedures, and digital signatures, electronic services must be available to the campus community, both on and off campus.

Customized Information Services

Personally customized information and services, to support faculty and student academic strategies, are possible and can improve instruction and the academic experience of our students. Information resources can be customized, individualized, and transportable.

Fully integrated network and IT services provide the opportunity to meet the needs of students and the University's extended community. The University can nurture and retain its on-campus constituents and can serve off-campus clients by providing a gateway, or portal through which vital teaching, research, and services can be accessed - free of time and place.

THREATS

Competition

If the University is not able to implement a comprehensive, integrated IT plan, other entities may be prepared to step in. These may include (but are not limited to) commercial Applications Service Providers (ASPs), incumbent and competitive telecommunications providers, libraries (local, regional, and national), and other colleges and universities. For example, the University of Phoenix services 89,000 students with 20,000 participating in on-line courses. These entities may be willing to support nontraditional and under-served clients including faculty and students, administration, and the research community.

The IT Marketplace

The quality, stability, and usefulness of the University's network are highly dependent on vendor products and services. IT leadership must perform a proper business case when purchasing information technology resources. Open standards, appropriate purchasing regulations, and strict attention to contract negotiations should result in highly competitive and functional vendor provided solutions. The adoption of "bleeding edge" technology has been costly to the University.

It should never be the intent to restrict the purchase of products and services, which may provide specific benefit to a college or department. However, it may be necessary to pool the buying power of campus organizations to lower costs and improve the quality of available services.

Loss of Faculty and Head of Class Students

Without a fully functioning network, it will be more difficult for the University to attract quality faculty and students, and maintain its position as the state's flagship institution and leading regional research university. The University may lose faculty and the opportunity to recruit top students if competitive IT services are not available.

Security

Threats to system security require constant vigilance. Campus organizations and individuals must adopt new security policies to ensure that University resources and the personal information of our students, faculty, staff and patients are not compromised.

Funding Crisis

The ongoing state of the economy and its impact on revenues will require creativity on the part of campus leaders to meet the current and growing demand for information technology services.

Needs Assessment

Building on past studies, organizational and individual needs assessment is an ongoing process. Early assessments focused heavily on technology and infrastructure improvements. A philosophy of viewing information technology from the end-user's perspective is now the primary driver of campus IT plans. This "from the outside, looking in" approach brings focus to the needs of students (prospective and existing), faculty, staff, and IT professionals. This does not eliminate the need for a focus on specific infrastructure improvements and institutional needs, but clarifies the reasons why investments and improvements should be made and new services should be developed.

While the intent of early needs assessments was to assess needs for future backbone upgrades, it has become apparent that the division between backbone, college networks (LANs) and information technology in general is, in many respects, artificial. Consistently, end-users indicated that they perceive networks as extensions of their computer. They desire a seamless integration of IT resources.

Student Needs

When asked, students are ready, willing, and anxious to describe their information technology needs.

1. They want to perform all required administrative functions electronically. They do not want to stand in lines and deal with paper forms.

2. They don't want their time wasted. They want to reduce or eliminate their trips to campus for administrative purposes.

3. They want easy access to their academic status, including grades. They want to see their grades throughout the semester.

4. They want all of their information and service to be available 24 hours a day, 7 days a week. They want their information to be tailored to their own individual needs.

5. They are mobile. They want their information and services to be available from home, on campus, or when traveling.

6. Not all students come to the University with the same IT expertise. Inexperienced students want help to improve their skills.

7. Students want to be able to sign up for services (e-mail, student lab access, CIS, Web CT, etc.) one time. The sign-up process must be easy, and services and applications must be intuitively useful. They want to reduce the number of user names and passwords that are needed to access required services.

8. Even tech savvy students need training for specific applications. These training opportunities must be easy to access and readily available.

9. They expect classrooms to be well equipped with the appropriate technology to support their academic goals.

10. They want to easily find what they are looking for on University Web pages.

11. When students need help with computers or networks, they want help to be easy to access and available around the clock.

12. Students want more on-line courses.

13. Students want more on-line access to research and reference resources.

14. More students are entering school with laptops in hand. They want to know where and how to connect (wired and wireless).

Faculty Needs

Faculty members share many of needs of their students. Adding to the student list of needs, faculty members express the following:

1. They want to focus on teaching and research. They want technology to support not hinder their goals.

2. They want assistance in developing electronic resources to support their academic strategies. They want electronic tools to be easy to use. They want to retain control of whether or not technology is applied to courses.

3. They want administrative systems to be easy to use and to provide more information.

4. They want to incorporate more video resources and streaming into their courseware.

5. Instructors and researchers sometimes need more bandwidth than is available to them. They are collaborating more and moving more information.

Staff Needs

Staff members share similar needs with students and faculty. Staff members also indicate that they need the following:

1. Staff members want more and easier access to institutional databases. Many centrally provided administrative functions are shadowed to provide local control and access to information.

2. Staff members want better "development" software and tools. Some express that Viking systems are inadequate.

3. They would like Kronos to be easier to use and more integrated into other campus administrative systems.

4. Staff members would like to eliminate common, paper-based administrative processes and use electronic services in their place.

5. Support staff need integrated calendaring and scheduling services. Some need visibility to more calendars.

6. Research administrators need software solutions to assist them with federal compliance issues.

IT Professional Needs

While IT professionals are "staff" their IT needs are more specialized.

1. IT professionals need better communication among their peers.

2. They need professional development and training opportunities.

3. They need access to centrally provided services and utilities, and the ability to control local systems and accounts.

4. They need assistance in improving network and systems security.

5. Webmasters need assistance in providing electronic, web based services and transactions. They need to offer products and electronic services with flexibility and ease.

6. IT professionals need help in interpreting and understanding IT policies and regulations.

Institutional Needs

Institutional needs include basic infrastructure and electronic services.

1. There is a need to upgrade building wiring and equipment closets. This need impacts the security of network resources.

2. The funding policy for information technology development is not well defined. There is a need for a stable and adequate IT funding process.

3. There is a need for a formative evaluation of existing processes and business practices to guide the development of e-services and commerce.

4. Even as directory and authentication/authorization services are becoming more accessible, the need for these resources is growing. Meta-directory services are required to provide synchronization of usernames and passwords among disparate systems.

5. Centrally provided campus services, which serve broad constituencies should migrate to the use of the University Network Identifier (uNID) wherever possible.

6. In order to preserve the integrity of institutional data and prevent and/or reduce the creation of redundant "shadow" systems across campus, there is a need to:

   a. Update centrally managed institutional data only through systems or processes created or approved by Administrative Computing Services;

   b. Create a central directory service and populate it with institutional data needed for campus-wide verification, authentication, and other core, shared functions. The directory access would be read-only and be made available to users and other computer systems as necessary;

   c. Coordinate data downloads, remote calls, interfaces, or other access to institutional data with ACS to ensure timely, accurate, and secure data; and;

   d. Continue the consolidation of University passwords and identification/authentication data across systems.

7. There is a need to prioritize what electronic services and functions will be the most successful 'Net ready' applications that will improve operational efficiency and attract and retain students and faculty to the institution. This should be accomplished based on criteria recently approved by the ITC E-Commerce Sub-Committee.

Plan Recommendations

The recommendations of this plan are provided within a broad context, which includes

1. The University IT internal and external environment.

2. A compilation of individual and institutional IT needs.

PURPOSE

The purpose of the Campus Integrated Information Technology Plan is to outline "core enablers" which will facilitate the development of the University's IT and e-commerce infrastructures, resources, services, and applications. These enablers include policies, processes, funding, staffing, and technology infrastructure and services to support accomplishment of the University's mission. This plan communicates an "outside/in" philosophy that will allow the University to serve its local and global constituents based on their perspective of needs.

MISSION

The University's Information Technology mission is (1) to provide timely, secure, reliable access to information and on-line services, (2) to support the University's education, research, patient care and community service goals, and (3) to extend University resources to a diverse constituency without regard to time and place.

VISION

Information technology will empower the University to create new knowledge and communicate information, in all of its forms, by whatever means is conducive to the accomplishment of the University's mission. Access to information will be unrestricted and secure, and independent of time and place. Information technology will evolve to meet institutional and individual needs and will be a valued asset.

VALUES

We focus on the needs and requirements of our clients.

We do not judge, but support the academic intent of our clients.

We solve problems through a consensual, collaborative, best practices approach.

We provide secure, reliable access to information and services.

We embrace the principle of central coordination and local control.

We respect our client's reasonable expectation of privacy.

We are quality people providing quality services over quality systems.

We are leaders in the adoption of information technology and services in support of the University's mission.

We follow through on commitments made.

We value teamwork and the contributions of the campus IT community.

We value creativity and entrepreneurial behavior.

We value solutions that save time and money.
We value open, honest communication.

CORE ENABLERS

A sound information technology (IT) infrastructure is essential to a healthy academic organization and its ability to fulfill its core missions of teaching, research, and service. Yet, maintaining a sound IT infrastructure poses interesting organizational and operational challenges. The infrastructure is largely invisible when it is working; it has a high degree of complexity below the surface; and it must continually keep pace with new technologies. The Information Technology Council believes that to meet these challenges, Information Technology must be viewed as a system of core enablers, which allow people to do work, to create, access, and communicate information, and to receive services over integrated IT resources.

Campus Information Technology will develop based on end-user needs and will evolve as a result of enabling policies, processes, professional skill, targeted infrastructure investments and delivery of end-user focused services. Core Enablers are a means to an end. The "end" goal is to enable an environment that allows the University's faculty, staff, and students to *effectively create, share, and communicate information to accomplish the University's mission.*

Governance and Communication

Governance and communication define the decision making and consensus building processes that are necessary to support the implementation and adoption of IT services.

The Information Technology Council, as empowered by the Senior Academic Vice President, will continue as the legislative driver of IT policies and plans. The ITC will receive technical advice from the Information Technology Advisory Council.

The Office of Information Technology will organize and cooperate with campus IT entities to implement the direction of the ITC.

The Office of IT will coordinate with standing and ad hoc IT committees to disseminate information, deliver training, and seek the input of the overall campus community.

Integrated Policy, Planning, and Standards

Integrated policy, planning, and standards are key components of a successful IT strategy. IT policies must include sustainable funding, financing, and pricing strategies. Policies must provide clear identification of roles, responsibilities, and procedures.

Strategy and policy development process will be iterative, end-user focused. Strategies and policies will be developed, tested, implemented, and improved. The measure of quality will be the extent to which technology supports or hinders accomplishment of the University's mission. The result will be the implementation of communications, transaction and information technologies to accomplish specific goals derived from the assessed needs of individuals and organizations.

We will update the Institutional Data Management Policy to reflect today's administrative and academic computing environment.

Training and Professional Development

A staff of highly skilled IT administrators, managers and technicians is critical to the University's mission. Professional development and training are key ingredients to maintain such a professional staff.

End-User Training is necessary to gain a full return on IT investments. Training should include systems, applications, security, policy, etc. Training distributed but coordinated among different campus organizations to take advantage of available training resources.

Network Infrastructure and Services

IT infrastructure includes physical facilities, hardware, software, and professional staff. Core IT services should be available to every campus entity, according to their specific needs. Specialized or advanced services must be available where necessary to support unique departmental, college and University functions. Infrastructure plans must prepare the University to take full advantage of fixed and mobile wireless technology, video services, voice over IP technology and others as they emerge. Emerging technologies and services must be integrated with the installed technology base currently used by the University.

The backbone network should be viewed as a strategic asset of the University. It should be provided to the campus as a commodity service with minimal bundling or tying with other services. The idea of unbundled services should be a framework for pricing and cost allocation decisions. This approach should balance those services that are provided in a "common good" manner through central funding and those specialized and/or advanced services that are cost-recovered via charge-back systems.

1. Continuously upgrade the campus backbone network to provide backbone bandwidth capacity to support ten (10) Gbit/s of aggregate service. Replace aging and obsolete technology.

2. Upgrade building wiring based available funding.

3. Improve purchasing practices to take advantage of economies of scale. Coordinate "big buy" personal computing purchases such that maximum savings and functionality can be achieved.

4. Establish a data center to house Health Sciences IT and NetCom staff. Provide data center space that will support equipment and storage for campus colleges and departments.

5. Coordinate the implementation of campus wireless networks. Support standards that will enable campus wide authentication and roaming. Perform research for systems that may provide inter-building connectivity.

6. Reallocate University IP space to enable efficient network operations and to establish a competitive network hardware environment.

7. Organize and establish the Intermountain Gigapop. Support the establishment of high capacity research networks.

Campus Security and Identity Management

Campus IT security and identity management functions must protect individual and organizational privacy and the information assets of the University. Preventative measures must be implemented to safeguard against security breaches and attacks on University assets. Security audits should ensure departmental compliance with the information resources and security policies of the University.

Integrated "middleware" is necessary to provide supporting capabilities that will enable existing and emerging end-user applications, decision support and analysis, and academic and research computing. Access to end-user services must be secure, reliable and ubiquitous.

1. Continue the design and implementation of a common, centralized authentication and authorization system for roll-based authorized access to customized, personalized electronic services.

2. Continue implementation of campus meta-directory services to enable synchronization of user names and passwords in disparate computing systems. Provide methods and procedures that will enable departments to use meta-directory services.

3. Expand digital certificate and signature methods to support "official" electronic communications, and process and application approvals.

Customized Electronic Delivery of Services and Content

E-Mail access must be totally ubiquitous and support the efficient dissemination of officially authorized University communications to all students, faculty, and staff. E-Mail services must be secure. This may require encryption, digital certificates and other measures to guarantee the integrity of electronic communications.

1. Develop and implement a common E-Mail gateway to provide a channel for formal University communications for faculty, staff, and students.

2. Develop services to facilitate coordination of campus e-mail services, enable campus formal / official electronic communications, and manage retention and disposal of e-mail records.

3. Implement processes to enable targeted e-mail to support administrative, academic, research, and HSC applications.

4. Conduct a Request for Information and Request for Proposals that may result in the acquisition of a campus e-mail and collaboration system.

Universal access and integrated electronic services must be made available to deliver academic, administrative, medical and research information and services without regard for time or place.

1. Provide Internet connectivity to every campus classroom, based on the priorities developed by a committee led by Instructional Media Services.

2. Develop student portal services to deliver information and services based on the individual needs of each student as determined by surveys, focus groups, and cooperation with student organizations.

3. Develop faculty/staff portal services to deliver information and services based on each individual's needs and job requirements.

4. Develop and deliver administrative and academic e-business applications.

   a. Support individual college and department e-commerce.

   b. Develop organizational infrastructure to support automated work flow applications.

   c. Develop e-commerce and e-service projects as prioritized by the appropriate campus committees.

5. Support the development of faculty and student digital academic strategies.

DRAFT, August 14, 2003

a. Improve accessibility to WebCT electronic course support tools. Provide training opportunities to faculty and staff.

b. Develop "digital locker" storage capabilities that will allow students, faculty, and staff to access electronic files without regard for time or space.

APPENDIX A - PROJECT PLANS

As of December 5, 2002

Policy, Planning, and Process

Objectives Funding, Lead Responsibility	Tasks
1. Update the Institutional Data Management Policy to reflect current academic and administrative IT environment. Project Lead: Kevin Taylor Participants: Committee Completion: 4th Qtr 2003	1. Needs Assessment. The current policy was published in 1996. Evolution of information systems and end user requirements calls for revision of current policy. Policy should address emerging authenticated environment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Training and Professional Development

Objectives Funding, Lead Responsibility	Tasks
1. Provide professional development and training opportunities to campus IT staff. Project Lead: _____ Participants: Committee Completion: 2nd Qtr 2004	1. Needs Assessment. AOCE programs have been discontinued. Higher level training opportunities are needed. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

2. Provide end-user applications and systems training. Project Lead: _____ Participants: Committee Completion: 2nd Qtr 2004	1. Needs Assessment. Training opportunities are limited. Orientation training must be improved and expanded. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Network Infrastructure and Services

Objectives Funding, Lead Responsibility	Tasks
1. Upgrade core network. Funding Included in Operational budget Project Lead: Bill Jahsman Completion: 2nd Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
2. Upgrade building wiring and closets. Funding Included in Operational budget Project Lead: Bill Jahsman Completion: 2nd Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

3. Coordinate purchasing activities (i.e., PC big buy) to improve economies of scale. Funding Project Lead: <u>Kevin Taylor</u> Completion: <u>2nd Qtr 2004</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
3. Conduct next generation voice request for proposal. Funding <u>Included in operational budget</u> Project Lead: <u>Bill Jahsman</u> Completion: <u>1st Qtr 2004</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
4. Establish new campus data center including support for data backup and archiving systems. Funding: Project Lead: <u>Bill Jahsman</u> <u>Pierre Pincetl</u> Completion: <u>4th Qtr 2003</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
5. Develop plans for implementation of campus (inter-building common areas) wireless systems including adoption of standards that empower roaming. Funding: Project Lead <u>Wayne Peay, Wireless Committee</u> Completion: <u>2nd Qtr 2004</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

6. Complete reallocation of campus IP Space to empower operational efficiency and competition among network hardware providers. Funding: <u>Included in Ops Budget</u> Project Lead: <u>Bill Jahsman</u> Completion: 2nd Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
7. Develop Intermountain Gigapop to support academic research projects and organizations. Participate in the QUILT. Strengthen role of the Network Research Forum (establish Computer Network Research Center) Funding: _____ Project Lead: <u>OIT / Bill Jahsman</u> Completion: <u>FY 2003/2004</u>	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Security, Identity Management

Near Term Objective Funding, Lead Responsibility	Tasks
1. Develop and expand <u>roles</u> based directory services. Funding <u>Included in middleware budget</u> Project Lead: <u>Dave Huth</u> Completion: 2nd Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

2. Implement meta-directory. Funding Included in Middleware budget Project Lead Dave Huth Completion: 1st Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan Perform acquisition process. 5. Marketing / Rollout 6. Evaluation
3. Implement electronic (digital) approval methods to enable e-commerce transactions and automated administrative processes. Funding Included in middleware budget Project Lead: Dave Huth Steve Hess Completion: 1st Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Customized Electronic Delivery of Services and Content

1. Conduct RFP for acquisition of campus e-mail services and calendaring/collaboration tools. Funding To be determined Project Lead Steve Hess Completion: 1st Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

2. Migrate e-mail use from "formal" to "official" communications. Assist HR and SA organizations in populating directory. Funding _____ Project Lead Steve Hess Completion: 2nd Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
3. Extend Internet connectivity and Authorized Network Access (ANA) to all classrooms. Funding _____ Project Lead Helen Lacy Completion: 2nd Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
4. Beta test and roll out production student portal services. Funding $ 233,000 Project Lead: Paula Millington Completion: 4th Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
5. Develop Faculty/Staff portal Services. Funding _____ Project Lead: Paula Millington Completion: 2nd Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

5. Deliver E-Services based on ITC E-Commerce prioritization criteria. Develop interfaces to existing administrative processes. Funding: _____ Project Lead: _____ Completion : 2nd Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation
6. Develop software tools to assist faculty and students in developing digital academic strategies. (Web CT and I Folder) Funding: $40,000 for WebCT Project Lead: Chuck Wight Completion: 1st Qtr 2004	1. Needs Assessment. 2. Product Definition 3. Business Plan 4. Project Plan 5. Marketing / Rollout 6. Evaluation

Office of Information Technology
Fiscal Year 2001/2002 Accomplishments

Planning and Policy

1. Network Monitoring Policy.
2. Network Connection Policy.
3. Wireless Network Policy.
4. Electronic Signatures Policy.
5. Guidelines for student computing laboratory acceptable use.
6. E-mail retention policy written, reviewed and is currently tabled.
7. Peer to Peer file sharing policy written, reviewed and now listed as a set of procedures.
8. Password policy guidelines established.
9. Response to BSA software audit threat with help to colleges on audits and subsequent license upgrades and guidelines for software license management.
10. Visited every college dean and listed tasks that need to be accomplished and completed most of the tasks.

IT Infrastructure

1. Completed an unbundling of NetCom costs and budgets.
2. Designed and upgraded the University of Utah backbone network core and edge.
3. Fully redundant Gigabit Ethernet campus backbone.
4. Virtual Private Network (VPN) campus service implemented.
5. UofU.net price decrease.
6. Establishment of on-line technical courses for IT professional development.
7. Rewired Campus buildings (parts of 15 buildings including MEB, University Services Building, Biology, OSH, and all of EBC audition and Cowles).
8. Increased electronic classrooms from 59% or 120 to 63% or 153. Of these 153 rooms with projectors, all but 15 have video data projector. We also replaced several projectors that were in need of replacement.

New Technology

1. Registration process for wireless access points
2. Voice over IP Trials completed in preparation for "next generation" voice development
3. Successful integration of gigabit Ethernet with ATM infrastructure.
4. Linux based desktop software being studied.

Security and Identity Management

1. Universal Identifier established (UNID) and being implemented.
2. Campus LDAP directory implementation (ACS).
3. Wireless Authenticated Network Access (WANA) successful first implementation.

Beyond the Plan
2002 – 2003

Administration

1. Launched Office of IT Observer (IT news)

2. Organized IT Council Subcommittees
    a. Portal Committee
    b. E-mail Committee
    c. E-commerce Committee
    d. Next Generation Voice Committee
    e. Wireless Committee
    f. PKI Committee

3. Chaired State Government IT Master Planning Committee, per request of the State of Utah CIO.

4. Performed analysis and developed recommendations to guide the future of IT in the College of Fine Arts.

5. Reorganized NetCom – changed organizational focus from infrastructure to end users.

Infrastructure and Services

1. Long distance RFP – reduced campus LD rates approximately 50 %. All of education – K-12 and higher education benefited. (NetCom)

2. New digital imaging services (IMS)

Security and Identity Management

1. Student lab authentication implemented in public access labs, Eccles Health Sciences Library, Marriott Library, colleges and departments. (NetCom, Marriott Library, ACS, ISO)

2. Health Sciences Wireless Roaming – first implementation. (NetCom, HSC ITS)

4. Leading edge implementation of 802.1X Wireless encrypted authentication. Acquired unlimited campus 802.1X client license. (NetCom, Marriott Library, College of Engineering, Health Sciences)

5. Acquired unlimited campus agreement for "Radiator" radius servers. (OSL, College of Engineering, Marriott Library, NetCom)

5. Acquired unlimited campus agreement for Tripwire data integrity software. (HSC ITS, OIT, ISO)

E-Commerce

1. E-Commerce On-Line Application to support departmental e-commerce implementations (Media Solutions, Income Accounting, ACS)

2. E-Commerce Front End to interface department e-commerce service to the ACS Credit Card Module (Media Solutions)

2003/2004 Summary of Accomplishments

Policy and Planning

1. University Information Technology Resource Security Policy accepted into policy manual on February 9, 2004
2. Institutional Data Management Policy changes were tied to a specific ACS/ITS project which is underway.

Training and Professional Development

1. Changed IT Managers governance structure such that an elected board sets agenda for meetings, training seminars, etc. thereby responding to actual IT professional needs.
2. Completely revised new employee orientation training materials and presentations to include campus IT Resources and how to access them, user name and password rules, policies and procedures including acceptable use, IT security, contact information for major IT support organizations.
3. Improved new student orientation.\
4. Organized a 2-day forum for 500+ campus webmasters, covering topics such as: getting started on the web, tips for web programming, web site accessibility (ADA), My.Utah.edu and YOU, and short reports from web developers all over campus (design, IMS digital services, online video, online library, institutional security, search engine, best practices, credit card module, etc.). All presentations are available online.

Network Infrastructure and Services

1. Completed phase 1 upgrade of the network backbone. Secured funding for phase 2.
2. Installed or upgraded building wire in the following locations:
   a. Orthopedics
   b. SCI
   c. Bioengineering
   d. 417 Wakara
   e. Ft Douglas Bldg 619
   f. many others
3. Negotiated campus software agreements and renewals.
4. Developed "Next Generation Voice" RFP, released it, analyzed results, conducted "Best and Final Offer"process, and selected vendor.
5. Established new campus data center at 585 Komas. Center houses NetCom, HSC ITS, and Poison Control, and hosts or will host IT equipment for those organizations plus the CHPC, ACS and the Development Office, Physical Facilities (Campus Alarm and Access Servers).
6. Proposed permanent campus data center to administration.
7. Wireless strategic plan was developed and serves as the standard for wireless LAN deployment on campus. A method was established to allow unified log on to wireless networks. Expanded the wireless foot print on campus.
8. Implemented or made plans to implement wireless in Park Building, Guest house, Student Services and Union Building. College of Science is implementing systems to cover their departments and the President's Circle.
9. IP Space Reallocation is 85% percent complete with the balance expected before fall semester.
10. Agreements are in place and process is being made to connect the University to National Lambda Rail, ensuring growing demand for broadband for research will be met for the foreseeable future.
11. Performed TCO analysis for network backbone. Have identified backbone network costs and voice systems costs to allow valid comparison of next generation voice systems.
12. NTP (Network Time Protocol) architecture has been developed and implemented.

13. Implemented telephone and broadband internet services in University Student Housing (USA).
14. Reduced non-technology classrooms by 25.
15. Made technology improvements in 36 classrooms.

Security, Identity Management

1. Negotiated campus patch management software licenses. Established WIKI communications tool to help IT managers collaborate on security and other IT issues.
2. Institutional metadirectory is operational and supporting authentication, portal functionality, OSL, WebCT, Point of Contact, Web Events, etc.
3. Established Radius Mesh to support wireless authentication and federation of identities.
4. Systems and ACS collaborated to establish event driven password synchronization.
5. 35000 NIDs (user names) were converted to uNID accepted unique identifier.
6. Made anti-virus software available to all students at no cost.
7. Made Tripwire data integrity software available to all campus IT professionals at no cost.
8. Firewall was implemented at the campus network access point.
9. Institutional Security Office began collaborating with Internal Audit providing security audits as a part of routine department audits.
10. Implemented measures to restrict illegal file sharing in student housing.
11. Intrusion Detection System is in place with automated reporting.
12. Flow processing significantly enhanced to include automated distribution of top talker reports to IT professionals, and detection of network anomalies.
13. Significant improvements in Point of Contact data base.

Customized Electronic Delivery of Services and Content

1. Email/Collaboration RFP was developed released and responses received. "Best and Final Offer" (BAFO) will be released as a final phase of the acquisition process.
2. Worked with Student Services and ACS to improve the capture of email addresses.
3. Moved from "formal" e-mail to "official" campus e-mail.
4. Student Portal is up and operational and serving students. Support single sign on to WebCT, CIS, campus email, etc. Customizable to student's needs.
5. A major Web CT upgrade was accomplished.
6. Simplified interface to credit card module for departmental on-line transactions.
7. Acquired "Turn-it-in" anti-plagiarism subscription service, available through TACC.
8. Tested personal storage products including I-Folder.
9. Cellular services RFP was developed, released and responses received. Process is being made toward a cellular wireless allowance, and broader product choices.
10. Perform scoreboard multimedia operations for Huntsman Center and Rice Eccles Stadium.
11. Considerable work performed for reliability/availability of enterprise systems including fault tolerance and load balancing.

Plan Accomplishments FY 2004 / 2005

Category	Element	Status
Policy Planning & Process	Institutional Data Management Procedures	Process under development and/or in place for Institutional Data Transfer - ITS/ACS Project.
	Sustainable Network Funding Model	Complete - will take effect July 1, 2005.
	Knowledge Management Plans	KM systems and Info Literacy committees are functioning. White paper for KM systems will guide prototype development.
	Video-On-Demand Standards	Committee organized and functioning to define VOD standards. Vendor RFI under development.

Category	Element	Status
Training & Professional Development	IT Staff Training Opportunities	IT Managers Board organized and functioning. IT Managers meetings center on IT professional development and education.
	End-User Applications Training	NetCom / ITS training collaboration for applications, eg. Next Gen Voice. Improved student and new employee orientation.

Category	Element	Status
Network Infrastructure & Services	Upgrade Core Backbone Network	Planned FY05 Phased upgrades completed. 35 Buildings upgraded. Nodes moved to improved redundancy and capacity of the network.
	Upgrade Building Wiring & Closets	In process of eliminating high risk, single points of failure on the physical network, i.e., Hospital alternate route.
	Plan for Permanent Campus Data Center	Submitted to Campus 5 Year Plan
	Prepare Campus for IPv6	Complete.
	Participate in NLR Development	Connecting to NLR this summer.
	Implement SAN & Backup Strategies	Complete - ITS SAN and tape backup deployment available for entire campus. Pricing information has been developed and made available.

Category	Element	Status
Security & Identity Management	Expand Roles-Based Directory Services	Infrastructure is in place, and roles based authentication is occuring on campus and dept applications. Next phase is rollout of collection of authorization services for departments.
	Implement Meta-Directory	Infrastructure is in place. Standards and definitions continue to evolve.
	Implement Digital Approval Methods	ITAC PKI committee is defining the content necessary for user certificates. ACS is piloting PKI implementation for Payroll.

Unified Communications	Roll-Out Next Generation Voice	Complete - First system cut Fall 04. In first 2 years, equivalent of 1/3 of entire installed base will be installed.
	Department & Individual Cellular Plans	Direct department/vendor purchasing processes are now in place. Salary Additive plan under development and trial.
	Campus Wireless Plan	Architecture for "Insecure" authentication is ITAC approved and being implemented. "Secure" authentication mesh is in place. Equipment standards are published.
	E-Mail System RFP and Acquisition	RFP Complete. Campus agreement in place July 1, 05. "Select" purchases as needed. Development system implemented.

Customized E-Delivery of Services & Content	Internet Connectivity to All Classrooms	27 new classroom installations funded and completed. 11 upgrades or requests for portable equipment completed.
	ACS Standard for Data Downloads, Remote Calls, Interfaces	Continuing. ACS/ITS project proceeding according to plan.
	Student Portal - My.Utah.edu	Most recent version on-line March 7, 2005. Over 16,000 unique users as of June ITC with up to 3000 logins daily for summer semester.
	Faculty/Staff Portal	Design process for Faculty portal is in progress. Staff portal is on hold. Faculty & Staff can log on as guests and use Student portal today.
	University Market Place	In development. Will be available August 2005. (integration of U-Pay project and U-Market shopping cart/catalog)
	E-Check Advice & Payroll Deposit	Direct payroll department is now the standard. E-Check Advice is available but not mandatory.
	Software Tools for Digital Academic Strategies	Acquired "Turn-it-in" plagiarism service. Continued improvements to Web CT.

Mission-Based Management
University of Utah Health Sciences Center

WHERE WE'VE COME FROM

Before the School of Medicine began Mission-Based Management (MBM) in July 1999, we budgeted centrally but lacked centralized financial monitoring and we had no understanding of costs by mission. Distribution of resources was typically by "deals." Accountability on the part of chairs and faculty was limited. Departments viewed themselves as entirely independent of one another, with an island mentality, which often created an "us versus them" approach among Health Sciences entities.

When Dr. Lorris Betz took over as Senior Vice President of the Health Sciences Center and Dean of the School of Medicine in June 1999, the Center was not in financial crisis, but its ability to continue the historic clinical subsidy of academic pursuits was eroding. We needed to rebalance our missions through strategic planning, and we needed a management tool to implement strategic plans. No standard financial reporting system across departments existed, and prior arrangements with SOM departments and the University Hospital were consuming the Dean's funds and compromising growth and development. We needed to procure additional support from external sources, but needed more accurate data in order to be able to do so.

Within that context, the implementation of Mission-Based Management was designed to achieve three major goals. First, we needed to rebalance our missions to re-emphasize research and education, specifically by generating new financial support for education. Second, we needed to develop standard reporting systems for both financial data and faculty productivity data. A robust information system would provide a better tracking capability and enable us to distribute institutional funds by mission. Third, we needed to undergo a cultural change which would result in a greater sense of unity, increased accountability, broader input into decision-making processes, and improved coordination and synergy between and among groups.

WHAT WE'VE ACCOMPLISHED

MBM's most important role has been to create a structure for consensus via the MBM Advisory Committee (MBMAC). Having the School of Medicine department chairs and faculty serve two to three-year terms has created an opportunity for the chairs to adopt an institutional perspective as they work through School-wide issues. The MBMAC has also served as a communication channel. Committee members can bring concerns to the group, and they are expected to relay pertinent information back to their faculty and colleagues.

MBM has also succeeded in becoming a central hub for coordinating activities related to financial issues, data management responsibilities, and information system development. Given the scope of Health Sciences-wide initiatives, MBM needed to become fully integrated into the work processes of the organization in order to be a going concern. Implementing a mission-based management approach cannot be done independent of other Health Sciences processes. The integration has in fact happened.

Against the backdrop of these two broad achievements, the implementation of MBM has made significant progress towards its three major goals.

- **MBM data helped in obtaining $15 million new revenue from the Utah State Legislature and in the rational allocation of those new resources.** Better data enabled us to quantify the historic funding shortfall, and also allowed us to allocate the funds to departments according to educational effort.

- **MBM's integrated faculty information system has provided infrastructure that supports multiple areas and makes possible the following:**

  - **Financial Reporting** - Standardized approach to budgets and financial reporting provides a better understanding of resources available to the Dean and overall funds flow. MBM also helps quantify the magnitude of cross-mission subsidies.
  - **Strategic Planning** – MBM data supports our initiatives in epidemiology, and strengthening research in clinical departments.
  - **Institutional Analysis** – MBM created a mechanism for gender equity and salary analysis. A space analysis tool is also under development.
  - **Policy Making** – The MBMAC developed a cash reserves policy and a tenured faculty financial commitment policy using the MBM information.
  - **Improved Communication** – Targeted e-mails and online voting and surveying allow for better communication with faculty and improved business efficiencies.
  - **LCME reaccreditation process easier with MBM data** - The mission specific data allowed us to populate the LCME database more accurately.

- **Cultural Change desired is well underway.**
  - Open budgeting and finances.
  - Chairs and other leaders more engaged.
  - Increased input in decision-making via MBM Advisory Committee.

After five years of implementation, MBM has proven to be useful tool. It has evolved into a valuable component of the Health Sciences Center leadership and management structure. For reference, attached is a detailed list of Mission-Based Management's completed accomplishments.

Mission-Based Management
Accomplishments-To-Date
July 2005

INFORMATION SYSTEM:

✓ **Web-based system for all faculty demographics. (FACULTY MASTER)**
  - Functions as a real-time, accurate list of faculty affiliations and demographics
  - Used by Faculty Administration, UUMG, Community Clinics, billing offices, college, department and division administrators.
  - MBM staff did all of the programming, data entry, and clean-up.
  - MBM staff are responsible for maintenance and data management.

✓ **Web-based system for all faculty appointment information. (FACULTY ADMINISTRATION)**
  - Functions as a real-time, accurate list of faculty appointments, reviews, and actions.
  - Data currently managed by School of Medicine as well as Colleges of Health, Nursing, and Pharmacy.
  - MBM staff did all of the programming and facilitated the design process.

✓ **Web-based applications that use Faculty Master and Faculty Administration as a platform and gets the data into the hands of the users.**
  - In order to be accurate, Faculty Master must be used by departments and become integrated into work processes. An institution-wide system cannot be maintained by one central office. Therefore, MBM has had such applications as a priority.
  - Groups outside of MBM use Faculty Master for application development. MBM staff time and expertise are required for input and support.

  APPLICATIONS:
  ✓ **Find-a-Doc (UUMG)** - physician search engine
  ✓ **Faculty Finder (MBM)** – online faculty phone directory
  ✓ **E-Survey System (MBM)** – electronic ballots and questionnaires
  ✓ **Postal System (MBM)** – for wide distribution e-mails

✓ **Midlevel providers incorporated into Faculty Master.**
  - Allows UUMG and UUHC to capture work efforts of midlevels (wRVU'S)
  - Allows communication of names, specialties, etc. to payers and marketing

✓ **Web-based Faculty Activity Survey. (FACULTY ACTIVITY SURVEY)**
  - Standard online format
  - Standard reports online available to administrators, chairs, and division chiefs
  - 98% completion rate: 1,315 complete/23 incomplete

- ✓ **MBM Website serves as communication tool** (http://mbm.uuhsc.utah.edu/mbm)
  - MBMAC minutes
  - Strategic planning documents
  - Budget templates
  - Budget guidelines
  - Models
  - Reference documents

- ✓ **Clinical Mission**
  - Work RVU's by individual and department
  - Online scheduling system for Call Schedule – maintained by departments, accessed by hospital operators

- ✓ **Education Mission**
  - Student Credit Hour data by course/individual
  - MSI and MSII education data by individual and department
  - Lab teaching data by individual and department
  - Other teaching activities (didactic lectures, etc.) by individual and department

- ✓ **Research Mission**
  - Grant funding data by individual and department
  - Publications by individual and department
  - Recognition/presentations by individual and department

- ✓ **Service Mission**
  - Internal service activities by individual and department
  - External service activities by individual and department

- ✓ **Reporting**
  - All systems
  - Development of standard reports
  - Development of reporting tool for users to build their own reports
  - Online Curriculum Vitae (six formats including NIH Biosketch currently available)

FINANCIALS:

- ✓ **Improve and standardize financial reporting systems**
  - MBM financial statements
  - Budget templates
  - Consolidated SOM budget
  - Budgets by mission
  - Budget variance reports

- ✓ **Open books policy**
  - ▣ Disclosure of deals
  - ▣ Annual chair review of department budgets

- ✓ **Fiscal Accountability**
  - ▣ Quarterly monitoring – department presentations

- ✓ **Align revenues and expenses by mission to enhance equity**
  - ✓ UH Support
  - ✓ State funds

STRATEGY:

- ✓ **Develop specific goals and initiatives via mission-specific task forces**

CAREER SERVICES
University of Utah
CAP & GOWN RESULTS
Eighteenth Year

	Total Surveyed	Employed		In-State Employed		Out-State Employed		Available for Employment		Continuing Education		Other	
	#	#	%	#	%	#	%	#	%	#	%	#	%
May 2004	2,134	632	34	496	78	56	8	740	34	576	27	186	9
May 2003	1,498	499	33	431	86	68	14	550	37	382	26	67	4
May 2002	2,252	730	32	641	88	89	12	898	40	543	24	81	4
May 2001	2,063	721	35	600	83	121	17	732	36	518	25	92	4
May 2000	2,222	714	32	586	82	128	18	840	37	546	25	127	6
May 1999	1,960	626	32	515	82	111	18	714	36	526	27	94	5
June 1998	1,648	590	36	496	84	94	16	558	34	428	30	72	5
June 1997	1,050	375	36	288	77	87	23	352	34	280	26	43	4
June 1996	1,792	636	35	522	82	114	18	657	38	431	24	68	3
June 1995	1,368	466	34	368	79	98	21	503	37	355	26	44	3
June 1994	1,849	602	33	497	82	105	18	670	36	511	28	66	3
June 1993	1,830	627	38	535	85	92	15	659	36	496	27	48	3
June 1992	1,527	553	36	454	82	99	18	527	34	393	26	54	4
June 1991	1,984	713	36	561	79	152	21	697	35	520	26	54	3
June 1990	1,207	447	37	342	77	105	23	411	34	317	26	32	3
June 1989	1,283	485	38	344	71	141	29	454	35	311	24	33	3
June 1988	650	260	40	189	73	71	27	206	31	170	26	14	2
June 1987	1,503	633	42	480	76	153	24	464	31	359	24	47	3
Combined	29,820	10,309	36	8,345	80	1,884	19	10,632	35	7,662	25.94	1,222	4

UNIVERSITY OF UTAH SPECIALIZED ACCREDITATION SCHEDULE
(Updated August 2006)

College/Department/Program	Dates of Last/Next Accreditation	Accrediting Agency
College of Architecture and Planning	2001/2007	National Architectural Accreditation Board
School of Business	2006/2016	Association to Advance Collegiate Schools of Business
School of Accounting and Information Systems	2005/2010	Association to Advance Collegiate Schools of Business
College of Education	2004/2009	Teacher Education and Accrediting Commission
Department of Educational Psychology		
Counseling Psychology	1999/2006	American Psychological Association
School Psychology	1995/2006	American Psychological Association
College of Engineering		
Chemical Engineering	2004/2010	Accreditation Board for Eng & Technology
Civil Engineering	2004/2010	Accreditation Board for Eng & Technology
Computer Engineering	2004/2010	Accreditation Board for Eng & Technology
Electrical Engineering	2004/2010	Accreditation Board for Eng & Technology
Materials Science & Engineering	2004/2010	Accreditation Board for Eng & Technology
Mechanical Engineering	2004/2010	Accreditation Board for Eng & Technology
College of Fine Arts		
Department of Music	1999/2010	National Association of Schools of Music
Utah Museum of Fine Arts	1997/2007	American Association of Museums
College of Health		
Department of Communication Sciences and Disorders (M.S. in speech-language pathology and audiology)	2004/2012	American Speech-Language-Hearing Association
Division of Nutrition (M.S. in Nutrition)	2003/2013	Council on Education Division/ American Dietetic Association
Department of Parks, Recreation and Tourism	2004/2009	National Recreation and Parks Association/ American Assoc. for Leisure and Recreation
Division of Occupational Therapy	2001/2008	Accreditation Council for Occupational Therapy Education
Division of Physical Therapy	2000/2008	American Physical Therapy Association
College of Humanities		
Department of Communication	1999/2006	Accreditation Council on

Journalism and Mass Communication		Education in Journalism and Mass Communication
College of Law (Schedule may be adjusted to every 10 years, in which case next site visit will be 2010)	2001/2008	Council on Legal Education and Admission to the Bar of the American Bar Association

College/Department/Program	Date of Last/Next Accreditation	Accrediting Agency
School of Medicine	2004/2012	American Association of Medical Colleges
Cytotechnologist Program	1999/2007	Commission on Accreditation of Allied Health Education Program
Genetic Counseling (Provisional Accreditation)	2004/2008	American Board of Genetic Counseling
Industrial Hygiene, Department of Family & Preventive Medicine	1998/2007	Accreditation Board for Engineering and Technology
Graduate Programs in Public Health (Family & Prev. Med.)	1997/2006	Council on Education for Public Health
Medical Technology Program	2005/2010	National Accrediting Agency for Clinical Laboratory Sciences
Physician Assistant Program	2003/2009	Commission on Accreditation of Allied Health Education Programs (ARC-PA)
College of Mines and Earth Sciences		
Geological Engineering	2002/2010	Accreditation Board for Eng & Technology
Metallurgical Engineering	2004/2010	Accreditation Board for Eng & Technology
Mining Engineering	2004/2010	Accreditation Board for Eng & Technology
College of Nursing	2006/2014	American College of Nurse-Midwives
	2001/2011	Commission on Collegiate Nursing Education
College of Pharmacy	1999/2006	American Council on Pharmaceutical Education
College of Science		
Department of Biology Animal Laboratories	1999/2008	American Association for Accreditation of Laboratory Animal Care
College of Social & Behavioral Science Department of Political Science Center for Public Policy and Administration	2005/2012	National Association of Schools of Public Affairs and Administration
Department of Psychology Animal Laboratories	2004/2007	American Association for Accreditation of Laboratory Animal Care
Clinical Psychology	2002/2007	American Psychological Association

Graduate School of Social Work
    MSW Program   2003/2011   Council on Social Work Education
    BSW Program   2003/2007   Council on Social Work Education

Utah Museum of Natural History   1994/2007   American Association of Museums

Page 2

THE **UU**
UNIVERSITY
OF UTAH

DATE: *August 1, 2005*

TO: Michael K. Young   SUBJECT: 6-Part Monthly Activity Report
FROM: Raymond F. Gesteland

Part I of VI--RESEARCH ACTIVITY SUMMARY

	No.	June 2005 Total Amt.	No.	June 2004 Total Amt.	No.	FISCAL YEAR TO DATE (7/04-6/05) Total Amt.	No.	FISCAL YEAR TO DATE (7/03-6/04) Total Amt.
AWARDS								
Research	186	$28,381,117	209	$27,090,988	1,606	$219,241,544	1,653	$223,500,198
Other	48	1,587,288	35	2,770,424	477	34,857,533	390	30,727,901
Instruction	37	3,328,174	48	3,290,882	225	29,566,675	198	19,890,715
Clinical	30	805,291	20	1,125,804	275	14,239,212	245	15,608,905
SUBTOTALS	301	34,101,870	312	34,278,098	2,583	297,904,964	2,486	289,727,719
Fellowships & Financial Aids		445,609		194,672		20,239,230		19,573,590
ALL AWARD TOTALS		$ 34,547,479		$ 34,472,770		$ 318,144,194		$ 309,301,309
PROPOSAL TOTALS	153	$ 123,997,086	190	$ 94,064,923	1,907	$ 1,238,980,512	1,893	$ 1,015,428,438

* Includes 14 resubmission proposals for the current fiscal month totaling $16,397,254.

Raymond F. Gesteland
Vice-President for Research
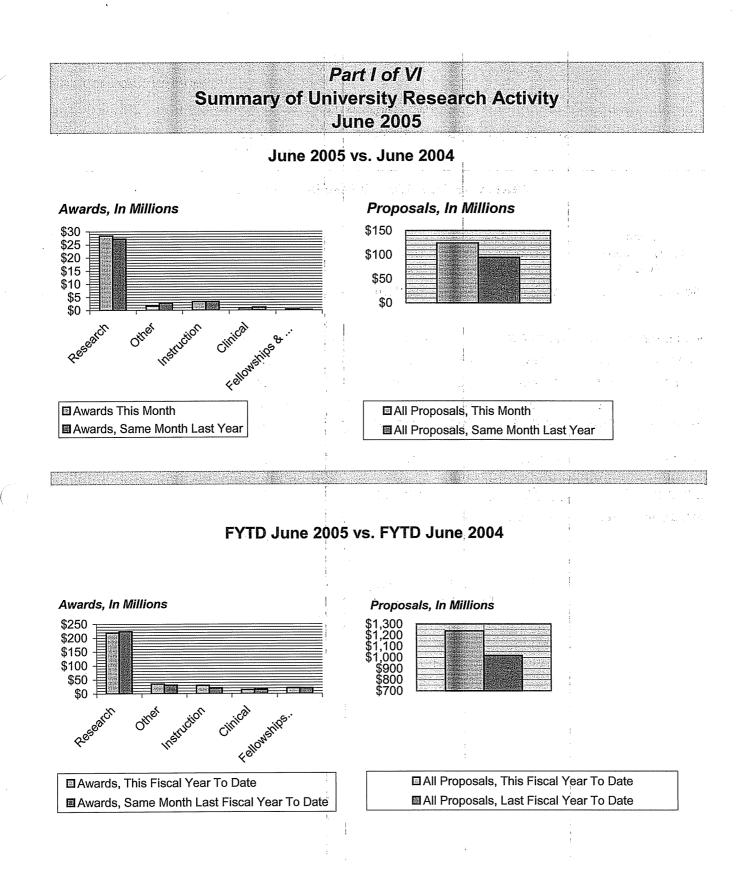
cc: Coralie Alder
     James R. Bardsley
     A. Lorris Betz
     Jeffrey R. Botkin
     Paul Brinkman
     Brent Brown
     Arnold B. Combe
     Fred C. Esplin
     John G. Francis
     Raymond F. Gesteland
     Jerry Kaplan
     Richard E. Kendell
     Elliott C. Kulakowski
     Gary D. Levy
     Nancy Lyon
     J. Michael Mattsson
     Barbara K. Nielsen
     David W. Pershing
     Ronald J. Pugmire
     Lee Siegel
     Laura Snow
     Jeffrey J. West
     Kimberly Wirthlin

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June 2005 vs. June 2004

Awards, In Millions

☐ Awards This Month
▨ Awards, Same Month Last Year

Proposals, In Millions

☐ All Proposals, This Month
▨ All Proposals, Same Month Last Year

FYTD June 2005 vs. FYTD June 2004

Awards, In Millions

☐ Awards, This Fiscal Year To Date
▨ Awards, Same Month Last Fiscal Year To Date

Proposals, In Millions

☐ All Proposals, This Fiscal Year To Date
▨ All Proposals, Last Fiscal Year To Date

VICE-PRESIDENT FOR RESEARCH
June 2005
Part II of VI--PROPOSALS AND AWARDS OVER $1 MILLION

DATE: *August 1, 2005*

PROPOSALS

	Department	Sponsor Name	Proposal Title	Start Date	End Date	Total Amount
College of Engineering						
Tyler, Bonnie J	Chem & Fuels Engineering	NIH/Natl Institutes of Health	Polyene Resistance In Candida Albicans Biofilms.	4/1/06	3/31/11	$1,841,125
Silcox, Geoffrey D	Chem & Fuels Engineering	NSF/Natl Sci Fndn	The Center For Engineering, Energy, The Environment And Learning (CEEEL).	1/1/06	12/31/09	$1,768,019
Roemer, Robert B	Mechanical Engineering	NIH/Natl Institutes of Health	Optimization And Interactive Control Of HIFU Therapy.	4/1/06	3/31/09	$1,458,520
Brunvand, Erik L	Computing, School Of	NSF/Natl Sci Fndn	Hardware Support For Real Time Ray Tracing.	1/1/06	12/31/09	$1,355,931
Blair, Steven M	Electr & Computer Engr	NIH/Natl Institutes of Health	Biosensing Based Upon Molecular Confinement In An Array Of Metallic Nanocavities.	4/1/06	3/31/10	$1,261,100
Metzger, Meredith M	Mechanical Engineering	NIH/Natl Institutes of Health	Real-Time Modeling, Simulation, And Tracking Of Plumes Using Mobile Sensor Networks.	1/1/06	1/1/10	$1,069,159
School of Medicine						
Li, Dean Y	Human Molec Biol & Genetics	NIH/Natl Institutes of Health	Novel Angiogenic Therapy In LVAD Patients.	4/1/06	5/31/11	$18,462,326
Slattery, Martha L	Family & Preventive Med	NIH/Natl Institutes of Health	Diet, Activity, And Lifestyle As A Risk Factor For Colorectal Cancer.	6/1/06	5/31/11	$4,935,831
Bale, James F Jr	Pediatrics	NIH/Natl Institutes of Health	Universal Screening Of Congenital Cytomegalovirus Infection And Hearing Loss.	12/1/05	11/30/10	$3,684,685
Cannon-Albright, Lisa	Medical Informatics	NIH/Natl Institutes of Health	Mapping And Cloning Prostate Cancer Predisposition Loci.	8/1/06	7/31/11	$3,411,949
Lane, Robert H	Pediatrics	NIH/Natl Institutes of Health	Early Zinc Deficiency Affects Epigenetic Determinants.	4/1/06	3/31/11	$3,156,073
Morton, Kathryn A	Radiology	NIH/Natl Institutes of Health	FDG PET In Cancer-Associated Venothromboembolic Disease.	4/1/06	3/31/10	$2,569,045

PROPOSALS (continued)

	Department	Sponsor Name	Proposal Title	Start Date	End Date	Total Amount
Lund, Raymond D	Ophthalmology	NIH/Natl Institutes of Health	Prevention Of Photoreceptor Degeneration.	4/1/06	3/31/10	$2,225,903
Stillman, David J	Pathology	NIH/Natl Institutes of Health	Promoter Specificity Of Transcription Factors.	4/1/06	3/31/11	$1,868,750
Chen, Xinjian	Pathology	NIH/Natl Institutes of Health	The Role of H2-O In Immunity And Autoimmunity.	4/1/06	3/31/11	$1,721,250
Swoboda, Kathryn J	Neurology	Famil Of Spinal Musc Atrophy	Multicenter Phase II Trial Of Valproic Acid And Carnitine In Patients With Spinal Muscular Atrophy.	6/1/05	6/1/07	$1,700,000
Summers, Scott	Internal Medicine	NIH/Natl Institutes of Health	The Role Of Sphingolipids In The Insulin Signal Transduction.	4/1/06	3/31/10	$1,681,875
Weis, John H	Pathology	NIH/Natl Institutes of Health	Role Of Pactolus In The Innate Immune Response.	6/1/06	5/31/11	$1,681,875
Weyrich, Andrew S	Human Molec Biol & Genetics	NIH/Natl Institutes of Health	Cholinergic Modulation Of Peripheral Olfactory Function.	4/1/06	3/31/11	$1,681,875
Atkins, John F	Human Genetics	NIH/Natl Institutes of Health	Recoding: Dynamic Reprogramming Of Genetic Readout.	4/1/06	3/31/09	$1,654,567
Miller, Scott C	Radiology	NIH/Natl Institutes of Health	Development Of Improved DTPA For Radionuclide Chelation.	9/30/05	6/30/07	$1,535,105
Leibold, Elizabeth A	Human Molec Biol & Genetics	Childrens Hosp / Pittsburgh	Genetic Analysis Of Iron Homeostasis In Caenorhabditis Elegans.	4/1/06	3/31/11	$1,520,000
Di Bella, Edward V R	Radiology	NIH/Natl Institutes of Health	Selenoprotein Synthesis: Redefinition Of Selenocysteine-Encoding UGA Codons.	4/1/06	3/31/11	$1,495,000
Pershing, Lynn K	Dermatology	NIH/Natl Institutes of Health	Alcohol Metabolism And Corticosteroid Response.	4/1/06	3/31/10	$1,484,984
Donahoe, Robert M	Pathology	NIH/Natl Institutes of Health	AIDS And Opiates: A Monkey Model.	4/1/05	1/31/07	$1,337,596
Howes, Kimberly A	Ophthalmology	NIH/Natl Institutes of Health	Roles Of Fzd-4 And Norrie In Retinal Angiogenesis.	7/1/06	6/30/11	$1,308,125
Rogers, Scott W	Neurobiology & Anatomy	NIH/Natl Institutes of Health	Nicotine Receptors And COX2 In The Aging Brain.	4/1/06	3/31/11	$1,308,125
Yost, Christian C	Pediatrics	NIH/Natl Institutes of Health	Translational Regulation Of Gene Expression In Neonatal PMNs.	4/1/06	3/31/11	$1,297,400
Elenitoba-Johnson, Kojo	Pathology	NIH/Natl Institutes of Health	Quantitative Proteomic Analysis Of Lymphoma Transformation.	4/1/06	3/31/09	$1,235,221

PROPOSALS (continued)

	Department	Sponsor Name	Proposal Title	Start Date	End Date	Total Amount
School of Medicine (continued)						
McClain, Donald A	Internal Medicine	Brigham & Womens Hosp (Prime NIH/NIDDK)	Vascular Dysfunction In IDDM: Genes, Inflammation, RAAS.	3/1/06	2/28/11	$1,145,617
Light, Alan R	Anesthesiology	NIH/Natl Institutes of Health	Long-Term Hyperalgia Mediated By Spinal Dorsal Horn.	4/1/06	3/31/09	$1,009,125
College of Mines & Earth Sciences						
Tonon, Fulvio	Geology & Geophysics	NSF/Natl Sci Fndn	Science Training & Education Program For Middle & High School Students In The Western States & China.	7/1/05	6/30/08	$1,190,332
College of Nursing						
Smith, Sandra L	Nursing	NIH/Natl Institutes of Health	Developmental Study Of Heart Period Variability In Critically Ill VLBW Infants.	4/1/06	3/31/10	$1,420,250
College of Pharmacy						
Yost, Garold S	Pharmacology & Toxicology	NIH/Natl Institutes of Health	3-Methylindole-Induced Lung Injury.	4/1/06	3/31/11	$2,396,587
Balagurunathan, Kuber	Medicinal Chemistry	NIH/Natl Institutes of Health	Heparanomics: Structure-Function Relationships.	4/1/06	3/31/11	$2,028,705
eland, Chris M	Medicinal Chemistry	NIH/Natl Institutes of Health	Antineoplastic Agents From Marine Organisms.	4/1/06	3/31/11	$1,868,750
Kopecek, Jindrich R	Pharmaceut & Pharm Chem	NIH/Natl Institutes of Health	A Polymeric Drug Delivery System For Cancer Therapy.	4/1/06	3/31/11	$1,868,750
Lu, Zheng-Rong	Pharmaceut & Pharm Chem	NIH/Natl Institutes of Health	Non-Invasive Imaging Of Drug Delivery In Cancer Treatment.	3/1/06	2/28/10	$1,196,000
Reilly, Christopher A	Pharmacology & Toxicology	NIH/Natl Institutes of Health	Prevention Of Photoreceptor Degeneration.	4/1/06	3/31/10	$1,176,807
College of Science						
Keck, Gary E	Chemistry	NIH/Natl Institutes of Health	Chiral Approaches To Natural Product Synthesis.	4/1/06	3/31/10	$2,368,211
Fogelson, Aaron L	Mathematics	NSF/Natl Sci Fndn	Formation And Function Of Physiological Gels.	7/1/06	6/30/11	$2,071,870
Babst, Markus	Biology	NIH/Natl Institutes of Health	Vps4 And The MVB Sorting Pathway.	1/1/06	12/31/11	$1,868,750
Flynn, Peter F	Chemistry	NIH/Natl Institutes of Health	Studies Of A Key Structural Element Of The Spliceosome.	4/1/06	3/31/11	$1,495,000
ulter, C Dale	Chemistry	NIH/Natl Institutes of Health	Predoctoral Training Program In Biological Chemistry.	7/1/06	6/30/11	$1,336,870

PROPOSALS (continued)

	Department	Sponsor Name	Proposal Title	Start Date	End Date	Total Amount
College of Science						
Poulter, C Dale	Chemistry	NIH/Natl Institutes of Health	Predoctoral Training Program In Biological Chemistry.	7/1/06	6/30/11	$1,336,870
David, Sheila S	Chemistry	NIH/Natl Institutes of Health	Recognition And Repair Of Mismatched DNA By MutY.	12/1/05	11/30/09	$1,171,250
Sr Vice-President for Health Sciences						
Betz, A Lorris	Off VP Health Sciences	St of Utah / Legislature	2004-2005 State Of Utah Legislature, USTAR General Fund Appropriation (Brain	7/1/04	6/30/05	$3,000,000
Ayer, Donald E	Huntsman Cancer Institute	NIH/Natl Institutes of Health	Modulators Of Mad Family Function: Mlx And mSin3A.	5/1/06	4/30/11	$1,868,750

AWARDS

	Department	Sponsor Name	Award Title	Start Date	End Date	Total Amount
College of Science						
Pugmire, Ronald J	Chemistry	NIH / Natl Ctr Res Resources	Extramural Research Facilities Construction.	9/15/03	9/14/05	$3,783,855
Sr Vice-President for Health Sciences						
Betz, A Lorris	Off VP Health Sciences	St of Utah / Legislature	2004-2005 State Of Utah Legislature, USTAR General Fund Appropriation (Brain Institute Equipment Funding).	7/1/04	6/30/05	$3,000,000

VICE-PRESIDENT FOR RESEARCH
June 2005
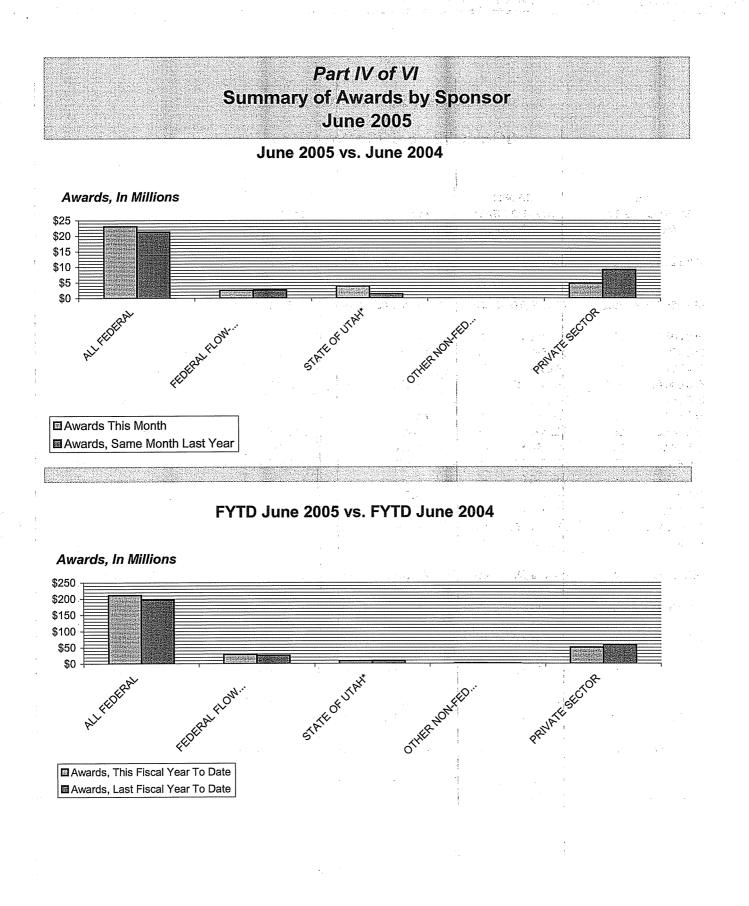## Part III of VI--TOP 10 "OTHER" AWARDS

DATE: *August 1, 2005*

	Department	Sponsor Name	Title	Start Date	End Date	Total Amount
Ries, Kristen	Internal Medicine	St of Utah / Dept of Health (Prime HRSA)	Ryan White Title II (Emerging Communities).	7/1/01	3/31/06	$135,653
Murdock, Richard T	Family & Preventive Med	St of Utah / Dept of Health	Computing Technical Services For USIIS.	6/2/99	6/30/06	$112,359
Hanson, Glen R	Pharmacology	NIH / Natl Inst on Drug Abuse	Intergovernmental Personnel Act (IPA).	5/1/05	4/30/06	$97,683
Young, Paul C	Pharmacotherapy	St of Utah / Dept of Health (HHS / Medicare-Medicaid)	Utah Pediatric Partnership To Improve Healthcare Quality (UPIQ).	7/1/03	6/30/08	$88,775
Plumlee, Marlene	Accounting & IS, School Of	Taxpayer Advocate Svc (Prime IRS)	Low Income Taxpayer Clinic.	6/1/05	12/31/05	$71,373
Ries, Kristen	Internal Medicine	St of Utah / Dept of Health (Prime HRSA)	Ryan White Title II.	3/15/00	3/31/06	$61,500
Mamalis, Nick	Ophthalmology	Calhoun Vision Inc	Evaluation Of Power Adjustment And Biocompatibility Of The Light Adjustable Lens In A Rabbit Model.	9/1/01	7/31/06	$42,537
Graves, James E	Coll Health / Dean's Office	Alta Club	Personnel Management And Fitness Services For Fitness Center.	3/1/05	8/31/05	$41,406
Stanford, Joseph B	Family & Preventive Med	NIH / Natl Inst on Child Health Hum Development	Methodologic Strategies For For Assessing Reproductive Function.	6/13/05	5/31/06	$40,664
Brodke, Darrel S	Orthopedics	Depuy Spine	Kinematic Characterization Of Uniplate V. Slim-Loc In Human Cadaveric Cervical Spine.	3/1/05	2/28/07	$37,598

VICE-PRESIDENT FOR RESEARCH
June 2005
Part IV of VI--AWARDS BY SPONSOR

DATE: August 1, 2005

	June 2005 No.	June 2005 Total Amt.	June 2004 No.	June 2004 Total Amt.	FISCAL YEAR TO DATE (7/04-6/05) No.	FISCAL YEAR TO DATE (7/04-6/05) Total Amt.	FISCAL YEAR TO DATE (7/03-6/04) No.	FISCAL YEAR TO DATE (7/03-6/04) Total Amt.
ALL FEDERAL	127	$ 23,016,969	146	$ 21,238,593	1,072	$ 210,906,181	1,105	$ 197,284,973
Misc. Federal Agencies	0	-	1	7,500	10	1,224,200	15	2,808,049
Nat'l Aeronaut/Space Adm	3	73,332	3	166,955	13	995,618	26	1,902,742
Nat'l Endowmt/Humanities	0	-	0	-	3	408,896	4	127,402
Nat'l Science Foundation	23	2,792,487	29	3,236,856	146	22,290,811	190	28,000,033
US Dept of Agriculture	0	-	0	-	7	565,717	3	145,360
US Dept of Commerce	0	-	2	29,900	9	843,447	10	563,853
US Dept of Defense	3	764,242	5	1,924,812	41	5,896,209	43	6,333,338
US Dept of Education	3	482,724	4	521,215	23	3,622,444	24	3,887,507
US Dept of Energy	15	1,928,225	11	1,386,204	92	12,497,675	59	7,419,946
US Dept of the Interior	3	30,848	3	2,000	34	9,242,782	38	1,384,384
US Dept of Transportation	0	-	1	57,454	4	187,395	2	119,280
US Environmental Prot Agc	0	-	0	-	18	2,838,258	11	2,235,400
US Health & Human Servs	75	16,966,661	87	13,905,697	664	150,189,481	678	142,303,258
US Veterans Admin	2	(21,550)	0	-	8	103,248	2	54,421
FEDERAL FLOW-DOWN	53	2,478,131	48	2,584,184	469	28,410,344	446	25,883,955
STATE OF UTAH*	13	3,767,056	19	1,285,314	122	7,746,724	156	8,460,068
OTHER NON-FED GOVT.	4	65,106	3	56,645	25	1,167,742	12	409,706
PRIVATE SECTOR	104	4,774,608	96	9,113,362	895	49,673,973	767	57,689,017
Commercial Sponsors	65	1,863,268	57	7,020,408	629	25,360,566	491	33,453,571
Not-For-Profit Sponsors	39	2,911,340	39	2,092,954	266	24,313,407	276	24,235,446
GRAND TOTALS	301	$ 34,101,870	312	$ 34,278,098	2,583	$ 297,904,964	2,486	$ 289,727,719

* State of Utah prime source sponsorship only; "Federal Flow-Down" contains Federal flow-down funding through the State.
  Federal flow-down through the State of Utah totaled $637,288 for June 2005, and $3,468,251 for the Fiscal Year to date as of June 2005.
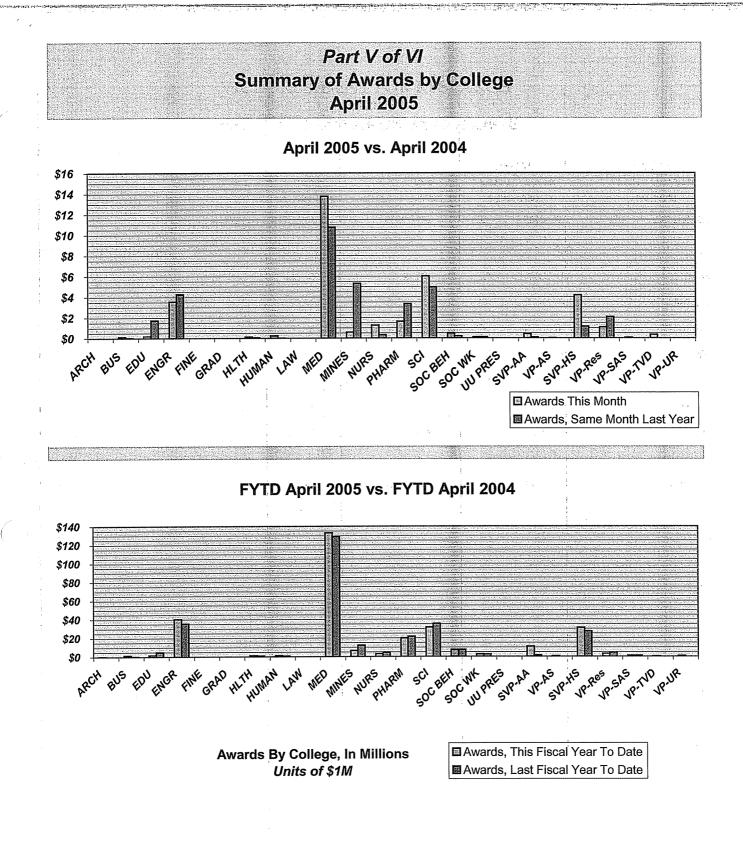
June 2005 vs. June 2004

Awards, In Millions

- Awards This Month
- Awards, Same Month Last Year

FYTD June 2005 vs. FYTD June 2004

Awards, In Millions

- Awards, This Fiscal Year To Date
- Awards, Last Fiscal Year To Date

VICE-PRESIDENT FOR RESEARCH
June 2005
Part V of VI--AWARDS BY COLLEGE

DATE: August 1, 2005

	June 2005		June 2004		FISCAL YEAR TO DATE (7/04-6/05)		FISCAL YEAR TO DATE (7/03-6/04)	
	No.	Total Amt.	No.	Total Amt.	No.	Total Amt.	No.	Total Amt.
ARCHITECTURE & PLANNING	0	-	0	-	7	110,908	2	516
BUSINESS	5	143,383	1	25,000	23	1,352,186	16	213,656
EDUCATION	1	192,314	13	1,725,518	23	1,699,919	36	4,842,271
ENGINEERING	46	3,552,969	52	4,261,264	479	40,314,805	369	35,601,221
FINE ARTS	0	-	0	-	2	3,000	1	44,000
GRADUATE SCHOOL	0	-	0	-	1	30,000	0	-
HEALTH	5	130,463	3	42,460	23	1,206,757	25	838,646
HUMANITIES	2	236,000	2	8,000	11	1,159,599	17	737,922
LAW	0	-	1	3,875	1	7,300	2	4,875
MEDICINE	143	13,758,915	122	10,747,777	1,169	133,060,189	1,112	128,999,859
MINES & EARTH SCIENCES	17	569,160	22	5,312,133	136	6,606,184	141	12,263,101
NURSING	9	1,250,880	4	307,565	28	3,171,170	35	4,569,915
PHARMACY	12	1,623,624	31	3,324,046	127	19,928,113	155	21,761,786
SCIENCE	20	6,012,505	36	4,951,318	199	31,630,745	248	35,446,406
SOCIAL & BEHAVIORAL SCIENCES	10	482,100	5	189,936	78	7,407,781	62	7,364,984
SOCIAL WORK	1	99,998	3	100,500	35	2,662,594	43	2,445,794
UNIVERSITY PRESIDENT	0	-	0	-	1	30,000	0	-
VP/ACADEMIC AFFAIRS	9	409,163	2	75,000	39	10,784,584	20	1,364,584
VP/ADMINISTRATIVE SERVICES	1	16,806	0	-	5	478,071	1	6,597
VP/HEALTH SCIENCES	15	4,166,592	11	1,138,549	156	31,054,372	147	27,226,874
VP/RESEARCH	3	1,064,998	4	2,065,157	15	3,038,409	29	4,275,375
VP/STUDENT AFFAIRS & SERVICES	1	42,000	0	-	11	1,070,936	13	1,049,810
VP/TECHNOLOGY VENTURE DEV	1	350,000	0	-	1	350,000	0	-
VP/UNIVERSITY RELATIONS	0	-	0	-	13	747,342	12	669,527
GRAND TOTALS	301	$34,101,870	312	$34,278,098	2,583	$297,904,964	2,486	$289,727,719

April 2005 vs. April 2004

▣ Awards This Month	
▣ Awards, Same Month Last Year	

FYTD April 2005 vs. FYTD April 2004

Awards By College, In Millions
Units of $1M

▣ Awards, This Fiscal Year To Date	
▣ Awards, Last Fiscal Year To Date	

DATE: *August 1, 2005*

		June 2005		June 2004		FISCAL YEAR TO DATE (7/04-6/05)		FISCAL YEAR TO DATE (7/03-6/04)	
		No.	*Total Amt.*	*No.*	*Total Amt.*	*No.*	*Total Amt.*	*No.*	*Total Amt.*
ARCHITECTURE & PLANNING									
Proposals		*0*	*-*	*2*	*76,979*	*7*	*1,149,382*	*3*	*79,479*
Awards	Research	0	-	0	-	6	108,508	1	4,591
	Other	0	-	0	-	1	2,400	1	(4,075)
	Instruction	0	-	0	-	0	-	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	0	-	0	-	7	110,908	2	516
BUSINESS									
Proposals		*2*	*64,366*	*2*	*30,000*	*14*	*2,047,795*	*15*	*3,833,445*
Awards	Research	2	96,383	1	25,000	11	292,986	9	149,255
	Other	2	(8,000)	0	-	11	1,004,200	7	64,401
	Instruction	1	55,000	0	-	1	55,000	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	5	143,383	1	25,000	23	1,352,186	16	213,656
EDUCATION									
Proposals		*3*	*173,600*	*4*	*1,120,660*	*25*	*9,241,610*	*31*	*10,875,617*
Awards	Research	0	-	0	-	0	-	5	157,080
	Other	0	-	0	-	2	-	3	497,336
	Instruction	1	192,314	13	1,725,518	21	1,699,919	28	4,187,855
	Clinical	0	-	0	-	0	-	0	-
	Totals	1	192,314	13	1,725,518	23	1,699,919	36	4,842,271
ENGINEERING									
Proposals		*27*	*13,768,347*	*36*	*5,648,935*	*330*	*149,364,655*	*329*	*161,712,019*
Awards	Research	46	3,552,969	44	4,036,895	429	37,973,338	319	34,140,042
	Other	0	-	2	13,245	32	801,354	29	880,502
	Instruction	0	-	6	211,124	18	1,540,113	21	580,677
	Clinical	0	-	0	-	0	-	0	-
	Totals	46	3,552,969	52	4,261,264	479	40,314,805	369	35,601,221
FINE ARTS									
Proposals		*0*	*-*	*0*	*-*	*5*	*1,205,495*	*1*	*1,500*
Awards	Research	0	-	0	-	0	-	0	-
	Other	0	-	0	-	1	1,000	0	-
	Instruction	0	-	0	-	1	2,000	1	44,000
	Clinical	0	-	0	-	0	-	0	-
	Totals	0	-	0	-	2	3,000	1	44,000

		June 2005		June 2004		FISCAL YEAR TO DATE (7/04-6/05)		FISCAL YEAR TO DATE (7/03-6/04)	
		No.	*Total Amt.*	*No.*	*Total Amt.*	*No.*	*Total Amt.*	*No.*	*Total Amt.*
GRADUATE SCHOOL									
Proposals		0	-	0	-	1	30,000	0	-
Awards	Research	0	-	0	-	1	30,000	0	-
	Other	0	-	0	-	0	-	0	-
	Instruction	0	-	0	-	0	-	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	0	-	0	-	1	30,000	0	-
HEALTH									
Proposals		2	133,610	7	2,705,292	34	7,192,460	32	10,040,387
Awards	Research	1	30,631	2	12,460	9	491,388	10	198,519
	Other	2	49,655	1	30,000	9	372,575	12	544,101
	Instruction	1	45,714	0	-	4	338,331	2	85,563
	Clinical	1	4,463	0	-	1	4,463	1	10,463
	Totals	5	130,463	3	42,460	23	1,206,757	25	838,646
HUMANITIES									
Proposals		1	67,386	2	56,200	19	2,565,497	23	10,160,791
Awards	Research	1	10,000	0	-	2	384,932	1	74,215
	Other	0	-	0	-	3	5,600	8	25,703
	Instruction	1	226,000	2	8,000	6	769,067	8	638,004
	Clinical	0	-	0	-	0	-	0	-
	Totals	2	236,000	2	8,000	11	1,159,599	17	737,922
LAW									
Proposals		0	-	0	-	0	-	3	12,175
Awards	Research	0	-	0	-	0	-	0	-
	Other	0	-	1	3,875	1	7,300	2	4,875
	Instruction	0	-	0	-	0	-	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	0	-	1	3,875	1	7,300	2	4,875
MEDICINE									
Proposals		65	72,570,054	61	34,355,042	759	640,811,503	746	438,879,234
Awards	Research	70	10,569,074	73	8,437,868	592	93,000,306	657	96,314,368
	Other	26	994,611	12	762,009	218	11,073,123	141	8,661,756
	Instruction	24	1,601,956	20	717,857	118	16,376,703	96	9,853,541
	Clinical	23	593,274	17	830,043	241	12,610,057	218	14,170,194
	Totals	143	13,758,915	122	10,747,777	1169	133,060,189	1112	128,999,859
MINES & EARTH SCIENCES									
Proposals		9	2,373,053	21	4,614,418	115	32,245,008	112	24,634,456
Awards	Research	11	348,617	16	5,221,333	105	5,287,862	117	11,759,073
	Other	5	77,913	5	15,800	30	1,175,692	23	429,028
	Instruction	1	142,630	1	75,000	1	142,630	1	75,000
	Clinical	0	-	0	-	0	-	0	-
	Totals	17	569,160	22	5,312,133	136	6,606,184	141	12,263,101

		June 2005		June 2004		FISCAL YEAR TO DATE (7/04-6/05)		FISCAL YEAR TO DATE (7/03-6/04)	
		No.	Total Amt.	No.	Total Amt.	No.	Total Amt.	No.	Total Amt.
NURSING									
Proposals		2	1,794,500	4	4,064,519	19	20,194,917	23	19,076,061
Awards	Research	3	729,167	3	295,326	11	952,077	20	2,761,707
	Other	3	154,809	1	12,239	6	534,300	7	704,972
	Instruction	3	366,904	0	-	11	1,684,793	8	1,103,236
	Clinical	0	-	0	-	0	-	0	-
	Totals	9	1,250,880	4	307,565	28	3,171,170	35	4,569,915
PHARMACY									
Proposals		10	11,000,097	17	12,876,480	128	80,330,146	152	90,943,166
Awards	Research	8	1,377,471	23	3,261,198	77	16,211,427	90	13,188,339
	Other	3	204,594	6	(189,439)	37	2,934,841	53	7,789,058
	Instruction	0	-	0	-	4	445,979	4	268,635
	Clinical	1	41,559	2	252,287	9	335,866	8	515,754
	Totals	12	1,623,624	31	3,324,046	127	19,928,113	155	21,761,786
SCIENCE									
Proposals		15	14,326,348	13	13,603,769	184	133,833,834	176	115,687,295
Awards	Research	19	5,729,387	33	4,566,575	187	28,606,633	231	33,676,084
	Other	0	-	1	1,625	2	67,336	5	151,849
	Instruction	1	283,118	2	383,118	10	2,956,776	12	1,618,473
	Clinical	0	-	0	-	0	-	0	-
	Totals	20	6,012,505	36	4,951,318	199	31,630,745	248	35,446,406
SOCIAL & BEHAVIORAL SCIENCES									
Proposals		3	172,277	5	6,274,222	60	17,002,233	75	25,922,498
Awards	Research	10	482,100	4	186,873	54	6,919,299	48	4,756,527
	Other	0	-	0	-	21	291,772	13	2,605,394
	Instruction	0	-	1	3,063	3	196,710	1	3,063
	Clinical	0	-	0	-	0	-	0	-
	Totals	10	482,100	5	189,936	78	7,407,781	62	7,364,984
SOCIAL WORK									
Proposals		2	470,507	2	199,838	22	4,053,745	23	6,073,143
Awards	Research	0	-	1	40,500	7	238,990	23	1,991,199
	Other	0	-	2	60,000	26	2,223,608	20	454,595
	Instruction	1	99,998	0	-	2	199,996	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	1	99,998	3	100,500	35	2,662,594	43	2,445,794
UNIVERSITY PRESIDENT									
Proposals		0	-	0	-	3	444,702	0	-
Awards	Research	0	-	0	-	0	-	0	-
	Other	0	-	0	-	1	30,000	0	-
	Instruction	0	-	0	-	0	-	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	0	-	0	-	1	30,000	0	-

		June 2005		June 2004		FISCAL YEAR TO DATE (7/04-6/05)		FISCAL YEAR TO DATE (7/03-6/04)	
		No.	Total Amt.	No.	Total Amt.	No.	Total Amt.	No.	Total Amt.

SR VP FOR ACADEMIC AFFAIRS*

Proposals		5	1,036,453	1	10,000	40	20,513,659	17	5,076,091
Awards	Research	3	289,853	1	3,000	8	461,153	8	81,112
	Other	5	54,900	0	-	24	9,223,002	10	1,062,413
	Instruction	1	64,410	1	72,000	7	1,100,429	2	221,059
	Clinical	0	-	0	-	0	-	0	-
	Totals	9	409,163	2	75,000	39	10,784,584	20	1,364,584

VP FOR ADMINISTRATIVE SERVICES*

Proposals		1	129,407	0	-	5	1,479,688	1	7,330
Awards	Research	0	-	0	-	0	-	0	-
	Other	1	16,806	0	-	5	478,071	1	6,597
	Instruction	0	-	0	-	0	-	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	1	16,806	0	-	5	478,071	1	6,597

SR VP FOR HEALTH SCIENCES*

Proposals		2	4,868,750	11	6,493,412	102	98,166,229	99	83,246,923
Awards	Research	9	3,890,597	7	853,960	104	26,884,128	95	22,124,528
	Other	0	-	1	145,913	19	1,983,433	23	3,185,898
	Instruction	1	110,000	2	95,202	10	1,064,753	11	1,003,954
	Clinical	5	165,995	1	43,474	23	1,122,058	18	912,494
	Totals	15	4,166,592	11	1,138,549	156	31,054,372	147	27,226,874

VP FOR RESEARCH*

Proposals		0	-	2	1,935,157	14	14,662,693	14	6,781,029
Awards	Research	2	924,868	1	150,000	4	1,045,667	13	1,313,598
	Other	0	-	3	1,915,157	10	1,852,612	16	2,961,777
	Instruction	1	140,130	0	-	1	140,130	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	3	1,064,998	4	2,065,157	15	3,038,409	29	4,275,375

VP FOR STUDENT AFFAIRS & SERVICES*

Proposals		1	84,113	0	-	7	620,947	3	241,413
Awards	Research	0	-	0	-	0	-	5	774,828
	Other	1	42,000	0	-	6	217,590	5	67,327
	Instruction	0	-	0	-	5	853,346	3	207,655
	Clinical	0	-	0	-	0	-	0	-
	Totals	1	42,000	0	-	11	1,070,936	13	1,049,810

VP FOR TECHNOLOGY VENTURE DEVELOPMENT*

Proposals		2	935,294	0	-	2	935,294	0	-
Awards	Research	1	350,000	0	-	1	350,000	0	-
	Other	0	-	0	-	0	-	0	-
	Instruction	0	-	0	-	0	-	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	1	350,000	0	-	1	350,000	0	-

		June 2005		June 2004		FISCAL YEAR TO DATE (7/04-6/05)		FISCAL YEAR TO DATE (7/03-6/04)	
	No.	Total Amt.	No.	Total Amt.	No.	Total Amt.	No.	Total Amt.

VP FOR UNIVERSITY RELATIONS*

		No.	Total Amt.	No.	Total Amt.	No.	Total Amt.	No.	Total Amt.
Proposals		1	28,925	0	-	12	889,019	15	2,144,386
Awards	Research	0	-	0	-	1	7,350	1	35,133
	Other	0	-	0	-	12	739,992	11	634,394
	Instruction	0	-	0	-	0	-	0	-
	Clinical	0	-	0	-	0	-	0	-
	Totals	0	-	0	-	13	747,342	12	669,527
Totals, Proposals		153	$123,997,086	190	$94,064,923	1,907	$1,238,980,512	1,893	$1,015,428,438
Totals, AWARDS		301	$34,101,870	312	$34,278,098	2,583	$297,904,964	2,486	$289,727,719

*Amounts for Vice-Presidents' Offices may reflect activity by Institutes, Centers & other discrete organizational entities
that report directly to their cognizant Vice Presidents, rather than to a College or Graduate School.*

Memorandum of Understanding
Department of History
Graduate Council Review 2002-03

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on September 28, 2004, concluding 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; Eric Hinderaker, Chair of the Department of History; David S. Chapman, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the following recommendations contained in the Graduate Council review completed on March 29, 2004: (1) Conduct strategic planning to address the issue of faculty retention; (2) Increase department's operating budget; (3) Address graduate student problems with the foreign language requirement; (4) Conduct strategic planning to address program direction; and (5) Consider developing certificate programs in interdisciplinary areas.

At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: *Strategic planning to address issue of faculty retention.* **Faculty retention is the most important challenge facing the History Department. Since the last Graduate Council review there have been nine resignations. The reasons behind the resignations are unclear from the reports and in need of further study (e.g., relatively low salaries, better opportunities). More recent issues may exacerbate this problem (i.e., lack of clear communication regarding RPT standards and emerging tensions between assistant and full professors). The reviewers do recommend a strong consideration of alternatives to address the issue of faculty retention that should be discussed in light of why such resignations are occurring. These alternatives range from using existing open lines to increase faculty salaries, to fostering more intellectual exchange between junior and senior faculty members (e.g., departmental colloquia).**

The department will undertake the development of a strategic plan during the Fall 2004 semester. A major objective of the planning activity will be to address the problem of faculty retention. As low faculty salaries are understood to be a major obstacle to successful faculty retention, funding for targeted increases in faculty salaries will be a central component of the strategic plan. The department's plan will address the current strategy of maintaining ten areas of specialization. A plan that includes a more limited number of concentrations and which permits the reallocation of funds from existing open lines to salaries will be met by the Senior Vice President for Academic Affairs with support for increases in funding. In addition, the Dean of the College of Humanities is working to allocate college funds for salary increases in the department. The chair and dean will submit the department's strategic plan to the Senior Vice President and Graduate School by the end of Fall Semester, 2004.

Recommendation 2: *Increases are needed in the department's operating budget.* **Problems related to the low operating budget of this department need addressing. Probably the most important area influenced here relates to graduate student funding. Increasing both the number and amount of graduate student stipends would help in the recruitment of outstanding graduate students and ease student progress through the program. This general concern with the department's operating budget is particularly important as it was noted in the prior Graduate Council review.**

The goal is to increase graduate student funding. The chair is increasing his effort to fund raising and development. In addition, the Dean of Humanities is providing stipend supplements which are allocated on a department matching share basis for the purpose of recruitment of exceptional applicants. The Dean has also increased competitive funds at the college level which are available to departments for graduate student support.

Recommendation 3: *Address graduate student problems with the foreign language requirement.* **One of the most salient issues brought up by the graduate students was related to the foreign language requirement. There was concern that the Languages and Literature Department courses were inadequate to meet their needs. As recommended by the reviewers, the department should examine how this requirement is fulfilled at different institutions. These issues should also be discussed in consultation with the Languages and Literature Department.**

The chair reports that the Department of Languages and Literature has been responsive to the department's expressed concerns and is now providing acceptable levels of course offerings in the required areas.

Recommendation 4: *Strategic planning to address program direction.* **The reviewers also noted the need to consider issues related to program development. Besides the nine resignations, five faculty have retired from the department since the last Graduate Council review. Ideally, the department will receive the institutional resources to fill these existing vacancies in order to maintain its national reputation, along with its research, teaching, and service missions. However, the department's strategic planning should consider different "paths" and its potential consequences in the context of existing budgetary constraints (e.g., selectively building on program strengths).**

This recommendation is tied to Recommendation #1 and will be addressed by the submission of the Department' s strategic plan at the end of Fall semester, 2004.

Recommendation 5: *Consider developing certificate programs in interdisciplinary areas.* **Given that one long-term strength of the department has been its interdisciplinary faculty, consider leading the development of certificate programs at both the undergraduate and graduate level where appropriate.**

   The college supports a number of interdisciplinary degree and certificate programs and the Department of History is an active participant. These include interdisciplinary programs in environmental studies, American studies, Latin American studies, International studies, British studies, and peace and conflict studies. The dean and department chair contend that these participations adequately address this recommendation.

This memorandum of understanding is be followed by annual letters of progress from the Department Chair 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 S. Chapman
Eric Hinderaker
Robert D. Newman
David W. Pershing
Frederick Rhodewalt

          David S. Chapman
          Assoc. V.P. for Graduate Studies
          Dean, The Graduate School
          November 11, 2004

Memorandum of Understanding
Biological Chemistry Program
Graduate Council Review 2002-03

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on September 4, 2003, concluding the Graduate Council review of the Biological Chemistry Program. A. Lorris Betz, Senior Vice President for Health Sciences; Raymond F. Gesteland, Vice President for Research; Darrell R. Davis, director of the Biological Chemistry Program; Charles B. Grissom, former director of the Biological Chemistry Program; David S. Chapman, Dean of the Graduate School; and Patrick A. McMurtry, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the following recommendations contained in the Graduate Council review completed on April 28, 2003: (1) It is essential that graduate stipends be maintained at nationally competitive levels; (2) The program should be encouraged to increase recruiting efforts to attract the highest quality applicants; (3) The program should consider allowing students who participate in a summer research experience to count that as one of their lab rotations; (4) The Curriculum Committee should give more consideration to polling the faculty and students for suggestions for the elective courses; and (5) Consideration should be given to increasing the director's appointment to three years.

At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: It is essential that graduate stipends be maintained at nationally competitive levels. Financial incentives for outstanding applicants should be explored as a means of increasing the number of such students who choose to come to the BCP program at the University of Utah.
The program director has met with the Senior Vice President for Health Sciences and Vice President for Research and reached an agreement to increase the 12-month stipends to $21,000 for 2003-04 and $22,000 for 2004-05. The review of stipends will be an ongoing process. The program will also work with departments to set departmental stipends consistent with the stipends of the Biological Chemistry Program.

Recommendation 2: The program should be encouraged to increase recruiting efforts to attract the highest quality applicants. Recruiting activities should include efforts to attract under-represented minorities to the program. Summer research opportunities should also be broadened to facilitate the recruitment of prospective students. Success in recruiting should be accompanied with modest increases in students admitted into the program.
The program will appoint one faculty member to be responsible for strategic planning of recruiting - with a specific emphasis on minority recruiting. The Program will also work with Karen Kwan in the Graduate School to explore enhanced opportunities through the SROP (Summer Research Opportunity Program).

This year the program identified about 30 excellent students to whom offers were made, with 11 accepting. The Sr. V.P.s for Health Science and Academic Affairs and the V.P. for research are committed to modest increases in student numbers subject to a strong applicant pool.

Recommendation 3: The program should consider allowing students who participate in a summer research experience to count that as one of their lab rotations.
The program has engaged in significant discussion regarding the summer research experience. The Program has concluded that the summer program provides a different experience of educational enrichment. The rotations provide a broader view of the tools and techniques used in biological chemistry. In addition, students enter the program as a cohort and it is beneficial for all to be choosing their research labs at the same time. As a result, the program will not allow substitution of a summer research experience for one of the research rotations at this time.

Recommendation 4: The Curriculum Committee should give more consideration to polling the faculty and students for suggestions for the elective courses.
A single curriculum committee serves both the Biological Chemistry and Molecular Biology Programs. Last Spring the committee met with students to discuss strengths and weaknesses of the curriculum. The program will continue to engage in discussions with students to brainstorm what courses and topics would make the program more effective. Specific recent changes in the curriculum have included adding a proposal writing exercise to one of the journal clubs and putting a more problem-based perspective on the Genetic Engineering Course.

Recommendation 5: Consideration should be given to increasing the director's appointment to three years. The director should be released by his or her department chair from some significant departmental administrative or teaching responsibilities. An active vice-director should be selected at the beginning of the director's third year with the goals of decreasing the director's workload and providing a more orderly transfer of responsibilities.
This recommendation has been discussed and the director's appointment has been extended to three years, with the appointment of an active vice-director in the last year of the director's term. Release from department administrative or teaching responsibilities for the program director is negotiated within the director's home department.

A. Lorris Betz
David S. Chapman
Darrell R. Davis
Raymond F. Gesteland
Charles B. Grissom
Patrick A. McMurtry

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David S. Chapman
Dean, The Graduate School

Memorandum of Understanding
Department of Oncological Sciences
Graduate Council Review 2002-03

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on June 4, 2003, concluding the Graduate Council review of the Department of Oncological Sciences. A. Lorris Betz, Senior Vice President for Health Sciences and Dean of the School of Medicine; Barbara J. Graves, Chair of the Department of Oncological Sciences; David S. Chapman, Dean of the Graduate School; and Patrick A. McMurtry, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the following recommendations contained in the Graduate Council review completed on March 31, 2003: (1) Increase tenure-track faculty numbers; (2) Strengthen leadership and programs in Bioinformatics; (3) Evaluate RPT procedures; and (4) Assess basic science breadth.

At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: Increase tenure track faculty numbers.
Since the review, an offer has gone out for one new tenure track position, and it is anticipated that searches for two more positions will be initiated in the near future. To increase the number of tenure track faculty beyond this will require additional space, which is not presently available. As the Huntsman Cancer Institute expands, a plan is in place for a proportionate expansion of tenure track faculty in Oncological Sciences.

Recommendation 2: Assess basic science breadth.
The department has identified four areas of focus and is looking to strengthen these areas with the current searches. Assessment of breadth and depth is an ongoing process as positions are filled and balances change in the focus areas.

Recommendation 3: Strengthen leadership and programs in Bioinformatics.
University of Utah faculty and staff working in biostatistics and informatics are currently spread across campus in various pockets and are not well organized. There is clear recognition for the need to coordinate efforts along the lines of both services and education. This issue extends beyond the Oncological Sciences Department and will require coordination between units on both upper and lower campus. Steps toward this coordination are underway. The Senior Vice President for Health Sciences has set up a consulting group with funding to provide expertise in the biostatistics area. The idea of an umbrella program in quantitative biology that could span biostatistics, bioinformatics and epidemiology is under consideration to bring together people in this area and also serve an educational role. This will require additional funding, space, and a director, none of which are currently identified. The Graduate School will also join in the discussion and draw the Statistics Committee into the process.

Recommendation 4:   Evaluate RPT procedures.
This recommendation was primarily motivated by concerns regarding the research track and potential promotion from research track to tenure track. The research track is a flexible track that serves many purposes. Although research track faculty are welcome to apply for tenure track positions when openings are advertised, there is no additional mechanism for promotion from research to tenure track. To clarify this issue, the department has revisited and revised its written policy regarding the research track.

A. Lorris Betz
Barbara J. Graves
David S. Chapman
Patrick A. McMurtry

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David S. Chapman
Assoc. V.P. for Graduate Studies
Dean of the Graduate School
July 10, 2003

Memorandum of Understanding
Department of Philosophy
Graduate Council Review 2002-03

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on April 14, 2004, concluding the Graduate Council review of the Department of Philosophy. David W. Pershing, Senior Vice President for Academic Affairs; Robert D. Newman, Dean of the College of Humanities; Leslie P. Francis, Chair of the Department of Philosophy; David S. Chapman, Dean of the Graduate School; and Patrick A. McMurtry, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the following recommendations contained in the Graduate Council review completed on November 24, 2003: (1) The Department should continue developing a strategic plan to help make crucial decisions about the nature and identity of the department. Particular attention should be given to the curriculum and strategy for future faculty hiring; (2) The undergraduate advising system should be reviewed, revised, and improved; (3) TA training, mentoring and implementation of uniform performance expectations should all be improved; (4) Additional resources to support faculty research and travel should be allocated, especially to younger tenure track faculty trying to build their reputations and connections; (5) Information on RPT standards and expectations should be more clearly communicated to non-tenured faculty; (6) In light of University fiscal realities, the Department should continue to strategize with the college and University as to how best to retain current faculty, strive for salary equity and attract new hires; (7) The Department should strive to do a better job in communicating, promoting and publicizing its accomplishments to increase its visibility on campus and nationally; and (8) The courses in religion, which are outside of the teaching duties of most philosophy departments, should be continually assessed in terms of their effect on the program and how they fit into the mission of the Department so that they do not take up excessive faculty and TA resources.

At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The Department should continue developing a strategic plan to help make crucial decisions about the nature and identity of the department. Particular attention should be given to the curriculum and strategy for future faculty hiring. In regards to curriculum the Department should:

- **Review (and find consensus on) the curriculum for both the undergraduate and graduate programs in terms of how to support and grow areas of excellence while still providing breadth and comprehensive study in core areas.**
- **Address the logic in undergraduate course sequencing.**

- Review, revise and improve undergraduate entry-level courses. There is current complaint that these courses are not being well taught, are intellectually unattractive, and do not successfully serve as a needed recruitment tool towards bringing more majors into the Department. The development of additional entry-level courses should be considered.
- Clarify curricular needs for future hires.

The department has completed a strategic plan since the review was conducted. The department's strategic planning process built upon an internal review the department conducted with two external consultants in 2000. This plan has been reviewed and approved by the Dean of Humanities. As a result of this process the department has come to a consensus on the structure of the curriculum and directions for new faculty hires. Specifically, the undergraduate curriculum has been completely revamped at the 1000 and 2000 level, including new course numbering and sequencing. A new senior hire has been added to the department who can bridge with multiple areas in the department.

Recommendation 2: The undergraduate advising system should be reviewed, revised and improved. Advising should be more available and curricular logic made clearer.
A new undergraduate advisor has been assigned, along with a reassignment of duties. Some of the more "mechanical" advising duties have been moved to the front office, freeing up more faculty advising time for specific student concerns. The department advising has been further integrated with a college-wide advising plan where advisors from different departments interact. Also, a change in structure of the undergraduate major has been completed. A goal of this restructuring is to make the major more rigorous, while at the same time making it easier for students to navigate their way to graduation.

Recommendation 3: TA training, mentoring and implementation of uniform performance expectations should all be improved. Increased teaching opportunities, particularly outside of the World Religions course, should be considered. Strategizing how to increase TA support and their numbers should also continue.
Responsibility for the implementation for a formal TA training program will be assigned to the new teaching committee and department chair. In addition, during the 2004-2005 academic year, the Center for Teaching and Learning Excellence will be funding a Philosophy student to develop TA training activities that will have application campus-wide. The department is also looking to provide more opportunities for their graduate students to teach and serve as TAs through the following efforts: a) As part of the lower division curriculum revamping effort, World Religions has been moved from a 1000 to 2000 level class. This is anticipated to free up some TA positions for other courses; b) Individual course responsibilities will be made available to advanced graduate students; and c) $70,000 of productivity funds have been hardened for TA lines.

Recommendation 4: Additional resources to support faculty research and travel should be allocated, especially to younger tenure track faculty trying to build their reputations and connections.

In addition to the new faculty start-up funds, the chair is setting up individual research accounts for each faculty out of existing department funds. Each faculty will be given $1,000 plus one trip annually for research activities from these funds. The department also will actively work to increase foundation and grant funding for research, which will involve collaborating with the college development director, Heidi Camp. In addition, the dean will set aside funds for research that will be available to faculty on a competitive basis.

Recommendation 5: Information on RPT standards and expectations should be more clearly communicated to non-tenured faculty. In general, a more open sharing of information between the Department and its faculty would reduce uncertainty regarding departmental policies and research/teaching expectations and standards.

The department has adopted a formal mentoring program for new faculty. The Associate Chair is taking responsibility for mentoring new faculty and communicating RPT criteria. Another faculty member has developed a specific mentoring plan that the department will follow. In addition, there is a mentoring program through the college specifically directed at first-year faculty, but open to all untenured faculty.

Recommendation 6: In light of University fiscal realities, the Department should continue to strategize with the college and University as to how best to retain current faculty, strive for salary equity and attract new hires.

The Dean and Senior Vice President acknowledge the need to keep salaries competitive for retention and hiring of the best faculty. Along these lines, the Dean and Senior Vice President have provided short-term research enhancement money and other sources of equity funds. The Dean and Senior Vice President are aware that the real need is for base enhancement for salaries and will continue to address these issues.

Recommendation 7: The Department should strive to do a better job in communicating, promoting and publicizing its accomplishments to increase its visibility on campus and nationally. These efforts will help in bringing greater recognition to the Department and University plus aid in fundraising and recruitment.

The department is taking the following actions to promote itself within and outside of the campus: a) The recent hire of a nationally recognized new faculty has been posted on key professional web sites; b) The department hosts a reception at the Annual Meeting of the Pacific Division of the APA; and c) the department is becoming increasingly involved in interdisciplinary programs across campus.

Recommendation 8: **The courses in religion, which are outside of the teaching duties of most philosophy departments, should be continually assessed in terms of their effect on the program and how they fit into the mission of the Department so that they do not take up excessive faculty and TA resources.**

The religion courses have been reviewed and modified as part of the major undergraduate curriculum revamping as alluded to in recommendations 1 and 3. The department is continuing their review of religion courses in the department. In some cases (e.g., Chinese Religion and Philosophy), the focus has shifted away from religion to an emphasis on philosophy.

David S. Chapman
Leslie P. Francis
Patrick A. McMurtry
Robert D. Newman
Leslie P. Francis

David S. Chapman
Assoc. V.P. for Graduate Studies
Dean of the Graduate School
May 20, 2004

Memorandum of Understanding
Department of Electrical and Computer Engineering
Graduate Council Review 2001-02

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on April 2, 2003, concluding the Graduate Council review of the Department of Electrical and Computer Engineering (ECE). David W. Pershing, Senior Vice President for Academic Affairs; Gerald B. Stringfellow, Dean of the College of Engineering; V. John Mathews, Chair of the Department of Electrical and Computer Engineering; David S. Chapman, Dean of the Graduate School; and Patrick A. McMurtry, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the following recommendations contained in the Graduate Council review completed on January 27, 2003: (1) In order to move up in national rankings and expand its research, the Department should create a 5-10 year strategic plan; (2) Recruiting of faculty at all ranks is needed; (3) The Department's graduate program requires attention; (4) Department advising should be evaluated; (5) The Department should continue dialogue with the Mathematics Department to assure course content and class scheduling adequately serve the Department; (6) The Department should continue the establishment of relations with local industry; (7) The Department should continue development efforts with alumni; (8) Additional resources are required for specialized laboratories; and (9) the department should discontinue the E.E. degree.

At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The Department desires to move up in national rankings and expand its research. Activities to achieve this should be based on a clearly defined vision articulated in a 5-10 year strategic plan that identifies target student populations, research growth, and faculty size.

The department should engage in additional strategic planning. The strategic plan should consider a direction and focus consistent with existing resources and resources that can be reasonably expected in the five-year time frame. The plan should also outline a path for future growth in research and curriculum development and lay out activities required to access the required resources.

Recommendation 2: To increase Department standing, recruiting of faculty at all ranks is needed. This effort should be accompanied by strong efforts directed at mentoring and retention of faculty.

The Dean of the College of Engineering and Senior Vice President for Academic Affairs will continue to emphasize the Engineering initiative and distribute these resources as appropriate.

Recommendation 3: The Department's graduate program requires attention. The Department should develop a comprehensive plan for graduate studies, including the appropriate number and mix between master's and doctoral students, ratio of international to domestic students, effective graduate student recruitment, time to degree, TA positions and training, and financial support for its students.

The department is in the process of developing such a plan and will include this in their overall department strategic plan. This plan includes working towards admitting only funded MS and Ph.D. students. The department will continue to admit M.E. students without funding

Recommendation 4: Advising is critical to the Department to alleviate loss of students and confusion among students in Computer Engineering and Electrical Engineering. Evaluation of current procedures for recruitment and retention of undergraduate students has merit. The Computer Engineering degree path needs to have a stronger identity independent of which department (ECE or School of Computing) holds the leadership position.

The Dean will allocate resources to fund a permanent advisor for the Computer Engineering Program.

Recommendation 5: The Department should continue dialogue with the Department of Mathematics to assure course content and scheduling of prerequisite classes adequately serve the Department. An oversight committee consisting of faculty from the College of Engineering and the Mathematics Department should be considered to review mathematics course offerings and course changes affecting the engineering college.

The dialogue between Mathematics and ECE (and the College of Engineering, in general) is continuing. The department is currently negotiating with the Mathematics Department to change the structure of the Calculus series from 3 semesters to 2, and add a 2-semester Engineering Mathematics course.

Recommendation 6: Continue the establishment of relations with local industry. Consider creating an industry consortium in areas supported by the three primary ECE programs in the state; and **Recommendation 7:** The Department needs to continue working with alumni to develop sources for endowed chairs and professorships, gifts, etc.

The department has, and will continue to increase its activity in this area. Efforts include newsletter distribution to alumni, a large increase in alumni contributing to a scholarship campaign, donations to establish new labs, and new industrial sponsors of clinic projects. To assist in these activities a 0.33 FTE development person from the college is working directly with the department. With respect to the specific recommendation of creating an industrial consortium, the advisory committee of the department recommended that the department not pursue this at this time.

Recommendation 8: Additional resources are required for updating specialized laboratories in microfabrication, VLSI and real-time signal processing.
The VLSI laboratory has been remodeled and additional college remodeling money has been directed at the department. Recent donations from Micron, Texas Instruments, and Analog Devices have been used to enhance the microfabrication facilities and establish microelectronics characterization and digital signal processing laboratories. It is noted that maintenance of these laboratories requires additional resources without identifying the sources of these resources.

Recommendation 9:   The Department should discontinue the E.E. degree.
In the absence of a strong justification otherwise, the Dean of the Graduate School, Dean of the College of Engineering, and the Senior Vice President recommend the faculty discontinue the E.E. degree.

David S. Chapman
V. John Mathews
Patrick A. McMurtry
David W. Pershing
Gerald B. Stringfellow

David S. Chapman
Assoc. V.P. for Graduate Studies
Dean of the Graduate School
March 10, 2004

Memorandum of Understanding
Department of Linguistics
Graduate Council Review – 2000-01

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on January 11, 2002, concluding the Graduate Council review of the Department of Linguistics. David W. Pershing, Senior Vice President for Academic Affairs; Robert D. Newman, Dean of the College of Humanities; Marianna DiPaolo, Chair of the Department of Linguistics; David S. Chapman, Dean of the Graduate School; and Patrick A. McMurtry, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the following recommendations contained in the Graduate Council review completed on December 10, 2001: (1) The department should prioritize its most pressing needs and develop a plan with the administration to meet these needs; (2) The department should examine its balance between discipline specific and "service" teaching loads; (3) House all faculty in the same building; (4) Review the examination and paper requirements for the M.A. degree; (5) Phase in the Ph.D. program over several years.

At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The department should prioritize its most pressing needs and develop a plan with the administration to meet these needs. A new faculty member in Applied Linguistics was identified as a crucial need. A new position was created out of productivity money and the search was successfully completed For 2002-2003, productivity money will also be used to assist in funding TAs and the non-personnel budget. The Dean of Humanities and the Senior Vice President for Academic Affairs will work together to increase the non-personnel budget to a more appropriate level.

Recommendation 2: The department should examine its balance between discipline specific and "service" teaching loads. The department has already engaged in a dialogue regarding discipline and service teaching. The department will develop a clear position on discipline vs. service teaching and, if necessary, modify the department mission statement to reflect this.

Recommendation 3: House all faculty in the same building. Space has been identified that will ensure that the new TT faculty member will be housed in LNCO. Intermediate measures to space issues include a linguistics renovation request as the top college priority. For a more permanent solution, the dean is involved in the pre-planning stage for an additional wing to the building, as well as plans for a new building. The college must have a plan that does not allow for the fracture of departments (or at a minimum, major identifiable groups in departments) by spreading faculty among different buildings.

Recommendation 4: Review the examination and paper requirements for the M.A. degree. A thesis requirement has been approved for the M.A. in Theoretical Linguistics and may soon be available as an option for the M.A. in Second Language Acquisition and the M.A. in Bilingual Education degrees. The department will continue to review comprehensive examination requirements to ensure they are appropriate for the degree and in compliance with University policy.

Recommendation 5: Phase in the Ph.D. program over several years. The department has performed a job and market analysis to assist in decision regarding which sub-discipline of the Ph.D. program to initiate first. The chair and faculty will engage in further discussion regarding this decision. Three Ph.D. students, two in one track and one in another, will be matriculated as of Fall 2002.

David S. Chapman
Marianna DiPaolo
Patrick A. McMurtry
Robert D. Newman
David W. Pershing

David S. Chapman
Assoc. V.P. for Graduate Studies
Dean of the Graduate School
July 29, 2002

Memorandum of Understanding
School of Music
Graduate Council Review 2000-2001

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on October 16, 2002, concluding the Graduate Council review of the School of Music. David W. Pershing, Senior Vice President for Academic Affairs; Phyllis A. Haskell, Dean of the College of Fine Arts; Robert L. Walzel, Director of the School of Music; David S. Chapman, Dean of the Graduate School; and Patrick A. McMurtry, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the following recommendations contained in the Graduate Council review completed on March 11, 2002: (1) A plan for the long-term maintenance of Gardner Hall and the instruments it contains needs to be developed; (2) The School of Music should clarify the role, relationship and policies regarding adjuncts; (3) The School should direct faculty resources in strings, brass and woodwinds to address responsibilities of recruitment, advisement and intellectual challenge for the students in these areas; (4) The problem of faculty salary inequities should be addressed; (5) The School should actively explore possibilities to restore or find new student scholarships, particularly in critical instrumental recruiting areas; (6) The School should address concerns over the lack of communication between faculty, adjuncts and students; and (7) The School, when reviewing the curriculum, should take into consideration the concerns of the students, such as summer school, a minor in music, workload of the courses, more private lessons, solo opportunities and access to experience in electronic composition.

At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: A plan for the long-term maintenance of Gardner Hall and the instruments it contains needs to be developed. This plan should consider: a) a review of fees and ticket prices associated with the use of Gardner Hall; b) acquisition of a publicist to coordinate and promote the attendance of performances; c) acquisition of professional staff members, such as a manager/audio technician to protect, maintain and best utilize the equipment; d) clear and appropriate protocol for practice rooms; e) total cost to students for use of facilities. The department is actively pursuing activities directly related to the maintenance of Gardner Hall. In reference to the specific issues itemized above, a uniform fee policy has now been established for rental fees and ticket prices. Staff priorities and responsibilities related to the maintenance of Gardner Hall have been redefined. Due to budget constraints, the focus is more towards development than a publicist. The department will analyze how funds have been partitioned and spent in the past and study if options for funding additional professional staff can be accommodated.

The protocol and student cost for use of practice rooms have already been developed and are described in the student handbook.

In consideration of the ongoing need for long-term maintenance, the department will, over the next year, develop a formal written document that addresses the maintenance of Gardner Hall. The document should include the policies and procedures reported above, as well as articulate the strategic planning for needs not presently covered.

Recommendation 2: The School of Music should clarify the role, relationship and policies regarding adjuncts. Since the review, steps have been taken to address role of and policies concerning adjunct faculty. Specifically, adjunct faculty now report directly to specific program directors. In addition, expectations have been articulated to adjunct faculty that go beyond immediate teaching responsibilities. These include recruiting and representing the university in a positive manner to the public. These policies should be specifically documented in a faculty handbook.

Recommendation 3: The School should direct faculty resources in strings, brass and woodwinds to address responsibilities of recruitment, advisement and intellectual challenge for the students in these areas. A tenure track position was moved to the woodwinds area. The strings and bass areas still lack tenured faculty representation. Department strategic planning should address this issue.

Recommendation 4: The problem of faculty salary inequities should be addressed. The Senior Vice President for Academic Affairs and the Dean of the College of Fine Arts recognize the need to improve salaries in the department. This recognition has resulted in the transfer of equity funding to the department, which has resulted in significant increases in the faculty salary budget since the 2000-01 academic year. The Senior Vice-President and Dean are committed to continued progress in addressing salary inequities.

Recommendation 5: The School should actively explore possibilities to restore or find new student scholarships, particularly in critical instrumental recruiting areas (specifically in the string/orchestra program). A new development officer has been hired to assist in fundraising efforts for scholarships. In addition, the department has reactivated a scholarship committee. The department will continue to place effort in these activities.

Recommendation 6: With the completion of the renovations to Gardner Hall and the moving of the students and faculty back into the three music buildings, the School should address concerns over the lack of communication between faculty, adjuncts and students. The School could consider ways to communicate better, such as a student handbook or implementing a computer system of communication. Since the move back to Gardner Hall, several activities have been initiated to aid in faculty and student participation in department governance. These activities include regularly scheduled faculty meetings, formation of a departmental advisory committee that meets regularly, meetings between SAC and the department chair, and "town meetings" with the full studentbody. Information bulletin boards have been put up, and the student handbook has been updated and redesigned. The department will continue these activities and look to ways to increase communication further among faculty and students.

Recommendation 7: The School, when reviewing the curriculum, should take into consideration the concerns of the students, such as summer school, a minor in music, workload of the courses, more private lessons, solo opportunities and access to experience in electronic composition. In addition to the meetings with students described above, the department will implement exit interviews with students and send surveys to alumni. The information will be used in program assessment and improvement.

David S. Chapman
Phyllis A. Haskell
Patrick A. McMurtry
David W. Pershing
Robert L. Walzel

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David S. Chapman
Assoc. V.P. for Graduate Studies
Dean of the Graduate School

Report of the

Ad hoc Committee on the Budget Formula
Of the Academic Senate

April 15, 2003

Tony Morgan, Educational Leadership and Policy, Chair
Amanda Barusch, Social Work
Jack Brittain, School of Business
Francis Brown, College of Mines and Earth Sciences
Carleton DeTar, Physics
Sue Huether, Nursing
Carol Iwasaki, Ballet
Robert Newman, College of Humanities
Chris Pantelides, Civil and Environmental Engineering
Cathleen Zick, Family and Consumer Studies

Report of the ad hoc Committee on the Budget Formula
April 15, 2003

INTRODUCTION

The formation of this ad hoc committee was recommended by the Senate's Faculty Budget and Planning Advisory Committee in its 2002 annual report to the Senate. The ad hoc Committee on the Budget Formula was appointed in September 2002 by the President of the Senate in consultation with the Executive Committee of the Senate and with Senior Vice President David W. Pershing. The Academic Senate's charge was as follows:

- to review the effects of the formula in the current and foreseeable environment; and
- to assess the impact of the formula on the goals of the central administration, on the operations of the various colleges and departments of the University, and on such important university-wide functions as teaching, interdisciplinary work, and the work of the faculty and students generally.

CONTEXT

Background. The current budget formula was implemented in the 2000-01 fiscal year after considerable consultation with administrators as well as the Faculty Budget and Planning Advisory Committee of the Senate. The formula allocates enrollment growth funds appropriated to the University by the Legislature. Prior to FY 2001, any growth funds were allocated through annual budget negotiations rather than on a formulaic basis. One important factor that gave rise to the development of the current formula was that the University's enrollment was falling below levels funded by the State Legislature. As a result, the University was incurring tuition deficits, accruing debt and was threatened with the possibility of base budget reductions by the Legislature. Another important factor was that since there was no direct connection of a department's SCH and its budget, many departments restricted access to their majors and reduced offerings of some courses causing significant "bottlenecks" for students.

Planned Components of the Formula. In was in the face of these difficulties that Senior Vice President David Pershing instituted an enrollment formula with the following components (for a more detailed description of the budget formula itself, see Appendix A to this report):

- 50% of enrollment growth funds received from the legislature are directed to colleges that experience SCH growth from the prior year. The rates for SCH growth differ by level, i.e., $50/SCH at the lower division level, $55/SCH at the upper division level; $105/SCH at the basic graduate (masters) level; and $210/SCH at the advanced graduate (doctorate) level.

- 25% of enrollment growth funds are channeled into a "quality pool" where deans can submit competitive proposals for funding.
- 10% of funds are set aside for "infrastructure" needs such as student support services associated with growth in the number of students.
- 10% of funds are reserved in a special discretionary pool in the offices of the senior vice presidents.
- 5% of enrollment funds are set aside in an "incentive pool"

This planned balanced distribution of enrollment funds between SCH growth and these other important dimensions of growth and quality was implemented during the formula's first year, 2000-01 when the legislature funded enrollment growth fully. During successive fiscal years, however, legislative enrollment funding only amounted to 78%, 41%, 0%, and 0% respectively of enrollment funding needs as determined by the Board of Regents. With this substantial under funding of enrollment, the University directed most new enrollment funding received to the SCH portion of the enrollment growth formula. The administration honored the rates established for SCH growth but by doing so was unable to fund adequately the other categories of the formula. The table below summarizes the distribution of enrollment growth funds over the four operative years of the budget formula.

Distribution of New Growth Monies Using the Budget Formula

Category	FY2001	FY2002	FY2003	FY2004	Total
Quality	$722,125	$420,943	$ 0	0	$1,143,068
Incentive	254,100	145,000	0	0	399,100
Infrastructure	297,385	611,985	0	0	909,370
Discretionary	208,936	168,743	0	0	377,679
Subtotal	$1,482,546	1,346,671	0	0	2,829,217
SCH	$1,405,954	2,643,329	2,920,153	3,132,505	$10,101,941
Total	$2,888,500	3,990,000	2,920,153	3,132,505	$12,931,158
SCH share	48.7%	66.2%	100%	100%	78.1%

Source: Office of the Associate Vice President for Budget and Planning

As can be seen from this table, partial legislative funding of enrollment growth in fiscal years 2002 through 2004 resulted in 66%, 100% and 100% of growth funding being allocated to the SCH portion of the formula. Recently completed legislative action for FY 2004 resulted in no state funds available for either component. However, funds from the "second tier" tuition increase approved by the Regents were used to fund SCH increases under the formula ($3,132,505).

Compounding Fiscal Factors. In addition to this serious enrollment growth under funding trend, two other important confounding circumstances complicated our assessment of the impact of the budget formula. First, a series of state base budget cuts totaling 0.7 % in FY 2002, 4.9% in FY 2003, and 2.0% in FY 2004 seriously compounded budget problems from unfunded enrollment growth. Second, the University

for 15 years which has resulted in the virtual disappearance of "below the line" budgets in most academic colleges. In attempting to assess the impact of the budget formula, the committee heard many problems that were rooted more in these two circumstances than in the budget formula itself. The combination of enrollment under funding, budget cuts, and erosion of non personnel services funding made for very difficult circumstances for any budget formula to operate.

Committee Data Gathering. The Committee requested and reviewed data from the Office of the Associate Vice President for Budget and Planning and met with both David Pershing and Paul Brinkman. In addition, Dr. Brinkman provided on-going input to the many questions of the Committee over the course of our deliberation. The Committee also met with Associate Vice President John Francis and Dean of the Graduate School David Chapman to assess the impact the formula might be having on undergraduate and graduate teaching and on student scheduling of classes and other matters.

Several committee members also attended a meeting of department chairs in December where there was a general discussion of the operation and impact of the budget formula. This extended discussion and additional follow up comments provided valuable input. Some members of the committee also met with the Council of Academic Deans to discuss preliminary findings and gain added input.

The Committee also relied on data collected the previous year by the Senate's Faculty Budget and Planning Advisory Committee based on their interviews with selected deans and department chairs. The Committee itself, several of whom are deans or department chairs, had considerable experience in the operation of the budget.

ISSUES AND PROBLEMS IDENTIFIED

Many budget issues were identified from these data collection efforts. The matrix in Appendix B to this report summarizes the issues identified as well as the impact these issues were alleged to be having on departments and colleges. The Committee reviewed available data and probed further on many of these issues. In many cases data were not available and in other cases the data were not clear as to whether there was a problem. For example, data on course migration (e.g., reclassifying 6000 level courses to 7000 level), increases in the number of adjunct faculty teaching, and increasing class size were not conclusive enough to make definite conclusions. The Committee did hear quite a bit of anecdotal evidence on issues of increasing numbers of adjuncts and class size as well as the lack of financial support and incentives for smaller, specialized and interdisciplinary classes.

Principles and Assumptions Underlying Committee Analysis and Decisions. In sorting through the issues identified, the relative priority to be given, and criteria that might guide the Committee recommendations, we arrived at the following:

might guide the Committee recommendations, we arrived at the following set of principles that guided our deliberations:

- Simplicity. Any budget formula is a compromise between the complexity of reality, reflecting the wide variety of circumstances across the University, and the simplicity of formula that is understandable and transparent. The Committee adopted a preference for simplicity and understandability. We also felt that complex formulas are very difficult to administer and are subject to far more unintended consequences.

- Formula Related Issues. The Committee felt that many very legitimate issues raised did not have their roots and solutions in the formula itself but were the result of the compounding budget circumstances discussed above. We therefore tried to focus on those issues we felt could be addressed exclusively by the formula. The Committee also recognizes that this formula focuses on the University's teaching mission only and even here only on the portion of the teaching mission directly tied to state-funded enrollments. There are many other budget-related issues associated with the University's research and service missions that deserve attention but, in the Committee's view, lie outside the scope of our charge.

- Preference for Decentralized Decision Making. In general, the Committee believes that budget decisions made in a decentralized mode will best meet local needs and rapidly changing circumstances. While our recommendations generally follow this principle, we do believe that central pools of funds for specialized purposes and central reviewing bodies (e.g., the Curriculum Review Board) play important roles in bringing a university wide perspective.

RECOMMENDATIONS

1. **Value of and Need for a Formula**.

The past three years of budget formula experience has demonstrated the power of funding incentives and how those incentives have increased the availability of classes for students. While there have been some unintended consequences, the Committee believes that on balance the formula has been a positive resource allocation mechanism. Colleges and departments have given more attention to SCH, scheduling, class size and other factors that were problematic under the previous system.

Future Circumstances. Should the budget formula continue to be used under most circumstances of state funding and/or enrollment trends? Under short- or longer-term enrollment restrictions, internal SCH shifts will still have to be managed in some fashion. Absent something like the current formula, many departments will in all probability restrict course offerings, particularly given other budget constraints. One downside of a zero-sum game, of course, is that some departments desperate for marginal revenues will pursue highly competitive enrollment strategies to the disadvantage of other departments.

These negative forms of competition will have to be monitored by deans and the vice president as well as currently constituted University committees.

If the University pursues a medium- to long-term strategy of slow enrollment growth and if the state funds enrollment to a large extent (which is our medium- to long-term assumption), then the funding formula makes sense both as a growth and internal reallocation device. If, on the other hand, serious state under funding of enrollment continues, then reconsideration should be given to other kinds of adjustments in the formula.

Recommendation. *The Committee recommends that the budget formula, with minor modifications, continue to function even under limited funding increases and/or greatly restricted enrollment growth. Given that circumstances change, we further recommend that the administration undertake periodic reviews of any budget formula to make appropriate adjustments.*

2. Issues of Quality. The Committee heard more concerns about issues of quality under the formula than any other concerns. In general, formulas don't deal very well with issues of quality and so the Committee believes that the types of special funding pools set up under the formula (quality, incentive, infrastructure, and discretion) work better to address issues of quality than does the SCH portion of the formula. The following were specific areas of concern voiced by many.

Special, High Cost, Interdisciplinary Courses. Laboratories are the only specific type of high cost class where the current formula give special weight (where a 1.2 factor is applied). The other cost distinction in the existing formula, differential rates by level of instruction, acknowledges the high cost of graduate classes. The Committee reviewed and considered the cases made for special capstone courses, service-learning courses, courses where class size is controlled for purposes of accreditation (e.g. nursing) or nature of the subject matter (studio or writing-intensive courses). There are many legitimate cases to be made for the existence of variability in cost and quality of experience. The Committee considered how these special and varied circumstances might be built into the formula with some measure of equity and consistency and concluded that the formula would become overwhelmingly complex and opaque.

Criticality of Quality / Investment Pools. The Committee believes that issues of quality and investment in new initiatives should not be dependent upon an SCH formula. There are too many subtleties and judgments to be made. The Committee believes that the budget formula, as originally envisioned, contains the important components outside of SCH to address these issues.

Recommendation. *The Committee recommends some minor adjustments to the categories and allocation among categories in the current formula. The current and proposed categories are listed below:*

Recommended Budget Formula Categories and % of Funds Allocated

Existing		One-Time	Base	Proposed		One-Time	Base
SCH	50%	X		SCH	50%	X	X
Quality	25	X		Quality	25	X	X
Infrastructure	10	X		Discretion	15	X	X
Discretionary	10	X		Innovation	10	X	
Incentive	5	X					

The current formula allocates funds on a one-time basis although, as need is demonstrated over time, these one one-time funds have in some cases evolved into base budget funds. The Committee recommends more base commitments in SCH, quality and discretionary funds although the nature of particular allocations will dictate whether base or one-time allocations are appropriate. In the case of innovation funds, these should be one-time in nature.

The Committee believes that the Senior Vice Presidents should be given more discretionary funds but that further infrastructure needs should be handled out of those funds. We also believe that an innovation pool, which provides one-time seed funding for experimentation is critical for the University to be on the cutting edge of new programs and new forms of delivery.

Recommendation. *Because the non SCH portions of the formula have suffered as a result of state under funding of enrollment growth, the Committee believes that highest priority for any "catch up" enrollment growth funds provided by future legislative sessions should be in quality and other non SCH categories. Furthermore, consideration should be given to using some portion of increased tuition revenues to bolster these non SCH categories.*

3. Issues of Formula Design. Of the many formula design issues raised, the Committee focused its discussion on three, viz., the problems caused by a uniform rate of reimbursement across disciplines, the volatility of year-to-year fluctuations at the departmental level, and that a lag in funding prevents some departments from developing new courses and programs.

Uniform rates of Reimbursement. The principal problem here is that some departments' cost of instruction is much higher than others due to faculty salary differences, accreditation or other constraints on class size, etc. The current formula differentiates cost on only two dimensions: (1) level of instruction, i.e., lower division, upper division, basic graduate, and advanced graduate courses; and (2) non laboratory vs. laboratory courses. There are many legitimate and difficult circumstances caused by the absence of further cost differentiations. The Committee discovered that the potential

differentiations were legion and was faced with the dilemma of recognizing these and keeping the formula simple enough for understandability and manageability.

Recommendation. *The Committee recommends that the administration retain only those cost differentiations currently in the formula, viz., level of instruction and laboratory courses. Special circumstances and inequities should be addressed both through the non SCH categories of the formula (at the vice presidential level) and/or through compensatory policies at the dean level.*

Volatility. While fluctuations of SCH at university- or even at college-level are for the most part manageable, volatility at the department level can pose significant difficulties in departmental planning and hiring practices. The Committee considered carefully alternatives such as rolling averages, SCH "caps," or "zones" of plus or minus two percent where no adjustments would be made. In exploring these options, other problems became apparent and the Committee felt that these problems would be serious.

Recommendation. *The Committee recommends that deans create "insurance pools" of funds to mitigate year-to-year volatility at the department level. In the case of single-department colleges, similar arrangements might be made at the vice presidential level.*

Funding Lag. The Committee heard many instances where innovative ideas for new programs or courses where difficult to implement because SCH funding comes after the fact and there were no sources of "investment" funds for these ventures.

Recommendation. *The Committee recommends, as noted above, the creation of an "innovation" pool in the non SCH portion of the formula that would fund on a competitive basis proposals for innovative and experimental programs and courses. This fund would be administered by the two senior vice presidents.*

4. Decision Process Issues

Transparency. The Committee believes that transparency of decisions and numbers are critical to the successful operation of any allocation system. In the absence of widely available information and data, suspicion, rumors and misinformation abound. Faculty and department chairs welcome information and reacted very favorably to presentations made and data shared by Senior Vice President Pershing and others on these matters. Similarly, information is not consistently nor widely shared within all colleges on the operations of the budget formula within schools and colleges.

Recommendation. *The Committee recommends that transparency, in the form of widely shared information and data on the operation and allocations of the **budget formula**, be a principle of practice expected at all levels of administration throughout the University. The Committee urges the Senior Vice Presidents to ensure that transparency of budget formula allocation is practiced consistently across all college and that such information is shared down to the faculty level.*

Competition and Duplication of Courses. While some competition of courses may be desirable and some duplication necessary, one of the unintended consequences of the budget formula is to provide a greater incentive for colleges and departments to offer courses outside their normal domain. This is a case where the marketplace of courses needs some degree of regulation. The primary restraint on unnecessary competition and duplication ought to come from departments and colleges themselves—teaching courses clearly within their disciplines and not creating courses that infringe on others. But in addition to this, some strong form of monitoring and regulation is needed.

Recommendation. *The Committee recommends that the role of the Curriculum Review Board be strengthened to monitor unnecessary competition and duplication of courses that arise from incentives created by the budget formula.*

Data and Monitoring Needs. As the Committee tried to assess the seriousness of allegations about such issues a course migration, increased use of auxiliary faculty, growing numbers of large classes, etc., we were struck with importance of the University's data base on these issues and the necessity to monitor and investigate patterns in the data. While these data trends are only indicators to more complex and subtle issues, they should form the basis of periodic review and inquiry.

Recommendation. *The Committee recommends that the following data be monitored and reviewed regularly at a central level and then distributed and discussed with deans and other appropriate individuals: (1) class size; (2) number and proportion of various categories of faculty teaching classes at university and college levels of aggregation; (3) trends in class types (i.e., service-learning, interdisciplinary, writing-intensive, and capstone seminars); (4) enrollments, GPAs and quality indicators in non thesis masters programs; and (5) indicators of possible course level "bracket" creep such as a student's class standing and course level.*

5. Overall University Planning and Priorities Tied to Budget Formula.

Since the budget formula has clearly influenced behavior at the departmental and collegiate levels, it is important these incentives be consistent with overall University plans and priorities with respect to enrollment and the teaching function. This is especially true for desired enrollment growth rates, patterns of growth, and the long-term size of the University. Some comments were made about "mixed signals" as to whether the University wanted to grow, at what rate, and at what levels (graduate as opposed to undergraduate). Clear goals and signals are also important for enrollment at on- and off-campus locations. Implementation of the current budget formula has clearly decreased SCH produced off-campus at the several AOCE sites. It appears that this was unintended in the design of the formula but that it is a clear result.

Recommendation. *The Committee recommends that the Central Administration, through a deliberate and consultative planning process, clarify the University's medium- and longer-term goals and expectations with respect to enrollment levels at the*

university, annual growth rates desired, and distribution of growth at graduate and undergraduate levels as well as on- and off-campus locations. We further recommend that once these goals have been adopted that the budget formula be adjusted, if necessary, to ensure that the two planning and operating mechanisms are consistent.

Attached Appendices

    Appendix A: Brief Background on Operation of the Budget Formula
    Appendix B: Matrix of Issues

BUDGET ALLOCATION MODEL
September, 2002

The current "lower-campus" budget allocation model is administered through the Office of the Senior Vice President for Academic Affairs (SVPAA). By agreement with the Senior Vice President for Health Sciences (SVPHS), the model directly impacts all colleges except the School of Medicine. Funding for the SOM comes from the State as a separate line item. Funding for all other colleges comes as part of a lump sum appropriation for "educational and general" purposes. The model was first employed in budgeting for fiscal 2001.

Source of Funds / Allocation Scheme

- <u>Old AOCE Funds</u>. Funds that departments and colleges (D/Cs) had earned by teaching for AOCE in fiscal 2000 were taken permanently from AOCE's budget and allocated to the D/Cs at the start of fiscal 2001. The total amount allocated was about $6.8 million.

    Absent a decline in D/C student credit hours (SCH), these funds continue to be allocated in the same, original amounts at the start of each new fiscal year (with a price-level adjustment or a budget cut depending on State funding).

- <u>Growth Funds</u>. The model allocates enrollment growth funds from state appropriations.

    The intent is to allocate 50% of new growth funds each year on the basis of increases in SCH production by the respective D/Cs, and to spread the remaining 50% across funding categories labeled quality (25%), infrastructure (10%) incentive (5%), and SVP discretionary (10%). In the event that growth funding from the State is less than required to fully fund the model, increases in SCH are funded first with the remainder of growth funds, if any, flowing to the other funding categories. Without growth funding D/Cs could not sustain their own efforts and handle the increased workload. The SVPAA reserves the right to withhold new SCH funds from D/Cs whose SCH production per faculty is exceptionally low compared to national standards.

- <u>Reallocated Funds</u>. The model reallocates funds from D/Cs whose SCH production is decreasing to D/Cs whose SCH production is increasing.

    D/Cs pay into the model's revenue pool at the same per-credit-hour rates as they would receive funding if they were growing rather than declining in SCH production. The SVPAA reserves the right to refrain from taking SCH funds from D/Cs whose SCH production per faculty is exceptionally high compared to national standards.

"Color" of the Money

- <u>SCH Related Funds</u>. All funds related to SCH (including both old AOCE and growth funds) are considered as "recurring soft" meaning that they are not part of the D/Cs base budgets but can be expected to reappear year after year, absent a decline in SCH or State-imposed budget cut. These funds can be used for any legitimate purpose. However, their use for salaries for permanent hires may not be done without the approval of the SVPAA.

- <u>Non-SCH Funds</u>. Funding received under the quality, incentive, and discretionary categories are normally "one-time" from the perspective of the recipient. This approach creates a set of revolving funds. For example, quality funds used by College A one year can be used by College B the next year. The funds may be used for any legitimate purpose appropriate to their lack of permanence. Infrastructure funds may be one-time, recurring soft, or base.

SCH Component Details

- <u>Basis for SCH Funding</u>. The budget process begins with a recurrence of the prior year's SCH funding. That amount is then adjusted up or down depending on the year-over-year change in SCH and the prevailing rates of payment per SCH. The calculation is based on SCH production across all three terms (Summer, Fall, and Spring).

- <u>Unit of Analysis</u>. The unit of analysis for SCH changes and related funding is the department in a multi-department college, and the college in single-department colleges.

- <u>Locus of Control</u>. SCH-related funds flow from the SVPAA to the Deans of the colleges. The Deans decide on the allocation among departments/divisions within their purview.

- <u>Rates per SCH</u>. Current rates of pay per change in SCH are:
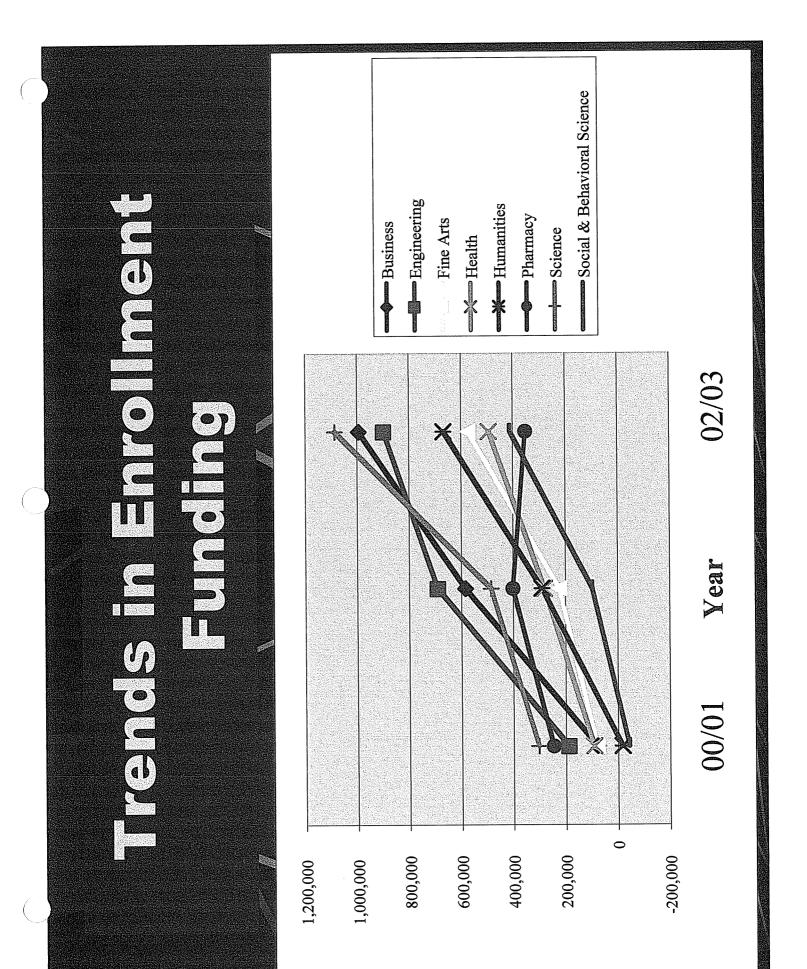
  $50 for lower-division hours (course levels 1000 through 2999)
  $55 for upper-division hours (course levels 3000 through 5999)
  $105 for basic graduate hours (course levels 6000 through 6999)
  $210 for advanced graduate hours (course levels 7000 through 7999)

  The rates (for increases or decreases in SCH) for departments with heavy reliance on labs or studios are 20% higher. The relationships among the rates approximate the Regents' enrollment growth formula. The rates have changed once since inception of the model.
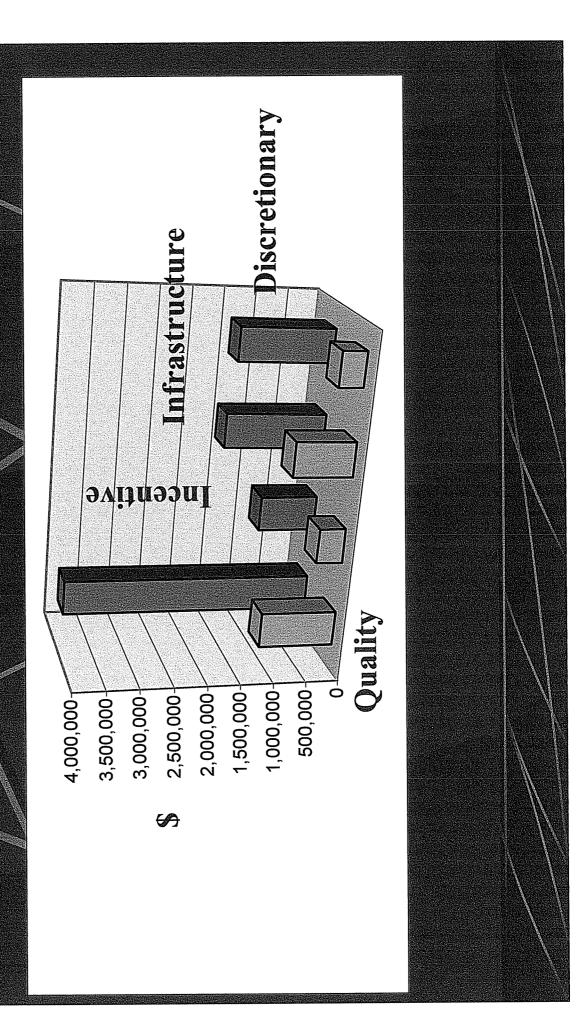
  Since inception of the model, about $6.6 million has been allocated to the D/Cs in new growth funds on the basis of SCH growth, or about 72 percent of all enrollment growth funds available. The growth portion of the model has been fully funded when measured by the prevailing payment rates per SCH.
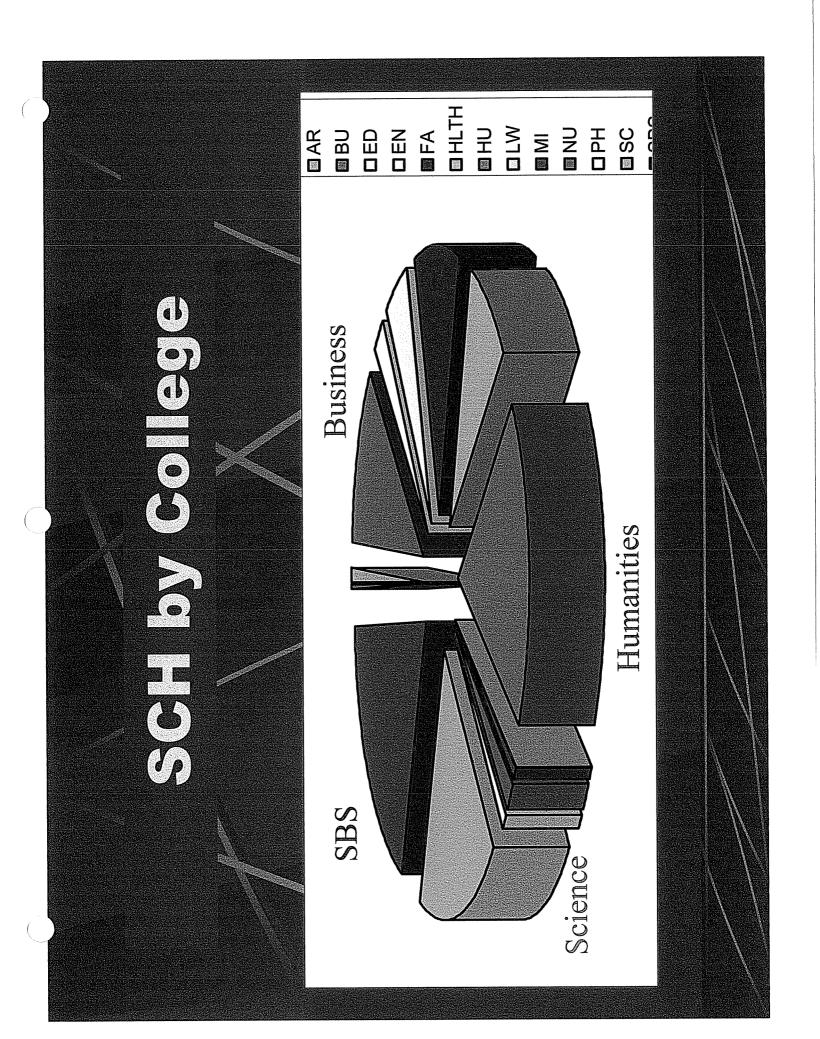
Non-SCH Funding

- Each year, the new growth funds made available for quality and discretionary purposes are divided between the SVPAA and SVPHS in proportion to the SCH growth in their respective colleges. The SVP's then allocate the funds to the colleges based on requests from the Deans. Typically the SVP's have imposed constraints on the maximum amount for any one request.

- The incentive portion of the funding has been the responsibility of the SVPAA. These funds go to D/Cs and are intended to assist with the development of new programs.

- The infrastructure portion of the funding has been the responsibility of the SVPAA. The Marriott library, Student Affairs, Administrative Services, and Human Resources have been recipients of funds from this category.

- Since the model's inception, about $2.6 million has been allocated in non-SCH funds, or about 28% of all enrollment growth funds available. About $1.1 million of those funds went to quality enhancement projects. The quality funding, as well as the total for non-SCH purposes, would have been greater by a factor of three had enrollment growth been fully funded by the State.

