# Table of Contents
## Required Documentation

**STANDARD 1**

**1.1**    Institutional Mission Statement

**1.2**    Analysis and Appraisal of Outcomes

The recording, analysis, and appraisal of outcomes at the University is a multi-faceted operation with many actors and many outcomes.  We have chosen to organize our documentation under themes that correspond in the main to the list of suggested examples provided on page 27 of the Accreditation Handbook. Further documentation regarding analysis and appraisal of outcomes can be found in various parts of the self study, but especially in the section dealing with Standard Two.  In what follows we provide a brief commentary on the documentation grouped by theme.  The documents take a variety of forms.  In the main, they appear as they originally circulated on the campus.

**1.2a**. Goal Achievement.  Two items are attached to demonstrate the development of goals and the subsequent assessment of their achievement:

**1.2b**.  Alumni and Former Students.  Six items are attached to demonstrate efforts to evaluate what happens to alumni and former students:

**1.2c**.  Program Effectiveness.  Nine items are attached to demonstrate efforts to evaluate program effectiveness:

1.  Academic Program Reviews.  The Graduate School coordinates in-depth reviews of ten academic programs each year.  Normally three University faculty from other departments and three faculty from other universities comprise the evaluation team.  Institutional Analysis provides a standard set of data.  The documents attached are two

**1.2d**.  Student Progression.  Eight items are attached to demonstrate efforts to monitor student progression.

## STANDARD 2 - Graduate Program

## STANDARD 2 - Continuing Education and Special Learning Activities

# STANDARD 3

# STANDARD 4

**STANDARD 8**

## University Mission Statement Revision

*Background:*

*The Utah State Board of Regents has asked the University of Utah and other state institutions of higher education to reexamine and when appropriate revise their institutional mission statements. In the fall 2005 semester President Michael Young called together a special committee and charged it with the task of developing the University's new mission statement.*

*The committee consisted of Margaret Battin, Distinguished Professor of Philosophy; David Bjorkman, Dean, School of Medicine; Paul Brinkman, Associate Vice President, Budget & Planning; Richard Brown, Dean, Engineering; Ronald Coleman, Associate Professor of History; Hope Eccles, University Board of Trustees; Tony Ekdale, Professor of Geology & Geophysics; Robert Flores (Chair), Professor of Law and President, Academic Senate; John Francis (ex officio), Senior Associate Vice President for Academic Affairs; Ali Hasnain, President, ASUU; John Mauger, Dean, Pharmacy; Paul Mogren, Librarian, Marriott Library and Academic Senate Parliamentarian; Robert Newman, Dean, Humanities; and Barb Snyder, Vice President, Student Affairs.*

*The Committee completed its drafting on January 11, 2006. The final version of the statement developed by the committee was approved by Senior Vice President for Academic Affairs David Pershing, Senior Vice President for Health Sciences Loris Betz, and President Young, February 13, 2006. It is submitted for the information of the Academic Senate and subsequently for the approval of the University Board of Trustees.*

*Bob Flores, February 2006*


University of Utah Mission Statement   ·   Spring 2006


The mission of the University of Utah is to serve the people of Utah and the world through the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication, artistic presentation and technology transfer; and through community engagement. As a preeminent research and teaching university with national and global reach, the University cultivates an academic environment in which the highest standards of intellectual integrity and scholarship are practiced. Students at the University learn from and collaborate with faculty who are at the forefront of their disciplines. The University faculty and staff are committed to helping students excel. We zealously preserve academic freedom, promote diversity and equal opportunity, and respect individual beliefs. We advance rigorous interdisciplinary inquiry, international involvement, and social responsibility.

*S/*

*Reg Doc*

*1*

**UNIVERSITY ADMINISTRATION**

rectory    search



THE
**UNIVERSITY**
OF **UTAH**

**Mission Statement**

**The mission of the University of Utah** is to educate the individual and to discover, refine, and disseminate knowledge. As a major teaching and research university, the flagship institution of the Utah state system of higher education, the University of Utah strives to create an academic environment where the highest standards of scholarship and professional practice are observed and where responsibilities to students are conscientiously met. It recognizes the mutual relevance and interdependence of teaching and research as essential components of academic excellence. It welcomes students who are committed to learning and who conform to high academic standards. The right of free inquiry is zealously preserved; diversity is encouraged and respected; critical examination and creativity are promoted; and intellectual integrity and social responsibility are fostered. 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.

## Teaching

In its role as teaching institution, the University of Utah offers instruction in baccalaureate, masters, and doctoral degree programs. Its colleges, graduate, and professional schools include architecture, business, education, engineering, fine arts, health, humanities, law, medicine, mines and earth sciences, nursing, pharmacy, science, social and behavioral science, and social work. The University commits itself to providing challenging instruction for all its students, from both Utah and other states and nations, and encourages interdisciplinary work and the integration of instruction and research opportunities. It expects and rewards superior teaching and academic excellence among its faculty. It seeks the broad and liberal education of all its students and their familiarity with a changing world.

## Research

In its role as research university, the University of Utah fosters the discovery and humane use of knowledge and artistic creation in all areas of academic, professional, and clinical study. In both basic and applied research, the University measures achievement against national and international standards. Rigorous assessment and review are central to advancing its research programs and creative activities, as are participation and leadership in national and international academic disciplines. The University also cooperates in research and creative activities with other agencies and institutions of higher education, with the community, and with private enterprise.

## Public Life

In its role as contributor to public life, the University of Utah fosters reflection on the values and goals of society. The University augments its own programs and enriches the larger community with its libraries, hospitals, museums, botanical gardens, broadcast stations,

public lectures, continuing education programs, alumni programs, athletics, recreational opportunities, music, theater, film, dance, and other cultural events. The University facilitates the application of research findings to the health and well-being of Utah's citizens through programs and services available to the community. The University's faculty, staff, and students are encouraged to contribute time and expertise to community and professional service, to national and international affairs and governance, and to matters of civic dialogue.

University of Utah, Salt Lake City, Utah 84112
Disclaimer - For feedback regarding this site, contact us.

**University of Utah**

**Information Technology Council**

*Agenda*

*For the meeting of Thursday, October 13, 2005*
*held in the Dumke Board Room, Eccles Broadcast Center*

| | | | |
|---|---|---|---|
| I. | Welcome and Introductions<br>Wayne McCormack | | |
| II. | Approval of the Minutes (August 11, 2005) | Tab 6 | Action |
| III. | September Security Memo<br>ISO Tools for Discovering SSNs<br>New Recommendations for SSN Storage | Tab 7 | Action |
| IV. | Wireless Topology & Project Plan for Ubiquitous Svc<br>Use of Task Force Funds for non compliant networks | Tab 8 | Action |
| V. | Project Plan for Spatial Data Base<br>Dave Huth / Pete Vanderhave | Tab 9 | Information |
| VI. | Cellular Phone Pilot & Policy Revision | Tab 10 | Action |
| VII. | Email Project Status<br>Service Level Agreement and Policy | Tab 11 | Action |
| VIII | Video on Demand Report | Tab 12 | Action |
| IX. | Development System – "Go Live"<br>Hayl Kephart | Tab 13 | Information |
| X. | Web Access for the Disabled | Tab 14 | Information |
| XI. | uMarket Application | Tab 15 | Information |
| XII. | Campus IT Plan | Tab 16 | Action |
| XIII. | Associate VP Report | | Information |

*Next meeting is scheduled for December 8, 2005*
*at 12:00 Noon in the Dumke Board Room of the Eccles Broadcast Center*

THE
**UNIVERSITY**
OF **UTAH**

# Integrated Information Technology Strategic Plan

*Information Technology Council*

*October 10, 2005*

# 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.

### Process Improvement

We will adopt Information Technology Infrastructure Library (ITIL) process improvement framework to improve service delivery and management processes and customer service. We will deemphasize IT culture based on technology and increase focus on a service-orientation. This will be done through measured steps to implement new processes with emphasis on improving Service Desk, Incident Management, Change Management, and Service Level Management functions and processes.

### 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. Proactive, preemptive IT security strategies will be emphasized.

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.

| | |
|---|---|
| Administrative Applications | |
| Facilities Mgmt and Security | |
| Digital Academic Strategies, Web CT, Digital Lockers | |
| University Market Place | Customized Electronic Delivery of Services and Content |
| Faculty/Staff Portal Services | |
| Student Portal Services | |
| Campus Standard Network to all Classrooms | |
| | |
| Remove Mobile Office Barriers | |
| E-Mail / Calendar / Collaboration | |
| Wireless LAN / WAN | |
| Individual & Dept Cellular Services | Unified Communication Initiatives |
| Next Generation Voice | |
| | |
| Digital Approval Methods | |
| Meta-Directory Services | Campus |
| Roles Based Directory Services | Directory Services |
| | |
| Market SAN Services | |
| National Lambda Rail | |
| Future Data Center | Network Infrastructure |
| Campus Network Architecture and Planned Infrastructure Upgrades | and Services |
| | |
| ITIL Service Delivery Processes | Service Management |
| ITIL Service Support Processes | Process Improvement |
| | |
| Media/Video on Demand Plan | |
| Knowledge Management Plan | |
| Campus Network Funding Transition | Policy and |
| Institutional Data Management Procedures | Plans |

4

# Information Technology Council Members

## Chair

**Wayne McCormack,** Professor, College of Law

## Members

**Cathy Anderson,** School of Medicine

**Kenning Arlitsch,** Marriott Library

**Edward Barbanell,** Undergraduate Studies

**Paul Brinkman,** Budget and Planning

**Norman Chambers,** Assistant VP for Administration

**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

**Paul Haanstad,** College of Humanities

**Kay Harward,** Associate Vice President for Student Affairs

**Stephen Hess,** Associate Vice President, Office of Information Technology

**David Huth,** Director Institutional Security Office

**Philip Johnson,** Human Resources

**Hayl Kephart,** Central Development Office

**Helen Lacy,** Director, Instructional Media Services

**Gary Levy,** Academic Outreach Continuing Education

**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

**Joyce Mitchell,** School of Medicine, Medical Informatics

**Grant Moulton,** Controller, Assistant Vice President, Finance

**Tony Murillo,** Huntsman Cancer Institute

**Joyce Ogburn,** Director Marriott Library

**Brent Park,** College of Health

**Jim Parker,** Director, Purchasing, Assistant Vice President, Finance

**Wayne Peay,** Director, Eccles Health Sciences Library

**Pierre Pincetl,** Chief Information Officer, UUH

**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

**Joanne Yaffe Kjosness,** Social Work

**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.

7

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, Libraries, and Health Sciences have oversight for enterprise data/administrative services, research, academics, 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.

President Young outlined an institutional vision that includes more interdisciplinary academics and research. Such inter-institutional collaboration will rely heavily on robust IT resources

## WEAKNESSES

The University continues to have its own digital divide. Some departments and colleges have very good networks, others do not.

The campus needs to upgrade some building wiring and equipment closets. This need impacts the security of network resources.

Funding for all higher education endeavors, including IT initiatives continues to be scarce.

The improving economic environment is likely to cause increased competition for skilled IT professionals. It may be more difficult to attract and retain staff based on potential pay and benefit differentials.

# 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 changed the landscape. As new IT professionals were sought, extremely talented IT professionals applied for positions. This trend may be reversing again, due to the improved 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.

The development and proliferation of Optical Networks will significantly increase bandwidth resources.

## 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. Identity theft is an increasing threat. The University must communicate these threats effectively to the campus community.

IT industry consolidation will continue. While there may be significant benefits that come through mergers and acquisitions there also is a potential threat due to decreased competition.

# 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.

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.

7. Staff members want electronic access to administrative services, including Human Resources and benefits information.

## 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, performance metrics, and ongoing assessment of existing processes and business practices to guide the development of e-services and commerce.

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 Procedures to reflect today's administrative and academic computing environment.

With an understanding of the cost of University IT infrastructure, we will transition to an approved 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.

## Service Delivery and Management

We will adopt Information Technology Infrastructure Library (ITIL) process improvement framework to improve service delivery and management processes and customer service. We will deemphasize IT culture based on technology and increase focus on a service-orientation. This will be done through measured steps to implement new processes with emphasis on improving Service Desk, Incident Management, Change Management, and Service Level Management functions and processes.

## 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 and include these strategies in the campus five year plan.

4. Participate in the National Lambda Rail initiative to provide for growing research network requirements.

5. Communicate the availability of storage systems and services, including storage area networks (SAN), to meet the increasing demand for short term and archival storage space.

## Campus Directory Services

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. Support the goal of "ubiquitous computing" established by ITC.

3. Implement cellular service strategies that will allow departments and individuals to acquire solutions that address their specific needs.

4. Acquire the e-mail, calendaring, and collaboration technologies selected through the "Request for Proposal" process. Make these services available via wired and wireless communications technology.

5. Remove barriers to the adoption Cellular/PDA based mobile office services.

## 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. Continue to development 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 and 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. 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. Integrate anti-plagiarism tools with WebCT 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.

6. Support the development of improved campus facilities management and physical security systems.

7. Support implementation and/or upgrade of campus administrative systems.

   a. Central Development System

   b. Grants Administration

   c. Deferred processing or 24x7 credit card transactions.

   d. Web Access to Campus Information System to v 8.9.

   e. HR/Payroll/Student Applications to v 8.9.

   f. Kronos to v 5.1.

# APPENDIX A - PROJECT PLANS

As of August 16, 2005

## Policy, Planning, and Process

| Objectives Funding, Lead Responsibility | Tasks |
|---|---|
| 1. Communicate IT issues to University Leadership. What is driving change?<br><br>Funding<br><br>Project Lead: Steve Hess<br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition: In committee.<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 2. Update the Institutional Data Management procedures to define stewardship responsibilities of users of campus administrative data.<br><br>Project Lead: Kevin Taylor<br><br>Participants: ACS, ITS<br><br>Completion: Qtr | 1. Needs Assessment.<br><br>This is in direct response to a request from HSC ITS for direct access to PeopleSoft data.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 3. Transition to the approved plan for sustainable funding for the campus backbone network.<br><br>Project Lead: Kevin Taylor<br><br>Participants: OIT<br><br>Completion: FY05/06 | 1. Needs Assessment. Completed<br><br>2. Product Definition Completed – defined by SVPs subject to change with experience.<br><br>3. Business Plan – Completed, requires continued monitoring of IP addresses.<br><br>4. Project Plan: CCCC will appear as separate bill item on July 1, 2005 and will transition to FTE/IP based allocation by July 1, 2006<br><br>5. Marketing / Rollout<br><br>6. Evaluation – monitor IP space. |

| Objectives<br>Funding, Lead Responsibility | Tasks |
|---|---|
| 4. "Operationalize" Knowledge Management, including plans that address technical issues as well as proper use of knowledge resources.<br><br>Project Lead: <u>Steve Hess</u><br><br>Participants: <u>Committee</u><br><br>Completion: <u>Qtr</u> | 1. Needs Assessment. 2 committees, KM systems and Info Literacy.<br><br>2. Product Definition: In committee.<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 5. Develop standards for video-on-demand. Prepare for participation in national Student Open TV Network.<br><br>Project Lead: <u>Steve Hess</u><br><br>Participants: <u>Committee</u><br><br>Completion: <u>Qtr</u> | 1. Needs Assessment. Committees organized to define standards.<br><br>2. Product Definition: In committee<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

## Process Improvement

| Objectives<br>Funding, Lead Responsibility | Tasks |
|---|---|
| 1. Complete ITIL assessment and prioritize processes to be implemented.<br><br>Project Lead:<br><br>Participants: OIT Directors/Mgrs<br><br>Completion: <u>Qtr</u> | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

| Objectives<br>Funding, Lead Responsibility | Tasks |
|---|---|
| 1. Next Phase upgrade core network.<br><br>Funding   Included in 0perational<br>           budget<br><br>Project Lead:  Dave Huth<br><br>Completion:  Qtr | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 2. Upgrade building wiring and closets.<br><br>Funding    Included in 0perational<br>           budget<br><br>Project Lead:  Dave Huth<br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 3. Establish interim and long term operating plans for campus data center including adequate capacity over plan period and support for data backup and archiving systems.<br><br>Funding:<br><br>Project Lead: Steve Hess<br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

| Near Term Objective Funding, Lead Responsibility | Tasks |
|---|---|
| 4. Implement National Lambda Rail and develop connectivity plan to CENIC network. Assess impact of optical networking.<br><br>Funding: _____<br><br>Project Lead: <u>OIT / UEN / CHPC</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan – Connect Summer 2005.<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 5. Determine means for assessing appropriate storage strategies based on business requirements including data criticality.<br><br>Funding: _____<br><br>Project Lead: <u>OIT / UEN / CHPC</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition: ITS defined SAN and tape system.<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout: ITS pricing communicated via IT news, ITC, All Managers<br><br>6. Evaluation |

## Campus Directory Services

| Near Term Objective<br>Funding, Lead Responsibility | Tasks |
|---|---|
| 1. Expand and implement <u>roles</u> based directory services. Facilitate directory enabled single sign-on capability<br><br>Funding     <u>Included in middleware budget</u><br><br>Project Lead: <u>Dave Huth</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

| 2. Define interface standards for access to institutional data.<br><br>Funding<br><br>Project Lead: <u>Corey Pederson</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
|---|---|
| 3. Implement electronic (digital) approval methods to enable e-commerce transactions and automated administrative processes.<br><br>Funding    <u>Included in middleware budget</u><br><br>Project Lead: <u>Dave Huth</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

## Unified Communications Initiatives

| 1. Roll out Next Generation Voice systems. Conduct end user and technical staff training. Roll-out unified messaging in concert with E-Mail implementation.<br><br>Funding   In Place<br><br>Project Lead   <u>Kevin Taylor</u><br><br>Completion: <u>Ongoing starting 2<sup>nd</sup> Qtr 2004</u> | 1. Needs Assessment. In general - completed by ITC Committee. Department needs defined on a dept by dept basis.<br><br>2. Product Definition: RFP results.<br><br>3. Business Plan: Business Plan – capital and operating expense and revenue plan in place – included in FY 2006 Budget.<br><br>4. Project Plan: Approx 45 campus orgs and clinics are scheduled for implementation.<br><br>5. Marketing / Rollout: AE / Customer driven.<br><br>6. Evaluation: Evaluation of various IP configurations ongoing. Costs and revenues are tracked monthly. |
|---|---|

| | |
|---|---|
| 2. Establish departmental and individual cellular services acquisition plans. Support mobile office adoption.<br><br>Funding    <u>In Service Charges</u><br><br>Project Lead   <u>Kevin Taylor</u><br><br>Completion:  <u>3rd Qtr 2005</u> | 1. Needs Assessment.<br><br>2. Product Definition   Salary Additive program. Direct dept/vendor channel established.<br><br>3. Business Plan: Salary Additive program addressed by campus finance committee. Pilot approved and underway.<br><br>4. Project Plan: Trial participants selected to test payroll procedures. Expected general availability, $3^{rd}$ Qtr 2005.<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 3. Implement campus wireless plan including campus coverage, roaming, access, services authorization, and central switching where applicable.<br><br>Funding<br><br>Project Lead   <u>Bryan Morris</u><br><br>Completion: | 1. Needs Assessment. WANA replacement architecture. Secure (802.1X) standards definition required.<br><br>2. Product Definition: Insecure definition is the ITAC approved Cisco Clean Access Solution. Secure definition in place and working using 802.1X authentication.<br><br>3. Business Plan = Cisco Clean Access purchase approved and funded. Develop business case and funding plan for central switching.<br><br>4. Project Plan: Cisco Clean Access implementation underway. ITAC roll out plan – $3^{rd}$ Qtr 05..<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 4. Acquire/implement new campus e-mail, calendaring, and collaboration system. Establish roll-out and training processes.<br><br>Funding   <u>$ ...</u><br><br>Project Lead: <u>Caprice Post</u><br><br>Completion: | 1. Needs Assessment. Needs assessment performed by ITC email subcommittee.<br><br>2. Product Definition: RFP let, responses received, awarded to Microsoft $2^{nd}$ Qtr 05.<br><br>3. Business Plan: Funding – combination of funding (task force, reallocation of resources, dept funded campus agreements, campus and HSC contributions.<br><br>4. Project Plan – calls for IPlanet replacement by EOY 2005. Novell replacement, Spring 2006. |

| | 5. Marketing / Rollout |
| | 6. Evaluation |
| 5.  Remove entry barriers for mobile office services.<br><br>Funding     $ ...<br><br>Project Lead: Kevin Taylor<br><br>Completion: | 1.  Needs Assessment.<br><br>2.   Product Definition<br><br>3.   Business Plan<br><br>4.   Project Plan<br><br>5.   Marketing / Rollout<br><br>6.   Evaluation |

## Customized Electronic Delivery of Services and Content

| 1. Extend campus standard Internet connectivity to all classrooms.<br><br>Funding   _____<br><br>Project Lead   Helen Lacy<br><br>Completion:  Qtr | 1. Needs Assessment: High Tech classroom committee authorized by ITC.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan: Applications received and awarded for FY 06.<br><br>5. Marketing / Rollout:<br><br>6. Evaluation |
| 2.  Update centrally managed institutional data only through systems or processes created or approved by Administrative Computing Services<br><br>Coordinate data downloads, remote calls, interfaces, or other access to institutional data with ACS to ensure timely, accurate, and secure data.<br><br>Define interface standards for access to institutional data.<br><br>Funding…<br><br>Project Lead   Marv Hawkins | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

| | |
|---|---|
| 3. Expand available services on production student portal. Transition portal to serve as component of the campus Knowledge Management initiative.<br><br>Funding     $<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: | 1. Needs Assessment. ITC Portal Subcommittee and student survey were basis of needs assessment.<br><br>2. Product Definition: Using Novell portal, upgraded to exteNd Enterprise Suite.<br><br>3. Business Plan:<br><br>4. Project Plan<br><br>5. Marketing / Rollout: Upgraded portal rolled out to students 1st Qtr 2005.<br><br>6. Evaluation |
| 4. Develop Faculty and Staff portal Services.<br><br>Funding     _____<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: | 1. Needs Assessment. ITC Portal Subcommittee and survey of end users needs.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 5. Develop the University Market Place to facilitate a "shopping cart" experience for consumers of department provided services.<br><br>Funding<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: <u>3rd Qtr 2005</u> | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 6. Develop software tools to assist faculty and students in developing digital academic strategies. (Web CT upgrade, Turnitin integration, learning objects)<br><br>Funding:<br><br>Project Lead: <u>Chuck Wight</u> | 1. Needs Assessment<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan |

| | |
|---|---|
| Completion: <u>1<sup>st</sup> Qtr 2006</u> | 5. Marketing / Rollout: Implemented "Turnitin" software 3<sup>rd</sup> Qtr 04. Web CT was upgraded and is the 2<sup>nd</sup> busiest web service (after CIS). Plans for new e-mail system include storage and document sharing.<br><br>6. Evaluation |
| 7. Develop personal storage strategies and technologies (digital locker).<br><br>Funding:<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: <u>1<sup>st</sup> Qtr 2006</u> | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 8. Enhance central web services for www.utah.edu, including search engine, web statistics, on-line campus map, etc.<br><br>Funding:<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 9. Support implementation of Computer Aided Facilities Management applications (CAFM).<br><br>Funding:<br><br>Project Lead: <u>Pete Vanderhave</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 10. Continue implementation of Campus Security System | 1. Needs Assessment.<br><br>2. Product Definition |

| | |
|---|---|
| Funding:<br><br>Project Lead:<br><br>Completion: | 3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 11. Implement next generation Development Software application.<br><br>Funding:<br><br>Project Lead: <u>Hayl Kephart</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 12. Implement Grants Administration module<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 13. Implement deferred processing model for 24x7 credit card transactions.<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

| 14. Upgrade Campus Information System web access to v8.9<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
|---|---|
| 15. Upgrade HR/Payroll/Student administrative applications (bring all apps to same technology level) v 8.9<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 16. Ugrade Kronos to v 5.1<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

*University of Utah*

*Information Technology Council*

*Agenda*


*For the meeting of Thursday, June 8, 2006*
*held in the Dumke Board Room, Eccles Broadcast Center*


| | | | |
|---|---|---|---|
| I. | Welcome and Introductions<br>Steve Hess (Wayne McCormack excused) | | |
| II. | Approval of the Minutes (April 13, 2005) | Tab 10 | Action |
| III. | Instructional Computing – Final Budget | Tab 11 | Action |
| IV. | Data Center Committee Report<br>Mike Morgan | Tab 12 | Information |
| V. | National Lambda Rail<br>Steve Hess | Tab 13 | Information |
| VI. | Cyber-Infrastructure Survey<br>Steve Hess | Tab 14 | Information |
| VII. | Project Reports<br>U-Mail<br>Next Generation Voice<br>Wireless<br>Content Management | | |
| VIII. | FY 2005/2006 Strategic Plan<br>Progress Report | Tab 15 | Information |
| IX. | Associate VP Report | | Information |


*Next meeting is scheduled for August 10, 2006*
*at 12:00 Noon in the Dumke Board Room of the Eccles Broadcast Center*

## Plan Accomplishments  FY 2005 / 2006

| Category | Element | Status |
|---|---|---|
| Policy Planning & Process | Communicate IT Issues to University Leadership | Report on impact of IT on Higher Education delivered to campus leadership, ITC and the Legislature. |
| | Update Institutional Data Management Procedures | Council of Data Stewards Organized to address this as well as project prioritization, data access and security issues.  Data downloads, remote calls, interfaces, or other access to institutional data is coordinated with ACS to ensure timely, accurate, and secure data. |
| | Transition to approved plan for sustainable funding for the campus backbone network | Transition plan is in place and will take place over a 2 year period. |
| | Operationalize Knowledge Management | Fundamental Architecture for knowledge management is in production and/or under development including:<br>– portals<br>– content management systems<br>– and data bases. |
| | Develop standards for video-on-demand.  Prepare for participation in national Student Open TV Network. | – Entered into agreement to join Student Open TV Network.<br>– WIKI established to communicate best practices and standards for VOD.<br>– E-media digital content is now available from PBS.<br>– Network standards that allow video transport are in place.<br>– Learning objects seminar has been held.<br>– Video repository in place at UEN and Marriott Library.<br>– Investigating possible use of U-iTunes.<br>– 44 classes are now podcasting.<br>– Video production units exist at IMS and Eccles Health Sciences Library. |

| Category | Element | Status |
|---|---|---|
| Process Improvement | Complete ITIL assessment and prioritize process to be implemented. | – ITIL assessment complete.<br>– Change management procedures were developed and are being used successfully within OIT. Established budget for service desk improvements and establishment of configuration management database. |

| Network Infrastructure & Services | Next Phase upgrade core network. | All planned FY06 (Phase IV) upgrades have been completed.<br>10 Ghz core to distribution links are installed<br>All buildings off Marriott Library node are 1 gig.<br>Outdoor wireless for public safety installed and operational<br>Data center node in full production<br>Firewall blades fully installed in all distribution nodes<br>Reworked uplink to UEN to provide survivability/redundancy |
|---|---|---|
| | Upgrade Building Wiring & Closets | Several major projects have been completed or are in process:<br>−  Marriott Library fiber upgrade to single mode and reroute affecting all buildings surrounding the Library.<br>−  New Moran Eye Center fiber upgrade and building wiring.<br>−  Emma Eccles Jones building wire.<br>−  420 Chipeta way rewired for Health Sciences<br>−  650 Komas rewired and fiber upgraded between there and 585 Komas.<br>−  Phase IV backbone fiber upgrades are complete affecting approximately 30 buildings in and around the President's Circle.<br>−  Social Work rewire underway to replace token ring network.<br>−  Redundant conduit and fiber was connected to the Hospital.<br>−  Radiological Health fiber upgrade – emergency response to alarm system install.<br>−  Planning underway for major manhole cleanup including removal of coax and old cable to reclaim scarce conduit resources. |
| | Establish interim and long term operating plans for campus data center. | −  Data Center committee organized.<br>−  Power issues have been addressed at Komas Data Center.<br>−  Initial Committee report presented at June ITC.<br>−  Campus Data Center is included in campus strategic plan. |
| | Implement National Lambda Rail and develop connectivity plan to CENIC network. Assess impact of optical networking. | −  National Lambda Rail connection go-live was May 1, 2006.<br>−  Optical networks were deemed to be important to long range plan but not immediately required. |
| | Determine means for assessing appropriate storage strategies based on business requirements including data criticality. | −  OIT has partnered with ITS to use ITS SAN facilities for U-Mail storage.<br>−  Rendundant, geographically separate data center (Richfield) is being implemented with Hospital in place and ACS planned. |

| Campus Directory Services | Expand Roles-Based Directory Services | Improvements to OSL website, portal services, Umail delegated administration based on roles based directory. |
|---|---|---|
| | Define interface standards for access to institutional data. | ACS working to develop methods and tools for data extraction in collaboration with ITC and Council of Stewards to determine best practices. Inventory of existing interfaces, including University and external data transfer is underway. |
| | Implement Digital Approval Methods | Internal certificates continue to be managed. Model for workflow is still required and will be addressed in part with a planned consultant engagement. |

| Unified Communications | Roll-Out Next Generation Voice | – Over 3000 lines, mostly in the Health Sciences Center, and remote clinic and business office locations, are implemented as of end of FY06.<br>– Redundant Core architecture (lower campus node) acquired and in process of implementation. |
|---|---|---|
| | Department & Individual Cellular Plans | – Department and individual plan/policy is in place as of January 1, 2006.<br>– Tax issues have been raised to ACUTA for possible regulatory action. |
| | Campus Wireless Plan | – Ubiquitous wireless has been defined.<br>– Ubiquitous central architecture is in place and serving departments.<br>– Funding has been identified for 3 year plan.<br>– Plan is also in place for establishing "hotspot" networks to accommodate guests. |
| | E-Mail System Acquisition and Implementation | – System has been implemented.<br>– Departments and students are migrating to new Umail system.<br>– As of end of FY06, over 47,000 accounts have been provisioned with over 10,000 users logged in.<br>– System is very stable and delivering services identified in the original ITC study. |
| | Remove entry barriers for mobile office services | – Umail system supports native synchronization with palm and windows mobile 5 products.<br>– This will eventually make the expensive mobile office server unnecessary. |

| Customized E-Delivery of Services & Content | Internet Connectivity to All Classrooms | – 34 new classroom installations funded and completed including 14 general purpose classrooms in the Warnock Bldg.<br>– 12 upgrades and 11 requests for portable equipment completed.<br>– 60 Proposals were funded. |
|---|---|---|
| | ACS Standard for Data Downloads, Remote Calls, Interfaces | Subject focus of Council of Data Stewards |

| | | |
|---|---|---|
| | Expand Student Portal services. Transition to knowledge management. | – Student Portal is migrated to new Vignette platform.<br>– Vignette content management was acquired as a part of the U knowledge management initiative. |
| | Develop Faculty and Staff Portal Services. | – Faculty Portal is scheduled for FY07. The project is dependent on implementation of faculty /research content management component (newly acquired), which is on fast track status.<br>– Staff Portal was not budgeted per direction from HR. |
| | University Market Place | Umarket is serving 70 e-commerce applications in 45 different departments. |
| | Software Tools for Digital Academic Strategies | Web CT was updated to most recent version and went live January 1, 2006. |
| | Develop personal storage strategies. | Plan is established to address transmission and storage of email attachments. Plan also addresses individual storage. |
| | Campus Spatial Database project. | Project was completed with cooperation between Facilities Management, OIT, and USBS Digit Lab. |
| | Continued implementation of Campus Security System | System is being implemented on an as needed basis. |
| | Next Generation Development Software | The Sungard BSR product was implemented and went live for end-users in September 2005. |
| | Implement Grants Administration | Project completed October 2005. |
| | Implement defered processing for 24x7 credit card transactions | Target completion date for this project is fall, 2006, prior to tuition collection. |
| | Upgrade CIS to v8.9 | Project completed October 2005. |
| | Upgrade HR/Payroll/Student admin applications to v8.9 | Project completed March 2006. |
| | Upgrade Kronos to v 5.1 | Project completed January 2006. |

THE
# UNIVERSITY
OF UTAH

# Memorandum

**Date:**     November 1, 2002

**To:**       Deans and Directors

**From:**     David W. Pershing

**Re:**       **SMART Goals for 2002 - 2003**


As we discussed in the CAD Breakfast last month, I would like to continue the SMART Goals part of the Strategic Planning Process for one more year, in spite of our difficult budget situation. With such limited resources it is essential to concentrate our efforts on our most important activities. I feel that 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.

Please review your goals from last year and create 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).

I would also like you to submit your plans for the current year, again in the SMART Goals bulleted or numbered format. In addition, I would encourage you to be thinking about long-range issues. Assuming we do begin to emerge from this economic downturn, where do you want to place your primary focus? What are your key long-term objectives for the college?

If you will submit your last year's progress summary and your new goals by December 1, 2002, we will try to schedule all of the discussion meetings by the end of February. Like last year, we would prefer to meet with you and your college leaders in your own home location. Thank you for your support in this process.

**Goal 1**   Successfully recruit a new dean for the Graduate School of Architecture.

*On July 1, 2002 Brenda Case Scheer, AIA, AICP, began her tenure as dean.*

**Goal 2**   Continue evolving and refining excellent professional and academic programs and offerings at the undergraduate and graduate levels.

- Implement curriculum changes that respond to the report from the NAAB accreditation visit that occurred in Spring 2001.

*Although no new courses were added, several significant changes to the masters' project courses improved our previous deficiency on 'site conditions'. We have yet to address our deficiency in 'technical documents.'*

- Complete the process of transforming the historic preservation program into a certificate program.

*This initiative is on hold, pending developments in urban planning that are anticipated in 2002-03.*

**Goal 3**   Attract, support, and retain an excellent, motivated, and diverse faculty.

- With the retirement of several important senior faculty members over the next three years, develop a recruiting plan articulating upcoming needs, and ways to address recruitment of women and minority faculty in that process (in part to respond to the NAAB accreditation report).

*A recruiting plan has been developed and implemented, with the result of greater visibility of the faculty at national meetings, appointment of a woman dean as the first female full professor in the 52-year history of the college, and retention of three women tenure-track faculty. The permanent faculty of 14 includes seven people who are women and/ or minorities.*

- Develop a system of faculty mentoring and career planning and development that recognizes the differing needs of individuals at varying stages of their academic and professional careers.

*Faculty mentors have been assigned for all untenured faculty. Mentors report to the dean periodically. Several of the senior faculty also received excellent mentoring from the former dean and are demonstrating greatly improved research or creative productivity.*

- Developing a process of integrating adjunct/visiting faculty more fully into the academic and intellectual life of the School.

*Visiting faculty have been added to important committees of the GSA and included in Council and social events. Several have been made a part of the School's advisory board.*

- Increase the visibility of our excellent faculty and program nationally and internationally.

*The former dean has been extremely active in national accrediting and professional organizations. There were two exhibitions for the Olympics that received acclaim and many visitors to the building. A well –known journalist-architect from New York City, Michael Sorkin, was a visiting faculty here.*

**Goal 4**   Enhance the educational experience for all students within the context of an increasingly pluralistic, global world.
- Develop a plan for addressing issues of diversity in the student body, in response to the NAAB accreditation report.

*Between 2000-01 and 2001-02, the student minority enrollment increased 42% overall, led by an increase in Asian and Hispanic students. The percentage of female students decreased slightly in the same period and is well below national norms. Nationally, approximately 45% of architecture students are women, compared to 27% at the GSA in 2001-02. This suggests a need to concentrate on recruiting and retaining women and African-american students.*

**Goal 5**   Build a diversified and strong resource base for accomplishing the mission of the School.
- Continue to completion the "50 Years of Building Excellence" development campaign that addresses specified priorities for the program.

*The total pledged for the campaign is $560,000, less than the $1 million goal.*

*College of Arch + Planning*

# 2002-03 Smart Goals – Graduate School of Architecture

**Goal 1.** Transfer the undergraduate **urban planning** program to the GSA, and begin the development of an accredited masters degree in urban planning to be introduced in 2004-05.

- Increase awareness of planning issues in the local and regional community through service learning projects and increased activism and participation in civic issues by the faculty and dean.
- Lead the preparation of an inter-disciplinary, accredited urban planning masters degree curriculum and prepare documents for a new degree.
- Integrate the historic preservation certificate as a part of the joining of architecture and urban planning.

**Goal 2.** Improve the **image** and visibility of the college.

- Change the name of the college to better reflect current degree offerings and future potential.
- Significantly alter the web site for ease of use, appropriate design image and communication with alumni and potential students
- Actively call attention to faculty and student achievement through awards nominations and other media opportunities.

**Goal 3.** Improve the **funding** available to support programs and research.

- Significantly increase the number of faculty research grants submitted for funding both externally and internally.
- Prepare a capital plan, to fund start up costs of the urban planning program and for significant refurbishing and additions to the Architecture Building.
- Identify and approach key potential donors

**Goal 4.** Prepare and implement a program for increasing the **diversity** of the student body, particularly emphasizing the retention and recruitment of female students.

- Examine and suggest revisions to the curriculum to emphasize or reflect the broad-based values of non-traditional students (i.e, community-orientation, environment).
- Research the program retention rates and reasons for leaving the program.
- Work with local professional organizations (AIA, APA, ULI) to develop an outreach initiative to encourage design/planning careers among diverse students in Utah high schools and at SLCC.

**2002-03**
**Exceptional Results**
**in Challenging**
**Times**

**2001-02**
**Sustaining**
**Excellence,**
**Striving to be**
**Exceptional**

**2000-01**
**Building the**
**Foundations of**
**Excellence**

*Education with Impact*

# Exceptional Results in Challenging Times

## *SMART Goals 2002-03*

February 6, 2002

---

**2002-03**
**Exceptional Results**
**in Challenging**
**Times**

**2001-02**
**Sustaining**
**Excellence,**
**Striving to be**
**Exceptional**

**2000-01**
**Building the**
**Foundations of**
**Excellence**

*Education with Impact*

# 2002-03 Context

- Challenging situation, the "perfect storm"
  - Cuts in state appropriations, unfunded growth
  - Drastic declines in endowments
  - Donors with significant losses
- Tremendous momentum from meeting prior years' goals
- Desire to consolidate achievements, including program achievements
- Prepare for next round of program successes

1

# Master's Programs Goals

- Strategic Goal is to continue to dominate Utah MBA market
  - Increase quality of MBA programs while expanding students served
  - Develop specialized master's degrees as 5th year option in conjunction with eliminating one year program, including 3-2 honors program.

---

# MBA Program

# PMBA Program

# Executive MBA

3

# MBA Career Services

- Placement is our next significant challenge
- Number of initiatives
  - NAB assistance in Career Development
  - Development of Regional Boards
  - Top 10 customers effort, including outcomes assessment
- Difficult job market, we had acceptable placements 3 months after graduation, not acceptable at graduation

# Campus Partnerships

- Continues as major goal
- SCH growth risks making us a competitor, goal is to be partner
- Partnering on several fronts:
  - Service courses
  - Interdisciplinary programs
  - Minor and Graduate Certificate
- Adding value through efforts such as Entrepreneur Challenge and Lassonde New Venture Center

# High Academic Undergraduate Program

- As we have raised the entry bar, students have responded and our enrollments continue to grow.
- We do not have the faculty resources to support this growth, and as a result we have too many adjuncts.
- Would like to promote 5th year Master's programs (e.g., MPrA) tied to honors offerings.
- Promoting minor as alternative to major (201 current), want International Studies to move forward.

# Undergraduate Business is Exceptional Program

- Ranked in U.S News top 50
- Graduates entering best graduate programs, Chicago, Stanford, Wharton, Northwestern, Harvard.
- Given funding structure, can we capitalize on this with honors programs?
- Undergraduate differential is necessary to sustain this excellence, hope to have differential for 2004-05.

## Solidify Ph.D. Program

- Increased quality and grown to "critical mass"
- Placements are meeting our expectations, not spectacular
- Maintain quality of admits while improving placements
- Continue to expand post-doc

## Development Goals

- Broaden donor base and <u>maintain</u> annual fund level.
  - Donors seem to be level
  - Donations up slightly year-on-year
- Continue to cultivate major gifts
  - Entrepreneur Center
  - Scholarships
  - Values & Ethics and Garn
- Continue to innovate (e.g., team-based phonathon) and stay the course with successes

# Continue to have facilities Problems

- We are out of offices, I am going to be moving into a doublewide on the lawn.
- Problems with:
  - Classrooms: number & configuration
  - Student Services: space and location
  - Student Labs: space, access, quality
  - Research Labs: no space

# Any final questions?

# Comments?

# SMART Goals 2002–03

1. Continue expanding graduate enrollments, stabilizing all programs at capacity and setting up 5th year Master's degrees. We need to add faculty resources before considering another major program expansion in the PMBA or fulltime MBA.

Enrollment Goals (GMAT Average)

|              | current    | goal       | 2003-2004 | 2004-2005 | Long Term |
|--------------|------------|------------|-----------|-----------|-----------|
| One year     | 63 (604)   | 60 (620)   | 50 (620)  | 0         | 0         |
| Day-2 year   | 52 (631)   | 80 (620)   | 70 (630)  | 80 (630)  | 160 (640) |
| Professional | 132 (588)  | 120 (600)  | 160 (600) | 160 (600) | 160 (600) |
| Executive    | 57         | 50         | 55        | 55        | 55        |
| MPrA         | 48 (569)   | 60 (600)   | 70 (600)  | 80 (600)  | 80 (620)  |
| M.S. IS      | 0          | 0          |           | 40 (620)  | 60 (620)  |
| M.S. Finance | 11(617)    | 0          | 30 (620)  | 45 (620)  | 60 (620)  |

2. Continue working on improving our placement statistics.
   □ Developed and implemented new programming for students in conjunction with our National Advisory Board.
   □ Set up Regional Advisory Boards in LA, Orange County, and New York, plans to form similar boards in San Francisco, Phoenix, and possibly Boise.
   □ Implemented key "customer" partnerships targeting 10 largest employers, completed initial round of contacts with Goldman, Fidelity, Wells Fargo, American Express, Zion Bank, Questar, and Accenture. Still working to complete all the rounds of meetings with Kennecott, Alliance, IHC, and Deseret Management.

3. Improve campus partnerships, become asset rather than competitor.
   □ Continue to expand and improve "service" offerings, minor and graduate certificate.
   □ Continue developing joint programs in International Studies, Master's of Science and Technology, Center for the Study of Values and Ethics, and Lassonde New Venture Center.

4. Stabilize "high academic" status of undergraduate program.
   □ Accelerate students into 5th year M.S. options, including MPrA.
   □ Promote business minor as viable alternative to majoring in business.

5. Solidify gains made in the PhD Program.

6. Broaden donor base and maintain discretionary funds raised by annual campaign.

# SMART Goals 2001–02

1.  Expand recruiting pool for 2001-02 MBA classes, increasing number of enrolled students with improved entry qualifications.

    Enrollment Goals (GMAT Average)

    |              | 02-03 Goal | Actual    | 2003-2004 | 2004-2005 | Long Term |
    |--------------|-----------|-----------|-----------|-----------|-----------|
    | One year     | 60 (620)  | 63 (604)  | 0         | 0         | 0         |
    | Day-2 year   | 80 (620)  | 52 (631)  | 120 (630) | 160 (640) | 160 (640) |
    | Professional | 120 (600) | 132 (588) | 140 (600) | 160 (600) | 160 (620) |
    | Executive    | 50        | 57        | 50        | 50        | 50        |
    | MPrA         | 60 (600)  | 48 (569)  | 80 (610)  | 80 (620)  | 80 (620)  |
    | M.S. IS      | 0         | 0         | 30 (620)  | 45 (620)  | 60 (620)  |
    | M.S. Finance | 0         | 11 (617)  | 35 (620)  | 45 (620)  | 60 (620)  |

    Results:

    Enrollments (GMAT Average)

    |               | 02-03 Actual | 02-03 Goal | 2001-2002 | 2000-01   | 1999-00   |
    |---------------|--------------|------------|-----------|-----------|-----------|
    | One year      | 63 (604)     | 60 (620)   | 57 (605)  | 46 (594)  | 46 (590)  |
    | Day-2 year    | 52 (631)     | 80 (620)   | 58 (614)  | 45 (605)  | 55 (595)  |
    | Evening       | -            | -          | -         | 54 (601)  | 63 (618)  |
    | Professional  | 132 (588)    | 120 (600)  | 93 (584)  | -         | -         |
    | Executive     | 57           | 50         | 51        | 41        | 34        |
    | MPrA          | 48 (569)     | 60 (600)   | 40        | 38        | 34        |
    | M.S. Finance  | 11 (617)     | 0          | 9         | 1         | 0         |

2.  Develop closer partnerships with employers to support Career Services

    Results: Made considerable headway in forming key partnerships, which have led to additional internship opportunities, field studies for our Master's students, and some non-degree executive education opportunities. Placement remains an area where we face significant challenges.

3.  Improve campus partnerships, become asset rather than competitor.

    Results: Moving forward with implementation of International Studies degree, which is joint with Humanities and Social and Behavioral Sciences. We are in the process of starting up jointly funded research in values and ethics for interdisciplinary teams from Social and

Behavioral Sciences, Humanities, Law, and Business. We are providing the seed funding from our own fund raising efforts and the other schools are providing partial matches. And we are now able to accommodate increasing numbers of graduate students from other programs in our Graduate Certificate program.

4. Continue to evolve undergraduate program as "high academic."

   Results: Our undergraduate admissions standards have continued to rise, and we are implementing an honors option in finance. We would like to admit high academic students as freshmen, but we currently do not have the advising capacity and are also not able to do the necessary high school recruiting.

5. Solidify gains made in the PhD Program.

   Results: The PhD Program continues to attract top caliber students. Providing adequate support is a problem as our endowments dry up at the same time state funding is cut.

6. Broaden donor base and maintain discretionary funds raised by annual campaign.

   Results: For the first time, we received donations from more than 10% of our MBA graduates. Broadening our base of support is slow and incremental, but we continue to add new donors while retaining most existing donors.

7. Continue to evolve solutions to address worsening facilities problems

   Results: Budget problems are hurting our hiring, which has lessened our most pressing problems this year. However, once we start hiring, we are going to be out of office space almost immediately. We will look at the option of putting trailers on the lawns outside the building.

8. Expand visibility of key assets in Finance and Economics by expanding programming associated with the Garn Institute and the Bureau for Economic and Business Research; explore joint database development with the Lassonde New Venture Center.

   Results: The unexpected loss of Thayne Robson put this behind schedule. We had hoped to hire a faculty director, but budget problems will likely make this impossible. We will begin searching for a professional director in the spring.

# SMART Goals 2000-01

1) Expand recruiting pool for MBA Program, increased number of enrolled students.
   Initiatives:
    Marketing campaign
    Direct recruiting

Enrollment Goals (GMAT Average)

|            | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | Long Term |
|------------|-----------|-----------|-----------|-----------|-----------|
| One year   | 60 (620)  | 60 (640)  | 60 (660)  | 60 (660)  | 0         |
| Day-2 year | 60 (620)  | 80 (640)  | 120 (640) | 160 (640) | 240 (650) |
| Evening    | 80 (600)  | 120 (600) | 160 (600) | 200 (600) | 240 (620) |

Results:

Enrollments (GMAT Average)

|              | 2001-2002 | Goal     | 2000-01  | 1999-00  | 1998-99 |
|--------------|-----------|----------|----------|----------|---------|
| One year     | 57 (605)  | 60 (620) | 46 (594) | 46 (590) |         |
| Day-2 year   | 58 (614)  | 60 (620) | 45 (605) | 55 (595) |         |
| Evening      |           |          | 54 (601) | 63 (618) |         |
| Professional | 93 (584)  | 80 (600) |          |          |         |
| Executive    | 51        | 45       | 41       | 34       | 25      |
| MPrA         | 40        | 40       | 38       | 34       |         |
| M.S. Finance | 9         |          | 1        | 0        |         |

2) Revision of MBA curriculum with the goal of having more electives, implementation of new major options in conjunction with this change.