Trends in Enrollment Funding

Legend:
- Business
- Engineering
- Fine Arts
- Health
- Humanities
- Pharmacy
- Science
- Social & Behavioral Science

Y-axis: 1,200,000 / 1,000,000 / 800,000 / 600,000 / 400,000 / 200,000 / 0 / -200,000

X-axis (Year): 00/01   02/03

Other Uses of Growth Funding

SCH by College

ASSESSMENT OF BUDGET FORMULA

ISSUE / SUBISSUE	CHARACTERIZATION OF PROBLEM / EVIDENCE	IMPACT	POSSIBLE SOLUTIONS
I. State Funding/Legislative			
1. Legislative partial funding of formula	Underfunding of enrollment growth 70% and 40% in last 2 years	non SCH formula components unfunded	advocacy/ lobbying fundamentally out of UU control
2. Base budget cuts	Staff reductions; general support budgets reduced	incentive to max SCH to mitigate budget cuts exacerbates support issues	
II. Formula Design & Implementation Issues			
A. Formula Design			
3. Base SCH year	Depts "penalized" for past productivity prior to FY00, e.g., Dept X: 1989-99, majors > 200 to 900 with same # fac.	Difficulty sustaining or increasing SCH; Higher faculty workload	take into account past SCH increases
4. Uniform SCH $ rate	Depts with higher cost faculty receive same SCH $ rate as lower cost depts.	Higher cost depts. can't afford to hire new regular faculty	Differential rates based on dept cost factor
5. Should increase in # of majors be considered in addition to SCH?	cost to depts. of majors vs. service courses	depts. with > # of majors absorb > costs	some formula weight given to majors

ISSUE / SUBISSUE	CHARACTERIZATION OF PROBLEM / EVIDENCE	IMPACT	POSSIBLE SOLUTIONS
6. Types of teaching not included (postdocs)	Postdoc instruction not SCH driven but time consuming and costly	Other examples?	Include SCH equivalent
7. Dept support costs	Formula doesn't provide for > dept support costs associated with enrollment growth	Dept squeezed	Build dept support into rates
8. Course migration	Are depts. merely changing the course level # to max funding rates?	"cheating"? Regent audit?	U Curriculum Committee monitor/enforce
9. Off-campus courses	Smaller enrollments at off-campus sites	Depts prefer to offer larger, on-campus classes	Weight given to off-campus to equalize incentives?
		Reduction of U's off-campus offerings	U Curriculum Committee monitor/enforce
10. Is 50% going to SCH enough?	Rates are too low in many cases to hire regular faculty; dept support costs, etc.	Depts losing $ on volume	Increase % of formula funds devoted to SCH rates
B. Quality			
11. Interdisciplinary programs/courses	Little SCH $ incentive to cooperate High startup costs unfunded	Has there been a decline or or leveling in such courses? Anecdotal evidence of <	Central fund to support? Differential rate
12. Service-learning courses	Disincentive to design/develop these higher cost/lower enrollment courses		

CHARACTERIZATION OF

ISSUE / SUBISSUE	PROBLEM / EVIDENCE	POSSIBLE IMPACT	SOLUTIONS
13. Other high-cost classes	Labs (already higher rate); writing-intensive classes; ESL	Reduction in diversity, quality of courses	Recognition of higher cost courses in SCH rates
14. Class size	Incentives to > class size to max SCH	High faculty workload Incentives for faculty?	
15. Experimentation/ innovation	Development of IT courses often cited as example where dept don't have $ to invest—especially upfront	Dept doesn't have $ thru SCH formula to invest	Formula does provide "innovation" category
16. Increase in adj faculty	Dept use many more adjuncts to cope with SCH and $ available thru rates	Lowering % of full-time > workload on full-time Quality?	
17. Building in quality	Quality vs. efficiency. Is it possible to build in measures of quality?		

III. College/Dept Decision making

A. College/Department Planning

18. Competition/duplication of courses	many citations of "poaching" offer course yourself to max SCH	higher costs for U as whole	U Curriculum Com monitoring function

CHARACTERIZATION OF

ISSUE / SUBISSUE	PROBLEM / EVIDENCE	POSSIBLE IMPACT	SOLUTIONS
Depts offering own classes rather than sending to other depts	Problem cited by some dept chairs	Duplication of classes	U Curriculum Com
19. Required course status highly advantageous	Dept SCH rise/fall based on status of course as required/Gen Ed	Politics of required/Gen lists	
20. Is growth desired?	Conflicting messages about no/low growth but incentive structure otherwise	Confusion about U's future growth objectives	New funds for something other than SCH growth
21. Does enrollment growth pay off?			
Univ level Dept level	Is U working harder with > SCH but "losing" $? Shift to > #s of adjuncts?	Faculty workload Quality?	stop growing?
22. Funding lag	Dept absorbs SCH growth and gets $ one year later (one-time $) Funding info in June rather than Apr	hiring/assignments	
23. Fluctuations in SCH	How to cushion effect of swings in SCH One-time money	difficult planning / personnel decisions	Dean level VP level

CHARACTERIZATION OF ISSUE / SUBISSUE	PROBLEM / EVIDENCE	POSSIBLE IMPACT	SOLUTIONS
Univ/College/Dept Decision Making			
24. Transparency		some confusion, trust	transparency at all levels
VP-campus level Dean-dept level	Knowing rates, allocations, time table,… Knowing skims, distributions, etc.		
25. Internal dynamics of depts.	Specialty faculty/courses Incentives for large courses		
26. More data needed to for decisions on the formula	Key areas: use of adjuncts, class size, bracket creep.		

ANNUAL REPORT
2004-2005

University Diversity Committee

Edward Trujillo (Chair), Christina Rodriguez, Tom Loveridge,
Sandra Marsh, Chrisoula Andreou, Maya Chachava, Walter Jones,
Marga Massey, Carla Reyes, Wesley Sasaki-Uemura, Lynne
Schrum, Gengsheng Zeng, Bruce Gillars, Barb Remsburg, Shay
Ludwig, Jeffrey Mathis, Jessica Rogers, Ali Hasnain, Karen Dace,
Ron Harris, Marcus Trinite, Alex Lowe, Andrew Gitlin, Rev. France
Davis, Dena Ned, Angela Romero, Sherri Hayashi

Interns: Brenda Robles, Jinna Lee

Submitted to

University of Utah Academic Senate

September 2005
(revised)

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Executive Summary

Throughout the years the administration has promoted several new initiatives and modified its organizational structure to ensure that its mission is fulfilled for both people of color and for women. One of these initiatives was the creation of a Faculty Affirmative Action committee that was designed to assist the University in promoting diversity on campus. That committee's name was later changed to the Diversity committee and for academic year 2004-2005 that committee was reorganized and became an official committee of the University's Academic Senate and, as such, reported directly to the academic senate and was subject to the regulations thereof. By making this an official and on-going senate committee, long term issues could be addressed and recommendations could be made to the senate and the administration for further action. During the first year four subcommittees were created to investigate four issues – retention, updating a previous 1999 report of the diversity committee, salary analysis and communication (more particularly, website communication). Much of the work this year was devoted towards the collection of data and setting up a process for continual updating of these data. Future work will involve conducting more in-depth analyses of these data with the possibility of making some recommendations for administrative action. A summary of the findings of the committee thus far is listed below.

- There has been a gradual increase in the percentages of Asian/Native Hawaiian/Pacific Islanders and Hispanics in the student population over the last 30 years but the percentages of the other two ethnic groups have been about the same. The last few years has actually seen a slight drop in the percentage of Blacks at the University and last year there was a drop in all ethnic groups except American Indians.
- Over the years the number of Caucasian students in the freshman class has risen slightly to approximately 1800 per year and, for the most part, have consistently come from high schools throughout the state, many from the Salt Lake area.
- There has been a dramatic increase in the number of Asian American students entering the University as freshmen over the last few years with most of them again coming from within the state of Utah, but not necessarily from the same high schools as the Caucasian students. Hispanic students have also increased in numbers, with the dominant Salt Lake area high schools being the Catholic schools, Kearns, West and Brighton.
- The number of American Indian entering freshmen has increased significantly over the last 5-6 years while the number of African American students has decreased and a much larger percentage of African American entering freshmen are coming from out of state than the other ethnicities.
- A cohort study on student retention over three years indicated that, with the exception of the Asian students, the graduation rate of minorities was always less than that for Caucasian students, sometimes by as much as 8 percentage points.
- There has been an increase in the percentages of ethnic tenured/tenure track faculty at the University over the last 15 years except for the American Indian group; the largest increase being that for Asian/Pacific Islanders.

- The committee reviewed the total number of faculty, the number of ethnic faculty and the percent non-white faculty over the years 1991-2004 by college. The figures show a very wide distribution in the representation of ethnic faculty within the University.

- The committee also reviewed the total number of faculty, the number of women faculty and the percent women faculty over the years 1991-2004 by college. The figures show a very wide distribution in the representation of women faculty within the University, with some of the lowest percentages being in the scientific and engineering colleges.

- The retention committee discussed several ways that the committee can assist colleges and departments in the recruitment, hiring and retention of ethnic and women faculty. One possibility was to work with the Associate VP for Diversity's office and provide faculty "ambassadors" whenever a potential ethnic faculty member is being recruited. The faculty ambassador would be part of the interviewing process and be available to answer questions about diversity on campus and in the Salt Lake Area. Another idea was to produce a professional video on diversity on campus.

- In March, 2001, Loretta Harper, Vice-President for Human Resources, responded to the 1999 *Shape of the Valley* report recommendations, listing fourteen action steps for institutional response. The following is a summary of the current status of these efforts.

- President Young has renewed the Utah Opportunity Scholarships program for an additional four years and has encouraged Academic Affairs to hold departments more accountable for recruiting more female and minority faculty.

- Ronald M. Harris had been hired as the Associate Vice-President for Diversity in Health Sciences, and he coordinates the School of Medicine's Office of Diversity and Community Outreach (with 4 full time FTE and 1 partial FTE).

- The Senior Vice-President for Academic Affairs has taken appropriate steps to support hiring diverse faculty and staff.

- A Dual Career program has been created to support the recruitment of minorities and women by offering assistance in finding employment both on-and-off campus for partners of faculty and upper-level administrators recruited to the University and is in its third year, offering assistance upon request.

- It was recommended that the OEO/AA hire two additional staff members whose full-time responsibilities are affirmative action and the recruitment of women and minorities. Although initially two personnel were hired, budget cuts reduced this to one staff position. Training sessions designed to make employees more aware of diversity issues are no longer offered.

- A yearly Administrative Status Report for all Vice-Presidents and Deans is generated and has been sent to the Deans, Vice-Presidents, and other units for the past two years. The third year report has been prepared and will be sent shortly to the relevant administrators. How such reports have translated into recommendations and action steps by unit is unclear.

- Four scholarships are available specifically for minority students applying to this University: The Utah Opportunity Scholarship (see below), the Kennecott University Wide Diversity Scholarship, the Miller Enrichment Scholarship, and the Ivory Homes Scholarships. Kennecott awards approximately three scholarships per year for 1 year (continuing award requires reapplication) at $2500. The Miller scholarship awards 10 students per year their tuition, fees, books, and residential living for four years, and it has funded 31 students. The new Ivory Homes scholarships are for outstanding Hispanic-American seniors, with 8 awards at $2000 and 2 awards at $5000.

- Each year, 20 Utah Opportunity Scholarship students receive $5000 per year for four years for tuition, books, and fees. We currently have four cohorts for a total of 80 students, and the President has renewed the commitment for this program for a further four years.
- It was recommended several years ago that the president provide hard-funding for the American Indian Resource Center and the appointment of a 0.50 FTE director. There were insufficient funds for a 0.50 appointment, and thus the current director is at .25FTE, with a .50FTE student assistant.
- The full-time position of Assistant Dean for Diversity in the Graduate School has been open and unfilled for two years, largely due to budget cuts. The current plan is to advertise to fill this position sometime in the spring, 2006.
- Since the emergence of the Shape of the Valley Report, several other significant diversity related efforts have emerged institutionally. The University Neighborhood Partners program has received public attention and grant support. Health Sciences has developed a Nursing Diversity Team to attract diverse students into the Nursing program. The American Indian Teacher Training Program is underway.
- The Salary Analysis Sub-Committee of the University Diversity Committee met throughout the academic year to discuss the development and implementation of a salary analysis designed to identify female and minority faculty and staff who have significantly lower salaries than males/non-minorities doing the same job in the same department and adjusting for time in job. It was suggested that this analysis be merged with a report generated by HR Compensation each fall providing salary data on each staff member. The Sub-Committee agreed and in the fall of 2005 an analysis will be conducted that will include faculty (minus faculty in the Medical School).
- The webpage and communication sub-committee met throughout the year to discuss how the various multicultural organizations and programs on campus should be advertised. One concern was that ethnic students were not being made aware of such organizations and the services available. Many of the services and organizations on campus that are directed toward women and ethnic students are listed on the University's Diversity website, www.diversity.utah.edu , administered by the Associate VP for Diversity's office. That office also maintains a database of all the organizations on campus for ethnic and women students, although it is difficult to keep this database up to date. The committee made several recommendations to improve communication.

Diversity Committee Annual Report

Introduction

Our nation is experiencing a transition in education that will have significant effects on the sociological nature of the country and the financial health of its citizens. The transition is from traditional local educational practices and resources to world-wide educational practices with global information resources. Although our country has made significant progress in this effort, not every segment of our society is benefiting from this progress and the gap appears to be widening between the education of the economically disadvantaged and the majority population. There is also evidence that there are inequities within ethnic groups. Recently it has been shown that the fastest growing ethnic group in the country[1] is also the group with the lowest high school graduation rate[2]. It is particularly important that these inequities be minimized in the K-12 public school system since that is the student pool for public higher education.

Higher education is being faced with its own challenges. In order to be competitive in the market place our college graduates not only have to be educated in the tools of their profession but they have to be cognizant of their colleagues from other countries and the special qualities and skills that these colleagues offer. Thus it is important that students learn to appreciate the benefits of a multicultural society and the importance of different opinions arising from different backgrounds and upbringings. But this diversity of opinions cannot occur unless our higher education institutions have a diverse student body, faculty and staff. This has been an ongoing challenge for higher education and a number of studies and programs have been initiated around the country addressing this issue[3,4].

The University of Utah has for many years encouraged diversity among its students, faculty and staff and recognizes the value of creating a campus that fosters multicultural ideas and opinions. As written into the University's mission statement, "diversity is encouraged and respected...The University is fully committed to the goals of equal opportunity and affirmative action which are designed to ensure that each individual be provided with the opportunity for full, unhampered, and responsible participation in every aspect of campus life." However, the demographics, geographical location and historical perspective of the University make it a challenging prospect to recruit and <u>retain</u> students, faculty and staff of different ethnic backgrounds.

Throughout the years the administration has promoted several new initiatives and modified its organizational structure to ensure that its mission is fulfilled for both people of color and for

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[1] US Department of Commerce, US Census Bureau, United States Census 2000, The Hispanic Population by Betsy Guzman, issued May 2001
[2] National Center for Education Statistics, Public High School Dropouts and Completers from the Common Core of Data, School Year 2000-01
[3] www.diversityweb.org
[4] Harvey, W. B. and E. L. Anderson, "Minorities in Higher Education 2003-2004: Twenty-first Annual Status Report (2005)," published by the American Council on Education.

women. One of these initiatives was the creation of a Faculty Affirmative Action committee that was designed to assist the University in promoting diversity on campus. That committee's name was later changed to the Diversity committee and in 1999 the committee published a report[5] entitled "The Shape of the Valley: Diversity at the University of Utah 1996-1999." For academic year 2004-2005 that committee was reorganized and became an official committee of the University's Academic Senate and, as such, reported directly to the academic senate and was subject to the regulations thereof. By making this an official and on-going senate committee, long term issues could be addressed and recommendations could be made to the senate and the administration for further action. A copy of the charter of this new committee is included in Appendix A of this report.

Since this was the first year of the committee, with all new committee members (see Appendix B), a discussion of the goals and objectives and what issues were of importance was appropriate. From this discussion, several topics arose and from those only a few were chosen by the committee for further study, recognizing the limitations of time and resources. As a result, four subcommittees were created to investigate four issues – retention, updating the Shape of the Valley report, salary analysis and communication (more particularly, website communication). Much of the work of the committee this year was devoted towards the collection of data and setting up a process for continual updating of these data. Future work will involve conducting more in-depth analyses of these data with the possibility of making some recommendations for administrative action. This report outlines the progress of each of these subcommittees and discusses some of the results of these investigations.

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[5] Flores, Robert, Elizabeth Tashjian, Thomas Loveridge and Mark McPhail, "The Shape of the Valley: Diversity at the University of Utah 1996-1999," report by the University Diversity Committee, 1999.

Retention Committee Report

Members: Ed Trujillo (Chair), Andrew Gitlin, Maya Chachava, Marcus Trinite, Lynne Schrum, Barb Remsburg, Dena Ned, Rev. France Davis

One of the overall goals of the retention committee is to study the retention of women and ethnic students, faculty and staff at the University. This is not an easy thing to do and one of the objectives of the committee was to understand the complexities in trying to do so. The committee decided to focus only on faculty and students for this first year, leaving the issue of staff retention to future years. It was decided that, in order to give credibility to the findings of the committee, data from a reliable and consistent source of information had to be obtained. This was achieved by working with the University's Office of Budget and Institutional Analysis (OBIA), particularly with Gary Levy and the committee is grateful to Gary and his office for their assistance this past year. Although the OBIA is currently working on updating and improving the faculty database in the future, the historical data on faculty hiring and retention is somewhat problematic and inconsistent, one reason being that ethnicity is self reported and several people choose not to identify themselves with any particular group. In addition, Pacific Islanders are still included in the Asian category and, as a result, no information on that particular subgroup is available. In the future, faculty data will be more complete and consistent from year to year. Student data are better, although, again, retention data is almost nonexistent and there is a significant number of students choosing the "other" category for ethnicity. The most readily available information for both faculty and students is overall headcount or enrollment data and that is what was reviewed this year. An initial effort at gathering retention data, at least for students, was made but, in general, the process of collecting and analyzing these data will be developed as the committee progresses. While gender issues and the status of women at the University is also an important part of this subcommittee, much of the work this year focused on ethnic issues. Women's issues are also being addressed by the President's Commission on the Status of Women.

Students:

Appendix C shows the total enrollment of the University by ethnicity for the years 1970-2004. Figure 1 shows the percentages of each ethnic group over those same years. As shown there has been a gradual increase in the percentages of Asian/Native Hawaiian/Pacific Islanders and Hispanics but the percentages of the other two ethnic groups have been about the same for over 30 years. The last few years has actually seen a slight drop in the percentage of Blacks at the University and last year there was a drop in all ethnic groups except American Indians. The cause of these drops may just be normal fluctuation, but the University has instituted new admissions policies recently so it will be interesting to monitor these trends over the next few years.

The question can be raised if these percentages indicate under-representation or not. If the recent percentages are compared to those of the general population in the United States and the state-

wide population (see Appendix F) the University is clearly underrepresented in all categories with the exception of Asian/Native Hawaiian/Pacific Islanders. But when compared to the ethnic percentages of Utah high school graduates (2001-2002) the difference in the percentages is not as dramatic (5.2% Hispanics, 2.7% Asian/Pacific Islander, 1% Black and 1% American Indian)[6].
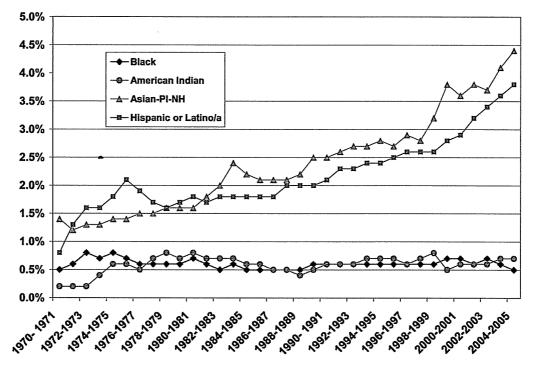
Figure 1 (new). Percent of total student enrollment by ethnicity at the University of Utah for fall semester/quarter, academic years 1970-2004.
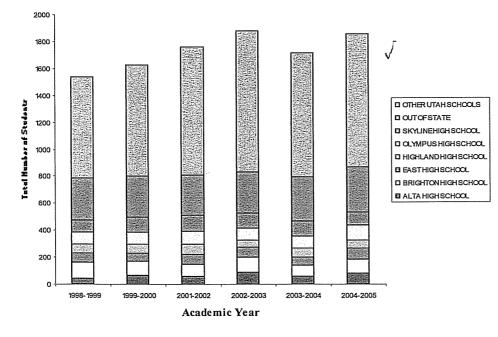
What this implies is that many of our ethnic students are not graduating from high school and pursuing post-secondary degrees, something we are well aware of. What is alarming is that many of those ethnic students that do graduate from high school may not be college-ready. It is estimated that nationally only 9% of all college-ready graduates are black and 9% are Hispanic, compared to a total population of 18 year-olds that is 14% black and 17% Hispanic[7]. Perhaps the University should be working more with the public school system to increase the pool of local ethnic students who are college-ready. For example, the Utah MESA/STEP organization (www.ed.utah.edu/mesa) is working with the public school system to increase the number of ethnic and female high school graduates who are prepared for careers in math and science. The University/Neighborhood Partners project (www.partners.utah.edu) is another example of the University working with the community to promote higher education. There is also the BioURP, which is a state-funded program to increase the number of students in biological research (www.biology.utah.edu/biourp.php).

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[6] Western Interstate Commission for Higher Education (WICHE), Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/Ethnicity, 2003.

[7] Greene, J. P. and G. Forster, Public High School Graduation and College Readiness Rates in the United States, Education Working Paper, No. 3, Center for Civic Innovation at the Manhattan Institute, September, 2003.

The committee decided to look further into student demographics, particularly entering freshmen. One committee member was curious as to where most of our ethnic students came from. Figures 2-6 show the dominant Utah high schools of the entering freshman class for academic years 1998-2004 (the data for academic year 2000-2001 was not available) for both ethnic students as well as Caucasian students as well as those coming from out of state. Over the years the number of Caucasian students in the freshman class has risen slightly to approximately 1800 per year and, for the most part, have consistently come from high schools throughout the state, many from the Salt Lake area. There is, however, a significant portion coming from out of state. For ethnic students, there has been a dramatic increase in the number of Asian American students entering the University as freshmen over the last few years with most of them again coming from within the state of Utah, but not necessarily from the same high schools as the Caucasian students. Hispanic students have also increased in numbers, with the dominant Salt Lake area high schools being the Catholic high schools, Kearns, West and Brighton. The total numbers for African American and American Indian students are so low that it is difficult to see any consistent trends for the high schools but there are significant findings – 1) the number of American Indian entering freshmen has increased significantly over the last 5-6 years while the number of African American students has decreased and 2) many of the African American entering freshmen are coming from out of state. The second point is more clearly seen in Figure 7 showing the percentage of students coming from out of state for the various ethnic and Caucasian groups. These figures and tables may help understand student retention further and if our recruiting practices for ethnic students could be improved. The committee has not looked at entering transfer students since those data are more difficult to obtain, but the committee plans to do so in the future.

Caucasian American Students by High School

Figure 2. The total number of entering freshmen students who identified themselves as Caucasian for academic years 1998-2004 (data for academic year 2000-2001 were not available). The high schools listed are the ones contributing the most students. Students from out-of-state are indicated by the green bar.
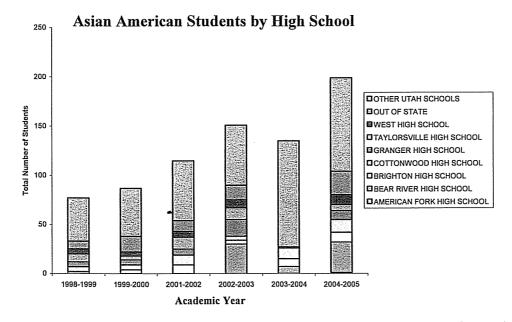
Figure 3. The total number of entering freshmen students who identified themselves as Asian American for academic years 1998-2004 (data for academic year 2000-2001 were not available). The high schools listed are the ones contributing the most students. Students from out-of-state are indicated by the green bar.
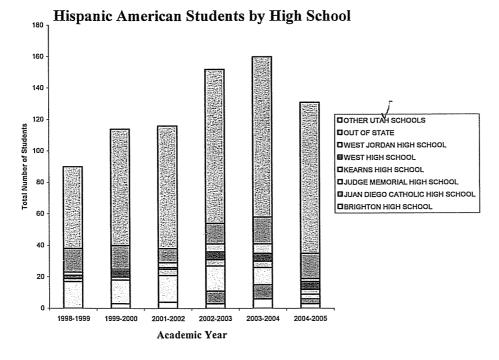
Figure 4. The total number of entering freshmen students who identified themselves as Hispanic for academic years 1998-2004 (data for academic year 2000-2001 were not available). The high schools listed are the ones contributing the most students. Students from out-of-state are indicated by the green bar.

African American Students by High School
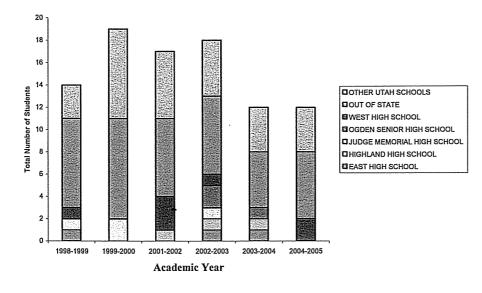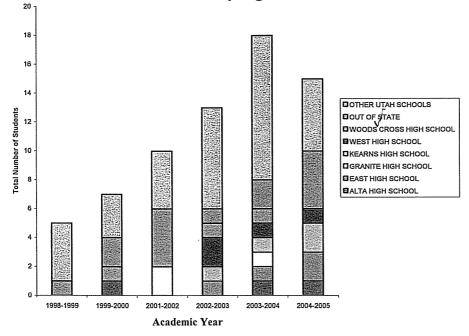
Figure 5. The total number of entering freshmen students who identified themselves as African American for academic years 1998-2004 (data for academic year 2000-2001 were not available). The high schools listed are the ones contributing the most students. Students from out-of-state are indicated by the green bar.

Native American Students by High School

Figure 6. The total number of entering freshmen students who identified themselves as Native American for academic years 1998-2004 (data for academic year 2000-2001 were not available). The high schools listed are the ones contributing the most students. Students from out-of-state are indicated by the green bar.
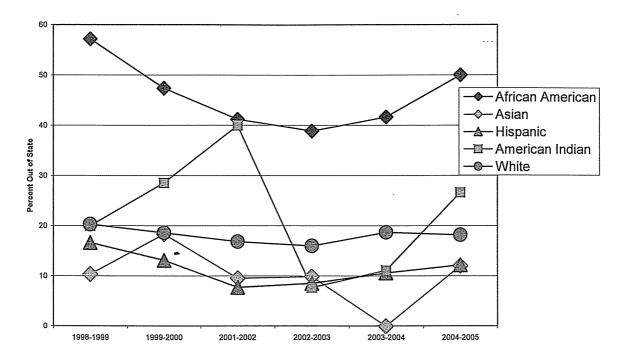
Figure 7. Percent of out-of-state entering students at the University by ethnicity for academic years 1998-2004(data for academic year 2000-01 missing).
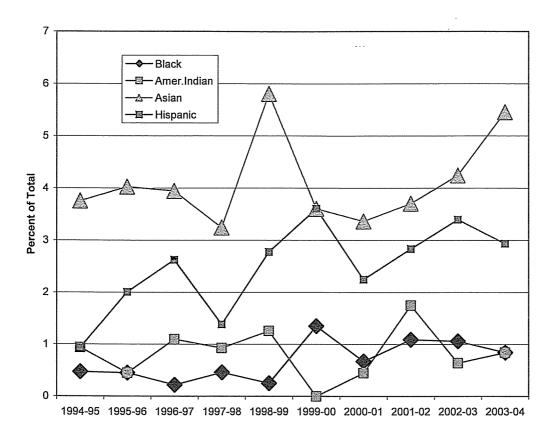
While the previous tables and figures give overall enrollment information they do not give any indication of student retention. This required the committee to do a cohort study from year to year to see how many of the students obtain a degree within six years. Table 2 shows the results of this preliminary study. Data earlier than 1996 were not as reliable and thus the first cohort used in the study was from 1996. For the three cohorts that were used the graduation rate of minorities was always less than the data for whites except for the Asian category, sometimes by as much as 8 percentage points. Within the minority category, American Indian or Alaska Natives performed the worst, averaging about 25% with Hispanics or Latino/as coming in next at about 38.5%. For blacks the high graduation rate in the 1997 was due primarily to transfer students (77% for transfers versus 38% for the first-time students) for that year. Generally, transfer students seem to graduate at a higher rate than the first-time students in almost all categories (data not shown). Interestingly enough, even for whites, the graduation rate in six years averages about 49% and, in general, the rates do not change significantly for periods more than six years.
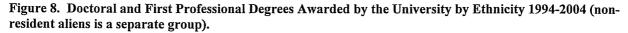
These preliminary data indicate that the retention of ethnic students is less than that of the white majority. This table will be updated every year with a new cohort to see if these trends continue. These results for the University were also somewhat confirmed by a website found recently that had similar information for the University of Utah taken from the Department of Education's nationwide graduation rate (www.collegeresults.org). While these data indicate lower graduation rates for ethnic students, the reasons for this are not clear. Support services for ethnic students have been in operation for a number of years. Whether most of these students are taking advantage of these services is not known. The committee will continue to study student retention to see what actions might be taken to improve the situation.

Table 2. Graduation Rates for Undergraduate Student Cohorts at the University of Utah as a Function of Ethnicity.

Cohort	Ethnicity	%Graduating within 6 years
1996	African-American or Black	34.8
	American Indian or Alaska Native	27.3
	Asian or Native Hawaiian or Pacific Islander	48.1
	Hispanic or Latino/a	33.9
	Total Minorities	*39.0*
	White	*47.2*
1997	African-American or Black	55.0
	American Indian or Alaska Native	24.2
	Asian or Native Hawaiian or Pacific Islander	45.6
	Hispanic or Latino/a	45.2
	Total Minorities	*43.6*
	White	*51.8*
1998	African-American or Black	46.7
	American Indian or Alaska Native	25.0
	Asian or Native Hawaiian or Pacific Islander	50.3
	Hispanic or Latino/a	36.6
	Total Minorities	*42.5*
	White	*47.5*

The retention committee also started to look into graduate students, but did not have time to pursue this issue to any great degree. Enrollments in graduate school by ethnicity over the years have not been examined, but graduate degrees awarded by the University by ethnicity (non-resident aliens is treated as a separate group) is shown in Figure 8. As indicated, Asian American students appear to have the highest number (around 4%), followed by Hispanic students. Blacks and American Indian students consistently comprise about 1% of the total degrees.

Figure 8. Doctoral and First Professional Degrees Awarded by the University by Ethnicity 1994-2004 (non-resident aliens is a separate group).

SURVEYS

There has been at least one survey conducted by the University over the years to obtain information on ethnic students' attitudes, perceptions and challenges in pursuing a degree at the University and of the campus' climate[8]. Nationally, of course, there are numerous reports. The committee is trying to collect this information to see if these results can shed some light in regards to retention. The Office of Budget & Institutional Analysis will be conducting a University-wide student campus climate survey this year (2005). Our committee has had some input into that survey and will be very interested in reviewing the results.

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[8] Fogel, J. L. and J. Yaffe, "Ethnic Minority and Caucasian Student Experiences at the University of Utah and Recommendations for Institutional Response," Report submitted to Associate VP for Diversity and Faculty Development, 1993(?).

Faculty:

One of the factors cited for better retention of ethnic students is ethnic diversity among the faculty. Figure 9 shows the percentage of ethnic tenured/tenure track faculty at the University over the years 1989-2005. As shown, there has been an increase in the percentages except for the American Indian group; the largest increase being that for Asian/Pacific Islanders. It is interesting to compare these percentage gains with those of the students (Figure 1). Relative to the increase in students there has been more of an increase in Asian/Pacific Islander and Black faculty than Hispanics and American Indian. It is not clear at this point what this means in terms of retention (students and faculty), but the committee will be looking into this in the future.
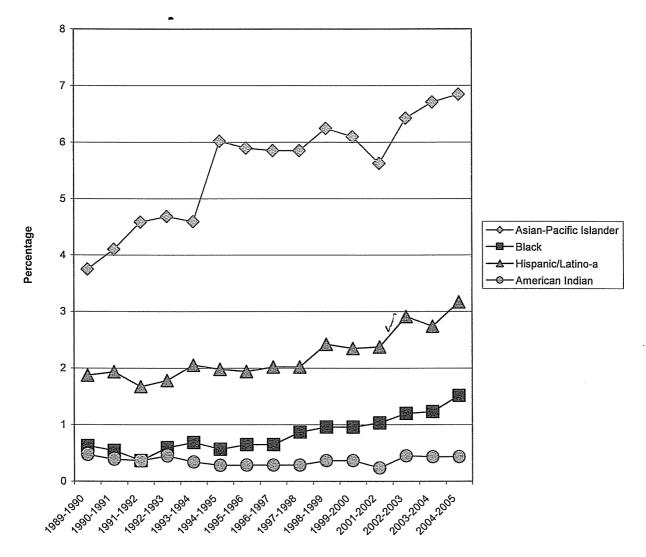
Figure 9. Percentages of Ethnic Faculty (tenured/tenure-track) at the University of Utah over the years 1989-2005.

The percentages of ethnic faculty at the University are relatively low and have been for quite some time; but how does the University compare to other institutions of higher education? That brings up the issue of to whom should we be compared. This has been debated several times. If

we compare ourselves to national statistics[9] then we are severely underrepresented only in the African American category but, perhaps, a better comparison should be made with a "peer group," whatever group that may be, whether it is based on geographical location or research funding or some other criteria. The committee will be looking into this in the coming year.

The most important administrative unit for recruiting, hiring and retaining faculty is the department. It is here that the position is initially described, applicants are screened, interviewed and an offer is made to the top candidate. Although the administration can impose some restrictions on candidates (salary or otherwise), for the most part, the department decides who the best candidate for the position is. It is the department that also creates the environment for the new faculty member, which plays a significant role in the retention of that faculty member. That is why, ultimately, it is the department that is responsible for recruiting, hiring and retaining ethnic and women faculty and any program that might be initiated by the administration to promote this issue must be fully supported and implemented by the departments. However, with the number of departments on campus, it has been found easier for the administration to manage certain programs and see the results at the college level. The diversity committee has, therefore, decided to look at the status of ethnic and women faculty at this level, although data are available at the department level.

Appendix D gives the total number of faculty, the number of ethnic faculty and the percent non-white faculty over the years 1991-2004 by college. The figures show a very wide distribution in the representation of ethnic faculty within the University. One of the colleges with the lowest representation over the years is the College of Health as shown in Figure 10. In recent years there appears to be an effort to increase the percentage, however some of those gains have been in the "other" category. Figure 11 shows the data for the College of Mines and Earth Sciences and indicates a relatively high percentage of ethnic faculty within that college and despite the decrease in the total number of faculty over the years, there appears to be an effort to maintain that high percentage. But, even here, Asian faculty constitute a large part of the ethnicity.

Appendix E gives the total number of faculty and the total number of women faculty over the years 1989-2004 by college. Again, the figures show a very wide distribution in the representation of women within the University. One of the colleges with the lowest representation over the years is the College of Engineering as shown in Figure 12. While there has been a gain in percentage over the last few years with an addition to the total number of faculty, this percentage is still lower than the national figures. For comparison, the Massachusetts Institute of Technology increased its women faculty from 10 to 18% over the years 1990-2004 and now has a President who is female[10]. On the other hand, the College of Nursing shows over representation of women faculty (Figure 13), and is trying to recruit and retain more male faculty.

While these statistics may be interesting and shows that the University is making some gains in faculty diversity there is no question that the University can do more. It is important that the administration promote policies and procedures that encourage colleges and departments to improve diversity. Accountability is an important factor in those policies. The Diversity

[9] The Chronicle of Higher Education, Almanac 2004-2005, volume 51, issue 1.
[10] MIT TechTalk, Vol. 49, No. 15, January 26, 2005

committee will continue to monitor the progress of the colleges in the future and will attempt to work with the colleges in this effort, within our limited resources.

Health Faculty by Ethnicity
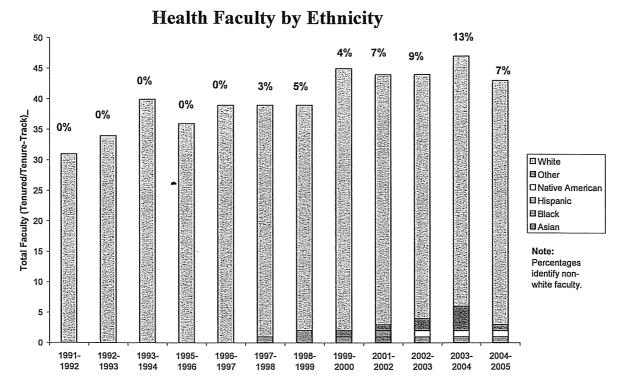
Figure 10. The total number of faculty in the College of Health over the years 1991-2004 by ethnicity.

Mines & Earth Sciences Faculty by Ethnicity
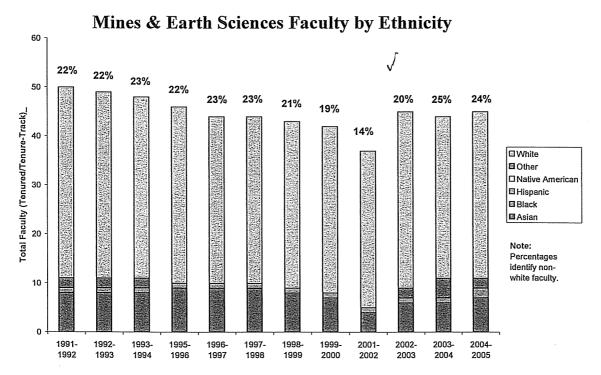
Figure 11. The total number of faculty in the College of Mines and Earth Sciences over the years 1991-2004 by ethnicity.

Engineering Faculty by Gender
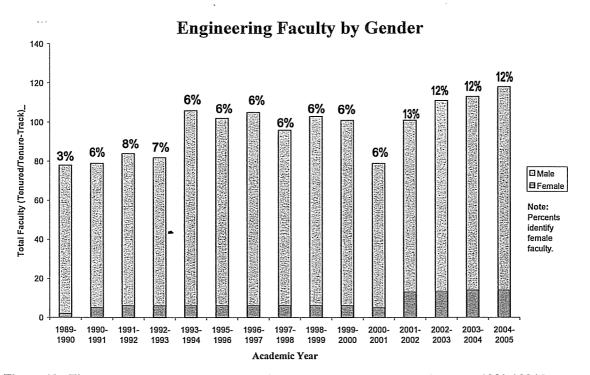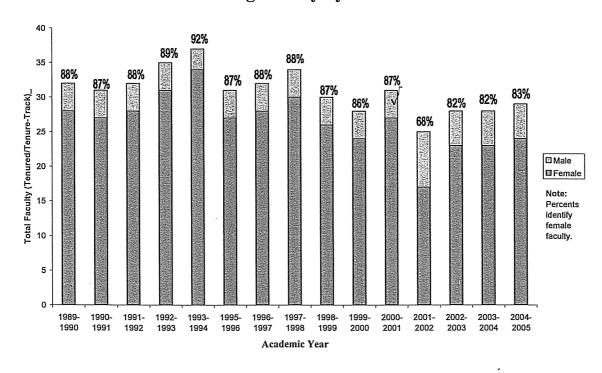
Figure 12. The total number of faculty in the College of Engineering over the years 1989-2004 by gender.

Nursing Faculty by Gender

Figure 13. The total number of faculty in the College of Nursing over the years 1989-2004 by gender.

Surveys:

Some time was spent discussing whether or not the committee should conduct a faculty survey to determine the campus climate for ethnic and women faculty. The Texas A & M Faculty Satisfaction/Quality of Life Survey was reviewed as an example. It was mentioned that the Office of Budget and Institutional Analysis was going to conduct a faculty survey and some of the questions that were being asked were similar to the ones the committee was contemplating. Therefore, the committee decided to wait to see the results of the OBIA faculty survey before proceeding with one of their own. In addition, Human Resources, in cooperation with Academic Affairs and Health Sciences (Susan Olson and Richard Sperry) will be reinstituting the Faculty Exit Survey which will provide more information to the committee on why faculty leave the University. Our committee is looking forward to working with Human Resources on this. The last Faculty Exit Study was conducted by the Office of Equal Opportunity and Affirmative Action in 1995[11].

Positive Actions:

The retention committee discussed several ways that the committee can assist colleges and departments in the recruitment, hiring and retention of ethnic and women faculty. One possibility was to work with the Associate VP for Diversity's office and provide faculty "ambassadors" whenever a potential ethnic faculty member is being recruited. The faculty ambassador would be part of the interviewing process and be available to answer questions about diversity on campus and in the Salt Lake Area. Another idea was to produce a professional video on diversity on campus and within the Salt Lake Area so that our faculty, students and staff would be aware of the many opportunities and activities that are available that celebrate diversity. The entire campus will have access to the video for educational and recruitment purposes. Other suggestions and recommendations will be developed as the committee continues to discuss retention issues.

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[11] Office of Equal Opportunity and Affirmative Action, Faculty Exit Interview Study - 1985-1995 Report, University of Utah, September, 1995.

Shape of the Valley Committee Report

Members: Christina Rodriguez (Chair), Tom Loveridge, Bruce Gillars, Wesley Sasaki-Uemura

The *Shape of the Valley* Report (1996-1999) made the following broad recommendations.
- Commit to diversity
- Link diversity and the "bottom line"
- Strive to provide an environment of tolerance and celebrate diversity
- Provide a family-friendly institution
- Increase the presence of minorities and women at the highest levels of campus leadership and influence -- recognize and avoid the tendency to press women and minorities into career-disrupting service tracks
- Respond to low retention of minority students
- Seek ways to reduce the pattern of gender concentration across fields
- Send promising female and minority staff to leadership workshops
- Continue reporting, and focus scrutiny on standout units

In March, 2001, Loretta Harper, Vice-President for Human Resources, responded to the *Shape of the Valley* report recommendations, listing fourteen action steps for institutional response. The following is a summary of the current status of these efforts.

1.   University President public support for diversity.

Historically, President Machen was very supportive of diversity at the university, and the number of minority faculty, staff and students increased during his tenure. He supported the creation of the Utah Opportunity Scholarships as well as creating the Associate Vice-President for Diversity in Health Sciences.

With respect to President Young's commitment, he has an impressive record of supporting diversity as Dean of the College of Law at George Washington University, where they simultaneously increased academic standards and graduated the most African American and Latino students of any selective law school in the country. On his mission statement posted on the web, he indicates the university's commitment to diversity, noting, one of the aims of a university education is to expand our analytical capacity, and at the U, we believe that interacting with others of different backgrounds and experiences is critical to achieving that end. President Young also currently serves on the US Human Rights Commission. He has renewed the Utah Opportunity Scholarships program for an additional four years and has encouraged Academic Affairs to hold departments more accountable for recruiting more female and minority faculty.

2.   Search for Associate Vice-President for Diversity in Health Sciences.
Ronald M. Harris had been hired, and he coordinates the School of Medicine's Office of Diversity and Community Outreach (with 4 full time FTE and 1 partial FTE). A cultural competence course is now required of all Health Sciences students. The HSC Leap program has

demonstrated the ability to recruit and retain students. The office is also affiliated with the Utah Medical Association-Woman's Division to develop networking and support.

3. *Additional resources be allocated toward tenure-track support for diversity hires and spouse/partner hires.*

The Senior Vice-President for Academic Affairs has taken appropriate steps to support hiring diverse faculty and staff.

4. *A Dual Career program be created to support the recruitment of minorities and women by offering assistance in finding employment both on-and-off campus for partners of faculty and upper-level administrators recruited to the University.*

This program is in its third year, offering assistance upon request. In 2004, they served 31 clients and in 2003, 29 clients. Across three years, 23 of those assisted have obtained employment. They have also been able to retain an employee by finding a job for their partner. Thuy Nguyen delivers these services for the program, which she performs in addition to her work responsibilities. Because of these limited resources, the number of individuals who can utilize this program is limited, and whether this program is widely publicized or recognized is unclear.

5. *Instituting a program that would post all faculty positions in the Affirmative Action Register. We may eventually expand this effort to other journals targeting women and minority groups.*

Health Sciences is currently responsible for doing this themselves. On lower campus, the costs for Human Resources to utilize the register for all campus positions was prohibitive. However, as an alternative, the University utilizes the National Minority Faculty Identification (including vitaes and job placement material), which is less costly and is covered by Human Resources. Karen Dace reports that approximately 75% of units are using this service for recruitment, although the impact on searches in terms of recruitment is unclear.

6. *In the OEO/AA , hire two staff members whose full-time responsibilities are affirmative action and recruitment of women and minorities into staff positions.*

Although initially two personnel were hired, budgeting reduced this to one staff position, who primarily concentrates on affirmative action issues. An additional staff person would be needed to address the recruitment component.

7. *Develop two half-day staff training sessions designed to make employees more aware of diversity issues.*

Such training sessions are no longer offered.

8. *All staff positions be posted with Workforce Services. In addition, we are now periodically sending a list of all underutilized staff positions to organizations that target women, minorities, people with disabilities, and veterans.*

Federal guidelines require this be done, and the University has complied regularly.

9.   *Creation of a yearly Administrative Status Report" for all Vice-Presidents and Deans. This report will provide information regarding demographics of faculty, staff, and students in each administrative area. This information will be provided annually. We will time these reports with the budget process, and encourage these administrators to include the information in their decisions regarding the allocations of resources.*

Such a report is generated and has been sent to the Deans, Vice-Presidents, and other units for the past two years. The third year report has been prepared and will be sent shortly to the relevant administrators. How such reports have translated into recommendations and action steps by unit is unclear.

10.   *Senior Vice-President for Health Sciences has established a gender equity task force to examine issues facing faculty women in the health science area of the University.*

This task force is no longer in existence, having been incorporated in some respects into the Associate Vice-President for Diversity in Health Sciences office and some incorporation into the President's Commission on the Status of Women. The task force's primary goals were information gathering and departmental consciousness-raising. Associate VP for Health Sciences Linda Amos believes information gathering was successful and consciousness-raising remains an ongoing effort. The information and comparative metrics gathered have become part of the annual SOM departmental goal setting administered through the Office of Mission Based Management. One area of continuing interest that has not been developed is an on-going networking and mentorship environment.

11.   *The President announced the establishment of scholarship programs designed to attract minority students to the University of Utah.*

Four scholarship mechanisms are available specifically for students applying to this University: The Utah Opportunity Scholarship (see below), the Kennecott University Wide Diversity Scholarship, the Miller Enrichment Scholarship, and the Ivory Homes Scholarships. Kennecott (since 2000), awards approximately three scholarships per year for 1 year (continuing award requires reapplication) at $2500. The Miller scholarship awards 10 students per year their tuition, fees, books, and residential living for four years, and it has currently funded 31 students. The new Ivory Homes scholarships are for outstanding Hispanic-American seniors, with 8 awards at $2000 and 2 awards at $5000.

12.   *The Utah Opportunity Scholarship Award that includes faculty mentors and social programs/activities.*

Each year, 20 UOS students receive $5000 per year for four years for tuition, books, and fees. We currently have four cohorts for a total of 80 students, and the President has renewed the commitment for this program for a further four years.

13.   *The President provide hard-funding for the American Indian Resource Center and the appointment of a .50 FTE Director (Nola Lodge).*

There were insufficient funds for a 0.50 appointment, and thus Nola Lodge is currently at .25FTE, with a .50FTE student assistant. President Machen supported retaining their facility when there was discussion during the Olympics about its location. The AIRC maintains an active role with the Indian students and community, with much liaison with CESA and the Teacher Training Program. A full time directorship would enable a more proactive, grant-seeking role.

14.   *The Graduate School has filled the Assistant Dean for Diversity position.*

The full-time position has been open and unfilled for two years, largely due to budget cuts. During the summer, to cover the Summer Research Opportunities Program, the position was temporarily filled (May through August). The current plan is to advertise to fill this position sometime in the spring, 2006.

Apart from these action steps, the Shape of the Valley's recommendations included several points not addressed in the fourteen above.

- A stronger, clearer family/medical leave policy was recommended. The President's Commission on the Status of Women has developed a new policy, which has been reviewed by the executive committee of the Academic Senate, with hopes that this is the first step in the process of approval of the relevant offices.
- Retention of minority students programs were recommended, with particular attention to successful tutoring programs. The number of minority students has increased steadily. The Center for Ethnic Student Affairs offers free tutoring in Math and Writing, and CESA works closely with the American Indian Resource Center. The Educational Opportunity Programs also offer support to minority students. Efforts to track the success of such efforts remain an important question.
- In terms of its recommendation about leadership programs, for the past three years, Loretta Harper, David Gardner, and Linda Amos have provided a year-long course for current female staff to promote the development of leadership in higher education. This year, Loretta Harper and others have developed the SOAR program to provide similar leadership training for all staff.

Since the emergence of the Shape of the Valley Report, several other significant diversity related efforts have emerged institutionally not mentioned above.

- The University Neighborhood Partners program has received public attention and grant support.
- Health Sciences has developed a Nursing Diversity Team to attract diverse students into the Nursing program.
- The American Indian Teacher Training Program is underway.

Salary Analysis Committee Report

Members: Tom Loveridge (Chair), Marga Massey, Walter Jones, Chrisoula Andreou

The Salary Analysis Sub-Committee of the University Diversity Committee met throughout the academic year to discuss the development and implementation of a salary analysis designed to identify female and minority faculty and staff who have significantly lower salaries than males/non-minorities doing the same job in the same department and adjusting for time in job. This is an analysis that used to be conducted by the Office of Equal Opportunity and Affirmative Action (OEO/AA), but was discontinued when PeopleSoft was activated and the data/programs were no longer available.

At first, we discussed conducting a staff salary analysis around March of 2005. Sandy Haughey in the OEO/AA was already working on this. The Sub-committee decided to support this effort and begin working on a salary analysis for faculty that would be implemented in the second year. This analysis would exclude the Medical School, since they have a unique salary process that might otherwise delay development of a faculty salary analysis. The third year, some system for Medical School faculty would be developed and implemented.

Dean Jack Brittain suggested, in an EO/AA Coordinating Committee meeting, that this analysis be merged with a report generated by HR Compensation each Fall providing salary data on each staff member. The Sub-Committee agreed, postponing the March 2005 analysis. After discussing the matter, HR Compensation agreed to this change and to developing the programming to make it work. Since the analysis would not occur until Fall, the Sub-Committee agreed that the faculty salary analysis should be included (minus faculty in the Medical School).

One of the concerns addressed by the Sub-committee is the difficulty of identifying an accurate faculty salary. After getting feedback from the Diversity Committee, we decided to use the budgeted faculty salaries rather than the actual amount paid. Both have flaws, but the latter seemed to provide more clean data. We also discussed conducting this analysis every 3 years.

The salary analysis will start with budgeted salaries for each department. Salaries will then be adjusted based on length of time in current job or rank. These "adjusted salaries" for women will be compared to the average adjusted salary for men in the same department and job. The "adjusted salaries" for minorities will be compared to the average adjusted salary for non-minorities in the same department and job. If there is a 10% or $1,500 difference (whichever is greater), the salary will be flagged. Departments would be asked to respond in these cases with either a non-discriminatory reason for the disparity or a plan of action to resolve the situation.

One of the major challenges for conducting a faculty salary analysis will be obtaining accurate information regarding length of time in rank at the University—it is not clear whether this currently exists. We also need to start giving thought to ways to conduct a salary analysis on faculty salaries in the Medical School.

Webpage and Communication Committee Report

Members: Sandra Marsh (Chair), Alex Lowe, Gengsheng Zeng, Ron Harris, Carla Reyes

The webpage and communication sub-committee met throughout the year to discuss how the various multicultural organizations and programs on campus should be advertised. One concern was that ethnic students were not being made aware of such organizations and the services available. Even some scholarships that were designated specifically for ethnic students were not being awarded because of a lack of applicants. Many of the services and organizations on campus that are directed toward women and ethnic students are listed on the University's Diversity website, www.diversity.utah.edu , administered by the Associate VP for Diversity's office. That office also maintains a database of all the organizations on campus for ethnic and women students, although it is difficult to keep this database up to date. The committee made the following recommendations:

1. Support ASUU's efforts to compile more departmental scholarship information and increase accessibility to the information.
2. If an annual "diversity" departmental report is to be requested, include a section requesting specific information about diversity recruitment/retention activities of students, faculty and staff.
3. Make sure the Diversity web page is linked with other University web pages (CESA, EEO, New Students, Students, Student Life etc.), and ensure those web pages include content specifying the University's commitment to diversity. Currently, the diversity website not an easy web page to find. Perhaps it should be listed on the University's main website.
4. If an enhanced web page is created for these organizations, it may be appropriate to place it within the Office of Diversity web page.

At the end of the academic year, this sub-committee felt that it had completed its tasks and thus the committee was dissolved. Subcommittee members were asked to join the other subcommittees for next year.

APPENDIX A
Revised Charter of the Diversity Committee

UNIVERSITY DIVERSITY COMMITTEE CHARTER
Revised 01/24/05
Approved by the Academic Senate 2005

Description:

Academic Senate Committee that provides leadership and expertise to the University of Utah community in promoting diversity in their various roles and activities; serves as a forum for the exchange of ideas within the University. The University Diversity Committee should respond to directions from the Academic Senate, while retaining the freedom to set its own agenda. The committee's principal role is to identify issues, projects, and proposals that would further a positive climate of diversity on the University of Utah campus, would enhance relations with diverse elements in the community, and would promote appreciation of diversity in the wider community. The committee's role includes forwarding information and recommendations to the Academic Senate.

The committee will submit an annual report to the Academic Senate of its activities.

Membership:

The University Diversity Committee will consist of 10 members of the regular faculty, 3 staff members, and 3 student members. The faculty members will be elected by the Senate for three year terms. The staff members will be recommended by UUSAC and approved by the Senate Executive Committee for three year terms. The student members shall be selected for one year terms in accordance with procedures established by the ASUU. Terms will begin each August 1st.

Ex officios: Non-voting ex-officio members shall include: Associate VP for Diversity, UUSAC Chair, ASUU Chair, Academic Senate Past-president, Assistant VP of Human Resources, and *four* representatives from the community. The community representatives will be elected by the committee during the first meeting of the academic year and will serve staggered three year terms with the possibility of re-election of one subsequent term.

Chair:

Invited to serve by the Senate President, with installation (vote) by the committee each year.

Budget:

Budget will be offered by the President and administered by the office of the Associate Vice President for Diversity

Table A3
Headcount Enrollment by Ethnicity
Autumn Semester Census, 1970-2005

YEAR	AFRICAN-AMERICAN or BLACK	% of Total	AMERICAN INDIAN or ALASKA NATIVE	% of Total	ASIAN or NATIVE HAWAIIAN or PACIFIC ISLANDER	% of Total	HISPANIC or LATINO	% of Total	TOTAL ETHNIC MINORITIES	% of Total	WHITE	% of Total	NON-RESIDENT ALIEN	% of Total	ETHNICITY or CITIZENSHIP UNKNOWN	% of Total	TOTAL ENROLLMENT
1970-1971	100	0.5%	49	0.2%	289	1.4%	171	0.8%	609	2.9%							21,182
1971-1972	134	0.6%	54	0.2%	264	1.2%	281	1.3%	733	3.4%							21,668
1972-1973	167	0.8%	53	0.2%	275	1.3%	345	1.6%	840	4.0%							21,221
1973-1974	141	0.7%	90	0.4%	283	1.3%	337	1.6%	851	4.0%							21,034
1974-1975	174	0.8%	133	0.6%	303	1.4%	395	1.8%	1,005	4.6%							21,751
1975-1976	162	0.7%	136	0.6%	307	1.4%	463	2.1%	1,068	4.7%			NOT AVAILABLE				22,575
1976-1977	131	0.6%	117	0.5%	326	1.5%	414	1.9%	988	4.6%							21,661
1977-1978	133	0.6%	154	0.7%	321	1.5%	382	1.7%	990	4.5%							21,880
1978-1979	126	0.6%	164	0.8%	346	1.6%	341	1.6%	977	4.6%							21,444
1979-1980	130	0.6%	155	0.7%	352	1.6%	368	1.7%	1,005	4.6%							21,992
1980-1981	156	0.7%	173	0.8%	373	1.6%	422	1.8%	1,124	4.9%							22,970
1981-1982	130	0.6%	167	0.7%	414	1.8%	392	1.7%	1,103	4.7%							23,373
1982-1983	130	0.5%	160	0.7%	494	2.0%	428	1.8%	1,212	5.0%							24,364
1983-1984	144	0.6%	162	0.7%	592	2.4%	457	1.8%	1,355	5.4%							24,911
1984-1985	132	0.5%	151	0.6%	531	2.2%	441	1.8%	1,255	5.1%							24,568
1985-1986	129	0.5%	158	0.6%	522	2.1%	438	1.8%	1,247	5.0%							24,770
1986-1987	133	0.5%	130	0.5%	512	2.1%	440	1.8%	1,215	4.9%							24,721
1987-1988	113	0.5%	115	0.5%	506	2.1%	478	2.0%	1,212	5.0%							24,124
1988-1989	124	0.5%	102	0.4%	527	2.2%	471	2.0%	1,224	5.2%							23,626
1989-1990	133	0.6%	123	0.5%	577	2.5%	481	2.0%	1,314	5.6%							23,543
1990-1991	151	0.6%	153	0.6%	619	2.5%	516	2.1%	1,439	5.9%							24,311
1991-1992	156	0.6%	146	0.6%	668	2.6%	583	2.3%	1,553	6.1%							25,581
1992-1993	162	0.6%	155	0.6%	692	2.7%	596	2.3%	1,605	6.2%							25,868
1993-1994	159	0.6%	177	0.7%	718	2.7%	642	2.4%	1,696	6.3	20,318	75.8%	1,325	4.9%	3,475	13.0%	26,814
1994-1995	149	0.6%	177	0.7%	739	2.8%	639	2.4%	1,704	6.4%	20,169	75.8%	1,338	5.0%	3,393	12.8%	26,604
1995-1996	166	0.6%	188	0.7%	724	2.7%	669	2.5%	1,747	6.5%	20,260	75.6%	1,288	4.8%	3,515	13.1%	26,810
1996-1997	153	0.6%	153	0.6%	746	2.9%	680	2.6%	1,732	6.6%	19,781	75.9%	1,239	4.8%	3,327	12.8%	26,079
1997-1998	161	0.6%	170	0.7%	723	2.8%	663	2.6%	1,717	6.6%	19,713	76.1%	1,239	4.8%	3,226	12.5%	25,895
1998-1999	156	0.6%	200	0.8%	796	3.2%	640	2.6%	1,792	7.2	18,523	74.0%	1,072	4.3%	3,631	14.5%	25,018
1999-2000	172	0.7%	128	0.5%	971	3.8%	724	2.8%	1,995	7.7	18,750	72.7%	1,090	4.2%	3,946	15.3%	25,781
2000-2001	177	0.7%	150	0.6%	946	3.6%	759	2.9%	2,032	7.8	19,200	73.4%	1,326	5.1%	3,605	13.8%	26,163
2001-2002	179	0.6%	163	0.6%	1,040	3.8%	880	3.2%	2,262	8.2	20,761	75.1%	1,496	5.4%	3,139	11.3%	27,658
2002-2003	193	0.7%	171	0.6%	1,050	3.7%	966	3.4%	2,380	8.4	21,971	77.4%	1,624	5.7%	2,394	8.4%	28,369
2003-2004	161	0.6%	186	0.7%	1,158	4.1%	1,029	3.6%	2,534	8.9	22,151	77.9%	1,609	5.7%	2,143	7.5%	28,437
2004-2005	156	0.5%	193	0.7%	1,266	4.4%	1,085	3.8%	2,700	9.3%	22,554	78.0%	1,517	5.2%	2,162	7.5%	28,933
2005-2006	193	0.7%	178	0.6%	1,324	4.6%	1,185	4.1%	2,880	9.9%	22,986	79.2%	1,478	5.1%	1,668	5.7%	29,012

- Starting in 1999, students who were immigrants, refugees, or not citizens or nationals of the U.S. but who had applied for U.S. citizenship as of the autumn semester census date were included in their respective ethnic category.
- Prior to 1999, immigrants, refugees, and non-citizens or nationals of the U.S. who had applied for U.S. citizenship as of the autumn semester were included in the "ethnicity or citizenship unknown" category.
- Students who were not citizens or nationals of the U.S. and in the U.S. on a visa or temporary basis and who may not remain in the U.S. indefinitely were included inon-resident aliencategory.
- Data for 1970-1971 through 1992-1993 includes students who took at least one on-campus course and omits students taking only off-campus courses, as of the autumn semester census date.
- Data for 1993-1994 to present includes students who took at least one for credit course and omits students taking only correspondence study courses, as of the autumn semester census date.
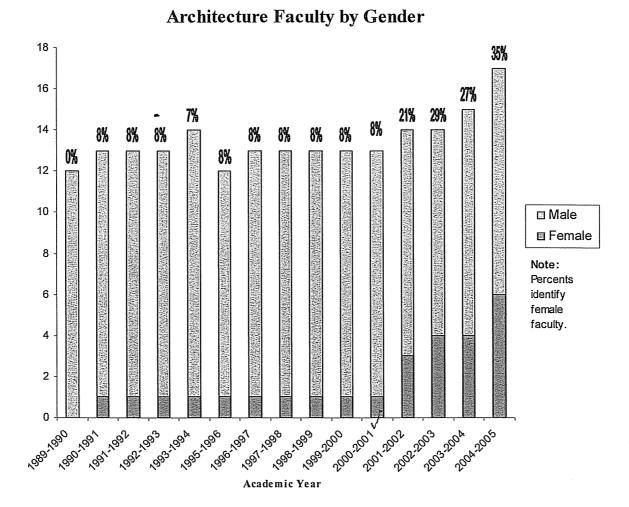
APPENDIX B
Members of the Diversity Committee (2004-2005)
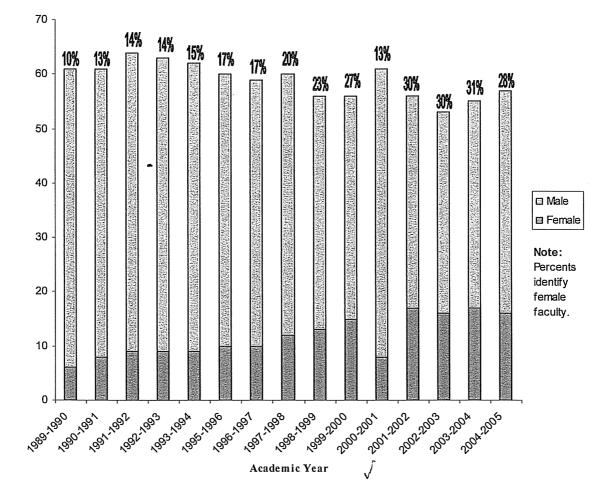
Faculty:

Chair: Edward Trujillo (2007)	Chemical Engineering	3290 MEB	1-4460	edward.trujillo@m.cc.utah.edu
Chrisoula Andreou (2006)	Philosophy	341 OSH	5-5087	andreou@philosophy.utah.edu
Maya Chachava (2006)	Art & Art History	161 ART	1-5737	mc36@utah.edu
Walter Jones (2007)	Marriott Library	327 M LIB	1-8863	walter.jones@library.utah.edu
Marga Massey (2005)	Surgery	2B205 SOM	1-8419	marga.massey@hsc.utah.edu
Carla Reyes (2007)	Educational Psychology	327 MBH	1-5079	reyes_c@ed.utah.edu
Christina Rodriguez (2005)	Educational Psychology	327 MBH	1-5847	RODRIGUEZ@ED.UTAH.EDU
Wesley Sasaki-Uemura (2007)	History	211 Carlson	5-6991	wes.sasaki-uemura@m.cc.utah.edu
Lynne Schrum (2005)	Teaching & Learning	225 MBH	7-7800	LYNNE.SCHRUM@ED.UTAH.EDU
Gengsheng Zeng (2006)	Radiology Research	720 Arapeen	1-3918	larry@ucair.med.utah.edu

Staff:

Bruce Gillars (2007)	Space Planning	101 Wolcott	1-5391	bgillars@hsc.utah.edu
Sandra Marsh (2005)	Family & Prev Med	375 Chipeta	7-3410	sandra.marsh@hsc.utah.edu
Barb Remsburg (2006)	Residential Living	822 Benchmark	7-0860	BREMSBURG@ORL.UTAH.EDU

Students:

Shay Ludwig, 953-3245, 1369 West Countrywood Ln., SLC, 84088,   orlicious@aol.com
Jeffrey Mathis, 230-8725, 3818 Dimrall Dr., SLC, 84118, jmathis@asuu.utah.edu or   jmathis@asuu.utah.edu
Jessica Rodgers, 671-3996, 933 W. Green Oaks Drive, SLC 84123, jro_817@yahoo.com or   jrogers@asuu.utah.edu
Ali Hasnain,   ahasnain@asuu.utah.edu

Ex-officio

Karen Dace	VP for Diversity	205 Park	1-7569	karen.dace@utah.edu
Ron Harris, AVP for Diversity, H.S.	Dermatology	4B454 SOM	1-6465	Ronald.Harris@hsc.utah.edu
Marcus Trinite, UUSAC Chair	Health Information	AA241 SOM	5-2249	marcus.trinite@hsc.utah.edu
Alex Lowe, ASUU President	ASUU	234 Union	1-2788	alowe@asuu.utah.edu
Andrew Gitlin, Senate Past Pres	Education	307 MBH	7-7808	Gitlin@ed.utah.edu
Tom Loveridge, Asst VP-HR,	OEO OEO/AA	135 Park	1-8365	tom.loveridge@hsc.utah.edu

Community Representatives

Rev. France Davis, Calvary Baptist Church, 1090 S. State Street, SLC, 84111, 355-1025,   francedavis@qwest.net
Ms. Dena Ned, Indian Walk-in Center, 120 West 1300 South, SLC, 84115, 486-4877 ext. 12,   dned@xmission.com
Ms. Angela Romero, SLC Mayor's Office, P.O. Box 25732, SLC, 84125, 243-2719,   angela.romero@slcgov.com
Ms. Sherri Hayashi, Utah State Government, 530-6921,   shayashi@utah.gov

APPENDIX D
Faculty Gender Data by College

Architecture Faculty by Gender

Note:
Percents
identify
female
faculty.

Academic Year

Business Faculty by Gender

Note:
Percents
identify
female
faculty.
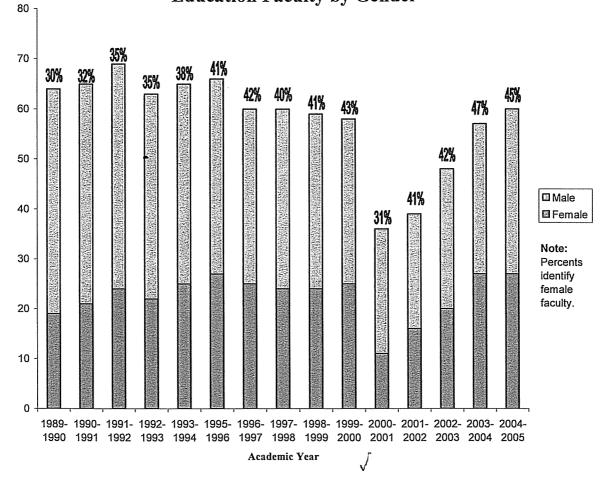
Academic Year
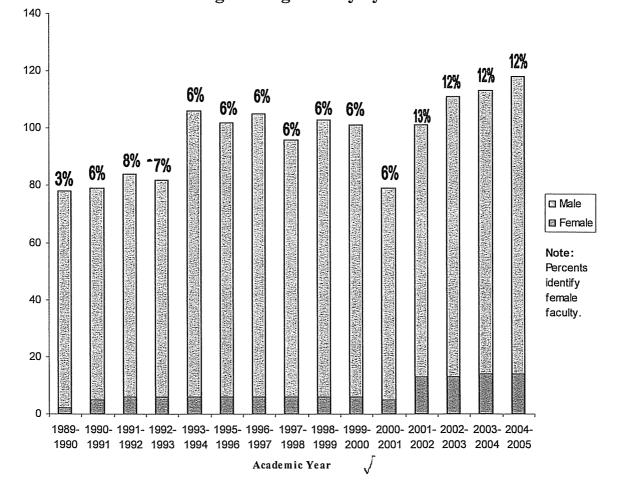
Education Faculty by Gender

Male
Female

Note:
Percents
identify
female
faculty.

Engineering Faculty by Gender

Note:
Percents
identify
female
faculty.

Fine Arts Faculty by Gender

Note:
Percents
identify
female
faculty.
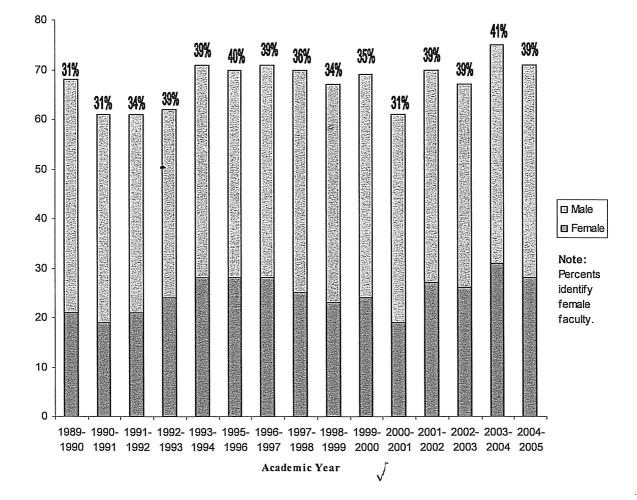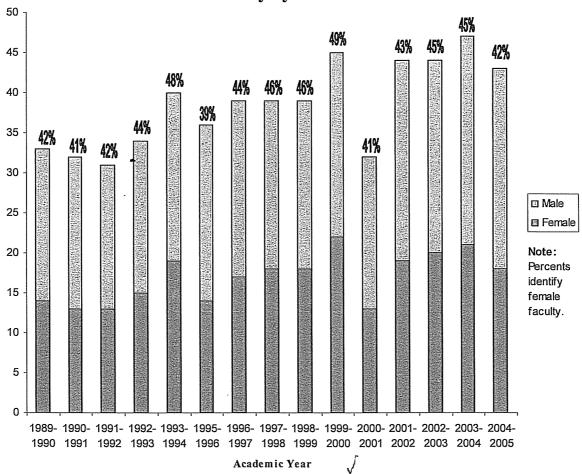
Academic Year
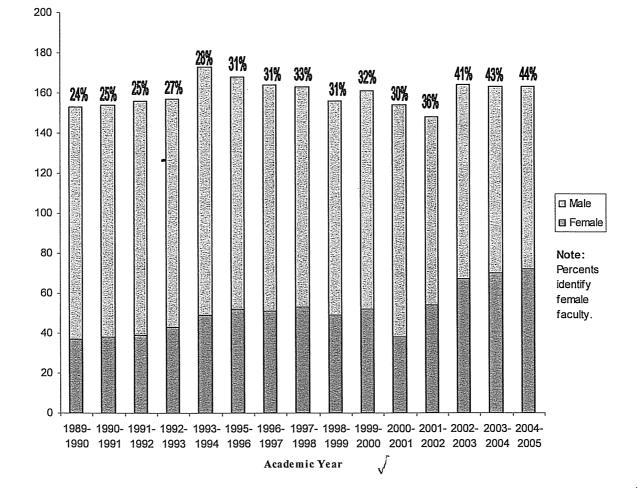
Health Faculty by Gender

Note:
Percents
identify
female
faculty.

Academic Year

Humanities Faculty by Gender

Academic Year

□ Male
▣ Female

Note:
Percents
identify
female
faculty.

Humanities Faculty by Gender

Legend:
- Male
- Female

Note: Percents identify female faculty.
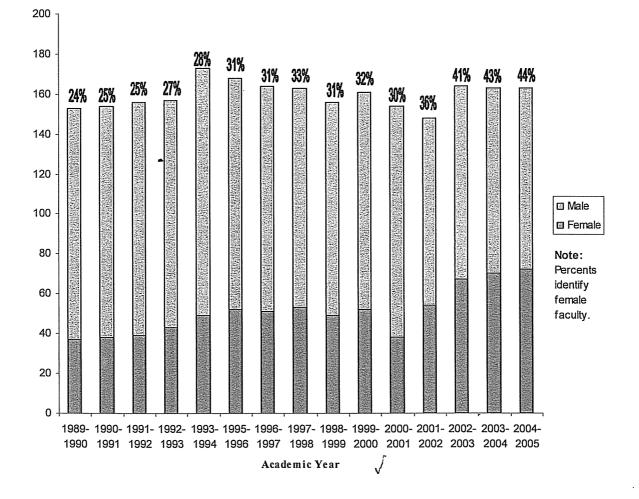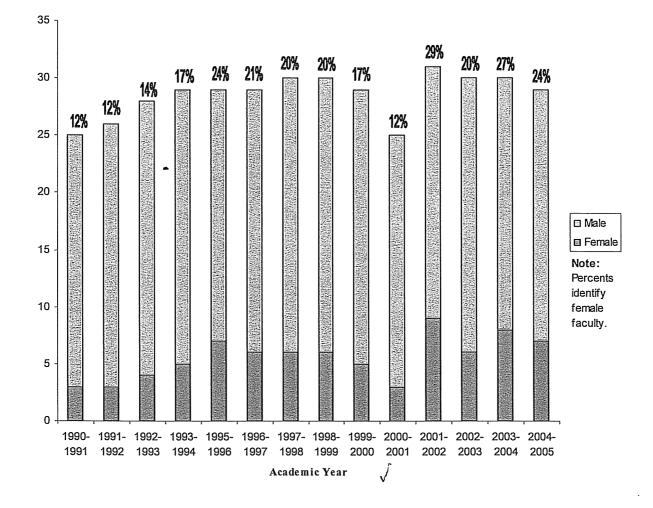
Academic Year √
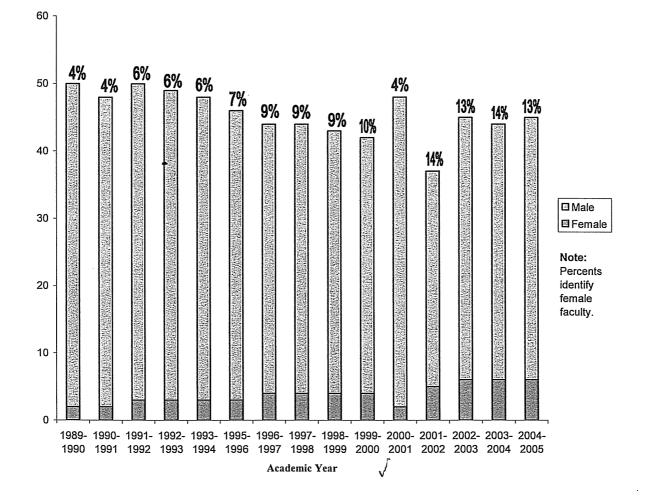
Law Faculty by Gender
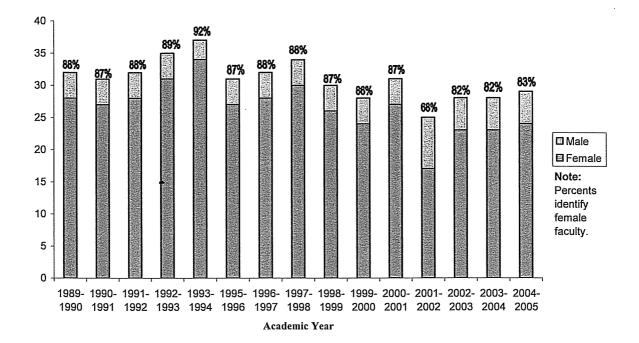
Mining & Earth Sciences Faculty by Gender
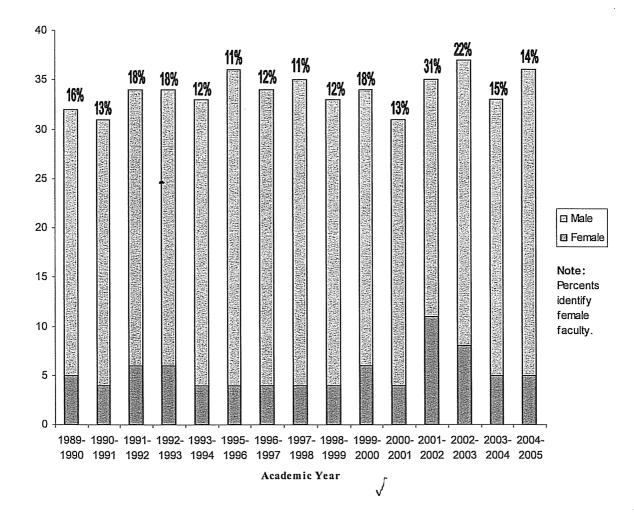
Nursing Faculty by Gender
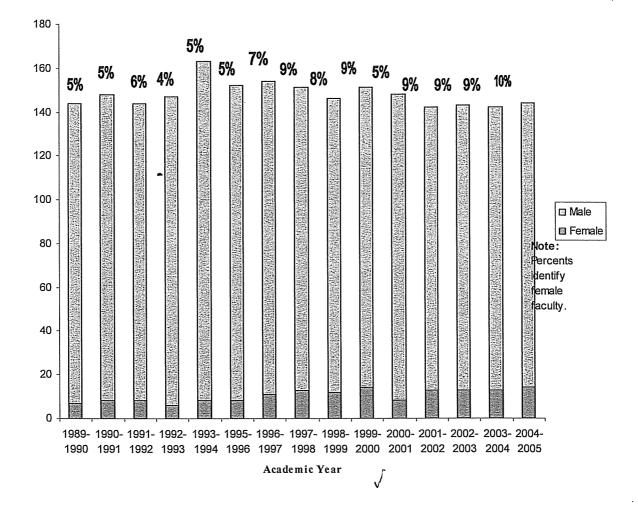
Pharmacy Faculty by Gender

Note:
Percents
identify
female
faculty.

Science Faculty by Gender
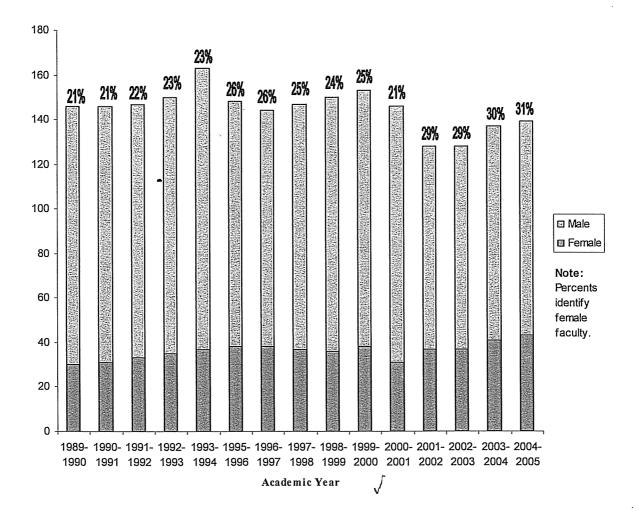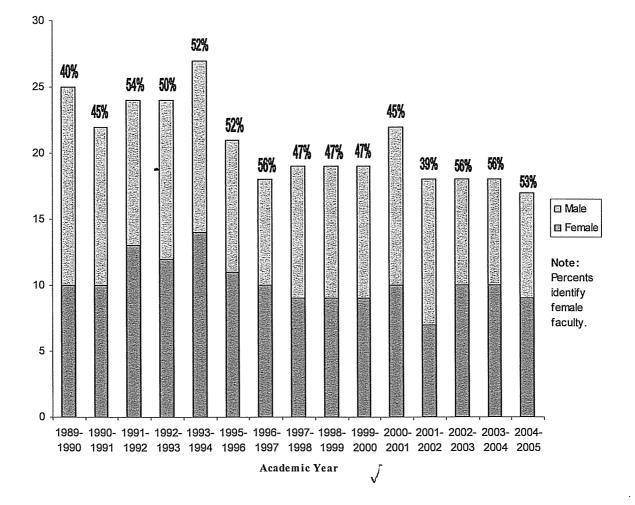
Academic Year
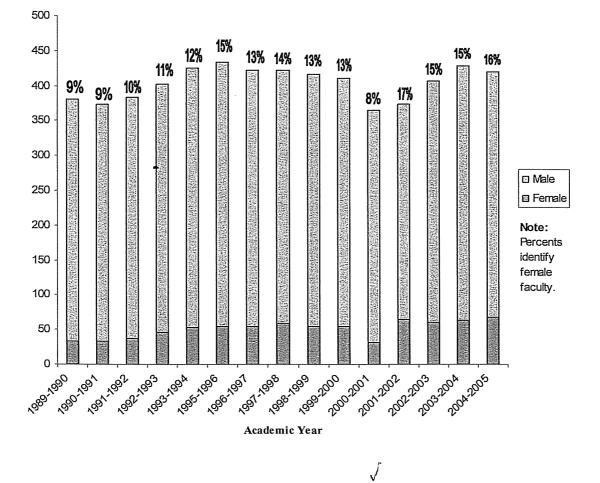
Social & Behavioral Science Faculty by Gender

Academic Year

Social Work Faculty by Gender

School of Medicine Faculty by Gender

Figure shows a stacked bar chart titled "School of Medicine Faculty by Gender." The vertical axis ranges from 0 to 500. The horizontal axis shows Academic Year. Percentages above each bar identify female faculty.

Academic Year	Female %
1989-1990	9%
1990-1991	9%
1991-1992	10%
1992-1993	11%
1993-1994	12%
1995-1996	15%
1996-1997	13%
1997-1998	14%
1998-1999	13%
1999-2000	13%
2000-2001	8%
2001-2002	17%
2002-2003	15%
2003-2004	15%
2004-2005	16%

Legend:
□ Male
▣ Female

Note: Percents identify female faculty.

Academic Year

APPENDIX E
Faculty Ethnicity Data by College

Architecture Faculty by Ethnicity

Note: Percentages identify non-white faculty.

Business Faculty by Ethnicity

Note: Percentages identify non-white faculty.
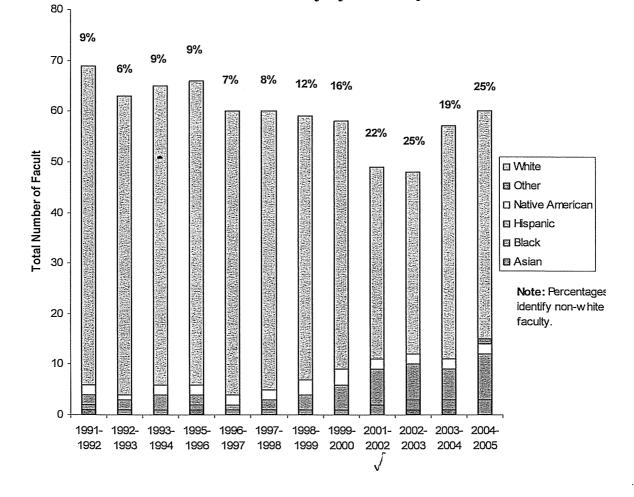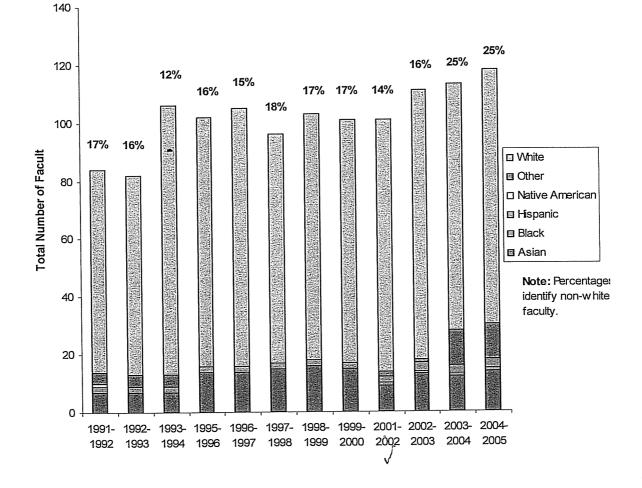
Education Faculty by Ethnicity
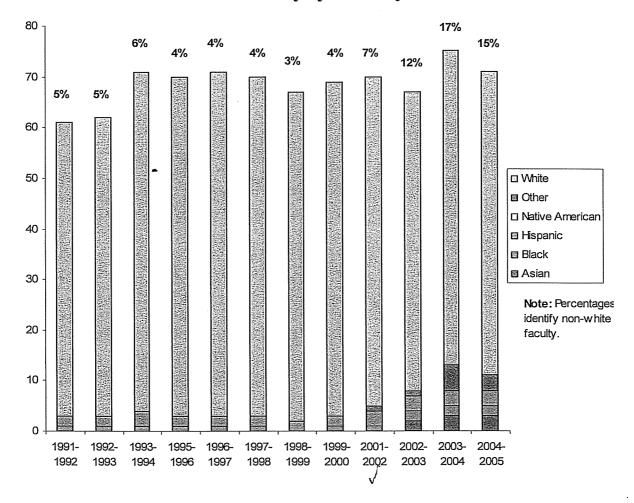
Engineering Faculty by Ethnicity

Note: Percentages identify non-white faculty.

Fine Arts Faculty by Ethnicity
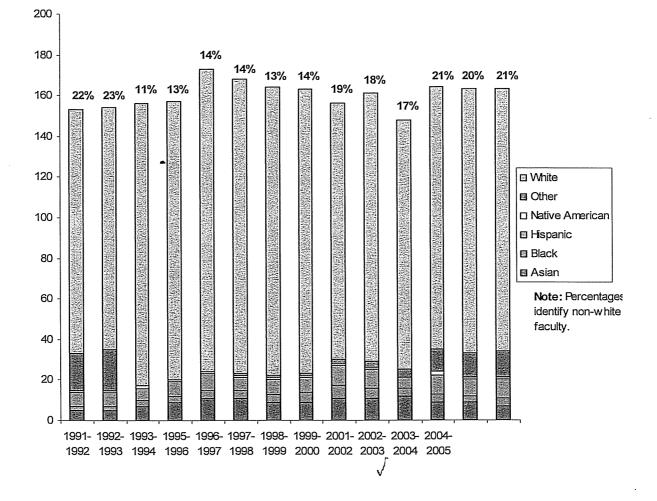
Note: Percentages identify non-white faculty.

Legend:
- □ White
- ▣ Other
- □ Native American
- ▣ Hispanic
- ▣ Black
- ▣ Asian

Year	Percentage
1991-1992	5%
1992-1993	5%
1993-1994	6%
1995-1996	4%
1996-1997	4%
1997-1998	4%
1998-1999	3%
1999-2000	4%
2001-2002	7%
2002-2003	12%
2003-2004	17%
2004-2005	15%

Health Faculty by Ethnicity

Note: Percentages identify non-white faculty.

Humanities Faculty by Ethnicity

Note: Percentages identify non-white faculty.

Mines & Earth Sciences Faculty by Ethnicity

Legend:
- White
- Other
- Native American
- Hispanic
- Black
- Asian
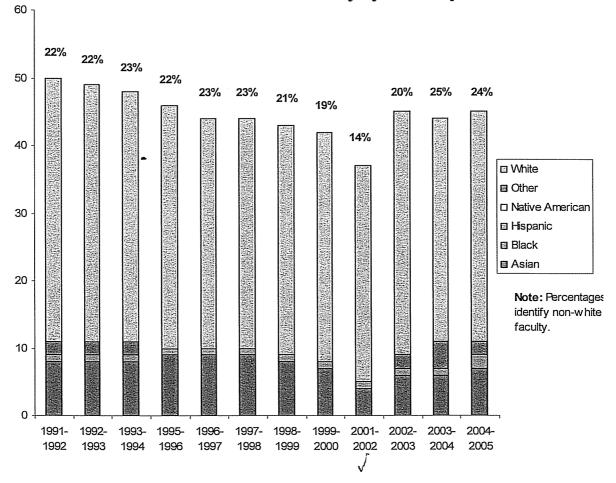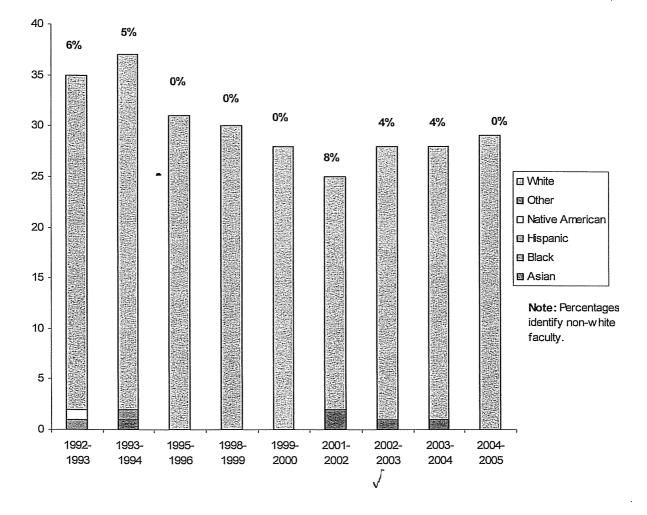
Note: Percentages identify non-white faculty.

Nursing Faculty by Ethnicity
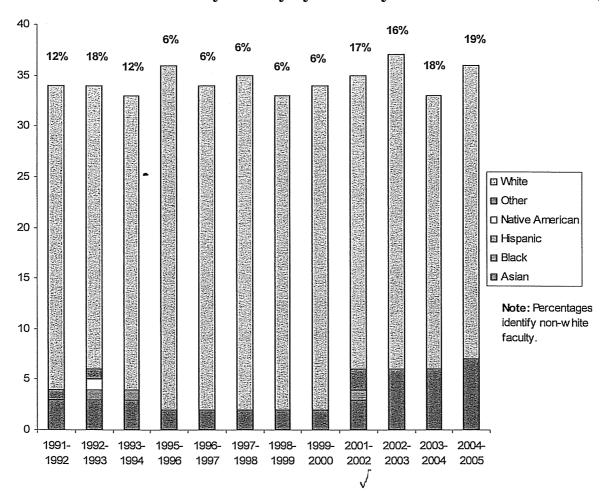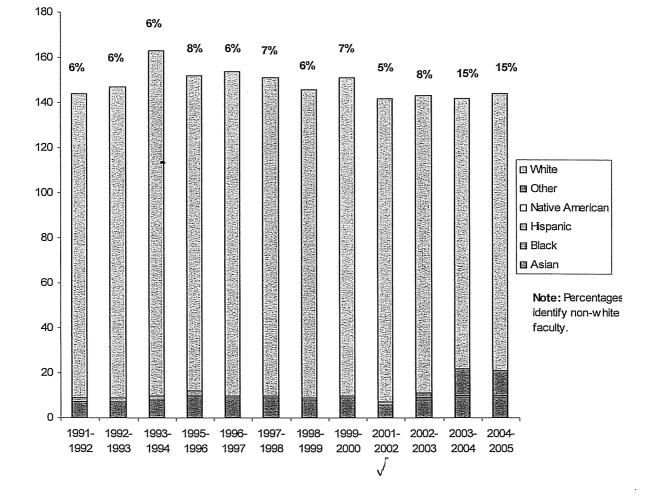
Pharmacy Faculty by Ethnicity

Note: Percentages identify non-white faculty.

Science Faculty by Ethnicity

Note: Percentages identify non-white faculty.
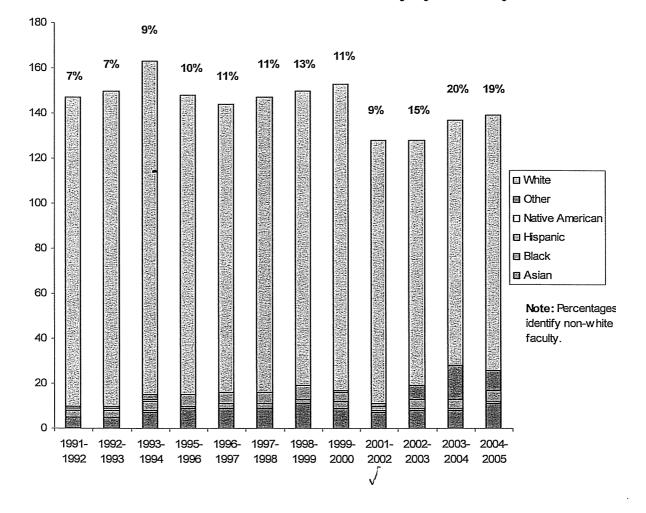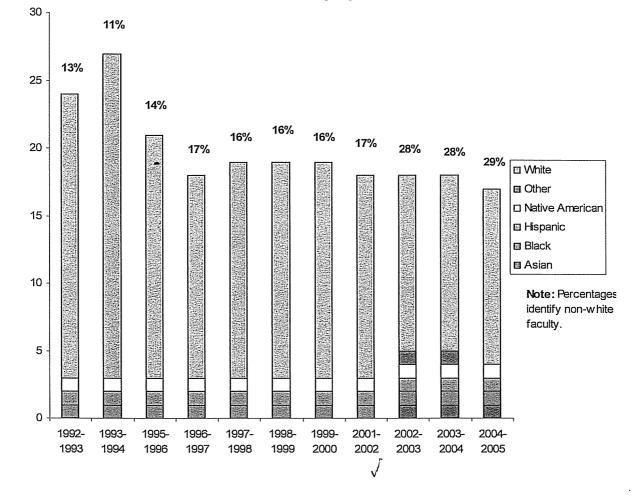
Social & Behavioral Sciences Faculty by Ethnicity
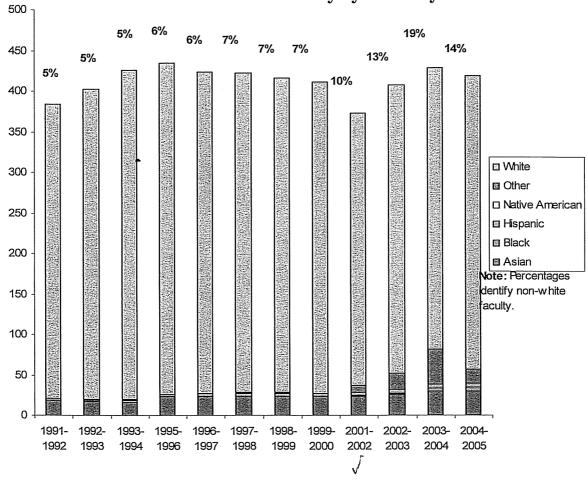
Social Work Faculty by Ethnicity

Legend:
- White
- Other
- Native American
- Hispanic
- Black
- Asian

Note: Percentages identify non-white faculty.

Percentages by year:
- 1992-1993: 13%
- 1993-1994: 11%
- 1995-1996: 14%
- 1996-1997: 17%
- 1997-1998: 16%
- 1998-1999: 16%
- 1999-2000: 16%
- 2001-2002: 17%
- 2002-2003: 28%
- 2003-2004: 28%
- 2004-2005: 29%

School of Medicine Faculty by Ethnicity

Note: Percentages identify non-white faculty.

Legend:
- White
- Other
- Native American
- Hispanic
- Black
- Asian

APPENDIX F
United States and Utah 2000 Census Information

United States, 2000 Census

	Number	%
African American or Black	34,658,190	12.3
American Indian or Alaska Native	2,475,956	0.9
Asian or Native Hawaiian and Other Pacific Islander	10,641,833	3.8
Hispanic or Latino/a	35,305,818	12.5
Total Ethnic Minorities	83,081,797	29.5
White	211,460,626	75.1
Total	**281,421,906**	

Utah, 2000 Census (corrected 11/2/2005)

	Number	%
African American or Black	17,657	0.8
American Indian or Alaska Native	29,684	1.3
Asian or Native Hawaiian and Other Pacific Islander	52,253	2.3
Hispanic or Latino/a	201,559	9.0
Total Ethnic Minorities	301,153	13.5
White	1,992,975	89.2
	2,233,169	
Total	**2,100,562**	

STUDENT OUTCOMES ASSESSMENT AT THE UNIVERSITY OF UTAH

Summary

Student outcomes assessment at the University of Utah has been a point of concern in previous accreditation visits by the Northwest Commission on Colleges and Universities (NWCCU). The student outcomes assessment plan described herein reflects the University's desire to respond appropriately to those concerns in preparation for our upcoming 2006 accreditation visit by NWCCU. The plan is also an acknowledgement of the inherent value of outcomes assessments as well as the need to respond to other external constituencies.

As envisioned in our plan, student outcomes assessment activities focuses on three core issues that have emerged from recent university-wide strategic planning. These three issues are:

1. **Student Progression:**
   We value students' time and their success in earning a degree

2. **Student Learning:**
   We value students' learning in all its aspects

3. **Student Engagement & University Experiences:**
   We value a high level of student engagement with faculty, staff, fellow students, and campus life.

The student outcomes assessment plan includes examples of both centralized and de-centralized (local) operational definitions and measures assessing student outcomes related to these three issues, as well as illustrative data and related matters. Timelines and information flows are also presented.

Coordination and direction of the outcomes assessment effort will be provided by two newly constituted bodies, the Student Outcomes Assessment Council (SOAC) and Assessment Working Group (AWG). A important responsibility for both groups will be to ensure that the assessment feedback loop is working to improve practice throughout the University.

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STUDENT OUTCOMES ASSESSMENT AT THE UNIVERSITY OF UTAH

Reports from past accreditation visits by the Northwest Commission on Colleges and Universities (NWCCU), in 1996 and 2001, have noted that the University of Utah, while conducting assessment activities at many levels and in many parts of the institution, has lacked a comprehensive and systematic student outcomes assessment plan. What follows below is a description of just such a plan for the University as well as an overview of assessment activities already underway.

While responding to accreditation requirements is a proximate cause for development and implementation of an outcomes assessment plan at this time, the need for such a plan can be advanced on other grounds as well. For example, the University is currently revising its strategic plans and undergoing a presidential transition. The strategic planning effort has been particularly important in giving broad direction to the assessment effort. The Utah State Board of Regents and the Utah Legislature are also renewing their efforts to incorporate performance indicators in budgeting and planning activities at the system and state levels. Competition for enrollment is intense, particularly from the private sector. In short, assessment of student outcomes in a thorough, systematic, and coherent fashion will serve the institution in a variety of ways.

I. Purpose, Scope, and Underlying Values

The University's student outcomes assessment plan will identify: (a) the extent to which our undergraduate and graduate students are **progressing** in a timely manner, (b) whether our undergraduate and graduate students are **learning** what the institution and faculty intend, and (c) the extent to which our undergraduate and graduate students are both **engaged and satisfied** with varied aspects of their University experiences. Simply put, the University seeks to increase its own self-knowledge, and to demonstrate to ourselves and our constituents that student's varied University experiences are both satisfying and "as advertised." The University explicitly claims many aspects of instructional prowess, and the University's student outcomes assessment plan is a means to ascertain how well the institution can back up those claims with evidence.

A major assumption by the University is that student outcomes assessment efforts must be diverse, campus-wide, coordinated, value-focused, and involve academic affairs and student affairs/services units. Our underlying strategy is balancing central coordination and local control, drawing on centralized and de-centralized (local) student outcomes assessment activities. As such, honest university-wide partnerships including administrators, faculty, staff, and the students are essential if the University's student outcomes assessment is to be comprehensive, coherent, and influential.

The following list further describes the core issues, values, and directions that drive the University's student outcomes assessment planning and activities:

1) Student Progression

This issue regularly arises in discussions with the Regents and the Legislature. Our undergraduates work longer hours off campus than students in comparable institutions, they go on church missions in large numbers, and they start families relatively early (we know this from the National Study of Student Engagement (NSSE) and our own internal student surveys). That said, the University needs to do all it can to keep students in school and to smooth the way to timely graduation. We value students' time and their success in attaining the degree they seek.

2) Student Learning

Student learning remains a most difficult dimension for comprehensive assessment, but no one disputes its centrality among the various student outcomes. The University values student learning, in professional studies, in the liberal arts or general education, and in practical application.

Assessment of student learning can proceed along three broad vectors: (1) direct measures of learning (such as those provided by licensure or other national examinations), (2) indirect measures of learning (in the forms of students' exposure to appropriate elements of the curriculum and to best practices in teaching),

and (3) students' opinions, for example about faculty, the campus, university services, facilities, and policies, and their instructional experiences at the University during and after their attendance as a student.

3) Student Engagement & University Experiences
This topic is front and center in the University's strategic plan, in part because the University did not look compare well with respect to peer institutions when we first conducted the NSSE in the spring of 2001. We value student engagement in both academic and social spheres, and have been working the last few years to increase enrollments in courses with substantial amounts of student-faculty interaction, and to develop structures and events that can build social networks and create a shared sense of community on our urban, de-centralized, and largely commuter campus. We have reason to believe that these efforts are bearing fruit, although continued monitoring is needed before we can be certain.

II. Student Outcomes Values, Definitions, & Measures
Exhibit A displays in outline form a broader, more comprehensive view of the student outcomes we intend to asses and how they relate to our core educational values. Exhibit B displays the results of a recent inventory on student outcomes assessment activities conducted by academic departments.

III. Illustrative Data, Results, and Issues
The University has conducted numerous student outcomes assessment activities related to the three core value areas, and preparations for further efforts have been underway for some time. Examples of some of these activities follow.

Progression: Tracking Undergraduate Students' Retention
We have tracked undergraduate student freshman to sophomore retention for many years. More recently, thanks to arrangements made by the Utah System of Higher Education, we have gained access to data that allows us to adjust our rates for students who leave school to participate in church missions. In turn those adjustments allow us to compare our rates with those at other universities in a valid, meaningful way. We find, for example, that our freshmen to sophomore retention rates have been gradually creeping upward, from 77.1 percent for the 1998 cohort to 79.6 percent for the 2002 cohort. That latter value puts us in line with the rates at "selective" institutions that participate in the University of Oklahoma's nationally recognized annual retention study, and with other public urban universities as illustrated below.

Institution	Year	Freshman-Sophomore Retention Rate
University of Utah	2002-2003	**80%**
	2001-2002	77%
University of Arizona	2002-2003	**77%**
	2001-2002	76%
University of Minnesota	2002-2003	**80%**
	2001-2002	80%
University of New Mexico	2002-2003	**76%**
	2001-2002	73%

Progression: Tracking & Monitoring Specific Student Subgroups
The University's Office of Budget and Institutional Analysis (OBIA) has developed a student data tool that affords identification and tracking of students based on varied demographic or grouping variables (e.g., ethnic minority students, transfer students, female students) or specific academic variables (e.g., by major, students identified as academically "at risk"). Although still in the final stages of development, this tool will provide the ability to track student retention, mid-career progression, and time to graduation, and

to assess common paths and "dead ends" in student's academic careers. This web-enabled data tool will provide institutional decision makers, faculty, and academic affairs and student service officers with an easy to use and dynamic tool for tracking student progress—or lack thereof.

Learning: Licensure Examinations Scores and Pass Rates

Since the mid 1990s, the University has been gathering data from the departments on licensure exam pass rates. We capture data on licensure examinations on a consistent basis, and we know that students are taking licensure examinations in other fields as well, for example, in accounting and architecture, where data are not available on a consistent basis. In many instances though, institutions are not advised of test results by the testing agencies and student self reporting is particularly problematic because the students may be out of school for several years before they sit for the exams.

Here is a sample of results from 2002-03, the most recent year for which data are available:

Field	Taking	Passed	Pass Rate
Communication Disorders	26	24	92.3%
Foods and Nutrition	7	7	100.0%
Physical Therapy	35	34	97.1%
Law (Utah Bar)	101	90	89.1%
Medicine MD	105	105	100.0%
Medical Technology	22	19	86.4%
Pharmacy	49	49	100.0%

We also gather data on our students' performance on the MCAT and LSAT examinations; likewise for GRE scores of our students interested in graduate school. Our students consistently score above average on the physical and biological sciences components of the MCAT, average on the verbal reasoning component, and slightly below average on the writing component. They score above average on the LSAT, below average on the GRE quantitative component, and above average on the GRE verbal component.

Learning: Student Writing Critiques

Several years ago, the University participated with the other institutions in the Utah System of Higher Education in pre and post-test evaluations of our respective writing programs. That effort was abandoned after a promising start because of legislatively imposed budget cuts. The University remains committed, however, to assessing this most critical skill. Having just named a new director of the Writing Program, we are currently developing assessment plans as part of rethinking the nature and scope of the program. While not yet fully developed, the assessment plan will feature pre/post test portfolio analyses by outside raters. Funds have been allocated for this purpose. We intend to inaugurate the assessment component in the Spring of 2005.

Learning: Students' Exposure to Best Teaching Practices

Every undergraduate and graduate course at the University of Utah receives student evaluation. Although there are two main sets of seven questions each that all courses are evaluated on (one set for the course, one set for the faculty), additional standardized survey questions are often included and address issues of teaching excellence, student experiences, and best practices. We are beginning to track these data closely at the central level, and creating useful documents, reports, and web-based tools for faculty, departments, and decision-makers use. Examples of such questions include:

This course was intellectually stimulating.	This course challenged me intellectually.
The course was helpful in developing new skills.	The course helped me become a more creative thinker.

The instructor's teaching methods were effective.	The instructor's presentations were thought-provoking.
The instructor stimulated my thinking.	The instructor was concerned about student learning.

All departments receive the results of these evaluations, as do individual faculty.   In many departments, these evaluations become part of the RPT files. In addition, students across campus can access the results on a course-by-course basis on the web.

Engagement and University Experiences: National Study of Student Engagement
The University participated in the National Study of Student Engagement (NSSE) in academic years 2000-2001 and 2003-2004. As noted earlier, the University scored better on measures of student engagement in 2003-2004 than in 2000-01, as the following sample results illustrate (1 = never, 4 = very often).

Students	Experience	2000-01	2003-04
First Year	Discussed ideas from your readings or classes with faculty members outside of class	1.39	1.63
First Year	Encouraged contact among students from different economic, social, and racial or ethnic backgrounds	2.00	2.45
Seniors	Worked with classmates outside of class to prepare class Assignments	2.51	2.64
Seniors	Worked with faculty members on activities other than course work (committees, student life, etc.)	1.42	1.68

Numerous questions of this sort will be helpful as we attempt to gauge the effectiveness of various strategies designed to enhance student engagement. The University has committed to participate in the NSSE every two to three years.

Engagement and University Experiences: University-Wide Student Surveys
The University's Office of Budget and Institutional Analysis (OBIA) conducts annual surveys of several student cohorts, including graduating seniors and transfer students, with a large number of survey items focusing on students' university experiences. These surveys have been designed in part to complement the NSSE survey. Examples of questions include:

Did you complete your degree from the U. as quickly as you had initially planned? Did the U. do anything to significantly delay your progress toward graduation?   (from the Graduating Seniors Survey)
Did the U. accept all the transfer student credit hours from your previous college or university that you thought they would/should? Have you had to retake any courses here at the U. that you had already completed and passed at a previous college or university because they were not accepted for credit here at the U.?   (from the Transfer Student Survey)

One specific item that we intend to include on the survey of graduating seniors ties directly to a strategic planning objective which is to ensure that all graduating seniors know at least three faculty well enough to ask for letters of recommendation (for graduate school, a job, etc.).

Progression, Learning, and Engagement: Evaluating Departmental Quality
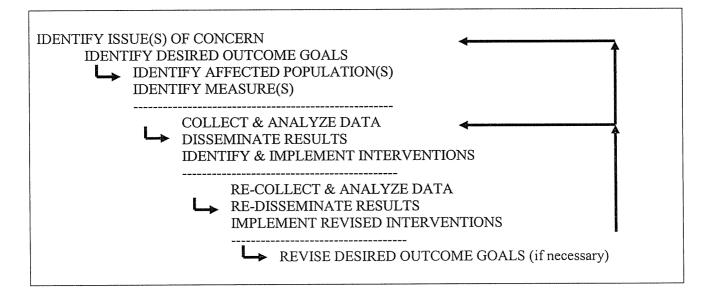
The most in-depth local assessments that we conduct on a regular basis are the program reviews orchestrated by the Graduate School. Ten to twelve of these reviews are conducted each year. They involve an internal review team that includes faculty from other programs within the University and an external review team comprised of three faculty from comparable programs at other universities. In the past, the commendations and recommendations flowing from these program assessments did not address student outcomes in a comprehensive manner. We have recognized this shortcoming and have altered our approach as of 2004-05. Departments will henceforth be required to produce student outcomes information data related to progression, learning, and engagement.

IV. The Student Outcomes Assessment & Institutional Improvement Loop

It isn't enough to simply assess outcomes. We must find ways to integrate assessment results and findings into the processes whereby the University decides where to put its energy and resources, establishes policies, and formulates strategies. If we don't "close the loop," assessment will be a mere add on, something that takes up shelf space but does not contribute to institutional improvement.

The problem is most acute at the central level, where those undertaking the assessment are typically not directly involved with students. For example, the results of our graduating senior surveys are available in the first instance to analysts in OBIA and the results typically are diffuse and difficult to associate with a particular academic unit. By contrast, the results of exit interviews conducted by an academic department of its own students are immediately available to the department chair or advisory team. Similarly, in cases where central units are interacting with academic units in the assessment process, the results are automatically located where they can have an impact. The obvious example is a program review conducted by the Graduate School. In every instance, the Graduate School works directly with the program on the assessment itself, on a list of agreed upon steps to deal with problems revealed in that process, and on a subsequent follow-up to ensure compliance. Ideally the model assessment would look something like this:


```
IDENTIFY ISSUE(S) OF CONCERN                          ◄──────────────────┐
        IDENTIFY DESIRED OUTCOME GOALS                                    │
            ┗➤ IDENTIFY AFFECTED POPULATION(S)                            │
               IDENTIFY MEASURE(S)                                        │
        -----------------------------------------------                   │
                    COLLECT & ANALYZE DATA            ◄──────────────┐    │
            ┗➤ DISSEMINATE RESULTS                                   │    │
               IDENTIFY & IMPLEMENT INTERVENTIONS                    │    │
            -----------------------------------------                │    │
                        RE-COLLECT & ANALYZE DATA                    │    │
                ┗➤ RE-DISSEMINATE RESULTS                            │    │
                   IMPLEMENT REVISED INTERVENTIONS                   │    │
                -------------------------------------                │
                        ┗➤ REVISE DESIRED OUTCOME GOALS (if necessary)
```

We plan to emulate the program review model to some extent for centrally developed assessment efforts. Exhibit C shows what we envision for a typical situation wherein we survey students on issues of concern to the University, submit findings to appropriate groups for their reaction, and subsequently follow up to determine whether any actions have been taken in response to those findings.

V. Coordination and Direction

The Student Outcomes Assessment Council (SOAC) will have responsibilities for overall coordination and direction of outcomes assessment efforts, for ensuring that all academic and student

services units are participating in the assessment process in appropriate ways, and for ensuring that assessment results are being considered in appropriate venues. SOAC membership consists of the Associate Vice Presidents for Graduate Studies, Undergraduate Studies, Student Development and Assessment, and Budget and Planning.

The Assessment Working Group (AWG) will be staff to the SOAC and be responsible for the day-to-day coordination of assessment activities, the implementation of centrally conducted assessment activities, and the day-to-day coordination of the assessment review process (including keeping a record of what was assessed, who reviewed the results, and what action was taken). AWG membership consists of the Associate Dean of the Graduate School, the Director of Institutional Analysis, the Undergraduate Assessment Coordinator, the Student Development and Assessment Manager, and the Director of Advising.

VI. Communications

The heart of our communications plan for student outcome assessment is the flow of assessment results directly to those individuals, committees, and offices that have an interest in--and can act upon—those results. In addition, we will construct an assessment website that will be open to the University community and the broader public. We will populate this website with synopses of survey results, survey and other assessment schedules, performance indicator data, and so on. The site will contain links to other data compilations maintained by the University on the web, which have become quite extensive and will continue to grow (for example, see www.obia.utah.edu). We expect that the website content will be predominantly about, but not be limited to, student outcomes. The University has an active public relations function. We expect that they will want to publicize some of the assessment results.

VII. Timeline

Student outcomes assessment is not new to the University, but we can only agree with the view that our previous efforts have been insufficient. In recent years, however, we have added staff, built infrastructure, and developed tools needed for an expanded assessment program. Adopting this outcomes assessment plan will help us make good use of these capabilities as we strive to coordinate, focus, and intensify our assessment efforts. Selected activities that have been or will be completed during 2004-2005 and 2005-06 are shown below (Exhibit D). Also shown is a schedule for the various surveys will be conducting over the next several years (Exhibit E).

Exhibit A: Student Outcomes Assessment Values, Definitions, and Measures

Value	Operational Definition	Performance Measure

Centralized Assessments

Value	Operational Definition	Performance Measure
Progression	A) Retention B) Time to Graduation	Retention & Progression Rates for Student Cohorts Average SCH to Graduation for Student Cohorts; Student Satisfaction (Survey Results); Graduate School Program Reviews
Learning	A) Gen. Ed. Goal Achievement B) Best Teaching Practices C) Writing Skills Mastery D) Quantitative Skills Mastery E) Content Mastery	Student Course Evaluations, Student Surveys Student Course Evaluations; NSSE Findings Pre/Post Test Gains on Writing Critiques Pre/Post Test Gains in Math Skills Test Licensure Examinations Scores & Pass Rates; Alumni Survey; Graduate School Program Reviews

Engagement & Experiences

Value	Operational Definition	Performance Measure
	A) Academic Experiences B) Campus Experiences C) Student Service Experiences D) Engagement with Faculty	Student Survey Results Student Survey Results Student Survey Results NSSE Findings; Engagement Intensive Course Enrollments

De-centralized Department / College Assessments

Value	Operational Definition	Performance Measure
Progression	A) Semester to Semester Retention B) Time to Graduation	Progression Rates for Specific Majors Average SCH to Graduation for Specific Majors; Departmental Student Survey Results
Learning	A) Best Teaching Practices B) Content Mastery	Student Course Evaluations Licensure Exams; Portfolio & Performance Reviews; Alumni Outcomes Surveys; Subsequent Enrollment in Graduate Programs

Engagement & Experiences

Value	Operational Definition	Performance Measure
	A) Academic Experiences B) Campus Experiences C) Advising & Student Services Experiences D) Engagement with Faculty	Departmental Student Survey Results; Student Course Evaluations Departmental Student Survey Results Departmental Student Survey Results Departmental Student Survey Results; Student Course Evaluations; Engagement-Intensive Course Enrollments

Exhibit B: Inventory of Academic Unit Outcomes Assessment Activities

Part 1:

Department	College	Capstone Course	Student Surveys	Exit Surveys	Licensure / Competency Exam
Architecture	AR	X			X
Accounting & Info. Systems	BU	X	X	X	
Finance	BU	X	X	X	X
Management	BU	X	X	X	
Marketing	BU	X	X	X	
Education, Culture and Society	ED			X	
Ed. Leadership & Policy	ED	X		X	X
Educational Psychology	ED			X	
Special Education	ED			X	X
Teaching and Learning	ED		X	X	X
Bioengineering	EN	X	X	X	X
Chemical Engineering	EN	X	X	X	X
Civil & Environmental Engineering	EN		X	X	X
School of Computing	EN		X	X	X
Electrical & Computer Engineering	EN		X	X	X
Environmental Engineering	EN		X	X	X
Materials Science Engineering	EN		X	X	X
Mechanical Engineering	EN	X	X	X	X
Art & Art History	FA	X			
Ballet	FA			X	
Film Studies	FA			X	
Modern Dance	FA				
Music	FA			X	
Theater	FA				
Communication Disorders	HE			X	X
Exercise & Sport Science	HE			X	X
Foods & Nutrition	HE		X	X	X
Health Promotion & Education	HE			X	
Occupational Therapy	HE	X	X	X	X

Parks, Recreation & Tourism	HE		X	X	X
Physical Therapy	HE			X	X
Asian Studies	HU	(none)			
Communication	HU			X	
English	HU		X	X	X
History	HU	X		X	
International Studies	HU				
Languages & Literature	HU	X			X
Linguistics	HU	X			
Middle East Center	HU			X	
Philosophy	HU	X	X	X	
Writing Center	HU		X		
Law	LW	X		X	X
Geology & Geophysics	MI	X	X	X	X
Metallurgical Engineering	MI	X	X	X	
Meteorology	MI	(none)			
Mining Engineering	MI	X	X	X	X
Nursing	NU		X	X	X
Pharmaceutics	PH		X		X
Pharmacology & Toxicology	PH		X		X
Pharmacy Practice	PH		X		X
Pharmacy Services	PH		X		X
Anthropology	SBS		X		
Economics	SBS	(none)			
Family & Consumer Studies	SBS	X	X	X	
Gender Studies Program	SBS	X	X	X	
Geography	SBS	(none)			
Political Science	SBS		X		
Psychology	SBS				
Sociology	SBS				
Biology	SC			X	
Chemistry	SC	X		X	X
Mathematics	SC			X	
Physics	SC	X		X	
Social Work	SW	X	X	X	X

Exhibit B: Inventory of Academic Unit Outcomes Assessment Activities
Part 2:

DEPARTMENT	Portfolio Review	Alumni Survey	Student Research	Learning Outcomes	Employer Survey
Architecture	X				X
Accounting & Info. Systems		X	X		X
Finance		X	X		X
Management		X	X		X
Marketing		X	X		X
Education, Culture and Society		X	X		
Ed. Leadership & Policy	X	X	X		X
Educational Psychology	X	X			X
Special Education	X	X			
Teaching and Learning	X	X	X	X	X
Bioengineering	X	X	X	X	X
Chemical Engineering		X			X
Civil & Environmental Engineering		X			X
Computing, School of		X			X
Electrical & Computer Engineering		X			X
Environmental Engineering		X			X
Materials Science Engineering		X			X
Mechanical Engineering		X	X		X
Art & Art History	X		X		
Ballet					
Film Studies					
Modern Dance					
Music					
Theater	X				
Communication Disorders		X			
Exercise & Sport Science			X		
Foods & Nutrition		X	X		X
Health Promotion & Education					X
Occupational Therapy	X	X	X	X	X

Parks, Recreation & Tourism	X				X
Physical Therapy		X	X		
Asian Studies					
Communication		X			
English					
History					
International Studies					
Languages & Literature					
Linguistics	X	X			
Middle East Center					
Philosophy			X		
Writing Center					
Law			X		
Geology & Geophysics			X	X	X
Metallurgical Engineering		X			X
Meteorology					
Mining Engineering		X	X		X
Nursing		X		X	
Pharmaceutics				X	
Pharmacology & Toxicology				X	
Pharmacy Practice				X	
Pharmacy Services				X	
Anthropology					
Economics					
Family & Consumer Studies			X		
Gender Studies Program					
Geography					
Political Science					
Psychology			X		
Sociology			X		
Biology				X	
Chemistry			X	X	
Mathematics	X			X	
Physics			X		
Social Work			X		X

Exhibit C. Illustration of Assessment Loop

Issue:
> Student Engagement

Target Group:
> New Freshmen, two months into their first semester

Assessment Measure:
> Student satisfaction regarding interaction opportunities with:
>> Other students in orientation, in class, outside of class
>> Staff in orientation, advising, other services
>> Faculty in class, outside of class

Measurement Tool:
> Web-based student survey

Assessment Conducted by:
> OBIA

Results Shared with:
> Orientation Director
> Advising Director
> Student Affairs Assessment Director
> AVP for Undergraduate Studies

Follow Up Conducted by:
> OBIA: records actions taken by above groups; revises survey as needed;
>> repeats survey at appropriate interval; shares results with designated groups
>> …. and the loop continues so long as student engagement is of concern…

Exhibit D: Time-Line, Selected Activities, First Two Years

Academic Year, 2004-2005

✔ Student Outcomes Assessment Council (SOAC) and Assessment Working Group (AWG) are constituted.

✔ Office of Budget and Institutional Analysis (OBIA) completes inventory of student outcomes assessment currently underway or routinely conducted by academic departments (Exhibit B).

✔ SOAC and AWG review inventories of current student outcomes assessments and develop plans to widen and deepen assessment efforts across campus.

✔ Graduate School begins incorporating students outcomes assessment into 2004-05 program reviews; reviews focus on outcomes and on local assessment tools. The later effort results in the gradual fleshing out of the campus-wide assessment activities inventory.

✔ Academic units augment and/or revise current student outcomes assessment activities.

✔ Senior Vice President for Academic Affairs reviews college-level strategic plans from perspective of student outcomes assessment, and requests augmentation of assessment components as appropriate.

✔ OBIA creates student outcomes assessment webpage, and begins populating it with survey result synopses.

✔ Revisions to overall student outcomes assessment plan are completed and the plan is formally adopted by SOAC.

Academic Year, 2005-2006

✔ SOAC and ASG conduct best practices workshop for academic department chairs based on results of OBIA inventory activities and Graduate School program review focus on local student outcomes assessment tools and strategies.

✔ A variety of analytic studies are undertaken that will be incorporated in our re-accreditation study for NWCCU.

✔ Various surveys are conducted and results reviewed in accord with the schedule shown in Exhibit E.

✔ SOAC and ASG continue meeting regularly.

✔ SOAC conducts mid-year review of overall assessment efforts as described in outcomes assessment plan.

Exhibit E. Schedule of Student Surveys

Assessment Target	Assessment Focus	Source	2003-04			2004-05			2005-06			2006-07		
			Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su
New Freshmen	Values and goals, initial reactions to university life	ACT				x			x					
First-Year Students	Engagement; exposure to best teaching practices	NSSE		x									x	
Sophomores and Juniors	Student needs, satisfaction	ACT				x			x			x		
Seniors	Engagement; exposure to best teaching practices	NSSE		x									x	
Graduating Seniors	Satisfaction with instructional and student life activities	UU		x			x			x			x	
Transfer Students	Satisfaction with instructional and student life activities	UU			x		x			x			x	
Undergraduates	Campus climate, diversity	UU					x						x	
Non-returning Undergraduates	Reasons for leaving; satisfaction	ACT					x						x	
Graduate Students	Satisfaction with instructional and student life activities	UU				x			x			x		
All Students	Course & instructor evaluation	UU	x	x	x	x	x	x	x	x	x	x	x	x
Alumni (three years out)	Satisfaction with instructional and student life activities	ACT					x						x	

John

THE
UNIVERSITY
OF UTAH

MEMORANDUM

To: David Pershing

From: John Francis

Subject: The Student Commission

Date: August 20, 1998

Universities, in large measure because they are so decentralized, often have difficulties in providing students with an integrated sense of the educational services provided.   We are ourselves are all too often unaware of what is provided or not provided elsewhere on campus. Students themselves are acutely interested in drawing connections within and outside the classroom. They see their education as a whole. The purpose of forming a Student Commission is to facilitate administratively the ability to draw connections between the class room and the services we provide our students. The Commission should be given a three-part charge:

First: It is empowered to reduce administrative impediments to students' reasonable
              educational progress.

Second: It is expected to articulate and to assist in the implementation of procedures that
              promote the efficient provision of educational services.

Third: The Commission is strongly encouraged to propose measures that improve the
              delivery of educational services. Such proposals are to be forwarded to the
              appropriate administrative bodies.

The Commission's membership is to be drawn from Academic Affairs and Student Affairs. The Commission will draw up a list of issues to be discussed and examined. Individuals associated or deeply interested in a specific issue will be invited to meet with the Commission. The Staff Assistant to the Commission is responsible for preparing the relevant documentation and in tracking the implementation of the recommendations.

Proposed Membership:

Budget and Planning: Mark Hampton
Registrar/People Soft: Ralph Boren
Advising: Herta Teitelbaum

Academic Senate: Chuck Wight /
Faculty member at large: Linda Smith /
Student Affairs: Kay Harwood
2 ASUU Student Representatives
Chair of Commission: John Francis /

approved
8/23/98

```
From:           "Kael Weston" <Weston_K.UGS>
Organization:   Under Graduate Studies
To:             francis-j, weston-k, scott-j, rboren@ssb1.saff.utah.edu, ddubitsky@asuu.utah.ed
                kelling@ssb1.saff.utah.edu, mhampton@park.admin.utah.edu, kharwar@saun.s
                d.nucci@lrc.hum.utah.edu, slandwa@saun.saff.utah.edu, joann.lighty@dean.eng
                reynolds@econ.sbs.utah.edu, linda.smith@law.utah.edu, csoelberg@asuu.utah.ed
                hteitel@ssb1.saff.utah.edu, wight@chemistry.utah.edu
Date sent:      Wed, 30 Sep 1998 16:58:03 -700
Subject:        Meeting Agenda
Send reply to:  weston-k@ugs.utah.edu
Copies to:      blanchard-a
```

M E M O

30 September 1998

TO: University Student Commission
FROM: Kael Weston for John Francis
RE: Meeting Agenda

****

John would like to thank members of the Student Commission who have
provided feedback and recommended agenda items for tomorrow's
meeting. The luncheon is scheduled from noon - 1.0 p.m. in the Sill
Center's large conference room (enter the main SE doors, then turn left).

AGENDA
2 October 1998
Sill Center
Noon - 1.0 p.m.

I.   * Introduction & Overview* / John Francis

           -Charge of the Commission
           -Commission Membership / Introductions
           -Relationship to other university administrative bodies

II.   *Discussion of Issues* / Full Committee (see below)

III. *1998-99 Timeline & Future Meetings* / John Francis

****

Issues raised by University Student Commission (USC) members:

--how should USC gather information about which student services
      areas are not working well? should the commission solicit and
      be responsive to individual complaints or only deal with

systemic problems on a policy-making level?

--should the USC create an ombudsman's office? (relationship to
    ASUU)?

--should the USC propose remedies primarily through an
    administrative, top-down approach or should it create
    incentives at the grass-roots level? (e.g., "customer service
    awards")?

--to what degree is the USC willing / mandated to "meddle" with
    the ways that student services offices already deal with students?
    (e.g., registrar, admissions, graduate school, etc.)

--efficient classroom utiltzation and departmental-equipped space
    (valid claims / priority?)

--student retention in semester system
        -university-wide perspective, not just intra-deptl. / office

--understanding our students and *how* they are taught
        -different modes
            ex. large classes with international student TAs?
                small classes taught by tenured faculty?
        -develop student 'profile'

--one-stop academic advising
        -student difficulties / confusions between dept'l. /
            central academic advising

--proliferation of "holds"
        -consequences (delayed registration)
        -reexamine criteria for valid holds by university
            agencies   √

--use of the WWW to deliver services to students
        -is this method meeting students' needs
        -recommended improvements?

--access to student records
        -Teitelbaum Report
        -future "student privacy" policy recommendation

--student fees
        -tendency toward proliferation

--regular review of communication with students by student affairs
        -what do we say / how do we say it?
        -goal of "student friendliness"

--more rigorous review of policies and procedures
        -outdated PPM language?
        -goal: increased efficiency

--student referral procedure
        -goal: reduce run-around

--attention of front desk staff
        -deal directly / most regularly with students
        -underpaid / overworked?

--problems associated with PeopleSoft transfer
        -e.g., international student records (not accessible
           because old student number were not transferred
           over) - hence transfer work could not be
           evaluated
        -problem of admitting intl. students after the start
           of semesters and subsequent problems

--added classes and subsequent problems
        -location of classes not on internet or PeopleSoft
        -need for info. to be updated quickly

--late student registration and consequences
        -increased advising time

--morale of student advisors across campus

Kael

Is it too late to add to the agenda issues:

-- convenience of the time and place of delivery of services to students, should all student services be available to students at all hours that University classes are in session?

Thanks.

Steve

At 05:02 PM 9/30/98 -700, you wrote:
> Student Commission Members:
>
> Please note that the date of the Student Commission luncheon meeting
> is tomorrow, Thursday 1 October (not 2 October as I mistakenly indicated
> on the agenda I just sent out).
>
> I hope that this does not cause any confusion.
>
> See you tomorrow,
> Kael Weston
>
>

From: "Kael Weston" <Weston_K.UGS>
Organization: Under Graduate Studies
To: francis-j, weston-k, scott-j, rboren@ssb1.saff.utah.edu, ddubitsky@asuu.utah.ed
                  kelling@ssb1.saff.utah.edu, mhampton@park.admin.utah.edu, kharwar@saun.s
                  d.nucci@lrc.hum.utah.edu, slandwa@saun.saff.utah.edu, joann.lighty@dean.eng
                  reynolds@econ.sbs.utah.edu, linda.smith@law.utah.edu, csoelberg@asuu.utah.ed
                  hteitel@ssb1.saff.utah.edu, wight@chemistry.utah.edu
Date sent: Thu, 1 Oct 1998 16:14:25 -700
Subject: Minutes / USC Meeting
Send reply to: weston-k@ugs.utah.edu

UNIVERSITY STUDENT COMMISSION
MEETING

1 October 1998
Noon - 1.0 p.m.
Sill Center

Present:

Ralph Boren
Doug Dubitsky
Kari Ellingson
John Francis
Mark Hampton
Kay Harward
Dave Iannucci
Stayner Landward
JoAnn Lighty
Steve Reynolds
Linda Smith
Herta Teitelbaum
Chuck Wight

Excused:
Cameron Soelberg

Staff:
Kael Weston

MINUTES

John Francis emphasized the need for members of the University
Student Commission (USC) to recognize the connections between student
affairs and academic affairs. The Commission's primary tasks are as
follows:

-identify critical issues that adversely affect the student experience at the
     U. and other areas which create impediments toward graduation
-propose useful recommendations
-initiate institutional-level responses / "new policies" if need be
-ensure that follow-up action on recommendations occurs

Questions / Comments from USC members:

1-What is the core of the USC charge? (D. Iannucci)

Discussion:

-assumption that USC will act to provide students with the means toward "enhanced progress toward graduation"
-deal with the broader issue of a "user-friendly" experience for students

ex. catalog and scheduling of classes (different incentives for schedulers and depts.)

2-How best to gather info. / feedback from students? (H. Teitelbaum)
3-Proposal / recommendation for institutional research on student
    profile; perhaps most appropriate for this kind of work to fall under
    USC jurisdiction (M. Hampton)

Discussion of 2/3:

-ASUU has formed a "pollling division" which presently gathers data /
    feedback from students (D. Dubitsky)
    ex. Parking situation -- the most consistent student concern

-recommendation that budget / planning office (institutional
    research) draft a report on student surveys / data that have
    already been gathered (M. Hampton)

4-Notion of "student services" vs. student affairs (K. Ellingson)
    -not exclusive and concern that SA not be singled-out

Discussion:

-USC focus is on finding interesting solutions (J. Francis)
-USC approach should not / will not be adversarial (J. Francis)

5-USC should not be afraid to take on Academic Affairs /
    other university "holy cows" (D. Iannucci)
    -larger issues of majors / general education should be considered
    (fear: otherwise, USC will get bogged-down w/ smaller issues)

Discussion:

-USC will begin modestly / identify key issues that are both
    managable but that also respond to stated concerns (J. Francis)

-USC will seek feedback / input from DCE reps. given
    their primary role in the university's educational outreach
    initiatives

****

KEY ISSUES identified for discussion at next USC meeting:

1-DEVELOPMENT OF EVALUATION PLAN

-summary report from M. Hampton / institutional research and
student surveys that have already been conducted

Subgroup:
-M. Hampton   -K. Ellingson   -L. Smith   -H. Teitelbaum

2-MATRICULATION FEE

-flat-fee vs. fee-for-service
-merits?
-advantages / disadvantages?
-other models at peer institutions?

Subgroup:
-S. Reynolds   -J. Lighty   -M. Hampton   -S. Landward

3-PROLIFERATION OF "HOLDS"

-other related impediments to student registration / progress
toward graduation

Subgroup:
-K. Harward   -R. Boren   -C. Wight

(4)-PRIVACY ISSUE

-D. Chapman / S. Landward will report to the USC on the
status / findings of the Teitelbaum Report

NEXT UNIVERSITY STUDENT COMMISSION MEETING:

WEDNESDAY, 14 OCTOBER, NOON - 1.30 PM   √
SILL CENTER
LARGE CONFERENCE ROOM

****

University Student Commission

AGENDA
1 October 1998
Sill Center
Noon - 1.0 p.m.

I. Introduction & Overview

John Francis

-Charge of the Commission
-Commission Membership / Introductions
-Relationship to other university administrative bodies

II. Discussion of Issues (see attached)

Full Committee

√

III. 1998-99 Timeline & Future Meetings

John Francis

Issues raised by University Student Commission (USC) members:

--how should USC gather information about which student services
    areas are not working well? should the commission solicit and
    be responsive to individual complaints or only deal with
    systemic problems on a policy-making level?

--should the USC create an ombudsman's office? (relationship to
    ASUU)?

--should the USC propose remedies primarily through an
    administrative, top-down approach or should it create
    incentives at the grass-roots level? (e.g., "customer service
    awards")?

--to what degree is the USC willing / mandated to "meddle" with
    the ways that student services offices already deal with students?
    (e.g., registrar, admissions, graduate school, etc.)

--efficient classroom utilization and departmental-equipped space
    (valid claims / priority?)

--student retention in semester system
        -university-wide perspective, not just intra-deptl. / office

--understanding our students and *how* they are taught
        -different modes   √
            ex. large classes with international student TAs?
                small classes taught by tenured faculty?
        -develop student 'profile'

--one-stop academic advising
        -student difficulties / confusions between dept'l. /
            central academic advising

--proliferation of "holds"
            -consequences (delayed registration)
            -reexamine criteria for valid holds by university
                agencies

--use of the WWW to deliver services to students
            -is this method meeting students' needs
            -recommended improvements?

--access to student records
        -Teitelbaum Report
        -future "student privacy" policy recommendation

--student fees
        -tendency toward proliferation

--regular review of communication with students by student affairs
        -what do we say / how do we say it?
        -goal of "student friendliness"

--more rigorous review of policies and procedures
        -outdated PPM language?
        -goal: increased efficiency

--student referral procedure
        -goal: reduce run-around

--attention of front desk staff
        -deal directly / most regularly with students
        -underpaid / overworked?

--problems associated with PeopleSoft transfer
        -e.g., international student records (not accessible
          because old student number were not transferred
          over) - hence transfer work could not be
          evaluated
        -problem of admitting intl. students after the start
          of semesters and subsequent problems

--added classes and subsequent problems
        -location of classes not on internet or PeopleSoft
        -need for info. to be updated quickly

--late student registration and consequences
        -increased advising time

--morale of student advisors across campus

From: Self <Weston_K.UGS>
To: k.snipes@m.cc.utah.edu
Subject: Student Commission
Copies to: francis-j
Date sent: Wed, 7 Oct 1998 13:21:33 -700

Kristine:

John Francis asked that I respond to your email message about the new
University Student Commission -- its function / goals / etc.

I will respond to each of your questions:

1-The official name: University Student Commission

2-Commission's goals:
       -identify and reduce administrative impediments to students'
         reasonable educational progress; articulate and promote the
         efficient provision of academic programs and educational
         services

       -strongly encouraged to propose measures that improve the
         delivery of academic programs and educational services; these
         proposals will then be forwarded to the appropriate
         administrative bodies which have already been established.

3-It was John Francis's and Dave Pershing's idea to establish the
   University Student Commission

4-Committee Membership:
   Ralph Boren, Registrar
   Doug Dubitsky, ASUU President
   Kari Ellingson, Acting Director, Counseling Ctr.
   John Francis, Chair, Associate VP for Academic Affairs
      & Undergraduate Studies
   Mark Hampton, Director of Institutional Research
   Kay Harward, Associate VP, Student Affairs
   Dave Iannucci, Acting Dean, Humanities
   Stayner Landward, Dean of Students
   JoAnn Lighty, Acting Dean, Engineering
   Steve Reynolds, Assoc. Dean, Social & Behavioral Science
   Linda Smith, Law, & Past President, Academic Senate
   Cameron Soelberg, Chief of Staff, ASUU
   Herta Teitelbaum, Associate Dean, University College
   Chuck Wight, Chemistry, President-Elect, Academic Senate

5-Next steps: The Student Commission has identifed three areas in
which it hopes to act / make recommendations this semester. They
include
   a) Development of an "evaluation plan" / student profile
   b) Consider introduction of a "matriculation fee"
   c) Investigate the "proliferation of holds" on student records /
      registration

The USC will also examine the student privacy issue / Teitelbaum
Report.

Please telephone me if you've further questions (5-7254) or email.

Kael Weston
Undergraduate Studies

M E M O

12 October 1998

TO: University Student Commission
FROM: Kael Weston for John Francis
RE: USC Meeting Reminder / Agenda

****

John would like to remind you that the next University Student
Commission meeting will be held:

-Wednesday 14 October
-Noon - 1.30 p.m.
-Sill Center, Large Conference Room

Lunch will be provided.

Agenda:

Subcommittee Reports

1-Development of Evaluation Plan / Student Profile
    M. Hampton
    K. Ellingson
    L. Smith
    H. Teitelbaum

2-Matriculation Fee
    M. Hampton
    S. Landward
    J. Lighty* (excused from meeting)
    S. Reynolds

3-Proliferation of Holds
    R. Boren
    K. Harward
    C. Wight

4-Privacy Issue

D. Chapman
S. Landward

Dave Pershing has also asked that the USC examine broader enrollment
management issues as they relate to Student Affairs & Academic
Affairs.   John will lead this discussion.

Please email me if you are unable to attend Wednesday's meeting.

Thanks.

****

Student Evaluation at the University of Utah
A Draft Report to the University Student Commission
October 14, 1998

I.   What has been done already?
   a. Institutional evaluation and assessment (e.g. general student surveys, institutional accreditation, cohort studies, etc.)
   b. Academic evaluation and assessment (e.g., surveys conducted by specific academic departments and/or colleges, departmental reviews, program accreditation, etc.)
   c. Student services and student program evaluation and assessment (e.g., satisfaction surveys, LEAP evaluation, Service Learning evaluations, etc.)
   d. Studies of specific groups (e.g., graduating student, alumni, faculty and staff, students at orientation, cohorts, Presidential Commission on the Status of Women, UUSAC surveys, etc.)

II. What we know from previous evaluation
   a. Not enough focus placed on student.
   b. Campus environment and services are often not inviting.
   c. Students see U of U as a place to take classes but not necessarily to enjoy themselves.
   d. Student services that students elect to use (Career Services, Counseling Services) are generally good, but students are often dissatisfied with "necessary services" (Financial Aids, Registrar's and Graduation Offices)
   e. The U of U is very disjoint, and information provided by different offices is often inconsistent or inaccurate.

III. Limitations of existing work
   a. Much of it is out-of-date.
   b. Much of it reflects the experiences of only a segment of the student population or other groups.
   c. Much of it is anecdotal or limited to specific programs and, thus, not generalizable.
   d. Very little of it take a holistic view of student life.
   e. Some of it is not statistically sound or representative of meaningful portions of the student body.

IV. Towards an evaluation plan
   a. Who should have input?
   b. What will ensure that findings are used?
   c. What will ensure that evaluation is ongoing?
   d. Who will conduct the evaluation, and who will pay for it?
   e. How should different efforts be linked and coordinated so as to avoid duplication of effort and missed opportunities?
   f. How do we tap into institutional data such as student records in ways that allow us to track students for evaluation purposes?
   g. How do we structure evaluation efforts to meet our commitment to accreditators?

Draft

DRAFT

niversity academic units have overwhelmingly embraced the importance of increasing the privacy of student records and stressed that any changes made to protect student record privacy should not impede the constructive and proactive academic advising that is taking place in many departments, colleges, and other academic programs across campus.

After careful review of this entire matter, the following goals, status/plans, and timetables are defined and set for the University as a course to ensure the privacy of student records. Achievement of these goals will require the efforts of many people over the next few months. Overall responsibility for this matter is assigned to the Office of the Senior Vice President for Academic Affairs, who will make regular progress reports to the Academic Senate and ASUU.

Goals	Status/Plan	Timetable
1. Academic Record Display. Develop a grade display on the WEB that would allow students and academic advisors to see and easily print out a complete set of their courses and grades.	At the beginning of the 1998-99 academic year, the DARS display contained many inaccuracies, principally arising from the treatment of exceptions and transfer credits. A project to improve DARS has been initiated by Undergraduate Studies.	An accurate, efficient, and user-friendly DARS display system available by end of the 1998-99 academic year.
2. Direct Access to Student Records. Direct access to student records should not be broader than is required for legitimate educational purposes or essential administrative needs.	a. General faculty access to student records is not justified by the potential of a faculty member receiving a student application for a research or teaching assistantship or acting as a student reference. √ b. Offices whose operations require that staff have access to all student records, will have such access (e.g., Registrar's Office and the Office of Financial Aid and Scholarships). c. Other offices (including colleges, departments, and academic programs) shall have limited access as approved by the Office of the Senior Vice President for Academic Affairs. Except in the cases of "b" and "c," student record information should be provided to faculty or staff with academic advising and other legitimate educational responsibilities, by the student seeking or receiving advice, rather than by direct access to MARS or PeopleSoft record information.	The present version of PeopleSoft does not permit the limiting of access to groups of students. The University has requested that PeopleSoft consider a limited access attribute for future version. The University has not received assurance of obtaining that capability. Timetable is dependent on PeopleSoft response.

Goals	Status/Plan	Timetable
6. Training (continued) **b. Training materials should include specific rules for disclosure of student records by persons with direct access.** **c. Training materials should be distributed to all offices and departments, and be available on the WEB>** **d. Staff and faculty with direct access to student records should attend training sessions as appropriate, to be conducted by the Office of the Senior Vice President for Academic Affairs, in conjunction with the Registrar's Office.**		
7. Sanctions. **In addition to current regulations governing staff, the Student Code and the Faculty Codes should be amended to specify that a knowing violation of University regulations concerning student records is an offense under those codes and subject to the sanctions stated in those codes.**	**Proposed amendments to the Student code and Faculty Code should be drawn up immediately. There is no proposed change in University policy, but a provision should be adopted suggesting the importance of compliance with University student record policy.** ✓	**Amendments completed by end of 1998-99 academic year.**

UNIVERSITY STUDENT COMMISSION
MEETING

14 October 1998
Noon - 1.30 pm
Sill Center

Present:

Ralph Boren
Doug Dubitsky
Kari Ellingson
John Francis
Mark Hampton
Kay Harward
Dave Iannucci
Stayner Landward
Steve Reynolds
Linda Smith
Herta Teitelbaum
Chuck Wight

Excused:
Cameron Soelberg
JoAnn Lighty

Staff:
Kael Weston

****

I. TEITELBAUM / PRIVACY REPORT

Dave Chapman presented a summary of the Teitelbaum / Privacy Report.
He distributed a draft document on the student record / privacy
issue. This document reflects university staff and senate input and
will be issued in the near future from President Machen's office.

DISCUSSION

-premise: consensus among academic units that university protect
privacy of student records while also not impede pro-active academic
advising; *ethical* issue at root (casual user vs. daily user)

-Pres. Machen's decided to move this issue under Academic Affaris / VP
Pershing and away from legal counsel's office

-PeopleSoft software has limitations and consequences
    -unable to track access / users identified as "system
        administrators" -- hence anonymous
    -able to limit fields of info. on system, but user then has
        access to all "lines" (indiv. records) within that field

-signature forms for student record access
    -degree of follow-up on forms is unclear
    -once access granted, no expiration of user privelege until
      termination of employment

-law school model
    -limited access
    -access log for all other users

Q&A:

-too much reliance on PeopleSoft / technology
-concerns about use of / access to student records that fall
    outside PeopleSoft framework (ad hoc queries)
-to whom / when will privacy report be issued

II.   PROLIFERATION OF HOLDS

1-STC / Dave Grant request for input from USC on short-ferm policy on
holds during semester transition. Follow fall semester precedent or
not?

2-Long-term policy on holds

DISCUSSION

-Hand-out on number of holds by area (checkmark designating those
   depts. that should keep right to place holds - they include:
   income acctg., financial aid, acad. advising, admissions)

-PPM language on holds -- 9-7
   policy statement, but lacks wording on procedures

-possible min. $$ threshold for holds (avoid trivial figures)

-Two kinds of holds:
   1-prevent registration
   2-prevent receipt of transcript, but no hold on registration

-Issue of behavioral suspensions

-How effective are "holds" (1460 students in this category at
    present)

-Tuition receipts under increased scrutiny by legislature /
    consequences on future holds policy

-effect of credit card payment for tuition

-what do students know re: this policy?
-how many / how are students (of 1460 total) being reminded to pay?
-late fees?

ACTION

USC vote on two proposals:

1-institute hold for non-payment of tuition (maintain academic /
    behavioral hold provision)
2-no hold for non-payment of tuition (maintain academic / behavioral
    hold provision)

Results: #1-5 votes
               #2-5 votes + 1 tie-break vote

Policy Recommendation: maintain fall semester policy - no holds for
                                        non-payment of tuition
                                        (maintain academic /
                                        behavioral hold provision)

Holds subcommittee will report again at next USC meeting. Two
additional members: Leslie Francis and John Dunn

                                    $\sqrt{}$

III. EVALUATION PLAN

-Hand-out on history of evaluation efforts was distributed (five
    principal areas)
    1-What has been done already
    2-What we know from previous evaluation
    3-Limitations of existing work
    4-Towards an evaluation plan

DISCUSSION

-most recent institutional accreditation mandate that UofU employ
    on-going student evaluation plan

-difficulty in finding / sketching the "representative student"
    (can't / won't find the representative student experience

-lack of evaluation info. in past - current decisions / changes
    being made w/out real info - need for a comprehensive data base in

future from which to draw when making recommendations

-efforts toward assessment / evaluation at college / dept. level
   -lost initiative?

-concept of performanced-based budgeting

-desire for USC to define its role / relation to larger evaluation
   efforts (e.g., formation of advisory body; recommend
   creation of assessment officer?, budget implications?, etc.)

Additional members of evaluation plan subcommittee:
   -D. Iannucci
   -D. Chapman

THE NEXT UNIVERSITY STUDENT COMMISSION MEETING
WILL BE HELD:

MONDAY 26 OCTOBER
Noon - 1.30 pm
Sill Center, Large Conference Room

A more substantial / sweeter lunch will be provided.

Agenda Items:

1-Parking Issues
2-Report from "Matriculation Fee" subcommittee
3-Follow-up report from "Holds" subcommittee
4-Further information on D. Pershing's recommendation
   re: action on student enrollment issues

****

From:	"Kael Weston" <Weston_K.UGS>
Organization:	Under Graduate Studies
To:	francis-j, weston-k, blanchard-a, scott-j, rboren@ssb1.saff.utah.edu, ddubitsky@asuu.utah.edu, kelling@ssb1.saff.utah.edu, mhampton@park.admin. kharwar@saun.saff.utah.edu, d.nucci@lrc.hum.utah.edu, slandwa@saun.saff.ut joann.lighty@dean.eng.utah.edu, reynolds@econ.sbs.utah.edu, linda.smith@law.utah.edu, csoelberg@asuu.utah.edu, hteitel@ssb1.saff.utah.edu wight@chemistry.utah.edu
Date sent:	Tue, 10 Nov 1998 15:08:20 -700
Subject:	Minutes - Univ. Student Commission Meeting - 26 October 1998
Send reply to:	weston-k@ugs.utah.edu

[NOTE: These minutes are in abbreviated form as I was unable
to attend the meeting and takes notes. KW]

MINUTES

UNIVERSITY STUDENT COMMISSION
MEETING

26 October 1998
Noon - 1.30 pm
Sill Center

****

I.   PARKING ISSUES

Alma Allred and Keith Henschen reported to the commission on
campus parking issues.

They noted the following:

-5,300 students ride bus each day to campus
-underground parking structure cost: $25,000 / parking space
-possible alternatives:
    -reduce parking spaces on campus and use a shuttle system
       from outlying areas
    -staff / faculty parking on periphery of campus and use a shuttle
       system
    -more afternoon classes to reduce morning traffice congestion
    -include parking permit costs in student fees, rather than
       continue out-of-pocket procedure each year / semester
-light rail:
    -projected to reduce number of available spaces by 200

Action: future concerns expressed to the Commission about
       parking will be forwarded to Parking Services.

II. MATRICULATION FEE

Kael Weston   -- 1 --   Tue, 10 Nov 1998 15:09:28

-fees incurred but students do not pay if they do not enroll
-concern expressed over the name of the fee (alternatives?)
-recommendation that as many fees as possible be rolled into a
   potential matriculation fee / tuition; students can then
   utilize need-based funding
-building fees into tuition schedule would invite increased
   public scrutiny

Action: the subcommittee will draft a proposal on a matriculation
         fee for students and present it at the next meeting.

REMINDER: The next USC meeting will be held:

                TUESDAY, 17 NOVEMBER
                NOON - 1.30 PM
                SILL CENTER, LARGE CONFERENCE ROOM

Please email me if you've questions.

Thanks.

****

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To: Student Commission
From: Jodi Scott for John Francis

The next meeting of the Student Commission will be held on
November 17, from 12:00-1:30 in the Sill Center Large Conference
Room. (There will NO meeting on November 9 as was previously
planned)

The agenda will include:

1. Matriculation/Orientation Fee - Mark Hampton (or designee)

2. "Holds" policy - Chuck Wight

3. Recruitment Plan - Suzanne Espinoza

**Future meeting: December 1, 12:00-1:30, Sill Center Large Conf.
Room

Please RSVP. Thanks.

√

From: "Kael. Weston" <Weston_K.UGS>
Organization: Under Graduate Studies
To: francis-j, weston-k, blanchard-a, scott-j, rboren@ssb1.saff.utah.edu,
               ddubitsky@asuu.utah.edu, kelling@ssb1.saff.utah.edu, mhampton@park.admin.
               kharwar@saun.saff.utah.edu, d.nucci@lrc.hum.utah.edu, slandwa@saun.saff.ut
               joann.lighty@dean.eng.utah.edu, reynolds@econ.sbs.utah.edu,
               linda.smith@law.utah.edu, csoelberg@asuu.utah.edu, hteitel@ssb1.saff.utah.edu
               wight@chemistry.utah.edu
Date sent: Tue, 10 Nov 1998 10:14:41 -700
Subject: REMINDER -- Upcoming Meetings, USC
Send reply to: weston-k@ugs.utah.edu
Copies to: sespino@ssb1.saff.utah.edu, sespinoza@saff.utah.edu

M E M O

10 November 1998

TO: University Student Commission
FROM: Kael Weston for John Francis
RE: Meeting Schedule

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Please note that the University Student Commission's November /
December meeting schedule is as follows:

TUESDAY 17 NOVEMBER
NOON - 1.30 PM
SILL CENTER, LARGE CONFERENCE ROOM

Agenda:

1-Matriculation / Orientation Fee
  (Mark Hampton / designee)   √

2-"Holds" Policy
  (Chuck Wight)

3-Recruitment Plan
  (Suzanne Espinoza)

TUESDAY 1 DECEMBER
NOON - 1.30 PM
SILL CENTER, LARGE CONFERENCE ROOM

1-Student Advisory Committees (SAC) - Review Promotion
  Tenture (RPT)
  (Doug Dubitsky / John McCullough / Les Cook)

2-Student Survey Data Report
  (Mark Hampton)

The Office of Undergraduate Studies will provide lunch at both meetings.

Please email me if you have any questions.

Thanks.

****

UNIVERSITY STUDENT COMMISSION
MEETING

MINUTES

26 October 1998
Noon - 1.30 pm
Sill Center

NOTE: These minutes are in abbreviated form as I was unable
to attend the meeting and takes notes. [KW]

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      system
    -more afternoon classes to reduce morning traffice congestion
    -include parking permit costs in student fees, rather than
      continue out-of-pocket procedure each year / semester
-light rail:
    -projected to reduce number of available spaces by 200

Action: recommendation that suggestions re: parking issues
         be sent to Student Commission

II. MATRICULATION FEE

-fees incurred but students do not pay if they do not enroll
-concern expressed over the name of the fee (alternatives?)
-recommendation that as many fees as possible be rolled into a
  potential matriculation fee / tuition; students can then
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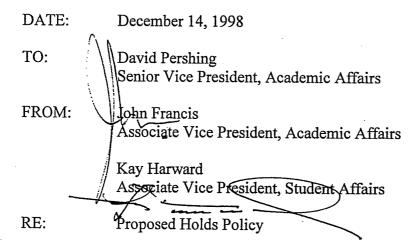
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        fee for students.

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THE ⨃
UNIVERSITY
OF UTAH

MEMORANDUM.

DATE: December 14, 1998

TO: David Pershing
             Senior Vice President, Academic Affairs

FROM: John Francis
             Associate Vice President, Academic Affairs

             Kay Harward
             Associate Vice President, Student Affairs

RE: Proposed Holds Policy

The University Student Commission has accepted a proposed policy on registration and records holds from a sub-committee comprised of members from both the Commission and the Semester Transition Council and is hereby forwarding the proposal to you for your consideration. The policy defines the conditions under which a student's registration may be held temporarily while the problem is resolved. It also sets forth the conditions under which a student's transcript and/or diploma may be held.

We suggest the policy might appropriately be included in the Policy and Procedures Manual section 9, Faculty Regulations, Chapter VII. Section titles are included below:

Chapter VII: Instruction and Evaluation   √
        Section 1. The Academic Year
        Section 2. The Credit Hour
        Section 3. Standards for Undergraduate Credit-Bearing Courses
        Section 4. Noncredit Courses
        Section 5. Courses
        Section 6. Course Numbers
        Section 7. Examinations
        Section 8. Grades
        Section 9. Report of Grades
        Section 10. Academic Evaluation & Standards Committee
        Section 11. Scholastic Requirements
        Section 12. Honors
        Section 13. Academic Renewal
        Section 14. Course Evaluation by Students
        Section 15. Attendance Requirements

Student Affairs
Associate Vice President for Enrollment Management
270 Olpin Union Building
Salt Lake City, Utah 84112
(801) 581-3490
Fax: (801) 585-5114

The hold policy might be included as follows:

Section 16. Registration/Records Holds

A. Students may be prevented from registering for classes by means of a registration hold only for reasons that are directly related to the students' eligibility to attend classes. Applicable reasons include, but are not limited to, academic or behavioral suspensions, failure to provide required admission documentation, failure to maintain minimum academic standards, failure to attend mandatory advisement sessions, failure to pay tuition and associated fees, and failure to repay financial aid overawards.

B. Holds may be placed on transcripts and diplomas in cases where students have outstanding financial obligations to the University (e.g. unpaid parking fines, or overdue library books or equipment).

Thank you for your consideration.

University Student Commission Meeting Minutes, 3/2/99

1. NEW BUSINESS

DISCUSSION:
Led by John Francis

1) Kay Harward and Cliff Drew suggested an increase in the number of computer terminals available for student use across campus.

2) President Machen signed off on the new consolidated fee proposal, and has reported it to the Board of Trustees, who will discuss it at their March 8 meeting.

3) Should we do more to inform all incoming students that as soon as they are accepted and pay their fees, they have university e-mail accounts?
 - What if they receive an account and then choose not to attend the university?
 - What about students who must access accounts from home and are unable to dial in through busy modems? Should we set up accounts on a medium like Hot Mail?
 - Mark Hampton asked whether it is fair of the university to ask students that they use e-mail for classes when we do not budget money for extra modems so they can access accounts from home. Also, he noted that ACLIS has no audit system to deactivate the accounts of former students, faculty and staff.
 - Another commission member raised the concern that increasing the number of modems available to students might have an "I-15 effect"-- an increase in modems might cause a proportional increase in users.
 - Several commission members noted that many faculty depend on e-mail to communicate with students outside of class; it is neccessary, and some faculty actually require

---

that students use it for class assignements.
-Committee members debated whether a contract with an
Internet provider or the purchase of more modems would be
cheaper for the university. Kay Harward and mark Hampton
both noted that we are not big enough for a deal with X-
Mission or other providers, and such a choice would be
expensive. Others noted that such a choice may save
students time and money by reducing commuting.

C ACTION:
Kay Harward, Ralph Boren, and Chuck Wight were designated
members of a new subcommittee created to investigate the issues
discussed above.

Pattern

A 2. SEMESTER GPA FIGURES
~~Led by Stayner Landward~~

Stayner Landward reports that student GPAs appeared to have
dropped somewhat under semesters; students attribute it to the
faculty's propensity to add more course material instead of
enriching curricula from quarters.

B DISCUSSION:
-Dave Iannucci noted that the average student's credit-hour
load is also dropping; other commission members noted that
the GPA drop is not affecting the best students. The
discussion centered on the limited nature of the data
available at this point and the need for more information.
- Mark Hampton reports that we should have more data in
April. Due to Peoplesoft problems, one figure on the
handout provided by Stayner is probably incorrect (2,707
). While it does appear that GPAs are dropping, we should
be able to to analyze for other factors soon. Also, UVSC
converted to semesters in 1990; they report that their
students' GPAs and credit-hour loads dropped for about
one year. And finally, while enrollment did drop last
semester, this semester is an unknown quantity. We have
no established patterns by which to predict it. Mark
suggested that we should simply watch what happens for the
remainder of the year.

L ACTION:

The commission will continue this discussion; after the student elections, we will ask the new student leaders to send representatives to the commission meetings.

3. REGISTRAR FORMS
Led by Kay Harward

Kay reported that no forms are needed for course adds, drops or withdrawals until the third week of school; the university has no specified policy after the second Friday of a semester. The form provided for adds is a stopgap measure, and is used to show deans what's happening after the university add/drop deadlines. The form is not meant to be student-friendly, because the class census takes place in the third week of the semester; we do not receive state money for students who enroll in courses after that point, and forms which require students' time may discourage late adds. Finally, Kay suggested that the university does need a set policy for late adds and drops which are requested by faculty.

DISCUSSION:
- Ralph Boren asked, "Is it fair to let students add classes when they're comfortable with their grades?"
- Kari Ellingson raised the concern that students may think they are registered for a course, only to find that they are not.
- Steve Reynolds noted that the form is meant to be unfriendly for students; several other commission members emphasized this throughout the discussion.
- Stayner Landward asked if the university could manage with two signatures instead of three. Steve Reynolds responded that a reduction of signatures would reduce the cost of late registration for students, thus encouraging it.
- John Francis noted that our goals are to encourage students to register earlier and to make late registration easier for the innocent.
- Dave Iannucci stated that while the department chair may want to know about add/ drop activity, the dean doesn't care. We should therefore ensure that instructors have a strong voice in add/drop decisions.
- Kari Ellingson questioned, what about students who accidentally registered for the wrong class? They are counted in the census; they simply have a transcript

hassle.
- Several commission members noted that we do need to know both the number of students who add courses and their reasons for doing so. Ralph noted that we can count the forms processed each semester, and Mark Hampton said he would check the demographic profile of third-week adds.
- Stayner asked, "Do we want a consistent policy on retroactive deletes?" He noted that now, the colleges have different policies; students in Humanities get support for retroactive deletes more readily than do students in Social and Behavioral Science. Herta noted that students can get a separate tuition appeal. Kay Harward stated that retroactive delete policy is college business; the commission should not define it. Finally, Dave Iannucci and Steve Reynolds conferred and stated that in fact both Humanities and Social and Behavioral Science have the same policy– they do not support students in delete requests for tuition reimbursement except in cases of medical emergency.

4.TRANSFER COMMITTEE UPDATE
Led by Herta Teitelbaum

Herta stated that the committee's purpose is to look at different offices which deal with transfer students (Recruiting, Admissions, Orientation, and the various colleges) to determine whether all departments are giving students the same information. Also, the committee is performing an inventory of each office's individual and shared responsibilities . The committee consists of Herta Teitelbaum, Les Cook, John Boswell, Carolyn Dyson, Suzanne Espinoza, Katrina Green, Mary Hasak, James Gosling, Marion Lennberg, Tracy Watson, Angela Wimmer, Kathy Girton, and several students. Colleges involved are: Business, Social and Behavioral Science, Pharmacy, and Health. The committee is modeled on the semester transition committees, which worked well.
In several weeks, Herta will present a report to the commission on what is and isn't working in student transfers, which areas need help, and what help will be required.

5. FOLLOW-UP ON PREVIOUS DISCUSSION OF PUBLICITY OF WEB RESOURCES

Led by Kay Harward

DISCUSSION:
Kay Harward started the discussion by noting that the web resources discussed on February 2 as unknown to many students (e.g. web registration and report cards) were in fact publicized— all students recieved mailers about them. Ralph Boren noted that the resources were also advertised in the Daily Utah Chronicle.
-John Francis suggested that the real concern is in cases where snail mail does not follow students— perhaps we should send out mass e-mails and have instructors make announcements in class.
-Herta suggested providing college coordinators with the information; they could pass it on to students. Steve Reynolds suggested that we send the information to everyone in each department and to all faculty in the hope that one person will pass it on.

NEXT MEETING:
Tuesday, March 23 from 11:30 -1:00 in the Sill Center large conference room.

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University Student Commission Meeting, February 2, 1999

Present:
Doug Dubitsky
John Francis
Mark Hampton
Dave Iannucci
Rick Simpson
Linda Smith
Cameron Soelberg
Herta Teitelbaum
Chuck Wight

Excused:
Kari Ellingson
Kay Harward
Stayner Landward
Steve Reynolds

Staff: Taryn Nelson

1: PUBLICATION COMMITTEE
John Francis & Dave Iannucci

The new committee, chaired by Hugh Brown, will determine which university publications (published on paper and/or electronically) are legally binding documents between students and the school.

DISCUSSION:

Several committee members brought up the following concerns, and wondered whether they fell under the new committee's domain:

(1) Do the Registrar's Office and the Controller's Office coordinate their letters to students to prevent the dispatch of inaccurate or conflicting information?

    A. Mark Hampton mentioned problems caused by conflicting form letters regarding registration holds, for example.

(3) Is the committee's existence well-known on campus?

    B. Linda Smith noted that no mention of the committee is made on the university's web page.

(2) Mark Hampton discussed a focus group of students studied in 1995. The group reported that different offices on campus sent them multiple copies of the same publications, and that the university therefore looked silly to the students. His conclusion: a lack of coordination here affects the student experience. Linda Smith suggested that the commission find out what the student experience regarding this is now; in addition, she noted that some offices (such as the

dorms) actually neglect to publish information important to students.

(3) Cameron Soelberg noted that students are often unaware of web resources which have replaced the mailers once sent out (i.e. report cards and notification of registration dates). Linda Smith noted that in addition, the web is not student-friendly.

ACTION:
Mark Hampton will contact Hugh Brown Brown to find out whether coordination of form letters is a duty of the new committee; John Francis will publish the committee's existence at the next senate meeting; and the commission will reflect upon reasonable, consistent ways to form a comprehensive view of the current student experience in regard to the issues discussed.

2. PROPOSAL FOR A CONSOLIDATED NEW STUDENT FEE
John Francis presented the new proposal; Doug Dubitsky is reviewing it, and may send a letter of support to Dave Pershing.

DISCUSSION:

(1) Will the new fee encourage use of student services?

(2) How do you notify students of available services the fee provides for?
Commission members suggested such measures as distribution of a card which lists available services and/or a note from Student Services to newly accepted students– once they have paid the fee, inform them of the services already available. If packaged appropriately, such an approach could "make students feel they got something for their $70.00."

(3) Linda Smith asked: how do these fees and services relate to graduate students?
Mark Hampton replied that the fee is directed at undergraduates, but Sam Morrison intends not to charge any matriculated students for use of services. Such subsidization of graduate students by undergraduates is nothing new, but it might encourage all students to use services such as the Career Center earlier in their academic careers (since they've already paid for them, and do not need to have money in hand).

(4) John Francis stated that the fees are based upon estimations of present fees which have been checked out with the relevant departments.

3. POLICY ON SIGNATURES NEEDED FOR REGISTRAR FORMS
Dave Iannucci
Dave Iannucci discussed the present policy and questioned the necessity of three signatures (the professor's, the department chair's, and the dean's) on registrar forms; he also discussed the inconvenience it causes for students. Do the deans really need to sign the forms?

DISCUSSION:

(1) Dave Iannucci suggested that the commission ask those who sign such forms whether or not

they have others rubberstamp them.

(2) John Francis asked whether three signatures are actually needed on forms such as grade changes, in which the professor makes the decision. Linda Smith responded that add and drop forms are the real issue.

(3) Commission members suggested that the present system may be serving a purpose by making deans aware of problems in certain classes (although others felt that deans remain largely unaware of add and drop rates), or that it may be useful for data collection. Mark Hampton stated that no other reports are made of adds and drops. Herta Teitelbaum stated that we need to find a way to gather such data without adding work for students. Members suggested that the university should investigate any discrepancies in add/drop approval policy between departments to determine such discrepancies' importance; in addition, perhaps another way should be found to gather and report systems information. Mark Hampton suggested that the commission investigate the issue of signatures now and put the data-collection issues aside until summer.

ACTION:
Dave Iannucci and Rick Simpson will investigate the deans' preferences on the signature policy.

4. TRANSFER COMMITTEE
John Francis
Herta Teitelbaum is organizing the committee, and will update the commission on it.

5. SENATE MEETING
Chuck Wight reports that the senate wants to move toward an instrument for uniform course evaluations– perhaps a form which contains both core questions used by all departments and questions customized by individual departments. This would enable the university to collect uniform data for comparison publishing, but it would also create opportunities for the misuse of data (such as inappropriate cross-discipline comparison of teachers).
The university will make an instrument in-house.

DISCUSSION:

(1) Mark Hampton had concerns about the stewardship of the data. Who would be in charge of it, who would analyze it (ACLIS), and how would the public's right to access of the information and faculty member's right to proper use of the data be ensured simultaneously? And how will the data be presented-- raw, or in summary?

(2) Linda Smith also maintained that the data must be read as evaluation of courses, not instructors. Doug Dubitsky stated that students must have access to both.

ACTION:
David Dodd's committee should be expanded to include Mark Hampton and Ann Darling.

6. STUDENT FOCUS GROUP
Doug Dubitsky

Doug Dubitsky wants to create and follow a small focus group through their student career at the U. to investigate the student experience from a non-scientific angle.

ACTION:

Doug Dubitsky and Mark Hampton will work on it.

OUR NEXT MEETING IS SCHEDULED FOR TUESDAY, FEBRUARY 16 AT 12:00. PLEASE NOTE THAT THIS IS SUBSTITUTION DAY, AND THE MONDAY CLASS SCHEDULE WILL BE OBSERVED. IF YOU HAVE ANY RESULTANT CONFLICTS, PLEASE CONTACT TARYN AT Nelson-T@ugs.utah.edu. THANKS!

University Student Commission Meeting Minutes, 3/2/99

1. NEW BUSINESS

DISCUSSION:
        Led by John Francis

        1) Kay Harward and Cliff Drew suggested an increase in the number of computer terminals available for student use across campus.

        2) President Machen signed off on the new consolidated fee proposal, and has reported it to the Board of Trustees, who will discuss it at their March 8 meeting.

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Led by Herta Teitelbaum

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NEXT MEETING:
Tuesday, March 23 from 11:30 -1:00 in the Sill Center large conference room.

<u>Minutes for University Student Commission Meeting</u>
<u>June 16, 1999</u>

<u>Present</u>
John Francis
Paul Brinkman
Jency Brown
Les Cook
Kari Ellingson
Kay Harward
Dave Iannucci
Ken Jameson
Annie Nebeker
Ryan Oakes
Steve Reynolds
Rick Simpson

<u>Excused</u>
JoAnn Lighty
Stayner Lanward
Linda Smith

<u>Staff</u>
Doug Hageman

1. New Business, Retention Issues: John Francis

John welcomed everyone and after introductions, he asked the question of whether retention issues should be brought before this commission. He asked that the commission reflect on this during the meeting and said it would be brought up again at the end of the meeting. He also mentioned that he had been trying to locate a respected faculty member to chair this committee, but had received less than enthusiastic responses thus far. Anyone with ideas or suggestions about faculty possibilities is invited to let John know.

2. Proposal for providing student support services in evening hours: Steve Reynolds

Steve presented the proposal and explained that this could both serve current and attract new evening students. He clarified that the 6:30 p.m. time frame coincided with the start of the last evening classes. He also pointed out that currently, the academic departments are more available than most student services.

DISCUSSION

Kari mentioned that the more departments would be open in the Student Services Building, the more of her advisors who would be inclined to stay later. Kay brought up the point that good communication among the departments would be a requirement for it to work. John

asked why Tuesday had been selected as the evening when most departments would be open, and Steve replied that Monday has some special restrictions around Salt Lake City, and Les added that many of the departments are already open on Tuesdays. John also asked whether the bookstore would be involved. The issue was discussed that if more students were on campus, then the bookstore would have more traffic, and would hence have more incentive to be open later. Steve proposed that Parking Services be involved and John said that a representative from Parking Services may be joining the commission. Rick suggested that letting everyone know that the U is open, and that specifically one area was open to provide answers would be a good idea. John took that opportunity to suggest that Les present his proposal for a University Answer Center, since it went along so well with the current discussion.

3. University Answer Center Proposal: Les Cook

Les gave a quick overview of his proposal to establish a central location where students could go to almost any time and receive advice, assistance, and quick answers to a variety of questions. He also mentioned that a potential site for this center could be the Union Front Desk.

DISCUSSION

Steve said he likes Les' proposal and feels that it dovetails nicely with his own. Kay mentioned that the Union likes the idea of increased traffic. Dave said that answering specific questions would require good cooperation with the University College. Ryan brought up the point that when he has specific questions, he just gets on the phone and calls an advisor. Kari also mentioned that the Union Building might be too central to be as effective as it could be. Paul added that the new students might be there and would need answers. Kari responded that the students who wouldn't get to the Union might be the same students who wouldn't be aware of the resources that are available. Jency suggested that instead of one (or two) information centers, several kiosks could be strategically placed around campus staffed by one or two students who could either answer questions or direct students to other sites for answers. Ryan asked whether it was worth it. He said that he gets good results from using the phone. Dave responded that the different types of students who aren't as informed could profit from a personal answer. John also mentioned that phone hours are currently limited and with the combination of classes and work, it could be challenging to access a live person. Kari added that email could also be another venue for responding to questions at odd hours. Ken mentioned that with such a diverse and diffuse student body, there is always a group of floundering students which needs help. Steve added that whenever he's in his office after 5 p.m. he has a steady stream of students with questions coming to his office. John also mentioned that he fields many questions and doesn't always know how to handle them. Should all departments take one day per week to have extended hours? Should we research other institutions to find out what their practices are? Annie suggested that we ask the students: The library is constantly passing out questionnaires. Paul brought up another option: Should we cluster evening classes in a small, tight area and provide good security (similar to the Olympic Village) and good information services in that location.

ACTION:

a) Steve will re-write his draft as a proposal to be taken to the department Deans and eventually David Pershing.

b) John will get a questionnaire organized to ask the students what they want and which services they need; he will go through Sarah?

Retention: John

John asked again if this was an issue that this commission would like to deal with. This body seems to be a good forum since it advises and doesn't adopt policy. The consensus was that this would be a good idea. Kari asked if there were any surveys done about retention.

ACTION:

a) John is going to gather views on retention

The next meeting was scheduled for Wednesday, July 7, 1999 at 12:00 noon in the large conference room at the Sill Center.

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<u>Minutes for the University Student Commission Meeting</u>
<u>July 29, 1999</u>

<u>Present</u>
Linda Smith
John Francis
Ralph Boren
Paul Brinkman
Hugh Brown
Kari Ellingson
Jeff Hoyt
Dave Iannucci
Ken Jameson
Stayner Landward
JoAnn Lighty
Theresa Martinez
Annie Nebaker
Steve Reynolds

<u>Excused</u>
Kay Harward
Ryan Oakes
Rick Simpson

<u>Staff</u>
Doug Hageman

1. Scheduling: Linda Smith

After having everyone introduce themselves, Linda asked Doug Hageman to present the results of his attempt to coordinate everyone's schedules. It was decided that the 1st and 3rd Thursday of every month would probably work out the best for everyone. It was also determined that the next meeting would be in three weeks, on August 19, 1999.

2. Tuition Committee's Definition of Early Tuition Payment Policy and It's Subsequent Tabling When PeopleSoft Came on the Scene: Ralph Boren

Ralph prefaced his remarks saying that Kay Harward would normally have presented this report since he was the committee chair, but Kay was unable to attend the meeting. Originally, tuition was due early, before the term started, but was moved back to allow for late schedule changes and to avoid late payment difficulties. However, with the change to the late-payment schedule, the University lost the ability to delete the students who register for a class, but don't end up attending.

The tuition committee, that was made up of representatives from around campus had decided to recommend reinstating the early due date for tuition. This recommendation was

presented to the Cabinet under Pres. Smith's administration and they adopted it at that time. But two changes presented some major obstacles to it's implementation: the switch to semesters and the transition to PeopleSoft. The semester transition has passed, and the financial module of PeopleSoft will become active in March, 2000. Another change, our new policy of accepting tuition payments by credit card, may make such an earlier due date more feasible that it has been in the past. The questions that now present themselves are whether the committee should be reconvened to deal with the current situation, or should the previous decision be acted upon.

DISCUSSION

Paul Brinkman first asked how early "early" tuition due dates are and Ralph responded that 30 days was common. Stayner Landward made the comment that his daughter is attending a neighboring institution which charges students for tuition before the first day of class. This provides students with a hope of getting into classes that are full when they try to register, but may have openings after the students-who haven't paid-are automatically "dropped" by the system. Even if some of the students don't like that arrangement, there should be distinct advantages for the Deans. Ralph then mentioned that statistics show that most of those students who miss deadlines do end up eventually getting back into the system. Linda asked who the ultimate decision-maker had been and the answer was the President's Cabinet. Linda then asked if the committee should be reconvened or whether a presentation should first be made to the Senior VP's. Paul mentioned that transactions have been getting later and later into the term. Stayner observed that at USU, tuition is due two weeks before classes start. Paul also made the point that we also shouldn't be counting those students who haven't paid their tuition in our attendance records. Ken suggested that we start moving back the date in phases.

ACTION:

It was decided that Kay would send a memo to David Pershing outlining the work that has been done by the committee: the pro's and contra's and prior decision by Pres. Smith and ask how Sr. VP Pershing wants to proceed-- if he wants to revive the committee or take other action. (While also making reference to the Regents' deadlines for attendance.

John then passed out the latest headcount from Kay. Kari observed that the average scheduled credit hours (SCH) is up, but Paul mentioned that it might go back down since the students with the most SCH tend to be the ones who register first. Stayner said that even if orientation numbers are up, enrollment may not change. John replied that that may be true, however retention will probably be better.

3. Issues of Retention: Planned Absences (i.e. Missions, Breaks, etc) from School: What is done, who does it and who takes advantage of it: Ralph Boren

Again, Ralph said that this would normally be Kay's report, but he's not attending. The sub-committee to find out what is done and what the current procedures are has not had a chance to meet yet, but will present their findings at a future meeting. As Hugh Brown replaces Jency on the commission, he also takes Jency's place on the sub-committee.

Hugh added some quick information about the UAAC. He said that late-add students don't do as well. He also said that some of the late-add graduate students could be international students.

4. Ombuds Service to Students: Annie Nebaker

Many universities around the country have some sort of ombuds service for students; for example: the University of Chicago and Berkeley. The University of Utah is following the model of the University of Texas at Austin. There is a Student Advocacy Group of 10-20 trained students, mostly juniors and seniors who try to help students resolve problems and complaints (the most common of which last year was landlord-tenant disputes). This is individual advocacy that may eventually be put on the web.

DISCUSSION

John made the comment that in this state, almost all the laws are supporting the landlords. Annie said that one method to help answer some of the concerns could be education: make students aware of their rights. John asked about a grade challenge. Annie responded that it would be done through the department, but again, the ombuds office could provide information so the student knows what he or she can do. She added that tracking the most frequently asked questions and posting the answers and hints could also be advantageous. Theresa Martinez suggested that racial or ethnic problems also be brought to the attention of CESA.

Hugh asked if law students could staff the group. Linda reminded everyone that law students can't give legal advice. Stayner mentioned that ASUU helps out financially with some downtown lawyers when appropriate. Mary asked if organizing a few discussion groups would help. Dave Iannucci expressed some misgivings about having students give out that sort of advice. Just having a student represent another student may do more harm than good. Annie answered that the student advocacy group would only provide information, it wouldn't represent students. Dave then asked if the University could provide someone with real influence to represent them. Annie replied that the University of Western Michigan does. Stayner said that ASUU has been doing this for a while and Annie is their advisor, and she knows who does what. The whole idea is to help the student know what he or she can do. John asked if Annie could present a little information about the ombuds office at the Deans' retreat. Steve Reynolds made the comment that ASUU has had difficulty in providing correct information. Mary mentioned that occasionally all you need to do is know where to read about it. She suggested that a booklet with the answers to the 20 most popular questions and where to find the information could be a good idea. JoAnn Lighty proposed that a flow chart be made to explain things like the Student Code and spread the information. Kari Ellingson mentioned that communication skills would be very helpful. Mary asked whether communications students could be invited to join the group.

John asked about the terminology of the organization: would it be ombudsman, or ombudsperson? The answer was just ombuds office. Mary suggested that since not all students view ASUU as a friendly, helpful organization, it would be a good idea to put down in a booklet of some sort the most popular questions.

Dave suggested that close ties be kept with the Women's Resource Center and CESA and asked where the funds for this whole operation would originate. Stayner replied that ASUU bankrolled the office.

John suggested that Annie return for another report at a future meeting.

5. Past Student Commission Discussion Topics, New Business: Linda Smith

Linda read a list that was compiled by Doug of previous topics that have been discussed at earlier University Student Commission meetings. While listening to the topics, John suggested that David Dodd come and present a report about the progress of standardized course evaluation forms and procedures.

In the new business area, John brought up the issue of publications: with increased number of texts and web-based materials, there should be some mechanism in place to determine whether publications are legally binding or not. John also brought up the challenge of articulation of information for transfer students. Using the web could relieve some of the problems, but John and JoAnn Lighty formed a sub-committee to investigate what can be improved to better serve and inform the transfer students.

The next meeting is scheduled for Thursday, August 19, 1999 in the large conference room in the Sill Center from 11:30 a.m. to 1:00 p.m..

<u>Minutes for the University Student Commission Meeting,</u>
<u>Friday, September 10, 1999</u>

<u>Present</u>
John Francis
Linda Smith
Ralph Boren
Hugh Brown
Kay Harward
Dave Iannucci
Ken Jameson
Thom Mansen
Annie Nebaker
Ryan Oakes
Steve Reynolds

<u>Staff</u>
Doug Hageman

1. Reviewing Minutes From Last Meeting: Doug Hageman
    There were no corrections or submissions for the minutes.

2. Add/Drop Dates: Ryan Oakes
    Ryan described a hypothetical situation in which a student under the current system after having attended a evening class on a Thursday once must make the decision whether or not to drop the class. Failure to drop before that date would result in a "W" appearing on the student's transcript. He said that one class period does not always accurately portray a class's work load or a professor's style. Ryan asked if the drop dates could be changed to after the second session of the class.

DISCUSSION
    John Francis mentioned that the policy has been in place since 1994 and the quarter system. Ken Jameson asked whether a "W" is such big deal. Ryan responded that students definitely think that "W"'s are viewed as bad by graduate schools, etc. and therefore would go to great lengths to keep them off their transcript. Hugh Brown observed that in 1994 a study was done that showed that students do have a mis-conception that "W"'s are bad. He agreed that excessive numbers of "W"'s do affect future plans, but just a few do not make a difference. Linda Smith asked if the quick withdrawal dates have made a difference in enrollments and Hugh responded that it probably had, but it wasn't clear yet. Ken asked if it is possible to automate the system so the drop deadlines fall after the class has met twice. Kay Harward pointed out that the commission should also discuss add dates since the Census dates need to be taken into account (September 15 this semester). Ryan emphasized that this would not be affecting many courses, mainly night or Saturday courses. He asked if the deadline could be stretched to nine days. Ryan also asked about the tuition due-date. Moving the tuition due-date up could solve some of these problems. This could be combined with a payment plan to provide another option. He expressed

his belief that it is fair and reasonable to give two meetings of a course. Steve Reynolds asked if the first class was enough. Ryan said that it has been his experience that professors do relatively little real work or teaching during the first class period. Doug Hageman added that he has experienced the same phenomenon. John mentioned that the professors do not know exactly who they will be seeing the next class period either. Various faculty stated that the failure to conduct a full class during the first meeting was, in their opinion, a problem; and that in their experience faculty DO conduct a full class during the first meeting. However, in some classes certain class projects and assignments (e.g. assigning lab parterns or work groups) may need to be delayed until the final enrollment is established. Hence, delaying the time for a permanent class list may have disadvantages in those classes.

Ken suggested that Ryan write up his proposal and take it to Thom Mansen's committee (Academic Standards and Appeals Committee) and take it before the CAD co-signed by John. John suggested that Kay do some research about practices at some of our peer institutions. Linda asked if a different designation could be used on the transcript that would indicate at what point the student withdrew from the course ("W + ?") Ryan offered to survey some students and take it to the Senate and the Assembly. This would provide more credibility with the Deans.

Ryan also had another issue that had come up with the beginning of classes: who is teaching the classes. Posting the names of the professors would be very beneficial for the students for several reasons. It would allow the students to make informed decisions (and perhaps cut down on drops). It would especially give the bookstore the time to purchase used books for students. Currently only about 40 % of professors meet the deadlines for used books. Steve mentioned that some departments don't know very far in advance. Linda commented that it varies by department.

John observed that the university needs some simple guidelines. He said that everyone just keeps on doing what they've been doing. Perhaps a sub-committee could be formed to formulate such guidelines. Steve commented that we're not using the technologies that are available. Kay asked if it is possible to allow the various departments to enter their own information on the web. Ralph Boren responded that it could be done, but could prove to be difficult. However, he added, the registrar's office could send out more reminders to the departments and spread out the deadlines for the names of who is teaching the different courses.

3. Standardized Course Evaluations Up-date: John Francis

John presented a quick report on how the standardized course evaluations have been progressing. They plan on administrating the evaluations again during the fall semester. They will not be changing the questions, but will change the order somewhat and provide space for departmental questions. Considering the many different viewpoints and ideas everyone has, he feels it is important to work from two data points. Remarkably enough, he added, the colleges seem to be quite similar.

DISCUSSION

Ken commented that this has been four years in the making. Some don't like these evaluations. He remarked that student support is crucial for the project to succeed. Ken asked if the students would support it. Ryan said they would and said that he thinks that it is going to work and that it will help students. Linda asked if the new evaluations would be used in all of the fall classes and John responded that not all classes would be involved, but that it would be a better

spread than the summer term. Linda also asked about questions for specialized courses (for example, service learning courses). John replied that it is in the works for the future, but is not yet feasible. Linda requested that the questions be designed by "professionals" on the committee.

4. New Business

Hugh asked about the Chemistry scheduling conflicts that were discussed at the last meeting. The response was to talk to Tom Richmond who could help in that area.

John asked about an ambitious project: reducing the challenges of the college experience. He said that Dave Pershing would like the University to be more streamlined. Streamlining takes just about everything into account including much of what was discussed today. At the next meeting John will present a proposal co-authored by him and Paul Brinkman and Barbara Snyder that will review the what needs to be done to make the process of education more efficient. Dave agreed with John and said that we need to be bolder than we have been. Ken added that we'll get out of this what we put into it. This is a good opportunity to undertake such an activity because of the relatively large number of new administrators around campus.

The next meeting is scheduled for Friday, October 1, 1999. The location has yet to be determined.

<u>Minutes for the University Student Commission Meeting</u>
<u>Friday, October 1, 1999</u>

<u>Present</u>
Linda Smith
John Francis
Paul Brinkman
Hugh Brown
Norm Chambers
Les Cook
Kari Ellingson
Ken Foster
Kay Harward
Jeff Hoyt
Ken Jameson
Steve Reynolds
Rick Simpson

<u>Staff</u>
Doug Hageman

1. Review of Last Meeting's Minutes: Doug Hageman

Doug made mention of the addition to the minutes that was made. The inserted section pertained to the activities that take place during the first course period of the term. The up-dated minutes are available by contacting Doug @ 581-3811 or via e-mail: hageman-d@ugs.utah.edu.

One of the issues that was discussed at the previous meeting was also the subject of an article in the *Daily Utah Chronicle*. The story dealt with the student senate adopting a resolution about extended add/drop dates but failed to indicate what action had been taken. Ken Jameson agreed to e-mail Thom Mansen so that the proper committee could look into the issue.

Kay Harward reported that the survey that he had planned to present at this meeting contained some glaring inconsistencies and he would have his staff redo the survey. He will e-mail the survey to Doug who will then forward it to the members of the Student Commission.

2. Streamlining Challenges: Paul Brinkman

Paul started off the discussion by going over the proposal that was co-authored by Barbara Snyder, John Francis, and him. He mentioned that many of the aspects would be addressing the Student Services area and would involve more people than those attending the Student Commission meetings.

DISCUSSION

Hugh Brown asked if the object of the proposal was investigation and Paul responded that the goal is to "find and fix" problems while keeping a practical perspective. Kari Ellingson mentioned that the Student Services DCE survey could be a tool to help identify which areas are

most important. Les Cook said that the commission should concentrate on the areas that impact the most students. Rick Simpson suggested that visualizing a student's college experience could be done by chronological "points of contact" that students share with the university in any way. He added that some of the points may be small, but all contribute to the overall impression and feeling. Kari suggested that the different departments could be asked about their points of contact. Jeff Hoyt asked if the system at Rutgers University could be applied here at the U. At Rutgers they identify and track the courses that are failed the most. John Francis reminded the commission that this could be all-encompassing and recalled Dave Iannucci's comments during the previous meeting that the commission should be bolder in the scope of it's operations. Hugh said that not should the different departments be contacted, but also ASUU would be a valuable contributor for the points of contact. Kari suggested that following a small group of students around for a week (à la MTV) could help identify what students go through. Paul said that we could isolate certain elements of the process: admissions, etc., as well as everyday life. Steve Reynolds suggested that since one of the goals is to look at the system as a whole, the commission might consider examining the combinations of jobs and schools to take some of the exterior factors into consideration. **This holistic approach is needed because students aren't just students, they're employees, etc.** He added that one way of viewing it could be to look at students as customers.

Ken Jameson suggested that we identify blockages and clear them up. He also suggested that focus groups be formed to identify "best practice" procedures and to recognize where the U deviates from these best practices. Paul brought up the technology issue: could some of the problems be "leap-frogged" by using new tools such as the web? Rick agreed that fixing problems with the web could be a good idea. He also said that he doesn't think that many faculty and staff don't identify with the students anymore. John suggested that the focus groups could have different make-ups: 18-19 year-olds, older people returning to school or those who are close to graduation. Hugh mentioned that one of the courses here at the U, COMM 5810, is involved in doing surveys and could be a resource for identifying the points of contact and student satisfaction with the different departments and the U as a whole.

Jeff expressed concern that surveys have been taken, but what is done? Could evaluation teams be set up? Kari mentioned that as the feedback comes in, we need to be prepared for answers that we won't be able to resolve. Linda Smith agreed that viewing holistically means identifying institutions besides our own that could be asked to change, yet may or not be willing or able to change. UTA could be a possibility for change, but few other organizations would be.

John proposed that the unit of analysis should be the different stages that students undergo chronologically, so that all departments would be involved. Paul suggested that the first unit be called "Getting into the University".

Steve suggested that we examine students, how they get in and then why they get out. Perhaps contacting all the students that didn't return for Spring semester would be indicative of some trends. Paul responded that many get out before they get in. He also said that this could provide a way to propose some improvements that could be put into place before the end of the year. Hugh suggested that the surveys be followed up with the alumni organizations.

John asked if examining the July-January aspects of a student's career would be a good starting point: enough time to experience a lot of aspects of the university, from registration to grades. He also proposed that a sub-committee composed of Paul, Kay, Steve and Kari be formed to identify the points of contact.

Jeff suggested that the concern that is being shown by the commission etc., be communicated to the students, for example, through the Chronicle.

Les recommended that an e-mail address be set up that would allow people to suggest improvements and Kari even suggested a web site that could contain information and allow for exchange of information. Paul responded that eventually both ideas could be incorporated into the project.

ACTION

The subcommittee composed of Paul, Kay, Steve, and Kari will meet to identify the different points of contact that a student experiences from July to January, their first six months at the U. They will report at the next Student Commission meeting.

3. New Business: Les Cook

Les said that the Undergraduate Quality Committee composed mainly of alumni is a very similar body that has some great ideas, but whose ideas don't seem to make much headway across the University. He asked if it would be a good idea to include a representative from the Undergraduate Quality Committee on the University Student Commission.

ACTION

The consensus was that inviting a representative from the Undergraduate Quality Committee to attend our meetings could be a profitable addition. Les said he would speak with the chair, Heidi.

This topic brought another issue to the discussion: evening openings for student services. It was recalled that the commission had agreed that student services should be made available during the evening hours one night a week. However, nothing appears to have been done to take steps in that direction. It was decided that we needed to review the minutes and information from that portion of the meetings where it was discussed to see what was decided and what can be done to expedite the process.

The next meeting is set for Friday, October 22, 1999 from 12:30 to 2:00. The location has yet to be determined.

<u>University Student Commission Meeting</u>
<u>Friday, November 12, 1999</u>

<u>Present</u>
Linda Smith
Ralph Boren
Hugh Brown
Kari Ellingson
Ken Foster
Kay Harward
Dave Iannucci
Ken Jameson
Theresa Martinez
Ryan Oakes
Steve Reynolds
John Richards

<u>Staff</u>
Doug Hageman

1. Review of Minutes, Including Changes: Doug Hageman
Doug read the changes in the minutes and they were accepted without additional changes.

2. "Smart" ID Cards: Dave Iannucci
Dave started out by describing briefly a proposal that is in the works here at the U. The proposal deals with working with a local bank and travel agency to give the next generation of ID cards the possibility to also be a credit or debit card and/or a phone card through the implant of a microchip. Dave expressed his concerns that this would make credit cards even more accessible to students who may already be accumulating substantial personal debt. He explained that the U is searching for a way to finance a "recard" of everyone on campus, and this appeared to be a sound fiscal decision.

DISCUSSION
Hugh Brown asked if this would just be another number to be remembered, and Kay Harward answered that the 9 digit number doesn't really need to be on the card, but does have to be linked to the student ID #. Ralph Boren added that the number could be encoded on the magnetic strip, and the chip could be used as a credit on the student's account (to swipe at independent vending machines, for example). Dave mentioned that this could be a lost cause, but he hopes that at least the form with which the students will designate their options for the card will be clearly designed so that the default isn't a credit card. Steve Reynolds said that this issue is very appropriate for this body because the greatest impediment to students' completing degrees is financial debt. Ken Foster mentioned that using ID cards as credit brings up legal problems, for example using them online- confidentiality, etc. He also said that legally one can't make the

default on the form lead to a credit/debit card. Hugh Brown asked if the card could be limited to just a debit card. The answer was yes. Ryan Oakes said that a bank/ travel service would pay for restructuring the Union in exchange for having a location there. Ken Jameson said that the Vice-Presidents for Administrative Services and Academic Affairs are involved in this process. He suggested that Linda Smith should talk to them and mention that we have some concerns about a proposal that may be fiscally sound, yet could bad for students. Ryan mentioned that originally the proposal was meant to allow students to use the same account to make copies at the library and also to purchase food in the Union. Kari Ellingson added that this could actually provided more complete services for students. Ken Foster voiced several concerns about default arrangements, data security, and liability. Kay mentioned that Barbara Snyder might have useful insights since her daughter has experienced the same setup at Kansas University. Steve asked if the providers would discriminate against certain kinds of students here at the U. Linda asked about if the credit providers would act on the premise that just because someone works or takes classes at the U a person doesn't necessarily mean that one has good credit.

ACTION

Ralph Boren suggested that Grant Moulton, the person who's pushing the program, come talk to the student commission. It was agreed that Ralph would invite him to the next meeting.

3. Faculty's Children's Experiences

There was some confusion about the meaning of this agenda item. At the tail end of a previous meeting there was a discussion about gathering information about students' experiences at the U by contacting faculty who have children who have attended or are attending our institution. The possibility of sending that information to Doug via e-mail was brought up. Kay asked if requesting comments would be better in order to receive good and bad parts of the student experience. Ken Foster asked if this body was privy to all the available surveys and the response was no. Ken Jameson mentioned that without information, there is no change. One of the greatest obstacles to instituting change is this disjunction. Linda mentioned that having access to students' individual comments/complaints allows for identifying systemic trends and specific problems. Ken Foster added that this lack of communication is perhaps one of the reasons that the image of the U that is held by the business community has been in sharp decline during the last few years.

ACTION

Ken Foster volunteered to provide a list of all the surveys that have been taken lately.

Dave asked whether people feel that we're accomplishing our high goals (critical thinking, etc.). Ken Foster explained with the aid of a diagram on the chalkboard the views of the market that aren't the same as the U's goals or our current situation, and that the question may be whether we should change our goals or attempt to modify the goals of the market.

Dave returned to the subject of faculty with students, and brought up the point that they would be in somewhat of a unique situation: users and producers of the services here. Linda mentioned that when one hears complaints, one sometimes notices that they don't take everything into account, but when you do know the system, the comments are very valuable. Ken Jameson

asked if a sub-committee should be formed to look over the data. Kay remarked that the entire commission would be interested in see a list of the surveys.

4. New Business: Linda Smith

John Richards presented a proposal about institutional messages to incorporate in recruiting materials. He wished to help clarify the messages that we plan to include in all recruiting material we prepare for the U. Commission members are invited to give John Richards feedback on these materials.

Dave commented that we have many great discussions but wondered about who the commission reports to and what the status of our recommendations is. He wanted John Francis to re-explain the purpose of the commission. Ryan mentioned several of the issues that had come before the commission and the results that had been accomplished by the commission (drop dates, combined fee, etc.). Linda responded that she believes that the commission was formed by an administrator (John Francis) and accordingly reports to that individual (John) and acts as a sounding board to make recommendations to John and other bodies. Dave asked if we should stay at the level where we've been working, or whether we should have a grander scope of operations. Certainly the involvement in assessing the student experience could be much more involved.

ACTION

John will be asked to meet with us at the next meeting and discuss his current and future desires for the commission.

The next meeting will be held on Friday, December, 3, 1999 from 12:30-2:00 in the Conference Room of the Counseling Center, enter through 426 SSB.

Previous and Possible Future Items
For Discussion

Campus Signage (Les)
E-Mail Distribution Lists as communication tools with students (Les, Kay)
Generation and Use of Admissions Index (Kay)
Scholarship Requirements (JoAnn)
Add Slips/Late Registration Deadlines (Hugh, Steve)
Web Policy (Chuck)
Late Evening Openings (John)
Extended Add/Drop Deadlines
Registration Holds (Hugh)
Scope and Nature of the Student Commission (John, et al.)
'Ucard' Program
Campus Communication Issues

Proposed Dates for Student Commission Meetings,
Fall Semester, 2000

A- 2nd and 4th Wednesdays of each month from 1:00 to 2:30 (with lunch).

B- 1st and 3rd Mondays of each month from 1:00 to 2:30 (with lunch).

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C- 1st and 3rd Tuesdays of each month from 2:00 to 3:30 (no lunch).

<u>Minutes of the University Student Commission Meeting</u>
<u>Friday, January 28, 2000</u>

<u>Present</u>
Linda Smith
Ralph Boren
Paul Brinkman
Hugh Brown
Norm Chambers
Les Cook
Kari Ellingson
John Francis
Dave Iannucci
JoAnn Lighty
Ryan Oakes
Barbara Snyder

<u>Staff</u>
Doug Hageman

After a discussion of Ryan's comments about thinking he should have attended BYU, the meeting got started.

1. Rounding Off Hours for Graduation: Hugh Brown
Hugh reported on one of the policies concerning credit hours that evolved from the transition to semesters. All hours were all rounded up so if a student had 29.01, it became 30, etc. Previously, however, transfer students who came here from an institution that was on the quarter system. The graduation committee felt that all students should be treated the same, so it was decided that everyone should be rounded up through Spring semester, 2003. At that point the new policy will be set for the future.

3. Get Ready Guide/Articulation: Hugh Brown
Hugh also talked about the State Articulation Guide that is produced to ease the transition between the two and four year institutions in Utah. The guide came out in the fall, and was looking good. There is also what is called the "Getting Ready Guide" which pulls out the information for each school and is then sent to each school. They allow people to specifically prepare for the U, etc. However, the "Getting Ready Guide" wasn't ready for this year, and will be finished late and hence only sent to key personnel at the various institutions. They are already preparing for this next year's edition and have selected a responsible person now.

DISCUSSION
John Francis asked if it would be of greater value to make the guide web-based. Hugh responded that it was a good idea and he would discuss it with Carolyn Dyson and possibly Ed Barbanell.

2. Proposal to Establish Holds Policy: Hugh Brown

In Hugh's third item, he read a proposal to establish a policy to regulate placing holds on students. The proposal originated in the University Academic Advising Committee (UAAC) and recommends that holds only be placed during a specific time period and suggested that the time period be between the 3rd and 6th weeks of the terms. This proposal was stymied by a case involving immunization holds that were initiated the day before some students became eligible to register for hard-to-get courses. By the time the holds were cleared up, the registration window had passed for those students. The proposal also suggested that the entire hold process at the U. by monitored by a central location to help students resolve problems quickly and effectively.

DISCUSSION

Kari Ellingson asked if the specific problem of the immunization holds wasn't a repercussion of PeopleSoft problems. Ralph Boren mentioned that Student Health sends out notices and warnings to students, so the hold isn't the first time they hear of these problems. Hugh asked if the documentation requirements aren't actually enforced, but recognized that this was another issue. Ken Jameson asked about the warnings that are provided to the students from the different organizations. Ralph responded that each organization has to sign a contract in order to place holds on students. Norm Chambers brought up the point that students regularly talk to him and promise to pay, he then releases the hold and is obliged to put them back on upon non-compliance. This can be especially difficult when it involves rent. John asked about the priorities here: How badly do we want to discourage students from registering for classes? Kari responded that they do try to avoid that as much as possible. Ryan Oakes said that the proposal looks good. Les Cook added that the timing of the holds would work out well for the combined matriculation fee. Hugh remarked that there is already something of a system in place, but it may need some tweaking. Norm suggested that we start out with immunization and then see how it works. This proposal was accepted.

Barbara Snyder asked how much this would impact income accounting. John suggested that the Student Commission invite someone who would be able to discuss the workings of the system in depth. Norm suggested that Lisa Zalit of Parking Services come, and in fact left the meeting for a couple of minutes to try to get a hold of her immediately.

The discussion again returned to immunization issues, specifically about the possibility that a student could merely make up dates of various shots in order to satisfy the requirements of Student Health. Kari responded that very few students actually do this. Hugh mentioned that this was now known by his advisors and could be spread around campus. There was then some discussion about changing the request forms for transcripts to allow a request for the high school counselors to include a copy of the student's immunization form. Hugh said he would talk to Boswell about changing the forms.

5. Vision for the University Student Commission: John Francis

John Explained that he'd recently been to the Presidential Retreat and one of the issues that was brought up was how the University listens to students. Some of the problems involved with this was the diversity of the student body and the many different issues that are brought up by students. He mentioned that those in the University tend to see students as parts, whereas, of course students see themselves as whole people. John asked about possible strategies to improve understanding of students' needs and wants. He added that Steve Hess has suggested surveys on

the university's home page. John would also like the commission to think about different ways to reach different sets of people. Ryan advised the group that ASUU is organizing a way for students to express their ideas and comments via e-mail to comments@asuu.utah.edu. John remarked that this could be a great forum for some of the more vocal elements of the student population. However there is a large segment of students

<u>Minutes of the Student Commission Meeting</u>
<u>Friday, February 25, 2000</u>

<u>Present</u>
Linda Smith
Paul Brinkman
Hugh Brown
Norm Chambers
Les Cook
John Francis
Dave Iannucci
Stayner Landward
Steve Reynolds
Rick Simpson

<u>Staff</u>
Doug Hageman

1. Review of Minutes, Including Changes: Doug Hageman
    Doug explained that the only real change was the addition of the information that Lisa Zaelit is the Manager of Income Accounting and Student Loan Services.

2. Lecture Notes on Web Policy: Stayner Landward
    Stayner said that this issue is from Barbara Snyder and revolves around the different Internet companies that pay students to take notes in class and then post those notes on the web. He then mentioned that several other institutions are currently holding debates about whether or not to have a policy on the issue and what that policy should be. He added that it could go both ways and that the problem could be more of an ethical decision, rather than a legal situation.

DISCUSSION
    John Francis asked if the university decided that it would not allow this to take place, would it be largely a symbolic gesture? Would there be any way of enforcing the policy? Dave Iannucci asked about the legal basis. Would intellectual property rights come into play? Steve Reynolds asked if it could be considered plagiarism.
    Hugh Brown said that he didn't consider it to be wrong. He made the point that however a student learns the material is OK. John then asked about the possibility of a a student recording the lecture and then putting it on the web. Dave added that if he were teaching a course where a student doesn't need to come to class to do as well on exams and assignments, he wouldn't feel like he were doing a competent job. John asked if this sort of thing also extended into the realm of online courses. Paul Brinkman responded that the issue of putting courses and other similar information online is a difficult one. One needs to be very careful about copyrights, etc. In fact, he added, that issue has not yet been resolved at any major institution, including ours, yet.
    John brought up the question of class attendance policies. He asked if the commission didn't act on this issue, whether the attendance policy should be addressed. Stayner then asked if the policy would be enforceable. John remarked that the discussion had returned to the original

issue of whether or not the U should be opposed to the practice of selling lecture notes online. Stayner suggested that it be put on the record that the commission held a dialog, but did not come to any real decision.

John brought up the possibility that a student could tape the course and sell it to SLCC, which could in turn market it as their own course. Paul suggested that the focus be on the actual selling of the information. Dave Iannucci mentioned that Chuck Wight's web site is very well developed and he might have some ideas and feelings about the issue. John suggested that Chuck Wight be invited to the next meeting to join the discussion. At this point, Doug mentioned that he didn't believe that the companies don't charge to view the notes.

3. Orientation Update: Les Cook

Les reported that the subcommittee was set up to examine students' experiences while they go through everything from recruitment through registration. The meeting will be held next week. It is including the New Student Advisory Team with representatives from nearly all the colleges. The scope of this committee will include things like the mailings that are sent to students and prospective students.

It was brought up that orientation is now nearly a requirement. Besides the conventional orientation, more than 900 people did orientation over the web. While not the best option, it is sometimes the only option available. Les also mentioned that the goal of Orientation was to have the best online orientation in the country.

Hugh suggested that the percentages of students who attended orientation online should be correlated with the numbers of students who succeed: "This could help you..." might be included up front so that prospective students could see what will be of greatest value to them.

Stayner asked how orientation could be required. Les answered that it isn't technically a requirement, but every new student is charged for it.

The fourth item on the agenda, continued discussion on the nature of the Student Commission was postponed until the next meeting.

5. New Business: Linda Smith.

John asked how the extended hours on Tuesdays was going. Dave said that the response was still modest, but the whole program hasn't been running for very long. Hugh mentioned that while academic departments might not be very busy, student services have been kept lively. Steve reported that he had 4-6 students per week stopping by, and there were several reasons why. The Dean's office is the only office open, they have all the information for the programs and departments, and they have all the contact information for everyone involved. Norm Chambers mentioned that Parking Services is getting about 4 customers per Tuesday and Housing is getting 3 visitors per week. Hugh reminded everyone that February is generally a slow month.

Steve asked about the publicity surrounding the extended hours. John mentioned how difficult it is to communicate well across campus. Linda suggested that signs be put up in the Library and the Bookstore, where people generally frequent after normal business hours. Steve suggested that it be splashed across the front of the DCE catalog, since that would reach many of the concerned parties.

Norm reported that Lisa Zaelit had discovered that about 7000 holds had been put on registration for amounts that are less then $50. The total amount of money that it represented

was $25,000. John asked if this was worth it. Paul and the other members of the commission decided that since most of the money was recovered the next term, it is worth it.

It was then decided that holds would only be placed on registration if the amount were in excess of $50. Transcript holds would continue to be applied if the amount were between $10 and $50.

Dave brought up the issue of the timing of the tuition bill. He explained that the bill usually arrives less than a week before it is due, which can cause difficulties for students as they try to figure out their finances and get the money together. Additionally, the cashiers aren't open for any extended hours and the lines go on forever.

Norm volunteered to invite Lisa Zaelit again, to see if she could shed any light on the picture. Les asked if an incentive for early payment (including showing the total due after registering) could help relieve the logjam. John suggested that we invite Barbara Snyder to the next discussion. Steve mentioned that the situation calls for multiple solutions, for example, the possibility of carrying forward a positive credit balance.

Steve also brought up another point. He said he had promised to collect all the green "Add" slips and get them to Paul for counting purposes. However, he discovered that he would then need to pay $5 for each slip. He also noticed that many students got the slips signed, then waited for excessively long periods of time (three, four, or even five weeks into the term) before turning in the slips. They believed that this would allow them to really decide if they wanted to keep the class, even after the first exam!

Hugh suggested that in order to help motivate students to get the forms turned in by the third Friday of the term, that the students not be charged during the third week, and that the slips would expire on that Friday. John asked him to check with Ralph Boren about the idea. Hugh then suggested that no fee be charged for the 3rd week, but $20 be charged after that. John added that the additional $15 be put into the scholarship fund. Hugh and Steve discussed encouraging instructors not to allow students to add the course after the 3rd week.

The next meeting will be held on Friday, March 10, 2000 in Classroom #5 in the Sill Center, from 1:00-2:30 p.m.

MINUTES

STUDENT COMMISSION
March 10, 2000

PRESENT: <u>Members</u>:   Ralph Boren, Paul Brinkman, Hugh Brown, Les Cook,
                        Kari Ellingson, Ken Foster, John Francis, Kay Harward,
                        Dave Iannucci, Linda Smith

   <u>Guests</u>:   Chuck Wight

   <u>Staff</u>:   Annie Paydar

I. Review of Minutes: Annie Paydar
No changes were made to the minutes from the February 25 meeting.

II. Add Slips/Registration Deadlines Proposal: Hugh Brown
Hugh presented his proposal, highlighting the three suggestions outlined in it. The first suggestion is to require students to return all green late add forms to the registrar by 5:00pm on the third Friday of the term. The second option was to encourage faculty not to sign late admit forms after the third week, although there is some concern that this would have no effect. Kay Harward circulated a memo this past fall to all faculty, Deans, and Department Chairs emphasizing the need to have students enrolled by the third Friday of the term. However the effect of that memo appears negligible. The third suggestion is to impose a stiffer fee for courses added after the third week of classes.

Hugh thought that we should consider taking a more rigorous approach. He suggested telling students that they absolutely cannot add after the third week, except where an error has been made on the part of the university. He acknowledged that there would still be students who would claim that they thought they were registered for a course they had been attending and who would want to register late. For these students he said that we could take away the $5 fee for adding during the third week and impose a $30 fee for courses added after the third week. He suggested that the $30 fee be broken down in three ways: $5 to the Registrar to cover processing costs (as is presently the case); $5 to Income & Accounting to cover increased costs in appeals against the increased late fee; and the remaining $20 could go into a student scholarship fund.

Discussion

Paul Brinkman was concerned about students who take mid-semester courses, saying that there needs to be some flexibility there. He was also concerned about the possible reaction students could have and how that would affect us. One reaction could be a change in behavior, so the students start to register early. If they do that, then we win. But if there reaction is to say "to heck with it" and don't end up registering at all, then the university loses.

Linda Smith asked if there was any way to keep track of the late adds and then add them to the state numbers. Paul said that it is hard to add to the state numbers. However, he thought that maybe if we publicize hard about registering on time, it may get peoples attention.

In addition to publicizing, Kay Harward thought that he could repeat the memo sent out last fall and say that the add numbers have a limited life, they won't work after a specified date. John Francis asked how they get the memo. He thought that maybe it could be attached to the class role sheet. He suggested stapling a red paper to them, to catch the faculty members attention. Dave Iannucci didn't know if this would be effective because most faculty members, especially if they have been here a long time, ignore the roles. The roles are generally wrong, so a lot of faculty ignore them. He didn't think that the faculty could be counted on to be the main source to try and stop this problem. Additionally, Dave said that he things it is hard to teachers to determine what is a good excuse for registering late and what is not.

John Francis asked why there was concern over imposing the $30 fee. Ralph Boren said that it just created more administrative overhead, increases staff workload by increasing appeals. He said that the current $5 fee doesn't create problems, but that he thinks a $30 fee would. Kay Harward said that he has philosophical concerns about funding scholarships for student misbehavior. Hugh refuted Ralph's concerns by saying that if Paul is right and it actually reduces the number of students registering late, it would actually reduce headaches down the road. We just don't know what the reaction will be.

Paul said that part of the problem is that students don't feel a sense of urgency. Often times the teacher will sign a slip and then the student holds onto it. Ralph suggested that they could put an expiration date on the add slip. Linda Smith didn't know if that would be much of a deterrent. She wondered if it would be more onerous to say that you lose if you don't add. She thought this would probably have more influence that charging $30.

Ralph said that there are two groups that this change would effect. The first group is those students who have clearing problems, it takes them awhile to get clearance to register. The second group is students who are trying to play the system. This prompted Kay to ask if it was possible for people to get an education without paying for it. Chuck Wight said that he has had people ask him about this, but it has generally come from students who have taken a course from other instructors and they didn't get what they wanted out of the class. So, they asked if they could sit in on his class and listen to his presentation. But, overall the group didn't think that this was a major problem.

The discussion turned to trying to come up with a plan of action. John suggested that the expiration date was a good idea and that we could have the faculty or the deans tell students about it when they are asked to sign the forms. Kay proposed that some excerpt of the fall memo could be sent out. Ralph pointed out that currently there are no teeth in the expiration date. It needs to be true that they can't register after the date or it won't have any effect. Paul said that he was nervous about putting so much emphasis on the expiration date because it could make students go through the entire process again. It could be very inconvenient for students and faculty.

Linda Smith suggested that we make the fee $10 and say that there are no appeals on it. We could advertise about why there is an increase. Hugh said that there is not a significant difference between charging $5 during the third week and $10 after. He thought it would be more effective to do away with $5 during the third week and charge $10 after that. It would then be a difference of $0-10 rather than $5-10. It might have more impact. Kay was worried about this because he thought that students who are hurting the most anyway might be hurt again with this fee increase. There was also some concern that with the tuition increase and how adding more fees onto it might make it worse.

It was decided that they would emphasize the expiration dates and have a letter coming down from Kay and Dave Pershing, similar to the one that went out last fall.

III. Discussion on Web Policy: Chuck Wight

Chuck summarized a letter he received from the U of U Office of General Council that looked at the legal issues of copying lectures. The report said that case law on this issue was very weak. It is doubtful that a professor can copyright their lectures, although they can copyright their own notes. If they are looking to copyright their notes it is best to have a copyright symbol (©), although this is not required. General Council suggested that the best way to do anything on this issue is to modify the student code to prohibit students from selling notes for profit. It gives the university the right to go after the student selling the notes. This was their recommendation, if the commission decided that they needed to take action on this issue.

Discussion

John Francis asked if anyone knew how to initiate a change in the student code. Linda Smith said that the Law School was going to be asking for some changes in the student code, specifically looking at the definition of plagiarism. It was thought that maybe both could be addressed at the same time. John wondered if the student code has worked in the last few years, he thought this would be something to review in the future.

Chuck thought that the use of notes gotten from the Internet was high, but not significant yet. He thought that now was the time to raise the point about changing the student code. He also had a question about if it will be the responsibility of the professor to give or deny permission to post his or her notes on the web, or whether it should just be a blanket restriction. Kay thought that if one teacher says 'No' in class, it may leave it open in other classes where faculty may neglect to mention it.

Marcia McClurg said that there are still many unanswered questions. We don't know who owns the notes, whether it is the teacher or the student who takes the notes. She also asked if the student was harming anyone. John thought that the willingness to attend class might be decreased. Chuck said that the facts in the lecture are not copyrightable, but the arrangement of the facts or ideas may be copyrightable. It is very difficult to tell the difference. Kay highlighted another problem, the fact that there is no quality control - you don't know if a good student or a bad student is taking the notes. It could make some professors look very bad as well as hurt students who are using the notes for information. John also pointed out that you don't know if they are taking notes on the discussion, or if they just come from the lecture.

John thought it would be useful to take a recommendation of a student code change to Dave Pershing and have him give it to the proper committee. It was determined that this would be the course of action. They will pass along the recommendation.

IV. New Business: Linda Smith

Kay Harward said that the committee will need to look at a federal government proposal that is looking at redoing the way student loans are funded. There is a possibility that institutions will have to repay the government if students withdraw from school early. They schools may have to pay back the unearned amounts.

The next meeting will be held on Friday, March 24, 2000 in Classroom #5 of the Sill Center, from 1:00-2:00pm.

Minutes for the Student Commission Meeting,

Friday, April 14, 2000

Present:
John Boswell
Paul Brinkman
Hugh Brown
Les Cook
Kari Ellingson
John Francis
Kay Harward
JoAnn Lighty
Marcia McClurg (representing Rick Simpson)
Annie Nebeker (representing Stayner Landward)
John Richards (representing Norm Chambers)
Linda Smith

Staff:
Doug Hageman

1. **Review of Minutes, Including Changes**: Doug Hageman
   There were no changes to report.

2. **Campus Signage**: Les Cook
   Les explained that the issue of resigning the campus has been discussed in a number of circles, but nothing has been done as of yet. Brad Clawson told Les that five to eight years ago the discussion revolved around kiosks located near the building entrances. Les wondered if there were still funds laying around in an account somewhere earmarked for putting up signs around campus.

DISCUSSION
   The group expressed their appreciation for the efforts made last fall. The signs were very helpful and clear to new students. Kari Ellingson said that campus signage was a great concern and greatly needed. Hugh Brown asked if there were any objections to re-signing. John Francis mentioned the Dean of Architecture, but there aren't really any firm objections to change. He added that the bookstore has put up some very good, visible signs. Hugh asked since the signs were so effective if they could just be put up for one month per year. Kay Harward responded that the group should push for permanence. He also said that the building abbreviations (as they appear in the course catalog) should figure somewhere in the sign.

Les also brought up new postal regulations that require each building have a street number. John said those numbers could be very small and inconspicuous.

ACTION
Les has been asked to take the initiative in this area.

3. E-mail, Distribution Lists as Communication Tools with Students: Les Cook

Les proposed implementing a policy that as soon as students register, they're given campus e-mail addresses and are then put on distribution lists which would then be used to communicate important dates, etc. to the students. As it now stands, students are being provided with free e-mail accounts, but have to take the step to go and sign up.

DISCUSSION
Kay said that there are **new** federal restrictions **with which the University must comply which can best be met with e-mail. The requirements mandate that all students, prospective students, employees, and prospective employees be advised that certain consumer information regarding the University is available for their reference, and how to get it. Such an activity would be best accommodated if each student were assigned an email address at the time they were admitted.**

Hugh remarked that a group should be set up in order to decide what should be sent out, so as to avoid the flood of messages that could render the system useless. Kay said that Steve Hess and Cliff Drew, together with I-Tech are working on **a means to assign all incoming students an e-mail address**. John suggested that those two be invited to a future meeting to discuss it. John also asked what happens if students already have their own e-mail. Kay said that PeopleSoft has the option to include several e-mail addresses, and it is also included on the application for admissions now.

ACTION
John suggested that Steve Hess and Cliff Drew be invited to the next meeting.

In an unrelated item, Annie Nebaker said she would invite the new ASUU officers to attend and to send a representative to the Student Commission meetings.

4. Generation & Use of the Admissions Index: Kay Harward and John Boswell

John Francis said that interest in the index area revolved around two issues. First, several people have been asking questions about how it is made and used. John is also concerned about students who are put on probation. What is done for them and what efforts are made to get them back on track?

Kay and John Boswell passed out two spreadsheets: one with the matrix that is the admissions index, and the other that shows the spread of admitted students and how they did during their first semester.

Kay gave some history of the index. He explained that in the early 1970's the U was an "open institution", without any admissions requirements other than a high school diploma. These practices led to growing enrollment and up to half the student body on probation. This situation led to requiring certain courses be completed in high school. Kay said that he was a part of a team that looked at the admissions requirements and the

index in Washington and Colorado. This led to the creation of a 2-D matrix that weighs high school GPA and ACT scores.

John Boswell continued by saying that the Credits and Admissions Committee decides what the entrance level will be every year. Dr. Steve **Roens** is the current chair and sends the decision to VP Dave Pershing. The Spring 2001 index will be 87. Kay added that it compares with last year.

John Boswell also brought up the "5% rule". This is a process that is meant to promote diversity at the U. **The 5% rule allows us to admit 5% of the applicant pool (not the student-body) without the required standard provided the individuals considered meet certain restrictions defined in Policy 9-6, such as sponsoring** by an organization on campus. Those organizations include (but aren't limited to) the athletics department, the dance department, and the Center for Ethnic Student Affairs (CESA).

DISCUSSION

John Francis asked if the cutoff were placed at 100, what the effect would be. The response was approximately 400 students and lots of minorities. Linda Smith said that she recalled reading something in the catalog that mentioned a cutoff at 100. Wouldn't this scare off students? Paul Brinkman said that the Regents actually require the cutoff to be at least 88. John F. asked about other institutions in the state, and the only one known was the index of USU, 91. JoAnn asked if this was the best way to get the top 5% of high school students. John F. said that the President wants us to be the flagship, the best school of the state. This means we should up the index once enrollment stabilizes, but with the increase of minorities in high schools, how can we incorporate them? Additionally, once students get into trouble, what do we do about probation? John then admitted that he didn't have the answers to these problems, but thought they should be discussed.

Linda asked if there were any figures available on transfer students. There weren't. She then asked about the percentage of students whose index was under 100 who were put on probation or withdraw from school instead of facing probation. It looked like there was a clear correlation.

Hugh mentioned the practice that the U used to tell the colleges how the transfer students from those individual schools were doing during the articulation meetings. Kay said that this was still the case.

JoAnn said that we don't want to just take students in, just to kick them out.

John asked how the sponsoring program works. John B. responded that the largest sponsoring organization is CESA. The applications that would not pass the usual admissions index and have provided the information to show that the prospective student is a minority, John B. then contacts CESA. John F. asked if John B. could send on more students, and the answer was yes.

Hugh reminded everyone that back in the 1970's remedial reading, writing, and math were courses here at the U.

John F. emphasized that we don't necessarily want to get more students, we want to keep the ones we have. He added that finding the other factors that contribute to students going on probation is also important. Kari Ellingson proposed finding out what's available and where the students are falling through the cracks.

JoAnn asked about what instructors can do. Do departments find out when students are put on probation? Hugh answered that no, but they could be notified. He also added that it might be a good idea to keep an eye on those students whose GPA's lie between 2.0-2.5.

John asked Hugh to look into the possibilities.

5. New Business: Linda Smith

Linda asked about possible new members for the Student Commission. John agreed and asked the group to send him recommendations.

JoAnn described a situation that she had experienced. Several of the Scholars for Engineering were very worried about their GPA's and their abilities to keep their scholarships. JoAnn apologized for having made the claim that "GPA's in Engineering are lower" which didn't turn out to be true. She asked about the possibility to change the requirements to keep an Honors at Entrance scholarship from a 3.7 GPA to a 90th percentile. Paul agreed that a more sophisticated process could be used. John said that there would be broad political implications involved, and more data would be needed. After all, it had been tried to reduce the requirement to 3.5, but this had proven a large burden on the financial aid budget.

Linda even suggested charging different tuition rates (similar rates for SLCC-like work).

The next meeting will be Friday, April 28, 2000 from 1:00-2:30 in room #5 in the Sill Center.

<u>Minutes for the Student Commission Meeting</u>

<u>Friday, May 12, 2000</u>

<u>Present</u>
Ralph Boren
Paul Brinkman
Hugh Brown
Norm Chambers
Les Cook
Jess Dalton
Emilie Decker
Kari Ellingson
John Francis
Kay Harward
Stayner Landward
JoAnn Lighty
Rick Simpson
Linda Smith

<u>Staff</u>
Doug Hageman

John Francis opened the meeting and announced that the new chair of the commission for the coming year is going to be Charles Wight, former President of the Academic Senate.

2. Welcome New ASUU Officers: John Francis
John welcomed the new ASUU officers and explained the origin of the commission starting back during the semester transition period. He also talked about the range of issues that are addressed by the commission. He then asked Jess Dalton, the new ASUU President and Emilie Decker, the new ASUU Vice-President to introduce themselves. The members of the Student Commission then went around the table and introduced themselves.

1. **Review Minutes, Including Corrections**: Doug Hageman
Doug read the corrected minutes from the last meeting. Specifically the corrections specified the federal restrictions with which the University must comply concerning e-mail and clarification of the "5% admissions rule". There were no other additions or corrections.

2. **Proposed New Members for the Student Commission**: All members
Many different people were suggested for membership in the Student Commission. Jess suggested that Mitzi Stevens and Tobi Blanchard be invited to join.

Other suggested ASUU officers include Mauzzam Mohammed, Iris Johnson, Aaron Thomas, and Adam Woods. Les Cook recommended the Chair of the Undergraduate Quality Committee, who is currently Heidi Swinton. Her committee is very interested in getting involved on campus, but doesn't always know the best way to go about it. Kari Ellingson suggested more students, including non-traditional students and even a graduate student. Hugh Brown mentioned that grad students often are more concentrated on their own discipline. Les also asked about a leader in the community. John proposed Randy Dryer, the President of the Alumni Association. Norm Chambers offered Grant Moulton, the Controller, and Larry Meyer, the President-Elect of the Academic Senate.

3. E-mail Distribution Lists, What's Involved: Les Cook

Les explained that he met with Steve Hess and Dan Patterson about the regulations and restrictions involved with creating and using e-mail as a tool to reach students. He said that Kori DeHaan (affiliated with the "One Card" program) would like to have students go to her web site in order to activate their account. Under the current system, after attending orientation, and getting their ID cards, new students are able (but not required) to go to the library to get an e-mail account. In the future, it could be possible that as soon as the students register they would be given an e-mail account.

DISCUSSION

Stayner Landward asked if new software would be required. The answer was that the software is not really a problem. Kay Harward mentioned that DeHaan would like the students to go to the "One Card" web site for commercial reasons. He also expressed the idea that we needed to set up "best practice" standards and control what is sent out via the distribution list.

Les mentioned that the original idea was during a student's first year, they would be put on one of two lists, one for freshmen and the other for transfer students. This could provide them with the important dates, information, etc. for the specific groups. At the end of the year a message could be sent telling them that the list would be discontinued. Kay said that the list would probably need to be kept. Hugh brought up the need to be able to take the students' individual e-mails and put them into the system. He also emphasized the need for control of material that is sent out. Stayner asked about the current system and who decided what was sent out. He added that in order to send out the equivalent e-mail to students in the past he had had to go all the way to President Machen for approval. John asked how students set up e-mail account now. Ralph responded that they need to go to the library. He also mentioned public vs. private domain. It would need to be decided whether or not the lists of e-mail addresses would be listed in the directory and if they were, then they would have to be made available for commercial purposes. That means that a company could access the lists and send out mass mailers to the students.

Les brought up the idea again about a subcommittee which would address these issues. He asked the body if it foresaw any problems with preparing plans for this Fall. The consensus was to go ahead.

John asked if there was already a group putting together possible rules, etc. Kay added that in addition to rules and regulations, I-Tech needs to be involved so that the technical aspect of the lists is properly addressed.

Linda asked if there were any way to keep the lists out of the hands of those who would use them for commercial purposes. John suggested that someone from Legal Counsel be included on the subcommittee.

JoAnn mentioned the inability to respond to lists and the "Urgent" option. Stayner emphasized expediting the process in light of upcoming orientations.

ACTION

The commission endorsed the idea of e-mail distribution lists as a method of communicating with students and forwards it to the Office of Student Affairs.

Les also mentioned that campus signage was progressing nicely.

4. Scholarship Requirements: JoAnn Lighty

JoAnn distributed two handouts, one showing the 80 and 90 percentiles of GPA according to college, and the other showing the number of scholarships per college.

JoAnn also reminded everyone about the reasons for investigating scholarship recipients and their experiences at the U. She had asked the question of whether the differences among colleges' GPA meant that some students were at a disadvantage to holding onto their scholarships. As it turns out, the average GPA's appear to be rather equal. There was, however, some difficulty in accessing the data to analyze trends or patterns.

In addition to the individual colleges, there are also some interesting differences with the system in place at BYU. At BYU, an honors at entrance scholarship requires the student to keep a 3.5 GPA in order to keep the scholarship. This is compared to the 3.7 required here at the U. Is this unfair?

DISCUSSION

Doug brought up the fact that beyond those requirements, the grading scale at BYU is different. Here at the U an A is 4.0, an A- is 3.7 and a B+ is 3.3. At BYU an A or A- is the same, but a B+ is 3.4.

John asked where the focus of the research was. JoAnn answered that she was going to look into the percentage of students who keep their scholarships after one year. Paul Brinkman offered to help JoAnn acquire the necessary data. Kay suggested that she could concentrate on the College of Engineering and to look at changes in the percentages.

7. New Business: Linda Smith

John brought up the question about the Tuesday night openings. Did they work? Was it worth it? What were expectations? Emilie said that ASUU could survey the students to find out their impression.

Another issue brought up was the "One Card" event and all that that entails.
Finally, campus lighting and emergency lights were mentioned.

6. Next Meeting: Doug Hageman

It was decided that the future meetings would be held around the noon hour and lunch would be included. However, the next meeting will be held sometime around two weeks prior to the Fall semester.

At the end of the meeting the commission gave Linda Smith a round of applause in appreciation for her time and service as chair of the commission.

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Disk 13

Wednesday July 26, 2000

Dear Prospective Student Commission Member,

I would like to invite you to become a member of the University Student Commission. You have been recommended as someone who could provide valuable input and contribute important elements to the Commission.

The Commission's goal is to streamline students' experiences at the University. Starting with the transition to semesters, the Commission has met regularly and has proposed several measures intended to improve the delivery of educational services and academic programs. It was through this body that the matriculation fee was instituted and that the add/drop deadlines were extended.

We have been helping resolve some of the difficulties on campus by improving communication and raising university-wide awareness, while also identifying areas in which improvements in service can be made.

Members of the Commission represent ASUU, Academic Affairs, Student Affairs, University Services, and various departments on campus.

I would be deeply grateful if you would be willing to serve on the Commission. Please contact Doug Hageman (581-3811) to let us know of your decision or if you have any further questions. Thank you in advance for your help.

Sincerely,

Charles Wight
President, University Student Commission

<u>Minutes for the University Student Commission</u>
<u>Thursday August 17, 2000</u>

<u>Present</u>
Ralph Boren
Paul Brinkman
Norm Chambers
Les Cook
Ken Foster
John Francis
Kay Harward
Dave Iannucci
Iris Johnson
Stayner Landward
Marcia McClurg
Larry Meyer
Mitzi Stevens
Chuck Wight

<u>Staff</u>
Doug Hageman

Chuck Wight opened the meeting and welcomed everyone. He also gave some background information about the Student Commission for the benefit of the new members of the group.

1. **Review of Minutes**: Doug Hageman
    Doug announced that there were no corrections of the minutes from the last meeting on 5-12-00, so they stand as he sent them out originally.

2. **Welcome New Members of the Student Commission**: Chuck Wight
    Chuck briefly introduced the new members and then had each one give more complete background on themselves. The new members attending the meeting included Iris Johnson, Mitzi Stevens, and Larry Meyer. The continuing members also got a chance to introduce themselves.

3. **Fall Semester Meeting Schedule**: Doug Hageman
    Doug presented the commission with three different scenarios which would work with Chuck's and John Francis' schedules (the only ones to which he had immediate access). Here are the three proposed timetables:

A- 2nd and 4th Wednesdays of each month from 1:00 to 2:30 (with lunch).
B- 1st and 3rd Mondays of each month from 1:00 to 2:30 (with lunch).

C- 1st and 3rd Tuesdays of each month from 2:00 to 3:30 (no lunch).

After a short discussion it was decided that option **B** would be the best choice and so the meetings for the Fall Semester will be on the 1st and 3rd Monday of each month, from 1:00-2:30 in the Sill Center Lg. Conference Room. This schedule will start on September 18th. Lunch will be served at each meeting (unless otherwise noted).

Accordingly, here is the meeting schedule for the Fall Semester:

September 18
October 2
October 16
November 6
November 20
December 4 .
December 18

4. Previous and Possible Topics of Discussion: Doug Hageman
Doug provided a list of the topics according to the previous minutes. Here is that list (with those who were specifically concerned in parenthesis).

Campus Signage (Les)
E-Mail Distribution Lists as communication tools with students (Les, Kay)
Generation and Use of Admissions Index (Kay)
Scholarship Requirements (JoAnn)
Add Slips/Late Registration Deadlines (Hugh, Steve)
Web Policy (Chuck)
Late Evening Openings (Steve, John)
Extended Add/Drop Deadlines
Registration Holds (Hugh)
Scope and Nature of the Student Commission (John, et al.)
'Ucard' Program   √
Campus Communication Issues

If anyone has any other issues that were omitted from this list, please notify Doug and we'll bring them up on the 18th.

Doug gave a short description of each topic and what was generally decided about the issue at the previous time. The commission then discussed whether or not the body should bring up the topics again.

Campus signage was designated as a "finished" item.

E-Mail distribution lists were discussed from several points of view. John Francis asked about being able to send information to all faculty members, not just the students (as could be needed in a crisis situation, for example). It was felt that the topic should be discussed again at a later time.

The Admissions Index was designated as a "finished" item, as was the Scholarships Requirement topic.

During the discussion about the Add Slips/Late Registration deadlines, John reminded the group about the purpose of the University Student Commission, that of

discussion and recommendation, not direct action. Ralph Boren said inconsistencies from college to college about policies on this subject causes confusion among students and should be changed. This topic was then tabled until a future meeting.

The commission decided that there are still unresolved communication issues about the University's web policy, so it will be discussed at another time.

The Late Evening Openings was next and it was questioned whether or not we should deal with this now, since the term will be starting shortly. Some units on campus will continue the Tuesday late openings regardless of the rest of the University. These include the University College and the University Bookstore. The option of keeping the other departments open for at least the first three weeks of the term was brought up. Several of the members of the commission believed that one semester was not enough of a trial period to properly assess the success or failure of the idea and that it should be extended at least one more semester. Kay Harward added that Barbara Snyder has already approved continued late openings for at least the beginning of the term. The issue of how to best communicate the openings to students was mentioned. Larry Meyer asked if the Chrony would be willing to run an article about it, listing all the locations that would be open. Marcia McClurg asked whether the information was prominently displayed in the Continuing Education Catalog or online. Stayner Landward said he could send out the posters from last year to help spread the word. John volunteered to bring up the topic at the CAD. It was decided that it would be helpful to address the topic at the next meeting to gauge reaction around campus.

The Registration Holds were discussed. Norm Chambers said he would look into whether or not the limit of money owed before a registration hold was imposed was raised to $50. Paul Brinkman said he would get a report on the number and nature of the holds placed on registration.

The Scope and Nature of the commission is actually what had been discussed so far during the meeting, so it was felt that continuing to discuss the other topics would contribute to this issue.

The Ucard program discussion revolved mostly around the new card, its capabilities and how one should go about acquiring one. Other than that, it was decided that this issue is finished.

Campus communication has been a common theme throughout the above mentioned topics. It was definitely decided that this should be an important issue to address in the future. It was also suggested that Steve Nelson, Communications Director for ASUU be invited to join in that discussion.

Several new topics were brought up by commission members. John said that Slava Lubomudrov has some specific concerns about the final exam schedule and would like to bring them to the attention of the commission. Slava will be invited to be at the next meeting.

Dave Iannucci said that he had talked to a **high school counselor** who was unsure about the U's policy about foreign language admission requirements. It appears that the school districts in the area have different interpretations of the "two years" requirements. Some interpret it to mean that two years of a language in jr. high count just as well as years taken at a regular high school. Kay replied that this issue is going to go before the

Credits and Admissions Committee. Larry suggested that if the commission doesn't think that their solution resolves all the issues we can look into it.

For informational purposes, Kay passed out the latest headcount and SCH levels.

Norm mentioned that the Bookstore has quadrupled the number of used textbooks that are available to students. This is a direct result of early submission deadlines for professors. He also said that the renovation of the bookstore and credit union are nearly finished.

At the next meeting, on September 18th, Norm will present his report on the registration holds. John will discuss the late evening openings. Dave will talk about the Credits and Admissions Committee decision. Slava will present a proposal for final exam schedules.

<u>Minutes for the Student Commission Meeting</u>
<u>Monday, September 18, 2000</u>

<u>Present</u>
John Boswell
Hugh Brown
Norm Chambers
Les Cook
Kari Ellingson
John Francis
Kay Harward
Iris Johnson
Stayner Landward
JoAnn Lighty
Slava Lubomudrov
Larry Meyer
Mauzzam Mohammed
Grant Moulton
Steve Nelson
Steve Reynolds
Steve Roens
Rick Simpson
Mitzi Stevens
Heidi Swinton
Chuck Wight

<u>Staff</u>
Doug Hageman

Chuck Wight opened the meeting and proceeded with the agenda.

1. **Review Minutes, Including Changes**: Doug Hageman
    Doug read the corrections of the minutes which included the correct option which was selected for the meeting schedule (the correct dates were listed in the previous minutes, but the option was misnamed). The other correction was that the parent who was listed as questioning the U's foreign language admissions requirement was actually a high school language teacher.

2. **Status of Registration Holds**: Norm Chambers
    Norm reported that he had talked with Lisa Zaelit and she said that the limit above which a hold is placed on registration has been raised to $50.

DISCUSSION
    John Francis asked how many holds had been placed this semester. Norm did not know the answer, but Grant Moulton said he could find out for the next meeting. The

question was asked how students are informed that a hold has been placed on their records or registration. Kari Ellingson responded that a letter is sent to the students. Slava Lubomudrov expressed some concern about some LEAP students who had had some problems about finding out while trying to register for classes. He also asked whether the notification efforts were coordinated with the "Priority Registration" available to students who talk to an academic advisor. He was answered that they have been streamlining the process in order to take it into account.

Kay Harward commented that the original guidelines, which were established (back before PeopleSoft), indicated that in order to have interactive setting of holds, they also needed to be released the same day that the problem was rectified.

ACTION
Grant Moulton will find out how many holds were placed for this semester.

At this point in the meeting, everyone was given the chance to introduce themselves.

4. Tuesday Evening Openings Update: John Francis
John reported that nearly every area on campus has been cooperating with this program with the exception of the college of Fine Arts and the School of Medicine. He added that there are still some issues which need help.

3. Amenities for Evening Students: Steve Reynolds
Steve explained that one of the problems which is associated with evening students is to "get them on our radar", as well as getting us on their radar. In his evening classes last year only a couple of students were aware of the late openings. This semester about 10% knew about the possibilities now available to them. He also said that not only do we have the responsibility towards current students, but he views evening schedules as one of the areas which could be very appealing to students who might otherwise not attend the U.

The concerns Steve specifically addressed were the following:
There are almost never any copies of the Chronicle left for students by the time they arrive.
The restrooms are often completely out of towels, toilet paper and other supplies.
There is no standard course schedule for evening classes which leads to classes which overlap and students are unable to coordinate their schedules.
This irregular stopping and starting times leads to security problems.
There are often parking conflicts with other evening activities (such as basketball games). The north side parking lots may be empty, but students are either unaware of their existence or decided not to chance the long dark walk.
There has been much discussion about the future of the Heritage Commons area, but there don't appear to be any plans for evening classes up there.
As successful as the late openings have been, Steve said there remains much to do. He also believes that the evening schedule has the best chances to increase student

enrollment. However, there are currently only five majors students can complete through evening courses. He explained that we have been treating them like just any other kind of students. He also indicated that there has been little or no outreach from ASUU.

DISCUSSION/ACTION

Norm Chambers responded to the parking question and explained that during evening activities, the business loop is reserved for student parking. Steve said that the first major step would be to regularize the evening schedule, his suggestion was one class from 4:30-7:00 and another from 7:15-9:45. John volunteered to look into that idea together with Kay Harward. Heidi Swinton explained that she also wears the hat of the Chair of the Publications Committee and would talk to the Chronicle about a story to let the campus know of the opportunities available. Grant said that the Ucard facilities will now be open Tuesday evenings. Norm also said he would check with **Pete Van der Have** about the bathroom supplies. John asked if the north lots were served by the shuttles and the answer was yes. This brought up another, related issue. JoAnn Lighty mentioned that the shuttle drivers occasionally zip by stops without checking to see if there is anyone waiting inside the adjacent building (especially the Union bldg.) for weather or security purposes. Norm responded he would look into the problem.

4. Final Exam Schedule Concerns: Slava Lubomudrov

Slava explained that he was at the meeting as a concerned faculty member. The problems which were worrying him involved the final exam schedule, particularly for Tuesday-Thursday classes. Some of those classes are forced to take 7:00 a.m. finals every semester. Besides the early start, some students must then take another final within 15 minutes of finishing the previous one. Some of his students have expressed some specific issues including whether he would change the exam schedule and very lengthy commutes.

Slava continued by saying that the rules governing final exams since the semester transition period need to be reexamined. Other institutions with similar student makeup have much better policies. Slava passed out the exam schedules for Arizona State University, UCLA, and the University of Maryland, College Park. (Those photocopies are available upon demand, just let Doug know.)

Slava proposed looking at the general rules, and at least to rotate the classes which are "lucky" enough to have the 7:00 a.m. final.

DISCUSSION

The discussion focused on a possible solution: eliminating the Reading Day in order to extend the final exam calendar. Chuck asked the students present to give their input about losing the Reading Day or having exams on Saturdays. Mauzzam Mohammed did not think that Saturdays would be a good idea. Steve Nelson said he'd be willing to give up the Reading Day in order to extend the time between finals. Doug agreed, as did Mitzi Stevens.

ACTION

Chuck asked Kay to look into the prospect. John suggested that ASUU be closely involved. Kari Ellingson commented that Suzanne Espinoza has a team of students who take phone surveys of student attitudes. They could be used to get a better feel for the general thoughts of students on this issue.

A sub-committee was formed including Kari Ellingson, Kay Harward, Dave Iannucci, Slava Lubomudrov, Mauzzam Mohammed, and Steve Nelson.

5. **The University's Foreign Language Entrance Requirement**: John Boswell, Steve Roens

John explained the background information regarding this issue. He said that a high school Spanish teacher had requested that the admissions policy for the U be changed. Currently, the requirement states that a student should have taken two years of the same foreign language between the 7th and 12th grades. This has led to students taking the languages in jr. high school, which is not recognized by the high schools as years 1 and 2, rather 1A and 1B.

The requirement's goal is not to gain proficiency in the language as much as it is to expose the student to other cultures and aid in learning the student's own language. The above mentioned high school teacher, Steve Wilcox, wrote a proposal to force the students to take those years in high school.

DISCUSSION

Chuck asked if the jr. high school years appear on the students' transcripts. Steve Roens replied that they don't always, but they contact the counselors and they easily clear up any questions on that subject. Hugh Brown asked what percentage of students actually don't take language courses in high school. This is not known at this time. Steve Roens explained that Wilcox made his presentation and said that the U is the only institution in the state which allows the language to be taken at the 7th or 8th grade level. However, in doing research on the other institutions' websites, their requirements are not spelled out, and could be interpreted either way.

Stayner Landward questioned whether this teacher was biased in his proposal. He noted that this is quite the political issue. John Boswell agreed and said that after he talked to some of the teachers from the districts, it was plain that such a change would destroy the language teaching at the jr. high level. John Francis suggested that we look at some of our peer institutions (particularly the UC system which often requires 3-4 years) or at least gather more information about the issue. Larry Meyer suggested that we look at our goals and what we want to accomplish in order to establish the best possible scenario. Steve Reynolds **commented that if the objective was cross cultural awareness rather than technical command of a language, as was asserted by others at the table, then the jr. high courses usually put more emphasis on the cross-cultural context relative to technical language capability relative to high school courses -- thus jr. high courses were not necessarily inferior. --Whether to count them or not depends on why we have a language entrance requirement.--**

Steve Roens said that the topic was originally tabled in the Credits and Admissions Committee because of the impression that the group had that President

Machen is going to strengthen the admissions standards. John responded that that might not be the best motivation to table it. Larry asked if European languages were even the best way to improve cultural understanding. Hugh said that it appears that the topic needs more research. Steve Roens agreed that more discussion took place here than in the Committee (for example, they did not take the impact on high schools or jr. highs into account). Chuck asked if it would be worth it to open it again. Steve wasn't sure. Larry asked if this was something that the Student Commission wanted to endorse and whether it would be beneficial to compare the differences between the students who did get their 2 years at high school or jr. high. John Boswell also brought up the concern about the qualifications of the language teachers on the jr. high level.

ACTION
    Chuck said that it was the feeling of the Commission that this issue should be reopened and that we'd be willing to help.

6. New Business
    Hugh mentioned that late students were being told that they could only register for the second session of classes. However, there aren't really very many "second session" classes. Should the university encourage the second session? What is the purpose for having a second session?
    Kay said that one issue is the counting of students; it becomes very touchy. Paul Brinkman would be the one to know about how students are counted. Hugh asked who should look into this topic, and the response was the Undergraduate Council.

    John brought up the request from the Western Governor's University (WGU) for a state-wide articulation guide. He also said that the Armed Forces are very interested in that articulation guide. Veterans and others are able to take advantage of the ACE program which allows them to gain credit hours for experiences. They would like to expand to include not just Health and ESS, since this helps them go up in rank and gives them better access to government benefits. John's main concern was that this be discussed on an institutional level, rather than just at the state level.

The next meeting is scheduled for Monday, October 2, 2000 from 1:00-2:30 in the Sill Center.

University Student Commission Meeting Minutes
Monday, October 16, 2000

Present
Ralph Boren
Hugh Brown
John Francis
Kay Harward
Dave Iannucci
Iris Johnson
Larry Meyer
Mauzzam Mohammed
Grant Moulton
Steve Nelson
Brent Olson
John Richards
Steve Reynolds
Rick Simpson
Heidi Swinton
Chuck Wight

Staff
Doug Hageman

1. **Review Minutes, Including Changes**: Doug Hageman
    Doug read the revised versions of the minutes, specifically Pete Van der Have's name had been spelled wrong, and Steve Reynolds had been misquoted during the discussion of the university's foreign language requirement. The corrected quote is the following: "Steve Reynolds commented that if the objective was cross cultural awareness rather than technical command of a language, as was asserted by others at the table, then the jr. high courses usually put more emphasis on the cross-cultural context relative to technical language capability relative to high school courses -- thus jr. high courses were not necessarily inferior. --Whether to count them or not depends on why we have a language entrance requirement."
    The remainder of the minutes were accepted as they are.

2. **Nature of the Credit Hour**: Brent Olson
    Brent described the situation, as was illustrated in the e-mail which you should have all received. Essentially there is an apparent contradiction in the language of 'Policies and Procedures' during the explanation of the credit hour. In one section it reads 'approximately' two hours of work outside the classroom per credit hour and in the following section it reads "at least". Brent proposed that this language be changed to be approximately. This would not only provide consistency, but might also keep faculty from justifying extraordinary heavy out-of-class loads.

DISCUSSION

Steve Reynolds said that it Brent sounded as if he had a personal stake in the matter. He said that out of class time is very difficult to evaluate. He particularly referred to the course evaluations where students are asked to indicate how much time they spent out of class. He questioned whether we can take the responses seriously considering the wide range of responses and complete lack of confirmation. Dave Iannucci asked if there were any way to enforce these guidelines. He added that the wording appears to want to loosely codify tradition, and changing the wording may not solve the problem.

John Francis said that making sure that the language was uniform was at least one step towards consistency. Brent said that he was trying to change the requirements placed on students by professors in his department (Computer Science) through different channels, but this would at least help for wording consistency. Rick Simpson said that this is an area in which AOCE is struggling, specifically in the realm of online or technology-assisted courses.

John then asked what the student members of the commission thought. Steve Nelson explained that as a music major, there can be up to five hours required outside of class for every hour spent in class. Iris Johnson said that it varies according to the students and even the different assignments. Mauzzam Mohamed added that for him, his organic chemistry class takes more time than the norm, but his sociology course only requires little time outside of actual class time.

Dave commented that this could be explained since music and architecture majors are often expected to live their majors, but said that he expected that the acreditors were forcing the issue in the case of Computer Science. Larry Meyer commented that the two terms are not necessarily inconsistent with each other, but also asked if it is appropriate to ask the Architecture majors to work for 20 hours per day.

Dave said that this situation has been in effect since the transition to semesters. Steve commented that rigor and specificity are not as important since they are practically unenforceable. Combined with such a large variance of reported hours, the university may want to actually get rid of all norms of "seat time".

ACTION

It was decided that the topic be sent to the Credit and Admissions Committee, and we would refer them to Brent.

3. Number of Holds Placed, Fall Semester 2000: Grant Moulton

Grant reported that as of October 4, holds were put on 1443 accounts of over $50 for a total of $1.3 million. The accounts with outstanding balances of under $50 were 580 for a total of about $10,000. Grant explained that all accounts over $50 after 9 months are forwarded to a collection agency. There are currently 1980 accounts in this situation owing a total of about $1.9 million. However, when such action is taken, the U can only expect to recover about 30% of the money.

Grant said that this is a direct result of having tuition due four weeks into the term. He added that out of the $80 million taken in by the university, we lose $5 million.

Much of that comes from the Board of Regents' guidelines: if a student goes to class for one or two weeks, we have to go after the tuition money.

DISCUSSION

Kay explained that the university had intended to change this procedure, but the change was put on hold for the transition to semesters and PeopleSoft. The alternative system is to charge students two-four weeks before the term starts. Grant added that his department is one of the areas in which PeopleSoft actually does a good job.

Chuck asked if the time is right to bring the tuition proposal to the foreground again. Kay responded that he would have to look into reconstituting the committee which had originally proposed the change. John asked if it would be feasible to draw from the Student Commission or other bodies to get the process going. Kay answered that he would be happy to try, but his biggest concern was for the time constraints for the technical people involved.

Dave asked if such a change could take the place of a tuition hike.

ACTION

It was decided that Kay would look into getting the committee back together to start the process again.

DISCUSSION

John asked if raising the registration hold limit to $50 had an affect at all. He also asked if it would be worth it to raise it up to $75. Grant said that about 1400 students have now dropped out for financial reasons, and these are students who are no longer in the educational system and are now taxpayers who are not happy with the university. Dave asked if this could be alleviated with the above-mentioned change. Grant said that the appeals committee is still in place to deal with problems, but it could. He also added that 323 students were only lacking the $70 matriculation fee. This would be covered under a $75 registration hold limit.

Chuck asked what the process is to raise the limit, and asked if a proposal could be prepared for the next meeting. Hugh suggested looking at the data to see what difference the raise to $50 had been as well.

Grant said that the true test will be once enrollment starts on Nov. 6th.

Hugh expressed another concern about the 'missing credentials' holds. Previously those holds were put on the records on Nov. 3rd, which is only a few days before the priority registration for those 1st or 2nd year students who have gone and talked to an advisor. So while the student is talking to the advisor there are no holds on the student's records, but once the student attempts to register for classes, they run into this problem. Getting those 'missing credentials' holds placed now would really help smooth things out. Kay said he would look into it.

ACTION

Hugh, John, Grant and Larry formed a sub-committee to look into raising the registration holds to $75.

4. Financial Aid Systems: Steve Reynolds

Steve started by saying that the university wants to attract capable students who cannot pay their tuition out-of-pocket. This is also an issue to increase diversity across campus. The PeopleSoft system is partly to blame, but some of it belongs to the Financial Aid office. He said that we need to press the Financial Aid office to expand their staff. The number of students trying to straighten things out with that office is expanding, and even administrators and others are unable to even talk to them, let alone get the information needed. The situation addressed in the e-mail which was sent to everyone has been taken care of, but the problem is much more general and wide-spread.

DISCUSSION
Kay answered that this is a case where the dreaded 'P' word comes into play: PeopleSoft. He explained that the last two years have been exceptional. Grant did say that some of the areas around campus have benefited greatly from the new system, but financial aid and income accounting have been on the tail end of the whole process. They are forced to wait for all the other units on campus to send them their information. Kay has received several letters and e-mails concerning this situation. There are now only two consultants remaining who are specifically taking care of PeopleSoft bugs. Based on previous experience, in one year the situation will be much better.

Regarding the personnel problems, much of the problems stem from a very high turnover rate. Due to budget constraints, pay is low. Besides being paid less than ideal, the financial aid office staff also have to deal with the unhappy students and others who interact with their office. It's just not worth it. The work done is also very human-intensive. A person has to look up the file and find out what's wrong or missing, etc. By next semester they hope to have a web site which would allow the student to track the process and eventually exchange information online via e-mail.

This could help streamline the process of applying for financial aid, which is difficult enough as it is. A student starts by sending in their information into the federal government. However, if you are 'verified' by the government (which is similar to an audit by the IRS) they must provide proof of their claims.

Chuck asked if we should be part of the solution and Kay responded that they welcome help, just give them a little time. He added that support from the Student Commission to increase the staff and pay at the financial aid office would be greatly appreciated. He reminded the commission again that this is not a 'typical' term.

Rick commented that the Student Commission does have a role to play in identifying problems and suggesting solutions. This is especially applicable on such a decentralized campus and with the new budget paradigm. Some issues need to be addressed.

Steve said that the news about the forth-coming financial aid website is very welcome. He also suggested that one solution which might alleviate some of the immediate pressure would be to hire someone @ $8 per hour just to answer phones and log questions, even if it's just to let the student know that their problem has been listened to and will be addressed. Kay responded that even the smallest problems need time so that they can be researched.

Grant commented that in the specific case discussed, the student was a victim of PeopleSoft. Because she 'squeaked' she got attention and her situation was resolved.

John said that there are several issues at stake. Not only does the student become frustrated while trying to resolve problems, but when a student comes to us and we aren't able to fix the problem either, our own prestige is somewhat tarnished in the eyes of the student. He continued by saying that if you know that someone has answered your phone call, it does help. He also suggested that Kay bring the specifics for solutions to the Student Commission and we can support them.

Larry Meyer commented that it appears that the Student Commission is very much concerned with student quality of life. We also are able to get things done immediately (for example, about the bathroom facilities and the availability of the Chrony). He said that it all contributes to a "kinder, gentler university". He concurred that getting more bodies on phones would be a big step in the right direction.

5. New Business: Chuck Wight

The only new business from Chuck was that he will not be able to attend the next meeting on November 6. John Francis will chair the meeting in his stead.

John Richards also reported on the items which were forwarded to everyone about the shuttle drivers checking for those who might be waiting inside buildings and bathroom services. Steve suggested that he check with the scheduling office in order to determine which buildings are most used during the evening hours. His suggestions were south campus and OSH.

The next meeting will be on Monday, November 6th, from 1:00-2:30 in the Sill Center large conference room. Lunch will be provided.

<u>University Student Commission Meeting Minutes</u>
<u>Monday, November 27, 2000</u>

<u>Present</u>
Ralph Boren
Norm Chambers
Les Cook
Kari Ellingson
John Francis
Kay Harward
Mary Hasek
Dave Iannucci
Stayner Landward
JoAnn Lighty
Grant Moulton
Steve Nelson
Diane Pounder
Steve Reynolds
Debbie Scammon
Chuck Wight

<u>Staff</u>
Doug Hageman

Chuck Wight welcomed everyone and said that we would start with item 3. Holds Policy Revisited and John Francis would present it.

3. Holds Policy Revisited: John Francis
     John referred to the proposal written by Jency Brown and distributed at the meeting. Essentially the draft advocates that no holds which would restrict a student's ability to register for classes will be allowed to be placed on the student's record within the month prior to the beginning of classes (with a few exceptions).

DISCUSSION
     Ralph Boren said that there has never really been a discussion of when holds may be placed. He added that the impact of such a move on departments like Income Accounting is unknown. John responded that his highest priority is getting students registered. Les Cook asked if this could have something to do with the moving up of the tuition due date. Kay answered that this idea had been in the works, but was put on hold due to the acquisition of PeopleSoft. The issue is now being taken up again.
     Norm Chambers asked how the proposal would affect the issue of un-paid rent. An amount of several hundred dollars could be a big concern for some.

ACTION

Ralph said that he would prepare a report on the impact on his areas and would inform the commission at our next meeting (Dec. 18th). Norm also said he would gather information regarding how it would affect his departments.

1. Standard Evening Course Start Times: Kay Harward et al

Kay explained that the taskforce which was constituted from the Student Commission met but was unable to set a standardized evening schedule. He said that the sub-committee was very much in favor of setting up such a schedule since it would help students go through the system more efficiently. However, he added, the group didn't have enough information or input from the College of Education and the School of Business. The sub-committee could find no downside to standardizing the schedule. Kay then asked the representatives from those two colleges to give their thoughts on the issue.

Debbie Scammon explained that the School of Business teaches a lot of evening classes, both on the undergraduate and graduate level. The undergraduate courses usually meet from 6:00-9:00 and the graduate courses usually meet from 6:00-10:00. There are currently plans to shift to 3 credit hours for the graduate courses. She said that there are occasionally conflicts with those students getting the Health Services Certification, but those often impact graduate students. She added that most undergraduates combine day and night classes.

Diane Pounder from the College of Education said that they haven't really experienced many conflicts. She also said that many of the students in their programs are unable to arrive on campus before 6:00. Adjunct professors also may have difficulty getting to campus before 6:00.

DISCUSSION

Dave Iannucci asked if the 4:30-7:00 and then 7:15-9:15 schedule could work for the College of Education. This way they could still just come once a week to complete a 3 credit hour course. Kari Ellingson asked if our focus/should be on the graduate or undergraduate courses. Chuck answered that not only were there issues for the students' schedules, but safety is also important. Diane added that coordinating classrooms also becomes more difficult. Steve seemed somewhat surprised that some of the students were unable to get off of work one hour earlier once a week in order to come to class.

After some discussion, Chuck asked if the commission felt that there was still a long way to go. Many thought that we should continue to look at the problem.

Steve said that the College of Social and Behavioral Science have probably the most evening classes of any unit on campus. He said that they don't have a set schedule for evening classes, but added that regardless of the outcome of our meeting today they would next year. He also commented that the Night Ride buses which service the U after 6:00 do not run past 9:45, which should be taken into account. Norm responded that once the TRAX are finished we should continue to have service up until at least 10:00 or 11:00 p.m.. They are planning on being finished by this time next year.

Several different time schedules were brought up and discussed. Some would work for grad students, but not undergrads. Others didn't work for certain departments.

Debbie asked if getting a professor to stick around to teach evening courses. Steve expressed the thought that undergraduates should be our primary concern since grad students are usually restricted to taking courses within their departments.

The issue of parking also came up. It is easier to park after 6:00. John commented that integrating with the current day schedule is important and asked if 5 minutes between classes is enough time. He also asked if the parking policy could be changed to 4:30 as the time when permits were no longer enforced. Steve asked if we could also go the other direction and require permits 24 hours a day. He emphasized that the most important issue is convenience for students.

Kari asked when the earliest we could implement the changes we're discussing. The answer is that if the issue were decided today, this coming Fall semester would be the target time. Otherwise it would have to wait until Fall of 2001.

Another possible schedule was proposed **with the following starting times**:
> **4:35**
> **6:00**
> **7:15**

After substantial discussion and after approval from those present, it was decided that the above schedule would be proposed. Chuck asked what the procedure is for implementing this suggestion. Kay said he needed to take it to David Pershing and would be more than happy to do so. Steve made the comment that if Kay needed to tweak the schedule by five minutes or something like that, then he would be completely free to do so.

ACTION

Kay will take the proposed schedule to David Pershing for approval and will report on it at the next meeting. Norm will also look into possibly changing the parking enforcement regulations to better accommodate evening students.

2. Change of the UEA Schedule: Kay Harward

Kay remarked that he had intended to discuss the scheduling change which was announced by the Utah Educators Association and how it would impact our own fall break. However, as things turned out, the UEA itself is reexamining the idea due to public outcry.

The next meeting is going to be on Monday, December 18, 2000 from 1:00-2:30 in the Sill Center Large Conference room. We will be discussing such items as next semester's meeting schedule and the Tuesday evening openings.

Present
Ralph Boren
Paul Brinkman
Hugh Brown
Norm Chambers
Les Cook
John Francis
Kay Harward
Stayner Landward
Mauzzam Mohammed
Steve Nelson
Steve Reynolds
Chuck Wight

Staff
Doug Hageman

1. **Review Minutes Including Changes**: Doug Hageman
   Doug read the three changes in the minutes from the previous meeting. Diana
Pounder and Mary Hasak were not correctly represented. The standard evening course
times were only starting times, and did not include ending times as noted in the minutes.
In the proposal section Doug wrote that the policy would affect holds placed within one
month of the beginning of classes, but the proposal really specifies the holds placed
within one month of registration dates.

2. **Impact of the Proposed Holds Policy Change**: Ralph Boren
   There are several agencies which have concerns regarding the proposed holds
policy change. Income Accounting and University Housing believe that the change
would severely affect their ability to collect money and enforce contracts. Student Health
was OK with it, and University College said that it could work for Spring semester, but
not for Fall semester.
   One of the issues at stake is the automated system in place in Income Accounting.
The holds are automatically placed as soon as certain criteria are met. Changing the
system could result in having to take care of all the holds by hand. They are also worried
about allowing students to continue to incur debt.
   Another issue involved is that of notification. Admissions gives students two
weeks notice before they place a hold on their records. With the proposed change that
would be cut to seven working days, which they feel is insufficient.

DISCUSSION
   Hugh Brown said that meeting with an advisor at the University College didn't
help solve the problem of students not being able to register if the holds were placed after

the student's meeting with the advisor. He also mentioned that the problem did not affect nearly as many students this semester. However, he suggested that formalizing the process of placing holds could prevent a backsliding to the previous situation.

John asked what the situation is when students don't pay whatever debts they have incurred. Ralph answered that most of the agencies have processes in place to make exceptions when appropriate. John also asked whether most of the students who have holds placed on their records have more than one. Norm responded that if they don't pay their rent, they usually don't pay their tuition. Hugh mentioned a survey being carried out of freshmen who are not registered for classes this term and said that this could appear as an issue.

The topic of a report on all holds placed was brought up again. It was discussed whether every semester would be helpful and when during the semester would be most useful. Since there is still a lot of action during the first three weeks of class, it was decided that that would be an appropriate time frame. The report would originate with each department or agency which places holds (both on registration and on records) and would compare this year's number of both holds to last year's numbers. It would only involve active students, however.

Steve asked what we are doing to reduce the number of holds. For example, when students who have been granted federal financial aid are forced to wait for the aid to arrive or to be disbursed correctly, Income Accounting automatically places a hold on that student's registration. Wouldn't it be easier to avoid all of the problems, late fees, appeals, etc. if financial aid and income accounting were to communicate a little better?

John asked what the objection could be to such a change. Paul responded that since the system is automated, it could pose a serious problem to the process.

ACTION
Kay said that he would look into the possibilities of both the reports and the improved communication between income accounting and financial aid. Chuck suggested that he let UAAC know as well.

3. **Status of Standard Evening Course Starting Times**: Kay Harward
Kay reported that David Pershing approved the proposed starting times and Scheduling has been notified. VP Pershing is going to send out an e-mail drafted by Kay to all of the departments letting them know about the schedule. The only question remaining is about exceptions.

DISCUSSION
Chuck asked about the procedure for exceptions during the daytime hours. The answer was that they are not enforced at all. Paul suggested that appeals be granted automatically through scheduling, but that they also keep track of which department is requesting the exception and why. Steve asked if this is a good opportunity to start enforcing the daytime schedule. He also suggested that exceptions involving graduate students or unshared space not be considered in the same light.

Kay said he could add a paragraph to Dave's e-mail about the daytime class schedules and about the application process for exceptions.

4. Tuesday Evening Openings: John Francis

John started out by saying that going off several discussions in this body and with others, it appears that the most effective times for the Tuesday evening openings is during the first few weeks of the semester. Most visits seem to be coming during those first weeks. Barbara Snyder and John are going to encourage the various departments to continue to stay open during the beginning of the semester.

DISCUSSION

Steve mentioned that this is yet another area in which the communication of the information is vital. Stayner asked if e-mail would work. John wondered if it would be effective to have instructors read a statement to that end at the beginning of classes for the first couple of days. Hugh added that we are trying to reach a relatively small, yet important group of students. In this case, e-mail would be important. Steve Hess is working on the distribution lists to contact students.

Posters and postcards were also discussed. The new Christiensen Center has been very busy serving many students daily and would be a great location for such posters. Steve Nelson mentioned that ASUU together with the Alumni Association is going to be putting up several information kiosks around campus. This could be another way to get information to students.

John said he would send out a note to the departments to ask who is staying open. It was also discussed putting the Tuesday night openings in the Chronicle under the 'What's happening' column as well as even talking to the Union about possibly providing entertainment (music, etc.) for Tuesday evenings from 5-6:30 or so.

5. Meeting Times for Next Semester: John Francis & Doug Hageman

John said that during a conversation he had recently with Pres. Machen, the President expressed some concern regarding the final exam policies and how professors are regularly giving their final exams before finals week. John then invited Pres. Machen to attend our next meeting since this is a topic which has been brought up before.

Kay said that at the senate, students made it clear that they do not like the idea of losing the reading day. Kay's group has since put together a proposal to shorten the exam periods so as to avoid the 7:00 a.m. starting times for example. However, he added that professors still do not have to follow the structure, whatever it may be. It appears that the common trend is to just have another midterm at the end of the semester.

There were two options presented for the meeting schedule for next semester. The first option was selected and here are the dates for those meetings:

Thursday January 4th, 11:30-1:00 (Pres. Machen will attend)
Monday, January 22nd, 1:00-2:30
Monday, February 5th, 1:00-2:30
Monday, February 26th, 1:00-2:30
Monday, March 19th, 1:00-2:30
Monday, April 2nd, 1:00-2:30
Monday, April 16th, 1:00-2:30
Lunch will be served at all of the meetings.

6. New Business: Chuck Wight

Les Cook brought up the issue of new signs around campus. Apparently there has been some difficulty in moving the project through the process. Les will bring it up at the next meeting (so as to involve Pres. Machen). John will also brief Dave Pershing.

Once again, our next meeting will be on Thursday, January 4th, from 11:30-1:00 with Pres. Machen in attendance and lunch will be served.

University Student Commission Meeting Minutes
Thursday, January 4, 2001

Present
Paul Brinkman
Hugh Brown
Norm Chambers
Les Cook
Kari Ellingson
Ken Foster
John Francis
Kay Harward
Stayner Landward
JoAnn Lighty
Bernard Machen
Marcia McClurg
Grant Moulton
Steve Nelson
Steve Reynolds
Chuck Wight

Staff
Doug Hageman

1. **Review Minutes**: Doug Hageman
    There were no changes to the minutes.

3. **Tuesday Night Office Hours**: John Francis
    John distributed a Microsoft Excel document which gave a breakdown of all the academic departments on campus by college and indicated whether or not the offices would be open on Tuesday evenings and what restrictions would be involved. He also pointed out that some colleges, such as Fine Arts, believe that the nature of their students' schedules does not make staying open during the evenings practical.

DISCUSSION
    There was some discussion surrounding the establishment of an office of Commuter Students which could also address some of these concerns.

4. **Campus Signing Issues Report**: Les Cook
    Les described the ongoing process of resigning the campus, including both directional signs and those on the buildings. He explained that a study was undertaken ten years ago but was stalled.
    The next step in the process would be to bring in outside consultants to present different scenarios. Following those proposals, there would be a public meeting to allow for comments and suggestions.

Several members of the commission commented that this is an issue which should be addressed before the Olympics. One of the problems is finding the funding. Stayner also suggested that we inform Wayne McCormack, the Olympic Coordinator of our recommendations. The issue also was brought up regarding temporary signs for the time during the Olympics.

ACTION
Due to the time constraints involved, it was decided that the commission would send a memo to Anne Raeser to recommend that the process be expedited so as to be completed before the Olympics. Les and Chuck will draft and send the letter.

5. New Business: Chuck Wight
Ken Foster brought up a couple of Olympic and 2002 related items. He said that the "Late Show with Jay Leno" has expressed interest in filming in Salt Lake City, possibly from the University during the Olympics. Ken also commented on the difficulties surrounding use of the SLOC logos or anything else related to the Olympic logo. SLOC is very particular about the use of the logo over any symbol related to the University (including things like the "U" on the mountain, etc.).

At this point President Machen arrived and Chuck gave a brief overview of the mission of the Student Commission and the members were given a chance to introduce themselves.

2. Scheduling Finals, Providing Students with Time to Study: Pres. Machen
President Machen addressed the commission with some very specific concerns which were brought to his attention through the experiences of the interns in his office and his own daughter's semesters. He understood that they are not an objective sample, but some generalizations could be drawn.
In essence, he is concerned that the sanctity of the final exam period is not being respected. This includes the one to two weeks prior to the exam week. There could be several reasons for the disruption. One possibility is that this is the way that professors and students like it. However, he feels that we should examine the issue and make sure that this is how we want it to work. Since things happen by design or circumstance and he feels that it is very important to both the students and the faculty.
In regards to our current system, he questioned the sanity of having 7:00 am final. He also explained that one of the ideas behind having a "Dead Week" during which no tests are administered is to allow professors to bring the semester to completion. He recognized that some professors are still teaching quarter classes during semesters.
Under the quarter system emphasis was given to "Dead Week". Faculty were also sent letters reminding them to give finals during the scheduled times.

DISCUSSION
John asked if there is enough time for finals and how it would relate to research paper deadlines. He also mentioned that there is a lot of pressure on faculty from students who would like to take the finals early in order to get on a plane, etc. Steve Nelson added that several of his professors have taken a survey to find out who prefers to

have the exams earlier, and many students do. Kari Ellingson asked if they weren't given that option, how many would still request the change. Kay responded that exceptions for individual cases are much more feasible. Stayner mentioned again the memos which were sent in past years from the department or college emphasizing the established dates for the final exams.

John asked if changing the deadlines for when grades are due is an option, since several faculty members have expressed dismay over trying to grade dozens of papers and finals during one weekend's time.

Kay announced that he has five different proposals put together by his people which address changes to the early starting times and the short recesses between finals. All of the scenarios do have costs, however.

JoAnn expressed some concern regarding design projects combined with finals, as it directly impacts her engineering students. Pres. Machen responded that this could become an issue since a professor might say "your engineering students are spending too much time on your projects during the last week of classes rather than studying for my final". He recognized that this directly impacts faculty independence, but the current situation is different from any other he has experienced at any other institution. The result is that the "nice" faculty end up getting pushed around.

Chuck brought up the question of online courses, which are meant to be taken "anytime, anywhere". Even though this currently only affects about 1000 students, the number is going to grow.

Pres. Machen added that we might want to take a look at the length of our terms. To him, semesters seem very long. Do we perhaps want to shorten them? Paul and Kay responded that the semester transition team had looked at some of the other intstitutional practices around the country.

John asked if reinstating "Dead Week" would be sufficient to resolve the problem. Ken recalled that the policy is "still on the books" and might just need to be re-emphasized: no early finals.

Larry asked, regarding the length of the semester whether the number of teaching days is determined by our acreditors. He also asked if the grades deadline was set in stone. Kay responded that originally it was dictated by the dates by which report cards were sent out. However, we no longer send out paper copies, so it might be changeable, though not very much. Hugh mentioned that grades do need to be posted for scholastic purposes; notification of academic probation is one reason.

Stayner returned to Chuck's question regarding online courses and asked what constitutes a final exam. Steve Reynolds brought up increasingly flexible classes, half-term, evening, etc. Restrictions along these lines appear to go contrary to that vision. However, he added that the greatest conflict is bound to arise from students' employers.

Larry asked about the length of the exams. Talk of shortening the exam period worries him since to him two hours seems short enough, or even not long enough.

Kay said that he would distribute the different proposals to the commission. John mentioned that clarity regarding the different types of courses would be a good step to straighten things out. Recognizing the principles involved is also important.

Pres. Machen asked what our motivation here is, what is driving our disucssion. Is it grades, or conveniance or learning? He also mentioned that this appeared to definitely be the right group to address the issue. Several sides of the problem have been

brought up which he had never heard discussed previously. Considering the changing exchange paradigms, one idea might be a mid-semester test day.

John suggested that a subgroup of the commission be assembled to look at the various issues: shortening the exam period, shortening the semester, etc. The sub-committee would look at the proposals for the shorter exams and/or fewer days.

In the meanwhile some things can be done this semester. Hugh suggested 'ratcheting up' what is already in place. John said he would talk to Dave Pershing about sending a letter to all faculty explaining the policy and telling them that exceptions need to be addressed to the dean of the various colleges.

The sub-committee was formed with the following members: JoAnn Lighty, Kay Harward, Steve Reynolds, and Steve Nelson.

Our next meeting is planned for Monday, January 22nd, 1:00-2:30 pm in the Sill Center Large Conference room.

University Student Commission Meeting Minutes
Monday, January 22, 2001

Present
Ralph Boren
Hugh Brown
Norm Chambers
Les Cook
Kari Ellingson
John Francis
Kay Harward
Dave Iannucci
Stayner Landward
Larry Meyer
Steve Nelson
Rick Simpson
Mitzi Stevens
Chuck Wight

Staff
Doug Hageman

1. **Review Minutes**: Doug Hageman
    There were no changes to the minutes.

2. **Anne Racer's Response to the Campus Signage Proposal**: Chuck Wight
    Chuck read the letter which he received in response to the letter he and Les Cook
sent to Anne Racer, Director of Facilities Planning requesting that the signage issue be
accelerated to be finished before the Olympics. Essentially Anne explained that the
process is underway. They are currently waiting for a fee proposal from a consultant,
since the cost is obviously very important. Norm Chambers mentioned that they are
dealing with about $1 million which has been earmarked for the signage issue. However
they do not have enough information to determine whether or not it will be completed
before February, 2002.
    Included in the letter was reference to a series of "open work and presentation
sessions" during which the campus (and off-campus) communities would be able to share
in the process. She added that she would keep the Student Commission aware of those
forums.

DISCUSSION
    There was some question regarding the next step. John Francis said that
contacting Barbara Snyder and Dave Pershing and taking the issue to the Executive
Cabinet would probably be a good idea. He also suggested that ASUU take direct action
in order to work together to expedite the process as much as possible. He also mentioned
that breaking up the project into different sections might be a possibility. This could

allow a part of the signage to be complete in time. Chuck mentioned that getting it right the first time would obviously be a priority. He added that the work done at Fort Douglas showed that they do do good work. Larry Meyer said that since change is inevitable, the whole process should definitely take that into account.

Stayner asked if the road signs were more important than any other considering the difficulty involved in finding the Union Bldg. at night (or even during the day). Steve Nelson, however believes that for students, the signs on the buildings themselves is of even greater importance. Norm added that the planned kiosks around campus are being coordinated with the resignage.

ACTION

Chuck will contact Barbara Snyder and Dave Pershing to address the issue in the Cabinet so as to accelerate the process as much as possible. Steve Nelson will also mobilize ASUU to push for progress from their side.

3. Update on Final Exam Schedule Changes

Steve and Kay brought the commission up to speed on what the email discussion of the sub-committee. There was also presented some statistics of a survey of randomly selected students over the phone. Essentially they said that adding one day would be optimal. Students very much support moving the final exam start time to 8:00 and increasing the time between exams to 30 minutes. **56% were willing to give up a reading day and 31% were willing to give up a Saturday to effect the change.**

Kay suggested that reinstating the 'Dead Week' might make it more attractive to eliminate the reading day. John responded that the Council of Academic Deans, when reminded about the idea of 'Dead Week', expressed great dismay and were not at all enthused about such restrictions.

Larry suggested that by eliminating the Wednesday before Thanksgiving as a holiday, we could keep the number of instructional days, while at the same time keeping the reading day. John cautioned that we may not want to rush this. This would solve the problem for the Fall Semester, but not Spring (especially with the Olympics in 2002). He added that the CAD was very concerned about the issue, however, as is the Academic Senate. Kay agreed that ADPAC is very interested in looking into the problem.

Chuck said it could be a simple process, it would just need approval by the Senate and the Trustees. However, with the printing deadline for the Fall Schedule rapidly approaching, this could be a problem. One solution would be to send it to the Executive Committee which meets next tomorrow afternoon. Chuck asked if there was any real disagreement from the Student Commission, and there was none.

ACTION

Larry will take the proposal to eliminate the Wednesday before Thanksgiving so as to allow for 5 days of finals with starting times at 8:00 am and with 30 minutes between each exam to the Executive Committee. **This would apply to Fall 2001 only. Any subsequent changes would involve the participation of the Senate Academic Policy Advisory Committee (APAC).** John suggested that he also mention that we would involve **APAC** in the further process.

4. Bookstore Textbook Refund Policies: Norm Chambers

Norm reported that there were some long lines while students were trying to get refunds for their textbooks purchased at the beginning of the semester. He said that the Bookstore staff is looking into other possible layouts and solutions to alleviate the problem as much as possible.

5. Email Distribution Lists: Kay Harward

Kay explained that it is an easy thing to get a list of email addresses which can be used to send out a message to a particular group of students, but the process is complicated by the plethora of email software packages now being used by the various departments on campus. From the technical aspect, Steve Hess is able to send out any combination of emails, but if it is being sent to students, Barbara Snyder has to approve the message. The same applies to messages being sent to faculty, though it is Dave Pershing who clears it in that case.

DISCUSSION

Hugh said that as he recalled, a central location was going to be organized to which people or departments or units could send their requests for emails to be sent out and that organization would handle all the details. Kay responded that the current system does not have such a unit, nor are there really any policies which deal directly with this issue. Larry added that some privacy and legal issues also come into play here; it is forbidden to release students' email addresses. This could be important since some people who send out large messages leave all of the addresses at the top of the email message. He agreed that this should be submitted for policy.

Kay said that his office has the capacity to pull up any combination of students, for example, all of the Geography majors who live in Sandy. However, his office is not set up to become a "virtual post office". John suggested that the topic be taken to Dave Pershing's Leadership Team and let them figure out how to implement the issue of such a central location, together with student and faculty input.

Larry mentioned that the original discussion was whether or not such activity should happen, but that now it is obviously accepted as a good idea. A centralized organization would definitely be a good idea.

ACTION

John and Chuck will take the issue to Dave's Leadership Team.

University Student Commission Meeting Minutes
Monday, March 5, 2001

Present
Ralph Boren
Jency Brown
Norm Chambers
Les Cook
Ben Curtis
Kari Ellingson
John Francis
Kay Harward
Dave Iannucci
Stayner Landward
JoAnn Lighty
Larry Meyer
Rick Simpson
Mitzi Stevens
Chuck Wight

Staff
Doug Hageman

1. Review Minutes: Doug Hageman
There were no changes to the minutes.

2. Final Exam Schedule Changes
It was reminded that the Fall semester schedule would be adopted as outlined for this semester: taking away the Wednesday before Thanksgiving and extending the number of exam days to allow for later start times and longer breaks in-between. However, there was an extensive discussion regarding the Spring schedule.

One of the main issues revolved around moving graduation to Saturday in order to accommodate the extra day. Steve Reynolds said that the biggest opposition to that idea are budgetary constraints. Ralph added that the buildings and staff are the main concern. Larry Meyer answered that the final schedule is for the convenience of the majority of students, and while they are important, the graduating students constitute a relatively small number.

Chuck Wight asked if requesting the staff to not come to work on a Monday (for example during finals week) to make up for the extra day. Norm Chambers answered that the university would still end up paying them comp time. Kay Harward is currently looking into a cost analysis of having graduation on a Saturday.

Another suggestion was to shift Reading Day to Thursday and have exams run from Friday through Thursday. Ben Curtis answered that it could work, as long as students didn't have multiple exams on that first Friday.

Larry said that it appeared that moving graduation to Saturday appears to be the best idea and suggested that the Student Commission propose the move to APAC. John Francis added that the President should be involved due to his own concern in this matter.

ACTION
It was decided to take the issue to APAC and recognize that the cost is the biggest factor. ASUU will also run some queries of their own in order to ascertain student feeling on the question.

3. **Cell Phone Silence Issues**: Ben Curtis
Ben Curtis introduced himself as a student and a member of the ASUU Assembly. He explained that he was here as a starting point to try to figure out a solution to a growing problem around campus: cell phones.
He said that in nearly every class, especially the larger ones, cell phones invariably go off and bother both students and professors. Many people probably just forget to turn their phones off, but the disruption persists. His suggestion was to hang signs in each classroom reminding people to silence their phones. He wanted to know if anyone present had any concerns or objections to that idea.

DISCUSSION
Dave Iannucci mentioned that since there is no change in policy involved that perhaps ASUU could handle this project (including the cost). John suggested that the scheduling office could put up the signs since they have some degree of authority over most classroom space. Jency Brown asked if having the faculty make an announcement at the beginning of the term would be helpful. It was decided that too many announcements are already being made (or missed) to be effective.
Grant Moulton mentioned the strict guidelines which are in place pertaining to hanging signs, posters or anything else around campus. They even vary between buildings and departments. John asked who has the final say. Norm answered that Pete Van der Have is responsible for that aspect of the university.
Kay asked about the content of the sign. Do we want it to be a general statement (as in silence all electronic devices) or be more specific (silence cell phones)? Ken Foster was suggested as the person to devise the phrase to be used.

ACTION
Norm will help Ben take his idea to Pete with the complete support of the commission.

4. **Publication of the Dean's List**: John
John explained that an issue had been brought to his attention regarding the publication of the University's 'Dean's List'. A student's parent had called up requesting that the list (or at least their child's name) be released to a Michigan newspaper. The parent wondered why the U doesn't just automatically release that information to the local papers.

DISCUSSION

The real question was whether giving that information to a third party is a violation of the student's privacy. Larry asked if it would be the same as mentioning those students who graduate cum laude or with similar awards. Ralph answered that it might not be the same issue since among other reasons, the requirements differ. John asked if it could be posted online. Steve said he regularly receives solicitation for the Dean's List from his college and just as regularly throws them away since they appear to be a way of getting student's names for credit card applications.

Dave asked what the real motive behind the Dean's List is. He made the point that the GPA's across campus may not be the same anyway. Yet Rick Simpson added that we don't want to hamper student's success. Jency also mentioned the "President's Award", which no longer exists.

Les suggested that it be left up to the student to take the initiative for it. Larry asked if the student's security or privacy would be compromised if a published Dean's List included only those students who had checked the box to have their information listed in the University Directory.

ACTION

Ralph said that he would check with Legal Counsel and the issue can be revisited.

5. New Business:

Ralph brought up the issue of UEA and their changing schedule for their fall break. Their dates have been changed several times and though they are in September for this year, they are in November for next year. Chuck recognized that it becomes harder to hit a moving target. John asked if we should eliminate the break altogether. Kay mentioned that the 10 year calendar has already been set. Chuck asked if we should just leave it alone and not worry about it, and that was the consensus of the group.

<u>University Student Commission Meeting Minutes</u>
<u>Monday, April 2, 2001</u>

Present
Ralph Boren
Hugh Brown
Norm Chambers
Les Cook
John Francis
Kay Harward
Dave Iannucci
JoAnn Lighty
Larry Meyer
Mauzzam Mohamed
Grant Moulton
Steve Nelson
Diana Pounder
Rick Simpson
Chuck Wight

Staff
Doug Hageman

1. Review Minutes: Doug Hageman
Doug read the addition to the minutes which was sent by Ralph Boren which clarifies the issues of publishing the Dean's list:"Under the provisions of FERPA, we currently list degrees and awards as directory or public information. I have been advised by legal council (Robert Payne), that the Dean's List is considered an award and therefore, may be released as public information. The exception would be students appearing on the Dean's List who have requested that their directory information be withheld."

2. E-mail Communication Issues: Chuck Wight
Chuck made reference to two memos which were distributed at the meeting (copies are available upon request from Doug). The memos are from Steve Hess, one directed to all students and one addressed to all staff and faculty. The subject of the memos is'E-mail as a Formal Means of Communication'.
Chuck requested that the group review the memos and give their feedback. Here is a list of the issues which were discussed:
- Ralph mentioned that the phrase"during the registration process" could be changed so that students don't feel that they need to wait until the registration period.
- Rick Simpson asked about clarifying the term"Formal" in the heading. He asked if the term meant that email was becoming the only channel for communication. Chuck answered that yes, this was the case. Larry Meyer asked that the memo use"plain

speech' in order to make it clear what is being said in the memos. Inserting the phrase 'you will only get e-mail notification' would help.

- Substituting the term official for "formal", replacing 'bi-directional' with two-way and eliminating the word "mission" from the first sentence would also help clarify the memo.
- Kay Harward brought attention to the last sentence of the second paragraph. He said that it could be cleared up because many students and parents are under the impression that the U sells their names and addresses. It could be changed to the phrase "Student e-mail addresses are considered public information unless the student has otherwise indicated".
- Steve Hess' title would be useful to students.
- At the bottom of the letter the phone number should be changed from "1-4000" to 581-4000.

John asked about those employees of the university which do not have direct access to e-mail. Chuck answered that those departments (for example Grounds) have agreed to post the information so as to make all their employees aware. Rick asked if this sort of thing required Academic Senate approval. Chuck said it would be included as an information item.

Larry brought up the point that in accepting this letter this group was tacitly approving of the concept of using e-mail for communication, and there was unanimous consensus that this was appropriate and timely.

3. Final Exam Schedule Update: JoAnn Lighty

JoAnn reported that after having talked to President Machen's office, she learned that moving Graduation to a Saturday is not an option. The other alternatives include removing one day from the instructional period or eliminating Reading Day. During the discussion eliminating Reading Day is not very popular. JoAnn said she just needs to take the recommendation to David Pershing. Steve Nelson said that the students should support this effort. Larry suggested that it be carbon copied to Jess Dalton at ASUU to keep them well-informed.

ACTION

JoAnn will take the recommendation to David Pershing that one instructional day be eliminated in order to provide a more student-friendly final exam schedule.

4. Parking Issues: Diana Pounder

Diana explained the issue which she brought to the commission. She wanted to draw attention to the frustration associated with hunting for a parking spot and one method which might be able to reduce one element of that frustration. She continued by saying that in several of the larger parking lots the "A", "U" and "Visitor" spots are combined and alternated in such a way that motorists may be forced to drive through the entire parking lot in order to determine if there are any spots appropriate for their parking pass.

She suggested that the lots be re-organized in order to put all the "A" spots together on one aisle, and all the "U" spots be side by side to reduce confusion for those searching for spots.

Diana also said that she had taken this issue to the Parking Advisory Board, but did not feel that enough attention was brought to bear on it. She said that when she mentioned it to Alma Allred, he told her that spot assignment is a highly politisized sytem.

DISCUSSION

Norm expressed some concern that this issue could potentially negatively affect the number of spots available to students. He also mentioned that the Parking Advisory Board had already addressed the problem. JoAnn asked if the whole system was going to be re-evaluated once Trax arrived on campus. Norm responded that it is reviewed regularly and would be entirely overhauled (including shuttle services) once Trax arrives.

ACTION

Norm volunteered to invite Alma Allred to the next Student Commission meeting to address Diana's concerns and present the commission with a little more information.

Our next meeting will be on Monday, April 16, 2001, from 1:00-2:30 in the Sill Center Large Conference Room.

University Student Commission Meeting Minutes
Monday, April 16, 2001

Present
Alma Allred
Adam Blundell
Ralph Boren
Jency Brown
Norm Chambers
Kari Ellingson
John Francis
Kay Harward
Dave Iannucci
Jeanie Jardine
Stayner Landward
Larry Meyer
Grant Moulton
Steve Nelson
Steve Reynolds
Rick Simpson

Staff
Doug Hageman

Before the meeting started, everyone was given the chance to introduce themselves for the benefit of Jeanie Jardine and Adam Blundell. Jeanie is replacing Heidi Swinton, and Adam is replacing Mauzzam Mohammed.

1. **Review Minutes, Including Changes**: Doug Hageman
   Doug read the addition to the minutes which was sent by Larry Meyer and goes at the very bottom of the second section following the discussion of Steve Hess' e-mail memo. Here is the additional text: "Larry brought up the point that in accepting this letter this group was tacitly approving of the concept of using e-mail for communication, and there was unanimous consensus that this was appropriate and timely."

2. **Parking Lot Layout Issues**: Alma Allred

Alma came to discuss the issues which had been brought up by Diana Pounder at the last meeting. She was concerned that the organization of the parking lots was not such as it optimized the use of the area. She had suggested that the lots be set up so that all the similar spaces were set up together. Norm Chambers mentioned that he has discussed the issue with Diana last week and she now appears satisfied with the answer he provided her.

Alma brought several maps to illustrate the current system of the parking lot in the Business Loop, which appears to be the most pressing area under question. He said that the current organization of the parking lot is going to undergo some drastic changes which will affect this situation. In the next few months a section of the parking lot (the western side) will become a pay lot as agreed upon in conjunction with the new fine arts museum. This should provide an opportunity to put the same kind of spaces together and should average out the numbers of different spaces.

DISCUSSION

Dave Iannucci mentioned that the lot located above LNCO close to the old dorms is a viable option for those who don't find room in the business loop. It was decided that this settles the issue.

3. **E-mail Communication Concerns**: Steve Reynolds

Steve said that as he was absent from the last meeting, he was unable to bring up some concerns regarding the use of e-mail as the only means of communication with students. (He said the student system is such a poor one, most students just go for a hotmail or other commercial service account within a short period of time.) **Students often come to us with established email account on one or more of the available commercial or free systems, or the may choose to set up such an account after they arrive for a myriad of reasons. The issue here is choice. Students should have the choice of which email account they chose to use as their prime mail box for email messages, just as they have the choice of which physical address to use for snail mail. We need to honor that choice.** Steve added that considering how many of the regular home addresses are out of date, it's no surprise that many e-mail addresses would be wrong, or left unchecked.

He questioned the merit of implementing e-mail as the only form of communication with students.

DISCUSSION

Adam agreed with Steve that most students do not use the e-mail address provided to them by the University. Kari Ellingson added that electronic mail appears to be the overwhelming student choice for communication. Ralph Boren mentioned that students are able to use any e-mail address they would like, and can change or update their e-mail addresses online at the student's main menu.

John said that he believed that we're not sending the message that e-mail is going to necessarily become the only form of communication. Rick added that we're really saying that e-mail is a legitimate form of official communication from the University. Dave Iannucci asked if it would be OK for students to list multiple e-mail addresses on the database. Ralph responded that usually students are only allowed one e-mail address.