   Results: Completed 2001, program revisions implemented for 2001-02 academic year.

3) Development of new IS major option at the undergraduate level.

   Results: Completed and approved.

4) Greater coordination and standardization in mass undergraduate offerings.

   Results: Implemented for Acct 1420 and Mgmt 1010, rolling out to other classes.
      Standard approach for large courses in minor.

5) Continued expansion of PhD Program.

   Results: Total 36 PhD students in residence for 2001-02 academic year.

6) Broaden donor base and expand discretionary funds raised in annual campaign.

   Results: 21% increase in Annual Fund participation with 75% increase in funds
   41% increase in mail campaign revenue
   14% increase in donors over $1000
   60% increase in number of matching gifts
   19% increase in dollar value of scholarships awarded

THE **UNIVERSITY** OF **UTAH**

November 21, 2002

Dr. David W. Pershing
Senior Academic Vice President
205 Park
CAMPUS

Dear Dave:

As per your request, I am hereby submitting to you a brief report outlining the college's results pertaining to our "Smart Goals" for 2001-2002. You will also find a list of the college's "Smart Goals" for 2002-2003. The administrative team of the college is looking forward to your visit and the opportunity of reviewing the new goals with you. Goals 1 through 6 and goal 10 will especially need or require the help of the central administration in order to be achieved this academic year. Several of these 7 specific goals have fiscal implications attached to them. We recognize that we are in difficult financial times, but the continuing vitality and strength of the college generally and key initiatives that have begun over the last four years in particular demand that these conditions be addressed. The help, counsel, and assistance you and your team can provide us in doing so is welcome as always.

I will have Jackie Byrd, my administrative assistant, coordinate with Pat Armstrong to secure a time and place for your visit. If you have any questions with respect to the attached materials please fee free to contact me.

Cordially,

David J. Sperry, Dean
College of Education

xc: Paul Brinkman
    Diana Pounder
    Department Chairs

**Office of the Dean**
1705 Campus Drive, Room 225
Salt Lake City, Utah 84112-9251
(801) 581-8221
FAX: (801) 581-5223

# COLLEGE OF EDUCATION SMART GOALS 2001-2002

**Smart Goal #1: (PROGRAM DEVELOPMENT, IMPROVEMENT, AND OUTREACH)**
Complete analysis and any needed revision of educator preparation programs to meet appropriate NCATE standards. Develop and implement program emphases and/or endorsements in areas particularly needed by teachers (i.e., ed technology for teachers, diversity/ESL, reading, special education, "level 2" content endorsements in math, integrated science, social studies, and language arts.) (Elementary Ed majors/licensure students would be required to concentrate in at least one program emphasis area, whereas secondary licensure students would be permitted to substitute one of these program emphases/endorsements for a teaching minor.) Better align teaching major and minor programs and requirements with teaching and curricular needs of k-12 schools. Reconsider the amount of coursework required in those teaching majors and minors that dramatically exceed the University's guidelines for credit hours in a major or minor. Introduce night/summer elementary and secondary licensure programs for teachers on letters of authorization and others, some of whom may be able to take advantage of HB 211 (free tuition for educators). Promote professional development and outreach activities through negotiated agreements with school districts, especially in high need areas *(strategic planning goals 1c, 2a, 2b, 2d, 4a, 4b, 5b, and 12a).*

**Smart Goal #2: (FACULTY RECRUITMENT)** Fill with highly competent scholars as many of the thirteen vacant tenure track lines as possible using the occasion/opportunity to seek further diversification of the faculty (*strategic planning goal 3d*) and to appoint a person as chair of the new Department of Teaching and Learning that will bring vision and strength to this aspect of the college's restructuring initiative (*strategic planning goal 1*).

> **Results:** The college sought to fill thirteen tenure track faculty lines during the 2001-2002 academic year. Twelve were vacant lines (3 in Special Education; 3 in Educational Psychology; 2 in Educational Leadership; and 4 in Teaching and Learning which included a department chair) and one was a promised minority line from Karen Dace's office to the Department of Educational Leadership. Due to state budget cuts, the promised line from Karen Dace was retracted. Six of the remaining twelve lines were filled with very promising assistant professors (3 in Special Education, 2 in Educational Leadership, and 1 in Educational Psychology). Five of the appointments were female, one was male, zero minority. Educational Psychology elected to fill one line for the time being with a full-time clinical appointment. The search for a new department chair for Teaching and Learning ended without an appointment, and due to state budget cuts and declining SCH in the Department of Teaching and Learning the other three searches were suspended. The ratio of men to women in tenure track faculty positions in the college of education now favors women.

**Smart Goal #3: (FACULTY SALARIES)** Continue the effort to bring the average salary of all productive faculty to at least 95% of peer with special emphasis upon ameliorating the salaries of productive educational psychology faculty at the associate and full professor

levels (*strategic planning goal 7a*).

> **Results:** Because of state budget cuts and no new faculty/staff salary monies, efforts to address the continuing goal of bringing the average faculty salary of all productive faculty to at least 95% of peer and overcoming the serious inequity of faculty salaries in the higher faculty ranks in the Department of Educational Psychology went unattended.

**Smart Goal #4: (PHYSICAL FACILITIES) Complete short term remodeling of Milton Bennion Hall (*strategic planning goal 6a*), establish and implement a better maintenance and use plan for Milton Bennion Hall (*strategic planning goals 6c and 6d*), press the central administration for more IMS/UEN, OSL space, and formally begin a long-term facilities improvement fund (*strategic planning goals 6c and 8a*).**

**Smart Goal #5: (QUALITY INDICATORS AND PROGRAM APPROVAL STANDARDS) Hire an educational assessment and data management specialist to establish a formal plan to identify indicators of quality and productivity (in research, teaching, & service) and to begin collecting the data for self monitoring, reporting, and improvement purposes (*strategic planning goals 10a and 10b*) as well as to help the college and university meet state program approval standards (NCATE Standards) (*strategic planning goal 12a*). Create NCATE unit conceptual framework and have faculty adjust syllabi to reflect NCATE/INTASC/USOE standards and assessment methods (strategic planning goal 12a).**

**Smart Goal #6 (DEVELOPMENT AND PUBLIC RELATIONS) Continue to pursue development and public relations objectives with special emphasis upon obtaining on-going legislative funding for the Reading Clinic, the establishment of faculty fellowships through the Jones Endowment, and increasing public understanding and support of the college through publications, outreach, and personal networking (*strategic planning goals 8a and 8c*).**

> **Results:** Legislative funding was obtained for the Reading Clinic and the Jones Faculty Fellowships were funded and enacted. Unfortunately, in special session and due to revenue shortfalls, the Utah Legislature revoked it's funding of the Reading Clinic. Promotion of the college through development and public relations efforts continued. A University of Utah College of Education Fact Book 2001-2002 proved particularly valuable in helping to increase public awareness of the college. Overall contributions to the college totaled $ 298,345 for the 2001-2002 academic year. This was an increase of 76% over the previous year. A Milton Bennion Hall Renovation Fund was established.

# COLLEGE OF EDUCATION SMART GOALS 2002-2003

## Background and Introduction:

The current strategic plan of the College of Education was formulated in the Fall of 1999. It has been reviewed and slightly revised annually ever since that time. For the most part, the original goals have been achieved. Some items by their very nature are continuing objectives that transcend strategic plans (e.g., maintaining competitive salary levels for faculty and staff). This year marks a point where (1) completion of the current strategic plan (some aspects of which are quite substantive and may even require mid-year modification of current objectives) needs to finally take shape; (2) serious attention has to be given to externally driven accountability and fiscal matters; and (3) planning for the next set of strategic goals is undertaken. The following list of college smart goals for 2002-2003 reflects a work agenda in those three arenas.

## Current Strategic Plan Smart Goals

**Goal # 1** - Stabilize the new Department of Teaching and Learning programmatically and fiscally. Recruit and appoint a regular department chair for the unit. This may well be the most critical task facing the college this year.

**Goal # 2** - Stabilize the funding of the new Instructional Design and Educational Technology (IDET) program. This will demand financial support of about $30,000 or a .50 FTE. faculty line.

**Goal # 4** - Retain key faculty by (1) identifying our most vulnerable people and attempt to take pre-emptive action, and (2) re-assessing where we are and what can be done to achieve the continuing goal of bringing faculty salaries to at least 95% of peer group.

**Goal #5** - Address the serious inequity of faculty salaries in the full and associate professor ranks in the Department of Educational Psychology.

**Goals #6** - Seek permanent legislative as well as foundational funding for the University of Utah Reading Clinic.

**Goal #7**- Place greater emphasis on external funding opportunities linked wherever possible with research work designed to help local school districts and social agencies.

**Goal #8** - Continue with long-term facilities renovation/expansion plans by: (1) launching the silent fund raising part of the facilities development program; (2) searching for and begin working with compatible funding and building use partners; and (3) beginning to engage our newly appointed college advisory board in assisting with the project.

**Goal #9** - Design plans for the college's involvement in the President's University Neighborhood Partnership.

## Externally Driven Accountability Issues

**Goal #10** - Stabilize the impact of the current state budget crisis with special attention being given to finding/creating ways of restoring lost operating budgets and teaching assistance monies.

**Goal #11** - Continue to meet the requirements and demands of a broad range of federal, state, and professional association accountability mandates (e.g, ESEA, Title II, APA, NCATE).

## New Initiatives

**Goal #12** - Launch a new strategic planning process to create the next 5 to 10 year strategic plan for the college by linking college values, major programmatic themes, and changes in the educational environment with such things as building renovation/expansion plans, future technology initiatives, new and old partnerships, etc.

# College of Engineering Achievements 2000-02

<u>Specific Goals</u>
1. **Grow and strengthen the undergraduate program to facilitate relevant instruction recognized for its excellence and increase the opportunities for qualified students**
   A. Increased the number of majors in the College of Engineering by 99 or 26% during the last 2 years
   B. Increased funding for teaching laboratory equipment by $3.7M from Initiative and industrial funding during the last 2 years
   C. Developed an Honors Program to provide a higher quality experience for select engineering students
   D. Increased quality of entering freshmen and improved retention of outstanding students:
      - Expanded the UG Research Scholars Program by 100% to 20 students/year
      - Raised $427K of new scholarship money, including funding particularly for underrepresented groups
      - Provided support for students living in Engineering residence hall (Officer's Circle)
   E. Developed new college-wide communications program
2. **Enhance critical support for graduate education and research activities**
   A. Developed combined MS/BS degree programs in 3 departments and established a model for the College
   B. Established 2 new Sandia Graduate Fellowships for US students
3. **Promote faculty/staff recruiting and retention (and avoid costly losses)**
   A. Increased faculty size by 16 FTE using Initiative funding plus University match
   B. Provided appropriate starting salaries for recruiting the highest quality faculty and staff, with competitive start-up packages for faculty
   C. Took steps to eliminate salary compression for productive faculty and staff members using Initiative funding
4. **Develop space to alleviate current overcrowding and to house the additional students and faculty targeted above as well as the new centers and institutes planned**
   A. Completed (nearly) remodeling of MEB resulting in 2 new CS teaching laboratories, 2 BME teaching laboratories, a new BME teaching/conference space, a new CFE administrative area, completely remodeled CS space, renovated ECE teaching space and 10 new faculty offices
   B. Completed remodeling of Kennecott space to give space for 16 faculty offices and for AML and machine shop activities (to give more expansion room in MEB)
   C. Received $15M for a new Engineering building from the State, $4.5M from the University administration, and $0.25M from private sources
   D. Developed a plan for funding for a new education and research building, including hiring 1 new development staff member
5. **Nurture relationships with the College's alumni and corporate partners**
   A. Strengthened the College Industrial Advisory Board by recruiting 8 influential, new members
   B. Worked with Industrial Advisory Board to lobby appropriately for increased State resources for engineering - $1.3M ongoing and $1.2M one time
   C. Developed an Engineering National Advisory Council

# College of Engineering Strategic Plan 2002-03

## Specific Goals

1. **Grow and strengthen the undergraduate program to facilitate relevant instruction that is recognized for its excellence and increase the opportunities for qualified students**
   A. Increase the capacity of BS engineering programs by 100% in the next few years in accordance with the plan articulated by Governor Leavitt
      - Increase State budget for oversubscribed departments with high growth and demand
   B. Increase quality and diversity of entering freshmen and improve retention of outstanding students
      - Fund (permanently) the UG Research Scholars Program for 20 students/year
      - Add one new staff member for outreach activities
   C. Expand new programs to enhance leadership and communication skills of our graduates

2. **Enhance critical support for graduate education and research activities**
   A. Increase graduate degree production capacity by 100% from 2001 to 2006
   B. Develop combined BS/MS degrees in 2 additional departments
   C. Increase collaboration with the College of Business in entrepreneurship
   D. Foster interdisciplinary programs between existing departments
   E. Increase the number of first year fellowships by 3

3. **Improve quality of faculty/staff**
   A. Provide appropriate starting salaries for recruiting the highest quality faculty and staff, with competitive start-up packages for faculty
   B. Reduce salary compression for productive faculty and staff members
   C. Complete 20 5-year tenured faculty evaluations
   D. Institutionalize college-wide training for teaching excellence

4. **Develop space to alleviate current overcrowding and to house the additional students and faculty targeted above as well as the new centers and institutes planned**
   A. Obtain additional space and improve utilization of facilities in MEB and Kennecott
   B. Secure funding for a new education or research building within 2 years

5. **Nurture relationships with the College's alumni and corporate partners**
   A. Effectively utilize industrial support base
      - Work with Industrial Advisory Board and the corporate community to secure year 3 of engineering initiative
      - Strengthen in-class presence of industry speakers
      - Proactively pursue opportunities for industrial cooperation and interaction
   B. Sustain and strengthen development activities
      - Secure cornerstone gifts for the capital campaign and begin public phase
      - Secure commitments for in-kind lab gifts
      - Secure funding for essential outreach activities
      - Mobilize ENAC members on behalf of strategic COE objectives
      - Strengthen website in support of development efforts

11/19/02

| Course | Number | Enrollment 2000-2001 | | | Enrollment 2001-2002 | | | Enrollment 2002-2003 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Sum 2000 | Fall 2000 | Spr 2001 | Sum 2001 | Fall 2001 | Spr 2002 | Sum 2002 | Fall 2002* | Spr |
| BIOEN | 3201 | | | | | 33 | | | 43 | |
| BIOEN | 3202 | | | | | | 31 | | | |
| CHFEN | 3553 | | 9 | 29 | | | 30 | | | |
| CHFEN | 3853 | | 32 | | | 34 | | | 30 | |
| CHFEN | 3603 | | | 36 | | | 32 | | | |
| CVEEN | 3210 | | 54 | | | 60 | | | 64 | |
| CVEEN | 3310 | | 63 | | | 79 | | | 73 | |
| CVEEN | 3410 | | 61 | | | 57 | | | 72 | |
| CVEEN | 3520 | | 54 | | | 59 | | | 67 | |
| CVEEN | 3610 | | 60 | | | 56 | | | 79 | |
| ECE | 3810 | | | | | | | | 27 | |
| ECE | 3900 | | | | | | | | 56 | |
| ECE | 3910 | | | | | | | | | |
| EL EN | 3900 | | 50 | | | 61 | | | | |
| EL EN | 3910 | | | 51 | | | 46 | | | |
| ECE | 3991 | | | | | | | | 19 | |
| ECE | 3992 | | | | | | 5 | | | |
| EL EN | 3991 | | | | | | | | | |
| EL EN | 3992 | | | | | | | | | |
| MSE | 3010 | | | 9 | | | 14 | | | |
| MSE | 3011 | | | 11 | | | 12 | | | |
| ME EN | 3200 | | 81 | | | 81 | 30 | | 96 | |
| ME EN | 3300 | | 32 | 32 | | 41 | | | 49 | |
| ME EN | 3600 | | 41 | 28 | | 35 | 45 | | 86 | |
| | | | **537** | **196** | | **596** | **245** | | **761** | |
| | | | | | | | | | | |
| CP SC | 3500 | | 122 | | | 96 | 126 | | 112 | |
| CP SC | 3510 | | | 98 | | | | | | |
| CP SC | 3810 | | 105 | | | 93 | | | 96 | |
| | | | **227** | **98** | | **189** | **126** | | **208** | |
| | | | **764** | **294** | | **785** | **371** | | **969** | |

27% increase

Latest Regent's Date
12/23/02
Gary Dixon

**University of Utah**

| Department | Engineering Course Name |
|---|---|
| | |
| BIOMEDICAL ENGINEERING | Human Physiology I |
| | Human Physiology II |
| CHEMICAL ENGINEERING | Chemical Reaction Engineering |
| | Thermodynamics |
| | Mass Transfer and Separations |
| CIVIL ENGINEERING | Structural Analysis I |
| | Geotechnical Engineering I |
| | Hydraulics |
| | Transportation Engineering |
| | Environmental Engineering I |
| ELECTRICAL ENGINEERING | |
| | Junior Seminar |
| | Prethesis |
| | Junior Seminar |
| | Prethesis |
| COMPUTER ENGINEERING | Junior Seminar |
| | CE Prethesis |
| | Junior Seminar |
| | CE Prethesis |
| MATERIALS SCIENCE &ENG | Materials Processing Lab |
| | Structural Analysis of Materials |
| MECHANICAL ENGINEERING | Mechatronics |
| | Strength of Materials |
| | Thermodynamics II |

**Engineering Totals**

| COMPUTER SCIENCE | Software Practice |
|---|---|
| | Advanced Algorithms and Data Structures |
| | Computer Architecture |

**Computer Science Totals**

**Combined Totals**

# Enrollment Growth Funding for 2002-03, ~~Revised 8/19/02~~

| | Level | Change in SCH | | | | Basic. Pay Rates | Basic Pay | Lab. Differ'l Rates | Lab Pay | Growth Pay |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Summer 01-00 | Autumn 01-00 | Spring 02-01 | Net Chg | $ | $ | 1.2 | $ | $ |
| | | SCH | SCH | SCH | SCH | | | | | |
| Bioengineering | LD | 27 | -63 | -6 | -41.7 | 50.00 | -2,087 | 10.00 | -417 | |
| | UD | 0 | 274 | 324 | 598.4 | 55.00 | 32,911 | 11.00 | 6,582 | |
| | BG | 125 | -32 | -116 | -23.1 | 105.00 | -2,430 | 21.00 | -486 | |
| | AG | -89 | -71 | -111 | -271.0 | 210.00 | -56,916 | 42.00 | -11,383 | |
| | TOTAL | 63 | 108 | 92 | 262.5 | | -28,522 | | -5,704 | -$34,227 |
| | | | | | | | | | | |
| Chemical & Fuels | LD | 3 | 16 | 64 | 82.6 | 50.00 | 4,130 | 10.00 | 826 | |
| Engin | UD | 15 | -212 | 46 | -150.8 | 55.00 | -8,294 | 11.00 | -1,659 | |
| | BG | -21 | 79 | 89 | 147.3 | 105.00 | 15,462 | 21.00 | 3,092 | |
| | AG | -3 | 64 | -23 | 37.9 | 210.00 | 7,963 | 42.00 | 1,593 | |
| | TOTAL | -6 | -53 | 175 | 117.0 | | 19,261 | | 3,852 | $23,113 |
| | | | | | | | | | | |
| Civil & Environmental | LD | 0 | 2 | 103 | 104.4 | 50.00 | 5,222 | 10.00 | 1,044 | |
| Engin | UD | 6 | 116 | 265 | 387.3 | 55.00 | 21,303 | 11.00 | 4,261 | |
| | BG | 18 | -64 | -19 | -65.3 | 105.00 | -6,857 | 21.00 | -1,371 | |
| | AG | 6 | 29 | 19 | 54.2 | 210.00 | 11,386 | 42.00 | 2,277 | |
| | TOTAL | 30 | 83 | 368 | 480.7 | | 31,055 | | 6,211 | $37,266 |
| | | | | | | | | | | |
| Computer Science | LD | -3 | -214 | 304 | 87.0 | 50.00 | 4,348 | 10.00 | 870 | |
| | UD | -10 | -61 | 360 | 289.3 | 55.00 | 15,911 | 11.00 | 3,182 | |
| | BG | 55 | 154 | 306 | 515.4 | 105.00 | 54,113 | 21.00 | 10,823 | |
| | AG | 67 | -2 | -31 | 33.8 | 210.00 | 7,100 | 42.00 | 1,420 | |
| | TOTAL | 109 | -123 | 939 | 925.4 | | 81,473 | | 16,295 | $97,767 |
| | | | | | | | | | | |
| Electrical Engin | LD | 51 | -33 | -678 | -660.2 | 50.00 | -33,010 | 10.00 | -6,602 | |
| | UD | 1 | 12 | 65 | 78.0 | 55.00 | 4,291 | 11.00 | 858 | |
| | BG | -23 | 445 | 313 | 735.0 | 105.00 | 77,173 | 21.00 | 15,435 | |
| | AG | -44 | 41 | 28 | 25.4 | 210.00 | 5,330 | 42.00 | 1,066 | |
| | TOTAL | -15 | 465 | -271 | 178.2 | | 53,784 | | 10,757 | $64,540 |
| | | | | | | | | | | |
| Mechanical Engin | LD | 76 | 46 | -319 | -196.9 | 50.00 | -9,843 | 10.00 | -1,969 | |
| | UD | 95 | 407 | 55 | 556.1 | 55.00 | 30,585 | 11.00 | 6,117 | |
| | BG | 39 | 267 | 147 | 452.6 | 105.00 | 47,520 | 21.00 | 9,504 | |
| | AG | -48 | 229 | 91 | 272.4 | 210.00 | 57,202 | 42.00 | 11,440 | |
| | TOTAL | 162 | 949 | -26 | 1,084.2 | | 125,463 | | 25,093 | $150,556 |
| | | | | | | | | | | |
| Materials Science | LD | 0 | 25 | 340 | 364.1 | 50.00 | 18,205 | 10.00 | 3,641 | |
| | UD | 0 | 19 | -74 | -55.0 | 55.00 | -3,026 | 11.00 | -605 | |
| | BG | 18 | 58 | 39 | 114.5 | 105.00 | 12,021 | 21.00 | 2,404 | |
| | AG | 65 | 44 | 11 | 118.6 | 210.00 | 24,914 | 42.00 | 4,983 | |
| | TOTAL | 83 | 145 | 315 | 542.2 | | 52,114 | | 10,423 | $62,537 |
| | | | | | | | | | | |
| ENGINEERING | LD | 154 | -222 | -192 | -260.7 | 50.00 | -13,034 | 10.00 | -2,607 | |
| | UD | 107 | 556 | 1,041 | 1,703.3 | 55.00 | 93,680 | 11.00 | 18,736 | |
| | BG | 211 | 906 | 760 | 1,876.2 | 105.00 | 197,003 | 21.00 | 39,401 | |
| | AG | -46 | 334 | -16 | 271.3 | 210.00 | 56,979 | 42.00 | 11,396 | |
| | TOTAL | 426 | 1,573 | 1,592 | 3,590.1 | | 334,628 | | 66,926 | $401,554 |

THE
UNIVERSITY
OF UTAH

Office of the Dean

Memo


To:    Dr. David Pershing
       Sr. VP for Academic Affairs
       205 Park

From: Phyllis Haskell
      Assoc. VP for the Arts
      Dean, College of Fine Arts

Date: November 8, 2002

Re: Summary Report for the College of Fine Arts SMART Goals 2001-2002

Attached is a hard copy the report summarizing our success with the 2001-2002 SMART Goals. An electronic version was also sent. Although we did not meet all our goals, I felt we made good progress.

SMART GOALS FOR 2001-2002
THE COLLEGE OF FINE ARTS
Progress Report
Submitted November 8, 2002

**1. Track progress on 2000-01 goals that were not completed in all departments:**

- Four-year/two year curriculum tracking plans for students to follow
  All six departments have created four-year curriculum tracking plans
  that enable their students to plan their degree programs and ensure
  timely graduation. This means that incoming freshmen can be handed a
  document that details each semester's curriculum plan that (if followed)
  ensures graduation in a four-year time span. The two-year plans are for
  the BA degrees and have been implemented in all areas that offer BA
  degrees (Film Studies, Art History, Music) with the exception of Theatre.
  Given the individualized nature of the theatre BA, and the number of
  transfer students served by this program, a tracking plan needs to remain
  generalized.

- **Mentoring programs for students**
  The following mentoring programs have been implemented:
  Art & Art History: each of the 8 disciplinary areas involves one-on-one
  student/faculty working relationships that have a strong mentoring
  component. A senior course has been developed in which careers and life
  after graduation is addressed.
  Ballet: regular ongoing mentoring with students who work closely with a
  faculty mentor assigned to each area. There is a required course
  designed to assist students with transitions into professional careers.
  Film: no formal mentoring process in place
  Modern Dance: faculty mentors are assigned by area of interest, i.e.:
  choreography, performance, and teaching. A specific required course on
  both the graduate and undergraduate levels is designed to address
  transition between school and career.
  Music: informal mentoring takes place in area ensembles with one on one
  coaching and career mentoring. Mentoring regularly occurs in private
  lessons in instrument training
  Theatre: routine mentoring by Area Heads in specific disciplines, ATP
  has a faculty mentor assigned to each class

- **Capstone courses**
  Capstone courses or capstone projects have been implemented for all
  students in the following departments: Art & Art History, Ballet,
  Modern Dance. The Departments of Music and Theatre have capstone
  requirements in place for all students except those in their BA degree
  programs. The Film Studies Division does not have a capstone
  requirement in place but has identified this as a goal for next year.

- **Exit interviews with students**
  The following departments have implemented exit interviews with
  students:

Ballet and Modern Dance: Graduating students are required to meet with the department chair at the end of their final spring semester to respond to a specific group of exit interview questions. The following departments will initiate exit interviews this year: Art & Art History, Film, Theatre

Music does not yet have a plan in place for exit interviews but has identified this as a goal for 2002-2003.

2. **Continue to track issue of concern:**
   - **Salary equity for faculty**
     There has been some progress made in the past 5 years toward salary equity in the college but, because of budget cuts, this year was unique. Throughout the university, raises were given only for promotion and these were uniformly awarded across disciplines. The college did continue to track progress toward our goal of faculty salary equity with our peers by discipline. Despite this salary compression, salaries went up 3.36% for faculty and 3.2% for staff.
   - **Grant applications and rates of success**
     Departments are keeping monthly records of grant applications by their faculty members and the success of these grant requests for 2002-2003. The college is compiling this data and producing college-wide monthly reports. Research money awarded to the College of Fine Arts was up 100% for 2001-2002 over 2000-2001.
   - **Mentoring faculty in grant applications**
     A College of Fine Arts Research Document was produced and approved to help faculty frame their research proposals and to help university granting committees understand the nature of research in the fine arts. The associate dean for research, Peter Goss has been an extremely helpful resource for faculty in framing and writing their grant proposals. As noted above, our research awards doubled over last year.
   - **Diversity issues**
     Diversity in our students majoring in the arts remains an area of focus and concern. Our current enrollment percentage is 8.81% minority students compared with the UU percentage of 12.79%. This past year our growth percentage was .81% compared with the UU growth percentage of .58%, so some progress in being made. As we continue in our efforts to recruit talented minority students, it becomes more and more apparent that a shortage of scholarship money for the arts is hampering our efforts. In terms of attracting non-major minority students to our classes we were much more successful with a 47.7% growth factor over the past year.
     We have been very successful in increasing our faculty diversity. During the past year the percentage of growth is 175%. In actual tenure track lines for minorities, we went from three in 2000-2001 to eleven in 2001-2002. Our increase in minority staff hires was 150%. We would like to acknowledge the support we have received in our efforts from the Associate Vice President for Diversity, Karen Dace.

- **Student scholarships**
  The decline in the economy has eroded scholarship endowment accounts during the past year causing a decrease in the expendable accounts. The percentages from each department are as follows:

  | | |
  |---|---|
  | Art & Art History | -12.20% |
  | Ballet | +2.34% |
  | Modern Dance | -73.8% |
  | Music | -45.11% |
  | Theatre | +25.85% |

  Nonetheless there is good news in the establishment of new scholarships:
  - Marion Steibel Siciliano  2 scholarships for cross disciplinary tracts
  - Jack Lunt Memorial Scholarship  partial scholarship for ballet, art, or theatre
  - Emma Eccles Jones Scholarships  partial scholarships for 12 residents of the Scholarship House
  - Matthews Memorial Scholarship in Music  2 million in endowment
  - Howard Clark  2 scholarships for seniors in art
  - Grace and Nibs Meldrum  scholarship for art
  - Art Alumni Scholarship Endowment
  - Davis Travel Award Endowment in art
  - Rudd Scholarship Endowment in music
  - Tanner Quartet Scholarship Endowment in music
  - Carver Endowed Scholarship in music
  - Delvie Jazz Scholarship Endowment in music
  - Music Campaign Scholarship Endowment
  - Margetts Endowed Scholarship for theatre

3. **Develop a marketing position and strategy for CFA.**
   - Obtain funding for a partnered position with Ballet, Modern Dance, Music, and Kingsbury Hall
   - Develop a job description and preliminary marketing plan
   - Reconfigure existing funds for a marketing budget
   - Find an office space
   - Conduct a search

   All of the above was successfully completed but in the end we could not complete the hire because we lost the funding for this position in the budget cuts

4. **Develop a high-tech CFA power point presentation to inform community organizations about arts at the University of Utah.**
   Although a number of preliminary discussions were held regarding prospective audiences and content, this goal was not met. Members of the Fine Arts Advisory Committee were very generous with their time and expertise in helping us prepare for this project. We did not complete the project for several reasons:  loss of funding, lack of time, and priority of

other goals and projects. We had planned to wait until the new marketing position was in place but (see above).

**5. Enhance partnerships between the academic departments and the auxiliary units as appropriate:**

- **New marketing partnership with Kingsbury Hall**

The new marketing partnership could not go forward due to the budget cut issue explained in #3.

- **Student/department performances/collaborations in Kingsbury Hall**

Kingsbury Hall hosted two seasons of Utah Ballet and one season of Lyric Opera giving both student companies unique opportunities to perform in the size venue appropriate to those art forms. In addition KH partnered with the Department of Modern Dance and ASUU to bring in two resident companies to perform and work with students. Kingsbury Hall also partners with the Departments of Ballet, Modern Dance, Music, and Theatre on ticketing services for their performances.

- **Theatre student internships with Pioneer Theatre Company**

Collaboration between the Theatre Department and PTC is better than it has been for the past 15 years. This year PTC had four student interns from the department who appeared in their productions. Eight students from the design emphasis worked on sets, costumes, and stage management at PTC. PTC sponsored a guest director for the Actor Training Program production. Theatre Education majors continued to do out-reach process drama sessions to educate and prepare high school students scheduled to attend the PTC productions.

- **Art/Art History internships and partner programming with UMFA**

Internships for Art History majors are in the planning phase.

**6. Develop and implement a development campaign for the Art and Architecture Technology Center.**

The development campaign for the Art and Architecture Technology Center is in progress. In 2001-2002 the following steps were accomplished:

- Documents articulating the mission, goals, vision, and rationale were written as well as a paper documenting the need for the center and why it is important to our students and faculty
- A pre-planning study was prepared
- Public presentations were designed and presented to some targeted audiences, including legislators and the Fine Arts Advisory Board
- CFA Assistant Dean for Technology, David Zemmels, visited several national/international sites currently operating on similar missions
- A site in Banff, Canada was selected and visited by Sr. Vice President David Pershing and Dean Phyllis Haskell

**7. Augment College/Department assessment measures through tracking:**

- **Department rankings**

Departmental rankings remained the same during the past year

- **National accreditation for prepared departments**

The Music Department had a re-accreditation visit from NASM. The results were deferred pending follow-up reports and action, which have been completed. The Departments of Music, Theatre, and Art & Art History were reviewed by the graduate school. No departments besides Music felt that they were prepared to go forward for accreditation.

- **National and regional faculty, alumni and student recognition/achievement**

The on-line faculty productivity report was implemented in all departments. From these reports departments can now create reports of recognition and achievement.

Investigation was done on establishing an alumni web database that would be helpful in assessment proceedings for the college and departments. On Steve Hess's suggestion we worked with Media Solutions. They gave us an estimate of $18,600 to produce a very simple database, which made it cost prohibitive to go forward.

THE
UNIVERSITY
OF UTAH

November 1, 2002

Phyllis A. Haskell, Dean
College of Fine Arts
250 AAC
University of Utah

Dear Dean Haskell,

The purpose of this letter is to inform you of the action taken by the Department of Theatre Appointments Advisory Committee, and ask that you support this action by recommending the authorization of a national search for a theatre historian.

Richard Scharine has announced his intent to retire at the end of this academic year (spring semester, 2003). Richard and I have discussed several scenarios which could keep him teaching for the Department on an auxiliary appointment. The exact configuration of this appointment is still unclear. But, all of us agree—including Richard—that a theatre historian is crucial to our future staffing plans.

The Department of Theatre Appointments Advisory Committee met on October 24, 2002, and voted unanimously to seek approval for this search. Our hope is that we can attract either an early career theatre historian with exceptional potential, or a proven associate professor who could assume a leadership position for the Department. The salary for this new hire will come from Richard's Scharine's open line. If an auxiliary appointment for Richard materializes, we will use available funds from our part-time faculty line item for such an appointment.

Thank you for your consideration of this request.

Sincerely,

David Dynak
Chair

**Theatre Historian.** Tenure track; Assistant or associate professor (with possibly of leadership in the Department). Responsibilities include teaching a two-course sequence in theatre history required of all theatre majors, and additional courses in areas of expertise (which could include history of directing, new work development, political theatre, feminist theatre, Black theatre, Asian theatre, Hispanic theatre, dramaturgy, performance theory); student advising; scheduling and sequencing curriculum; grant writing; possible directing for department productions. Qualifications: PhD in theatre, university teaching experience, record of publications (or clear potential for scholarly work). Date of appointment: July 1, 2003. Salary is competitive and commensurate with experience. Send letter of application, resume, three letters of reference, and samples of teaching syllabi to Chair, Theatre History Search Committee, The Department of Theatre, University of Utah, 240 S. 1500 E. (Room 204), Salt Lake City, Utah 84112-0170. Applications will be accepted until January 3, 2003 or until the position is filled. The program and the department seek to enhance the diversity of the faculty. The University of Utah is an AA/EO employer, encourages applications from women and minorities, and provides reasonable accommodation to the known disabilities of applicants and employees.

## SMART GOALS FOR 2002-2003
## THE COLLEGE OF FINE ARTS
### Submitted December 2, 2002

1. Promote a 2.5 million dollar naming opportunity as a lead gift for the Art & Architecture Technology Center
   - Fine tune presentation for prospects
   - Identify potential funding sources
   - Structure additional funding opportunities in the center

2. Evaluate current organization of Arts Technology in the college and design re-organization structure if necessary.
   - Arts technology certificate program
   - Development of a total vision statement
   - Chart future course
   - Evaluation of organizational chart and reporting structure
   - Investigate the efficacy of a graduate program in Arts Technology
   - Evaluate resources (space and funds)

3. Promote faculty and staff morale
   - Track faculty equity
   - Investigate staff equity
   - *Facilitate* special opportunities for faculty and staff when resources permit

4. Investigate methods for recognizing and rewarding faculty for deep involvement in diversity and community engagement

   - Establish a committee to develop criteria for an annual college award that would serve as a means of recognizing faculty involvement in diversity and community engagement
   - Find resources to establish an award

5. Study efficacy of producing a collaborative performance across departments in the college.
   - Research faculty/student interest and availability
   - Develop a two year plan for implementation if interest is sufficient

**THE
UNIVERSITY
OF UTAH**

*Learning that Lasts a Lifetime*

**College of Humanities, Office of the Dean**

255 S. Central Campus Drive Rm 2100 LNCO Salt Lake City, Utah 84112
(801) 581-6214 Fax (801) 585-5190 www.hum.utah.edu

MEMORANDUM

November 1, 2002


To:         David W. Pershing, Senior Vice President

From:       Robert Newman, Dean

RE:         2002-03 SMART Goals


Attached are the College of Humanities SMART goals for 2002-03. I look
forward to meeting with you to discuss them.

Thank you for your attention.

# COLLEGE OF HUMANITIES
## 2002-03
## SMART GOALS

1. Enhance communication and coordination between departments and the Dean's Office to maximize opportunities for advancing the academic programs, financial and branding interests of the College.

2. Strengthen scholarly profile through (a) successful appointments in the 13 positions for which we are recruiting (three renewed from last year because of unsuccessful searches), (b) improved quality of publication, (c) increased submission of external grant proposals, and (d) augmented research support.

3. Enhance the undergraduate experience while promoting the importance of degrees in the Humanities.

4. Raise the profile of graduate programs and attract high quality graduate students.

5. Continue to increase SCH production while sustaining high quality and innovative curricula at the undergraduate and graduate levels.

6. Continue to enhance development activities, coordination and results.

7. Improve relations with and exposure in the community so Humanities is increasingly see as central to education- "learning that lasts a lifetime."

8. Develop and strengthen interdisciplinary scholarly and pedagogical programs.

9. Elevate the regional and national profile of the Tanner Humanities Center.

10. Develop plans for a new Humanities building with a University Writing Center.

THE
UNIVERSITY
OF UTAH

*Learning that Lasts a Lifetime*

**College of Humanities, Office of the Dean**

255 S. Central Campus Drive Rm 2100 LNCO Salt Lake City, Utah 84112
(801) 581-6214  Fax (801) 585-5190  www.hum.utah.edu

## MEMORANDUM

November 7, 2002

To:         David W. Pershing, Senior Vice President

From:       Robert Newman, Dean

RE:         Report on 2001-02 SMART Goals

Please find enclosed a progress report on the 2001-02 SMART goals for the College of Humanities.  As you will note in reviewing College goals for 2002-03, I am continuing several of these goals through this year though I do believe significant gains in each area were made last year.

Enclosure

RN/jd

## COLLEGE OF HUMANITIES
## 2001-02
## PROGRESS REPORT

1. **Enhance communication and coordination to develop a better sense of a College identity.**

   a) **Reinstate the College Executive Committee**
      -College Executive Committee meets bi-monthly. By committee approval, a staff representative, an undergraduate student and a graduate student representative have been added to the composition of the committee. The committee provides a forum for the College to be represented and to be informed of the business of the Dean's office and the University..

   b) **Reinstate the College Development Committee**
      -This committee began meeting monthly in October and agreed to reorganize its structure, appointing faculty co-chairs. To date the committee has begun addressing overall College development strategies and procedures. The College Development committee provides a means for the exchange of ideas, practices and also allows for collaborative efforts. The committee will be involved in the selection of the College's new Director of Development.

   c) **Creation of Graduate Directors Committee**
      -This committee was formed to provide a venue for Graduate Directors to discuss challenges, successes, and needs pertaining to enhancing graduate programs in the College. Additionally, it serves as an opportunity for more efficient dissemination of information pertaining to Graduate programs. The Associate Dean serves as the College liaison to the Graduate School.

   d) **Hold College Faculty Meetings each Semester**
      - Faculty meetings will be held Fall and Spring semester. The Dean articulated the goals of his administration at the Fall semester meeting, providing all faculty of the College the opportunity to be informed of the endeavors the of the College administration and to respond to the direction of the College administration. The Spring semester meeting will bring a report on achievements and areas for need of improvement and the goals of the coming year.

   e) **Inform all faculty of College events and current information which affect them.**
      - Early in the year, a web-based calendar for the College and each department was employed. This calendar allows for the dissemination of College activities and coordination in scheduling

events. In addition, the Dean has maintained frequent contact with faculty via email and printed correspondence regarding events in the College. The Dean communicates regularly with department chairs and program directors regarding events and business that affects them and the faculty and staff in their departments and is accessible for individual conversations regarding particular matters which affect faculty and staff in the College.

**f) Creation of Faculty Café**
– Weekly opportunity for faculty and GF/TA's to socialize.

**g) Enhance opportunities for staff development and exchange.**
-The College has sponsored two college-wide staff social events and will host another one in late May. Additionally, two college-wide staff training events have been held. Information for training and professional growth opportunities is being more widely disseminated. Overall, there is a greater sense of College identity and interoffice support among our staff. Additionally, the College has instituted a Staff Professional Development Award to promote staff performance excellence and professional development by acknowledging outstanding professional contributions. This year due to the outstanding qualities and professional contribution of two nominees, the College made two awards. Congratulations to Janet Hough, Undergraduate Program Coordinator in English, and Jennifer Duignan, Administrative Assistant in Communication.

**g) Enhance convocation ceremony and celebration of faculty, student and donor contributions.**
- Convocation will now include greater acknowledgment of PhD and Masters graduates, including strong encouragement of thesis and dissertation committee chairs to hood their graduates, the title of graduate student's work to be read as each is called, and future plans include a special medallion to be given to each graduate student. Outstanding faculty awards will be acknowledged and a reception prior to convocation will be held for faculty, graduate students, and their families. The Dean's office will work diligently to increase faculty attendance and participation in the ceremony.

**2. Strengthen scholarly profile through (a) successful appointments in the 13 positions for which we are recruiting (three renewed from last year because of unsuccessful searches), (b) improved quality of publication, and increased submission of external grant proposals.**

**a) Dean will support recruitment efforts by meeting individually with candidates.**

- The Dean met individually with every candidate and maintained contact with Department Chairs and Program Directors throughout the recruitment process. The Dean assumed responsibility for issuing formal letters of offer of employment to increase support for department recruitment efforts.

**b) Searches will be conducted in a timely manner so as to afford the best possible candidates.**

-The majority of the job searches were at the point of offer prior to the Olympic break. Eight of 14 searches are complete. English will appoint an Academy Award winning scholar to Film Studies and a hire in English Education, two senior hires were made in Communication, History will appoint an Assistant Professor to Chicana/o History, Languages successfully recruited two Assistant Professors; one in the area of Classics, and one in Spanish Methodology; Linguistics added a junior faculty member with enrollment funding, and Philosophy remains in a position of strong negotiating to fill a position in Applied Ethics.

**c) College will support departments by trying to offer a competitive salary and recruitment package.**

-The College was able to assist in recruiting two tenured full professor positions in the Department of Communication and contribute to the hiring salaries of two additional hires. A change in the budget process within the College has provided for department chair and program director more control over their budgets, making it possible for moving expenses and research accounts to be increased as appropriate. The College continues to support giving pre-tenure appointees a two course reduction within their first three years of service.

**d) Celebrate faculty publications.**

-The College sponsored a Faculty Publications Celebration with the support of the Senior Vice President's office in October and will continue this event annually. The celebration will be devoted to faculty who have published a book within the last three years. Additionally, copies of faculty book publications are on display in the reception area of the Dean's office. The Dean's office public relations sector also focuses on informing the media of faculty publications.

**e) Enforcement of standards for sabbatical leave.**

-The College Career Development Committee did an excellent job of recommending sabbatical and research assignment leave to projects deserving of the release time. The criteria for such leave is based upon the merit of the proposal, the significance of its scholarly contribution, and the likelihood of completion. The

excellent evaluation of proposals by this year's committee reinforced the standards for excellence in research.

**f) Enforcement of standards of excellence for retention, promotion and tenure reviews.**
-Retention, promotion and tenure decisions are the most important decisions made by departments, the College, and the University. Departments have been requested to review their RPT procedures at least every three years. Informal reviews are required to be substantive. Department Chairs have been instructed to meet with each pre-tenure faculty member to articulate strengths, weaknesses, and to create plans which will direct junior faculty towards the achievement of tenure. The goal of the College is that all cases reviewed for promotion and tenure will be positive.

**g) Increased faculty support for research endeavors.**
-Conversion of RMHC Grant Coordinator to Faculty Grants Facilitator assigned with responsibility to match faculty research interests to external grant sources and increase number of external grants for College. The number of external grants that faculty have applied for has increased this year. External grant sources which have been applied for include, Utah Arts Council, Utah Humanities Council, the National Science Foundation, and the National Endowment for the Humanities. The Dean met with numerous representatives at NEH in April regarding proposals submitted by College faculty and future fellowship opportunities. Visits to Ford, Rockefeller, Carnegie, and Mellon foundations for which external grants will be applied will be made in May, 2002.

-The College collaborated with the VP for Research to create the Collaborative Interdisciplinary Seed Grant program under the charge of the College Career Development Committee. Professor Battin of the Department of Philosophy was awarded a grant for $12,000 to assist in obtaining external funds for work on the ethical issues in infectious disease.

**3. Continue to increase SCH production while sustaining high quality and innovative curricula at the undergraduate and graduate levels.**

**a) Increase SCH production.**
-College wide, SCH production for Fall semester 2002 was up by 7% compared to last year. For Spring 2002, even with the Olympic break, SCH for the college was up by 5%. Both of these percentages are significantly above the percentage increases of the previous year.

**b) Implementation of strategic classroom scheduling.**
-Coordination with the University Scheduling office has opened increased possibilities for departments to request larger classrooms

at targeted times. Expanded use of labs and other rooms in LNCO is also being implemented through coordination with departments in the College.

**c) Implementation of strategic use of TAs and auxiliary faculty.**
-Departments will use qualified TAs for replacement teaching and for additional sections wherever possible. Increasing graduate student teaching experiences will also support further development of teaching skills and elevate placement.

**d) Creation of International Studies minor and major.**
-In collaboration with the School of Business and the College of Social and Behavioral Sciences, the International Studies major and minor program has been developed and is expected to reach the Board of Regents for approval in May. The program will be housed in the College of Humanities. Pending final approval by the Regents, Professor James Lehning of the Department of History will serve as Director of the program. Assistant Dean, Christian Anderson, will provide student advising support to the program. This new program will not only bolster College SCH but strengthen the quality and scope of educational opportunities to students.

**e) Collaborative and Interdisciplinary Writing Program Course Development.**
-Discussions with School of Business and the College of Engineering are under way. The Department of Communication has entered a formal agreement with the College of Engineering for a joint project. The Senior Vice President's office has committed additional funding to enhance the program. Discussions with the School of Business continue.

-The Dean has appointed a task force to make recommendations about improving the University Writing Program.

**f) Creation of new and further development of programs.**
-The Department of English successfully recruited an outstanding (Academy Award winner) candidate for their Film Studies position. Conversations with the College of Fine Arts and with the Sundance Institute to build a collaborative Film Studies program have begun. In coordination with the College of Fine Arts and the Honors Program, the College has hired an auxiliary lecturer to teach film studies courses.

- Applied Ethics program development will continue to be a focus in the upcoming academic year. Possible collaborations with several Colleges and Schools include the School of Business, Social and Behavioral Sciences, and the School of Medicine.

-Plans to develop a wide ranging literacy program are underway. The College hosted a very successful discussion meeting in January with various members of the community, including representatives from various school districts, the state education office, Indian Affairs, and the Governor' office. Follow up meetings to further define the goals and outcomes of the project have been held and will continue through Fall semester 2002.

-Contact with the Vice President for Research regarding a new program in Cognitive Studies has been initiated. The College of Humanities will be included in the planning and discussions related to new program development in this area.

g) **Review of Humanities Honors Program course offering and curricula.**
-In coordination with Richard Rieke, Director of the Honors Program, and Associate Vice President John Francis, a task force charged with the responsibility of reviewing the Honors Program was formed. A report from the Task Force and their recommendations is expected by the end of this academic year.

h) **Support of faculty merit awards for new course development and increased SCH.**
- Setting a goal like this is always risky when the means is dependent upon state funding. This budget year leaves no room for merit awards to the outstanding efforts made by so many who have endeavored to enhance curricula, taught more courses, and taught larger classes. Their efforts are no less appreciated. The College Curriculum Committee reviewed and approved 46 new courses Fall semester and recently reviewed another 23 new course proposals. In addition to the new courses that have been developed, Philosophy created a new Graduate Program in Ethics and Public Affairs in collaboration with the Department of Political Science and Linguistics now has a PhD program in Applied Linguistics.

i) **Address graduate tuition waiver eligibility criterion with upper administration.**
-The Associate Dean now serves the role as liaison between the Graduate School and College Graduate Directors. A meeting of the Graduate Directors will be held once per semester for the purpose of exchanging ideas, discuss challenges and successes, and facilitate greater coordination between the Graduate School and College graduate programs. An agreement was reached with the Dean of the Graduate School to extend eligibility for tuition waivers for Humanities PhD students to four years instead of three with the understanding that departments will require all non-resident students receiving waivers to apply for state residency at the end of their first year.