John asked if it would be profitable for ASUU to take up a campaign to publicize updating e-mail addresses and their use. Stayner Landward suggested that a Chronicle writer do an article about it, involving at least Steve Hess and Ralph in the process. He suggested Emily Fuller.

4. Student Vice Chair Proposal: Steve Nelson

Steve discussed the proposal which was circulated regarding the establishment of a Student Vice Chair for the University Student Commission. (The complete proposal is available on request from Doug.) He said that students should be an integral part of the student commission. In an effort to increase student involvement we could follow the example of the publications council and create the position of student Vice Chair.

A vice chair would be able to help with surveys and gauging student opinions. He or she would also hold meetings outside of our regular meetings. This would enable those students who may be intimidated by the people on the commission or may not feel comfortable speaking their entire mind to have a way to express their ideas or thoughts.

DISCUSSION

Stayner asked who would appoint the Vice Chair. Steve answered that the Chair would have that responsibility. Stayner then asked who appoints the Chair. John answered that the Chair is actually the previous year's Chair of the Academic Senate. Kari agreed that direct student input is very important, and has occasionally been lacking. Steve Reynolds asked how a Vice Chair would be able to help motivate students to come who don't already show up. Steve Nelson answered that a Vice Chair could help motivate them to come or to at least send a representative. Dave added that improving student input and involvement would also motivate them to come to the meetings.

John asked if the Vice Chair would then represent students or just his or her own interests. Steve answered that if the other students were not coming to the meetings, then the Vice Chair would not be doing his or her job.

Larry asked what the procedure is to adopt such a position. It merely involves having next year's chair (Theresa Martinez) select a student Vice Chair.

Kari suggested that we look at the 'Leadershape' conference for motivated students. Stayner also brought up communication with the ASUU President to keep him informed. He suggested that Adam and Steve talk to him to encourage a diverse group of students. Jency mentioned that at least one agenda item a month which originated directly from students would be great.

ACTION

The proposal passed unanimously.

5. Summer Meeting Times: Doug Hageman
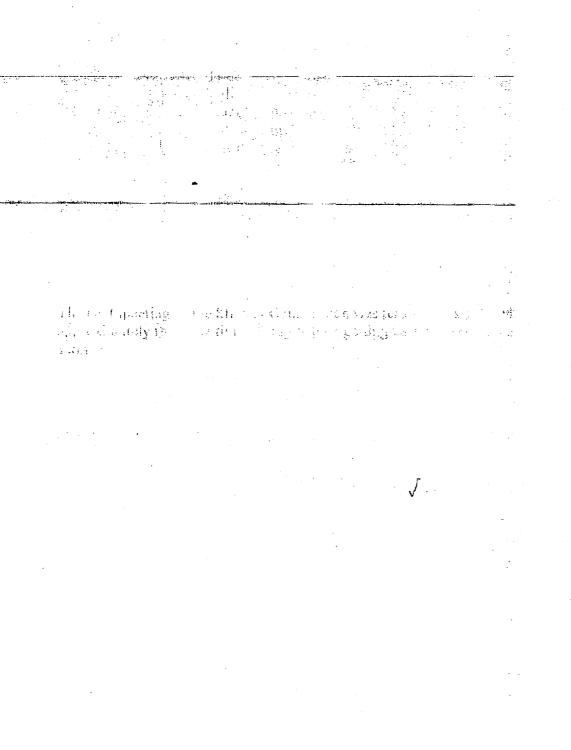
Doug brought up the question of when and how often the Student Commission should meet over the summer. The consensus was that we should schedule the meetings monthly and then cancel them if there were not enough topics for discussion.

One such topic was the Freshmen Profile project which will be completed soon.

The next meeting of the Student Commission was tentatively set for Monday, May 21st at approximately the same time. Doug will be getting back to everyone about this date soon.

University Student Commission
Student Vice Chair

Proposal

May 2001

Introduction

As stated in the invitational letter sent out July 26, 2000, the main goals of the University Student Commission are to streamline students' experiences at the U, improve the delivery of educational services, and resolve difficulties on campus by improving communication. Proper and consistent student representation is integral in such an endeavor. Students from different walks of campus life can provide valuable feedback, submit and contribute to proposals that are intended to improve campus community, and offer valuable assistance in a sub-committee situation.

Needs Assessment

This past year there were five students placed as members of USC. Four out of the five were present at the first few meetings. As the year progressed student attendance was sporadic at best and there were several occasions when only one student attended, and a few instances where there were none present at all.

Proposal

It is therefore proposed that a Student Vice Chair position be created with the intention to provide leadership over the student representatives of USC, help to insure proper representation of campus diversity, encourage student attendance, and provide a comfortable forum for student concerns.

The Proposed duties of the Vice Chair include the following:

- Organize and chair meetings with the five students separate from the entire body of USC to encourage student input pertinent to issues that are under the jurisdiction of USC. The frequency of these meetings would be at a minimum of roughly once a month and increased based upon necessity. These meetings would also provide a more comfortable forum for students outside of USC wishing to bring concerns or resolutions before the entire body of USC.
- Work with the Chair of USC, the ASUU President, and other student groups to insure the appointment of a diverse group of students.
- Oversee any necessary student surveys with the help of the University's survey system, ASUU, and other means deemed appropriate.
- Assist in any additional duties delegated by the Chair.

<u>Minutes of the University Student Commission Meeting</u>
<u>Monday, July 16, 2001</u>

Present
Ralph Boren
Paul Brinkman
Hugh Brown
Norm Chambers
Katie Coles
Les Cook
Kari Ellingson
John Francis
Kay Harward
Rick Henriksen
Dave Iannucci
Stayner Landward
JoAnn Lighty
Grant Moulton
Steve Reynolds
Rick Simpson
Chuck Wight

Staff
Doug Hageman

1. Freshman Profile Survey: Kathy Girton
Kathy presented the preliminary results of a telephone survey which was made of
students who were Freshmen in the Fall semester, 2000, but who did not return to the U
in the Spring. One of the main ideas behind the survey was to determine why students
did not return and figure out a way to reverse the trend.

There were 407 students contacted out of 972. Analysis of the data provides
several factors which appear to be important in improving the likelihood of returning.
Those factors include: being female (as a direct result of many males going on LDS
missions), having a higher GPA while at the U, living in Salt Lake County, participating
in Service Learning, taking online courses while living outside the county, improved
writing skills, believing"their time well spent", not changing their college plans, and taking
a new job.

Essentially those students who live closer, are more engaged and better prepared
are much more likely to stay at the U. There was also a discussion of the positive impact
that working between 10 and 20 hours per week has on students. There were some
further discussions about how some institutions are concentrating on finding out <u>how</u>
students learn, and seeking to involve them more in group learning and studying
techniques.

2. Olympic Parking Issues: Norm Chambers

Norm gave the commission a powerpoint presentation which showed the schedule of the transfer of university property, especially the parking spaces, to the Salt Lake Organizing Committee (SLOC). Norm explained the process and answered questions. He is also willing to provide the same presentation (or a similar one) to other groups around campus. One of the impacts on the process is flexibility. We are working with SLOC in order to keep as many parking spots as possible for as long as possible, and then to reclaim those spots as quickly and efficiently as possible. Parking services will also adjust their planning to accommodate things like unused lots (such as the old dorm lots).

Norm will continue to keep us up-to-date as time progresses.

3. Spring Break Calendar, 2003: Norm Chambers

Norm explained that he had been communicating with Chris Hill, the Athletic Director for the U in regards to the first and second rounds of the NCAA men's basketball tournament, which will be held in the Huntsman Center March, 2003. In the past, it has been held during Spring Break, but the way schedules worked out for 2003, it would be held right after the break. Shifting the break from March 10-14 to 17-21 would be helpful so that we don't end up with students and fans competing for the same parking spots and everything else (possible road closures, etc.).

DISCUSSION

Chuck asked if there were any real reasons anyone had to oppose the change. John mentioned that the Senate has to actually make the decision, since it regards the calendar, but added that the Student Commission could forward the suggestion with our recommendation.

As it turns out, there were no objections.

ACTION

Kay said that he had already proposed a change in the calendar to accommodate the new Final Exam schedule, but he wasn't sure if the Academic Senate had reviewed it yet. He said if they had not, he would withdraw that proposal and add the spring break. Otherwise, he would submit a new proposal.

4. UACC Issue: Hugh Brown

Hugh brought up an issue that was discussed in a recent UACC meeting. He said the UACC members wanted to make sure that the Student Services Building continues to stay open late on Tuesday evenings. He said that the University College does a lot of business on those evenings, and often need to refer students to other units or departments which are located in the SSB. Hugh added that the rest of the colleges and departments across campus need not stay open, since most have expressed a willingness to make appointments with students after normal hours upon request.

DISCUSSION

Kay responded that, to his knowledge, there was no discussion to discontinue the evening openings. He said that that arrangement provides students who may be shy with

a chance to get questions answered and problems solved. John added that we would continue to encourage departments to stay open late on Tuesday evenings for the first few weeks of the each semester. He also said that he would bring that up at the next Council of Academic Deans. Steve Reynolds also made the point that if anything we should be moving in the other direction, that is to say towards keeping offices open longer or on other days as well, even though communicating to students that the offices are open is still a challenge.

5. Fall Meeting Schedule: Doug Hageman

Doug proposed two different options for the meeting schedule for the Fall Semester. The first option was the 1st and 3rd Tuesday of each month, from 12:30 until 2:00. The second option was the 2nd and 4th Thursday of each month, from 12:30 until 2:00 (except for the 2nd and 5th Thursday in November).

After some discussion, it was decided that the first option would be the most advantageous for the most people.

ACTION

Here are the meeting dates for the Fall Semester. All meetings start at 12:30 pm and go until 2:00 pm, are held in the Large Conference Room of the Sill Center, and will be provided with lunch.

September 4
September 18
October 2
October 16
November 6
November 20
December 4
December 18

Present
Ralph Boren
Paul Brinkman
Norm Chambers
Katie Coles
Les Cook
Kari Ellingson
John Francis
Kay Harward
Rick Henriksen
Kristien Hixson
Dave Iannucci
Kevin Laska
JoAnn Lighty
Slava Lubomudrov
Wayne McCormack
Grant Moulton
Steve Reynolds
Rick Simpson
Gwen Springmeyer
Theresa Martinez
Chuck Wight

Staff
Doug Hageman

After everyone introduced themselves, John Francis started the meeting, sitting in for Theresa, who arrived late due to a conference in Park City.

1. Tuition Policy: Kay Harward

    Kay explained that in August of 1994, a tuition committee took a proposal regarding changing the tuition payment policy to the president for executive approval. Before such approval was given, however, things like the semester transition, PeopleSoft, and Y2K intervened and forced the postponement of any changes.

    Now that those elements have been resolved, some believe that it is now time to re-open the issue and see if it still is advantageous to change the policy. This would be started by re-convening the Tuition Policy Committee. The process could now be facilitated now that we have an interactive computer system, that is to say that Financial Aid is able to communicate with the Registrar's Office, etc., which option was not available previously. It is also now possible to pay one's tuition and fees online using a credit card.

The first question to be addressed by the committee is this: should the current policy be changed? If the answer is yes, the next challenge is to determine how the new policy should look. As of now, tuition is due on the fifth Friday after the first day of school.

DISCUSSION
Dave Iannucci asked if notices were still being sent out to students, and the answer was yes. He also asked if the ability to pay online was worth the additional fees. Grant Moulton responded that yes, it is and it is just the cost of doing business. He added that about 5000 students took advantage of the system this semester.

ACTION
It was decided that re-examining the issue would indeed be beneficial, and that that committee (which includes student representation) would present periodic reports to the Student Commission.

2. Parking Update: Norm Chambers
Norm laid out the current parking situation on campus. In the overview he explained that Parking Services has presented about 40 informational sessions to various groups on campus (student groups, colleges, etc.) with many more scheduled. October 11th will be the first of a total of 12 public student meetings. Starting soon there will be a staffed table in the Union building from 10:00 am–2:00 pm to allow students to have one-on-one contact with people who can answer their questions about parking, UTA, etc. They are also putting together a brochure to be widely distributed across campus.
Norm also wanted to make sure people understand that despite all rumors to the contrary, the Health Sciences Center will not be losing any parking spots at all. He also mentioned that Carol Werner and her 'Environmental Behavior' class will be in the stadium parking lot (where most of the spots will be disappearing) shortly before those spots are gone, and will be surveying students about their future plans and informing them about the available alternatives. During other times there will be parking services representatives in the stadium lot with banners saying "These spots will be gone on . Stop here for information".
He also updated us on the Trax timetable. He said that service will begin on December 15. Upon hearing this date, Norm informed the UTA folks that classes do end on the 14th, but there was nothing which could be done.
The University has also been in negotiations with the Mt. Olivet cemetery to use some of their vacant property. This has proven to be somewhat more difficult than originally planned. President Machen brought up the issue with Rocky Anderson, but it will need to be brought before the City Council. Parking services is still looking for a backup plan, rather than inundate the surrounding neighborhoods, and are open to ideas or suggestions.

DISCUSSION
John asked how people are going to be made aware of the November 12 closing of South Campus Dr. at the Stadium. Norm responded that FYI and the Chronicle are

becoming a major way to communicate with the campus. Rick Henriksen asked if this is the sort of situation for which the mass e-mail capacity on campus is appropriate. Norm answered that yes, they were in fact looking into that exact activity. The U of U homepage on the web is also going to be a source of information.

Dave Iannucci brought up the issue of the old dorms' parking lots, which are currently well-used by faculty, especially the Baliff lower lot. He suggested that it remain "A" permit parking. Norm said that they plan on allowing for "A" parking during the day in residential lots. JoAnn Lighty asked about some bus issues. She said that some of her students have expressed concerns that the UTA schedule, especially for those students living farther away, is not well coordinated. The problems are very apparent when it comes to the express busses. Kristien Hixson agreed. JoAnn asked if UTA would be willing to provide a shuttle from the 4th South Trax stop to the U. This could help people to become used to making that connection. Norm said they have requested such a shuttle from the beginning, with a special concern for November 25th - December 15th, but it looks very doubtful, due to lack of UTA resources. Once Trax is up and running, it will be arriving every 15 minutes from 6:00 am to 11:00 pm Monday through Saturday, with slightly abbreviated hours on Sundays, and there will be shuttle busses to meet each arrival. This represents a substantial improvement over current bus schedules to the U.

Wayne McCormack urged the students present to aid in conveying these needs to UTA in order to support such requests. Rick asked when the bridge over Wasatch would be completed, and the answer is mid-November. John added that probably the best thing which can be done in regards to parking is to provide assurances, alternatives, and information.

In response to a question, Norm added that the University will see a bit more leniency in tickets during this difficult time.

3. Holds Report: Slava Lubomudrov

Slava distributed a list of which registration holds were placed last Fall and how many students were affected. He explained that the U has a long-standing policy on enforcing holds, but some may not be as helpful as others. He also explained that on October 2nd the University College began advising freshmen, which would allow them to have priority registration for 1000-2000 level courses. New students often encounter holds, which may be placed before or after they meet with advisors or add or drop classes. Slava asked if it is possible to eliminate some kinds of holds. He was particularly interested in the immunization holds. Would it be possible to clear up these issues before ever trying to register? Is it feasible to create a central location where students could clear up their holds in one place in a timely manner?

DISCUSSION

Steve Reynolds asked if a link on the student's record would allow them to pay whatever outstanding fees they may have online is possible. They might even be able to assert that their immunizations are up-to-date online. Kari expressed some concern that this topic was being brought up again. John said that perhaps the topic is worth

reexamining and suggested that a sub-committee be formed to look at the current state of affairs and report back to the Student Commission.

ACTION
      Kari, Grant Moulton, and Whitney Johnson formed a sub-committee which will report back to the commission in the near future.

4. Class Schedule: Ralph Boren

      Ralph brought up the issue of the paperback issue of the class schedule which is printed every term and is just as quickly outdated. The electronic copy, on the other hand, is continuously updated and is current. He explained that the schedule has no base funding, and since the decision was made not to charge students for it, the paper copy becomes more and more expensive.

      Ralph proposed reducing the schedule from 200 pages to 40 by eliminating all the information such as times and days, and only listing which courses will be offered while referring students to the web. He said another possibility is to completely eliminate the paper schedule.

DISCUSSION
      Rick suggested that such a drastically reduced schedule would not be very useful at all for the students and recommended that students be charged for the schedule. Doug agreed, as did Kristien and Kevin, though he thought that a physical schedule would be useful in Orientation.

      Dave said that for a long time he had been a firm advocate for hard copies of documents and publications for those who are not able to access the web, but he explained that due to the proliferation of sites on campus and the extent of the availability of the internet on campus, he's no longer worried. Steve added that a year-long schedule would be even more prone to error and changes than a semester-specific schedule.

      Kari and JoAnn countered that they actually like the hardcopy, due to familiarity and portability.

      Slava suggested that Ralph take the issue to discuss it at UAAC. This could provide some advisor input about exactly how students are being advised. Chuck proposed that PDF files could automatically be produced nightly, so that students could print off the specific departments, rather than the entire schedule.

      Steve mentioned one option which could make the schedule online more useful: searchable by time.

ACTION
      Ralph is going to discuss the issue with more people and then take it to UAAC.

5. New Business: Theresa Martinez

      There was no new business brought up.

6. Olympic Information Dissemination: Kevin Laska

Kevin started off by saying that they welcome suggestions on how to improve the process of getting information about the Olympic opportunities and challenges for students. He said that they have two main goals: the first is to provide information, and the second is to create excitement about the games. He said that during the games-time employment fair recently 1500-2000 students were able to be signed up for employment. The Students Speaker's Bureau is another effort to provide the students with opportunities to ask questions. These Bureaus will be held every other week or so. ASUU is also collaborating with the Residence Halls to help incorporate more students. On the ASUU website, there will shortly be links to employment as well as volunteer opportunities. In November, together with the Presenter's Office, there will be more exciting events.

DISCUSSION

John asked the question if he were a student, where would he be able to get information and answers to questions? Wayne responded that they're stressing "internet, internet, internet". The one site for all information regarding the games and the U is the following: www.utah.edu/2002 . The suggestion was made to increase efforts to reach students and staff during the last week of the semester and during Christmas vacation.

Kevin said that the suggestion has been made to include a brief message which would come up when a student registers for Spring semester. Ralph said he had never heard of such a suggestion and would look into it. It was decided that the issue bears revisiting as the time gets shorter.

The next meeting will be on Tuesday, October 16th, from 12:30-2:00 in the Sill Center Large Conference Room and lunch will be served.

Present
Kari Astle
Ralph Boren
Hugh Brown
Norm Chambers
Les Cook
Kari Ellingson
John Francis
Shane Girton
Rick Henriksen
Kristien Hixson
Dave Iannucci
Whitney Johnson
JoAnn Lighty
Ben Lowe
Grant Moulton
Steve Reynolds
Rick Simpson
Chuck Wight

Staff
Doug Hageman

1. Review Minutes: Doug Hageman
There were no changes or additions to the minutes.

2. The Bookstore's Used Textbook Program: Shane Girton
Shane is responsible for organizing the used textbook program for the University Bookstore. Norm Chambers invited him to attend and make this presentation to the commission.
Shane explained that the purpose of the used textbook program is to save the students money. It involves dealing with all ten national wholesalers. It requires great effort, but the results are well worth it. An important element of the process is evaluation of the wholesalers. The bookstore then rewards those wholesalers who do well by allowing them to buy back the books.
A part of Shane's presentation consisted of showing the commission the percentage of increase of used books purchased. There has been a 205% increase in the used textbooks. The percentage of used to new books sold by the bookstore is 40.17%, compared to the national average of 27.99%, that's the 18th best percentage in the country.

One result of this program is that the publishers are not happy with us. They try various schemes to try to sell more books, including "package deals" for professors with several books together.

DISCUSSION

John Francis asked just how often new additions or editions are released. Shane answered that nearly every year a new edition comes out, but they may be almost identical to previous editions. Steve Reynolds asked what happens if the textbooks will be used in two semesters. Would the bookstore then buy them back from the students? The answer was that due to lack of space, it would be too expensive to store them. This is another reason why the bookstore encourages professors to get their orders in early so that they have time to get the used versions of the books. Les Cook asked about the impact of the internet sites which sell books. Shane responded that there was almost no impact whatsoever, and that most of those websites have since gone out of business.

Chuck asked what the Student Commission could do to help. Shane said that the best thing to do is to get professors to submit their requests at or before the deadline. He added that only about 50% actually get their requests in on time, another 10% are in by two weeks after the due date, and the cost is borne by the students.

Steve said that one of the most aggravating issues for professors is when the bookstore cuts the number of books they order. The response was that they go off of the selling history of the book. Shane also encourages professors to talk to their coordinators. John asked if the bookstore is willing to air ship books if they aren't available due to a bookstore error. Yes, they are willing to, and they work with departments.

Dave Iannucci asked about the "new" editions. What can be done if there is no improvement or appreciable additions? Is it still possible to order the previous edition so that students can get used copies? The answer is that yes, the bookstore can indeed get the older editions, in fact they can often get them at a deep discount.

John suggested that a letter answering these questions could be sent to the departments so they're aware of all their options. He added that letting new faculty members know could be of great benefit for everyone. Shane agreed and said he'd love to be a part of the new faculty orientations. Hugh suggested that the information be condensed into one page to increase the likelihood of it being read completely. Chuck recommended that the bookstore also include an article in FYI.

3. Campus Signage Update: Kari Astle

Kari said that the good news is that there is an update. They have a consultant who is currently looking at all the signage issues from the buildings themselves to the campus directions, all the way out to the airport. The consultant is planning to coordinate with the entire community, not just the U. The bad news is that it's all still in the initial stages. She said that the next step is a series of workshops / open houses to discuss the issue with the various elements of the campus.

DISCUSSION

John mentioned that the years are slipping by, and asked whether it would be ready by Fall 2002. Kari responded that no, sadly it wouldn't be. John also asked if any building could just put up any signs they would like, and the answer was again no.

The question was asked about who is actually paying for it. That was the biggest problem, since the source of the funding is unsure right now, but money would definitely accelerate the process. Dave Iannucci suggested that each Dean might be willing to fund the signs for their specific buildings. Kari said this is exactly the kind of input they would like to receive. She added that within two months they hope to be done with the consultations.

ACTION
The consultant will come and talk to the Student Commission next month to present what has decisions have been made and what the possibilities are.

4. University Committees: Rick Henriksen
Rick explained that trying to understand which university committees exist, what they do, and which students should staff those committees can be a real headache. As the committees increase in number and diversify in purpose, he proposed a more centralized process. His idea is to create a website where each committee would have a description of its purpose, the time frame of its meetings (once a month, twice a semester, etc.), and who the current chair is. The chair would then be responsible for updating the entry.

DISCUSSION
At this point, John reminded everyone of the Student Vice Chair of the commission proposal from last year. He announced that Rick had been selected as the vice chair of the Student Commission for this year to solidify the student connection. Rick added that the chairs of the various committees often need some direction on how to involve students and get student input. Les suggested that the chairs be given some sort of orientation to help. Norm said that an article in FYI could also be useful.

5. ASUU Parking Solution Initiative: Ben Lowe
Ben started out by saying how pleased he was to be at the meeting and able to discuss what he believes is currently the number one student concern: parking. He said that having met many times with Norm Chambers and Alma Allred in Parking Services, he came to the conclusion that they don't have as much leeway as they would like to be able to pursue every option. However, political support can often be converted in economic support.

He presented ASUU's plan to propose a parking taskforce to President Machen, which would search for realistic, long-term solutions for the parking problems on campus. They are already looking at a lot of different possibilities. On October 22 they are going to go public with their campaign, with the goal of emphasizing the realistic and long-term aspects of their perspective. Ben said that they plan to be able to return to the student body with some solutions, some results and help them feel that their concerns are

being discussed. He added that he believes that President Machen will be supportive of these efforts.

The two issues which Ben would like the commission's help are the following: sending them any ideas about solutions for parking issues, and supporting their efforts. They may ask a member of the Student Commission to sit on their taskforce.

DISCUSSION

John asked how they intend to express student support. Ben replied that they aren't really going to be using petitions as their primary means of communicating with the President, nor is their goal a parking spot for every student. They're more interested in the relative ease in getting to campus. They're looking at many different kinds of issues, like creating freshmen parking farther away from campus. Hugh agreed that it was a great idea and that the short term problems should also be addressed, especially the November and January crunch dates.

Ben also said that he will be working closely with Norm and Parking Services, in particular about the short term issues which he hopes to resolve by March. The long term is more about five years into the future.

Rick Henriksen asked if the taskforce will have policy power. Ben answered that no, it would rather have influence.

6. New Business: Chuck Wight

There were several issues which were brought up about previous topics of discussion.

Hugh had a few comments about Slava Lubomudrov's issue about holds from the previous meeting. He said that it was his understanding that the idea was discussed that no holds would be placed after October 1st. Was this ever adopted as policy? Ralph responded that Admissions had had some very important reservations and concerns about such a policy, and he would look up their response to that idea and report back to us.

John asked about the bookstore policy relating to the faculty authors' bookshelf at the bookstore. Shane said he didn't know about that area of the facility, and Norm said he would look into it, since they do want to highlight the faculty members who are writing and publishing. Norm said he would e-mail specifics to John.

Norm gave the commission an update on the plans for a possible parking location at Mt. Olivet. He said that the city council had vetoed the U's attempts to get something done before the poor weather sets in. They are now going to be dusting off some older plans including turning some roads into one-way and putting parallel parking along the sides. The busiest days are going to be November 25, January 3, and January 9.

The next meeting will be on Tuesday, November 6, 2001 from 12:30-2:00 pm in the Sill Center Large Conference Room. Lunch will be provided.

The University Student Commission

The University Student Commission dates back to approximately Fall of 1998. The Senior Vice President of Academic Affairs requested the creation of this commission for the explicit purpose of improving the quality of the student experience at the University of Utah. Given that this organization regularly reviews and addresses challenges faced by the many units on campus, this body is usefully thought of as dedicated to the continuous improvement of University operations.

Goal Statement

The Commission's goal is to streamline students' experiences at the University. Starting with the transition to semesters, the Commission has met regularly and has proposed several measures intended to improve the delivery of educational services and academic programs. It was through this body that the matriculation fee was instituted and that the add/drop deadlines were extended.

Examples of Improved Operation

We have been helping resolve some of the difficulties on campus by improving communication and raising university-wide awareness regarding parking issues, bookstore policies, while also improving service, for example, extending office hours across campus on Tuesdays to better accommodate evening students. Given that the University is a commuter campus it was recognized as important to amend the existing Final Exam schedule to offer students more time between exams and to move the start time from 7:00 am to 8:00 am.

Members of the Commission represent ASUU, Academic Affairs, Student Affairs, University Services, and various departments on campus.

The current chair of the Commission is Theresa Martinez.

Prepared: October 23, 2001

Minutes of the University Student Commission Meeting
Tuesday, November 6, 2001

Present
Paul Brinkman
Jency Brown
Judy Cannon
Norm Chambers
Katie Coles
Les Cook
Kari Ellingson
John Francis
Kay Harward
Rick Henriksen
Kristien Hixson
Dave Iannucci
Whitney Johnson
Stayner Landward
JoAnn Lighty
Marci McClurg
Steve Reynolds
Rick Simpson
Chuck Wight

Staff
Doug Hageman

Chuck Wight, sitting in for Theresa Martinez chaired the commission.
After everyone had a chance to introduce themselves, Chuck welcomed Judy Cannon to the commission. Judy is on the Undergraduate Quality Committee and is now a permanent member of the Student Commission.

1. Review Minutes: Doug Hageman
   There were no changes or additions to the minutes.

3. SAC Information: Rick Henriksen
   Rick started by explaining that Student Advocacy Committees (SAC's) are not as useful to students as they could be. One of the reasons for this is that students do not even know that they exist or do not know what they do or what services they provide. Rick's idea is to include SAC information on course syllabi to make sure that the students are aware of their existence and roles. He asked if such a suggestion were possible or feasible.

DISCUSSION
   Katie Coles said that it is hard enough to get instructors to include the Disability Statement on their syllabi, and another inclusion could prompt the question "what's next?".

Rick answered that perhaps we could start with the departments who already do a good job with that. JoAnn Lighty mentioned that the College of Engineering has a one page document with suggestions of what to include on syllabi (ADA statement, add/drop deadlines, etc.) and they could add the SAC information to that document. Stayner Landward asked if Rick had a suggested "one liner" which could describe the SAC. Rick has a few ideas, but nothing concrete yet. Jency Brown asked about whether the forthcoming student handbook could include info about this topic. John suggested that a one page document be generated which would explain SAC's purposes. Stayner added that since many faculty do not understand what the SAC's do, it would be a good idea to phrase it in general terms.

Katie mentioned that it could work if each department chair were given enough of the one page documents so they could put them in every instructor's box. Dave Iannucci also said that this could help the departments improve SAC activities.

ACTION

John said he's working with Susan Olson about the nature of SAC's, and he will include Rick on those issues. Marcia McClurg suggested talking to the staff in the Marketing department for a long-term plan to address the problem. Steve Reynolds added that since some faculty members do not read anything which does not originate with their own department, that the SAC chair for their department should send them the note.

4. Holds Sub-committee Report: Kari Ellingson

Kari explained that the sub-committee has been gathering information and have a recommendation. To start things off, however, she said that they had been unable to determine the source of Slava Lubomudrov's numbers. According to Chris Peasly, there have been 21,000 holds placed since 1998. In the Spring, 1754 students were affected by 2500 holds. Of those students, 1/3 were on academic probation or couldn't return.

One of the questions the group was trying to answer was whether students with holds on their records quit attending the university as a result of the holds. The university is currently doing a telephone survey of non-returning students to get an idea. Another issue examined by the sub-committee was: who has responsibility for students meeting their obligations?

The timing of the holds was also studied. Financial Aid usually sends out letters and then places the hold two weeks later. (This semester, however, they were placed immediately due to an error.) Admissions also waits two weeks. Immunizations send out letters at orientation, then on October 3rd, and then places the hold on the 22nd.

In regard to the proposal to make October 1st the deadline for putting holds, the problem is that the letters can not be sent out fast enough, there is just too much happening.

The recommendation of the sub-committee is that the advisors be sure to tell the students they advise that "right now you're OK to register, however if you haven't done any of these things you'll get a letter and a hold will be placed on your registration".

DISCUSSION

John asked if it weren't possible to put all the holds on one letter. Kari responded that Income Accounting just isn't able to assemble the information fast enough. It's possible, but would be difficult. Chuck Wight asked if an e-mail notification would be one method of reaching the students faster and cheaper. Kristien asked how quickly the holds are lifted once the student has solved the problem, and the answer is immediately.

Jency asked if a warning window could be made to come up at the student's login if they have a hold on their registration. The Registrar's Office will have to deal with that issue. Jency also suggested that the information about the various kinds of holds be added to the proposed "new student transition courses".

In response to Paul Brinkman's question, the survey information will be available soon.

2. Registrations and Withdraws: Rick Henriksen

Rick explained that one of the major reasons behind students adding and dropping classes after classes have begun is that students don't know if the class and/or professor is right. This obviously causes problems for everyone. He added that educating students about the courses and professors is important to help resolve this problem. One solution is placing syllabi online, not just keeping the course catalog as the only description of the course.

DISCUSSION

Katie mentioned that some courses in the English department have links which go to the professor's website or syllabus, not the course catalog. Chuck commented that the capability for allowing every professor to do the same is already in place. Every department has one person who has "super authorization" who is able to access instructors' secured employee access and create the links. The procedure is pretty straight forward, but is woefully unused. The TAC Center would be happy to help instructors with this sort of project.

John commented that this could be a great opportunity for the student government to put a little pressure on the faculty members. The Daily Utah Chronicle could write an article in which they interview Chuck.

Steve expressed some concern that some professors have not written their syllabi for the Spring semester. Perhaps some things change, but professors could put the information they have online.

Rick brought up another point about why students add or drop classes after the first couple of class meetings: style of teaching, which is almost as important as what is being taught. The only real way for students to find this out is via the course evaluations which are available online through the secured student access. Katie also emphasized the importance of teaching the first day, not just handing out the syllabus, etc.

Paul asked the students present whether dropping classes was more of a money issue or a time concern. Are students more worried about the fees for dropping classes late or is the time lost for other classes paramount? The consensus of the students present was that time is more important.

Kristien emphasized that the whole process is a part of life. One cannot always get a professor one likes, or whose style is just the right one. Students need to deal with it.

ACTION
John suggested re-emphasizing teaching the first day. Orientation will emphasize to the students that professors will be teaching and ASUU will also push in that direction, especially with the Olympics this Spring.

Judy Cannon commented that Rick and the other students on the commission appear to be doing an outstanding job of representing students and their needs and concerns.

The next meeting will be on Tuesday, November 20, 2001 from 12:30–2:00 in the Sill Center Large Conference Room. Lunch will be provided.

Present
Ralph Boren
Paul Brinkman
Hugh Brown
Judy Cannon
Norm Chambers
Les Cook
Kari Ellingson
John Francis
Kay Harward
Rick Henriksen
Dave Iannucci
JoAnn Lighty
Theresa Martinez
Maureen Matheson
Grant Moulton
Stephanie Richardson
Chuck Wight

Staff
Doug Hageman

1. Review Minutes: Doug Hageman
There were no changes or additions to the minutes.

3. Course Syllabus Information Sheet: Rick Henriksen and Les Cook
A sheet was distributed to the commission which contains some generic information which is useful to students. This includes important dates for students, SAC contact information, ASUU Student Advocacy, faculty expectations, and the Students with Disabilities statement. The idea is to be able to distribute this sheet to the departments and have them include the appropriate contact information pertinent to their specifics. This would be a separate sheet independent of the instructor's syllabus. Rick wanted to know if professors would be willing to distribute a sheet which doesn't specifically apply to their course.

DISCUSSION
There was some discussion of presenting the sheet in electronic format. This would allow departments the option of customizing the sections for SAC contact information, etc. John Francis then asked if the ADA statement could then be eliminated from the individual course syllabi. Kari Ellingson resonded that she would check with Olga as to the legalities involved. The comment was made, however, that having just

gotten professors into the habit of including the statement on their syllabi, we don't want to discourage them.

JoAnn asked if adding a phrase emphasizing the importance of holding the final exams at the scheduled times. Hugh Brown said that anything which is distributed to students on the first day risks to be stuck in the back of a notebook and forgotten. If we just want to make sure that the students have access to the information, then this works as well as anything. Stephanie Richardson brought up the idea that many faculty don't understand what SACs are, so this is very helpful for them as well.

Dave Iannucci said that since this is a direct quote from the Policy and Procedures manual, we should include the reference, so that students understand that this wasn't just made up.

Judy Cannon asked if sending out the same information via e-mail to all the students would be as effective in reaching them. The problem is that the information wouldn't be specific to the departments, and could end up just getting deleted by the students who might mistake it for junkmail.

Theresa Martinez brought up the point regarding the faculty expectations. There is a line there which says: "Evaluations must be performed promptly, conscientiously, without prejudice or favoritism". She had some concern about the use of the term "promptly". Perhaps a better term would be "resonably", but this change of language would have to be approved by the Academic Senate. The concern was also expressed that the term "evaluations" could be understood to be course evaluations rather than the grading system.

John said that if Departments are told to download what is related to their students, they may choose to leave out the Student Advocacy. A good idea might be to include a list of what is recommended. Theresa suggested "jazzing it up" a little visually, to perhaps make it question based. The addition of pictures or graphics could help.

Chuck asked if sending it out once per semester per student e-mail would be better than making 100,000 copies. He said that the downside would be the required generic aspect of the e-mails. Norm responded that doing both physical and electronic copies could be the best approach. √

ACTION
Les and Rick are going to "spice up" the text and take it to Susan Olson, and then take it to the Senate for approval.

There was also some discussion about the add policies which vary by college, since it could be helpful to include on the information sheet. The "absolutely last deadlines" will be a topic at a future Student Commission meeting.

2. Immunization Requirement: Stephanie Richardson
Stephanie provided the commission with a good description of the background information and motivation behind the immunization requirement. She explained that the requirement is not one set by Utah or federal law, but is highly recommended by the Center for Desease Control. Having done some research into the practices of other instutions around the country, she discovered that we are the only institution of higher education in the state which has such requirements, but many around the country do have

similar or even more stringent requirements. It has, however been established that the university can not be held responsible as a parent could be.

Stephanie also addressed the issue of the equality of the requirement. It only applies to for-credit students, and does not apply to staff members or faculty.

The requirement does cost $1.50 in fees per student, and the State Department of Health used to provide the innoculations for a small fee, but no longer does so, which means the the cost is passed on to the student who is missing the immunizations or boosters.

There is also no veracity check on the MMR dates. Students could falsify the dates, but it's just too expensive to check up on the dates. The paperwork can be forwarded from elementary schools, but some are not aware of this option. The requirement is that a letter be written to request it.

When it comes to enforcement, a lot of notice is given holds are placed. They have one whole semester, and then some since they could continue to be on campus for a while. Essentially they could be on campus for 25 weeks, which obviously puts them at risk of spreading measles before they have to stop attending classes.

Another option which is available for a smaller fee ($15 instead of $30) is blood titre: if you know you've had it, you can have your blood tested that way. However, this is not the best way, since you can end up having to have the immunizations anyway, so the cost ends up being $45.

All the institutions around the country do it differently, so it becomes difficult to determine "best practice" for immunizations. It does appear that 95% of students are self-reporting. The best compliance rates are found at institutions where state law requires it at the higher education level.

The issues about requiring proof of immunizations during the admissions process or orientation is that student recruitment is still going on, so it's felt that adding another hurdle to the process could be a deterrant for students. This is especially applicable for older students who may not have easy access to their pediatricians.

DISCUSSION

John asked if it is feasible to at least encourage staff and faculty to adhere to the same standards as are set for students. Of course there is a greater risk in the dorms. The risk still exists to spread Measles to the faculty and staff.

In regards to the holds, Paul presented a sheet with the data on the numbers of registration holds imposed last semester and how many students were affected by more than one hold. There were some problems due to a lack of vaccines, but those affected were given exceptions. Essentially there were about 400 students who were not able to register due to immunizations. About half complied (or tried), and Paul said that in all honesty, the other 200 probably have more serious problems than immunizations and have left the U not to return. At the next meeting, Kari will present some more information about those with holds who did not return to the U. The information is being gathered by surveyors.

John mentioned that the biggest issues surrounding immunizations deal with the timing of placing holds and priority registration, and perhaps the interactions with the other institutions in the state. At least at Salt Lake Community College and the other

community colleges, they might consider at least having such a requirement for their 'matriculated' students.

In regards to the faculty and staff members, Stephanie suggested that a program evaluation be undertaken to figure out what the actual situation is and what the impact would be.

ACTION

Kari and Joan Rawlins will take a look at other states to see what could be a possibility for a rule from the Board of Regents.

4. Financial Aid Services: Judy Cannon

Judy brought up an issue which has been descibed as one of the major irritants for students, the Fiancial Aid Office. She specifically was concerned with some of the services which had been lacking. She said that most of her examples were anecdotal, but still was worrying. She added that perhaps funding was lacking which can lead to understaffing.

John responded that Financial Aid has recently undergone a review, and have made some changes. However, it could be useful to have some of the Fianancial Aid people come to talk to the commission. Hugh mentioned that as with problems in the past, one of the most important issues is communicating with the students, such as check lists so that no items are left out of submissions, etc. Whenever we're dealing with money, however, things are more important.

Judy added that the Medical School Financial Aid has been one of the specifics issues, especially how they communicate with the lower campus office. She asked how she could get information about how students are impacted. ASUU was suggested as a resource for her.

ACTION

A small committee was created to take another look at the current situation. The members of the committee are the Student Advocacy Chair, Judy, Rick Henriksen and a representative of the Financial Aid office.

The meeting times for next semester have not been established as of yet. It appears that the best days for the most people are on Fridays at 3:30.

Minutes of the University Student Commission Meeting
Friday, March 8, 2002

Present
Ralph Boren
Paul Brinkman
Jency Brown
Judy Cannon
Norm Chambers
Les Cook
John Francis
Kay Harward
JoAnn Lighty
Theresa Martinez
Maureen Matheson
Marcia McClurg
Grant Moulton
Chuck Wight

Staff
Doug Hageman

1. Review Minutes: Doug Hageman
      There were no changes or additions to the minutes.

2. Tuition Due Date Fall Semester 2002: Kay Harward
      Kay explained that there has been some discussion for a while about changing the policy about when tuition is due. Currently students are required to pay their tuition five weeks after the term begins (it ends up being about the 25th class day). However, this is in violation of Regents' policy, and we are the only institution in the state which violate that policy.
      The Tuition Taskforce has suggested that in order to comply with this regulation the due date is going to change from the 25th class day to the 15th, which actually is the census date. This will be the case for the Fall Semester 2002. By 2003, the suggestion is that the due date become the first day of class. This is the current policy at all the other schools in the state.

DISCUSSION
      One of the first topics brought up was the question of billing procedure. The university **currently sends out a paper bill, but under the proposal for Fall 2002, the tuition due date will be moved to the 15th day and no bill will be sent out. A postcard will be sent out advising students that tuition is due and telling them to look on the web to find out how much they owe.** Judy Cannon asked if the lagtime puts the university in a bad situation financially, and Paul Brinkman answered that it is not that big of a deal, but that the system has not yet been set up to do "fee-matching". Fee

matching is when the system automatically adjusts the fees as the student adds or drops classes. Eventually the system will automatically drop non-paying students from classes, which obviously opens up classes for other students to add those classes.

Grant Moulton brought up the point that last semester, about 7000 students paid their tuition online with credit cards. This is a very popular option which has been used for everything from tuition to parking tickets. Some of the challenges have been de-bugged, and they system is looking good. John Francis asked if this option leads to increased student debt, and the response was that yes, this probably contributes to it. Grant added that parents like this option much more. Judy asked about who foots the bill for that option. Paul responded that the U ends up paying about $1 million in order to provide online payment. John asked if there was the possiblity for students to pay early online, and the answer was positive.

It is unlikely that moving the tuition due date to the 15th day will impact students on their financial aid. Aid is awarded about the first day of class. Of course if the student is late in applying, the award could be late. If aid is late and the delay is the result of a university error, the late tuition payment charge is waived.

3. Absolute Add Deadlines

John mentioned that some people on campus are concerned that the add deadlines are being abused by students. Phyllis Haskell specifically was worried that vaired enforcement causes confusion, encourages poor behavior, and puts pressure on the faculty members. Kay said **that ten or more years ago,** the Registrar's Office tried to enforce the rule, and the faculty members clamoured about it. Essentially what often happens, he said, was that students come to class from the beginning, but can't decide whether they actually want to add the class until very late in the term. JoAnn Lighty agreed and added that this can be a problem for professors and students. One of the legitimate exceptions to the policy can be graduate students or others who have difficulties with their visas, and this needs to be taken into account with the new policy, whatever it is.

Jency brought up the point that the policy is different around the campus, some colleges require the dean's signature. Taking roll and then sending those students not on the roll, but who are in class to the Registrar's Office is probably a good way of proceding. One idea that Chuck mentioned was that students can add classes late if they are willing to pay out of state tuition for that class.

The importance of having a campus-wide policy was discussed. John suggested that Kay and Rick Henriksen should get together to talk about the policy change.

In order to deal with exceptions, the policy needs to be flexible, but how should the exceptions be taken care of? Should Department Chairs give the OK? What kind of time frame are we talking about? How quickly can the changes take effect?

ACTION

Kay and Rick will be getting together to talk about the various issues surrounding a campus-wide policy on final add dates.

4. Tuesday Evening Openings

There was some discussion about the various units around campus which are open for students on Tuesday evenings. Jency said that the Student Services Building receives a fair amout of traffic after 5:00. John asked about the academic programs. This semester departments appear to have relaxed about staying open, but it's understandable. We need to find out if it's still working. The library, the bookstore, SSB, Parking Services and the Union all continue to be open late and to enjoy relatively good patronage. Many of the academic programs are available by appointment after normal hours, so their services are still open for students.

5. New Business: Theresa Martinez

There were several items of business for the next meeting. The signage issue which has been discussed before is now farther along in the process, and we're trying to get a representative from Ann Racer's office to come and present where they currently are in the work.

The Financial Aid representative will be at our next meeting to discuss what changes have been made and how they are helping students. This includes regarding the residency requirements and the new scholarships.

The next meeting is going to be on Friday April 5, from

Minutes for the Student Commission Meeting
Monday, September 30, 2002

Present:
Merilee Anderson
Ralph Boren
Paul Brinkman
Norm Chambers
Gwen Fears
John Francis
JoAnn Lighty
Maureen Mathison
Kristien McDonald
Larry Meyer
Steve Reynolds

Staff:
Kortney Vollweiler

1. **Welcome, Introductions: John Francis**
    Everyone made his or her introductions. There were no minutes to approve.

2. **"Why can't students get a good sandwich on campus for a dollar?" Steve Reynolds**
    Steve raised the issue of the cost of eating on campus. He mentioned that he has received complaints from students not only about the cost of eating on campus, but also about Chartwell's operating hours. He acknowledged the business aspect to Chartwells, but questioned whether or not it is also considered a service to students. He further raised the possibility of bringing some competition to campus in an effort to make Chartwells improve their service and prices.

    John suggested that it would be beneficial for this group to understand the contract that the University of Utah has with Chartwells. Norm suggested contacting Dan Adams, the Assistant Vice President for Student Affairs and Director of Residential Living to attend the next meeting of USC. Dan would be able to explain our situation with Chartwells, and he would be welcome to bring anyone with him who might have more information for the group. Norm volunteered to contact and invite Dan to our next meeting.

    John also noted the difference between eating in the Union, the Lund Commons, and the Panorama Room. Lund Commons is now one of the best places to eat on campus, replacing the Panorama Room as a place to entertain visitors to campus. The Point was also mentioned as a better alternative.

    ACTION: Norm will contact and invite Dan Adams to our next meeting.

Other Issues
Parking Update: Norm Chambers
The group asked Norm for an update on the construction/parking situation on campus. Norm explained that in the fall of 2001, there would be approximately 500 'hard to find' open parking spaces daily. In the fall of 2002, there have been 2000-3000 spaces throughout campus. This shows that students and faculty are taking Trax and the bus to campus. He also noted that the construction on Guardsman Way should be completed by next week. Norm also said that Segment 1 of the new Trax construction would be complete October 24 and construction on Segment 2 would start immediately.

Shuttle Concerns: John Francis
John recently received a complaint from a student about the timeliness of the shuttles on campus. Why do the shuttles get so far off schedule? Norm explained that the blue shuttles go through the construction zones, servicing the south side of campus from the Heritage Center to President's Circle. They arrive at shuttle stops every 15 minutes. The red shuttles avoid the construction zones and service the north side of campus. They arrive at shuttle stops every 10 minutes. The shuttles run from about 6:00 am until about 7:00 pm.

Kristien voiced the concern that the shuttle stop signs don't give enough information, such as times or route maps. She also said that schedules aren't readily available to students. She suggested that posting route maps and schedules inside the shuttles might relieve some of the confusion over the new routes and times. Norm said that he would pass these concerns along to the proper department.

John suggested that we need to inform people about any changes to the shuttle system, possibly through a blanket email and signs around campus.

'Hold' Language on Student Records: John Francis
A student told John that he got a hold placed on his records due to overpayment. John wondered if there is some other language that can be used so that students that have overpaid don't have holds placed on their records. Ralph said that Income Accounting manages the web tuition bill and that he would look into a possible change in the language used.

Tuition Due Date: John Francis
John asked if there has been any follow-up on the possibility of University of Utah students paying tuition in advance rather than later in the semester. Paul said that this year the tuition due date was moved up by a few days. He agrees that it is still a live issue and said that Kay Harward was heading up the effort to look into advantages of making tuition due earlier in the semester. Larry suggested that we should at least require a deposit of some amount by the census count date.

John suggested that maybe if we restrict students from over-registering they will commit to classes earlier and then be able to pay tuition earlier. It would promote planning on the part of the students. Steve objected to the notion that we should be teaching students discipline and the issue will be discussed again when Kay is present.

University Student Commission
Minutes
October 28, 2002

Present:
Sharon Aiken-Wisniewski
Merilee Anderson
Ralph Boren
Paul Brinkman
Judy Cannon
Gwen Fears
John Francis
Kay Harward
Stayner Landward
Erik Larson
Liz Leckie
JoAnn Lighty
Kristien McDonald
Larry Meyer
Grant Moulton
Chuck Wight

Staff:
Kortney Vollweiler

1. Review/Approve Minutes
No changes to report and the minutes were approved.

2. Late Grade Submission: Sharon Aiken-Wisniewski √
Sharon submitted a report and review from the Registrar's Office of the grade sheets for Fall 2000 through Summer 2002. Late grades impact students in three main ways, including:
- Academic standing of warning, probation, and suspension will not be accurate at the time that the report is run to notify students of status.
- Impacts financial aid awards for satisfactory progress (SAT) and continuation of aid for some students. Late grades also cause problems with loan disbursements.
- Official transcripts are not complete which impacts
  o Submission of transcripts for graduate school, professional school, or scholarships/awards.
  o Transcript will not include Dean's List due to lack of grades for required number of credits.
  o Graduation is delayed because degrees cannot be issued until all required courses are on the official transcript.

Pages two and three of the report give statistics on the total number of grade sheets that are turned in, when they are turned in, and how many are late. Sharon's question is, because late

grades impact so many areas, does anyone have any suggestions for making the process more accommodating for professors to get grades in on time?

The students on the panel, Erik and Kristien, said that they didn't have any complaints about grades being late. Erik in particular said that he has never had a grade posted late and he had never heard a complaint about it from friends or other students. Ralph mentioned that one population that often has trouble with late grades is teachers that are taking classes for certification.

John suggested that the deadline for grade submission be moved back three days to give professors more time to complete grades. He is in favor of this so that professors have more time to grade papers and exams more carefully and as an attempt to drive late submission numbers down. Ralph said that that would be a reasonable suggestion because of how fast the grades can be posted once they are received by the registrar's office. Chuck pointed out that even if teachers are 1 ½ weeks late submitting grades, it doesn't effect students getting their grades on time. His feeling is that the deadline should remain as it is and it should be accepted that there would be some late submissions.

Larry pointed out that we can't have rules about grade submissions that professors don't obey because it has always been ok to be late. We need a definite date—a reasonable deadline and a rationale for that deadline. Liz agreed that more education is needed to show professors why it is important to get grades in on time, especially for the chronically late people. The report that was submitted by Sharon is a good starting place to explain to professors the possible consequences of grades being submitted late.

ACTION: Ralph's suggestion is that we work backward from the grade publishing date to establish a new submission deadline. Ralph will research this date problem and report back to the group for a discussion at the next meeting.

3. **Late Adds: Paul Brinkman**
Paul took the late add issue to the Council of Academic Deans (CAD) and they agreed that the late add process needs to be simplified. He suggested that the process be changed so that from the first day of classes through the census date all a student would need is the instructor's signature to add a class. After the census date, a hefty fine and the signatures of the instructor, the department chair, and the dean would be required. The commission agreed that this would be an acceptable alternative.

It was discussed and decided that we should try to implement this new procedure for Spring 2003. Possible ways of alerting students include a story in the Chronicle and messages on the University website and the homepages for students. The messages could appear on the pages students use when they register for classes. Sharon suggested that more information about the importance of the census date be distributed to students so that they have an understanding about why it is bad for the University when students add after the census date.

Questions were raised about the amount of the "hefty" fine. Paul suggested $50 per add slip and the commission seemed to agree on that amount. Ralph wondered who has to approve

fees for students and Paul explained that it would need to be brought to the attention of the Curriculum Review Board. The money raised would go into a general account

ACTION: John asked Ralph to research and write up a draft of a new policy to be discussed at the next meeting.

4. **Change in Tuition Due Date Update: Kay Harward**

Beginning Fall 2002, the tuition due date was moved up to coincide with the census date. Another change this semester was a move to paperless billing–all tuition bills were available online, and the second wave of bills were sent out on paper. Grant reported that there were no major problems with the changes, and the only complaint was that the due date was September 11. He said that there were several emailed compliments on the ease of a paperless billing system. Advantages included bills that were updated as soon as students changed their schedules and a savings of about $10,000 in paper and postage. Paul added that it resulted in a better census report and Grant noted that there wasn't an increase in unpaid bills.

The Tuition Task Force will reconvene in November, and at that time they will look into the possibility of moving the due date closer to the beginning of the term. Paul said that moving it up too far might cause problems with financial aid, loans, and TA hiring issues. Gwen suggested making half the bill due the first day of classes and the second half due at a later date and Judy mentioned that we should look at how other institutions handle their tuition payments.

ACTION: Grant and Kay will report the results of the Tuition Task Force meeting at our next meeting.

5. **Next USC meeting: December 2, 2002 at noon in the Sill Center**

·University Student Commission
Minutes
December 2, 2002

Present: Guests:
Sharon Aiken-Wisniewski   Dan Adams
Ralph Boren   Michelle Kavanagh
Judy Cannon   Mike Paulus
Norm Chambers
Kari Ellingson
Gwen Fears   Staff:
John Francis   Kortney Vollweiler
Kay Harward
Steve Hess
JoAnn Lighty
Kristien McDonald
Larry Meyer
Steve Reynolds
Rick Simpson
Chuck Wight

1. **Review/Approve Minutes**
   No changes to report and the minutes were approved.

2. **Follow-Up on Chartwells Issues: Norm Chambers**
   Norm invited Dan Adams, Assistant VP for Student Affairs, Michelle Kavanagh, Contract Administration, and Mike Paulus, Resident District Manager for Chartwells to join us to talk about Chartwells dining on campus.

   Dan began the discussion with an overview of the services Chartwells provides to the university. He explained that about seven years ago, the University decided to outsource the dining contract and he collected bids from national contractors. The University chose to go with the Compass Group (the owners of Chartwells) based largely on input from students, faculty, staff, and administration. The vending operation went to Chartwells as well. The only building on campus where Chartwells is the exclusive food provider is the Union. The Pizza Hut and Chick-fil-A operations in the Union food court are also managed by Chartwells and are under contract with the University.

   John Francis and Steve Reynolds both posed questions to Mike, Dan, and Michelle including:
   - Why does the food in Lund Commons taste so much better than food at other places on campus?
   - How similar are on-campus prices to off-campus dining prices?

- Can a student have lunch on campus for $1?
- What do you have for Asian students on a daily basis?
- What vegetarian options do you have for students in the Union food court?

Mike responded to the above concerns by explaining that the food in Lund Commons is meant to be different than food served in the Union food court and the Panorama Room. It is meant to give a variety of choices on campus. The food itself is prepared by the same chefs and in the same ways as food in other dining facilities. On-campus and off-campus prices were compared in a handout (contact me if you need a copy) to show how comparable Chartwells prices are with restaurants such as Wendy's, McDonalds, and Burger King. The comparison is published on a yearly basis in August. Along with this comparison, Mike pointed out that the 1/8-pound hamburger is only about $1 in the Union.

To the issue of possibly implementing a daily Asian alternative for the large Asian population on campus, Mike said that beginning in January there will be a sushi bar in the Union food court. Steve R. pointed out that this will be beneficial to some people but it doesn't solve the cost issue. Steve R. also pointed out that something such as a noodle or pasta bar would be cheap, easy, quick, and filling for students. Mike explained that phasing out the Pizza Hut operation would free-up space for a combination pizza/pasta bar but that option wouldn't be available until Fall 2003 at the earliest. That would help give another vegetarian option, along with the option currently offered of a grab-n-go entrée. These entrees are currently just cold and kept in the fridge.

Chuck asked Dan and Mike how they collect information. Mike explained that customer survey forms are sent out to faculty, staff, and students on campus. They also collect data, as mentioned before, and create a sheet with comparisons between Chartwells and other off-campus locations. They also collect information from a Residence Halls Association group and a group from the Union.

Because the only place of exclusivity is in the Union, Steve R. asked if food vendors could come up to campus and sell food in many locations for a much lower price. The problem with this is that carts are very expensive and food carts would still have to comply with University health standards.

The discussion made everyone more aware of what the contract between Chartwells and the University of Utah entails. It also gave everyone an idea of the reasons that Chartwells operates the way that it does. The Commission may revisit this issue in the future.

3. **Policy for Grade Submission Update: Ralph Boren**
   Ralph reported on the progress he is making on creating a policy for grade submission that would help reduce the amount of grade sheets turned in late by professors. He said that the Reading Day and the five-day exam schedule cut down on the number of days available to process grades by the registrar's office. He doesn't see a way to give the

process more time at the front end—the best option would be to make more time available by making the date that grades are available to students later. In both the fall and spring, the registrar's office has four days to process grades.

Ralph reported that his office is working on a move to e-grading, which would enable faculty to send grades electronically to the registrar's office. This system alone would give more time to grade processing because it would be done automatically. E-grading will be tested in Summer 2003 and should be ready by Fall 2003.

Larry suggested that it might be possible to require that if a professor gives a final by a specific day during finals week, that their grade sheets be due by a different date than grade sheets for professors that give finals later in the week. For example, if a professor gives their final by Wednesday of finals week, their grade sheets are due by an earlier date than if a professor gives a final on Thursday or Friday. John agreed and said that if there were a more reasonable date it would be easier to get after non-compliers and late professors. Ralph acknowledged this but explained that that would require pushing back the date that grades are available to students. Sharon said that would be detrimental not only to students but to her department because students and the university rely on grades for things such as financial aid updates, using grades to decide class schedules for the next semester, and in determining probation, warning, and suspension status. Sharon's office needs all of the days they can have to send out mailings notifying students of their status before classes start for the next semester. Especially if we move to e-grading, this will only be a problem for one more year and then we will see how e-grading effects the situation.

Ralph said that his office would experiment with e-grading beginning in Summer 2003 and would use workshops to get the faculty educated. Larry's idea might work for Spring 2003.

4. **Policy for Late-Adds Update: Ralph Boren**
During the periods listed below, the instructor's signature is required to add a course. Late add forms are available on the second floor of the Student Services Building, Window 13. After obtaining the instructor's signature, the student shall return the completed late-add form to the Registration/Records Division by the deadline listed on the form. This applies to dates from the start of classes through the census date.

Semester/Year	Late Add with Instructor Signature Only
Spring 2003	January 22-27, 2003
Summer 2003	May 28–June 2, 2003
Fall 2003	September 3-10, 2003
Spring 2004	January 27–February 2, 2004
Summer 2004	June 2-7, 2004

During the periods listed below, late fees are assessed when a course is added and signatures from the **instructor, department, and dean** are required. Late add forms are

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available on the second floor of the Student Services Building, Window 13. After the student has obtained the required signatures and paid the **$50 late fee per class** to the Income Accounting Office (165 SSB), the student should return the late add form to the Registration/Records Division by the deadline listed on the form. This applies to dates from the census date through the last day of classes for the semester.

Semester/Year	Late Add - $50 Late Fee Assessed
Spring 2003	January 28–LAST DAY OF THE CLASS
Summer 2003	June 3–LAST DAY OF THE CLASS
Fall 2003	September 11–LAST DAY OF THE CLASS
Spring 2004	February 3–LAST DAY OF THE CLASS
Summer 2004	June 8–LAST DAY OF THE CLASS

The Commission approved the policy update. John will take it to Paul Brinkman and David Pershing for final approval and will ask Paul to help explain to students the importance of the census date and the resulting fee increase. JOHN WILL ALSO ASK DAVE PERSHING TO SEND A MEMO TO THE FACULTY ADVISING THEM OF THE NEW PROCEDURE. Larry suggested using the Daily Utah Chronicle for advertising/getting the word out.

5. **New Business: Steve Hess**
Steve H. reported that it is very difficult for the University to get students and faculty to update their email addresses for the directory. The directory is currently 85% accurate for email addresses, compared to about 40% accurate two years ago. It benefits the University to use email for financial reasons and reasons of timeliness but to send more official information we need better reliability. The University's goal is to have email for everyone on campus. He asked the Commission if they had any suggestions for making the email system more accurate.

Judy suggested that we require the student to get an email address when they register for classes. Sharon said that one example we could follow is Weber State. They only accept email addresses that end with "weber.edu" and they only respond to emails that have that ending. Ralph said that THE CURRENT SYSTEM ASKS students TO affirm an email address at the registration page AND DISPLAYS a pop-up telling them how to ADD AND EMAIL ADDRESS OR get an email address from the University if they don't already have one. Kay pointed out that when the University decided to go to email as a way of officially contacting students there was debate over whether to accept the address given by students/faculty or to give them a new one and make them use that one. He said that they came down on the side of the former because they assumed that an address that was used already would get checked more than one that was assigned.

An additional question posed by Steve H. was whether or not the departmental designation should be eliminated from email addresses. For example, instead of john.doe@park.admin.utah.edu the address would be john.doe@utah.edu. There was

agreement from the Commission that dropping the departmental designation would be a good idea.

Sharon pointed out that it might be impossible to move completely to communicating with students via email. She used the example of notifying students of probation or suspension—with email addresses, you don't have solid evidence that a notification was sent. By sending a letter, a copy can be made and proof can be used if needed.

The second issue brought up by Steve H. was how to get more faculty members to put class information such as syllabi, reading assignments, and practice quizzes online. This request is based on student feedback for more online resources for classes and student requests for syllabi prior to registering for a course. A big reason that students drop courses is that they simply don't know what it will be like unless they register for it, attend, and then decide. Also, some faculty members might not be responsive to this new move if they want their students in the library and not on the computer.

Larry pointed out that faculty members need to know how to put information online. If they knew it is possible and how simple it can be, they may be much more responsive to this idea. The faculty members need to know that it is not only beneficial to students, it can be beneficial to them as well.

6. **Late-Breaking News: John Francis**
John feels that the value of this group is that it solves problems. With this in mind, everyone should be bringing issues and concerns to the group. Also, John posed the question of whether or not it would be beneficial to have more students on the commission. Be on the lookout for students from your departments or students that you have contact with that would be a benefit to the Commission and send their names and contact information to Kortney (vollweiler-k@ugs.utah.edu) and they will be invited to attend the next meeting.

7. **Next Meeting Date & Time: Larry Meyer**
The meeting time was tentatively set for Monday, January 13 at noon in the Sill Center but may be changed to Monday, January 13 at 2:00 pm in the Sill Center. An update will be emailed when the time is officially set.

University Student Commission
Minutes
January 27, 2003

*Changes to the minutes appear in red.

Present:	Guests:
Sharon Aiken-Wisniewski	David Pershing
Merilee Anderson	
Ralph Boren	
Paul Brinkman	Staff:
Norm Chambers	Kortney Vollweiler
Kari Ellingson	
Gwen Fears	
John Francis	
Kay Harward	
Stayner Landward	
JoAnn Lighty	
Maureen Mathison	
Kristien McDonald	
Larry Meyer	
Grant Moulton	
Steve Reynolds	

1. **Review/Approve Minutes**
   There were no changes to report and the minutes were approved.

2. **Enrollment, the budget, and its implications: David Pershing**
   David Pershing attended the meeting to explain enrollment and budget considerations. As of the fall census date, enrollment was at an all-time high at the University (28,400 students) yet between the legislature's inability to fund enrollment growth and budget cuts, the University's budget is about $30 million short of what it should be. The enrollment freeze means that next fall we will admit only as many students as we have leave, either due to graduation or leaving for other reasons (military, church, etc.). The question is, how is an enrollment freeze implemented? Basically, admission standards are raised and this affects four categories of students:

   Incoming High School Students The admission index for incoming high school students will be raised from 90 to 92 and a score of 18 on the ACT will be required. The GPA requirement will be 2.6 and students must continue to meet all core requirements. The University will also continue to admit anyone in the top 10% of their high school class.

   Transfer Students A transfer student is defined as transferring 12 or more units. Transfer students must have a 2.6 GPA, or a 2.3 GPA with an AA degree. By use of the 5% Rule,

departments will have the option of sponsoring an exceptional transfer student who may not meet the criteria.

Returning U of U Undergraduate Students This category of students includes those who left the University for approved leave such as military or church and students who left for other reasons. Students who left on approved leave get back into the University automatically while the others must have a 2.0 GPA and must have left in good standing.

Graduate Students This category of students is starting to be looked at and more information will be given once a decision has been made about the effects of an enrollment freeze.

The above strategies are intended to keep enrollment at the level it is at now, and hopefully the legislature will begin paying the university some of the $15 million on July 1. The remaining shortfall will be partially covered by the tuition increase. David pointed out that by enforcing an enrollment freeze, hopefully tuition will not have to be raised by as much next year. We need to get costs and the budget under control and stable.

The question was raised as to the number of students the enrollment freeze will affect; that is, how many students will be turned away? David explained that based on Fall 2002 numbers, several hundred students will not be admitted. This is hard to predict, however, because some students will be scared away by the higher standards and the idea of an enrollment freeze and others will find the University of Utah more attractive with higher admission standards. Also, the 9.5% tuition and fees increase will affect the number of students that apply for admission, regardless of the freeze.

Discussion turned toward the impact this policy will have on the university. If students don't come to the University of Utah, they may have to consider going out of state or to other state schools. Some thought Salt Lake Community College is full as well and may not be able to handle many more students. Tuition will not be lowered with this policy. The increases will just be less than they have been in past years. Additionally, higher admission standards will change the U fundamentally over the long-term. We will push to attract top students, which will help with the psychological components of the freeze.

Another implication is that this policy will not affect all colleges and departments equally. It will impact graduation levels and rates, and it may be advantageous to encourage students to get through their educations and graduate on time. This will especially affect non-matriculated students, particularly in AOCE. The university does not want to deny students from classes, but the state is currently unable to fund the volume of students that want an education. David added that when deans are asked to make budget cuts that those cuts not be horizontal but that deans look closely at their departments and make cuts that will minimize damage to their departments.

3. **Discussion Item of the Day: Kari Ellingson**
   Kari distributed the results of a class profile for admitted freshmen that included information about graduation rates and departments of freshmen admitted under the 5% Rule. Several

questions were raised about the effectiveness of the program and ways that the program can be evaluated and the departments held accountable for the students they choose to sponsor, especially considering the higher admissions standards that will be put into effect.

Stayner suggested that the students' success be evaluated based on measures other than graduation rates such as GPA when and if they leave their programs. This would be a better indication of how the students are faring at the university. Students may leave for many reasons, and if we can see how they were doing when they left that may be some indication of how well the different departments are doing at helping these students. Steve suggested that we compare data on 5% Rule students to data on students that come in the back door of the university through AOCE by starting out as non-matriculated students. Another suggestion was to get graduation rates for 5% Rule students based on the sponsoring department. Stayner also suggested that 5% Rule students be required to talk with an academic advisor.

ACTION: A sub-committee was approved and formed that will gather more data so that the larger committee can discuss this issue at a later date. The sub-committee includes Sharon, Kari, Stayner, Gwen, and Paul. They will report at a later meeting.

4. **Next Meeting Date/Time: Monday, February 24 at Noon in the Sill Center**

University Student Commission
Minutes
February 24, 2003

Present:
Sharon Aiken-Wisniewski
Ralph Boren
Judy Cannon
Norm Chambers
Kari Ellingson
John Francis
Kay Harward
Steve Hess
Maureen Mathison
Larry Meyer
Kristien McDonald
Grant Moulton
Chuck Wight

Guests:
Sandy McLelland

Staff:
Kortney Vollweiler

1. **Review/Approve Minutes**
   The changes to the minutes were approved.

2. **Scholastic Standards & Readmission to the University of Utah: Sharon Aiken-Wisniewski**

	Warning	Probation	Suspension	Dean's List
Fall 2002	1,180	202	154	4,156
Spring 2002	616	359	109	3,752

*Warning and probation students attend group workshops, individual meetings with advisors, and are given holds when appropriate.

	Re-applied	Denied	Re-suspended
Fall 2002	69	6	18
Spring 2002	45	6	7

Suspension Students:
- Sit out two terms
- Visit and advisement by advisor in major

- Must supply appropriate documentation for review by a committee for approval/denial. If approved, they are moved to the admissions office for the readmission process.

Sharon and Sandy McLelland (UC Scholastic Standards Coordinator) provided the above information to the commitee. This group of students may be additionally affected by the new admission standards. Given these statistics, she asked the committee to consider the following questions:
- With respect to suspension students applying for readmission: should we approve them if they are identifying a major that is not achievable?
- Should students be allowed to file an appeal for readmission on a 2nd suspension? If so, why/why not?

The colleges that have the most students who want to return after a suspension are the College of Business, the College of Engineering, and the College of Nursing. Currently, the student must meet with a departmental advisor to have an advising form completed. In the past, these forms have lacked vital information that would indicate that a student has a minimal opportunity for success in this major. Due to this, the form has been revised. Also, departmental advisors have requested that they determine a student's chance for success and send their recommendations to the University College advisors. The UC advisors then tell the students of the departmental advisors' concerns and recommendations. The communication between the departmental advisor and the UC advisor must be viewable by the student if requested. It was generally agreed that departmental advisors should be talking with students, rather than the UC advisor (unless the student is undeclared). Colleges need to be responsible for communicating with students. Some on the committee felt that advising needs to be re-evaluated across the board. With reference to how well a student may or may not succeed in a given department or major, Sharon explained that sometimes a B-deficit calculation is used. This involves looking at a student's transcript and calculating how many Bs they would have to get in order to graduate with a 2.0 GPA. This may help put a student's choice of major into perspective for the student, along with giving some indication of how likely it is that the student will or will not succeed in their program of choice.

The committee recommended looking at the history of the readmitted suspension population to find characteristics of success. Are there any patterns concerning retention and graduation that might address the question of who should be readmitted after suspension.

Sharon also shared the following statistic: 62% of students who entered the University in Fall 2001 with an index of 100 or lower went on academic warning/probation while only 13% of those entering with an index greater than 101 went on academic warning/probation. With the new admission standards, the number of students going on academic warning/probation should be less than it has been in past years.

3. **Campus Shuttles and UTA: Norm Chambers**
Due to the weather we have been having, Trax construction is ahead of schedule. If construction continues as it has been progressing, South Campus drive from Wasatch through

the stadium will be open for good by Commencement in May. By Fall 2003, all roadway construction will be complete, with the railway ready for test runs by September 2003. There is a possibility that Trax could be running by Thanksgiving 2003.

In July 2003, the LDS parking structure will be open. The structure will consist of three levels for a total of 650 spaces. Two of the three levels will be turned over to the University. One of those levels will be sold as park and ride spaces for people going downtown for about $240. The top level will be open to students holding U permits. The bottom level will be reserved for Institute faculty and staff. In the evenings, the structure will be open to parking for basketball and gymnastics attendees.

A potential source of concern is that 1,900 fewer permits were bought this year than last year, likely due to higher Trax ridership. The shuttle services are funded through parking permit income and UTA passes are funded through the transportation fee that every student pays. UTA is incurring higher costs and need more money, but that would mean increasing the transportation fee. With the tuition increases, parking services has decided not to increase the prices of parking permits for next year and they will not be able to increase the transportation fee so the option that remains is to eliminate some shuttle services and transfer some shuttle funds to UTA to subsidize the transportation fee. Changes to the shuttle service may include eliminating weekend service and reducing health science shuttle coverage. Residence hall coverage will not be affected. Any changes to the fee schedule will not be implemented until July 2004.

John pointed out that many people get to campus on Trax and then wait outside the bookstore for up to 30 minutes before it opens. He suggested that maybe the bookstore could open a half hour early on some mornings to accommodate those people. Norm said that he would check into it. Ralph asked if the UTA drivers actually check people's UCards when they board the buses. Norm said that they have been spot checking, and if an individual uses a card that is not theirs, the card is confiscated. Larry pointed out that we need to promote walking on campus and that includes creating safe places for pedestrians to cross the Trax line. Steve asked if Trax is still going to come every 15 minutes and Norm said that would stay the same. UTA will also add new cars to the line so that it can transport more people. In addition, UTA plans to pull more buses off campus when Trax is running on the new line.

4. **Old Business**
   Kari has a list of 5% Rule students and the offices that sponsor them and she will have information at the next meeting about possible relationships between the office of sponsorship and success rates for 5% Rule students.

5. **Family Education Rights to Privacy Act (FERPA): Steve Hess**
   Some lists of student names, email addresses, physical addresses, and phone numbers exist on campus and are used for legitimate University business. These lists can be shared between University departments and programs, but only if they are used for legitimate business. Lately, there have been problems with programs, departments, or groups selling these lists to off-campus entities, which is illegal according to FERPA. If anyone is aware of

this happening, please contact Steve. Also, please make your departments aware of the policy.

6. **Next Meeting Date/Time**
    Monday, March 31 at noon in the Sill Center

University Student Commission
Changes Discussed at June 1st Meeting:

<u>Agreed:</u>
Student Representation:
- Student Vice Chair: ASUU Vice President
- Additional according to rules laid out by ASUU

Faculty Representation:
- Personnel shifts to replace outgoing members

Meeting Structure:
- Monthly hour-long meetings
- Agenda items allotted a specific time
  o Agenda items and time determined in advance by Chair and Vice-Chair
  o Timer used at meetings to regulate discussion.

<u>Discussed but not Approved:</u>
- Compensation for student representatives
- Meetings announced and made open to the public
- Faculty members from Health Sciences or Graduate Schools

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Present:
Alex Lowe
Bobby Harrington
Stephen Reynolds
Kari Ellingson
Jeff Mathis
John Francis

Staff:
Travis Currit

I. Introduction: John Francis

John introduced the unacquainted to each other and gave a brief run-down of the Commission. He stated that the Student Commission does not make policy; rather, it makes suggestions to policy making bodies, working not as another level of bureaucracy but rather as a tool to cut through bureaucracy. Kari said that an example of past action was the change of exam times. John said that they perennially look at holds, transportation, and signage. John explained that this meeting was to look over the commission itself: composition, how the agenda is formed, and how it is chaired.

II. The Student Commission: A Brief History Travis Currit

Travis gave a very brief run-down on the commission's history. Copies of his handout available upon request.

III. Thinking About the Commission

Kari explained that a major issue is student representation: the faculty come, as it's there job, but the students often don't show up. John stated that the Intern is often the only student voice present, giving him power far beyond his due. He felt that a way to cure this is to identify the Vice Chair and specify its responsibilities

DISCUSSION:

John said that self-confidence is a key in selecting the Vice Chair, as they will be required to butt in to make their voice heard. It was also recognized that the Vice Chair should be representative of students, be chosen by means of a standard process, and have the position as a high priority. John suggested that it should be Bobby, ASUU Vice President. There was general agreement.

ACTION:

Bobby Harrington, ASUU Vice President, will be Vice Chair of the Commission. All Vice-Presidents hereafter will likewise be Vice Chairs.

DISCUSSION:
John said that it should be students who bring items to the agenda to insure they are of concern to students. Alex thought that meetings should be cut to one hour and each agenda item should be timed, thus cutting down on time-waste. John proposed that the Vice Chair and Chair alternate heading the meetings, taking turns regulating time use and whatnot.

ACTION:
Agenda items will henceforth be allotted a specific time, and meetings in general will be shortened to one hour. The Vice Chair and Chair will alternate regulating the meetings.

DISCUSSION:
Travis mentioned that often meetings end with no real decisive action having occurred. Steve pointed out that the Commission isn't allowed to act, just make recommendations. John stated that some items are simply too divisive. Kari pointed out that some items are purely informational. The relationship of the Student Commission to larger policy bodies was discussed.
Steve brought up the issue of staying open late on Tuesday nights. He wondered if ASUU represented night students. Jeff argued that night students are largely the same as day students. Alex said that student groups other than ASUU should be represented, such as the Residence Halls. There was discussion of which groups these should be and how they should be chosen. John asked about the SAC's. Alex said that only 40% of departments actually have a SAC, and that only 10% of them are active.
Kari brought up how topics get raised, as they sometimes seem a waste of time. John suggested that a small group, perhaps Bobby, Larry, John, Kari, and Travis meet ahead of the meeting to set the agenda.
Steve had the idea of advertising the agenda in the Chrony. There was skepticism about whether students would actually come, given their track record, and also worry that this would mean a Chrony reporter would always be present. John expressed the need for a genuine, sustained student voice on the Commission. Alex said that perhaps he should have his Attorney General write up a set of rules standardizing the Vice Chair.

ACTION:
The ASUU folk will bring to the next meeting a set of proposed rules on how the Vice Chair and other student reps. will be selected.

DISCUSSION:
Steve wondered whether the commission has already dealt with every issue it was capable of, and the rest are too expensive to do anything about. He felt perhaps the commission should disband. John admitted the validity of the point but mentioned the need to have decision makers connect in some arena, and also mentioned the periphery issues that do get solved, such as campus lighting. Kari mentioned that perhaps the current faculty members have exhausted their idea supply. John said the Commission also gives students experience in dealing with administrators, and is generally educational for

them. Jeff commented that often he is embarrassed at students' lack of knowledge about the issues.

Travis mentioned that if the faculty members are out of ideas, perhaps new ones should be brought on. John pointed out many that will already being replaced, but perhaps we should think of including others, such as graduate colleges or health sciences. Steve mentioned that the current system tries to represent where the most students are, such as Social and Behavioral Sciences. Kari mentioned that we were losing a large number of female faculty members. John suggested that we bring ideas of new faculty to the next meeting.

Travis reviewed what he thought were the major decisions of the meeting:

The ASUU Vice President will be the Vice Chair, and ASUU will come up with proposals for other student representatives.

Meetings will have timed agenda items, which will be set in advance by the Chair and Vice Chair, and possibly a few others.

Suggestions for additional faculty representatives should be brought to the next meeting.

Kari mentioned that perhaps Chartwell's should be included. Steve thought that students should be paid for attending the meetings, just like the faculty. John stated that it was very easy to spend his money, but was not opposed to the idea of perhaps a $10 book certificate.

Travis and John realized after all had left that no time was set up for the next meeting; that will be determined later.

Present:
Alex Lowe
Bobby Harrington
Stephen Reynolds
Kari Ellingson
Jeff Mathis
John Francis

Staff:
Travis Currit

John started the meeting by stating, for the record, that regardless of meeting time or length, we are committed to serving food. There was much rejoicing. He then reminded everyone of the purpose of the meeting, which was to determine changes to the Commission for the coming year. He went over some of the changes made up to that point: the agenda determined in advance by Bobby, Larry, John, and Travis, Larry Devries serving as the Chair, and Bobby, the ASUU Vice President, serving as the Vice-Chair, with other student involvement as determined by ASUU.

Bobby then told of the plan for the student representatives: the Vice-President, three members of the executive cabinet, and three at-large representatives. He felt that the large number of students would insure that some will show up to every meeting. John stated that therefore it was the Vice-Chair's duty to encourage the student involvement in the Commission. There was discussion about making sure the students knew that, even though there were six members, they were all expected to show up, and it would be perfectly acceptable if all six were at every meeting.

Bobby then discussed the selection of the at-large representatives. He said that they did not want to specify that every year certain groups must be represented because that was too binding for future leaders. He wanted more leeway for representatives to be chosen that matched what issues it was thought would be raised in the coming year. John said perhaps some sort of "broad constituencies" language would be appropriate. Alex stated that they felt the need for flexibility on this issue, and that language might work. He said that they will try out some form of representation this fall as a trial run, and then sometime in the spring put something definite in Redbook to insure permanent future student presence.

As for this year, Bobby said that they were looking at someone from the Residence Halls, but had not determined the other at-large representatives specifically, nor had the cabinet members been chosen. Alex said that diversity and the residence halls should be big issues this coming year, and should have representation. He did not know whether this would be in the form of the Diversity director or the Non-Traditional Student rep or someone else.

Steve had just walked in late, so John debriefed him on what had been discussed. Steve wanted to make sure that one at-large representative should be someone diverse or

non-traditional with no involvement in Student Government. Alex and Bobby said they were already planning on someone to represent diversity and non-traditional students, but wondered how to find students who were un-involved. John said that the Women's Resource Center or other such groups could provide a list, and it was agreed that this was a surmountable barrier.

ACTION: Student Representation shall consist of a Vice-Chair (ASUU Vice President) who will choose three members of the Executive Cabinet and three at-large representatives to serve on the commission with him.

John expressed his desire that the student reps bring to the meeting things they are concerned about. Kari mentioned how students could serve as guest speakers or be brought in as experts to discuss issues.

Alex said that instead of the "Vice-Chair" he felt the position should be a "Co-Chair," and have more responsibility in running the meetings, determining the agenda, and being generally a co-equal partner with the chair. Kari stated that more responsibility would be good, encouraging more participation. John stated that he also wanted a better transition period between administrations. Alex said that Co-Chair of the Commission being defined as one of the Vice Presidents responsibilities would help.

ACTION: The Student Vice-Chair is heretofore called the Student Co-Chair, and will take an active role in running the commission.

Bobby asked about the setting of the agenda. John said that perhaps as issues arise, the agenda might need to be set several meetings in advance. Kari thought it would be too hard to plan very far in advance, as issues tend to be topical.

John asked if we were sure the meeting should last one hour. Kari brought up that shorter time would force action and cut off needless discussion. It was brought up that sometimes the agenda would be packed and more time would be needed, and that it would be much harder to extend the meeting time for those occasions than to cut it back for others. John mentioned the benefits of time for casual social interaction. It was finally decided that meetings would be scheduled for 1.5 hours, but run efficiently and end as soon as possible.

ACTION: Meetings will be one and a half hours in length.

John brought up faculty representation on the commission. He said that currently included are the people that make the most different in students life: associate deans, Student Affairs, and Administrative Services. The main goal is to get people in the room who can make students' lives easier.

There was then discussion about new members of the Commission. There was talk of getting someone from Health Sciences, Athletics, Security, or the Library, but it was decided these people could be invited on an ad hoc basis. It was decided to invite three new members:

ACTION: 3 new members to be invited:

      Laura Snow, Special Assistant to the President, Secretary to the University
      Whit Hollis, Union Director
      Jerry Basswell (sp?), Chartwells and Residence Halls

      The issue of a timer was brought up. It was decided that agenda items should be given set times, and the Chair and Co-Chair should try to move the meeting along, but that no timer should be used.

      The issue of pay for student members of the commission was raised. Steve said that we wouldn't have to pay them very much to get them to come. Alex expressed some discomfort at having the Executive Cabinet members paid. John proposed a gift certificate for reimbursement, but it was finally decided to just provide baked Alaska before Christmas or make the meetings attractive in some other way.

ACTION: No timer shall be used at the meetings; however, the Co-Chair's will attempt to move things along efficiently. Students will not get paid, but will be lured in with treats of some variety.

      Graduate school representation was brought up. John said that should be worked out from the student end. He said that Grad students tend not to be involved in a lot of activities, but pointed out how they have the right to vote, join any club, and other benefits. It was said that Grad students often exclude themselves, and Jeff pointed out that they receive a lot of money from ASUU for their SACs.

      Steve asked whether the meetings would be announced and open to the public. John felt that anyone who wished should be allowed to attend, but did not want a public announcement. He then asked whether we wanted a set schedule for all the meetings for the year. Kari felt it was a good idea to set a day and always have the meetings on that day. After some debate, it was decided that the meetings will be held on the 3rd Wednesday of every month from 12:00-1:30 PM.

ACTION: Meetings for the year: 3rd Wednesday of every month from 12:00-1:30

      As the meeting was ending, John and Alex warned all about Holiday Inn Burritos.

University Student Commission
Minutes
September 29, 2004

Summary:

1. Attendance Policy: The group felt that students with problems concerning attendance policy should work with the instructor first and then the department chair and department committees.
2. Recycling: The group expressed unanimous support for recycling efforts; we look forward to tracking their progress and hope to have a report back in the future.
3. Assessment: Upcoming re-accreditation gives us a wonderful opportunity to improve our assessment, especially as records student outcome. Paul hopes to use our group as a sounding board to help efforts in that regard.
4. Chartwells: The University works closely with Chartwells to insure a quality product; Jerry Basford and Steve Nygaard both felt that currently dining services were doing pretty good; but both welcomed suggestions and were very committed to working towards improvement.

Full Minutes:

1. Introductions/Food
   Bobby Harrington

Bobby kicked off the meeting by having everyone state their names and batting averages, pointing out that he went a stalwart 3-4 in the otherwise tragic loss to the administration in the annual softball game. John introduced the Commission and its purpose, stating that while it did not have authority to make policy, it did have powerful Moral authority.

2. Attendance Policy
   Larry Devries

Larry introduced the current University attendance policy; students are expected to attend except in the case of excused absences for approved activities and religious holiday, in which case they should notify the instructor. Some teachers keep track of attendance, some do not; many times missed quizzes or whatnot serve as the penalty for bad attendance. Travis asked if the students could leave if the teacher was not there by 15 minutes, and Larry said that seemed fair. Kay Harward pointed out that in some cases the last day a student attended class must be certified, which is difficult when attendance is not taken. There was discussion on what to do in cases of questions of problems about a teachers attendance policy; it was agreed that the first recourse should be to the professor, then to the department chair and department committees. Steve Reynolds noted that most remedies available to students are *ex post* rather than *ex ante;* they have little success challenging policies until after they have been negatively affected.

3. Recycling
   Mike Perez, Bobbi Freeman

Bobby Harrington introduced recycling as a prime concern they heard from students during the student body elections. Bobbi Freeman gave a brief history of recycling efforts, which started in 1991, faltered along but picked up steam last year with interest from the administration. Mike Perez said that currently non-comprehensive recycling does take place in offices and buildings on campus but is fragmented. Currently, a broad, across campus advisory board is looking into starting a comprehensive program. They have currently looking 2 firms to potentially perform a waste audit.

Mike said that the audit is the essential first step to know our needs in order to best design a recycling program. The program should make separation of items easy and inexpensive; an educational component will be included to help the trash generators work with the system. They are approaching it in a business-like way: it should be as efficient and cheap as possible, and most importantly have long-term sustainability.

Theresa Martinez asked if they were looking to collaborate with faculty that do environmental research. Mike thought that was a good idea; educational opportunities are necessary. Regina Schaub said that there was a huge potential for recycling in property surplus, dealing with old computers and such. Bobbi said they were already looking into it.

Mike said that they were looking into creating a website which would document recycling successes and show people how their contributions were paying off. He said that funding is a big issue; they are looking for a good business plan so that recycling would pay for itself but it might need to be subsidized. Alex said that he was very excited about this issue and really wanted it to be sustainable. He said that students don't currently pay for waste management; they are willing to pushing and looking into recycling but should not be expected to shoulder all the costs.

John asked about a time table. Bobbi said information will be on the website (**Uwillrecycle.com**). By November they should be ready to go with the audit either this or next semester. Nov. 15-19 will be "Recycling Week." John asked what we can do now. It was decided that we (the wonderful commission members) should work on pushing and creating a buzz about recycling. Bobby called for a vote of who was in favor of recycling. All were save John, who hates kittens and raindrops on roses as well.

It was agreed that we should have Recycling report back to us later.

4. Assessment
   Paul Brinkman
   Paul said that in October we will be only 2 years from our 10 year accreditation. Thus there is a rising interest in performance indicators, which also are good for our own purposes. A plan for "Student Outcome Assessment" is needed, an area we were dinged for in our 1996 review. The plan has three focal points: 1) progression: how students move through the university; retention, graduation rates, etc. 2) Learning: difficult but must go beyond individual classes into looking at general ed as a whole, i.e. do students actually know how to write upon graduation? 3) Student Engagement: students can graduate without knowing a single faculty member which is unacceptable.

He then talked about how assessment is structured. Academic units should be assessing already, from individual professors to departments and colleges. He is working on taking an inventory on what is done now in departments and sharing the best practices. There is also centralized assessment, which integrates and coordinates efforts. He felt that this group should be used as a sounding board to avoid wasted efforts. He said it is important to close the loop of assessment, bringing that information to groups, and then action. Speaking at 9:00 on Oct. 7 in

the Gould Auditorium will be someone from the northwest region accrediting people. Everyone was encouraged to attend.

The importance of long-term tracking was discussed, both because opinions change removed from the stress of graduation and because good numbers on career placement could be a powerful recruiting tool. It was stressed that we need to tap into existing sources of information, such as advisors and career services surveys. John stressed the broad charge for assessment; organizations, for example ASUU, need to know how their projects are going and act accordingly.

5.   Chartwells
     Jerry Basford, Steve Nygaard
     Jerry started by telling how Chartwells came into existence. They were chosen from only 3 companies that bid to replace the University-operated dining services which were losing money. Currently, we are in the 1st year of the second 5 year contract period; after that is up, we have no obligation to keep them around. Their contract stipulated guaranteed meal plans and required catering in the Union, as well as guaranteed profit to the University. They pay the U $250,000 a year plus 11% on all sales, which goes to bond payments and contract maintenance.

The U works closely with Chartwells to insure a quality service. Two assessments are done a year, which average 75%-80% satisfaction, and compare favorably to other schools across the nation. All catered events are asked to fill out a satisfaction survey, but only around 100 come back out of 20,000 events.

Jerry said he did not have a problem with other groups serving the campus, but wanted to limit allowed groups to better monitor health concerns. He also pointed out the unfair playing field caused by the 11% University charge; perhaps that should be applied to other caterers or given back to departments to even things up. Steve asked if Chartwells paid rent for their facilities; Jerry said that they do not pay rent per se, but do pay the guaranteed 250,000, and paid 2.7 million for the Union renovation.

Steve Roens asked what the major problems people had with Chartwells were. Kari mentioned many catering problems a few years ago, but it was felt these had been worked out. Bobby mentioned students complaining about meal transferability in the residence halls. Jerry said the plans were based on an economic formula which counts on students eating less meals than they pay for, which is how you make money. Whit said if the meals were transferable, costs would have to rise to compensate. Patrick Barnes expressed concern that the guaranteed business to Chartwells would reduce incentive and result in mediocrity. Jerry said that is why management is so important.

Jerry mentioned that a lot of the food at the Union was outsourced, such as Pizza Hut and the like, which made the food more expensive because Chartwells and the University took a percent, and in less change in options. Alex asked about the idea of eliminating the University's 11%; which would still be an improvement over when we were losing money. Jerry pointed out the $6.5 million in bond payments that went towards which would be difficult to finance otherwise.

Steve stressed the need for an interesting and changing environment to make the food experience better. He said the residence hall's number 1 goal was to increase student satisfaction. According to the Educational Behavioral Institute (EBI) two factors were important: relationship with students and dining. Special event days were being planned to help that out. He felt the

challenge was to close the feedback loop; he felt currently we were above average, but encouraged suggestions, as we can get better.

Our next meeting will be 12:00 on Wed, Oct. 20. Our wonderful friend Steve Nygaard has invited us to hold it in the second floor meeting room off of the Dining Hall at the Heritage Center.

Student Commission Minutes for October 20th 2004

❖ Opening by Bobby Harrington with Introductions, absences etc.

❖ Presentation by University Counseling Center

- New Director (Lauren Weitzman)
- Office located in 426 SSB (8am-5pm with extended hours until 6pm on Tuesday)
- Multi-disciplinary staff, counselors, psychologists etc.
- The counseling center works with students with 6 or more credit hours, as well as faculty and staff.
- First appointment is free and $10 for individual sessions and $5 for group sessions
- University counseling center offers individual and couples counseling as well as therapy groups. They are available for emergency appointments and focus on a short term model (12 or less visits)
- They also provide the alcohol and drug education center, testing center, learning enhancement workshops, faculty liaison program etc.
- Looking to help those who have had problems with accessing the center. They want to enhance visibility and accessibility.
- Really focused on diversity, scheduled meetings with CESA and ASUU

❖ University Career Services (Stan Inman)
- The center is located in 350 SSB with 12 career counselors. Appointments are welcome as are walk-ins.
- http://careers.utah.edu
- nationally recognized career library
- newly created 'relaxation area' with wireless internet connection and "career café"
- focus lately on web based info (5 staff meet weekly to update)
- 390,000 hits on the "who hires our graduates?" page as well as a lot of hits on the student employment links.
- The web portal is closed to U students and faculty, it is also accessible by employers looking for grads, undergrads etc.
- Alumni can join for $250 for 6mos. Of that, $36 goes to the Alumni association for dues.
- Recently organized the career fair with magazines, and collaborations with businesses.
- Collaborates with employers (PacifiCorp. Posters etc.)

❖ Children on Campus (Barb Snyder)
- Background- 3 types of children
  - 1) Children brought in by programs geared toward youth (ex CDT, Youth theatre etc.)
  - 2) University of Utah students who have children and live in married student housing

- 3) children in day-care at the U (children of staff and faculty)
  - o There is a divide in the student population between married and non-married students.
  - o Proposal for committee to be formed to discuss issue of children and make sure campus life is just as memorable for married students as for non-married students.
  - o Discussion of committee, possible chair etc.
- ❖ Health Insurance (Joan Rawlins)
  - o Available for undergrads taking 6 credits or graduates taking 3 credits.
  - o International students are now required to show proof of health insurance.
  - o TA's and RA's can be covered as an incentive to them.
  - o Trying to keep plan comprehensive and at an affordable cost.
  - o Committee works hard to keep insurance satisfactory to students in price negotiations etc.
  - o Spreadsheet handout gave costs before and after '92 mandate.
  - o Plan covers only sick and injured (no preventative measures are covered) this upset students.
  - o If birth control was added to the insurance, premiums would go up 9%
  - o The cost of insuring dependents is up.
  - o The dept is trying to keep single costs as low as possible and raise only insurance for families as needed.
  - o The dept also had to discontinue prescription coverage on the last revision and is dealing with backlash on that.
  - o They are also trying to funnel students to the student health hospital and also student health services.
  - o There are currently 1500 students enrolled and the group asks for new proposals ever 2-3 years.
- ❖ Closed meeting, talked about food (mmm. . .mmm. . .good) and fought way back down campus in the rain.

√

University Student Commission
Minutes
November 17, 2004

Summary:

1. All hail Kari Ellingson, the Commission Member of the Month
2. Inauguration will be April 15 at 11:00 AM
3. The Children on Campus Subcommittee will meet November 29 and report at the Dec. 8 meeting.
4. Rand Smith will spearhead a subcommittee to find solutions to international student issues with Chartwell's
5. Angela Wimmer will head a subcommittee to look at ways to better disseminate information about scholarships.
6. The commission will meet December 8th, with the main topic of discussion being the recent changes to the Presenter's office.

Full Minutes:

1. Preliminary Blabberings

Bobby announced that someone ate John's special sandwich and he was seeking revenge. He designated Kari Ellingson as "Commission Member of the Month" for being involved in three agenda items last month as well as volunteering to head a subcommittee when she wasn't paying attention. John announced that Inauguration for President Young will be April 15, and will be accompanied by a variety of events so either reschedule competing events or have them assimilated into the festivities.

2. Accommodation Policy
   Kate Coles

Kate and other members of the Accommodation Policy Committee explained the policy they had come up with and answered questions. They clarified that that the Americans with Disabilities Act and all federal laws still must be followed and education is needed so people know what is required by law and what is required by policy. They also clarified that instructors are not required to make accommodations, but once one student is accommodated all requests for accommodation must be considered. The unit of consideration under the policy is one specific course and one instructor; previous accommodations by other instructors, in different courses, or even the same course and instructor but different semester do not require an instructor to make accommodations.

Steve wondered about the Dean of a college overturning an instructor's denial of a request for accommodation. Kate explained that the Dean should uphold the decision unless it is deemed arbitrary and capricious, a rather high standard. If the decision is overturned, the student will be allowed to withdraw. John Morris said he hoped such a situation would never or very rarely occur, explaining that the Dean is meant to interfere mainly to stop major discriminatory

abuse. John pointed out that the policy puts more weight on the syllabus, since it is important student's know of potentially offensive material ahead of time. Kate said that the disclaimer statement drafted by John's office is good and should probably appear on all syllabi as it is hard to predict what will be offensive.

3. International Students: Recent Issues

Rand said that international students are very important to our campus community and he was concerned that they were moving their events off campus because they could not bring in outside caterers due to the Chartwell's contract. Ramanan, president of the International Student Council, explained that in past years they were able to have events with meals catered by outside international restaurants, but recently things seem to have changed. He said this is a major problem because food is an important part of many cultures, and it is difficult for Chartwell's to cook some international foods properly.

Whit Hollis said that Chartwell's was only required for events in the Union; which the students said was not what they were told. Whit said that for Diwali (sp?) nights they were allowed to bring in a caterer outside on the Union patio. He explained why outside caterers were not allowed in the Union: the kitchen was not designed for it; the university could not guarantee the safety of the food, putting them in a tenuous legal situation; and other caterers do not pay the Union anything to pay for upkeep or the facilities.

Anya told of problems working with Chartwell's and wanted to know if they could go in the kitchen and cook. Rand pointed out that not many places on campus can handle large events. Ramanan said outside is too cold much of the year. Whit explained that other universities where the students cooked had self-operated dining services, unlike the U who is contracted out. Some things are limited by law and the terms of the contract.

Bobby said that it would be very good to get students and administrators to discuss further on this issue and a sub-committee headed by Rand Smith was formed.

4. Student Involvement
   Paul Brinkman

Jessica Rogers explained ASUU's goal to be proactive in reaching out and getting students involved. She presented their Registration for Involvement plan, aided by a lovely packet that I'm sure she will give you a copy of on request (jrogers@asuu.utah.edu.) The basic concept is a series of links on the CIS pages leading students to a website where they can see a list of all student groups in the program. They then select the student groups they are interested in and submit their contact information. That information goes to the Student Involvement board who makes sure the group contacts the interested student within 1 week.

Responding to a question by a stunningly handsome gentleman in a green shirt sitting to her left, Jessica said the program will include the over 200 student groups registered with ASUU as well as the SAC's. They will work with departments in every major to list all available opportunities. John suggested they try to get two contact names from each group in case one vacates the premises. Gwen pointed out the interesting dynamics of the summer time, when groups have a lot of change and turnover and many students are looking to get involved. Jess said that the program will be supplemental and in addition to anything other groups like the Bennion Center currently do.

5. Conveying Information about Scholarships: A Discussion

Angela Wimmer

Angela said that the Financial Aid and Scholarships office puts information on every scholarship the University offers that they know about on the web as well as in paper form. They also advertise and major on campus fairs such as PlazaFest and Preview Day. John worried about information about scholarships making it from the departments to her office. Angela said that not knowing who the departments have given money to also can create problems with federal financial aid. John said he had heard of a $9,000 of departmental scholarships going unused. Angla said over 14 million dollars of departmental scholarships are available.

Alex said that he appreciated the great things the financial aid office does. He said he would like one place on the web were information to all scholarships would be easily accessible. Angela said the current website does offer all that, but Alex said that in his experience it is hard to understand and navigate, as the site only provides links to department's websites which can be confusing. Kay agreed that students have to go hunting and thought some sort of standard template for scholarship information would help. Patrick said that we need to think of ways to bring the information to students, to really make it available. Alex said he knew students who were too busy working to apply for scholarships, or just don't think about it.

Regina suggested the students take on a survey to ask the departments why scholarships go unused, and perhaps make a "little known scholarships" website. Kari said that education is key; we have to change the notion that only 3.9 students get scholarships so everyone will at least check if they qualify. Sharon said it is important that students declare a major early so the departments can contact them with info on this sort of thing.

Kay said he could see some things that can be done: a template for scholarship information, and better, more direct links. He said we will always have the problem of not knowing all the scholarships because new ones are constantly being developed. He said that two of the reasons scholarships go unused are that students don't know about them, and that donor restrictions are so tight no one qualifies. John said that departments should be made aware that they can combine and rearrange small or otherwise odd scholarships if they don't function as well as they should.

A subcommittee was formed of Angela Wimmer, Paul Brinkman, Kay Harward, Steve Reynolds, Patrick Barnes, and another student to look further at this issue and come up with solutions.

6. Closing Murmerings

Bobby thanked and praised effusively Kay and the other administrators they have worked with for being so student friendly and supportive. Kari pointed out that she was still the Commission Member of the Month, so don't get cocky.

It was agreed that there was substantial interest in holding a meeting on December 8th to discuss the recent changes in the Presenter's office. Travis will try to arrange for some sort of tasty yuletide treat which John will pay for out of his deep and unwavering generosity.

University Student Commission
Minutes
December 8, 2004

Summary:

Today's meeting was one of Reviews and Updates, all helpful and delighting.
1. Mike Perez gave us details on the continuing recycling effort. There will be a waste audit in mid-April to May and a final report in the summer.
2. Kari reported back for the Children on Campus Committee. They have designed several surveys and are moving on collecting information.
3. Bobby and John gave us an update on the Campus Readership Program. The program has been a success and will be continued.
4. Unfortunately, Rand was not able to join us, but Jerry was able to review the results of his meetings with the international students. Short term compromises have been worked out and long term solutions are being sought.
5. The Scholarship Information Committee was revived, with Adam Reeder heading it and membership consisting of Angela Wimmer, Paul Brinkman, Kay Harward, Steve Reynolds, and Patrick Barnes.

Full Minutes:

1. Recycling Update
Mike Perez

Mike laid out the schedule for the recycling initiatiave: By Feb. 4th, we will receive a detailed proposal from Cascade Consultants, the company chosen to perform the waste audit. By mid-March, they should be under contract to perform the audit. The actual audit will analyze trash in dumpsters and so forth from mid-April to early May. (This endeavor will be assisted by the efforts of students in Leslie Francis's Environmental Ethics class.) A report from the audit will be available in late May to show what current waste consists of, and in mid-June this data will be analyzed in a highly scientific manner to tailor a recycling program to fit our needs. Then, on to the implementation phase!

John wondered if we will be able to make money from our waste. Mike said that is certainly a desired outcome. I asked about funding; ASUU has committed around 10,000 to fund the audit, and Dave Pershing is working on additional funds. For the final project, initial efforts will focus on securing funding for an all-encompassing effort; if those can't be located, the project will be scaled down accordingly. It was asked if people from Environmental Studies had been contacted to help; Mike said they certainly will look into it.

2. Children on Campus
Kari Ellingson

Kari reported back for the Children on Campus committee which has been working diligently since its original formation back in October. They have now divided into 2 subcommittees and come up with 5 categories of children who may be on campus:

1. Children who have to be here (live here, day care, etc.)
2. Yourh classes and sponsored events
3. Come with parents for events, etc.
4. A tentative group of Students who, perhaps, we don't want on campus (kids with their parents at work, skateboarders)
5. Children not on campus who should be (children unfamiliar with U and college, etc)

They are planning 4 surveys:

1. To go to all departments, to determine what sanctioned activities happen, who and how many attend, etc.
2. To go to the students, to determine
   a. Percentage w/ kids, how old, etc
   b. How often are kids on campus, in classes, and is it disruptive?
3. To staff and Faculty, to determine who has kids, do they use daycare, and so forth, and do they find children on campus disruptive
4. A fourth survey which escaped my notes

Kari said the other subcommittee will be examining the very important issue of: What to do if kids are found to be disruptive? This must be decided before gathering the information, as once the information is out it may force action.

Bobby asked about the timeframe; Kari said the departmental survey will go out in a week or so, the others will have to wait until those results. As this issue is not pressing, they want to take plenty of time to do it right.

John voiced displeasure at the idea of having rules emerge on the issue, but thought some kind of guidance from the Dean of Students or somesuch might be a non-rule-orientated way of dealing with the situation. Kari agreed and said we must distinguish between occasional incidents, a child in class once because the babysitter fell through, and habitual use, using the office as a substitute for daycare. It is necessary to ask the right questions.

Kari also mentioned the difficulty of finding information about programs for children and thought centralization would be a good thing. Gwen asked how the surveys were defined and Kari said they would be specific and ask for age ranges. John asked about high school kids at ASUU events; Bobby and Patrick said they certainly are welcome but do not receive the student discount. Larry voiced displeasure about the notion of policy and John emphasized that was not something anyone really wanted. Stayner mentioned that there was already some guidelines in the student rights and responsibilities. I asked about Skateboards; it was revealed that there exists a skateboard policy and committee, and Bobby revealed details of his sordid, rebellious youth as a skater.

3. Campus Readership Program Update
   Bobby Harrington
   Bobby filled in for Alex, who was attending class for a change. He told of the history of the Campus Readership program, piloted Fall '04 and started in full last semester (Fall '05). It was popular last semester, with 16,224 papers picked up per week in October, 15,097 in

November, and 11,500 in December. He said ASUU continues to gauge student opinion on the program, the best way being by talking to students about it. Overall, the reactions are very positive, students love it, are excited about the program. They are interested in continuing it and will probably renew the contract at the end of the semester.

One speedbump has been the dip in Chronicle readership. This is usual for campuses (campi?) who have the program, and it has gradually been improving since the initial drop. USA Today flew in a big shot design guy who worked with the Chrony on improving their paper (as reported in the Chrony editorial, 1/20/04) They are working on ways to better market themselves and are getting new, sexier bins.

Kari asked for the breakdown of popularity by newspaper. Bobby said he could find out but didn't have it on him; John said that the main ones alternate between the Tribune, the NY Times, and the USA Today, depending on location, with Financial Times popular but available at fewer spots. John said that he thought they should have more bins by Trax and other locations where people spend lots of sitting time, and also wondered asking students to read too many newspapers, possibly at the sacrifice of thoroughness.

John said it is important to elaborate the program to reach the students and faculty. He said faculty may not be aware of the program and not utilizing it in their classes. Information about the program should be circulated to them again so they can take advantage of it.

He also commented that the machines, at least in OSH, are always broken, creating a moral dilemma for faculty who do not pay the fee over whether to take a paper.

I asked if it is true that we were charged per paper picked up. Bobby said that was true and the student fee may be lowered, to $4 from $5, because not as many are being picked up as supposed. John said part of the theory is that each paper picked from a bin would be read by many others after left on the ground, a table, etc. He wondered if this really happened; many attested they have done it, and it was noted the custodial staff needs to be informed not to clean up left papers too quickly.

Steve asked how the machines could recognize student cards. The technological matters were unknown, but it was thought that they could distinguish between faculty and student id's. Paul asked about the fee, and Bobby mentioned the possibility that, since it was collected Summer Semester '04 and no papers were distributed, papers will be distributed Summer '05 without the fee. Stayner said that this might be a bit unfair, and Paul said he would need that information by April at the latest.

Steve asked if the bins were audited to see what number of papers are needed where. John said that wasn't happening in the past, but will start now. It was mentioned that USA Today had provided many recycle bins to deal with debris. John mentioned they apologized to him for the excessive sports coverage. Stayner asked about an elective fee to allow the faculty to participate; John thought that most faculty already get the papers in one way or another and there would not be a huge demand.

4. International Students/Chartwells
    Jerry Basford (for Rand Smith, in absentia)
    Jerry said that he had met with the international students and they had stressed that Chartwells is willing to work with them but need time, at least a month for major events. He said there were many places on campus where Chartwell's is not required; unfortunately, many of them require payment for use unlike the Union, and thus the need for compromising. He said in

tests done a while back Chartwells international food was actually well received, but the issue is attachment to a certain caterer or the want to have food donated.

John asked if some kind of compromise, like a fee to outside caterers, could be reached. Jerry said that the student's could do occasional potlucks, which would not count as catered events. John said that won't really work, and given the importance of international students to our institution, some better solution must be found. Jerry said it would be unfair to make exception only for international students, and said they can cater all they want in departmental buildings or elsewhere.

Patrick Barnes asked if food handlers permits would be required if students brought their own food. Jerry said this was a good point and that all "events" must be catered and cannot be potluck-ed. He said people loading food of pickup trucks was a health hazard and a liability to the university. For events, if they are held in the Union, with 1 month notice, Chartwellscan make any recipe you give them, and they are even willing to hunt down recipes from restaurants.

John asked about special arrangements for, say, and orthodox Israeli group that wanted to have an event and thus would require special kitchens. Jerry said that sort of thing could not be done in the Union but another location could be found rent-free.

Patrick said Rand's current plans are to get materials and make sure all the groups know the rules and their options. He said it appears a temporary compromise solution has been reached, but they are still looking at other options in the long-term, perhaps to be brought up next time the contract is up for renewal.

Jerry said Chartwells will work with licensed folk from outside agencies, short of turning over the kitchen. He also stressed that the Union Patio is NOT contractually part of the Union and open to outside catering.

Bobby thanked all and appreciated the understandings that have been reached and looks forward to a long-term solution.

5. Scholarship Information Committee
Bobby Harrington
Bobby reminded us of the creation back in November of the Soholarship Information Committee, which was looking into consolidating information about scholarships on the web. For various reasons that committee never got off the ground, but he announced it was being revived in grand style. He presented Adam Reeder, the new director of Academic Affairs in ASUU, who will be heading the committee, consisting of Angela Wimmer, Paul Brinkman, Kay Harward, Steve Reynolds, and Patrick Barnes.

Wayne Petty mentioned that the Alumni Association gives out $70,000 annually in scholarships and should participate in any such committee. He said that (Lorraine?) Richards or Tricia Stoker would be excellent representatives.

University Student Commission
Minutes
December 8, 2004
Revised December 9, 2004

Summary:

A lively and useful discussion about the Presenter's Office took up the entire meeting. Some of the issues raised were:

a) How to balance the professionalism, abilities, and continuity brought by full-time faculty advisors with the need for student control over student fees.

b) How to insure that quality, diverse, and educational programming continues while attempting to provide different programs to meet the interests of all students at the university.

c) How to insure that student input from all concerned groups affected by the Presenter's office is heard and taken into account.

Alex and Bobby promised to remain open to input from *concerned students* and are willing to work with them on long-term solutions to the issues raised.

The Commission will address this issue again in February.

The Children on Campus, Chartwell's, and Scholarship committees that did not have time to report will do so at the January meeting, with many useful meetings having been held amongst themselves before then.

Full Minutes:

Alex started by thanking all for coming and clarifying what has been going on with the Presenter's Office (PO). He said that 39% of the ASUU budget goes to the PO, and thus he realized why it generated concerns. He said that the PO is still running and functional, and all that has been done are some personnel changes. Formerly, there were two full-time advisors, one for marketing and one for contractual issues. In the interest of more efficient use of student funds, this was consolidated into one position. The office will still function similarly to before and is running smoothly.

He said much controversy has come from students exercising control over full time employees. He stressed that the decision was not hasty or fickle, but done after consulting many people and following all university protocol. He said the factors going into the decision were efficiency concerns, some specific personnel issues, and most of all the desire to put control of student funds in the hands of students. All contracts are still being honored while a national search is being held to look for a replacement advisor.

The representatives from the College of Fine Arts then spoke (unfortunately I did not get all their names). They said they appreciate what the PO does and do not want it to decline. They said it was important to have student control but also to have a qualified, well-versed industry professional with the experience and ability to present quality programs. They felt that student's in the Fine Arts know who is good and what is needed and should be involved in the search process.

The theatre representative said that in the performance industry, connections and respect are very important, things which students cannot get as well as experience professionals. The

Dance representative said that the university should have more control over student fees because, as only 12-13% of students vote in elections, many of their voices are not heard.

Bobby said that as it is a democratic process if voices are not heard it is because they are not speaking out. He said that the administration is great but he is absolutely committed to maintaining student control over their fees. Alex said it was right that a good professional was needed but students must still control their funds. He said they have sent emails and formed a committee of knowledgeable students to look for the replacement advisor.

He then raised the other issue of the $.95 student fee that goes directly to Fine Arts. He said they might be interested in looking into how this was being spent. Phyllis said they have scrupulous reports of where that money goes. She said it was set up to avoid the vagaries of going to the assembly for funds every year. The money is controlled by students and goes directly to student performers. The theatre representative vouched for that and said that it seems the fine arts fee is scrutinized far more closely than other fees. He also asked who was on the search committee for the advisor and that no one in his program is consulted.

Alex said the Fine Arts fees are more heavily scrutinized because they are the result of an ASUU decision, where athletics and other fees are not overseen by student government. Bobby said that the fee means that 60-70,000 dollars goes directly to Fine Arts while the other colleges have only 70,000 combined between them.

Liz we should look at quality rather than quantity. She said that while groups in the humanities want money they realize it takes different sorts of financing to support quality fine arts. She said she was concerned that we were discussing the issue in terms of quantities of money rather than access to quality programming.

Patrick Barnes said that what people are saying they want for the Presenter's office is what already exists: student control with significant professional help and expertise. He said that they traditionally recruit people from Fine Arts to be on the Presenter's board. He said the structure is remaining mostly unchanged and the process exists if people want to come get involved in the office.

The Dance representative said that they can't insure the PO's continued existence year to year if it is subject to the changing whims of the new administrations. He said they want accountability and input to maintain its future. He said that the PO's mission is to provide educational, enlightening programming to broaden student's minds, not popular entertainment.

Annie Nebeker said the mission has changed to address concerns of the mainstream and thus entertainment is not included. She said while some things are subject to changing whims, 95% of funds are appropriated in the constitution, and can only be changed through a lengthy process.

Alex said that administrations will change but that's just the way the system works. He said that he hears from passionate students every day, all of whom think their cause is the most important, and he must draw lines and make decisions as not all can be supported. He said that while quality issues are important, it is a lot of money being talked about and that must be addressed.

Karen Dace said the Office of Diversity has had great relations with the PO in past years and relies on them for two of their major events. She said she has seen the importance of knowledge in the business and support that advisors provide. She felt this meeting was great but too late. She asked who was consulted as the changes were worked out, as no one asked her office. She asked whether there are better ways, if other universities have been looked at. She

was concerned that the office is not running smoothly as the have heard nothing about their event in January.

She said she was very deeply concerned about the statement that the office was moving to the "mainstream" and not going to do things just for marginal groups. Annie clarified that the office mission is still to provide programming for those groups but add some as well for mainstream audiences. Karen said that mainstream audiences can benefit from diverse programming and wanted a commitment right now from the administration that the PO will continue diverse programs.

Alex said PO's purpose has not changed. Emily Justice said that the effects of the changes have been severely exaggerated. She said she sees a mentality that students are incompetent. She said that the students in the PO are very good at what they do, know and care very much about it. She said that it is important to trust students as they are not incompetent.

Emily said that the primary goal of the PO is to have every person feel that they provided at least one event that appealed to them. She said that in the past performing arts have been the primary offerings but this will no longer necessarily be the case. She said she definitely agrees with the need for educational and diverse programming, but there is nothing wrong with appealing to the mainstream.

She said that people worked for months doing nothing but look at how other schools run their programs and found that what we do is great, done well, and headed in a good direction. She said that while its true that only 12% vote and only 20 students are on the PO board, all those students are not elected, chosen solely by their merit and experience in the field, and she invites anyone to come and be a part of the office. If they don't have the time, feel free to send emails for feedback.

Emily said that at every event surveys are given out to receive student response. She said that not all groups were consulted about the changes because they weren't affected, as the PO will remain essentially the same. She said last year more control was switched over to students and events were still very successful this year. She said that while it was her fault to not have contacted diversity, they always can contact her or ASUU with concerns. Karen said she felt the professionals used to always provide that contact.

The Dance representative brought up two examples of the PO running into problems: the first was when attendees were locked out of Kingsbury hall for 15 minutes before the Mo Rocca performance. Emily said that was an unavoidable technical mishap. Kari pointed out that despite the difficulties it was an amazingly successful, well attended event. The other example was of a person that canceled due to whether and yet the PO did not get their money back. Emily said that was several years ago, when things were still run by the full time advisors. She said in general in show business things don't always go perfectly and it is not a result of PO incompetence.

Another representative from Fine Arts said that the PO should bring in things not available in the rest of the valley. Rock bands will come to town regardless, but acts like Mo Rocca will only be available if brought by the PO. Bobby said the PO tries to bring in everything, and Alex said bringing in bands is not a new change.

John said he accepts us undebatable the principle that students must govern their own fees. He objected to the discussions of mainstream vs. minority interests as he feels there is not a mainstream and the office should celebrate the diversity of the student body in its entirety. He said the PO should be consciously structured to represent all ranges of opinion, perhaps with an advisory committee consisting of proportional representation of all taste groups in the university.

Bobby said he will stand by to the death student autonomy over student fees. He said that administration control will equal no student voice over the money. He encouraged a group from the Fine Arts to run for office.

Patrick Tresco said he has some concerns with regard to diversity. He said that as only 12% of students vote and only .02% are directly involved in the PO, how are student voices being represented? He asked if the philosophy of programming done by representation or leadership decisions. He asked what sort of assessment instruments were in place to judge the interests and needs of all students, not just those who speak out.

Emily said that the 20 on her board are not large but are representative. She said that at every event there is a survey to give opportunities to provide input. Kari said they recently attempted to form focus groups, calling a random sample of 300 students, but only 10 showed up, despite very good incentives.

Patrick Tresco said in his experience in the college of engineering, those involved in leadership often are very different from the average student and have different opinions. He said he felt the opinions of the average student were no less important and objected to the view that those who don't choose to participate don't matter.

Bobby said those are very valid points, but in a way it is training for the real world, as in life you often must speak up to have interests represented. He said that this issue was a very chief concern for the administration, they think about it all the time even before bed, and the Fine Arts has a powerful lobby.

Patrick Tresco said that groups that are not large by sheer number should still have say. He was concerned about inclusion and protecting minority interests. Theresa also said that while the minority/majority discussion might be uncomfortable, racism is a very real and present issue on campus, and she sees marginality all the time. She said that ASUU had an honourable responsibility to right now commit to be respectful for these minority and diverse interests. She said this is the only chance to heal wounds possibly made during the deciding process.

Bobby said he definitely makes that commitment for the 2004-2005 administration, but cannot speak for future administrations. Theresa asked whether something permanent could be put in place. John suggested a form of representation or advisory committee of sorts. Alex said they commit to keep looking to find ways to represent all student voices without specific biases and are open to suggestions. He said the PO board and the Assembly and Senate already provide some representation but they are constantly trying to assess and improve. He said maybe an advisory board could be instated.

Alex apologized for any offended by feeling out of the loop in the process of making the personnel changes. He said they didn't consult some groups because university protocol mandated it. He said he commits this administration to be open to student feedback and also commits 100% to looking to find a solution that is perpetual. He said they have had and continue to have meetings, phone calls, and emails about this issue, but with students, not administrators.

Phyllis said all have a common goal: quality programming that serves students. She said what she sees as missing is someone to continue to carry vision, history of what came before in the PO, something done by the faculty advisor in the past. She said that no credible, competent professional in the industry would accept the position, as it involves having to answer to a new boss every year as administrations change. She asked whether anyone would want such a job. Sje said the current situation is untenable and a solution must be found. She said perhaps having the advisor not paid by student fees would help toward this.

Alex said those were legitimate concerns, but brought up the example of George Lindsay as a competent professional who gave up a good job to come work with students. He is confident that a professional could be found for the position. Bobby said that they need someone dynamic, and able to change with interests. He said the advisor should be a facilitator for the students and not have her own agenda. Phyllis said a good presenter would do that by being sensitive to the audience and concerned with scope, inclusion, and quality.

John said this has been a wonderful exchange of views and invited everyone back in February to revisit the issue. Bobby invited all to exchange contact information to continue to work together for solutions. The meeting broke and everyone had lovely chats and ate some delicious Bûche de Noel and lived happily ever after.

University Student Commission
Agenda
January 19, 2005

1. Campus Recycling Update
   Mike Perez   15 minutes

2. Children on Campus Committee Report
   Kari Ellingson   10 minutes

3. Chartwell's/International Students Report
   Rand Smith   10 minutes

4. Campus Readership Program Review
   Alex Lowe/John Francis   8 minutes

5. Scholarship Information Update
   Bobby Harrington   3 minute

6. Next Meeting: February 16
   Happy Valentines Day

Spring Semester Meeting Schedule:

January 19
February 16
March 23
April 20

<u>Student Commission Meeting Minutes</u>
August 23, 2005

<u>Present:</u>
Sharon Aiken-Wisniewski, Alma Allred, Jerry Basford, Ralph Boren, Paul Brinkman,
Francisco Chacon, Norm Chambers, David Chapman, Brad Curtis, Kari Ellingson,
Lorraine Evans, Gwen Fears, Bob Flores, John Francis, Shane Girton, Kay Harward, Ali
Hasnain, Steve Hess, Eric Hu, Jake Kirkham, Stayner Landward, Liz Leckie, Theresa
Martinez, John Poelman, Joan Rawlins, Steve Reynolds, Steve Roens, Regina Schaub

<u>Staff:</u>
Candace Carrick

I.   Introduction- John Poelman
     John Poelman welcomed the commission and thanked them for attending this
meeting. He asked the members to introduce themselves.

II. History and Purpose of the Student Commission- John Francis
     John Francis briefly gave a synopsis of the background and goals of the Student
Commission.

III. Announcements –open discussion
     John Poelman, ASUU Vice President, invited various members of the commission
to make announcements related to the commencement of fall semester.
     A.   Football Kick-Off
          This will happen next Tuesday, August 30th.

     B.   Blood-Drive
          The Blood Drive begins next Monday, August 29th. The goal is to
          receive 1,000 units of blood and to beat USU in this competition.

     C.   Plazafest and Welcome Week:
          Both of these events will happen this week and are organized to
          help make students feel welcome as well as oriented with the campus.

     D.   Majors Expo
          This event is being organized by University College and will
          happen on September 20th from 9:00 a.m. to 2:00 p.m. in the Union
          Ballroom. All academic departments will be there and this event is
          designed to help students look for majors and design their degree.

     E.   Parking Under Conditions of Construction
          Alma Allred, Commuter Services, and Norm Chambers, Auxiliary
          Services, gave a presentation on how construction will affect students
          trying to park their cars during fall semester. Though about 300
          parking spaces have been lost on lower campus, about 300 parking

spaces have been gained on upper campus. Students will be able to park but may not always find a space as close as they would like. Parking is available to those with "A" and "U" parking permits at the LDS Institute's covered parking structure.

However, there are also other methods of getting to campus that may be easier for students such as UTA; TRAX; or participating in the new carpooling program that has been organized for students with a common route, students who need to go to the Health Sciences area, etc. Students may buy carpooling parking passes for $120 (for two people carpooling together), $80 (for three people carpooling together), or $40 (for four people carpooling together) a year. Shuttle schedules have also been revised to help accommodate students.

IV.   Discussion Items-open discussion
The Commission talked about three discussion items:

    A.   Informing Students about ASUU and its Services

Ali Hasnain, ASUU President, and Lorraine Evans, ASUU Director of Student Involvement, let the Commission know that ASUU plans on better informing students about what ASUU does and the services and extracurricular events it provides to students. ASUU believes that informed students are happy students. In order to communicate this information to students, ASUU administration has devised various ways of reaching students. "Campus Outbreak" will begin on August 24th and will consist of tabling, town hall meetings, sidewalking, and classroom announcements. These four methods of reaching students will be important because the will allow students to meet their representatives and to learn about the wider array of services available to them.

Classroom announcements will be short (approximately three minutes) and will directly reach students in an environment where they will are already prepared to absorb the information. ASUU will try to hit larger classes where they can make the most impact, include undergraduate and graduate courses, as well as night and daytime courses. Finally, ASUU will let all departmental chairs know of the classroom visits in advance.

    B.   Preliminary Discussion of Health Insurance for Students

David Chapman, Graduate School, and Joan Rawlins, Student Health, talked about past attempts to make student health insurance available. David Chapman briefly discussed the history of finally getting student health insurance for some graduate students. In 2000, he started thinking about how this could be accomplished. Dr. Chapman met with various student groups, student health services, and administration. In 2001-2002, because financial budgets were dismal, this initiative was not accomplished. However, in 2003, a formal proposal was compiled and in June 2004, it was approved. Today,

student health insurance has been available to a limited number of graduate students for the last year. David Chapman stated that providing student health insurance is 1) the right thing to do; 2) it keeps the U competitive; and 3) it helps avoid the unionization of graduate students.

Joan Rawlins said of student health insurance for undergraduate students, that this initiative has been pursued before. In the 1990's President Smith pushed forward a proposal to require students to have health insurance. Within three years, students were within 98% compliance. Nevertheless, when President Smith went to Texas, he took some of that momentum with him and, today, not all students have health insurance. This may be because health insurance offer in the past was to cover things that would really cripple a student but students want health insurance to cover everything for a very small price. This may be because students are very used to their parents' health insurance plans.

John Poelman and Ali Hasnain stated that ASUU want to pursue this health insurance issue because they want to help students. They are looking into forming a consortium with other Utah institutions of higher education, which would ultimately provide affordable student health insurance. A committee was formed to pursue this further. The committee consists of Joan Rawlins, Kari Ellingson, David Chapman, John Francis, and John Poelman.

C.   Upcoming Bookstore Workshop for Faculty on Lowering Textbook Costs

Shane Girton, Bookstore, and Norm Chambers informed the Commission that the Bookstore is very concerned, like students, about rising textbook costs. The Bookstore will hold a workshop for approximately 150 faculty attendees on September 27th in order to inform faculty about the ordering process, as well as suggest various ways costs can be lowered for students (ex. using an older edition rather than a newer one, etc.). This workshop will also educate faculty about he buyback process and how to reduce costs for students. The Bookstore hopes to hold this workshop annually.

V.   Conclusion

John Poelman thanked the Commission for their attendance and this meeting was adjourned at 1:30 p.m. No further meeting was set-up at this time.

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Balanced Scorecard, Fall 2005
(Time series displays in most instances; peer comparisons where possible.)

Students—Numbers/Quality/Origin

Enrollment
  Headcount of undergraduates, graduate students, minorities, foreign students
  Number of full-time equivalent students; Headcount of new students by level
Undergraduate preparation
  Average ACT composite score and high school GPA of new first time students
  Average transfer GPA and average credits transferred for new transfer students
  Admits-to-applicants ratio for first-time students and for transfer students
  Proportion of top 10 percent of Utah high school class who enroll at UU
Graduate and professional student preparation
  Admits to applicants ratio domestic students, foreign students
  Average LSAT and MCAT scores of entering class
Residency of new students
  Percent non-resident undergraduates, graduate students (domestic and foreign)

Students—Progression/Achievements/Engagement/Satisfaction

Retention rate
  First-time freshmen to sophomore
    Overall, minority students, honors, LEAP, scholarship awardees, etc.
  New transfers one-year retention
    Overall and minority students
Graduation rate
  First-time, full-time freshmen at six years
    Overall, minority students, honors, LEAP, scholarship awardees, etc.
  First-time, full-time transfer students at four years
    Overall, minority students, and students from selected feeder schools
Time to degree
  Average credits hours for bachelor's degree, first-time and transfers
Student assessment of hindrances to progression, first-time and transfers
    Various survey questions
Degrees awarded by level
Licensure pass rates for professional programs
Average LSAT, MCAT, and GMAT scores of UU undergraduates
Student engagement scores (national survey, UU surveys)
Percent of first-year students in cohort-based programs: Honors and LEAP
Percent of graduating students who participated in UROP or BURP
Percent of graduating students who participated in an international experience
Percent of graduating students who participated in an internship, co-op, or service-
    learning experience
Percent of graduating students who go on to graduate school within two years
National publications and presentations by current graduate and professional students
Percent of students satisfied with experience at U of U
    Freshmen, transfers, graduating seniors, graduate students, alumni
Percent of alums who give to the University

Curriculum
Number of interdisciplinary courses (two or more colleges)
Enrollment in interdisciplinary courses
Number of graduates of interdisciplinary programs
Number of courses with international focus
Average undergraduate class size: lower division, upper division
Mean scores, course effectiveness, from student course evaluations
Share of credit hours taught by regular faculty (overall and by college)
    Lower division, upper division, graduate

Faculty
Composition of faculty complement
    Regular faculty (full-time, part-time, percent female, percent minority)
      Age distribution
    Auxiliary (by type, full-time, part-time, percent female, percent minority)
    Graduate assistants and non appointed instructors
Average faculty salary as percent of peers
Mean scores, faculty instructional effectiveness, from student course evaluations
Number of citations in major journals (e.g., rolling count over a five-year period)
Number of nationally competitive awards
NRC ratings of faculty quality
Number of endowed faculty chairs
Source of faculty by institution last five years
Destination institutions for faculty who have left last five years

Research
Dollar amount of awards
    Total, federal, private
Number of patents
    Disclosed, awarded
Additional indices of commercial impact (ask Jack to develop)

Finances
Total revenues
Primary reserve ratio (expendable net assets divided by operating expenses)
Change in net assets
Market value of endowment
    Endowment per faculty, per student (versus peers)
Endowment performance
Total dollar value of gifts
Ratio of state appropriation to tuition and fee revenue
Core funding (appropriations + tuition and fees) per student current/constant dollars

Physical Plant
Total assignable square feet
    Owned, leased
Total dollar value of current construction projects
Total dollar value of construction projects last five years
    Percent paid for by state
Classroom utilization

2004-2005 Faculty Salaries
University of Utah Compared to Salaries at 47 Public Research Universities I (RUI)
By Rank, By Discipline, Weighted by the Number of UU Faculty by Discipline

COLLEGE/ Department	Professors				Associate Professors				Assistant Professors				All Professorial Ranks			
	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg
ARCHITECTURE	4	73,925	89,284	82.8%	6	66,882	67,522	99.1%	6	52,991	52,234	101.4%	16	63,434	67,230	94.4%
BUSINESS	20	140,382	142,309	98.6%	15	102,487	108,328	94.6%	19	110,763	110,938	99.8%	54	119,434	121,832	98.0%
Accounting	5	140,901	142,380	99.0%	5	105,615	110,566	95.5%	5	122,497	110,456	110.9%	15	123,004	121,134	101.5%
Finance	7	158,465	141,636	111.9%	1	119,130	115,268	103.4%	5	128,832	125,149	102.9%	13	144,042	133,267	108.1%
Management	5	118,004	146,909	80.3%	7	101,032	107,452	94.0%	8	93,378	103,495	90.2%	20	102,213	115,733	88.3%
Marketing	3	134,623	136,091	98.9%	2	91,439	102,330	89.4%	1	100,835	101,830	99.0%	6	114,597	119,127	96.2%
EDUCATION	19	78,239	90,207	86.7%	13	61,508	65,301	94.2%	20	51,971	53,217	97.7%	52	63,953	69,754	91.7%
ELP	2	92,659	97,808	94.7%	3	67,459	66,568	101.3%	5	54,546	53,571	101.8%	10	66,043	66,318	99.6%
Ed. Psycholgy	6	73,540	90,172	81.6%	3	54,516	65,969	82.6%	6	47,611	54,368	87.6%	15	59,364	71,010	83.6%
Special Ed.	4	77,328	86,009	89.9%	1	59,803	62,708	95.4%	3	47,573	51,197	92.9%	8	63,979	70,042	91.3%
ECS	4	79,789	94,780	84.2%	4	65,954	66,838	98.7%	5	57,259	53,395	107.2%	13	66,867	70,265	95.2%
T&L	3	77,169	84,707	91.1%	2	55,032	60,622	90.8%	1	52,000	49,716	104.6%	6	65,595	70,847	92.6%
ENGINEERING	49	124,162	116,729	106.4%	32	84,275	84,764	99.4%	31	75,649	73,990	102.2%	112	99,338	95,767	103.7%
Bioengineering	7	117,858	116,846	100.9%	4	86,351	83,706	103.2%	2	74,984	72,827	103.0%	13	101,568	99,877	101.7%
Chem/Fuels Eng.	6	125,680	113,703	110.5%	5	76,053	79,739	95.4%	1	67,460	69,580	97.0%	12	100,150	95,874	104.5%
Civil Eng.	3	110,659	108,583	101.9%	4	69,888	80,439	86.9%	5	64,000	69,639	91.9%	12	77,627	82,975	93.6%
Computer Science	14	132,280	121,291	109.1%	7	94,972	92,642	102.5%	7	86,069	81,557	105.5%	28	111,400	104,195	106.9%
Electrical Eng.	6	114,527	117,245	97.7%	5	89,580	86,818	103.2%	6	75,574	76,994	98.2%	17	93,442	94,090	99.3%
Mechanical Eng.	9	122,094	112,364	108.7%	4	78,798	82,973	95.0%	9	74,916	69,785	107.4%	22	94,922	89,602	105.9%
Materials Science	4	133,734	120,253	111.2%	3	87,898	80,902	108.6%	1	77,526	69,343	111.8%	8	109,520	99,133	110.5%
FINE ARTS	23	62,073	80,101	77.5%	22	52,421	58,572	89.5%	24	43,485	48,880	89.0%	69	52,530	62,377	84.2%
Art	7	62,402	87,803	71.1%	2	58,988	60,729	97.1%	10	45,220	50,841	88.9%	19	52,999	65,499	80.9%
Ballet	2	66,273	69,882	94.8%	5	43,946	57,162	76.9%	0	0	46,391	0.0%	7	50,325	60,796	82.8%
Dance	1	61,108	69,882	87.4%	3	56,060	57,162	98.1%	4	44,064	46,391	95.0%	8	50,693	53,367	95.0%
Film	2	82,225	78,313	105.0%	1	53,333	59,673	89.4%	1	44,462	50,931	87.3%	4	65,561	66,808	98.1%
Music	8	55,360	78,330	70.7%	9	53,460	59,212	90.3%	5	39,359	48,888	80.5%	22	50,946	63,818	79.8%
Theatre	3	63,291	78,260	80.9%	2	56,447	58,622	96.3%	4	43,483	45,945	94.6%	9	52,967	59,534	89.0%
HEALTH	10	77,392	92,954	83.3%	19	57,743	65,836	87.7%	13	49,914	55,193	90.4%	42	59,998	68,999	87.0%
Comm. Disorders	2	86,181	94,725	91.0%	5	61,800	63,370	97.5%	2	54,540	54,377	100.3%	9	65,605	68,339	96.0%
Foods & Nutrition	1	72,321	99,686	72.5%	0	0	69,659	0.0%	2	48,250	56,565	85.3%	3	56,274	70,939	79.3%
Health Ed. & Prom.	2	65,000	92,801	70.0%	3	65,567	64,028	102.4%	0	0	53,123	0.0%	5	65,340	75,537	86.5%
ESS	2	73,321	96,467	76.0%	6	51,242	65,321	78.4%	4	47,674	54,516	87.4%	12	53,733	66,910	80.3%
Occupat'l Therapy	0	0	91,020	0.0%	0	0	63,756	0.0%	1	50,500	58,286	86.6%	1	50,500	58,286	86.6%
Physical Therapy	1	89,500	90,293	99.1%	3	60,406	74,042	81.6%	1	60,000	60,744	98.8%	5	66,144	74,633	88.6%
PRT	2	81,546	85,786	95.1%	2	51,376	63,952	80.3%	3	47,370	52,844	89.6%	7	58,279	65,430	89.1%

2004-2005 Faculty Salaries
University of Utah Compared to Salaries at 47 Public Research Universities I (RUI)
By Rank, By Discipline, Weighted by the Number of UU Faculty by Discipline

COLLEGE/ Department	Professors				Associate Professors				Assistant Professors				All Professorial Ranks			
	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg
HUMANITIES	53	76,138	93,155	81.7%	56	58,729	62,102	94.6%	44	44,903	50,450	89.0%	153	60,783	69,508	87.4%
Communication	11	81,123	92,160	88.0%	10	64,180	64,034	100.2%	7	50,926	53,070	96.0%	28	67,523	72,343	93.3%
English	16	75,284	94,283	79.8%	8	73,032	61,835	118.1%	11	45,825	50,750	90.3%	35	65,511	73,185	89.5%
History	7	74,508	93,558	79.6%	14	55,277	61,992	89.2%	8	42,986	50,307	85.4%	29	56,528	66,388	85.1%
Languages	10	66,057	92,506	71.4%	12	47,678	59,816	79.7%	12	43,053	48,883	88.1%	34	51,451	65,572	78.5%
Linguistics	3	81,822	91,754	89.2%	6	62,174	65,334	95.2%	1	42,056	52,532	80.1%	10	66,057	71,980	91.8%
Philosophy	6	85,138	93,284	91.3%	6	57,281	60,839	94.2%	5	42,516	49,691	85.6%	17	62,770	69,011	91.0%
LAW	14	118,652	139,070	85.3%	7	87,327	92,714	94.2%	0	0	86,213	0.0%	21	108,210	123,618	87.5%
MINES & EARTH SCI	24	84,751	97,117	87.3%	10	64,348	70,042	91.9%	7	58,252	58,309	99.9%	41	75,250	83,888	89.7%
Geo. & Geophysics	13	81,228	93,404	87.0%	5	62,268	65,499	95.1%	2	59,382	56,535	105.0%	20	74,303	82,741	89.8%
Meteorology	3	79,249	103,966	76.2%	2	63,070	70,704	89.2%	4	55,750	58,185	95.8%	9	65,210	76,227	85.5%
Metallurgical Eng.	5	88,719	99,289	89.4%	1	65,000	80,119	81.1%	1	66,000	62,350	105.9%	7	82,085	91,273	89.9%
Mining Eng.	3	98,902	102,740	96.3%	2	70,500	75,700	93.1%	0	0	65,560	0.0%	5	87,541	91,924	95.2%
NURSING	9	88,823	93,214	95.3%	11	71,617	70,182	102.0%	5	62,232	58,157	107.0%	25	75,934	76,069	99.8%
PHARMACY	20	115,050	105,174	109.4%	9	76,779	73,683	104.2%	5	62,533	63,695	98.2%	34	97,196	90,738	107.1%
SCIENCE	90	93,619	101,895	91.9%	22	69,881	67,924	102.9%	20	61,383	59,165	103.7%	132	84,779	89,759	94.5%
Biology	24	88,321	101,925	86.7%	8	71,874	65,748	109.3%	5	61,465	58,077	105.8%	37	81,136	88,178	92.0%
Chemistry	19	107,159	107,499	99.7%	4	78,931	69,590	113.4%	5	63,519	59,302	107.1%	28	95,334	93,477	102.0%
Mathematics	33	91,289	99,355	91.9%	4	65,240	66,910	97.5%	4	62,071	56,862	109.2%	41	85,897	92,044	93.3%
Physics	14	89,820	100,226	89.6%	6	64,283	70,390	91.3%	6	59,075	61,494	96.1%	26	76,832	84,403	91.0%
SOCIAL & BEH. SCI.	49	82,767	100,090	82.7%	46	57,160	69,495	82.2%	33	49,142	55,279	88.9%	128	64,895	77,542	83.7%
Anthropology	8	79,055	88,845	89.0%	5	49,310	62,510	78.9%	1	42,020	51,425	81.7%	14	65,786	76,767	85.7%
Economics	8	81,484	124,371	65.5%	10	60,988	85,809	71.1%	1	54,540	76,122	71.6%	19	69,279	101,536	68.2%
FCS	4	85,849	84,529	101.6%	9	54,447	65,521	83.1%	3	51,795	54,866	94.4%	16	61,800	68,275	90.5%
Geography	3	74,482	89,901	82.8%	1	57,644	65,308	88.3%	6	46,799	52,867	88.5%	10	56,188	65,221	86.2%
Political Science	7	80,733	101,927	79.2%	10	55,425	67,995	81.5%	7	44,411	56,619	78.4%	24	59,594	74,574	79.9%
Psychology	16	87,378	99,160	88.1%	9	61,678	62,257	99.1%	8	52,758	53,613	98.4%	33	71,976	78,054	92.2%
Sociology	3	80,416	96,934	83.0%	2	57,945	65,435	88.6%	7	50,858	55,662	91.4%	12	59,429	67,609	87.9%
SOCIAL WORK	4	70,811	102,714	68.9%	7	62,052	68,260	90.9%	3	53,479	54,600	97.9%	14	62,718	75,177	83.4%
UU Overall Average	388	93,997	103,227	91.1%	275	66,578	71,135	93.6%	230	58,768	61,211	96.0%	893	76,480	82,522	92.7%

Source: 2004-05 Oklahoma State University Salary Survey; compiled by Budget and Planning, U of U.

* Due to small sample sizes, RUI figures for Metallurgical Engineering are based on the average percent increase from 2003-2004 of RUI for all other College of Mines & Earth Sciences departments at each rank.

Notes:

1) Salaries are based on or converted to 9-month contracts. The conversion routine follows that of the AAUP, in which 10-month contracts are treated as if they were 9-month contracts, and 12-month contracts are treated as if they were 11-month contracts.

2) The figures shown represent budgeted salaries at the beginning of the fiscal year for regular faculty, averaged by discipline by rank.

3) As a rule, to be included in these figures a U of U faculty member must be employed at .75 FTE or higher and be supported at least 50% by state appropriations.

4) The figures shown reflect all sources of support for the faculty who are included. Faculty who must secure a portion of their salary from grants and contracts may not actually receive all of their budgeted salary.

5) The OSU survey reports salary data by discipline. U of U staff create a college-level perspective by grouping disciplines in accord with the structure of U of U colleges. The college-level data for the benchmark institutions are weighted averages based on the number of faculty in the respective U of U disciplines and colleges.

6) The comparison group includes the following research one universities:

Arizona State	UC Berkeley	Maryland at College Park
Colorado State	UC Davis	Massachusetts
Cornell (NY)	UC Irvine	Michigan
Florida State	UCLA	Missouri at Columbia
Georgia Institute of Technology	UC San Diego	Nebraska at Lincoln
Indiana U. at Bloomington	UC Santa Barbara	New Mexico
Iowa State	Colorado at Boulder	UNC Chapel Hill
Louisiana State	Connecticut	Tennessee at Knoxville
New Mexico State	Florida	Texas at Austin
North Carolina State at Raleigh	Georgia	Virginia
Ohio State	Hawaii at Manoa	Washington
Oregon State	Illinois at Chicago	Wisconsin at Madison
Purdue	Illinois at Urbana/Champaign	Utah State
SUNY Stony Brook	Iowa	Virginia Polytechnic Institute & State U.
Texas A&M	Kansas	West Virginia
Alabama at Birmingham	Kentucky	

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BENEFITS AS A PERCENT OF SALARY
PUBLIC RESEARCH UNIVERSITES
Fiscal Year 2005

University	Benefits Percent
Alabama at Birmingham	33.2
Arizona State	24.1
Colorado at Boulder	23.2
Colorado State	20.1
Connecticut	27.9
Cornell (NY; state)	46.8
Florida	25.2
Florida State	25.3
Georgia	25.1
Georgia Institute of Technology	22.2
Hawaii at Manoa	26.2
Illinois at Chicago	24.8
Illinois at Urbana/Champaign	23.8
Indiana at Bloomington	28.2
Iowa	26.7
Iowa State	28.2
Kansas	24.9
Kentucky	24.2
Louisiana State (A&M)	18.5
Maryland at College Park	22.7
Massachusetts-Amherst	25.9
Michigan	24.4
Missouri at Columbia	23.6
Nebraska at Lincoln	27.3
New Mexico	26.9
New Mexico State	26.9
North Carolina State at Raleigh	21.7
Ohio State	25.5
Oregon State	37.9
Purdue	31.2
SUNY Stony Brook	28.5
Tennessee at Knoxville	29.9
Texas A&M	14.7
Texas at Austin	20.2
UC Berkeley	30.0
UC Davis	30.3
UC Irvine	30.5
UC San Diego	30.2
UC Santa Barbara	30.4
UCLA	29.9
UNC Chapel Hill	20.7
Utah State	36.6
Virginia	24.8
Virginia Polytechnic Institute & State U.	23.0
Washington-Seattle	23.5
West Virginia	21.7
Wisconsin at Madison	28.4
Mean	26.5
Median	25.7
Utah	**31.3**

Source: ACADEME, March-April 2005)

POST TENURE REVIEWS BY COLLEGE 2000/01 through 2004/05

COLLEGE	Number of Eligible Faculty	Percentage of Eligible Faculty Reviewed
Architecture	3	100 %
Business	21	100 %
Education	25	92 %
Engineering	43	81 %
Fine Arts	32	100 %
Health	13	100 %
Humanities	80	95 %
Law	18	94 %
Medicine	156	99 %
Nursing	12	92 %
Mines and Earth Sciences	29	99 %
Pharmacy	20	85 %
Science	92	100 %
Social Work	10	100 %
Social & Behavioral Science	52	73 %
Marriott Library	26	96 %
Eccles Library	4	75 %
S.J. Quinney Law Library	4	100 %

Teaching Evaluations and Course Final Grades as a Function of Instructor

Present some results of the current study and some real and potential use by decision-makers at the U.

◆ How do the two types of faculty compare on the <u>course questions</u>?

   Six point scale from strongly disagree (1) to strongly agree (6)

	MEAN	
<u>COURSE SPECIFIC QUESTIONS</u>	<u>Auxiliary</u>	<u>Regular</u>
(C1) The course objectives were clearly stated.	5.20	5.18
(C2) The course objectives were met.	5.17	5.16
(C3) The course content was well organized.	5.09	5.07
(C4) The course materials were helpful in meeting course objectives.	5.10	5.08
(C5) Assignments and exams reflected what was covered in the course.	5.16	5.16
(C6) I learned a great deal in this course.	5.11	5.14
(C7) Overall, this was an effective course.	5.10	5.12

<u>n</u> = 16,657 responses; 2,053 courses, FALL 2004

Teaching Evaluations and Course Final Grades as a Function of Instructor

Present some results of the current study and some real and potential use by decision-makers at the U.

◆ How do the two types of faculty compare on the <u>instructor questions</u>?

   Six point scale from strongly disagree (1) to strongly agree (6)

	MEAN	
<u>INSTRUCTOR SPECIFIC QUESTIONS</u>	<u>Auxiliary</u>	<u>Regular</u>
(I1) The instructor was organized.	5.22	5.18
(I2) The instructor was available for consultation with students.	5.47	5.48
(I3) The instructor demonstrated thorough knowledge of the subject.	5.15	5.08
(I4) The instructor presented course content effectively.	5.34	5.31
(I5) The instructor created/supported a classroom environment that was respectful..	5.36	5.33
(I6) As appropriate, the instructor encouraged questions and opinions.	5.30	5.28
(I7) Overall, this was an effective instructor.	5.26	5.22

<u>n</u> = 18,252 responses; 2,253 courses , *FALL 2004*

Table 1.
University of Utah
Faculty Headcount, Fall 2005

Faculty Type	Working as:	Full-Time[1]		Part-Time[1]		All	
		No.	% of Total	No.	% of Total	No.	% of Total
Tenured/Tenure	Faculty	1,195		109		1,304	
Eligible	Not on U payroll[2]					39	
	Administrators	46		1		47	
	Subtotal	1,241	57.1%	110	12.3%	1,390	44.8%
Librarians	Librarians	62	2.9%	3	0.3%	65	2.1%
Auxiliary	Clinical Faculty	422	19.4%	80	9.0%	502	16.2%
	Research Faculty	211	9.7%	30	3.4%	241	7.8%
	Lecturer Faculty	127	5.8%	9	1.0%	136	4.4%
	Visiting Faculty	19	0.9%	5	0.6%	24	0.8%
	Adjunct Faculty	45	2.1%	38	4.3%	83	2.7%
	Subtotal	824	37.9%	162	18.2%	986	31.8%
GTA/GTF[3]	GTA/GTF	2	0.1%	344	38.6%	346	11.1%
Other[4]	No appointment	44	2.0%	273	30.6%	317	10.2%
Total		2,173	100.0%	892	100.0%	3,104	100.0%

Source: Office of Institutional Analysis.

NOTE: Headcount includes all active tenured or tenure-eligible faculty and librarians, all clinical, research, and lecturer faculty who are on the payroll, and all other faculty who are on the payroll and taught during the fall semester. There are also several thousand individuals who are not on the payroll and did not teach in the fall but have auxiliary faculty status who are not reflected in these figures. There are also individuals who taught but are not on the payroll nor on the tenure track. Prominent among the latter group are 13 faculty who taught in the University's various ROTC programs.

[1] Full-time/part-time status reflects relationship with the University, not necessarily with faculty duties except for Other (see note 4).

[2] Paid by other organizations, leave without pay.

[3] Graduate teaching assistants and graduate teaching fellows who signed a grade sheet.

[4] Associate instructors, post docs, research associates, wage rated, etc. Full-time are .75 FTE or more with faculty benefits status.

Table 2.
University of Utah
Faculty Headcount, Fall 2001 through Fall 2005

Faculty Type	Working as:	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005
Tenured/Tenure Eligible	Faculty	1,218	1,250	1,293	1,303	1,304
	Not on U Payroll[1]	78	50	46	39	39
	Administrators	55	48	46	45	47
	Subtotal	1,351	1,348	1,385	1,387	1,390
Librarians	Librarians	61	63	62	65	65
Auxiliary	Clinical Faculty	404	469	477	479	502
	Research Faculty	219	213	204	218	241
	Lecturer Faculty	85	154	130	138	136
	Visiting Faculty	35	32	34	20	24
	Adjunct Faculty	152	160	137	89	83
	Subtotal	895	1,028	982	944	986
GTA/GTF[2]	GTA/GTF	304	312	346	371	346
Other[3]	No appointment	461	367	310	323	317
Total		3,072	3,118	3,085	3,090	3,104

Source: Office of Institutional Analysis.

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

[1] Paid by other organizations, leave without pay.

[2] Graduate teaching assistants and graduate teaching fellows who signed a grade sheet.

[3] Associate instructors, post docs, research associates, wage rated, etc.

Table 3.
University of Utah
SCH by Type of Faculty and Level of Instruction
Fall 2001 through Fall 2005

Fall 2001	Share of Student Credit Hours Taught			
Faculty	Lower Division	Upper Division	Graduate	Total
Full-time	64.0%	74.0%	89.8%	72.4%
Part-time	23.1%	20.8%	9.3%	19.7%
GTA/GTF	12.9%	5.2%	0.9%	7.9%
All	100.0%	100.0%	100.0%	100.0%

Fall 2002	Share of Student Credit Hours Taught			
Faculty	Lower Division	Upper Division	Graduate	Total
Full-time	62.0%	73.2%	88.7%	71.1%
Part-time	23.8%	17.9%	10.5%	19.1%
GTA/GTF	14.2%	8.9%	0.8%	9.8%
All	100.0%	100.0%	100.0%	100.0%

Fall 2003	Share of Student Credit Hours Taught			
Faculty	Lower Division	Upper Division	Graduate	Total
Full-time	59.4%	73.7%	86.1%	70.0%
Part-time	22.2%	18.6%	13.5%	19.2%
GTA/GTF	18.4%	7.7%	0.4%	10.9%
All	100.0%	100.0%	100.0%	100.0%

Fall 2004	Share of Student Credit Hours Taught			
Faculty	Lower Division	Upper Division	Graduate	Total
Full-time	63.6%	75.3%	88.2%	72.9%
Part-time	18.3%	16.2%	11.4%	16.2%
GTA/GTF	18.1%	8.4%	0.4%	11.0%
All	100.0%	100.0%	100.0%	100.0%

Fall 2005	Share of Student Credit Hours Taught			
Faculty	Lower Division	Upper Division	Graduate	Total
Full-time	61.4%	72.2%	87.8%	70.8%
Part-time	20.0%	17.2%	11.8%	17.3%
GTA/GTF	18.6%	10.6%	0.4%	11.9%
All	100.0%	100.0%	100.0%	100.0%

Source: Office of Institutional Analysis.

Full-time faculty are all tenured/tenure eligible faculty plus all other faculty employed
at least .75 FTE by the University.

Part-time faculty are all faculty who are neither full-time nor GTA/GTF.

GTA/GTF are Graduate Teaching Assistants or Graduate Teaching Fellows who
signed grade sheets.

Table 4
University of Utah
SCH by College, Type of Faculty, and Level of Instruction, Fall 2005

College	Faculty Type	Lower Division		Upper Division		Graduate		Total	
		SCH	%	SCH	%	SCH	%	SCH	%
Architecture & Planning	Full-time	1,107	78.8%	1,363	78.0%	910	77.8%	3,380	78.2%
	Part-time	297	21.2%	386	22.0%	260	22.2%	942	21.8%
	GTA/GTF	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	1,404	100.0%	1,749	100.0%	1,169	100.0%	4,322	100.0%
Business	Full-time	5,076	58.6%	10,601	76.1%	6,794	91.5%	22,471	74.8%
	Part-time	2,007	23.2%	2,325	16.7%	635	8.5%	4,967	16.5%
	GTA/GTF	1,578	18.2%	1,008	7.2%	0	0.0%	2,586	8.6%
	All	8,661	100.0%	13,934	100.0%	7,429	100.0%	30,023	100.0%
Education	Full-time	535	25.8%	2,829	58.9%	3,865	82.8%	7,228	62.6%
	Part-time	305	14.7%	1,368	28.5%	747	16.0%	2,420	21.0%
	GTA/GTF	1,236	59.5%	608	12.7%	55	1.2%	1,899	16.4%
	All	2,076	100.0%	4,804	100.0%	4,667	100.0%	11,547	100.0%
Engineering	Full-time	3,887	77.9%	9,167	92.5%	6,003	94.4%	19,056	89.6%
	Part-time	1,015	20.3%	739	7.5%	311	4.9%	2,065	9.7%
	GTA/GTF	90	1.8%	0	0.0%	48	0.8%	138	0.6%
	All	4,991	100.0%	9,906	100.0%	6,362	100.0%	21,259	100.0%
Fine Arts	Full-time	8,848	57.6%	9,442	77.4%	1,443	96.1%	19,733	67.9%
	Part-time	4,840	31.5%	2,416	19.8%	59	3.9%	7,315	25.2%
	GTA/GTF	1,677	10.9%	346	2.8%	0	0.0%	2,023	7.0%
	All	15,365	100.0%	12,204	100.0%	1,502	100.0%	29,071	100.0%
Health	Full-time	3,592	38.0%	8,246	64.1%	4,359	90.6%	16,197	59.7%
	Part-time	4,650	49.1%	2,746	21.3%	449	9.3%	7,845	28.9%
	GTA/GTF	1,220	12.9%	1,871	14.5%	3	0.1%	3,094	11.4%
	All	9,461	100.0%	12,863	100.0%	4,811	100.0%	27,135	100.0%
Humanities	Full-time	11,613	43.8%	15,592	68.4%	3,224	95.3%	30,429	57.7%
	Part-time	7,185	27.1%	3,589	15.7%	85	2.5%	10,859	20.6%
	GTA/GTF	7,727	29.1%	3,630	15.9%	74	2.2%	11,431	21.7%
	All	26,525	100.0%	22,811	100.0%	3,383	100.0%	52,719	100.0%
Law	Full-time	0	0.0%	0	0.0%	5,033	89.5%	5,033	89.5%
	Part-time	0	0.0%	0	0.0%	588	10.5%	588	10.5%
	GTA/GTF	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	0	0.0%	0	0.0%	5,621	100.0%	5,621	100.0%
Medicine	Full-time	87	100.0%	1,020	89.0%	11,546	81.0%	12,653	81.7%
	Part-time	0	0.0%	126	11.0%	2,710	19.0%	2,836	18.3%
	GTA/GTF	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	87	100.0%	1,146	100.0%	14,256	100.0%	15,489	100.0%
Mines & Earth Science	Full-time	1,780	91.6%	1,179	99.5%	1,444	97.7%	4,403	95.6%
	Part-time	164	8.4%	6	0.5%	34	2.3%	204	4.4%
	GTA/GTF	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	1,944	100.0%	1,185	100.0%	1,478	100.0%	4,607	100.0%

Department	Type								
Nursing	Full-time	495	100.0%	2,777	77.3%	1,764	87.4%	5,036	82.4%
	Part-time	0	0.0%	817	22.7%	255	12.6%	1,072	17.6%
	GTA/GTF	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	495	100.0%	3,594	100.0%	2,019	100.0%	6,108	100.0%
Pharmacy	Full-time	400	100.0%	1,435	100.0%	2,487	91.5%	4,322	94.9%
	Part-time	0	0.0%	0	0.0%	231	8.5%	231	5.1%
	GTA/GTF	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	400	100.0%	1,435	100.0%	2,718	100.0%	4,553	100.0%
Science	Full-time	33,109	81.4%	7,843	94.1%	4,242	98.6%	45,194	84.8%
	Part-time	1,967	4.8%	490	5.9%	62	1.4%	2,519	4.7%
	GTA/GTF	5,604	13.8%	2	0.0%	0	0.0%	5,606	10.5%
	All	40,680	100.0%	8,335	100.0%	4,304	100.0%	53,319	100.0%
Social & Behavioral Science	Full-time	10,614	55.6%	18,157	62.0%	3,281	86.9%	32,052	61.5%
	Part-time	1,736	9.1%	5,815	19.9%	451	11.9%	8,002	15.4%
	GTA/GTF	6,725	35.3%	5,301	18.1%	45	1.2%	12,071	23.2%
	All	19,075	100.0%	29,273	100.0%	3,777	100.0%	52,125	100.0%
Social Work	Full-time	0	0.0%	307	33.4%	3,111	74.2%	3,418	63.0%
	Part-time	252	79.2%	313	34.2%	1,022	24.4%	1,587	29.2%
	GTA/GTF	66	20.8%	297	32.4%	60	1.4%	423	7.8%
	All	318	100.0%	917	100.0%	4,193	100.0%	5,428	100.0%
Undergraduate Studies, Honors, Ethnic/Gender Studies	Full-time	4,762	83.5%	1,258	64.3%	93	43.7%	6,113	77.7%
	Part-time	654	11.5%	438	22.4%	120	56.3%	1,212	15.4%
	GTA/GTF	285	5.0%	261	13.3%	0	0.0%	546	6.9%
	All	5,701	100.0%	1,957	100.0%	213	100.0%	7,871	100.0%
AOCE - Direct Pay Courses	Full-time	551	15.3%	36	10.3%	0	0.0%	587	14.8%
	Part-time	3,062	84.7%	198	56.9%	0	0.0%	3,260	82.3%
	GTA/GTF	0	0.0%	114	32.8%	0	0.0%	114	2.9%
	All	3,613	100.0%	348	100.0%	0	0.0%	3,961	100.0%
Grand Total	Full-time	86,455	61.4%	91,250	72.2%	59,598	87.8%	237,302	70.8%
	Part-time	28,133	20.0%	21,771	17.2%	8,018	11.8%	57,922	17.3%
	GTA/GTF	26,208	18.6%	13,438	10.6%	285	0.4%	39,931	11.9%
	All	140,796	100.0%	126,459	100.0%	67,901	100.0%	335,155	100.0%

Source: Office of Institutional Analysis.

Full-time faculty are all tenured/tenure eligible faculty plus all other faculty employed at least .75 FTE by the University.

Part-time faculty are all faculty who are neither full-time nor GTA/GTF.

GTA/GTF are Graduate Teaching Assistants or Graduate Teaching Fellows who signed grade sheets.

Utah Science, Technology, and Research (USTAR)
Economic Development Initiative
Executive Summary

Representatives of the Utah business community are championing an economic development initiative that invests in the State's research universities to create:

1. more technology-based start-up firms in Utah;
2. more high-paying job opportunities; and
3. more business activity in Utah with an associated expansion of the tax base.

Senate Bill 192 allocated funding to Utah State University and the University of Utah to hire research teams, acquire critical research equipment at the University of Utah, and develop an investment prospectus for USTAR. This is a summary of the investment prospectus.

Opportunity

The mapping of the human genome was announced in articles in Science and Nature magazines in April 2003, opening an age of discovery that may rival the voyages of 1492. Utah's research universities were involved in this project from its inception and Utah scientists developed key technologies critical to the project's success. As a result, Utah can claim scientific leadership in areas like gene manipulation, cellular processes, scientific instrumentation, information technologies, and bioengineering that will be the basis for billion dollar companies in areas like regenerative medicine, infectious disease treatments, bio-defense, and agriculture.

In addition, the involvement of the State's research universities in the human genome project was the genesis of the Utah Population Database (UPD), which is built on merged medical records and The Church of Jesus Christ of Latter-day Saints' genealogical records. This database is a tool for medical discovery that is unique in the world. It is the critical resource in the development of personalized medicine, which is already starting to revolutionize healthcare, medical diagnostics, and drug discovery. It is a resource that has the potential to foster companies in billion-dollar emerging industries and secure Utah's economic future.

More than 180 Utah companies were founded on university technologies over the past twenty years, and over 120 are prospering in Utah, including major employers like Myriad Genetics, HyClone Laboratories, Sorenson Communications, NPS Pharmaceuticals, Watson Laboratories, and Evans and Sutherland. This history of success is evidence Utah State University and the University of Utah can successfully commercialize technologies that create new businesses and jobs that strengthen Utah's economy. The objective of USTAR is to bolster Utah's research strengths and significantly increase technology commercialization to create many more high-caliber jobs throughout the state.

Proposed USTAR Investment

The proposed USTAR investment is:

1. *Innovation Teams*. $21 million in additional ongoing funding (for a total of $25 million per year) to hire 50 premier innovation teams at Utah State University and the University

of Utah over the next ten years. These innovation teams, which average 50 researchers and support personnel on each team, additionally require 10,000 gross square feet (6,500 net square feet) of laboratory space and advanced equipment, which will cost $5 million per team ($500 per square foot) in one-time funding. The detailed proposal suggests three options for financing these infrastructure costs, which are as necessary to the teams' success as the base funding for start-up costs and salaries.
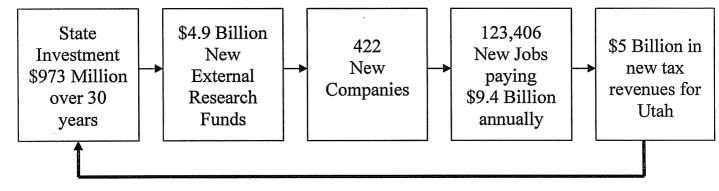
2. *Business Innovation Outreach Program.* $3 million is proposed to support a technology innovation outreach program with five offices located around the State to ensure all Utah businesses can access technology resources located at the research universities. This program will be fully integrated with the State's business development infrastructure and will coordinate its information technology infrastructure with the Governor's Office of Economic Development.

In addition to investment amounts, the proposal recommends a governing board for USTAR comprised of representatives appointed by the Legislature and Governor, key business community representatives, and university representatives. It is further suggested that this body appoint a national science advisory board to provide ongoing advice on emerging technologies and commercially viable areas for innovation investments. This governing board will report annually to the Legislature on the USTAR initiative's economic development effectiveness.

Expected Return on Investment

An economic analysis completed by the Bureau of Economic and Business Research (BEBR) documents these economic returns for the USTAR initiative (see Appendix A for details).

- $4,990,818,201 in Federal and commercial contracts and grants generated by an investment of $25 million per year in research teams and $250 million in research infrastructure.
- The creation of 422 firms and 123,406 jobs over the thirty-year period the USTAR initiative will contribute to the expansion of the Utah economy.
- A cumulative increase of $66.6 billion in business activity as USTAR grows Utah's economy.
- The net present value of taxes returned to the State in new tax revenues generated by USTAR after accounting for the costs of USTAR is $769,827,782. The cumulative new tax revenues generated over the 30 year investment period is $4.97 billion.

USTAR Return on Investment

State Investment $973 Million over 30 years	$4.9 Billion New External Research Funds	422 New Companies	123,406 New Jobs paying $9.4 Billion annually	$5 Billion in new tax revenues for Utah

The USTAR economic impact is initially driven by investments in the innovation teams hired by the research universities, but the most significant returns — jobs created, business activity, and tax funding generated — occur as businesses are formed and technologies are commercialized. The cycle of commercialization takes time to develop because innovation teams must be hired, technologies developed, and companies founded and grown. The ultimate impact on the Utah economy is decades of exponential growth in jobs, incomes, and taxes returned to the State.

Summary

The USTAR Economic Development Initiative leverages the proven success of Utah's research universities in creating and commercializing innovative technologies. The proposed plan is a refinement of similar programs funded in 32 other states, which puts Utah in a position to pursue a more cost-effective investment by avoiding the mistakes made by other states. One aspect of the cost effectiveness of the USTAR proposal is its focus on core areas of technology where Utah has a competitive advantage and billion-dollar industries are going to emerge: personalized and regenerative medicine, genetically-linked cancer and neurological treatments, biotechnology applications for bio-defense, and microbial biotechnology.
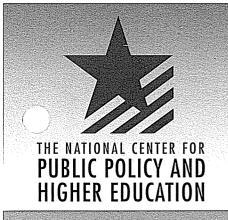
Appendix A. Total USTAR Economic Impact on Utah's Economy[*]

Fiscal Year	State Funding	Universities Research Grants	USTAR Companies	Jobs	Employment Earnings	State Taxes
FY 06	$4,000,000	$0	0	232	$5,922,992	$475,600
FY 07	$25,000,000	$800,000	0	2,699	$64,446,294	$5,167,055
FY 08	$25,500,000	$3,862,500	0	3,448	$75,679,014	$6,067,241
FY 09	$26,010,000	$10,821,072	2	2,305	$48,250,136	$3,986,434
FY 10	$26,530,200	$23,493,633	4	3,036	$56,734,531	$5,438,720
FY 11	$27,060,804	$39,336,532	8	3,906	$78,452,244	$6,855,032
FY 12	$27,602,020	$55,214,481	13	3,856	$84,323,669	$6,782,333
FY 13	$28,154,060	$70,807,303	21	4,511	$103,809,690	$8,348,336
FY 14	$28,717,142	$86,337,152	30	5,551	$137,006,408	$11,011,157
FY 15	$29,291,485	$101,974,986	40	6,761	$179,185,385	$14,392,603
FY 16	$29,877,314	$122,648,686	52	8,408	$238,108,462	$19,116,217
FY 17	$30,474,860	$144,471,010	65	10,264	$311,288,834	$24,980,062
FY 18	$31,084,358	$165,623,595	81	12,380	$400,786,960	$32,149,504
FY 19	$31,706,045	$184,065,731	98	14,705	$509,476,482	$40,853,070
FY 20	$32,340,166	$197,517,773	116	17,221	$641,209,447	$51,397,911
FY 21	$32,986,969	$203,443,305	135	19,846	$796,980,398	$63,862,448
FY 22	$33,646,708	$209,546,627	154	22,913	$986,164,968	$79,000,205
FY 23	$34,319,643	$215,833,007	174	26,472	$1,214,148,891	$97,241,999
FY 24	$35,006,035	$222,308,006	194	30,618	$1,489,753,082	$119,293,459
FY 25	$35,706,156	$228,977,254	215	35,071	$1,816,926,012	$145,470,549
FY 26	$36,420,279	$235,865,557	235	42,169	$2,203,130,788	$176,370,276
FY 27	$37,148,685	$242,921,964	255	46,959	$2,658,444,417	$212,798,797
FY 28	$37,891,659	$250,209,612	275	53,992	$3,194,668,590	$255,700,251
FY 29	$38,649,492	$257,715,919	297	61,914	$3,818,899,736	$305,642,395
FY 30	$39,422,482	$265,447,386	318	70,355	$4,509,744,427	$360,913,710
FY 31	$40,210,931	$273,410,793	337	80,026	$5,324,666,547	$426,111,307
FY 32	$41,015,150	$281,613,141	358	90,193	$6,214,700,007	$497,317,944
FY 33	$41,835,453	$290,061,524	380	101,349	$7,223,203,598	$578,002,324
FY 34	$42,672,162	$298,763,386	400	112,760	$8,298,288,312	$664,013,282
FY 35	$43,525,605	$307,726,266	422	123,406	$9,357,861,986	$748,783,531
Totals	$973,805,863	$4,990,818,201			$62,190,302,067	$4,979,386,931

Present Value Tax Revenues	$1,498,809,905
Present Value State Funding	-$455,051,639
Present Value Infrastructure	-$273,930,484
Net Present Value New Tax Revenues from USTAR	**$769,827,782**

Discount rate is   5.00%
Internal Rate of Return is 9.79%

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[*] All analysis by the Bureau of Economic and Business Research, University of Utah, 2005. The complete economic impact study is included in the Economic Analysis section of the full report and at www.ustaredi.org.

Policy Alert

February 2003

IN BRIEF...

Primary Finding

States, and higher education in particular, are likely to face very tight budget conditions for the next decade.

Other Key Findings

★ All but a handful of states will find it impossible to maintain current levels of public services within their existing tax structures.

★ Just to maintain current services, state spending for higher education would have to increase faster than state spending in other areas.

About These Projections

These projections were developed for the National Center for Higher Education Management Systems by the Rockefeller Institute of Government. The full report, as well as more detailed state-by-state data, can be obtained at **www.higheredinfo.org.** These projections also build upon an earlier study by Harold Hovey called *State Spending for Higher Education in the Next Decade: The 'le to Sustain Current Support,* available at **www.highereducation.org.**

STATE SHORTFALLS PROJECTED THROUGHOUT THE DECADE

Higher Ed Budgets Likely to Feel Continued Squeeze

by Dennis Jones

After almost a decade of good economic conditions and strong revenue growth, most states entered fiscal year 2003 facing sharply reduced revenues, and are now struggling to constrain expenditures. Unfortunately, this situation is unlikely to change any time soon, according to projections developed for the National Center for Higher Education Management Systems by Donald Boyd of the Rockefeller Institute of Government. Even if states experience normal economic growth over the next eight years, all but a handful of states will find it impossible, given their existing tax policies, to continue funding their current level of public services.

Maintaining funding for the wide range of existing state services will place enormous pressure on state legislatures to continue the recent practice of sharply reining in, if not reducing, their appropriations to higher education. This trend is in stark contrast to state actions during much of the 1990s, when most states substantially increased their support for higher education. This boom-and-bust cycle has become a traditional state pattern of treating colleges and universities disproportionately well during prosperous times—and disproportionately poorly in tight budgetary circumstances.

State actions during the good economic times of the nineties are likely to exacerbate the fiscal challenges that lie ahead—particularly for higher education. This is because, during the strong fiscal conditions:

1. States funded popular new programs that will now compete with higher education for funding in both good times and bad; and

2. Many states reduced tax rates, and many did so in ways that will require explicit action to increase them again—which lawmakers are very reluctant to do.

Further, due to demographic and economic factors in most states, the claims on the public purse will be greater for other programs than for higher education—continuing the trend that results in colleges and universities getting a consistently smaller slice of the state appropriations pie.

If economic growth is slower than normal, if states continue to cut taxes, or if states increase spending in areas outside of higher education, then the outlook for support of public higher education will be even worse. 1

FISCAL OUTLOOK FOR STATES

The analysis by the Rockefeller Institute suggests that even if state and local governments close their current budget gaps with recurring actions rather than gimmicks that provide only temporary relief, most states will continue to face difficulty financing current services through existing revenue structures; they will not have resources for real increases in spending. This would mean either:

- State residents would have to scale back their appetite for public services. This would be a reversal of a long-term trend; each of the past five decades has witnessed significant increases in real per-capita expenditures by state and local governments.

— or —

- State residents would have to accept tax increases to finance new growth. Support for this option likewise appears problematic.

> **"On the expenditure side, many states will need to rapidly increase their outlays for Medicaid, the health insurance program for the poor and medically needy."**

These findings are based on projections, over the next eight years, of the revenues and expenditures that would be required in each state (1) to maintain current public service levels, (2) given the current tax structures and (3) given conservative estimates of expenditures, (4) if state economic conditions were to improve to their average, that is, "normal," conditions.

Based on these projections, five states face a *structural surplus* by year eight (see table 1). Forty-four states face a *structural shortfall*. Twelve states face shortfalls of five percent or more. These projected shortfalls are smaller than the crisis-induced budget gaps that many states face today. They suggest, however, that state and local governments will continue to face fiscal stress even after their economies strengthen.

The primary reasons for these continuing fiscal difficulties are twofold, one concerning revenues and the other dealing with spending requirements. First, state and local tax revenues are unlikely to grow as fast as state economies because:

- Economic growth is projected to be more balanced than in the late 1990s, which generated extraordinary surges in capital gains income.

- Increases in sales tax revenues are projected to slow significantly due to (a) continued shifts in consumption from goods to lightly taxed services and (b) the inability to collect sales taxes on Internet-related transactions.

Table 1

Eight years from now, given a return to normal (that is, better) economic conditions:

- **Which states have a structural fiscal surplus?**
- **Which states have a structural fiscal shortfall?**
- **How big is the surplus or shortfall, as a percentage of revenues?**

States with Surplus	Surplus as a % of Revenues
Vermont	3.1
North Dakota	2.2
Maine	1.3
New Jersey	0.6
Delaware	0.2

No Surplus or Shortfall	Surplus/Shortfall as a % of Revenues
Wisconsin	0.0

States with Shortfall	Shortfall as a % of Revenues
Kansas	-0.3
Montana	-0.4
Maryland	-0.5
New Hampshire	-0.6
Arizona	-0.7
Massachusetts	-0.8
Utah	-0.8
Oklahoma	-1.3
Oregon	-1.3
Nebraska	-1.4
Ohio	-1.4
Michigan	-1.7
South Dakota	-1.7
Minnesota	-1.9
Rhode Island	-1.9
Colorado	-2.3
Alaska	-2.4
California	-2.5
Connecticut	-2.9
Pennsylvania	-2.9
West Virginia	-2.9
Virginia	-3.0
Georgia	-3.2
U.S. Average	**-3.4**
Kentucky	-3.4
Arkansas	-3.5
Hawaii	-3.6
New Mexico	-3.6
Iowa	-3.7
New York	-3.8
Illinois	-4.2
Missouri	-4.7
Washington	-4.9
Idaho	-5.0
Indiana	-5.2
North Carolina	-5.6
Florida	-5.7
Texas	-5.7
South Carolina	-6.3
Wyoming	-7.8
Mississippi	-8.6
Louisiana	-8.8
Alabama	-9.2
Nevada	-9.2
Tennessee	-9.7

Source: Donald Boyd, *State Spending for Higher Education in the Coming Decade* (Boulder, CO: NCHEMS, 2002).

Table 2

Over the next eight years, just to maintain current levels of all public services (given current spending patterns):

- **Which states will face greater funding requirements from other services than from higher education?**
- **Which states will face greater funding requirements from higher education than from other services?**
- **How much additional % growth in spending is required to fund either the other services or higher education?**

States that will face greater funding requirements from higher education than from other services*	Extra annual % growth in spending required for higher education compared to all services
Nevada	1.9
New Jersey	1.3
Virginia	0.6
Connecticut	0.4
Arizona	0.3
Illinois	0.3
Massachusetts	0.3
Pennsylvania	0.1

(given current spending patterns)

States that will face greater funding requirements from other services than from higher education*	Extra annual % growth in spending required for all services compared to higher education
Delaware	0.1
Colorado	0.2
Maryland	0.2
Rhode Island	0.2
California	0.3
Michigan	0.3
North Carolina	0.3
Florida	0.6
New York	0.6
U.S. Average	**0.7**
Alaska	0.7
Missouri	0.7
New Hampshire	0.7
Ohio	0.7
Tennessee	0.9
Georgia	1.0
Indiana	1.0
Kentucky	1.1
Wisconsin	1.1
Texas	1.2
South Carolina	1.4
Iowa	1.5
Minnesota	1.5
Washington	1.5
Arkansas	1.7
Kansas	1.7
Oklahoma	1.7
Hawaii	1.9
Oregon	1.9
Alabama	2.0
West Virginia	2.0
Nebraska	2.1
Utah	2.1
Idaho	2.2
Maine	2.2
Mississippi	2.2
Montana	2.2
Louisiana	2.7
Vermont	2.9
New Mexico	3.0
South Dakota	3.2
North Dakota	3.3
Wyoming	4.5

(given current spending patterns)

Source: Donald Boyd, *State Spending for Higher Education in the Coming Decade* (Boulder, CO: NCHEMS, 2002).

- State revenue dependence on excise taxes is growing, and growth in these revenues lags behind overall economic growth.

On the expenditure side, many states will need to rapidly increase their outlays for Medicaid, the health insurance program for the poor and medically needy. According to the experts, Medicaid spending is expected to grow by about 10% a year, which will drive up overall spending considerably.

IMPACT ON HIGHER EDUCATION

THE TREND

During the nineties, the share of state budgets devoted to higher education decreased, as Harold Hovey noted in *State Spending for Higher Education in the Next Decade: The Battle to Sustain Current Support* (1999): "Over the past decade the percentage increases in state support for higher education have been smaller than the percentage increases in total state budgets. . . . In other words, higher education isn't competing successfully with the attentions of other forms of state funding."

Stated another way, higher education's share of the overall pie continues to get smaller, both nationally and in most states. The size of the pie increased significantly in the nineties. This provided additional revenues for higher education, but it masked the reality that in most states the share continued to shrink.

THE PROSPECTS

These projections suggest that the fiscal prospects for higher education are not rosy. The pie is no longer expanding; in some states it is shrinking. As higher education receives a smaller share of a smaller pie—a likely short-term scenario—colleges and universities and the students who enroll in them will face particularly difficult financial positions.

Projections for the data in table 2 are based on assumptions that:

1. State revenue structures in place in fiscal year 2000 will continue. The projections incorporate assumptions about how taxes respond to economic growth and about the impact of Internet-related transactions on sales tax revenue.

2. State and local governments will increase spending based on inflation, population changes, etc., but will not increase expenditures per unit (per student, per Medicaid recipient, etc.) more than inflation.

Even if state economies were to rebound to normal levels, however, higher education would continue to face strong competition for resources from other state-supported programs. In only eight states are higher education's requirements expected to grow more rapidly than the needs of other state and local programs (see table 2). The rapidly escalating costs of Medicaid, more than anything else, explain why total state and local spending is projected to grow faster than spending for higher education in most states.

> "If economic growth is slower than normal, if states continue to cut taxes, or if states increase spending in areas outside of higher education, then the outlook for support of public higher education will be even worse."

What Would Happen If . . . ?

The data in table 2 reflect an assumption that services would continue at current levels (called "current services financing"). That is, tables 1 and 2 present the funding picture *if no real growth in expenditures occurs for any program.* However, history suggests that this kind of restraint would be most unusual. It is reasonable to assume, for example, that considerable public support exists for increasing real spending on K–12 education (for instance, to reduce class sizes, raise standards, raise requirements for teacher qualifications, and reduce social promotion).

Changing some of the key assumptions about current services funding would paint a different—and, in most cases, a gloomier—picture of the state fiscal environment.

For example:

- If state and local governments were to increase real per-pupil spending for K–12 education by 1.5% annually (rather than 0%, as assumed in the current projections), then the average projected structural fiscal shortfall would increase from 3.4% (see table 1) to 6.2%; 49 of 50 states would face a shortfall; and Tennessee would face the worst shortfall, at 12.4% of revenue.

- If states were to increase real per-pupil spending for *both* K–12 education and higher education by 1%, then the results would be similar to the above case, but the distribution would differ across states. There would be an average shortfall of 6%, and 49 states would face a shortfall.

- On the other hand, if states were able to immediately stem sales tax losses related to Internet taxation, the average shortfall would decrease from 3.4% (see table 1) to 2.4%, and 39 (rather than 44) states would face shortfalls.

- Finally, if Medicaid growth were slower by one percentage point across the board than assumed, then the average state shortfall would be reduced from 3.4% (see table 1) to 2.1%; 37 (rather than 44) states would face a shortfall; and the worst shortfall would be in Nevada (8.0%).

Dennis Jones is president of the National Center for Higher Education Management Systems.

Proposed Uses of Incremental Tuition Revenue, FY 2003 to FY 2008

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Expenses / Allocations						
Incremental expenses to be covered by tuition						
Legislated share of compensation increase	362,800	512,400	1,788,440	2,910,943	3,040,271	3,179,280
Additional funding for compensation		3,488,500	900,000	646,080	646,080	646,080
Faculty/staff retention pool	230,000	180,000	400,000	900,000	900,000	800,000
Enrollment change, departmental support	2,522,000	3,242,219	780,000	850,000	100,000	0
Fuel and power	1,800,000		3,700,000	0	0	0
Additional faculty or staff	123,500	157,000	400,500	2,000,000	1,800,000	1,200,000
Classroom improvements				250,000	250,000	250,000
ADA, networks, ACS, and libraries	700,000		218,000	525,000	300,000	300,000
Academic departments quality funding	134,550		550,000			
Graduate programs			270,000			
Student Affairs staff	280,000					
Student financial aid	321,000	755,000				
Total budgeted increase in tuition revenue	6,473,850	8,335,119	9,006,940	8,082,023	7,036,351	6,375,360
Total undergraduate tuition increase	9.6%	11.5%	10.0%	7.88%	6.32%	5.62%

Ten Year Financial Plan (7.A.2)

The Office of the Senior Vice President for Health Sciences maintains a complex system of Excel spreadsheets to project and track financial resources controlled by the Senior Vice President (SVP). Financial resources and commitments are tracked for the current year and projected for an additional nine years into the future.

Financial resources controlled by the SVP include returned research overhead, dean's tax collections, educational funds, donor funds, funds provided by University Hospital for use by the SVP for Health Sciences-wide initiatives, and dividends from a major wholly-owned subsidiary of the University.

All expenditures and commitments, no matter how large or small, are budgeted and tracked. Major categories of expenses and commitments include leases for Health Sciences Center entities located off-campus, remodeling, recruitment and retention of faculty, deans and department heads, program support, core facilities operating support, administrative support, etc.

Approximately 33 pages of detailed information rolls up to this ten year financial summary (see attached example). This enables the SVP to easily monitor financial resources available for future commitments.

OFFICE OF THE SENIOR VICE PRESIDENT HEALTH SCIENCES
FINANCIAL RESOURCES PROJECTION
As of May 31, 2005

	Balance 6/30/2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	Five Year Subtotal	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	Ten Year Total
1 (1) Research Overhead Funds													
2 Account 2500-XXXXX (OSVPHS Overhead)													
3 Revenue													
4 Commitments* (See "Comm. XXXXX" worksheet)													
5 Available Balance													
7 Account 2500-XXXXX (OSVPHS Central Overhead)													
8 Revenue Rent Revenue Due From Gesteland for 391 Chipeta													
9 Commitments* (See "Comm. XXXXX" worksheet)													
10 Available Balance													
12 Account 2500-XXXXX (Dean's Overhead)													
13 Revenue													
14 Commitments* (See "XXXXX" worksheet)													
15 Available Balance													
17 Adjustments (See Section 9 - Below)													
19 Total Available Research Funds (Lines 5, 10, 15, 17)													
20 *FY 2005 represents payments; all other years represent commitments													
21 (2) Clinical Funds													
22 Account 2000-XXXX (OSVPHS Clinical)													
23 Revenue													
24 Commitments* (See "Comm. XXXXX" worksheet)													
25 Available Balance													
27 Account 2000-XXXXX (Dean's Tax)													
28 (Growth Projected At 5%)													
29 Revenue													
30 Commitments* (See "XXXXX" worksheet)													
31 Available Balance													
33 Adjustments (See Section 10 - Below)													
35 Total Avail. Clinical Funds (Lines 25, 31, 33)													
36 *FY 2005 represents payments; all other years represent commitments													
37 (3) Educational Funds													
38 Account 2000-XXXXX (Dean's Educational Funds)													
39 Revenue													
40 Commitments* (See "XXXXX" worksheet)													
41 Available Balance													
43 Adjustments (See Chair Tab)													
45 Total Avail. Educational Funds													
46 *FY 2005 represents payments; all other years represent commitments													
47 (4) Other Funds													
48 ARUP													
49 One-Time ARUP Funds													
50 HSEB Donor funds													
51 Tobacco Funds													
52 Capital Fund													
53 Hospital Funds													
54 Moran II - Hospital Funds (see "UH Support" Worksheet)													
55 Total Other Funds													
57 (5) Total Avail. Funds Before Deducts (Lines 19, 35, 45, 55)													
59 (6) Deductions													
60 Repayment of EEJ Foundation Loan													
61 EEJ Medical Sci. Bldg.													
62 EEJ Building													
63 EEJ Building Loan Repayment													
64 Health Education Bldg.													
65 Health Sciences Education Building													
66 HSEB Loan Repayment													
67 Reserved													
68 SVPHS Moran II Commitment													
69 Hospital Pathology Lab Expansion													
70 Watson Building Rent and Leasehold Improvements													
71 Moran I Remodel to Neurosciences													
72 UUHN													
73 Total Deductions													
74 (7) Total Available Funds (Lines 59 - 75)													

	Balance 6/30/2004	FY 2005	FY 2006	FY 2007	2008	FY 2009	Five Year Subtotal	FY 2010	FY 2011	FY 2012	FY 2013	FY 201.	Ten Year Total
75													
76 (8) Breakdown of Available Funds													
77 Research Overhead													
78 Clinical Funds													
79 Educational Funds													
80 HSEB													
81 HSEB Operations													
82 Tobacco Funds													
83 Capital Fund													
84 ARUP													
85 Total Available Funds													
86 Balance Forward													

Consolidated Budget Projection
FY 2005/2006

	A State E & G *1001	B State Other *1001	C Education *2100	D Clinical Income *2000	E UH Support *2000	F PCMC Support *2000	G Other Hospital *2000	H Recharge Centers *2000	I VAMC Contracts *2000	J Other Fund *2000	K Total Fund *2000	L Overhead 2500	M Grants & Contracts 5000	N HCI 5000	O Gifts 6000	P State 6100	Q Curriculum Budget 6100	R State 6300	S UH Resident Faculty Staff Funding BU02	T Other Hospital Resident Funding BU02	U VAMC Direct Pay	V Other (Outside U System)	W Total Budget FY06	X Total Budget FY05	Y Estimated Actuals FY05	Z % Change (NPV-1)
Revenues:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Personal Expenses:																										
Faculty Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Staff Salaries	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Research Assoc/Post Docs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Residents/Clinical Fellows	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Grad Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Hourly	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Total Salaries & Wages	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Total Personal Services	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Non-Personal Expenses:																										
Equipment (under $5,000)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Travel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Consultants	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Repairs & Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Patient Care Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Supplies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Subcontracts	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Malpractice Insurance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
IDX Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Other Billing Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Dean's Tax	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Contract Personnel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Space Rental	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Department Tax	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Other Expenses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Total Non-Personal Exp.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
TOTAL OPERATING BUDGET	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Non-Operating Expenses:																										
Capital Budget (over $5,000)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Recruiting Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
Total Non-Operating Exp.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
TOTAL EXPENSES:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!
REVENUES LESS EXPENSE:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	#DIV/0!

BRASS Check Figure 0

0

0

Actual 2/28/05 Cash Balance	0	
Projected Change to 6/30/05	0	
Estimated 6/30/05 Cash Balance	0	
Estimated 6/30/06 Budget	0	
Net Change in 2005/06 Balance	0	

Net Change in 2005/06 Cash Balance 0
Estimated 6/30/06 Cash Balance 0

Required Cash Reserves (Total)	0
30 days	0
60 days	0
90 days	0
Actual Reserves 2/28/05	0
# Days @ 2/28/05	#DIV/0!

University Trustees

University Health Care
Hospitals & Clinics

FY 2006—Budget and Key Initiatives

Combined Financials
Rick Fullmer and Gordon Crabtree

☐ Key Expense Drivers
- Wage Increase 2.5%
- Medical Ins. Incr. 13%
- Pharmacy Drugs Inflation 7.5%
- Med Supplies Inflation 2.5%
- Continued IT growth
- Pharmacist Market Increase – 9%

☐ Key Operation Drivers
- Continued Limited Patient Volume Growth
- New Liver Transplant Program
- Expanded Transfer Center
- Nursing Restructure
- Major IT Projects
- Strategic Initiatives

University of Utah Hospitals and Clinics
Operating Margin and Bond Rating

	I	II	III	IV	V	VI	VII	VIII
							Unaudited	Unaudited
	1999	2000	2001	2002	2003	2004	2005 Forecast	2006 Budget
					(,000)			
A Operating Revenues (less appropriations and bad debt expense)	$ 304,344	$ 308,376	$ 343,068	$ 436,697	$ 465,239	$ 512,451	$ 574,933	$ 612,103
B Total Operating Expenses	$ 302,991	$ 318,878	$ 343,140	$ 433,829	$ 450,894	$ 492,432	$ 553,289	$ 601,228
C Operating Income (Loss)	$ 1,353	$ (10,502)	$ (72)	$ 2,868	$ 14,345	$ 20,019	$ 21,644	$ 10,875
D Operating Margin	0.4%	-3.4%	0.0%	0.7%	3.1%	3.9%	3.8%	1.8%
E UUHC Bond Rating--Moody's	A2	A2	A2	A3	A3	A2	A1	A1
F Health Care Operating Margins (Moodys--June 2005)	0.3%	0.4%	1.3%	1.5%	1.3%	1.5%		
G MEDIAN Ratings--Moody's							A3	A3

Operating Margin

Healthcare Oper. Margin 2004

(bar chart with y-axis scale: 6.0%, 4.0%, 2.0%, 0.0%, -2.0%, -4.0%; x-axis years: 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006)

Combined Financials $$
Rick Fullmer and Gordon Crabtree

	2005 Forecast	2006 Budget	Change	%
Gross Revenue	$ 929 M	$ 969 M	$ 40 M	4.3%
Oper. Revenue	$ 574 M	$ 612 M	$ 38 M	6.6%
Total Expenses	$ 553 M	$ 601 M	$ 48 M	8.7%
Operating Income (Loss)	$ 21 M	$ 11 M	$ (10 M)	
Non-oper. Rev.	$ 19 M	$ 17 M	$ (2 M)	
Transfers	($ 24 M)	($ 24 M)	$ 0 M	

University Hospital and Ambulatory Clinics
Rick Fullmer and Gordon Crabtree

- UH Key Initiatives
  - New Liver Transplant
  - New Transfer Ctr.
  - IT Projects
  - Medicaid Eligibility Function
  - World Class U
  - Nursing to the Bedside
  - Cardiovascular Center
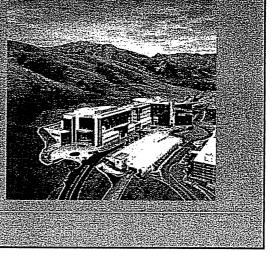
Huntsman Cancer Hospital

Rick Fullmer and Gordon Crabtree

- Program development
  - Physician recruitment ($695K)
  - Diseased based programs ($250K)
- Improvements to patient and family experience
  - Wellness Center ($126K)

Orthopaedics Center

Rick Fullmer and Gordon Crabtree
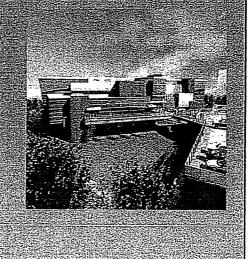
- New Department Chair – October '05
  - Foot Surgeon
- Additional Physicians
  - Spine Surgeon – Sept. '05
- Innovation Driven Changes
  - Anesthesia
  - Reduced Length of Stay
- Center of Excellence – Payer Recognition
- New Management – Center Administration
- Patient Centered Care
  - Facility design and convenience
  - Improved access and outcomes
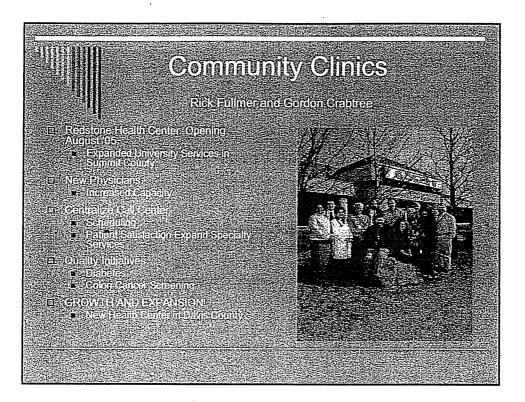
4

Community Clinics

Rick Fullmer and Gordon Crabtree

- Redstone Health Center: Opening August '05
  - Expanded University Services in Summit County
- New Physicians
  - Increased Capacity
- Centralize Call Center
  - Scheduling
  - Patient Satisfaction Expand Specialty Services
- Quality Initiatives
  - Diabetes
  - Colon Cancer Screening
- GROWTH AND EXPANSION!
  - New Health Center in Davis County
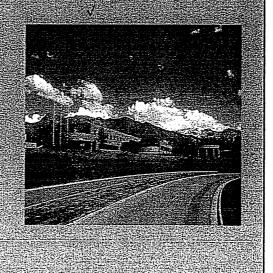
University Neuropsychiatric Institute (UNI)

Rick Fullmer and Gordon Crabtree

- Relocating UNI Outpatient Clinics
  - Child & Adol. Specialty
  - Neurobehavior
  - Behavioral Health Strategies
- Feasibility Study
  - Add 60 Inpatient Beds

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University Hospitals and Clinics
UUHC Combined
Operating Budget Assumptions
Fiscal Year 2006

Utilization Assumptions

	A	B	C	D	E	F
		Actual	Forecast	Budget	FY06 v FY05	
	Indicator	FY 2004	FY 2005	FY 2006	Change	% Chg
	Patient Days					
1	University Hospital (Adult & Peds)	112,546	107,324	109,133	1,809	2%
2	Huntsman Cancer Hospital	-	11,143	11,520	377	3%
3	Orthopaedic Center	-	279	351	72	26%
4	UNI (All Inpatient)	27,285	27,411	28,275	864	3%
5	UNI (Residential Treatment)	198	62	72	10	16%
6	UUHC Combined	140,029	146,219	149,351	3,132	2%
	Inpatient Admissions					
7	University Hospital (Adult & Peds)	19,876	17,886	18,189	303	2%
8	Huntsman Cancer Hospital	-	2,236	2,312	76	3%
9	Orthopaedic Center	-	167	210	43	26%
10	UNI (All Inpatient)	3,239	3,106	3,204	98	3%
11	UNI (Residential Treatment)	15	10	11	1	10%
12	UUHC Combined	23,130	23,405	23,926	521	2%
	Average Length of Stay					
13	University Hospital (Adult & Peds)	5.66	6.00	6.00	-	-
14	Huntsman Cancer Hospital	-	4.98	4.98	-	-
15	Orthopaedic Center	-	1.67	1.67	-	-
16	UNI (All Inpatient)	8.42	8.82	8.82	-	-
17	UNI (Residential Treatment)	13.20	6.33	6.33	-	-
18	UUHC Combined	6.05	6.25	6.24	-	-
	Occupancy Percentage					
19	University Hospital (Adult & Peds)	80%	80%	82%	2%	
20	Huntsman Cancer Hospital	-	61%	63%	2%	
21	Orthopaedic Center	-	17%	17%	0%	
22	UNI (All Inpatient)	87%	87%	90%	3%	
23	UNI (Residential Treatment)	14%	4%	5%	1%	
24	UUHC Combined	81%	78%	80%	2%	
	Clinic Visits					
25	University Hospital Outpatient Clinic Visits	447,321	354,041	385,316	31,275	9%
26	Huntsman Cancer Hospital	-	39,278	41,409	2,131	5%
27	Orthopaedic Center	-	49,144	67,466	18,322	37%
28	UNI Outpatient Clinic Visits	31,277	33,966	36,666	2,700	8%
29	UNI Partial Clinic Visits	2,855	3,453	3,535	82	2%
30	Community Clinic Outpatient Visits	240,782	245,425	257,417	11,992	5%
31	UUHC Combined	722,235	725,307	791,809	66,502	9%
32	Emergency Room Visits	31,982	32,504	31,682	(822)	-3%

* Leap FY 2004

Note: The accounting of emergency visits will be changing in FY 06--anticipated FY 06 visits equal FY 05
Orthopaedic FY 05 forecast numbers are based on 9 months of operations

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University of Utah Hospitals & Clinics
Consolidated Operating Budget Summary
UUHC Combined
Fiscal Year 2006

	A	B FY 2005 (Current Year) Projected UUHC Combined	C FY 2006 Proposed Budget UUHC Combined	D $ Increase / (Decrease) from Current Year
	Operating Revenue			
	Inpatient Services			
1	Daily	$ 180,121,724	$ 182,880,329	$ 2,758,605
2	Special Ancillary	363,314,206	375,569,750	12,255,544
3	Total Inpatient Revenue	543,435,930	558,450,079	15,014,149
	Outpatient Services			
4	Clinic	94,387,814	111,681,044	17,293,230
5	Emergency	17,332,991	17,459,804	126,813
6	Special Ancillary	273,123,164	280,361,213	7,238,049
7	Partial Day	1,058,487	1,095,850.00	37,363
8	Total Outpatient Revenue	385,902,456	410,597,911	24,695,455
9	Total Patient Revenue	929,338,385	969,047,990	39,709,605
10	Deductions from Revenue	352,936,753	353,405,073	468,320
11	Provision for Bad Debts	21,631,401	23,565,467	1,934,066
12	Net Patient Revenue	554,770,231	592,077,450	37,307,219
13	Capitation Revenue	2,191,936	764,354	(1,427,582)
14	Other Operating Revenue	17,971,277	19,260,804	1,289,527
15	Total Operating Revenue	574,933,444	612,102,608	37,169,164
	Operating Expenses			
16	Salaries	210,934,049	226,924,487	15,990,438
17	Employee Benefits	58,544,943	65,909,308	7,364,365
18	Purchased Services	62,832,028	74,173,510	11,341,482
19	Supplies	128,477,672	134,548,834	6,071,162
20	Capitation Claims Expense	1,535,226	0	(1,535,226)
21	Other Operating	58,356,217	64,562,813	6,206,596
22	Interest Expense	4,147,546	4,310,870	163,324
23	Depreciation Expense	28,461,550	30,798,673	2,337,123
24	Total Operating Expenses	553,289,230	601,228,495	47,939,265
25	Operating Gain	21,644,214	10,874,113	(10,770,101)
26	Non Op Revenue - Interest	680,511	575,600	(104,911)
27	Non Op Revenue - Donations	2,244,465	1,000,000	(1,244,465)
28	Medicaid IME Support	11,966,176	10,691,000	(1,275,176)
29	State Appropriation	4,423,400	4,521,400	98,000
30	Net Income	40,958,766	27,662,113	(13,296,653)
31	Transfers to Health Sciences	12,148,879	13,186,114	1,037,235
32	Transfer of Medicaid IME	11,966,176	10,691,000	(1,275,176)
33	Total Transfers	24,115,055	23,877,114	(237,941)
34	Net Change in Capital Reserve	$ 16,843,711	$ 3,784,999	$ (13,058,712)

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Planned Expenditures	FY2004	FY2005	FY 2006	FY 2007	FY 2008	Sub-Totals	Group Totals
			Millions of Dollars				
√ Emma Eccles Jones	3.00					3.00	
Health				1.50	2.50	4.00	
√ Engineering			4.90			4.90	
√ Gauss House	3.78					3.78	
√ Library			2.00	2.00	0.50	4.50	
√ Bio Data Research Consortium		0.50				0.50	
STAR Support/Contingency							
√ Brain Institute			1.00	1.00	1.00	3.00	
IT Initiative						0.00	
√ Lease payments - Development		0.23	0.47	0.49	0.51	1.70	
√ Research Admin - 512	2.20	0.50				2.70	
Raising of Old Mines Bldg.					1.00	1.00	
Total Expenditures	8.98	1.23	8.37	4.99	5.51		29.08

Sources of Funding

	FY2004	FY2005	FY 2006	FY 2007	FY 2008	Sub-Totals	Group Totals
Research Overhead							14.58
√ Capital Reserve	6.88	3.20				10.08	
√ Annual Funding	1.00	1.00		1.00	1.50	4.50	
Research Foundation							14.60
√ Research Admin	1.10	0.4				1.50	
√ Engineering Building			4.90			4.90	
√ Lease - Dev Bldg		0.23	0.47	0.49	0.51	1.70	
√ Bio Data Research Consortiun		0.50				0.50	
√ STAR Contingency			1.00	1.00	1.00	3.00	
Partial Funding - Health				1.00	2.00	3.00	
Total Funding	8.98	5.33	6.37	3.49	5.01		29.18
Running Total	**0.00**	**4.10**	**2.10**	**0.60**	**0.10**		**0.10**

√

Self-Funded Portions of University (Non-Research) Capital Projects
FY 2004 through FY 2008

9//2/05

Planned Expenditures	FY 2004	FY2005	FY 2006	FY 2007	FY 2008	Sub-Totals	Group Totals
			Millions of Dollars				
Humanities			1.00	2.00	2.00	5.00	
Social Work Addition **			0.80	0.80		1.60	
Assistance with Rec Center			1.00			1.00	
Reserve for Sutton Building		-	1.00	1.00		2.00	
Raising Ballif			1.10			1.10	
602 Ft. Douglas		0.30				0.30	
Total Expenditures	0.00	0.30	4.90	3.80	2.00		11.00

Sources of Funding

	FY 2004	FY2005	FY 2006	FY 2007	FY 2008	Sub-Totals	Group Totals
ARUP			2.00	2.00	2.00	6.00	
√ Tuition Savings		2.00	4.00			6.00	
Total Funding	0.00	2.00	6.00	2.00	2.00 √		12.00
Running Total	**0.00**	**1.70**	**2.80**	**1.00**	**1.00**		**1.00**

** Jannah is only expecting me to contibute $800 K at the moment

UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
COMMUTER SERVICES (000's) *(PARKING)*

	Years Ended June 30	
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 10,841	$ 10,346
b. Rents	894	894
c. Other	20	
d. Total Revenue	11,755	11,240
2. Salaries	(3,580)	(3,295)
3. Other Operating Expenses	(7,905)	(7,352)
4. Charges for Indirect Costs	(200)	(177)
5. Net Revenues	70	416
B. Transfers (Out)		
1. Mandatory Transfers	(70)	(416)
2. Nonmandatory Transfers		
3. Net Transfers	(70)	(416)
C. Net Revenues and Transfers	-	-
D. Beginning Fund Balance	-	-
E. Ending Fund Balance	$ -	$ -

F. Comments:

1. Commuter Services is an entity of the Auxiliary and Campus Facilities Bond System and its net revenues must be transferred, in accordance with bond covenants, to the bond trustee. The trustee uses the funds to pay principal and interest due on the bonded debt. Remaining accumulated fund balances held by the trustee are available for renewal and replacement of facilities and equipment.

2. Commuter Services receives no general fund subsidy.

3. Other Operating Expenses includes all facility occupancy costs, including utilities, custodial costs, repairs and maintenance, etc., which are paid directly by the auxiliary. This amount also includes transfers to the Bond Trustee throughout the year for budgeted renewal and replacement and facility rent. For the year ended June 30, 2005, these transfers amounted to $1,533,938 and $1,035,009, respectively.

4. Mandatory Transfers represents net revenues transferred to the Bond Trustee at fiscal year-end in accordance with bond covenants.

5. Because all net revenues are required to be transferred to the trustee, it is common for entities of the Auxiliary and Campus Facilities Bond System to have negative cash balances at various times during the business cycle. Such negative cash balances represent borrowings from other University funds to provide the working capital needs of each auxiliary operation. Interest is charged monthly on negative cash balances at a rate equal to that earned by the University's Cash Management Investment Pool. Interest on positive cash balances is paid at the same rate.

Monthly Gift Comparison - Trustee Report
University of Utah Development Office
(Summary of Private Support)

June 2005 and Final Fiscal Year 2005

	June 2005 06/01/05 06/30/05	June 2004 06/01/04 06/30/04	+increase/-decrease	This year to: June 2005 07/01/04 06/30/05	Last year to: June 2004 07/01/03 06/30/04	+increase/-decrease
David Eccles School of Business	$297,622	$896,760	-$599,138	$3,304,106	$4,725,807	-$1,421,700
College of Engineering	$4,538,760	$51,048	+$4,487,711	$5,878,564	$2,929,418	+$2,949,145
College of Fine Arts	$30,804	$21,069	+$9,735	$535,185	$481,993	+$53,191
College of Humanities	$438,222	$326,555	+$111,667	$1,769,129	$1,542,172	+$226,956
College of Law	$90,783	$35,809	+$54,973	$2,638,657	$1,399,243	+$1,239,413
College of Mines & Earth Sciences	$217,153	$176,236	+$40,917	$2,678,725	$2,485,882	+$192,842
College of Science	$60,290	$7,505	+$52,785	$1,328,374	$515,687	+$812,687
College Social & Behavioral Science	$256,372	$18,021	+$238,350	$1,039,992	$425,679	+$614,313
Graduate School	$0	$0	+$0	$135,381	$294,763	-$159,381
Graduate School of Architecture	$43,875	$41,327	+$2,547	$167,490	$347,285	-$179,794
College of Education	$112,880	$57,010	+$55,869	$381,668	$165,775	+$215,892
College of Social Work	$6,762	$8,345	-$1,583	$215,301	$235,904	-$20,602
Division of Continuing Education	$35,000	$0	+$35,000	$147,221	$5,975	+$141,246
School of Medicine	$569,235	$2,171,442	-$1,602,207	$19,367,440	$17,206,094	+$2,161,345
Huntsman Cancer Institute	$679,947	$887,759	-$207,811	$4,569,292	$3,395,351	+$1,173,940
College of Health	$42,680	$45,598	-$2,917	$982,345	$192,617	+$789,727
College of Nursing	$70,901	$10,705	+$60,196	$1,026,745	$646,825	+$379,920
College of Pharmacy	$109,294	$106,118	+$3,175	$1,100,529	$2,387,089	-$1,286,560
Health Sciences Center	$529,804	$390,118	+$139,686	$3,257,309	$6,590,984	-$3,333,675
Eccles Health Sciences Library	$15,261	$5,561	+$9,700	$93,752	$94,205	-$453
University Hospital	$231,189	$11,600	+$219,589	$745,719	$3,989,965	-$3,244,246
Athletics	$1,131,920	$1,695,408	-$563,487	$5,670,077	$6,517,103	-$847,026
Stadium	$4,000	$0	+$4,000	$33,801	$91,071	-$57,270
Red Butte Garden & Arboretum	$324,611	$322,203	+$2,407	$1,172,632	$1,500,113	-$327,480
Bennion Community Service Center	$52,225	$104,458	-$52,233	$226,060	$443,152	-$217,092
Pioneer Memorial Theatre	$71,141	$77,956	-$6,815	$762,213	$850,982	-$88,768
Utah Museum of Fine Arts	$92,670	$140,424	-$47,753	$1,397,454	$1,820,988	-$423,534
Utah Museum of Natural History	$48,835	$54,746	-$5,911	$1,287,867	$1,109,197	+$178,669

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Monthly Gift Comparison - Trustee Report
University of Utah Development Office
(Summary of Private Support)

June 2005 and Final Fiscal Year 2005

	June 2005 06/01/05 06/30/05	June 2004 06/01/04 06/30/04	+increase/-decrease	This year to: June 2005 07/01/04 06/30/05	Last year to: June 2004 07/01/03 06/30/04	+increase/-decrease
Marriott Library	$67,605	$13,529	+$54,076	$2,288,826	$1,986,904	+$301,922
Alumni Association	$18,736	$6,149	+$12,586	$135,053	$108,927	+$26,126
KUED--Channel 7	$244,834	$178,103	+$66,731	$4,911,293	$4,915,831	-$4,538
KUER--FM 90	$50,699	$64,686	-$13,986	$1,236,512	$972,227	+$264,285
KULC--Channel 9	$2,950	$0	+$2,950	$2,481,006	$2,202,951	+$278,055
Kingsbury Hall	$12,642	$7,070	+$5,572	$174,254	$154,406	+$19,847
Financial Aid/Scholarships	$18,706	$43,153	-$24,446	$770,617	$1,033,808	-$263,190
Other Facilities	$600	$0	+$600	$12,248	$5,648	+$6,599
Fort Douglas	$125,000	$0	+$125,000	$934,749	$961,826	-$27,077
President's Special Opportunities	$40,018	$4,788	+$35,230	$236,362	$174,735	+$61,626
Other	$162,188	$102,569	+$59,619	$5,656,712	$4,402,975	+$1,253,736
Sponsored Projects	$2,227,782	$2,906,529	-$678,747	$54,469,740	$51,786,030	+$2,683,710

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Monthly Gift Comparison - Trustee Report
University of Utah Development Office
(Summary of Private Support)

June 2005 and Final Fiscal Year 2005

	June 2005 06/01/05 06/30/05	June 2004 06/01/04 06/30/04	+increase/-decrease	This year to: June 2005 07/01/04 06/30/05	Last year to: June 2004 07/01/03 06/30/04	+increase/-decrease
Donor Types:						
Individual Gifts	$1,978,060	$2,562,711	-$584,651	$25,993,073	$23,788,178	+$2,204,895
Corporation Gifts	$7,026,653	$3,343,864	+$3,682,788	$52,855,521	$39,987,508	+$12,868,012
Foundation Gifts	$2,580,763	$2,218,519	+$362,243	$29,796,493	$41,172,224	-$11,375,730
Associations/Other Gifts	$1,488,532	$2,865,272	-$1,376,740	$26,575,329	$26,149,693	+$425,635
Total	$13,074,009	$10,990,368	+$2,083,641	$135,220,417	$131,097,605	+$4,122,812
Gift Types:						
Cash	$5,510,342	$6,622,938	-$1,112,596	$58,050,231	$65,424,871	-$7,374,639
Matching Gifts	$4,426	$5,429	-$1,002	$141,055	$183,871	-$42,815
Credit Cards	$656,149	$561,009	+$95,139	$3,512,553	$3,418,255	+$94,298
Securities	$670,000	$793,449	-$123,449	$12,133,257	$6,533,776	+$5,599,481
Property	$0	$0	+$0	$29,651	$89,806	-$60,154
Objects	$3,989,620	$96,673	+$3,892,947	$6,773,321	$3,627,753	+$3,145,568
Total Gifts	$10,830,538	$8,079,500	+$2,751,038	$80,640,072	$79,278,333	+$1,361,739
Private Grants & Contracts * Sponsored Projects	$2,227,782	$2,906,529	-$678,747	$54,469,740	$51,786,030	+$2,683,710
Total	$13,074,009	$10,990,368	+$2,083,641	$135,220,417	$131,097,605	+$4,122,812

* Receipted Gifts -- Pledges not included
* Contracts and grants from private sources for sponsored research are included in this schedule as OSP -- and not in the individual college totals.
OSP items are also included in the amounts shown in the Monthly Research Activity Report prepared by the Office of Sponsored Projects.
Inclusion of these funds in the gifts report allows for a comparison of totals with peer institutions. Totals have been rounded for reporting.

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University of Utah versus Regents' Peer Institutions
Average Gifts Received, FY 2000 Through FY 2004

U. of Virginia	$185,956,137
U. of Washington	175,718,793
UNC, Chapel Hill	102,932,675
U. of Iowa	72,716,578
UC, San Diego	71,649,612
U. of Pittsburgh	44,871,929
U. of Cincinnati	35,899,531
U. of New Mexico	35,815,665
UC, Irvine	34,843,038
U. of Illinois, Chicago	25,139,676
Mean	78,554,363
Median	71,649,612
U. of Utah	83,494,038
% of Mean	106.3%
% of Median	116.5%

Source: Council for Aid to Education.

Compiled by UU Office of Development.

CASH MANAGEMENT EARNINGS ALLOCATION, FY 2005 to FY 2009
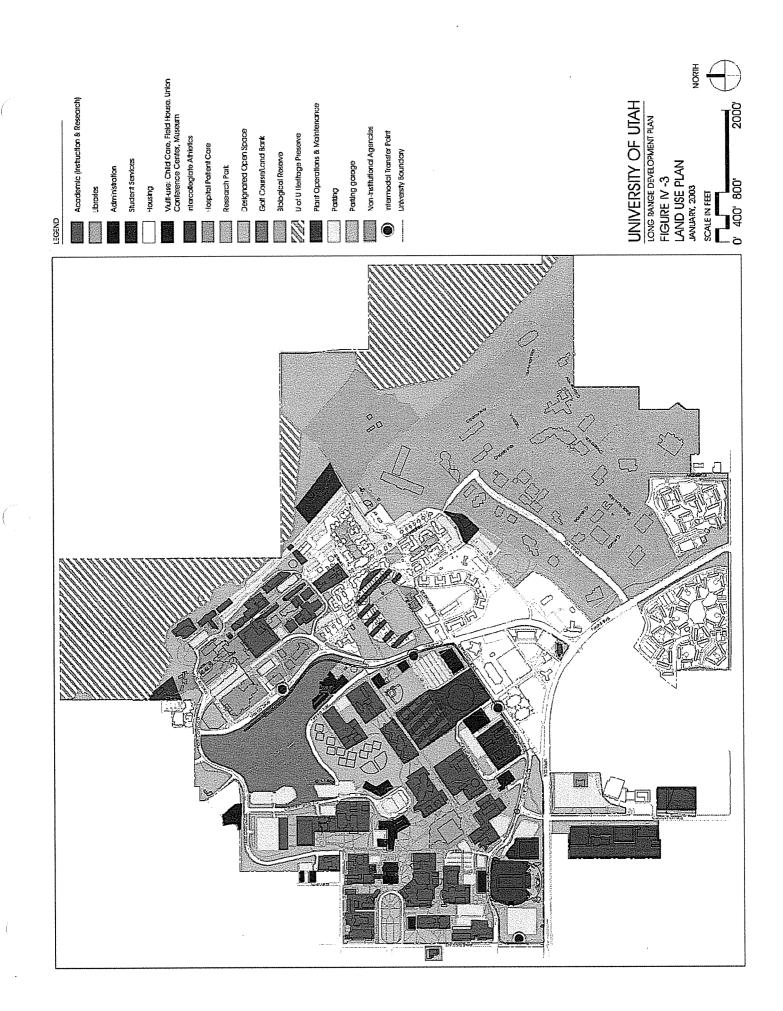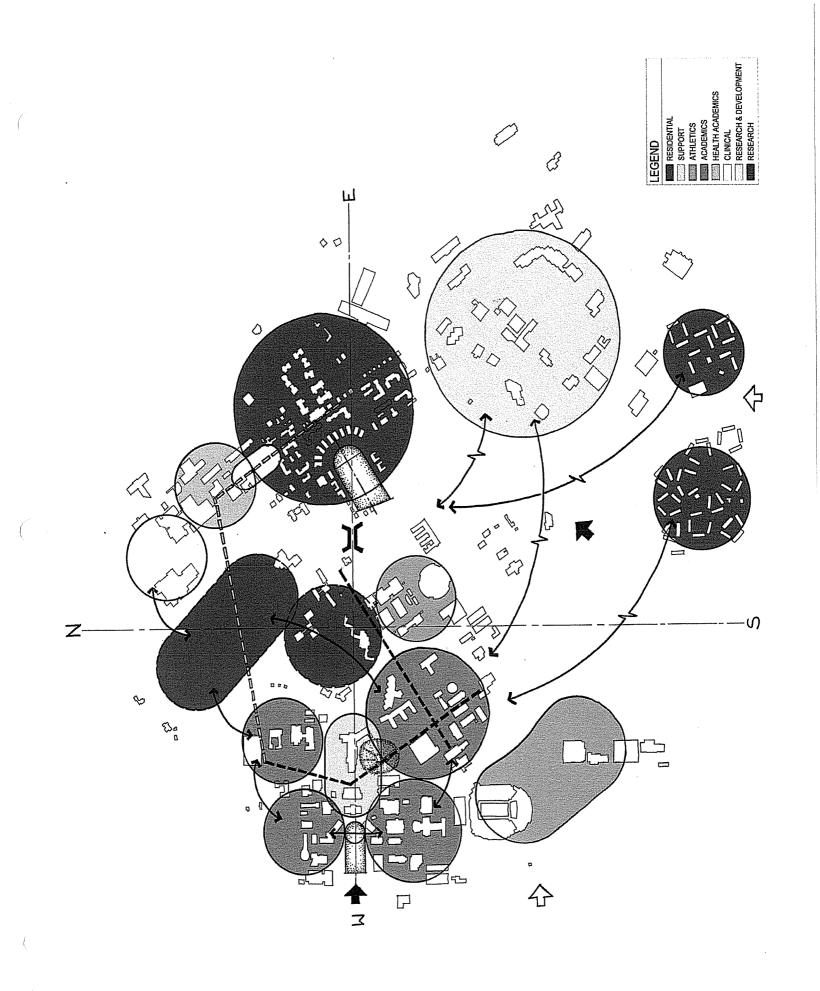
	Actual 2004-05	Budget 2005-06	Projected 2006-07	Projected 2007-08	Projected 2008-09
Student Scholarships and Fellowships					
International Education Scholarships	20,000	40,000	20,000	20,000	20,000
Theatre Scholarships	15,000	15,000	15,000	15,000	15,000
Music Scholarships	15,000	15,000	15,000	15,000	15,000
O.C. Tanner Fellowship	10,000	10,000	10,000	10,000	10,000
TA Instructional Computing Fees	300,000	300,000	290,000	295,000	295,000
Presidential Scholarships	265,000	0	150,000	200,000	200,000
Eccles Scholarships					150,000
Honors Program Scholarships	30,000	30,000	30,000	30,000	30,000
Transfer Scholarships	0	15,000	30,000	30,000	30,000
High School Scholarship Program	123,409	0	0	0	0
Second-year Scholarships	0	50,000	50,000	50,000	50,000
Legacy Scholarships	0	21,500	21,250	40,000	40,000
Teacher Certification Scholarships	7,500	7,500	7,500	7,500	7,500
American Indian Training Program	40,000	40,000	40,000	40,000	40,000
American Indian Fee Waivers	17,141	20,000	20,000	20,000	20,000
Student Leadership Tuition Waivers	141,000	152,000	166,364	174,682	183,416
Athletic TA Waivers	40,000	43,200	47,282	51,065	55,150
Marching Band*	60,000	70,000	75,000	77,500	77,500
Subtotal	1,084,050	829,200	987,396	1,075,747	1,238,567
Program Support					
Hinckley Institute	124,947	128,071	129,103	132,976	136,965
University Professorship	15,000	15,000	15,000	15,000	15,000
University Teaching Committee	95,000	95,000	95,000	95,000	95,000
Chronicle Mentoring Program	11,000	11,000	11,000	11,000	11,000
Debate Team	14,000	14,000	14,000	14,000	14,000
Theatre Dept Productions (thru PMT)	186,600	186,600	186,600	186,600	186,600
Museum of Fine Arts (Base)	246,964	254,373	256,617	264,316	272,245
Museum of Fine Arts (Other)	53,500	53,500	53,500	53,500	53,500
Museum of Natural History	103,561	106,668	107,082	110,294	113,603
Western Political Quarterly	27,911	28,609	17,244	17,675	18,117
Arboretum	144,599	127,099	144,342	148,672	153,132
Employee Benefits	380,000	450,000	500,000	530,000	561,800
Subtotal	1,403,082	1,469,919	1,529,488	1,579,033	1,630,963
Other Commitments					
HCAP (FHP)	30,000	30,000	30,000	30,000	30,000
Martin Luther King, Jr week	50,000	50,000	50,000	50,000	50,000
Washington DC Consulting	100,000	100,000	100,000	100,000	100,000
Campus AR&I	300,000	300,000	300,000	300,000	300,000
Development Office (move/software)*	647,673	10,000	235,000	150,000	0
Development Office Core Funding*	549,264	3,556,127	4,182,446	4,433,393	4,566,395
Development HSC	0	725,180	1,247,293	1,322,130	1,361,794
Development Other Colleges	0	0	360,000	381,600	393,048
Capital Campaign Fund	0	3,000,000	1,765,000	350,000	0
Other Development Activities	15,000	15,000	15,000	15,000	15,000
SVPAA Development Support	0	20,000	0	20,000	0
Government Relations	0	27,500	45,300	45,300	45,300
Legislative/Comm. Events & Relations	22,500	32,800	27,600	27,600	27,600
Continuum and other Marketing	50,000	100,000	80,000	80,000	80,000
Community Events - Univ. Relations	10,000	10,000	10,000	10,000	10,000
Institutional Match for DHHS Fed. Cap.	4,160	5,000	5,000	5,000	5,000
Installation of Johnson C-Cure system	0	0	350,000	0	0
Major Remodeling (SVP's)	0	1,000,000	2,000,000	2,000,000	0
Cash Management investment expenses	0	350,000	361,900	372,757	383,940
Subtotal	1,778,597	9,331,607	11,164,539	9,692,780	7,368,077
Total outflow	4,265,729	11,630,726	13,681,423	12,347,561	10,237,606
Allocations for programs and projects	5,838,825	12,000,000	13,500,000	12,000,000	10,000,000
Prior year carryforward	661,555	2,234,651	2,603,925	2,422,501	2,074,941
Carryforward	2,234,651	2,603,925	2,422,501	2,074,941	1,837,334

THE
UNIVERSITY
OF UTAH
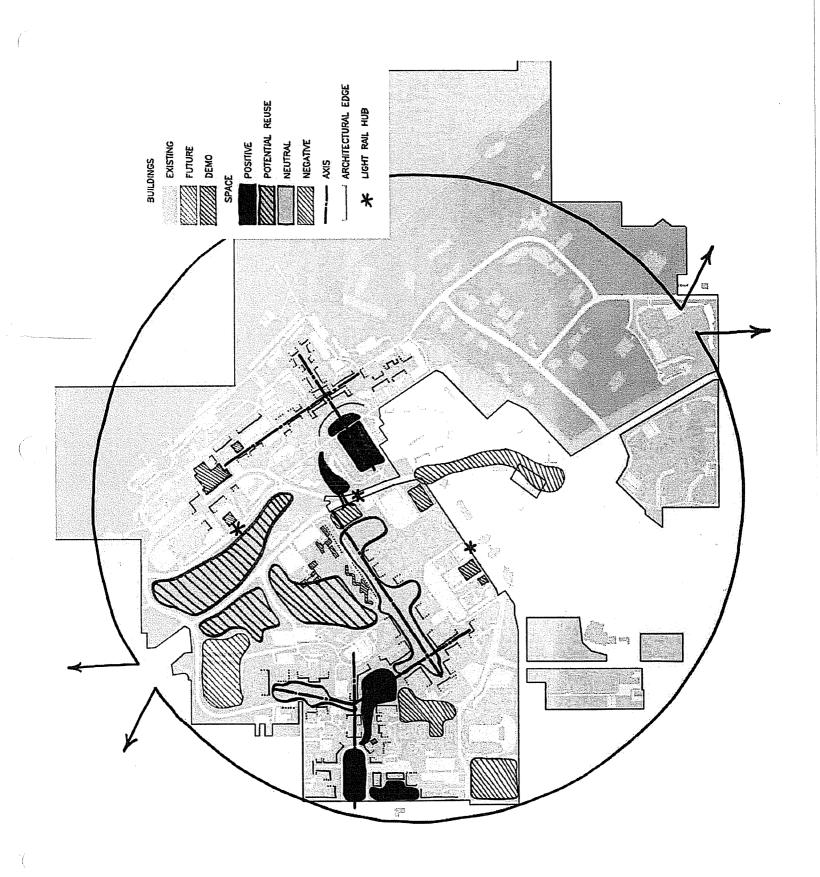
Capital Development FY '06-'07

NOTE: All costs are approximate and will be modified as programs are refined

LEGEND

- Academic (Instruction & Research)
- Libraries
- Administration
- Student Services
- Housing
- Multi-use: Child Care, Field House, Union Conference Center, Museum
- Intercollegiate Athletics
- Hospital Patient Care
- Research Park
- Designated Open Space
- Golf Course/Land Bank
- Biological Reserve
- U of U Heritage Preserve
- Plant Operations & Maintenance
- Parking
- Parking garage
- Non-Institutional Agencies
- Intermodal Transfer Point
- University Boundary

UNIVERSITY OF UTAH
LONG RANGE DEVELOPMENT PLAN
FIGURE IV -3
LAND USE PLAN
JANUARY, 2003

SCALE IN FEET
0' 400' 800'   2000'

NORTH

N

S

E

W

BUILDINGS
EXISTING
FUTURE
DEMO

SPACE
POSITIVE
POTENTIAL REUSE
NEUTRAL
NEGATIVE

AXIS
ARCHITECTURAL EDGE
LIGHT RAIL HUB

Existing Utility Capacities

LEGEND:
- Steam
- High Temp Water
- Telecommunications
- Natural Gas
- High Voltage
- Water
- Sanitary Sewer
- Storm Drains

It is important to note that there are, for all practical purposes, no utility systems in this general area other than those needed for irrigation purposes. Thus, before or as a new building is constructed, all utilities would have to reach out quite a ways to find a place to "plug in."

Although there is plenty of capacity for **High Temp Water** at the main campus Plant, any significant construction in the golf course area will require the provision of new main trunk lines to the Engineering area.
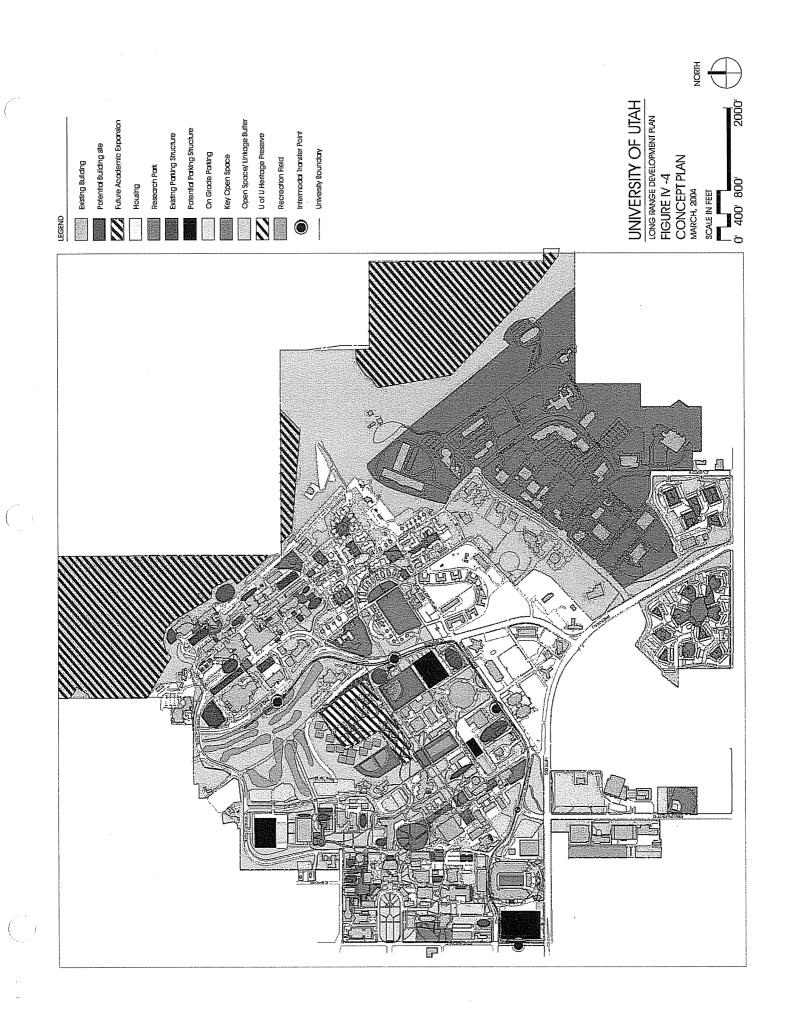
Telecommunications & Natural Gas are available, but additional connections will be needed.

High Voltage availability is extremely limited at the Medical Substation, which is the closest source. Converting all systems at this substation to 12470V (as opposed to the current 4700 and 7200 volt transformers) will make additional capacity available. A substation in the golf course area would be inappropriate, so upgrading the Red Butte or Stadium substations is suggested

Water supply is available, but additional connections to SLC may be prudent, unless we can separate irrigation systems from the primary system, and supply that from our wells. The velocity of the water in the 16" City water line above East Campus exceeds industry standards today. There is no **Chilled Water** available. Serious thought should be given to a central chiller plant before or as actual development begins.

Sanitary Sewer is the largest challenge, since the SLC line downstream is at its limit. Thus, The University either partners with the City to run a new, larger line down 1st or 2nd South, or we run a new line clear across campus to connect to Guardsman Way and Sunnyside lines.

Storm Sewer systems on this part of the campus are mostly old. Additional detention/retention basins will be required as new impervious areas are developed on the present golf course, both to meet future needs and SLC requirements.

UNIVERSITY OF UTAH
LONG RANGE DEVELOPMENT PLAN
FIGURE IV -4
CONCEPT PLAN
MARCH, 2004

SCALE IN FEET
0' 400' 800'   2000'

NORTH

University of Utah

Capital Budget Request Process

FY07 Master List

EXHIBIT A: COMPARISON STATE SUBMITTALS

2003 - 2004

State Submittal

Marriott Library
Building 36: Formerly UMFA

5 Yr State Submittal

Eyring Bldg Chemistry Lab
Campus Learning Center (OSH PI)
College of Health (new)
College of Humanities (new)

2004 - 2005

State Submittal

Marriott Library
Building 36: Formerly UMFA

5 Yr State Submittal

Eyring Bldg Chem. Lab
Campus Learning Center (OSH PI)
East Campus Central Plant
College of Humanities
College of Law

2005 - 2006

State Submittal

Marriott Library

5 Yr State Submittal

Eyring Bldg Chem. Lab
Campus Learning Center (OSH PI)
East Campus Central Plant
College of Humanities Phase II
College of Law (new)
Park Building Exterior
Building 36: Formerly UMFA

2006 - 2007

State Submittal

1 Park Building Exterior
2 Brain Institute

5 Yr State Submittal

1 Art & Arch Tech Center: Formerly UMFA
2 East Campus Central Plant
3 Campus Learning Center
4 Orson Spencer Hall
5 Eyring Bldg Chemistry Lab
6 College of Law - Phase I
7 College of Humanities Phase II
8 Information Technology/Data Center

Legend:

Approved

6/9/2005

EXHIBIT B: PROPOSED STATE PROJECTS FY 2007

No.	Site	Project Name	Program	Construction Type	Funding Donor/Univ	Funding State	O&M Non	O&M State	New GSF	Ren GSF
2007 State Submittal										
1	Main	Park Building Exterior	Administration	Rehabilitation		2,562,000				Bldg Ext
2	Main/East	Brain Institute	Research	New	25,000,000	75,000,000	X	X	250,000	

No.	Site	Project Name	Program	Construction Type	Funding Donor/Univ	Funding State	O&M Non	O&M State	New GSF	Ren GSF
2007 5 Yr State Submittal										
1	Main	Art & Arch Tech Center: Formerly UMFA	Academic	Renovation	3,450,000	3,450,000		X		34,185
2	East	East Campus Central Plant	Support	Expansion		5,116,000		X	3,500	
3	Main	Campus Learning Center	Academic	New		24,000,000		X		116,148
4	Main	Orson Spencer Hall	Academic	Renovation		22,554,000		X		116,148
5	Main	Eyring Bldg Chem. Lab	Acad/Res	New/Reno	39,000,000	10,000,000	X	X	101,000	86,000
6	Main	College of Law - Phase I	Academic	New	10,000,000	10,000,000		X	52,044	
7	Main	College of Humanities Phase II	Academic	New	8,000,000	32,990,000		X	80,000	120,956
8	Main	Information Technology/Data Center	Support	New	35,000,000	12,000,000			100,000	

Legend:

Proposed O&M from State

Proposed O&M from Non-State Sources

Economic Development Initiative

EXHIBIT C: COMPARISON NON-STATE SUBMITTALS

2003 - 2004

Non-State Submittal
NONE

5 Yr Non-State Submittal
HSC Clinical Faculty Bldg (new)
HSC Ambulatory Clinic
Medical Sciences Bldg (new)
Red Butte Admin Bldg (new)
Student Rec Center (new)
COH - HPEB (expansion)
COH - HPEB (reno)
College of Law (reno & new)

2004 - 2005

Non-State Submittal
Chemistry - Gauss House
Building 512 Renovation
Sutton Geology/Geophysics
College of Health
West Terrace Parking Structure

5 Yr Non-State Submittal
HSC Faculty Office Bldg
HSC Ambulatory Clinic
Medical Sciences Bldg
Red Butte Admin Bldg
Student Rec Center
COH - HPEB

2005 - 2006

Non-State Submittal
College of Humanities - Phase I
UUHSC - Hospital Expansion
Student Recreation Center
College of Social Work

5 Yr Non-State Submittal
HSC Academic Space
HSC Ambulatory Clinic
Medical Sciences Bldg
Red Butte Admin Bldg
Eccles School of Business
HSC Research Building
Brain Institute

2006 - 2007

Non-State Submittal
Student Recreation Center
Red Butte Amphitheater/Rose Garden
HSC Ambulatory Clinic
Eccles School of Business
College of Pharmacy (Expansion of Original Scope)
Huntsman Phase IIB
College of Nursing

5 Yr Non-State Submittal
HSC Academic Space
HSC Medical Sciences Bldg
Red Butte Admin Bldg
HSC Research Building
University Student Apartments
Medical Towers
HSC Rehabilitation Hospital
University Neuropsychiatry Institute
Milton Bennion Hall
Huntsman Phase III

Legend:
Approved
Submitted, then Withdrawn

6/9/2005

EXHIBIT D: PROPOSED NON-STATE SUBMITTALS FY 2007

No.	Site	Project Name	Program	Construction Type	Funding Donor/Univ	Funding State	O&M Non	O&M State	New GSF	Ren GSF	Demo GSF
2007 Non-State Submittal											
1	Main	Student Recreation Center	Auxiliary	New	35,000,000		X		157,253		
2	Research Park	Red Butte Amphitheater/Rose Garden	Auxiliary	New	8,000,000		X		20,000		
3	Research Park	HSC Ambulatory Clinic	Health Center	New	48,000,000		X		150,000		
4	Main	Eccles School of Business	Academic	New/Reno	30,245,000			X	25,500	105,833	
5	East	College of Pharmacy (Expansion of Original Scope)	Academic	New	50,000,000			X	101,250		
6	East	Huntsman Phase IIB	Clinical/Res	Addition	34,000,000		X		150,000		
7	East	College of Nursing	Academic	New/Reno	13,085,410			X	6,750	64,106	
2007 5-Year Non-State Submittal											
1	East	HSC Academic Space	Academic	New	35,000,000			X	120,000		
2	Research Park	HSC Medical Sciences Bldg	Acad/Res	New	30,000,000		X	X	130,000		
3	Research Park	Red Butte Admin Bldg	Acad/Supp	New	2,300,000		X	X	10,000		
4	East	HSC Research Building	Research	New	94,500,000		X		250,000		
5	East	University Student Apartments	Auxiliary	Renovation	156,427,000		X			798,546	
6	East	Medical Towers	Auxiliary	Renovation	34,500,000		X			149,512	
7	Research Park	HSC Rehabilitation Hospital	Hospital	New	43,000,000		X		107,947		
8	Research Park	University Neuropsychiatry Institute	Hospital	Addition	28,500,000		X		115,000		
9	Main	Milton Bennion Hall	Academic	Reno/Add	15,717,000		X	X		78,158	
10	East	Huntsman Phase III	Clinical/Res	Addition	45,500,000		X		200,000		

Legend:

Proposed O&M from State

Proposed O&M from Non-State Sources

EXHIBIT E: PROJECTS APPROVED, NOT DESIGNED OR CONSTRUCTED

No.	FYr	Site	Project Name	Program	Status	Construction Type	Funding Donor/Univ	Funding State	O&M Non	O&M State	New GSF	Ren. GSF
1	95/00	Main	Southwest Campus Parking Structure	Parking	On Hold	New	22,800,000		X		514 Spaces	
2	99/00	East	College of Pharmacy Expansion	Academic	Pre-Prog/Funding	New	35,500,000			X	101,250	
3	02/03	East	Eccles Health Sciences Library Plaza and Parking	Support	Planning	New	7,500,000		X	X	3,000	
4	02/03	Main	Virginia Tanner Creative Academic Dance Bldg.	Academic	Planning/Funding	New	6,100,000		X		30,000	
5	05/06	Main	College of Humanities - Phase I	Academic	Programming	New	11,100,000			X	50,000	
6	05/06	East	UUHSC - Hospital Expansion	Hospital	Programming	New	87,500,000		X		210,000	
7	05/06	Main	College of Social Work	Academic	Programming	New	3,250,200			X	15,000	

Legend:

O&M from Non-State Sources

O&M from State Sources

SET ASIDES AND DISCRETIONARY FUNDS: 2005-06 BUDGET

	E&G General Fund	Cash Management	Central Admin ARUP	Pres. Endow, Earnings + Unres. Gifts	G&A	Research Overhead	Research Foundation	Total
Revenue								
Carryforward	0	10,062,650	1,402,501	492,996	302,803	487,400	23,401,493	36,149,843
New	301,958,661	22,080,000	6,555,078	460,000	1,690,469	60,040,000	22,095,434	414,879,642
Total available	301,958,661	32,142,650	7,957,579	952,996	1,993,272	60,527,400	45,496,927	451,029,485
Allocation								
Regular Allocations	290,022,737	7,040,000		145,211	100,000	59,505,942	5,662,382	362,476,272
Off-cycle spending (e.g., F&P)	3,763,540							
Set Aside/Discretionary Uses								
Allocations for ongoing spending								
Academics		1,469,919	984,564					2,454,483
Administrative Services		1,920,000						1,920,000
Athletics		43,200			312,993			356,193
President's home/discretionary			100,000	83,100				183,100
Scholarships		786,000	350,000					1,136,000
Liability Insurance					338,000			338,000
Investment Manager		350,000						350,000
Construction								
Set aside	5,962,384	1,300,000	2,500,000		300,000	1,030,000	4,900,000	
Spend on new construction	237,100		500,000			2,000,000		2,737,100
Spend on remodeling	1,380,000	1,300,000			300,000	1,000,000	4,900,000	8,880,000
Advancement								
Dev/Alumni on going		3,556,127					449,275	4,005,402
HSC and other units ongoing		760,180						
Dev/Alumni one-time								
Capital Campaign reserves		3,000,000						3,000,000
Internal debt reduction	2,210,000		3,267,172					5,477,172
Stabilization funds								
Additions		8,948,000				10,000		0
Subtractions						349,702		0
Brain Institute								0
Other		327,800		85,000	444,000		15,582,200	16,439,000
Total Set Asides/Discretionary	8,172,384	22,461,226	7,201,735	168,100	1,394,993	1,030,000	20,931,475	61,359,914
Total Committed	301,958,661	29,501,226	7,201,735	313,311	1,494,993	60,545,942	26,593,857	427,609,726
Reserve Balances								
Construction	9,190,699	0	2,000,000	0	300,000	2,240,694		13,731,393
Deficits/one-time coverage	4,300,000	2,000,000						4,300,000
Capital Campaign	3,000,000	3,000,000						3,000,000
Stabilization funds	8,948,000	8,948,000				1,115,196		10,063,196
Undesignated carryforward	0	2,641,424	765,844	639,685	498,279	-18,542	18,903,070	23,429,759

SET ASIDES AND DISCRETIONARY FUNDS: 2006-07 PROJECTION

	E&G General Fund	Cash Management	Central Admin ARUP	Pres. Endow, Earnings + Unres. Gifts	G&A	Research Overhead	Research Foundation	Total
Revenue								
General Reserves/Carryforward	0	2,641,424	765,844	639,685	498,279	-18,542	18,903,070	23,429,759
New	308,162,100	28,800,000	6,917,080	470,000	1,832,292	55,040,000	16,300,018	417,521,490
Total available	308,162,100	31,441,424	7,682,924	1,109,685	2,330,571	55,021,458	35,203,088	440,951,249
Allocation								
Regular Allocations	302,062,100	9,465,780		145,211	100,000	54,150,000	6,251,421	372,174,512
Off-cycle spending	3,400,000							
Set Aside/Discretionary Uses								0
Allocations for ongoing spending								
Academics		1,529,488	774,569					2,304,057
Adminstrative Services		1,893,156						1,893,156
Athletics		47,282			353,764			401,046
President's home/discretionary			100,000	83,100				183,100
Scholarships		940,114	375,000					1,315,114
Liability Insurance					300,000			300,000
Investment Manager		361,900						361,900
Construction								
Set aside for projects	500,000	2,300,000	2,500,000		300,000	30,000	1,000,000	6,630,000
Spend on new construction	5,712,900		2,500,000					8,212,900
Spend on remodeling		2,300,000			300,000			2,600,000
Advancement								
Dev/Alumni on going		4,182,446					477,355	4,659,801
HSC and other units ongoing		1,622,293						
Dev/Alumni one-time		235,000						235,000
Capital Campaign reserves net		1,765,000						1,765,000
Internal debt reduction	2,200,000		3,448,540					5,648,540
Stabilization funds								0
Additions		3,941,064				10,000		
Subtractions						300,000		
Brain Institute								0
Other		652,600			0		9,599,222	10,251,822
Total Set Aside/Discretionary	2,700,000	19,470,343	7,198,109	83,100	953,764	30,000	11,076,577	41,511,893
Total Committed	308,162,100	28,936,123	7,198,109	228,311	1,053,764	54,190,000	17,327,998	417,096,405
Reserve Balances								
Construction	3,775,541	0	2,000,000	0	300,000	2,270,694	1,000,000	9,346,235
Deficits/one-time coverage	4,200,000							4,200,000
Capital Campaign		4,765,000						4,765,000
Stabilization funds		12,889,064				825,196		13,714,260
Undesignated carryforward	0	2,505,300	484,815	881,374	1,276,807	831,458	17,875,090	23,854,844

SET ASIDES AND DISCRETIONARY FUNDS: 2007-08 PROJECTION

	E&G General Fund	Cash Management	Central Admin ARUP	Pres. Endow, Earnings + Unres. Gifts	G&A	Research Overhead	Research Foundation	Total
Revenue								
Carryforward	0	2,505,300	484,815	881,374	1,276,807	831,458	17,875,090	23,854,844
New	317,406,963	28,800,000	7,124,992	435,000	1,896,422	55,038,000	16,956,217	427,657,595
Total available	317,406,963	31,305,300	7,609,807	1,316,374	3,173,229	55,869,458	34,831,307	451,512,439
Allocation								
Regular allocations	314,606,963	9,412,704		145,211	100,000	54,850,000	6,440,695	385,555,573
Off-cycle spending	600,000							600,000
Set Aside Uses								
Allocations for ongoing spending								
Academics		1,579,033	814,636					2,393,669
Adminstrative Services		1,882,541						1,882,541
Athletics		51,065			366,146			417,211
Presidents home maintenance			100,000	83,100				183,100
Scholarships		1,024,682	400,000					1,424,682
Liability Insurance					315,000			315,000
Investment Manager		372,757						372,757
Construction								0
Set aside for projects		2,300,000	2,500,000		300,000	30,000	2,000,000	7,130,000
Spend on new construction	1,000,000		4,000,000					5,000,000
Spend on remodeling		2,300,000			300,000			2,600,000
Advancement								0
Dev/Alumni on going		4,433,393					518,646	4,952,039
HSC and other units ongoing		1,703,730						1,703,730
Dev/Alumni one-time		150,000						150,000
Capital Campaign reserves net		350,000						350,000
Internal debt reduction	2,200,000		3,551,996					5,751,996
Stabilization funds								
Additions		5,504,755				8,000		
Subtractions						300,000		300,000
Brain Institute								0
Other		337,600			0		7,929,490	8,267,090
Total Set Aside/Discretionary	2,200,000	19,689,557	7,366,632	83,100	981,146	30,000	10,448,136	40,798,571
Total Used	317,406,963	29,102,261	7,366,632	228,311	1,081,146	54,888,000	16,888,831	426,962,144
Reserve Balances								
Construction	3,168,415		500,000		300,000	2,300,694	3,000,000	9,269,109
Deficits/one-time coverage	4,100,000							4,100,000
Capital Campaign		5,115,000						5,115,000
Stabilization funds		18,393,819				533,196		18,927,015
Undesignated carryforward	0	2,203,040	243,175	1,088,063	2,092,083	981,458	17,942,476	24,550,295

ACTIVITY XXXXX
SUMMARY OF REVENUE & EXPENSE
AS OF JULY 31, 2003

Status **Active**   Run Date **Aug 08 2003 03:08 PM**

Business Unit **01**   Orgid - XXX   Fund - 1001   Responsible Person **HENRY,**

Account	Description	Original Budget	Revised Budget	Month Rev/Exp	FYTD Rev/Exp	Encumbered	Budget Variance
49919	NONMAN TRF IN-GENERAL FUND	270,338.00	278,893.13	278,893.13	278,893.13	0.00	0.00
	** TOTAL TRANSFERS IN	270,338.00	278,893.13	278,893.13	278,893.13	0.00	0.00
50800	OTHER SALARIES	99,952.00	99,952.00	8,329.34	8,329.34	91,622.66	0.00
50801	OTHER SALARIES	-62,824.00	-62,824.00	-2,601.61	-2,601.61	0.00	-60,222.39
52000	SHIFT DIFFERENTIAL	0.00	0.00	44.29	44.29	0.00	-44.29
53000	HOURLY	28,292.00	28,292.00	0.00	0.00	0.00	28,292.00
53025	HOURLY - ENCUMBERED	152,191.00	152,191.00	13,451.36	13,451.36	137,770.54	969.10
55000	PASS OVERTIME	1,487.00	1,487.00	0.00	0.00	0.00	1,487.00
55700	EARLY RETIRE INCENTIVE EARNING	11,653.00	11,653.00	11,613.00	11,613.00	0.00	40.00
55800	PREMIUM OVERTIME	742.00	742.00	698.20	698.20	0.00	43.80
59000	EMPLOYEE BENEFITS	0.00	8,555.13	8,555.13	8,555.13	0.00	0.00
59001	EMPLOYEE BENEFITS	0.00	0.00	-621.52	-621.52	0.00	621.52
	* TOTAL PERSONAL SERVICES	231,493.00	240,048.13	39,468.19	39,468.19	229,393.20	-28,813.26
62400	OPERATIONAL SUPPLIES	16,044.00	16,044.00	2,421.66	2,421.66	0.00	13,622.34
62401	OPERATIONAL SUPPLIES	15,201.00	15,201.00	91.44	91.44	7,969.26	7,140.30
62800	SUBCONTRACTS UNDER $25,000	600.00	600.00	0.00	0.00	0.00	600.00
65600	VEHICLE RENT (NOT FOR C&G USE)	6,000.00	6,000.00	1,016.71	1,016.71	0.00	4,983.29
66100	VEHICLE EXPENSE	1,000.00	1,000.00	33.04	33.04	0.00	966.96

* TOTAL NONPERSONAL SERVICES	38,845.00	38,845.00	3,562.85	3,562.85	7,969.26	27,312.89
** TOTAL EXPENSES	270,338.00	278,893.13	43,031.04	43,031.04	237,362.46	-1,500.37
**** NET REVENUE, EXPENSES, & TRANSFERS	0.00	0.00	235,862.09	235,862.09		

If you have questions regarding the content of this report, please contact Lyle Burkhart at 581-7291 or lburkhart@park.admin.utah.edu.

8/8/2003

https://www.acs.utah.edu/prod/finance/mgmtreports/MgmtReport.jsp

ACTIVITY XXXX
BALANCE SHEET
JULY 31, 2003

Status **Active**   Run Date **Aug 04 2003 01:59 PM**

Business Unit **01**   Orgid - **XXX**   Fund – **1001**

Responsible Person **HENRY,**

		July		
Account	Description	Beginning Balance	Changes	Ending Balance
10500	CLAIM ON CASH	5,839.51	257,533.02	263,372.53
	*TOTAL ASSETS	5,839.51	257,533.02	263,372.53
20099	AP VOUCHERS PAYABLE	-708.75	691.77	-16.98
	*TOTAL LIABILITIES	-708.75	691.77	-16.98
30000	FUND BALANCE	-5,130.76	-258,224.79	-263,355.55
	*TOTAL FUND BALANCE	-5,130.76	-258,224.79	-263,355.55

If you have questions regarding the content of this report, please contact Lyle Burkhart at 581-7291 or lburkhart@park.admin.utah.edu.

University of Utah

BRASS

Budget Reporting and Analysis Support System

USER'S MANUAL
March 2004

BRASS System User's Manual

MEMORANDUM

DATE: March 10, 2006
TO: Vice Presidents and Deans
FROM: Michael Young
RE: 2006-2007 Operating Budget Guidelines

As you know, the 2006 Legislature has completed its work. The attached Special Report on the Utah Legislature provides a summary of Legislative actions that affect the University of Utah. Although tax cuts, roads, and water projects consumed much of the new money that might otherwise have been available for higher education and other state agencies, the University did reasonably well by the end of the session.

Please follow the guidelines below in administering 2006-2007 budgets in your areas.

Compensation

Through a combination of legislative and University actions, we have at our disposal the funding needed for a 3.5 percent increase in salaries and salary related benefits (retirement and FICA). We will hold back one-tenth of a percent centrally to use in helping to retain key faculty and staff, leaving 3.4 percent to be distributed to state-funded accounts across campus. The Legislature appropriated 6.4 percent in additional funding for health insurance premiums.

Salaries. The following general guidelines have been established for granting salary increases:

> Faculty or staff supported by general funds. Salary raises will typically be no less than 1 percent except in cases where you have documented evidence of serious underperformance. Individual increases in excess of 5 percent will require written justification and subsequent approval.

> Faculty or staff supported by research/grant funds, clinical income, endowment income, or auxiliary income. The expectation is that these employees will receive a salary increase consonant with performance, good business practice, and the availability of funds. Individual increases in excess of 5 percent will require written justification and subsequent approval.

Each of you has the ultimate responsibility for salary decisions made by people who report to you. I encourage each of you to exercise careful oversight and consultation in allowing reallocations from vacant positions. In no case should deans or directors reallocate funds that would result in units for which they are responsible going into a budget deficit situation, or that would exacerbate an existing deficit situation.

Salary Adjustment Procedures (Including Non-State Funded Accounts). It is the general policy (PPM 2-59) of the University to consider salary increases only once each year during the cycle for budget implementation on July 1. Requests for salary increases outside this annual review are subject to the off-cycle provisions of the policy and the guidelines outlined above.

Salary increases for employees paid from accounts where continued funding levels are uncertain at the time of the normal budget cycle may be implemented on a different date (usually in conjunction with the receipt or renewal of grants and contracts). In these latter cases, the recommended salary increases should be approved during the budget cycle and implemented when funding levels are known. This approval process will eliminate the need to subject these salary increase decisions to the off-cycle process.

<u>Budgeting for Health and Dental Benefits</u>. Increases in health insurance premiums will be required of employees during the 2006-07 fiscal year. Any such increases will be partially offset by a 6.4 percent increase in funding for health benefits provided by the Legislature. Non-state supported units will need to increase their budgets for health benefits by 6.4 percent for health insurance premiums. No increase will be needed this year for dental insurance premiums.

Enrollment Funding
Academic units will be allocated student credit hour, productivity funds in accord with the budget paradigm.

Other Funding Allocations
Funding provided by the Legislature for earmarked purposes will be allocated as specified, including funds for the operation and maintenance of new facilities, fuel and power, the engineering and nursing initiatives, Range Creek, and the economic development initiative.

Summary
The level of Legislative support for salary increases this year, along with other decisions they made, leaves us with a modest ability to reward the dedication and performance of our faculty and staff. I trust you will communicate to our employees that we value their efforts.

MY/lm

Attachment
cc: Paul T. Brinkman, Associate Vice President for Budget and Planning

MEMORANDUM

DATE: March 10, 2006

TO: All BRASS Users

FROM: Sandy Hughes, Manager of Budget Ops and Info

RE: 2006-2007 Budget Information

For the 2006-2007 Budget Process, there are a few issues to be aware of:

BUDGETING FOR HOURLY PERSONNEL IN THE BRASS SYSTEM
All non-exempt staff should be budgeted in the BRASS System based on the number of hours in the fiscal year, the employees' hourly rate and their full time equivalency.

In the 2006-2007 Budget Year, there are:
2080 hours (This is different from the 2005-2006 BUDGET YEAR which had 2088 hours)

OPEN LINES
Whenever possible please indicate the name of the employee who is vacating a position and contributing to an "Open Line." This procedure will provide adequate audit trail for budgeting purposes.

EMPLOYEE RECORD NUMBER
The Employee Record number is a REQUIRED field for all budgeted employees. The field is located on the "Salary & FTE Allocation" screen (see 2.2 in the Training Manual.)

The Employee Record Number that you enter will be used to match the budgeted dollars for 2006-2007 to the existing information in PeopleSoft. You should refer to your current PAN forms to identify which employee record number to use. The Employee Record Number is located in the upper left corner of the PAN form. It is IMPERATIVE that the employee record number on the PAN matches the employee record number that you will budget in BRASS. If the match to current information is not correct, the risk of a continuation of a prior year pay structure will be possible.

The TRAINING MANUAL, AND CALENDAR are available on the web at :
http://www.obia.utah.edu/budget/index.php

Salary Schedules
Salary range schedules and job code tables are available on the web and can be accessed at:
http://www.hr.utah.edu/comp/ Please pay particular attention to the range minimums to ensure that incumbent employees are not below those minimums.

Changes in Base Budget Information
The budget system is structured so that you can only enter the request year FTE and amounts for existing lines. As a result, you should be particularly mindful of the following issues:

Data for current year actual salaries are based on rates as of February 24, 2006. This is informational data only. If this data is inaccurate, please ignore it and refer to the most current PAN form. Any off-cycle increases that have been approved or changes in FTE that have been made since that time are not reflected in the budget materials.

Salary Data for Employees Paid by Research Projects (Fund 5000)

Please prepare a spreadsheet of proposed salaries for those budgeted in Fund 5000 to be reviewed and approved by the cognizant dean and/or vice president during the budget cycle. Please include this spreadsheet in your budget submission to the President or the Senior Vice President. All other salaries should be entered in BRASS.

Changes in Salaries After Budgets Have Been Approved

There are inevitably some changes to approved new year salaries that occur after the budget master file has been submitted to Payroll for generation of the new year PAN forms. These can be the result of job reclassifications that are processed after submission of the budgets, salary negotiations that sometimes occur after new year rates have been communicated to employees, etc. In these cases, the previously approved salary can be changed by FYSC with approval of the cognizant vice president and dean. If changes are made after July 1 implementation, the requested increases require approval of the Personnel Classification Committee for staff employees or the cognizant vice president for faculty (PPM 59.IV.F).

The 2006-2007 Operating Budget Calendar

Budgets must be completed by Friday, April 7th. Shortly after that time, the input screens will be "locked" to allow the Vice Presidential and Presidential review process. After final budget approval, the screens will be "unlocked" for display only.

If after the budget is locked, you determine that a change is needed in the budget data that was entered, please contact my office and discuss the change.

Please call the following people if you have questions about these or any other items: Sandy Hughes 1-6455 or Scott Peterson 1-7509.

New Administrator's Workshop

<u>BUDGETS AND FINANCIAL STEWARDSHIP</u>

1. The WEB
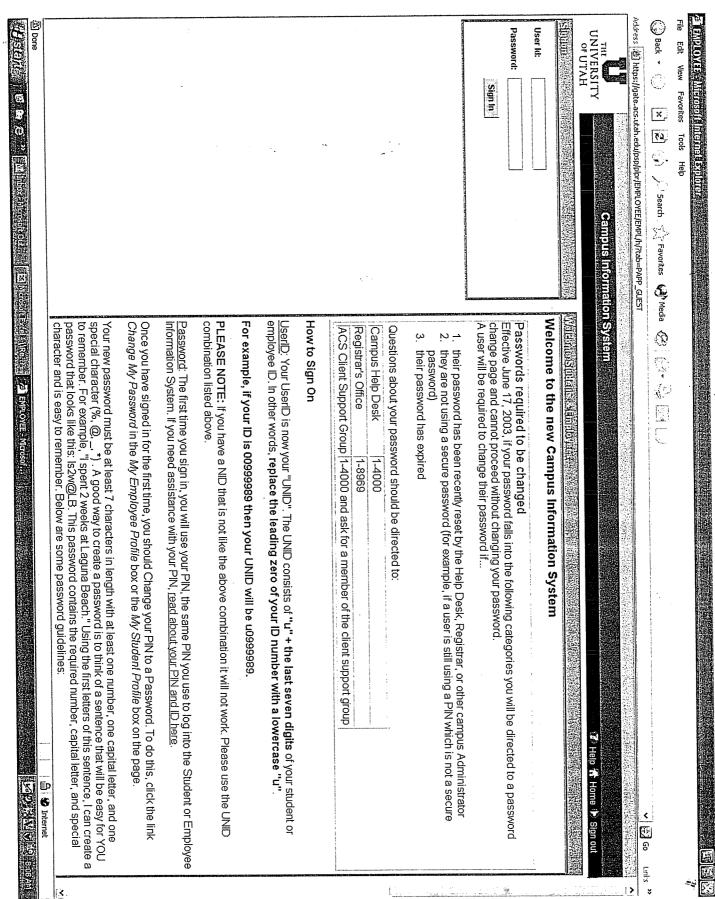
2. Sign On

3. Menus

4. Forms for Access to Management Reports

5. How to run a Report

6. Review Reports:

> Summary of Revenue & Expense
> Budget
> Revised Budget
> Employee Benefits
> Balance Sheet
> Funds Available
> Journal Detail
> Encumbrance Summary

7. Transaction Detail Search - Journals

8. Chartfields:
    ORG ID
    Fund
    Activity – Responsible Person
    Project
    Account Ranges

https://gate.acs.utah.edu

THE UNIVERSITY OF UTAH

Session

User Id: [   ]

Password: [   ]

Sign In

Campus Information System

Help Home Sign out

Welcome to the new Campus Information System

Welcome Students and Employees

Passwords required to be changed

Effective June 17, 2003, if your password falls into the following categories you will be directed to a password change page and cannot proceed without changing your password.

A user will be required to change their password if ...

1. their password has been recently reset by the Help Desk, Registrar, or other campus Administrator
2. they are not using a secure password (for example, if a user is still using a PIN which is not a secure password)
3. their password has expired

Questions about your password should be directed to:

Campus Help Desk	1-4000
Registrar's Office	1-8969
ACS Client Support Group	1-4000 and ask for a member of the client support group

How to Sign On

UserID: Your UserID is now your "UNID". The UNID consists of "u" + the last seven digits of your student or employee ID. In other words, **replace the leading zero of your ID number with a lowercase "u".**

For example, if your ID is 00999989 then your UNID will be u0999989.

PLEASE NOTE: If you have a NID that is not like the above combination it will not work. Please use the UNID combination listed above.

Password: The first time you sign in, you will use your PIN, the same PIN you use to log into the Student or Employee Information System. If you need assistance with your PIN, read about your PIN and ID here.

Once you have signed in for the first time, you should Change your PIN to a Password. To do this, click the link Change My Password in the My Employee Profile box or the My Student Profile box on the page.

Your new password must be at least 7 characters in length with at least one number, one capital letter, and one special character (%, @, _, *). A good way to create a password is to think of a sentence that will be easy for YOU to remember. For example, "I spent 2 weeks at Laguna Beach." Using the first letters of this sentence, I can create a password that looks like this: Is2w@LB. This password contains the required number, capital letter, and special character and is easy to remember. Below are some password guidelines:

EMPLOYEE - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back

Address   https://igate.acs.utah.edu/psp/plpr/EMPLOYEE/EMPL/h/?tab=ACS_EMPLOYEE

Search   Favorites   Media

Go   Links

My Employee Profile

Name: SANDRA M HUGHES
Employee ID:

Change your Mailing Address
Change your Home Phone
Change your Email
Change your Password

My Human Resources Portal

My HR Home

Graduation Information

How to Read a DARS Report
View/Delete Degree Audit Report(s)
Generate Degree Audit Reports
DARS Exceptions
DARS Security
View Student Graduation Information

Administrative Internals

REPORTS
Management Reports

TRANSACTION DETAIL SEARCH

FORMS
Journals
Purchase Orders
Vouchers

PROCESSING
Purchasing Card Reallocation
Interface File Transfer
Stores Journal Processing

RESOURCES & INFORMATION
Accounting Calendar
Chartfields
Journals
Journal ID
Journal Source
Location Codes
Project Agency Identifiers for Contracts & Grants
Property Accounting

Employee Classifieds

Admin. Financial System Messages
Financial System Messages

NEW -- July 10 -- Scholarships and Fellowships

Employee General Messages
Maintenance Downtime
The Campus Information system will be **unavailable Saturday August 9 from 7am until 2pm** for database maintenance.

Have you Changed your Password?
If you are still using your PIN to log into the system, we'd like to suggest that you change it to a password. In the coming months, we will be enforcing password changes for logging into the Campus Information System. To change your Password, Click on the *Change Your Password* link in the My Employee Profile box. For more information click on the Help at the top of the page.

Systems Unavailable for Nightly Maintenance
Campus Information Systems are **unavailable nightly from midnight to 7:00 a.m. (Mountain Time)** for routine server maintenance.

Academics

Class Rolls
Email Class List
View MARS Reports
(requires selection from empl. menu)

Manage Class Links
Student Course Evaluations Results
Student Course Evaluations:
   Administration
   Reports
   Web Demo
More Academic Reports

Student Financials

Student Tuition History
Tuition Bills
Financial Aid Status
Student Aid Award Letter
Student Award Report
Graduate Tuition Benefits

UNIVERSITY OF UTAH
FINANCIAL SYSTEM SECURITY AUTHORIZATION

Please read instructions BEFORE completing this form.
Send completed form to General Accounting, 416 Park Building.

Person Requesting Access:

Employee ID	Name	Department	Phone

Access Requested For:

For BU 01 & 04 Access to all Activities and Projects for the following OrgIDs
For BU 02 & 03 Access to the following OrgIDs

BU	Org Id	Authorizing Name	Signature

For BU 01 & 04 Access to all Activities and Projects for the following Responsible Persons (PI)
For BU 02 & 03 Access to all OrgIDs for the following Responsible Persons (PI)

Employee ID	Employee Name	Signature

Access to the following Activities

BU	Activity #	Authorizing Name	Signature

Access to the following Projects

Project #	Authorizing Name	Signature

To be completed by General Accounting:
Security Set-Up

By _____   Date _____

REVISED 12/01

http://www.acs.utah.edu/afs/forms/index.htm

UNIVERSITY OF UTAH   help

U)))   ADMINISTRATIVE FINANCIAL SERVICES

:: financial system security authorization form instructions ›

1. Opening the form requires Adobe Acrobat Reader.

2. The form should be filled out on the Web.

3. Fill in the Employee ID, name, department name, and phone number of the individual requesting access to the system.

4. Determine what level of authorization is required (See Financial System Security Authorization Overview). In BU - 01 & 04, an individual may require access to all Activities and Projects for an OrgID, all Activities and Projects for an individual whose Activities and Projects are not part of the OrgID requested, and/or specific Activities or Projects not included in the OrgID and not for the individual requested. In BU - 02 & 03, an individual may require access to specific OrgIDs or to all of the OrgIDs for an individual.

5. For each OrgID, Individual, Activity, and/or Project for which authorization is required, fill in the appropriate OrgID #, Employee ID, Activity # and/or Project # and the name of the individual authorizing access.

6. Have the individual responsible (or authorized designee) for each OrgID, Employee, Activity and/or Project sign the form indicating his/her approval.

7. Print the form and send to General Accounting, 416 Park Building
   HINT: If the printed form has word breaks in the wrong places, check the "Print As Image" box in the print dialog screen.

8. If there are not enough spaces on one page for the required security of one individual, complete another form for additional security.

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Address   https://www.acs.utah.edu/prod/financials/management-reports

UNIVERSITY OF UTAH

ADMINISTRATIVE FINANCIAL SERVICES

help

:: management report criteria ›

Accounting Period as of:	July ∨	2003 ∨		
Campus	⊙ 01 University	○ 04 UURF		
	Activity		Plant Fund Only ∨	
	Project		Fund 5000 ∨	
	Fund Only	∨		
Hospital	○ 02 Hospital	○ 03 UNI		
	Orgid			
Report	⊙ Summary of Revenue & Expense			
	○ Balance Sheet			
	○ Journal Detail			
	○ Encumbrance Summary - Current			
	○ Funds Available - Current (BU 01 Activities Only)			
	○ Payroll Earnings, Benefits, and Taxes (Monthly)			
	○ Payroll Earnings, Benefits, and Taxes (FYTD)			

Run Report   RESET

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University Home Page

Internet

ACTIVITY XXXXX
SUMMARY OF REVENUE & EXPENSE
AS OF JULY 31, 2003

Status **Active**   Run Date **Aug 08 2003 03:08 PM**

Business Unit **01**   Orgid - XXX   Fund -   Responsible Person **HENRY**
1001

Account	Description	Original Budget	Revised Budget	Month Rev/Exp	FYTD Rev/Exp	Encumbered	Budget Variance
49919	NONMAN TRF IN-GENERAL FUND	270,338.00	278,893.13	278,893.13	278,893.13	0.00	0.00
** TOTAL TRANSFERS IN		270,338.00	278,893.13	278,893.13	278,893.13	91,622.66	0.00
50800	OTHER SALARIES	99,952.00	99,952.00	8,329.34	8,329.34	0.00	-60,222.39
50801	OTHER SALARIES	-62,824.00	-62,824.00	-2,601.61	-2,601.61	0.00	-44.29
52000	SHIFT DIFFERENTIAL	0.00	0.00	44.29	44.29	0.00	-44.29
53000	HOURLY	28,292.00	28,292.00	0.00	0.00	0.00	28,292.00
53025	HOURLY - ENCUMBERED	152,191.00	152,191.00	13,451.36	13,451.36	137,770.54	969.10
55000	PASS OVERTIME	1,487.00	1,487.00	0.00	0.00	0.00	1,487.00
55700	EARLY RETIRE INCENTIVE EARNING	11,653.00	11,653.00	11,613.00	11,613.00	0.00	40.00
55800	PREMIUM OVERTIME	742.00	742.00	698.20	698.20	0.00	43.80
59000	EMPLOYEE BENEFITS	0.00	8,555.13	8,555.13	8,555.13	0.00	0.00
59001	EMPLOYEE BENEFITS	0.00	0.00	-621.52	-621.52	0.00	621.52
* TOTAL PERSONAL SERVICES		231,493.00	240,048.13	39,468.19	39,468.19	229,393.20	-28,813.26
62400	OPERATIONAL SUPPLIES	16,044.00	16,044.00	2,421.66	2,421.66	0.00	13,622.34
62401	OPERATIONAL SUPPLIES	15,201.00	15,201.00	91.44	91.44	7,969.26	7,140.30
62800	SUBCONTRACTS UNDER $25,000	600.00	600.00	0.00	0.00	0.00	600.00
65600	VEHICLE RENT (NOT FOR C&G USE)	6,000.00	6,000.00	1,016.71	1,016.71	0.00	4,983.29
66100	VEHICLE EXPENSE	1,000.00	1,000.00	33.04	33.04	0.00	966.96

SUMMARY OF REVENUE & EXPENSE (1001/1   ) -- Administrative Financial Services -- University of Utah

* TOTAL NONPERSONAL SERVICES	38,845.00	38,845.00	3,562.85	3,562.85	7,969.26	27,312.89
** TOTAL EXPENSES	270,338.00	278,893.13	43,031.04	43,031.04	237,362.46	-1,500.37
**** NET REVENUE, EXPENSES, & TRANSFERS	0.00	0.00	235,862.09	235,862.09		

If you have questions regarding the content of this report, please contact Lyle Burkhart at 581-7291 or lburkhart@park.admin.utah.edu.

8/8/2003

ACTIVITY XXXX
BALANCE SHEET
JULY 31, 2003

Status **Active**   Run Date **Aug 04 2003 01:59 PM**

Business Unit **01** Orgid - **XXX** Fund – **1001**   Responsible Person **HENRY,**

Account	Description	July		
		Beginning Balance	Changes	Ending Balance
10500	CLAIM ON CASH	5,839.51	257,533.02	263,372.53
	*TOTAL ASSETS	5,839.51	257,533.02	263,372.53
20099	AP VOUCHERS PAYABLE	-708.75	691.77	-16.98
	*TOTAL LIABILITIES	-708.75	691.77	-16.98
30000	FUND BALANCE	-5,130.76	-258,224.79	-263,355.55
	*TOTAL FUND BALANCE	-5,130.76	-258,224.79	-263,355.55

If you have questions regarding the content of this report, please contact Lyle Burkhart at 581-7291 or lburkhart@park.admin.utah.edu.

https://www.acs.utah.edu/prod/finance/mgmtreports/MgmtReport.jsp

8/4/2003

FUNDS AVAILABLE (1001/   ) -- Administrative Financial Services -- University of Utah

ACTIVITY X X X X X
FUNDS AVAILABLE
AUGUST 31, 2003

Status **Active**   Run Date **Aug 04 2003 01:59 PM**

Business Unit **01**   Orgid - **XXX**   Fund -
1001

Responsible Person **HENRY,**

Description	Fiscal Year		August Balance	
	Beg Bal	Changes		
Claim on Cash	5,839.51	257,516.04	263,355.55	
Accounts Payable Vouchers	-708.75	699.05	-9.70	
* Funds Available Before Encumbrances	5,130.76	258,215.09	263,345.85	☺
Nonpersonal Services Encumbrances			-7,959.56	
** Funds Available Less Nonpersonal Services Encumbrances			255,386.29	☺
Personal Services Encumbrances			-240,475.23	
*** Funds Available Less All Encumbrances			14,911.06	☺

If you have questions regarding the content of this report, please contact Lyle Burkhart at 581-7291 or lburkhart@park.admin.utah.edu.

https://www.acs.utah.edu/prod/finance/mgmtreports/MgmtReport.jsp

8/4/2003

JOURNAL DETAIL (1001/   ) -- Administrative Financial Services -- University of Utah

ACTIVITY X X X X X
JOURNAL DETAIL
FOR THE MONTH OF AUGUST 2003

Status **Active**   Run Date **Aug 04 2003 02:00 PM**

Business Unit **01**   Orgid - X X X   Fund --
1001

Responsible Person **HENRY**

Account	Journal ID	Date	Line Reference	Src	Orgid	A/U	Transaction Description	Budget	Actual	Encumber
10500	VP00160557	01-Aug-03		AP	00768	1		0.00	-16.98	0.00
*TOTAL 10500 CLAIM ON CASH								0.00	-16.98	0.00
20099	AP00160554	01-Aug-03		AP	00768	1		0.00	-9.70	0.00
20099	VP00160557	01-Aug-03		AP	00768	1		0.00	16.98	0.00
*TOTAL 20099 AP VOUCHERS PAYABLE								0.00	7.28	0.00
62401	AP00160554	01-Aug-03	00927973	AP	00768	1	PO118213 1 STANDARD SUPPLY	0.00	9.70	0.00
62401	PORV160572	01-Aug-03	0000118213	PO	00768	1	STANDARD SUPPLY	0.00	0.00	-9.70
*TOTAL 62401 OPERATIONAL SUPPLIES								0.00	9.70	-9.70

If you have questions regarding the content of this report, please contact Lyle Burkhart at 581-7291 or lburkhart@park.admin.utah.edu.

https://www.acs.utah.edu/prod/finance/mgmtreports/MgmtReport.jsp

8/4/2003

ACTIVITY XXXXX
ENCUMBRANCE SUMMARY
AS OF AUGUST 31, 2003

Status **Active**   Run Date **Aug 04 2003 02:03 PM**

Business Unit **01** Orgid -- **XXX** Fund - **1001**   Responsible Person **HENRY**

Account	Date Created	Last Updated	Reference	Orgid	Transaction Description	Encumbrance Amounts			
						Original	Expended	Adjusted	Current
50800	15-Jul-03	15-Jul-03	FY2004	00768	P/R ENCUMBRANCE ADJUSTMENT	0.00	0.00	95,787.33	95,787.33
*TOTAL 50800 OTHER SALARIES						0.00	0.00	95,787.33	95,787.33
53025	15-Jul-03	15-Jul-03	FY2004	00768	P/R ENCUMBRANCE ADJUSTMENT	0.00	0.00	144,687.90	144,687.90
*TOTAL 53025 HOURLY - ENCUMBERED						0.00	0.00	144,687.90	144,687.90
62400	12-Nov-98	05-Feb-99	0000014024	00404	Distribution	2,846.00	-2,846.00	0.00	0.00
62400	25-May-00	01-Jun-00	0000004596	00768	LOGIPLEX CORPORATION	1,452.00	-1,452.00	0.00	0.00
62400	29-Aug-00	08-Sep-00	0000005296	00768	LOGIPLEX CORPORATION	4,136.00	-4,136.00	0.00	0.00
62400	26-Jul-01	01-Aug-01	0000006128	00768	LOGIPLEX CORPORATION	75.00	-75.00	0.00	0.00
62400	13-Sep-01	20-Sep-01	0000006218	00768	LOGIPLEX CORPORATION	250.00	-250.00	0.00	0.00
62400	29-Aug-00	09-Nov-00	0000005299	00768	LASSCO SOUND & SYSTEMS INC	1,799.45	-1,799.45	0.00	0.00
62400	02-Jun-00	06-Jun-00	0000005209	00768	LOGIPLEX CORPORATION	220.00	-220.00	0.00	0.00
62400	25-May-00	31-May-00	0000004597	00768	LOGIPLEX CORPORATION	506.00	-506.00	0.00	0.00
*TOTAL 62400 OPERATIONAL SUPPLIES						11,284.45	-11,284.45	0.00	0.00
62401	01-Jul-02	08-Jul-03	0000113826	00404	STANDARD SUPPLY	7,500.00	-6,457.65	-1,042.35	0.00
62401	01-Jul-03	01-Jul-03	0000118212	00768	UTAH COMMUNICATIONS INC	2,000.00	0.00	0.00	2,000.00
62401	01-Aug-03	01-Jul-03	0000118213	00768	STANDARD SUPPLY	6,000.00	-40.44	0.00	5,959.56
*TOTAL 62401 OPERATIONAL SUPPLIES						15,500.00	-6,498.09	-1,042.35	7,959.56

File   Edit   View   Favorites   Tools   Help

Address: https://www.acs.utah.edu/prod/financials/detailsearch

UNIVERSITY OF UTAH

ADMINISTRATIVE FINANCIAL SERVICES

help

:: transaction detail search (journal) >

Required Search Criteria

Business Unit: ⊙ ALL   ○ 02-Hospital   ○ 04-UURF
                ○ 01-University ○ 03-Uni   ○ 05-UUHN

Ledger Type: ⊙ Actuals   ○ Encumbrances   ○ Budgets

Journal Date: 7 ▾ / 1 ▾ / 2002 ▾   to   8 ▾ / 31 ▾ / 2003 ▾

Optional Search Criteria

NOTE: The more criteria that you fill in, the better your search results will be.

Journal Information

Journal ID: Matches ▾

Journal Source: — Click here to select a journal source — ▾

Line Description: Matches ▾

Line Reference: Matches ▾

Monetary Amount: Equal to ▾   to

Chartfield Information

Orgid:

Fund:

Activity: Matches ▾

Project: Matches ▾

Account:

Run Report   RESET

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https://www.acs.utah.edu/prod/financials/detailsearch?cmd=fromInputs&busUnit=ALL&ledger=ACTUALS&jrnlStartYear=2003&jrnlStartMonth=7&jrnlStartDay=1&jrnlEndMonth=8&jrnlEndDay=31&jrnlEndYear=2003&jrnlIDType=M&jrnlI

| New Search | | | | | | | | | | To Excel |

Journal Search Criteria

| Business Unit: ALL | | Ledger: | ACTUALS | | | Date: | 7/1/2003 | to 8/31/2003 |
| Fund: 1001 | | Activity: | Matches | XXX | | Account: | 62401 | |

Results: 4 Record(s)

Run Date - Aug 08 2003 06:59 AM

| Journal | | | Transaction | | | Chartfields | | | | | Amount |
ID	Date	Src	Description	Line Ref	BU	Orgid	Fund	Actvty	Proj	Acct	("-" = CR)
AP00158205	08-Jul-03	AP	PO113826 1 STANDARD SUPPLY	00916972	01	00404	1001	05901		62401	60.70
AP00158919	10-Jul-03	AP	PO118213 1 STANDARD SUPPLY	00918122	01	00768	1001	05901		62401	16.08
AP00160221	28-Jul-03	AP	PO118213 1 STANDARD SUPPLY	00925332	01	00768	1001	05901		62401	13.78
AP00160554	01-Aug-03	AP	PO118213 1 STANDARD SUPPLY	00927973	01	00768	1001	05901		62401	9.70

| New Search | | | | | | | | | | To Excel |

chartfield information/validations :: Administrative Financial Services - University of Utah - Microsoft Internet Explorer

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Search   Favorites   Media

Address   http://www.acs.utah.edu/prod/prod/portal/Chartfield.jsp   Go

UNIVERSITY OF UTAH

help

.... ADMINISTRATIVE FINANCIAL SERVICES

:: **chartfield information/validations** >

Follow one of the links below to lookup appropriate chartfield values.

- Org. ID
- Fund
- Activity
- Project
- Allowable/Unallowable
- Account Ranges
  - o Custom Description List
  - o Definitions
    - Non Personal Service Expenses
- Location
- Ship To Code
- Project Agency Identifiers for Contracts and Grants

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ADMINISTRATIVE FINANCIAL SERVICES

:: activity lookup >

Business Unit: ⊙ 01 - University
○ 04 - UURF
○ 05 - UUHN

Activity Number: _____

Org ID: _____

Responsible Person(P.I.): HENRY,I

FAS Account: _____

Status: ⊙ Active   ○ Inactive   ○ Both

Output Options

Display on Screen   Download to Excel

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ADMINISTRATIVE FINANCIAL SERVICES

:: activity lookup >

BU	Fund	Activity	Status	OrgID	Short Title	Responsible Person (P.I.)	Acct Dept Contact Phone No	Mail Location	Liaison	Liaison Phone No	Endowment/ Expenditure	FAS Account
01	1001	05901	A	00768	ELECTRONICS SHOP	HENRY DAVID HAROLD	5817291	0350002220	581		--	108010
01	1001	05903	A	00767	ELECTRIC SHOP	HENRY DAVID HAROLD	5817291	0350002220	581		--	108025
01	1001	05904	A	00769	ELEVATOR MAINTENANCE	HENRY DAVID HAROLD	5817291	0350002260	581		--	108030
01	1001	05907	A	00770	PLUMBING SHOP	HENRY DAVID HAROLD	5817291	0350002220	581		--	108045
01	1001	05913	A	00404	HVAC SHOP	HENRY DAVID HAROLD	5817291	0350002220	5815503 RON SWENSON		--	108103
01	1001	05914	A	00771	STEAM SYSTEMS	HENRY DAVID HAROLD	5817291	0350002220	581		--	108105
01	1001	05915	A	00766	HTW/HVAC DIVISION	HENRY DAVID HAROLD	5817291	0303000000	581		--	108110
01	1001	05916	A	00773	UTILITIES SUPPORT SECTION	HENRY DAVID HAROLD	5817291	0350002220	5815503 RONALD SWENSON		--	108115
01	1001	05917	A	00369	HTW PLANT	HENRY DAVID HAROLD	5817291	0350002220	581		--	108120
01	1001	05918	A	00772	HTW SYSTEMS OPERATION	HENRY DAVID HAROLD	5817291	0350002220	581		--	108130
01	2106	12101	A	00766	EAST CAMPUS CENTRAL PLANT	HENRY DAVID HAROLD	5817291	0350002220	PETER VANDERHAVE	581-5082	--	

previous screen   search criteria

School of Medicine Budget Instructions and Timetable

Fiscal Year 2005 - 2006

I.   Overview

- Each department is required to complete its FY '06 budget in accordance with the guidelines contained within this document. It is important that the guidelines be strictly adhered to for consistency in developing a consolidated School of Medicine budget and to expedite the review process.

- Budgets should be submitted to the dean's office, attention Cathy Anderson, Associate Dean, Finance, in accordance with the timetable shown in Section II. The entire budget package, including the narrative and all budget templates, must be submitted *together* on the due date specified. The dean's office will review the budgets for accuracy and completeness and will work with the departments to correct problems and clarify questions. The budgets will then be forwarded to Senior Vice President Lorris Betz, Dean David Bjorkman and the Mission-Based Management Advisory Committee for review.

- Each department will present its budget to the MBMAC on the date indicated in Section II (also see Section IV).

- Upon review, and after any necessary corrections, Dr. Betz will notify each department in writing that its budget is approved.

- During FY '06 each department will continue to submit reports explaining major variances between budget and actual operating results.

- Please note the following changes to the budget templates for FY '06:

    1. Within the non-personnel expense section, there are three new rows as follows:
        Contract Personnel – Enter personnel expenses which do not go through the University Payroll system, for example PCMC lease-back personnel.
        Space Rental – Enter any expenses the department will incur for space and common area maintenance charges.
        Department Tax – If applicable, enter the divisions' departmental tax in the divisional budgets, and a corresponding credit in the administrative division budget.

    2. On the Personnel Total Compensation spreadsheet, a column has been added to the far right titled "FY '06 Hourly Rate". This column is formula-driven and provides you the hourly rate for use in completing the FY '06 turnaround PANs for staff and hourly employees. This column is for your use only and should not be printed or turned in with your budget.

1

3. The Faculty Salary Allocation spreadsheet has changed. The guaranteed portion of faculty salaries (PAN salary) now subtotals in one column and the non-guaranteed portion of the salary is entered to arrive at a grand total salary.

- New for FY '06 is a requirement that each department include in its Non Org ID budget templates the salary of all tenured faculty not included in the Org ID budget templates. This applies even to tenured faculty paid 100% from non University sources.

January 2005

II. Timetable

Budgets should be submitted to the dean's office, attention Cathy Anderson, according to the following timetable. Dates for presentations to the MBMAC are also listed.

FY 2005-2006 Budget Meeting Schedule

Department	Due in Dean's Office		Presentation Date		Length	Time	Total Mtng Time	Location
Neurobiology & Anat.	Wed	March 30	Mon	11-Apr	20 min	2-2:20 p.m.	2 hours	HALCR
Dermatology					20 min	2:20-2:40 p.m.		
HMBG					20 min	2:40-3 p.m.		
Physiology					20 min	3-3:20 p.m.		
PM & R					20 min	3:20-3:40 p.m.		
Neurosurgery					20 min	3:40-4 p.m.		
Biochemistry	Wed	April 6	Mon	April 18	20 min	2-2:20 p.m.	2 hrs 20 min	HALCR
Neurology					30 min	2:20-2:50 p.m.		
Medical Informatics					20 min	2:50-3:10 p.m.		
Radiation Oncology					20 min	3:10-3:30 p.m.		
Human Genetics					30 min	3:30-4 p.m.		
Radiology					20 min	4-4:20 p.m.		
CRC	Fri	April 8	Wed	20-Apr	20 min	2-2:20 p.m.	2 hrs 20 min	HALCR
Anesthesiology					30 min	2:20-2:50 p.m.		
DFPM					30 min	2:50-3:20 p.m.		
OB/GYN					30 min	3:20-3:50 p.m.		
Dean's office					30 min	3:50-4:20 p.m.		
Ophthalmology	Wed	April 13	Mon	25-Apr	30 min	1:30-2 p.m.	2 hrs 15 min	HALCR
Psychiatry					30 min	2-2:30 p.m.		
Orthopedics					30 min	2:30-3 p.m.		
Internal Medicine					45 min	3-3:45 p.m.		
Oncological Sciences	Fri	April 15	Wed	27-Apr	30 min	2-2:30 p.m.	2 hrs 30 min	HALCR
Pathology					30 min	2:30-3:00 p.m.		
Surgery					45 min	3-3:45 p.m.		
Pediatrics					45 min	3:45-4:30 p.m.		

III. Budget Format

In order to expedite the budget review process each department is required to submit to Cathy Anderson both an electronic and a hard copy of its budget subdivided into the sections described below. Budget templates should be submitted *for each reporting division* as well as a consolidated department budget. If assistance is needed with consolidating divisional budgets, please contact the Dean's Office or MBM. The entire budget package, including the narrative and all budget templates must be submitted *together* on the due date specified in the table.

Budget Narrative:

Part A: Executive Summary- This section should include a summary of the department's budget highlights in bullet point format (one or two pages).

Part B: Assumptions- State the assumptions used in formulating the budget.

Part C: Recruitment- This section should include an explanation of any planned recruitment including approved sources of salary support and start up costs.

Part D: Grant Data- This section should include an explanation of how the department determined the budgeted amount of revenue and expenses from grants and contracts. It should also describe the basis for estimating new grant awards, including the amount and percent of pending grants that the department estimates will be funded. Grant budgets should be realistic, and should be historically based if the department deems adequate data is available. Departments may choose to make their best estimates of which outstanding grants will be funded, but should keep in mind that the budgets should be meaningful, not overly conservative and not overly optimistic.

Part E: Salary Program- This section should contain a description of how the department applied salary increases. Also discuss the average percentage increase for each of the categories of faculty and staff (from Total Personnel Compensation template). Each department will receive salary budget guidelines based upon directives from Senior Vice President Lorris Betz.

Also include in this section two scattergrams of individual faculty salaries, one based on 6/30/04 actual salary data and another based on proposed salaries for FY '06. A template will be provided which contains the standard format, a completed graph using the 6/30/04 salary data, and the AAMC salary survey figures.   The template will be designed such that departments will need only to enter the salary information for FY '06 and the scattergram will automatically generate. The x-axis will show years of service and the y-axis will be the

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AAMC percentile. Gender, track and rank will be differentiated on the graph.

Part F: Collections-   If applicable, this section should contain a brief review of the department's clinical collection efforts, including, but not limited to the following:

- Name and description of department's collection company if an outside agency is used, otherwise a description of the department's collection operation.

- Summary of the following information for fiscal years 2004 (actual), 2005 (projected) and 2006 (budgeted):

    o Collection expense ($), e.g., $500 thousand to collect $5 million. The total expense should be shown in two categories: IDX system costs and other collection expenses.

    o Net collection rate (%) calculated as total collections/total charges less contractual adjustments.

    o Accounts receivables days outstanding (# days), e.g., 60 days out. Calculate as follows (use 6/30/04 A/R data for FY 2004 and 2/28/05 data for FY 2005):

    $$\frac{\text{Accounts Receivable Total}}{\text{Avg. of 3 Prior Mos. Gross Charges}} \quad X \quad \frac{\text{Avg. \# of Days}}{\text{in 3 Prior Mos.}}$$

Part G: Dean's Tax-   In this section show the formula and amounts used to calculate the Dean's Tax for the department's FY '06 budget.