**j) Support department student recruitment efforts via increasing number**
**of College scholarships, supporting increases in TA/RA stipends,**
**development efforts, and public relations (e.g., up to date web sites,**
**College brochure, retaining and recruiting outstanding faculty, etc.)**

-College departments have received four new student scholarships totalling $103,000 this year. While some of the gifts will not come to fruition until the endowment earns sufficient interest to make the award, clearly a significant inroad for student support has been made. The College will award 6 Degree of Difference Scholarships to entering freshman students later this month. Additionally, the College will award 12 scholarships to students who will reside in the O.C. Tanner Humanities House on Officers Circle in Fort Douglas. College development efforts are clearly committed to increasing student scholarship and award support and will remain so in coming years.

- The O.C. Tanner Humanities House residential scholarship program will begin operating Fall 2002. This program will provide a dynamic living and learning focus. Emphasis on interdisciplinary learning opportunities and exchange with students residing in houses sponsored by other Schools and Colleges at the Fort will be built into the program. Assistant Dean Christian Anderson will provide student support to the program and is serving as the College liaison for this project.

- One of the primary College Development initiatives is for Endowed Chairs. Tangible success in this area cannot be announced at this time, but this will remain a primary focus of College development efforts in the year ahead.

- Christian Anderson, Assistant Dean, has taken on responsibilities for College public relations with the media. Due to his efforts, the College has seen increased press coverage and is reaping the benefits of sustained relations with media representatives.

- A new College brochure has been published and widely disseminated. Each department and program in the College was represented in the process of developing the brochure and the content of the brochure. Departments and Programs have been provided with several copies to be used for recruitment and development efforts.

- One of the computer professionals was reassigned to managing College websites. For the most part, all department websites are now up to date and user friendly, provide up to date information and represent the College with a positive image. Additionally, a

web-based calendar program has been instituted allowing each department to post events to their individual department calendars and the general College calendar.

- The College will continue to make faculty retention a primary concern.

**j) Creation of new and support of current interdisciplinary graduate degrees.**
- The Philosophy Department created an interdisciplinary graduate program in Ethics and Public Affairs in collaboration with the College of Social and Behavioral Sciences Political Science department.

-The Department of Communication is collaborating with the College of Social and Behavior Science, Geography Department in a new Masters degree program in Adaptive Management of Environmental Systems (AMES).. The College has supported this program by providing assistance for administrative costs.

Linguistics was successful in the creation of their first PhD program in Applied Linguistics.

**4. Significantly enhance development activities, coordination and results.**

**a) Reinstate regular meetings of College Development Committee.**
-The College Development Committee has been up and running throughout this year. The structure of the committee has been redesigned, appointing faculty members of the committee to chair the committee. These meeting have become increasingly productive and beneficial in determining the functions and structure of College Development efforts.

**b) Establish College Partnership Board consisting of community representatives who are committed to enhancing College development and public relations efforts.**
-The College Partnership Board, consisting of community representatives, met Fall semester and will meet again in late April. The board serves as a resource for community contacts and coordination of development strategies. A listing of the Partnership Board members is attached.

**c) Cultivate several new donor relationships which will likely result in major gifts to the College.**
-Donor cultivation has been a primary focus throughout this year. Contact with donors and alumni both locally and nationally has been significantly increased. National contact with donors and

College alums includes travel to Portland, OR, Los Angeles, San Francisco, Washington, D.C., and New York. Recent trips to D.C. and New York included meeting with foundation representatives regarding grant proposals. In May, another trip to New York will be taken to consult with Foundations.

**d) Increase donor giving.**
-The Dean's office has implemented an annual fund drive via a mass mailing in December and is working to restructure the annual phonathon to increase donor giving. Additionally, the College regularly notifies donors and possible donors of events within the College and will provide a status update on the scholarship and endowment initiatives of the College. The College makes its resources available department for development efforts as well.

- The position of College Development Officer has been promoted to Director of Development and a search for this position is currently underway. The enhancement of the position to Director of Development increases the responsibility and expectations of this position. It is anticipated that this position will not only be successful in creating new donor activity and increasing donor giving, but also will provide leadership in marketing the College.

**e) Increase public awareness of the Humanities within the community.**
-Through establishing a PR point person in the College, we have enjoyed greater media coverage. Additionally, the creation of the College Partnership Board, and the literacy project provide direct links between the Humanities and our community.

**f) Redesign College brochure and distribute to donors and alumni.**
-The new College brochure has been distributed to over 1500 donors, prospective donors, alumni, and businesses. In response to this mailing, over $13,000 was given to department and Humanities Project accounts.

**g) Creation of College logo and means of publicizing it (bumper sticker, donor relations).**
-The College logo "Learning the Lasts a Lifetime" has been printed on bumper stickers which are distributed at every opportunity. The Dean's Office letterhead now also includes this logo. Departments are welcome and encouraged to do the same. Additional steps in branding and other marketing strategies will be made in the months ahead.

**h) Increase alumni relations and contact with alumni.**
-Several out of town development trips to visit alumni who the College has not before made contact with will have been made by May 2002. Numerous meetings with local alums have been held.

All alum are now receiving biannual college mailings. Personal phone calls to first time donors and to those who donate more than $100 are routinely made. Efforts in this area will continue to expand.

**i) Meet or exceed College fundraising initiatives for student support and endowed chair support.**
-To be continued.

**j) Use College web page as a source for donor relations and a source for online donations.**
-The College and Department websites are more informational, aesthetic, and user friendly. Donors can easily identify events being sponsored by the College, and donations can now be made directly from our website via credit card.

**5. Improve relations with and exposure in the community so Humanities is increasingly seen as central to education- "learning that lasts a lifetime."**
-In addition to increased efforts for media coverage for College events and news, the College has supported efforts of faculty and student organizations in putting on conferences. The Middle East Center created a lecture series on Middle East Politics, bringing six distinguished guests to campus to lecture on timely political topics. Among other conferences supported by the conference, the College continued its support of the Asian Pacific American conference, supported events associated with Women's Week, supported the Changing Faces conference held by the VP for Diversity, organized and planned the recent successful Gardner Lecture, and is supporting the Symposium on Science and Literature and the College graduate student conference.

**6. Strengthen interdisciplinary scholarly and pedagogical programs, especially Applied Ethics, Asian Studies, Environmental Studies, Latin American Studies, Literacy Studies, Middle Eastern Studies, and Visual Communication. Consider plans for a University Writing Center.**

**a) Development of International Studies major and minor program.**
-In collaboration with the School of Business and the College of Social and Behavioral Sciences, the International Studies major and minor program has been developed and is expected to reach the Board of Regents for approval in May.

**c) Develop Literacy Program.**
-The College is spearheading a comprehensive community-based literacy project.

**e) Develop Environmental Studies and Cognitive Studies emphases.**
-To be continued.

7. Overhaul budgeting process to locate more responsibility at the departmental level.

   a) Provide department chairs/program directors with budgetary knowledge that allows them to accept responsibility for their budgets.
     -Chairs, Directors and members of the Executive Committee have been kept apprised of budgetary matters and the process in the Dean's office. The Dean and the College Budget Officer have met individually with Chairs, Directors and staff assigned to budget responsibilities regarding their budgets. Department and Program budgets are held in their respective department/program and the Dean's office no longer doles out funds for travel budgets and other items which in the past were paid out of department/program budget funds held by the Dean's office. This process allows chairs and directors direct authority over their budgets while making each department/program fiscally accountable.

8. Establish a mentoring program for junior faculty to enhance intellectual community and retention.

   a) Creation of monthly mentoring meetings for pre-tenure faculty.
     -Meetings will address issues specific to new faculty, i.e., research resources, RPT, technology resources, teaching resources, student and faculty code of conduct and conflict resolution, etc.

   b) Dean to host two luncheon meetings with new faculty during first semester of appointment of new faculty members.
     - Luncheon meetings between the Dean, Associate Dean and new faculty in the College are held Fall semester.

9. Review of Tanner Humanities Center and begin process of elevation of its local and national stature. National search for new Director.

   a) Review of Center by nationally recognized expert.
     -During Fall semester, Paul Hunter , former director of the University of Chicago Humanities Center, met with THC directors and staff, its Faculty Coordinating committee, selected faculty from throughout the College, the Dean and members of upper administration. Professor Hunter's evaluation of the Center was very positive and identified areas for enhancement. Many of the recommended enhancements to program offerings and the centralization of the Center within the College and the University will be implemented with the appointment of a new director for the Center. A national search for a new director was conducted this year. The committee appointed to conduct the search faced a very difficult task in selecting candidates for the position from over 70 applicants. Due to the lack of general enthusiasm for any of the

finalists, the search has been posted to continue through next year. A new search committee has been appointed and Professor Barry Weller will chair the committee. Until a new Director is appointed, the Associate Director and the Faculty Coordinating Committee will report to and coordinate directly with the Dean's office. Plans for increased development efforts will be implemented in the next few months. In October, the Center will host a memoir workshop led by Louise DeSalvo. The Center will continue to host the Faculty Publications Celebration.

-As part of the plans for a new Humanities building, which will bring all Humanities departments and programs together, the Tanner Humanities Center will also be relocated so that it is geographically located centrally within the College. Initial planning for this building is currently underway and is being overseen by Associate Dean, Maureen Mathison.

**10. Improve and develop cooperative arrangements with other Colleges and improve our College's image throughout the University.**

**a) Enhance relationships with Colleges and Administrative offices within the University.**
- The College has made concerted efforts to establish itself as a good citizen within the University through being helpful and demonstrating a willingness to cooperate and participate with the efforts of other Colleges. This is demonstrated by many of the accomplishments listed in this report. The International Studies major/minor, the Honors Program task force, the Writing Program agreement with the College of Engineering, the Interdisciplinary Collaborative Seed grant program, Film Studies, the ESL program which is coordinated with the School of Education, and the overall support of upper administration and other College Deans would not be possible without the College's ability to maintain cooperative relations within the University.

**b) Provide information as requested by departments, programs, Colleges, and administrative offices throughout the University.**
-With the new structure of the Dean's office and its competent staff, information and referral and support services to faculty, students, the public and intra-University offices are more comprehensive. The motto of the Dean's office is "Professional, Responsive, and Friendly." With no complaints to the contrary, it is assumed that this goal is largely being met.

UNIVERSITY OF **UTAH**
**S.J. QUINNEY**
COLLEGE OF **LAW**

# Memo

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

**From:**     Scott M. Matheson, Jr., Dean

**Subject:**  SMART Goals - 2002-03

**Date:**     November 26, 2002


You have asked for a summary report on last year's goals as well as goals for the current year.

## 2001-02 Goals

- **Secure endowment funding at a significant level that would name the school and would provide significant support for student scholarships, the law library, endowed professorships, programs, and strategic initiatives.**

  The S.J. and Jessie E. Quinney Foundation pledged a $26 million naming endowment to the law school. When fully funded, this endowment will fund scholarships, library acquisitions, professorships, programs, and initiatives.

- **Continue to study facilities expansion and develop a plan based on recommendations of architects, engineers, and other space planners.**

  A master planning process was commenced during the spring semester and continues. All constituencies at the law school — including students, staff, faculty, and alumni — have been consulted, and the master plan should be completed this semester.

- **Recruit two to three entry or lateral level faculty members who will provide coverage in the business/intellectual property and criminal law areas and will enhance the diversity of the College of Law.**

1

The law school succeeded in recruiting three outstanding faculty members. Martha Ertman, who previously taught at Denver Law School, brings expertise in the family and commercial law areas. Manual Utset, who previously taught at Boston University Law School, offers extensive teaching and research experience in the corporate and commercial law fields. John Tehranian joins us as an entry level faculty member and teaches in the intellectual property and entertainment law subjects. These are outstanding hires who strengthen our curriculum considerably, have active research agendas, and add diversity to our faculty.

● **Review the clinical curriculum at the law school and develop strategies to enhance the quality of the clinical program and increase student enrollment.**

Clinical Program Director Linda Smith conducted a series of workshops with students, faculty, and agency service providers to identify opportunities to enhance the clinical program. Some of the ideas already are being implemented, and clinical participation is up over previous years.

● **Build upon faculty opportunities for teaching enhancement by bringing experts to the law school from on and off campus to assist with technology and traditional pedagogical techniques in the classroom.**

The law school's teaching enhancement committee focused on technology and arranged for one-on-one instruction on Power Point presentations and also a workshop for faculty on the same subject.

● **Expand the Pro Bono Initiative by recruiting more students and mentoring attorneys to work together on more public interest projects.**

Last year law students performed more than 4,000 hours of pro bono work. This fall, students were able to choose from 53 service projects, covering a wide range of law and practice settings. For example, many students volunteered at seven "street law" clinics located in metropolitan Salt Lake and Ogden. Working under the direction of supervising attorneys, these students interviewed walk-in clients seeking advice about civil rights, consumer law, elder law, employment law, housing, and other matters. Students also assisted public interest attorneys at Utah Legal Services, the Disability Law Center, and the Senior Lawyer Volunteer

2

Project. Other volunteers worked with private attorneys, assisting with projects that varied from intellectual property for nonprofit organizations to habeas corpus matters for prisoners. Law students also continue to volunteer for legal education programs at the secondary and collegiate levels as well as mentoring juvenile offenders through peer court programs. Students could also choose to work on the Uintah and Ouray Reservation on tribal court matters. We are pleased with the progress of this program and continue to work toward funding support for more permanent staffing.

- **Develop new Wallace Stegner Center initiatives beyond the Center's annual symposium and other programs in light of expanded staffing and funding.**

This past summer the Stegner Center hired a new Associate Director with the departure of the incumbent to an academic appointment in another department. The Center's Literary Series has achieved a solid foundation, and the Stegner faculty and staff are working on a visiting young scholars program. The Stegner faculty also are completing a review of the post-J.D. LL.M. program in Environmental and Natural Resources Law.

## 2002-03 Goals

- **Complete the master planning process and take the next steps toward facility expansion, including development of funding strategies.**

- **Recruit two to three entry level and one senior level faculty members who will provide coverage in the criminal law field and other areas of curricular need.**

- **Continue fundraising efforts in the priority areas of student scholarships, library, and program support.**

- **Review the responsibilities of our full-time clinical faculty to develop a more integrated skills and advocacy training program that enhances student opportunities in alternative dispute resolution, appellate and trial advocacy, and other lawyering skills.**

- **Reassess the curriculum in the intellectual property and commercial law areas to take full advantage of recent faculty hiring in those fields and respond to student interest, especially in the law and technology area.**

3

- Establish a young alumni association to complement the law school's alumni board of trustees.

- Develop service learning opportunities for law faculty and students to participate in the University Neighborhood Partners program on the west side of Salt Lake.

- Reform the student advising program to provide a better match between student interests and faculty expertise and build in a practicing lawyer component through the alumni board and other lawyer volunteers.

*growth issue*

*Apps up 60%!*
*but no growth intended*
*watch for Affin. Action*
*bill by Margaret Dayton*

4

**THE**
# UNIVERSITY
## OF UTAH

# Memorandum

**To:** David W. Pershing, Senior Vice President for Academic Affairs
**From:** Peter J. Stang, Dean
**Date:** November 26, 2002
**Subject:** College of Science SMART Goals for 2002-03

Listed below are the College of Science SMART goals for the 2002-03 academic year:

- Continue to seek improvements in, as well as, new capital facilities such as the:

  a) Chemistry NMR Center (Gauss House);
  b) Chemistry Building addition;
  c) remodeling of the Life Sciences Building;
  d) renovation of the fourth floor of the Cowles Building; and
  e) additional new space (a new building) for interdisciplinary programs and centers.

- Continue to work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs such as, nanotechnology, informatics, biotechnology, etc.

- Continue to partner with the administration to obtain more endowed chairs and funding for scholarships.

- Continue to work with the administration to provide line item funding for successful programs that enhance undergraduate instruction.

I look forward to discussing these goals with you and other members of the College of Science Council Executive Committee at a mutually convenient date and time.

cc: Elizabeth Tucker Gurney, Associate Dean
    <u>College of Science Chairs</u>:
    David R. Wolstenholme (Biology)
    Peter B. Armentrout (Chemistry)
    Graeme W. Milton (Mathematics)
    Z. Valy Vardeny (Physics)

# Summary of Progress
## on
## College of Science 2001-02 SMART Goals

- **Move the addition of the Chemistry Building forward**

A proposal has been submitted to NIH, which is currently undergoing revision for the Gauss House for the Chemistry NMR Center.

- **Work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs; i.e. in the emerging areas of nanotechnology, informatics, biotechnology, etc.**

A number of excellent new faculty were hired in the College this year, mostly along interdisciplinary lines. In particular, the Biology Department hired two new assistant professors, David R. Bowling and Stanly B. Williams, and was able to lure Kent Golic back to Utah. The Chemistry Department hired Jon Rainier, a synthetic organic chemist, and Peter Flynn, a biological NMR researcher. The Mathematics Department hired Dr. Yuan-Pin Lee, an algebraic geometrist and string theorist, and the Physics Department hired Katrin Becker, a string theorist.

- **Continue to partner with the administration to obtain more endowed chairs and funding for scholarships**

We are continuing to work on providing the $250,000 endowment for scholarships for residents of the Crocker Science House. We were fortunate to receive funding from the Intel Foundation for the winners of the 2001-02 Intel Utah Women in Science Scholars Program competition. We also received funding from an anonymous donor for ten scholarships under the College of Science Dean's Scholarship Program.

- **Work with the administration to provide line item funding for successful programs that enhance undergraduate instruction.**

Given the current budgetary circumstance, we have not made much progress in obtaining base budget line item funding for our undergraduate programs. However, the Mathematics Department was successful in obtaining funding from NSF for the VIGRE and IGERT grants, and Physics established two new undergraduate courses; one in experimental astronomy assisted by a grant from the Willard L. Eccles Foundation and the other in medical physics.

- **Develop strategies to interface effectively with the Governor's stated initiatives in information technology and hopefully biotechnology.**

Again, given the budgetary restraint, not much progress has been made in this area.

For further details, I urge you to consult the attached individual progress summaries from the four College of Science department chairs.

Attachments (4)

# MEMORANDUM

To:        Distinguished Professor Peter J. Stang, Dean of the College of Science

From:      David R. Wolstenholme, Professor and Chairman

Date:      November 13, 2002

Subject:   Biology SMART Goals for the Coming Year

---

**Progress on last year's five SMART goals that are listed on Dean Peter Stang's memo of October 12, 2001 to Vice President David Pershing.**

- In regard to SMART goal #1 (a new building for Chemistry), I do not know what progress has been made.

- In regard to SMART goal #2 (faculty growth), during the past year we have taken meaningful steps to reduce the probability that two of our young, key faculty will seek positions elsewhere. The recruiting of new faculty must include appointments to expand our strictly Biology needs as well as appointments that are joint with other departments in the College of Science.

    In contrast to the 2000-2001 year, the 2001-2002 year was in many ways exceptionally good for Biology. Professor Kent G. Golic, lost to the Stowers Institute in Kansas City in the Summer of 2001, returned to our Department. In addition, we made two new hires: one (David R. Bowling, Assistant Professor), a plant physiologist, which bolstered our ecology and evolution component, and a second (Stanly B. Williams, Assistant Professor), a microbiologist who was the first new person in our budding Microbiology Program. We lost Assistant Professor Kendal S. Broadie to Vanderbilt University; a happening that I believe had both short-term and long-term benefits for our Department. Our one loss of great consequence, which proved unavoidable, was the departure to the University of California, Davis of our most illustrious faculty member, Distinguished Professor John R. Roth.

Presently, Biology is actively recruiting into three positions; one is a replacement for Kendal Broadie, a second is the one position for which our recruiting last year was unsuccessful, and a third is our second open new microbiology position. We expect the new hires will facilitate the further addition of much-needed undergraduate and graduate courses, as well as increasing our overall research strength.

Most of our free space in the South Biology Building is going to require extensive and therefore, expensive remodeling to be useful as an attractant to new, young research faculty. With the moves of the last year (John Roth to UC, Davis and Janet Shaw into Kendal Broadie's vacated space in Aline W. Skaggs Building), a considerable amount of space opened up in the Life Science Building. Some of this space should prove attractive to new hires with mainly modest, essentially cosmetic renovations - that is if the perennial heating and cooling problems don't reveal themselves at critical times. Clearly, there is no Central Administration enthusiasm for major overhaul of this building (gutting and rebuilding or simply junking in its entirety) so the most viable option remains to attempt to make it livable.

- In regard to SMART goal #3 (endowed chairs), I am unaware that any progress has been made that could benefit Biology. The securing of funds to support one or (better) two endowed chairs in Biology could certainly be expected to improve stability of the corresponding number of our more (senior) distinguished faculty.

- In regard to SMART goal #4 (line-item funding for successful programs that enhance undergraduate education), as the result of the severe budget cuts, during last summer, we lost the Director of our Undergraduate Research Program (BioURP), Dr. Rosemary Gray. Joyfully, for a multitude of fortuitous reasons, we were able to rehire Dr. Gray in the Fall. At this time, I am continuing to seek funds (we have some) to stabilize her position for future years. The BioURP program, which enjoys a University-wide reputation, is very important to faculty in our Department and also to faculty in a good number of departments in the Medical School. I should also mention that this year Biology has put on four new courses with a range of clientele from non-major undergraduates to graduate students.

- In regard to SMART goal #5 (develop strategies to interface effectively with the Governor's stated initiatives in information technology and biotechnology), I am unaware of any progress.

**In view of the above considerations, I propose the following three SMART goals for Biology for the coming year:**

- In order to further the chances of the Biology Department being able to make quality hires in the more immediate future, funds should be sought from the Central Administration to make realistic and essential renovations to the Life Science Building. This would include complete replacement of the heating/cooling system on floors 1, 2 and 3, and some serious cosmetic work.

- Continue to secure funding for faculty growth in areas essential to the teaching of basic Biological subjects, as well as in interdisciplinary areas. In regard to the latter, the Administration might do well to consider the possibility of two Departments creating joint positions for existing faculty.

- To somehow boost development efforts (whatever it takes) to assure that each Department has a minimum of two endowed chairs.

# THE UNIVERSITY OF UTAH

# MEMORANDUM

**TO:**     Peter J. Stang, Dean

**FROM:**   Peter B. Armentrout, Chair

**RE:**     Chemistry's SMART Goals for 2002-03

**DATE:**   November 7, 2002

In consultation with my Advisory Committee, I submit the following SMART goals for 2002-03:

1) **Continue moving the addition of the Chemistry building forward**

    Space is beginning to become a real problem in the department, and we have already moved our theoreticians to another building. In order to support state-of-the-art instrumentation & research and advances in these areas, addition to the south wing of the present Chemistry building is imperative.

2) **Enhance financial packages for graduate students and work to establish fellowships to attract outstanding students to our graduate program**

    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.

3) **Fill vacancies in faculty ranks with outstanding hires, including emerging areas such as biotechnology and nanotechnology, with an emphasis on interdisciplinary programs**

    Developments throughout science are continuing to occur at the interface between disciplines. As we seek new faculty members to join our ranks, we need to strive to address these growth areas and attract candidates with the strongest skills and potential.

You asked for a progress report on our goals from last year, and I attach that on the next page.

PBA/rl

# PROGRESS REPORT ON SMART GOALS FOR 2001-02
## 11/7/02

**SMART Goal #1.    Continue moving the addition of the Chemistry building forward**

Headway has been made in that a master plan has been drawn up and we have architectural drawings for a "Gauss Haus" addition to house state-of-the-art NMR instrumentation. A proposal to NIH is being developed from a previous version that was narrowly declined. We anticipate that this new proposal will be successful.

**SMART Goal #2.    Enhance financial packages for graduate students and work to establish fellowships to attract outstanding students to our graduate program.**

The financial difficulties of the university have made progress in this area challenging, although the department recently upgraded its TA and RA stipends and is continuing to look for ways to increase our support.

**SMART Goal #3.    Fill vacancies in faculty ranks with outstanding hires, including emerging areas such as biotechnology and nanotechnology, with an emphasis on interdisciplinary programs.**

We hired Jon Rainier, an Associate Professor at the University of Arizona, as an outstanding researcher in organic chemistry. The hiring of Peter Flynn as a biological NMR researcher begins to address interdisciplinary needs and should enhance our NIH proposal mentioned above.

**SMART Goal #4.    Develop strategies to interface effectively with the Governor's stated initiative in information technology.**

Again, financial difficulties have not allowed us to aggressively pursue this area.

**SMART Goal #5.    Enhance outreach programs, especially to high school students interested in careers in science.**

We continue to offer a high school enrichment program run by Prof. Ron Ragsdale. Enrollment in this program doubled this past year, a testament to its success.

**THE**
**UNIVERSITY**
**OF UTAH**

## MEMORANDUM

**TO:**      Peter Stang, Dean

**FROM:**   Graeme W. Milton, Chair

**DATE:**    November 6, 2002

**SUBJECT:**   Smart Goals

This outlines our progress on the College of Science SMART Goals, and lists the department's suggestions for next year's SMART Goals. I should emphasize that the series of recent budget cuts has taken a serious toll on the department. While I am very excited to see many new developments, such as the growth of student credit hours, the renovation of LCB, the Math Center, the VIGRE and IGERT grants (and applaud the role of the College of Science and the University in helping make these possible), I am very worried about the long term sustainability of this momentum without substantial base budget increases needed in particular to fill vacant faculty lines, and reward faculty and staff for the increased loads they have shouldered. I know your hands are tied, but the urgency of the situation needs to be conveyed to the legislature, otherwise our most valued faculty may leave.

**Progress on 2001-2002 College of Science SMART Goals**

- Work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs.

  While we have had no faculty growth, we have been awarded a $2.9M IGERT grant from NSF for cross-disciplinary research training in Mathematical Biology. This past summer Mathematics and Physics organized a major international conference on the Electrical Transport and Optical Properties of Inhomogeneous Media. Also, a joint Mathematics – Physics Workshop on String Geometry is scheduled for spring semester and this coming summer semester.

- Continue to partner with the administration to obtain more endowed chairs and funding for scholarships.

The department instituted a new scholarship for undergraduates, the Calvin H. Wilcox Memorial Scholarship, worth $1200 ($600 per term).

- Work with the administration to provide line-item funding for successful programs that enhance undergraduate instruction.

While, not line item funding, we did receive $90,000 operation support for the T. Benny Rushing Math Student Center.

- Develop strategies to interface effectively with the Governor's stated initiatives in information technology, and, hopefully, biotechnology.

We have increased the number of online courses available (now 4) and the number of courses which utilize Webworks (14 classes) which is an online, automated, problem bank for classroom assignments. Webworks has been very successful with many students remarking on its educational effectiveness.

**Suggest SMART Goals for 2002-2003**

(1)    Provide line item funding to successful programs that enhance undergraduate education. These include the Math Center, the two-week TA training program, computational staff support, and technical support for online instructional programs, at the college level, the ACCESS Program.

(2)    Create a substantial number of new junior faculty positions in order to (a) reduce the reliance on non-regular faculty in the teaching or undergraduate courses and (b) have the resources to offer small-section honors classes.

(3)    Move the renovation of the fourth floor of LCB ahead. This space will provide a conducive atmosphere for enhancing interaction amongst undergraduates, graduate students and faculty, the goal of the VIGRE program for which we received $3.9M in funding. This space will also undoubtedly be heavily utilized by the rapidly expanding Mathematical Biology program and also could serve as a home for undergraduates involved in research with faculty.

(4)    Provide greater financial support of Mathematics education. Mathematics education is rapidly expanding with, in particular, the introduction of the College of Science MS Program for Secondary School Teachers. With the departure of Herb Clemens, our resources in this area are stretched very thin.

**Department of Physics**

**I) 2001-02 SMART Goals Progress Report**

1. Faculty growth: This year we have hired Dr. Katrin Backer. She is an expert in String Theory, which is a branch of High Energy Physics. In addition to strengthening Physics, Katrin works hard in establishing a research group in the general area of String Theory with several faculty members in Math. Thus, her research may be highly interdisciplinary. They have established a joint seminar and have expressed interest in enlarging the group.

2. I have discussed with the VPAA on establishing an Endowed Chair in Physics based on Mrs. Keufel endowment. Although the VPAA was willing to listen, alas the funding situation would not allow him to come to our rescue this year. I ll keep trying next year.

3. We have established two new undergraduate courses. One is experimental Astronomy with funds received from the Willard L. Eccles Foundation. The other course is in Medical Physics; it is a continuation of the Physics of the Body course.

**II) New SMART Goals**

1. Formation of a Nanotechnology Institute of the University of Utah: There are plenty of funding opportunities in this area and it becomes increasingly tough to do research in this area unless a drive to establish such an institute will be made visible. There are several such institutes at different US Universities; without such a drive it will be almost impossible to hire in this important area. The Physics department has tried two years in a row to hire in the general area of Nanoscience, but failed. A part of the reason was the poor infrastructure and the lack of a definitive program in this area, University-wide.

2. New faculty position in interdisciplinary areas: We suggest that the administration would give us the green light for an extra faculty position in interdisciplinary science. Such a faculty position should be given to two or more departments that are interested in sharing a position and have a serious candidate to fill it.

3. New undergraduate courses: We would like to continue to develop our curriculum to add attractive undergraduate and graduate courses in order to increase our SCH. We plan to establish a new course in Medical Physics (UG) and, in addition, a new graduate course for the University MS program (PMST). We also plan to establish a new route for UG in Physics, namely Medical Physics.

**College of Science Council Executive Committee Meeting**

February 21, 2003 • 1:30-3:00 PM (208 JTB)

Agenda

1.  2002-03 SMART Goals w/ Vice President Pershing & Associate Vice Presidents

2.  Budget Status

3.  Endowment Procedures

4.  Visa Issues

5.  Science at Breakfast and Frontiers of Science Speakers for 2003-04

6.  Emeritus Status for Auxiliary Faculty Members

7.  Development Strategic Plan

New Business
      a)     College of Science Convocation 2003
      b)     Youth Marketing Council
      c)     Facilities and Administrative (F&A) Costs Policy Changes effec. 3/1/03

THE

UNIVERSITY
OF UTAH

College of Science
Campus Address: 220 JTB
*(801) 581-6958*
*(801) 585-3169 [fax]*

_stang@chemistry.utah.edu_

# Memorandum

**To:** David W. Pershing, Senior Vice President for Academic Affairs
**From:** Peter J. Stang, Dean
**Date:** November 26, 2002
**Subject:** College of Science SMART Goals for 2002-03

Listed below are the College of Science SMART goals for the 2002-03 academic year:

- Continue to seek improvements in, as well as, new capital facilities such as the:

  a) Chemistry NMR Center (Gauss House);
  b) Chemistry Building addition;
  c) remodeling of the Life Sciences Building;
  d) renovation of the fourth floor of the Cowles Building; and
  e) additional new space (a new building) for interdisciplinary programs and centers.

- Continue to work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs such as, nanotechnology, informatics, biotechnology, etc.

- Continue to partner with the administration to obtain more endowed chairs and funding for scholarships.

- Continue to work with the administration to provide line item funding for successful programs that enhance undergraduate instruction.

I look forward to discussing these goals with you and other members of the College of Science Council Executive Committee at a mutually convenient date and time.

cc:   Elizabeth Tucker Gurney, Associate Dean
      College of Science Chairs:
            David R. Wolstenholme (Biology)
            Peter B. Armentrout (Chemistry)
            Graeme W. Milton (Mathematics)
            Z. Valy Vardeny (Physics)

## Summary of Progress
## on
## College of Science 2001-02 SMART Goals

- **Move the addition of the Chemistry Building forward**

A proposal has been submitted to NIH, which is currently undergoing revision for the Gauss House for the Chemistry NMR Center.

- **Work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs; i.e. in the emerging areas of nanotechnology, informatics, biotechnology, etc.**

A number of excellent new faculty were hired in the College this year, mostly along interdisciplinary lines. In particular, the Biology Department hired two new assistant professors, David R. Bowling and Stanly B. Williams, and was able to lure Kent Golic back to Utah. The Chemistry Department hired Jon Rainier, a synthetic organic chemist, and Peter Flynn, a biological NMR researcher. The Mathematics Department hired Dr. Yuan-Pin Lee, an algebraic geometrist and string theorist, and the Physics Department hired Katrin Becker, a string theorist.

- **Continue to partner with the administration to obtain more endowed chairs and funding for scholarships**

We are continuing to work on providing the $250,000 endowment for scholarships for residents of the Crocker Science House. We were fortunate to receive funding from the Intel Foundation for the winners of the 2001-02 Intel Utah Women in Science Scholars Program competition. We also received funding from an anonymous donor for ten scholarships under the College of Science Dean's Scholarship Program.

- **Work with the administration to provide line item funding for successful programs that enhance undergraduate instruction.**

Given the current budgetary circumstance, we have not made much progress in obtaining base budget line item funding for our undergraduate programs. However, the Mathematics Department was successful in obtaining funding from NSF for the VIGRE and IGERT grants, and Physics established two new undergraduate courses; one in experimental astronomy assisted by a grant from the Willard L. Eccles Foundation and the other in medical physics.

- **Develop strategies to interface effectively with the Governor's stated initiatives in information technology and hopefully biotechnology.**

Again, given the budgetary restraint, not much progress has been made in this area.

For further details, I urge you to consult the attached individual progress summaries from the four College of Science department chairs.

Attachments (4)

# 2002 Strategic Planning Accomplishments
## College of Social and Behavioral Science
## (linked to University of Utah Strategic Plan Goals)

U of U 1: **Provide highly regarded, integrated undergraduate programs**
CSBS 1: **Increase quality, access and enrollment in undergraduate programs**

    1.1 expanded UROP (departments preparing for UROP National Conference), service learning, honors thesis and senior thesis experiences; Hinckley Institute Pete Suazo Internship program initiated; study-abroad expanded: Ecuador, India, Japan, Thailand (Economics and Political Science); field work opportunities in intermountain west and Africa (Anthropology)

    1.2 expanded, summer 2002 schedule once again; 5 majors available at night, 3 off-campus, too; increased WEB delivery of courses across College; Latin American studies proposal approved, Red Rocks Institute established; across College, increased enrollments; new lower-division courses (Psychology)

    1.3 scholarships set aside for SLCC transfers (see also goal 6), expanded TIGS

    1.4 repositioned majors: Women's Studies to Gender Studies; merged FCS major in Consumer Studies and Family Economics with Environment and Behavior creating Consumer and Community Studies; new International Studies major with business and humanities developed now with Regents


U of U 2: **Pursue excellence in graduate education**
CSBS 2: **Increase quality, diversity of experience, enrollment in graduate programs and financial support for graduate programs**

    2.1 new graduate enrollment in Comparative International Sociology

    2.2 graduate student stipend supplements (see also goal 6) to top applicants offered but often failed to get the prized students; new endowed fund to support graduate students in psychology ($470,000)

    2.3 new Graduate Certificate in Demography approved (FCS, Sociology, Economics, and Geography and across several colleges); GIS certificate graduates increased four-fold

    2.4 offer made to fill Maxwell Chair in political theory/public policy (Political Science) accepted


U of U 3: **Nurture growing faculty research/creative activities**
CSBS 3A: **Increase support for and expand interdisciplinary activities**

    3.1 Archaeological Center faunal lab renovated; Population Studies Seminar; Family and Consumer Studies-led proposal to NICHD for demographic infrastructure support to the new Demography Graduate Certificate; new cooperation between several departments and the College of business and between Anesthesiology and Psychology; ); CPPA sponsored research with

Department of Workforce Services; Family and Consumer Studies and Sociology share research methods and statistics courses

    3.2 environmental studies interdisciplinary instructional program extended to the research arena with submission of multidisciplinary IGERT and EPA-NSF proposals involving many CSBS faculty;

    3.3 continued CSBS Proposal Initiative Grants as research seed money (see also goal 6); expanded external research funding proposals AND awards across the College notably including: an NSF human evolution award (Anthropology and Human Genetics), and a Ford Foundation engendering macroeconomics award (Economics)

## CSBS 3B: Strengthen capabilities of College computing

    3.4 more research support especially for handling large data sets (see also goal 2) Oracle installation supports frontier technology in spatial data analysis

    3.5 more support for technology assisted teaching, WEB based/supplemented instruction continued to grow (see also goals 1 and 2)

    3.6 increased efficiency of (computing) laboratory supported instruction through upgrade of CSBS computing labs in AEB and OSH and new 40 seat lab in Behavioral Science tower; these labs now are accessible by student card swipe 24/7 with security cameras reducing the need for lab monitors (see also goals 1 and 2) ); now managing ESRI site-license making ArcInfo free to student labs

    3.7 strengthened support for remote access to research data, file sharing, e-mail reliability, security and virus scanning resources

    3.8 avoided increasing budget for College computing for the second year

## U of U 5: Improve support for and involvement of faculty / staff
## CSBS 5: Increase faculty / staff salaries to competitive levels

    5.1 AOCE funds were used to increase salaries of four highly productive faculty whose salary gaps made them ripe for outside recruitments

## U of U 6: Expand and better utilize resources
## CSBS 6: Increase external gifts, grants and contracts to support coordinated curriculum innovations, student enrollments and research activities

    6.1 The Siciliano Forum with the Rove presentation on Presidency set record attendance in support of the practical politics curriculum in Political Science

    6.2 CSBS Honor Roll scholarships expanded from 33 to 37 for undergraduates and research assistantships, award level also increased from $2500 to $3000 (see also goal 1 and goal 2)

## 2003, STRATEGIC PLANNING GOALS, COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCE (linked to University of Utah Strategic Plan Goals)

U of U 1: PROVIDE HIGHLY REGARDED, INTEGRATED UNDERGRADUATE
        PROGRAMS
CSBS 1: INCREASE QUALITY, ACCESS AND ENROLLMENT IN UNDER-
        GRADUATE PROGRAMS
   1.1 increase undergraduate research, UROP (see also goal 3), and service
       learning
   1.2 year-round seamless schedule: day/night, on/off campus, WEB/live
       delivery, summer and academic year
   1.3 closer cooperation with SLCC, increase transfers from 2-year schools,
       scholarships specifically for transfers (see also goal 6), expanded TIGS
   1.4 implement Latin American Studies minor, International Studies major,
       International Semesters, Consumer and Community Studies major

U of U 2: PURSUE EXCELLENCE IN GRADUATE EDUCATION
 CSBS 2: INCREASE QUALITY, DIVERSITY OF EXPERIENCE, ENROLL-
        MENT AND FINANCIAL SUPPORT FOR GRADUATE PROGRAMS
   2.1 stipend supplements (see also goal 6) for more & better graduate students
   2.2 new/expanded joint degree programs; possibilities: on campus, e.g., MSW-
       MPA; off campus, e.g., PhD Economics-Chulalongkorn Univ., GIS
       Geography-Muenster
   2.3 increase support & supervision of apprentice teacher-scholars in teaching,
       as well as, research experiences (see also goal 1)
   2.4 aggressive recruiting of able (including international) grad students & faculty
   2.5 implement Demography Certificate program

U of U 3: NURTURE GROWING FACULTY RESEARCH/CREATIVE
        ACTIVITIES
CSBS 3A: INCREASE SUPPORT FOR AND EXPAND INTERDISCIPLINARY
        ACTIVITIES
   3.1 support and expand existing programs, e.g., DIGIT-Geography-
       Computer Science, cognitive neural science, demography, environmental
       studies, international studies, behavioral science and health, American
       West Center, Archaeological Center, gender studies,
   3.2 extend interdisciplinary instructional programs to the research arena,
       e.g., environmental studies, demography, behavioral science and health,
       international studies, gender studies
   3.3 provide research seed money (see also goal 6) and support "culture" shift

CSBS 3B: STRENGTHEN CAPABILITIES OF COLLEGE COMPUTING
   3.4 more research support especially for handling large data sets (see also goal 2)
   3.5 more support for technology assisted teaching, WEB based/supplemented
       instruction (see also goals 1 and 2)
   3.6 increase efficiency of computing laboratory supported instruction and

facility access (see also goals 1 and 2) while providing increased security

3.7 strengthen support for professional communication, e.g., remote access to research data, file sharing, e-mail reliability, security

## U of U 5: IMPROVE SUPPORT FOR AND INVOLVEMENT OF FACULTY / STAFF
## CSBS 5: INCREASE FACULTY / STAFF SALARIES TO COMPETITIVE LEVELS

5.1 supplement annual Legislative allocations with the shift of historical AOCE funds into base salaries -- supported by New Growth Money from expanded undergraduate and graduate enrollments (see goals 1 and 2)

## U of U 6: EXPAND AND BETTER UTILIZE RESOURCES
## CSBS 6: INCREASE EXTERNAL GIFTS, GRANTS AND CONTRACTS TO SUPPORT COORDINATED CURRICULUM INNOVATIONS, STUDENT ENROLLMENTS AND RESEARCH ACTIVITIES

6.1 expand the Siciliano Forum to support the curriculum and related research -- especially interdisciplinary activities – FCS to sponsor "Future of the American Family" 2003 forum and related classes

6.2 cooperate with other colleges and departments in projects of mutual interest, e.g., with business and humanities, "ethics and business" research

6.3 expand scholarships for undergraduates and graduates, coordinate with undergraduate research opportunities (see also goal 1 and goal 2)

MEMORANDUM

TO:        David W. Pershing
           SR. VP for Academic Affairs

FROM:      Jannah H. Mather, PhD
           Dean, College of Social Work

DATE:      December 3, 2002

SUBJECT:   S.M.A.R T. Goals

The College of Social Work task force on "Linking Structures to Organizational S.M.A.R.T." has created a framework of seven meta-themes within which the College's S.M.A.R.T. goals can be developed, and continues its work on generating college-wide ownership, among staff and faculty, of that framework and the subsequent goals. While the task force has not finalized its work, they have provided guidelines within which I can develop S.M.A.R.T goals for the year 2002-2003. Members of the task force include: Dr. Dwayne Wilson, Dr. Hank Liese, Dr. Helen Graber, Dr. Caren Frost, Devra Andersen, and Rebecca Lubbers.

I will propose seven S.M.A.R.T goals based on the seven meta-themes.

1.    Relationships
      The College of Social Work will develop open, collaborative, communicative, and supportive relationships between staff, faculty members, students, and the community. Specific procedures for developing those relationships and associated research and service programs will be developed.

2.    Public Relations
      The College of Social Work will develop specific programs nationally recognized in the areas of aging, criminal justice, women and families, international social work, and community education. The successes in each of these program areas will be measured by grants and other funds raised this year.

3.    Marketing
      The College of Social Work will market its programs locally, nationally, and internationally. This year, a marketing plan will be developed including strategies for measurement and evaluation.

4.   Diversity
     The College of Social Work is committed to the diversity of its faculty, staff and student body. We will increase our diversity within these groups by three percent.

5.   Resource Development
     Over the coming year, the College of Social Work seeks to develop an increase in its unrestricted funding through differential tuition. The College will also work towards a ten to fifteen million dollar capital fund raising goal. A prospectus for this campaign will be developed this year.

6.   Support System Structures
     The College of Social Work will strive to enhance its support for the personal and professional growth and development of its staff and faculty members. The College will rely on the ongoing work of the Task Force to assist in achieving this goal.

7.   Quality Education
     The College of Social Work will build an educational environment supporting best practices for students and social work educators through the integration of research, teaching and service. Consultation with staff, faculty members, students, and community will take place this year to facilitate achievement of this goal.

# Honors Program
2003-04 Smart Goals and Strategies:

| Smart Goals | Strategies | Preliminary action |
|---|---|---|
| Goal 1:  Revise organizational systems in the Honors Program | Create a more open process for recruiting faculty to teach in Honors, reporting on schedules, and responding to departmental needs. Strengthen the organization and operation of HSAC. Reorganize staff responsibilities in anticipation of hiring an Associate Director for 2003-4 when the program moves to the new Honors Center at Fort Douglas. | Looking at the roles played by current staff and conceiving of new positions to support programmatic initiatives. |
| Goal 2: Establish effective lines of communication with Deans, Chairs, and Faculty | Meet with Deans and Chairs each semester at least once; Meet with advisors and supervisors; communication monthly with chairs | Have met with most Deans and chairs and made commitment to make bi-monthly visits to them. |
| Goal 3:  Develop the research apprenticeship/partnership/faculty mentor program | Meet with chairs, research institutes, potential partners; identify funding sources.  Develop a partnership program. | Have visited and researched the research programs at other universities and have drafted a proposal to be used in fund raising for the program. |
| Goal 4:  Core Curriculum Revision | Establish faculty committee for core/ITW revision; establish faculty committee for development of new Science Core—Genetics and Society; conduct meetings to develop Core; establish a sense of ownership for the faculty involved with the Core | Have established the committee for the ITW revision and met twice.  Have created a list of names for the Science core committee and have given the assignment for the creation of a Social Science core committee. |
| Goal 5:  Departmental Honors | Revise departmental | Have redrafted |

| | | |
|---|---|---|
| | honors guidelines; develop ways to maintain connections Departmental Honors to the Honors Program; establish effective lines of communication with chairs and advisors in Departments with Departmental Honors; clarify the meaning and mechanisms of Departmental Honors and the relationship with University Honors. | departmental honors guidelines to respond to key issues presented in meetings with deans and chairs. |
| Goal 6: Fund raising | Raise $850,000 for the new Honors Center; apply for grant for partnership with College of Humanities for lecture series, fellowship position at Tanner Humanities Center. Prepare a grant application for the National Endowment of the Humanities to support Honors Research Apprenticeship development. | Have been successful in reaching our first fund raising goal of $850,000 in the form of the following gifts: $600,000; $250,000; and $50,000 (in smaller gifts of between $25,000 and $5,000). These gifts will come to the Honors program over the next four years. We have established the Capital Campaign Committee and have the National Advisory Board working on fund raising, program development and the alumni mentoring program. |

# Marriott Library SMART Goals:  2003-2004

## DELIVERING USER-CENTERED SERVICES

*March 2003*:
- Improve remote access to electronic reserves and library databases by installing a transparent proxy service.

*July 2003*:
- Implement and evaluate Scholars Portal to allow single-searching across library catalogs, databases, and Internet resources and a single interface to library resources for the campus portal.

*September 2003*:
- Implement self-release printing in student computing labs.
- Create models of Information Commons computer and service configurations by installation of productivity software on non-lab workstations.
- Increase e-reserve content by 70%.  That would be approximately 50% of items submitted.

*December 2003:*
- Implement the Mountain West Digital Library for searching across Utah digital collections.

## DEVELOPING AND BALANCING COLLECTIONS AND ACCESS

*July 2003*:
- Inventory Western Waters collections and begin digitizing.
- Identify a preliminary list of collections that will go to the ASRS.
- Improve catalog accuracy by inventorying  and data correction for the Western Americana and Fine Arts collections.

*September 2003:*
- Customize ten journal citation databases to enable direct links to online full text of articles.
- Undertake at least one new publishing model initiative to provide better access to scholarly journals.

*December 2003:*
- Equal or exceed last year's $1.7 million mark for in-kind gifts to Special Collections.
- Increase electronic book collection by 50%.
- With Quinney and Eccles Libraries implement a powerful new Interlibrary Loan system, ILLiad that will support document delivery to the desktop.
- Digitize 100,000 pages of Utah newspapers.
- Identify, clean, stabilize, re-house, and repair nine designated special collections.

## TEACHING LIBRARY USERS

*August 2003*:
- Identify capstone classes in departments and propose course-integrated instruction sessions to faculty members for at least two of these classes.

*September 2003*:
- Implement Web-based instruction module for freshman initiatives.
- Identify one additional collaboration each with Quinney and Eccles Libraries education programs.
- Support TACC implementation of LSTA Scholar's Portal grant.