Part H: Cash Reserves-   Include in this section a discussion of the department's cash reserves as it relates to the School of Medicine's cash reserves policy (a copy of the policy is included in this packet). Departments below the target should describe their plan to strengthen cash reserves.

Part I: Support-
(Other than University Hospital)   Include in this section a detailed list of support funds that have been negotiated with other UUHSC and University entities and other sources.   Use the following format:

Support Source	Purpose	Amount	Location in Spreadsheets

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Examples of support sources are: Huntsman Cancer Institute, HMBG, Senior Vice President for Health Sciences, Dean School of Medicine, etc.

Part J: University
Hospital Support-
(Also See VI-A)

Support payments that have been negotiated with the University Hospital should be listed and described using the following format. Attach copies of MOUs, approval memos and other documentation for each commitment.

TYPE	DESCRIPTION	NAME	AMOUNT
Chair Support			Amount
Medical Director Support	Title	Name	Amount
Resident Admin Support	No. of Residents		Total Amount
Fellow Salary Support	No. of Fellows		Total Amount
Program Support (list by program)		Amt. Per Program	Total Amount
Salary Deficit Guarantee (list by name)		Amt. Per Person	Total Amount
Primary Care Clinic Support			Amount
MOUs Description			Amt. Included in Budget

Part K: Department's
Goals -

Each chair should plan to update the MBMAC on his or her department's progress as to the department goals included in last year's budget presentation. Also, similar to last year's format, each department chair should plan to incorporate into his or her FY '06 budget presentation and narrative three new goals for the upcoming year. Every goal must include a method of measurement. The measurement numbers for each goal will be reviewed and discussed at the MBMAC presentation.

For clinical departments, one goal should focus on the clinical mission, one on research, and another on education. Each basic science department's three goals should be a combination of research and education. The goals should be objective, measurable, and achievable. Please make sure the goals are realistic, but chairs also want to build in enough of a "reach" that the department needs to stretch to meet the challenge. Chairs should also state the department's current NIH ranking. In terms of measurements, some of the possibilities include:

- NIH ranking
- Percentage of grants funded
- Percentage of IRB proposals submitted vs. approved

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- Percentage of residents passing the board exams
- How graduates perceive the quality of education
- Clinical volume growth
- Decrease in patient wait times
- Increase in peer reviewed publications

Budget Spreadsheets: This section should contain the budget spreadsheets (see section V).

IV. MBMAC Budget Presentation

Each department will present its budget to the MBMAC based on the timetable in Section II. Approximately one-half of the time should be spent in presentation with the remainder of the time available for questions and discussion. A Powerpoint presentation template will be distributed.

For reference, the committee members are as follows:

Voting Members
John Zone	Chair, Department of Dermatology
To be Named	
Mary Beckerle	Adjunct Professor, Department of Oncological Sciences
Ed Clark	Chair, Department of Pediatrics
Kathleen Digre	Professor, Departments of Ophthalmology/Neurology
Harold Dunn	Chair, Department of Orthopedics
John Hoidal	Chair, Department of Internal Medicine
Peter Jensen	Chair, Department of Pathology
Mark Leppert	Co-Chair, Department of Human Genetics
Bill McMahon	Professor, Department of Psychiatry

Ex-Officio and Non-Voting
Lorris Betz	Senior Vice President for Health Sciences, Executive Dean, SOM
Cathy Anderson	Associate Dean for Finance, SOM
James Bardsley	Associate Vice President for Health Sciences Finance and Planning
Cynthia Best	MBM Director
David Bjorkman	Dean, SOM
Larry Dew	Assistant Vice President for Health Sciences for Finance
Rick Fullmer	Executive Director, University Hospitals and Clinics
Jerry Kaplan	Assistant Vice President for Health Sciences for Research, Associate Dean for Research, SOM

V.   Budget Templates

Eight spreadsheets per division are used in the budgeting process. These spreadsheets will serve as a valuable tool for the departments as they work their way through the budget process. The spreadsheets will also facilitate the process of consolidating the departmental budgets into an overall School of Medicine budget by providing the necessary information to prevent the duplication of data. In addition, these spreadsheets will facilitate the variance reporting process.

A brief explanation and overview of each spreadsheet follows. Also, an example of each spreadsheet is attached along with a diagram showing how the spreadsheets relate to each other.

1. **Consolidated Budget Projection**
   This spreadsheet is the overall budget for the department and contains financial data that flows through the department's Org Ids, the Org Ids of other UUHSC departments and university entities (Non Org Ids), as well as non-university entities.

2. **Budget Projection – Org Id Only**
   This spreadsheet contains the projection for all funds that will flow through the department's Org Ids. Funds that will flow through the Org Ids of other UUHSC departments and entities should be recorded in the "Budget Projection – Non Org Id" spreadsheet (see below).

3. **Budget Projection – Non Org Id Only**
   This spreadsheet contains the projection for all funds that will flow through the Org Ids of other UUHSC departments and other university and non-university entities for which the department would like to track in its own budget. Examples include support from HCI, HMBG or VAMC salaries. Funds that will flow through the department's Org IDs should be recorded in the "Budget Projection – Org Id Only" spreadsheet (see above). New for FY '06 is a requirement that each department include in its Non Org ID budget templates the salary of all tenured faculty not included in the Org ID budget templates. This applies even to tenured faculty paid 100% from non University sources.

4. **Salary Detail – Org Id Only**
   This spreadsheet contains salary information for the portion of each employee's salary that flows through the department's Org Ids. The detail by individual name must be entered for the categories of faculty, staff, and research associate/post doc. Faculty annual salary amounts on this spreadsheet should be an estimate of the full amount to be paid during the fiscal year, including incentive pay. Incentive pay may be budgeted by individual faculty member, by group or specialty, or in total by labeling a row "incentive pay" instead of an individual's name. The totals for each section will automatically update the appropriate lines on the "Budget Projection – Org Id Only" spreadsheet. If the department chooses not to enter detail by individual name for the remaining sections (residents/fellows, graduate students, and hourly employees), the total for these categories of employees must

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be manually entered on the "Budget Projection – Org Id Only" spreadsheet, which will overwrite the formula there.

5. **Salary Detail – Non Org Id Only**
   This spreadsheet contains salary information for the portion of each employee's salary that **does not** flow through the department's Org Ids. The total for each of the sections will automatically update the appropriate lines on the "Budget Projection – Non Org Id Only" spreadsheet. For the categories of residents/fellows, graduate students and hourly employees, the department has the option of entering the total salary expense in the appropriate cells on the "Budget Projection – Non Org Id Only" spreadsheet without entering individual names here. Note: New for FY '06 is a requirement that each department include in its Non Org ID budget templates the salary of all tenured faculty not included in the Org ID budget templates. This applies even to tenured faculty paid 100% from non University sources.

6. **Personnel Total Compensation**
   The purpose of this spreadsheet is to account for **total salary information** for each employee *whose PAN form is held by the department*. In addition to helping the department categorize the various sources from which its employees will be paid, the spreadsheet will calculate the percent increase by employee. This spreadsheet should list salary and FTE information *for all employees for whom the department holds the PAN form.* Each employee's full time annual salary should be shown regardless of whether or not part or all of the salary flows through other departments' Org Id's.

   New for FY '06 is a requirement that each department should include the salary of all **tenured** faculty paid 100% from non University sources.

   To help facilitate the completion of this spreadsheet, a file containing a list of employees for which the department is the home department, along with their current PAN salary, FTE and distribution will be sent to departments separately from the budget template spreadsheets. This list can be cut and pasted into the three salary spreadsheets as needed.

7. **Revenue Breakdown**
   This spreadsheet should list the projected FY '06 revenue for each of the department's activities and projects, *including interest income*. The projected total for Fund 5000 projects may be entered as a single line item by mission if desired (e.g., one line for research projects, one line for education projects, etc.). The total of each column rolls forward to the revenue line of the "Budget Projection – Org Id Only" spreadsheet.

   The information in this spreadsheet is used by the MBM office to prepare budgets by mission. The revenue information will be spread across missions based on the mission assignments previously designated for each activity/project. Personnel expenses contained in the "Budget Projection – Org Id Only" spreadsheet will be run through the MBM model with faculty expenses spread across missions according to the results of the faculty activity survey and the staff allocation percentages previously provided by the

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administrative managers. Non-personal expenses will be spread across missions according to the results of the faculty activity survey.

8. **Faculty Salary Allocation (Clinical Departments Only)**

   This spreadsheet should list all faculty members for whom the department holds the PAN. Each salary should be allocated as academic, negotiated and incentive. The faculty name and total FY '06 salary (Column A) is populated automatically from the Personnel Total Compensation spreadsheet. The faculty PAN contains the guaranteed portion of each faculty's salary and this portion should be split between academic and negotiated (Columns B and C). The incentive portion of salary, if any, (paid via the CIP system) should be listed in Column E. Column F serves as a check figure and should agree with Column A and represents 100% of each faculty's total compensation.

   This spreadsheet will also include for the first time in FY '06 the salary of all tenured faculty paid 100% from non University sources (see Personnel Total Compensation section, page 9).

   Unlocked Org Id Only

   In addition to the above eight required spreadsheets, this spreadsheet is provided for the internal use of the department if desired. The cells in this spreadsheet are unlocked for the department's use. It does not populate any of the budget templates and is not to be submitted with the budget.

Suggested Steps For Completing The Spreadsheets

To facilitate spreadsheet preparation, it is suggested that department administrators complete the spreadsheets in the order described below:

First, enter the Org Id number and department name on the "Revenue Breakdown" spreadsheet in cell G1. Entering the department name here will populate the remaining seven spreadsheets so they are all properly identified.

Step One: Complete the "Revenue Breakdown" spreadsheet. The total of each column is rolled-up to the revenue line of the "Budget Projection – Org Id Only" spreadsheet.

Step Two: Complete the "Personnel Total Compensation" spreadsheet to determine the source of salary support and percent increase for each employee for whom the department holds the PAN form. This spreadsheet will provide the basic information necessary for steps three and four.

Step Three: Complete the "Faculty Salary Allocation" spreadsheet (Clinical Departments Only) by allocating each faculty's FY '06 total compensation between the academic, negotiated and incentive categories.

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Step Four: Complete the "Salary Detail – Org Id" and "Salary Detail – Non Org Id" spreadsheets from the information contained in the "Personnel Total Compensation" spreadsheet.

Step Five: Complete the non-personal expense, non-operating and benefit expense sections of the "Budget Projection – Org Id" and "Budget Projection – Non Org Id" spreadsheets.

Departments should use the standardized budget templates as developed and not modify the format or the formulas. Please note that formulas in many of the spreadsheets have been cell protected. It is important to have the templates consistent for accuracy in the School of Medicine consolidated budget. If rows need to be added on the PAN or Salary spreadsheets, please add them in the middle of each section so that summing formulas still work correctly. The department should contact Cathy Anderson regarding any questions pertaining to which column and/or line a specific item should be recorded in. (Note: Do not eliminate any columns; however, the widths of unused columns may be modified).

All budgeting should be done on a cash basis. Do not include accounts receivables, encumbrances or vouchers payable. Include only those revenues that will be deposited or transferred during FY '06, and only those expenses that will be paid during the same time period.

To help in completing the current year actual data column on the "Budget Projection – Org Id" spreadsheet, a spreadsheet will be sent to each department containing account level detail by activity through January, 2005.

The major budget categories shown on the budget spreadsheets are described below. Please note that the spreadsheets were developed so that all entities within the School of Medicine and Colleges could utilize them for budgeting purposes. Only use those columns required of your department (leave the remaining columns blank or with zeroes in them).

A. REVENUES

1. **Revenue Breakdown Spreadsheet (#7):**

   Departments should first enter their Org Id and department name in the blank cell (G1) at the top of the Revenue Breakdown spreadsheet. Entering the department name here will populate the remaining seven spreadsheets so they are all properly identified.

   List all Org Id/fund/activity or project combinations in the left-hand columns. Break out revenues (*including interest income*) by activity as follows:

   - **State E & G** – indicate any State Education and General funds that will be received in FY '06 (fund 1001). This number will be provided by the Office of the Senior Vice President for Health Sciences. This column is utilized mainly by the Colleges of Pharmacy, Health and Nursing and the Eccles Health Sciences Library. Please increase the revenue number by the estimate for benefits so that the Revenues Less Expenses line equals zero. (See B.3).

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- **State Other** – enter other state funding (fund 1001) such as AOCE funds in this column. These amounts are supplied by the University's Budget Office.

- **Education 2100** – Information will be provided regarding the amount of education funds each department will be allocated for FY '06.

- **Clinical Income** – project net cash collections **without** accruals in the Clinical Income column.

- **Hospital Support** – itemize support from University Hospital, PCMC, and any other hospital support paid into a 2000 fund, except VAMC support, in the next three separate columns to highlight the source of the support. For budgeting purposes, University Hospital support/payments should be shown as revenue regardless of the actual account code that ultimately will be credited when the transfers/payments are made by the Hospital.

- **Recharge Centers** – Departments that run recharge centers should show service revenue related to the facility in the "recharge center" column. This column will be excluded in the School of Medicine rollup to avoid the double counting of revenues.

- **VAMC Contracts** – Indicate any revenue to be received from VA medical center contracts in this column.

- **Other Fund 2000** – forecast any remaining revenue for fund 2000 activities except those listed above in this column.

- **Overhead** – list estimated budget support for fund 2500 in this column, including returned overhead.

- **Grants and Contracts** – by definition, fund 5000 project revenue equals all direct expenses for the fiscal year so that **the Revenues less Expenses line should equal zero on the Org ID budget template.** Include only project revenues that will be spent during the fiscal year, **not** the period of the project. Residual income from clinical trials should be budgeted as 6000 fund revenue, where it is ultimately transferred, and not shown as a surplus in the 5000 fund column.

- **Gifts** – project all revenue for fund 6000 activities in this column. Do not include gifts that are part of an endowment principal.

- **State 6100** – list budgeted state funds revenue (fund 6100), including estimated benefits in this column. (See Section VI-C)

- **Curriculum** – project funding from the Curriculum Committee (into fund 6100) here (mainly SOM departments).

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- **State 6300** – If your department receives state funding that goes into the 6300 fund, indicate it here.

2. Budget Projection – Org Id Only Spreadsheet (#2)

The revenues entered in the Revenue Breakdown Spreadsheet will automatically populate the revenue section of the Org Id spreadsheet, so no further revenue entry is required.

3. Budget Projection – Non Org Id Only Spreadsheet (#3)

Revenue for the Non Org Id Spreadsheet must be entered manually. The revenue category definitions are the same as the Revenue Breakdown Spreadsheet with the following additions:

- **HCI** – Enter any support received from HCI into the "HCI 5000" fund column. List only amounts that do not flow through your department's Org Ids.

- **UH Resident/Staff/Faculty Funding BU 02** – Enter any funding received from the University Hospital for residents, staff or faculty paid through the GME office or hospital accounts.

- **Other Hospital Resident Funding BU 02** – Enter funding received from hospitals other than the University Hospital for residents paid through the GME office accounts.

- **Other** – show any other revenue coming from outside the University, not previously detailed in the budget, in this column and provide a detailed explanation on an accompanying page. These amounts would be outside the University PeopleSoft system with the exception of 9900 funds which should be shown in this category.

- **Total Budget FY '06** – the spreadsheet will sum the Total Fund 2000, Gifts, State, Overhead, Grants & Contracts, and all other columns.

- **Total Budget FY '05** – Record the approved total FY '05 Non Org Id revenue from the department's budget approval letter in this column. When the department enters the Non Org Id portion of their FY '05 budget here and the Org Id portion on the Org Id Only Spreadsheet, there is no need to enter anything on the Consolidated Budget Projection Spreadsheet #1, as it will be automatically populated by the Budget Projection – Org Id and Budget Projection - Non Org Id spreadsheets (Spreadsheets #2 and #3). See Section D, "Consolidated Budget Projection Spreadsheet #1" on page 19.

- **Estimated Actuals FY '05**– estimate FY '05 totals in this column. To help complete this column, a spreadsheet will be sent to each department containing

account level detail through January 2005. Below is an example of the data structure.

OrgID	Fund	Activity/Project	Account	Amount	Category
00888	2000	12345	50200	11,781.96	Faculty Salaries
00888	6000	11456	50200	11,976.00	Faculty Salaries
00888	5000	51071210	53000	293.63	Hourly Wages
00888	5000	59101168	59000	11,885.68	Employee Benefits
00888	2500	09287	60000	1,899.91	Travel
00888	5000	59342420	61000	6,412.11	Equipment over $5000
00888	2000	12345	62500	1,469.92	Office Supplies
00888	5000	59360790	62600	1,695.53	Lab and Technical Supplies
00888	5000	51001212	67000	23.96	Books/Subscriptions

- **% Change** – the spreadsheet will calculate the percentage of change from budgeted FY '06 to estimated actuals FY '05.

B. PERSONAL EXPENSES

All possible personnel expenses, including research associates and others whose grant funding is uncertain at the time of budget preparation, should be included in the budget if the department is planning to continue funding them.

1. Personnel Total Compensation (Spreadsheet #6):

Enter the names of faculty, staff, research associates/post docs, residents/fellows, graduate students, and hourly employees for whom the department holds their PAN in each section of Column "A." If the department does not hold any PANs for certain categories of employees, leave that section blank on the spreadsheet. If new rows need to be added, add them within the middle of each section to ensure that the formulas and totals are correct. Do not enter in the top half of this spreadsheet employees to be hired after budget preparation.

Employees listed in the staff section should include exempt and benefited staff paid by an hourly rate. Employees listed in the hourly section should only be non-benefited, part-time or temporary employees. This will allow for a more accurate estimate of benefit expenses.

Enter the *current* **full time annual** salary for each employee in the second column ("B") and the FY '05 and FY '06 FTEs for each employee in Columns "H" and "I." For hourly employees (both benefits eligible and non-benefits eligible), please take the current hourly rate and multiply it by the number of working hours in next fiscal year (2,088 hours, 261 work days). Enter this number as the current full time annual salary amount for each hourly employee. For example, if an hourly employee currently makes $10.00 per hour, please enter $20,880 in Column "B" ($10.00 x 2,088 hours).

Note: FY '05 and FY '06 have the same number of working hours, 2,088.

For calculating increases, please enter **EITHER** the percent increase for FY '06 (Column "C") **OR** the full time annual salary for FY '06 (Column "D"). **YOU MUST ENTER DATA IN ONE OF THESE COLUMNS FOR EACH EMPLOYEE, BUT DO NOT ENTER DATA IN BOTH COLUMNS.** By entering data in one of these two cells, the spreadsheet will calculate the new FY '06 salary, dollar increase, and percent increase (Columns "E", "F" and "G").

To complete the Total Compensation spreadsheet, each employee's "Actual to be Paid in FY '06" (Column "J") amount should be divided between support sources (funds). The "Actual to be Paid in FY '06" column ("J") and the last column ("Total to be Paid", Column "AG") are calculated by the spreadsheet and should be equal.

After the spreadsheet is completed, Column AH "FY '06 Hourly Rate" will calculate and show the FY '06 hourly rate for staff and hourly employees for your convenience in filling out new year PAN forms. The spreadsheet calculates the hourly rate for all staff whether they are exempt or non-exempt. (Obviously the hourly rate is not needed for exempt employees.) This column is not included in the set print range and should not be submitted.

The top half of the spreadsheet (above the dotted line) shows all employees for which the department holds the PAN form. As a method of recording in one place all salaries that the department is responsible for or will fund, the bottom section has been provided for the department's internal use only, and should be considered optional. The bottom half of the spreadsheet does not roll into any other budget templates and is not to be submitted.

In the lower section, the department may list:

New Hires – individuals to be hired after budget preparation, but who will not be receiving a new year salary increase. These names should not be included in the top section of the spreadsheet to avoid miscalculating the department's average salary increase.

Non-Org Id employees – if the department wants to list the salary detail for any employees for whom it does not hold the PAN, but may partially fund the salary, it may do so in this section as a tracking mechanism.

Other Salaries – to be used for other miscellaneous salary payments such as residual accounts receivable.

Please note that names in these three sections will need to be listed on the Org Id and Non-Org Id salary detail sheets, as well as the Faculty Allocation Spreadsheet, if applicable. The lower section of the Personnel Total Compensation page is only for departmental use in displaying all names in one place and will not populate any other spreadsheets.

2. <u>Salary Detail – Org Id and Salary Detail – Non Org Id (Spreadsheets #4 & #5)</u>

The following three categories require detailed documentation on either the Salary Detail – Org Id Spreadsheet (#4) or the Salary Detail - Non Org Id Spreadsheet (#5), whichever is applicable.

<u>Faculty Salaries</u> – each faculty member's salary should be itemized on the appropriate Detail Salary spreadsheet and divided between support sources. **The salary amount shown should include base pay, negotiated pay and clinical incentive pay (CIP).** Incentive pay may be budgeted by individual faculty member, by group or specialty, or in total by labeling a row "incentive pay" instead of an individual's name. Each faculty member's line should be divided between the appropriate source columns to identify support arrangements. Example: For a faculty member whose compensation consists of a $90,000 base salary, negotiated pay of $20,000 and CIP of $10,000, the total of $120,000 will be shown on the salary line for that person. Of the $120,000, the clinical collections column could reflect $70,000, Contracts & Grants $15,000, UH Support $25,000, and the state fund might contain the remaining $10,000. *Note: New for FY '06 is a requirement that each department include in its Non Org ID budget templates the salary of all tenured faculty not included in the Org ID budget templates. This applies even to tenured faculty paid 100% from non University sources.*

- **<u>Staff Salaries</u>** – each staff member's salary should also be itemized on the appropriate Detail Salary Spreadsheet and divided between support sources. The staff category includes both exempt and non-exempt benefits-eligible employees.

  Please note for hourly employees there will be 2,088 working hours in FY '06.

  Staff whose salaries are paid directly by the hospital via the PAN form should be included in the column entitled "UH Resident/Staff/Faculty Funding BU 02".

- **<u>Post Doc/Research Associate</u>** – each post doc or research associate's salary should be itemized on the appropriate Detail Salary spreadsheet and divided between support sources. Include the salary for all post docs and research associates that the department expects to pay during FY '06. Be sure to include the amount of any projected salary increases.

- **<u>All Other Salaries</u>** – resident/fellow, graduate student, and hourly employee salaries may be itemized in the appropriate section on the appropriate Detail Salary spreadsheet and divided between support sources, OR departments may enter the total salaries for these employees manually on the "Budget Projection – Org Id Only" or Budget Projection – Non Org Id Only" spreadsheet. For information regarding resident funding through GME, (see Section VI. B, page 20), "Budget Considerations."

Note that on the Salary Detail - Non Org Id Spreadsheet (#5), the funding source must be described in the column titled "Source(s)."

Please also note that salaries cannot be changed during the budget year without Dean's Office approval once the department's budget has been approved.

For faculty, please remember that the annualized base amount on the PAN form is comprised of the base (academic) salary and negotiated salary. This is set on an annual basis through the budget process and guaranteed for the year. Both the PAN salary and any salary to be paid through the CIP system must be included in the budget.

3. Budget Projection – Org Id Only and Budget Projection – Non Org Id Only (Spreadsheets #2 and #3)

    Departments should enter benefits directly on the appropriate Budget Projection Spreadsheet. Benefit expense should include all benefit expenses for all employee categories. It is easiest to calculate benefits as an average percentage of salary within each job type. For funds 1001 and 6100, please include the estimated benefits in the Benefits cell. At the bottom of these columns is a BRASS check figure. This figure represents the total budget less the estimated benefits entered in the column and therefore should match the total budget in the BRASS system.

    NOTE: Departments that run recharge centers should show personal expenses related to the facility in the "recharge center" column of the appropriate spreadsheet. This column will be excluded in the School of Medicine rollup to avoid the double counting of expenses.

C. **NON-PERSONAL EXPENSES**

    Non-personal expenses should be shown by category and source and entered either on the Budget Projection – Org Id Only (Spreadsheet #2) for the expenses that flow through the department's Org Id(s) or the Budget Projection – Non Org Id Only (Spreadsheet #3) for those expenses that do not flow through the department's Org Id(s). The operating expense categories listed on the budget template are not exhaustive, but do represent the major types that need to be tracked at the school level. A list of Peoplesoft account ranges to be included in each operating expense category is attached to these guidelines. Those categories not itemized should be included in "Other Expenses."

    Note that amounts paid to support the IDX system should be shown on the "IDX Costs" line. "Other Billing Costs" would include direct expenses identified as billing/ collection related and not included in the personal expense category. For those departments that pay a fixed percentage, that amount would be shown on this line.

    Malpractice Insurance – During FY '06 transfers for malpractice insurance premiums will be made on a quarterly basis. Information pertaining to calculating the FY '06 premium amount will be forthcoming.

Department Tax – If applicable, please record the departmental tax in each division's budget templates on this line. A corresponding credit should be shown here in the department's budget, presumably in the administrative division.

Operating Budget – The Total Operating Budget line represents total operational expenses for the budget year. It does not include one-time expenditures (see below).

One-Time Expenditures – One-time expenditures include the following: equipment and remodeling/construction costs in excess of $5,000, recruitment expenses and other non-recurring expenses. Only recruitment expenses that are considered material to the department and are non-recurring should be included here. These outlays are not considered operational and ongoing. For example, a large equipment purchase of $50,000, or start-up costs for newly recruited faculty would be included in this category. If any transfers to endowment chartfields are planned for FY '06, those transfers should be budgeted in the "Other" non-operating expense line of the template.

Total Expenses – Total Expenses is the operating budget plus budgeted amounts for one-time expenditures. It represents total expected cash outlays for the upcoming fiscal year.

Revenues Less Expenses – Revenues less expenses represent the annual net change in cash. A positive change in cash would indicate increasing cash reserves, while negative cash would be a sign of tapping into reserve balances.

Comparison to FY 2005 – To indicate increases or decreases in each category, budgeted items should be compared to an estimate of the current fiscal year's actual revenues and expenses.

Cash Balances – The following cash balances should be listed in non-shaded cells at the bottom of the Org Id spreadsheet for reference:

- Actual 2/28/05 Cash Balances – Enter actual cash balances by fund. The MBM office will provide this amount.
- Projected Changes to 6/30/05 – Enter projected change in cash
- Estimated 6/30/05 Cash Balances– Calculated by spreadsheet
- Net Change in 2005/06 Budget – Calculated by spreadsheet.
- Estimated 6/30/06 Cash Balance – Calculated by spreadsheet.

Required Cash Reserves – Actual reserves as of 2/28/05 should be entered where indicated (provided by the MBM office). The School of Medicine cash reserves policy is calculated as follows:

> **Clinical Departments** – Cash reserves basis is the department's total operating expenses less the 5000 fund expenses. A reserve balance below 30 days is considered inadequate; 30-60 days is acceptable but weak; 60 – 90 days is considered adequate, but departments are encouraged to target 90+ days.

Basic Sciences Departments – 10% of faculty salaries and benefits paid on 5000 funds.

All 2000 funds will be included in the reserve calculation, along with any 6000 funds that the department indicates. Some 6000 funds are restricted and cannot be used to cover department operating expenses. **Those departments below the target should describe their plans to strengthen cash reserves.** The full cash reserves policy is included in this budget packet.

D. Consolidated Budget Projection Spreadsheet #1

There is no need to enter data in the Consolidated Budget Projection Spreadsheet. If the spreadsheets have not been modified in any way, this spreadsheet will be populated automatically by the completed Budget Projection – Org Id Only and Budget Projection – Non Org Id Only Spreadsheets (#2 and #3).

NOTE: Departments that run recharge centers should show non-personal expenses related to the facility in the "recharge center" column of the appropriate spreadsheet. Expenses paid to recharge centers (purchased services) should be treated as regular expenditures and are not included in the recharge center column.

VI. Budget Considerations

Each department should abide by the following instructions when budgeting for University Hospital payments/support, resident support, state funds, dean's tax, and malpractice insurance premiums.

A. University Hospital: Salary increases for department employees paid from Hospital Org Ids should be negotiated with the Hospital.

The Hospital requires each medical director to sign a contract outlining the director's responsibilities. Hospital medical director salary support must be paid to the faculty member providing the services.

Also see Section III.

B. GME: Residents: University Hospital GME Office will send out a chart to the administrators and program directors in each department indicating exactly how many residency positions will be funded by program by University Hospital for FY '06. The chart will also show the anticipated number of positions that will be paid by the Affiliated Hospitals next year. Program Directors will be responsible to understand their funding prior to hiring residents. Residents hired without University Hospital approval will be paid for by the department. Resident positions should be budgeted in the Non Org Id portion of the budget. Departments should budget from department funds any resident salaries and benefits not supported by other confirmed sources.

Fellows: University Hospital will reimburse departments for 25% FTE salary and benefits (based on PGY level 5) for fellows rotating through University Hospital on clinical rotations not reimbursed by other sources. You should plan to pay for these positions initially, with reimbursement from the Hospital occurring at some point during the year.

C. State Funds: Cathy Anderson will notify each department of the exact amount that should be included as state funding in Columns "O" (State Appropriations), "P" (Curriculum Support) and "Q" (Other State Support) as shown on the Budget Projection – OrgId Only spreadsheet (Spreadsheet #2).

D. Education Funds: Cathy Anderson will notify each department of the amount of education funds that should be included in Column "C" of the Budget Projection – Org Id Only Spreadsheet. This amount represents

20
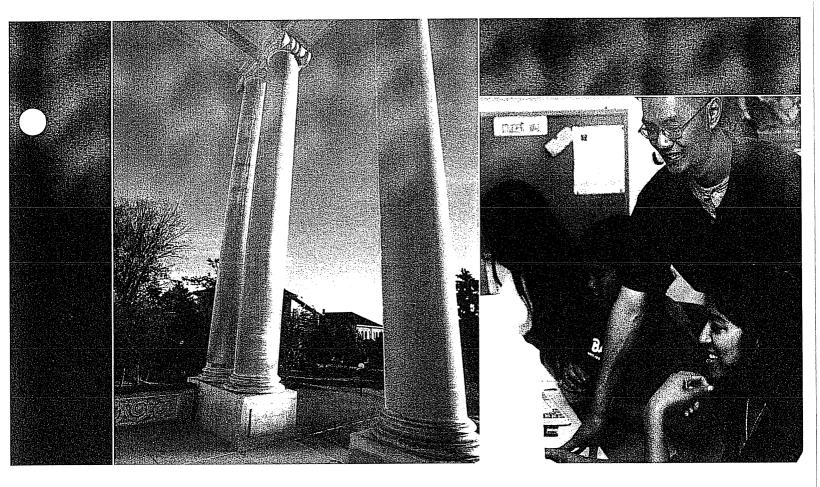
Medicaid IME funds transferred from the University Hospital to the School of Medicine.

E. Dean's Tax: The total tax rate is 4.4%. The approximate breakdown is as follows:

UUMG	2.0%
Dean's	2.0%
Compliance Office	.3%
HS Business Office	.1%
Total	4.4%

F. Malpractice Insurance: During FY '06 transfers for malpractice insurance premiums will be made on a quarterly basis. Information pertaining to calculating the FY '06 premium amount will be forthcoming.

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THE UNIVERSITY OF UTAH
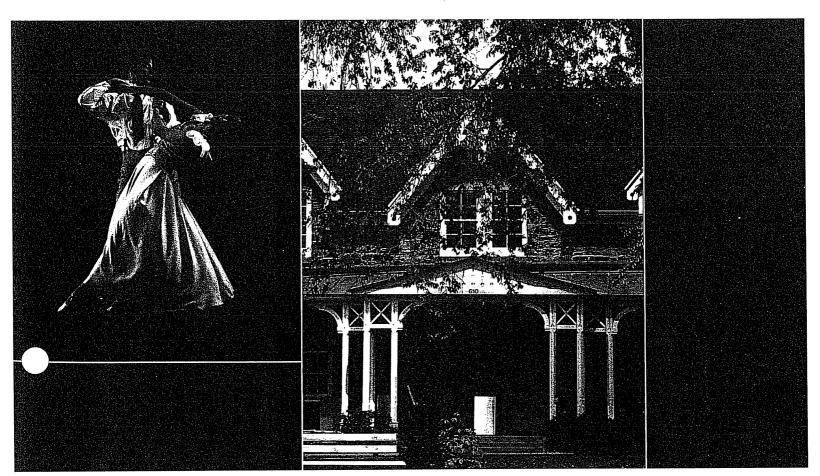
A Component Unit of the State of Utah

Although *unrestricted net assets* are not subject to externally imposed stipulations, substantially all of the University's unrestricted net assets have been designated for various academic and research programs and initiatives, as well as capital projects.

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS

The Statement of Revenues, Expenses and Changes in Net Assets presents the University's results of operations. A summarized comparison of the University's revenues, expenses and changes in net assets for the years ended June 30, 2005 and 2004 is shown in *Figure 3*.

One of the University's greatest strengths is the diverse streams of revenues which supplement its student tuition and fees, including voluntary private support from individuals, foundations, and corporations, along with government and other grants and contracts, state appropriations, and investment income. The University has in the past and will continue to aggressively seek funding from all possible sources consistent with its mission, to supplement student tuition, and to manage prudently the financial resources realized from these efforts to fund its operating activities.

Significant recurring sources of the University's revenues are considered nonoperating, as defined by GASB Statement No. 34. The following are graphic illustrations of revenues by source (both
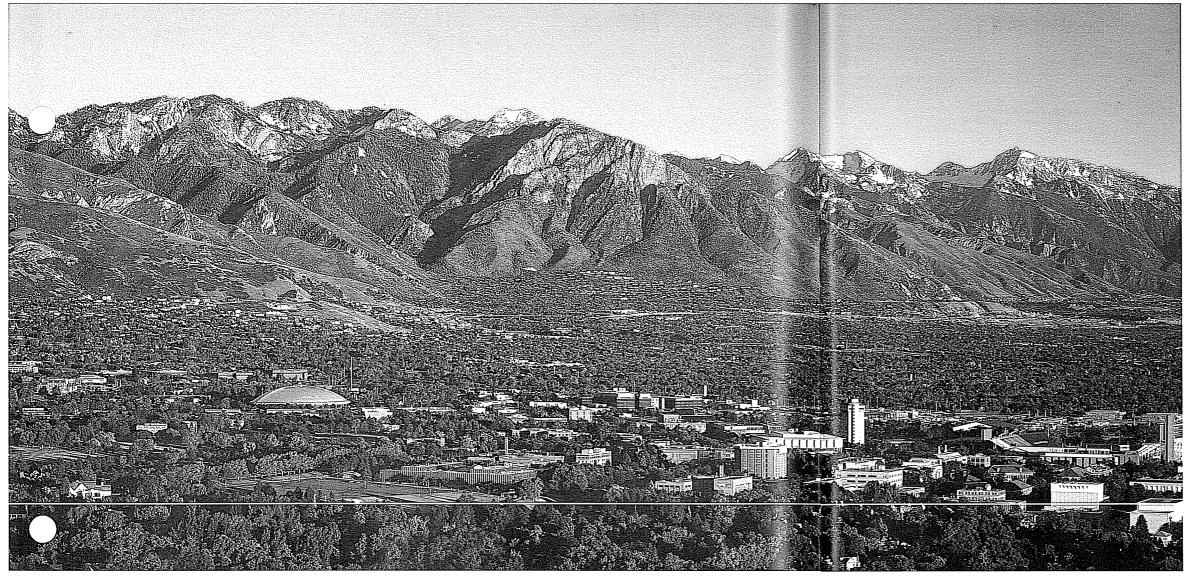
Figure 3.

	2005	2004
	(in thousands)	
Operating revenues		
Tuition and fees	$ 132,189	$ 116,714
Patient services	746,425	669,851
Grants and contracts	294,588	278,750
Sales and services	324,503	293,054
Auxiliary enterprises	75,802	63,781
Other	66,838	47,433
Total operating revenues	1,640,345	1,469,583
Operating expenses	1,800,464	1,691,073
Operating loss	(160,119)	(221,490)
Nonoperating revenues (expenses)		
State appropriations	238,756	227,835
Gifts	26,787	22,123
Investment income	54,179	57,449
Interest expense	(16,172)	(16,503)
Other revenues (expenses)	(10,026)	2,102
Net nonoperating revenues	293,524	293,006
Capital appropriations	8,953	11,600
Capital and endowment grants and gifts	35,881	54,309
Total capital and endowment revenues	44,834	65,909
Increase in net assets	178,239	137,425
Net assets - beginning of year, restated	1,684,466	1,547,041
Net assets - end of year	$1,862,705	$1,684,466

2005 Annual Financial Report
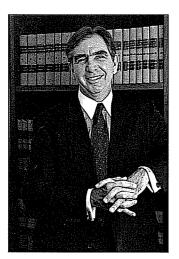
THE UNIVERSITY OF UTAH

A Component Unit of the State of Utah

Contents

Message from the President

I am pleased to present this financial report for the University's 2005 fiscal year. In a sense, it offers a measure of what can grow from shared vision and dedicated effort.

Just three years after pioneers arrived in the Salt Lake Valley, while still living in primitive housing and barely eking out a living from the land, they had the audacity to create a university. They commenced work on the Salt Lake Temple, a building to attend to matters of the spirit; they created irrigation ditches and laid out plots for homes and gardens to attend to matters of the body; and they laid the foundation of a great university to attend to matters of the mind. The University of Utah today is testimony to their vision. It is now a major resource for the state, as an educator of Utah's workforce, an employer, a vital source of cultural enrichment, and an originator of new business.

This year has again been exceptional for the achievements of our faculty. I cite just a few of what could be hundreds of examples:

- Dr. Frank Brown's work that revolutionized our understanding of the dates of human fossils;
- Dr. Dennis Bramble's novel study of the influence of early human running on anatomy;
- Dr. Duncan Metcalfe's exciting work as lead scientist on the Range Creek archeological site;
- Prize-winning geneticist Dr. Mario Capecchi and his colleagues' work on identification of the genetic dimensions of a deadly form of muscle cancer in children;
- Dr. Peggy Battin's remarkable work exploring the ethical issues related to end of life;
- Dr. Lyle Campbell's efforts to document and preserve the nearly extinct languages of indigenous peoples of Central America;
- Dr. Vince Cheng's worthy investigation of the challenging issues surrounding culture and identity; and
- Geologist Dr. Marjorie Chan's authorship of a study suggesting the presence of underground water on Mars.

The past year was an exceptional one for our student-athletes. In fact, it was the best athletic year in the history of the University! We witnessed our football team win the Fiesta Bowl, our basketball team make it to the Sweet Sixteen, and had the #1 draft picks in both football and basketball—an unprecedented accomplishment. No less notable were the achievements of our Womens Gymnastics, Women's Volleyball, Women's Soccer, Cross Country Skiing, and other teams. I applaud our student-athletes for their excellence, and for bringing excitement and pride into our hearts and homes.

Our state continues to benefit from the efforts and expertise of dedicated University of Utah health care professionals and educators. Our renowned University Hospital, the Huntsman Cancer Institute, Huntsman Cancer Hospital, and the Moran Eye Center bring world-class clinical care and research to Utahns. The Orthopaedic Center, which opened last fall in Research Park, offers the latest surgical procedures, pain management techniques, and technology in a facility that is among the best in the country.

This year has also seen significant physical growth on campus. During the year 10 new facilities or major renovations were in the planning or construction stages. For example:

- The Spencer F. and Cleone P. Eccles Health Sciences Education Building was opened. This state-of-the-art classroom building supports education in the colleges of nursing and pharmacy, and the School of Medicine.

- Work commenced on construction of the Warnock Engineering Building, a facility that will benefit future generations of students in engineering and related disciplines.

- A major renovation of the Marriott Library commenced with $48 million of funding from the 2005 legislature. The renovation will ensure the building meets safety codes for earthquakes and other hazards. It will also enhance the library's place as an intellectual and technological hub for students and faculty. This renovation is an essential investment that will ensure one of our state's most valuable assets continues to contribute to the betterment of the state.

We are deeply indebted to the Governor, the legislature and its leaders, and numerous private donors for their support of these and other projects. We are keenly aware of the competing demands for limited resources, and are grateful for their commitment to this enterprise.

Today, as in the beginning, the University faces many challenges and many opportunities. I am inspired by the great tradition in Utah of faith in the power of education. John A. Widstoe, president of the University from 1916 to 1921, once expressed his personal hope "to see this institution enter into the very life of our state; to help solve its problems, to point its way, to help bear its burdens as well as to share in its prosperity . . . ." We are excited to continue in this tradition.

Michael K. Young

Independent State Auditor's Report

To the Board of Trustees, Audit Committee,
    and
Michael K. Young, President
University of Utah

We have audited the accompanying basic financial statements of the University of Utah (hereinafter referred to as the "University"), a component unit of the State of Utah, as of and for the year ended June 30, 2005, as listed in the table of contents. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the University of Utah Hospital and its related institute and clinics or the University's component units, which represent approximately 22% ($534,675,000) of total assets and 42% ($819,106,000) of total revenues of the University. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the University Hospital and the component units, is based on the reports of the other auditors. The prior year partial comparative information has been derived from the University's 2004 financial statements and, in our report dated October 1, 2004, we expressed an unqualified opinion, based on our audit and the reports of other auditors, on the basic financial statements.
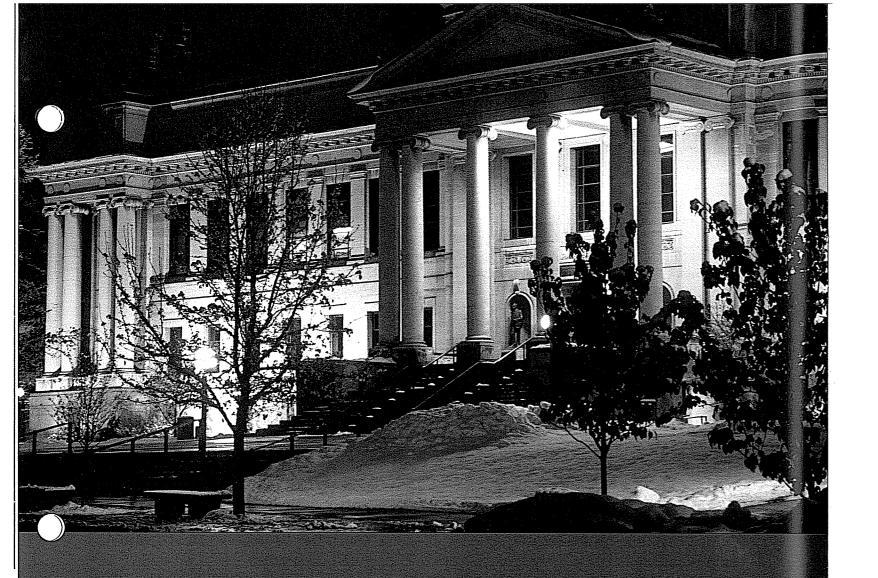
We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the component units were not audited in accordance with *Government Auditing Standards*. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion of the effectiveness of the University's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the reports of other auditors provide a reasonable basis for our opinion.

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the financial position of the University as of June 30, 2005, and the changes in financial position and cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.
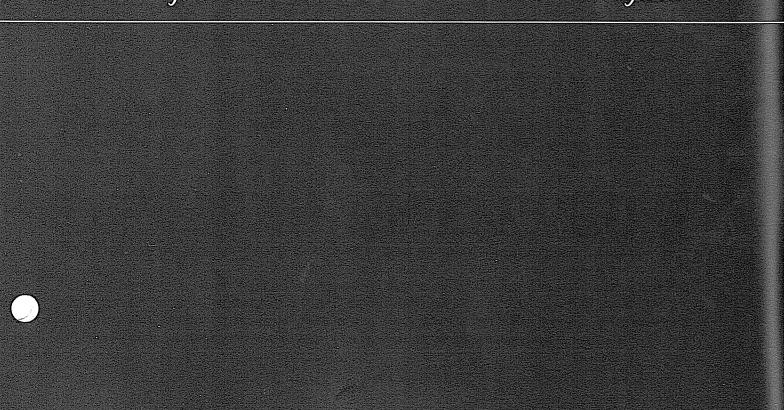
In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2005 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The accompanying management discussion and analysis is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Auston G. Johnson, CPA
Utah State Auditor
September 30, 2005

Management's Discussion and Analysis

INTRODUCTION

The following discussion and analysis provides an overview of the financial position and activities of the University of Utah (University) for the year ended June 30, 2005, with selected comparative information for the year ended June 30, 2004. This discussion has been prepared by management and should be read in conjunction with the financial statements and the notes thereto, which follow this section.

The University is a comprehensive public institution of higher learning with approximately 29,000 students, 2,300 faculty members and more than 20,000 supporting staff. The University offers a diverse range of degree programs from baccalaureate to post-doctoral levels, through a framework of 15 schools, colleges and divisions, and contributes to the state and nation through related research and public service programs. The University also maintains a prestigious health care complex through its University of Utah Hospitals and Clinics (UUHC). The UUHC consists of three hospitals and numerous specialty clinics. The UUHC is an integral part of the University's health care system that also includes the University's School of Medicine and the Colleges of Health, Nursing, and Pharmacy. The University's health care system has a tradition of excellence in teaching, advancement of medical science and patient care, consistently ranking among the best health care systems in the western United States.

The University consistently ranks as one of the nation's top universities by various measures of quality, both in general academic terms and in terms of strength of offerings in specific academic disciplines and professional subjects. Excellence in research is another crucial element in the University's high ranking among educational institutions. Research is central to the University's mission and permeates its schools and colleges.

In addition to the academic schools, colleges, and departments, the University operates the University of Utah Research Foundation (UURF), a separately incorporated entity that specializes in applied research, the transfer of patented technology to business entities, leasing and administration of Research Park (a research park located on land owned by the University), and the leasing of certain buildings. Also, a wholly-owned, separately incorporated enterprise, the Associated Regional and University Pathologists, Inc. (ARUP) provides pathology services to regional and national customers.

FINANCIAL HIGHLIGHTS

The University's financial position remained strong at June 30, 2005, with assets of $2.5 billion and total liabilities of $.6 billion. Net assets, which represent the residual interest in the University's assets after liabilities are deducted, increased by $178.2 million to $1.9 billion at June 30, 2005.

Changes in net assets represent the total activity of the University, which results from all revenues, expenses, gains and losses, and are summarized for the years ended June 30, 2005 and 2004 in *Figure 1*.

Fiscal year 2005 revenues before change in fair value of investments increased 9.4%, or $169.5 million, while expenses increased 7.0%, or $119.1 million. This resulted in a net gain before changes in fair value of investments of $149.8 million for fiscal year 2005, and $99.4 million for fiscal year 2004.

The University invests its endowment funds to maximize total return over the long term, within an appropriate level of risk. The success of this long-term investment strategy is evidenced by returns averaging 8.4% during the past ten years.

USING THE FINANCIAL STATEMENTS

The University's financial report is prepared in accordance with Governmental Accounting Standards Board (GASB) principles and includes three financial statements: the Statement of Net Assets; the Statement of Revenues, Expenses and Changes in Net Assets; and the Statement of Cash Flows.

Revenues and expenses are categorized as operating or nonoperating and other net asset additions as capital contributions or additions to permanent endowments. Significant recurring sources of the University's revenues, including state appropriations, gifts and investment income, are considered nonoperating, as defined by GASB Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*. Nonoperating revenues totaled $319.7 million and $309.5 million for the years ended June 30, 2005 and 2004, respectively. Nonoperating expenses, which include interest expense, totaled $26.2 million and $16.5 million for the years ended June 30, 2005 and 2004, respectively.

Also, as required by GASB Statement No. 34, scholarships and fellowships applied to student accounts are shown as a reduction of student tuition and fee revenues, while stipends and other payments made directly to students continue to be presented as scholarship and fellowship expenses. For the years ended June 30, 2005 and 2004, scholarship and fellowship expenses totaled $21.3 million and $21.1 million, respectively. In addition, scholarships and fellowships in the amount of $13.6 million and $12.1 million for the years ended June 30, 2005 and 2004, are reported as a reduction of tuition and fees and auxiliary enterprises revenue.

In addition, other appropriate revenue items have been reduced by bad debt expense incurred during each fiscal year.

Figure 1.	2005	2004
	(in thousands)	
Total revenues before change in fair value of investments	$1,976,472	$1,807,007
Total expenses	1,826,662	1,707,576
Increase in net assets before change in fair value of investments	149,810	99,431
Increase in fair value of investments	28,429	37,994
Increase in net assets	$ 178,239	$ 137,425

STATEMENT OF NET ASSETS

The Statement of Net Assets presents the financial position of the University at the end of the fiscal year and includes all assets and liabilities of the University. The difference between total assets and total liabilities is net assets and is one indicator of the current financial condition of the University, while the change in net assets is an indicator of whether the overall financial condition has improved or worsened during the year. Assets and liabilities are generally measured using current values except for capital assets, which are stated at historical cost less an allowance for depreciation.

A summarized comparison of the University's assets, liabilities and net assets at June 30, 2005 and 2004 is shown in *Figure 2*.

A review of the University's Statement of Net Assets at June 30, 2005 and 2004, shows that the University continues to build upon its strong financial foundation. This strong financial position reflects the prudent utilization of its financial resources, including careful cost controls, management of its endowment funds, utilization of debt and adherence to its long range capital plan for the maintenance and replacement of the physical plant.
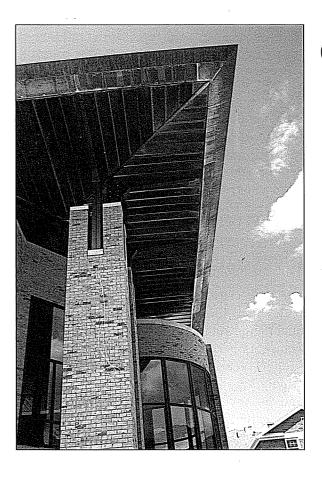
Current assets consist primarily of cash, operating investments, trade receivables and inventories. Current assets represent approximately 5.8 months of total operating expenses (excluding depreciation). Current cash and investments for capital and student loan activities totaled $130.8 million at June 30, 2005 and $138.0 million at June 30, 2004.

Figure 2.	2005	2004
	(in thousands)	
Current assets	$ 822,181	$ 652,611
Noncurrent assets		
Endowments and other investments	473,133	532,016
Receivables	57,628	56,669
Capital assets, net	1,094,780	1,025,401
Other	18,981	20,300
Total assets	2,466,703	2,286,997
Current liabilities	243,182	251,754
Noncurrent liabilities	360,816	350,777
Total liabilities	603,998	602,531
Net assets	$1,862,705	$1,684,466

Receivables increased from $188.1 million at June 30, 2004 to $213.9 million at June 30, 2005.

Current liabilities consist primarily of trade accounts, accrued compensation, deposits, and other liabilities, which totaled $243.2 million at June 30, 2005, as compared to $251.8 million at June 30, 2004. Current liabilities also include deferred revenue, and the current portion of bonds payable. Total current liabilities decreased $8.6 million during fiscal year 2005.

ENDOWMENT AND SIMILAR INVESTMENTS

The University's endowment funds consist of true endowments, term endowments, and quasi-endowments. True endowments (also known as permanent endowments) are those funds received from donors with the stipulation that the principal remain inviolate and be invested in perpetuity to produce income that is to be expended for the purposes specified by the donor. Term endowment funds are similar to true endowments, except that, upon the passage of a stated period of time or the occurrence of a particular event, all or part of the donation may be expended. Quasi-endowments consist of institutional funds that have been allocated by the University for long-term investment purposes, although such funds are not subject to donor restrictions requiring the University to preserve the principal in perpetuity. Programs supported by endowment funds include scholarships, fellowships, professorships, research efforts and other important programs and activities.

The University of Utah endowment pool returned 10.6% for the year ended June 30, 2005 compared to 16.9% for the year ended June 30, 2004. These results reflect the heavy weighting of equities in the asset allocation of the pool and compare favorably to broad indexes such as the S&P 500 and Lehman Brothers Aggregate Bond (6.3% and 6.8% gain, respectively, for fiscal year 2005). The net gain on the endowment pool for the year ended June 30, 2005 totaled $26.3 million compared to a

gain of $38.5 million for the year ended June 30, 2004.

Endowment funds are invested to maximize long-term results. Because of the volatility in the equity markets, the University Investment Advisory Committee approved recommended changes to the University's asset allocation plan effective July 1, 2002. By approving the changes, the Committee is striving to achieve broad diversification with the long-term goal of earning maximum returns within an acceptable risk range for investment of the University's endowment funds.

Endowment funds invested in the University's endowment pool are invested on a unit basis similar to mutual funds where each new dollar buys a number of shares in the pool. The pool is subject to a spending policy, which determines a distribution rate of return that will be used to allocate funds to University departments from the growth portion of the endowment pool. The

purpose of the spending policy is to establish a distribution rate that over time will generate returns adequate to continue support for future expenses in perpetuity assuming moderate levels of inflation. During the year ended June 30, 2005, the spending policy was 4.0% of the twelve quarter moving average of unit market values. Endowment pool income used in operations was $11.6 million in fiscal year 2005. The amount allocated to operations exceeded dividends and interest earned on pool investments by $5.2 million.

Since endowment funds are invested for long-term results rather than short-term annual returns, it is important to reflect on the longer investment horizon. Over the past ten years, the University's endowment pool has earned an average total return of 8.4%, paid out an average of 4.3%, and reinvested the balance representing an average of 4.1%. The reinvested funds enabled higher balances,

thus yielding greater returns to keep pace with inflation of program expenses. Endowments provide crucial support for the University's quality academic programs and accessibility to these programs for all students.

Gifts to the endowment funds at the University totaled $14.6 million and $11.4 million for the fiscal years 2005 and 2004, respectively.
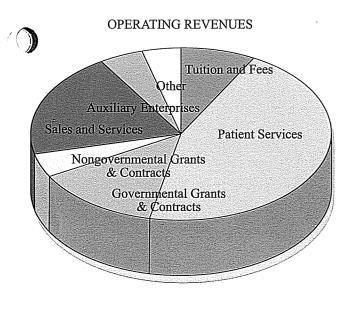
CAPITAL AND DEBT ACTIVITIES

One of the critical factors in continuing the quality of the University's academic and research programs is the development and renewal of its capital assets. The University continues to implement its long-range plan to modernize its complement of older teaching and research facilities, balanced with new construction.

Capital additions totaled $246.8 million in fiscal year 2005, as compared to $133.2 million in fiscal year 2004. Capital additions primarily comprise replacement, renovation, and new construction of academic, research, and health care facilities, as well as significant investments in equipment. Capital asset additions are funded by capital appropriations, bond proceeds, gifts which were designated for capital purposes, and unrestricted net assets.
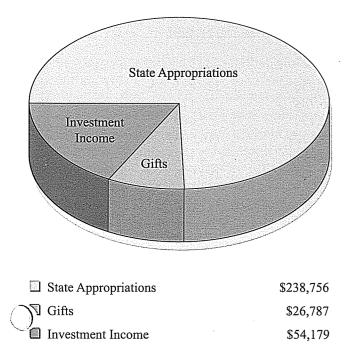
Construction in progress at June 30, 2005, totaled $86.7 million that includes projects in numerous buildings across the campus. Significant projects include: medical laboratories; additional ophthalmologic facilities; and a health education facility.

The University takes seriously its role of financial stewardship and works hard to manage its financial resources effectively, including the prudent use of debt to finance capital projects. The debt rating of the University is an important indicator of success in this area. The underlying bond ratings from Standard and Poor's and Moody's Investors Service for the Auxiliary and Campus Facilities Bonds are AAA/Aa2, the Hospital Revenue Bonds are AA/Aa2, and the Research Facilities

OPERATING REVENUES

Tuition and Fees	$132,189
Patient Services	$746,425
Governmental Grants & Contracts	$223,949
Nongovernmental Grants & Contracts	$70,639
Sales and Services	$324,503
Auxiliary Enterprises	$75,802
Other	$66,838

(Pie chart segments: Tuition and Fees, Other, Auxiliary Enterprises, Sales and Services, Nongovernmental Grants & Contracts, Governmental Grants & Contracts, Patient Services)

NONOPERATING REVENUES

State Appropriations	$238,756
Gifts	$26,787
Investment Income	$54,179

(Pie chart segments: State Appropriations, Investment Income, Gifts)

operating and nonoperating), which were used to fund the University's operations for the year ended June 30, 2005 (amounts are presented in thousands of dollars).

The University continues to face significant financial pressure, particularly in the areas of compensation and benefits, which represent 53.7% of total expenses, as well as in the areas of technology and investments. To manage this financial pressure, the University continues to seek diversified sources of revenue and to implement cost containment measures.

Tuition and state appropriations are the primary sources of funding for the University's academic programs. Student tuition and fees, net of allowances for scholarships and fellowships, increased $15.5 million, or 13.3% to $132.2 million in fiscal year 2005. State appropriations increased 4.8% or $10.9 million to $238.8 million in fiscal year 2005.

While tuition and state appropriations fund a significant percentage of the University's academic and administrative costs, private support has been, and will continue to be, essential to the University's academic success. The economy of both the State of Utah and nation has experienced moderate growth, resulting in increased private support. Gift revenues for operations increased 21.1%, or $4.7 million, to $26.8 million in fiscal year 2005.

Revenues for grants and contracts increased 5.7%, or $15.8 million, to $294.6 million in fiscal year 2005, primarily related to research programs. The increase in grant and contract revenues was generated by a broad base of schools, colleges, and research units across the University. The University receives revenues for grants and contracts from government and private sources, which provide for the recovery of direct costs and facilities and administrative (indirect) costs.

Patient care revenues increased 11.4% or $76.6 million to $746.4 million in fiscal year 2005. The majority of these revenues relate to patient care services, which are generated within UUHC under contractual arrangements with governmental payers and private insurers. Increased revenues primarily resulted from a growth in patient volume, demand for specialty services provided by outpatient clinics and moderate price increases for patient services.

Net investment income for the years ended June 30, 2005 and 2004, consisted of the following components:
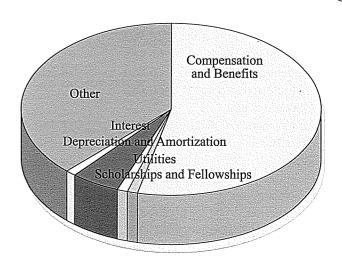
	2005	2004
	(in thousands)	
Interest and dividends, net	$25,750	$19,455
Net increase in fair value of investments	28,429	37,994
Net investment income	$54,179	$57,449

Net investment income totaled $54.2 million in fiscal year 2005, as compared to $57.4 million in fiscal year 2004, which is a slight decrease of $3.2 million. Moreover, as discussed previously, the University's endowment investment policies are designed to maximize long-term total return while its income distribution policies are designed to preserve the value of the endowment portfolio and to generate a predictable stream of spendable income. The income distribution from the University's endowment portfolio for the support of operating activities, in accordance with the University's spending policy, totaled $11.6 million in fiscal year 2005, as compared to $10.4 million in fiscal year 2004. In addition, in fiscal year 2005, $2.6 million was returned to endowment principal.

Capital appropriations received from the State in fiscal year 2005, which totaled $9.0 million, funded a portion of building renovation projects. Other revenues include capital grants and gifts and additions to permanent endowments totaling $35.9 million for the fiscal year ending June 30, 2005.

A comparative summary of the University's expenses for the years ended June 30, 2005 and 2004 follows:

	2005	2004
	(in thousands)	
Operating		
Compensation and benefits	$ 980,676	$ 906,868
Scholarships and fellowships	21,338	21,062
Utilities	22,583	20,309
Depreciation and amortization	96,142	95,952
Other	679,725	646,882
Total operating	1,800,464	1,691,073
Nonoperating		
Interest and other	26,198	16,503
Total expenses	$1,826,662	$1,707,576

The following is a graphic illustration of total expenses, in thousands of dollars, by natural classification:

(Pie chart segments: Other, Compensation and Benefits, Interest, Depreciation and Amortization, Utilities, Scholarships and Fellowships)

Compensation and Benefits	$980,676
Scholarships and Fellowships	$21,338
Utilities	$22,583
Depreciation and Amortization	$96,142
Interest	$16,172
Other	$689,751

The University is committed to recruiting and retaining an outstanding faculty and staff and the compensation package is one way to successfully compete with peer institutions and nonacademic employers. The resources expended for compensation and benefits increased 8.1%, or $73.8 million, to $980.7 million in fiscal year 2005. Of this increase, compensation increased 7.9%, or $60.2 million, as a result of annual increases and the hiring of additional employees. The related employee benefits increased 9.6% or $14.7 million in fiscal year 2005, due primarily to increased medical benefits paid by the University.

Other operating expenses increased 5.1%, or $32.8 million, to $679.7 million in fiscal year 2005.

In addition to their natural classification, it is also informative to review operating expenses by function. A comparative summary of the University's operating expenses by functional classification for the years ended June 30, 2005 and 2004 follows:

	2005	2004
	(in thousands)	
Instruction	$ 232,232	$ 216,498
Research	211,529	200,304
Public service	314,762	307,298
Academic support	66,488	61,481
Student services	16,890	16,205
Institutional support	50,656	49,725
Operations and maintenance of plant	43,027	41,332
Student aid	32,035	27,838
Other	314,734	328,810
Hospital	518,111	441,582
Total operating expenses	$1,800,464	$1,691,073

Instruction, research, and public service expenses increased 4.8%, or $34.4 million, to $758.5 million in fiscal year 2005. Academic and institutional support expenses increased 5.3%, or $5.9 million, to $117.1 million in fiscal year 2005.

STATEMENT OF CASH FLOWS

The Statement of Cash Flows provides additional information about the University's financial results, by reporting the major sources and uses of cash.

The University's cash and cash equivalents increased $151.5 million due to the positive flow of funds provided by noncapital financing activities and investing activities in support of operating activities, offset by the use of funds for capital acquisitions. The University's significant sources of cash provided by noncapital financing activities, as defined by GASB Statement No. 34, include state appropriations and private gifts used to fund operating activities.

CURRENT FACTORS HAVING PROBABLE FUTURE FINANCIAL SIGNIFICANCE

A primary factor contributing to the University's sound financial footing is the performance of its healthcare operations, UUHC and ARUP - with fiscal year 2005 distinguishing itself as the best year ever for both organizations. These operations will probably continue to comprise a growing proportion of total University revenues.

Academic colleges and related services operating on the main campus are, for the most part, financially healthy - but are reliant on state appropriations and federal research funds. The economy of the State of Utah continues to expand and this bodes well for higher education support. The Legislature, in its 2005 session, provided $48 million in capital support to help fund the renovation of the University's Marriott Library. Management anticipates modest increases in general State support for compensation in the 3-5% range. It is also hoped that the State may address some long-standing needs for deferred maintenance and utility cost funding - at least on a one-time basis.

Federal research awards for 2005, while significant, reflect little growth over the prior

year. Competition for these funds is intense, and the federal government research budget has been stagnant in recent years. This not only has an effect on direct research revenues, but on the indirect cost recovery the University receives to reimburse overhead costs associated with research activities. On a related note, the University is submitting a new facilities and administration rate study - based on fiscal year 2005 data, to the federal government as part of the process to renegotiate the indirect cost reimbursement rate for research. This negotiation should be complete by early 2006, and we believe the current on-campus rate of 49.5% can be maintained or increased.

On the positive side, the University is gearing up for a major capital campaign, which is projected to add significantly to our endowment base. We are also looking forward to increased income from long-term investments as the economy continues to rebound and investment returns increase somewhat from the relatively modest gains of recent years. In summary, despite various challenges, the University remains on solid financial footing and maintains a strong set of financial performance indicators. These factors contribute to the high levels of confidence and support that the University enjoys from students, donors, legislators, taxpayers, sponsors, and creditors.

THE UNIVERSITY OF UTAH | Statement of Net Assets

(in thousands of dollars)
As of June 30

	2005	[For Comparison Only] 2004
ASSETS		
Current Assets		
Cash and cash equivalents (Notes 2 & 4)	$ 491,679	$ 405,614
Short-term investments (Notes 2 & 4)	80,061	25,100
Receivables, net (Note 5)	213,948	188,073
Inventory (Note 1)	27,591	25,435
Other assets (Note 6)	8,902	8,389
Total current assets	822,181	652,611
Noncurrent Assets		
Restricted cash and cash equivalents (Notes 2 & 4)	114,359	48,895
Restricted short-term investments (Notes 2 & 4)	710	350
Investments (Notes 3 & 4)	175,966	251,471
Restricted investments (Notes 3 & 4)	182,098	231,300
Restricted receivables, net (Note 5)	57,628	56,669
Donated property held for sale	2,782	3,155
Other assets (Note 6)	16,199	17,145
Capital assets, net (Note 7)	1,094,780	1,025,401
Total noncurrent assets	1,644,522	1,634,386
Total assets	2,466,703	2,286,997
LIABILITIES		
Current Liabilities		
Accounts payable	61,820	79,456
Accrued payroll	56,077	52,460
Compensated absences & postemployment benefits (Note 1)	3,990	3,838
Deferred revenue (Note 9)	23,816	29,391
Deposits & other liabilities (Notes 11 & 15)	77,390	66,576
Bonds, notes and contracts payable (Notes 14, 15, & 16)	20,089	20,033
Total current liabilities	243,182	251,754
Noncurrent Liabilities		
Compensated absences & postemployment benefits (Note 1)	31,002	28,522
Deposits & other liabilities (Notes 11 & 15)	11,345	11,732
Bonds, notes and contracts payable (Notes 14, 15, & 16)	318,469	310,523
Total noncurrent liabilities	360,816	350,777
Total liabilities	603,998	602,531
NET ASSETS		
Invested in capital assets, net of related debt	760,338	706,000
Restricted for		
Nonexpendable		
Instruction	92,889	84,043
Research	30,057	26,389
Public service	39,771	34,843
Academic support	29,580	27,580
Scholarships	78,711	71,049
Other	4,033	3,941
Expendable		
Instruction	5,768	5,535
Research	123,239	114,808
Public service	25,971	15,568
Academic support	41,651	37,341
Institutional support	29,528	19,875
Scholarships	5,765	18,520
Loans	37,048	35,981
Debt service	14,474	14,897
Capital additions	49,228	54,708
Other	6,193	4,082
Unrestricted	488,461	409,306
Total net assets	$1,862,705	$1,684,466

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The accompanying notes are an integral part of these financial statements

THE UNIVERSITY OF UTAH | Statement of Revenues, Expenses, and Changes in Net Assets

(in thousands of dollars)
For the Years Ended June 30

	2005	[For Comparison Only] 2004
OPERATING REVENUES AND EXPENSES		
Revenues		
Tuition and fees (Note 1)	$ 132,189	$ 116,714
Patient services (Notes 1 & 13)	746,425	669,851
Federal grants and contracts	207,079	202,035
State and local grants and contracts	16,870	12,831
Nongovernmental grants and contracts	70,639	63,884
Sales and services (Note 1)	324,503	293,054
Auxiliary enterprises (Note 1)	75,802	63,781
Other operating revenues	66,838	47,433
Total operating revenues	1,640,345	1,469,583
Expenses		
Compensation and benefits	980,676	906,868
Scholarships and fellowships	21,338	21,062
Utilities	22,583	20,309
Depreciation and amortization	96,142	95,952
Other operating expenses	679,725	646,882
Total operating expenses	1,800,464	1,691,073
Operating loss	(160,119)	(221,490)
NONOPERATING REVENUES (EXPENSES)		
State appropriations	238,756	227,835
Gifts	26,787	22,123
Investment income	54,179	57,449
Interest	(16,172)	(16,503)
Other nonoperating revenues (expenses)	(10,026)	2,102
Total nonoperating revenues	293,524	293,006
Gain before capital and permanent endowment additions	133,405	71,516
Capital appropriations	8,953	11,600
Capital grants and gifts	24,491	42,920
Additions to permanent endowments	11,390	11,389
Total capital and permanent endowment additions	44,834	65,909
Increase in net assets	178,239	137,425
NET ASSETS		
Net assets - beginning of year	1,684,466	1,547,041
Net assets - end of year	$1,862,705	$1,684,466

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The accompanying notes are an integral part of these financial statements

THE UNIVERSITY OF UTAH | Statement of Cash Flows

(in thousands of dollars)

For the Years Ended June 30

	2005	[For Comparison Only] 2004
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from tuition and fees	$132,850	$124,440
Receipts from patient services	719,817	660,418
Receipts from contracts and grants	295,380	278,583
Receipts from auxiliary and educational services	401,263	358,094
Collection of loans to students	7,868	8,893
Payments to suppliers	(721,667)	(642,710)
Payments for personal services	(974,425)	(893,850)
Payments for scholarships/fellowships	(21,338)	(21,062)
Loans issued to students	(9,692)	(9,546)
Other	73,638	59,053
Net cash used by operating activities	(96,306)	(77,687)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State appropriations	238,756	227,835
Gifts		
Endowment	11,506	11,287
Nonendowment	29,401	19,636
Other	(9,870)	2,079
Net cash provided by noncapital financing activities	269,793	260,837
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Proceeds from capital debt	26,888	9,724
Capital appropriations	8,952	11,600
Gifts	19,787	25,217
Purchase of capital assets	(131,079)	(88,378)
Principal paid on capital debt	(53,490)	(20,857)
Interest paid on capital debt	(16,165)	(16,486)
Net cash used by capital and related financing activities	(145,107)	(79,180)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sales and maturities of investments	180,594	265,065
Receipt of interest on investments	24,646	20,633
Purchase of investments	(82,091)	(215,799)
Net cash provided by investing activities	123,149	69,899
Net increase in cash	151,529	173,869
Cash - beginning of year	454,509	280,640
Cash - ending of year	$606,038	$454,509

The accompanying notes are an integral part of these financial statements

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THE UNIVERSITY OF UTAH | Statement of Cash Flows

(in thousands of dollars)

For the Years Ended June 30

	2005	[For Comparison Only] 2004
RECONCILIATION OF NET OPERATING LOSS TO CASH USED BY OPERATING ACTIVITIES		
Operating loss	$(160,119)	$(221,490)
Adjustments to reconcile operating loss to cash used by operating activities		
Depreciation expense	96,142	95,952
Change in assets and liabilities		
Receivables, net	(24,072)	(7,168)
Inventory	(2,156)	(1,994)
Other assets	434	6,439
Accounts payable	(17,636)	20,039
Accrued payroll	3,618	10,896
Compensated absences & postemployment benefits	2,632	2,122
Deferred revenue	(5,575)	10,285
Deposits & other liabilities	10,426	7,232
Net cash used by operating activities	$(96,306)	$(77,687)
NONCASH INVESTING, CAPITAL, AND FINANCING ACTIVITIES		
Capital leases	$ 30,370	$ $8,479
Donated property and equipment	8,582	5,025
Annuity and life income	163	(6)
Increase in fair value of investments	28,429	37,994
Total noncash investing, capital, and financing activities	$ 67,544	$ 51,492

The accompanying notes are an integral part of these financial statements

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Notes to Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The financial statements report the financial activity of the University of Utah (University), including the University of Utah Hospitals and Clinics (UUHC). The University is a component unit of the State of Utah. In addition, University administrators hold a majority of seats on the boards of trustees of two other related entities representing component units of the University.

Component units are entities that are legally separate from the University, but are financially accountable to the University, or whose relationships with the University are such that exclusion would cause the University's financial statements to be misleading or incomplete. The relationship of the University with its component units requires the financial activity of the component units to be blended with that of the University. Copies of the financial report of each component unit can be obtained from the University. The component units of the University are the University of Utah Research Foundation (UURF) and Associated Regional and University Pathologists, Inc. (ARUP).

- UURF is a not-for-profit corporation governed by a board of directors who are affiliated with the University with the exception of one. The operations of UURF include the leasing and the administration of Research Park (a research park located on land owned by the University), the leasing of certain buildings, and the commercial development of patents and products developed by University personnel. The fiscal year end for UURF is June 30. Other independent auditors audited UURF and their report, dated September 6, 2005, has been issued under separate cover.

- ARUP is a for-profit corporation that provides clinical laboratory services to medical centers, hospitals, clinics and other clinical laboratories throughout the United States, including UUHC. ARUP contracts with the Department of Pathology of the University of Utah School of Medicine to provide pathology consulting services. The fiscal year end for ARUP is June 30. Other independent auditors audited ARUP and their report, dated August 23, 2005, has been issued under separate cover.

All Governmental Accounting Standards Board (GASB) pronouncements and all applicable Financial Accounting Standards Board (FASB) pronouncements are applied by the University, UURF and ARUP in the accounting and reporting of their operations. However, in accordance with GASB Statement No. 20, *Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting*, the University has elected not to apply FASB pronouncements issued after November 30, 1989.

B. Basis of Accounting

All statements have been prepared using the economic resources measurement focus and the accrual basis of accounting. Operating activities include all revenues and expenses, derived on an exchange basis, used to support the instructional, research and public service efforts, and other University priorities. Significant recurring sources of the University's revenues are considered nonoperating as defined by GASB Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, and required by GASB Statement No. 35, *Basic Financial Statements - and Management's Discussion and Analysis - for Public Colleges and Universities*. When both restricted and unrestricted resources are available, such resources are spent and tracked at the discretion of the department within the guidelines of donor restrictions.

Investments are recorded at fair value in accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment

revenue. The University distributes earnings from pooled investments based on the average daily investment of each participating account or for endowments, distributed according to the University's spending policy.

In accordance with GASB Statement No. 33, *Accounting and Financial Reporting for Nonexchange Transactions*, the University recognizes gifts, grants, appropriations, and the estimated net realizable value of pledges as revenue as soon as all eligibility requirements imposed by the provider have been met.

Patient revenue of UUHC and the School of Medicine medical practice plan are reported net of third-party adjustments.

In accordance with GASB Statement No. 34, certain expenses are netted against revenues as allowances. The following schedule presents revenue allowances for the years ended June 30, 2005 and 2004:

Revenue	2005	2004
Tuition and fees	$13,025,482	$11,619,653
Patient services	34,695,589	35,682,964
Sales and services	14,667	8,650
Auxiliary enterprises	911,203	812,115

C. *Inventories*

Bookstore inventories are valued using the retail inventory method. All other inventories are stated at the lower of cost or market using the first-in, first-out method or on a basis which approximates cost determined on the first-in, first-out method.

D. *Research and Development Costs*

Research and development costs of ARUP are expensed as incurred. These costs for the year ended June 30, 2005, were approximately $5,889,000.

E. *Compensated Absences & Postemployment Benefits*

Employees' vacation leave is accrued at a rate of eight hours each month for the first five years

and increases to a rate of 16.67 hours each month after fifteen years of service. There is no requirement to use vacation leave, but a maximum of thirty days plus one-year accrual may be carried forward at the beginning of each calendar year. Employees are reimbursed for unused vacation leave upon termination and vacation leave is expended when used or reimbursed. The liability for vacation leave at June 30, 2005, was approximately $31,717,000.

Employees earn sick leave at a rate of eight hours each month, with an accumulation limit of 1,040 hours. The University does not reimburse employees for unused sick leave. Each year, eligible employees may convert up to four days of unused sick leave to vacation leave based on their use of sick leave during the year. Sick leave is expended when used.

In addition, the University provides postemployment benefits, as approved by the Board of Trustees, for those employees who have attained the age of 60 with at least fifteen years of service and elect the University's early retirement option. Currently, 101 eligible employees have elected to take the early retirement option. The University pays each early retiree an annual amount equal to the lesser of 20% of the retiree's final salary or their estimated social security benefit, as well as health care and life insurance premiums until the employee reaches the age of 65. The funding for these postemployment benefits is provided on a pay-as-you-go basis. For the year ended June 30, 2005, these expenditures were approximately $1,556,000.

F. *Construction*

The Utah State Division of Facilities Construction and Management (DFCM) administers most of the construction of facilities for state institutions, maintains records, and furnishes cost information for recording plant assets on the books of the University. Interest expense incurred for construction of capital facilities is considered immaterial and is not capitalized. Construction projects administered by DFCM that were

started prior to fiscal year 2002 and are not completed are recorded as Construction in Progress. Construction projects beginning in fiscal year 2002 and after will not be recorded on the books of the University until the facility is available for occupancy.

G. *Disclosures*

Certain financial information for fiscal year ended June 30, 2004 is included for comparison only and is not complete. Complete information is available in the separately issued financial statements for that year. Certain adjustments have been made to the June 30, 2004 column of these statements to conform with the current year presentation.

2. CASH, CASH EQUIVALENTS, AND SHORT-TERM INVESTMENTS

Cash and cash equivalents consists of cash and short-term investments with an original maturity of three months or less. Cash, depending on source of receipts, is pooled, except for cash and cash equivalents held by ARUP and when legal requirements dictate the use of separate accounts. The cash balances and cash float from outstanding checks are invested principally in short-term investments that conform to the provisions of the *Utah Code*. It is the practice of the University that the investments ordinarily be held to maturity at which time the par value of the investments will be realized.

The Utah State Treasurer's Office operates the Utah Public Treasurer's Investment Fund (PTIF) which is invested in accordance with the State Money Management Act. The State Money Management Council provides regulatory oversight for the PTIF. The PTIF is available for investment of funds administered by any Utah public treasurer.

At June 30, 2005, cash and cash equivalents and short-term investments consisted of:

Cash and Cash Equivalents	
Cash	$ (14,092,777)
Money market funds	25,699,680
Time certificates of deposit	112,503,256
Obligations of the U.S.	
Government and its agencies	44,660
Utah Public Treasurer's	
Investment Fund	481,883,748
Total (fair value)	$606,038,567

Short-term Investments	
Obligations of the U.S.	
Government and its agencies	$80,770,889
Total (fair value)	$80,770,889

3. INVESTMENTS

Funds available for investment are pooled to maximize return and minimize administrative cost, except for funds that are authorized by the University administration to be separately invested or which are separately invested to meet legal or donor requirements. Investments received as gifts are recorded at market or appraised value on the date of receipt. If no market or appraised value is available, investments received as gifts are recorded at a nominal value. Other investments are also recorded at fair value.

UURF receives, in exchange for patent rights, common stock of newly organized companies acquiring these patents. Inasmuch as the stock is ordinarily not actively traded, the fair value is ordinarily not ascertainable and any realization from the sale of the stock is often uncertain. Therefore, such stock is recorded by UURF at a nominal value. Those stocks that are publicly traded are recorded at their fair value on June 30, 2005.

University personnel manage certain portfolios, while other portfolios are managed by banks, investment advisors or through trust agreements.

According to the Uniform Management of Institutional Funds Act, Section 13-29 of the

Utah Code, the governing board may appropriate for expenditure for the purposes for which an endowment is established, as much of the net appreciation, realized and unrealized, of the fair value of the assets of an endowment over the historic dollar value as is prudent under the facts and circumstances prevailing at the time of the action or decision.

The endowment income spending policy at June 30, 2005, is 4% of the twelve quarter moving average of the market value of the endowment pool. The spending policy is reviewed periodically and any necessary changes are made.

The amount of net appreciation on investments of donor-restricted endowments that were available for authorization for expenditure at June 30, 2005, was approximately $62,575,000. The net appreciation is a component of restricted expendable net assets.

At June 30, 2005, the investment portfolio composition was as follows:

Obligations of the U.S.	
Government and its agencies	$108,059,776
Mutual funds	235,707,068
Common and preferred stocks	14,297,338
Total (fair value)	$358,064,182

4. DEPOSITS AND INVESTMENTS

The Utah State Money Management Act defines the types of securities authorized as appropriate investments for the University and the conditions for making investment transactions. Investment transactions may be conducted only through qualified depositories, certified dealers, or directly with issuers of the investment securities.

Statutes authorize the University to invest in negotiable or nonnegotiable deposits of qualified depositories and permitted negotiable depositories; repurchase and reverse repurchase agreements; commercial paper that is classified as "first tier" by two nationally recognized statistical rating organizations, one of which

must be Moody's Investors Service or Standard & Poor's; bankers' acceptances; obligations of the United States Treasury including bills, notes, and bonds; bonds, notes, and other evidence of indebtedness of political subdivisions of the State; fixed rate corporate obligations and variable rate securities rated "A" or higher, or the equivalent of "A" or higher, by two nationally recognized statistical rating organizations; shares or certificates in a money market mutual fund as defined in the Act; and PTIF.

Through April, 2005, statutes also authorized the University to invest funds acquired by gift, private grant, and the corpus of funds functioning as endowments according to the rules of the State Money Management Council. Rule 2 allows the University to invest these funds in any of the above investments or any of the following subject to satisfying certain criteria: professionally managed pooled or commingled investment funds, or mutual funds which satisfy certain criteria; common stock, convertible preferred stock or convertible bonds; corporate bonds or debentures; and alternative investments as defined in the rule. As of May 2005, state law allows endowment funds of higher education institutions to be invested in accordance with Utah State Board of Regents (Board of Regents) default investment guidelines or in accordance with policies adopted by the Institution's Board of Trustees and approved by the Board of Regents. For the period ending June 30, 2005, the Board of Regents required all institutions to invest endowment funds in accordance with Rule 2 of the Utah State Money Management Act.

The PTIF is not registered with the SEC as an investment company. The PTIF is authorized and regulated by the State Money Management Act, Section 51-7, *Utah Code Annotated*, 1953, as amended. The Act established the State Money Management Council which oversees the activities of the State Treasurer and the PTIF and details the types of authorized investments. Deposits in the PTIF are not insured or otherwise guaranteed by the State of Utah, and participants share proportionally in any realized gains or losses on investments.

The PTIF operates and reports to participants on an amortized cost basis. The income, gains, and losses - net of administration fees, of the PTIF are allocated based upon the participant's average daily balance. The fair value of the PTIF investment pool is approximately equal to the value of the pool shares.

The University's participation in mutual funds may indirectly expose it to risks associated with using, holding, or writing derivatives. However, specific information about any such transactions is not available to the University.

A. Deposits

At June 30, 2005, the carrying amounts of the University's deposits and bank balances were $25,406,883 and $126,277,920, respectively. The bank balances of the University were insured for $200,000, by the Federal Deposit Insurance Corporation. The bank balances in excess of $200,000 were uninsured and uncollateralized, leaving $126,077,920 exposed to custodial credit risk. All deposits were held by a qualified depository as defined by the State Money Management Act. The State of Utah does not require collateral on deposits.

Custodial credit risk for deposits is the risk that, in the event of a bank failure, the University's deposits may not be returned to the University. The University does not have a formal deposit policy for custodial credit risk.

B. Investments

As of June 30, 2005, the University had investments and maturities as shown in *Figure 1*.

Interest Rate Risk: Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The University's policy for managing its exposure to fair value loss arising from increasing interest rates is to comply with the State Money Management Act. Section 51-7-11 of the Act requires that the remaining term to maturity of investments may not exceed the period of availability of the funds to be invested. Except for University funds acquired by gifts, grants, or the corpus of funds functioning as endowments, the Act further limits the remaining term to maturity on all investments in commercial paper, bankers' acceptances, fixed rate negotiable deposits and fixed rate corporate obligations to 270-365 days or less. In addition, variable rate negotiable deposits and variable rate securities may not have a remaining term to final maturity exceeding 2 years. For University funds acquired by gifts, grants, or the corpus of funds functioning as endowments, Rule 2 of the State Money

Figure 1.

		Investment Maturities (in years)		
Investment Type	Fair Value	Less than 1	1 - 5	6 - 10
Money market funds	$ 21,694,389	$ 21,694,389		
Utah Public Treasurer's Investment Fund	481,883,748	481,883,748		
U.S. Treasuries	99,784,325	31,476,469	$ 68,013,052	$294,804
U.S. Agencies	89,091,000	44,774,500	44,316,500	
Mutual bond funds	4,826,559		4,778,307	48,252
Totals	697,280,021	$579,829,106	$117,107,859	$343,056
Common and preferred stocks	14,297,338			
Equity funds	184,204,317			
Hedge fund	42,924,304			
Venture capital funds	3,751,888			
Totals	$942,457,868			

Figure 2.

| | Fair | Quality Rating | | |
Investment Type	Value	AAA	Unrated	No Risk
Money market funds	$ 21,694,389	$ 15,699,352	$ 5,995,037	
Utah Public Treasurer's Investment Fund	481,883,748		481,883,748	
U.S. Treasuries	99,784,325			$ 99,784,325
U.S. Agencies	89,091,000	89,091,000		
Mutual bond funds	4,826,559		4,826,559	
Totals	$697,280,021	$104,790,352	$492,705,344	$ 99,784,325

Management Council does not allow the dollar-weighted average maturity of fixed-income securities to exceed ten years.

Credit Risk: Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The University's policy for reducing its exposure to credit risk is to comply with the State Money Management Act as previously discussed.

At June 30, 2005, the University had debt securities and quality ratings as shown in *Figure 2*.

Custodial Credit Risk: Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty, the University will not be able to recover the value of the investments that are in the possession of an outside party. The University does not have a formal investment policy for custodial credit risk. At June 30, 2005, the U.S. Treasuries and Agencies debt securities investments were held in a University account at the University's custodial bank, Wells Fargo Bank.

Concentration of Credit Risk: Concentration of credit risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. The University's policy for reducing this risk of loss is to comply with the Rules of the State Money Management Council. For University funds acquired by gifts, grants, or the corpus of funds functioning as endowments, Rule 2 of the State Money Management Council limits investments in equity securities and fixed income securities to no more than 5% of all funds in any one issuer and no more than 25% of

all funds in any one industry. No more than 5% of all funds may be invested in securities of a corporation that has been in continuous operation for less than three years. No more than 5% of the outstanding voting securities of any one corporation may be held. In addition, Rule 2 limits investment concentrations in certain types of investments. Rule 17 of the State Money Management Council limits investments in a single issuer of commercial paper and corporate obligations to 5-10% depending upon the total dollar amount held in the portfolio. At June 30, 2005, there were no single issuer investments that exceeded 5%.

5. RECEIVABLES

Accounts, pledges, and interest receivable include hospital patient accounts, medical services plan accounts, trade accounts, pledges, interest income on investments, and other receivables. Loans receivable predominantly consist of student loans.

Allowances for doubtful accounts are established by charges to operations to cover anticipated losses from accounts receivable generated by sales and services and student loans. Such accounts are charged to the allowance when collection appears doubtful and the accounts are referred to collection agencies. Any subsequent recoveries are credited to the allowance accounts. Allowances are not established for pledges or in those instances where receivables consist of amounts due from governmental units or where receivables are not material in amount.

The following schedule presents receivables at June 30, 2005, including approximately $27,902,000 and $29,726,000 of noncurrent loans and pledges receivable, respectively:
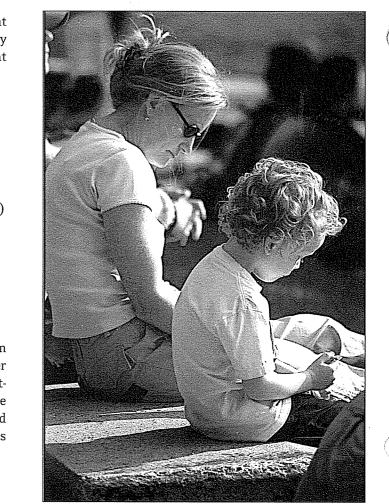
Accounts	$221,126,064
Contracts and grants	26,736,775
Loans	33,683,465
Pledges	32,739,317
Interest	1,529,297
	315,814,918
Less allowances for bad debt	(44,238,177)
Receivables, net	$271,576,741

6. DEFERRED CHARGES AND OTHER ASSETS

The costs associated with issuing long-term bonds payable are deferred and amortized over the life of the related bonds using the straight-line method, which approximates the effective interest method. In addition, goodwill associated with the purchase of certain health clinics is amortized using the straight-line method.

7. CAPITAL ASSETS

Buildings; infrastructure and improvements, which includes roads, curbs and gutters, streets and sidewalks, and lighting systems; land; equipment; and library materials are valued at cost at the date of acquisition or at fair market value at the date of donation in the case of gifts. Buildings, infrastructure and improvements, and additions to existing assets are capitalized when acquisition cost equals or exceeds $50,000. Equipment is capitalized when acquisition costs exceed $5,000 for the University or $500 for UUHC. All costs incurred in the acquisition of library materials are capitalized. The University acquires some of its equipment from inventories of government excess property for which the University pays a minimal processing charge. Such property is valued at the original cost paid by the governmental entity. All campus land acquired

through grants from the U.S. Government has been valued at $3,000 per acre. Other land acquisitions have been valued at original cost or fair market value at the date of donation in the case of gifts. Buildings, improvements, land, and equipment of component units have been valued at cost at the date of acquisition.

Capital assets of the University and its component units are depreciated on a straight-line basis over their estimated useful lives. The estimated useful lives of University assets extends to forty years on buildings, fifteen years on infrastructure and improvements, twenty years on library books, and from five to fifteen years on equipment. The estimated useful lives of component unit assets extends to fifty years on buildings and improvements and from three to eight years on equipment. Land, art and special collections, and construction in progress are not depreciated.

At June 30, 2005, the University had outstanding commitments for the construction and remodeling of University buildings of approximately $26,901,000.

Capital assets at June 30, 2005, are shown in *Figure 3*.

8. PENSION PLANS AND RETIREMENT BENEFITS

As required by state law, eligible nonexempt employees (as defined by the U.S. Fair Labor Standards Act) of the University are covered by either the Utah State and School Contributory or Noncontributory or the Public Safety Noncontributory Retirement Systems and eligible exempt employees (as defined by the U.S. Fair Labor Standards Act) are covered by the Teachers Insurance and Annuity Association–College Retirement Equities Fund (TIAA-CREF). Eligible employees of ARUP are covered by a separate defined contribution pension plan and a profit sharing plan.

The University contributes to the Utah State and School Contributory and Noncontributory and the Public Safety Noncontributory Retirement System (Systems) that are multi-employer, cost sharing, defined benefit pension plans. The Systems provide refunds, retirement benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries in accordance with retirement statutes.

The Systems are established and governed by the respective sections of Chapter 49 of the

Utah Code Annotated, 1953, as amended. The Utah State Retirement Office Act provides for the administration of the Utah Retirement Systems and Plans under the direction of the Utah State Retirement Board (Board) whose members are appointed by the Governor. The Systems issue a publicly available financial report that includes financial statements and required supplementary information for the Systems. A copy of the report may be obtained by writing to the Utah Retirement Systems.

Plan members in the State and School Contributory Retirement System are required to contribute 6.00% of their annual covered salaries, all of which is paid by the University, and the University is required to contribute 8.89% of their annual salaries. In the State and School Noncontributory Retirement System and the Public Safety Noncontributory Retirement System, the University is required to contribute 14.88% (including 1.50% to a 401(k) salary deferral program) and 23.46%, respectively, of plan members' annual salaries. The contribution requirements of the Systems are authorized by statute and specified by the Board and the contribution rates are actuarially determined.

TIAA-CREF provides individual retirement fund contracts with each participating employee. Benefits provided to retired employees are based on the value of the individual contracts and the estimated life expectancy of the employee at retirement. Contributions by the University to the employee's contract become vested at the time the contribution is made. Employees are eligible to participate from the date of employment and are not required to

contribute to the fund. For the year ended June 30, 2005, the University's contribution to this defined contribution pension plan was 14.20% of the employees' annual salaries. The University has no further liability once contributions are made. Certain health clinic employees hired prior to January 1, 2001, were fully vested as of that date. Employees hired subsequent to January 1, 2001, are eligible to participate in the plan one year after hire date and vest after six years. The University's contribution for these health clinic employees was 3.00% of the employees' annual salaries.

The ARUP defined contribution pension and profit sharing plans provide retirement benefits for all employees who have attained certain tenure-based and hours-worked thresholds. Employees are fully vested in both plans after five years of service. For the year ended June 30, 2005, ARUP contributed 5.00% of the employees' annual salaries (less forfeitures) to the pension plan. Contributions to the profit sharing plan are at the discretion of ARUP.

For the years ended June 30, 2005, 2004, and 2003, the University's contributions to the Systems were equal to the required amounts, as shown in *Figure 4*.

9. DEFERRED REVENUE

Deferred revenue consists of summer school tuition and student fees, advance payments on grants and contracts, and results of normal operations of auxiliary enterprises and service units.

Figure 3.	Beginning Balance	Additions	Retirements	Ending Balance
Buildings	$1,054,869,831	$ 66,794,050		$1,121,663,881
Infrastructure and improvements	119,740,959	12,024,185		131,765,144
Land	17,267,453		$ 318	17,267,135
Equipment	436,938,746	73,622,746	25,044,359	485,517,133
Library materials	139,435,441	4,614,211		144,049,652
Art and special collections	31,929,064	4,347,406	256,903	36,019,567
Construction in progress	75,738,768	85,413,768	74,493,092	86,659,444
Total cost	1,875,920,262	246,816,366	99,794,672	2,022,941,956
Less accumulated depreciation				
Buildings	401,302,415	41,853,448		443,155,863
Infrastructure & improvements	63,552,738	6,490,571	157	70,043,152
Equipment	309,839,591	42,343,785	17,696,791	334,486,585
Library materials	75,823,962	4,652,655		80,476,617
Total accumulated depreciation	850,518,706	95,340,459	17,696,948	928,162,217
Capital assets, net	$1,025,401,556	$151,475,907	$82,097,724	$1,094,779,739

Figure 4.	2005	2004	2003
State and School Contributory Retirement System	$ 1,563,900	$ 1,419,412	$ 1,273,895
State and School Noncontributory Retirement System	22,375,155	20,178,128	18,098,640
Public Safety Noncontributory Retirement System	295,083	279,877	260,676
TIAA-CREF	60,472,570	56,352,292	52,458,884
Pension plan	2,743,021	2,646,171	2,303,659
Profit sharing plan	3,353,435	3,173,865	2,256,037
Total contributions	$90,803,164	$84,049,745	$76,651,791

10. FUNDS HELD IN TRUST BY OTHERS

Funds held in trust by others are neither in the possession of nor under the management of the University. These funds, which are not recorded on the University's financial records and which arose from contributions, are held and administered by external fiscal agents, selected by the donors, who distribute net income earned by such funds to the University, where it is recorded when received. The fair value of funds held in trust at June 30, 2005, was $70,327,429.

In addition, certain funds held in trust by others are comprised of stock, which is reported at a value of $8,087,662 as of June 30, 2005, based on a predetermined formula. The fair value of this stock as of June 30, 2005 cannot be determined because the stock is not actively traded.

11. RISK MANAGEMENT

The University maintains insurance coverage for commercial general liability, automobile, errors and omissions, and property (building and equipment) through policies administered by the Utah State Risk Management Fund. Employees of the University and authorized volunteers are covered by workers' compensation and employees' liability through the Workers' Compensation Fund of Utah.

In addition, the University maintains self-insurance funds for health care, dental, and auto/physical damage, as well as hospital and physicians malpractice liability self-insurance funds. The malpractice liability self-insurance funds are held in trust with an independent financial institution in compliance with Medicare reimbursement regulations. Based on an analysis prepared by an independent actuary, the administration believes that the balance in the trust funds as of June 30, 2005, is adequate to cover any claims incurred through that date. The University and UUHC have a "claims made" umbrella malpractice insurance policy in an amount considered adequate by its respective administrations for catastrophic malpractice liabilities in excess of the trusts' fund balances.

The estimated self-insurance claims liability is based on the requirements of GASB Statement No. 10, *Accounting and Financial Reporting for Risk Financing and Related Insurance Issues*, which requires that a liability for claims be reported if information prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements and the amount of the loss can be reasonably estimated.

Changes in the University's estimated self-insurance claims liability for the years ended June 30 are shown in *Figure 5*.

The University has recorded the investments of the malpractice liability trust funds at June 30, 2005, and the estimated liability for self-insurance claims at that date in the Statement of Net Assets. The income on fund investments, the expenses related to the administration of the self-insurance and malpractice liability trust funds, and the estimated provision for the claims liability for the year then ended are recorded in the Statement of Revenues, Expenses, and Changes in Net Assets.

Figure 5.

	2005	2004
Estimated claims liability - beginning of year	$ 44,198,248	$ 34,223,158
Current year claims and changes in estimates	124,615,602	109,807,760
Claim payments, including related legal and administrative expenses	(115,944,826)	(99,832,670)
Estimated claims liability - end of year	$ 52,869,024	$ 44,198,248

12. INCOME TAXES

The University, as a political subdivision of the state of Utah, has a dual status for federal income tax purposes. The University is both an Internal Revenue Code (IRC) Section 115 organization and an IRC Section 501(c)(3) charitable organization. This status exempts the University from paying federal income tax on revenue generated by activities which are directly related to the University's mission. This exemption does not apply to unrelated business activities. On these activities, the University is required to report and pay federal and state income tax.

UURF is not subject to income taxes under Section 501(c)(3) of the Internal Revenue Code.

ARUP is also not subject to income taxes based on a private letter ruling from the Internal Revenue Service stating that certain income providing an essential governmental function is exempt from federal income taxes under Internal Revenue Code Section 115.

13. HOSPITAL REVENUE

A. Net Patient Service Revenue

UUHC reports net patient service revenue at the estimated net realizable amounts from patients, third-party payors, and others for services rendered, including estimated retroactive adjustments under reimbursement agreements with third-party payors. Retroactive adjustments are accrued on an estimated basis in the period the related services are rendered and adjusted in future periods as final settlements are determined. Charity care is excluded from net patient service revenue.

UUHC has third-party payor agreements with Medicare and Medicaid that provide for payments to UUHC at amounts different from established rates. Inpatient acute care services rendered to Medicare and Medicaid program beneficiaries are paid at prospectively determined rates per discharge. These rates vary according to a patient classification system that is based on clinical, diagnostic, and other factors. Outpatient services rendered to Medicaid program beneficiaries and certain outpatient services and defined capital costs related to Medicare beneficiaries are paid based on a cost reimbursement basis. Medicare reimbursements are based on a tentative rate with final settlement determined after submission of annual cost reports by UUHC and audits thereof by the Medicare fiscal intermediary.

The estimated final settlements for open years are based on preliminary cost findings after giving consideration to interim payments that have been received on behalf of patients covered under these programs.

B. Charity Care

UUHC maintains records to identify and monitor the level of charity care it provides. Based on established rates, the charges foregone as a result of charity during the year ended June 30, 2005, were approximately $25,711,000.

14. LEASES

A. Revenue

UURF receives lease revenues from noncancellable sublease agreements with tenants of the Research Park and from tenants occupying six buildings owned by UURF. The lease revenue to be received from these noncancellable leases for each of the subsequent five years is $6,500,000, and for twenty years thereafter, comparable annual amounts. Most lease revenue is subject to escalation based on changes in the Consumer Price Index (CPI). Since such escalations are dependent upon future changes in the CPI, these escalations, if any, are not reflected in the minimum noncancellable lease revenues listed above.

B. Commitments

The University leases buildings and office and computer equipment. Capital leases are valued at the present value of future minimum lease

payments. Assets associated with the capital leases are recorded as buildings and equipment together with the related long-term obligations. Assets currently financed as capital leases amount to $16,875,000 and $122,891,278 for buildings and equipment, respectively. Accumulated depreciation for these buildings and equipment amounts to $1,603,125 and $68,044,153, respectively. Capital leases of ARUP are guaranteed by the University. Operating leases and related assets are not recorded in the Statement of Net Assets. Payments are recorded as expenses when incurred and amount to approximately $11,391,000 for the University and $4,732,000 for component units for the year ended June 30, 2005. Total operating lease commitments for the University include approximately $14,873,000 of commitments to component units.

Included in the above component unit lease expenses are leases by ARUP for its principal laboratory and office buildings, under long-term agreements, from a partnership in which one of its directors is a principal. The agreements have initial terms of fifteen years with two five-year renewal options and include rent increases of two percent annually in the sixth and eleventh years from the commencement of the lease. Total lease payments for the year ended June 30, 2005 were $4,732,419.

The University entered into a Huntsman Cancer Institute capital sublease agreement in the amount of $16,875,000 dated November 1996 with the State of Utah, acting through DFCM for the lease of the Huntsman Cancer Institute building, located east of the University campus and adjacent to the University Hospital. The Huntsman sublease is an annually renewable lease with a final expiration date of May 2013. Annual payments began May 1997 and range from a low of approximately $468,478 to a high of approximately $1,648,090. At the end of the lease, title to the Huntsman Cancer Institute building will be transferred to the University.

Future minimum lease commitments for operating and capital leases as of June 30, 2005 are shown in *Figure 6*.

15. BONDS PAYABLE AND OTHER LONG-TERM LIABILITIES

The long-term debt of the University consists of bonds payable, capital lease obligations, compensated absences, and other minor obligations.
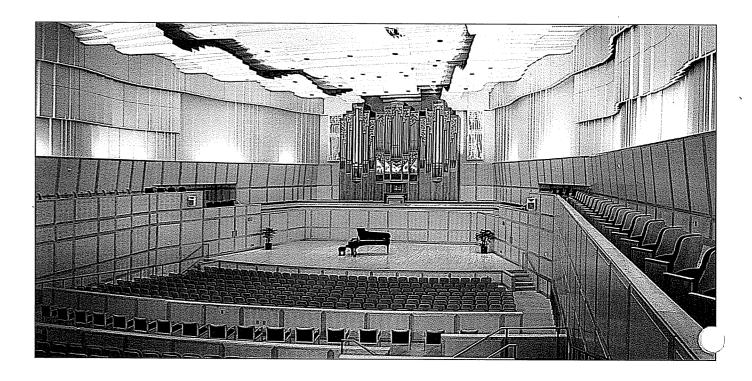
The State Board of Regents of the State of Utah issues revenue bonds to provide funds for the construction and renovation of major capital facilities and the acquisition of capital equipment for the University. In addition, revenue bonds have been issued to refund other revenue bonds and capitalized leases.

The revenue bonds are special limited obligations of the University. The obligation for repayment is solely that of the University and payable from the net revenues of auxiliary enterprises and UUHC, student building fees, land grant income, and recovered indirect costs. Neither the full faith and credit nor the taxing power of the State of Utah or any other political subdivision of the State is pledged to the payment of the bonds, the distributions or other costs appertaining thereto.

In 1985, the State Board of Regents authorized the University to issue Variable Rate Demand Industrial Development Bonds (University Inn Project - 1985 Series) for the Salt Lake City Marriott - University Park Hotel, separate from the University. The bonds are payable from the revenues of the hotel and the University has no responsibility or commitment for repayment of the bonds. The outstanding balance of the bonds at June 30, 2005, is $6,785,000.

The Series 1997A Auxiliary and Campus Facilities Revenue Bonds currently bear interest at a weekly rate in accordance with the bond provisions. When a weekly rate is in effect, the Series 1997A Bonds are subject to purchase on the demand of the holder at a price equal to principal plus accrued interest on seven days notice and delivery to the University's tender agent. The University's remarketing agent is authorized to use its best efforts to sell the repurchased bonds at a price equal to 100 percent of the principal amount by adjusting the interest rate. If any Series 1997A Bonds cannot be remarketed to new holders, the tender agent is required to draw on an irrevocable standby bond purchase agreement to pay the purchase price of the bonds delivered to it. The standby bond purchase agreement is with J.P. Morgan Chase Bank and is valid through July 30, 2010. The University pays a quarterly fee for the services provided by J.P. Morgan Chase Bank. No funds have been drawn against the standby bond purchase agreement. The interest requirement for the Series 1997A Bonds is calculated using an interest rate of 2.40%, which is the rate in effect at June 30, 2005.

Figure 6.

Fiscal Year	Operating	Capital
2006	$ 27,933,433	$ 14,898,783
2007	25,733,076	13,048,383
2008	24,052,527	11,794,674
2009	22,161,896	24,185,641
2010	17,690,623	6,689,373
2011 – 2015	80,085,110	31,210,856
2016 – 2020	54,377,518	
2021 – 2025	49,592,497	
Total future minimum lease payments	$ 301,626,680	101,827,710
Amount representing interest		(16,535,805)
Present value of future minimum lease payments		$ 85,291,905

The following schedule lists the outstanding bonds payable of the University at June 30, 2005:

Issue	Date Issued	Maturity Date	Interest Rate	Original Issue	Current Liability	Balance 6/30/2005
Auxiliary and Campus Facilities	3/1/87	2014	3.750% - 6.750%	$ 11,140,000	$ 200,000	$ 1,690,000
Research Facilities Revenue	4/1/96	2011	4.200% - 6.500%	21,050,000	(324,181)	(324,181)
Auxiliary and Campus Facilities	7/30/97	2027	Variable	52,590,000	1,000,000	14,000,000
Hospital Revenue Refunding	12/1/97	2006	4.750% - 5.500%	24,615,000	3,314,699	6,729,524
Hospital Revenue	6/1/98	2013	5.250% - 5.375%	25,020,000	57,089	25,579,642
Auxiliary and Campus Facilities Revenue and Refunding	7/1/98	2016	4.100% - 5.250%	120,240,000	2,019,708	117,189,551
Auxiliary and Campus Facilities	5/1/99	2014	4.000% - 4.800%	5,975,000	392,602	4,204,714
Research Facilities Revenue	7/13/00	2020	5.000% - 5.750%	17,585,000	640,819	3,554,284
Auxiliary and Campus Facilities	7/18/01	2021	3.500% - 5.125%	2,755,000	108,879	2,428,636
Hospital Revenue	8/7/01	2022	5.000% - 5.500%	26,670,000	14,411	27,022,716
Research Facilities Revenue	6/30/04	2019	3.000% - 4.700%	9,685,000	501,998	9,137,170
Research Facilities Revenue	2/15/05	2025	3.000% - 5.000%	5,515,000	169,322	5,644,409
Research Facilities Revenue	6/07/05	2020	3.000% - 5.000%	20,130,000	188,040	21,243,797
Total					$8,283,386	$238,100,262

UURF has purchased three buildings with two mortgages that are guaranteed by the University. The remaining amounts of the mortgages are $6,481,819 at 8.87% interest and $3,175,516 at 7.15% interest. The mortgages will be paid off on April 1, 2020 and September 1, 2021, respectively.

The following schedule summarizes the changes in long-term liabilities for the year ended June 30, 2005:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bonds payable	$243,641,739	$ 26,888,206	$ 32,429,683	$238,100,262	$ 8,283,386
Capital leases payable	75,258,168	30,369,714	20,335,977	85,291,905	10,941,387
Notes & contracts payable	11,655,893	4,318,390	808,297	15,165,986	864,288
Total long-term debt	330,555,800	61,576,310	53,573,957	338,558,153	20,089,061
Compensated absences	32,359,432	23,152,751	20,520,374	34,991,809	3,989,969
Deposits & other liabilities	78,308,637	76,831,835	66,405,780	88,734,692	77,390,134
Total long-term liabilities	$441,223,869	$161,560,896	$140,500,111	$462,284,654	$101,469,164

Maturities of principal and interest requirements for bonds, notes and contracts payable are as follows:

Fiscal Year	Payments	
	Principal	Interest
2006	$ 20,089,061	$ 16,256,317
2007	21,001,697	15,459,329
2008	20,270,947	14,569,041
2009	34,207,268	13,395,783
2010	18,265,341	12,051,094
2011 – 2015	94,910,660	43,328,981
2016 – 2020	58,221,007	26,641,274
2021 – 2025	41,001,190	13,536,603
2026 – 2030	30,590,982	4,286,150
Total	$338,558,153	$159,524,572

16. RETIREMENT OF DEBT

In prior years, the University defeased certain revenue bonds by placing the proceeds of new bonds and various bond reserves in irrevocable trusts to provide for all future debt service payments on the old bonds.

In addition, the University issued on June 7, 2005, Research Facilities Revenue Refunding Bonds Series 2005B in the amount of $20,130,000 to partially advance refund $8,920,000 and $10,900,000 of Series 1996 and 2000 Research Facilities Revenue Bonds. This refunding resulted in a reduction of the University's aggregate debt service payments of approximately $1,036,000 over the next fifteen years and a present value economic gain of approximately $891,000. Accordingly, the trust account assets and the liability for the defeased bonds are not included in the University's financial statements. The total principal amount of defeased bonds held in irrevocable trusts at June 30, 2005, is $23,670,000.

17. FUNCTIONAL CLASSIFICATION OF EXPENSES

The following schedule presents operating expenses by functional classification for the year ended June 30, 2005:

Function	Amount (in thousands)
Instruction	$ 232,232
Research	211,529
Public service	314,762
Academic support	66,488
Student services	16,890
Institutional support	50,656
Operation & maintenance of plant	43,027
Student aid	32,035
Other	314,734
Hospital	518,111
Total	$1,800,464

18. SEGMENT INFORMATION

The University issues revenue bonds to provide funds for the construction and renovation of major capital facilities and the acquisition of capital equipment for the University. Investors in these bonds rely solely on the revenue generated by specific activities, identified as segments, for repayment. The net revenue of the following segments has been pledged for the retirement of outstanding bonds payable.

Auxiliary Enterprises – is comprised of specific auxiliary enterprises, namely: University Bookstore, Residential Living, University Student Apartments, Commuter Services, Jon M. Huntsman Center, Rice-Eccles Stadium, and Union Building. These auxiliaries provide on-campus services for the benefit of students, faculty and staff. In addition to the net revenues of these auxiliaries, student building fees, state land grant income and a subsidy from the federal department of Housing and Urban Development are pledged to the retirement of all Auxiliary Campus and Facility bonds.

University of Utah Hospitals & Clinics (UUHC) - is comprised of the University Hospitals, the University Neuropsychiatric Institute, and other clinics that provide health and psychiatric services to the community.

Reimbursed Overhead - is the revenue generated by charging approved facilities and administration rates to grants and contracts.

The following schedules present condensed financial information for each of the University's segments.

STATEMENT OF NET ASSETS

	Auxiliary Enterprises	UUHC	Reimbursed Overhead
Assets			
Current assets			
Cash and cash equivalents	$(1,958,131)	$ 29,263,520	$ 36,279,862
Short-term investments		4,841,311	
Accounts receivable, net	2,109,400	115,366,675	4,788,905
Inventory	3,827,174	15,078,554	
Other assets	3,699	7,262,067	
Total current assets	3,982,142	171,812,127	41,068,767
Noncurrent assets			
Investments		6,504,507	
Total noncurrent assets		6,504,507	
Total assets	3,982,142	178,316,634	41,068,767
Liabilities			
Current liabilities			
Accounts payable	1,783,192	22,220,153	665,357
Accrued payroll		14,114,596	
Compensated absences		1,082,501	
Deferred revenue	1,023,051	248,760	
Deposits and other liabilities	1,175,899	19,817,178	
Total current liabilities	3,982,142	57,483,188	665,357
Noncurrent liabilities			
Compensated absences		11,750,144	
Deposits and other liabilities		8,804,377	
Total noncurrent liabilities		20,554,521	
Total liabilities	3,982,142	78,037,709	665,357
Net assets, unrestricted	$ 0	$100,278,925	$ 40,403,410

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS

	Auxiliary Enterprises	UUHC	Reimbursed Overhead
Operating Revenues and Expenses			
Revenues			
Sales and services	$ 60,231,663	$ 575,810,201	
Facilities and administration			$ 59,298,186
Other operating revenues		12,756,493	
Total operating revenues	60,231,663	588,566,694	59,298,186
Expenses			
Compensation and benefits	14,046,840	265,954,360	18,019,133
Other operating expenses	34,359,978	280,180,084	27,117,413
Total operating expenses	48,406,818	546,134,444	45,136,546
Operating income	11,824,845	42,432,250	14,161,640
Nonoperating Revenues (Expenses)			
State appropriations		4,423,400	
Gifts		218,675	
Investment income (loss)	11,960	(206,012)	
Total nonoperating revenues	11,960	4,436,063	
Transfers			
Mandatory transfers, out	(14,655,546)	(13,604,939)	(1,727,337)
Nonmandatory transfers, in (out)	2,818,741	(33,125,267)	(10,234,946)
Total transfers, out	(11,836,805)	(46,730,206)	(11,962,283)
Increase in net assets	0	138,107	2,199,357
Net Assets			
Net assets - beginning of year	0	100,140,818	38,204,053
Net assets - end of year	$ 0	$100,278,925	$40,403,410

STATEMENT OF CASH FLOWS

	Auxiliary Enterprises	UUHC	Reimbursed Overhead
Net cash provided (used) by			
Operating activities	$12,641,776	$14,932,064	$14,976,247
Noncapital financing activities	(11,836,805)	(42,088,131)	(11,962,283)
Investing activities	11,960	11,200,832	
Net increase (decrease) in cash	816,931	(15,955,235)	3,013,964
Cash (deficit) - beginning of year	(2,775,062)	45,218,755	33,265,898
Cash (deficit) - end of year	$(1,958,131)	$29,263,520	$36,279,862

19. SUBSEQUENT EVENTS

On July 14, 2005, the University issued $30,480,000 of Hospital Revenue Refunding Bonds, Series 2005A. Principal on the bonds is due annually commencing August 1, 2009 through August 1, 2018. Bond interest is due semiannually commencing February 1, 2006 at rates ranging from 4.50% to 5.00%. Proceeds from these bonds will be used to partially refund Hospital Revenue Bonds, Series 1998 & 2001.

Also, on August 2, 2005, the University issued $42,955,000 of Auxiliary and Campus Facilities Revenue Refunding Bonds, Series 2005A. Initial principal payment on the bonds is due April 1, 2006 and annually thereafter commencing on April 1, 2009 through April 1, 2020. Bond interest is due semiannually commencing October 1, 2005 at rates ranging from 3.00% to 5.00%. Proceeds from these bonds will be used to partially refund Auxiliary and Campus Facilities Revenue Bonds, Series 1998.

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2004 Annual Financial Report

THE UNIVERSITY OF UTAH

A Component Unit of the State of Utah

Contents

Message from the President

As the flagship institution of the Utah System of Higher Education, the University of Utah is a positive force in the intellectual, cultural, and economic lives of people and communities throughout our state. A University's greatest resource is its people—students, faculty, administrators, staff, alumni, and friends. I am excited to be associated with a community of uncommonly talented and dedicated people here at the University of Utah. The financial information presented in this report is a reflection of their collective efforts.

Despite fiscal challenges, financial results for this past year offer some reasons for optimism:

- Each of our major sources of operating revenues were up significantly over fiscal year 2003. Patient revenues climbed 8%; grants and contracts rose by 6%; tuition and fees increased 8%; and sales and services jumped 13%. This demonstrates continuing confidence by our "customers" in the programs and services we offer—whether they be patient care, post-secondary education, sponsored research or public services.

- Our endowments surpassed $300 million this fiscal year, with an overall investment return of over 16%. The growth and performance of our endowments reflect the generosity of our donors and their willingness to support the institution; and our investment management acumen, which maximizes the potential of these funds in providing much-needed resources in carrying out our mission.

As you review our financial statistics, I encourage you to also envision the countless hours spent by hundreds of dedicated people in classrooms, libraries, laboratories, clinics, and offices. These efforts provide our students a world-class education and improve the quality of life of our citizens through groundbreaking research and patient care. The financial, economic, and cultural impact that the University's presence has on our community and our state are significant and far-reaching. Some highlights might be illustrative:

- In the last 5 years, the University has received more than $1.2 billion in federal research funding, consistently ranking among the top 30 public universities in terms of federally funded research. According to Dr. Kelly Matthews, economist for Wells Fargo Bank, "the University of Utah is an essential component of Utah's economic prosperity. The ongoing success of a prestigious research university will produce huge economic benefits for the state of Utah."

- With more than 7,500 employees and an annual payroll exceeding $531 million, the Health Sciences Center is one of the state's largest employers, and contributes millions of dollars in new, net tax revenue to Utah every year. Nearly one-third of the patients at University Hospitals and Clinics come from out of state.

- The University's Research Park is home to 37 companies, housing approximately 4,500 non-university employees, and generating approximately $600 million annually in economic impact.

- Contributions to Utah's cultural life emanate from many University sources, including the Utah Museum of Fine Arts, Museum of Natural History, Red Butte Gardens & Arboretum, KUED, KUER, Pioneer Theatre Company, Gardner Hall, and Kingsbury Hall.

The University of Utah is doing more with less. State support has declined and unavoidable costs such as utilities are on the rise. As with universities across the nation, students and their parents are bearing a heavier portion of the burden through higher tuition. We are working hard to find the best solutions to these challenges. Use of technology has expanded. Collaboration has increased. Responsiveness and accountability have improved. We are determined to move forward.

It is my pleasure to convey this annual financial report and recognize the tireless efforts of dedicated faculty and skilled administrators who work hard to ensure that the financial condition of the University of Utah is not only sound, but improving. While there are certainly challenges, I am confident that the University will successfully meet them and make the most of the opportunities that are before us.

Michael K. Young

Independent State Auditor's Report

To the University of Utah Board of Trustees
    and
Michael K. Young, President

We have audited the accompanying basic financial statements of the University of Utah (hereinafter referred to as the "University"), a component unit of the State of Utah, as of and for the year ended June 30, 2004, as listed in the table of contents. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the University of Utah Hospital and its related institute and clinics or the University's component units, which represent approximately 22% ($504,100,000) of total assets and 41% ($736,400,000) of total revenues of the University. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the University Hospital and the component units, is based on the reports of the other auditors. The prior year comparative information has been derived from the University's fiscal year 2003 financial statements and, in our report dated October 3, 2003, we expressed an unqualified opinion on the respective financial statements of the University.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards,* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the component units were not audited in accordance with Government Auditing Standards. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the reports of other auditors provide a reasonable basis for our opinion.

In our opinion, based on our audit and the reports of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the University as of June 30, 2004, and the respective changes in financial position and cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 1, 2004 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The accompanying management discussion and analysis is not a required part of the basic financial statements but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Auston G. Johnson, CPA
Utah State Auditor
October 1, 2004

Management's Discussion and Analysis

INTRODUCTION

The following discussion and analysis provides an overview of the financial position and activities of the University of Utah (University) for the year ended June 30, 2004, with selected comparative information for the year ended June 30, 2003. This discussion has been prepared by management and should be read in conjunction with the financial statements and the notes thereto, which follow this section.

The University is a comprehensive public institution of higher learning with approximately 28,900 students, 2,300 faculty members and more than 20,000 supporting staff. The University offers a diverse range of degree programs from baccalaureate to post-doctoral levels, through a framework of 15 schools, colleges and divisions, and contributes to the state and nation through related research and public service programs. The University also maintains a prestigious health care complex through its University of Utah Hospitals and Clinics (UUHC). The UUHC consists of three hospitals and numerous specialty clinics. The UUHC is an integral part of the University's health care system that also includes the University's School of Medicine and the Colleges of Health, Nursing, and Pharmacy. The University's health care system has a tradition of excellence in teaching, advancement of medical science and patient care, consistently ranking among the best health care systems in the western United States.

The University consistently ranks as one of the nation's top universities by various measures of quality, both in general academic terms and in terms of strength of offerings in specific academic disciplines and professional subjects. Excellence in research is another crucial element in the University's high ranking among educational institutions. Research is central to the University's mission and permeates its schools and colleges.

In addition to the academic schools, colleges, and departments, the University operates the University of Utah Research Foundation (UURF), a separately incorporated entity that specializes in applied research, the transfer of patented technology to business entities, leasing and administration of Research Park (a research park located on land owned by the University), and the leasing of certain buildings. Also, a wholly-owned, separately incorporated enterprise, the Associated Regional University Pathologists, Inc. (ARUP) provides pathology services to regional and national customers.

FINANCIAL HIGHLIGHTS

The University's financial position remained strong at June 30, 2004, with assets of $2.3 billion and total liabilities of $.6 billion. Net assets, which represent the residual interest in the University's assets after liabilities are deducted, increased by $137.4 million to $1.7 billion at June 30, 2004.

Changes in net assets represent the total activity of the University, which results from all revenues, expenses, gains and losses, and are summarized for the years ended June 30, 2004 and 2003 in *Figure 1*.

Fiscal year 2004 revenues before change in fair value of investments increased 8.9%, or $146.9 million, while expenses increased 8.8%, or $138.6 million. This resulted in a net gain before changes in fair value of investments of $99.4 million for fiscal year 2004, and $91.1 million for fiscal year 2003.

The University invests its endowment funds to maximize total return over the long term, within an appropriate level of risk. The success of this long-term investment strategy is evidenced by returns averaging 8.7% during the past ten years.

USING THE FINANCIAL STATEMENTS

The University's financial report is prepared in accordance with Governmental Accounting Standards Board (GASB) principles and includes three financial statements: the Statement of Net Assets; the Statement of Revenues, Expenses and Changes in Net Assets; and the Statement of Cash Flows.

Revenues and expenses are categorized as operating or nonoperating and other net asset additions as capital contributions or additions to permanent endowments. Significant recurring sources of the University's revenues, including state appropriations, gifts and investment income, are considered nonoperating, as defined by GASB Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments.* Nonoperating revenues totaled $309.5 million and $282.6 million for the years ended June 30, 2004 and 2003, respectively. Nonoperating expenses, which include interest expense, totaled $16.5 million and $21.3 million for the years ended June 30, 2004 and 2003, respectively.

Also, as required by GASB Statement No. 34, scholarships and fellowships applied to student accounts are shown as a reduction of student tuition and fee revenues, while stipends and other payments made directly to students continue to be presented as scholarship and fellowship expenses. In addition, other appropriate revenue items have been reduced by bad debt expense incurred during each fiscal year.

For the years ended June 30, 2004 and 2003, scholarship and fellowship expenses totaled $21.1 million and $17.5 million, respectively. In addition, scholarships and fellowships in the amount of $12.1 million and $9.4 million for the years ended June 30, 2004 and 2003, are reported as a reduction of tuition and fees and auxiliary enterprises revenue.

STATEMENT OF NET ASSETS

The Statement of Net Assets presents the financial position of the University at the end of the fiscal year and includes all assets and liabilities of the University. The difference between total assets and total liabilities is net assets and is one indicator of the current financial condition of the University, while the change in net assets is an indicator of whether the overall financial condition has improved or worsened during the year. Assets and liabilities are generally measured using current values except for capital assets, which are stated at historical cost less an allowance for depreciation.

A summarized comparison of the University's assets, liabilities and net assets at June 30, 2004 and 2003 as shown in *Figure 2*.

A review of the University's Statement of Net Assets at June 30, 2004 and 2003, shows that the University continues to build upon its strong financial foundation. This strong financial position reflects the prudent utilization of its financial resources, including careful cost controls, management of its endowment funds, utilization of debt and adherence to its long range capital plan for the maintenance and replacement of the physical plant.

Current assets consist primarily of cash, operating investments, trade receivables and inventories. Current assets represent approximately 4.9 months of total operating expenses (excluding depreciation). Current investments for capital and student loan

Figure 1.

	2004	2003
	(in thousands)	
Total revenues before change in fair value of investments	$1,807,007	$1,660,146
Total expenses	1,707,576	1,568,999
Increase in net assets before change in fair value of investments	99,431	91,147
Increase in fair value of investments	37,994	6,384
Increase in net assets	$ 137,425	$ 97,531

Figure 2.

	2004	2003
	(in thousands)	
Current assets	$ 652,611	$ 514,731
Noncurrent assets		
Endowments and other investments	532,016	507,724
Receivables	56,669	32,256
Capital assets, net	1,025,401	1,024,498
Other	20,300	22,449
Total assets	2,286,997	2,101,658
Current liabilities	251,754	206,236
Noncurrent liabilities	350,777	348,381
Total liabilities	602,531	554,617
Net assets	$1,684,466	$1,547,041

activities totaled $138.0 million at June 30, 2004 and $92.5 million at June 30, 2003. Receivables increased slightly from $186.2 million at June 30, 2003 to $188.1 million at June 30, 2004.

Current liabilities consist primarily of trade accounts, accrued compensation, deposits, and other liabilities, which totaled $251.8 million at June 30, 2004, as compared to $206.2 million at June 30, 2003. Current liabilities also include deferred revenue, and the current portion of bonds payable. Total current liabilities increased $45.5 million during fiscal year 2004.

ENDOWMENT AND SIMILAR INVESTMENTS

The University's endowment funds consist of both permanent endowments and funds functioning as endowments. Permanent endowments are those funds received from donors with the stipulation that the principal remain inviolate and be invested in perpetuity to produce income that is to be expended for the purposes specified by the donor. Funds functioning as endowments consist of amounts (restricted gifts or unrestricted funds) that have been allocated by the University for long-term investment purposes, although amounts are not subject to donor restrictions requiring the University to preserve the principal in perpetuity. Programs supported by endowment funds include scholarships, fellowships, professorships, research efforts and other important programs and activities.

The University of Utah endowment pool returned 16.9% for the year ended June 30, 2004 compared to 4.1% for the year ended June 30, 2003. These results reflect the heavy weighting of equities in the asset allocation of the pool and compare favorably to broad indexes such as the S&P 500 and Lehman Brothers Aggregate Bond (19.1% and 0.3% gain, respectively, for fiscal year 2004). The net gain on the endowment pool for the year ended June 30, 2004 totaled $38.5 million compared to a gain of $4.6 million for the year ended June 30, 2003.

Endowment funds are invested to maximize long-term results. Because of the volatility in the equity markets, the University Investment Advisory Committee approved recommended changes to the University's asset allocation plan effective July 1, 2002. By approving the changes, the Committee is striving to achieve broad diversification with the long-term goal of earning maximum returns within an acceptable risk range for investment of the University's endowment funds.

Endowment funds invested in the University's endowment pool are invested on a unit basis similar to mutual funds where each new dollar buys a number of shares in the pool. The pool is subject to a spending policy, which determines a distribution rate of return that will be used to allocate funds to University departments from the growth portion of the endowment pool. The purpose of the spending policy is to establish a distribution rate that over time will generate returns adequate to continue support for future expenses in perpetuity assuming moderate levels of inflation. During the year ended June 30, 2004, the spending policy was 4.0% of the twelve quarter moving average of unit market values. Endowment pool income used in operations was $10.4 million in fiscal year 2004. The amount allocated to operations exceeded dividends and interest earned on pool investments by $5.3 million.

Since endowment funds are invested for long-term results rather than short-term annual returns, it is important to reflect on the longer investment horizon. Over the past ten years, the University's endowment pool has earned an average total return of 8.7%, paid out an average of 4.3%, and reinvested the balance

representing an average of 4.4%. The reinvested funds enabled higher balances, thus yielding greater returns to keep pace with inflation of program expenses. Endowments provide crucial support for the University's quality academic programs and accessibility to these programs for all students.

Gifts to the endowment funds at the University totaled $11.4 million and $7.2 million for the fiscal years 2004 and 2003, respectively.
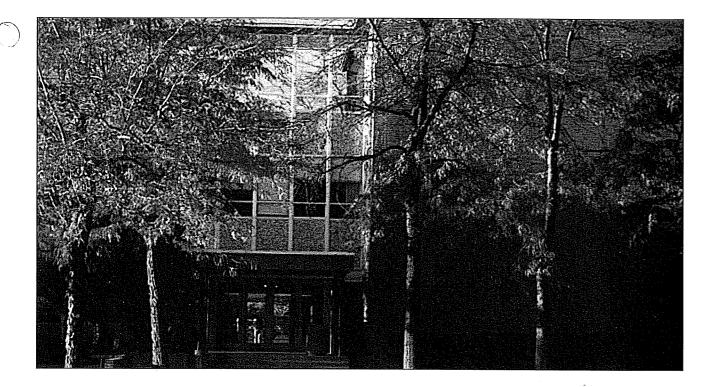
CAPITAL AND DEBT ACTIVITIES

One of the critical factors in continuing the quality of the University's academic and research programs is the development and renewal of its capital assets. The University continues to implement its long-range plan to modernize its complement of older teaching and research facilities, balanced with new construction.

Capital additions totaled $133.2 million in fiscal year 2004, as compared to $196.4 million in fiscal year 2003. Capital additions primarily comprise replacement, renovation, and new construction of academic, research, and health care facilities, as well as significant investments in equipment. Capital asset additions are funded by capital appropriations, bond proceeds, gifts which were designated for capital purposes, and unrestricted net assets.

Construction in progress at June 30, 2004, totaled $75.7 million that includes projects in numerous buildings across the campus. Significant projects include: student housing facilities; expansion of the University Hospital for critical care facilities; additional ophthalmologic facilities; and additional medical laboratories.

The University takes seriously its role of financial stewardship and works hard to manage its financial resources effectively, including the prudent use of debt to finance capital projects. The debt rating of the University is an important indicator of success

in this area. The underlying bond ratings from Standard and Poor's and Moody's Investors Service for the Auxiliary and Campus Facilities Bonds and the Hospital Revenue Bonds are AA/Aa3, and for the Research Facilities Revenue Bonds are AA-/Aa3, respectively. These ratings are considered high investment grade quality and positions the University, if deemed necessary, to obtain future debt financing at low interest rates and reduced issuance costs.

Bonds payable totaled $243.6 million and $241.0 million at June 30, 2004 and 2003, respectively. A new bond was issued in fiscal year 2004 to renovate medical research facilities. All other bonds were issued in prior years to finance new construction or renovation of the Huntsman Cancer Institute, a new biology research building, the University Hospital expansion, and auxiliary enterprise facilities, including Rice-Eccles Stadium, student housing, and parking, as well as equipment for the University Hospital.

An institution's ratio of unrestricted operating revenues to bonds, notes and contract debt is a valuable indicator of its ability to finance its outstanding debt. At June 30, 2004, the University has 3.6 times the unrestricted operating revenue necessary to meet its debt requirements.

NET ASSETS

Net assets represent the residual interest in the University's assets after liabilities are deducted.

Invested in capital assets, net of related debt represents the University's capital assets net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

Restricted nonexpendable net assets are the University's permanent endowment funds.

Restricted expendable net assets are subject to externally imposed restrictions governing their use. This category of net assets includes $74.3 million of funds functioning as endowments.

Although *unrestricted net assets* are not subject to externally imposed stipulations, substantially all of the University's unrestricted net assets have been designated for various academic and research programs and initiatives, as well as capital projects.

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS

The Statement of Revenues, Expenses and Changes in Net Assets presents the University's results of operations. A summarized comparison of the University's revenues, expenses and changes in net assets for the years ended June 30, 2004 and 2003 is shown in *Figure 3*.

One of the University's greatest strengths is the diverse streams of revenues which supplement its student tuition and fees, including voluntary private support from individuals, foundations, and corporations, along with government and other grants and contracts, state appropriations, and investment income. The University has in the past and will continue to aggressively seek funding from all possible sources consistent with its mission, to supplement student tuition, and to manage prudently the financial resources realized from these efforts to fund its operating activities.

Significant recurring sources of the University's revenues are considered nonoperating, as defined by GASB Statement No. 34. The following page shows graphic illustrations of revenues by source (both operating and nonoperating), which were used to fund the University's operations for the year ended June 30, 2004 (amounts are presented in thousands of dollars).

Figure 3.

	2004	2003
	(in thousands)	
Operating revenues		
Tuition and fees	$ 116,714	$ 107,796
Patient services	669,851	620,460
Grants and contracts	278,750	262,557
Sales and services	293,054	258,314
Auxiliary enterprises	63,781	63,508
Other	47,433	36,028
Total operating revenues	1,469,583	1,348,663
Operating expenses	1,691,073	1,547,699
Operating loss	(221,490)	(199,036)
Nonoperating revenues (expenses)		
State appropriations	227,835	227,821
Gifts	22,123	27,482
Investment income	57,449	27,338
Interest expense	(16,503)	(17,692)
Other revenues (expenses)	2,102	(3,608)
Net nonoperating revenues	293,006	261,341
Capital appropriations	11,600	7,730
Capital and endowment grants and gifts	54,309	27,496
Total capital and endowment revenues	65,909	35,226
Increase in net assets	137,425	97,531
Net assets - beginning of year, restated	1,547,041	1,449,510
Net assets - end of year	$1,684,466	$1,547,041

OPERATING REVENUES

■ Tuition and Fees	$116,714
■ Patient Services	$669,851
■ Governmental Grants & Contracts	$214,866
■ Nongovernmental Grants & Contracts	$63,884
■ Sales and Services	$293,054
■ Auxiliary Enterprises	$63,781
▣ Other	$47,433

NONOPERATING REVENUES

▣ State Appropriations	$227,835
■ Gifts	$22,123
▣ Investment Income	$57,449
■ Other	$2,102

The University continues to face significant financial pressure, particularly in the areas of compensation and benefits, which represent 53.1% of total expenses, as well as in the areas of technology and investments. To manage this financial pressure, the University continues to seek diversified sources of revenue and to implement cost containment measures.

Tuition and state appropriations are the primary sources of funding for the University's academic programs. Student tuition and fees, net of allowances for scholarships and fellowships, increased $8.9 million, or 8.3% to $116.7 million in fiscal year 2004. State appropriations of $227.8 million in fiscal year 2004 is virtually unchanged from fiscal year 2003.

While tuition and state appropriations fund a significant percentage of the University's academic and administrative costs, private support has been, and will continue to be, essential to the University's academic success. The struggling economy of both the State of Utah and nation has had a negative impact on private support. Gift revenues for operations decreased 19.5%, or $5.4 million, to $22.1 million in fiscal year 2004.

Revenues for grants and contracts increased 6.2%, or $16.2 million, to $278.8 million in fiscal year 2004, primarily related to research programs. The increase in grant and contract revenues was generated by a broad base of schools, colleges, and research units across the University. The University receives revenues for grants and contracts from government and private sources, which provide for the recovery of direct costs and facilities and administrative (indirect) costs.

Patient care revenues increased 8.0% or $49.4 million to $669.9 million in fiscal year 2004. The majority of these revenues relate to patient care services, which are generated within UUHC under contractual arrangements with governmental payers and private insurers. Increased revenues primarily resulted from a growth in patient volume and moderate price increases for patient services. In addition,

UUHC has continued to experience increased demand for specialty services provided by outpatient clinics and has also opened a new primary care clinic to serve the growing population base in the market.

Net investment income for the years ended June 30, 2004 and 2003, consisted of the following components:

	2004	2003
	(in thousands)	
Interest and dividends, net	$19,455	$20,954
Net increase in fair value of investments	37,994	6,384
Net investment income	$57,449	$27,338

Net investment income totaled $57.4 million in fiscal year 2004, as compared to $27.3 million in fiscal year 2003, which is a net increase of $30.1 million. Moreover, as discussed previously, the University's endowment investment policies are designed to maximize long-term total return while its income distribution policies are designed to preserve the value of the endowment portfolio and to generate a predictable stream of spendable income. The income distribution from the University's endowment portfolio for the support of operating activities, in accordance with the University's spending policy, totaled $10.4 million in fiscal year 2004, as compared to $9.2 million in fiscal year 2003. In addition, in fiscal year 2004, $4.2 million was returned to endowment principal.

Capital appropriations received from the State in fiscal year 2004, which totaled $11.6 million, funded a portion of building renovation projects. Other revenues include capital grants and gifts and additions to permanent endowments totaling $54.3 million for the fiscal year ending June 30, 2004.

A comparative summary of the University's expenses for the years ended June 30, 2004 and 2003 follows:

	2004	2003
	(in thousands)	
Operating		
Compensation and benefits	$ 906,868	$ 833,590
Scholarships and fellowships	21,062	17,541
Utilities	20,309	19,627
Depreciation and amortization	95,952	90,062
Other	646,882	586,879
Total operating	1,691,073	1,547,699
Nonoperating		
Interest and other	16,503	21,300
Total expenses	$1,707,576	$1,568,999

The following is a graphic illustration of total expenses, in thousands of dollars, by natural classification:

▣ Compensation and Benefits	$906,868
▢ Scholarships and Fellowships	$21,062
▣ Utilities	$20,309
■ Depreciation and Amortization	$95,952
■ Interest	$16,503
▣ Other	$646,882

The University is committed to recruiting and retaining an outstanding faculty and staff and the compensation package is one way to successfully compete with peer institutions and nonacademic employers. The resources expended for compensation and benefits increased 8.8%, or $73.3 million, to $906.9 million in fiscal year 2004. Of this increase, compensation increased 7.5%, or $49.0 million, as a result of annual increases and the hiring of additional employees. The related employee benefits increased 13.6% or $24.3 million in fiscal year 2004, due primarily to increased medical benefits paid by the University.

Other operating expenses increased 10.2%, or $60.0 million, to $646.9 million in fiscal year 2004.

In addition to their natural classification, it is also informative to review operating expenses by function. A comparative summary of the University's operating expenses by functional classification for the years ended June 30, 2004 and 2003 follows:

	2004	2003
	(in thousands)	
Instruction	$ 216,498	$ 195,973
Research	200,304	193,702
Public service	307,298	282,723
Academic support	61,481	61,984
Student services	16,205	16,119
Institutional support	49,725	42,563
Operations and maintenance of plant	41,332	38,020
Student aid	27,838	26,701
Other	328,810	272,267
Hospital	441,582	417,647
Total operating expenses	$1,691,073	$1,547,699

Instruction, research, and public service expenses increased 7.7%, or $51.7 million, to $724.1 million in fiscal year 2004. Academic and institutional support expenses increased 6.4%, or $6.7 million, to $111.2 million in fiscal year 2004.

STATEMENT OF CASH FLOWS

The Statement of Cash Flows provides additional information about the University's financial results, by reporting the major sources and uses of cash.

The University's cash and cash equivalents increased $173.9 million due to the positive flow of funds provided by noncapital financing activities in support of operating activities, offset by the use of funds for capital acquisitions and related financing activities. The University's significant sources of cash provided by noncapital financing activities, as defined by GASB Statement No. 34, include state appropriations and private gifts used to fund operating activities.

CURRENT FACTORS HAVING PROBABLE FUTURE FINANCIAL SIGNIFICANCE

As can be seen by an examination of the revenues, and as referred to in the Introduction of this Management's Discussion and Analysis, the growth enjoyed during these past few years is primarily being driven by UUHC, along with the component units UURF and ARUP. It is not anticipated that this pattern will change in the future. These areas will probably continue to comprise a larger and larger proportion of total University revenues. While the academic colleges and related services operating on the main campus are, for the most part, financially healthy, they rely on state appropriations as a major source of support and are therefore limited in how much they can grow their core programs.
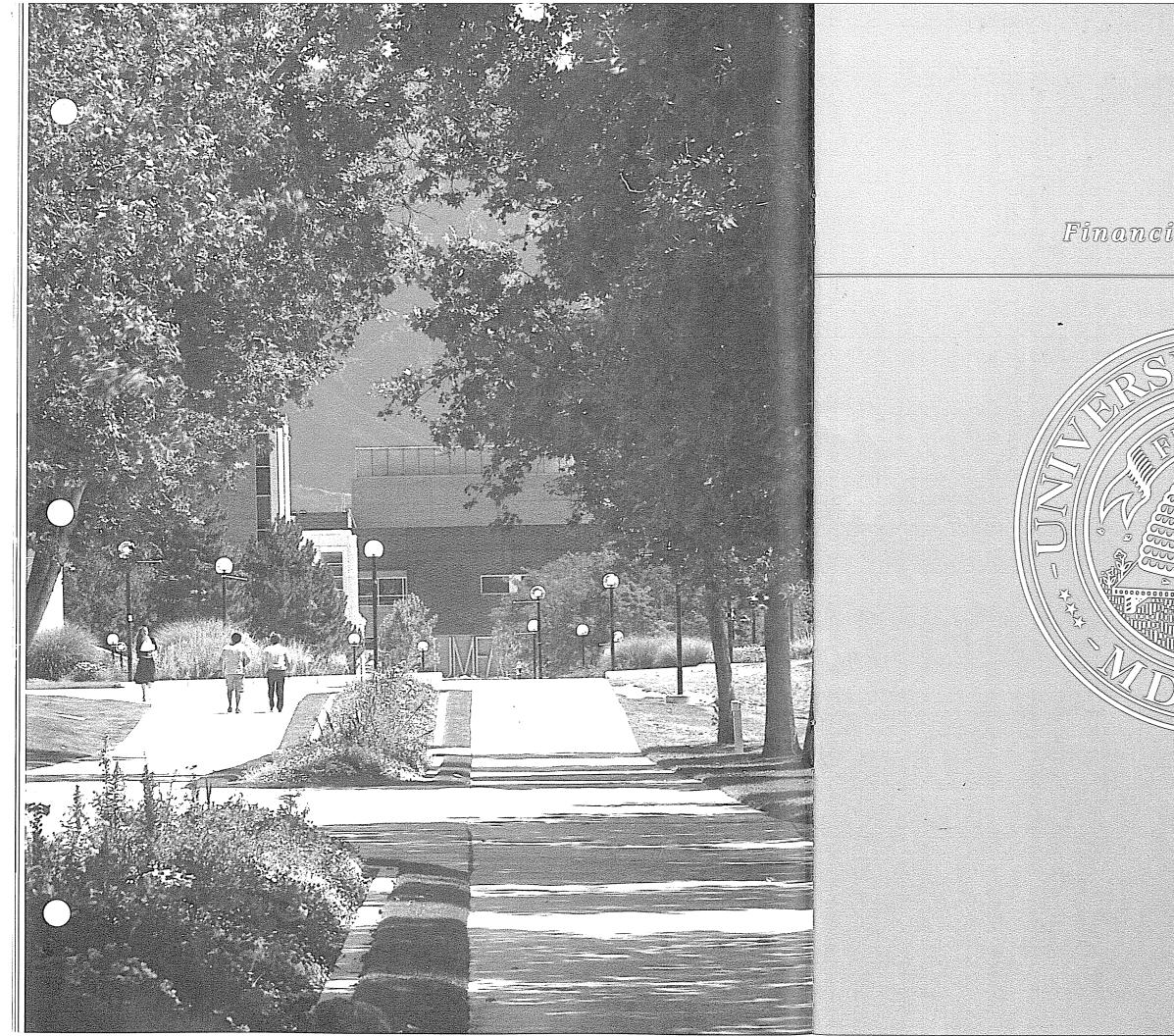
Increasingly, the core teaching function of the University is becoming more dependent on non-state sources of financial support, such as student tuition and private donations. These resources are also growing, but such growth is tempered by the economy. While the State is rebounding from the recent recession, it may be several years before it expands to a point where major new funds can flow to higher education. Until then, continuing support from the State is

anticipated, most probably in line with an annual growth factor equivalent to inflation. This translates into state appropriations that will continue to comprise a smaller and smaller proportion of total University revenues.
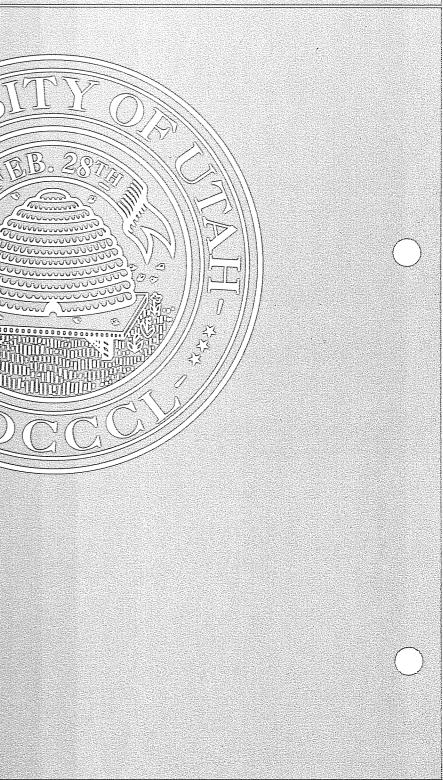
On the expense side, increasing costs of employee health insurance and utilities are the main concern. These cost categories are rising dramatically faster than the pace of inflation. Given the outlook for state appropriations, the University will continue to emphasize cost containment and fiscal prudence wherever possible. Conservative financial philosophies and practices have served the institution well in the past and should continue to do so. The institution has traditionally managed its resources capably, and this fact is reflected in its healthy financial ratios and in its strong bond ratings. This financial strength and stability will serve the University well as we anticipate future growth in the infrastructure and the attendant need to go out into the bond market for financing capital projects.