## ENHANCING THE ORGANIZATION

*February 2003:*
- Begin implementation of new internal and external library communication plan.

*July 2003*:
- Salary improvements:  Staff: $17,500 to $18,000 (17 positions totaling $6,900). Hourly starting wage: from $6.50/hr. to $7.00/ hr. Address librarian and staff mid-level salary compaction.

*September 2003:*
- Complete first draft of revised RPCA policies for the three campus libraries.
- Establish at least two new mechanisms for staff recognition.

*December 2003:*
- Complete implementation of a new part-time staff service training program.
- Continue planning organizational changes related to the development of the Information Commons.
- Create a library master calendar.

**FACILITIES**

*July* 2003:
- Develop proposal to protect library computer room from effects of power outages.

*September 2003:*
- Update at least one library classroom annually.

*December 2003:*
- Complete design development for the Marriott Library building renovation.
- Complete planning for the physical aspects of the Information Commons in the current facility.

**DEVELOPMENT**

*December 2003:*
- Prepare successful proposals to the Quinney and Tanner Foundations.
- Achieve 75% of target for renovation fundraising.

Sarah C. Michalak: 12/16/02

**ALUMNI U ASSOCIATION**

**2005 Alumni**

**Strategic Planning Initiative**

---

**ALUMNI U ASSOCIATION**

# Strategic Planning

- 3rd party consultant
- Executive team retreat
- Long range strategic vision and plan
- Board review and buy-in
- Market research initiative
  - Qualitative (focus groups)
  - Quantitative (Internet survey)

1

## PEG (Internet Survey)

**ALUMNI U ASSOCIATION**

Performance Enhancement Group, Ltd.

**10,000** Graduated Alumni

- New Members (first time annual memberships) - **337**
- Current Members (annual and life memberships) - **1758**
- Never Members - **5865**
- Lapsed Members - **2040**

4

---

### Study Results: Distribution & Response
*Respondents*

| | |
|---|---|
| Surveys distributed on 3/29/05 | 10,000 |
| Returned email (bad addresses) | 2,985 |
| Presumed delivered | 7,015 |
| Number of responses | 1,025 |
| Response rate | 15% |

3

Study Results: Overall Experience
Q01. How would you rate your decision to attend the University?

Slide 8 — Results From 2005 Alumni Attitude Study



Study Results: Overall Experience
Q04. Which of the following best describes your experience as a _student_?

Slide 9 — Results From 2005 Alumni Attitude Study

**Study Results: Overall Experience**
*Q02. How often do you promote the University to others?*

■ All Respondents   ■ Responses from in-state alumni
□ Responses from out-of-state alumni

Slide 10   *Results From 2005 Alumni Attitude Study©*



**Study Results: Overall Experience**
*Q06. Which best describes your overall current opinion of the University?*

■ Utah   ■ Residence in-state   □ Residence out-of-state

Slide 11   *Results From 2005 Alumni Attitude Study©*

## Study Results: Overall Experience
### Q05. Which of the following best describes your experience as an _alumnus/a_?



Slide 12 — Results From 2005 Alumni Attitude Study©

## Study Results: Overall Experience
### Q07. How well did the highest degree earned from the University prepare you for each of the following?



Slide 13 — Results From 2005 Alumni Attitude Study©

7

**Study Results: Overall Experience**

*Q08. How important is it for you and alumni in general to do the following and how well does the University do at supporting alumni in doing them?*

| | Not Important Poor | Somewhat Important Fair | Very Important Good | Critically Important Excellent |
|---|---|---|---|---|

Q08B - Identifying job opportunities for graduates

Q08E - Serving as ambassadors for Univ

Q08C - Providing feedback to the Univ re community perceptions

Q08A - Mentoring students

Q08F - Providing financial support for Univ

Q08I - Providing leadership by serving on boards, etc.

Q08D - Recruiting students

Q08G - Networking with other alumni

Q08K - Attending athletic events

Q08H - Volunteering for univ

Q08J - Attending general alumni and Univ events

*Sorted in descending order of importance*

▦ **Importance**    ▨ **Quality of Support**

● Performance Enhancement ▲ Group, Ltd.

Slide 14    *Results From 2005 Alumni Attitude Study*©

---

**Study Results: Student Experience**

*Q09. In which of the following organizations/activities did you participate as a student?*



▨ Honor society

□ Fraternity or Sorority

▨ Intramural athletics

▩ Intercollegiate athletics

▨ Music, theater, or art

■ Community service

▨ Religious organizations

▨ Residence halls

□ Professional or career related

▨ Academic clubs

▨ Ethnic and or cultural centers

□ Newspaper, radio, or yearbook *

● Performance Enhancement ▲ Group, Ltd.

Slide 15    *Results From 2005 Alumni Attitude Study*©

8

## Study Results: Student Experience

**Q10. How important were each of the following to your experience as a student and how well did the school do at providing them?**

| | Not Important / Poor | Somewhat Important / Fair | Very Important / Good | Critically Important / Excellent |
|---|---|---|---|---|

Q10C - Academics and classes
Q10O - Skills and training for career
Q10M - Exposure to new things
Q10D - Relationship with faculty
Q10A - Admissions process
Q10L - Lessons about life
Q10B - Relationship with other students
Q10H - Orientation for new students
Q10K - Student employment opportunities
Q10N - Traditions or values learned on campus
Q10I - Relationship with admin and staff
Q10F - Attending cultural events like films, lectures, etc.
Q10J - Student leadership opportunities
Q10E - Attending athletic events
Q10G - Opportunity to participate in fraternity or sorority

*Sorted in descending order of importance*

☐ **Importance**   ☐ **Performance**

Performance Enhancement Group, Ltd.

Slide 16       *Results From 2005 Alumni Attitude Study*

---

## Study Results: Alumnus/a Experience

**Q14. How would you most like to be contacted by the alumni association?**



| | Email | Mail | Telephone | Direct face to face | Not at all |
|---|---|---|---|---|---|
| All Schools | 72 | 21 | 2 | 1 | 4 |
| Utah | 71 | 22 | 2 | 1 | 5 |

Percentage of Respondents

☐ **All Schools**   ☐ **Utah**

Performance Enhancement Group, Ltd.

Slide 17       *Results From 2005 Alumni Attitude Study*

9

**Survey of Recent Alumni**
Spring, 2006

Conducted by: Office of Budget and Institutional Analysis (OBIA), with the cooperation of the Alumni Office.

Target Group: Individuals who graduated from the University within the past three years.

Number of Respondents: 1,002

Number of Survey Questions: 98

Major Themes: Alumni assessment of, or satisfaction with:

- Various aspects of academic life on the campus such as quality of instruction, class size, faculty accessibility, library, course availability

- Various services such as advising, career services, financial aid, counseling

- Campus ambiance such as respect for diversity, safety, concern for individuals

- Resources such as computers, facilities, equipment

- Importance of various outcomes (19 in all) such as attaining writing skills, attaining problem solving skills, learning to appreciate the arts, and learning to work in groups

- Impact of their educational experience on each of those 19 outcomes

- Their overall educational experience at the University.

  There are also questions related to the respondent's age, gender, ethnicity, major, job, salary, and other characteristics that permit the cross-sectioning of responses to this confidential survey.

Availability: responses to all questions are in the public domain as part of the Survey Datamart located on the OBIA website (www.OBIA.utah.edu).

Subgroup reporting capability currently available on the website: gender, ethnicity, age, parental education, participation in LEAP, participation in Honors, major.

A report analyzing the results has not yet been written or distributed. When combined with the findings from a number of other student surveys, the results should make it possible to isolate strengths and weaknesses in the University's offerings and perhaps even suggest remedies where needed.

## Utah Foundation Survey of Recent Alumni of Utah Colleges and Universities
### Illustrative Results for 414 Respondents that Graduated from the University of Utah

| Question 15: What is your current status? | Frequency | Percent |
|---|---|---|
| Employed - full-time | 283 | 67.87 |
| Employed - part-time | 22 | 5.28 |
| Furthering education - business school | 2 | 0.48 |
| Furthering education - law school | 9 | 2.16 |
| Furthering education - master's or PhD | 44 | 10.55 |
| Furthering education - medical school | 16 | 3.84 |
| Military | 5 | 1.2 |
| Other, Please Specify | 26 | 6.24 |
| Self-employed | 10 | 2.4 |

| Question 17: What is your current salary? | Frequency | Percent |
|---|---|---|
| $100,000 or more | 15 | 3.6 |
| $30,000 - $39,999 | 76 | 18.23 |
| $40,000 - $49,999 | 65 | 15.59 |
| $50,000 - $59,999 | 40 | 9.59 |
| $60,000 - $79,999 | 17 | 4.08 |
| $80,000 - $99,999 | 14 | 3.36 |
| Less than $30,000 | 140 | 33.57 |
| Not applicable | 46 | 11.03 |
| Prefer not to disclose | 4 | 0.96 |

S1

Reg. Doc.
2 b 3

# National Student Clearinghouse: A Useful Student Tracking Tool

The National Student Clearinghouse (NSC) started as an effort to track students for purposes related to student loans. It has since evolved into a resource with broader utility. It is estimated that 85 percent or more of colleges and universities now provide complete enrollment data to the NSC each year. This database, then, provides institutions with the opportunity to track students who leave and go elsewhere to continue their education.

There are two types of students who leave an institution to go elsewhere: those who graduate and go on for graduate (or further graduate) education; and those who do not graduate but transfer to another institution. In our surveys of graduating seniors, we typically find that very high percentages of respondents say that they intend to go on for further schooling. For example, in the 2004 edition of that survey 49 percent indicated that they intended to undertake graduate education immediately or within one year. When we use the NSC database to search for those students, we find that only 20 percent show up as enrolled in graduate programs within two years of graduation from the University. It is not possible using the NSC to match on a unique identifier, so the results must be used with caution. Nonetheless they do provide an interesting data point to juxtapose to our survey results.

While the University is a destination for many transfer students, it is apparent from the NSC database that the University is also the source of many transfer students. Our research thus far indicates that about 24 percent of students who leave the University before they graduate eventually (within six years) transfer to another institution. Many of these students transfer to the local community college and may return after a period of time. We also know from using Utah System of Higher Education enrollment files that typically several hundred of "our" students, i.e., they have matriculated as degree seeking students here, are simultaneously enrolled at the University and the local community college. The NSC database will give us the opportunity to search a little broader for this type of dual enrollment, especially in regard in-state private institutions and to online courses offered by out-of-state institutions. We think that these investigations will help us understand better how the so-called "swirling" action on the part of undergraduates impacts on the University.

S 1

Reg. Doc

2 6. 4

# Baccalaureate Origins
## of U.S. Research Doctorate Recipients

|  | 2004 | 1995-2004 |
|---|---|---|
| **Regents Peers** | | |
| University of California, Irvine | 81 | 1,051 |
| University of California, San Diego | 170 | 1,562 |
| University of Cincinnati | 59 | 669 |
| University of Illinois, Chicago | 57 | 578 |
| University of Iowa | 91 | 1,105 |
| University of North Carolina, Chapel Hill | 153 | 1,467 |
| University of New Mexico | 85 | 693 |
| University of Pittsburgh | 70 | 879 |
| University of Virginia | 155 | 1,613 |
| University of Washington | 156 | 1,554 |
| | | |
| University of Utah | 97 * | 826 ** |
| | | |
| **Other Large Public Universities** | | |
| Arizona State University | 106 | 980 |
| Louisiana State University | 78 | 834 |
| SUNY Buffalo | 79 | 1,112 |
| University of Colorado | 125 | 1,491 |
| University of Georgia | 109 | 1,017 |
| University of Kansas | 95 | 955 |
| University of Kentucky | 81 | 693 |
| University of Massachusetts, Amherst | 102 | 1,230 |
| University of Missouri | 88 | 1,053 |
| University of Nebraska | 99 | 966 |
| University of Oklahoma | 67 | 702 |
| University of Oregon | 73 | 677 |
| University of South Florida | 91 | 842 |
| University of Tennessee | 89 | 958 |

*Rank among all institutions (public and private, US and other) in 2004 was 59th.
**Rank among all doctoral extensive institutions from 1995 through 2004 was 64th.

Source: National Research Council, compiled by Budget and Planning, 6/15/2006.

51
Reg. Doc.
266

# Cap and Gown Summary Chart
## from June 1998 through May 2002



Number of Respondents

Percent of Respondents

Total Surveyed · Employed · In-State Employed · Out-State Employed · Available for Employment · Continuing Education · Other

2,500 · 2,250 · 2,000 · 1,750 · 1,500 · 1,250 · 1,000 · 750 · 500 · 250 · 0

1998
1999
2000
2001
2002
2003

## CAREER SERVICES

**Self-reported Salary**

**AC**        **3.A.**



*May*

**In-s**

| | |
|---|---|
| Number reported | 22 |
| Average Salary | $34,800 |

**Out-of-state**

| | |
|---|---|
| Number reported | 7 |
| Average Salary | $44,148 |

**Graduate School**

| | |
|---|---|
| Number reported | 2 |

**ACCOUNTING self-reported after-graduation employment:** as of 06/15/2006

| Company | Position | Employer_City | Employer_State |
|---|---|---|---|
| 3IC America | Staff Accountant | Orem | UT |
| ACS | Telecom Billing Analyst | Salt Lake City | UT |
| ADP Lightspeed | Accounting Customer Support | Salt Lake City | UT |
| Alta Capital Management | Trader | Salt Lake City | UT |
| Asiana Airlines Cargo | Load Master | Los Angeles | CA |
| Barrick Gold of North America, Inc. | Staff Accountant | Salt Lake City | UT |
| Barrick Management Corporation | Accountant | Salt Lake City | UT |
| Beneficial Life Insurance | Reinsurance Specialist in Finance Department | Salt Lake City | UT |
| BISYS Group Inc | Web Design | Salt Lake City | UT |
| BMW Properties | CFO | Murray | UT |
| Boise Cascade | Accounting | Boise | ID |
| Bullen & Harris | Accountant | Salt Lake City | UT |
| Bullfrog Spas | Assistant Controller | Salt Lake City | UT |
| C-21 McAffee & Zurchures | Accountant | Salt Lake City | UT |
| Cate Equipment | Staff Accountant | Salt Lake City | UT |
| Cerner Corporation | Solutions Delivery Consultant | Kansas City | MO |
| Children's Miracle Network | Accountant | Salt Lake City | UT |
| City of West Jordan | Accountant | West Jordan | UT |
| Community Treatment Alternatives | Accountant | Salt Lake City | UT |
| CompHealth | G/L Accountant | Salt Lake City | UT |
| Convergys | Agent | Salt Lake City | UT |
| Deloitte & Touche | Auditor | San Jose | CA |
| Deloitte & Touche | Auditor | San Francisco | CA |
| Deloitte and Touche | Auditor | San Jose` | CA |

| | | | |
|---|---|---|---|
| Department of Workforce Services | Eligibility Specialist | Salt Lake City | UT |
| Deseret Management Corporation | Internal Audit | Salt Lake City | UT |
| Dream Impressions | Controller | Salt Lake City | UT |
| Duke Energy | Gas Accountant | Salt Lake City | UT |
| Duke Energy | Accountant | Salt Lake City | UT |
| Eaton Corportion | Accounting Development Program | Shenandoah | IA |
| Edwards Lifesciences | Cost Accountant | Salt Lake City | UT |
| Ernst & Young | AABS | Palo Alto | CA |
| Ernst & Young | Auditor | San Jose | CA |
| Ernst & Young | Audit Associate | San Jose | CA |
| Ernst & Young | Staff Auditor | Seattle | WA |
| Ernst & Young | Staff Accountant | San Diego | CA |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Extra Space Storage | Property Accountant | Salt Lake Cityq | UT |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Farley & Associates, Inc. | Tax Accountant | Sandy | UT |
| Farmers Insurance | Adjuster | Salt Lake City | UT |
| Ferguson | Controller Trainee | Salt Lake City | UT |
| Fidelity Investments | Service/Trading | Salt Lake City | UT |
| Flying J | Fixed Assets | Ogden | UT |
| Franklin Covey | Business Analyst | Salt Lake City | UT |
| Genesis Dental Group | Controller | Taylorsville | UT |
| Grant Thorton | Tax Associate | Salt Lake City | UT |

| -- | -- | > | >| | [1/3]

**The Graduate School – University of Utah**


**GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT FOR
HEALTH SCIENCES AND THE ACADEMIC SENATE**


*April 25, 2005*


The Graduate Council has completed its review of the Department of
Pharmaceutics and Pharmaceutical Chemistry. The external reviewers were:

> Jessie L.-S. Au, Pharm.D, Ph.D. (Chair)
> Distinguished University Professor
> Colleges of Pharmacy, Medicine and Engineering
> The Ohio State University
>
> Kinam Park, Ph.D.
> Professor
> College of Pharmacy
> Purdue University
>
> David A. Tirrell, Ph.D.
> Professor and Chair
> Division of Chemistry and Chemical Engineering
> California Institute of Technology

The Internal Review Committee of the University of Utah included:

> Charles Grissom, Ph.D.
> Professor
> Department of Chemistry
>
> Martin Rechsteiner, Ph.D.
> Professor
> Department of Biochemistry
>
> Randall Stewart, Ph.D.
> Associate Professor
> Department of Languages and Literature

This report by the Graduate Council's ad hoc review committee is based on the
Department of Pharmaceutics and Pharmaceutical Chemistry self study (December

2004), the report of the three external reviewers and exit interview with them (December 2004), the report of the internal reviewers (December 2004), and the co-response of the Chair of the Department and Dean of the College of Pharmacy (February 2005).


## DEPARTMENT PROFILE

### Overview

The Department of Pharmaceutics and Pharmaceutical Chemistry is one of four departments in the College of Pharmacy at the University of Utah. The Department offers degree programs leading to the Master of Science (M.S.), Master of Philosophy (M.Phil.), and Doctor of Philosophy (Ph.D.), all in Pharmaceutics. The Department does not offer an undergraduate degree, but it contributes to the teaching of three courses in the Professional Doctorate of Pharmacy (Pharm.D.) curriculum; pharmaceutics is a major component of the professional pharmacy curriculum. The departmental missions are to advance research in the areas of pharmaceutical chemistry and drug delivery, and to provide excellent educational opportunities for all students that they teach.

The Department has attained international recognition and an outstanding reputation in pharmaceutical research, being at the forefront of research on drug delivery and biomaterials. The Department also maintains a graduate program that is ranked within the top tier of the Pharmaceutics graduate programs in the United States. The Department has evolved over time, generally reflecting the changes within the discipline on national and international levels. Currently the Department's focus is on integrating molecular medicine and computational biology to advance the knowledge base in the delivery of small and large molecules. The evolution of the graduate program and research foci, provide the foundation for maintaining the momentum and the scientific leadership in the drug delivery area.

According to Dr. Au, who was an external reviewer for this and the prior review of 1998, the Department seems to be in better shape than 7 years ago. She defines this as an outstanding Department poised to continue growing their strengths and one that has been responsive to concerns raised in the last review. In general, external reviewers state that the scale of the program is considered sufficient and provides the necessary critical mass for achieving academic excellence.

Professor Jindrich Kopecek led the Department from July 1999 to July 2004. Beginning July 1, 2004, the Department has been headed by an interim chair, Steven Kern, who joined the department four years ago and is currently an Assistant Professor. While Professor Kern has done a commendable job as interim chair, the need for a permanent chair is universally seen as the number one priority for the Department. It is highly unusual for a non-tenured, assistant professor, still developing as a researcher, to be chair. Without more appropriate leadership, the Department risks eroding faculty morale, maintaining the status quo and/or growing, losing faculty and/or facing difficulty in hiring new faculty, and losing funding opportunities. The Department has recently attained an Endowed Chair from the George S. and Dolores Dore Eccles Foundation that

will assist in the recruitment of a world-class scholar to head the Department, someone who can bring a new perspective and new critical mass to the faculty core.

## Faculty

There are a total of 13 regular faculty members including 4 distinguished professors, 2 professors, (one is the Dean of the college), 2 associate professors and 5 assistant professors. There are also 5 research faculty members and 24 adjunct faculty members. Of the 13 regular faculty members, two are females and six are of Asian ethnicity, which is reflective of the general population at peer schools in terms of gender and minority representation.

The senior faculty is internationally renowned. The junior faculty members have excellent training and expertise, and some have already shown great promise as outstanding researchers and scholars. Most of the faculty members are currently engaged in two core areas of research: Macromolecular therapeutics, and Biomolecular and Cellular Pharmaceutics. These areas of expertise reflect recent growth within the Department and expansion into drug delivery efforts that interweave pharmaceutical chemistry with biology and physiology. The Department anticipates that future Department growth and maturation in these areas will result in a single research emphasis that will primarily reflect biologically-based drug delivery.

The level of scholarly activity (especially the activity of the senior faculty), including number of publications and external research funding, is impressive and high compared to peer schools. The level of research support has been increasing over the last several years as more junior faculty begin to obtain significant continuous funding for their research. Several senior faculty members have launched start-up biotech companies, which have led to the creation of about 500 new high tech jobs in the State of Utah. Furthermore, the Department has been organizing the International Symposium on Recent Advances in Drug Delivery Systems (commonly known as the Utah meeting) for the last 24 years.

Faculty morale is generally high, and collegiality is apparent. The expectations for teaching, research and service seem well defined and balanced. A formal faculty mentoring program for junior faculty members is in place. Several junior faculty members have indicated that the mentoring program has been very helpful. The Department fully realizes that it is incumbent on senior faculty to continue to support and mentor junior faculty so that their transition to full research productiveness and attainment of tenure is achieved before the phased retirement of the senior faculty members.

The collective presence of several distinguished pharmaceutical scientists in the Department has been the key to its success. The upcoming retirement of these senior faculty members and the relatively large number of untenured junior faculty members have created a uniquely urgent need of a new chair to provide the scientific and administrative leadership

to maintain and promote the standing of the Department in the University and in the pharmaceutical science community.

The policy on Retention, Promotion and Tenure, although in place, is not well communicated to many of the junior faculty members according to the external reviewers. There is a concern that the department does not have the opportunity to present or represent its candidates to the college RPT committee. A second concern is that Department and college expectations are not always aligned, resulting in ambiguity and confusion to some of the untenured faculty members.

The average salaries for professors at all ranks are low relative to their peers of comparable levels of accomplishments and productivity. This represents a potential problem for attracting and retaining outstanding senior and junior faculty.

## Curriculum

The Department only grants graduate degrees, accepting students only into the doctoral degree program. Students on average take from 5 to 6 years to graduate. The Department does offer a terminal Master of Science degree for students who are unable to complete their doctoral program but have completed the Department core classes, passed at least the written comprehensive exam, and completed enough research to represent one published manuscript.

Tenure track faculty members are responsible for teaching in both the Professional Pharm.D. degree program (3 classes) and the Department graduate core curriculum (5 classes). The professional student classes are taught primarily by junior and middle level faculty members. The Department also participates in the interdepartmental graduate programs in Biological Chemistry and Molecular Biology.

The excellent leadership by the past chair has brought consensus in the core curriculum, solving one of the major concerns pointed out in the previous review. The Department has done an impressive job in improving the quality of the program. The graduate core curriculum has been redesigned to reflect the new research direction and strength of the Department faculty, and the field at large. The curriculum seems to be keeping pace with an ever-changing field. The Department offers diverse courses covering all aspects of drug delivery and biomaterials, and relevant related topics. Students have excellent opportunities to learn the state-of-the-art information taught by leaders in the field.

Currently there are 7 required core courses taken by all graduate students. It has been suggested to adjust the total number of these core courses, so the selection of the courses is more tailor-made based on individual students whose backgrounds and research interests may be widely different.

## Students

4

There are currently 34 graduate students. The pool of students seems to be quite strong. Intellectually talented and creative, students enter the program from diverse undergraduate education backgrounds. GRE scores are generally in the 75th to 99th percentile. The Department relies on several parallel approaches for attracting highly talented students. Of these, the summer internship program seems to work very well for recruiting graduate students, and it is highly recommended to continue the program with possible expansion. The current pool of graduate students represents many nationalities of both genders; about half are foreign, mainly from China and India.

The number of graduate students has increased, and the students appear quite satisfied with the general quality of education they are receiving. They are also pleased with their research opportunities, course work, and job prospects. Strong employment placement and prospects for graduating students reflect the high quality of their education. Graduates have established themselves as highly regarded scientists, assuming positions in academic institutions, and scientific and managerial positions in local, national, and international pharmaceutical companies.

Current student support is entirely from research grants either as Graduate Fellows or Graduate Research Assistants; there are no formal teaching assistant (TA) positions. The lack of TA positions raised a concern for the external reviewers. The TA positions are needed not only for teaching undergraduate students, but also as a mechanism of supporting new graduate students during their first and/or second year of the graduate program. All graduate students, though, are expected to teach in at least one department course (either graduate or professional pharmacy) during their studies, which is asking research assistants to take on TA duties. Students who serve in teaching assignments more than once are provided with a stipend supplement to their research assistantship stipend. There seems to be little in-house training and/or mentoring for students in their teaching responsibilities.

**Facilities and Resources**

Office and laboratory space for the faculty is spread between three buildings: i.e., Skaggs Building, Biopolymer Building, and Research Park. The laboratory space is adequate, though maintenance and infrastructure issues with the Research Park facility were cited. However, the division of the department space in three buildings represents an obstacle for faculty and student interaction and cohesiveness, and may become a limiting factor for the department. The three separate facilities make sharing of equipment difficult. Communication between the distant facilities is limited, especially when the Internet is down and e-mail is unavailable. Students, faculty and staff encounter problems daily because they cannot easily interact with each other by face-to-face contact. The three separate building sites may also limit the Department from achieving greater heights and, from a more practical standpoint, to take advantage of the unprecedented opportunities and programmatic initiatives offered by the National Institutes of Health in translational research and therapy development, the two areas where the department has significant strengths.

Budgetary constraints have affected the operation of all areas of the Department. The operating budget does not adequately support program needs. Faculty members have absorbed numerous costs that the department had traditionally paid, including office supplies.

The existing secretarial support for the department is five full-time and two 3/4-time staff. The internal reviewers considered this as inadequate for a staff that deals with and supports the Chair, faculty, graduate students, and numerous research people.

Each physical location has a very small library of journals and discipline-specific scientific books, or none at all. The Eccles Health Sciences Library has limited numbers of what is required. There is a great reliance upon on-line journals, which provide up-to-date articles when subscriptions are available, but these resources are very inadequate according to the internal reviewers.

## COMMENDATIONS

1. The Department is recognized internationally for its excellence in research, and ranks among the best programs in pharmaceutics, with outstanding accomplishments in drug delivery. While this recognition is largely built upon the reputation and funded research of the senior faculty, the junior faculty members are beginning to establish themselves and their research portfolios. Recent hires, since the last review, are endowed with state-of-the-art research expertise and are poised to make excellent contributions to promote academic excellence in the Department.

2. The Department has been responsive to the last review and, to the extent afforded by the available resources, has implemented the recommendations put forth by the external and internal reviewers.

3. The senior faculty members should be commended for their efforts and successes in mentoring the junior members of the Department.

4. The immediate past chair provided critical and able leadership and chaperoned the Department through a renewal process that enabled the integration of biology and molecular medicine into the research and teaching programs, which in turn has provided an excellent foundation for the program to continue to excel as one of the top graduate programs in the country. The current interim chair, who assumed the position July 1 2004, is also to be commended for his commitment and skillful management to stay on course in maintaining academic excellence.

5. The Department has recently secured an endowed chair to facilitate the hiring of a new chairperson of significant stature. This is the first endowed chair in the College of Pharmacy, and speaks to the strong support of the Dean for the Department.

6. The graduate program has been steadily growing since the last review. The ability of providing quality training to graduate students, leading to pharmaceutics-related jobs for nearly all of its graduates, continues to be a major strength of the Department.

7. Morale in the Department is quite high, especially among the junior faculty and graduate students, who enjoy a great deal of camaraderie within their ranks.

8. Some faculty members have been very successful in technology transfer. Their efforts in this arena have led to the creation of several biotech start-ups and companies. This, in turn, has had a positive impact on the State economy.

9. The summer internship program has been very effective in recruiting highly talented students to the graduate program.


## RECOMMENDATIONS

1. The timely completion of the search for a new Department chairperson is strongly recommended. The external review team saw this as a critical necessity.

2. Continued efforts should be made to consolidate the physical facilities into one building or centralized location. All options for co-location of departmental activities should be explored, and the longer-range objective of raising funds for a new building aggressively pursued. Until this becomes a reality, though, immediate attention should be given to providing better basic infrastructure support in Research Park.

3. Although the Department has made significant strides in revising and modernizing its core curriculum, the hiring of new faculty members in the past few years has created opportunities for further curriculum development. The department should continue to examine its graduate course offerings to ensure high quality, appropriate depth and breadth, appropriate balance of core requirements to a student's experience, and inclusion of the most important and timely subjects for graduate education.

4. The Department should examine the following issues regarding the status of teaching assistants: a) graduate student stipends and health benefits are not uniform among research groups; b) the fact that there are no departmental TA positions was seen as a detriment; and c) while all graduates are expected to teach, there seems to be little training for their teaching responsibilities

Submitted by the Ad Hoc Review Committee of the Graduate Council

Stephen Koester (Chair), Modern Dance
Lynne Schrum, Teaching and Learning
Harris Sondak, Management

# Memorandum of Understanding
## Department of Pharmaceutics and Pharmaceutical Chemistry
## Graduate Council Review 2004-05

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on August 25, 2005, concluding the Graduate Council Review of the Department of Meteorology. A. Lorris Betz, Senior Vice President for Health Sciences; John W. Mauger, Dean of the College of Pharmacy; Steven E. Kern, Interim Chair of the Department of Pharmaceutics and Pharmaceutical Chemistry; 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 recommendations contained in the Graduate Council review completed on April 25, 2005, which addressed the following issues: (1) completion of the search for a new chairperson, (2) consolidating physical facilities, (3) curriculum development, and (4) teaching assistant issues.

At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1: The timely completion of the search for a new Department chairperson is strongly recommended. The external review team saw this as a critical necessity.**
An outside search for a new department chairperson is currently underway. Five candidates have been invited to interview on campus this fall and an offer will be made early in the Spring, 2006 semester.

**Recommendation 2: Continued efforts should be made to consolidate the physical facilities into one building or centralized location. All options for co-location of departmental activities should be explored, and the longer-range objective of raising funds for a new building aggressively pursued. Until this becomes a reality, though, immediate attention should be given to providing better basic infrastructure support in Research Park.**
Although it is not possible to consolidate all laboratories and offices into one building at this time, laboratories are being relocated so that working groups across the Health Sciences are located in contiguous areas. The College, in collaboration with the Senior Vice President for Health Sciences, is taking steps to locate funding for a new building to house the departments in the College of Pharmacy.

**Recommendation 3:** Although the Department has made significant strides in revising and modernizing its core curriculum, the hiring of new faculty members in the past few years has created opportunities for further curriculum development. The department should continue to examine its graduate course offerings to ensure high quality, appropriate depth and breadth, appropriate balance of core requirements to a student's experience, and inclusion of the most important and timely subjects for graduate education.

The department is pursuing several activities to address this set of recommendations. First, they are presently evaluating and revising the 2001 curriculum, the curriculum currently in place. As part of this evaluation, the department is seeking feedback from alumni and industry sponsors. Second, attention is being given to new faculty hires who complement programmatic, curricular objectives. Third, the department is forming an industrial advisory board to provide input into future department growth and planning.

**Recommendation 4:** The department should examine the following issues regarding the status of teaching assistants: a) graduate student stipends and health benefits are not uniform among research groups; b) the fact that there are no departmental TA positions was seen as a detriment; and c) while all graduates are expected to teach, there seems to be little training for their teaching responsibilities.

The department is striving to reduce the discrepancy among teaching assistant stipends and support. It is requested that the department develop a five-year plan to improve training graduate students to be teachers. This plan will consider a) offering a wider range of teaching opportunities than is currently available, b) exploring partnerships with the Center for Teaching and Learning Excellence for teacher training, and c) recognizing enrollment in teaching preparation courses as fulfilling elective requirements. The department will report their progress in these areas in their annual report to the Graduate School.

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.

A. Lorris Betz
David S. Chapman
Steven E. Kern
John W. Mauger
Frederick Rhodewalt

David S. Chapman
Assoc. V.P. for Graduate Studies
Dean, The Graduate School
September 14, 2005

**The Graduate School – University of Utah**


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


*April 24, 2006*


The Graduate Council has completed its review of the College of Nursing. The external
reviewers were:

Karen L. Carlson, Ph.D., R.N.
Associate Dean and Professor
College of Nursing
University of New Mexico

Helen R. Connors, Ph.D., R.N. F.A.A.N.
Associate Dean and Professor
School of Nursing
University of Kansas

Kristen M. Swanson, Ph.D., R.N., F.A.A.N.
Chair and Professor
Family and Child Nursing
University of Washington


The internal review committee of the University of Utah was composed of:

Diana G. Pounder, Ph.D.
Professor and Chair
Department of Educational Leadership and Policy

Steven T. Roens, D.M.A.
Professor
School of Music

Debra L. Scammon, Ph.D.
Professor
Department of Marketing

This report by the Graduate Council's ad hoc review committee is based on the College of Nursing self-study, the report of three external reviewers and the exit interview with them, the report of three internal reviewers, and the response from the Dean of the College of Nursing dated March 15, 2006.

## COLLEGE OF NURSING PROFILE

### Overview

The College of Nursing (CON) at the University of Utah has held college status since 1948 after it had operated as a Department of Nursing Education in the School of Education beginning in 1941. It is supported by the University of Utah's central administration and the Health Sciences Center, and promotes the three-fold mission of teaching, research, and practice of the Health Sciences. Through its "two informal divisions" (self-study, page 11), Acute and Chronic Care, and Health Systems and Community-Based Care, it offers two upper division (traditional and accelerated) bachelor degrees, and an RN-to-BS degree; two M.S. degrees, Nursing and Gerontology; and a Ph.D. on campus, as well as a distance Ph.D. Extramural, intramural and private foundation funding support the College's research mission, which is also promoted through the Emma Eccles Jones Nursing Research Center located in CON. Research funding has increased from $80,000 to more than $9,930,000 over the past ten years, and senior scientists, who hold five endowed chairs, direct research interest groups and mentor junior faculty. The College follows a faculty practice plan that supports six faculty practice and student placement sites such as the Stansbury Community Center and University of Utah Health Services.

The College administration includes the dean, three associate deans (Research, Academic Programs, Information and Technology), two assistant deans (Finance and Administration, Clinical Affairs), and two division chairs. While the division chairs oversee performance reviews and faculty assignments, they do not control their own budgets, thus making CON in essence a one-department college. However, the College and its faculty are currently reviewing a proposal for reorganization of the two divisions (CON response, page 2). Similarly, the College is evaluating the role of its Gerontology program, which the reviews describe as disconnected from the CON organizational structure and curriculum. Faculty and students in the program consider gerontology an ill fit for the College of Nursing, as the majority of students are associated with Health or Social and Behavioral Science. However, neither is currently interested in relocating Gerontology nor does the program generate sufficient resources to stand on its own.

The College enjoys an "outstanding reputation at the community, regional and national levels" (external review report, page 1), and many students apply to the CON programs for that reason. Furthermore, the College is committed to strategic planning that responds to national and state issues, and to quality improvement. Its top priority is to become one of the top research colleges in the nation.

## Faculty

The College of Nursing has a total of 91 faculty, of which 29 are tenure-track, 36 clinical and research, and 26 part time adjunct. Since 2000, the tenure-track faculty headcount has slightly increased from 26 to 27, and currently includes 12 at the full, 10 at the associate, and 7 at the assistant professor levels. The reviews describe the faculty as well prepared and committed to the College's strong research culture. For example, the College supports junior faculty development by reducing their teaching load during their initial three years, offers financial packages for research to new faculty, and provides some summer funding. The College has a good funding record and, moreover, has identified strategies to "break through to the next level of center grants" (internal review report, page 4). Although the College expects that all faculty publish, the internal review notes that faculty in administrative positions face some difficulty in meeting the publication standards, and that part-time faculty are not assigned any FTE for scholarship. The external review reports on some faculty members expressing concern about workload inequity and lack of recognition, for example for curricular contributions. While faculty overall are committed to the stated mission of the College and the University, those associated with Gerontology are disconnected from their peers. They are unsatisfied with their role in relation to the Center on Aging, the CON, and the university as a whole, and perceive a lack of recognition for the historical and current contributions of the Gerontology program.

Although CON has been able to recruit a critical mass of junior faculty, the severe shortage of nursing faculty presents a major challenge for the College of Nursing at the University of Utah (as it does for institutions across the country). Salaries below the 75th percentile according to the external review, and below the 50th according to the internal review, make CON vulnerable to recruitment of its faculty by other institutions. Both the external and the internal reviews express concern that these factors may negatively affect the College's ability to maintain and enhance its teaching and research strengths. They also contribute to the lack of diversity in the college, as currently only six faculty members come from racial/ethnic minorities.

## Students

The College of Nursing is able to select students from a pool of strong applicants across all programs, and has received HRSA Diversity and Bennion Center grants to support the recruitment and education of racial/ethnic minorities.

CON has experienced its greatest growth in pre-majors, from 289 in 2000-20001 to 459 as of November 2005. The number of doctoral students has increased from 28 to 46, with a handful of them receiving their doctoral degree each year. With the exception of Gerontology, students in all programs receive adequate in-person and on-line advising and are able to give input into the curriculum and other issues that affect them. Undergraduate and graduate students are very satisfied with the quality of instruction, the faculty and the supervision they receive through the Clinical Faculty Associate program, a cooperative program with clinical agencies. CON implemented a new plan for TA training in Fall 2005 with required participation in CTLE seminars. The internal reviewers recommend that the clinical faculty associates who support the TA training be included in formal teacher-training and evaluation processes.

Students voiced some dissatisfaction with the service-learning component of their program, which they perceive as merely an add-on rather than a well-integrated experience. It should be noted that a task force, appointed in March 2005, has made recommendations for improvements of the service learning program, which will be implemented in Fall 2006 (CON response, page 2).

The internal reviewers state some concern about the "C or better" requirement for prerequisites which may leave some students inadequately prepared for key courses such as pharmacology, pathophysiology, and clinical rotations. In a similar vein, the internal review points out that Gerontology has accepted students with fairly low GRE scores, apparently relying on the 3.2 GPA requirement to assess the applicants' potential rather than their exam scores.


## Curriculum

The College of Nursing offers a wide variety of programs that range from preparing entry-level nurses to educating nurse scientists; many of them are supported through partnerships with health resources in the community, for example Intermountain Health Care and the Veterans Administration Health System. The traditional B.S. in Nursing, an accelerated version to meet the critical need for nurses, and an on-line R.N. to B.S. undergraduate degree are all designed as four-semester programs. While CON competes with other undergraduate programs in the state, it is the only one that offers graduate degrees, which include 15 different M.S. tracks (with unique nursing informatics and midwifery and women's health programs) and an on-line as well as an on-campus Ph.D. In response to the nursing faculty shortage, CON is currently focusing growth on the Teaching in Nursing M.S. track. It also houses an interdisciplinary M.S. in Gerontology, which, according to both review teams, needs to be rethought and reinvigorated. Nurses need to be prepared to care for a fast-growing older population, and, furthermore, the program aligns with the current focus on interdisciplinary programs at the University of Utah attracting students from across disciplines to its undergraduate and graduate certificate programs. The reviewers emphasize the need for Gerontology to forge strong connections to the Center on Aging, CON, the Health Sciences, and the University of Utah as a whole.

The Ph.D. programs prepare nurse scientists in a research methods intensive curriculum. The innovative distance Ph.D. program, with a focus on oncology, is considered a unique model for doctoral study that limits financial commitment from the host institution. The college is also exploring the development of a Nurse Practitioner Doctorate (D.N.P.) that would be available for students with an M.S. in one of the nurse practitioner specialties.


## Program Effectiveness - Outcomes Assessment

The College of Nursing has a comprehensive assessment plan in place that includes capstones, exit surveys, licensure and accreditation pass rates, and meetings with area employers about the competency of graduates, and program advising. The reviewers consider the College's process evaluation and quality improvement procedures effective, and find the learning outcomes to be clearly articulated. Less clearly stated, according to the external reviewers, is the link between assessed students' abilities and end of program objectives. In its response, CON agrees that it needs to ascertain how the learning outcomes map to program outcomes, for example by

conducting a survey with employers of graduates as part of a more comprehensive plan that links outcomes to objectives.

## Facilities

The College of Nursing has been in its current building since 1969 and is in dire need of substantial upgrades. The Nursing building is substandard in many areas, and potentially a safety hazard in relation to fire codes, emergency exits, and seismic stability. Space presents a serious problem as several part-time faculty members currently share offices, and laboratories are insufficient for instruction and simulation of clinical procedures. A comprehensive master plan has led to some upgrades, including the remodeling of the 5th floor to house the Research Center and the Center on Aging. However, as the self-study and the reviewers suggest, much more is necessary to create a safe and functional space.

Library resources and access to electronic resources are sufficient, and the College takes advantage of the vicinity of the Health Sciences and its new HSEB with state of the art classrooms, computer centers, and areas that promote interaction.

## COMMENDATIONS

1.  The College has strong leadership, a thoughtful and well-articulated mission, and a strategic plan that responds well to changes in nursing education, practice, and research.

2.  The College has successfully focused on its research mission by substantially increasing extramural funding, having acquired five endowed chairs (and soon a sixth) to enhance scholarly productivity, and providing strong support for faculty development.

3.  CON has successfully positioned itself as a leader in nursing education in the state of Utah. It has recognized that the key to addressing the well-known nursing shortage is to train students at the graduate level to become nursing faculty and leaders.

4.  CON offers high quality programs across all levels with successful use of instructional technology and innovative teaching ideas. The successful distance Ph.D. program in oncology uses real-time video-conferencing to create a unique community of learning. It has become a model for doctoral study around the country, and will heighten the prestige of the College regionally and nationally.

5.  The College has successfully built clinical partnerships to enhance the education and placement of its students across all levels. In particular, the Clinical Faculty Associate program has significantly enhanced the training of the undergraduates who are mentored and supervised by employed nurses.

## RECOMMENDATIONS

1. The College should be supported in its given authority and responsibility to provide direction and oversight of the Gerontology Program. The College as a whole operates cohesively and with a strong commitment to its mission, and the Gerontology Program needs to be clearly articulated and integrated within the College of Nursing. The focus for this interdisciplinary program should be on coordination and collaboration to increase student enrollment and program visibility throughout the University.

2. The College should make diversity of faculty and students a top priority by seeking grants that specifically target the recruitment and retention of minority faculty, similar to the current HRSA and Bennion Center grants for student recruitment and financial and educational support. The College should work closely with the Associate Vice President for Diversity and articulate its commitment to diversity strongly and highly visibly.

3. The College should continue to review its range of program offerings with an eye to changing market needs and internal efficiencies such as consolidation.

4. In order to compete in the nursing faculty market and to retain its current faculty, the College must find ways to increase its salaries. One suggested strategy is that the College address salary issues in the context of discussions on the consolidation of its graduate programs.

5. The College should continue its efforts to secure external funding, and pursue internal strategies that will provide support incentives such as pilot and bridge grants. If possible, the College should raise the current intramural maximum of $3,000 to at least $7,500.

6. The College should define how it measures its stated learning outcomes and devise strategies for using results to improve curricula and programs. Faculty should participate in this process of "closing the feedback loop."


Submitted by the Ad Hoc Review Committee of the Graduate Council

    Johanna Watzinger-Tharp (Chair), Department of Languages and Literature
    Lynne Schrum, Department of Teaching and Learning
    Jingyi Zhu, Department of Mathematics
    Sharon-Aiken Wisniewski (Undergraduate Council), University College

# Memorandum of Understanding
# College of Nursing

## Graduate Council Review 2005-06

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on May 30, 2006, concluding the Graduate Council Review of the College of Nursing. A. Lorris Betz, Senior Vice President for Health Sciences; Maureen R. Keefe, Dean of the College of Nursing; 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 recommendations contained in the Graduate Council review completed on April 24, 2006. At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1: The College should be supported in its given authority and responsibility to provide direction and oversight of the Gerontology Program. The College as a whole operates cohesively and with a strong commitment to its mission, and the Gerontology Program needs to be clearly articulated and integrated within the College of Nursing. The focus for this interdisciplinary program should be on coordination and collaboration to increase student enrollment and program visibility throughout the University.**

The Senior Vice President for Health Sciences expects and supports the College of Nursing exercising its responsibility in addressing issues related to the Gerontology Program. A new director has been appointed and the College has instructed the program to develop a strategic plan that addresses enrollment growth and integration with the College of Nursing.

**Recommendation 2: The College should make diversity of faculty and students a top priority by seeking grants that specifically target the recruitment and retention of minority faculty, similar to the current HRSA and Bennion Center grants for student recruitment and financial and educational support. The College should work closely with the Associate Vice President for Diversity and articulate its commitment to diversity strongly and highly visibly.**

The College of Nursing gives this recommendation its highest priority and is actively developing multiple strategies to increase and sustain diversity among faculty, staff, and students. The College is currently assessing the effectiveness of its current outreach programs (HRSA and Bennion Center funded initiatives) as well as proposing a pre-nursing LEAP seminar. The College is attempting to develop an in-house doctoral level pool for faculty recruitment.

**Recommendation 3: The College should continue to review its range of program offerings with an eye to changing market needs and internal efficiencies such as consolidation.**

The College has completed an evaluation of its specialization areas. It is attempting to cluster and consolidate areas as part of the ongoing transition to offering the Doctor Nursing Practice (DNP) degree. The College has discontinued student admissions in two areas, Community Health Nursing and Patient Care Service Administration, as part of the consolidation and repositioning for the DNP degree program.

**Recommendation 4:** **In order to compete in the nursing faculty market and to retain its current faculty, the College must find ways to increase its salaries. One suggested strategy is that the College address salary issues in the context of discussions on the consolidation of its graduate programs.**

The College is conducting a salary analysis for the purposes of developing a plan but sees no obvious immediate solution in sight. Funding from the State Nursing Initiative has been used to increase some base salaries, but this source is limited by the fact that dollars must be matched 1 to 2 by the hospitals. Some of this funding has been used to support the hiring of new FTEs. The College notes that they are ranked at the top in number of endowed chairs in state-supported colleges of nursing.

**Recommendation 5:** **The College should continue its efforts to secure external funding, and pursue internal strategies that will provide support incentives such as pilot and bridge grants. If possible, the College should raise the current intramural maximum of $3,000 to at least $7,500.**

With the support of the Senior Vice President for Health Sciences the College Research Center has raised proposal initiative seed grants $7,500.

**Recommendation 6:** **The College of Nursing should define how it measures its stated learning outcomes and devise strategies for using results to improve curricula and programs. Faculty should participate in this process of "closing the feedback loop".**

The College of Nursing reports that is has clearly specified learning objectives and is working to coordinate outcomes assessments with these objectives. The College will provide documentation in its follow-up reports about how it incorporates feedback into its operations. The College plans to undertake an evaluation of its outcomes assessment model.

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.

A. Lorris Betz
David S. Chapman
Maureen R. Keefe
Frederick Rhodewalt

_____
David S. Chapman
Assoc. V.P. for Graduate Studies
Dean, The Graduate School
August 1, 2006

# Departmental Student Language Proficiency Outcome Assessment Proposal

**Department of Languages and Literature**
**The University of Utah**
**Spring 2006**

*S 1*

*Reg. Doc.*

*2 C.2*

## I. Purpose

To contribute to the efforts for student outcomes assessment at the University of Utah, the Department of Languages and Literature proposes to implement, as part of its overall department-wide student learning outcomes assessment, its language proficiency outcome assessment program beginning the spring semester of 2006.

In resonance with the articulated goals of the University's commitment to assessment, the department's language proficiency assessment program is aimed at identifying the extent to which the undergraduate and graduate students taking language classes are progressing in a timely matter, whether they are learning what the language programs intend, and to what extent the students feel they have met the goals of the program.

The short term goal of this proposal is first to develop an assessment tool and procedure to assess the speaking and writing proficiencies of a smaller group of language learners. Then a pilot run of this instrument will be implemented at the end of the spring semester and during the summer of 2006. The limited scope of this initial endeavor will enable the department to pilot its assessment effort, monitor its effectiveness and improve it on a continual basis. The long term goal of this assessment proposal is to develop and implement language proficiency assessment across all four skills (listening, speaking, reading and writing) in the three modes of interpersonal, interpretive and presentational communication for learners who have completed the courses of 1010-2020 of all languages taught by the department.

## II. Pilot Assessment

During the spring 2006 semester, the department will initiate and implement the pilot assessment program. The pilot program will have the following characteristics:

### 1. Targeted Test Takers and Language Skills

- Given the large number of students taking language courses from the department (there were approximately 3710 students taking 1010-2020 language classes in 2005-06) and the pressing need to train assessment evaluators, the target group of students to be assessed during the pilot

phase will be those students who will be completing the second year sequence (2010-2020) in a language study abroad program in the summer of 2006.

- Target languages for assessment will be Arabic, Chinese, French, German, Italian, Japanese, and Spanish—currently offered in the study abroad programs.
- The target language proficiency skills to be assessed initially for the study abroad students will be speaking and writing in the interpersonal and presentational modes of communication.

2. Assessment Procedures

- An online speaking test will be taken by each student of the target group as an entrance and exit language assessment for the study abroad program. This will be a timed test delivered on the PC platform. Each test-taker's speech sample will be evaluated and rated in accordance with the ACTFL speaking assessment criteria.

  The assessment of the first speaking test will reveal the level of speaking proficiency of students at the beginning of their second year of language study. It will also serve as a baseline index of speaking proficiency for the student entering a study abroad program, against which the result of the study abroad exit speaking test will show how much progress is made by the students as a result of the additional work completed in the summer.

- An on-site writing task will be given to each student before starting and completing the study abroad program. The writing samples will be evaluated and rated in terms of a set of writing assessment rubrics aligned with the ACTFL writing proficiency assessment criteria.
- A language learning and achievement portfolio containing students' speech and writing samples, test scores, etc. will be established and evaluated.
- Exit interviews, including instructors' evaluations as well as students' self evaluations and comments on all aspects of the language program and their learning experience will be conducted.
- Each of the students in the target group will fill out a questionnaire before going abroad and another questionnaire after completing the study abroad program in order to gather information about their perceptions of their language proficiency and progress.

3. Content of Assessment

The level of both the speaking and writing tests will be pitched at the Intermediate High level as defined by the ACTFL Proficiency Guidelines (see section 4 for a description of the assessment tool).

- Each test taker will be required to perform narrating, describing, explaining, comparing, and elaborating tasks.
- These test items will require the test taker to perform the linguistic functions mentioned above to convey biographical information, understanding of day-to-day aspects of the target language culture (such as transportation, travel, holidays, schools, health, etc.), appreciation of the cultural elements of the target language culture vis-à-vis his or her native culture.
- There are 15 test items in the speaking tests and five prompts for the writing task.

4. Assessment Tools

- For the speaking test--and later for listening and reading in post-pilot assessment tasks, we plan to use the Enhanced Oral Testing Software (EOTS), developed by Brigham Young University, to create the test items. The EOTS is a template that can be used to create tests as well as learning activities for any language. The department has already purchased this software and a site license for its use.

  For the pilot assessment, audio-visual stimulus prompts to elicit a test taker's responses will be written in English and will be used for all selected languages.

- For the writing test, each test taker will be given five prompts to complete the writing task. Depending on the language, the writing test can be computerized as well.
- A set of generic across-the-language rubrics will be developed for the assessment of the writing samples.

5. Training for Test Item Development and Evaluators

- Recruit, at the minimum, two test item developers/evaluators for Spanish and Italian and one for each of the other five languages. An effort will be made to recruit two evaluators for each language so as to provide inter-rater reliability for assessment.
- To ensure stability and continuity of the program, these assessment developers/evaluators are preferably practicing full time language instructors at our university or at the community colleges, or individuals who have at least an M.A. in a foreign language, have had experience teaching college level language courses, and have native or near-native fluency in the target language.
- Training includes four three-hour mini-workshops on proficiency test development and evaluation and one final two-hour wrap-up session. Evaluators will become familiarized with the functions and contents of the

proficiency tests, as well as the proficiency level benchmark rubrics for rating speech and writing samples.

6. Timeline

- By February 17, get approval from study abroad program directors.
- February 20-24, recruit assessment developers/evaluators.
- February 27 - March 8:
  Workshop #1--EOTS demo; speaking test development
  Workshop #2--Review and rate sample speaking test items
- March 9-15:
  Workshop #3--Develop and review writing rubrics
  Workshop #4--Present and review the test by languages
- March16-24: Upload tests onto college server; enable access to tests on workstations in PC Labs in DCET.
- March 27-31: Field-test the tests--use three to five volunteers from the 2020 classes; assess and rate
- April 3-7: Final two-hour wrap-up meeting for developers/raters; make final adjustment to tests
- April 10-25: Identify the students going on study abroad and give them the tests; assess and rate; report ratings.
- At the end of each study abroad program, the program director will ensure that the identified students will take the speaking and writing tests again. These tests will be made available online. Speaking and writing samples will be sent to appropriate raters for assessment and ratings. Raters will report assessment results.

III. Post-Summer 2006

- Establish a data bank for the language proficiency assessment results from the summer study abroad programs in Fall 2006.
- Analyze assessment data to achieve better articulation between language courses offered in regular and summer study abroad programs in Fall 2006.
- Prepare target language prompts for the listening, speaking and writing tests in Fall 2006, Spring 2007.
- Add a reading assessment component with authentic target language stimulus material in Spring 2007.
- Prepare language proficiency outcome assessment for the aforementioned seven language study abroad programs across the four skills in Spring 2007.
- Assess students of the same aforementioned languages not attending summer study abroad programs in Spring 2007.
- Assess students of languages not offering study abroad programs in Spring 2007:

4

&#10022; Training additional assessment evaluators in Fall
    2006/Spring 2007

&#10022; Preparing assessment tools for these languages in Fall
    2006/Spring 2007

Proposed Budget:

1. Pay each of the two workshop consultants a lump sum of $1500 to coordinate the recruitment of test developers/raters, set up and present workshops, oversee the development of the speaking and writing tests, finalize the tests and make them ready for delivery, interface with study abroad programs directors regarding proctoring on-site tests, oversee the collecting and inputting of assessment results, other follow-up work.

Total: $3000

2. Pay each of the fourteen test developers/raters $500 to attend the four workshops, the final meeting, work with other participants to develop the generic speaking and writing tests, recruit volunteers to do the field test, rate the speech and writing samples from the field tests.

Total: $7000

3. Soft drinks and cookies for the workshops: $100

4. Pay each rater $15 for each set of one speaking and one writing tests.

- Estimated number of students per each language:

| Spanish: | 10 |
|---|---|
| Italian: | 6 |
| French: | 5 |
| German: | 7 |
| Arabic: | 3 |
| Chinese: | 8 |
| Japanese: | 8 |
| Total: | 47 |

- Estimated cost of assessing both the entrance and exit speaking and writing proficiency tests of 39 students:

$15 x 37 x 2 x 2= $2220

5. Total Proposed Budget: $12,320.00

IV. Department Assessment Task Force: T. Richard Chi, Stacey Katz, Fernando Rubio, Reem Bassiouney

## Notice of change of Advanced Placement Writing Score

Contact person: Maureen Mathison, Director, University Writing Program

\* \* \*

Undergraduate Council Meeting
March 21, 2006

Informational Item
The University Writing Program is raising the Advanced Placement Score from 3 to 4 to qualify for exemption from the lower-division writing requirement, WRTG 2010.

Rationale

Students who score a 3 and higher on the AP English examination are currently exempt from enrolling in the required first-year writing course at the University of Utah. Recent trends in higher education have increasingly raised the standard for exemption, with more and more institutions requiring a minimum AP English Score of 4 or 5. Many more selective institutions are beginning to require students to enroll in a minimum of one lower-division writing course, regardless of AP Score. The higher the caliber of the institution, the more likely it is that scores of 3 are being reconsidered as indices of advanced credit.

The University of Utah lags behind its peer institutions in that an AP Score of 3 exempts students from our required composition course, WRTG 2010 (see attached). The same AP Score at other institutions exempts students from the introductory level course, WRTG 1010. This trend in using AP Scores for exempting or placing students into courses is not limited to writing, but includes all subject areas.

In addition, research has shown that students with English AP scores of 3 made higher gains in their writing improvement than students with AP scores of 3 who did not enroll in a writing course (Hansen, 2005).

Wording of Item
Students whose AP English score is 3 will be required to enroll in Writing 2010, effective Spring, 2007. An AP score of 3 will allow credit, and is seen on the same level as WRTG 1010.

## AP Writing Score --- Peer Institutions

| | Exemptions from First Lower Division Requirement (1010) | Exemptions from Entire Lower Division Requirement (2010) |
|---|---|---|
| University of Utah | | AP 3 |
| University of California/Irvine | None | None |
| University of California/San Diego | None | None |
| University of Cincinnati | AP 3 | AP 4 |
| University of Illinois/Chicago | AP 4 | |
| University of Iowa | | AP 3 (but students still required to take an alternate course) |
| University of North Carolina Chapel Hill | AP 4 | |
| University of New Mexico | AP 4 | AP 5 |
| University of Pittsburgh | | AP 5 with SAT Verbal 600 |
| University of Virginia | | AP 5 AP 4 with SAT II Writing 680 |
| University of Washington | None | None |

## AP Writing Score ---Utah State Institutions

| | Exemptions from First Lower Division Requirement (1010) | Exemptions from Entire Lower Division Requirement (2010) |
|---|---|---|
| University of Utah | Index 101 (equivalent to ACT comp 19 with 3.40 GPA) | AP 3 |
| Utah State University | AP 3 | None |
| Weber State University | AP 3 | None |
| Utah Valley State College | AP 3 | None |
| Salt Lake Community College | None | None |

## SIMPLE CORRELATIONS AMONG PRIMARY VARIABLES
### (includes all semesters from Fall, 2002 through Spring, 2004)

| | GRADE | ADM INDEX | HS GPA | ACT COMP | ACT ENGL | LEVEL |
|---|---|---|---|---|---|---|
| **GRADE IN WRTG 2010** | 1.00000<br><br>5584 | 0.23088<br><.0001<br>4396 | 0.21527<br><.0001<br>4501 | 0.14106<br><.0001<br>4446 | 0.14703<br><.0001<br>4445 | 0.21515<br><.0001<br>5583 |
| **ADMISSION INDEX** | 0.23088<br><.0001<br>4396 | 1.00000<br><br>4572 | 0.79657<br><.0001<br>4525 | 0.72580<br><.0001<br>4226 | 0.62404<br><.0001<br>4226 | 0.09306<br><.0001<br>4571 |
| **HS GPA** | 0.21527<br><.0001<br>4501 | 0.79657<br><.0001<br>4525 | 1.00000<br><br>4679 | 0.24409<br><.0001<br>4303 | 0.22204<br><.0001<br>4303 | -0.03302<br>0.0239<br>4678 |
| **ACT COMP** | 0.14106<br><.0001<br>4446 | 0.72580<br><.0001<br>4226 | 0.24409<br><.0001<br>4303 | 1.00000<br><br>4626 | 0.84358<br><.0001<br>4625 | 0.11563<br><.0001<br>4626 |
| **ACT ENGL** | 0.14703<br><.0001<br>4445 | 0.62404<br><.0001<br>4226 | 0.22204<br><.0001<br>4303 | 0.84358<br><.0001<br>4625 | 1.00000<br><br>4625 | 0.08300<br><.0001<br>4625 |
| **ACADEMIC LEVEL** | 0.21515<br><.0001<br>5583 | 0.09306<br><.0001<br>4571 | -0.03302<br>0.0239<br>4678 | 0.11563<br><.0001<br>4626 | 0.08300<br><.0001<br>4625 | 1.00000<br><br>5826 |

KEY:    Top number = simple correlation ($r$)

              Middle number = probability less than ($p<$)

OBIA, University of Utah, September, 2004 (GDL)

**Report on Student Course Evaluations**

Contact person: Chuck Wight, Assoc. V.P. Academic Affairs, Jennifer Mabey
* * * *

# Uniform Student Course Evaluation:
# A Report to the Academic Senate

Fall semester 2005 concludes the 6th year that the university-wide student course evaluation instrument commissioned by the Academic Senate has been in use. During those years, the evaluation system has moved to an online format, expanded to facilitate the evaluation of teaching assistants and team teaching situations, reduced costs to departments, increased security, and provided more readily accessible results to both instructors and students all while attaining a voluntary response rate that is one of the highest in the nation.

## Student Satisfaction

Student course evaluations are designed to measure student satisfaction; they are not designed to measure learning outcomes. They provide valuable information about the classroom experience from the student perspective. They also assign a number to students' perception of faculty competence. Great care needs to be taken to account for sample size and compounding factors such as methodology, content, time of day, efficacy of other instructors, and the cohort effect. Policy and Procedures states: "The University will evaluate its courses and instruction in multiple ways, including by soliciting students' evaluation." (PPM 9-7.14)

Students rate their instructors and courses highly, averaging between "Agree" (5) and "Strongly Agree" (6) on all 14 standard items. Results are shown for Summer 2005 semester, but the averages have not changed appreciably since Spring 2003.

## University Averages - Summer 2005

| | |
|---|---|
| The course objectives were clearly stated. | 5.22 |
| The course objectives were met. | 5.19 |
| The course content was well organized. | 5.13 |
| The course materials were helpful in meeting course objectives. | 5.12 |
| Assignments and exams reflected what was covered in the course. | 5.18 |
| I learned a great deal in this course. | 5.11 |
| Overall, this was an effective course. | 5.1 |
| Course composite | 5.15 |
| The instructor was organized. | 5.22 |
| The instructor demonstrated thorough knowledge of the subject. | 5.4 |
| The instructor presented course content effectively. | 5.13 |
| The instructor created/supported a classroom environment that was respectful. | 5.33 |
| As appropriate, the instructor encouraged questions and opinions. | 5.35 |
| The instructor was available for consultation with students. | 5.29 |
| Overall, this was an effective instructor. | 5.24 |
| Instructor composite | 5.28 |

Strongly Disagree                                   Strongly Agree

## Historical Perspective

In February of 1999, the Academic Senate commissioned the development of an instrument that could be used to evaluate courses campus-wide. After being piloted in Summer and Fall semesters of 1999, the instrument was implemented Spring semester 2000.

The creation of a uniform course evaluation instrument provides departments with a convenient means to evaluate all of their courses on a regular basis. The data from those evaluations are provided in report form to instructors by way of departments. The standardized numerical data are posted on the Campus Information System site for students to access when selecting courses.

## Evaluations Move Online

Spring 2003 semester marked the point at which the maintenance of a permanent database of student course evaluation records in the Campus Information System was implemented. At the same time, a system of collecting student course evaluations through a web browser interface was introduced. At the conclusion of Spring semester 2003, most departments evaluated their courses using the traditional paper forms. The only large groups of courses evaluated online were the College of Fine Arts, the Department of Chemistry, and all fully online courses. Over the summer months, new online functions were introduced to handle courses with multiple instructors and/or teaching assistants. Many departments took advantage of those features and at the conclusion of Fall 03 semester, about half of the evaluations were conducted online (56% of classes and 47% of the evaluations collected).

Total Evaluations Collected - online + paper



% of evals collected online (vs. paper)



The percentage of evaluations collected online has gone from zero to nearly 100% in less than three years. In addition, the total number of evaluations collected has increased each year. This is probably because the paper forms required more handling and sometimes were misplaced or forgotten. The move to online evaluations has also greatly reduced the number of staff hours it takes to administer the evaluations because proctoring, sorting, and transcription of comments are no longer necessary. Departments no longer have to pay the cost associated with printing and scanning of forms. Instructors no longer need to use class time to administer evaluations. The delay in access to reports is also greatly reduced, with most reports available for departments to download within a day or two of the end of the evaluation period. The widespread use of online evaluations has also decreased the time required to post the results online, resulting in students being able to access more recent data when selecting courses.

## Student Participation Rates

The primary reason for the high student response rate is that early release of grades is contingent upon the student acknowledging the online evaluation. While students are not required to complete the evaluation, they must log in to the Campus Information System and at least decline to complete the evaluation if they wish to view a posted grade within 10 days of the last day of class (for full term classes). Students are, for the most part, choosing to complete the evaluation. The response rate for the past year has averaged 73%.



Response Rate - F05

**Response Rate for Online Evaluations**

| | SP 2003 | SU 2003 | F 2003 | SP 2004 | SU 2004 | F 2004 | SP 2005 | SU 2005 | F 2005 |
|---|---|---|---|---|---|---|---|---|---|

Finals: Days 20-24

The University of Utah departments with the lowest response rates are those which are unable to tie early release of grades to acknowledgement of course evaluations due to a later grading period (*i.e.*Law). The highest response rate among colleges was the School of Business which had an 83% average response rate for Fall 2006.

The only major institutions with higher response rates for online evaluations are Northwestern (73-75%), which does not evaluate classes with fewer than 5 students, and Yale and Polytechnic University of New York (84-90%), both of which withhold access to grades until an evaluation is completed. Schools that do not tie completion of evaluations to viewing of either grades or results are reporting response rates of 40-60%. (Data about other institutions were collected in a recent informal survey conducted by BYU.)

The instrument will continue to be adapted to meet the needs of administration, faculty and students. Administrative Computing Services (ACS) continues to fine-tune the software and add functionality. ACS will soon incorporate changes to the user interface to make it more intuitive to use.

The uniform student course evaluation instrument is an important component of the University of Utah's efforts to foster a culture of assessment and improvement in teaching and learning.

# Comparison of Results from Paper and Web-Based Student Course Evaluations: A Statistical Analysis

Chuck Wight, Associate Dean of Undergraduate Studies

## Purpose

This study was initiated to address the question, "Do courses and instructors get significantly different responses on student course evaluations depending on whether the evaluations are conducted using traditional paper or web-based evaluation forms?"

## Methodology

The comparison sample consisted of student responses to the 14 standard course and instructor questions in all courses that used paper evaluation forms in Spring 2002 semester and web-based forms during Spring 2003 semester. The sample included 110,014 student responses (approximately 7860 per question) from the Spring 2002 paper evaluations, and 109,908 responses from the Spring 2003 web-based evaluations (approximately 7850 per question).

## Results

Responses to the questions ranged from 0 (strongly disagree) to 6 (strongly agree). The average responses to the 14 standard course evaluation questions for the comparison sample groups are given in the first chart. For each question, the upper (yellow) and lower (blue) bars give the average responses for web-based (2003) and paper (2002) evaluations, respectively. The error bars indicate ± 1 standard deviation of the distribution of scores for each question.

For 8 of the 14 questions, the scores for web-based evaluations were slightly higher than for paper-based evaluations. However, the difference between web-based and paper-based responses is much less than the standard deviations of the distributions.

In order to assess whether or not the small differences are statistically significant for this large sample, the results were subjected to a standard two-tailed Students t test. Starting from the null hypothesis (no significant difference) the averages and standard deviations of the mean for each question were used to compute the value of the Students t for each of the 14 standard questions.

The difference was considered significant if the absolute value of t was greater than 1.96 (95% confidence limits). This detailed analysis shows that 8 of the 14 questions have averages that are greater for the 2003 web-based evaluations, although only 3 of these differences are judged to be statistically significant. Likewise, of the 6 questions that had higher average scores for the Spring 2002 evaluations, only 3 questions had averages that were statistically significant between paper and web-based evaluations.



## Conclusions

Although a good case can be made for some statistically significant differences between paper and web-based student course evaluations, there is no evidence for an overall bias, either positive or negative, that is introduced in the scores as a result of changing the method by which the evaluations are collected from students.

**Evaluating Academic Advising Across the Campus**
Submitted on April 28, 2006 by Sharon Aiken-Wisniewski on behalf of UAAC Assessment Committee

The University Academic Advising Committee (UAAC) pursued a campus-wide evaluation of academic advising in 2005-06. A survey to evaluate needs, satisfaction, and learning outcomes was developed and implemented with assistance from Institutional Analysis. The web survey was administered in November 2005. Over 10,000 students were invited to complete the survey through campus e-mail. The student response rate was 19% and focused on advising received in departments and University College Advising.

The following analysis was shaped from these data:
- Advising that offered information on degree requirements, developing a schedule and registration had a high need but also a high satisfaction response (70% or greater).
- Items relating to post graduation career options and post-bach education resulted in a high need (80%) but a low satisfaction rate (37%). In addition to low satisfaction, a high percentage of students indicated that they had not received information in these areas (34%).
- Items relating to services and resources such as study abroad, tutoring, undergraduate research, etc. received moderate need (56 – 64%) but a low satisfaction rate (40%). In addition to low satisfaction, a high percentage of students indicated that they had not received information in these areas (35 – 42%).
- Students know how to use electronic tools for generating a degree audit report, add/drop of courses, and withdrawing.
- Through the comment section, students were able to clarify advising behaviors that assisted them in accomplishing their academic goals.

The committee developed a list of strategies, short and long-term, for change that could impact students and advisors. The short-term strategies are:
- Share results of survey with campus (in-progress).
- Develop a new section for 2006-07 Undergraduate Bulletin that clarifies the role of the advisor and the student within the process of academic advising (completed April 2006).
- Share student comments about advisors with appropriate colleges (completed April 2006).
- Develop a college level sort to allow colleges to review data specific to the college (completed April 2006).

Long-term strategies will require more time and resources for completion. These are:
- Develop ways to be more purposeful in explaining various parts of the degree for educational connections. (Less checklist orientation).
- Develop collaboration between UAAC and ASUU to organize ways to outreach to students to increase understanding about advising (debunk myths, explain DARS, etc.).
- Organize a campus-wide Advising Conference for increased knowledge of campus resources that impact student success and exchange of "Best Practices" within campus community. (Annual Event)
- Develop a public relations campaign to inform students what advisors do and share positive stories of students who have utilized academic advising with great success.
- Regular update regular of department web sites and implement a general web site that contains graduate school tips and information.

A budget request for 2006-07 was submitted to the Senior Associate Vice President for Undergraduate Studies to assist with resources for some of the long-term strategies.

**General Education Assessment: American Institutions, Math, and Writing**
**Mark St. André**

This document represents a summary of the assessment work that has been done in the General Education areas of American Institutions, Math, and Writing.

## 1. American Institutions

The American Institutions (AI) requirement is met by four courses at the University of Utah:

- Economics 1740: US Economic History
- History 1700: American Civilization
- Honors 2212: American Institutions
- Political Science 1100: US National Government

Some assessment work has been done in Economics, History, and Political Science which carry the vast majority of the hundreds of students meeting the requirement each year. The Honors class only contains a couple dozen students and they have not yet been asked to participate nor have they implemented an assessment process for that course.

In the spring of 2001 the three main AI departments (Econ, History, Poli Sci) participated in a statewide pilot assessment of the AI requirement on all of the Utah System of Higher Education campuses. The results of that assessment are summarized in Appendix 1. However, the data were aggregated so as not to reflect individual differences between campuses. Overall that pilot assessment found the following: "In the American Institutions disciplines there were large consistent gains across disciplines and across institutions. All tests were designed by faculty teaching the courses and were focused upon the educational goals of these general education requirements."

Since the spring of 2001, the following work has been done in the three main AI departments:

**Economics**: Economics assessed AI again in the spring of 2005. The assessment was done in one section of the Economics 1740 class (there are typically four-five sections taught each semester). They conducted the assessment in a way that was similar to the methodology used in 2001. An email from Tom Maloney, chair of Economics, summarizes the process:

> "...a pre-test consisting of 12 multiple choice questions was administered during the first week of class. These questions covered material from throughout the term. Then, these questions were incorporated into the

three exams during the semester (2 on the first mid-term, 6 on the second mid-term, and 4 on the final exam). Note that the student's performance on the pre-test did not affect their grade for the term."

They found that students roughly doubled the number of correct answers on the selections over the course of the term, which was a statistically significant increase. They intend to continue testing and at last report had pre-tested and were planning to post-test three sections in the fall of 2005.

**History**: History tested eight sections of their 1700 American Civilizations class in the fall of 2002. The instrument consisted of 25 questions that were chosen by the department. No formal analysis exists for these data, although summary sheets are available. A scan of those summary sheets indicates that students improved their scores from pre-test to post-test by approximately 3-8 points. If five points were the average increase it would represent an increase of 20 percentage points from pre to post test.

In the fall of 2005 History renewed their assessment of AI and delivered a pre-test and was planning a post-test for all sections of 1700.

**Political Science**: In the spring of 2005, the Political Science Department delivered an assessment of AI to two sections of their 1100 US National Government course. Pre-test results are available for one section and post-test results are available for both sections. The section with both a pre-test and a post-test did not show an increase in scores. There are no further plans to do assessment of American Institutions in Political Science.

2. Math
The Math department also participated in the pilot assessment of 1050 College Algebra that was conducted statewide among USHE campuses in spring 2001 (see Appendix 1). The report states: "In Mathematics, there were enormous gains from pretest to posttest in the performance of students on the set of problems used for the assessment."

More recently, the Math department conducted an assessment in the beginning of the fall 2005 semester in their calculus classes to determine to what degree their pre-calculus sequence of courses (1010 Intermediate Algebra, 1050 College Algebra, and 1060 Trigonometry) were preparing students. The test results showed that there was no difference between those students who had taken the U's pre-calculus sequence and those who had taken it in high school. About these results Aaron Bertram stated in an email: "...it convinced us that what we need to do in the future is to design pre and post-tests for our service courses to assess their effectiveness."

Their plan for these assessments can be found in Appendix 3.

## 3. Writing

The Writing Department is embarking on a new assessment of their 2010 course which is the course that most students take to meet the General Education Lower Division Writing requirement. In fall 2005 they collected portfolios from every student and are currently working on developing a model (rubric, etc.) for scoring those portfolios.

REPORT TO GENERAL EDUCATION TASK FORCE
ON PILOT ASSESSMENT OF MATHEMATICS AND AMERICAN
INSTITUTIONS
ACROSS UTAH STATE COLLEGES AND UNIVERSITIES

OCTOBER 9, 2001

PREPARED BY DAVID H. DODD AND PHILIP KRAMER

EXECUTIVE SUMMARY

The Spring 2001 pilot assessment project by the nine public institutions of higher education in Utah focused on Mathematics 1050 (College Algebra) and courses meeting the state's American Institutions requirement (Economics, History, and Political Science). Tests were planned by faculty from the relevant departments and administered pretest (early in the semester) and posttest (around final exam time).

Results were collected from all of the institutions and for all of the four targeted areas. In Mathematics, there were enormous gains from pretest to posttest in the performance of students on the set of problems used for the assessment. In the American Institutions disciplines there were large consistent gains across disciplines and across institutions. All tests were designed by faculty teaching the courses and were focused upon the educational goals of these general education requirements.

A survey assessing the assessment was completed by 32 percent of the faculty who participated in the process (N = 18) on very little turnaround time. Respondents indicated strong support for the process. They generally felt that the tests matched the goals of the course and that it was essential to use the same items in pretest and posttest (for Mathematics, equivalent items were considered appropriate). Many of the respondents were explicit that there were considerable costs, primarily in faculty and staff time. There were suggestions that assessment could be improved through better communication about the process and that there should be a statewide uniform test for each discipline. The vast majority supported how assessment had been done in Utah, affirming its validity as a measurement process, the value of collaborating with other institutions, and the significance of faculty participation in the design of the test. Several mentioned the value of the process, especially for providing information

4

about teaching and learning. There was also some concern about maintaining confidentiality about the results.

An overall evaluation of the successes of the pilot experience provides these conclusions:
- The pilot engaged a high level of participation in planning and administration.
- The tests were linked to the goals of courses from faculty perspective of those who teach the courses.
- Test results showed consistently strong positive outcomes in terms of student learning.
- Participants in the process strongly endorsed the pilot and its major elements.
  Problems were generally related to the severe time pressures encountered:
- Test items needed additional screening.
- Scoring should be conducted and reported on the same terms within disciplines.
- Results should be reported in electronic form with some consistency.
  Recommendations for future assessment process using this approach:
- Uniformity of items and procedures.
- Sampling of courses rather than all courses for every term.
- Consistent scoring; reporting in electronic files.
- Continued collaboration of administration and faculty across institutions.
- Continued anonymity of faculty and institutions participating.
- Budgetary support for faculty and staff time.

Because the Olympics makes this Spring logistically too difficult for many institutions, the second round of assessment will occur in the Fall, 2002. On 12 November 2001, faculty will again meet to review last year's effort, suggest improvements, and begin planning for the next assessment effort. The Task Force asks your support in encouraging and funding representatives from your campus to attend.

INTRODUCTION
The nine public institutions of higher education in Utah participated in a pilot project to assess student learning in Mathematics 1050 (College Algebra) and in courses meeting the state's American Institutions (AI) requirement taught in Departments of Economics (1740), History (1700), and Political Science (1100), plus an AI course unique to one institution, labeled American Institutions, Political and Economic. For all of these efforts, the assessment was planned as course embedded, in that the content and specific format of the testing was intentionally designed to be a direct part of a particular course and, as much as

possible, part of normal course activity. For each participating course offering, students took a pretest at the beginning of the term and a posttest as part of the final examination process; test items were essentially the same for both pretest and posttest.

ASSESSMENT PROCESS

The general process of assessment of student learning was instigated by the State Board of Regents as part of its efforts to develop accountability data related to student learning. The Regents' Task Force for General Education, comprised of representatives from all nine institutions, developed the general plan for the process and was supported by the Commissioner's Office in this effort. The specific testing program, including test items, was developed jointly by faculty from each of the disciplinary areas and many of the institutions.

The test items were based on content that was central in each of the courses as judged by faculty from the relevant departments. For Mathematics 1050, the test was a uniform set of five items across the institutions; this was a well organized effort reflecting past collaboration about the content of this course. All items were standard problems to be solved, e.g., a quadratic equation. The test was administered during the first two weeks of the semester and again around the time of the final. The pretest was returned to students after grading, so the posttest was not identical to the pretest. The two tests, however, were nearly identical, varying only in terms of alterations in the specific numbers used, e.g., the coefficients in a quadratic equation to be solved. Individual tests were scored by instructors (or teaching assistants) for the course as such scoring would normally be performed.

For each of the remaining departments, the agreement of representatives was to create a joint test bank of multiple choice items. From this bank, a specific department within an institution selected a specific subset of items representing the content of the course as locally taught. In general, scoring was performed by a scanning device in relation to a key for the specific items; the number of items used was variable across disciplines, but was generally consistent within disciplines.

The pilot intentionally reflected several important principles shared by the Task Force and the faculty who developed the tests. The central principle was that the process should be driven and developed by faculty in the specific disciplines. Included in the discussion with these faculty were issues of test items, whether tests would be identical across institutions, etc. An additional key principle was that to prevent invidious comparisons or concerns about sanctions for low scores, anonymity of faculty and institutions would be maintained. That is, data reports would provide statewide results without any specific faculty or institutional information. The faculty in the four disciplinary groups were in general agreement that:

a) Test items were best developed within their disciplines.

b) Identical tests across institutions were preferred by some groups, but not all.

c) Identical tests (for math, identical problem types) were to be administered on a pretest at the beginning of the term and a posttest at the end of the term.

d) Anonymity of faculty and institution were essential.

After completion of the pilot, a survey was sent by e-mail to all faculty who participated in the pilot. The survey asked about the faculty member's role in the pilot, about the appropriateness of the test for the goals of their course, about the actual administration and their experience with it, about the costs (financial, time) associated with the pilot, etc.

RESULTS

Data were collected and reported from all of the nine institutions and were collected from all four of the targeted areas. At the present time, complete data (pretest and posttest individual scores) have been provided for 20 of the possible set of 34.[1] The results are summarized below in sections for each of the four disciplines.

Mathematics. Results were provided by 7 of the 9 institutions[2] for a total of 699 students; numbers of students per institution ranged from 62 to 157. Unfortunately the scoring scales were widely discrepant across institutions, that is, maximum scores ranged from 3 to 50 depending upon the institution. Every reporting institution found similarly very strong results; data analyses showed statistically significant improvement from pretest to posttest with all t tests highly significant (t = 8.15 to 17.8, p<.001 for all, df = 63 to 155). As an example, one institution found average pretest scores of 8.04 and posttest scores of 29.23.

In view of the varying scoring scales across institutions, there is no ideal statistical comparison across institutions. In view of the general similarities of results across institutions, a common measure is percentage of improvement. Individual student improvement ratios, calculated as ((posttest - pretest)/pre-

---

[1]Based on nine institutions and four disciplines. One college has only one course in American Institutions rather than the typical separate courses offered at the other institutions in Economics, History, and Political Science.

[2]An additional Department of Political Science is piloting during Fall, 2001. A third reported results after the statewide data set was analyzed.

test), averaged 169 percent across all students in all institutions, which meant that students more than doubled (nearly tripled) their scores.

Economics. The economics tests comprised 8 multiple choice items, individually selected by institutions; the same items were repeated identically from pretest to posttest for a given institution. Complete results were provided by four institutions for 164 students (two other institutions provided partial data, one pretest only and one posttest only). The results were somewhat mixed; all showed improvement from pretest to posttest; two of the four found statistically significant increases from pretest to posttest (for these, $t = 2.76$, $p < .05$ and $t = 7.21$, $p < .0001$). Individual student improvement ratios, calculated as indicated above, averaged 68 percent.

History. The history tests comprised 20 items common to all institutions; pretest and posttest scores were provided by seven institutions based on a total of 1,207 students. These results are remarkably consistent across institutions, that is, the average scores are comparable and all show statistically significant improvement from pretest to posttest ($t = 7.10$ to $15.65$, $p < .0001$ for all). Across the institutions, the mean pretest score was 12.91 ($n = 514$); the mean posttest score was 17.69 ($n = 500$). Individual student improvement ratios, calculated as indicated above, averaged 36 percent.

Political Science. One institution[2] provided complete data for the political science course, involving 71 students. The scores reported were percentage correct on a multiple choice test. The pretest average was 54 percent and the posttest average was 82 percent ($t = 3.59$, $p < .01$). Individual student improvement ratios, calculated as indicated above, averaged 62%.

Summary of results. All of the results showed strong gains in student performance on these tests. Note that the tests were designed to reflect the educational goals of these courses as evaluated by faculty and administrators directly involved in the courses. Thus, the gains point to student learning of material directly relevant to these courses and to course goals as general education requirements for students in the Utah System of Higher Education.

SURVEY RESULTS

Surveys were completed by 32 percent (N=18)[3] of participants in the process. All but one of these were faculty. The remaining respondent was an administrator not directly involved in the development and administration of test, who responded only in those terms.

As to the respondents, two chaired the committees that planned and developed the tests for their disciplines, ten were involved in designing the

---

[3]One of these was a more general e-mail which did not respond specifically to the survey questions.

8

instrument, and twelve were directly involved by administering tests in a class (or classes) under their supervision. Indeed, all except the administrator referred to above were directly involved as a disciplinary representative for test development and/or administration. All of the disciplines were represented in the survey results by at least two faculty respondents and all of the institutions were represented by at least one faculty respondent.

On the opening item about how the test matched the goals for the class, 12 of the 13[4] who responded agreed that there was a match; one of these hedged by suggesting that the tests do not consider the individual background of the student. Similarly the items about the appropriate match to general education goals was answered yes by 12 of 13 responding, with the same no from the same as above. On the survey item about administering the same items, pretest and posttest, there was complete agreement. The only exception was for the test in mathematics where the view was that different but equivalent problems should be used since the pretest is handed back for student review.

The item about whether faculty had taught to the test elicited a range of responses; the most common response was no. If the yes responses were explained, it was in terms involving the test being what the instructor was teaching anyway. Faculty generally completed the item about costs (monetary and time), but the answers were variable. Four indicated that costs were minimal and/or happily born. The answer from the strong majority of the respondents was that there was considerable time invested, with specific estimates of 15 to 20 hours and the equivalent of teaching a course.

Suggestions for improvement in the process were not surprising: clearer guidelines needed for reporting, uniform test needed, need for standard questions, and better communication regarding assessment. There was also the suggestion that a testing expert should be brought in and a request for a demographic section to provide more information about individual students. Finally there was an expressed concern from a single respondent about whether administration test procedures were followed; the complaint is unclear as to referent and might be relatively minor or very serious.

Most significantly, the plaudits far outweighed the complaints; the vast majority expressed support for the approach followed, feeling that this is a valid process and that it provides good information on student learning. The most commonly mentioned category of positive remarks focused on collaboration with other institutions, including associating with peers, exchanging ideas with regents,[5] developing common goals, and understanding of problems encountered by other institutions. There was also a clear theme indicating the

---

[4]The no represented an institutionally unique situation with regard to the relevant course; while not discounting that response, the situation should be noted.

[5]Most likely this refers to Commissioner's office administrators.

value of faculty participating in the process, e.g., in relation to designing the test experience as a teacher was useful.

Further, there were several who mentioned the value of such a process for accreditation, for learning about faculty success in teaching and about student learning (e.g., good information on student learning). One respondent indicated that we have devised a pedagogically defensible test. Fainter praise of that sort was the respondent who doesn't like assessment but this is better than a national test.

The issue of confidentiality was also raised by some who expressed concern about the confidentiality matter generally and one who explicitly did not want to be compared with other institutions.

In sum, it is fair to say that the pilot process was well received by the strong majority of those who participated; nearly all of the participants supported the process, feeling that there was value in what was learned from the design of tests and their administration on a pretest - posttest basis. There was also strong support for the use of standard questions and the overall process. However, the majority also expressed concern about the serious costs in faculty and staff time.

EVALUATION OF THE PROCESS

The process of developing this pilot involved a number of elements that resulted in a remarkable success in terms of the overall participation by institutions. Most notable is that the outcome, in terms of student learning, was also a success. Of course, a pilot of this sort must inevitably result in various problems.

The participation of all institutions and of the majority of possible departments from institutions is a notable success. This seems to reflect the direct engagement of faculty from the relevant departments; a meeting of these groups was followed by a flurry of e-mail activity as groups created test items and discussed issues related to those items. It should also be noted that this was not a coercive process; there was a sense among faculty that it was important to do the pilot in response to the expectations of the Board of Regents and that continuing efforts were anticipated. There was no reported contention within the disciplinary groups or toward the Regents. The promise of anonymity appeared to be important and has been maintained.

The test items were directly linked to the goals of these courses; this was the most important consideration in the development of these tests. For that reason, it was essential to have faculty who teach the courses also create the tests. Thus, it was not a canned test designed by people who knew little or nothing about the specific goals of these courses.

The test outcome is, in itself, a remarkable success; there was no clear basis for predicting in advance whether students would show notable improvements across the semester. There is, of course, the presumption that

teaching and learning are taking place. However, these are required classes, taken largely by college students in their first year. In addition, these tests were, as will be discussed, developed under time pressure and there was no opportunity for normal test development processes to be undertaken. Thus, it is especially satisfying to find consistently positive results across institutions and disciplines.

The importance of confidentiality of the results is seen by most as an important ingredient of the success; this principle was a strong element in producing the cooperative stance of those who participated in planning and administration of the tests. An emphasis on comparing faculty or institutions carries considerable risk for creating a competitive environment that would undermine such cooperation.

It is also necessary to note certain problems that were associated with the nature of the pilot process. Central to most of these problems is that the process was undertaken under severe time pressures; items were created during the late Fall semester for tests that were administered in early Spring. There was insufficient time to screen test items to the degree necessary. Similarly, there was very limited time to set up the full set of classes to be tested at each institution or to engage the participation of all instructors, etc.

Scoring of tests was conducted as ordinarily done by the specific instructors involved; this means that scoring was not necessarily consistent. While that seems quite workable for purposes of regular instruction, it created difficulties for analyses of the results.

Finally the results were generally not available as electronic files, which meant that a great deal of hand scoring and entry were necessary. Also there was often difficulty in matching pretest and posttest. And, given the nature of the information provided, item analysis could not be conducted.

RECOMMENDATIONS FOR FUTURE TESTING

The pilot experience can lead the obvious conclusion that this is all possible and valuable. The results make sense, are positive, and promise to be useful. However, there are several major issues that must be addressed before any future effort can be undertaken. Some of these are simple to suggest, but carry certain costs; others require complex decisions involving faculty participation and buy in.

Uniformity of items in tests and testing procedure across institutions. The same test should be used for each discipline across all institutions; this test should be agreed upon by all representatives within a discipline. For the American Institutions courses, the test should consist of 12 - 20 items that have been carefully vetted by the committee and reviewed by someone with testing expertise. In addition, the testing procedure should incorporate these items into the final examination in such a way that students perceive these items as part of the final examination.

Sampling of courses. Should all courses be assessed continuously? It is recommended that the system not do so, both because of the costly nature of doing so and because of the ongoing burden on students, faculty, and administrators. Simple sampling procedures can provide adequate data to evaluate the effectiveness of student learning.

Electronic files, including item by item correctness and total score, should be created for each administration of a test at each institution. The specific parameters of the files should be developed and conveyed to administrators and faculty at the institutions.

Continuing collaboration with administrators and faculty from these disciplines at all institutions should continue. Any system of assessment will ultimately fail if instituted without reasonable participation at all levels of administration and of faculty involved in the courses. Everyone must understand the value of such an assessment for teaching in their department, the broader consequences for higher education, and the importance of careful (and fairly administered) assessment.

Anonymity of instructors and of institutions should be maintained. Still the problem of closing the loop on assessment will need to be addressed, specifically how are the assessment results used to improve the quality of teaching and learning.

In sum, the pilot of course-embedded assessment was remarkably successful, which is primarily a credit to the participating faculty from all of our institutions. The suggestions above should help make the next round even more pedagogically useful.

In an effort to assess the effectiveness of our pre-calculus courses, students in two large sections of Math 1210 (Calculus I) took a five question pre-test covering topics from College Algebra. The results are given below:

| | | |
|---|---|---|
| Total number of students who took the pre-test: | | 254 |
| Average score: | 3.5 | |
| | | |
| Students who completed pre-calculus at the U: | 48 | |
| Average score: | 3.3 | |
| | | |
| Students who completed pre-calculus elsewhere: | 206 | |
| Average score: | 3.5 | |

Students who took pre-calculus elsewhere can be further subdivided into those who completed pre-calculus at another college and those who completed pre-calculus in high school:

| | |
|---|---|
| Students who completed pre-calculus at another college: | 35 |
| Average score: | 3.4 |
| | |
| Students who completed pre-calculus in high school: | 133 |
| Average score: | 3.6 |

Although at first glance it may appear that the pre-calculus courses at the University of Utah are not as effective as those at other schools, this is not true. The differences between groups are not enough to be statistically significant, and there are other factors that should be taken into consideration. For example, many of the students who took pre-calculus in high school had also taken AP Calculus in high school, and so have a more thorough mathematical background than students who completed pre-calculus at the University of Utah, the vast majority of whom are taking Calculus for the first time and have just completed their pre-calculus courses. Another factor to consider is the small number of students taking the pretest who took pre-calculus at the University of Utah. Approximately 800 students took Math 1050 on-campus at the University of Utah during the last academic year, and so 48 students is only about 6% of that population, which is not enough to say anything significant about the results.

The conclusion we can draw from this pretest experience is that we need a better way to measure the effectiveness of our pre-calculus courses, one that will yield significant results. We propose that giving both a pretest and posttest in the pre-

calculus classes would be a better way of gauging those courses effectiveness than a pretest in the Calculus classes.

**Appendix 3**
**Math Assessment Plan 2005-2006**

1. Introduction

The service courses taught by the Mathematics Department and taken by a significant proportion of the undergraduate students at the University of Utah distinguish Mathematics from the other departments of the College of Science. These courses are taught by senior faculty, instructors and graduate students. We are confident that our infrastructure of teacher training, course coordinators, student evaluations and oversight by the Associate Chair for Undergraduate Studies provides a good set of checks and balances on the quality of our teaching, but we also recognize the potential utility in assembling assessment data to help us analyze and improve the effectiveness of these courses. For any assessment to be useful, it must address the following issues:

> Goals: What are the objectives of our service courses?
> Design: How do we assess progress towards the objectives?
> Efficiency: How do we implement the assessment efficiently?
> Utility: How do we ensure that our assessment is meaningful?
> Analysis: What do we do with the results of our assessment?

2. The Courses

The service courses in question are:

> Math 1010 Intermediate Algebra
> Math 1030 Introduction to Quantitative Reasoning
> Math 1040 Introduction to Statistical Thinking
> Math 1050 College Algebra
> Math 1060 Trigonometry
> Math 1070 Introduction to Statistical Inference
> Math 1090 College Algebra for Business and Social Sciences

(This list may ultimately be lengthened to include courses at the Calculus level.)

3. The Plan

Our plan this Spring is to develop a web-based system of pre and post-tests for our service courses, administered by a member of our staff and overseen by our

course coordinators. These tests will be required of all students and taken on-line. To remove any incentive for cheating, the scores on the individual tests will not be available to the instructors, who will simply receive a sheet indicating whether students have or have not taken the tests. The scores on the individual problems will be recorded and compared, and a statistical analysis will be performed on the data. The results will be used for assessment.

Stage 1: The course coordinators will assemble a list of objectives. (Note: Such lists already exist or can readily be extracted from the syllabi.)

Stage 2: The course coordinators and instructors of the service courses will assemble a bank of problems designed to test each objective.

Stage 3: The course coordinators will design the pre and post-tests, and the staff member will put them on-line according to the specifications above. (Note: The Department has considerable experience with on-line grading through its "Webworks" homework assignments.)

Stage 4: Post-tests will be performed in Spring 2006 to work out the bugs.

Stage 5: Full implementation will begin in Fall 2006.

Stage 6: A statistical analysis will be performed on the data each semester, and the course coordinators will assemble at the end of each semester to discuss the results, identify weaknesses and strengths, and look for ways to improve. The data will be published and made available to the University.

*This is an example of the type of pre- and post-testing done after we converted from a quarter to a semester calendar. The conversion entailed significant changes to the curricula in many disciplines. Math 1030 was developed specifically as a new component in a new set of general education requirements.*

**Math 1030 Review, Spring Semester 2000**

The Math 1030 course (Introduction to Quantitative Thinking) was offered in its current form for the first time in the Fall Semester 1998 and has now been in place for almost two years. The purpose of the course review this semester was to determine some characteristics of the students enrolled in the course (where and when they took the prerequisite course, Intermediate Algebra; the college they were enrolled in at university), to measure the impact of the course on specific quantitative reasoning skills. In addition, since the university has been asked by the regents to assess what students gain from their general education classes, this review was an opportunity for a trial run of an assessment plan for general education mathematics courses.

The review process involved a pre-test and a post-test on quantitative reasoning skill. The pre-test also included a section on basic Intermediate Algebra concepts and the students were asked to indicate where and when the prerequisite course was taken, and what college they were enrolled in at the University of Utah. The data from the review indicate that the students did increase their scores on quantitative reasoning skill over the semester by a mean gain of approximately 29% of the total points possible. In looking over the background of the Math 1030 students, it is not surprising that students who began the course with a stronger grasp of Intermediate Algebra material also tended to have higher scores on the quantitative reasoning questions both at the beginning and at the end of the semester. Yet, the general level of algebra skill that students demonstrated at the beginning of the Math 1030 was low. The students had a mean score of 55% on the test of basic algebra skills at the beginning of the semester.