Finally, the University welcomed a new president on August 1, 2004. Strengthening the working relationship with the State's executive and legislative leadership is a high priority, with the intent of improving the University's advocacy and support when it comes to funding and related issues. In addition, Utah will be electing a new governor in November 2004, and both candidates have made education one of the key focuses of their campaigns. Clearly, the State and the University are entering into a new era - with new leadership and new opportunities to address current and future issues with the energy and enthusiasm that change often brings.
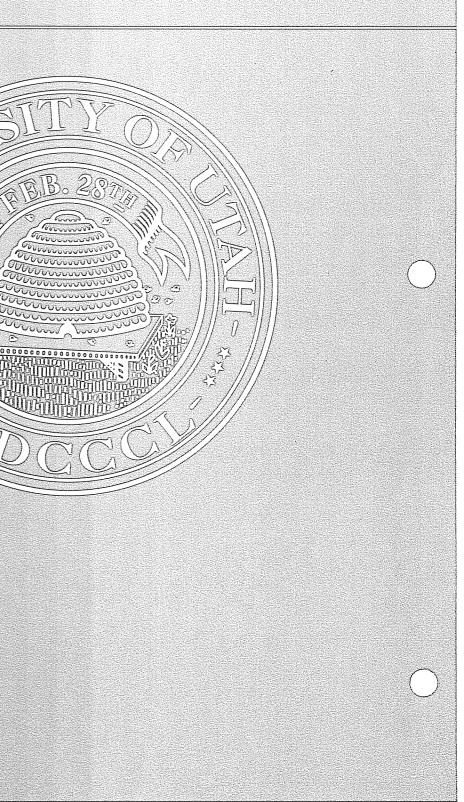
Financial Statements

	[For Comparison Only]	
	2004	2003
ASSETS		
Current Assets		
Cash and cash equivalents (Notes 2 & 4)	$ 405,614	$ 252,592
Short-term investments (Notes 2 & 4)	25,100	40,113
Receivables, net (Note 5)	188,073	186,248
Inventory	25,435	23,440
Other assets (Note 6)	8,389	12,338
Total current assets	652,611	514,731
Noncurrent Assets		
Restricted cash and cash equivalents (Notes 2 & 4)	48,895	28,048
Restricted short-term investments (Notes 2 & 4)	350	635
Investments (Notes 3 & 4)	251,471	277,472
Restricted investments (Notes 3 & 4)	231,300	201,569
Restricted receivables, net (Note 5)	56,669	32,256
Donated property held for sale	3,155	2,816
Other assets (Note 6)	17,145	19,633
Capital assets, net	1,025,401	1,024,498
Total noncurrent assets	1,634,386	1,586,927
Total assets	2,286,997	2,101,658
LIABILITIES		
Current Liabilities		
Accounts payable	79,456	59,417
Accrued payroll	52,460	41,564
Compensated absences & postemployment benefits (Note 1)	3,838	3,815
Deferred revenue (Note 9)	29,391	19,107
Deposits & other liabilities (Notes 11 & 15)	66,576	61,463
Bonds, notes and contracts payable (Notes 14, 15, & 16)	20,033	20,870
Total current liabilities	251,754	206,236
Noncurrent Liabilities		
Compensated absences & postemployment benefits (Note 1)	28,522	26,422
Deposits & other liabilities (Notes 11 & 15)	11,732	9,613
Bonds, notes and contracts payable (Notes 14, 15, & 16)	310,523	312,346
Total noncurrent liabilities	350,777	348,381
Total liabilities	602,531	554,617
NET ASSETS		
Invested in capital assets, net of related debt	706,000	692,717
Restricted for:		
Nonexpendable:		
Instruction	84,043	68,471
Research	26,389	22,715
Public service	34,843	27,851
Academic support	27,580	23,424
Scholarships	71,049	61,330
Other	3,941	3,659
Expendable:		
Instruction	9,389	8,695
Research	110,994	107,247
Public service	15,528	18,739
Academic support	37,341	33,811
Institutional support	19,875	21,334
Scholarships	18,520	3,625
Loans	35,981	36,081
Debt service	14,897	14,842
Capital additions	54,708	22,115
Other	4,082	5,555
Unrestricted	409,306	374,830
Total net assets	$1,684,466	$1,547,041

THE UNIVERSITY OF UTAH | Statement of Revenues, Expenses, and Changes in Net Assets
(in thousands of dollars)
For the Years Ended June 30

	[For Comparison Only]	
	2004	2003
OPERATING REVENUES AND EXPENSES		
Revenues:		
Tuition and fees (Note 1)	$ 116,714	$ 107,796
Patient services (Note 1)	669,851	620,460
Federal grants and contracts	202,035	187,484
State and local grants and contracts	12,831	10,749
Nongovernmental grants and contracts	63,884	64,324
Sales and services (Note 1)	293,054	258,314
Auxiliary enterprises (Note 1)	63,781	63,508
Other operating revenues	47,433	36,028
Total operating revenues	1,469,583	1,348,663
Expenses:		
Compensation and benefits	906,868	833,590
Scholarships and fellowships	21,062	17,541
Utilities	20,309	19,627
Depreciation and amortization	95,952	90,062
Other operating expenses	646,882	586,879
Total operating expenses	1,691,073	1,547,699
Operating loss	(221,490)	(199,036)
NONOPERATING REVENUES (EXPENSES)		
State appropriations	227,835	227,821
Gifts	22,123	27,482
Investment income	57,449	27,338
Interest	(16,503)	(17,692)
Other nonoperating revenues (expenses)	2,102	(3,608)
Total nonoperating revenues	293,006	261,341
Gain before capital and permanent endowment additions	71,516	62,305
Capital appropriations	11,600	7,730
Capital grants and gifts	42,920	20,322
Additions to permanent endowments	11,389	7,174
Total capital and permanent endowment additions	65,909	35,226
Increase in net assets	137,425	97,531
NET ASSETS		
Net assets - beginning of year, restated (Note 1)	1,547,041	1,449,510
Net assets - end of year	$1,684,466	$1,547,041

THE UNIVERSITY OF UTAH | Statement of Cash Flows

(in thousands of dollars)

For the Years Ended June 30

	2004	[For Comparison Only] 2003
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from tuition and fees	$124,440	$111,245
Receipts from patient services	660,418	625,966
Receipts from contracts and grants	278,583	260,264
Receipts from auxiliary and educational services	358,094	353,159
Collection of loans to students	8,893	7,893
Payments to suppliers	(642,710)	(630,432)
Payments for personal services	(893,850)	(833,909)
Payments for scholarships/fellowships	(21,062)	(17,541)
Loans issued to students	(9,546)	(6,988)
Other	59,053	33,060
Net cash used by operating activities	(77,687)	(97,283)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State appropriations	227,835	227,821
Gifts		
Endowment	11,287	7,206
Nonendowment	19,636	27,949
Other	2,079	(3,931)
Net cash provided by noncapital financing activities	260,837	259,045
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Proceeds from capital debt	9,724	
Capital appropriations	11,600	7,730
Gifts	25,217	26,176
Purchase of capital assets	(88,378)	(95,515)
Principal paid on capital debt	(20,857)	(21,376)
Interest paid on capital debt	(16,486)	(17,263)
Net cash used by capital and related financing activities	(79,180)	(100,248)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sales and maturities of investments	265,065	181,624
Receipt of interest on investments	20,633	22,727
Purchase of investments	(215,799)	(196,005)
Net cash provided by investing activities	69,899	8,346
Net increase in cash	173,869	69,860
Cash - beginning of year	280,640	210,780
Cash - ending of year	$454,509	$280,640

The accompanying notes are an integral part of these financial statements

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THE UNIVERSITY OF UTAH | Statement of Cash Flows

(in thousands of dollars)

For the Years Ended June 30

	2004	[For Comparison Only] 2003
RECONCILIATION OF NET OPERATING LOSS TO CASH USED BY OPERATING ACTIVITIES:		
Operating loss	$(221,490)	$(199,036)
Adjustments to reconcile operating loss to cash used by operating activities:		
Depreciation expense	95,952	90,062
Change in assets and liabilities:		
Receivables, net	(7,168)	3,666
Inventory	(1,994)	(2,393)
Other assets	6,439	3,258
Accounts payable	20,039	7,935
Accrued payroll	10,896	(1,603)
Compensated absences & postemployment benefits	2,122	1,284
Deferred revenue	10,285	(2,372)
Deposits & other liabilities	7,232	1,916
Net cash used by operating activities	$ (77,687)	$ (97,283)
NONCASH INVESTING, CAPITAL, AND FINANCING ACTIVITIES		
Capital leases	$ 8,479	$ 7,974
Donated property and equipment	5,025	5,579
Annuity and life income	(6)	106
Increase in fair value of investments	37,994	6,384
Total noncash investing, capital, and financing activities	$ 51,492	$ 20,043

The accompanying notes are an integral part of these financial statements

Notes to Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The financial statements report the financial activity of the University of Utah (University), including the University of Utah Hospitals and Clinics (UUHC). The University is a component unit of the State of Utah. In addition, University administrators hold a majority of seats on the boards of trustees of two other related entities representing component units of the University.

Component units are entities that are legally separate from the University, but are financially accountable to the University, or whose relationships with the University are such that exclusion would cause the University's financial statements to be misleading or incomplete. The relationship of the University with its component units requires the financial activity of the component units to be blended with that of the University. Copies of the financial report of each component unit can be obtained from the University. The component units of the University are the University of Utah Research Foundation (UURF) and Associated Regional University Pathologists, Incorporated (ARUP).

- UURF is a not-for-profit corporation governed by a board of directors who are affiliated with the University with the exception of one. The operations of UURF include the leasing and the administration of Research Park (a research park located on land owned by the University), the leasing of certain buildings, and the commercial development of patents and products developed by University personnel. The fiscal year end for UURF is June 30. Other independent auditors audited UURF and their report, dated September 9, 2004, has been issued under separate cover.

- ARUP is a for-profit corporation that provides clinical laboratory services to medical centers, hospitals, clinics and other clinical laboratories throughout the United States, including UUHC. ARUP contracts with the Department of Pathology of the University of Utah School of Medicine to provide pathology consulting services. The fiscal year end for ARUP is June 30. Other independent auditors audited ARUP and their report, dated August 20, 2004, has been issued under separate cover.

All Governmental Accounting Standards Board (GASB) pronouncements and all applicable Financial Accounting Standards Board pronouncements are applied by UURF and ARUP in the accounting and reporting of their operations.

B. Basis of Accounting

All statements have been prepared using the economic resources measurement focus and the accrual basis of accounting. Operating activities include all revenues and expenses, derived on an exchange basis, used to support the instructional, research and public service efforts, and other University priorities. Significant recurring sources of the University's revenues are considered nonoperating as defined by GASB Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, and required by GASB Statement No. 35, *Basic Financial Statements - and Management's Discussion and Analysis - for Public Colleges and Universities*. When both restricted and unrestricted resources are available, such resources are spent and tracked at the discretion of the department within the guidelines of donor restrictions.

Investments are recorded at fair value in accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment revenue. The University distributes earnings from pooled investments based on the average daily investment of each participating account or for endowments,

distributed according to the University's spending policy.

In accordance with GASB Statement No. 33, *Accounting and Financial Reporting for Nonexchange Transactions*, the University recognizes gifts, grants, appropriations, and the estimated net realizable value of pledges as revenue as soon as all eligibility requirements imposed by the provider have been met.

Patient revenue of UUHC and the School of Medicine medical practice plan are reported net of third-party adjustments.

In accordance with GASB Statement No. 34, certain expenses are netted against revenues as allowances. The following schedule presents revenue allowances for the years ended June 30, 2004 and 2003:

Revenue	2004	2003
Tuition and fees	$11,619,653	$ 9,312,966
Patient services	35,682,964	31,024,136
Sales and services	8,650	9,428
Auxiliary enterprises	812,115	448,422

C. Inventories

Inventories of UUHC are stated at the lower of cost or market using the first-in, first-out method. Bookstore inventories are valued using the retail inventory method. All other inventories are stated at the lower of cost or market using the first-in, first-out method or on a basis which approximates cost determined on the first-in, first-out method.

D. Research and Development Costs

Research and development costs of ARUP are expensed as incurred. These costs, for the year ended June 30, 2004, were approximately $5,466,000.

E. Compensated Absences & Postemployment Benefits

Employees' vacation leave is accrued at a rate of eight hours each month for the first five years and increases to a rate of 16.67 hours each

month after fifteen years of service. There is no requirement to use vacation leave, but a maximum of thirty days plus one-year accrual may be carried forward at the beginning of each calendar year. Employees are reimbursed for unused vacation leave upon termination and vacation leave is expended when used or reimbursed. The liability for vacation leave at June 30, 2004, was approximately $29,422,000.

Employees earn sick leave at a rate of eight hours each month, with an accumulation limit of 1,040 hours. The University does not reimburse employees for unused sick leave. Each year, eligible employees may convert up to four days of unused sick leave to vacation leave based on their use of sick leave during the year. Sick leave is expended when used.

In addition, the University provides postemployment benefits, as approved by the Board of Trustees, for those employees who have attained the age of 60 with at least fifteen years of service and elect the University's early retirement option. Currently, 103 eligible employees have elected to take the early retirement option. The University pays each early retiree an annual amount equal to the lesser of 20.00% of the retiree's final salary or their estimated social security benefit, as well as health care and life insurance premiums until the employee reaches the age of 65. The funding for these postemployment benefits is provided on a pay-as-you-go basis. For the year ended June 30, 2004, these expenditures were approximately $1,548,000.

F. Construction

The Utah State Division of Facilities Construction and Management administers most of the construction of facilities for state institutions, maintains records, and furnishes cost information for recording plant assets on the books of the University. Interest expense incurred for construction of capital facilities is considered immaterial and is not capitalized. Construction projects administered by the Utah State Division of Facilities Construction and Management that were started prior to fiscal

year 2002 and are not completed are recorded as Construction in Progress. Construction projects beginning in fiscal year 2002 and after will not be recorded on the books of the University until the facility is available for occupancy.

G. Accounting Changes

The University has implemented GASB Statement No. 40, *Deposit and Investment Risk Disclosures,* which requires certain reporting changes for the disclosure of deposits and investment risk.

H. Disclosures

The footnotes related to the financial statements for the fiscal year ended June 30, 2003 have not been repeated in this report but are available in the separately issued financial statements for that year. Also, certain amounts for fiscal year 2003 have been restated and fiscal year 2003 information is presented for comparison purposes only.

2. CASH, CASH EQUIVALENTS, AND SHORT-TERM INVESTMENTS

Cash and cash equivalents consists of cash and short-term investments with an original maturity of three months or less. Cash, depending on source of receipts, is pooled, except for cash and cash equivalents held by ARUP and when legal requirements dictate the use of separate accounts. The cash balances and cash float from outstanding checks are invested principally in short-term investments that conform to the provisions of the *Utah Code.* It is the practice of the University that the investments ordinarily be held to maturity at which time the par value of the investments will be realized.

The Utah State Treasurer's Office operates the Utah Public Treasurer's Investment Fund (PTIF) which is invested in accordance with the State Money Management Act. The State Money Management Council provides regulatory

oversight for the PTIF. The PTIF is available for investment of funds administered by any Utah Public Treasurer. The fair value of the PTIF investments is approximately the same as the stated value of the PTIF shares at June 30, 2004.

At June 30, 2004, cash and cash equivalents and short-term investments consisted of:

Cash and Cash Equivalents	
Cash	$ (871,896)
Money market funds	12,437,547
Time certificates of deposit	12,862,815
Obligations of the U.S. Government and its agencies	34,598,943
Utah Public Treasurer's Investment Fund	395,481,389
Total (fair value)	$454,508,798

Short-term Investments	
Obligations of the U.S. Government and its agencies	$ 25,450,051
Total (fair value)	$ 25,450,051

3. INVESTMENTS

Funds available for investment are pooled to maximize return and minimize administrative cost, except for funds that are authorized by the University administration to be separately invested or which are separately invested to meet legal or donor requirements. Investments received as gifts are recorded at market or appraised value on the date of receipt. Other investments are also recorded at fair value.

UURF receives, in exchange for patent rights, common stock of newly organized companies acquiring these patents. Inasmuch as the stock is ordinarily not actively traded, the fair value is ordinarily not ascertainable and any realization from the sale of the stock is often uncertain. Therefore, prior to July 1, 1997, such stock is recorded by UURF at a nominal value. Effective July 1, 1997, UURF adopted GASB Statement No. 31. Accordingly, those stocks that are publicly traded are recorded at their fair value on June 30, 2004.

University personnel manage certain portfolios, while other portfolios are managed by banks, investment advisors or through trust agreements.

According to the Uniform Management of Institutional Funds Act, Section 13-29 of the *Utah Code*, the governing board may appropriate for expenditure for the purposes for which an endowment is established, as much of the net appreciation, realized and unrealized, of the fair value of the assets of an endowment over the historic dollar value as is prudent under the facts and circumstances prevailing at the time of the action or decision.

The endowment income spending policy at June 30, 2004, is 4% of the twelve quarter moving average of the market value of the endowment pool. The spending policy is reviewed periodically and any necessary changes are made.

The amount of net appreciation on investments of donor-restricted endowments that were available for authorization for expenditure at June 30, 2004, was approximately $43,848,000. The net appreciation is a component of restricted expendable net assets.

At June 30, 2004, the investment portfolio composition was as follows:

Obligations of the U.S.	
Government and its agencies	$119,466,667
Mutual funds	334,192,551
Common and preferred stocks	29,111,500
Total (fair value)	$482,770,718

4. DEPOSITS AND INVESTMENTS

The Utah State Money Management Act defines the types of securities authorized as appropriate investments for the University and the conditions for making investment transactions. Investment transactions may be conducted only through qualified depositories, certified dealers, or directly with issuers of the investment securities.

Statutes authorize the University to invest in negotiable or nonnegotiable deposits of qualified depositories and permitted negotiable depositories; repurchase and reverse repurchase agreements; commercial paper that is classified as "first tier" by two nationally recognized statistical rating organizations, one of which must be Moody's Investors Service or Standard & Poor's; bankers' acceptances; obligations of the United States Treasury including bills, notes, and bonds; bonds, notes, and other evidence of indebtedness of political subdivisions of the State; fixed rate corporate obligations and variable rate securities rated "A" or higher, or the equivalent of "A" or higher, by two nationally recognized statistical rating organizations; shares or certificates in a money market mutual fund as defined in the Act; and the Utah State Public Treasurer's Investment Fund.

Statutes also authorize the University to invest funds acquired by gift, private grant, and the corpus of funds functioning as endowments according to the rules of the State Money Management Council. Rule 2 allows the University to invest these funds in any of the above investments or any of the following subject to satisfying certain criteria: professionally managed pooled or commingled investment funds, or mutual funds which satisfy certain criteria; common stock, convertible preferred stock or convertible bonds; corporate bonds or debentures; and alternative investments as defined in the rule.

The PTIF is not registered with the SEC as an investment company. The PTIF is authorized and regulated by the State Money Management Act, Section 51-7, *Utah Code Annotated, 1953*, as amended. The Act established the State Money Management Council which oversees the activities of the State Treasurer and the PTIF and details the types of authorized investments. Deposits in the PTIF are not insured or otherwise guaranteed by the State of Utah, and participants share proportionally in any realized gains or losses on investments.

The PTIF operates and reports to participants on an amortized cost basis. The income, gains, and losses - net of administration fees, of the PTIF are allocated based upon the participant's average daily balance. The fair value of the PTIF investment pool is approximately equal to the value of the pool shares.

The University's participation in mutual funds may indirectly expose it to risks associated with using, holding, or writing derivatives. However, specific information about any such transactions is not available to the University.

A. Deposits

At June 30, 2004, the carrying amounts of the University's deposits and bank balances were $20,665,109 and $41,889,014, respectively. The bank balances of the University were insured for $400,000, by the Federal Deposit Insurance Corporation. The bank balances in excess of $400,000 were uninsured and uncollateralized, leaving $41,489,014 exposed to custodial credit risk. All deposits were held by a qualified depository as defined by the State Money Management Act. The State of Utah does not require collateral on deposits.

Custodial credit risk for deposits is the risk that, in the event of a bank failure, the University's deposits may not be returned to the University. The University does not have a formal deposit policy for custodial credit risk.

B. Investments

As of June 30, 2004, the University had investments and maturities as shown in *Figure 1*.

Interest Rate Risk: Interest rate risk is the risk that changes in interest rates will adversely affect the fair value of an investment. The University's policy for managing its exposure to fair value loss arising from increasing interest rates is to comply with the State Money Management Act. Section 51-7-11 of the Act requires that the remaining term to maturity of investments may not exceed the period of availability of the funds to be invested. Except for University funds acquired by gifts, grants, or the corpus of funds functioning as endowments, the Act further limits the remaining term to maturity on all investments in commercial paper, bankers' acceptances, fixed rate negotiable deposits and fixed rate corporate obligations, to 270-365 days or less. In addition, variable rate negotiable deposits and variable rate securities may not have a remaining term to final maturity exceeding two years. For University funds acquired by gifts, grants, or the corpus of funds functioning as endowments, Rule 2 of the State Money

Figure 1.

Investment Type	Fair Value	Investment Maturities (in years)		
		Less than 1	1 - 5	6 - 10
Money market funds	$ 3,321,070	$ 3,321,070		
Utah Public Treasurer's Investment Fund	395,481,389	395,481,389		
U.S. Treasuries	34,899,518	5,006,251	$ 29,568,900	$ 324,367
U.S. Agencies	144,616,143	55,042,743	89,573,400	
Mutual bond funds	73,402,461		9,753,454	63,649,007
Totals	651,720,581	$458,851,453	$128,895,754	$63,973,374
Common and preferred stocks	29,111,500			
Absolute return fund	45,461,483			
Equity funds	175,455,434			
Hedge fund	38,857,944			
Venture capital funds	1,015,229			
Totals	$941,622,171			

Figure 2.

Investment Type	Fair Value	Quality Rating AAA	Unrated
Money market funds	$ 3,321,070	$ 3,045,888	$ 275,182
Utah Public Treasurer's Investment Fund	395,481,389		395,481,389
U.S. Treasuries	34,899,518		34,899,518
U.S. Agencies	144,616,143	144,616,143	
Mutual bond funds	73,402,461	47,915	73,354,546
Totals	$651,720,581	$147,709,946	$504,010,635

Management Council does not allow the dollar-weighted average maturity of fixed-income securities to exceed ten years.

Credit Risk: Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The University's policy for reducing its exposure to credit risk is to comply with the State Money Management Act as previously discussed.

At June 30, 2004, the University had debt securities and quality ratings as shown in *Figure 2*.

Custodial Credit Risk: Custodial credit risk for investments is the risk that, in the event of a failure of the counterparty, the University will not be able to recover the value of the investments that are in the possession of an outside party. The University does not have a formal investment policy for custodial credit risk that further limits custodial arrangements from what is required by the State Money Management Act in regard to custody of the University's investments. At June 30, 2004, U.S. Treasuries and Agencies debt securities investments were held in a University account at the University's custodial bank, Wells Fargo Bank.

Concentration of Credit Risk: Concentration of credit risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. The University's policy for reducing this risk of loss is to comply with the Rules of the State Money Management Council. For University funds acquired by gifts, grants, or the corpus of funds functioning as endowments, Rule 2 of the State Money Management Council limits investments in equity securities and fixed income securities to no more than 5% of all funds in any one issuer and no more than 25% of all funds in any one industry. No more than 5% of all funds may be invested in securities of a corporation that has been in continuous operation for less than three years. No more than 5% of the outstanding voting securities of any one corporation may be held. In addition, Rule 2 limits investment concentrations in certain types of investments. Rule 17 of the State Money Management Council limits investments in a single issuer of commercial paper and corporate obligations to 5-10% depending upon the total dollar amount held in the portfolio. At June 30, 2004, there were no single issuer investments that exceeded 5%.

5. RECEIVABLES

Accounts, pledges, and interest receivable include hospital patient accounts, medical services plan accounts, trade accounts, pledges, interest income on investments, and other receivables. Loans receivable predominantly consist of student loans.

Allowances for doubtful accounts are established by charges to operations to cover anticipated losses from accounts receivable generated by sales and services and student loans. Such accounts are charged to the allowance when collection appears doubtful and the accounts are referred to collection agencies. Any subsequent recoveries are credited to the allowance accounts. Allowances are not established for pledges or in those instances where receivables consist of amounts due from governmental units or where receivables are not material in amount.

The following schedule presents receivables at June 30, 2004, including approximately $26,201,000 and $30,468,000 of noncurrent loans and pledges receivable, respectively:
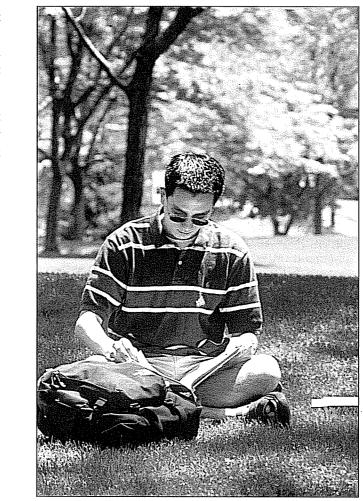
Accounts	$191,728,815
Contracts and grants	28,167,866
Loans	31,866,042
Pledges	30,467,813
Interest	1,481,929
	283,712,465
Less allowances for bad debt	(38,969,829)
Receivables, net	$244,742,636

6. DEFERRED CHARGES AND OTHER ASSETS

The costs associated with issuing long-term bonds payable are deferred and amortized over the life of the related bonds using the straight-line method, which approximates the effective interest method. In addition, goodwill associated with the purchase of certain health clinics is amortized using the straight-line method.

7. CAPITAL ASSETS

Buildings; infrastructure and improvements, which includes roads, curbs and gutters, streets and sidewalks, and lighting systems; land; equipment; and library materials are valued at cost at the date of acquisition or at fair market value at the date of donation in the case of gifts. Buildings, infrastructure and improvements, and additions to existing assets are capitalized when acquisition cost equals or exceeds $50,000. Equipment is capitalized when acquisition costs exceed $5,000 for the University or $500 for UUHC. All costs incurred in the acquisition of library materials are capitalized. The University acquires some of its

equipment from inventories of government excess property for which the University pays a minimal processing charge. Such property is valued at the original cost paid by the governmental entity. All campus land acquired through grants from the U.S. Government has been valued at $3,000 per acre. Other land acquisitions have been valued at original cost or fair market value at the date of donation in the case of gifts. Buildings, improvements, land, and equipment of component units have been valued at cost at the date of acquisition.

Capital assets of the University and its component units are depreciated on a straight-line basis over their estimated useful lives. The estimated useful lives of University assets extends to forty years on buildings, fifteen years on infrastructure and improvements, twenty years on library books, and from five to fifteen years on equipment. The estimated useful lives of component unit assets extends to fifty years on buildings and improvements and from three to eight years on equipment. Land, art and special collections, and construction in progress are not depreciated.

At June 30, 2004, the University had outstanding commitments for the construction

and remodeling of University buildings of approximately $44,683,000.

Capital assets at June 30, 2004, are shown in *Figure 3*.

8. PENSION PLANS AND RETIREMENT BENEFITS

As required by state law, eligible nonexempt employees (as defined by the U.S. Fair Labor Standards Act) of the University are covered by either the Utah State and School Contributory or Noncontributory or the Public Safety Noncontributory Retirement Systems and eligible exempt employees (as defined by the U.S. Fair Labor Standards Act) are covered by the Teachers Insurance and Annuity Association–College Retirement Equities Fund (TIAA-CREF). Eligible employees of ARUP are covered by a separate defined contribution pension plan and a profit sharing plan.

The University contributes to the Utah State and School Contributory and Noncontributory and the Public Safety Noncontributory Retirement System (Systems) that are multi-employer, cost sharing, defined benefit pension plans. The

Systems provide refunds, retirement benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries in accordance with retirement statutes.

The Systems are established and governed by the respective sections of Chapter 49 of the *Utah Code Annotated, 1953*, as amended. The Utah State Retirement Office Act provides for the administration of the Utah Retirement Systems and Plans under the direction of the Utah State Retirement Board (Board) whose members are appointed by the Governor. The Systems issue a publicly available financial report that includes financial statements and required supplementary information for the Systems. A copy of the report may be obtained by writing to the Utah Retirement Systems.

Plan members in the State and School Contributory Retirement System are required to contribute 6.00% of their annual covered salaries, all of which is paid by the University, and the University is required to contribute 7.21% of their annual salaries. In the State and School Noncontributory Retirement System and the Public Safety Noncontributory Retirement System, the University is required to contribute 13.20% (including 1.50% to a 401(k) salary deferral program) and 21.15%, respectively, of plan members' annual salaries. The contribution requirements of the Systems are authorized by statute and specified by the Board and the contribution rates are actuarially determined.

TIAA-CREF provides individual retirement fund contracts with each participating employee. Benefits provided to retired employees are

based on the value of the individual contracts and the estimated life expectancy of the employee at retirement. Contributions by the University to the employee's contract become vested at the time the contribution is made. Employees are eligible to participate from the date of employment and are not required to contribute to the fund. For the year ended June 30, 2004, the University's contribution to this defined contribution pension plan was 14.20% of the employees' annual salaries. The University has no further liability once contributions are made. Certain health clinic employees hired prior to January 1, 2001, were fully vested as of that date. Employees hired subsequent to January 1, 2001, are eligible to participate in the plan one year after hire date and vest after six years. The University's contribution for these health clinic employees was 3.00% of the employees' annual salaries.

The ARUP defined contribution pension and profit sharing plans provide retirement benefits for all employees who have one year of service and have worked 1,000 hours during the plan year. Employees are fully vested in both plans after five years of service. For the year ended June 30, 2004, ARUP contributed 5.00% of the employees' annual salaries (less forfeitures) to the pension plan. Contributions to the profit sharing plan are at the discretion of ARUP.

For the years ended June 30, 2004, 2003, and 2002, the University's contributions to the Systems, as shown in *Figure 4*, were equal to the required amounts.

Figure 3.	Beginning Balance	Additions	Retirements	Ending Balance
Buildings	$1,030,348,393	$27,174,381	$ 2,652,943	$1,054,869,831
Infrastructure and improvements	107,613,250	12,560,247	432,538	119,740,959
Land	17,267,453			17,267,453
Equipment	423,354,994	45,887,118	32,303,366	436,938,746
Library materials	135,070,602	5,665,480	1,300,641	139,435,441
Art and special collections	28,702,402	3,226,662		31,929,064
Construction in progress	68,512,697	38,676,854	31,450,783	75,738,768
Total cost	1,810,869,791	133,190,742	68,140,271	1,875,920,262
Less accumulated depreciation				
Buildings	360,989,508	40,775,348	462,441	401,302,415
Infrastructure & improvements	58,203,599	5,622,758	273,619	63,552,738
Equipment	295,763,793	42,544,994	28,469,196	309,839,591
Library materials	71,414,925	5,651,009	1,241,972	75,823,962
Total accumulated depreciation	786,371,825	94,594,109	30,447,228	850,518,706
Capital assets, net	$1,024,497,966	$38,596,633	$37,693,043	$1,025,401,556

Figure 4.	2002	2003	2004
State and School Contributory Retirement System	$ 1,312,287	$ 1,273,895	$ 1,419,412
State and School Noncontributory Retirement System	18,665,355	18,098,640	20,178,128
Public Safety Noncontributory Retirement System	277,954	260,676	279,877
TIAA-CREF	58,427,949	60,285,163	68,747,144
Pension plan	1,989,086	2,303,659	2,646,171
Profit sharing plan	1,468,390	2,256,037	3,173,865
Total contributions	$82,141,021	$84,478,070	$96,444,597

9. DEFERRED REVENUE

Deferred revenue consists of summer school tuition and student fees, advance payments on grants and contracts, and results of normal operations of auxiliary enterprises and service units.

10. FUNDS HELD IN TRUST BY OTHERS

Funds held in trust by others are neither in the possession of nor under the management of the University. These funds, which are not recorded on the University's financial records and which arose from contributions, are held and administered by external fiscal agents, selected by the donors, who distribute net income earned by such funds to the University, where it is recorded when received. The fair value of funds held in trust at June 30, 2004, was $47,360,966.

In addition, certain funds held in trust by others are comprised of stock, which is reported at a value of $7,001,819 as of June 30, 2004, based on a predetermined formula. The fair value of this stock as of June 30, 2004 cannot be determined because the stock is not actively traded.

11. RISK MANAGEMENT

The University maintains insurance coverage for commercial general liability, automobile, errors and omissions, and property (building and equipment) through policies administered by the Utah State Risk Management Fund. Employees of the University and authorized volunteers are covered by workers' compensation and employees' liability through the Workers' Compensation Fund of Utah.

In addition, the University maintains self-insurance funds for health care, dental, and auto/physical damage, as well as hospital and physicians malpractice liability self-insurance funds, which are held in trust with an independent financial institution in compliance with Medicare reimbursement regulations. Based on an analysis prepared by UUHC administration, the administration believes that the balance in the trust funds as of June 30, 2004, is adequate to cover any claims incurred through that date. The University and UUHC have a "claims made" umbrella malpractice insurance policy in an amount considered adequate by its respective administrations for catastrophic malpractice liabilities in excess of the trusts' fund balances.

The estimated self-insurance claims liability at June 30, 2004, is based on the requirements of GASB Statement No. 10, *Accounting and Financial Reporting for Risk Financing and Related Insurance Issues*, which requires that a liability for claims be reported if information prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements and the amount of the loss can be reasonably estimated.

Changes in the University's estimated self-insurance claims liability are as follows:

Estimated claims liability - beginning of year	$ 32,830,781
Current year claims and changes in estimates	100,540,860
Claim payments, including related legal and administrative expenses	(90,512,411)
Estimated claims liability - end of year	$ 42,859,230

The University has recorded the investments of the malpractice liability trust funds at June 30, 2004, and the estimated liability for self-insurance claims at that date in the Statement of Net Assets. The income on fund investments, the expenses related to the administration of the self-insurance and malpractice liability trust funds, and the estimated provision for the claims liability for the year then ended are recorded in the Statement of Revenues, Expenses, and Changes in Net Assets.

12. INCOME TAXES

The University, as a political subdivision of the state of Utah, has a dual status for federal income tax purposes. The University is both an Internal Revenue Code (IRC) Section 115 organization and an IRC Section 501(c)(3) charitable organization. This status exempts the University from paying federal income tax on revenue generated by activities which are directly related to the University's mission. This exemption does not apply to Unrelated Business Activities. On these activities, the University is required to report and pay federal and state income tax.

UURF is not subject to income taxes under Section 501(c)(3) of the Internal Revenue Code.

In April 2001, ARUP received a private letter ruling from the Internal Revenue Service stating that certain income providing an essential governmental function is exempt from federal income taxes under Internal Revenue Code Section 115. As a result of this ruling, ARUP eliminated its deferred tax assets and liabilities and filed for refunds of previously paid federal and state income taxes. ARUP collected $5,616,700 in income tax refunds and $1,791,779 in related interest during the year ended June 30, 2004. No additional income tax refunds are expected.

13. HOSPITAL REVENUE

A. Net Patient Service Revenue

UUHC reports net patient service revenue at the estimated net realizable amounts from patients, third-party payors, and others for services rendered, including estimated retroactive adjustments under reimbursement agreements with third-party payors. Retroactive adjustments are accrued on an estimated basis in the period the related services are rendered and adjusted in future periods as final settlements are determined. Charity care is excluded from net patient service revenue.

UUHC has third-party payor agreements with Medicare and Medicaid that provide for payments to UUHC at amounts different from established rates. Inpatient acute care services rendered to Medicare and Medicaid program beneficiaries are paid at prospectively determined rates per discharge. These rates vary according to a patient classification system that is based on clinical, diagnostic, and other factors. Outpatient services rendered to Medicaid program beneficiaries and certain outpatient services and defined capital costs related to Medicare beneficiaries are paid based on a cost reimbursement basis. Medicare reimbursements are based on a tentative rate with final settlement determined after submission of annual cost reports by UUHC and audits thereof by the Medicare fiscal intermediary.

The estimated final settlements for open years are based on preliminary cost findings after giving consideration to interim payments that have been received on behalf of patients covered under these programs.

B. Charity Care

UUHC maintains records to identify and monitor the level of charity care it provides. Based on established rates, the charges foregone as a result of charity during the year ended June 30, 2004, were approximately $20,692,000.

14. LEASES

A. Revenue

UURF receives lease revenues from noncancellable sublease agreements with tenants of the Research Park, from tenants occupying six buildings owned by UURF. The lease revenue to be received from these noncancellable leases for each of the subsequent five years is $6,000,000, and for twenty years thereafter, comparable annual amounts. Most lease revenue is subject to escalation based on changes in the Consumer

Price Index (CPI). Since such escalations are dependent upon future changes in the CPI, these escalations, if any, are not reflected in the minimum noncancellable lease revenues listed above.

B. Commitments

The University leases buildings and office and computer equipment. Capital leases are valued at the present value of future minimum lease payments. Assets associated with the capital leases are recorded as buildings and equipment together with the related long-term obligations. Assets currently financed as capital leases amount to $16,875,000 and $102,785,314 for buildings and equipment, respectively. Accumulated depreciation for these buildings and equipment amounts to $1,202,344 and $54,004,786, respectively. Capital leases of ARUP are guaranteed by the University. Operating leases and related assets are not recorded in the Statement of Net Assets. Payments are recorded as expenditures when incurred and amount to approximately $9,432,000 for the University and $4,337,000 for component units for the year ended June 30, 2004. Total operating lease commitments for the University include approximately $5,755,000 of commitments to component units.

Included in the above component unit lease expenditures is a lease by ARUP for its principal laboratory building, under a long-term agreement, from a partnership in which one of its directors is a principal. The agreement has two five-year renewal options and includes rent

increases of two and three percent annually in the sixth and eleventh years from the commencement of the lease. Total lease payments for the year ended June 30, 2004 was $4,330,402.

The University entered into a Huntsman Cancer Institute capital sublease agreement in the amount of $16,875,000 dated November 1996 with the State of Utah, acting through its Department of Administrative Services Division of Facilities Construction and Management for the lease of the Huntsman Cancer Institute Building, located east of the University campus and adjacent to the University Hospital. The Huntsman sublease is an annually renewable lease with a final expiration date of May 2013. Annual payments began November 1999 and range from a low of $434,000 to a high of $1,607,255. At the end of the lease, title to the Huntsman Cancer Institute Building will be transferred to the University.

Future minimum lease commitments for operating and capital leases as of June 30, 2004 are shown in *Figure 5*.

15. BONDS PAYABLE AND OTHER LONG-TERM LIABILITIES

The long-term debt of the University consists of bonds payable, capital lease obligations, compensated absences, and other minor obligations.

The State Board of Regents of the State of Utah issues bonds to provide funds for the construction and renovation of major capital facilities and the acquisition of capital equipment for the University. In addition, revenue bonds have been issued to refund other revenue bonds and capitalized leases.

The revenue bonds are special limited obligations of the University. The obligation for repayment is solely that of the University and payable from the net revenues of auxiliary enterprises and UUHC, student building fees, land grant income, and recovered indirect costs. Neither the full faith and credit nor the taxing power of the State of Utah or any other political subdivision of the State is pledged to the payment of the bonds, the distributions or other costs appertaining thereto.

In 1985, the State Board of Regents authorized the University to issue Variable Rate Demand Industrial Development Bonds (University Inn Project – 1985 Series) for the Salt Lake City Marriott – University Park Hotel, separate from the University. The bonds are payable from the revenues of the hotel and the University has no responsibility or commitment for repayment of the bonds. The outstanding balance of the bonds at June 30, 2004, is $7,100,000.

The Series 1997A Auxiliary and Campus Facilities Revenue Bonds currently bear interest at a weekly rate in accordance with the bond provisions. When a weekly rate is in effect, the Series 1997A Bonds are subject to purchase on the demand of the holder at a price equal to principal plus accrued interest on seven days notice and delivery to the University's tender agent. The University's remarketing agent is authorized to use its best efforts to sell the repurchased bonds at a price equal to 100 percent of the principal amount by adjusting the interest rate. If any Series 1997A Bonds cannot be remarketed to new holders, the tender agent is required to draw on an irrevocable standby bond purchase agreement to pay the purchase price of the bonds delivered to it. The standby bond purchase agreement is with the Bank of Nova Scotia and is valid through July 30, 2005. The University pays a quarterly fee for the services provided by the Bank of Nova Scotia. No funds have been drawn against the standby bond purchase agreement. The interest requirement for the Series 1997A Bonds is calculated using an interest rate of 1.08%, which is the rate in effect at June 30, 2004.

Figure 5.

Fiscal Year	Operating	Capital
2005	$ 16,123,683	$13,841,538
2006	14,364,844	11,223,074
2007	12,476,252	9,239,337
2008	10,941,863	7,994,946
2009	9,496,842	20,316,232
2010 – 2014	48,811,224	30,452,498
Total future minimum lease payments	$112,214,708	93,067,625
Amount representing interest		(17,809,457)
Present value of future minimum lease payments		$75,258,168

The following schedule lists the outstanding bonds payable of the University at June 30, 2004:

Issue	Date Issued	Maturity Date	Interest Rate	Original Issue	Current Liability	Balance 6/30/2004
Auxiliary and Campus Facilities	3/1/87	2014	3.750% - 6.750%	$ 11,140,000	$ 185,000	$ 1,875,000
Research Facilities Revenue	4/1/96	2011	4.200% - 6.500%	21,050,000	1,451,298	11,965,924
Auxiliary and Campus Facilities	7/30/97	2027	Variable	52,590,000	945,000	16,390,000
Hospital Revenue Refunding	12/1/97	2006	4.750% - 5.500%	24,615,000	3,143,997	9,873,521
Hospital Revenue	6/1/98	2013	5.250% - 5.375%	25,020,000	54,176	25,633,817
Auxiliary and Campus Facilities Revenue and Refunding	7/1/98	2016	4.100% - 5.250%	120,240,000	1,773,726	118,963,277
Auxiliary and Campus Facilities	5/1/99	2014	4.000% - 4.800%	5,975,000	372,704	4,577,418
Research Facilities Revenue	7/13/00	2020	5.000% - 5.750%	17,585,000	620,296	15,074,580
Auxiliary and Campus Facilities	7/18/01	2021	3.500% - 5.125%	2,755,000	98,934	2,527,570
Hospital Revenue	8/7/01	2022	5.000% - 5.500%	26,670,000	13,694	27,036,411
Research Facilities Revenue	6/30/04	2019	3.000% - 4.700%	9,685,000	587,051	9,724,221
Total					$9,245,876	$243,641,739

UURF has purchased three buildings with two mortgages that are guaranteed by the University. The remaining amounts of the mortgages are $6,684,163 at 8.87% interest and $3,275,519 at 7.15% interest. The mortgages will be paid off on April 1, 2020 and September 1, 2021, respectively.

The following schedule summarizes the changes in long-term liabilities for the year ended June 30, 2004:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bonds payable	$241,036,353	$ 9,724,221	$ 7,118,835	$243,641,739	$ 9,245,876
Capital leases payable	80,060,117	8,478,740	13,280,689	75,258,168	10,102,043
Notes & contracts payable	12,119,829	41,941	505,877	11,655,893	685,243
Total long-term debt	333,216,299	18,244,902	20,905,401	330,555,800	20,033,162
Compensated absences	30,237,305	21,201,555	19,079,428	32,359,432	3,837,490
Deposits & other liabilities	71,076,332	68,862,763	61,630,458	78,308,637	66,576,475
Total long-term liabilities	$434,529,936	$108,309,220	$101,615,287	$441,223,869	$90,447,127

Maturities of principal and interest requirements for bonds, notes and contracts payable are as follows:

Fiscal Year	Payments Principal	Interest
2005	$ 20,033,162	$ 16,191,084
2006	18,276,932	15,430,509
2007	17,167,730	14,612,770
2008	13,311,440	13,844,397
2009	29,947,267	12,774,843
2010 – 2014	90,547,181	46,350,670
2015 – 2019	61,535,338	28,927,746
2020 – 2024	43,138,599	15,253,048
2025 – 2029	36,598,151	6,273,287
Total	$330,555,800	$169,658,354

16. RETIREMENT OF DEBT

In prior years, the University defeased certain revenue bonds by placing the proceeds of new bonds and various bond reserves in irrevocable trusts to provide for all future debt service payments on the old bonds. Accordingly, the trust account assets and the liability for the defeased bonds are not included in the University's financial statements. The total principal amount of defeased bonds held in irrevocable trusts at June 30, 2004, is $4,330,000.

17. FUNCTIONAL CLASSIFICATION OF EXPENSES

The following schedule presents operating expenses by functional classification for the year ended June 30, 2004:

Function	Amount (in thousands)
Instruction	$ 216,498
Research	200,304
Public service	307,298
Academic support	61,481
Student services	16,205
Institutional support	49,725
Operation & maintenance of plant	41,332
Student aid	27,838
Other	328,810
Hospital	441,582
Total	$1,691,073

18. SEGMENT INFORMATION

The University issues revenue bonds to provide funds for the construction and renovation of major capital facilities and the acquisition of capital equipment for the University. Investors in these bonds rely solely on the revenue generated by specific activities, identified as segments, for repayment. The net revenue of the following segments has been pledged for the retirement of outstanding bonds payable.

Auxiliary Campus and Facility Bond System - is comprised of specific auxiliary enterprises, namely: University Bookstore, Residential Living, University Student Apartments, Commuter Services, Jon M. Huntsman Center, Rice-Eccles Stadium, and Union Building. These auxiliaries provide on-campus services for the benefit of students, faculty and staff. In addition to the net revenues of these auxiliaries, student building fees, state land grant income and a subsidy from the federal department of Housing and Urban Development are pledged to the retirement of all Auxiliary Campus and Facility bonds.

University of Utah Hospitals & Clinics (UUHC) - is comprised of the University Hospitals, the University Neuropsychiatric Institute, and other clinics that provide health and psychiatric services to the community.

Research Facilities - is the revenue generated by charging approved facilities and administration rates to grants and contracts.

The following schedule presents condensed financial information for each of the University's segments:

STATEMENT OF NET ASSETS

	Auxiliary Campus & Facility System	UUHC	Research Facilities
Assets			
Current assets			
Cash and cash equivalents	$(2,775,062)	$ 45,218,755	$33,265,898
Short-term investments		2,388,413	
Accounts receivable, net	1,829,692	90,956,843	5,366,538
Inventory	3,574,944	13,174,971	
Other assets	43,583	7,477,804	42,427
Total current assets	2,673,157	159,216,786	38,674,863
Noncurrent assets			
Investments		20,364,249	
Total noncurrent assets		20,364,249	
Total assets	2,673,157	179,581,035	38,674,863
Liabilities			
Current liabilities			
Accounts payable	967,102	16,501,101	470,810
Accrued payroll		12,226,241	
Compensated absences		951,523	
Deferred revenue	888,286	7,388,463	
Deposits and other liabilities	817,769	23,365,833	
Total current liabilities	2,673,157	60,433,161	470,810
Noncurrent liabilities			
Compensated absences		10,202,679	
Deposits and other liabilities		8,804,377	
Total noncurrent liabilities		19,007,056	
Total liabilities	2,673,157	79,440,217	470,810
Net assets, unrestricted	$ 0	$100,140,818	$38,204,053

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS

	Auxiliary Campus & Facility System	UUHC	Research Facilities
Operating Revenues and Expenses			
Revenues			
Sales and services	$54,382,784	$536,565,304	
Facilities and administration			$57,313,279
Other operating revenues		11,592,768	
Total operating revenues	54,382,784	548,158,072	57,313,279
Expenses			
Compensation and benefits	12,643,380	239,365,365	15,012,306
Other operating expenses	31,390,627	254,693,721	26,224,828
Total operating expenses	44,034,007	494,059,086	41,237,134
Operating income	10,348,777	54,098,986	16,076,145
Nonoperating Revenues (Expenses)			
State appropriations		4,318,000	
Gifts		185	
Investment income (loss)	(1,203)	3,594	
Total nonoperating revenues (expenses)	(1,203)	4,321,779	
Transfers			
Mandatory transfers, out	(11,650,251)	(14,064,912)	(3,317,460)
Nonmandatory transfers, in (out)	1,302,677	(32,297,891)	(15,481,728)
Total transfers, out	(10,347,574)	(46,362,803)	(18,799,188)
Increase (decrease) in net assets	0	12,057,962	(2,723,043)
Net Assets			
Net assets - beginning of year	0	88,082,856	40,927,096
Net assets - end of year	$ 0	$100,140,818	$38,204,053

STATEMENT OF CASH FLOWS

	Auxiliary Campus & Facility System	UUHC	Research Facilities
Net cash provided (used) by			
Operating activities	$10,585,636	$55,166,494	$16,110,096
Noncapital financing activities	(10,347,574)	(42,044,618)	(18,799,188)
Investing activities	(1,203)	6,108,946	
Net increase (decrease) in cash	236,859	19,230,822	(2,689,092)
Cash (deficit) - beginning of year	(3,011,921)	25,987,933	35,954,990
Cash (deficit) - end of year	$(2,775,062)	$45,218,755	$33,265,898

THE UNIVERSITY OF UTAH A Component Unit of the State of Utah

Annual Financial Report

2003

Contents

Message from the President

As I near the end of my service as President of the University of Utah, I keenly appreciate the strength and vitality of this institution. Our chief assets are the dedication and diversity of our people—students, faculty, alumni, and staff—and the support of the citizens of Utah.
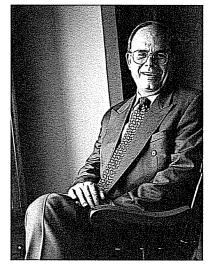
I am pleased to report that the University is in good financial condition. Despite a sluggish economic recovery and other fiscal setbacks, the University remains well-positioned to meet short-term challenges and stay on course to achieve higher levels of excellence. The University derives financial stability from diverse sources of revenues, including student tuition and fees, the State of Utah, federal grants and contracts, patient care, and private support.

In the period covered by this report, there have been many positive developments. For instance:

J. Bernard Machen, President

- Donated support increased once again. The University continues to be one of very few public institutions in the country that receives more than $100 million in private support annually. We enjoy great support from the staff and faculty, as evidenced by their record-breaking donations totaling $1.4 million.

- Research awards rose by 4%, from $275 million in 2001-2002 to $287 million in 2002-2003. Highlights include a grant of $10.5 million from the National Institutes of Health to research the genetics of tobacco addiction and chronic lung disease.

- University Hospitals and Clinics ended the fiscal year in better financial position than any time in recent history. For the 10th consecutive year, U.S. News & World Report ranked University Hospital's clinical programs in the top 20% nationally, and the hospital is consistently rated as Utah's No. 1 Consumer Choice Award winner for best doctors, nurses and overall quality of care.

- The Health Sciences Center continues to expand to better meet Utah's health-care needs. Within the past year we celebrated the opening of the George S. and Dolores Dore Eccles Critical Care Pavilion, a $42.5 million facility that rates among the best in the west for emergency care and surgery. Groundbreaking ceremonies were held for the Emma Eccles Jones Medical Sciences Building, the Health Sciences Education Building, and a University of Utah Orthopedic Center.

- The vitality of the Health Sciences Center as well as other southeast campus destinations was enhanced by completion of the Medical Center TRAX light-rail extension, which opened in September.

I am leaving a strong leadership team, which I am confident will continue moving forward. The University launched the first phase of a strategic academic and long-range campus development planning effort last spring. This will help sharpen our vision as we move forward in our mission to put academics first, promote diversity of thought and culture, conduct cutting-edge research, and engage our students and faculty to serve our community and the State of Utah.

Independent State Auditor's Report

To the University of Utah Board of Trustees
and
Dr. J. Bernard Machen, President

We have audited the accompanying financial statements of the University of Utah (hereinafter referred to as the "University"), a component unit of the State of Utah, as of and for the years ended June 30, 2003 and 2002, as listed in the table of contents. These financial statements are the responsibility of the University's management. Our responsibility is to express an opinion on these financial statements based on our audit. We did not audit the financial statements of the University of Utah Hospital and its related institute and clinics or the Component Units, which represent 21% ($446,300,000) for 2003 and 20% ($398,200,000) for 2002 of total assets and 38% ($685,200,000) for 2003 and 38% ($632,900,000) for 2002 of total revenues of the University. Those financial statements were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the University Hospital and the component units, is based on the report of the other auditors.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The financial statements of the Component Units were not audited in accordance with Government Auditing Standards. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit and the report of other auditors provide a reasonable basis for our opinions.

In our opinion, based on our audit and the report of other auditors, the financial statements referred to above present fairly, in all material respects, the respective financial position of the University as of June 30, 2003 and 2002, and the respective changes in financial position and cash flows thereof for the years then ended in conformity with accounting principles generally accepted in the United States of America.
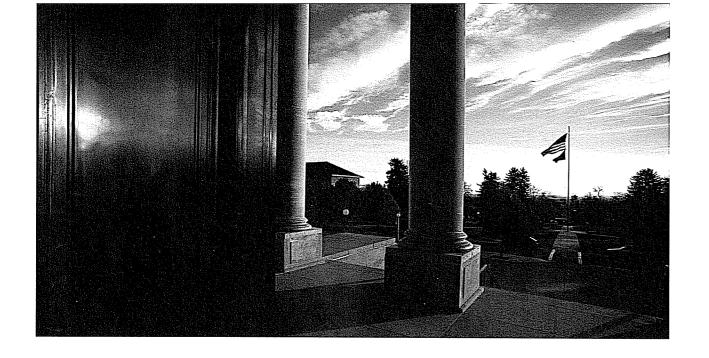
As discussed in Note 1. G. to the financial statements, the University has implemented the financial reporting requirements of Government Accounting Standards Board Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*; Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities*; Statement No. 37, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments: Omnibus*; Statement No. 38, *Certain Financial Statement Note Disclosures*; and Statement No. 39, *Determining Whether Certain Organizations Are Component Units* as of June 30, 2002.

The accompanying management discussion and analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We and the other auditors have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 3, 2003 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Auston G. Johnson, CPA
Utah State Auditor
October 3, 2003

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Management's Discussion and Analysis

INTRODUCTION

The following discussion and analysis provides an overview of the financial position and activities of the University of Utah (University) for the year ended June 30, 2003, with selected comparative information for the year ended June 30, 2002. This discussion has been prepared by management and should be read in conjunction with the financial statements and the notes thereto, which follow this section.

The University is a comprehensive public institution of higher learning with approximately 28,400 students and 2,300 faculty members. The University offers a diverse range of degree programs from baccalaureate to post-doctoral levels, through a framework of 92 departmental units in 15 schools, colleges and divisions, and contributes to the state and nation through related research and public service programs. The University also maintains a prestigious health care complex through its University of Utah Hospitals and Clinics (UUHC). The UUHC consists of two hospitals and 36 specialty clinics. The UUHC is

an integral part of the University's health care system that also includes the University's School of Medicine and the Colleges of Health, Nursing, and Pharmacy. UUHC has a tradition of excellence in teaching, advancement of medical science and patient care, consistently ranking among the best health care systems in the western United States. The University, in total, employs more than 20,000 people.

The University consistently ranks as one of the nation's top universities by various measures of quality, both in general academic terms and in terms of strength of offerings in specific academic disciplines and professional subjects. Excellence in research is another crucial element in the University's high ranking among educational institutions. Research is central to the University's mission and permeates its schools and colleges.

In addition to the academic schools, colleges, and departments, the University operates the University of Utah Research Foundation (UURF), a separately incorporated entity that specializes in applied research, the transfer of patented technology to business entities, and the rental of UURF property. Also, a wholly-owned, separately incorporated enterprise, the Associated Regional University Pathologists, Inc. provides pathology services to regional and national customers.

FINANCIAL HIGHLIGHTS

The University's financial position remained strong at June 30, 2003, with assets of $2.1 billion and total liabilities of $.6 billion. Net assets, which represent the residual interest in the University's assets after liabilities are deducted, increased by $95.8 million to $1.5 billion at June 30, 2003.

Changes in net assets represent the total activity of the University, which results from all revenues, expenses, gains and losses, and are summarized for the years ended June 30, 2003 and 2002 as follows:

	2003	2002
	(in thousands)	
Total revenues before change in fair value of investments	$1,746,742	$1,691,536
Total expenses	1,657,328	1,623,512
Increase in net assets before change in fair value of investments	89,414	68,024
Increase (decrease) in fair value of investments	6,384	(28,077)
Increase in net assets	$ 95,798	$ 39,947

The University invests its endowment funds to maximize total return over the long term, with an appropriate level of risk. The success of this long-term investment strategy is evidenced by returns averaging 8.9% during the past twelve years. The reduction in the fair value of the endowment portfolio has had a significant impact on the portion of investment income available to support current year operating expenses. The challenging market conditions have required the University to make prudent changes to its spending rate policy.

Fiscal year 2003 revenues before change in fair value of investments increased 3.3%, or $55.2 million, while expenses increased 2.1%, or $33.8 million. This resulted in a net gain before changes in fair value of investments of $89.4 million for fiscal year 2003, and $68.0 million for fiscal year 2002.

USING THE FINANCIAL STATEMENTS

The University's financial report is prepared in accordance with Governmental Accounting Standards Board (GASB) principles and includes three financial statements: the Statement of Net Assets; the Statement of Revenues, Expenses and Changes in Net Assets; and the Statement of Cash Flows.

Revenues and expenses are categorized as operating, nonoperating, or capital contributions and additions to permanent endowments. Significant recurring sources of the University's revenues, including state appropriations, gifts and investment income (loss), are considered nonoperating, as defined by GASB Statement No. 34, *Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*. Nonoperating revenues totaled $282.6 million and $269.2 million for the years ended June 30, 2003 and 2002, respectively. Nonoperating expenses, which include interest expense, totaled $21.3 million and $21.7 million for the years ended June 30, 2003 and 2002, respectively.

Also, as required by GASB Statement No. 34, scholarships and fellowships applied to student accounts are shown as a reduction of student tuition and fee revenues, while stipends and other payments made directly to students continue to be presented scholarship and fellowship expenses. In addition, other appropriate revenue items have been reduced by bad debt expense incurred during each fiscal year.

For the years ended June 30, 2003 and 2002, scholarship and fellowship expenses totaled $17.5 million and $14.9 million, respectively. In addition, scholarships and fellowships in the amount of $9.4 million and $8.7 million for the years ended June 30, 2003 and 2002, are reported as a reduction of tuition and fees and auxiliary enterprises revenue.

STATEMENT OF NET ASSETS

The Statement of Net Assets presents the financial position of the University at the end of the fiscal year and includes all assets and liabilities of the University. The difference between total assets and total liabilities is net assets and is one indicator of the current financial condition of the University, while the change in net assets is an indicator of whether the overall financial condition has improved or worsened during the year. Assets and liabilities are generally measured using current values except for capital assets, which are stated at historical cost less an allowance for depreciation.

A summarized comparison of the University's assets, liabilities and net assets at June 30, 2003 and 2002 follows:

	2003	2002
	(in thousands)	
Current assets	$ 519,147	$ 443,586
Noncurrent assets		
Endowment and other investments	507,724	490,351
Receivables	27,840	36,384
Capital assets, net	1,024,498	1,011,027
Other	22,449	28,870
Total assets	2,101,658	2,010,218
Current liabilities	207,969	198,680
Noncurrent liabilities	348,381	362,028
Total liabilities	556,350	560,708
Net assets	$1,545,308	$1,449,510

A review of the University's Statement of Net Assets at June 30, 2003 and 2002, shows that the University continues to build upon its strong financial foundation. This strong financial position reflects the prudent utilization of its financial resources, including careful cost controls, management of its endowment funds, utilization of debt and adherence to its long range capital plan for the maintenance and replacement of the physical plant.

Current assets consist primarily of cash, operating investments, trade receivables and inventories. Current assets represent approximately 3.0 months of total operating expenses (excluding depreciation). Current investments for capital and student loan activities totaled $92.5 million at June 30, 2003 and $84.8 million at June 30, 2002. Accounts receivable decreased slightly from $193.2 million at June 30, 2002 to $190.7 million at June 30, 2003.

Current liabilities consist primarily of trade accounts, accrued compensation, deposits, and other liabilities, which totaled $208.0 million at June 30, 2003, as compared to $198.7 million at June 30, 2002. Current liabilities also include deferred revenue, and the current portion of bonds payable. Total current liabilities increased $9.3 million during fiscal year 2003.

ENDOWMENT AND SIMILAR INVESTMENTS

The University's endowment funds consist of both permanent endowments and funds functioning as endowments. Permanent endowments are those funds received from donors with the stipulation that the principal remain inviolate and be invested in perpetuity to produce income that is to be expended for the purposes specified by the donor. Funds functioning as endowments consist of amounts (restricted gifts or unrestricted funds) that have been allocated by the University for long-term investment purposes, although amounts are not subject to donor restrictions requiring the University to preserve the principal in perpetuity. Programs supported by endowment funds include scholarships, fellowships, professorships, research efforts and other important programs and activities.

The University of Utah endowment pool returned 4.1% for the year ended June 30, 2003 compared to a loss of 8.7% for the year ended June 30, 2002. These results reflect the heavy weighting of equities in the asset allocation of the pool but compare favorably to broad indexes such as the S&P 500 (0.3% gain for fiscal year 2003). The net gain on the endowment pool for the year ended June 30, 2003 totaled $4.6 million compared to a loss of $27.8 million for the year ended June 30, 2002.

Endowment funds are invested to maximize long-term results. Because of the volatility in the equity markets, the University Investment Advisory Committee approved recommended changes to the University's asset allocation plan effective July 1, 2002. By approving the changes, the Committee is striving to achieve broad diversification with the long-term goal of earning maximum returns within an acceptable risk range for investment of the University's endowment funds.

Endowment funds invested in the University's endowment pool are invested on a unit basis similar to mutual funds where each new dollar buys a number of shares in the pool. The pool is subject to a spending policy, which determines a distribution rate of return that will be used to allocate funds to University departments from the growth portion of the endowment pool. The purpose of the spending policy is to establish a distribution rate that over time will generate returns adequate to continue support for future expenses in perpetuity assuming moderate levels of inflation. During the year ended June 30, 2003, the spending policy was 4.0% of the twelve quarter moving average of unit market values. Endowment pool income used in operations was $9.2 million in fiscal year 2003. The amount allocated to operations exceeded yield (dividends and interest) earned on pool investments by $3.9 million.

Since endowment funds are invested for long-term results rather than short-term annual returns, it is important to reflect on the longer investment horizon. Over the past ten years, the University's endowment pool has earned an average total return of 7.5%, paid out an average of 4.3%, and reinvested the balance representing an average of 3.2%. The reinvested funds enabled higher balances, thus yielding greater returns to keep pace with inflation of program expenses. Due to the negative performance of investments experienced in fiscal year 2002, the University has recently reexamined spending policies to balance the short term and long-term needs of the University. Endowments provide crucial support for the University's quality academic programs and accessibility to these programs for all students.

Gifts to the endowment funds at the University totaled $7.2 million and $16.3 million for the fiscal years 2003 and 2002, respectively. The additional gifts helped to offset the reduction in market values experienced in fiscal year 2002 and served to help ensure continued support for important academic programs and services.

CAPITAL AND DEBT ACTIVITIES

One of the critical factors in continuing the quality of the University's academic and research programs is the development and renewal of its capital assets. The University continues to implement its long-range plan to modernize its complement of older teaching and research facilities, balanced with new construction.

Capital additions totaled $196.4 million in fiscal year 2003, as compared to $145.6 million in fiscal year 2002. Capital additions primarily comprise replacement, renovation, and new construction of academic, research, and health care facilities, as well as significant investments in equipment. Capital asset additions are funded by capital appropriations, bond proceeds, gifts which were designated for capital purposes, and unrestricted net assets.

Construction in progress at June 30, 2003, totaled $68.5 million that includes projects in numerous buildings across the campus. Significant projects include: Cowles building for classroom renovation; student housing facilities; and expansion of the University Hospital for new emergency room facilities, operating rooms, and surgical intensive care unit beds.

The University takes seriously its role of financial stewardship and works hard to manage its financial resources effectively, including the prudent use of debt to finance capital projects. The debt rating of the University is an important indicator of success in this area. The underlying bond ratings from Standard & Poor's and Moody's Investors Service for the Auxiliary and Campus Facilities Bonds and the Research Facilities Revenue Bonds are AA/Aa3, and for the Hospital Revenue Bonds are A-/A3, respectively. These ratings are considered high investment grade quality and positions the University, if deemed necessary, to obtain future debt financing at low interest rates and reduced issuance costs.

Bonds payable totaled $241.0 million and $249.4 million at June 30, 2003 and 2002, respectively. These bonds were issued in prior years to finance new construction or renovation of the Huntsman Cancer Institute, a new biology research building, the University Hospital expansion, and auxiliary enterprise facilities, including Rice-Eccles Stadium, student housing, and parking, as well as equipment for the University Hospital.

An institution's ratio of unrestricted operating revenues to bonds, notes and contract debt is a valuable indicator of its ability to finance its outstanding debt. At June 30, 2003, the University has 3.5 times the unrestricted operating revenue necessary to meet its debt requirements.

NET ASSETS

Net assets represent the residual interest in the University's assets after liabilities are deducted.

Invested in capital assets, net of related debt represents the University's capital assets net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.

Restricted nonexpendable net assets are the University's permanent endowment funds.

Restricted expendable net assets are subject to externally imposed restrictions governing their use. This category of net assets includes $63.8 million of funds functioning as endowments.

Although *unrestricted net assets* are not subject to externally imposed stipulations, substantially all of the University's unrestricted net assets have been designated for various academic and research programs and initiatives, as well as capital projects. In addition, unrestricted net assets include funds functioning as endowments of $23.2 million.
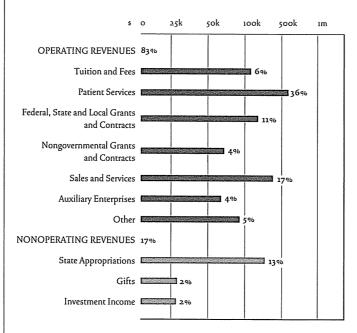
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS

The Statement of Revenues, Expenses and Changes in Net Assets presents the University's results of operations. A summarized comparison of the University's revenues, expenses and changes in net assets for the years ended June 30, 2003 and 2002 follows:

	2003	2002
	(in thousands)	
Operating revenues		
Tuition and fees	$ 107,796	$ 96,620
Patient services	620,460	581,686
Grants and contracts	262,557	260,974
Sales and services	291,039	250,164
Auxiliary enterprises	63,508	57,111
Other	89,899	89,204
Total operating revenues	1,435,259	1,335,759
Operating expenses	1,636,028	1,601,787
Operating loss	(200,769)	(266,028)
Nonoperating revenues (expenses)		
State appropriations	227,821	237,169
Gifts	27,482	36,554
Investment income (loss)	27,338	(4,486)
Interest expense	(17,692)	(19,121)
Other expenses	(3,608)	(2,604)
Net nonoperating revenues	261,341	247,512
Capital appropriations	7,730	36,107
Capital and endowment grants and gifts	27,496	22,356
Total capital and endowment revenues	35,226	58,463
Increase in net assets	95,798	39,947
Net assets—beginning of year, restated	1,449,510	1,409,563
Net assets—end of year	$1,545,308	$1,449,510

One of the University's greatest strengths is the diverse streams of revenues which supplement its student tuition and fees, including voluntary private support from individuals, foundations, and corporations, along with government and other grants and contracts, state appropriations, and investment income. The University has in the past and will continue to aggressively seek funding from all possible sources consistent with its mission, to supplement student tuition, and to manage prudently the financial resources realized from these efforts to fund its operating activities.

Significant recurring sources of the University's revenues are considered nonoperating, as defined by GASB Statement No. 34. The following is a graphic illustration of revenues by source (both operating and nonoperating), which were used to fund the University's operations for the year ended June 30, 2003 (amounts are presented in thousands of dollars).

The University continues to face significant financial pressure, particularly in the areas of compensation and benefits, which represent 50.3 percent of total expenses, as well as in the areas of technology and investments. To manage this financial pressure, the University continues to seek diversified sources of revenue and to implement cost containment measures.

Tuition and state appropriations are the primary sources of funding for the University's academic programs. Student tuition and fees, net of allowances for scholarships and fellowships, increased $11.2 million, or 11.6% to $107.8 million in fiscal year 2003. State appropriations decreased $9.3 million, or 3.9% to $227.8 million in fiscal year 2003.

While tuition and state appropriations fund a significant percentage of the University's academic and administrative costs, private support has been, and will continue to be, essential to the University's academic success. The struggling economy of both the State of Utah and nation has had a negative impact on private support. Gift revenues for operations decreased 24.8%, or $9.1 million, to $27.5 million in fiscal year 2003.

Revenues for grants and contracts increased 0.6%, or $1.6 million, to $262.6 million in fiscal year 2003, primarily related to research programs. The increase in grant and contract revenues was generated by a broad base of schools, colleges, and research units across the University. The University receives revenues for grants and contracts from government and private sources, which provide for the recovery of direct costs and facilities and administrative (indirect) costs.

Patient care revenues increased 6.7% or $38.8 million to $620.5 million in fiscal year 2003. The majority of these revenues relate to patient care services, which are generated within UUHC under contractual arrangements with governmental payers and private insurers. Increased revenues primarily resulted from a growth in patient volume.

Net investment income (loss) for the years ended June 30, 2003 and 2002, consisted of the following components:

	2003	2002
	(in thousands)	
Interest and dividends, net	$20,954	$23,591
Net increase (decrease) in fair value of investments	6,384	(28,077)
Net investment income (loss)	$27,338	$ (4,486)

Net investment income totaled $27.3 million in fiscal year 2003, as compared to net investment loss of $4.5 million in fiscal year 2002, which is a net increase of $31.8 million over the two-year period. Moreover, as discussed previously, the University's endowment investment policies are designed to maximize long-term total return while its income distribution policies are designed to preserve the value of the endowment portfolio and to generate a predictable stream of spendable income. The income distribution from the University's endowment portfolio for the support of operating activities, in accordance with the University's spending policy, totaled $9.2 million in fiscal year 2003, as compared to $13.2 million in fiscal year 2002. In addition, in fiscal year 2003, $4.4 million was returned to endowment principal.

Capital appropriations received from the State in fiscal year 2003, which totaled $7.7 million, funded a portion of building renovation projects. Other revenues include capital grants and gifts and additions to permanent endowments totaling $27.5 million for the fiscal year ending June 30, 2003.
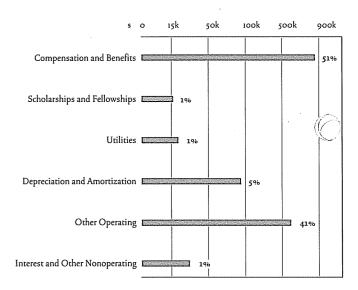
A comparative summary of the University's expenses for the years ended June 30, 2003 and 2002 follows:

	2003	2002
	(in thousands)	
Operating		
Compensation and benefits	$ 833,590	$ 792,061
Scholarships and fellowships	17,541	14,931
Utilities	19,627	16,898
Depreciation and amortization	90,062	92,700
Other	675,208	685,197
Total operating	1,636,028	1,601,787
Nonoperating		
Interest and other	21,300	21,725
Total expenses	$1,657,328	$1,623,512

The following is a graphic illustration of total expenses, in thousands of dollars, by natural classification:

The University is committed to recruiting and retaining an outstanding faculty and staff and the compensation package is one way to successfully compete with peer institutions and nonacademic employers. The resources expended for compensation and benefits increased 5.2%, or $41.5 million, to $833.6 million in fiscal year 2003. Of this increase, compensation increased 1.0%, or $5.0 million, as a result of annual increases and the hiring of additional employees. The related employee benefits increased 13.2% or $36.5 million in fiscal year 2003, due primarily to increased medical benefits paid by the University.

Other operating expenses decreased 1.5%, or $10.0 million, to $675.2 million in fiscal year 2003.

In addition to their natural classification, it is also informative to review operating expenses by function. A comparative summary of the University's operating expenses by functional classification for the years ended June 30, 2003 and 2002 follows:

	2003	2002
	(in thousands)	
Instruction	$ 199,598	$ 195,554
Research	231,836	223,534
Public service	291,066	273,933
Academic support	62,033	60,054
Student services	16,126	14,831
Institutional support	42,608	46,323
Operations and maintenance of plant	38,020	38,145
Student aid	30,369	26,629
Other	281,738	294,889
Hospital	442,634	427,895
Total operating expenses	$1,636,028	$1,601,787

Instruction, research, and public service expenses increased 1%, or $29.5 million, to $722.5 million in fiscal year 2003. Institutional and academic support expenses decreased 1.6%, or $1.7 million, to $104.6 million in fiscal year 2003.

STATEMENT OF CASH FLOWS
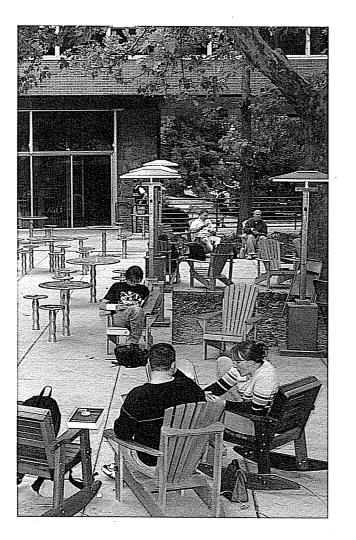
The Statement of Cash Flows provides additional information about the University's financial results, by reporting the major sources and uses of cash.

The University's cash and cash equivalents increased $69.9 million due to the positive flow of funds provided by noncapital financing activities in support of operating activities, offset by the use of funds for capital acquisitions and related financing activities. The University's significant sources of cash provided by noncapital financing activities, as defined by GASB Statement No. 34, include state appropriations and private gifts used to fund operating activities.

ECONOMIC FACTORS AFFECTING THE FUTURE

Looking toward the future, management believes that the University is well-positioned to continue its strong financial condition and level of excellence in service to students, patients, the research community, the State and the nation. The University's strong financial position will provide a high degree of flexibility in obtaining funds, if needed for specific projects, on competitive terms. This flexibility, along with the University's ongoing efforts toward revenue diversification and cost containment, will enable the University to provide the necessary resources to support this level of excellence although the University faces several significant challenges.

As a labor-intensive organization, the University faces competitive pressures related to attracting and retaining faculty and staff. Moreover, other costs, such as supplies and other services — as well as costs of the University's health benefits — have increased dramatically over the past several years, with the increasing cost of medical care and

prescription drugs of particular concern. The University's success in meeting these challenges will depend in part upon the ability of the State of Utah to provide adequate financial support through state appropriations.

A crucial element in the University's future will continue to be our relationship with the State of Utah. In recent years the State's economy has followed the nation in sliding into a shallow recession and then struggling to achieve sustained and significant growth coming out of recession. While the worst appears to be over and the upturn underway, it may well be several years before the State's economy expands to a point where major new funds can flow to higher education. The State drew down on reserves and made use of one-time funds in order to mitigate the impact of the economic downturn. Among the State's highest priorities in the short term will be the rebuilding of reserves and the replacement of one-time funds with on-going funds.

Given the outlook for state appropriations, the University will continue to emphasize cost containment and to depend on tuition and fees for incremental revenue. The University's tuition and fees remain well below national and regional benchmarks, which leaves ample room for rate increases. However, while we expect tuition and fees to increase annually, in good times and bad, the near double-digit increases of the past two years are clearly undesirable and probably not sustainable politically.

Private gifts are an important supplement to the fundamental support from the State and tuition, and significant factor in the vitality of many academic units. Economic conditions affecting donors has and may continue to depress the level of support the University receives from corporations, foundations, and individuals. Nonetheless, we remain confident that we will remain among the most successful public universities in attracting philanthropic support.
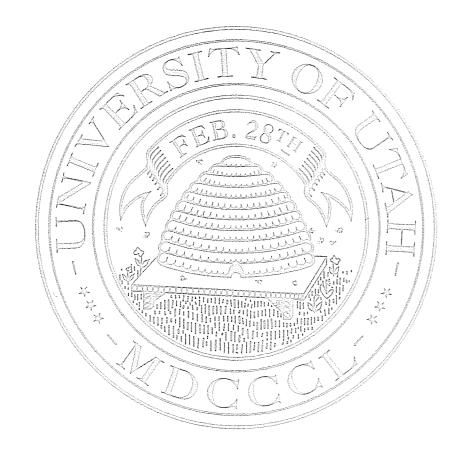
The University has benefited from recent increases in the level of federal support for research. Those increases are likely to be more modest for the foreseeable future. We do expect our research enterprise to grow going forward and to generate increases in reimbursement for overhead expenses, a major source of discretionary revenue. The additional research space that will be coming online over the next five years will facilitate and be a catalyst for continued growth in research.

While the UUHC is also well-positioned to maintain a strong financial position in the near term, ongoing revenue constraints are expected with the continued growth in managed care and fiscal pressures on employers and fed and state governments. Management believes that much of the pressures on revenue can be alleviated by growth in patient volume, increased revenues generated by the new surgical intensive care unit, and continued efforts to contain growth in expenses.

The financial markets began to anticipate the rebound in the economy during the final quarter of the fiscal year and the University's endowment pool ended the fiscal year on a very strong note. The University will continue to emphasize a long-term investment strategy that maximizes total return while managing the volatility of the portfolio and the associated impacts on the operating budget. While it is not possible to predict the ultimate results, management will be aggressive in meeting these economic uncertainties to maintain its strong financial condition.

THE UNIVERSITY OF UTAH
Financial Statements

THE UNIVERSITY OF UTAH
STATEMENT OF NET ASSETS
(in thousands of dollars)
As of June 30

	2003	2002
ASSETS		
Current Assets		
Cash and cash equivalents (Notes 2 & 4)	$ 252,592	$ 172,566
Short-term investments (Notes 2 & 4)	40,113	47,569
Receivables, net (Note 5)	190,664	193,262
Inventory	23,440	21,047
Other assets (Note 6)	12,338	9,142
Total current assets	519,147	443,586
Noncurrent Assets		
Restricted cash and cash equivalents (Notes 2 & 4)	28,048	38,214
Restricted short-term investments (Notes 2 & 4)	635	1,231
Investments (Notes 3 & 4)	277,472	255,381
Restricted investments (Notes 3 & 4)	201,569	195,525
Receivables, net (Note 5)	23,940	26,656
Restricted receivables, net (Note 5)	3,900	9,728
Donated property held for sale	2,816	2,784
Other assets (Note 6)	19,633	26,086
Capital assets, net (Note 7)	1,024,498	1,011,027
Total noncurrent assets	1,582,511	1,566,632
Total assets	2,101,658	2,010,218
LIABILITIES		
Current Liabilities		
Accounts payable	61,150	51,482
Accrued payroll	41,564	43,167
Compensated absences & postemployment benefits (Note 1)	3,815	3,730
Deferred revenue (Note 9)	19,107	21,478
Deposits and other liabilities (Note 11)	61,463	60,487
Bonds, notes, and contracts payable (Notes 14, 15, & 16)	20,870	18,336
Total current liabilities	207,969	198,680
Noncurrent Liabilities		
Compensated absences & postemployment benefits (Note 1)	26,422	25,223
Deposits and other liabilities (Note 11)	9,613	8,673
Bonds, notes, and contracts payable (Notes 14, 15, & 16)	312,346	328,132
Total noncurrent liabilities	348,381	362,028
Total liabilities	556,350	560,708
NET ASSETS		
Invested in capital assets, net of related debt	692,717	666,452
Restricted for		
Nonexpendable	207,450	200,551
Expendable	272,044	261,251
Unrestricted	373,097	321,256
Total net assets	$1,545,308	$1,449,510

The accompanying notes are an integral part of these financial statements

THE UNIVERSITY OF UTAH
STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS
(in thousands of dollars)
For the Years Ended June 30

	2003	2002
OPERATING REVENUES AND EXPENSES		
Revenues		
Tuition and fees (Note 1)	$ 107,796	$ 96,620
Patient services (Note 1)	620,460	581,686
Federal grants and contracts	187,484	169,588
State and local grants and contracts	10,749	16,855
Nongovernmental grants and contracts	64,324	74,531
Sales and services (Note 1)	291,039	250,164
Auxiliary enterprises (Note 1)	63,508	57,111
Other operating revenues	89,899	89,204
Total operating revenues	1,435,259	1,335,759
Expenses		
Compensation and benefits	833,590	792,061
Scholarships and fellowships	17,541	14,931
Utilities	19,627	16,898
Depreciation and amortization	90,062	92,700
Other operating expenses	675,208	685,197
Total operating expenses	1,636,028	1,601,787
Operating loss	(200,769)	(266,028)
NONOPERATING REVENUES (EXPENSES)		
State appropriations	227,821	237,169
Gifts	27,482	36,554
Investment income (loss)	27,338	(4,486)
Interest	(17,692)	(19,121)
Other nonoperating expenses	(3,608)	(2,604)
Total nonoperating revenues	261,341	247,512
Gain (loss) before capital and permanent endowment revenue	60,572	(18,516)
Capital appropriations	7,730	36,107
Capital grants and gifts	20,322	6,069
Additions to permanent endowments	7,174	16,287
Total capital and permanent endowment revenue	35,226	58,463
Increase in net assets	95,798	39,947
NET ASSETS		
Net assets - beginning of year, restated (Note 1)	1,449,510	1,409,563
Net assets - end of year	$1,545,308	$1,449,510

The accompanying notes are an integral part of these financial statements

THE UNIVERSITY OF UTAH
STATEMENT OF CASH FLOWS

(in thousands of dollars)
For the Years Ended June 30

	2003	2002
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from tuition and fees	$ 111,245	$ 87,026
Receipts from patient services	625,966	584,170
Receipts from grants and contracts	260,264	248,414
Receipts from auxiliary and educational services	353,159	307,830
Collection of loans to students	7,893	5,394
Payments to suppliers	(684,303)	(707,113)
Payments for personal services	(833,909)	(784,730)
Payments for scholarships/fellowships	(17,541)	(14,931)
Loans issued to students	(6,988)	(5,377)
Other	86,931	121,807
Net cash used by operating activities	(97,283)	(157,510)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State appropriations	227,821	237,169
Gifts		
Endowment	7,206	16,575
Nonendowment	27,949	37,549
Other	(3,931)	(3,829)
Net cash provided by noncapital financing activities	259,045	287,464
CASH FLOWS FROM CAPITAL & RELATED FINANCING ACTIVITIES		
Proceeds from capital debt		51,567
Capital appropriations	7,730	12,588
Gifts	26,176	16,083
Purchase of capital assets	(95,515)	(91,545)
Principal paid on capital debt	(21,376)	(39,561)
Interest paid on capital debt	(17,263)	(17,895)
Net cash used by capital and related financing activities	(100,248)	(68,763)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sales and maturities of investments	181,624	98,068
Receipt of interest on investments	22,727	24,130
Purchase of investments	(196,005)	(117,274)
Net cash provided by investing activities	8,346	4,924
Net increase in cash	69,860	66,115
Cash - beginning of year	210,780	144,665
Cash - end of year	$280,640	$210,780

The accompanying notes are an integral part of these financial statements

THE UNIVERSITY OF UTAH
STATEMENT OF CASH FLOWS (continued)

(in thousands of dollars)
For the Years Ended June 30
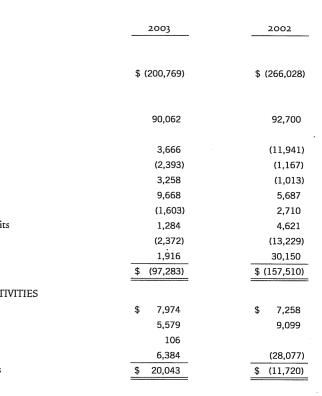
	2003	2002
RECONCILIATION OF OPERATING LOSS		
TO CASH USED BY OPERATING ACTIVITIES		
Operating loss	$ (200,769)	$ (266,028)
Adjustments to reconcile net operating loss to net cash used by operating activities		
Depreciation and amortization	90,062	92,700
Change in assets and liabilities		
Receivables, net	3,666	(11,941)
Inventory	(2,393)	(1,167)
Other assets	3,258	(1,013)
Accounts payable	9,668	5,687
Accrued payroll	(1,603)	2,710
Compensated absences & postemployment benefits	1,284	4,621
Deferred revenue	(2,372)	(13,229)
Deposits and other liabilities	1,916	30,150
Net cash used by operating activities	$ (97,283)	$ (157,510)
NONCASH INVESTING, CAPITAL, AND FINANCING ACTIVITIES		
Capital leases	$ 7,974	$ 7,258
Donated property and equipment	5,579	9,099
Annuity and life income	106	
Decrease in fair value of investments	6,384	(28,077)
Total noncash investing, capital, and financing activities	$ 20,043	$ (11,720)

The accompanying notes are an integral part of these financial statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The financial statements report the financial activity of the University of Utah (University), including the University of Utah Hospitals and Clinics (UUHC). The University is a component unit of the State of Utah. In addition, University administrators hold a majority of seats on the boards of trustees of two other related entities representing component units of the University.

Component units are entities that are legally separate from the University, but are financially accountable to the University, or whose relationships with the University are such that exclusion would cause the University's financial statements to be misleading or incomplete. The relationship of the University with its component units requires the financial activity of the component units to be blended with that of the University. Copies of the financial report of each component unit can be obtained from the University. The component units of the University are the University of Utah Research Foundation (UURF) and Associated Regional University Pathologists, Incorporated (ARUP).

- UURF is a not-for-profit corporation governed by a board of directors who are affiliated with the University with the exception of one. The operations of UURF include the leasing and the administration of Research Park (a research park located on land owned by the University), the leasing of certain buildings, and the commercial development of patents and products developed by University personnel. The fiscal year end for UURF is June 30. Other independent auditors audited UURF and their report, dated August 22, 2003, has been issued under separate cover.

- ARUP is a for-profit corporation that provides clinical laboratory services to medical centers, hospitals, clinics and other clinical laboratories throughout the United States, including UUHC. ARUP contracts with the Department of Pathology of the University of Utah School of Medicine to provide pathology consulting services. Through June 30,

2002, ARUP was a wholly owned subsidiary of Associated University Pathologists (AUP), a not-for-profit component unit of the University. Effective July 1, 2002, AUP was dissolved and ARUP became a component unit of the University. The Articles of Dissolution Act of AUP assigned all of AUP's rights, title and interest to the University. The fiscal year end for ARUP is June 30. Other independent auditors audited ARUP and their report, dated August 19, 2003, has been issued under separate cover.

All Governmental Accounting Standards Board (GASB) pronouncements and all applicable Financial Accounting Standards Board pronouncements are applied by UURF and AUP in the accounting and reporting of their operations.

B. Basis of Accounting

All statements have been prepared using the economic resources measurement focus and the accrual basis of accounting. Operating activities include all revenues and expenses, derived on an exchange basis, used to support the instructional, research and public service efforts, and other University priorities. Significant recurring sources of the University's revenues are considered nonoperating as defined by GASB Statement No. 34, *Financial Statements – and Management's Discussion and Analysis – for State and Local Governments*, and required by GASB Statement No. 35, *Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities*. When both restricted and unrestricted resources are available, such resources are spent and tracked at the discretion of the department within the guidelines of donor restrictions.

Investments are recorded at fair value in accordance with GASB Statement No. 31, *Accounting and Financial Reporting for Certain Investments and for External Investment Pools*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment revenue. The University distributes earnings from pooled investments based on the average daily investment of each participating account or for endowments, distributed according to the University's spending policy.

In accordance with GASB Statement No. 33, *Accounting and Financial Reporting for Nonexchange Transactions*, the University

recognizes gifts, grants, appropriations, and the estimated net realizable value of pledges as revenue as soon as all eligibility requirements imposed by the provider have been met.

Patient revenue of UUHC and the School of Medicine medical practice plan are reported net of third-party adjustments.

In accordance with GASB Statement No. 34, certain expenses are netted against revenues as allowances. The following schedule presents revenue allowances for the years ended June 30, 2003 and 2002:

Revenue	2003	2002
Tuition and fees	$9,312,966	$8,524,899
Patient services	27,116,568	24,214,309
Sales and services	9,428	13,933
Auxiliary enterprises	448,422	213,236

C. Inventories

Inventories of UUHC are stated at the lower of cost or market using the first-in, first-out method. Bookstore inventories are valued using the retail inventory method. All other inventories are stated at the lower of cost or market using the first-in, first-out method or on a basis, which approximates cost determined on the first-in, first-out method.

D. Research and Development Costs

Research and development costs of ARUP are expensed as incurred. These costs, for the year ended June 30, 2003, were approximately $5,865,000.

E. Compensated Absences & Postemployment Benefits

Employees' vacation leave is accrued at a rate of eight hours each month for the first five years and increases to a rate of 16.67 hours each month after fifteen years of service. There is no requirement to use vacation leave, but a maximum of thirty days plus one-year accrual may be carried forward at the beginning of each calendar year. Employees are reimbursed for unused vacation leave upon termination and vacation leave is expended when used or reimbursed. The liability for vacation leave at June 30, 2003, was approximately $27,376,000.

Employees earn sick leave at a rate of eight hours each month, with an accumulation limit of 1,040 hours. The University does not reimburse employees for unused sick leave. Each year, eligible employees may convert up to four days of unused sick leave to vacation leave based on their use of sick leave during the year. Sick leave is expended when used.

In addition, the University provides postemployment benefits as approved by the Board of Trustees, for those employees who have attained the age of 60 with at least fifteen years of service and elect the University's early retirement option. Currently, 101 eligible employees have elected to take the early retirement option. The University pays each early retiree an annual amount equal to the lesser of 20.00% of the retiree's final salary or their estimated social security benefit, as well as health care and life insurance premiums until the employee reaches the age of 65. The funding for these postemployment benefits is provided on a pay-as-you-go basis. For the year ended June 30, 2003, these expenditures were approximately $1,410,000.

F. Construction

The Utah State Division of Facilities Construction and Management administers most of the construction of facilities for state institutions, maintains records, and furnishes cost information for recording plant assets on the books of the University. Interest expense incurred for construction of capital facilities is considered immaterial and is not capitalized. Construction projects administered by the Utah State Division of Facilities Construction and Management that were started prior to fiscal year 2002 and are not completed are recorded as Construction in Progress. Construction projects beginning fiscal year 2002 and after will not be recorded on the books of the University until the facility is available for occupancy.

G. Accounting Changes

Effective July 1, 2001, the University implemented GASB Statements No. 34 & 35 which require the University to make certain changes in accounting principles, specifically (1) recording depreciation, and (2) reporting deferred revenue for contracts and grants. Accordingly, the University has made a one-time adjustment to reduce beginning net assets for the cumulative effect of these changes in the amount of $677,043,005 for fiscal year 2002. In addition, GASB Statements No. 37, 38, & 39 were also implemented which amend GASB Statement No. 34, require certain additional note disclosures, and provide guidance in determining whether an organization is a component unit and how it should be reported in the University's financial report.

Also, certain amounts for fiscal year 2002 have been reclassified for comparability which includes adjustments for construction of a building which has been determined not to be an asset of the University. As a result, beginning net assets has been reduced in the amount of approximately $16,784,000 and $1,225,000 for the years ended June 30, 2003 and 2002, respectively.

The footnotes related to the financial statements for the fiscal year ended June 30, 2002 have not been repeated in this report but are available in the separately issued financial statements for that year.

2. CASH, CASH EQUIVALENTS, AND SHORT-TERM INVESTMENTS

Cash and cash equivalents consists of cash and short-term investments with an original maturity of three months or less. Cash, depending on source of receipts, is pooled, except for cash and cash equivalents held by ARUP and when legal requirements dictate the use of separate accounts. The cash balances and cash float from outstanding checks are invested principally in short-term investments that conform to the provisions of the *Utah Code*. It is the practice of the University that the investments ordinarily be held to maturity at which time the par value of the investments will be realized.

The Utah State Treasurer's Investment Pool (Pool) is invested in accordance with the State Money Management Act. The State Money Management Council provides regulatory oversight for the Pool. The fair value of the Pool investments is approximately the same as the stated value of the pool shares at June 30, 2003.

At June 30, 2003, cash and cash equivalents and short-term investments consisted of:

CASH AND CASH EQUIVALENTS

Cash	$ 9,888,816
Money market funds	20,372,122
Time deposits	5,035,405
Utah State Treasurer's Investment Pool	245,343,771
Total (fair value)	$280,640,114

SHORT-TERM INVESTMENTS

Obligations of the U.S. Government and its agencies	$ 40,747,892
Total (fair value)	$ 40,747,892

3. INVESTMENTS

Funds available for investment are pooled to maximize return and minimize administrative cost, except for funds that are authorized by the University administration to be separately invested or which are separately invested to meet legal or donor requirements. Investments received as gifts are recorded at market or appraised value on the date of receipt. Other investments are also recorded at fair value.

UURF receives, in exchange for patent rights, common stock of newly organized companies acquiring these patents. Inasmuch as the stock is ordinarily not actively traded, the fair value is ordinarily not ascertainable and any realization from the sale of the stock is often uncertain. Therefore, prior to July 1, 1997, such stock is recorded by UURF at a nominal value. Effective July 1, 1997, UURF adopted GASB Statement No. 31. Accordingly, those stocks that are publicly traded are recorded at their fair value on June 30, 2003.

University personnel manage certain portfolios, while other portfolios are managed by banks, investment advisors or through trust agreements.

According to the Uniform Management of Institutional Funds Act, Section 13-29 of the *Utah Code*, the governing board may appropriate for expenditure for the purposes for which an endowment is established, as much of the net appreciation, realized and unrealized, of the fair value of the assets of an endowment over the historic dollar value as is prudent under the facts and circumstances prevailing at the time of the action or decision.

The endowment income spending policy at June 30, 2003, is 4% of the twelve quarter moving average of the market value of the endowment pool. The spending policy is reviewed periodically and any necessary changes are made.

The amount of net appreciation on investments of donor-restricted endowments that were available for authorization for expenditure at June 30, 2003, was approximately $11,723,000. The net appreciation is a component of restricted, expendable net assets.

At June 30, 2003, the investment portfolio composition was as follows:

Obligations of the U.S. Government and its agencies	$158,930,161
Mutual funds	295,706,609
Common and preferred stocks	24,404,024
Total (fair value)	$479,040,794

4. DEPOSITS AND INVESTMENTS

University investments are governed by the State Money Management Act, Section 51-7 of the *Utah Code*, and the rules of the State Money Management Council. All securities purchased or held and all evidence of deposits and investments must be in the custody of the University or deposited with a qualified agent, bank, or trust company. Investment transactions may only be conducted through qualified depositories or certified dealers.

Statutes authorize the University to invest in deposits of qualified Utah depositories; deposits of permitted out-of-state depositories; repurchase agreements; commercial paper and short-term corporate obligations meeting certain rating criteria; bankers' acceptances; obligations of the U.S. Government and certain agencies or instrumentalities; bonds of any political subdivision of the State of Utah; shares or certificates in a money market mutual fund as defined in the Act; and the Utah State Treasurer's Investment Pool.

Statutes also authorize the University to invest its gift funds according to the rules of the State Money Management Council. Those rules allow the University to invest its gift funds in any of the above investments or any of the following subject to satisfying certain criteria; professionally managed commingled investment funds; mutual funds, common stock, convertible preferred stock or convertible bonds; and corporate bonds or debentures.

The University's participation in mutual funds may indirectly expose it to risks associated with using, holding, or writing derivatives. However, specific information about any such transactions is not available to the University.

A. Deposits

At June 30, 2003, the carrying amounts of the University's deposits and bank balances were $28,167,008 and $45,140,586, respectively. The bank balances of the University were insured for $353,282, by the Federal Deposit Insurance Corporation; the remaining deposits were uninsured and uncollateralized and were held by a qualified depository as defined by the State Money Management Act. The State of Utah does not require collateral on deposits. However, the State Commissioner of Financial Institutions monitors financial institutions monthly and establishes limits for deposit of public money.

B. Investments

The following table provides information about the credit and market risks associated with the University's investments, as defined by and in accordance with GASB Statement No. 3, which requires investments to be categorized as follows:

Category 1. Investments that are insured or registered or for which the securities are held by the University or its agent in the University's name.

Category 2. Uninsured and unregistered investments for which the securities are held by the counterparty's (the issuer or the party acting as broker or dealer) trust department or agent in the University's name.

Category 3. Uninsured and unregistered investments for which the securities are held by the counterparty (the issuer or the party acting as broker or dealer) or by its trust department or agent which are not held in the University's name.

	Category			
	1	2	3	Fair Value
Obligations of the U.S. Government and its agencies	$ 97,650,750	$86,827,861	$15,199,442	$199,678,053
Common and preferred stocks	12,573,230	11,830,794		24,404,024
	$110,223,980	$98,658,655	$15,199,442	224,082,077
Money market funds				6,701,232
State Treasurer's Investment Pool				245,343,771
Mutual funds				295,706,609
Total investments				$771,833,689

RECEIVABLES

Accounts, pledges, and interest receivable include hospital patient accounts, medical services plan accounts, trade accounts, pledges, interest income on investments, and other receivables. Loans receivable predominantly consist of student loans.

Allowances for doubtful accounts are established by charges to operations to cover anticipated losses from accounts receivable generated by sales and services and student loans. Such accounts are charged to the allowance when collection appears doubtful and the accounts are referred to collection agencies. Any subsequent recoveries are credited to the allowance accounts. Allowances are not established for pledges or in those instances where receivables consist of amounts due from governmental units or where receivables are not material in amount.

The following schedule presents receivables at June 30, 2003, including $23,940,039 of noncurrent loans receivable:

Accounts	$215,424,033
Loans	31,186,591
Pledges	8,316,519
Interest	2,350,950
	257,278,093
Less allowances for bad debt	(38,773,468)
Receivables, net	$218,504,625
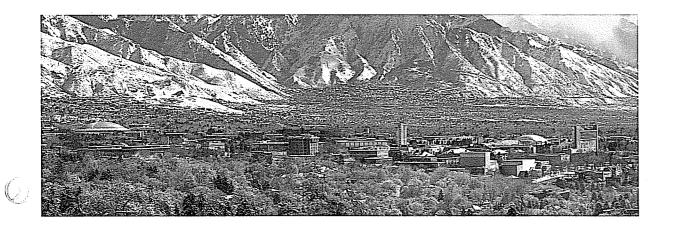
6. DEFERRED CHARGES AND OTHER ASSETS

The costs associated with issuing long-term bonds payable are deferred and amortized over the life of the related bonds using the straight-line method, which approximates the effective interest method. In addition, goodwill associated with the purchase of certain health clinics is amortized using the straight-line method.

7. CAPITAL ASSETS

Buildings; infrastructure and improvements, which includes roads, curbs and gutters, streets and sidewalks, and lighting systems; land; equipment; and library materials are valued at cost at the date of acquisition or at fair market value at the date of donation in the case of gifts. During fiscal year 2003, the capitalization limit for buildings, infrastructure and improvements, and additions to existing assets increased to $50,000. Equipment is capitalized when acquisition costs exceed $5,000. All costs incurred in the acquisition of library materials are capitalized. The University acquires some of its equipment from inventories of government excess property for which the University pays a minimal processing charge. Such property is valued at the original cost paid by the governmental entity. All campus land acquired through grants from the U.S. Government has been valued at $3,000 per acre. Other land acquisitions have been valued at original cost or fair market value at the date of donation in the case of gifts. Buildings, improvements, land, and equipment of component units have been valued at cost at the date of acquisition.

Capital assets of the University and its component units are depreciated on a straight-line basis over their estimated useful lives. The estimated useful lives of University assets extends to forty years on buildings, fifteen years on infrastructure and improvements, twenty years on library books, and from five to fifteen years on equipment. The estimated useful lives of component unit assets extends to fifty years on buildings and improvements and from three to eight years on equipment. Land, art and special collections, and construction in progress are not depreciated.

At June 30, 2003, the University had outstanding commitments for the construction and remodeling of University buildings of approximately $32,807,000.

Capital assets at June 30, 2003, consist of:

	Beginning Balance	Additions	Retirements	Ending Balance
Buildings	$ 952,392,178	$ 77,967,168	$ 10,953	$1,030,348,393
Infrastructure and improvements	93,407,796	14,607,031	401,577	107,613,250
Land	17,267,453			17,267,453
Equipment	398,239,274	54,547,805	29,432,085	423,354,994
Library materials	129,808,956	5,505,493	243,847	135,070,602
Art and special collections	26,101,148	2,601,254		28,702,402
Construction in progress	117,269,261	41,156,027	89,912,591	68,512,697
Total cost	1,734,486,066	196,384,778	120,001,053	1,810,869,791
Less accumulated depreciation				
Buildings	323,438,724	37,558,436	7,652	360,989,508
Infrastructure and improvements	53,700,713	4,775,230	272,344	58,203,599
Equipment	280,141,722	41,163,100	25,541,029	295,763,793
Library materials	66,178,480	5,236,445		71,414,925
Total accumulated depreciation	723,459,639	88,733,211	25,821,025	786,371,825
Capital assets, net	$1,011,026,427	$107,651,567	$94,180,028	$1,024,497,966

8. PENSION PLANS AND RETIREMENT BENEFITS

As required by state law, eligible nonexempt employees (as defined by the U.S. Fair Labor Standards Act) of the University are covered by the Utah State and School Contributory or Noncontributory or the Public Safety Noncontributory Retirement System and eligible exempt employees (as defined by the U.S. Fair Labor Standards Act) are covered by the Teachers Insurance and Annuity Association—College Retirement Equities Fund (TIAA-CREF). Eligible employees of ARUP are covered by a separate defined contribution pension plan and a profit sharing plan.

The University contributes to the Utah State and School Contributory and Noncontributory and the Public Safety Noncontributory Retirement System (Systems) that are multi-employer, cost sharing, defined benefit pension plans. The Systems provide refunds, retirement benefits, annual cost of living adjustments, and death benefits to plan members and beneficiaries in accordance with retirement statutes.

The Systems are established and governed by the respective sections of Chapter 49 of the *Utah Code Annotated, 1953*, as amended. The Utah State

Retirement Office Act provides for the administration of the Utah Retirement Systems and Plans under the direction of the Utah State Retirement Board (Board) whose members are appointed by the Governor. The Systems issue a publicly available financial report that includes financial statements and required supplementary information for the Systems. A copy of the report may be obtained by writing to the Utah Retirement Systems.

Plan members in the State and School Contributory Retirement System are required to contribute 6.00% of their annual covered salaries, all of which is paid by the University, and the University is required to contribute 5.91% of their annual salaries. In the State and School Noncontributory Retirement System and the Public Safety Noncontributory Retirement System, the University is required to contribute 11.90% (including 1.50% to a 401(k) salary deferral program) and 18.94%, respectively, of plan members' annual salaries. The contribution requirements of the Systems are authorized by statute and specified by the Board and the contribution rates are actuarially determined.

TIAA-CREF provides individual retirement fund contracts with each participating employee. Benefits provided to retired employees are based on the value of the individual contracts and the estimated life expectancy of the employee at retirement. Contributions by the University to the employee's contract

become vested at the time the contribution is made. Employees are eligible to participate from the date of employment and are not required to contribute to the fund. For the year ended June 30, 2003, the University's contribution to this defined contribution pension plan was 14.20% of the employees' annual salaries. The University has no further liability once contributions are made. Certain health clinic employees hired prior to November 1, 1998, were fully vested as of that date. Employees hired subsequent to November 1, 1998, are eligible to participate in the plan one year after hire date and vest after six years. The University's contribution for these health clinic employees was 3.00% of the employees' annual salaries.

The ARUP defined contribution pension and profit sharing plans provide retirement benefits for all employees who have one year of service and have worked 1,000 hours during the plan year. Employees are fully vested in both plans after five years of service. For the year ended June 30, 2003, ARUP contributed 5.00% of the employees' annual salaries (less forfeitures) to the pension plan. Contributions to the profit sharing plan are at the discretion of ARUP.

For the years ended June 30, 2003, 2002, and 2001, the University's contributions to the Systems were equal to the required amounts as follows:

	2001	2002	2003
State and School Contributory Retirement System	$ 1,692,363	$ 1,312,287	$ 1,273,895
State and School Noncontributory Retirement System	23,506,604	18,665,355	18,098,640
Public Safety Noncontributory Retirement System	313,653	277,954	260,676
TIAA-CREF	54,469,900	58,427,949	60,285,163
Pension plan	1,550,928	1,989,086	2,303,659
Profit sharing plan	1,636,410	1,468,390	2,256,037
Total contributions	$83,169,858	$82,141,021	$84,478,070

9. DEFERRED REVENUE

Deferred revenue consists of summer school tuition and student fees, advance payments on grants and contracts, and results of normal operations of auxiliary enterprises and service units.

10. FUNDS HELD IN TRUST BY OTHERS

Funds held in trust by others are neither in the possession of nor under the management of the University. These funds, which are not recorded on the University's financial records and which arose from contributions, are held and administered by external fiscal agents, selected by the donors, who distribute net income earned by such funds to the University, where it is recorded when

received. The fair value of funds held in trust at June 30, 2003, was $40,207,201.

In addition, certain funds held in trust by others are comprised of stock, which is reported at a value of $6,702,275 as of June 30, 2003, based on a predetermined formula. The fair value of this stock as of June 30, 2003 cannot be determined because the stock is not actively traded.

11. RISK MANAGEMENT

The University maintains insurance coverage for commercial general liability, automobile, errors and omissions, and property (building and equipment) through policies administered by the

Utah State Risk Management Fund. Employees of the University and authorized volunteers are covered by workers' compensation and employees' liability through the Workers' Compensation Fund of Utah.

In addition, the University maintains self-insurance funds for health care, dental, and auto/physical damage, as well as hospital and physicians malpractice liability self-insurance funds, which are held in trust with an independent financial institution in compliance with Medicare reimbursement regulations. Based on an analysis prepared by UUHC administration, the administration believes that the balance in the trust funds as of June 30, 2003, is adequate to cover any claims incurred through that date. The University and UUHC have a "claims made" umbrella malpractice insurance policy in an amount considered adequate by its respective administrations for catastrophic malpractice liabilities in excess of the trusts' fund balances.

The estimated self-insurance claims liability at June 30, 2003, is based on the requirements of GASB Statement No. 10, which requires that a liability for claims be reported if information prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements and the amount of the loss can be reasonably estimated.

Changes in the University's estimated self-insurance claims liability are as follows:

Estimated claims liability - beginning of year	$25,910,769
Current year claims and changes in estimates	83,044,792
Claim payments, including related legal and administrative expenses	(76,124,780)
Estimated claims liability - end of year	$32,830,781

The University has recorded the investments of the malpractice liability trust funds at June 30, 2003, and the estimated liability for self-insurance claims at that date in the Statement of Net Assets. The income on fund investments, the expenses related to the administration of the self-insurance and malpractice liability trust funds, and the estimated provision for the claims liability for the year then ended are recorded in the Statement of Revenues, Expenses, and Changes in Net Assets.

12. INCOME TAXES

UURF is not subject to income taxes under Section 501(c)(3) of the Internal Revenue Code.

In April 2001, ARUP received a private letter ruling from the

Internal Revenue Service stating that certain income providing an essential governmental function is exempt from federal income taxes under Internal Revenue Code Section 115. As a result of this ruling, ARUP eliminated its deferred tax assets and liabilities and filed for refunds of previously paid federal and state income taxes. At June 30, 2001, ARUP recorded, and subsequently collected, income taxes receivable in the amount of $4,784,792. ARUP has filed refund claims for an additional $5,484,733, which will be recorded as an income tax benefit when received.

13. HOSPITAL REVENUE

A. Net Patient Service Revenue

The Hospital reports net patient service revenue at the estimated net realizable amounts from patients, third-party payors, and others for services rendered, including estimated retroactive adjustments under reimbursement agreements with third-party payors. Retroactive adjustments are accrued on an estimated basis in the period the related services are rendered and adjusted in future periods as final settlements are determined. Charity care is excluded from net patient service revenue.

UUHC has third-party payor agreements with Medicare and Medicaid that provide for payments to UUHC at amounts different from established rates. Inpatient acute care services rendered to Medicare and Medicaid program beneficiaries are paid at prospectively determined rates per discharge. These rates vary according to a patient classification system that is based on clinical, diagnostic, and other factors. Outpatient services rendered to Medicaid program beneficiaries and certain outpatient services and defined capital costs related to Medicare beneficiaries are paid based on a cost reimbursement basis. Medicare reimbursements are based on a tentative rate with final settlement determined after submission of annual cost reports by UUHC and audits thereof by the Medicare fiscal intermediary.

The estimated final settlements for open years are based on preliminary cost findings after giving consideration to interim payments that have been received on behalf of patients covered under these programs.

B. Charity Care

UUHC maintains records to identify and monitor the level of charity care it provides. Based on established rates, the charges foregone as a result of charity during the year ended June 30, 2003, were approximately $16,024,000.

14. LEASES

A. Revenue

UURF receives lease revenues from noncancellable sublease agreements with tenants of the Research Park, from tenants occupying eight buildings owned by UURF. The lease revenue to be received from these noncancellable leases for each of the subsequent five years is $5,750,000, and for twenty years thereafter, comparable annual amounts. Most lease revenue is subject to escalation based on changes in the Consumer Price Index (CPI). Since such escalations are dependent upon future changes in the CPI, these escalations, if any, are not reflected in the minimum noncancellable lease revenues listed above.

B. Commitments

The University leases buildings and office and computer equipment. Capital leases are valued at the present value of future minimum lease payments. Assets associated with the capital leases are recorded as equipment together with the related long-term obligations. Capital leases of ARUP are guaranteed by the University. Operating leases and related assets are not recorded in the Statement of Net Assets. Payments are recorded as expenditures when incurred and amount to approximately $9,287,000 and $9,388,000 for the University and $4,657,000 and $4,519,000 for component units for the years ended June 30, 2003 and 2002, respectively. Total operating lease commitments for the University include approximately $6,289,000 of commitments to component units.

Included in the above component unit lease expenditures is a lease by ARUP for its principal laboratory building, under a long-term agreement, from a partnership in which one of its directors is a principal. The agreement has two five-year renewal options and includes rent increases of two percent annually in the sixth and eleventh years from the commencement of the lease. Total lease payments for the year ended June 30, 2003, were approximately $3,928,000.

The University entered into a Huntsman Cancer Institute capital sublease agreement in the amount of $16,875,000 dated November 1996 with the State of Utah, acting through its Department of Administrative Services Division of Facilities Construction and Management for the lease of the Huntsman Cancer Institute Building, located east of the University campus and adjacent to the University Hospital. The Huntsman sublease is an annually renewable lease with a final expiration date of May 2013. Annual payments begin November 1999 and range from a low of $434,000 to a high of $1,607,255. At the end

of the lease, title to the Huntsman Cancer Institute Building will be transferred to the University.

Future minimum lease commitments for operating and capital leases as of June 30, 2003 are as follows:

Fiscal Year	Operating	Capital
2004	$13,409,430	$16,249,341
2005	11,981,990	12,149,289
2006	10,288,627	9,426,409
2007	8,394,745	7,475,636
2008	7,082,879	6,278,547
2009 – 2013	17,715,848	49,730,973
Thereafter		190,152
Total future minimum lease payments	$68,873,519	101,500,347
Amount representing interest		(21,440,230)
Present value of future minimum lease payments		$80,060,117

15. BONDS PAYABLE AND OTHER LONG-TERM LIABILITIES

The long-term debt of the University consists of bonds payable, capital lease obligations, compensated absences, and other minor obligations.

The State Board of Regents of the State of Utah issues bonds to provide funds for the construction and renovation of major capital facilities and the acquisition of capital equipment for the University. In addition, revenue bonds have been issued to refund other revenue bonds and capitalized leases.

The revenue bonds are special limited obligations of the University. The obligation for repayment is solely that of the University and payable from the net revenues of auxiliary enterprises and UUHC, student building fees, land grant income, and recovered indirect costs. Neither the full faith and credit nor the taxing power of the State of Utah or any other political subdivision of the State is pledged to the payment of the bonds, the distributions or other costs appertaining thereto.

In 1985, the State Board of Regents authorized the University to issue Variable Rate Demand Industrial Development Bonds (University Inn Project – 1985 Series) for the Salt Lake City Marriott – University Park Hotel, separate from the University. The bonds are payable from the revenues of the hotel and the University has no responsibility or commitment for repayment of the bonds. The outstanding balance of the bonds at June 30, 2003, is $7,400,000.

The Series 1997A Auxiliary and Campus Facilities Revenue Bonds currently bear interest at a weekly rate in accordance with the bond provisions. When a weekly rate is in effect, the Series

1997A Bonds are subject to purchase on the demand of the holder at a price equal to principal plus accrued interest on seven days notice and delivery to the University's tender agent. The University's remarketing agent is authorized to use its best efforts to sell the repurchased bonds a price equal to 100 percent of the principal amount by adjusting the interest rate. If any Series 1997A Bonds cannot be remarketed to new holders, the tender agent is required to draw on an irrevocable standby bond purchase agreement to pay the purchase price of the bonds delivered to it. The standby bond purchase agreement is with the Bank of Nova Scotia and is valid through July 30, 2005. The University pays a quarterly fee for the services provided by the Bank of Nova Scotia. No funds have been drawn against the standby bond purchase agreement. The interest requirement for the Series 1997A Bonds is calculated using an interest rate of 1.05%, which is the rate in effect at June 30, 2003.

The following schedule lists the outstanding bonds payable of the University at June 30, 2003:

Issue	Date Issued	Maturity Date	Interest Rate	Original Issue	Current Liability	Balance 6/30/2003
Auxiliary and Campus Facilities	3/1/87	2014	3.750% - 6.750%	$ 11,140,000	$ 175,000	$ 2,050,000
Research Facilities Revenue	4/1/96	2011	4.200% - 6.500%	21,050,000	1,385,703	13,351,627
Auxiliary and Campus Facilities	7/30/97	2027	Variable	52,590,000	890,000	16,390,000
Hospital Revenue Refunding	12/1/97	2006	4.750% - 5.500%	24,615,000	2,983,579	12,857,100
Hospital Revenue	6/1/98	2013	5.250% - 5.375%	25,020,000	51,411	25,685,227
Auxiliary and Campus Facilities Revenue and Refunding	7/1/98	2016	4.100% - 5.250%	120,240,000	1,457,794	120,421,071
Auxiliary and Campus Facilities	5/1/99	2014	4.000% - 4.800%	5,975,000	362,802	4,940,221
Research Facilities Revenue	7/13/00	2020	5.000% - 5.750%	17,585,000	590,548	15,665,128
Auxiliary and Campus Facilities	7/18/01	2021	3.500% - 5.125%	2,755,000	98,986	2,626,555
Hospital Revenue	8/7/01	2022	5.000% - 5.500%	26,670,000	13,014	27,049,424
Total					$8,008,837	$241,036,353

UURF has purchased three buildings with two mortgages that are guaranteed by the University. The remaining amounts of the mortgages are $6,869,395 at 8.87% interest and $3,368,639 at 7.15% interest. The mortgages will be paid off on April 1, 2020 and September 1, 2021, respectively.

The following schedule summarizes the changes in long-term liabilities for the year ended June 30, 2003:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bonds payable	$ 249,370,697		$ 8,334,344	$241,036,353	$ 8,008,837
Capital leases payable	84,709,614	$ 8,456,723	13,106,220	80,060,117	12,196,576
Notes and contracts payable	12,387,103	198,152	465,426	12,119,829	665,061
Total long-term debt	346,467,414	8,654,875	21,905,990	333,216,299	20,870,474
Compensated absences	28,953,224	7,365,263	6,081,182	30,237,305	3,814,909
Deposits & other liabilities	69,159,769	62,565,961	60,649,398	71,076,332	61,463,014
Total long-term liabilities	$ 444,580,407	$78,586,099	$88,636,570	$434,529,936	$86,148,397

Maturities of principal and interest requirements for bonds, notes and contracts payable are as follows:

Fiscal Year	Payments	
	Principal	Interest
2004	$ 20,870,474	$ 16,606,514
2005	17,915,778	15,677,396
2006	16,128,853	14,881,796
2007	14,976,170	14,127,534
2008	14,120,151	13,428,078
2009 – 2013	104,462,155	50,135,709
2014 – 2018	54,764,902	31,076,184
2019 – 2023	46,980,580	17,518,657
2024 – 2028	35,504,177	8,111,962
2029 – 2033	7,493,059	451,275
Total	$333,216,299	$182,015,105

16. RETIREMENT OF DEBT

In prior years, the University defeased certain revenue bonds by placing the proceeds of new bonds and various bond reserves in irrevocable trusts to provide for all future debt service payments on the old bonds. Accordingly, the trust account assets and the liability for the defeased bonds are not included in the University's financial statements. The total principal amount of defeased bonds held in irrevocable trusts at June 30, 2003, is $?,780,000.

17. FUNCTIONAL CLASSIFICATION OF EXPENSES

The following schedule presents operating expenses by functional classification for the year ended June 30, 2003:
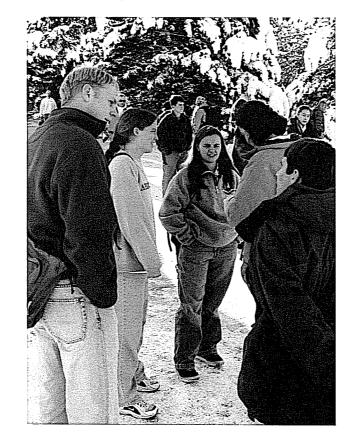
Function	Amount (in thousands)
Instruction	$ 199,598
Research	231,836
Public service	291,066
Academic support	62,033
Student services	16,126
Institutional support	42,608
Operation & maintenance of plant	38,020
Student aid	30,369
Other	281,738
Hospital	442,634
Total	$1,636,028

18. LITIGATION, CONTINGENCIES, AND COMMITMENTS

The University is involved in a legal action arising from the ordinary course of business. The University is vigorously contesting this matter, but as of this date it is not possible to determine the outcome of the proceedings. In the opinion of the Attorney General of the State of Utah and the University's administration, the ultimate disposition of this matter will not have a material adverse affect on the University's financial position.

The action is a suit that has been filed by the United Mine Workers of America and others, with respect to lands that are alleged to have been conveyed by the Federal Government to the State of Utah to build and maintain a hospital for miners. The plaintiffs seek certification of the suit as a class action, a declaration that a separate hospital for disabled miners is required, and that the proceeds received from the lands must be separately maintained. It also seeks a full accounting of all assets together with an order requiring the State to establish a hospital to be maintained for disabled miners.

It is not possible at this time to estimate the outcome or the financial impact an adverse ruling on this action would have upon the University.

19. SEGMENT INFORMATION

The University issues revenue bonds to provide funds for the construction and renovation of major capital facilities and the acquisition of capital equipment for the University. Investors in these bonds rely solely on the revenue generated by specific activities, identified as segments, for repayment. The net revenue of the following segments has been pledged for the retirement of outstanding bonds payable.

Auxiliary Campus and Facility Bond System – is comprised of specific auxiliary enterprises, namely: University Bookstore, Residential Living, University Student Apartments, Parking Services, Jon M. Huntsman Center, Rice-Eccles Stadium, Union Building, and University Dining Services. These auxiliaries provide on-campus services for the benefit of students, faculty and staff. In addition to the net revenues of these auxiliaries, student building fees, state land grant income and a subsidy from the federal department of Housing and Urban Development are pledged to the retirement of all Auxiliary Campus and Facility bonds.

UUHC – is comprised of the University Hospital, the University Neuropsychiatric Institute, and other clinics that provide health and psychiatric services to the community.

Reimbursed Overhead – is the revenue generated by charging approved overhead rates to grants and contracts.

The following schedule presents condensed financial information for each of the University's segments:

STATEMENT OF NET ASSETS

	Auxiliary Campus and Facility Bond System	UUHC	Reimbursed Overhead
Assets			
Current assets			
Cash and cash equivalents	$(3,011,921)	$ 25,987,933	$35,954,990
Short-term investments		3,720,012	
Accounts receivable, net	1,830,662	80,145,171	5,284,288
Inventory	3,798,677	12,742,815	
Other assets	22,286	6,646,312	
Total current assets	2,639,704	129,242,243	41,239,278
Noncurrent assets			
Investments		25,138,002	
Total noncurrent assets		25,138,002	
Total assets	2,639,704	154,380,245	41,239,278
Liabilities			
Current liabilities			
Accounts payable	1,106,587	16,645,715	312,182
Accrued payroll		10,652,721	
Compensated absences		900,644	
Deferred revenue	658,235	49,937	
Deposits and other liabilities	874,882	22,190,777	
Total current liabilities	2,639,704	50,439,794	312,182
Noncurrent liabilities			
Compensated absences		9,068,003	
Deposits and other liabilities		6,789,592	
Total noncurrent liabilities		15,857,595	
Total liabilities	2,639,704	66,297,389	312,182
Net assets, unrestricted	$ 0	$ 88,082,856	$40,927,096

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET ASSETS

	Auxiliary Campus and Facility Bond System	UUHC	Reimbursed Overhead
Operating Revenues and Expenses			
Revenues			
Sales and services	$52,630,996	$472,253,416	
Facilities and administrative			$53,907,547
Other operating revenues		7,313,813	
Total operating revenues	52,630,996	479,567,229	53,907,547
Expenses			
Compensation and benefits	12,453,748	211,569,680	13,921,780
Other operating expenses	29,137,825	233,986,515	22,907,186
Total operating expenses	41,591,573	445,556,195	36,828,966
Operating income	11,039,423	34,011,034	17,078,581
Nonoperating Revenues (Expenses)			
State appropriations		4,349,600	
Investment income (loss)	(12,491)	892,145	
Other nonoperating expenses		(310,283)	
Total nonoperating revenues (expenses)	(12,491)	4,931,462	
Transfers			
Mandatory transfers, out	(12,306,871)	(12,460,248)	(6,104,529)
Nonmandatory transfers, in (out)	1,279,939	(24,223,773)	(13,633,907)
Total transfers, out	(11,026,932)	(36,684,021)	(19,738,436)
Increase (decrease) in net assets	0	2,258,475	(2,659,855)
Net Assets			
Net assets - beginning of year	0	85,824,381	43,586,951
Net assets - end of year	$ 0	$ 88,082,856	$40,927,096

STATEMENT OF CASH FLOWS

	Auxiliary Campus and Facility Bond System	UUHC	Reimbursed Overhead
Net cash provided (used) by			
Operating activities	$10,631,116	$36,208,742	$16,523,526
Noncapital financing activities	(11,026,932)	(32,644,704)	(19,738,436)
Investing activities	(12,491)	1,198,918	
Net increase (decrease) in cash	(408,307)	4,762,956	(3,214,910)
Cash (deficit) - beginning of year	(2,603,614)	21,224,977	39,169,900
Cash (deficit) - end of year	$ (3,011,921)	$25,987,933	$35,954,990

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THE UNIVERSITY OF UTAH
Governing Boards and Officers

31

SELECTED REVENUES AND EXPENSES
UNIVERSITY OF UTAH VERSUS TWENTY OTHER PUBLIC RESEARCH UNIVERSITIES WITH MEDICAL SCHOOLS
Fiscal Year 2004

		Revenue per FTE Student			Expenses per FTE Student		
	FTE Students	Tuition and Fees	State and Local Aropriations	Other Core Revenues	Instruction	Academic & Student Services Support	Institutional Support
MICHIGAN STATE UNIVERSITY	36,805	$8,267	$9,275	$16,653	$11,139	$2,274	$1,520
OHIO STATE UNIVERSITY-MAIN CAMPUS	53,274	7,655	7,672	20,536	10,279	2,957	1,835
SUNY AT BUFFALO	25,218	5,161	12,563	9,513	8,708	3,029	2,972
SUNY AT STONY BROOK	20,124	4,210	16,941	11,615	9,133	2,614	3,791
TEXAS A & M UNIVERSITY	40,486	5,371	9,814	19,200	7,979	2,543	1,165
UNIVERSITY OF ALABAMA AT BIRMINGHAM	14,996	4,198	14,663	46,784	13,992	5,641	3,887
UNIVERSITY OF ARIZONA	35,228	4,897	9,543	14,986	8,482	2,571	1,867
UNIVERSITY OF CINCINNATI-MAIN CAMPUS	24,967	6,114	6,702	18,186	8,949	3,433	2,508
UNIVERSITY OF FLORIDA	50,236	3,203	10,929	14,576	9,119	2,614	1,637
UNIVERSITY OF ILLINOIS AT CHICAGO	24,707	6,237	10,074	41,604	12,505	3,345	562
UNIVERSITY OF IOWA	25,728	6,972	10,988	19,773	10,467	3,721	2,306
UNIVERSITY OF KENTUCKY	22,203	5,141	13,672	20,784	10,482	3,388	2,223
UNIVERSITY OF MINNESOTA-TWIN CITIES	45,616	7,464	11,325	23,760	10,886	6,467	2,302
UNIVERSITY OF MISSOURI-COLUMBIA	23,081	6,548	8,770	18,314	7,616	3,356	1,789
UNIVERSITY OF NEW MEXICO-MAIN CAMPUS	21,028	3,073	11,047	22,085	8,006	2,121	1,338
UNIVERSITY OF VIRGINIA-MAIN CAMPUS	22,615	10,081	5,090	33,483	9,311	4,874	2,328
UNIVERSITY OF WISCONSIN-MADISON	35,394	6,931	9,657	30,556	10,617	5,870	1,373
VIRGINIA COMMONWEALTH UNIVERSITY	21,466	5,534	7,187	10,344	9,098	1,637	1,888
WAYNE STATE UNIVERSITY	22,986	5,286	9,435	14,776	10,159	3,792	2,208
WEST VIRGINIA UNIVERSITY	24,097	6,025	7,423	7,207	5,887	1,729	2,024
Median	24,837	5,780	9,736	18,757	9,222	3,187	1,956
UNIVERSITY OF UTAH	**26,701**	**$4,371**	**$8,533**	**$25,770**	**$8,108**	**$2,910**	**$1,862**
Percent of median	107.5%	75.6%	87.6%	137.4%	87.9%	91.3%	95.2%

Source: IPEDS; U of U Budget and Planning.

2004-2005 Faculty Salaries
University of Utah Compared to Salaries at 47 Public Research Universities I (RUI)
By Rank, By Discipline, Weighted by the Number of UU Faculty by Discipline

COLLEGE/ Department	Professors				Associate Professors				Assistant Professors				All Professorial Ranks			
	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg
ARCHITECTURE	4	73,925	89,284	82.8%	6	66,882	67,522	99.1%	6	52,991	52,234	101.4%	16	63,434	67,230	94.4%
BUSINESS	20	140,382	142,309	98.6%	15	102,487	108,328	94.6%	19	110,763	110,938	99.8%	54	119,434	121,832	98.0%
Accounting	5	140,901	142,380	99.0%	5	105,615	110,566	95.5%	5	122,497	110,456	110.9%	15	123,004	121,134	101.5%
Finance	7	158,465	141,636	111.9%	1	119,130	115,268	103.4%	5	128,832	125,149	102.9%	13	144,042	133,267	108.1%
Management	5	118,004	146,909	80.3%	7	101,032	107,452	94.0%	8	93,378	103,495	90.2%	20	102,213	115,733	88.3%
Marketing	3	134,623	136,091	98.9%	2	91,439	102,330	89.4%	1	100,835	101,830	99.0%	6	114,597	119,127	96.2%
EDUCATION	19	78,239	90,207	86.7%	13	61,508	65,301	94.2%	20	51,971	53,217	97.7%	52	63,953	69,754	91.7%
ELP	2	92,659	97,808	94.7%	3	67,459	66,568	101.3%	5	54,546	53,571	101.8%	10	66,043	66,318	99.6%
Ed. Psycholgy	6	73,540	90,172	81.6%	3	54,516	65,969	82.6%	6	47,611	54,368	87.6%	15	59,364	71,010	83.6%
Special Ed.	4	77,328	86,009	89.9%	1	59,803	62,708	95.4%	3	47,573	51,197	92.9%	8	63,979	70,042	91.3%
ECS	4	79,789	94,780	84.2%	4	65,954	66,838	98.7%	5	57,259	53,395	107.2%	13	66,867	70,265	95.2%
T&L	3	77,169	84,707	91.1%	2	55,032	60,622	90.8%	1	52,000	49,716	104.6%	6	65,595	70,847	92.6%
ENGINEERING	49	124,162	116,729	106.4%	32	84,275	84,764	99.4%	31	75,649	73,990	102.2%	112	99,338	95,767	103.7%
Bioengineering	7	117,858	116,846	100.9%	4	86,351	83,706	103.2%	2	74,984	72,827	103.0%	13	101,568	99,877	101.7%
Chem/Fuels Eng.	6	125,680	113,703	110.5%	5	76,053	79,739	95.4%	1	67,460	69,580	97.0%	12	100,150	95,874	104.5%
Civil Eng.	3	110,659	108,583	101.9%	4	69,888	80,439	86.9%	5	64,000	69,639	91.9%	12	77,627	82,975	93.6%
Computer Science	14	132,280	121,291	109.1%	7	94,972	92,642	102.5%	7	86,069	81,557	105.5%	28	111,400	104,195	106.9%
Electrical Eng.	6	114,527	117,245	97.7%	5	89,580	86,818	103.2%	6	75,574	76,994	98.2%	17	93,442	94,090	99.3%
Mechanical Eng.	9	122,094	112,364	108.7%	4	78,798	82,973	95.0%	9	74,916	69,785	107.4%	22	94,922	89,602	105.9%
Materials Science	4	133,734	120,253	111.2%	3	87,898	80,902	108.6%	1	77,526	69,343	111.8%	8	109,520	99,133	110.5%
FINE ARTS	23	62,073	80,101	77.5%	22	52,421	58,572	89.5%	24	43,485	48,880	89.0%	69	52,530	62,377	84.2%
Art	7	62,402	87,803	71.1%	2	58,988	60,729	97.1%	10	45,220	50,841	88.9%	19	52,999	65,499	80.9%
Ballet	2	66,273	69,882	94.8%	5	43,946	57,162	76.9%	0	0	46,391	0.0%	7	50,325	60,796	82.8%
Dance	1	61,108	69,882	87.4%	3	56,060	57,162	98.1%	4	44,064	46,391	95.0%	8	50,693	53,367	95.0%
Film	2	82,225	78,313	105.0%	1	53,333	59,673	89.4%	1	44,462	50,931	87.3%	4	65,561	66,808	98.1%
Music	8	55,360	78,330	70.7%	9	53,460	59,212	90.3%	5	39,359	48,888	80.5%	22	50,946	63,818	79.8%
Theatre	3	63,291	78,260	80.9%	2	56,447	58,622	96.3%	4	43,483	45,945	94.6%	9	52,967	59,534	89.0%
HEALTH	10	77,392	92,954	83.3%	19	57,743	65,836	87.7%	13	49,914	55,193	90.4%	42	59,998	68,999	87.0%
Comm. Disorders	2	86,181	94,725	91.0%	5	61,800	63,370	97.5%	2	54,540	54,377	100.3%	9	65,605	68,339	96.0%
Foods & Nutrition	1	72,321	99,686	72.5%	0	0	69,659	0.0%	2	48,250	56,565	85.3%	3	56,274	70,939	79.3%
Health Ed. & Prom.	2	65,000	92,801	70.0%	3	65,567	64,028	102.4%	0	0	53,123	0.0%	5	65,340	75,537	86.5%
ESS	2	73,321	96,467	76.0%	6	51,242	65,321	78.4%	4	47,674	54,516	87.4%	12	53,733	66,910	80.3%
Occupat'l Therapy	0	0	91,020	0.0%	0	0	63,756	0.0%	1	50,500	58,286	86.6%	1	50,500	58,286	86.6%
Physical Therapy	1	89,500	90,293	99.1%	3	60,406	74,042	81.6%	1	60,000	60,744	98.8%	5	66,144	74,633	88.6%
PRT	2	81,546	85,786	95.1%	2	51,376	63,952	80.3%	3	47,370	52,844	89.6%	7	58,279	65,430	89.1%

2004-2005 Faculty Salaries
University of Utah Compared to Salaries at 47 Public Research Universities I (RUI)
By Rank, By Discipline, Weighted by the Number of UU Faculty by Discipline

COLLEGE/ Department	Professors				Associate Professors				Assistant Professors				All Professorial Ranks			
	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg	# Fac	UU	RUI Avg	% of RUI Avg
HUMANITIES	53	76,138	93,155	81.7%	56	58,729	62,102	94.6%	44	44,903	50,450	89.0%	153	60,783	69,508	87.4%
Communication	11	81,123	92,160	88.0%	10	64,180	64,034	100.2%	7	50,926	53,070	96.0%	28	67,523	72,343	93.3%
English	16	75,284	94,283	79.8%	8	73,032	61,835	118.1%	11	45,825	50,750	90.3%	35	65,511	73,185	89.5%
History	7	74,508	93,558	79.6%	14	55,277	61,992	89.2%	8	42,986	50,307	85.4%	29	56,528	66,388	85.1%
Languages	10	66,057	92,506	71.4%	12	47,678	59,816	79.7%	12	43,053	48,883	88.1%	34	51,451	65,572	78.5%
Linguistics	3	81,822	91,754	89.2%	6	62,174	65,334	95.2%	1	42,056	52,532	80.1%	10	66,057	71,980	91.8%
Philosophy	6	85,138	93,284	91.3%	6	57,281	60,839	94.2%	5	42,516	49,691	85.6%	17	62,770	69,011	91.0%
LAW	14	118,652	139,070	85.3%	7	87,327	92,714	94.2%	0	0	86,213	0.0%	21	108,210	123,618	87.5%
MINES & EARTH SCI	24	84,751	97,117	87.3%	10	64,348	70,042	91.9%	7	58,252	58,309	99.9%	41	75,250	83,888	89.7%
Geo. & Geophysics	13	81,228	93,404	87.0%	5	62,268	65,499	95.1%	2	59,382	56,535	105.0%	20	74,303	82,741	89.8%
Meteorology	3	79,249	103,966	76.2%	2	63,070	70,704	89.2%	4	55,750	58,185	95.8%	9	65,210	76,227	85.5%
Metallurgical Eng.	5	88,719	99,289	89.4%	1	65,000	80,119	81.1%	1	66,000	62,350	105.9%	7	82,085	91,273	89.9%
Mining Eng.	3	98,902	102,740	96.3%	2	70,500	75,700	93.1%	0	0	65,560	0.0%	5	87,541	91,924	95.2%
NURSING	9	88,823	93,214	95.3%	11	71,617	70,182	102.0%	5	62,232	58,157	107.0%	25	75,934	76,069	99.8%
PHARMACY	20	115,050	105,174	109.4%	9	76,779	73,683	104.2%	5	62,533	63,695	98.2%	34	97,196	90,738	107.1%
SCIENCE	90	93,619	101,895	91.9%	22	69,881	67,924	102.9%	20	61,383	59,165	103.7%	132	84,779	89,759	94.5%
Biology	24	88,321	101,925	86.7%	8	71,874	65,748	109.3%	5	61,465	58,077	105.8%	37	81,136	88,178	92.0%
Chemistry	19	107,159	107,499	99.7%	4	78,931	69,590	113.4%	5	63,519	59,302	107.1%	28	95,334	93,477	102.0%
Mathematics	33	91,289	99,355	91.9%	4	65,240	66,910	97.5%	4	62,071	56,862	109.2%	41	85,897	92,044	93.3%
Physics	14	89,820	100,226	89.6%	6	64,283	70,390	91.3%	6	59,075	61,494	96.1%	26	76,832	84,403	91.0%
SOCIAL & BEH. SCI.	49	82,767	100,090	82.7%	46	57,160	69,495	82.2%	33	49,142	55,279	88.9%	128	64,895	77,542	83.7%
Anthropology	8	79,055	88,845	89.0%	5	49,310	62,510	78.9%	1	42,020	51,425	81.7%	14	65,786	76,767	85.7%
Economics	8	81,484	124,371	65.5%	10	60,988	85,809	71.1%	1	54,540	76,122	71.6%	19	69,279	101,536	68.2%
FCS	4	85,849	84,529	101.6%	9	54,447	65,521	83.1%	3	51,795	54,866	94.4%	16	61,800	68,275	90.5%
Geography	3	74,482	89,901	82.8%	1	57,644	65,308	88.3%	6	46,799	52,867	88.5%	10	56,188	65,221	86.2%
Political Science	7	80,733	101,927	79.2%	10	55,425	67,995	81.5%	7	44,411	56,619	78.4%	24	59,594	74,574	79.9%
Psychology	16	87,378	99,160	88.1%	9	61,678	62,257	99.1%	8	52,758	53,613	98.4%	33	71,976	78,054	92.2%
Sociology	3	80,416	96,934	83.0%	2	57,945	65,435	88.6%	7	50,858	55,662	91.4%	12	59,429	67,609	87.9%
SOCIAL WORK	4	70,811	102,714	68.9%	7	62,052	68,260	90.9%	3	53,479	54,600	97.9%	14	62,718	75,177	83.4%
UU Overall Average	388	93,997	103,227	91.1%	275	66,578	71,135	93.6%	230	58,768	61,211	96.0%	893	76,480	82,522	92.7%

Source: 2004-05 Oklahoma State University Salary Survey; compiled by Budget and Planning, U of U.
*   Due to small sample sizes, RUI figures for Metallurgical Engineering are based on the average percent increase from 2003-2004 of RUI for all other College of Mines & Earth Sciences departments at each rank.

Budget and Planning

Notes:

1) Salaries are based on or converted to 9-month contracts. The conversion routine follows that of the AAUP, in which 10-month contracts are treated as if they were 9-month contracts, and 12-month contracts are treated as if they were 11-month contracts.

2) The figures shown represent budgeted salaries at the beginning of the fiscal year for regular faculty, averaged by discipline by rank.

3) As a rule, to be included in these figures a U of U faculty member must be employed at .75 FTE or higher and be supported at least 50% by state appropriations.

4) The figures shown reflect all sources of support for the faculty who are included. Faculty who must secure a portion of their salary from grants and contracts may not actually receive all of their budgeted salary.

5) The OSU survey reports salary data by discipline. U of U staff create a college-level perspective by grouping disciplines in accord with the structure of U of U colleges. The college-level data for the benchmark institutions are weighted averages based on the number of faculty in the respective U of U disciplines and colleges.

6) The comparison group includes the following research one universities:

Arizona State	UC Berkeley	Maryland at College Park
Colorado State	UC Davis	Massachusetts
Cornell (NY)	UC Irvine	Michigan
Florida State	UCLA	Missouri at Columbia
Georgia Institute of Technology	UC San Diego	Nebraska at Lincoln
Indiana U. at Bloomington	UC Santa Barbara	New Mexico
Iowa State	Colorado at Boulder	UNC Chapel Hill
Louisiana State	Connecticut	Tennessee at Knoxville
New Mexico State	Florida	Texas at Austin
North Carolina State at Raleigh	Georgia	Virginia
Ohio State	Hawaii at Manoa	Washington
Oregon State	Illinois at Chicago	Wisconsin at Madison
Purdue	Illinois at Urbana/Champaign	Utah State
SUNY Stony Brook	Iowa	Virginia Polytechnic Institute & State U.
Texas A&M	Kansas	West Virginia
Alabama at Birmingham	Kentucky	

BENEFITS AS A PERCENT OF SALARY
PUBLIC RESEARCH UNIVERSITES
Fiscal Year 2005

University	Benefits Percent
Alabama at Birmingham	33.2
Arizona State	24.1
Colorado at Boulder	23.2
Colorado State	20.1
Connecticut	27.9
Cornell (NY; state)	46.8
Florida	25.2
Florida State	25.3
Georgia	25.1
Georgia Institute of Technology	22.2
Hawaii at Manoa	26.2
Illinois at Chicago	24.8
Illinois at Urbana/Champaign	23.8
Indiana at Bloomington	28.2
Iowa	26.7
Iowa State	28.2
Kansas	24.9
Kentucky	24.2
Louisiana State (A&M)	18.5
Maryland at College Park	22.7
Massachusetts-Amherst	25.9
Michigan	24.4
Missouri at Columbia	23.6
Nebraska at Lincoln	27.3
New Mexico	26.9
New Mexico State	26.9
North Carolina State at Raleigh	21.7
Ohio State	25.5
Oregon State	37.9
Purdue	31.2
SUNY Stony Brook	28.5
Tennessee at Knoxville	29.9
Texas A&M	14.7
Texas at Austin	20.2
UC Berkeley	30.0
UC Davis	30.3
UC Irvine	30.5
UC San Diego	30.2
UC Santa Barbara	30.4
UCLA	29.9
UNC Chapel Hill	20.7
Utah State	36.6
Virginia	24.8
Virginia Polytechnic Institute & State U.	23.0
Washington-Seattle	23.5
West Virginia	21.7
Wisconsin at Madison	28.4
Mean	26.5
Median	25.7
Utah	**31.3**

Source: ACADEME, March-April 2005)

FINANCIAL STATEMENTS AND SUPPLEMENTAL SCHEDULES

University of Utah Hospitals & Clinics
(an Administrative Unit of the University of Utah)
Years Ended June 30, 2005 and 2004
with Report of Independent Auditors

Condensed Statements of Revenue, Expenses and changes in Net Assets
(in Millions)

	2005	2004	2003
Revenues			
Net patient service revenue	$ 557.8	$ 497.3	$ 453.4
Other operating revenue	19.6	15.1	11.8
Total revenue	577.4	512.4	465.2
Total operating expenses	543.2	488.1	450.9
Operating income	34.2	24.3	14.3
Nonoperating income	11.6	11.6	22.9
Income before contributions	45.8	35.9	37.2
Capital contributions received, net of capital expenditures	.8	3.6	(0.9)
Contribution of community clinics assets from University of Utah	—	—	15.0
Contribution of Medicaid Indirect Medical Education support to University of Utah Health Sciences Center	(10.9)	(10.9)	(10.6)
Contribution of other support to University of Utah Health Sciences Center	(13.2)	(12.2)	(11.9)
Change in net assets	22.4	16.4	28.8
Net assets – beginning of year	202.1	185.7	156.9
Net assets – end of year	$ 224.5	$ 202.1	$ 185.7

Revenues

- Net Patient Service Revenue

Net patient service revenue exceeded the prior year by $60.5 million. This increase resulted from both moderate price increases, an increase in case mix (driving higher charges per case) and from patient volume increases.