Where the students took Intermediate Algebra (university, high school, community college) did not appear to have an significant impact on their grasp of this material. However, students who reported having taken Intermediate Algebra in high school did have considerably higher scores on the quantitative reasoning questions given at the beginning of the semester. This initial difference, which disappeared by the end of the semester, may be due to the fact that stronger students are more likely to have taken Intermediate Algebra in high school rather than at university or at a community college. Slightly less than half (46%) of the students report that they did take Intermediate Algebra in high school and another 30% took the course at the University of Utah. Many students in our database reported they were enrolled in either University College (24%) or in the College of Social and Behavioral Sciences (23%). The next largest enrollment was in Fine Arts and Humanities (16%).

More detailed information on the results of the review and a brief summary of the review process are given below.

Results of Pre-test and Post-test on Quantitative Reasoning Skills

The pre-test was given during the second week of classes and had two parts. The first part covered prerequisite material (Intermediate Algebra) and the second part was a set of questions on specific quantitative reasoning skills. A post-test covering similar questions on quantitative reasoning skills was given during the comprehensive final examination at the end of the semester. Both the pre-test section on quantitative reasoning skills and the post-test on the same material, referred to below as QR1, QR2 respectively, were designed to take approximately 25 minutes. Since the pre-test section on quantitative reasoning skills

was based on a total of 12 possible points and the post-test on a total of 24 points, the scores on the pre-test were scaled by a factor of 2 before the scores were compared to those on the post-test.

The results below are based on data from the 312 students who took the pre-test. These 312 students represent 69% of those enrolled in Math 1030, Spring Semester 2000. Of the 312 students, there are 274 students who took both the pre-test and the post-test, and of the remaining 38 students, 29 withdrew officially or unofficially during the semester (grades, E, W, or EU). Although our intent was to obtain data from all 12 sections of Math 1030 Spring Semester 2000, three sections (two given by DCE, one given by the Math Dept.) were not included because the pre-test was not given as outlined in the review process. Moreover, some students in the sections that were included are not in our database because they were not present in class for the pre-test.

A quick overview of the change in the students quantitative reasoning skills as measured by the pre-test and post-test scores shows an encouraging gain over the semester. The mean score on quantitative reasoning skills increased 7.1 points out of 24 possible points, an increase of 29.6%. The results were:

| | N | Mean (*Percentile*) | Median(*Percentile*) | Standard Deviation |
|---|---|---|---|---|
| QR1 pre-test | 312 | 11.658 (48.6%) | 12.00 (50%) | 4.972 |
| QR2 post-test | 274 | 18.746 (78.1%) | 19.75 (82.3%) | 4.267 |

A more detailed picture of the change that took place in the students' quantitative reasoning skills over the semester is shown in the following two boxplots where the box represents the middle 50% of the student scores and the line in the box indicates the median score.

Boxplot: Pre-test



Boxplot: Post-test



The previous comparison looked at the change in the scores of the students as a group from the beginning to the end of the semester. To examine how much students changed their individual scores, regardless of what their initial score was, we looked at the difference in

post-test score and pre-test score, (QR2 - QR1), for each of the 274 students who took both tests. The mean gain in score was 6.9 points out of 24 possible points, again about a 29% increase. The results were:

| | N | Mean *(Percent Change)* | Median*(Percent Change)* | StDev |
|---|---|---|---|---|
| Difference (QR2 - QR1) | 274 | 6.909 (28.8%) | 6.500 (27.1%) | 4.995 |

Boxplot: Individual Differences



Background of Students in Math 1030

Of the 312 students in our database all most all of the students (92%) reported that they had taken the prerequisite course, Intermediate Algebra, yet many of the students (62%) took Intermediate Algebra two or more years ago. This fact has a big impact on the algebra skills of the majority of the students taking Math 1030 and contributes to low scores on that part of the pre-test covering basic algebra skills (mean score was 55%).

| Int. Alg. Taken at: | No. of Students | Years since Int.Alg | No. ofStudents |
|---|---|---|---|
| U of U | 88 (29.5%) | less than 2 | 120 (38.4%) |
| High School | 144 (46.2%) | between 2 and 5 | 139 (44.6%) |
| Comm. College | 31 (9.9%) | more than 5 | 27 (8.7%) |
| Other | 20 (6.4%) | no response | 26 (8.3%) |
| No response | 25 (8.0%) | | |

Pre-test on Intermediate Algebra prerequisite material, IntAlg

| | Mean (total pts = 10) | Median | Standard Deviation |
|---|---|---|---|
| All Students (312) | 5.50 | 5.50 | 2.49 |

Boxplot:

**University of Utah**
**Licensure Pass Rates, 2001-02, 2002-03**

| Exam | 2001-02 | | | 2002-03 | | |
|---|---|---|---|---|---|---|
| | Taking | Passed | Rate | Taking | Passed | Rate |
| Communication Disorders | 19 | 18 | 94.7% | 26 | 24 | 92.3% |
| Foods and Nutrition | 7 | 6 | 85.7% | 7 | 7 | 100.0% |
| Occupational Therapy | 15 | 15 | 100.0% | 11 | 11 | 100.0% |
| Physical Therapy | 34 | 34 | 100.0% | 35 | 34 | 97.1% |
| Therapeutic Recreation | 27 | 27 | 100.0% | 20 | 16 | 80.0% |
| Engineering* | 105 | 91 | 86.7% | 102 | 89 | 87.3% |
| Law (Utah Bar) | 96 | 91 | 94.8% | 101 | 90 | 89.1% |
| Medicine MD | 105 | 104 | 99.0% | 105 | 105 | 100.0% |
| Nurse RN | 120 | 108 | 90.0% | 118 | 106 | 89.8% |
| Nurse Practioner (nine specialties) | | | | | | |
|     Women's Health | 3 | 3 | 100.0% | 3 | 3 | 100.0% |
|     Midwifrey | 6 | 6 | 100.0% | 3 | 3 | 100.0% |
|     Pediatrics | 6 | 6 | 100.0% | 2 | 2 | 100.0% |
|     Family | 15 | 15 | 100.0% | 15 | 15 | 100.0% |
|     Gerontology | 5 | 5 | 100.0% | 3 | 3 | 100.0% |
|     Adult | 3 | 3 | 100.0% | 2 | 2 | 100.0% |
|     Acute Care | 0 | 0 | | 1 | 1 | |
|     Total for report: | 38 | 38 | 100.0% | 29 | 29 | 100.0% |
| | | | | | | |
| Medical Technology | 11 | 10 | 90.9% | 22 | 19 | 86.4% |
| Physician Assistant | 32 | 28 | 87.5% | 32 | 30 | 93.8% |
| Pharmacy | 34 | 34 | 100.0% | 49 | 49 | 100.0% |

*First-time test takers only; students must eventually pass test in order to graduate;
2001-2002 data are estimates based on 2002-3003 actuals.
National average pass rate for engineering first-time test takers was 81.0% in 2002-03.

**University of Utah**
**Student Performance on Graduate School Entrance Exams**

| Exam | 2001-02 | | 2002-03 | |
|---|---|---|---|---|
| | UU Mean | National Mean | UU Mean | National Mean |
| MCAT | | | | |
|   Verbal Reasoning | 9 | 9 | 9 | 9 |
|   Physical Sciences | 10 | 9 | 10 | 9 |
|   Biological Sciences | 10 | 9 | 10 | 9 |
|   Writing* | O | P | O | P |
| | | | | |
|   Number of UU test scores = | 177 | | 173 | |
| | | | | |
| LSAT | | | | |
|   Average Score | 153 | 151.9 | 155 | 152.3 |
| | | | | |
|   Number of UU test scores = | 231 | | 275 | |
| | | | | |
| GRE - General Test | | | | |
|   Verbal | 492 | 476 | 495 | 470 |
|   Quantitative | 602 | 615 | 572 | 582 |
|   Analytical | 613 | 597 | NA | NA |
| | | | | |
|   Number of UU test scores = | 229 | | 334 | |
| | | | | |
| Medical Lab Tech | 489 | 481 | 498 | 484 |
| | | | | |
|   Number of UU test scores = | 11 | | 22 | |

\*    An alpha scale is used; the farther down the scale the better; a score of O means that the UU is slightly below average.

# University of Utah News and Public Relations

what's new at the U

## :: New Teachers Trained at the U Achieve Nearly-Perfect Pass Rate on State-Mandated Test

Media Contacts >

August 16, 2005 -- The 2005 graduates of the University of Utah's College of Education teacher education program performed extremely well as a class on the newly state-mandated PRAXIS PLT II Principles of Learning and Teaching exam. One hundred percent of University of Utah early childhood teachers, 98 percent of elementary teachers and 98 percent of secondary teachers passed the test at the required state level the first time they took the examination.

"The results are most impressive," notes College of Education Dean David J. Sperry. "In addition to meeting the basic standards for performance as identified by the State Board of Education, 44 percent of elementary teachers and 33 percent of secondary teachers received "Recognition of Excellence" status from the Educational Testing Service (ETS) for scoring in the top 15 percent in the nation on the test. This is clear evidence that teachers graduating from the University of Utah are among the finest in the nation." ETS is the world's largest private test and measurement organization.

New Utah teachers receive a Level 1 Professional Educator Teaching License and are usually allowed three years to meet Level 2 licensing requirements in order to remain teaching. Passing the PRAXIS II PLT exam is part of the requirements for Level 2 licensing. While the State Board of Education provides up to three years to pass the PLT, graduates of the University of Utah complete this requirement upon exiting their teacher licensure program. This was the first group of University of Utah students to take the test.

"Students coming out of the University and passing this examination provide added value to employers and the students they teach," Sperry adds. "They not only bring high-level skills and capacity to the classroom, but the school districts that hire them will not have to worry about these new teachers meeting the testing requirements for Level 2 licensing."

| Media Contacts: | |
|---|---|
| David J. Sperry, U of U College of Education | 801-581-8221, david.sperry@ed.utah.edu |
| Mary Burbank, U of U College of Education | 801-581-6074, mary.burbank@ed.utah.edu |
| Ann Bardsley, U of U Public Relations | 801-587-9183, abardsley@ucomm.utah.edu |

# 2005 Student Praxis Data

The attached data summaries reflect the Praxis Pedagogy (PLT) and Content area test performance from students graduating from the Early Childhood, Elementary, Secondary, and Secondary MAT licensure programs in the Department of Teaching and Learning. The data are presented as general performance across all programs, followed by data summaries within individual content areas.

Overall students performed above the national average with a high percentage of students receiving ETS certificates of excellence in both content area and pedagogy.

## Secondary Education

| Discipline | Passed Utah cut score in content area | Passed PLT (pedagogy) Utah cut score | Received ETS certificate of excellence on PLT (pedagogy) |
|---|---|---|---|
| Art | 67% | 100% | 0% |
| Health | 80% | 100% | 40% |
| Humanities | 57% | 100% | 35% |
| Math | 86% | 100% | 14% |
| Science | 73% | 100% | 36% |
| Social Science | 76% | 100% | 35% |

## Elementary & Early Childhood Education

| Discipline | Passed Utah cut score in content area | Passed PLT (pedagogy) Utah cut score | Received ETS certificate of excellence on PLT (pedagogy) |
|---|---|---|---|
| Elementary | 95% | 97% | 36% |
| Early Childhood | 68% | 100% | 42% |

**THE PRAXIS SERIES**

Tests Directory > The PRAXIS Series™

# PRAXIS I® Details

## ETS Recognition of Excellence Award

ETS has created the Recognition of Excellence program to honor test takers who achieve exceptional individual performance on select Praxis II tests. Candidates who earn the target scaled-score on any of 11 Praxis II tests will receive a certificate from ETS, and the award will be noted on all Praxis score reports.

### How to Qualify for the Award

Take any of 11 Praxis tests listed below and earn the ROE scaled-score, which is based on the top 15% of Praxis candidates who took each test between March 1998 and March 2003. Certificates are automatically issued for ROE scores earned on tests taken after August 2003.

### Tests included in the ETS Recognition of Excellence program are:

| Test Name | ROE Score |
|---|---|
| Elementary Education: Content Knowledge (Test Code 0014) | 181 |
| English Language, Literature and Composition: Content Knowledge (Test Code 0041) | 192 |
| Mathematics: Content Knowledge (Test Code 0061) | 165 |
| Social Studies: Content Knowledge (Test Code 0081) | 184 |
| Biology: Content Knowledge (Test Code 0235) | 179 |
| Chemistry: Content Knowledge (Test Code 0245) | 184 |
| Physics: Content Knowledge (Test Code 0265) | 177 |
| General Science: Content Knowledge (Test Code 0435) | 185 |
| Principles of Learning & Teaching: Grades K-6 (Test Code 0522) | 185 |
| Principles of Learning & Teaching: Grades 5-9 (Test Code 0523) | 184 |
| Principles of Learning & Teaching: Grades 7-12 (Test Code 0524) | 184 |

Note: Examinees who earned a ROE score on tests administered between September 1998 and download and complete the Recognition of Excellence Request Form (PDF).

**The Recognition of Excellence Award is an incentive to encourage the development of highly qualified teachers and should not be used as a criterion for making decisions about state licensure, hiring, or promotions.**

For more information, read the ROE FAQs or contact us at 1-800-772-9476 or praxis@ets.org.

## In This Section

PRAXIS Home
PRAXIS Details
  PRAXIS I
  PRAXIS II
  PRAXIS III
State Requirements
Alerts
Research

## Related Links

Online Registration
Download a PRAXIS Bulletin
Registration Codes Lists
Tests at a Glance (TAAG)
Test Preparation
ParaPro Assessment
The School Leadership Series
Complete Test Directory

## Download Free Viewer

Adobe Reader (PDF)

About ETS      Careers      Privacy and Security      Legal      Site Map

$S1$

$Reg. Box$

$2 C.8$

## Project Overview

In Spring 2006, Career Services conducted an internship su ▮
learning outcomes. The questions focused on student caree▮
decisions/university value, and skill opportunities and acquis▮
assessment was conducted in Spring 2003, but this survey was based on subject
interest rather than learning outcomes.

We surveyed students who participated in internships between Fall 2003 and Fall 2005.
About 1500 students were invited to participate in our online survey. The survey opened
on November 8, 2005 and closed on February 4, 2006. By the closing date, we had
received 345 completed surveys. This is about a 23 percent response rate.

## Data Summary

The collected data revealed 63 percent of students worked 21 or more hours per week.
The survey results also indicated most internships were completed during the student's
spring semester. Of seniors who completed a single internship, 53 percent did so in
their final spring semester.

Data indicated internships could lead to higher retention rates among students. 73
percent of respondents said their internship strengthened their commitment to complete
their degree and made their classroom studies more interesting. This suggests students
who participate in internship programs through the University will make stronger
connections with their academic studies and degree program. Thus, the students are
more likely to remain enrolled in their degree programs at the University.

When student interns worked 21 or more hours a week, their classroom performance
was more likely to improve than those students who worked 20 or less hours each
week. Students who worked 21or more hours a week or who participated in two or more
internships were also more likely to have their internship lead to a full-time professional
position.

### Percent of Internship Leading to a Professional Position: Percentages of total survey respondents, students who had 1 internship experience and students who participated in 2 or more internships.



Legend: ▣ Percent for Internship Leading to a Professional Position

X-axis: 1 Internship, 2+ Internships
Y-axis: 0, 10, 20, 30, 40, 50, 60

Stan Inman
801 .585 .5028
sinman@sa.utah.edu

**Percent for Improved Classroom Performance: Percentages of total survey respondents, students who worked 20 hrs. or less each week and those who worked 21 or more hours each week.**



We also analyzed skill opportunity and acquisition among students who participated in internships. We found students had the highest opportunity for skill development and acquisition in oral/interpersonal communication and written/professional communication. 84 percent of the 345 total respondents said they had the opportunity for skill development and improved their skills in the area of oral/interpersonal communication. 78 percent of the 345 total respondents said they had the opportunity for skill development and improved their skills in the area of written/professional communication. In both skill areas, there was extremely high improvement for those students who had the opportunity for improvement.

The two areas where there was the least opportunity and skill acquisition were in technology applications and multi-cultural awareness. Only 55 percent of the total 345 respondents said they had the opportunity for skill development and improved their skills in the area of technology applications. In multi-cultural awareness, 59 percent of the total 345 respondents said they had the opportunity for skill development and improved their skills. Although these percentages are low, there was still good skill improvement among those students who were exposed.

Summary Points

- Of about 1500 students who completed internships between Fall 2003 and Fall 2005, 345 responded to the survey regarding their learning outcomes from their internship experience.
- Data from 23 percent completed surveys reveal students had the highest opportunity for skill acquisition and improvements in the areas of oral and written communication.
- Student participation in internships strengthened a student's commitment to complete their degree, made classroom studies more interesting and relevant, and enhanced their overall university experience.

Stan Inman
801 .585 .5028
sinman@sa.utah.edu

**Office of Undergraduate Studies**
**Memorandum**

>    **TO:**    Paul Brinkman, AVP Budget and Institutional Analysis
>             John Francis, AVP Undergraduate Studies
>    **FR:**    Kathy Marlock, Undergraduate Assessment Coordinator
>    **DT:**    May 6, 2004
>    **RE:**    Assessment of Undergraduate Studies Programs
>             at the University of Utah

The following report provides a summary of the initial assessment of the following Undergraduate Education programs: a) General Education, b) Honors, c) LEAP, d) UROP and e) University College.  Recognition and thanks are extended to Slava Lubomudrov for the LEAP and UROP data and to Sharon Aiken-Wisniewski for this initial University College data.  This represents a first report that will be expanded in the future as further reporting data is developed to serve our reporting needs for our division and for accreditation.

<div align="center">

**Introduction:**
**Assessment of General Education**
**in American Colleges and Universities**

</div>

Assessment in General Education lags far behind assessment of student learning in regular classrooms, in over 80% of American colleges and universities, due to the complexity of the curriculum and the number of constituents invested in the curriculum (Stone & Friedman, 2002).

>    "General Education assessment is a product of a variety of external and internal
>    constituencies and...these constituencies impel and constrain the process of
>    General Education Assessment at different times and in different ways" (Stone
>    & Friedman, 2002, p. 208).

The achievements of the governing faculty, in the General Education Program, at the University of Utah are not only important to the institution but they are valuable within the field of assessment as the processes at this campus push ahead of the majority of American colleges and universities.

To put this process further into context, the research suggests that assessment of General Education has "proven more difficult than assessment of other academic programs" due to the insufficiently clear understandings of institutions in terms of what they want General Education Assessment to deliver (Virginia State Council of Higher Education, 1999, p. 46).  The other challenge facing institutions in the General Education assessment area is the large number of courses that most universities offer rather than what is commonly found in academic programs – a core curriculum with much fewer total courses (Ratcliff, 1997).

**University of Utah Assessment**
The University of Utah has made great strides in advancing the assessment of the General Education Program by revising their mission statements and the course criteria, by defining purpose statements for the major disciplines represented in General Education and in creating an institutional General Education Mission Statement.  As documented in the interim accreditation report by the Commission on Colleges from the Northwest Association of Schools and Colleges, reflecting the most recent accreditation visit for the campus on October 23 -24, 2001, a general commendation was given "*The University merits commendation for an effective and efficient process for the regular review of General Education courses*" (Commission on Colleges, 2001, p. 17).

The team of faculty-professionals and staff at the University of Utah, who have energized this process, continue to advance these assessment efforts through their planning and implementation efforts. During Fall, 2004, they will be testing a strictly electronic course submission materials process between departments, committees and university administrators. Testing this possible advancement will continue throughout the 2004-2005 academic year.

What makes this process all the more noteworthy is that this particular assessment effort is relatively new on the campus, representing only a four year history with the first two years being implemented as a test or pilot of the viability of the project. For the faculty, this represents *a first cycle* of re-evaluation of the General Education curriculum which was revised and adopted in the Fall of 1998.

In addition to these accomplishments, the Baccalaureate Requirements of a) Diversity and the b) Upper Division Writing/Communication component were also added to the assessment cycle during academic year 2001-2002. The first year was treated by the Assessment Coordinator as a pilot or test given that each curriculum or area of study is unique and the faculty governing committees operate within their own culture. The assessment of the Baccalaureate Requirements has only been fully functioning since 2002-2003, therefore the absolute number of courses reviewed by these area committees is smaller in contrast to the General Education accomplishments.

## Assessment of the University of Utah FINE ARTS General Education Curriculum

In the *General Education Fine Arts Area*, there are two major sub-curricula. First, there is the General Undergraduate Student Curriculum that serves the majority of the undergraduate students. Second, there is the *Honors Fine Arts General Education Curriculum*. This area committee has completed 100% of its first cycle of re-evaluations for the general curriculum offered to all undergraduate students.

During academic year 2004-2005, the area committee will concentrate its efforts on re-evaluating *the Honors General Education Fine Arts curriculum* that is offered to those students who avail themselves of the Honors Program.

Each General Education governing committee, composed of faculty from across the campus, developed its own set of standardized questions for their respective areas. *The Fine Arts Course Evaluation* on the course evaluation instrument has two options: an Arts focus and b) a Studio focus. The questions representing an Arts Focus were approved for use by the Fine Arts Area Committee. The Studio questions are selected by the faculty-scholars who offer studio-concentration courses. An example of the common statements noted on the evaluation instrument, for each concentration area, are noted below.

## Standardized Course Evaluation Instrument
## Fine Arts/Art Focus

1. Was appropriate to undergraduate students not majoring in the field.
2. Introduced many artistic concepts, structures and forms.
3. Fostered multiple critical and creative interpretations of artistic expression.
4. Enhanced my awareness of the creative process in the Fine Arts.
5. Challenged me to expand my thinking in the Fine Arts.
6. Is one I would recommend to others for fulfilling the Fine Arts

requirement.

## Fine Arts/Studio Focus

1.  The studio facility adequately supported required assignments for the course.
2.  Students had sufficient access to studio facilities to complete coursework.
3.  I evaluate my coursework as excellent.
4.  I demonstrated considerable effort in my coursework throughout the semester.
5.  The instructor stimulated my desire to think critically about the issues presented in the course.
6.  The instructor was available for consultation and discussion.

## Likert Scale

The scale for these questions has six points:
1) Strongly Disagree, 2) Disagree, 3) Mostly Disagree, 4) Mostly Agree, 5) Agree and 6) Strongly Agree

Given that the majority of the General Education courses have been assessed, the pattern of responses that have emerged are noted below.

## General Education Fine Arts Assessment Outcomes

At the beginning of 2003-2004, there were 70 courses in the U of U Fine Arts General Education Curriculum. Ten (10) courses were archived from the General Education curriculum over the course of this academic year.

1.  Most students rate their Fine Arts/Art Focus courses on the scale from Mostly Agree to Agree. Approximately 69 – 72% of the responses fall within this category.

2.  The questions that indicate improvement could be made in the Fine Arts General Education courses tend to pertain to psychological factors that may be as unique to the person as to the course itself. For example, question four, "Enhanced my *awareness* of the *creative process*..." does not appear to be a statement that communicates fully to undergraduate students. It may be too ambiguous; it may reflect poor syntax when considered from the worldview of an undergraduate student or it may be that this population of students doesn't spend time reflecting on their level of awareness about a topic.

    The Fine Arts Area committee will be revisiting this question, Fall, 2004.

3.  Students seem to, overwhelmingly, enjoy the Studio Fine Arts courses. Consistently, more than 93% of the students rate all categories of the Studio Arts courses from Mostly Agree to Agree.

# Assessment of the University of Utah HUMANITIES General Education Curriculum

Introduction

In the *General Education Humanities Area* there are approximately 158 courses.[1]   Of these, there are 71 courses *remaining* to be reviewed or 45% of the total curriculum. Conversely, the faculty have completed re-evaluating 87 individual courses representing a 55% completion rate for General Education assessment.  It is especially noteworthy to realize that this is the largest General Education area of study in the University of Utah program

Assessment Data/The indicator of the course evaluation instrument

*The Humanities Course Evaluation questions* on the campus-wide course evaluation instrument follow.  This governing committee chose to limit their focus to three key questions.

1.      Explored, in-depth, selected ideas, concepts or problems in the Humanities
        for students without background in the subject.

2.      Helped me develop communication skills (oral, written or analytical skills).

3.      Is one I would recommend to others for fulfilling the humanities area
        requirement.

Scale/Humanities Course Evaluation Instrument

The scale of responses for the Humanities Course Evaluation instrument provide a range of responses from a) strongly disagree to b) disagree to c) somewhat disagree to d) somewhat agree to e) agree to f) strongly agree.

A sample of the highest enrollment courses from the Humanities Area were chosen and the course evaluation data was analyzed.  Overall, for these courses, the students ranked the faculty as:

*Knowledgeable and organized.
*Strong in presenting information.
*Good at facilitating questions that encouraged discussion and
*Effective in meeting course objectives.

In the end, knowing that students "agree or strongly agree" that *the instructors were effective suggests* that the aims of the program are being achieved.

During academic year 2004-2005, a more comprehensive analysis of the student course evaluation data is planned in anticipation of upcoming accreditation efforts.  The goal is to obtain specific feedback about how well the courses meet the mission of the area.

---

[1] The curriculum is dynamic with new course proposals being accepted throughout the year and deletions or the archiving of courses also happening throughout the academic year.  Approximate numbers indicating the total number of courses in any given General Education area of the curriculum are 99% accurate.

## Assessment of the University of Utah PHYSICAL, LIFE AND APPLIED SCIENCE General Education Curriculum

In the Physical, Life and Applied Science area of General Education, 50 individual course re-evaluations have been conducted by the area committee representing a 74% course review completion rate. The members of the governing committee have 18 courses remaining in this first cycle of re-evaluation or 26% of the curriculum that still requires a careful audit.

Like all other areas of the General Education program, this area has an Honors Program aspect. Within the Honors subset of the curriculum, there are five distinctive Honors courses that will be reviewed during the second step of the re-evaluation process.

Criteria for Re-Evaluation:  The Scientific Method and Process of Knowledge Development
One of the cornerstones of the General Education Physical, Life and Applied Science curriculum is that it requires that all courses teach the scientific method or scientific processes related to knowledge development.

Scale/Physical, Life and Applied Sciences Course Evaluation Instrument

The scale of responses for the Physical, Life and Applied Science Course Evaluation instrument provide a range of responses from:  a) strongly disagree to b) disagree to c) somewhat disagree to d) somewhat agree to e) agree to f) strongly agree.

A sample of the highest enrollment courses from this area were chosen and the course evaluation data was analyzed based on the individual questions asked as part of the standardized course evaluation instrument.

Assessment Data/The indicator of the course evaluation instrument
*The Physical, Life and Applied Science course evaluation questions* on the campus-wide course evaluation instrument follow.  This governing committee limited their focus to four key questions.

1.    Clearly presented scientific concepts and principles.

2.    Illustrated the methods of observation and/or experimentation, as appropriate.

3.    Illustrated the role of theory in providing testable explanations of the natural world.

4.    Taught students to think analytically about the subject.

Results of the Re-evaluations
Over 88% of the students *agree* or *strongly agree* that the objectives of the area are being met through the courses offered in the Physical, Life and Applied Science General Education area. On average, approximately 10% of the students enrolled in the courses *mostly agree* that the standards are being achieved with the remaining two percent (2%) of the answers representing the disagree categories.

# Assessment of the University of Utah SOCIAL AND BEHAVIORAL SCIENCE General Education Curriculum

In the Social and Behavioral Science area of the General Education Program, 52 individual course re-evaluations have been conducted by the area committee representing a 68% course review completion rate. The members of the governing committee have 24 courses remaining in this first cycle of re-evaluation or approximately 32% of the curriculum that still requires a careful audit.

Like all other areas of the General Education program, this area has an Honors Program aspect. Within the Honors subset of the curriculum, there are four distinctive Honors courses that will be reviewed during the second step of the re-evaluation process.

## Scale/Social and Behavioral Sciences Course Evaluation Instrument

The scale of responses for the Physical, Life and Applied Science Course Evaluation instrument provide a range of responses from: a) strongly disagree to b) disagree to c) somewhat disagree to d) somewhat agree to e) agree to f) strongly agree.

A sample of the highest enrollment courses from this area were chosen and the course evaluation data was analyzed based on the individual questions asked as part of the standardized course evaluation instrument.

## Assessment Data/The indicator of the course evaluation instrument
*The Social and Behavioral Science course evaluation questions* on the campus-wide course evaluation instrument follow.  This governing committee limited their focus to four key questions.

1.  Introduced Social Science concepts, theories and alternative perspectives.

2.  Expanded my thinking about human institutions, cultures and behaviors.

3.  Illustrated the role of theory in explaining the social world.

4.  Helped me think more critically.

## Results of the Re-evaluations
From 92-95% of the students *rated in the top three agree categories* that the objectives of the area are being met through these course offerings.  The students feel strongly that the instructors are knowledgeable and that the exams and assignments mirror the content of the course curriculum therefore they feel that the testing is fair in its representation of the knowledge to be acquired.

**Assessment of the University of Utah DIVERSITY REQUIREMENT**

The Diversity Area Committee has evaluated 49 course offerings representing 40% of the total curricular offerings that number approximately 124. Given that these re-evaluations began one year later than all other course assessment processes, this area committee deserves special recognition for their accomplishments.

The largest focus of the Diversity Requirement is the sensitization of students to issues confronting dominant or majority populations in contrast to perspectives, issues or concerns confronting non-dominant, minority populations in the United States.

**Assessment of the University of Utah**
**UPPER DIVISION WRITING/COMMUNICATION REQUIREMENT**

The Upper Division Writing/Communication Requirement committee began its pilot of the assessment process at the same time as the Diversity Committee, 2001-2002. This committee has reviewed 33 courses (31.4%) and dedicated one semester since that time carefully evaluating the division and administration of the curriculum.

These deliberations resulted in a removal of all "thesis" projects given the personal attention thesis students receive from their faculty supervisors. These students already receive significant one on one attention regarding their writing. It also resulted in a revision of the mission, course criteria and administrative structure. Each of these is a significant achievement in the evolution of the requirement and arises directly from the assessment and re-evaluation of the curriculum in serving students.

References:
Commission on Colleges, Northwest Association of Schools and Colleges, (2001). *A Regular Interim Report, The University of Utah, Salt Lake City, Utah, October 23-24, 2001*. Prepared by George M. Dennison, President, The University of Montana.

Ratcliff, J.L. (1997). Quality and coherence in General Education, in J.G. Gaff & J.L. Ratcliff (Eds.) *Handbook of the Undergraduate Curriculum: a comprehensive guide to purposes, structures, practices and change*. (San Francisco, CA: Jossey-Bass).

Stone, J. & S. Friedman (2002) A case study in the integration of assessment and General Education: lessons learned from a complex process. pp. 199-211. *Assessment and Evaluation in Higher Education* V27, No. 2.

Virginia State Council of Higher Education (1999). *General Education in Virginia: assessment and innovation* (Richmond, VA: Virginia State Council of Higher Education).

## HONORS ASSESSMENT

The Honors Program's greatest strength resides in offering courses taught by distinguished faculty, alumni and community professionals to students who have, through their academic careers, demonstrated their motivation, aptitude and ability to excel in college and university coursework.

To graduate with an Honors degree, students must complete a thesis which represents a significant piece of research pertaining to their particular course of study. Given the demands of writing theses, many students opt to challenge themselves by participating only in the coruework available to them. These courses serve students from across the many academic colleges and departments in the research university. Conversely, in any given academic year, it is only a select group of students who submit to the rigors of writing a thesis at the end of their baccalaureate education. These supervised theses represent a significant step forward in a person's baccalaureate education given the amount of time, energy and intellectual investment required to produce manuscripts such as these.

The data which follows indicates the number of Honors students graduating with degrees as compared to the number of students who enroll in Honors courses across the disciplines.

### Students graduating with an Honors Degree

| Semester | Number of BS and BA Graduates |
|---|---|
| Fall, 2000 | 5 |
| Spring, 2001 | 24 |
| Fall, 2001 | 7 |
| Spring, 2002 | 30 |
| Fall, 2002 | 11 |
| Spring, 2003 | 29 |
| Fall, 2003 | 8 |

### Student Enrollment in Honors Courses

| | |
|---|---|
| Fall, 2001 | 764 |
| Spring, 2002 | 472 |
| Fall, 2002 | 732 |
| Spring, 2003 | 466 |
| Fall, 2003 | 706 |
| Spring, 2004 | 477 |
| Mean Fall Enrollment | 734 |
| Mean Spring Enrollment | 472 |

## LEAP ASSESSMENT

The LEAP Program represents a freshman learning community or cohort-based one-year seminar that helps students: a) complete General Education requirements, b) establish friendships with other new students and faculty in shared learning experiences over one year and c) learn research skills that will serve them well during their university experience.

LEAP is purposefully designed to build learning community experiences as well as enhance the retention of first-year undergraduate students at the University of Utah. There are several LEAP programs in operation:

Architecture LEAP. Data pending, will be submitted in the near future.

Explorations LEAP is offered to students who have not yet declared their major. In the course of one academic year, approximately 640 students participate in this program.

Engineering LEAP, specifically for pre-Engineering majors, serves 140 students in any given academic year.

In the residence Halls, the Residence-Hall LEAP program also helps socialize students who live away from home. On average, 100 students participate in this program annually.

In Business-LEAP, 60 students are served, on average, during the course of a regular academic year.

In the Health-LEAP, for all College of Health majors, 60 students are served annually.

In the Health-Sciences LEAP, an average of 50 students are served on an annual basis.

The total number of LEAP participants for all program averages over 1,000 during the course of an academic year.

The retention rate for the program as a whole averages 67% for first-year students, and rises to an average retention rate of 72% for those students who complete a second year at the University of Utah and who began in LEAP during their first year of study. In terms of gender impact, women are retained at a higher rate of 79% when compared to male retention of 50%. While this result is subject to further research, one potential hypothesis is that women students enroll in LEAP in greater numbers when compared to male students because the program is designed to help build relationships among students and between students and faculty. It may be that our male students are more focused on taking courses as opposed to building relationships.

## UROP ASSESSMENT

The Undergraduate Research Opportunities Program (UROP) provides students with an opportunity to learn more about and become engaged in the research process given the special status of the University of Utah as a research university granting doctoral degrees.

For the first time, during academic year 2003-2004, the UROP program worked with the Honors Program to offer a public research symposium featuring the accomplishments of undergraduate students who completed various projects under the guidance of research-faculty advisors.

The results of this first annual symposium follow.

*The total number of student presentations/projects or performances:       145

*The total number of Honors students who presented or performed:       25

*The total number of faculty mentors represented by the symposium agenda:       132

*The total number of undergraduate students who presented and/or
contributed to the development of a presentation or performance:       177

UROP Symposium by academic area

The UROP Symposium represents the efforts of students and faculty from across the disciplines. A detailed breakdown follows:

|     | Disciplinary Area | # Presentations | # Students | # Faculty |
| --- | --- | --- | --- | --- |
| a. | Engineering | 20 | 20 | 20 |
| b. | Fine Arts | 17 | 29 | 11 |
| c. | Humanities | 23 | 23 | 17 |
| d. | Medicine & Health | 23 | 23 | 23 |
| e. | Science & Geology | 21 | 21 | 21 |
| f. | Social Science | 22 | 22 | 21 |
| g. | Other* | 4 | 4 | 3 |

*This category represents special offices in which undergraduate students also acquire unique learning experiences such as the Bennion Center or the LEAP Program.

## UNIVERSITY COLLEGE

In Fall, 2002 and Spring, 2003, University College Advising Center assessed the learning outcomes of students working with professional advisors. The survey was implemented for 18 days in Fall semester and nearly two weeks during the spring, representing an average of 1,000 student respondents which is 70% of the total number of students advised for the time period.

1. Of these, 86% of the students indicated that they could run a Degree Audit Report (DARS) independently which meant that they had the ability to generate the information they need to know where they stand in regard to the requirements they need to graduate.

2. Approximately 82% of the respondents indicated that they felt they could develop an appropriate class schedule and effectively register for their next semester of coursework.

3. Approximately 99% of the students indicated that they understand the General Education requirements and 92% understand the baccalaureate requirements. The latter percentile ranking makes sense given that University College largely serves new students, undecided students and new transfer students.

4. Approximately 86% of the students indicate that they understand how to drop a course and 76% understood the course withdrawal policy.

# 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.

S/
Reg. Doc.
2d. 1

# Table of Contents

# 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 | Retention & Progression Rates for Student Cohorts |
| | B) Time to Graduation | Average SCH to Graduation for Student Cohorts; Student Satisfaction (Survey Results); Graduate School Program Reviews |
| Learning | A) Gen. Ed. Goal Achievement | Student Course Evaluations, Student Surveys |
| | B) Best Teaching Practices | Student Course Evaluations; NSSE Findings |
| | C) Writing Skills Mastery | Pre/Post Test Gains on Writing Critiques |
| | D) Quantitative Skills Mastery | Pre/Post Test Gains in Math Skills Test |
| | E) Content Mastery | Licensure Examinations Scores & Pass Rates; Alumni Survey; Graduate School Program Reviews |
| Engagement & Experiences | | |
| | A) Academic Experiences | Student Survey Results |
| | B) Campus Experiences | Student Survey Results |
| | C) Student Service Experiences | Student Survey Results |
| | D) Engagement with Faculty | NSSE Findings; Engagement Intensive Course Enrollments |

#### De-centralized Department / College Assessments

| Value | Operational Definition | Performance Measure |
|---|---|---|
| Progression | A) Semester to Semester Retention | Progression Rates for Specific Majors |
| | B) Time to Graduation | Average SCH to Graduation for Specific Majors; Departmental Student Survey Results |
| Learning | A) Best Teaching Practices | Student Course Evaluations |
| | B) Content Mastery | Licensure Exams; Portfolio & Performance Reviews; Alumni Outcomes Surveys; Subsequent Enrollment in Graduate Programs |
| Engagement & Experiences | | |
| | A) Academic Experiences | Departmental Student Survey Results; Student Course Evaluations |
| | B) Campus Experiences | Departmental Student Survey Results |
| | C) Advising & Student Services Experiences | Departmental Student Survey Results |
| | D) Engagement with Faculty | 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 | |

# UNIVERSITY OF UTAH
## FIRST-YEAR UNDERGRADUATES, AUTUMN 2000 THROUGH 2005

|  | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|---|---|---|---|---|---|---|
| Headcount | 2,516 | 2,652 | 2,682 | 2,523 | 2,631 | 2,703 |
| **Preparation/Selectivity** | | | | | | |
| Number with Advanced Standing [A] | 213 | 211 | 234 | 256 | 351 | 331 |
| % of Total | 8.5% | 8.0% | 8.7% | 10.1% | 13.3% | 12.2% |
| Mean Composite ACT Score | 23.6 | 23.4 | 23.3 | 23.5 | 23.7 | 23.8 |
| Mean High School GPA | 3.43 | 3.44 | 3.45 | 3.48 | 3.51 | 3.51 |
| Mean Admissions Index | 110.8 | 109.6 | 109.6 | 110.7 | 111.5 | 111.7 |
| Applicants | 5,395 | 5,697 | 5,802 | 5,843 | 6,251 | 6,698 |
| Admitted | 5,013 | 5,207 | 5,221 | 5,037 | 5,403 | 5,692 |
| % Admitted of applicants | 92.9% | 91.4% | 90.0% | 86.2% | 86.4% | 85.0% |
| % Enrolled of admitted | 50.2% | 50.9% | 51.4% | 50.1% | 48.7% | 47.5% |
| **Demographics** | | | | | | |
| % Female | 49.5% | 47.9% | 48.8% | 49.4% | 49.6% | 48.6% |
| % Ethnic Minority | 11.5% | 11.6% | 11.1% | 13.1% | 12.8% | 14.2% |
| % from Salt Lake County | 53.5% | 55.0% | 56.9% | 53.3% | 54.4% | 51.9% |
| % from Non-Utah High Schools | 17.5% | 18.2% | 17.0% | 19.8% | 19.8% | 18.2% |
| **Performance** | | | | | | |
| Mean UU GPA after one year | 2.87 | 2.88 | 2.87 | 2.88 | 2.90 | |
| % Taking at least 12 credits 1st term | 83.9% | 83.3% | 85.2% | 84.2% | 86.9% | |
| % Placed on academic warning [B] | N/A | 4.9% | 6.6% | 6.6% | 8.8% | |
| % Placed on academic probation [C] | N/A | 6.7% | 8.1% | 7.7% | 9.1% | |
| % Returning Spring term | 81.7% | 83.9% | 84.7% | 85.5% | 86.2% | |
| **% Returning next Fall term [D]** | | | | | | |
| Women | 73.5% | 73.2% | 74.4% | 77.0% | 77.3% | |
| Men | 48.9% | 52.6% | 51.9% | 55.8% | 57.6% | |
| All | 61.1% | 62.5% | 62.9% | 65.6% | 67.4% | |
| Adjusted All | 77.3% | 79.1% | 79.6% | 82.2% | 82.4% | |

Source: Institutional Analysis

[A] Entering with 30 or more semester credits.

[B] Cumulative GPA less than 2.0 at end of one but not both regular terms during first year.

[C] Cumulative GPA less than 2.0 at end of both regular terms during first year.

[D] "Adjusted All figures reflect an estimated adjustment for students leaving to go on an LDS mission.

## UNIVERSITY OF UTAH
## NEW TRANSFER STUDENTS, AUTUMN 1998 THROUGH 2005

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|---|---|---|---|---|---|---|
| **Headcount** | 1,942 | 2,085 | 2,150 | 2,154 | 2,152 | 2,260 |
| | | | | | | |
| **Preparation/Selectivity** | | | | | | |
| Transfer with less than 30 credits | 15.0% | 15.5% | 13.4% | 12.3% | 12.0% | 11.3% |
| Transfer with 30 - 59 credits | 37.3% | 38.1% | 36.6% | 35.1% | 35.5% | 35.6% |
| Average cumulative transfer credits | 57.1 | 56.2 | 58.6 | 60.6 | 60.4 | 61.0 |
| | | | | | | |
| Transfer with Associates Degree [A] | N/A | N/A | 28.8% | 32.5% | 32.7% | 31.7% |
| Mean Cumulative Transfer GPA | 3.12 | 3.16 | 3.16 | 3.22 | 3.20 | 3.22 |
| | | | | | | |
| Applicants | 3,106 | 3,388 | 3,530 | 3,300 | 3,361 | 3,498 |
| Admitted | 2,797 | 2,971 | 3,025 | 2,738 | 2,853 | 2,925 |
| % Admitted of applicants | 90.1% | 87.7% | 85.7% | 83.0% | 84.9% | 83.6% |
| % Enrolled of admitted | 69.4% | 70.2% | 71.1% | 78.7% | 75.4% | 77.3% |
| | | | | | | |
| **Demographics** | | | | | | |
| % Female | 47.5% | 45.8% | 43.2% | 44.4% | 44.0% | 43.5% |
| | | | | | | |
| % Ethnic Minority | 6.0% | 7.1% | 5.6% | 7.7% | 7.9% | 7.3% |
| | | | | | | |
| % Transfer from Utah Institution | 66.2% | 71.0% | 74.7% | 79.7% | 80.1% | 80.6% |
| % Transfer from SLCC | 28.6% | 36.1% | 34.7% | 36.8% | 40.9% | 41.7% |
| | | | | | | |
| % Transfering credits from more than one institution [A] | N/A | 36.3% | 36.4% | 37.6% | 36.4% | 35.6% |
| | | | | | | |
| % from Non-Utah High School | 19.2% | 16.6% | 15.1% | 11.9% | 11.7% | 13.2% |
| | | | | | | |
| **Performance** | | | | | | |
| Mean UU GPA after one year | 2.99 | 3.03 | 3.01 | 3.04 | 3.00 | |
| | | | | | | |
| % Taking at least 12 credits 1st term | 67.4% | 66.6% | 70.1% | 70.0% | 68.6% | |
| | | | | | | |
| % Placed on academic warning [B] | N/A | 6.1% | 7.7% | 5.7% | 7.0% | |
| | | | | | | |
| % Placed on academic probation [C] | N/A | 4.4% | 5.2% | 4.4% | 6.9% | |
| | | | | | | |
| % Returning Spring term | 81.6% | 81.2% | 81.0% | 81.3% | 82.4% | |
| | | | | | | |
| % Returning next Fall term | | | | | | |
| Women | 67.1% | 63.7% | 65.9% | 68.9% | 70.6% | |
| Men | 73.9% | 76.0% | 71.8% | 73.9% | 72.8% | |
| All | 70.7% | 70.4% | 69.3% | 71.8% | 71.8% | |

Source: Institutional Analysis

[A] For years without data, the data are unavailable.

[B] Cumulative GPA less than 2.0 at end of one but not both regular terms during first year.

[C] Cumulative GPA less than 2.0 at end of both regular terms during first year.

Retention Rates for Non-White First-Time Full-Time Freshmen at the University of Utah

| Started in: | Beginning Cohort Size | % of Cohort Who were ENROLLED: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 year later | 2 years later | 3 years later | 4 years later | 5 years later | 6 years later | 7 years later | 8 years later | 9 years later | 10 years later |
| 1994-1995 | 141 | 70.21 | 63.12 | 59.57 | 43.26 | 29.08 | 11.35 | 4.96 | 4.96 | 6.38 | 5.67 |
| 1995-1996 | 152 | 70.39 | 55.26 | 52.63 | 42.76 | 20.39 | 15.79 | 12.50 | 7.89 | 7.89 | |
| 1996-1997 | 150 | 66.67 | 59.33 | 60.67 | 48.67 | 34.67 | 25.33 | 12.67 | 8.00 | | |
| 1997-1998 | 155 | 70.32 | 60.65 | 55.48 | 44.52 | 25.81 | 18.06 | 9.68 | | | |
| 1998-1999 | 229 | 75.55 | 60.26 | 56.33 | 45.85 | 26.20 | 20.96 | | | | |
| 1999-2000 | 217 | 69.59 | 59.91 | 56.68 | 45.16 | 25.81 | | | | | |
| 2000-2001 | 239 | 76.57 | 64.85 | 61.92 | 49.37 | | | | | | |
| 2001-2002 | 258 | 83.72 | 71.71 | 67.83 | | | | | | | |
| 2002-2003 | 274 | 79.20 | 66.42 | | | | | | | | |
| 2003-2004 | 291 | 79.04 | | | | | | | | | |

First-to-Second Year Retention (5 year average):          77.62

Retention Rates for High-Ability First-Time Full-Time Freshmen at the University of Utah

| Started in: | Beginning Cohort Size | % of Cohort Who were ENROLLED: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 year later | 2 years later | 3 years later | 4 years later | 5 years later | 6 years later | 7 years later | 8 years later | 9 years later | 10 years later |
| 1994-1995 | 397 | 54.66 | 52.14 | 61.46 | 51.13 | 38.04 | 25.44 | 14.11 | 6.55 | 3.53 | 2.02 |
| 1995-1996 | 518 | 56.37 | 49.81 | 70.27 | 56.76 | 38.42 | 22.59 | 12.55 | 7.14 | 4.63 | |
| 1996-1997 | 453 | 62.03 | 60.49 | 73.95 | 51.43 | 32.67 | 18.98 | 10.60 | 7.06 | | |
| 1997-1998 | 463 | 63.93 | 64.15 | 72.79 | 53.13 | 34.13 | 19.65 | 7.65 | | | |
| 1998-1999 | 527 | 69.07 | 61.67 | 72.68 | 51.80 | 31.12 | 18.03 | | | | |
| 1999-2000 | 506 | 69.96 | 66.80 | 73.72 | 51.19 | 29.84 | | | | | |
| 2000-2001 | 495 | 69.90 | 64.04 | 72.12 | 51.72 | | | | | | |
| 2001-2002 | 473 | 68.50 | 64.48 | 75.26 | | | | | | | |
| 2002-2003 | 488 | 69.67 | 64.14 | | | | | | | | |
| 2003-2004 | 415 | 74.22 | | | | | | | | | |

First-to-Second Year Retention (5 year average):        70.45

Retention Rates for Athletes First-Time Freshmen at the University of Utah

| Started in: | Beginning Cohort Size | % of Cohort Who were ENROLLED: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 year later | 2 years later | 3 years later | 4 years later | 5 years later | 6 years later | 7 years later | 8 years later | 9 years later | 10 years later |
| 1994-1995 | 76 | 68.42 | 64.47 | 67.11 | 40.79 | 30.26 | 17.11 | 6.58 | 6.58 | 3.95 | 5.26 |
| 1995-1996 | 92 | 70.65 | 58.70 | 64.13 | 52.17 | 28.26 | 26.09 | 17.39 | 7.61 | 3.26 | |
| 1996-1997 | 78 | 67.95 | 57.69 | 60.26 | 44.87 | 20.51 | 8.97 | 3.85 | 3.85 | | |
| 1997-1998 | 70 | 67.14 | 52.86 | 57.14 | 48.57 | 17.14 | 11.43 | 7.14 | | | |
| 1998-1999 | 90 | 82.22 | 66.67 | 62.22 | 45.56 | 15.56 | 12.22 | | | | |
| 1999-2000 | 83 | 79.52 | 71.08 | 68.67 | 53.01 | 21.69 | | | | | |
| 2000-2001 | 72 | 72.22 | 63.89 | 68.06 | 55.56 | | | | | | |
| 2001-2002 | 91 | 73.63 | 61.54 | 54.95 | | | | | | | |
| 2002-2003 | 96 | 78.13 | 67.71 | | | | | | | | |
| 2003-2004 | 108 | 79.63 | | | | | | | | | |

First-to-Second Year Retention (5 year average):          76.63

**Office of**
# BUDGET AND INSTITUTIONAL ANALYSIS
## THE UNIVERSITY OF UTAH

## Retention/Enrollment Rates for First-Time Undergraduate New Transfer Students[B] by Student Gender at the University of Utah

| Started in: | Student Gender | Beginning cohort size | Percent (%) of cohort who were ENROLLED in at least one semester in an academic year: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 year later | 2 years later | 3 years later | 4 years later | 5 years later | 6 years later | 7 years later | 8 years later | 9 years later | 10 years later |
| 1994-1995 | Female | 844 | 59.48 | 39.34 | 24.05 | 11.73 | 7.94 | 4.27 | 4.27 | 3.32 | 2.73 | 2.01 |
| | Male | 1,005 | 66.47 | 47.46 | 26.57 | 15.52 | 10.55 | 4.98 | 3.28 | 2.19 | 1.29 | 1.09 |
| 1995-1996 | Female | 840 | 61.19 | 41.07 | 20.83 | 15.24 | 8.57 | 4.76 | 3.69 | 2.74 | 2.14 | |
| | Male | 1,021 | 67.78 | 45.94 | 24.78 | 16.36 | 8.42 | 4.90 | 3.82 | 2.15 | 1.67 | |
| 1996-1997 | Female | 846 | 62.65 | 42.67 | 29.08 | 15.72 | 9.34 | 5.91 | 4.14 | 2.84 | | |
| | Male | 1,064 | 66.64 | 46.15 | 30.73 | 15.13 | 8.27 | 4.79 | 3.48 | 2.26 | | |
| 1997-1998 | Female | 862 | 69.37 | 51.51 | 27.61 | 15.78 | 9.16 | 4.18 | 3.48 | | | |
| | Male | 998 | 72.85 | 52.71 | 31.36 | 16.93 | 9.02 | 4.81 | 3.61 | | | |
| 1998-1999 | Female | 1,329 | 72.99 | 53.05 | 31.30 | 17.38 | 9.41 | 5.49 | | | | |
| | Male | 1,528 | 76.83 | 59.10 | 34.82 | 20.35 | 11.13 | 7.40 | | | | |
| 1999-2000 | Female | 1,635 | 72.35 | 52.66 | 32.17 | 16.39 | 8.44 | | | | | |
| | Male | 1,757 | 76.66 | 56.63 | 34.83 | 18.55 | 9.45 | | | | | |
| 2000-2001 | Female | 1,604 | 71.63 | 50.56 | 28.12 | 15.15 | | | | | | |
| | Male | 1,830 | 79.73 | 59.67 | 33.72 | 18.20 | | | | | | |
| 2001-2002 | Female | 1,692 | 71.28 | 49.88 | 26.77 | | | | | | | |
| | Male | 1,952 | 79.71 | 58.25 | 32.94 | | | | | | | |
| 2002-2003 | Female | 1,432 | 73.74 | 52.16 | | | | | | | | |
| | Male | 1,839 | 78.96 | 58.29 | | | | | | | | |
| 2003-2004 | Female | 1,712 | 73.77 | | | | | | | | | |
| | Male | 2,118 | 78.00 | | | | | | | | | |

**A** = First-time full-time freshmen are matriculated undergraduates who are not transfer students, have not taken credit courses at the U., and who are enrolled in at least 12 student credit hours for the semester.

**Data have not been adjusted for official leaves of absence for "official assignments" (e.g., military duty, peace corps, vista, church service).**

OBIA (1-2006) DM, GDL

---

**Office of**

# BUDGET AND INSTITUTIONAL ANAL...SIS

## THE UNIVERSITY OF UTAH

*81*
*Reg. Da*
*2 d.4*

June 12, 2006          **Home | About Us | Fast Facts | Quick Links**          [ Search OBIA ]

## Graduation Rates for First-Time Full-Time Freshmen[A] by Student Gender at the University of Utah

| | | | | Cumulative percent (%) of cohort who GRADUATED: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Started in: | Student Gender | Beginning Cohort Size | In the same year they started | Within 2 years | Within 3 years | Within 4 years | Within 5 years | Within 6 years | Within 7 years | Within 8 years | Withi year |
| 1994-1995 | Female | 949 | 0.00 | 0.00 | 0.74 | 14.75 | 33.19 | 42.57 | 48.37 | 52.90 | 54.9 |
| | Male | 1,051 | 0.00 | 0.00 | 0.10 | 5.61 | 14.46 | 25.31 | 37.49 | 45.67 | 48.7 |
| 1995-1996 | Female | 1,066 | 0.00 | 0.00 | 1.03 | 16.23 | 34.33 | 43.34 | 48.31 | 51.59 | 53.4 |
| | Male | 1,134 | 0.00 | 0.09 | 0.26 | 5.47 | 15.26 | 26.54 | 39.77 | 48.59 | 52.7 |
| 1996-1997 | Female | 974 | 0.00 | 0.00 | 0.92 | 15.71 | 34.70 | 46.20 | 51.33 | 54.00 | 55.7 |
| | Male | 996 | 0.00 | 0.00 | 0.60 | 8.73 | 19.48 | 31.53 | 43.47 | 50.60 | 56.0 |
| 1997-1998 | Female | 966 | 0.00 | 0.10 | 2.17 | 17.70 | 38.61 | 47.41 | 53.00 | 56.11 | |
| | Male | 978 | 0.00 | 0.10 | 0.61 | 7.98 | 19.94 | 31.60 | 43.46 | 50.82 | |
| 1998-1999 | Female | 1,189 | 0.00 | 0.08 | 1.85 | 18.33 | 34.82 | 43.15 | 49.54 | | |
| | Male | 1,293 | 0.00 | 0.00 | 0.85 | 9.13 | 22.27 | 34.18 | 43.54 | | |
| 1999-2000 | Female | 1,059 | 0.00 | 0.00 | 1.51 | 18.51 | 37.11 | 47.21 | | | |
| | Male | 1,270 | 0.00 | 0.08 | 1.34 | 10.47 | 23.46 | 35.12 | | | |
| 2000-2001 | Female | 1,046 | 0.00 | 0.00 | 1.91 | 18.26 | 38.05 | | | | |
| | Male | 1,126 | 0.00 | 0.00 | 1.24 | 9.86 | 23.71 | | | | |
| 2001-2002 | Female | 1,070 | 0.00 | 0.00 | 2.15 | 19.35 | | | | | |
| | Male | 1,192 | 0.00 | 0.00 | 0.42 | 10.23 | | | | | |
| 2002-2003 | Female | 1,161 | 0.00 | 0.09 | 1.29 | | | | | | |
| | Male | 1,232 | 0.00 | 0.08 | 1.14 | | | | | | |
| 2003- | Female | 1,079 | 0.00 | 0.19 | | | | | | | |

| 2004 | Male | 1,163 | 0.00 | 0.00 | | | | | | |
|------|------|-------|------|------|--|--|--|--|--|--|

**A**= First-time full-time freshmen are matriculated undergraduates who are not transfer students, have not taken credit courses at the U., and who are enrolled in at least 12 student credit hours for the semester.

**Data have not been adjusted for official leaves of absence for "official assignments" (e.g., military duty, peace corps, vista, church service).**

OBIA (1-2006) DM, GDL

---

### Office of Budget & Institutional Analysis (OBIA)
110 Park Building, 201 South President's Circle, Salt Lake City, UT 84112
Office: 801-581-6948 | Fax: 801-581-7541 | Email: **info@obia.utah.edu**
The University of Utah © - **Disclaimer**

S1
Reg Doc
2 d.5

Office of
# BUDGET AND INSTITUTIONAL ANALYSIS
THE UNIVERSITY OF UTAH

Home | About Us | Fast Facts | Quick Links

Search ○BIA

June 15, 2006

**Make a new Report**

# Total Credit Hours for Native Students by Ethnicity

| | 2000-2001 | | 2001-2002 | | 2002-2003 | | 2003-2004 | | 2004-2005 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Sample | Mean | Sample | Mean | Sample | Mean | Sample | Mean | Sample |
| American Indian / Native | N/A | < 10 | N/A | < 10 | N/A | < 10 | N/A | < 10 | N/A | < 10 |
| Asian / Pacific Islander | 142.63 | 100 | 141.35 | 116 | 140.90 | 111 | 144.99 | 118 | 153.85 | 165 |
| Black / African-American | 140.66 | 10 | N/A | < 10 | 133.02 | 13 | 123.58 | 13 | 131.77 | 23 |
| Hispanic | 138.84 | 49 | 141.17 | 58 | 136.90 | 71 | 139.97 | 74 | 135.44 | 71 |
| Unknown Ethnicity | 135.46 | 268 | 139.39 | 295 | 138.86 | 315 | 141.30 | 270 | 141.00 | 233 |
| White | 140.56 | 1,634 | 140.97 | 1,708 | 142.32 | 1,653 | 142.20 | 1,694 | 141.93 | 1,939 |
| **OVERALL** | 139.93 | 2,066 | 140.76 | 2,191 | 141.55 | 2,171 | 142.04 | 2,176 | 142.35 | 2,440 |

Office of
# BUDGET AND INSTITUTIONAL ANALYSIS
### THE UNIVERSITY OF UTAH

Search OBIA

June 15, 2006

**Make a new Report**

## Semesters to Graduation for Native Students by Gender

|  | 2000-2001 | | 2001-2002 | | 2002-2003 | | 2003-2004 | | 2004-2005 | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Mean | Sample | Mean | Sample | Mean | Sample | Mean | Sample | Mean | Sample |
| Female | 12.92 | 958 | 12.37 | 1,056 | 11.45 | 970 | 11.57 | 985 | 11.78 | 1,109 |
| Male | 13.34 | 1,108 | 12.56 | 1,135 | 12.54 | 1,201 | 12.11 | 1,191 | 12.20 | 1,331 |
| OVERALL | 13.15 | 2,066 | 12.47 | 2,191 | 12.05 | 2,171 | 11.87 | 2,176 | 12.01 | 2,440 |

# University of Utah
## Three Year Completion Rates for Students Seeking a Bachelors
## by College and Department

*Cohort consists of all full-time intermediate and full majors in their junior year.

| Cohort Year | Completion Year | College | Department | Total In Cohort | Graduated Within 3 Years With Same Major | 3 Year Completion Rate | Graduated Within 3 Years With Different Major | Did Not Graduate Within 3 Years But Was Still Enrolled As Of The Third Spring |
|---|---|---|---|---|---|---|---|---|
| 2000-2001 | 2002-2003 | AR | ARCH | 4 | 0 | 0% | 0 | 2 |
| 2001-2002 | 2003-2004 | AR | ARCH | 2 | 0 | 0% | 0 | 1 |
| 2002-2003 | 2004-2005 | AR | ARCH | 30 | 4 | 13% | 1 | 9 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 27 | 4 | 15% | 1 | 4 |
| 2001-2002 | 2003-2004 | BU | ACCTG | 16 | 5 | 31% | 1 | 4 |
| 2002-2003 | 2004-2005 | BU | ACCTG | 43 | 1 | 2% | 3 | 9 |
| 2000-2001 | 2002-2003 | BU | BUSI | 268 | 87 | 32% | 19 | 40 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 35 | 35 | 100% | 0 | 6 |
| 2000-2001 | 2002-2003 | BU | FINAN | 29 | 29 | 100% | 0 | 7 |
| 2000-2001 | 2002-2003 | BU | MGT | 13 | 13 | 100% | 0 | 3 |
| 2000-2001 | 2002-2003 | BU | MKTG | 10 | 10 | 100% | 0 | 1 |
| 2001-2002 | 2003-2004 | BU | BUSI | 147 | 47 | 32% | 11 | 21 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 11 | 11 | 100% | 0 | 1 |
| 2000-2001 | 2002-2003 | BU | FINAN | 13 | 13 | 100% | 0 | 2 |
| 2000-2001 | 2002-2003 | BU | MGT | 9 | 9 | 100% | 0 | 2 |
| 2000-2001 | 2002-2003 | BU | MKTG | 14 | 14 | 100% | 0 | 3 |
| 2002-2003 | 2004-2005 | BU | BUSI | 248 | 75 | 30% | 29 | 41 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 28 | 28 | 100% | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | FINAN | 23 | 23 | 100% | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | MGT | 14 | 14 | 100% | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | MKTG | 9 | 9 | 100% | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | FINAN | 49 | 4 | 8% | 1 | 5 |
| 2001-2002 | 2003-2004 | BU | FINAN | 19 | 2 | 11% | 1 | 0 |
| 2002-2003 | 2004-2005 | BU | FINAN | 31 | 2 | 6% | 0 | 7 |
| 2000-2001 | 2002-2003 | BU | MGT | 37 | 1 | 3% | 2 | 1 |
| 2001-2002 | 2003-2004 | BU | MGT | 16 | 1 | 6% | 1 | 0 |
| 2002-2003 | 2004-2005 | BU | MGT | 47 | 2 | 4% | 2 | 1 |
| 2000-2001 | 2002-2003 | BU | MKTG | 17 | 2 | 12% | 2 | 1 |
| 2001-2002 | 2003-2004 | BU | MKTG | 13 | 0 | 0% | 1 | 0 |
| 2002-2003 | 2004-2005 | BU | MKTG | 18 | 2 | 11% | 3 | 0 |
| 2000-2001 | 2002-2003 | ED | SP ED | 5 | 2 | 40% | 0 | 1 |
| 2001-2002 | 2003-2004 | ED | SP ED | 3 | 1 | 33% | 0 | 1 |
| 2002-2003 | 2004-2005 | ED | SP ED | 10 | 3 | 30% | 0 | 0 |
| 2000-2001 | 2002-2003 | ED | T L | 16 | 0 | 0% | 0 | 1 |
| 2001-2002 | 2003-2004 | ED | T L | 19 | 1 | 5% | 0 | 1 |
| 2002-2003 | 2004-2005 | ED | T L | 25 | 5 | 20% | 1 | 5 |
| 2000-2001 | 2002-2003 | EN | BIOEN | 3 | 2 | 67% | 0 | 1 |
| 2001-2002 | 2003-2004 | EN | BIOEN | 7 | 2 | 29% | 1 | 4 |
| 2002-2003 | 2004-2005 | EN | BIOEN | 4 | 3 | 75% | 0 | 0 |
| 2000-2001 | 2002-2003 | EN | CECS | 11 | 3 | 27% | 3 | 3 |
| 2001-2002 | 2003-2004 | EN | CECS | 7 | 2 | 29% | 0 | 2 |
| 2002-2003 | 2004-2005 | EN | CECS | 12 | 3 | 25% | 4 | 5 |
| 2000-2001 | 2002-2003 | EN | CHFEN | 12 | 5 | 42% | 3 | 4 |
| 2001-2002 | 2003-2004 | EN | CHFEN | 8 | 3 | 38% | 0 | 3 |
| 2002-2003 | 2004-2005 | EN | CHFEN | 15 | 6 | 40% | 0 | 6 |
| 2000-2001 | 2002-2003 | EN | CP SC | 42 | 23 | 55% | 0 | 6 |
| 2001-2002 | 2003-2004 | EN | CP SC | 22 | 10 | 45% | 1 | 4 |
| 2002-2003 | 2004-2005 | EN | CP SC | 28 | 8 | 29% | 2 | 10 |
| 2000-2001 | 2002-2003 | EN | CVEEN | 36 | 11 | 31% | 0 | 8 |
| 2001-2002 | 2003-2004 | EN | CVEEN | 17 | 4 | 24% | 1 | 3 |
| 2002-2003 | 2004-2005 | EN | CVEEN | 31 | 12 | 39% | 0 | 6 |
| 2000-2001 | 2002-2003 | EN | EL EN | 16 | 5 | 31% | 1 | 5 |

**University of Utah**
**Three Year Completion Rates for Students Seeking A Masters**
**by College and Department**

| Cohort Year | Completion Year | College | Department | Total In Cohort | Graduated Within 3 Years With Same Major | 3 Year Completion Rate | Graduated Within 3 Years With Different Major | Did Not Graduate Within 3 Years and Was Still Enrolled As Of The Third Spring |
|---|---|---|---|---|---|---|---|---|
| 2000-2001 | 2002-2003 | AR | ARCH | 34 | 31 | 91 % | 0 | 2 |
| 2001-2002 | 2003-2004 | AR | ARCH | 30 | 23 | 77 % | 0 | 2 |
| 2002-2003 | 2004-2005 | AR | ARCH | 13 | 9 | 69 % | 0 | 1 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 28 | 26 | 93 % | 0 | 0 |
| 2001-2002 | 2003-2004 | BU | ACCTG | 39 | 38 | 97 % | 0 | 0 |
| 2002-2003 | 2004-2005 | BU | ACCTG | 42 | 39 | 93 % | 0 | 0 |
| 2001-2002 | 2003-2004 | BU | FINAN | 9 | 2 | 22 % | 4 | 2 |
| 2002-2003 | 2004-2005 | BU | FINAN | 5 | 5 | 100 % | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | MBA | 196 | 176 | 90 % | 2 | 4 |
| 2001-2002 | 2003-2004 | BU | MBA | 248 | 219 | 88 % | 1 | 5 |
| 2002-2003 | 2004-2005 | BU | MBA | 297 | 273 | 92 % | 3 | 2 |
| 2001-2002 | 2003-2004 | ED | ECS | 8 | 3 | 38 % | 0 | 3 |
| 2002-2003 | 2004-2005 | ED | ECS | 8 | 4 | 50 % | 0 | 1 |
| 2000-2001 | 2002-2003 | ED | ED AD | 1 | 1 | 100 % | 0 | 0 |
| 2000-2001 | 2002-2003 | ED | ED PS | 31 | 6 | 19 % | 1 | 19 |
| 2001-2002 | 2003-2004 | ED | ED PS | 25 | 14 | 56 % | 2 | 8 |
| 2002-2003 | 2004-2005 | ED | ED PS | 37 | 20 | 54 % | 0 | 13 |
| 2000-2001 | 2002-2003 | ED | ED ST | 47 | 28 | 60 % | 0 | 7 |
| 2001-2002 | 2003-2004 | ED | ED ST | 2 | 0 | 0 % | 0 | 1 |
| 2000-2001 | 2002-2003 | ED | ELP | 34 | 21 | 62 % | 0 | 2 |
| 2001-2002 | 2003-2004 | ED | ELP | 38 | 30 | 79 % | 0 | 1 |
| 2002-2003 | 2004-2005 | ED | ELP | 22 | 15 | 68 % | 0 | 0 |
| 2000-2001 | 2002-2003 | ED | SP ED | 47 | 17 | 36 % | 0 | 9 |
| 2001-2002 | 2003-2004 | ED | SP ED | 43 | 20 | 47 % | 1 | 10 |
| 2002-2003 | 2004-2005 | ED | SP ED | 29 | 14 | 48 % | 0 | 7 |
| 2001-2002 | 2003-2004 | ED | T L | 46 | 28 | 61 % | 1 | 7 |
| 2002-2003 | 2004-2005 | ED | T L | 68 | 46 | 68 % | 0 | 11 |
| 2000-2001 | 2002-2003 | EN | BIOEN | 9 | 2 | 22 % | 0 | 4 |
| 2001-2002 | 2003-2004 | EN | BIOEN | 17 | 4 | 24 % | 0 | 9 |
| 2002-2003 | 2004-2005 | EN | BIOEN | 16 | 4 | 25 % | 0 | 8 |
| 2000-2001 | 2002-2003 | EN | CHFEN | 13 | 3 | 23 % | 0 | 9 |
| 2001-2002 | 2003-2004 | EN | CHFEN | 3 | 1 | 33 % | 0 | 2 |
| 2002-2003 | 2004-2005 | EN | CHFEN | 10 | 4 | 40 % | 0 | 6 |
| 2000-2001 | 2002-2003 | EN | CP SC | 13 | 6 | 46 % | 0 | 5 |
| 2001-2002 | 2003-2004 | EN | CP SC | 12 | 5 | 42 % | 0 | 6 |
| 2002-2003 | 2004-2005 | EN | CP SC | 13 | 5 | 38 % | 0 | 5 |
| 2000-2001 | 2002-2003 | EN | CVEEN | 25 | 10 | 40 % | 0 | 9 |
| 2001-2002 | 2003-2004 | EN | CVEEN | 38 | 19 | 50 % | 0 | 12 |
| 2002-2003 | 2004-2005 | EN | CVEEN | 25 | 10 | 40 % | 0 | 3 |
| 2000-2001 | 2002-2003 | EN | EL EN | 25 | 10 | 40 % | 2 | 11 |
| 2001-2002 | 2003-2004 | EN | EL EN | 47 | 29 | 62 % | 1 | 13 |
| 2002-2003 | 2004-2005 | EN | EL EN | 74 | 48 | 65 % | 2 | 15 |
| 2000-2001 | 2002-2003 | EN | FINAN | 1 | 0 | 0 % | 0 | 1 |
| 2000-2001 | 2002-2003 | EN | ME EN | 35 | 7 | 20 % | 0 | 11 |
| 2001-2002 | 2003-2004 | EN | ME EN | 40 | 12 | 30 % | 0 | 16 |
| 2002-2003 | 2004-2005 | EN | ME EN | 63 | 30 | 48 % | 2 | 22 |
| 2000-2001 | 2002-2003 | EN | MSE | 5 | 0 | 0 % | 0 | 5 |
| 2001-2002 | 2003-2004 | EN | MSE | 4 | 0 | 0 % | 2 | 2 |
| 2002-2003 | 2004-2005 | EN | MSE | 4 | 2 | 50 % | 0 | 1 |
| 2000-2001 | 2002-2003 | FA | ART | 2 | 2 | 100 % | 0 | 0 |
| 2001-2002 | 2003-2004 | FA | ART | 10 | 5 | 50 % | 1 | 2 |
| 2002-2003 | 2004-2005 | FA | ART | 6 | 2 | 33 % | 0 | 1 |

**University of Utah**
**Seven Year Completion Rates for Students Seeking A Doctorate**
**by College and Department**

| Cohort Year | Completion Year | College | Department | Total in Cohort | Graduated Within 7 Years With Same Major | 7 Year Completion Rate | Graduated Within 7 Years With Different Major | Did Not Graduate Within 7 Years and Was Still Enrolled As Of The Last Spring | Graduated Within 7 Years With Different With Different Major And Still Enrolled |
|---|---|---|---|---|---|---|---|---|---|
| 1998-1999 | 2004-2005 | BU | BU AD | 6 | 6 | 17% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | BU | MBA | 1 | 0 | 0% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | ED | ED AD | 4 | 3 | 75% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | ED | ED PS | 14 | 6 | 43% | | 0 | 6 | 0 |
| 1998-1999 | 2004-2005 | ED | ED ST | 8 | 0 | 0% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | ED | SP ED | 2 | 1 | 50% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | EN | BIOEN | 10 | 2 | 20% | | 0 | 4 | 0 |
| 1998-1999 | 2004-2005 | EN | CHFEN | 8 | 0 | 0% | | 1 | 1 | 0 |
| 1998-1999 | 2004-2005 | EN | CP SC | 11 | 3 | 27% | | 0 | 2 | 0 |
| 1998-1999 | 2004-2005 | EN | CVEEN | 4 | 1 | 25% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | EN | EL EN | 5 | 2 | 40% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | EN | ME EN | 4 | 0 | 0% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | EN | MSE | 4 | 1 | 25% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | FA | MUSIC | 6 | 3 | 50% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | HE | CMDIS | 1 | 0 | 0% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | HE | ESS | 10 | 4 | 40% | | 0 | 2 | 0 |
| 1998-1999 | 2004-2005 | HE | H EDU | 1 | 1 | 100% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | HE | PRT | 1 | 0 | 0% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | HU | COMM | 8 | 3 | 38% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | HU | ENGL | 9 | 2 | 22% | | 0 | 2 | 0 |
| 1998-1999 | 2004-2005 | HU | LANG | 5 | 1 | 20% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | HU | MID E | 3 | 2 | 67% | | 0 | 2 | 0 |
| 1998-1999 | 2004-2005 | HU | PHIL | 3 | 0 | 0% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | LW | LW | 133 | 121 | 91% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | ANAT | 1 | 0 | 0% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | H GEN | 1 | 1 | 100% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | MD | MBIOL | 28 | 0 | 0% | | 0 | 5 | 0 |
| 1998-1999 | 2004-2005 | MD | MD | 100 | 95 | 95% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | MD | MDINF | 2 | 0 | 0% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | NEUSC | 8 | 2 | 25% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | MD | PATH | 1 | 1 | 100% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | MD | PHYSL | 1 | 1 | 100% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | MI | GEO | 8 | 3 | 38% | | 2 | 1 | 0 |
| 1998-1999 | 2004-2005 | MI | MET E | 2 | 0 | 0% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | MI | METEO | 1 | 0 | 0% | | 0 | 0 | 0 |
| 1998-1999 | 2004-2005 | NU | NURS | 7 | 3 | 43% | | 0 | 1 | 0 |
| 1998-1999 | 2004-2005 | PH | MD CH | 3 | 1 | 33% | | 0 | 2 | 0 |

# UNIVERSITY OF UTAH
## TRANSFER STUDENT SUCCESS, SATISFACTION, AND PROGRESSION

Transfer student comprise an increasingly large and important component of the undergraduate student body at the University of Utah. Accordingly, we are concerned with how well they are doing in the classroom, how they feel about the campus environment, and whether they are graduating in a timely fashion compared to students who begin their college careers at the University.

## 1) How successful are transfer students after they transfer to the U of U?

If we measure success as grade point average (GPA) after transfer, then transfer students are doing quite well in their first semester after transferring to the U of U. The first semester is considered to be the most difficult as students make the adjustment to a new institution, yet transfer students receive grades as high as, or higher, on average than the overall average for sophomores and juniors (4 point scale; a 3 equals a B letter grade).

**First Semester GPA of New Transfer Students to the U of U.**

| U of U GPA | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|
| Transfers, 1st Semester | 2.90 | 2.99 | 3.16 |
| All Sophomores | 2.94 | 2.95 | 2.94 |
| All Juniors | 3.03 | 3.04 | 3.04 |

## 2) How satisfied are transfer students with their time spent at the U of U?

Transfer students indicate a considerable degree of satisfaction with various specific dimensions of their experiences at the U of U, but we still have room for improvement. For example, here are some results from our Spring 2004 survey of transfer students:

**How would you rate the following aspects of student life at the U of U?**

| DIMENSION | EXTREMELY GOOD | GOOD | POOR | EXTREMELY POOR |
|---|---|---|---|---|
| Campus Safety | 23% | 74% | 2% | <1% |
| Affordability | 8% | 69% | 21% | 2% |
| Accessibility | 9% | 72% | 16% | 4% |
| Student Friendly | 4% | 74% | 19% | 3% |
| Comfort | 6% | 81% | 11% | 1% |

Additionally, results from our Spring 2004 survey of graduating seniors indicate that of those who were transfer students when they first came to the U of U, the majority were satisfied with their overall experiences at the U of U:

*5/*

*Reg Doc*

*2 of 7*

**Looking back, if you could start all over again, would you attend the U of U again?**

| RESPONSE | NUMBER OF RESPONSES | PERCENT |
|---|---|---|
| Yes | 466 | 70% |
| Maybe | 134 | 20% |
| No | 64 | 10% |

### 3) Do students who transfer to the U of U take more credit hours to graduate than students who begin their college careers at the U of U?

For most majors, the U of U requires between 120 and 128 credit hours to earn a bachelor's degree. Because students change their major or take extra courses to augment their major, improve their job skills, or enhance their opportunities for graduate school, the number of hours to graduation is typically higher than those minimums. Transfer students face additional challenges by changing institutions. Enormous effort has been expended to make that transition seamless. While individual students may still have difficulties, on average the experience of transfer students differs just slightly from that of students who begin at the U of U when measured as credit hours to graduation.

**Average number of total student credit hours taken by undergraduates in obtaining a bachelor's degree at the U of U.**

| STUDENTS | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|---|---|
| Transfer | 141 | 143 | 143 | 144 | 144 |
| Native | 141 | 141 | 141 | 142 | 142 |

51
Req. Doc.
2 d 8

June 14, 2006

### Office of
# BUDGET AND INSTITUTIONAL ANALYSIS
## THE UNIVERSITY OF UTAH

Home | About Us | Fast Facts | Quick Links  Search ⊙BIA

Create another report

## DAVID ECCLES SCHOOL OF BUSINESS
### DEGREES AWARDED BY COLLEGE, MAJOR AND ACADEMIC YEAR

| | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
|---|---|---|---|---|---|
| **BACHELOR'S** | | | | | |
| Accounting | 178 | 154 | 156 | 162 | 193 |
| Business Administration | 107 | 87 | 104 | 94 | 80 |
| Finance | 239 | 271 | 255 | 244 | 216 |
| Information Systems | 0 | 75 | 71 | 51 | 45 |
| Management | 124 | 111 | 94 | 80 | 84 |
| Marketing | 127 | 152 | 144 | 144 | 100 |
| University Studies: Business | 0 | 2 | 2 | 1 | 2 |
| **Total Bachelor's Degrees** | 775 | 852 | 826 | 776 | 720 |
| **MASTER'S** | | | | | |
| Accounting | 0 | 0 | 0 | 0 | 44 |
| Business Administration | 121 | 152 | 184 | 196 | 193 |
| Business Administration (Executive) | 32 | 43 | 47 | 56 | 52 |
| Finance | 1 | 4 | 2 | 7 | 11 |
| Management | 0 | 0 | 0 | 0 | 2 |
| Professional Accountancy | 28 | 39 | 40 | 45 | 4 |
| Statistics: Business | 0 | 0 | 0 | 0 | 2 |
| Statistics: Management | 0 | 0 | 2 | 1 | 0 |
| **Total Master's Degrees** | 182 | 238 | 275 | 305 | 308 |
| **DOCTORATE'S** | | | | | |

| | 4 | 6 | 6 | 5 | 3 |
|---|---|---|---|---|---|
| Business Administration | 4 | 6 | 6 | 5 | 3 |
| **Total Doctoral Degrees** | **4** | **6** | **6** | **5** | **3** |
| **Total** | **961** | **1,096** | **1,107** | **1,086** | **1,031** |

# UNIVERSITY OF UTAH
## PERFORMANCE INDICATORS, FALL 2005

### 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 Headcount* | 26,173 | 27,658 | 28,369 | 28,437 | 28,933 |
| Annualized FTE** | 23,212 | 24,703 | 26,178 | 26,395 | 26,531 |

*Credit only; **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 |
| Average calendar years* | 4.55 | 4.59 | 4.61 | 4.62 | 4.65 |

*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% |

*These values have not been adjusted for students participating in church missions.

## 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

| | Fiscal Year | | | | |
|---|---|---|---|---|---|
| Source of support in current $ | 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

| | Fiscal Year | | | | |
|---|---|---|---|---|---|
| Source of support in current $ | 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 |

# University of Utah
## Balanced Scorecard, Fall 2005

### 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

## 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
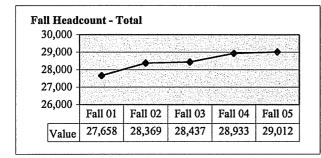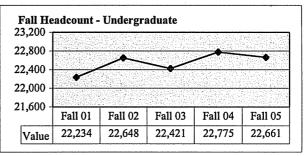
Total assignable square feet
    Owned, leased
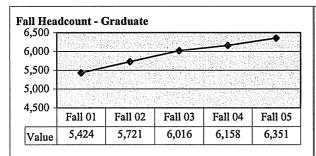Total dollar value of current construction projects
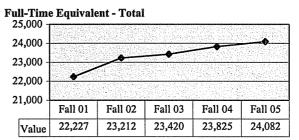Total dollar value of construction projects last five years
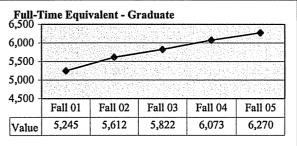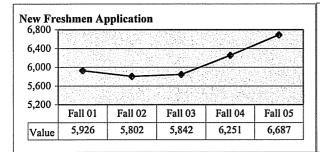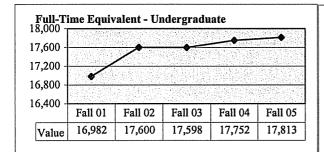    Percent paid for by state
Classroom utilization

## Fall Headcount - Total

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 27,658 | 28,369 | 28,437 | 28,933 | 29,012 |

## Fall Headcount - Undergraduate

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 22,234 | 22,648 | 22,421 | 22,775 | 22,661 |

## Fall Headcount - Graduate

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 5,424 | 5,721 | 6,016 | 6,158 | 6,351 |

## Full-Time Equivalent - Total

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 22,227 | 23,212 | 23,420 | 23,825 | 24,082 |

## Full-Time Equivalent - Undergraduate

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 16,982 | 17,600 | 17,598 | 17,752 | 17,813 |

## Full-Time Equivalent - Graduate

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 5,245 | 5,612 | 5,822 | 6,073 | 6,270 |

## New Freshmen Application

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 5,926 | 5,802 | 5,842 | 6,251 | 6,687 |

## New Freshmen Admissions

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 5,392 | 5,221 | 5,036 | 5,403 | 5,684 |

## New Freshmen Enrollment

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 2,735 | 2,794 | 2,653 | 2,769 | 2,821 |

## New Freshmen High School GPA

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 3.42 | 3.45 | 3.48 | 3.51 | 3.51 |

## New Freshmen Average ACT COMP

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 23 | 23 | 24 | 24 | 24 |

## New Freshmen HS Class Top 10%

| | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|
| Value | 20 | 25 | 27 | 27 |

## 1st Year Retention Rate - New Freshmen

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 68.91 | 69.34 | 70.78 | 69.58 | 72.88 |

## 1st Year Retention Rate - New Transfers

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 74.59 | 75.95 | 75.80 | 76.67 | 76.11 |

## 1st Year Retention Rate - Minority

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 72.92 | 76.15 | 80.71 | 78.33 | 73.89 |

## 1st Year Retention Rate - Honors

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 56.42 | 76.88 | 72.81 | 77.99 | 81.89 |

## 1st Year Retention Rate - LEAP

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 70.51 | 73.14 | 70.94 | 70.50 | 76.97 |

## 6 Year Graduation Rate - New Freshmen

| | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 |
|---|---|---|---|---|---|
| Value | 34.68 | 38.78 | 39.45 | 38.48 | 40.62 |

## 6 Year Graduation Rate - New Transfers

| | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 |
|---|---|---|---|---|---|
| Value | 50.89 | 52.2 | 57.47 | 55.09 | 56.52 |

## 6 Year Graduation Rate - Minority

| | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 |
|---|---|---|---|---|---|
| Value | 38.46 | 37.55 | 39.78 | 41.38 | 42.5 |

## Average Terms to Bachelor's Degree

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 11.6 | 10.6 | 10.1 | 9.6 | 9.4 |

## Average SCH to Bachelor's Degree

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 140.3 | 141.5 | 141.9 | 142.9 | 143.4 |

## Degrees Awarded - Bachelor

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 4,050 | 4,169 | 4,481 | 4,713 | 4,947 |

## Degrees Awarded - Master

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 947 | 1,036 | 1,159 | 1,130 | 1,460 |

## Degrees Awarded - First Professional

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 237 | 237 | 240 | 246 | 260 |

## Degrees Awarded - Doctorate

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 206 | 208 | 218 | 225 | 216 |

## % of Utah Residency of All Students

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 74.69 | 74.74 | 74.84 | 74.29 | 75.02 |

## % of U.S. Origin of All Students

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 90.35 | 90.19 | 89.89 | 89.59 | 90.88 |

## Hindrances to Progression/Graduation

| | 03-04 | 04-05 |
|---|---|---|
| Value | 24% | 30% |

## Student Satisfaction

| | 03-04 | 04-05 |
|---|---|---|
| Value | 89% | 86% |

## Average Class Sizes - Lower Divison

| | 03-04 | 04-05 |
|---|---|---|
| Value | 32 | 32 |

## Average Class Sizes - Upper Division

| | 03-04 | 04-05 |
|---|---|---|
| Value | 19 | 19 |

## % of UG SCH Taught by Regular Faculty - Lower Division

| | 03-04 | 04-05 |
|---|---|---|
| Value | 26 | 27 |

## % of UG SCH Taught by Regular Faculty - Upper Division

| | 03-04 | 04-05 |
|---|---|---|
| Value | 47 | 48 |

## Number of Regular Faculty

| | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Value | 1,367 | 1,348 | 1,385 | 1,387 | 1,390 |

## Number of Auxiliary Faculty

| | 03-04 | 04-05 | 05-06 |
|---|---|---|---|
| Value | 4,392 | 4,302 | 4,570 |

## % of Regular Faculty - Female

| | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Value | 24.36% | 25% | 25.48% | 25.67% | 26.33% |

## % of Regular Faculty - Minority

| | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Value | 11.27% | 10.68% | 11.19% | 11.97% | 11.80% |

## Regular Faculty Salaries as % of Peers

| | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Value | 91.70% | 90.70% | 93.30% | 92.70% | 92.50% |

**University of Utah rankings in "The Top American Research Universities" by The Lombardi Program on Measuring University Performance (analysis by Lee Siegel, updated June 13, 2006).**

| 2001 | 2002 | 2003 | 2004 | 2005 |
|---|---|---|---|---|
| COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY | COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY | COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY | COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY | COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY |
| Among 106 major* public research universities, the University of Utah ranked 22nd, tied with Purdue University | Among 110 major* public research universities, the University of Utah ranked 29th, tied with U. of Georgia. | Among 119 major* public research universities, the University of Utah ranked 27th,** tied with N.C. State U. | Among 127 major* public research universities, the University of Utah ranked 28th. | Among 131 major* public research universities, the University of Utah ranked 27th,** tied with N.C. State U. |
| The University of Utah was among the top 25 public research universities in **five** measures of performance (out of nine measures) and was among the top 50 in **three** more measures. Overall, the U was in the top 50 in **eight of the nine** measures of performance. | The University of Utah was among the top 25 public research universities in **three** measures of performance (out of nine measures) and was among the top 50 in **four** more measures. Overall, the U was in the top 50 in **seven of the nine** measures of performance. | The University of Utah was among the top 25 public research universities in **three** measures of performance (out of nine measures) and was among the top 50 in **five**** more measures. Overall, the U was in the top 50 in **eight of the nine**** measures of performance. | The University of Utah was among the top 25 public research universities in **three** measures of performance (out of nine measures) and was among the top 50 in **five** more measures. Overall, the U was in the top 50 in **eight of the nine** measures of performance. | The University of Utah was among the top 25 public research universities in **three** measures of performance (out of nine measures) and was among the top 50 in **five** more measures. Overall, the U was in the top 50 in **eight of the nine** measures of performance. |
| Among the 106 major public research universities, University of Utah rankings in the top 50 were: | Among the 110 major public research universities, University of Utah rankings in the top 50 were: | Among the 119 major public research universities, University of Utah rankings in the top 50 were: | Among the 127 major public research universities, University of Utah rankings in the top 50 were: | Among the 131 major public research universities, University of Utah rankings in the top 50 were: |
| 13th in annual giving by private donors | 14th in annual giving by private donors | 18th in annual giving by private donors | 17th in annual giving by private donors** | 13th in annual giving by private donors** |
| 14th in significant awards to faculty | 23rd in total federal research funds ** | 27th in total federal research funds | 29th in total federal research funds | 31st in total federal research funds |
| 17th in number of postdocs | 24th in number of postdocs | 28th in number of postdocs | 31st in number of postdocs | 32nd in number of postdocs |
| 22nd in National Academies members | 26th in National Academies members | 24th in National Academies members** | 23rd National Academies members** | 25th in National Academies members |
| 24th in total federal research funds | 27th in significant awards to faculty | 15th in significant awards to faculty** | 14th in significant awards to faculty** | 14th in significant awards to faculty |
| 39th in total research funds | 35th in total research funds ** | 35th in total research funds | 37th in total research funds | 38th in total research funds |
| 43rd in endowment assets | 42nd in endowment assets ** | 45th in endowment assets | 41st in endowment assets** | 40th in endowment assets** |
| 49th in number of doctorates awarded | (doctorates awarded dropped to 52nd) | 43rd in number of doctorates awarded** | 43rd in number of doctorates awarded | 48th in number of doctorates awarded |

51

Reg. Doc,

2e. 3

# Overview of Institution-wide Student Surveys Conducted by the Office of Budget & Institutional Analysis (OBIA), University of Utah

The Office of Budget & Institutional Analysis at the University of Utah re-initialized its institution-wide surveying of students in the autumn semester 2004. OBIA was directed by the Associate Vice President for Budget & Planning to develop and implement an integrated and strategic student survey assessment plan.

Consequently, OBIA developed a five-year schedule (2004-2009) of rotating institution-wide on-line student surveys (see Table 1) for purposes of: (a) identifying and studying selected cohorts of students identified as especially significant to the university, (b) collecting, tracking, and comparing student survey responses over time (AKA generation) to examine for changes in such responses, (c) providing data and results specific to selected academic and administrative units to these units for their utility, (d) collecting institutional context-specific survey data as well as survey data which could be benchmarked with national norms, and (e) mining the student survey for emerging or rising issues of concern or particular quality and report such issues to the Associate Vice President for Budget & Planning.

**COHORTS & SURVEYS.** The specific student cohorts addressed by OBIA's institution-wide student surveys include: (a) entering freshmen, (b) entering undergraduate transfer students, (c) ongoing undergraduate students, (d) graduate students, and (e) recent undergraduate alumni. Since 2004, OBIA has successfully conducted 13 online student surveys, acquiring almost 15,000 responses with an overall average response rate of 18%.

Here is the five-year schedule (2004-2009) of student surveys completed and/or planned for administration by OBIA.

| SURVEY TITLE | COLLECTED / *FUTURE (through 2009)* |
|---|---|
| 1. Entering Undergraduate Student Survey | 2004, 2005 / *2006, 2007, 2008, 2009* |
| 2. Graduating Seniors Survey | 2004, 2005, 2006 / *2007, 2008, 2009* |
| 3. Entering Undergraduate Transfer Student Survey | 2004, 2005 / *2007, 2009* |
| 4. National Survey of Student Engagement | 2000, 2004 / *2007, 2009* |
| 5. Survey of Graduate Students | 2005 / *2007, 2009* |
| 6. Survey of Undergraduate Student Advising | 2004, 2005 / *2007, 2009* |
| 7. Undergraduate Student Needs Survey | 2004 / *2008* |
| 8. Undergraduate Student Opinions Survey | 2006 / *2009* |
| 9. Survey of Recent Undergraduate Alumni | 2006 / *2009* |

The major areas/themes pursued throughout the surveys include: (1) attitudes/opinions, (2) demographics, (3) engagement, (4) importance, (5) needs, (6) educational outcomes, (7) academic progression, and (8) satisfaction. Here are some examples of survey questions that fall in each of the above area/themes.

**1. ATTITUDES/OPINIONS:**
   A) How much do you agree with this statement regarding the U.?: The U. has high-quality academic programs. (Entering Undergraduate Students Survey)

**2. DEMOGRAPHICS:**
   A) What is your current age in years? (all surveys)

*S1*

*Reg. Doc*

*2 f*

## 3. EDUCATIONAL OUTCOMES:

A) How greatly has your U. education contributed to your growth in improving your written communication skills? (Graduating Seniors Survey)

## 4. ENGAGEMENT:

A) During your time at the U. did you work directly with a facultyperson on his or her research, and if so for how long? (Graduating Seniors Survey)

## 4. IMPORTANCE :

A) Please indicate the importance to you of this service at the U.: Student employment services. (Undergraduate Student Opinions Survey)

## 5. NEEDS:

A) Please indicate how much help you believe you need in: Learning more about other sources of financial aid available. (Undergraduate Student Needs Survey).

## 7. ACADEMIC PROGRESSION:

A) Did the U. do anything to significantly delay your progress toward graduation, and if yes how many semesters do you think it added? (Graduating Seniors Survey)

## 8. SATISFACTION:

A) How satisfied were you with the following at the U.? Overall Quality of Instruction / Teaching at the U. (Recent Alumni Survey)

**THE OBIA SURVEY DATAMART (SDM).** OBIA has developed a dynamic web application that allows access to all the results, by survey and question, of all the student surveys that OBIA administers. Users can also disaggregate results of surveys into varied groups, for example by student gender, ethnicity, and major.

The OBIA SDM is available off the main OBIA homepage or directly at: http://www.obia.utah.edu/sdm/

**USING OBIA STUDENT SURVEY DATA TO "CLOSE THE LOOP."**

The Student Advising survey revealed that students felt a high need for information on post-baccalaureate education but many were not receiving it. The University Academic Advising Committee is now devising strategies to improve communications, including making adjustments to orientation information and the development of a website devoted to post-baccalaureate educational opportunities.

The Dean of Undergraduate Studies reported hearing gripes from students about the communication abilities of teaching assistants. Accordingly, OBIA collected data on this issue. Here is a summary table of the results.

*How was the quality of communication skills of graduate student teaching assistants you had at the U.? (Graduating Seniors Survey)*

| YEAR | VERY GOOD | GOOD | BAD | VERY BAD | N/A | N |
|------|-----------|------|-----|----------|-----|-----|
| 2005 | 16% | 50% | 15% | 5% | 14% | 1,076 |
| 2006 | 15% | 52% | 15% | 6% | 12% | 973 |

The Dean now has a better sense of the depth of the issue and can base his decisions, announcements, etc. on this type of data rather on than anecdotes.

We have used our surveys in an effort to determine what percentage of our students go on missions. Again here is a table summarizing key results.

*Did you go on an LDS mission during your time attending the U., and if so how many semesters were you away from the U.? (from Graduating Seniors Survey)*

| YEAR | SEX | N/A | 1-2 TERMS | 3-5 TERMS | 6+ TERMS | N |
|------|-----|-----|-----------|-----------|----------|-----|
| 2005 | MALES | 78% | <1% | 17% | 4% | 543 |
| 2006 | MALES | 79% | <1% | 18% | 3% | 499 |
| 2005 | FEMALES | 94% | <1% | 4% | 1% | 533 |
| 2006 | FEMALES | 97% | <1% | 1% | 1% | 474 |

These data converge nicely with, and give us confidence in, data we receive from the LDS church, data that we use to adjust our retention and graduation rate data. Unless we made these adjustments, our data are not comparable with data from peer institutions, an important way of gauging these dimensions of institutional effectiveness.

**FUTURE DIRECTIONS.** OBIA has been very successful over the last two years at developing and implementing institution-wide student surveys, administering these surveys to a wide array of student cohorts, generating a substantial amount of data, and making results of these surveys available to users campus-wide. OBIA will continue to develop, implement, and administer its student surveys in an ongoing manner.