Financial Statements

Balance Sheet

A condensed summary of the balance sheet is shown below:

Condensed Balance Sheets
(In Millions)

	2005		2004		2003	
Assets						
Current assets	$	180.4	$	181.8	$	159.5
Capital assets		205.2		185.7		177.5
Other long-term assets		9.3		10.5		12.9
Total assets	$	394.9	$	378.0	$	349.9
Liabilities and net assets						
Current liabilities	$	80.5	$	85.0	$	70.2
Long-term debt		73.2		76.0		79.3
Other noncurrent liabilities, including leases		16.7		14.9		14.7
Total liabilities		170.4		175.9		164.2
Invested in capital assets, net of related debt		118.2		98.7		87.4
Unrestricted net assets		104.2		99.9		92.2
Restricted net assets		2.1		3.5		6.1
Net assets		224.5		202.1		185.7
Total liabilities and net assets	$	394.9	$	378.0	$	349.9

Specific financial information related to certain balance sheet items included in the financial statements is noted below:

- Current Ratio

	2005		2004	
Current assets	$	180.4	$	181.8
Current liabilities		80.5		85.0
Current ratio		2.2		2.1

The ratio of current assets to current liabilities remains consistent with the national average of teaching hospitals at 2.16.

ANNUAL REPORT
2003-2004

Financial Aid and Scholarships Office

THE **U**
UNIVERSITY
OF UTAH

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FROM THE INTERIM DIRECTOR

On behalf of the Financial Aid and Scholarships Office (FAO), I am pleased to present the annual report for the 2003-2004 academic year. Five functional departments within our office contributed to achieve our goal of providing access, recruitment, and retention at the University of Utah, by processing applications and delivering financial assistance totaling approximately $130 million, in the form of grants, scholarships, work study, and loans.

As we experienced in prior years, a weak economy and a double-digit increase in tuition costs continue to elevate students' demand for financial assistance. For that reason, the year was characterized again by a significant increase in the disbursement of aid to University of Utah students. Grant disbursements increased by 8%, and the loan programs expanded as well, by about 17%.

Considerable time, effort and budget dollars were expended this year to train personnel and implement enhancements designed to improve student access to financial aid. The following examples are two steps that were implemented successfully to improve our services. We implemented an on-line award acceptance for students who have been awarded federal and state financial aid. This process virtually eliminated the need for our employees to manually enter students' financial aid award letters. As a result, our employees were able to focus their efforts on other important processes. In addition, during the summer of 2004 we expanded our Laserfiche visual imaging system to include the electronic document flow process. The electronic workflow system allows the documents to be scanned, electronically routed and processed, in many cases the same day.

In May 2004, the University of Utah hosted the Utah Association of Student Financial Aid Administrators (UASFAA) Conference. The event provided service and career enhancing opportunities for several staff members, which they normally would not have been able to participate in because of a limited travel budget. Each participant enhanced his or her knowledge about the various issues driving the implementation of policies and procedures, which directly affect our student body.

Employees who contributed to state (Utah Association of Student Financial Aid Administrators), regional (Rocky Mountain Association of Student Financial Aid Administrators), and national (National Association of Student Financial Aid Administrators

and Higher Education User Group) organizations during the year included the following staff members.

Amy Capps: RMASFAA Decentralized Training instructor
Wendy Clark: NASFAA Conference Committee
John Curl: UASFAA Presenter
Karen Henriquez: RMASFAA Training Committee – Chair
Meredith Nilsson: UASFAA Local Site Committee Co-Chair
Shawn Trauntvein: Financial Aid HEUG PeopleSoft Advisory Group
Jeramy Berry: Financial Aid HEUG PeopleSoft Presenter

Each year, financial aid administrators and other members of the profession anxiously await the publication of the national and local default rates. According to data released by the U.S. Department of Education, the rate at which University of Utah student borrowers defaulted on student loans declined for the 2002 fiscal year to 1.9%, down from the 2.3% the previous year. The University of Utah's percentage continues to remain below both the national and state levels, which is illustrated in table one.

Table 1:

	2002
Nation	5.2%
Nation 4-Yr. Public	4.0%
Utah	3.4%
University of Utah	1.9%

During the 2003-2004 academic year, our office has experienced a number of changes, which are summarized in the forthcoming information. Many of these changes will have an impact on our office in the upcoming year. However, one the most significant and recent changes impacting the future of the Financial Aid and Scholarships Office is the loss of our director, Kent Larson. Kent accepted a position at Utah Higher Education Assistance Authority (UHEAA) after 11 years of service in the Financial Aid and Scholarships Office. Kent has been the director of our office since June of 1998. He led our office through some very challenging and exciting years. One of Kent's most significant challenges and successes as director was the implementation of PeopleSoft. Kent will be greatly missed.

OPERATIONS

The operations area is the initial point of contact for all students who have applied for financial aid, and for those who are in the process of applying for aid. Therefore, financial aid specialists must be well trained and well versed in a wide range of issues concerning financial aid.

During the 2003-2004 academic year, the operations area consisted of two financial aid specialist III employees, seven financial aid specialist II employees, three financial aid specialist I employees, and four federal work study employees.
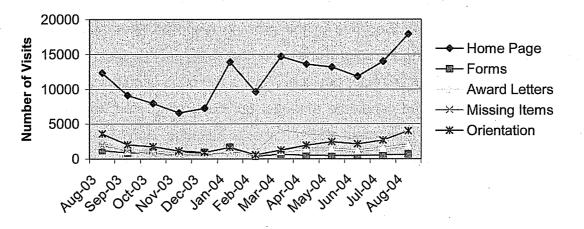
In September 2003, Elaine Woodward retired from her responsibilities as the supervisor over operations. Because of the growing responsibilities and the increasing student population impacting the operations area, the supervisor position was reevaluated and upgraded to an assistant director position. After a thorough candidate search, we were fortunate to have a qualified candidate amongst our counseling staff, which provided an exceptional opportunity for an internal staff member to advance. Amy Capps was promoted to her new responsibilities as Assistant Director of Operations, November 1, 2003.

Unfortunately, the operations area experiences a high rate of turnover during the academic year. Over the year, there were a total of fourteen open positions for usual reasons, such as: promotions, retirement, transfers to other departments, and staff members leaving to pursue educational endeavors. Some of these openings were filled internally, thus creating new openings.

To facilitate the training needs of new and promoted staff members, the assistant director and specialists III devoted a significant amount of time training staff members one-on-one. They have also created a comprehensive reference manual and a procedural and processing manual. These manuals provide specialists with quick access to important financial aid information that can be disseminated accurately to all students who contact our office. In addition to personalized instruction and reference manuals, all staff members in this area participate in weekly staff and operation training meetings. As the initial point of contact for the Financial Aid Office, extensive training is imperative to accurately communicate detailed requirements students must comply with before receiving financial aid. Initial contact between the students and specialists occurs by telephone, written communication, walk-in and window service, and through the processing of necessary financial aid documents arriving in our office.

This year we have continued to encourage students to utilize our Web site to gain information about financial aid specifics, their personal financial aid files, and to access necessary forms needed complete their files. Most of these forms are submitted to our office at the front windows or received via fax. Some of the most visited locations linked to our financial aid home page are printable forms to download, the award letter notification, the missing information instructions, and the loan orientation Web pages. *See table two.*
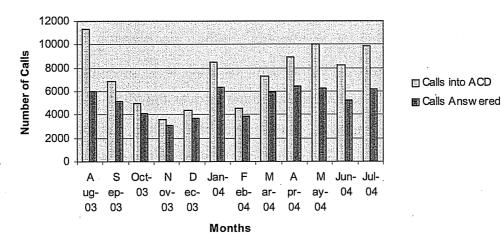
Table 2:

Visits to Financial Aid Web Page

It is difficult to monitor the walk-in and window traffic our staff members encounter, but traffic peaks and valleys tend to match the visits to our home page reflected in table two. In addition to walk-ins, the operations area also receives a high volume of phone calls and e-mails. With the new phone system installed two years ago, we are able to monitor and evaluate incoming calls. This capability has allowed us to determine additional areas of training and to improve our customer service to students. During the 2003-2004 academic year, we received approximately 90,000 phone calls and answered 73.7% of those calls. We also responded to over 2500 e-mails since January 2004; data regarding e-mails prior to this date was not collected. Specialists III answered the majority of the e-mails within a 24 to 48 hour time period. We are continually seeking ways to improve the percentage of calls answered and respond to e-mails in a timely fashion. Table three illustrates the volume of the phone calls received for the 2003-2004 academic year and table four illustrates the volume of e-mails received in the since January 2004.

Table 3:

2003-2004 Phone Volume

Legend: ☐ Calls into ACD ▦ Calls Answered

Table 4:

E-mails
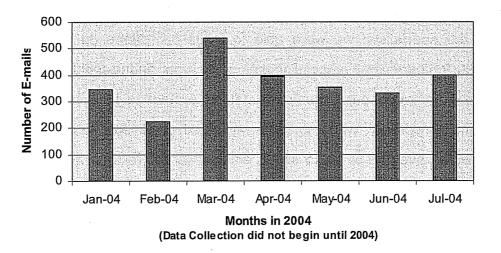
Months in 2004
(Data Collection did not begin until 2004)
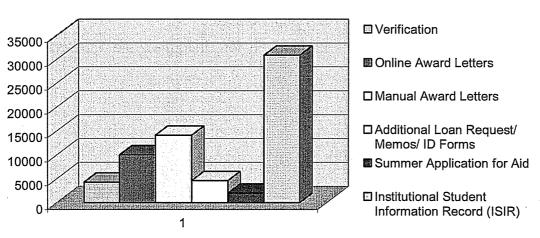
As previously stated, the specialists process necessary financial aid documents to help complete students' files. Most of the documents are complex and require a great deal of review before they can be completed. For example, some complex verification files may take thirty minutes or more to review. (Verification is a process that requires a student to submit signed and completed tax forms, W-2's, and an institutional verification form to our office. This permits staff member to verify the information

provided on the Free Application for Federal Student Aid (FAFSA) to the federal processor).

Three significant changes occurred during the latter part of the academic year that impacted the processing of documents. First, the creation of an additional institutional application, known as the U-form, allowed us to package students more accurately. The U-form was submitted by students over the Web and collected data regarding their attendance, housing status, graduation date, attendance at other institutions, and outside resources. While the U-form did streamline some of our processing and reduced our award adjustments, we received a significant number of phone calls and e-mails related to this new requirement. Students either did not know that this form was required, or they had difficulty submitting the data via the Web.

As a result of the data collected on the U-form, we were able to develop the "Electronic Award Letter", which allows students to accept, reject, or reduce their awards through the Campus Information System. In the past, specialists manually entered each award letter into PeopleSoft. By reducing the amount of award letters that needed to be processed by the specialists, we were able to focus our efforts on other types of documents, reducing our overall processing time of students' financial aid.
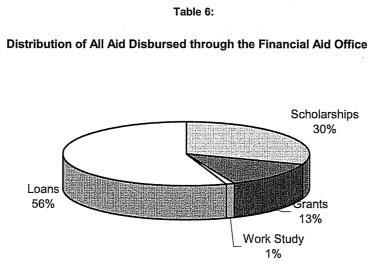
Lastly, we upgraded our Laserfiche imaging system to include an electronic workflow system. Previously, when students submitted documents to our office, they were handled by an average of six to seven employees before they were completed, and our imaging system was only used for record storage space. The electronic workflow system in Laserfiche allows documents to be scanned and then electronically distributed to the specialist, and if necessary, forwarded to a member of the counseling staff. Thus, documents are distributed equally among the specialists, allowing the assistant director to measure their output performance. In some cases, a document can be scanned and processed on the same day. The workflow system has significantly reduced the number of misplaced documents in our office and improved our overall processing time. Table five illustrates just a fraction of the paperwork that specialists completed over the past year.

Table 5:

Examples of Documents Processed
by the Financial Aid Office

- Verification
- Online Award Letters
- Manual Award Letters
- Additional Loan Request/ Memos/ ID Forms
- Summer Application for Aid
- Institutional Student Information Record (ISIR)

As students complete their files with the required documents, our office is able to assist them in obtaining funds for their educational expenses. Eligibility for funds is determined by a number of different sources and criteria; students may qualify for a wide range of funds. For example, a student may qualify for grants, work study, and/or loans. The types of grants that students may qualify for at the University of Utah are primarily federal grants, and the largest of these is the Federal Pell Grant. Also, the Federal Work Study program is the primary source of funding for the University's work study program. Table six depicts the percentage of aid disbursed through the different financial aid programs at the University of Utah.

Table 6:

Distribution of All Aid Disbursed through the Financial Aid Office

Scholarships 30%

Loans 56%

Grants 13%

Work Study 1%
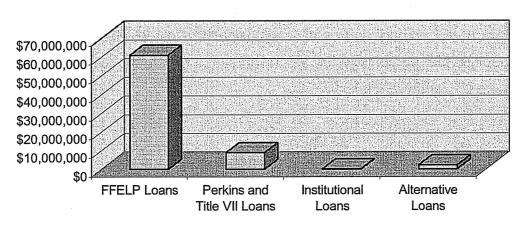
As illustrated in table six, the majority of aid disbursed through our office is loan funds. The following are some of the loan programs that our office participates in:

- Federal Family Education Loan (FFEL) Stafford Loans
- Federal Family Education Loan Parent Loan for Undergraduate Students (FFEL PLUS) Loans
- Federal Perkins Loan
- Federal Nursing Loans (Title VII)
- Health Professions Loans (Title VII)
- Private Alternative Loans
- Institutional Loans

Table seven illustrates the amount of funds disbursed through the different financial aid programs at the University of Utah.

Table 7:

Total Types and Amounts of Loans Disbursed through the Financial Aid Office

COUNSELING

The financial aid counseling staff consists of eleven regular employees. The assistant director (manager of counseling) and the program manager for professional schools both report directly to the associate director. Reporting to the assistant director are the loan program manager, quality assurance program coordinator, six financial aid counselors, and an accounting specialist.

As seems to be the norm, we did experience some staff turnover in the counseling area during the 2003-2004 academic year. As a result of these vacancies, we were able to promote a financial aid counselor to the loan program manager position, a financial aid specialist to counselor, and hire an experienced external candidate. These changes were the result of two internal promotions and a retirement.

The program manager for professional schools is primarily responsible for overseeing financial aid assistance for students attending the Colleges of Law and Medicine, in addition to performing all the duties associated with a counselor. This employee works to coordinate awards from the professional schools with awards made from Financial Aid Office. In addition to meeting students at the Financial Aid Office, the program manager for professional schools keeps appointments at the Colleges of Law and Medicine, to accommodate the busy schedules of our professional students.

Another member of the counseling staff is the loan program manager. This individual is responsible for overseeing activities related to the Federal Stafford Loan and Federal Parent Loan to Undergraduate Students (PLUS) at the University of Utah. Federal and state regulations are vast and exacting, and this employee ensures that the Financial Aid Office and the University of Utah is in compliance with these regulations. In addition, this person is responsible for preparing information regarding loan programs for publication, and for training staff, students and outside agencies.

Counseling also includes a quality assurance program coordinator. This person is responsible for overseeing both the Federal Experimental Site Program and the Department of Education's Institutional Quality Assurance Program. The Federal Experimental Site Program allows the University regulatory relief and enables efficient delivery of aid. The Department of Education's Institutional Quality Assurance Program requires analysis of the financial aid delivery process to ensure accuracy, compliance with federal regulations, and excellent customer service within the department.

In addition to the program managers previously mentioned, the counseling staff is also comprised of financial aid counselors. The responsibilities of the counselors are varied and wide-ranging. Of course, the primary responsibility of these staff members is to aid students in accessing the knowledge and the means necessary to finance higher education responsibly. This is accomplished in many different ways. Within one day, a staff member might be responsible for giving a presentation to prospective graduate or undergraduate students regarding financial aid options, reviewing student records for Satisfactory Academic Progress (SAT), and reviewing tax information provided by students to verify the accuracy of their files. Depending on the time of year, a counselor's day may be spent reviewing one single report, seeing a new student every twenty minutes, or completing a new project every half-hour. Interaction between counselor and student may take place by correspondence (mail and e-mail), telephone, scheduled appointments, or on a walk-in basis. A good portion of the counselors' time is spent doing paperwork. Due to the varied nature of their duties, it is difficult to quantify the amount of work accomplished by this group.

Recently in an effort to distribute work more evenly, and provide the counseling staff a feeling of personal ownership, the workflow has been changed from years past. Previously, the student population was divided into two groups based on individual student identification numbers. The counselors divided into two "teams", each responsible for one half of the student population. While work was being completed, it seemed as if just a few people were doing the bulk of work. In an effort to rectify this problem, the majority of paperwork is now divided between eight regular counselors using the last two digits of the student identification number, as a guide. The loan program manager and the quality assurance coordinator have both been assigned smaller populations due to their additional responsibilities. Students can make appointments with the counselor of their choice. Counselors have a responsibility to both students and their coworkers to get the work done quickly and accurately. While we continue to make adjustments, we are very happy with the new process.

The accounting specialist is a new addition to our counseling group. She provides support to the counseling, accounting and scholarship areas of the office. In the counseling area, this position is primarily responsible for monitoring outside resources by using data from a number of sources both within and outside of the University. This position also facilitates the processing of institutional loans, and helps identify and document attendance

issues. We are in the process of streamlining the duties of this position and adding more counselor specific tasks.

During the past year there have been three major changes within the office directly benefiting the counseling area. The introduction of the U-form has streamlined the awarding process, and as a result, the amount of manual adjustments required. This Web based form was added this year as an additional piece of the application process. It collects information regarding projected attendance, graduation date, housing plans and outside resources. By collecting this specific information prior to packaging, we are considerably more accurate in the awarding process.

We also now have the benefit of an "Electronic Award Letter". Students are now able to complete his or her award letter on-line, and see the results immediately. In the past, a good number of award letters were forwarded to counselors and the accounting specialist for adjustment. With the combination of the Electronic Award Letter and the U-form, much of manual adjustments have either been eliminated of streamlined.

Also benefiting the counseling staff is the increased utilization of the Electronic Workflow System Laserfiche Software. Now, rather than walking to another section of the office to review or gather files for review, documents are routed electronically to the responsible staff members.

We are continually searching for ways to improve timing, accuracy and volume of work while still being available to meet with students and families both individually and in-group settings. It is through personal interaction that we can best determine the individual concerns that need to be addressed. The technological advances in our office are moving to that end.

SCHOLARSHIPS

The Financial Aid and Scholarships Office administers numerous types of scholarships, originating from the office itself and from colleges and departments campus-wide. Merit, leadership, and transfer scholarships are some of the categories, but scholarships sponsored by private donors and corporations are also made available to students. Among those are University of Utah endowed scholarships awarded to full-time undergraduate students, who meet the specific requirements set forth in gift agreements. Furthermore, the Financial Aid and Scholarship Office also functions as a clearinghouse for numerous scholarships originating from colleges, departments and agencies within and without the University.

The State of Utah allows institutions of higher education to waive the tuition charges for a certain percent of resident and nonresident students. Within state parameters, the president of each institution determines the number of resident waivers granted. The number of academic full waivers for nonresident students (24) is set by the state legislature. The Financial Aid Office's budget for tuition waivers during the 2003-2004 academic year, for resident and nonresident students, was $4.5 million. The budget for need-based scholarships varies annually, according to earnings on endowments. For 2003-2004, a total of close to $610K need-based awards were distributed.

Scholarship applications for 2003-2004 numbered 4,872, which included resident and nonresident applications for merit, leadership, diversity, transfer and need based scholarships. This total constitutes a drop of about 11%, from the previous year.

RESIDENT FOUR-YEAR TUITION WAIVERS

From the merit applicant pool, four hundred and thirty-nine (439) students were selected to receive four-year resident tuition waivers. These included President's (83) and Honors at Entrance (356) scholarships. The yield resulting from these offers amounted to 227 students that subsequently enrolled at the University, which number constitutes a yield rate of 51.7%. Compared to 2002-2003, 2.3% fewer students who were offered four-year tuition waivers actually enrolled at the University.

Table eight illustrates the T53 merit scholarship offers as compared to yields for four-year tuition waivers for the past three academic years.

Table 8:

	Offers	Yield	%Yield
2003-04	439	227	52%
2002-03	429	230	54%
2001-02	468	278	59%

Statistical analysis of all undergraduates enrolled for credit at the University indicates a gender distribution of 54.8% male and 45.2% female. For entering freshmen Fall 2003, this distribution was 49.7% male and 50.3% female. The four-year tuition waiver yield for the same time period shows a ratio of 116 male to 111 female, or 51% to 49%. Data for gender distribution for all freshmen who received scholarships is not comprehensive, but, from the limited data available, it may be assumed that the ratio is 53% female to 47% male recipients. Again, it appears that a larger percent of female freshmen received scholarships during the 2003-2004 academic year.

Table nine compares the gender distribution of all undergraduates (including entering freshmen) to that of entering freshmen alone, as well as freshmen who received and used a four-year tuition waiver.

Table 9:

2003-04 Gender Distribution	Male	Female
All Undergraduates at U	55%	45%
Entering Freshmen	49.7%	50.3%
Freshmen who Received 4-Year Tuition Waivers	51%	49%
All Freshmen who Received Awards	47%	53%

On-campus minority enrollment for the academic year reached 8.9%. An analysis of the ethnic background of the entering freshman class of Fall 2003 indicates 13.9% as having a minority background. In comparison, the scholarship awards distribution indicates that 26.8 % of diversity students on campus received scholarship award through our office alone, not taking into consideration diversity awards made by other agencies and departments.

The University of Utah administration, led by President Machen, in recent years has placed emphasis on increasing the diversity of our student body. Consequently, scholarships available to minorities have increased. Table ten compares on-campus

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minority representation, and the minority entering freshmen class to minority entering freshmen that received and utilized scholarship awards.
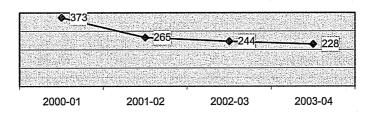
Table 10:

2003-04 On-campus Minority Enrollment	8.9%
2003-04 Minority Entering Freshmen	13.9%
2003-04 Minority Entering FR who Received Scholarships	26.8%

As noted in the 2001-2002 annual report, the achievement level of applicants has been declining since the 2000 academic year, and fewer students with an Admission Index of greater than 130 have applied for tuition waivers. This trend has continued, however slight it may be. *See table eleven.*

Table 11:

**Declining Numbers of High Index Applicants
for T53 Merit Scholarships
(Admission Index => 130)**

	2000-01	2001-02	2002-03	2003-04
	373	265	244	228

Note: The profile of a student earning an Admission Index of 130 is equal to a 4.0 GPA and a 30 ACT, or equivalent. For the academic year of 2003-04, the cut-off for four-year tuition waivers was again Admission Index 127, which translates to 4.0 GPA and 28 ACT, or equivalent.

During the 2003-2004 academic year, the University of Utah sponsored seventeen incoming National Merit Scholars (sixteen resident students; one nonresident student). Besides the University sponsored scholars, the National Merit Corporation sponsored six scholars and various national corporations provided stipends for another six entering freshmen. All of those students held University of Utah tuition waivers in addition to receiving the stipend. *See table twelve.*

Table 12:

	Institutional (U of U)	Nat. Merit Corp.	Merit and Special
2003-04	17	6	6
2002-03	20	9	0
2001-02	24	2	5
2000-01	25	3	4
1999-00	27	4	1

Note: Institutional Scholars are the only ones sponsored by the University of Utah at an annual stipend level of $500 for four years. The National Merit Corporation sponsors National Merit Scholars with a one-time stipend of $2,500, whereas corporations nationwide sponsor Merit and Special scholarships at varying stipend levels.

RESIDENT TWO-YEAR TUITION WAIVERS

(Transfer Scholarships)

The Office of Financial Aid and Scholarships received 730 applications for merit, leadership and diversity scholarships from transfer students, twenty-two of whom had earned a cumulative grade point average of 4.0, and 61 of whom had earned grade point averages between 3.8 and 3.98. Twenty-four of the applicants, who held AA or AS degrees, or transferred to the University in excess of sixty hours, obtained full tuition waivers. $1,000 awards went to 17 students transferring fewer than sixty hours. Table thirteen below demonstrates the increase of transfer applications for the 2003-2004 academic year.

Table 13:

	Number of Merit Applicants	Yield of Transfer HAE Tuition Waivers
2003-04	730	24
2002-03	650	13
2001-02	473	17
2000-01	496	16

RESIDENT ONE-YEAR TUITION WAIVERS

(Leadership Scholarships)

Of the 839 applicants for a leadership scholarship, one hundred and six received offers. Of those, seventy-seven enrolled, which corresponds to a yield rate of 73%, slightly higher than in the two preceding years as shown in table fourteen.

Table 14:

	Leadership Applications	Offers	Yield
2003-04	891	106	77 or 73%
2002-03	595	81	61 or 68%
2001-02	670	76	55 or 72%
2000-01	625	73	53 or 73%
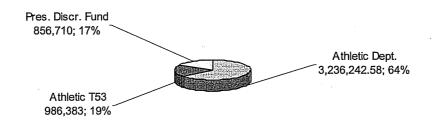
ATHLETIC TUITION WAIVERS

The Athletic Department pays for the largest portion of the cost for athletic scholarships. In addition to funds available through the department, up to one hundred and forty-six (146) resident and 108 nonresident tuition waivers are at the disposal of the Athletic Department through the T53 tuition waiver program. The source of funds for the nonresident athletic renewals is the Presidential Discretionary Fund. The Athletic Department makes its own selection of recipients, yet the Financial Aid Office works closely with the Athletic Department in posting awards, and we are responsible for their accounting.

Table fifteen demonstrates the distribution of fund sources.

Table 15:

Resident Athletic Tuition Waivers

Pres. Discr. Fund 856,710; 17%

Athletic Dept. 3,236,242.58; 64%

Athletic T53 986,383; 19%
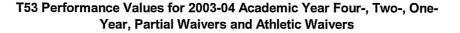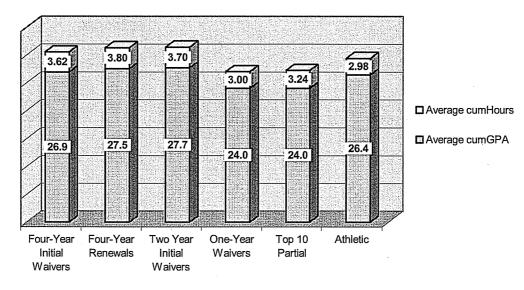
PERFORMANCE EVALUATION

The average grade earned and hours taken by four-year tuition waiver recipients varies slightly among groups of students. Campus-wide, full-time undergraduate students during 2003-2004 enrolled for an average of 27.8 hours, earning a 3.06 GPA. Statistics, in part, are higher for students attending the University on a scholarship.

Freshmen on a four-year tuition waiver attended for 26.86 hours and earned a 3.62 CGPA. Whereas continuing students on scholarship waivers attended an average of 27.5 hours and earned a 3.8 cumulative GPA, transfer students were enrolled for 27.67 hours, earning an average CGPA of 3.7. One-year (leadership) waiver recipients were enrolled for 24 hours, earning a 3.0 GPA. Freshmen who received Top Ten awards attended for an average of 24 hours, earning a CGPA of 3.24. Athletes on T53 tuition waivers enrolled for an average of 26.35 hours, earning an average cumulative GPA of 2.98. *See table sixteen*.

Table 16:

T53 Performance Values for 2003-04 Academic Year Four-, Two-, One-Year, Partial Waivers and Athletic Waivers

Note: The reported values are based on two-semester attendance. The number of students in each group is as follows: Four-year initial awards, 221; Renewals, 484; Two-year initial awards, 20; One-year awardees, 77; Top Ten Partials, 239, and Athletes, 251.

ENDOWMENT BASED SCHOLARSHIPS
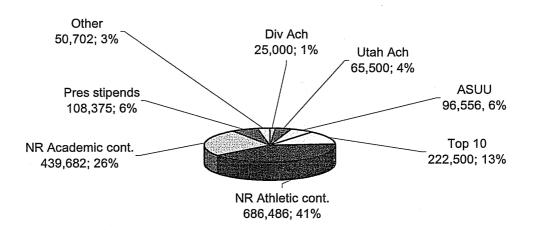
During 2004, the Financial Aid Office has received no new endowments, although sizeable donations were made to the General Scholarship Fund, which donations resulted from estates of deceased donors. The earnings generated from existing endowments

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provided need-based scholarships for 239 students, chosen from 1,330 applicants. Average awards ranged from $600 to $1,500 per student, although eighty-four diversity students received full tuition waivers. Twenty-three received additional benefits like housing, compensation for books and supplies, etc.

PRESIDENT'S DISCRETIONARY FUNDING

Several awards are paid from funds originating from the president's discretionary fund. These include the Diversity Achievement and Utah Achievement awards, as well as scholarships for ASUU. In addition, the Top Ten partial tuition waivers, the nonresident continuing academic and athletic scholarships, the President's Scholarship stipends, as well as some minor awards are paid from that fund also. *See table seventeen.*

Table 17:

President's Discretionary Funding

Other
50,702; 3%

Div Ach
25,000; 1%

Utah Ach
65,500; 4%

Pres stipends
108,375; 6%

ASUU
96,556, 6%

NR Academic cont.
439,682; 26%

Top 10
222,500; 13%

NR Athletic cont.
686,486; 41%
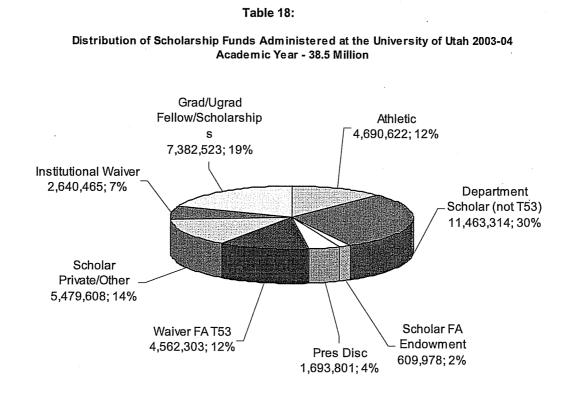
PRIVATE AGENCY AWARDS

Private Agency awards are those, which students bring with them to the institution they have chosen to attend. A review of awards sponsored by those agencies for students attending the University of Utah indicates a welcome growth over the past year. Their contribution to University of Utah students during 2003-2004 was $5,479,608, an increase of about $2.2 million. Almost $900K alone came from scholarships funded by the Utah Higher Education Assistance Authority.

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DISTRIBUTION OF SCHOLARSHIP FUNDS

The following chart exhibits the distribution of all scholarship funds distributed to students through the Financial Aid Office during 2003-2004. Total scholarship funds distributed during 2003-2004 amounted to $38.5 million. The $18.4 million increase is mostly attributable to the inclusion in the report of scholarships not previously reported. *See table eighteen.*

Table 18:

**Distribution of Scholarship Funds Administered at the University of Utah 2003-04
Academic Year - 38.5 Million**

Grad/Ugrad Fellow/Scholarships
7,382,523; 19%

Athletic
4,690,622; 12%

Institutional Waiver
2,640,465; 7%

Department Scholar (not T53)
11,463,314; 30%

Scholar Private/Other
5,479,608; 14%

Waiver FA T53
4,562,303; 12%

Pres Disc
1,693,801; 4%

Scholar FA Endowment
609,978; 2%

NEW INITIATIVES

The academic year 2003-2004 marked the third year for the Top Ten Scholarship program. This scholarship amounts to an automatic award of $1,000, offered to the top ten percent of Utah graduating seniors, if they enrolled at the University of Utah, and as long as they did not already receive a tuition waiver. Two hundred and twenty-three students took advantage of this offer.

Furthermore, during the 2003 legislative session, the Utah State Legislature approved House Bill 109, which proposed that two and a half percent of the T53 waivers be set-aside for members of the Utah National Guard. As a result, just short of $50K were utilized for that program. In addition, the Utah State Legislature approved House Bill 75,

which grants tuition relief to nonresident students. The cost for this program in 2003-2004 was $123K.

OUTREACH

As in previous years, outreach efforts included presentations at area high schools, the Salt Lake Community College, and at locations on our own campus, where students, parents, and high school counselors became acquainted with scholarship opportunities available at the University of Utah. These sessions, which occurred mostly in the evenings, took place upon request of counselors at high schools, who felt a need for direct interaction with the University. An average of thirty to a hundred people attended each of these presentations.

ACCOUNTING

Accounting is responsible for a wide range of activities. Pell Grants and Federal Work Study are the main programs tracked by the accounting employees. In addition, accounting is responsible for the monitoring of fund budgets and the filing of reports on various federal and state award funds.

The total amount of 2003-2004 Pell Grants offered to students was approximately $19,745,900. The total amount actually disbursed, based on student eligibility, was $14,595,600 to 6,128 students. (See table nineteen for a history of Pell Grant disbursements.) Accounting uses a Department of Education (DOE) software package, EDE, to submit and receive Pell Grant data to and from the DOE. This electronic communication is necessary in order to receive confirmation of individual student eligibility, to obtain authorization for disbursements, as well as to request funding for the program. In 2003-2004, approximately 6,200 Pell Grant offers were entered into EDE. This information is entered on a student-by-student basis, with several pieces of data specific to the student, along with factors used to calculate the Pell Grant amount. In addition, about 13,700 individual disbursements were entered into EDE and reconciled against DOE, University, and financial aid records.

TABLE 19:

History of Pell Grant Disbursements

Award Year	Dollar Amount	Number of Students	Average Award
1999-2000	$7,527,847	4,300	$1,751
2000-2001	$8,327,073	4,407	$1,890
2001-2002	$10,802,149	5,085	$2,124
2002-2003	$13,494,709	5,807	$2,324
2003-2004	$14,595,621	6,128	$2,382

The Federal Work Study (FWS) program employs students, mainly in on-campus jobs, as part of their financial aid package. During the 2003-2004 award year, FWS provided jobs to 454 students with total wages in the amount of $1,606,119. (See table twenty for a history of federal and state work study wages.) Accounting tracked and monitored the wages and benefits for each of these students. Hundreds of payroll re-allocations and journal entries were prepared throughout the year, to ensure that wages/benefits were charged to the proper funding source. Student eligibility, number of hours worked, pay rates, and total earnings are monitored to ensure compliance with

federal regulations. Administration of the FWS program requires much collaboration and communication with several campus agencies as well as employing departments. Payroll, Human Resources, Student Employment, The Bennion Center, Administrative Computing Services (ACS), and Research Accounting are some of the many campus agencies with whom we collaborate.

TABLE 20:

History of Federal and State Work Study Wages

Award Year	Dollar Amount	Number of Students	Average Award
1999-2000	$1,532,644	477	$3,213
2000-2001	$1,091,821	354	$3,084
2001-2002	$1,252,252	391	$3,203
2002-2003	$1,755,490	534	$3,287
2003-2004	$1,606,199	454	$3,538

Throughout the year, accounting monitors the federal and state award offers and expenditures to ensure that fund budgets are appropriately accounted for and expended according to federal regulation. In addition, federal and state agencies require annual reports on the programs that are being funded by them. Accounting is responsible for the preparation of these reports and the gathering and reconciliation of the information contained therein. The largest of these reports are the annual Fiscal Operations Report and Application to Participate (FISAP) and the Annual Operating Report (AOR).

The FISAP is filed with the Department of Education. It serves as both a report on the use of the prior year campus-based aid funding, and an application to participate in those programs for the subsequent year. This report contains detailed information on the use of funding for the Perkins Loan, Federal Work Study, and Federal Supplemental Educational Opportunity Grant Programs. In 2003-2004, awards made from these programs totaled $11,384,158. The AOR is filed with the Department of Health and Human Services. This report is similar to the FISAP but contains information on the Title VII programs administered by Health and Human Services. The 2003-2004 awards from these funds totaled $70,610. Reports and participation agreements are also required for the various state and other grant programs. The total 2003-2004 awards paid by the grant programs was $1,480,653. Future funding and continued participation in all of the federal and state programs is dependent upon the timely and accurate filing of these required reports.

SYSTEMS

During 2003-2004 academic year, systems has seen significant accomplishments in designing, testing, and implementing enhancements that are now reducing the amount of time and effort that students must use in order to monitor and complete their financial aid processing. Two major enhancements that were worked on and tested for most of the 2003-2004 academic year were implemented the beginning of the 2004-2005 academic year. These enhancements included on-line award acceptance, and the on-line U-form used to gather additional information in order to process student awards more accurately. A more detailed explanation of these enhancements will follow.

The main software package used for processing aid is the PeopleSoft 8.0 financial aid module. Four individuals in the Financial Aid Office, a data-analyst from Administrative Computing Services (ACS), and a systems analyst from ACS, along with other individuals assigned to specific projects by ACS have worked to improve the ability of students to monitor and complete their financial aid files, and for the Financial Aid Office to process student files more efficiently. The four individuals employed by the Financial Aid Office are skilled professionals in computer systems, data-analysis, and PeopleSoft. Skills of the group as a whole are demonstrated by our active participation in the PeopleSoft Higher Education User Group (HEUG) financial aid list-serve, presentations done at the annual HEUG Conference, and as one of seven schools nationwide to have a representative on the Financial Aid HEUG PeopleSoft Advisory Group.

In addition to PeopleSoft, five other software packages are required to interface with PeopleSoft for gathering data over the Web, transmitting, and receiving data to federal or state processing destinations, assessing student aid eligibility, and processing aid. These also are upgraded, tested, and operated by the systems area in the Financial Aid Office.

A summary of significant achievements and projects worked on for the 2003-2004 academic year in the systems area include.

- On-line Award Acceptance, which allows students to accept awards electronically.

- On-line form to gather institutional enrollment data and other financial aid data required for establishing awards for correct terms and amounts.

- Course-drop for undergraduates who still owe tuition.

- Disbursement of more aid in first disbursement of the year than during any prior year.

- Award year setup and PeopleSoft regulatory and patch testing.

- Identification and submission of cases for several PeopleSoft "bugs".

- Request and testing of new modifications to PeopleSoft, and enhancing prior modifications.

- Continued Data Monitoring and Reporting Functions.

- Enhancing our electronic communications with students.

ON-LINE AWARD ACCEPTANCE

On-line award acceptance was the major project for 2003-2004, as previously mentioned. This program was initially designed by our office, programmed by Administrative Computing Services (ACS), and tested and implemented by our office. The program authenticates student identity, documents student authorizations to accept awards electronically, and then allows them to proceed and accept awards over the Web. This replaces a previous process, rolled out just a couple of years before, which allowed students to print their own award letters off the Web in a Portable Document Format (PDF), which they could then complete, sign and submit. The previous process replaced one where students had to wait for our office to mail a printed award letter, which they then had to return to the Financial Aid Office. This last process caused delays if students had not updated their address, lost the mail, and included a longer turn-around time because of the mailing process. The PDF process eliminated the mailing time delays. Furthermore, both of the previous processes resulted in a paper certification that was received back by the Financial Aid Office, and which had to be manually input.

The design and testing of the on-line award acceptance program was completed, during 2003-2004, and the program was implemented for the 2004-2005 award year (which started in January 2004). To enhance turn-around time, we also expanded the frequency with which we e-mail students. We now e-mail students right after new awards have been posted and reviewed, and with this new on-line award acceptance program, awards begin to be accepted within minutes of the e-mail be sent.

ON-LINE INSTITUTIONAL FINANCIAL AID APPLICATION

As part of the implementation of the on-line award acceptance program, and in order to increase the accuracy of posting student awards, our office also designed an additional

Web program, which was written by ACS, and which we also tested and implemented. This program gathers data required for accurately posting awards based on a student's intended enrollment periods and loads, along with other financial aid data that is not gathered on the Free Application for Federal Student Aid (FAFSA). This program was also worked on through the 2003-2004 academic year, and was implemented beginning with the 2004-2005 award year (starting in January 2004).

COURSE DROP FOR TUITION NON-PAYMENT

Another significant program, not originating in the Financial Aid Office, but impacting the Financial Aid Office, was the program written to drop courses for undergraduate students who still owed tuition. The University agreed to exempt students who met particular financial aid applicant criteria. The program was implemented for the Fall 2003 term, and was modified and rerun for the Spring and Summer 2004 terms. Thorough testing was required to make sure that no instances would occur where courses would be incorrectly held for students, or incorrectly dropped for students. E-mails were also sent to financial aid applicants that would be exempted from the drop, in order to explain the exemption. The program functioned as anticipated and as indicated by testing.

DISBURSEMENT

In concert with the course drop for non-payment of tuition, for the 2003-2004 award year, we disbursed more financial aid than we had disbursed any previous year, and disbursed record amounts at the beginning of each term. Emphasis was placed on getting financial aid files completed prior to the terms. To accomplish this task, prior to Fall 2004, we sent e-mails at several strategic times urging students to complete particular requirements that were necessary in order to process their aid prior to the term (and especially prior to the tuition deadline). Student response to these communications, and work by financial aid employees contributed to a larger percentage of files being completed prior to the term, and record amounts of aid disbursing at the beginning of the term (but the record has already again been superceded).

PEOPLESOFT AID YEAR SETUP AND REGULATION RELEASE TESTING

There are four major regulatory releases for the financial aid module each award year. These regulatory releases enable and modify the financial aid module for importing and processing federal aid application data for the next academic year. To accommodate

annual changes made by the Department of Education, which require testing, PeopleSoft and schools adjust programs and setup. Testing in PeopleSoft takes place in multiple databases, and includes the use of the batch cycle in order to assure that system functionality is maintained or enhanced. The number of such changes made to PeopleSoft each year may be compared to the number of changes Human Resources faces each year due to changes in tax laws. The accuracy of the testing results is crucial, as our office is ultimately responsible for assuring the accuracy of financial aid processing.

Part of the work that goes into preparing PeopleSoft to process aid for the subsequent award year involves reviewing and carrying forward large portions of annual aid setup. Prior to each new award year, much of the system setup has to be reinitialized. This includes carrying forward or re-creating some prior award year setup, adapting the setup to the changes for the new award year, and new setup.

MODIFICATIONS TO PEOPLESOFT

The Financial Aid Office has made a number of modifications and enhancements to the PeopleSoft program in the past year. Three of the major modifications were described above (on-line award acceptance, on-line financial aid data form, and course drop for non-payment of tuition). In addition to these, which had a large impact on student processing, we have made a number of other improvements in order to save manual processing time in the office.

One example is loan eligibility review. Previously, employees had to check the National Student Loan Data System (NSLDS) for every student who took out a Federal Stafford Loan, to make sure the student still had eligibility. The systems area designed and, based on that design, ACS programmed a modification that would complete the review for most students. Only students meeting a select set of criteria, indicating that a manual review would be suggested, are now forwarded to office staff for review. This has reduced the manual review of the 9,824 students receiving loans last year to about 15.03% of that population.

During the year we also accomplished a number of other tasks, not all of which will be enumerated here. For example, our area changed all of the checklists containing Web-links for two years, so that students would be taken from the message (in their student view) directly to the Web site or PDF document that needed to be completed. We also adjusted an awarding selection program to monitor federal database matches, and to hold awarding until those database matches were cleared. We also wrote a number of loan edits that

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reduce the time and amount of financial aid counselor review, that reduce the use of negative service indicators, and that improve the accuracy of loan processing. We have also improved the Unsatisfactory Academic Progress monitoring programs.

Electronic (on-line) Web processes that a student is now able to use for financial aid include.

- Department of Education filing of Free Application for Federal Student Aid.
- Scholarship Applications (Department of Education).
- Review of Financial Aid processing through Secured Student Access (UofU Developed).

- Loan Orientation (Mapping-your-future/UofU).
- Stafford and PLUS Loan Promissory Notes (UHEAA).
- On-line Award Acceptance (UofU Developed).
- On-line Institutional Financial Aid Data Form (UofU Developed).
- Many of the forms that must be completed by students also exist on the Web in PDF forms.

DATA REPORTING AND ENSURING THE INTEGRITY OF FINANCIAL AID DATA

One item to note is that our office is responsible for producing all of the student eligibility and accounting reports, and we also report to various internal and external organizations on financial aid data (as described below). Despite all of the required reporting, we only have requested two reports to be written by ACS, according the ACS report log, and one of these involved multiple offices. The rest have been developed in our office, and are run by our office. Our office has a total of 1047 public queries that have been written in order to review student eligibility, to test modifications and updates, to monitor data integrity, and to provide data for reporting. If an error is identified (whether system or manual), we test for the extent of the issue, and whether it is a manual error or a system error. If a software bug is identified as the source of the error, the systems area initiates contact with University of Utah Administrative Computing Services (ACS) for additional verification and resolution.

As mentioned, reporting is one of our major annual efforts. Offices requiring data from financial aid include the University of Utah Budget and Analysis Office, the United States Department of Education, Utah Higher Education Assistance Authority (UHEAA) and the State Board of Regents, University of Utah Medical School, University of Utah Law School, University of Utah Business School, other University of Utah departments, and

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various scholarship agencies. Data reported to the U.S. Department of Education, state agencies, and scholarship organizations provides those organizations with the data needed to monitor compliance with financial aid regulations established for the various types of aid disbursed. Besides compliance monitoring, much of the reported data is submitted to university ranking organizations such as: US News and World Reports, Peterson's, and Barron's. Financial aid data is used in the ranking of schools, and is published to assist students and the families of potential students in choosing an institution of higher education.

One specialized source of reporting to the Department of Education relates to the University of Utah's role as a selected school for the U.S. Department of Education Experimental Site program, and the U.S. Department of Education Quality Assurance program. Each of these programs requires additional reporting. These programs benefit both the student and the Financial Aid Office. For example, due to our participation in the Quality Assurance (QA) program, we are able to adjust our verification criteria from that of the Department of Education's criteria, based on statistical analysis of student errors. This program allows us to identify students who are statistically more likely to have misreported financial aid eligibility data, and to continue with more rapid processing for students whose data does not indicate discrepancies.

A systems batch cycle is continually refined, which prioritizes and organizes the processing and reporting functions carried out by the systems area. The batch cycle and calendar provide a detailed procedure in order to make financial aid testing and processing more predictable. The batch cycle systematizes the order of financial aid processes that are to be run in the PeopleSoft, EDE, ED Connect, UHEAA, and Rational Robot software. These processes are ordered as daily, weekly, monthly, semester, and annual functions. The batch cycle includes processes built into PeopleSoft, as well as enhancement programs (with an average of 38 batch processing run controls per day). It also includes most of the queries that are needed on a predictable basis (with an average of 53 queries run per day). The benefit of the batch cycle consists in scheduling and ordering processes, so that our office and other offices will know when certain functions will be completed, and when reports will be delivered for review. The batch cycle also allows staff to notify students accurately of the next time a particular type of process will run, such as disbursement authorization. Finally, the batch cycle provides a testing process for upgrades, patches, and regulation releases.

E-MAIL NOTIFICATION OF STUDENTS

One area we are continually improving is our communications with students. Part of this communication is to send an e-mail (in addition to mailed notifications) to students who have a valid e-mail address. In the past, we began by notifying students at critical times of the year, of items that needed to be completed or submitted in order to establish or re-establish financial aid eligibility. During the 2003-2004 academic year, we sent over 8,000 e-mail notifications. We have now expanded to send e-mails any time we send a mailed notification regarding any changes to a student's file or eligibility. This has greatly expanded the number of e-mail notifications that are sent in a year. The use of e-mail allows many students to receive and completed the requested documentation prior to the mailed notification even reaching their homes. This has introduced additional efficiencies. Students not selected for verification are now often able to file an application for aid with the federal government, have aid awarded, and receive a disbursement in about seven days, where it used to take two-to-three weeks. Students selected for verification take somewhat longer, as the student must gather and submit certain documentation for review by the financial aid office. Initial monitoring of the on-line award acceptance process for the coming year, in connection with an e-mail, showed that the level of on-line award acceptances increased greatly for a fifty-hour time frame following the sending of the e-mail. Many of the students had thus completed the process before they would have received the mailed notification to complete the same process.
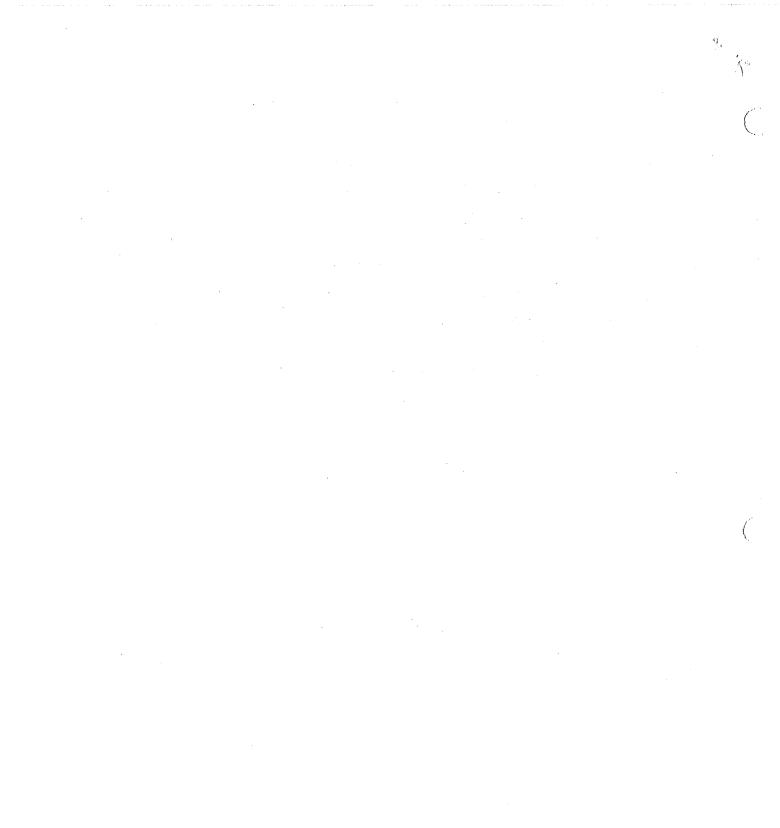
Mail and e-mail, though, are not the only ways for students to monitor their status. As mentioned in a previous section, students can also monitor their financial aid eligibility by checking their secured student access or by receiving a mailed notification. For the 2003 – 2004 academic year, the Financial Aid Office initiated e-mail as a means of contacting students during the early processing time of the year, and consequently sent e-mail messages regarding specific items that needed to be completed for students' financial aid files. During the 2003-2004 academic year, our office sent 8,199 such e-mail notifications to students. These e-mail notifications provided an additional contact with students who had provided an e-mail address either on their FAFSA (Free Application for Federal Student Aid) or to the University. Each e-mail notification was personalized to the student, identified what needed to be completed on the student's financial aid file, and included a link to either the student's secured student access or to the form that needed to be completed.

LASERFICHE UPGRADE

Our final project that took place during the summer of 2004 was the LaserFiche upgrade. LaserFiche is the imaging system our office uses to image and electronically archive documents. The Financial Aid Office examined and evaluated many options before replacing and/or upgrading our current imaging software. After a careful cost analysis and a review of several electronic document workflow systems, a decision was made to upgrade to the latest version of Lasefiche software. The electronic document workflow process has been initiated, and only one bug has been reported and resolved. The benefits of the upgrade are already apparent.

SUMMARY

During the 2003-2004 academic year, each of the five departments within the Financial Aid Office was highly productive and successful. We implemented the goals we had set the previous year to develop and implement the on-line award acceptance, and utilize electronic workflow. From the comments made by many students and employees, we know these enhancements have been well received. We processed more aid for more students (with the same number of employees), thus contributing to the University wide goals of access, recruitment, and retention. The 2004-2005 academic year will provide new and exciting opportunities for our office. We look forward to the continued development of our Web products and improved communication with our students.

STUDENT FINANCIAL AID

This tab contains information on student financial aid programs in the USHE. Similar programs are grouped together in different sections of the report. The sections are:

    I.   State Student Financial Access Programs
   II.   Federal Campus-based Student Financial Aid
  III.   Program–based Student Financial Aid
  IV.   Federal Family Education Loan Program
   V.   Utah State Board of Regents Loan Purchase Program
  VI.   Statutory Tuition Waivers
 VII.   Tuition Set Asides for Need-based Financial Aid

I. STATE STUDENT FINANCIAL ACCESS PROGRAMS

INTRODUCTION

The following tables provide statistical information for two state-funded student financial aid programs administered by the Utah Higher Education Assistance Authority: The Utah Educational Savings Plan Trust (UESP) and the Utah Centennial Opportunity Program for Education (UCOPE) are described in further detail below.

Program	Description
Utah Educational Savings Plan Trust (UESP)	UESP was established by the 1996 Utah State Legislature to provide individuals with an opportunity to save for future educational expenses of their children, grandchildren or other young persons. Funds saved through UESP are invested, with the assistance of the State Treasurer, in nine investment options utilizing stocks, bonds, short term money market funds, or age-adjusting blends. At the time the beneficiary of the account is ready to attend a higher education institution, principal and interest saved on the beneficiary's behalf will be accessible to cover qualified higher education expenses. Beneficiaries may attend any accredited college or university nationwide. Beneficiaries can be changed without penalty.
Utah Centennial Opportunity Program for Education (UCOPE)	UCOPE is a state supplement to increasingly strained grant and work-study assistance from Federal Government student financial aid programs. Program funds may be used for either grants or work-study awards to Utah resident students with demonstrated financial need, using the Federal needs analysis methodology. UCOPE funds are allotted to participating eligible institutions based on their population of resident students with high financial need as evidenced by the award of Federal Pell Grants.

Utah Centennial Opportunity Program for Education (UCOPE)
Fiscal Year Ending June 30, 2005

Institution	Grant Award		Utah Caesar Chavez		Work Study Award		Total # of Awards	ADM Expense	Total Expended
	# of Awards	$ Amount	# of Awards	$ Amount	# of Awards	$ Amount			
UU	573	$308,592	0	$0	0	$0	573	$10,638	$319,230
USU	379	254,156	0	0	67	188,484	446	13,690	456,330
WSU	214	283,972	0	0	0	0	214	8849	292,821
SUU	19	7,302	0	0	95	140,148	114	4,560	152,010
SNOW	246	77,510	0	0	0	0	246	0	77,510
DSC	80	45,161	0	0	25	72,611	105	3,656	121,428
CEU	102	49,070	0	0	17	20,790	119	2,290	72,150
UVSC	44	23,700	0	0	111	391,504	155	13,660	428,864
SLCC	446	312,579	35	21,431	0	0	481	1,300	335,310
UCAT	130	37,797	0	0	0	0	130	506	38,303
BYU	0	0	0	0	145	240,374	145	0	240,374
LDSBC	21	12,430	0	0	0	0	21	0	12,430
WC	58	$38,070	0	$0	0	$0	58	$0	$38,070
TOTALS	2,312	$1,450,339	35	$21,431	460	$1,053,911	2,807	$59,149	$2,584,830

Notes:
Totals for UCAT is a compilation of the UCAT ATC's participating in UCOPE Program for FY 2004.05
The 2004 legislature authorized participating UCOPE institutions to use up to 10% of the UCOPE funds for Cesar Chavez Scholarships.
LDS Business College (LDSBC); Westminster College (WC)
UCOPE data compiled from participating institutions Annual UCOPE Reports.
Administrative Expenses added into the Total Expended

2

School of Medicine Cash Reserves Policy

Good business practice dictates that each School of Medicine clinical department maintain sufficient cash reserves to: 1) support normal day-to-day business operations, 2) allow time to adjust for unanticipated losses of revenue streams or increases in operating expenses, 3) fund faculty recruitment and startup costs, and 4) provide for growth in clinical and research endeavors. Adherence to this policy will lessen the probability that financially strong departments will need to provide financial support for other departments.

The following requirements shall apply for establishing and maintaining cash reserves.

Clinical Departments
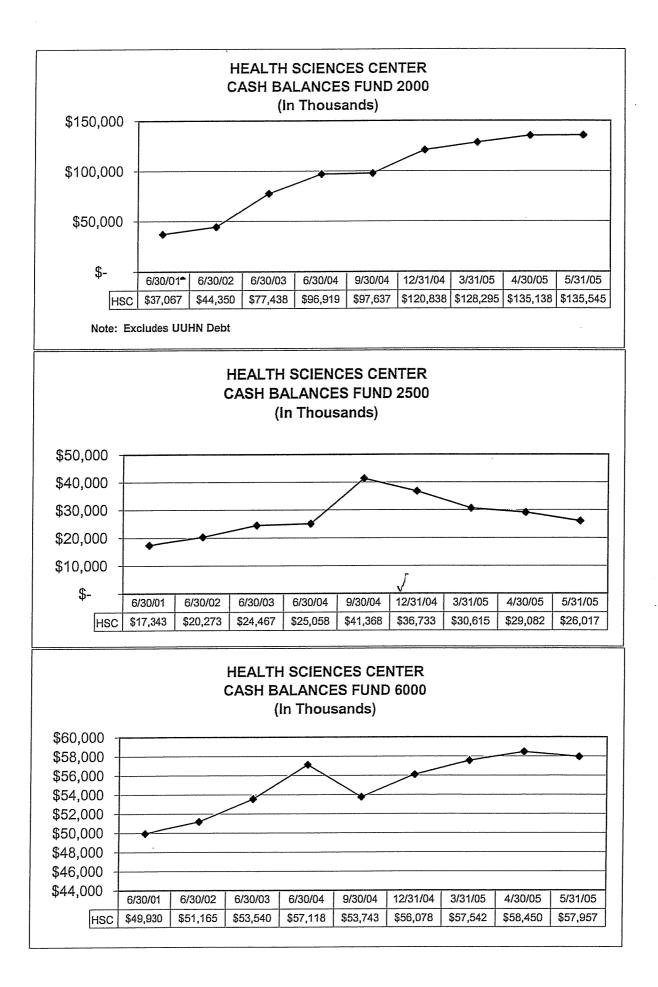
- Each clinical department within the School of Medicine will be required to have cash reserves of 30 to 90 days of budgeted operating expenses. The ideal target is 90+ days.

- Departments with cash reserves greater than 90 days of budgeted operating expenses will be considered to have strong reserves. Departments with reserves of 60 to 90 days will be considered to have adequate reserves, but are encouraged to build reserves in excess of 90 days. Departments with reserves between 30 and 60 days are considered to have weak reserves and should develop a strategy to build reserves of 90+ days. Reserves less than 30 days are considered inadequate and the department must develop a plan for increasing reserves within the 30 to 90+ day guidelines.

- Budgeted operating expenses, for purposes of cash reserves, are defined as the "Total Operating Expenses" line on the standard School of Medicine budget worksheet, less the "Grants and Contracts" expenses subtotal. Capital expense items and one-time recruiting costs are not included in calculating the dollar amount of required reserves as they are not considered ongoing operating expenses in most cases.

- Cash balances for all 2000 fund chartfields are included in the base for calculating cash reserves. In addition, a department may add other unrestricted "activities" (accounts) from fund 6000, etc.

- Each department will be required to submit the following with its budget each year:
  1. Current cash reserves balance.
  2. Cash reserves balance required for new fiscal year (based on new budget).
  3. Plan for accumulating sufficient reserves if under 30 days. If over 30 days reserves but under 90 days, a plan for achieving the 90+ days target.
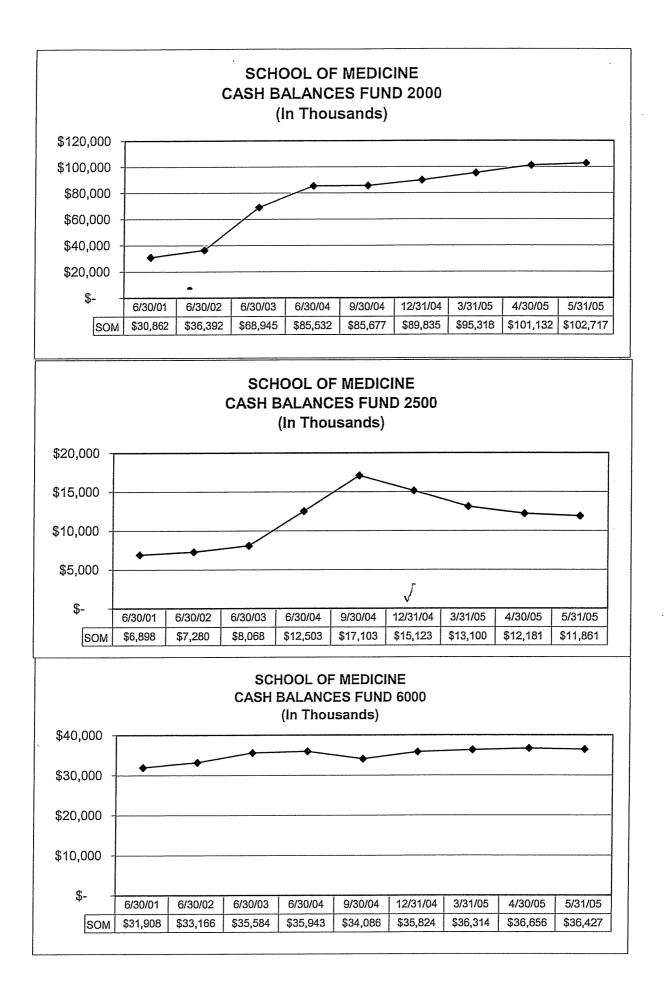
Basic Sciences Departments
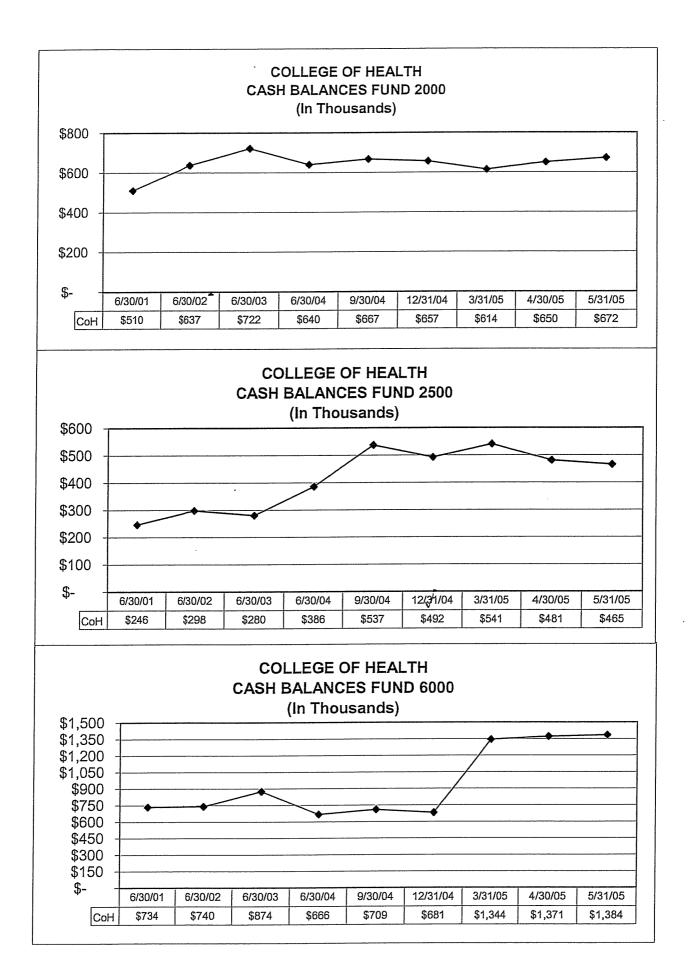
Good business practice also dictates that each School of Medicine basic sciences department maintain sufficient cash reserves to support normal day-to-day business operations and allow time to adjust for changes due to loss of grant support, etc.
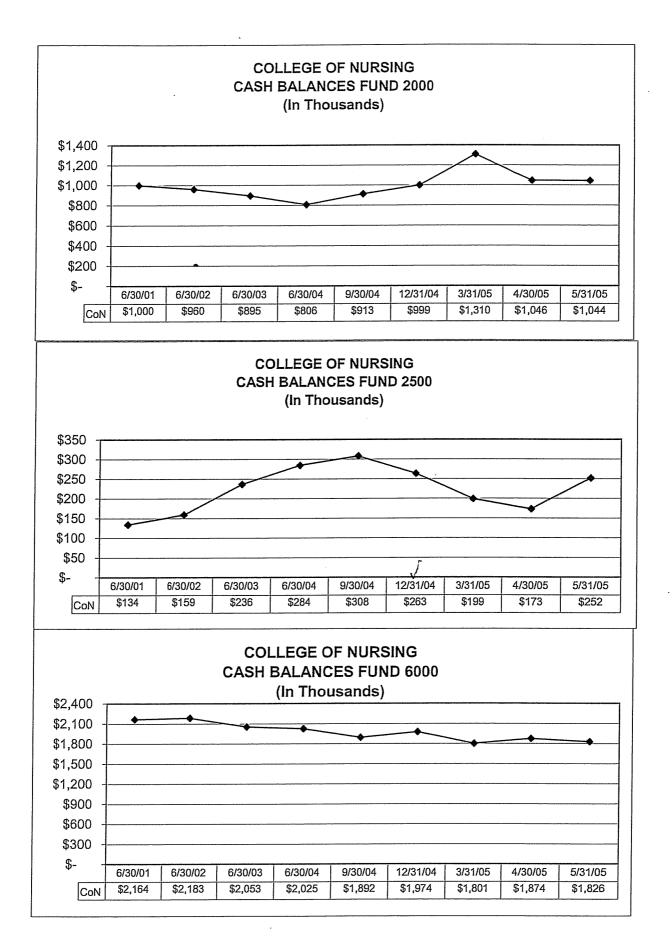
- Basic Sciences departments will be required to maintain a minimum cash reserve equal to ten percent of faculty salaries on grants and contracts.
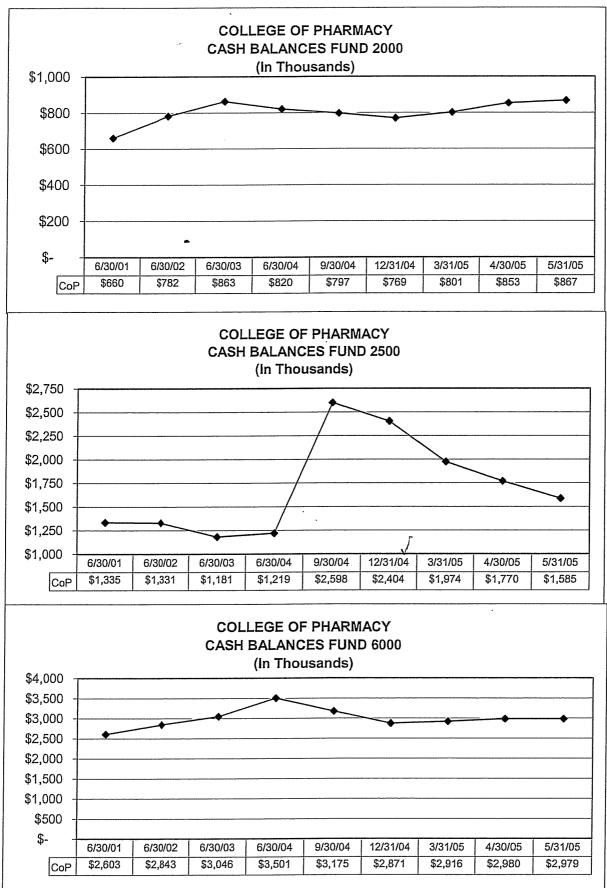
Departments will be required to discuss the status of their cash reserves each year during their budget presentation with MBMAC.

HEALTH SCIENCES CENTER
CASH BALANCES FUND 2000
(In Thousands)

	6/30/01*	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
HSC	$37,067	$44,350	$77,438	$96,919	$97,637	$120,838	$128,295	$135,138	$135,545

Note: Excludes UUHN Debt

HEALTH SCIENCES CENTER
CASH BALANCES FUND 2500
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
HSC	$17,343	$20,273	$24,467	$25,058	$41,368	$36,733	$30,615	$29,082	$26,017

HEALTH SCIENCES CENTER
CASH BALANCES FUND 6000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
HSC	$49,930	$51,165	$53,540	$57,118	$53,743	$56,078	$57,542	$58,450	$57,957

SCHOOL OF MEDICINE
CASH BALANCES FUND 2000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
SOM	$30,862	$36,392	$68,945	$85,532	$85,677	$89,835	$95,318	$101,132	$102,717

SCHOOL OF MEDICINE
CASH BALANCES FUND 2500
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
SOM	$6,898	$7,280	$8,068	$12,503	$17,103	$15,123	$13,100	$12,181	$11,861

SCHOOL OF MEDICINE
CASH BALANCES FUND 6000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
SOM	$31,908	$33,166	$35,584	$35,943	$34,086	$35,824	$36,314	$36,656	$36,427

COLLEGE OF HEALTH
CASH BALANCES FUND 2000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
CoH	$510	$637	$722	$640	$667	$657	$614	$650	$672

COLLEGE OF HEALTH
CASH BALANCES FUND 2500
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
CoH	$246	$298	$280	$386	$537	$492	$541	$481	$465

COLLEGE OF HEALTH
CASH BALANCES FUND 6000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
CoH	$734	$740	$874	$666	$709	$681	$1,344	$1,371	$1,384

COLLEGE OF NURSING
CASH BALANCES FUND 2000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
CoN	$1,000	$960	$895	$806	$913	$999	$1,310	$1,046	$1,044

COLLEGE OF NURSING
CASH BALANCES FUND 2500
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
CoN	$134	$159	$236	$284	$308	$263	$199	$173	$252

COLLEGE OF NURSING
CASH BALANCES FUND 6000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
CoN	$2,164	$2,183	$2,053	$2,025	$1,892	$1,974	$1,801	$1,874	$1,826

COLLEGE OF PHARMACY
CASH BALANCES FUND 2000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
CoP	$660	$782	$863	$820	$797	$769	$801	$853	$867

COLLEGE OF PHARMACY
CASH BALANCES FUND 2500
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
CoP	$1,335	$1,331	$1,181	$1,219	$2,598	$2,404	$1,974	$1,770	$1,585

COLLEGE OF PHARMACY
CASH BALANCES FUND 6000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
CoP	$2,603	$2,843	$3,046	$3,501	$3,175	$2,871	$2,916	$2,980	$2,979

ECCLES LIBRARY
CASH BALANCES FUND 2000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
Library	$433	$365	$479	$539	$646	$652	$604	$591	$578

ECCLES LIBRARY
CASH BALANCES FUND 2500
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
Library	$2	$3	$24	$2	$124	$110	$102	$96	$102

ECCLES LIBRARY
CASH BALANCES FUND 6000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
Library	$904	$1,062	$1,096	$1,032	$1,152	$1,149	$1,051	$1,304	$1,268

HUNTSMAN CANCER INSTITUTE
CASH BALANCES FUND 2000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
HCI	$193	$416	$153	$661	$744	$19,531	$20,725	$20,858	$20,714

HUNTSMAN CANCER INSTITUTE
CASH BALANCES FUND 2500
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
HCI	$2,089	$2,529	$1,260	$1,173	$1,243	$1,144	$875	$1,040	$870

HUNTSMAN CANCER INSTITUTE
CASH BALANCES FUND 6000
(In Thousands)

	6/30/01	6/30/02	6/30/03	6/30/04	9/30/04	12/31/04	3/31/05	4/30/05	5/31/05
HCI	$6,628	$6,334	$7,225	$9,030	$7,748	$8,315	$9,112	$9,247	$9,156

ASSETS	Current Month	Prior Month	Increase (Decrease)
CURRENT ASSETS:			
Cash And Cash Equivalents	$ 41,954,649	$ 43,516,305	$ (1,561,656)
Investments Whose Use Is Limited	5,653,412	5,364,842	288,570
Bond Funds	44,244	38,387	5,857
Patient Accounts Receivable	106,522,995	105,334,702	1,188,293
Less: Allowance For Uncollectible	(14,493,934)	(13,798,505)	(695,429)
Net Patient Receivables	92,029,061	91,536,197	492,864
Patient Notes Receivable - Current	607,366	624,263	(16,897)
Other Receivables	20,000,277	19,769,368	230,909
Due From Medicare/Medicaid	160,450	160,450	-
Due From Other University Funds	-	-	-
Inventories	14,949,014	15,275,327	(326,313)
Accrued Interest Receivable	-	-	-
Prepaid Expenses	1,811,081	1,865,689	(54,608)
Bond Deferred Debt - Current	90,525	90,119	406
Total Current Assets	177,300,078	178,240,946	(940,868)
HOSPITAL PROPERTY:			
Building	223,562,434	223,469,893	92,541
Building Improvements	2,204,161	2,197,086	7,075
Land Improvements	529,339	529,339	-
Major Movable Equipment	156,036,412	152,085,774	3,950,637
Leasehold Improvements	359,468	359,468	0
Total Cost	382,691,814	378,641,560	4,050,254
Less: Accumulated Depreciation	(185,440,653)	(183,553,660)	(1,886,992)
Net Book Value	197,251,161	195,087,900	2,163,261
Construction In Progress	9,610,362	8,850,165	760,197
Total Hospital Property - Net	206,861,523	203,938,065	2,923,458
LONG-TERM INVESTMENTS WHOSE USE IS LIMITED:			
Note Reserve - Bond	4,817,394	4,817,394	-
Total Long-Term Limited Use Investments	4,817,394	4,817,394	-
OTHER ASSETS:			
Patient Notes Receivable - Long-Term	890,115	905,100	(14,985)
Other Investments - Long-Term	777,619	645,892	-
Bond Deferred Debt - Long-Term	505,549	513,150	(7,601)
Total Other Assets	2,173,283	2,064,142	109,141
TOTAL	$ 391,152,278	$ 389,060,547	2,091,731

LIABILITIES AND FUND BALANCE	Current Month	Prior Month	Increase (Decrease)
CURRENT LIABILITIES:			
Accounts Payable	$ 22,200,922	17,323,928	$ 4,876,994
Accrued Payroll	13,906,621	14,491,482	(584,861)
Accrued Vacation	12,034,202	11,954,203	80,000
Due To Medicare/Medicaid	8,747,344	9,874,890	(1,127,547)
Due To Other University Funds	-	-	-
Current Installments On Long-Term Notes Payable	11,320,957	11,391,093	(70,136)
Accrued Interest	1,030,707	773,030	257,677
Estimated Risk Mgt Liability	7,685,207	7,485,207	200,000
Deferred Revenue	4,627,683	8,507,089	(3,879,405)
Total Current Liabilities	81,553,642	81,800,921	(247,279)
LONG-TERM LIABILITIES:			
Bond	56,146,621	56,161,360	(14,739)
Other	27,331,079	27,942,214	(611,135)
Total Long-Term Liabilities	83,477,700	84,103,574	(625,874)
OTHER LIABILITES:			
Estimated Risk Mgt Liability	7,639,643	7,639,643	-
Outside Provider Claims IBNR	28,379	29,711	(1,332)
Total Other Liabilities	7,668,022	7,669,354	(1,332)
FUND BALANCE:			
General Fund	218,452,915	215,486,699	2,966,216
Total Fund Balance	218,452,915	215,486,699	2,966,216
TOTAL	$ 391,152,279	$ 389,060,548	$ 2,091,732

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UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
ALL AUXILIARIES COMBINED (000's)

	Years Ended June 30	
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 37,035	$ 37,068
b. Rental Income	19,167	17,692
c. Student Fees	1,228	1,118
d. Other/Meal Plan	7,053	8,514
e. Total Revenue	64,483	64,392
2. Salaries	(15,466)	(14,715)
3. Cost of Goods Sold	(16,514)	(16,871)
4. Other Operating Expenses	(30,764)	(30,266)
5. Charges for Indirect Costs	(731)	(669)
6. Net Revenues	1,008	1,871
B. Transfers (Out)		
1. Mandatory Transfers (net)	(935)	(1,900)
2. Nonmandatory Transfers (net)	(61)	-
3. Net Transfers	(996)	(1,900)
C. Net Revenues and Transfers	12	(29)
D. Beginning Fund Balance	294	323
E. Ending Fund Balance	$ 306	$ 294

F. Comments:

1. This annual report of the financial operations of University of Utah auxiliary enterprises is submitted to the State Board of Regents and the University's Board of Trustees in accordance with applicable policies of the Board of Regents and the University. Financial operating results for fiscal 2005 and estimated results for fiscal 2006 are shown on the following pages in the format prescribed by the Board of Regents.

UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
UNIVERSITY BOOKSTORE (000's)

| | Years Ended June 30 | |
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 21,333	$ 22,071
b. Other	358	406
c. Total Revenue	21,691	22,477
2. Salaries	(3,052)	(2,971)
3. Cost of Goods Sold	(16,499)	(16,844)
4. Other Operating Expenses	(1,667)	(1,749)
5. Charges for Indirect Costs	(140)	(134)
6. Net Revenues	333	779
B. Transfers (Out)		
1. Mandatory Transfers	(333)	(779)
2. Net Transfers	(333)	(779)
C. Net Revenues and Transfers	-	-
D. Beginning Fund Balance	-	-
E. Ending Fund Balance	$ -	$ -

F. Comments:

1. The Bookstore is an entity of the Auxiliary and Campus Facilities Bond System and its net revenues must be transferred, in accordance with bond covenants, to the bond trustee. The trustee uses the funds to pay principal and interest due on the bonded debt. Remaining accumulated fund balances held by the trustee are available for renewal and replacement of facilities and equipment.

2. The Bookstore receives no general fund subsidy.

3. Other Operating Expenses includes all facility occupancy costs, including utilities, custodial costs, repairs and maintenance, etc., which are paid directly by the auxiliary. This amount also includes transfers to the Bond Trustee throughout the year for budgeted renewal and replacement and facility rent. For the year ended June 30, 2005, these transfers amounted to $589,729 and $170,004, respectively.

4. Mandatory Transfers represents net revenues transferred to the Bond Trustee at fiscal year-end in accordance with bond covenants.

5. Because all net revenues are required to be transferred to the trustee, it is common for entities of the Auxiliary and Campus Facilities Bond System to have negative cash balances at various times during the business cycle. Such negative cash balances represent borrowings from other University funds to provide the working capital needs of each auxiliary operation. Interest is charged monthly on negative cash balances at a rate equal to that earned by the University's Cash Management Investment Pool. Interest on positive cash balances is paid at the same rate.

UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
RESIDENTIAL LIVING (000's)

	Years Ended June 30	
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Rental Income	$ 10,147	$ 8,771
b. Other/Meal Plan	6,114	7,348
c. Total Revenue	16,261	16,119
2. Salaries	(2,776)	(2,562)
3. Other Operating Expenses	(13,613)	(13,385)
4. Charges for Indirect Costs	(75)	(73)
5. Net Revenues	(203)	99
B. Transfers (Out)		
1. Mandatory Transfers	203	(99)
2. Net Transfers	203	(99)
C. Net Revenues and Transfers	-	-
D. Beginning Fund Balance	-	-
E. Ending Fund Balance	$ -	$ -

F. Comments:

1. Residential Living is an entity of the Auxiliary and Campus Facilities Bond System and its net revenues must be transferred, in accordance with bond covenants, to the bond trustee. The trustee uses the funds to pay principal and interest due on the bonded debt. Remaining accumulated fund balances held by the trustee are available for renewal and replacement of facilities and equipment.

2. Increases in revenues and expenses from 2005 to 2006 are generally due to anticipated increased occupancy.

3. Other Operating Expenses includes all facility occupancy costs, including utilities, custodial costs, repairs and maintenance, etc., which are paid directly by the auxiliary. This amount also includes transfers totaling $6,537,362 to the Bond Trustee throughout the year for facility rent.

4. Mandatory Transfers represents net revenues transferred to the Bond Trustee at fiscal year-end in accordance with bond covenants. When net revenues are negative, as above, reserve funds are transferred from the Bond Trustee sufficient to eliminate the resulting deficit.

5. Because all net revenues are required to be transferred to the trustee, it is common for entities of the Auxiliary and Campus Facilities Bond System to have negative cash balances at various times during the business cycle. Such negative cash balances represent borrowings from other University funds to provide the working capital needs of each auxiliary operation. Interest is charged monthly on negative cash balances at a rate equal to that earned by the University's Cash Management Investment Pool. Interest on positive cash balances is paid at the same rate.

UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
UNIVERSITY STUDENT APARTMENTS (000's)

	Years Ended June 30	
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 364	$ 327
b. Rental Income	7,176	7,179
c. Other	476	457
d. Total Revenue	8,016	7,963
2. Salaries	(2,947)	(2,805)
3. Other Operating Expenses	(4,920)	(5,066)
4. Charges for Indirect Costs	(148)	(136)
5. Net Revenues	1	(44)
B. Transfers (Out)		
1. Mandatory Transfers	(1)	44
2. Net Transfers	(1)	44
C. Net Revenues and Transfers	-	-
D. Beginning Fund Balance	-	-
E. Ending Fund Balance	$ -	$ -

F. Comments:

1. University Student Apartments (USA) is an entity of the Auxiliary and Campus Facilities Bond System and its net revenues must be transferred, in accordance with bond covenants, to the bond trustee. The trustee uses the funds to pay principal and interest due on the bonded debt. Remaining accumulated fund balances held by the trustee are available for renewal and replacement of facilities and equipment.

2. University Student Apartments receives no general fund subsidy.

3. Other Operating Expenses includes all facility occupancy costs, including utilities, custodial costs, repairs and maintenance, etc., which are paid directly by the auxiliary. This amount also includes transfers to the Bond Trustee throughout the year for budgeted renewal and replacement and facility rent. For the year ended June 30, 2005, these transfers amounted to $1,254,588 and $927,684, respectively.

4. Mandatory Transfers represents net revenues transferred to the Bond Trustee at fiscal year-end in accordance with bond covenants.

5. Because all net revenues are required to be transferred to the trustee, it is common for entities of the Auxiliary and Campus Facilities Bond System to have negative cash balances at various times during the business cycle. Such negative cash balances represent borrowings from other University funds to provide the working capital needs of each auxiliary operation. Interest is charged monthly on negative cash balances at a rate equal to that earned by the University's Cash Management Investment Pool. Interest on positive cash balances is paid at the same rate.

	Years Ended June 30	
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 10,841	$ 10,346
b. Rents	894	894
c. Other	20	
d. Total Revenue	11,755	11,240
2. Salaries	(3,580)	(3,295)
3. Other Operating Expenses	(7,905)	(7,352)
4. Charges for Indirect Costs	(200)	(177)
5. Net Revenues	70	416
B. Transfers (Out)		
1. Mandatory Transfers	(70)	(416)
2. Nonmandatory Transfers		
3. Net Transfers	(70)	(416)
C. Net Revenues and Transfers	-	-
D. Beginning Fund Balance	-	-
E. Ending Fund Balance	$ -	$ -

F. Comments:

1. Commuter Services is an entity of the Auxiliary and Campus Facilities Bond System and its net revenues must be transferred, in accordance with bond covenants, to the bond trustee. The trustee uses the funds to pay principal and interest due on the bonded debt. Remaining accumulated fund balances held by the trustee are available for renewal and replacement of facilities and equipment.

2. Commuter Services receives no general fund subsidy.

3. Other Operating Expenses includes all facility occupancy costs, including utilities, custodial costs, repairs and maintenance, etc., which are paid directly by the auxiliary. This amount also includes transfers to the Bond Trustee throughout the year for budgeted renewal and replacement and facility rent. For the year ended June 30, 2005, these transfers amounted to $1,533,938 and $1,035,009, respectively.

4. Mandatory Transfers represents net revenues transferred to the Bond Trustee at fiscal year-end in accordance with bond covenants.

5. Because all net revenues are required to be transferred to the trustee, it is common for entities of the Auxiliary and Campus Facilities Bond System to have negative cash balances at various times during the business cycle. Such negative cash balances represent borrowings from other University funds to provide the working capital needs of each auxiliary operation. Interest is charged monthly on negative cash balances at a rate equal to that earned by the University's Cash Management Investment Pool. Interest on positive cash balances is paid at the same rate.

UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
JON M. HUNTSMAN CENTER (000's)

	Years Ended June 30	
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 221	$ 170
b. Rental Income	193	67
c. Other		144
d. Total Revenue	414	381
2. Salaries	(119)	(132)
3. Other Operating Expenses	(226)	(213)
4. Charges for Indirect Costs	(19)	(14)
5. Net Revenues	50	22
B. Transfers (Out)		
1. Mandatory Transfers	(50)	(22)
2. Net Transfers	(50)	(22)
C. Net Revenues and Transfers	-	-
D. Beginning Fund Balance	-	-
E. Ending Fund Balance	$ -	$ -

F. Comments:

1. The Jon M. Huntsman Center is an entity of the Auxiliary and Campus Facilities Bond System and its net revenues must be transferred, in accordance with bond covenants, to the bond trustee. The trustee uses the funds to pay principal and interest due on the bonded debt. Remaining accumulated fund balances held by the trustee are available for renewal and replacement of facilities and equipment.

2. The Jon M. Huntsman Center receives no general fund subsidy but receives maintenance and operational support from the Auxiliary and Campus Facilities Bond System, in accordance with provisions of the bond indenture. Maintenance and operational support of approximately $120,000 and $117,000 for fiscal years 2006 and 2005, respectively, is included in Sales and Services.

3. Other Operating Expenses includes all facility occupancy costs, including utilities, custodial costs, repairs and maintenance, etc., which are paid directly by the auxiliary. This amount also includes transfers to the Bond Trustee throughout the year for budgeted renewal and replacement and facility rent. For the year ended June 30, 2005, these transfers amounted to $100,000 and $58,984, respectively.

4. Mandatory Transfers represents net revenues transferred to the Bond Trustee at fiscal year-end in accordance with bond covenants.

5. Because all net revenues are required to be transferred to the trustee, it is common for entities of the Auxiliary and Campus Facilities Bond System to have negative cash balances at various times during the business cycle. Such negative cash balances represent borrowings from other University funds to provide the working capital needs of each auxiliary operation. Interest is charged monthly on negative cash balances at a rate equal to that earned by the University's Cash Management Investment Pool. Interest on positive cash balances is paid at the same rate.

UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
RICE-ECCLES STADIUM & TOWER (000's)

	Years Ended June 30	
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 1,009	$ 919
b. Rental Income	601	618
c. Other	55	55
d. Total Revenue	1,665	1,592
2. Salaries	(322)	(376)
3. Other Operating Expenses	(743)	(675)
4. Charges for Indirect Costs	(49)	(42)
5. Net Revenues	551	499
B. Transfers		
1. Mandatory Transfers	(551)	(499)
2. Nonmandatory Transfers	-	
3. Net Transfers	(551)	(499)
C. Net Revenues and Transfers	-	-
D. Beginning Fund Balance	-	-
E. Ending Fund Balance	$ -	$ -

F. Comments:

1. Rice-Eccles Stadium and Tower is an entity of the Auxiliary and Campus Facilities Bond System and its net revenues must be transferred, in accordance with bond covenants, to the bond trustee. The trustee uses the funds to pay principal and interest due on the bonded debt. Remaining accumulated fund balances held by the trustee are available for renewal and replacement of facilities and equipment.

2. Rice-Eccles Stadium and Tower receives no general fund subsidy.

3. Rental Income includes Athletics Department payments for stadium rental and associated costs pursuant to a Memorandum of Understanding regarding Stadium financing and operations.

4. Other Operating Expenses includes all facility occupancy costs, including utilities, custodial costs, repairs and maintenance, etc., which are paid directly by the auxiliary. This amount also includes transfers to the Bond Trustee throughout the year for facility rent. For the year ended June 30, 2005, these transfers amounted to $300,000.

5. Mandatory Transfers represents net revenues transferred to the Bond Trustee at fiscal year-end in accordance with bond covenants.

6. Because all net revenues are required to be transferred to the trustee, it is common for entities of the Auxiliary and Campus Facilities Bond System to have negative cash balances at various times during the business cycle. Such negative cash balances represent borrowings from other University funds to provide the working capital needs of each auxiliary operation. Interest is charged monthly on negative cash balances at a rate equal to that earned by the University's Cash Management Investment Pool. Interest on positive cash balances is paid at the same rate.

UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
UNIVERSITY UNION (000's)

		Years Ended June 30		
		2006 (Estimate)		2005
A. Summary of Operations				
1. Revenues				
a. Sales and Services	$	2,237	$	2,179
b. Rental Income		150		156
c. Other		8		45
d. Total Revenue		2,395		2,380
2. Salaries		(1,330)		(1,270)
3. Other Operating Expenses		(1,024)		(1,070)
4. Charges for Indirect Costs		(41)		(39)
5. Net Revenues		-		1
B. Transfers (Out)				
1. Mandatory Transfers				(1)
2. Nonmandatory Transfers		-		
3. Net Transfers		-		(1)
C. Net Revenues and Transfers		-		-
D. Beginning Fund Balance		-		-
E. Ending Fund Balance	$	-	$	-

F. Comments:

1. The University Union is an entity of the Auxiliary and Campus Facilities Bond System and its net revenues must be transferred, in accordance with bond covenants, to the bond trustee. The trustee uses the funds to pay principal and interest due on the bonded debt. Remaining accumulated fund balances held by the trustee are available for renewal and replacement of facilities and equipment.

2. The University Union receives no general fund subsidy but receives maintenance and operational support from the Auxiliary and Campus Facilities Bond System, in accordance with provisions of the bond indenture. Maintenance and operational support of approximately $1,022,918 and $997,968 for fiscal years 2006 and 2005, respectively, is included in Sales and Services.

3. Other Operating Expenses includes all facility occupancy costs, including utilities, custodial costs, repairs and maintenance, etc., which are paid directly by the auxiliary. This amount also includes transfers to the Bond Trustee throughout the year for facility rent. For the year ended June 30, 2005, these transfers amounted to $250,000.

4. Mandatory Transfers represents net revenues transferred to the Bond Trustee at fiscal year-end in accordance with bond covenants.

5. Because all net revenues are required to be transferred to the trustee, it is common for entities of the Auxiliary and Campus Facilities Bond System to have negative cash balances at various times during the business cycle. Such negative cash balances represent borrowings from other University funds to provide the working capital needs of each auxiliary operation. Interest is charged monthly on negative cash balances at a rate equal to that earned by the University's Cash Management Investment Pool. Interest on positive cash balances is paid at the same rate.

UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
CONTRACT ADMINISTRATION (000's)

	Years Ended June 30	
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 435	$ 450
b. Other	2	2
c. Total Revenue	437	452
2. Salaries	(103)	(104)
3. Other Operating Expenses	(176)	(194)
4. Charges for Indirect Costs	(25)	(26)
5. Net Revenues	133	128
B. Transfers (Out)		
1. Mandatory Transfers	(133)	(128)
2. Net Transfers	(133)	(128)
C. Net Revenues and Transfers	-	-
D. Beginning Fund Balance	-	-
E. Ending Fund Balance	$ -	$ -

F. Comments:

1. Contract Administration is an entity of the Auxiliary and Campus Facilities Bond System and its net revenues must be transferred, in accordance with bond covenants, to the bond trustee. The trustee uses the funds to pay principal and interest due on the bonded debt. Remaining accumulated fund balances held by the trustee are available for renewal and replacement of facilities and equipment.

2. Contract Administration receives and provides oversight for all commissions and revenues from contracts with Chartwell's Dining Services, Canteen Vending, Coca Cola Vending, and several smaller vendor contracts.

3. Contract Administration receives receives no general fund subsidy.

4. Other Operating Expenses includes all facility occupancy costs, including utilities, custodial costs, repairs and maintenance, etc., which are paid directly by the auxiliary.

5. Mandatory Transfers represents net revenues transferred to the Bond Trustee at fiscal year-end in accordance with bond covenants.

6. Because all net revenues are required to be transferred to the trustee, it is common for entities of the Auxiliary and Campus Facilities Bond System to have negative cash balances at various times during the business cycle. Such negative cash balances represent borrowings from other University funds to provide the working capital needs of each auxiliary operation. Interest is charged monthly on negative cash balances at a rate equal to that earned by the University's Cash Management Investment Pool. Interest on positive cash balances is paid at the same rate.

UNIVERSITY OF UTAH
ANNUAL REPORT OF AUXILIARY ENTERPRISES FINANCIAL OPERATIONS
GOLF COURSE (000's)

| | Years Ended June 30 | |
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 136	$ 159
b. Rental Income	6	7
c. Other	13	30
d. Total Revenue	155	196
2. Salaries	(90)	(108)
3. Cost of Goods Sold	(15)	(27)
4. Other Operating Expenses	(31)	(65)
5. Charges for Indirect Costs	(7)	(2)
6. Net Revenues	12	(6)
B. Beginning Fund Balance	196	202
C. Ending Fund Balance	$ 208	$ 196

D. Comments:

1. The Golf Course offers recreational opportunities primarily to students, faculty and staff.

2. The Plant Operations Department is responsible to maintain the golf course site in accordance with general campus grounds maintenance standards. The Plant Operations Department expended approximately $64,000 during the year ended June 30, 2005 for Golf Course grounds maintenance and related salaries, which are not included in the above statement.

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	Years Ended June 30	
	2006 (Estimate)	2005
A. Summary of Operations		
1. Revenues		
a. Sales and Services	$ 459	$ 447
b. Student Fees	1,228	1,118
c. Other	7	27
d. Total Revenue	1,694	1,592
2. Salaries	(1,147)	(1,092)
3. Other Operating Expenses	(459)	(497)
4. Charges for Indirect Costs	(27)	(26)
5. Net Revenues	61	(23)
B. Transfers (Out)		
1. Nonmandatory Transfers	(61)	
2. Net Transfers	(61)	-
C. Net Revenues and Transfers	-	(23)
D. Beginning Fund Balance	98	121
E. Ending Fund Balance	$ 98	$ 98

F. Comments:

  1. Student Health Services provides medical services and health education on campus to students and their dependents.

  2. Non-mandatory transfers in fiscal year 2005 represent transfers to a Renewal and Replacement fund for facilities costs, equipment upgrades, and new facilities.

Financial and Management Reports Regularly Provided to the Governing Board

Form	Description
A-1 ACTUAL	Appropriated funds expenditures, transfers, and revenues, by line item and program
A-1 BUDGET	Appropriated funds expenditures, transfers, and revenues, by line item and program
E-1	Fuel and power usage and expenditures
E-2	Justification of requested operation and maintenance for new facilities
I-1	Personal services budgets & institutional average salary increases by employee category
I-2	Budget allocation of second-tier tuition increases
I-3	Engineering initiative funding increases
R-1	Tuition & fees associated with annualized FTE enrollment
S-1	Tuition increase set aside for need-based financial aid
S-2	Institutional gross square feet of facilities and average costs per GSF
S-3	Analysis of educationally disadvantaged funding
S-4	Annual report on employee turnover
S-5	Detailed accounting of reimburesed overhead
S-6	Sources and applications of institutional discretionary funds
S-7	Analysis of service enterprises
S-8	Analysis of auxiliary enterprises & bond reserve changes
S-9	Summary of fund balances
S-10	Actual and budgeted employee benefits
S-11	Faculty teaching workload
S-12	Employee FTE count
	Operation and maintenance of President's home
	Distribution of statutory waiver programs
	Enrollment at census date (regular terms; unit record files)
	Enrollment at end of term (regular terms and summer term; unit record files)
	Degrees awarded (late summer for preceding year; unit record file)
	Audited Annual Financial Report
	Architect/engineering agreements awarded
	Construction contracts awarded
	Contingency reserve fund
	Project reserve fund activity
	Current delegated projects list
	Research contract and grant proposals greater than $1 million
	Space inventory by type of space
	Leased space report
	Direct and indirect costs per student by instructional level by discipline
	Various student financial aid reports (Pell, FISAP, LEAP, UCOPE, UHEAA)

Utah System of Higher Education

Financial Ratios
August 2005

Definitions

Primary Reserve Ratio:	
	Compares the instuitutions operating commitments against its expendable financial resources

Viability Ratio:	Compares the institutions long-term obligations against its expendable financial resources

Return on Net Assets Ratio:	Measures the institutions ability go generate overall return against its net resources. Measures the economic return

Debt Burden Ratio:	Examines the institutions dependence on borrowed funds as a source of finance and the cost of borrowing relative to overall expenditures.

Calculations

Primary Reserve Ratio:	$\dfrac{\text{Expendable Net Assets}}{\text{Total Expenses}}$
	(excludes net investment in plant and temporarily restricted net assets to be invested in plant.)

Return on Net Assets Ratio:	$\dfrac{\text{Change in Net Assets}}{\text{Total Net Assets}}$

Viability Ratio:	$\dfrac{\text{Expendable Net Assets}}{\text{Long-Term Debt}}$
	Long-term debt includes: all notes, bonds, and capital leases payable that impact the institution's credit. It includes both the current and non-current portions of debt used for long-term purposes. It does not include debt whose related assets are cash or assets covertible to cash in the normal course of business (unexpended bond proceeds for plant purposes, amounts borrowed for student loans, accrued payroll liabilities)

Debt Burden Ratio:	$\dfrac{\text{Debt Service}}{\text{Total Expenditures less depreciation}}$
	Debt Service includes both interest and principal payments on all obligations

Interpretation

Primary Reserve Ratio:	Trend of this ratio is important. A negative ratio or a decreasing trend over time indicates a weakening financial condition.

Return on Net Assets Ratio:	An improving trend in this ratio indicates that the institution is increasing its net assets and is likely to set aside financial resources to strengthen future financial flexibility. A temporary decline in this ratio may be appropriated and even warranted if it reflects a strategy to better fulfill the institutions mission. This ratio should be evaluated over a period of time to reduce the volatility. (2 to 3 year average)

Viability Ratio:	Although a ratio of 1:1 or greater indicates that as of the balance sheet date the insitution has sufficient expendable net assets to satisfy debt obligations, this value should not serve as an objective. The "right" value is institution specific and each institution should develop a target for this ratio.

Debt Burden Ratio:	It is important to look at the institution as a whole to provide a clearer picture. The lower the value of this ratio the better.

Utah System of Higher Education

Financial Ratios

August 2005

Primary Reserve

Campuses	2002 Expendable Net Assets	Total Expenses	Primary Reserve	2003 Expendable Net Assets	Total Expenses	Primary Reserve	2004 Expendable Net Assets	Total Expenses	Primary Reserve
UU	582,507,000	1,627,998,000	0.358	646,874,000	1,568,999,000	0.412	730,621,000	1,707,576,000	0.428
USU	112,600,054	376,943,508	0.299	122,609,595	392,875,166	0.312	144,205,335	418,591,981	0.345
WSU	58,659,130	131,723,406	0.445	61,059,249	131,035,207	0.466	62,364,281	141,631,409	0.440
SUU	19,945,164	69,667,418	0.286	19,206,791	70,483,988	0.272	18,983,166	72,041,991	0.264
SNOW	11,361,592	23,856,573	0.476	11,118,187	22,905,803	0.485	10,504,186	33,014,529	0.318
DSC	20,795,479	38,178,570	0.545	19,258,857	35,386,787	0.544	13,776,615	37,768,299	0.365
CEU	10,599,764	25,978,597	0.408	11,289,103	25,553,478	0.442	13,400,126	25,963,174	0.516
UVSC	40,674,893	136,827,107	0.297	42,846,689	155,557,258	0.275	23,857,439	147,841,358	0.161
SLCC	39,005,850	129,458,499	0.301	41,451,507	119,074,734	0.348	53,752,730	124,183,476	0.433
USHE	896,148,926	2,560,631,678	0.350	975,713,978	2,521,871,421	0.387	1,071,464,878	2,708,612,217	0.396
Utah	320,613	6,180,769	0.052	322,161	6,215,797	0.052			

Viability Ratio

Campuses	2002 Expendable Net Assets	Long-Term Debt	Viability Ratio	2003 Expendable Net Assets	Long-Term Debt	Viability Ratio	2004 Expendable Net Assets	Long-Term Debt	Viability Ratio
UU	582,507,000	346,468,000	1.681	646,874,000	333,216,000	1.941	730,621,000	330,556,000	2.210
USU	112,600,054	42,932,054	2.623	122,609,595	60,415,729	2.029	144,205,335	76,190,491	1.893
WSU	58,659,130	19,689,787	2.979	61,059,249	18,738,875	3.258	62,364,281	17,694,794	3.524
SUU	19,945,164	10,005,988	1.993	19,206,791	17,769,947	1.081	18,983,166	16,826,660	1.128
SNOW	11,361,592	0	N/A	11,118,187	112,690	98.662	10,504,186	2,619,380	4.010
DSC	20,795,479	10,703,222	1.943	19,258,857	10,489,743	1.836	13,776,615	9,129,755	1.509
CEU	10,599,764	5,578,554	1.900	11,289,103	5,513,983	2.047	13,400,126	5,153,872	2.600
UVSC	40,674,893	23,334,033	1.743	42,846,689	23,301,090	1.839	23,857,439	18,631,776	1.280
SLCC	39,005,850	18,298,760	2.132	41,451,507	19,126,024	2.167	53,752,730	20,887,725	2.573
USHE	896,148,926	477,010,398	1.879	975,713,978	488,684,081	1.997	1,071,464,878	497,690,453	2.153
Utah	320,613	1,986,254	0.161	322,161	2,105,222	0.153			

Return on Net Assets

Campuses	2002 Change in Net Assets	Beginning Total Net Assets	Return on Net Assets	2003 Change in Net Assets	Beginning Total Net Assets	Return on Net Assets	2004 Change in Net Assets	Beginning Total Net Assets	Return on Net Assets
UU	39,947,000	1,409,563,000	3%	97,531,000	1,449,510,000	7%	137,425,000	1,547,041,000	9%
USU	44,553,588	387,892,047	11%	20,077,277	440,099,574	5%	44,157,570	460,176,851	10%
WSU	6,566,038	177,524,638	4%	5,921,950	184,090,676	3%	25,872,284	190,012,626	14%
SUU	(1,195,523)	108,889,541	-1%	(1,588,276)	107,694,018	-1%	4,674,785	106,105,742	4%
SNOW	1,486,818	42,203,863	4%	480,269	43,834,730	1%	16,656,264	70,764,509	24%
DSC	(3,351,302)	74,017,309	-5%	1,905,626	70,666,007	3%	3,481,542	65,097,296	5%
CEU	(1,322,024)	39,418,248	-3%	(836,773)	38,096,224	-2%	13,618,837	36,766,327	37%
UVSC	(487,468)	145,390,092	0%	17,617	144,902,624	0%	27,965,034	122,188,732	23%
SLCC	2,924,714	166,084,618	2%	6,993,018	164,423,871	4%	1,954,832	171,416,889	1%
USHE	89,121,841	2,550,983,356	3%	130,501,708	2,643,317,724	5%	275,806,148	2,769,569,972	10%
Utah	(100,875)	9,024,856	-1%	323,654	8,923,981	4%			

Debt Burden Ratio

Campuses	2002 Debt Service	Total Expenditures	Debt Burden Ratio	2003 Debt Service	Total Expenditures	Debt Burden Ratio	2004 Debt Service	Total Expenditures	Debt Burden Ratio
UU	57,456,000	1,574,859,000	0.036	38,639,000	1,500,313,000	0.026	37,343,000	1,632,481,000	0.023
USU	4,278,617	360,837,727	0.012	14,197,309	384,601,976	0.037	6,806,199	402,546,073	0.017
WSU	789,405	125,559,774	0.006	1,910,251	124,744,797	0.015	1,896,193	134,616,305	0.014
SUU	6,203,301	71,584,543	0.087	2,916,122	68,956,816	0.042	1,569,840	69,263,583	0.023
SNOW	0	22,194,689	0.000	0	21,202,435	0.000	642,802	29,886,455	0.022
DSC	847,034	36,491,244	0.023	940,905	32,920,096	0.029	928,406	36,006,926	0.026
CEU	564,380	23,229,105	0.024	643,658	23,818,642	0.027	631,137	24,257,853	0.026
UVSC	8,415,636	139,382,472	0.060	2,975,449	151,912,651	0.020	2,660,699	143,800,901	0.019
SLCC	2,232,458	125,195,566	0.018	2,137,435	113,334,677	0.019	2,094,293	118,421,561	0.018
USHE	80,786,831	2,479,334,120	0.033	64,360,129	2,421,805,090	0.027	54,572,569	2,591,280,657	0.021
Utah	175,188	6,597,787	0.027	189,020	6,702,566	0.028			

Notes

State of Utah values expressed in thousands

Snow College reflects only the Ephraim campus financial information

Utah System of Higher Education

Financial Ratios
August 2005

.imary Reserve Ratio

Year	UU	USU	WSU	SUU	SNOW [1]	DSC	CEU	UVSC	SLCC	USHE	UTAH [2]
2001-02	0.358	0.299	0.445	0.286	0.476	0.545	0.408	0.297	0.301	0.350	0.052
2002-03	0.412	0.312	0.466	0.272	0.485	0.544	0.442	0.275	0.348	0.387	0.052
2003-04	0.428	0.345	0.440	0.264	0.318	0.365	0.516	0.161	0.433	0.396	0.000
Two Year Average	0.385	0.305	0.456	0.279	0.481	0.544	0.425	0.286	0.325	0.368	0.052
Three Year Average	0.399	0.318	0.451	0.274	0.427	0.485	0.455	0.245	0.361	0.377	0.035

Viability Ratio

Year	UU	USU	WSU	SUU	SNOW [1]	DSC	CEU	UVSC	SLCC	USHE	UTAH
2001-02	1.681	2.623	2.979	1.993	N/A	1.943	1.900	1.743	2.132	1.879	0.161
2002-03	1.941	2.029	3.258	1.081	98.662	1.836	2.047	1.839	2.167	1.997	0.153
2003-04	2.210	1.893	3.524	1.128	4.010	1.509	2.600	1.280	2.573	2.153	0.000
Two Year Average	1.811	2.326	3.119	1.537	N/A	1.889	1.974	1.791	2.149	1.938	0.157
Three Year Average	1.944	2.182	3.254	1.401	51.336	1.763	2.182	1.621	2.291	2.009	0.105

Return on Net Assets Ratio

Year	UU	USU	WSU	SUU	SNOW [1]	DSC	CEU	UVSC	SLCC	USHE	UTAH
2001-02	0.028	0.115	0.037	-0.011	0.035	-0.045	-0.034	-0.003	0.018	0.035	-0.011
2002-03	0.067	0.046	0.032	-0.015	0.011	0.027	-0.022	0.000	0.043	0.049	0.036
2003-04	0.089	0.096	0.136	0.044	0.235	0.053	0.370	0.229	0.011	0.100	0.000
Two Year Average	0.048	0.080	0.035	-0.013	0.023	-0.009	-0.028	-0.002	0.030	0.042	0.013
Three Year Average	0.061	0.085	0.068	0.006	0.094	0.012	0.105	0.075	0.024	0.061	0.008

ebt Burden Ratio

Year	UU	USU	WSU	SUU	SNOW [1]	DSC	CEU	UVSC	SLCC	USHE	UTAH
2001-02	0.036	0.012	0.006	0.087	0.000	0.023	0.024	0.060	0.018	0.033	0.027
2002-03	0.026	0.037	0.015	0.042	0.000	0.029	0.027	0.020	0.019	0.027	0.028
2003-04	0.023	0.017	0.014	0.023	0.022	0.026	0.026	0.019	0.018	0.021	0.000
Two Year Average	0.031	0.024	0.011	0.064	0.000	0.026	0.026	0.040	0.018	0.030	0.027
Three Year Average	0.028	0.022	0.012	0.051	0.007	0.026	0.026	0.033	0.018	0.027	0.018
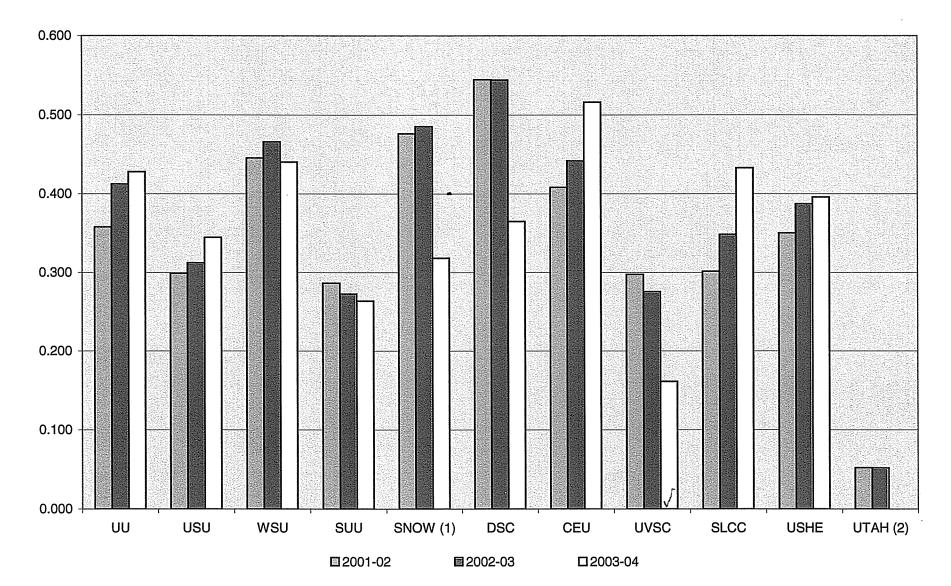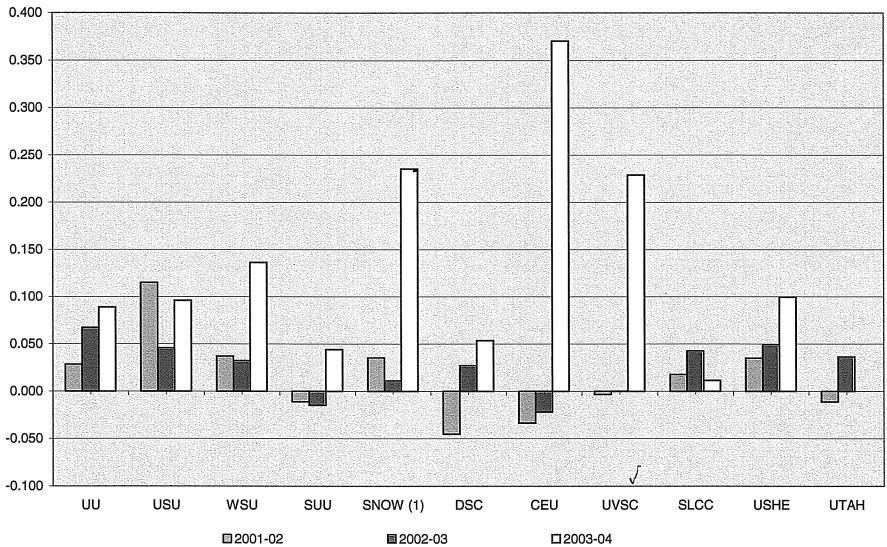
Sources: *USHE Financial Reports 2002, 2003, & 2004, State General CAFR Report 2002 & 2003*
(1) Snow College reflects only the Ephraim campus financial information
(2) Utah CAFR information is reflective of the General Fund Government Activities.

Primary Reserve Ratio

| | UU | USU | WSU | SUU | SNOW (1) | DSC | CEU | UVSC | SLCC | USHE | UTAH (2) |

■ 2001-02   ■ 2002-03   □ 2003-04

Return on Net Assets

Chart showing Return on Net Assets for institutions UU, USU, WSU, SUU, SNOW (1), DSC, CEU, UVSC, SLCC, USHE, UTAH across years 2001-02, 2002-03, and 2003-04. Y-axis ranges from -0.100 to 0.400.

Legend: ▣ 2001-02   ▦ 2002-03   ☐ 2003-04

Debt Burden Ratio

| | UU | USU | WSU | SUU | SNOW (1) | DSC | CEU | UVSC | SLCC | USHE | UTAH |

Legend: ▣ 2001-02   ▣ 2002-03   ▢ 2003-04

Viability Ratio

	2001-02	2002-03	2003-04
UU			
USU			
WSU			
SUU			
DSC			
CEU			
UVSC			
SLCC			
USHE			
UTAH			

Total Work Orders
Plant Operations
September 30, 2005
(Open Priority 1&2)

E.8.1

Management Activity Log

September 2005

Shop	0-30 Days This Mth	0-30 %	0-30 Last Mth	0-30 Last Yr	31-60 Days This Mth	31-60 %	31-60 Last Mth	31-60 Last Yr	61-90 Days This Mth	61-90 %	61-90 Last Mth	61-90 Last Yr	91-120 Days This Mth	91-120 %	91-120 Last Mth	91-120 Last Yr	121+ Days This Mth	121+ %	121+ Last Mth	121+ Last Yr	Totals This Mth	Totals Last Mth	Totals Last Yr
Central Ser.	23	34%	37	20	23	34%	19	16	15	22%	10	5	6	9%	1	0	1	1%	0	0	68	67	50
Electric	101	41%	121	142	53	21%	52	65	38	15%	25	24	22	9%	4	10	34	14%	30	37	248	232	278
Electronic	18	46%	18	13	4	10%	4	7	2	5%	10	4	10	26%	1	3	5	13%	4	2	39	37	29
HTW	8	35%	10	6	1	4%	3	6	3	13%	11	1	10	43%	0	2	1	4%	1	2	23	25	17
HVAC	56	45%	49	29	15	12%	13	16	12	10%	20	10	18	14%	2	5	24	19%	23	37	125	107	97
Plumbing	64	57%	116	82	24	21%	27	14	15	13%	15	12	9	8%	0	5	0	0%	0	2	112	158	115
System Op	2	33%	4	4	0	0%	1	5	2	33%	3	1	2	33%	0	0	0	0%	0	0	6	8	10
Utility Sup.	0	0%	0	0	0	0%	0	0	1	100%	1	0	0	0%	0	0	0	0%	0	0	1	1	0
Subtotal	249	57%	318	276	97	18%	100	113	73	13%	85	52	71	13%	7	25	64	12%	58	80	554	568	546
Carpenter	104	75%	144	79	24	17%	22	22	5	4%	9	9	6	4%	1	5	0	0%	0	13	139	176	128
Grounds	7	17%	17	8	14	33%	6	6	6	14%	15	1	15	36%	0	0	0	0%	0	4	42	38	19
Metal	27	36%	51	38	27	36%	11	8	6	8%	12	6	12	16%	2	3	3	4%	4	6	75	80	61
Paint	54	34%	66	47	59	37%	18	29	19	12%	9	12	8	5%	10	9	21	13%	12	55	161	115	152
Special Ser.	18	62%	21	7	7	24%	1	10	2	7%	4	0	2	7%	0	0	0	0%	0	0	29	26	17
Trans,	39	56%	30	17	12	17%	5	10	3	4%	15	3	15	21%	1	1	1	1%	0	0	70	51	31
Subtotal	249	64%	329	196	143	28%	63	85	41	8%	64	31	58	11%	14	18	25	5%	16	78	516	486	408
Cust. Area 1	2	29%	5	0	1	14%	3	2	2	29%	2	1	2	29%	0	0	0	0%	0	4	7	10	7
Cust. Area 2	0	0%	5	3	4	57%	2	1	2	29%	1	2	1	14%	0	0	0	0%	0	0	7	8	6
Cust. Area 3	2	40%	2	0	2	40%	0	0	0	0%	1	1	1	20%	0	0	0	0%	0	1	5	3	2
Cust. Area 4	2	13%	3	0	0	0%	0	0	0	0%	13	0	13	87%	0	0	0	0%	0	1	15	16	1
Cust. Area 5	2	100%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0	2	0	0
Cust. Area 6	2	40%	1	0	3	10%	4	2	0	0%	4	1	0	0%	0	0	0	0%	0	1	5	4	1
Key Shop	22	73%	47	11	0	0%	0	0	2	7%	3	0	6	20%	0	0	0	0%	1	0	30	56	14
Subtotal	32	45%	63	14	10	14%	9	5	6	8%	24	5	23	32%	0	9	0	0%	1	7	71	97	31
Totals	553	46%	747	506	273	23%	191	219	135	11%	183	93	158	13%	22	52	90	7%	75	165	1,209	1,218	1,035

Building Service Calls
Fiscal Year 2003-2004

EF.2

Building Number	Cust. Key	Div. Total	Trans.	Metal	Grnds	Carp.	Paint	Hunts.	Div. Total	Plumb.	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
001		4	4			39	13		56	55	1	27	17			1	101	161
002			2			4	6		12	3		3	3				9	21
003		5	4			44	5		53	29	1	30	2	2	1	3	68	126
004		4	2			17	4		23	26		32	11				69	96
005		6	6			19	8		33	15	7	18	5	7			52	91
006		3	1			23	10		34	24	5	17	3	7			56	93
007		3	8	1		40	8		57	47	1	23	40	4	4	1	120	180
008		3	2			22	7		31	25	1	9	5	5	1		46	80
009		4	6	1		23	6		36	20		12	4		1	3	40	80
010		2	2	2		22	7		33	8	8	11	5	4			36	71
011		1	10	4		15	4		33	56		20	12	2	1		91	125
013		4	5			14	2		21	13		8	8	1		3	33	58
014		2	1			9	4		14	15	1	14	8	1			39	55
017		1	3	2	1	15	5		26	8		12	4	4		1	29	56
019		8	2	1		12	3		18	18		27	8	3		4	60	86
022						3			3	3							3	6
023		1	3			19	4		26	7		10		1			18	45
024		2				3	2		5	23	2	3	2		1		31	38
025		12	8	2		31	5		46	82	1	31	50	1		1	166	224
026		3	3			21	6		30	29		13	17			5	64	97
027		1				5	3		8	3		1	1				5	14
028		7	3	1		16	3		23	27	1	17	11	2	1		59	89
029		1	2	3		18	4		27	18	2	19	12	2	1		54	82
031		2	3			8	2		13	24	2	6	3	5			40	55
32			1	1					2	2		1	1				4	6
033						1			1	1		1					2	3
035	1	4	3			13	3		19	6		13	13	3	1		36	59
036		4	1			2	2		5	3		7	4		1		15	24
037		3	2			14	4		20	25		7	15			1	48	71
038		12	4			25	6		35	37		20	17	4		4	82	129
039		3	1			2	3		6	6		7	4		1	4	22	31
040		4	2			33	3		38	34		39	21	1	1	5	101	143
042			1			1			2	8	2	8	4		1	1	24	26
043		2		1		24	6		31	28	3	16	1	3			51	84
044		2				3	1		4	3	3	8	2	2			18	24
049		5	1			38	8		47	17		17	26		1	2	63	115

Building Number	Cust. Key	Div. Total	Trans.	Metal	Grnds	Carp.	Paint	Hunts.	Div. Total	Plumb.	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
051		1				4	2		6	3	3	8	3	1			18	25
052		1		2		11			13	17	1	16	10	2	1		47	61
53		0	1	2	1	5			9								0	9
054	1	8	1	12		57	12		82	57	17	44	32	7	1		158	248
056		4		3		4	1		8	15	3	6	6	5			35	47
057		1	2	4		6	1		13	10	2	14	12	2	1		41	55
058		0				1			1		1	1					2	3
059		0				1	1		2	2			1	1			4	6
060		0				2			2			2	2				4	6
061		4		7		11			18	32		20	11	1	1	1	66	88
063		2	1	9		61	30		101	69		48	24		2	1	144	247
064		18	2	21	1	72	9		105	109	12	92	71	6	7	3	288	411
065		10	1	9	1	24	11		46	46	7	28	12	5	1		103	159
066		5	1	4		19	1		25	25		31	9	4	1	1	77	107
67		0	1	2	2	3	2		10	2		2	1	1		1	7	17
072		2		5		12	3		20	21		11	5		1	1	39	61
073		3		4		19	4		27	15		16	17			1	49	79
074		1	1	4		22	4		31	45	1	29	8		2	1	86	118
075		3	1			11	3		15	25		17	10	1	1		54	72
076		1	1	2		13	3		18	32		20	3	1	1		57	76
77		9		2		16	2		21	42		25	2				69	99
078		0							0								0	0
082		13		5		21	4		30	58	2	32	20		1	2	115	158
083		5		9		34	4		47	52	15	32	42	12	1	1	131	183
084		19	1	20		36	11		68	91	3	35	39	10	2	2	196	283
085		12	1	19	2	39	7		68	140	1	57	31	2	7		248	328
086		14	3	6		55	12		76	129		63	24		1	2	222	312
087		10		6		10		1	17	26		12	6		2	2	48	75
090		0	1			3	1		6			7				1	8	14
091		6		8		26	11		45	25	1	19	10			1	56	107
092	1	11	2	4		29	8		43	51		15	7		3	1	77	131
093		0		5		8	1		14	5		8	4				17	31
094		4	1	8	1	19	3		32	19	2	11	7				39	75
095		0		3					3		1	5	4	3	1		14	17
096		0		4					4	1		11	10				23	27
097		0		3		4			7	6	1	3	3				13	20

Building Service Calls
Fiscal Year 2003-2004

Building Number	Cust.	Key	Div. Total	Trans.	Metal	Gmds	Carp.	Paint	Hunts.	Div. Total	Plumb.	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
98			0				5	3		8	6	1	3	1				11	19
101			0			1	3	1		5	6		6	3				15	20
105	8		8			6	40	14		60	31	7	55	9	11		1	114	182
106			0			1	2			3	6							6	9
107			0							0								0	0
108			0							0			1	1				2	2
116			0				1			1								0	1
124			0				1			1		1	1					2	3
126			0			1	2			3		1		1				2	5
155			0							0								0	0
168	1		1							0								0	1
170	1	3	4	1		5	34	10		50	18	5	28	8	3	1		63	117
171			0							0								0	0
179	7		7			3	19	2		24	29	1	25	20	1			76	107
181			0			1				1								0	1
199			0			1	1	2		4			7					7	11
205			0		2	1	11	1		15	10	1	4	1		1		17	32
210	2		2			2	9	2		13	12	1	8	6				27	42
212	1		1			1	1	2		4	4		3	1				8	13
213	1		1		1		1			2	5		3	1				9	12
214			0				1			1								0	1
215			0			1	3	1		5	2	1	1	2			1	7	12
240			0							0								0	0
301	1		1			5	9	1		15	18		6	4				28	44
302			0				1			1			1		1			2	3
303			0	3		7	3	3		16	3		15	1	21			41	57
305			0	3		25	16	4		48	10	3	8	3	4		16	44	92
306	1		1			5	19	4		28	6	1	10	3	3		4	27	56
307			0							0	4							4	4
309			0				4	2		6			4				1	5	11
317			0							0								0	0
318			0							0								0	0
321			0							0	1							1	1
327	1		1			2	5			7	2	1	4	14		1		22	30
331			0			2				2								0	2
332			0			1				1								0	1

Building Service Calls
Fiscal Year 2003-2004

Building Number	Cust. Key	Div. Total	Trans.	Metal	Grnds	Carp.	Paint	Hunts.	Div. Total	Plumb.	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
334		0							0	1		2					3	3
335		0							0			1					1	1
336		0							0				1				1	1
338		0							0	1		1					2	2
341		0						1	1			3	2	1			6	7
342		0	2			1			3					1			1	4
347		0				1			1		1	2		10			13	14
349		0							0								0	0
350	2	2	3			35	45	15	98	51		36	18			20	125	225
362		0							0			2					2	2
363		0							0								0	0
372	3	3				4	17	4	25	35	10	21	11	6			83	111
375		0							0		1						1	1
407		0							0								0	0
420		0							0								0	0
430		0							0								0	0
436		0							0								0	0
437	1	1							0								0	1
500		0	1		1	2	9	4	17	11		11	10	1			33	50
502		0							0								0	0
511		0	1						1			1					1	2
512	3	3							0	9	6	1	1				17	20
514		0					2		2		1						1	3
521		0				1	1		2	1		2					3	5
524		0							0	1							1	1
525		0	1			3	3		7	1		3		1		1	6	13
528		0				1			1	1		1		1			3	4
530		0							0								0	0
533	16	17	1			21	51	11	84	99	4	50	40	4	9	12	218	319
535		0					1		1					1			1	2
540		0							0				1				1	1
555		0				1	1		2				3				3	5
570	10	10	1			4	22	8	35	69	7	48	24	1	7	18	174	219
582	3	3	3			4	30	2	39	47	3	56	13		3	3	125	167
585		0				1			1	1		1	1				3	4
587	3	3	1			2	5	2	10	16	3	15	16	4		1	55	68

Building Service Calls
Fiscal Year 2003-2004

Building Number	Cust. Key	Div. Total	Trans.	Metal	Grmds	Carp.	Paint	Hunts.	Div. Total	Plumb.	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
588		7		4	17	2			23	35		26	7	1	1		70	100
589		2		6	16	2			24	50		17	6	1	1		75	101
590		1			2				2			4	3				7	10
594		1							0								0	1
597		0							0								0	0
599		2			2	1			3	6	1		4	2			13	18
680		0			1				1	1		1					2	3
684		0			4	1			5	10	1	3	1				15	20
700		0			1				1			2					2	3
800	1	2	17	26	41		46	16	146	45	5	72	11	7	7	3	150	298
853		4		6	15	5			26	14	6	22	9	5		1	57	87
859		0							0								0	0
Totals	6	367	373	82	483	51	1,740	433		2,790	2,591	187	1,851	1,044	226	87	138	6,124	9,287

Shop Service Call Information
2003-2004

Shop	Service Calls
Electronics	105
Sys. Op.	85
HTW	195
HVAC	886
Electric	1550
Steam	155
Plumb.	2195
Hunts.	1
Paint	349
Carp.	1438
Grnds	51
Metal	410
Trans.	79
Key	321
Cust.	6

Service Call By Building Type
2003-2004

Building Type (vertical axis)

Building Type	Service Calls
Auxiliary	53
Green House	31
Utility/Mech/Shop	313
Recreation	437
Library	474
Social/Public	61
Museum	115
Athletics	189
Misc.	313
Theater	292
Storage	51
Research	2,934
Classroom	2,563
Office	1,461

Service Calls (horizontal axis: 0, 500, 1,000, 1,500, 2,000, 2,500, 3,000, 3,500)

Building Service Calls
Fiscal Year 2004-2005

Building Number	Cust. Key	Div Total	Trans.	Metal	Grnds	Carp.	Paint	Hunts.	Div. Total	Plumb.	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
001		3		4		46	15		65	47		30	25				102	170
002		1		1		4	2		7	13		2	4				19	27
003		4		4		32	1		37	20		17	9	1		1	48	89
004		6	1	12		23	9		45	18		34	15	1			68	119
005		1		8		20	9		37	22		20	7	10		2	61	99
006		4		4		13	6		23	21		5	5	7			38	65
007	2	6		10		26	9		45	50		28	37	7	2	1	125	176
008	3	4		2		28	8		38	31		13	15	7	2	1	69	111
009		4		2		14	2		18	16		8	10			2	36	58
010		2	1	2		10	3		16	9		12	5	4			30	48
011	1	3	1	9		18	3		31	54		20	13			4	91	125
013		2				13			13	15		6	5	2	1	2	31	46
014		1		1		7	3		11	20		14	6	2		2	44	56
017		1		2		17	5		24	11		14	3	2	2	2	34	59
019		8		2		27	5		34	34		34	12	2	2	7	91	133
022		0				1			1			3	1				4	5
023		7		3		20	10		33	23		20	7	1			51	91
024		1				7	3		10	16		8	1	2			27	38
025		5		4		19	4		27	80		27	44	1		3	155	187
026		2		5		18	6		29	26		14	19	2		3	64	95
027		3				6	3		9	6		2	2				10	22
028		9		7		15	1		23	26		19	19	1			65	97
029		2	1	3		14	4		22	19		29	7		2	1	58	82
031		2				6	5		11	12		10	2	9			33	46
32		0			1	1	1		3	1		2	1				4	7
033		0							0			1	1				2	2
035	1	6	1	3		27	2		33	7		26	7	1		1	42	81
036		1	1			2	2		5	5		3	7				15	21
037		6		3		6	3		12	17		15	19	1	1	1	54	72
038		5	1	2		20	2		25	44		24	26	4	1		99	129
039		2		2			2		4	11		6	1				18	24
040		5	1	12		58	4		75	43		45	22			1	111	191
042		0							0	9		14	4			2	29	29
043		0		4		10	7		21	20		12		10		2	44	65
044		2				8	3		11	6		14		3			23	36
049		6	1	1		22	6		30	22		23	18			2	65	101

Building Service Calls
Fiscal Year 2004-2005

Building Number	Cust Key	Div. Total	Trans.	Metal	Grnds	Carp.	Paint	Hunts.	Div. Total	Plumb.	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
051		0		1		7	1		9	15		8	3	1			27	36
052	1	1		3		15	3		21	9		20	9	5			43	65
53		0	2		3	1	3		9	2							2	11
054	7	8	1	12		61	8		82	79		49	75	27	3	2	235	325
056	5	5		3		13			16	20		7	10	3		1	41	62
057		0		2		9			11	19		13	14	2	2		50	61
058		0							0			1					1	1
059		0							0	1			1				2	2
060		0		1		4			5			1	1				2	7
061	3	3		7		8			15	26		18	11	1	2		58	76
063	5	5	3	7	1	27	19		57	32		40	25	1	2		100	162
064	18	18	1	20		61	13		97	95		95	47	7	3	3	250	365
065	11	11		7		21	4		33	35		25	14	7			81	125
066	3	3		2		22	1		25	19		41	12	8	1		81	109
67		0	2		1	1	1		5	1			1	1			3	8
072	1	1		2		9	7		18	16		17	5	1			39	58
073	4	4		2		24	2		28	40		16	13				69	101
074	5	5		3		36	3		42	22		16	4		2		44	91
075	7	7		3		9			12	10		16	4	1			31	50
076	2	2		4		12	3		19	14		12	3	1		1	31	52
77	8	8	1	1		8	2		12	18		23	6				47	67
078		0							0								0	0
082	5	5		5		23	3		31	56		40	23	2	1	4	123	159
083	2	2		4		17	3		24	42		22	44	28	5	2	111	137
084	9	11	2	15	1	35	12		62	121		45	47	16	6	2	248	321
085	9	9	3	13		42	8		67	140		68	34	3	3		264	340
086	16	16	2	9		35	9		55	121		57	37	10	3		223	294
087	7	7		5		12	3	1	20	23		13	10				49	76
090		0		1		1	1		3			2					2	5
091	2	2		4		30	3		37	25		16	9	2		1	52	91
092	8	9		4		18	4		26	20		11	7	1			40	75
093	1	1		8		8	1		17	10		18	2				30	48
094	6	12	1	4		21	7		32	14		7	5				26	70
095		0		3		1	1		5	1		3	3	5			12	17
096		0		4		2			6	1		11	7				19	25
097		0		2		6			8	6		4	2				12	20

Building Service Calls
Fiscal Year 2004-2005

Building Number	Cust.	Key	Div. Total	Trans.	Metal	Grnds	Carp.	Paint	Hunts.	Div. Total	Plumb.	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
98	2		2	1			8	2		11	6		5	4				15	28
101			0	3			11			14	5		7	2				14	28
105	10		10	8		1	44	9		62	50		36	10	13		1	110	182
106	1		1	1						1	2		1					3	5
107			0	1			3			4								0	4
108			0					1		1			2					2	3
116			0							0								0	0
124			0	1						1								0	1
126			0	1				1	1	3	1		2		1			4	7
155			0			1				1	1		2					3	4
168			0				1			1								0	1
170	1		1	4			23	10	1	38	14		20	8	4			46	85
171			0							0								0	0
179	10		10	1			15	4		20	17		32	28	1	5	1	84	114
181			0				1	2		3								0	3
199			0					2		2								0	2
205	2		2	2			12	1		15	7		9	5		1		22	39
210	1		1	2			8	4		14	12		6	6	1			25	40
212	1		1							0			1					1	2
213	2		2	2			3	2		7	5		6	3		1		15	24
214			0							0								0	0
215			0							0	2		2	1			1	6	6
240			0							0								0	0
301			0	2			4	1		7	9		2	4				15	22
302			0							0			1				1	2	2
303	2		2	12			3	4	3	22	7		23	3	21		1	55	79
305			0	22			4	3		29	18		6	6	4	1	18	53	82
306	1		1	8			17	9		34	10		11	5	7		4	37	72
307			0							0								0	0
309			0	7			11	5		23	11		14	1	4		1	31	54
317			0							0								0	0
318			0							0								0	0
321			0							0	1							1	1
327			0	1			5			6	4		4	12				20	26
331			0							0								0	0
332			0							0								0	0

Building Service Calls
Fiscal Year 2004-2005

Building Number	Cust. Key	Div. Total	Trans.	Metal	Grnds	Carp.	Paint	Hunts.	Div Total	Plumb	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
334		0	2	1					3	1		4					5	8
335		0							0			1					1	1
336		0							0			1	1				2	2
338		0							0	1		1					2	2
341		0							0			3	2	1			6	6
342		0	1	1					2			1					1	3
347		0		1			1		2			2		8			10	12
349		0							0								0	0
350		5		32	3	40	17		92	48		38	24			20	130	227
362		0							0			2					2	2
363		0							0								0	0
372		0	2	7	1	29	1		40	23		17	15	9			64	104
375		0							0								0	0
407		0							0								0	0
420		0							0								0	0
430		0							0								0	0
436		0							0								0	0
437		0							0								0	0
500		3		2		4	2		8	13		13	7	1			34	45
502		0							0								0	0
511		0	1						1								0	1
512		1				1			1			1	1				2	4
514		0							0								0	0
521		0							0	2		1					3	3
524		0							0								0	0
525		0				1			1	3				1			4	5
528		0							0								0	0
530		0							0								0	0
533	1	17	1	10		53	16		80	112		49	108	5	6	13	293	390
535		0							0					1			1	1
540		0							0			1					1	1
555		0				2			2			4					4	6
570		7	1	16		27	5		49	55		52	38	2	4	18	169	225
582		10	1	9		18	5		33	51		35	15	4	1	1	107	150
585		0		1					1			1	1				2	3
587		10	2	10		16	3		31	24		24	37	4		1	90	131

Building Service Calls
Fiscal Year 2004-2005

Building Number	Cust.	Key	Div. Total	Trans.	Metal	Grnds	Carp.	Paint	Hunts.	Div. Total	Plumb.	Steam	Electric	HVAC	HTW	Sys. Op.	Electronics	Div. Total	Grand Total
588		3	3		6		20	1		27	21		39	5	1			66	96
589		1	1		7		11			18	48		18	3	1		1	71	90
590		2	2				3			3	7		5	2			1	15	20
594			0							0								0	0
597			0							0				1				1	1
599		3	3				6			6	4		3	4	2			13	22
680			0				2	1		3	3			1				4	7
684			0			1	3	2		6	5		1	1				7	13
700		1	1				1			1				1				1	3
800	2	1	3	29	45	40	60	35		209	51		133	17	14	7	10	232	444
853		3	3		5		19	2		26	19		23	15	9		1	67	96
859			0							0								0	0
Totals	20	351	371	75	508	56	1,640	421	1	2,701	2,500	0	1,974	1,266	328	78	136	6,282	9,354

Shop Service Call Information
2004-2005

Shop (vertical axis categories):

- Electronics — 136
- Sys. Op. — 78
- HTW — 328
- HVAC — 1266
- Electric — 1974
- Steam — 0
- Plumb. — 2500
- Hunts. — 1
- Paint — 421
- Carp. — 1640
- Grnds — 56
- Metal — 508
- Trans. — 75
- Key — 351
- Cust. — 20

Service Calls (horizontal axis): 0, 500, 1000, 1500, 2000, 2500, 3000

Service Call By Building Type
2004-2005

Building Type

	Service Calls
Auxiliary	42
Green House	27
Utility/Mech/Shop	373
Recreation	378
Library	442
Social/Public	65
Museum	120
Athletics	196
Misc.	449
Theater	325
Storage	74
Research	3,070
Classroom	2,306
Office	1,487

Elevator Trouble Call Report
By Building
November 16, 2005

Bldg.	2002/03	2003/04	2004/05	Total	Avg
001	8.0	7.0	16.0	31.0	10.3
003	13.0	15.0	13.0	41.0	13.7
004	1.0	2.0	3.0	6.0	2.0
005	5.0	1.0	3.0	9.0	3.0
007	6.0	2.0	2.0	10.0	3.3
008	4.0	6.0	1.0	11.0	3.7
009	4.0	0.0	0.0	4.0	1.3
010	4.0	1.0	0.0	5.0	1.7
011	9.0	10.0	11.0	30.0	10.0
013	2.0	12.0	6.0	20.0	6.7
014	3.0	0.0	3.0	6.0	2.0
019	2.0	2.0	0.0	4.0	1.3
025	66.0	49.0	22.0	137.0	45.7
026	4.0	5.0	5.0	14.0	4.7
028	2.0	0.0	1.0	3.0	1.0
029	0.0	0.0	3.0	3.0	1.0
031	2.0	4.0	5.0	11.0	3.7
032	0.0	12.0	5.0	17.0	5.7
035	1.0	3.0	4.0	8.0	2.7
037	1.0	2.0	0.0	3.0	1.0
038	11.0	3.0	6.0	20.0	6.7
040	9.0	0.0	2.0	11.0	3.7
049	3.0	4.0	2.0	9.0	3.0
052	0.0	1.0	1.0	2.0	0.7
053	37.0	35.0	33.0	105.0	35.0
054	1.0	4.0	3.0	8.0	2.7
056	1.0	2.0	2.0	5.0	1.7
061	7.0	2.0	0.0	9.0	3.0
063	3.0	4.0	6.0	13.0	4.3
064	12.0	9.0	0.0	21.0	7.0
065	4.0	4.0	0.0	8.0	2.7
066	6.0	5.0	11.0	22.0	7.3
067	8.0	3.0	0.0	11.0	3.7
072	2.0	2.0	2.0	6.0	2.0
073	0.0	3.0	1.0	4.0	1.3
075	1.0	0.0	1.0	2.0	0.7
076	0.0	1.0	0.0	1.0	0.3
077	2.0	8.0	7.0	17.0	5.7
082	8.0	9.0	3.0	20.0	6.7
083	5.0	2.0	0.0	7.0	2.3
084	0.0	13.0	1.0	14.0	4.7
085	23.0	0.0	15.0	38.0	12.7
086	74.0	73.0	33.0	180.0	60.0
087	22.0	6.0	5.0	33.0	11.0
090	2.0	2.0	2.0	6.0	2.0

E 8.3

091	1.0	0.0	1.0	2.0	0.7
094	0.0	1.0	0.0	1.0	0.3
098	1.0	0.0	0.0	1.0	0.3
105	2.0	3.0	0.0	5.0	1.7
170	1.0	0.0	0.0	1.0	0.3
179	2.0	1.0	4.0	7.0	2.3
190	0.0	1.0	0.0	1.0	0.3
199	2.0	3.0	3.0	8.0	2.7
210	0.0	1.0	0.0	1.0	0.3
372	3.0	0.0	2.0	5.0	1.7
500	1.0	2.0	0.0	3.0	1.0
512	0.0	4.0	0.0	4.0	1.3
524	8.0	10.0	13.0	31.0	10.3
527	9.0	6.0	3.0	18.0	6.0
533	18.0	29.0	27.0	74.0	24.7
540	6.0	3.0	4.0	13.0	4.3
560	9.0	4.0	3.0	16.0	5.3
570	21.0	16.0	15.0	52.0	17.3
582	1.0	6.0	3.0	10.0	3.3
585	0.0	5.0	1.0	6.0	2.0
587	0.0	1.0	0.0	1.0	0.3
588	9.0	15.0	10.0	34.0	11.3
589	5.0	4.0	4.0	13.0	4.3
698	0.0	2.0	0.0	2.0	0.7
701	54.0	48.0	31.0	133.0	44.3
702	19.0	37.0	26.0	82.0	27.3
710	0.0	0.0	1.0	1.0	0.3
802	0.0	0.0	2.0	2.0	0.7
811	0.0	0.0	1.0	1.0	0.3
814	0.0	1.0	1.0	2.0	0.7
853	3.0	4.0	2.0	9.0	3.0
860	0.0	0.0	1.0	1.0	0.3
	553.0	535.0	397.0	1,485.0	495.0

ENERGY MANAGEMENT REPORTS

FISCAL YEAR COMPARISONS

SUBSTATIONS

FISCAL	TO MONTH	COST	% INCREASE (DECREASE)	USAGE (KwH)	% INCREASE (DECREASE)
2002	SEPTEMBER	$ 2,442,305.69		65,772,800.00	
2003	SEPTEMBER	$ 2,539,313.10	3.82%	69,912,000.00	5.92%
2004	SEPTEMBER	$ 2,945,975.02	17.10%	69,653,400.00	5.57%
2005	SEPTEMBER	$ 3,231,139.13	24.41%	71,384,800.00	7.86%

HTW PLANTS

FISCAL	TO MONTH	COST	% INCREASE (DECREASE)	USAGE (Thms)	% INCREASE (DECREASE)
2002	SEPTEMBER	$ 376,326.04		1,433,680.00	
2003	SEPTEMBER	$ 787,007.46	52.18%	1,500,010.00	4.42%
2004	SEPTEMBER	$ 930,674.71	59.56%	1,619,090.00	11.45%
2005	SEPTEMBER	$ 1,186,239.88	68.28%	1,581,710.00	9.36%

WATER STATIONS

FISCAL	TO MONTH	COST	% INCREASE (DECREASE)	USAGE (CCF)	% INCREASE (DECREASE)
2002	SEPTEMBER	$ 515,846.67		502,546.00	
2003	SEPTEMBER	$ 544,034.21	5.18%	464,913.00	-8.09%
2004	SEPTEMBER	$ 686,943.24	24.91%	476,882.00	-5.38%
2005	SEPTEMBER	$ 1,098,419.17	53.04%	540,156.00	6.96%

= BASE

ENERGY MANAGEMENT GRAPHS

UNIVERSITY OF UTAH
Substation Total Cost Breakdowns

SUBSTATIONS

—— STADIUM   —— MEDICAL   —— RED BUTTE   —— WESTERN AREA POWER

ENERGY MANAGEMENT GRAPHS

UNIVERSITY OF UTAH
HTW Plants Natural Gas Costs

— HTW Plants (Combined)

ENERGY MANAGEMENT GRAPHS

UNIVERSITY OF UTAH
Campus Water Utility Costs