During the past two years of OBIA's student surveying activities several significant issues have arisen that will need attention in the coming years if OBIA is to continue a successful line of student survey activity. These issues include: (a) developing a comprehensive plan and tools for disseminating results to units and decision-makers more effectively, (b) mining the survey data and identifying areas of strength and weakness that need to be studied further and developing survey instruments and activities in doing so, (c) identifying and studying other student cohorts of institutional interest and significance (e.g., Honors Program students, students re-enrolling at the U. after going on and returning from LDS missions), (d) initiating development and oversight of an institutional policy on student surveying activities, and (e) expanding leadership in a centralized university assessment committee/group/office to control access and use of survey resources (including surveying of students and faculty) and reviews of other survey activities.

OBIA (2006, gdl)

# University of Utah
# Graduate Council Program Reviews

---

# Description

# and

# Procedures

The Graduate School
302 Park Building
201 South Presidents Circle
University of Utah
Salt Lake City, Utah 84112-9016

<u>Persons Involved with Graduate Council Program Reviews</u>

David S. Chapman
Dean of the Graduate School
phone:   (801) 581-6925
e-mail:   dchapman@admin.utah.edu


Frederick Rhodewalt
Associate Dean of the Graduate School
phone:   (801) 585-7199
e-mail:   fred.rhodewalt@admin.utah.edu


Denise E. Haynie
Executive Secretary
phone:   (801) 581-6925
e-mail:   dhaynie@admin.utah.edu

**University of Utah**
**Graduate Council Program Reviews**

**Description**
**and**
**Procedures**

201 South Presidents Circle
University of Utah
Salt Lake City, Utah  84112-9016

TABLE OF CONTENTS

## Introduction

All undergraduate and graduate degree granting programs at the University of Utah are subject to regular review. Reviews for programs with both graduate and undergraduate components or that award only graduate degrees are under the jurisdiction of the Graduate Council and are administered by the Dean and Associate Dean of the Graduate School. The Undergraduate Council reviews programs that are solely undergraduate in nature.

These reviews are characterized by a general approach: they are <u>collegial</u> in the broadest sense of the term and are based on the concept of peer review; they are <u>scholarly</u> in that they seek to define questions whose answers will increase understanding of the programs; they are <u>comprehensive</u> in that they view the programs under review as being connected both to other programs within the university and to the intellectual issues of the discipline at large; and finally, they are <u>dynamic</u> in that they result in actions that will improve undergraduate and graduate education.[1]

## Purpose

Educational units within universities require regular scrutiny and self-examination to improve, and the systematic review of academic programs is an integral part of this process of improvement. The purpose of program review is to improve quality education in the State of Utah by strengthening established programs and eliminating or upgrading those, which fail to meet acceptable standards

Program review has several associated objectives or goals: (1) For the university, program review helps in long-range planning by providing information about the size and stability or vitality of a program, its faculty resources and student demand, its equipment and space needs, its strengths and weaknesses, and its contribution to the mission of the institution. It helps set goals for the future and ensures that overall academic plans and budget decisions are based on real information and agreed-upon priorities, not vague impressions. (2) For the educational unit, program review provides a mechanism for change and improvement by creating a structured, scheduled opportunity for a program to be examined. The mechanism should be well-reasoned, far-seeing, and as apolitical as possible. (3) From an external point of view, program review provides a mechanism for universities to be accountable to society (state government, funding agencies, donors, taxpayers, and tuition-paying students) for their activities and for the quality of their programs.

---

[1] Sections in "Introduction", "Purpose", and "Elements of an Effective Program Review" are adapted from <u>Academic Review of Graduate Programs - A Policy Statement</u>, Council of Graduate Schools, Washington, D.C., 1990, pp.26.

Elements of an Effective Program Review


1.    Program review is <u>initiated and administered within the institution</u>.

2.    Program review is <u>evaluative</u>, not just descriptive.  More than the compilation of data on a particular program, it requires academic judgments about the quality of the program and the adequacy of its resources.  It goes beyond an assessment of the minimum standards adequate for licensure or accreditation to evaluations of quality by peers and recognized experts in the field.

3.    Review of programs is forward-looking; it is <u>directed toward improvement of the program</u>, not simply assessment of its current status.

4.    Departments engaged in program review are <u>evaluated using academic criteria</u>.

5.    To the extent possible, program review is <u>an objective process</u>.  It asks departments to engage in self-studies, which assess, as objectively as possible, their own programs.  It brings faculty members from other departments and from outside the institution to review the self-studies and to make their own evaluations, using independent judgments. It is part of an established, public process in which all programs are similarly reviewed.

6.    Program review is an <u>independent process</u>, separate from other reviews.  Reviews conducted by regional or professional accrediting associations, licensing agencies or budget committees are separate and distinct.  Data collection and parts of the department self-study may often serve a number of review purposes and thus program review will often be scheduled to coincide with an accreditation or other external review.  But to be effective, program review must be a unique, identifiable process, which stands on its own, draws its own set of conclusions, and directs its recommendations to the only individuals who have the power to improve programs:  the faculty and administrators of the institution.

7.    Most important of all, program review <u>results in action</u>.  Growing out of the reviewers' comments and recommendations, the institution develops a plan to implement the desired changes on a specific, agreed-upon timetable.  This plan is linked to the institution's budget and planning process, to help ensure that recommended changes actually get made, that necessary resources are set aside, and that the program's goals fit into the institution's overall  academic plans.

8.    Successful program review, then, is a process of evaluation, which has all of the above characteristics.  It provides answers to the following kinds of questions:
            - Is the teaching and training of students effective and useful?
            - Is the department advancing the state of the discipline or profession?
            - Does the program meet the institution's goals?
            - Does it respond to the profession's needs?
            - How is the program assessed by experts in the field?

## Participants in University of Utah Program Reviews and their Responsibilities

Program review involves the participation of two groups of consultants: (a) an internal committee consisting of faculty members drawn from other departments of the University of Utah; and (b) external consultants who are professors of national reputation in the discipline under review.

Internal committee members are appointed by the Graduate School but are selected in part based on names suggested by the department under review. As a general rule there are three faculty members on each internal review committee. The internal committee has two major functions: (a) to provide judgment on departmental programs from the viewpoint of colleagues at the University of Utah; and (b) to review in detail the academic program of students and to assess the achievement of students and the quality of work accepted toward an undergraduate or graduate degree. Internal committees are encouraged to focus their attention on questions that require considerable familiarity with departments and their relationship to other departments and to the activities of the total university.

External reviewers are faculty members from other universities who are nationally recognized educators and scholars in their respective subject fields. External reviewers are appointed by the Graduate School but are selected in part based on names suggested by the department under review. Three external reviewers are selected to visit the University of Utah. The task of the external reviewers is to formulate objective judgments of quality and effectiveness of undergraduate and graduate programs. This evaluation is concerned primarily with the quality of education actually achieved by students and includes, but is not restricted to, an assessment of the quality of faculty, the adequacy of curriculum offerings and program options, the existence of policies and practices in support of students, adequacy of the departmental budget, and the adequacy of staff support, physical facilities, library resources, equipment, and research facilities. In addition, the review considers the justification of the program in terms of such factors as employment demand, potential student population, and service functions performed by the department.

As an aid to the external and internal review teams, packets of documentary material (the program self-study) are prepared by the departments under review and made available through the Graduate School to reviewers in advance of the review. These materials follow a format described later in this document and include such information as (1) departmental goals and mission plan, (2) faculty vitae, (3) course listings and program options, (4) admission policies and degree requirements, (5) statistical data on enrollment, degrees granted, class size, etc. (6) financial data, and (7) a description of research facilities, equipment, space, library holdings, etc.

The external and internal review teams each prepare a written report based on interviews, on-site studies, and the appropriate documentary materials are prepared by the internal review committee and the external reviewers and submitted to the Associate Dean of the Graduate School. The dean then transmits copies of the reports to the department chair and dean of the college and requests written responses after they have had the opportunity to discuss the reports with all department faculty. The chairman is expected to share all reports with all members of the regular faculty.

All documents are then submitted to an ad hoc committee of the Graduate Council charged with synthesizing the reports and producing a summary report for the program review. The ad hoc committee meets with external consultants when they are on campus and with the internal committee when it submits its report to the Dean of the Graduate School. The ad hoc committee may, but is not required to, meet with the college dean or the department chair to clarify issues raised in the various reports. The ad hoc committee submits its report with commendations and recommendations, along with all materials on which they are based, to the Graduate Council, which debates and takes appropriate action on the reviews.

All Graduate Council actions on reviews are reported to the cognizant Senior Vice President for Academic Affairs or the Senior Vice President for Health Sciences. The vice president, who has not been directly involved in the program review until this stage, then meets with the department/program chair, college dean, and dean and associate dean of the graduate school, to discuss program review recommendations. A memorandum of understanding of this wrap-up meeting for the program review and the Graduate Council report of the review are transmitted in full to the University Senate and to the State Board of Regents by the vice president.

Staff support and expenses for preparing the program self-study are borne by individual departments or units. The Graduate School provides honoraria, travel expenses, housing, and meals for external reviewers invited to the campus. Internal committee members do not receive honoraria for their work.

Steps in the Graduate Council Program Review and Approximate Timelines.


1.    A program  is informed formally of a scheduled Graduate Council program review
      during the academic year prior to the year of the actual review.  Note that a seven-year
      plan for reviews is maintained in the Graduate School and in the office of each academic
      dean.


2.    The Associate Dean of the Graduate School and staff meets with the program chair and
      staff to review procedures and set timelines for the review.  This meeting should occur
      no later than spring semester in the academic year preceding the review.

3.    The program is requested to:

      (a)  prepare a self-study (see later section for format and description),
      (b)  supply the Graduate School with names and contact information of at least 5
      potential
            external reviewers,
      (c)   supply the Graduate School with names and contact information of at least 5
      potential
            internal reviewers.

4.    Following meetings with programs, the Graduate School contacts and appoints external
      reviewers and internal reviewers.  The Graduate School informs the program chair and
      the college dean of the names of the respective review teams no later than spring
      semester in the year preceding the review.

5.    The program, in coordination with the Graduate School, arranges detailed itineraries for
      external and internal reviewers.  Visits of external visitors should end with an exit
      interview with the Dean and Associate Dean of the Graduate School and with the ad hoc
      committee of the Graduate Council assigned to that particular program review.  External
      reviewers are requested to submit their reports within one month of visiting the
      University.

6.    The internal review committee, upon completion of its work, delivers its report to, and
      discusses the report in person with the Dean and Associate Dean of the Graduate School
      and with the ad hoc committee of the Graduate Council assigned to that particular
      program review.  The internal review team is requested to submit its report within one
      month of
      visiting the department.

7.    The Graduate School receives written reports from the external and internal review
      teams, which are then sent to the department/program chair and college dean for a
      written response.  A period of one month is provided for replies.

8.    Both reports, plus responses from the department chair and college dean and the
      department's self-study are given to a Graduate Council ad hoc committee which is

responsible for writing the synthesis report on the program review. The ad hoc committee includes one person assigned from the Undergraduate Council. In advance of writing the formal report the ad hoc committee meets with the Dean and Associate Dean of the Graduate School to discuss main findings of the review. At this meeting the report is scheduled for discussion at a specific Graduate Council meeting, leaving generally one month for ad hoc committee deliberation and writing.

9.   All Graduate Council members are given the program review synthesis report together with all supporting documents. The Graduate Council discusses, amends, and approves the report.

10.  The Graduate Council report is distributed to the department chair and to the college dean for correction of factual information. The program is requested to inform the Graduate School of significant actions taken since the inception of the review and not contained in other supporting documents.

11.  Wrap-up meeting. After the Graduate Council report is submitted to the Senior Vice President for Academic Affairs or Senior Vice President for Health Sciences, the department chair, college dean, and Dean and Associate Dean of the Graduate School meet with the cognizant vice president to discuss program review recommendations. For each recommendation that is deemed achievable within the resources of the institution, responsibilities and timelines are established for implementing the recommendation.

12.  The Graduate School Dean and Associate Dean are available to attend a program faculty meeting to discuss the review process in general and the recommendations and wrap-up memorandum in particular.

13.  The summary Graduate Council report and the wrap-up recommendation are sent to the Senior Vice President for Academic Affairs or the Senior Vice President for Health Sciences for forwarding to the Academic Senate, Board of Trustees and the State Board of Regents as information items.

<div align="center">Nominating Potential Reviewers</div>

## External Reviewers

The program should supply the Graduate School with a list of <u>five</u> potential external reviewers.  They should be faculty members from other universities who are recognized scholars and teachers in the fields under review.  Please consider gender, ethnic, and age diversity when suggesting potential reviewers.  Also, please report any prior connections with potential reviewers that may raise concerns about the reviewers' partiality.  Note that the Graduate School, not the department, contacts reviewers.  The Graduate School also may select reviewers not on the department list.

For each person nominated, briefly describe the qualifications (i.e., relevant academic and professional experience) that make this person an appropriate site visitor for your unit.  In order to avoid overlap and ensure appropriate coverage of the department, specify the person's principal area of scholarly activity in terms of the areas represented by the department being reviewed (e.g., history of the American West, organic chemistry, environmental geology).

## Internal Reviewers

The program should supply the Graduate School with a list of <u>five</u> potential internal reviewers.  So as to avoid conflict of interest, internal reviewers should not be based in the same college as the program being reviewed.  Please consider gender, ethnic, and age diversity when suggesting names.

For each person nominated, briefly describe the qualifications and relationship to your department that make this person an appropriate internal committee member for your review.

## Format for Listing Potential Reviewers

To aid the Graduate School in contacting potential reviewers, please supply the following information for each of the suggested external and internal reviewers, and each of the thesis/dissertation reviewers or reviewing departments.

| | |
|---|---|
| Name: | Phone: |
| Title/Rank: | Fax: |
| Dept./Academic Unit: | e-mail |
| University: | |
| Address: | |

Program Self-Study

The self-study is prepared by the faculty of the department, college, or program and is both descriptive and evaluative; it provides basic information on the nature of the program and gives the faculty's assessment of the program's strengths and weaknesses.  A program self-study is the faculty's opportunity to scrutinize itself, to publicize its accomplishments and examine its flaws.  It is also a chance to explain itself and to demonstrate how it is viewed by its peers.  A self-study should lead reviewers through the following four questions:

What do you do?
Why do you do it?
How well do you do it, and what is the measure of your success?
What difference does it make whether you do it or not?

Eight copies of the program self-study must be provided to the Graduate School.  One copy is sent by the Graduate School to each of the three external reviewers and each of the three internal reviewers.  Two copies are retained in the Graduate School.  The program bears the cost of producing the self-studies.

The following list is a suggested organization for the self-study.  It is not an exhaustive list and individual programs may depart from the suggested format and/or include additional information where appropriate.  Wherever possible, data should be provided for the period since the last Graduate Council review (normally seven years).

1.  Program overview

1.1   Program mission and organization.
This is an introduction to the program, its purpose, organization and history.

1.2   Program planning  (centerpiece of the self study!)
Include goals of the program, strategic or long-range plans.  Include areas of teaching, research, or public service in which the program regards itself as especially outstanding and areas of teaching, research, or public service in which the program would like to improve.  Give an outline of intended changes in the scope and/or direction of undergraduate or graduate education (new degrees, shifts in organization, new areas of specialization), and the resources at your command to make those changes.

1.3   Previous review and actions
Include the Graduate Council report to the Academic Senate from your last review.  Provide narrative on actions taken since the review.

1.4   Department review sheet
Include Department Review Sheet with information on student enrollment, majors, degrees granted, faculty headcount, and salary averages by rank.  This document is prepared by the Institutional Analysis Office and distributed to you by the Graduate School
(see sample, pg. 9).  Provide narrative interpretation of the review sheet where appropriate.

2. Faculty

2.1   Faculty profile/diversity
      Summary of faculty profile providing information on the number of faculty  (tenure/non-
      tenure rank; regular and research/clinical; full-time and part-time); faculty hired or
retired       during the past five years, or no longer with your program; average age; age range
and   distribution.  Address separately the diversity of your faculty (gender, ethnicity) and
      departmental efforts to achieve appropriate diversity by hiring strategies and procedures.

2.2   Faculty teaching.
      Summary of recognition, awards, indicators of successful teaching.  Include policies and
      practices in place to encourage and recognize good teaching.  Describe participation in
      General Education, Honors, and other university-wide programs.

2.3   Faculty scholarship.
      Summary of faculty research, scholarship, or creative activity; individual productivity;
      sources and distribution of external and internal funding; quality measures, peer
      assessments.  Provide narrative about the funding levels in your discipline necessary to
      keep a productive scholar functioning.  Include policies and practices in place to create
      opportunities for scholarly growth.

2.4   Faculty service.
      Summary of faculty involvement in university, professional, and community service.
      Include policies in place to recognize service.  Provide narrative about how the program
is

      impacted (positively and/or negatively) by its service components.

2.5   Retention, Promotion and Tenure.
      Include a copy of the college or department RPT guidelines with date adopted.  Provide
a

      table showing all RPT cases considered since the last Graduate Council review with
      outcomes.  Describe any faculty mentoring procedures you may have in place.

2.6   Faculty Vitae
      Include separate short-form (4 page maximum) vitae for all faculty.  Vitae should
      include   education and summary of training, honors and awards, other academic
      achievements that indicate a faculty member's academic stature, courses taught, current
      research, and selected publications and/or artistic presentations.  You may wish to limit
      the length of faculty vitae to include activities and publications in this review cycle (last
      seven years) plus particularly noteworthy achievements from previous years.

3. Students

3.1   Student recruitment/diversity
      A statement on methods employed in recruiting, evaluating, and admitting both
      undergraduate
      and graduate students.  What practices do you employ to retain students of particular merit in
      your undergraduate and graduate student body?  Address separately department efforts to
      recruit minority students and to achieve appropriate diversity among your student body.

3.2  Graduate admissions
Information indicating the quality of graduate students admitted to the program.  A useful      table would include undergraduate school, major, GPA, GRE or similar exam scores.

3.3  Student support
Methods of supporting and levels of support for graduate students (distinguish between Teaching Assistant, Research Assistant, Fellowships, Graduate Assistants).  List scholarships and other financial support for undergraduates.

3.4  Student advising
Description of academic advising practices for undergraduate majors and minors and prospective graduate students in the program.  Assess the efficiency and effectiveness of your academic advising.  Include written policies for handling student appeals.

3.5  Teaching assistant (TA) training
Description of the program to prepare and train TAs in the art of effective teaching.  Include TA orientation, on-going support and supervision, and TA evaluation.  Describe additional measures, if any, taken to assist international TAs with communication skills.

3.6  Employment
Provide statistical information and data, where available, on the present and projected job
market for degree recipients and for further graduate or professional study.

4.  Curriculum and programs of study

4.1  Degree and certificate requirements
List of all degrees, degree requirements, certificates, and program specialties in the program (may be copied from the current General Catalog if that list is up to date).

4.2  Courses offered
Listing of all the courses offered in the program (from the current General Catalog).

4.3  Programs of study
Give typical programs of study for (a) the Bachelor's degree, (b) the Master's degree, and  (c) the Ph.D. degree.  For the Bachelor's degree include typical course sequences for the various program specialties offered in the program, where possible by semester and year.  For the Master's and Ph.D. degree programs, copies of representative candidacy and program of study forms could be used.

4.4  Professional development
Describe program efforts to provide training in professional development and professional
ethics and standards.

4.5  Outreach education

Describe the unit's efforts to deliver education programs at sites remote from the central campus.  What technologies are available to assist in your outreach programs?  What is the

relationship between outreach offerings and programs and the unit's overall instructional program, goals, and mission?  What credits are accepted from outside providers; what is the contractual and oversight relationship to faculty, curriculum, and credit?

4.6    Qualifying Exams
Give the program policy for qualifying exams for master's and doctoral students.  Provide
copies of questions for the last five qualifying exams.  How do students perform on your qualifying exams?  Give numbers of passes, fails, and retakes.  Student responses should be kept in the program as exhibits for possible examination.

4.7    Theses and dissertations
Tabulate all Master's theses and Ph.D. dissertations completed since the previous Graduate School review (normally the last seven years).  Include the following: name of student, master's or doctorate, year of completion, name of principal faculty supervisor, title of thesis or dissertation.  Also include abstracts of five recent dissertations and five recent theses.

5. Program effectiveness – Outcomes assessment

    Each educational unit has an obligation to plan carefully its courses of instruction in response
    to student needs, to evaluate the effectiveness of that educational program in terms of the
    change it brings about in students, and to make improvements in the program dictated by the
    evaluative process.

5.1   Outcomes assessment procedures
    List and describe the unit's processes for assessing its educational programs. The list
    may include, but is not restricted to, the use of outcomes measures in the following
    areas: (a) student information (recruitment, quality of students, retention, graduation
    rates, gender and ethnicity blend) and trends over time, (b) mid-program assessments,
    (c) end of program assessment (standard exam, capstone experience), (d) alumni
    satisfaction and loyalty, and (e) employment and/or employer satisfaction measures.

5.2   Outcomes assessment feedback
    Provide specific examples of how the assessment activities have been used to improve
    teaching and learning in the unit.  Of particular interest would be descriptions of the entire
    assessment feedback loop: identification and publication of expected learning outcomes,
    assessment measures, analysis, and interventions arising from the analysis that lead to an
    improvement in the program.

5.3   Degree completion data
    Using the form on pg. 13, provide data indicating graduate degree completion/attrition
    data.

6. Facilities and Resources

6.1   Operating budget issues
    Assess the budget adequacy with respect to the program's mission.

6.2   Physical facilities
    Describe the ways in which physical facilities in the unit encourage or limit the
educational    objectives of the program.  In what ways do they fail to meet the unit's needs?

6.3   Libraries
    Describe the program's general and special requirements for library resources in order to
    meet its educational and research objectives.  Indicate ways in which the present library
    resources satisfy and do not satisfy these needs.

6.4   Centers, institutes or bureaus associated with the program.
    List any centers that are associated with the academic program and explain briefly the
    relationships (funding, faculty appointments, student supervision, etc.) between the
    centers and the academic program.

6.5    Computers

Provide a general description of computing, word processing, networking, and e-mail facilities in the college or department/program.  Give an outline of what facilities you would hope to have in place in five years' time.

6.6    Staff support.

Describe the existing staff support for your educational and research missions.

<u>Sample Department Academic Profile - Statistical Summary</u>

<u>Scheduling External and Internal Reviewer Site Visits</u>

<u>Coordination</u>

The Graduate School coordinates travel arrangements for the site visits, which are usually about a day and a half long for external reviewers, with the visitors arriving the evening before the visit and departing the late afternoon or early evening of the second day of the site visit.   The internal team visit is generally conducted in one day   It is the <u>unit's responsibility</u> to schedule the meetings described below, with the exception of the final exit meeting for external reviewers, which is scheduled by the Graduate School.

<u>Visits with Students</u>

Some of the most helpful meetings are those with students.  Because students often bring up questions for which the site visitors will want to seek answers, these meetings should be set up fairly early in the schedule.  Some units have found a brown bag lunch on the first day or a coffee/refreshment hour early on the second day to be good.  Separate meetings with undergraduates and graduate students are desirable.  After the visitors are introduced and their purpose explained, program faculty members should leave so that students feel free to discuss issues that either they or the site visitors bring up.

<u>Visits with Faculty Members</u>

Depending on the size of the faculty, two or three meetings might be desirable so that most faculty will have a chance to express their opinions.  In addition to the general faculty meetings, there could be small meetings with the faculty who prepared the self-study, the graduate advisory committee, the undergraduate advisory committee,  or other committees whose work relates to the program review.  Individual faculty may also request time with the external reviewers.  The head of the academic unit should not attend the meetings with faculty.

<u>Visits with Departmental Staff</u>

The external and internal review teams should have opportunities to meet with departmental staff.

<u>Visits with Program Chair and College Dean</u>

At least an hour should be scheduled for the site visitors to meet with the head of the academic unit.  Because site visitors will usually have questions from their conversations with students and faculty, some time for this visit with administrators should be saved rather late in the schedule.  The program also should schedule a meeting between the external reviewer and the dean of the supervising college.

<u>Visits with Graduate School Dean, Associate Dean, and Members of Graduate Council</u>

The site visits for external reviewers should end with an exit interview in the Graduate School.  The exit interview will be attended by the Dean and Associate Dean of the Graduate School and by the Graduate Council ad hoc committee charged with writing the final summary report.  Please note that an exit meeting is not held for internal review teams.

<u>An Extra Note on Hospitality for Reviewers</u>

Please ask a faculty member to serve as a local host who will pick up external reviewers at their hotel, escort them to their first meetings each day, arrange return transportation, and lend general assistance over the two days.  Lavish entertaining of the site visitors is not expected or encouraged.  Faculty members often go out to dinner with external reviewers; however, reviewers may also appreciate the opportunity to have dinner alone as a review team in order to discuss review business.   The internal review teams generally require only lunch on the day of the site visit.   The Graduate School will reimburse meal expenses for the reviewers only (contact the Graduate School for information about processing reimbursements).  *If faculty members wish to go out to dinner or lunch with the visitors, the individuals or department are responsible for their own expenses.*   The Graduate School cannot make reimbursement for alcoholic beverages.

Sample Itinerary for External Reviewers

Evening        Reviewers arrive and take complimentary shuttle to Little America if convenient, or, if not, take taxi.

Thursday, November 2

7:15 a.m.        Professor Brown meets review team at the Little America coffee shop for breakfast and brings them to campus.

8:30 a.m.        Meet with Professor Smith, Chair of the program, in room 321, Building XYZ.

9:30 a.m.        Meet with the department executive committee in room 322, Building XYZ.

10.30 a.m.        Meet with undergraduate students in room 323, Building XYZ. Student group organized by SAC chairperson J.W. Powell.

12:00 p.m.        Lunch at the Crimson View Room, University Union, hosted by Professor Jones,

                  and with Professors Green, White, and Black.

1:30 p.m.        Meet with graduate students. Group organized by Ph.D. student P. King.

2:30 p.m.        Meet with faculty group 1. Conference room, Building XYZ.

3:30 p.m.        Meet with faculty group 2. Conference room, Building XYZ.

4.30 p.m.        Tour of facilities. Professor Smith will conduct the tour. Professor Smith will escort review team back to Little America Hotel after the tour.

7:00 p.m.        Dinner at Al Forno's. Professor Higgins will host. Also in attendance: Professors Miller, Gray, and Wright. After dinner, Professor Higgins will escort review team back to Little America.

Friday, November 3

7:15 a.m.        Professors Smith (Chair) and Hutton (Assoc. Chair) meet review team at the Little America coffee shop for breakfast and bring them to campus.

8:30 a.m.        Meet with faculty group 3. Conference room, Building XYZ.

9:30 a.m.        Meet with faculty group 4. Conference room, Building XYZ.

10:30 a.m.        Time to review documents, exhibits, course materials, or to meet with individual

faculty who have asked for private meetings.

11:30 a.m.    Box lunch with director of Graduate Studies and Director of Undergraduate Studies.

1:00 p.m.    Meet with College Dean, Professor Harrison, in room 456, Building MPH.

2:00 p.m.    Exit interview with the Dean and Associate Dean of the Graduate School and
the           Graduate Council ad hoc committee in room 302 of the Park Building.  Dean Harrison will arrange for someone to escort review team to the meeting.

3:15 p.m.    Professor Marshall will pick up reviewers in the Park Building and drive them
to

the airport for their late afternoon flights.

Guidelines for External and Internal Reviewers

The task of the external reviewers is to formulate objective judgments of quality and effectiveness of undergraduate and graduate programs, and to determine where the program fits in the discipline regionally, nationally, or internationally.  This evaluation is concerned primarily with the quality of education actually achieved by students and includes, but is not restricted to:  overall quality and direction of the program; an assessment of the quality of faculty; students and the existence of policies and practices in support of them; curriculum offerings and program options; and the adequacy of staff support, physical facilities, library resources, equipment, and research facilities and of the program budget.

The internal committee has two major functions: (a) to provide judgment on program quality and governance from the viewpoint of colleagues at the University of Utah; and (b) to review the academic program of students and the quality of work accepted toward an undergraduate or graduate degree.  Internal committees also are encouraged to focus their attention on questions concerning the relationships of programs to the goals of the total university.

The global request of both external and internal reviewers is to single out those features of the program that merit special commendation, and to make recommendations about situations where there is room for improvement.  Put simply: "What is the program doing very well?" and, "What could the program do better?"  Evaluations of these questions should be included in the sections of the reviewers' reports titled II Commendations and III Recommendations (see report format below).

Reviewers' investigations and subsequent reports should address issues pertinent to the following topics listed in the program self study:

1.  Program Overview
    1.1   Program mission and organization
    1.2   Program planning
    1.3   Previous Graduate Council review and actions
    1.4   Department review sheet

Issues to be addressed include:  the program's mission statement and organization and its suitability for the 1990's and beyond; the scale of the program in terms of the number and quality of the faculty, students, staff, facilities, and other resources; the extent of well-defined departmental policies supported by concrete goals and intermediate objectives and methods of assessing progress toward those goals and objectives; balance between teaching, research, and service; adequacy of salaries and fringe benefits to attract and retain outstanding faculty and staff; and program response to recommendations made in the previous Graduate Council review.

2.  Faculty
    2.1   Faculty profile/diversity
    2.2   Faculty teaching
    2.3   Faculty scholarship
    2.4   Faculty service

2.5    Retention, promotion and tenure (RPT)
2.6    Faculty vitae

Issues to be addressed include:  the numbers of faculty and diversity of faculty interest for the undergraduate and graduate programs offered (address separately the gender and ethnic diversity of the faculty and departmental efforts to achieve appropriate diversity by hiring strategies and procedures); policies and efforts in the recruitment, retention, and promotion of minority and
women faculty; the concern for, and performance in, teaching at all levels of the program; the general scholarly quality of the faculty compared with that of other leading colleges and

universities in the country; publication records of faculty in monographs and refereed journals; record of external funding where appropriate; effectiveness of faculty performance evaluation, including tenured faculty review; suitability of RPT guidelines; faculty mentoring; faculty morale.

3.  Students
    3.1    Student recruitment/diversity
    3.2    Graduate admissions
    3.3    Student support
    3.4    Student advising
    3.5    Teaching assistant (TA) training
    3.6    Employment

Issues to be addressed include:  quality of undergraduate and graduate students (address separately department efforts to recruit minority students and to achieve appropriate diversity among the student body); admission standards (too low? too demanding?); financial support for students; undergraduate and graduate student academic advising practices; appropriate training of teaching assistants; admissibility of graduating seniors into graduate programs of their choice; student input into the decision-making process in the program; completion rate of programs within normal time limits; opportunities for student-faculty exchange; student morale; and need for the program as indicated by (a) employers who hire graduates, (b) prospective students of high ability who apply for admission into the program, (c) knowledgeable persons who urge that well-prepared practitioners or researchers and new research findings and/or improved professional practice in the field are needed by society

4.  Curriculum and programs of study
    4.1    Degree and certificate requirements
    4.2    Courses offered
    4.3    Programs of study
    4.4    Professional development
    4.5    Outreach education
    4.6    Qualifying Exams
    4.7    Theses and dissertations

Issues to be addressed include: diversity of curriculum offerings to allow for a broad range of educational experiences and for specialization in the major sub-divisions of the discipline; program requirements (courses, graduation requirements, graduate qualifying examinations) compared with other leading universities in the country; instructional methods and

innovations; training of teaching assistants; training in professional development and ethics; guidelines for thesis and dissertation completion; supervisory committee guidelines and operation.

5. Program effectiveness - Outcomes assessment
    5.1   Outcomes assessment procedures
    5.2   Outcomes assessment feedback
    5.3   Degree completion data

Issues to be addressed include:  processes for assessing educational programs, including but not restricted to the use of outcomes measures in the following areas:  (a) student information (recruitment, quality of students, retention, graduation rates, gender and ethnicity blend) and trends over time, (b) mid-program assessments, (c) end of program assessment (standard exam, capstone experience), (d) degree completion rates and time to degree, (e) alumni satisfaction and loyalty, and (f) employment and/or employer satisfaction measures.  How have the department's assessment activities been used to improve teaching and learning in the unit?  Of particular interest would be descriptions of the entire assessment feedback loop: identification and publication of expected learning outcomes, assessment measures, analysis, and interventions arising from the analysis that lead to an improvement in the program.

6. Facilities and Resources
    6.1   Operating budget issues
    6.2   Physical facilities
    6.3   Libraries
    6.4   Centers, institutes, and bureaus
    6.5   Computers
    6.6   Staff support

Issues to be addressed include:  budget adequacy with respect to the program's mission;  How appropriate are physical facilities (classrooms, office space, laboratories, study and lounge space), libraries, and computer facilities in terms of instructional, research, and service goals of the program? How do any  centers, institutes, and bureaus associated with the program affect the academic and research goals and operation of the program?  In what ways is staff support adequate or inadequate to support the educational mission of the program?

<u>Report Format for External and Internal Reviews</u>

The most useful reports for the Graduate Council, and for program and administrative heads, are those containing specific suggestions for improving the program.  External reviewers should concentrate on remarks that relate the unit being reviewed to national norms and peer groups elsewhere.  Internal reviewers should concentrate on the functioning of the program in comparison with practice within the University of Utah.  It is particularly useful to receive descriptions of "good practice" external to, and within, the University of Utah that would alleviate problematic practices that are uncovered in the review process.

The length of reports is not prescribed; many reports received in the past vary in length between three and ten pages.

Part I:  General

Part I should contain detailed observations, comments and discussion, organized into the five topics listed above:
> Program overview
> Faculty
> Students
> Curriculum and programs of study
> Program effectiveness - outcomes assessment
> Facilities and resources

As the Graduate Council ad-hoc committee charged with preparing a synthesis of the multiple reviewer reports will assemble most of the background information concerning the program from the self study document, reviewers need not write extensively in this section.  But it is important to provide a context for understanding commendations and recommendations.

Part II: Commendations

Part II should enumerate commendations.  What is the program doing very well?  And in what areas has the program made significant recent progress that also deserves commendation?

Part III:  Recommendations

Part III is reserved for recommendations that would improve any aspect of the program.  These recommendations may be addressed to the program participants (students, faculty, staff), to program administrators, to the Graduate School, or to the University administration.  Documentation on specific recommendations that are known to have been effective elsewhere are especially welcomed.  Note:  External and internal reports are distributed widely among faculty and administration.  As such, it is generally inappropriate to name specific individuals in a critical manner.

# Table 2.1: Departmental Student Outcome Assessment Documentation[1]

| Academic Unit / Program | Student Evaluations of Courses and Instructors | Capstone Experience/ Project | Exit or Other Student Survey | Alumni Survey | Employer Survey or Placement Rates | Exit or Licensing Exam | Port-folio | Specialized Accreditation | Internship or Practica Evaluation |
|---|---|---|---|---|---|---|---|---|---|
| Accounting & Information Systems | • | • | • | • | • | • |  | • |  |
| Anthropology | • |  | • |  |  |  |  |  |  |
| Architecture + Planning | • | • |  |  |  | • | • | • | • |
| Art & Art History | • | • | • | • |  |  | • |  |  |
| Ballet | • | • | • | • |  |  |  |  |  |
| Behavioral Science & Health | • | • |  |  |  |  |  |  | • |
| Bioengineering | • | • | • | • | • |  |  |  |  |
| Biology | • | • | • |  |  |  |  |  | • |
| Chemical & Fuels Engineering | • | • | • | • | • |  |  | • |  |
| Chemistry | • | • | • |  |  | • |  |  |  |
| Civil & Environmental Engineering | • | • | • | • | • | • |  | • |  |
| Communication | • | • | • | • |  |  |  | • |  |
| Communication Sciences & Disorders | • |  | • | • | • | • |  | • |  |
| School of Computing | • | • | • | • | • |  |  | • |  |
| Economics | • |  | • |  |  |  |  |  |  |
| Education, Culture & Society | • |  | • | • |  |  |  |  |  |
| Educational Leadership & Policy | • | • | • |  | • |  |  |  |  |
| Educational Psychology | • |  | • | • |  |  |  | • |  |
| Electrical & Computer Engineering | • |  | • | • | • |  |  | • |  |
| English | • | • | • |  |  |  |  |  |  |
| Environmental Engineering | • |  | • | • | • |  |  | • |  |
| Environmental Studies | • |  | • | • |  |  |  |  |  |
| Ethnic Studies | • |  |  |  |  |  |  |  |  |
| Exercise & Sport Science | • |  | • |  |  |  |  |  | • |
| Family & Consumer Studies | • |  | • |  |  |  |  |  |  |
| Film Studies | • | • | • |  |  |  | • |  |  |
| Finance | • | • | • | • | • |  |  | • |  |
| Gender Studies | • |  | • |  |  |  |  |  |  |
| Geography | • |  | • |  |  |  |  |  |  |
| Geology & Geophysics | • |  | • | • |  |  |  |  |  |
| Health Promotion & Education | • |  | • |  | • |  |  |  |  |
| History | • | • | • |  |  |  |  |  |  |
| Languages & Literature | • | • |  |  |  |  |  |  |  |
| Law | • |  |  |  | • | • |  | • | • |
| Linguistics | • | • |  |  |  |  |  |  |  |
| Management | • | • | • | • | • |  |  | • |  |
| Marketing | • | • | • | • | • |  |  | • |  |
| Materials Science & Engineering | • | • | • | • |  |  |  | • |  |
| Mathematics | • |  | • |  |  | • |  |  |  |
| Mechanical Engineering | • |  | • | • | • |  |  | • |  |
| Metallurgical Engineering | • |  | • | • | • |  |  | • |  |
| Meteorology | • |  |  |  | • |  |  |  |  |
| Middle East Studies | • | • | • |  |  |  |  |  |  |
| Mining Engineering | • | • | • | • | • | • |  | • |  |
| Modern Dance | • | • | • |  |  |  |  |  |  |
| Music | • | • | • |  |  |  | • | • |  |
| Nursing | • | • | • | • |  | • |  | • | • |
| Nutrition | • |  | • |  | • | • |  | • |  |
| Occupational Therapy | • | • | • | • | • | • |  | • | • |
| Parks, Recreation & Tourism | • | • | • |  | • | • |  | • | • |
| Pharmacy | • | • | • |  |  | • |  | • |  |
| Philosophy | • | • | • |  |  |  |  |  |  |
| Physical Therapy | • |  | • | • | • | • |  | • | • |
| Physics | • |  | • | • |  |  |  |  |  |
| Political Science | • | • |  |  |  |  |  |  |  |
| Psychology | • |  | • |  |  |  |  | • |  |
| Public Administration | • |  | • |  | • |  |  | • |  |
| Social Work | • |  | • | • | • | • |  | • |  |
| Sociology | • |  | • |  |  |  |  |  |  |
| Special Education | • |  |  | • |  | • | • | • | • |
| Teaching & Learning | • |  | • | • | • | • |  | • | • |
| Theatre | • |  | • |  |  |  | • |  |  |
| University Writing Program | • |  |  |  |  |  | • |  |  |

[1] Excludes School of Medicine

*University of Utah*

*Information Technology Council*

*Agenda*

*For the meeting of Thursday, October 13, 2005*
*held in the Dumke Board Room, Eccles Broadcast Center*

I.      Welcome and Introductions
        Wayne McCormack

II.     Approval of the Minutes (August 11, 2005)          Tab 6          Action

III.    September Security Memo                            Tab 7          Action
        ISO Tools for Discovering SSNs
        New Recommendations for SSN Storage

IV.     Wireless Topology & Project Plan for Ubiquitous Svc     Tab 8     Action
        Use of Task Force Funds for non compliant networks

V.      Project Plan for Spatial Data Base                Tab 9          Information
        Dave Huth / Pete Vanderhave

VI.     Cellular Phone Pilot & Policy Revision            Tab 10         Action

VII.    Email Project Status                              Tab 11         Action
        Service Level Agreement and Policy

VIII    Video on Demand Report                            Tab 12         Action

IX.     Development System – "Go Live"                    Tab 13         Information
        Hayl Kephart

X.      Web Access for the Disabled                       Tab 14         Information

XI.     uMarket Application                               Tab 15         Information

XII.    Campus IT Plan                                    Tab 16         Action

XIII.   Associate VP Report                                              Information

*Next meeting is scheduled for December 8, 2005*
*at 12:00 Noon in the Dumke Board Room of the Eccles Broadcast Center*

THE
UNIVERSITY
OF UTAH

# Integrated Information Technology Strategic Plan

*Information Technology Council*

*October 10, 2005*

# 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 common 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.

1

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.

### Process Improvement

We will adopt Information Technology Infrastructure Library (ITIL) process improvement framework to improve service delivery and management processes and customer service. We will deemphasize IT culture based on technology and increase focus on a service-orientation. This will be done through measured steps to implement new processes with emphasis on improving Service Desk, Incident Management, Change Management, and Service Level Management functions and processes.

### 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. Proactive, preemptive IT security strategies will be emphasized.

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.

| | |
|---|---|
| Administrative Applications | |
| Facilities Mgmt and Security | |
| Digital Academic Strategies, Web CT, Digital Lockers | |
| University Market Place | |
| Faculty/Staff Portal Services | |
| Student Portal Services | Customized Electronic Delivery of Services and Content |
| Campus Standard Network to all Classrooms | |
| | |
| Remove Mobile Office Barriers | |
| E-Mail / Calendar / Collaboration | |
| Wireless LAN / WAN | |
| Individual & Dept Cellular Services | Unified Communication Initiatives |
| Next Generation Voice | |
| | |
| Digital Approval Methods | |
| Meta-Directory Services | Campus |
| Roles Based Directory Services | Directory Services |
| | |
| Market SAN Services | |
| National Lambda Rail | |
| Future Data Center | Network Infrastructure |
| Campus Network Architecture and Planned Infrastructure Upgrades | and Services |
| | |
| ITIL Service Delivery Processes | Service Management |
| ITIL Service Support Processes | Process Improvement |
| | |
| Media/Video on Demand Plan | |
| Knowledge Management Plan | |
| Campus Network Funding Transition | Policy and |
| Institutional Data Management Procedures | Plans |

4

# Information Technology Council Members

## Chair

**Wayne McCormack,** Professor, College of Law

## Members

**Cathy Anderson,** School of Medicine

**Kenning Arlitsch,** Marriott Library

**Edward Barbanell,** Undergraduate Studies

**Paul Brinkman,** Budget and Planning

**Norman Chambers,** Assistant VP for Administration

**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

**Paul Haanstad,** College of Humanities

**Kay Harward,** Associate Vice President for Student Affairs

**Stephen Hess,** Associate Vice President, Office of Information Technology

**David Huth,** Director Institutional Security Office

**Philip Johnson,** Human Resources

**Hayl Kephart,** Central Development Office

**Helen Lacy,** Director, Instructional Media Services

**Gary Levy,** Academic Outreach Continuing Education

**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

**Joyce Mitchell,** School of Medicine, Medical Informatics

**Grant Moulton,** Controller, Assistant Vice President, Finance

**Tony Murillo,** Huntsman Cancer Institute

**Joyce Ogburn,** Director Marriott Library

**Brent Park,** College of Health

**Jim Parker,** Director, Purchasing, Assistant Vice President, Finance

**Wayne Peay,** Director, Eccles Health Sciences Library

**Pierre Pincetl,** Chief Information Officer, UUH

**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

**Joanne Yaffe Kjosness,** Social Work

**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, Libraries, and Health Sciences have oversight for enterprise data/administrative services, research, academics, 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.

President Young outlined an institutional vision that includes more interdisciplinary academics and research. Such inter-institutional collaboration will rely heavily on robust IT resources

## WEAKNESSES

The University continues to have its own digital divide. Some departments and colleges have very good networks, others do not.

The campus needs to upgrade some building wiring and equipment closets. This need impacts the security of network resources.

Funding for all higher education endeavors, including IT initiatives continues to be scarce.

The improving economic environment is likely to cause increased competition for skilled IT professionals. It may be more difficult to attract and retain staff based on potential pay and benefit differentials.

# 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 changed the landscape. As new IT professionals were sought, extremely talented IT professionals applied for positions. This trend may be reversing again, due to the improved 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.

The development and proliferation of Optical Networks will significantly increase bandwidth resources.

## 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. Identity theft is an increasing threat. The University must communicate these threats effectively to the campus community.

IT industry consolidation will continue. While there may be significant benefits that come through mergers and acquisitions there also is a potential threat due to decreased competition.

# 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.

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.

7. Staff members want electronic access to administrative services, including Human Resources and benefits information.

## 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, performance metrics, and ongoing assessment of existing processes and business practices to guide the development of e-services and commerce.

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.*

13

*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 Procedures to reflect today's administrative and academic computing environment.

With an understanding of the cost of University IT infrastructure, we will transition to an approved 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.

## Service Delivery and Management

We will adopt Information Technology Infrastructure Library (ITIL) process improvement framework to improve service delivery and management processes and customer service. We will deemphasize IT culture based on technology and increase focus on a service-orientation. This will be done through measured steps to implement new processes with emphasis on improving Service Desk, Incident Management, Change Management, and Service Level Management functions and processes.

## 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 and include these strategies in the campus five year plan.

4. Participate in the National Lambda Rail initiative to provide for growing research network requirements.

5. Communicate the availability of storage systems and services, including storage area networks (SAN), to meet the increasing demand for short term and archival storage space.

## Campus Directory Services

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. Support the goal of "ubiquitous computing" established by ITC.

3. Implement cellular service strategies that will allow departments and individuals to acquire solutions that address their specific needs.

4. Acquire the e-mail, calendaring, and collaboration technologies selected through the "Request for Proposal" process. Make these services available via wired and wireless communications technology.

5. Remove barriers to the adoption Cellular/PDA based mobile office services.

## 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. Continue to development 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 and 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. 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. Integrate anti-plagiarism tools with WebCT 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.

6. Support the development of improved campus facilities management and physical security systems.

7. Support implementation and/or upgrade of campus administrative systems.

   a. Central Development System

   b. Grants Administration

   c. Deferred processing or 24x7 credit card transactions.

   d. Web Access to Campus Information System to v 8.9.

   e. HR/Payroll/Student Applications to v 8.9.

   f. Kronos to v 5.1.

# APPENDIX A - PROJECT PLANS

As of August 16, 2005

| Objectives<br>Funding, Lead Responsibility | Tasks |
|---|---|
| 1. Communicate IT issues to University Leadership. What is driving change?<br><br>Funding<br><br>Project Lead: Steve Hess<br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition: In committee.<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 2. Update the Institutional Data Management procedures to define stewardship responsibilities of users of campus administrative data.<br><br>Project Lead: Kevin Taylor<br><br>Participants: ACS, ITS<br><br>Completion: Qtr | 1. Needs Assessment.<br><br>This is in direct response to a request from HSC ITS for direct access to PeopleSoft data.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 3. Transition to the approved plan for sustainable funding for the campus backbone network.<br><br>Project Lead: Kevin Taylor<br><br>Participants: OIT<br><br>Completion: FY05/06 | 1. Needs Assessment. Completed<br><br>2. Product Definition Completed – defined by SVPs subject to change with experience.<br><br>3. Business Plan – Completed, requires continued monitoring of IP addresses.<br><br>4. Project Plan: CCCC will appear as separate bill item on July 1, 2005 and will transition to FTE/IP based allocation by July 1, 2006<br><br>5. Marketing / Rollout<br><br>6. Evaluation – monitor IP space. |

| Objectives | Tasks |
|---|---|
| 4. "Operationalize" Knowledge Management, including plans that address technical issues as well as proper use of knowledge resources.<br><br>Project Lead:  Steve Hess<br><br>Participants:   Committee<br><br>Completion: Qtr | 1. Needs Assessment.  2 committees, KM systems and Info Literacy.<br><br>2. Product Definition:  In committee.<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5.  Marketing / Rollout<br><br>6.  Evaluation |
| 5.  Develop standards for video-on-demand. Prepare for participation in national Student Open TV Network.<br><br>Project Lead:  Steve Hess<br><br>Participants:   Committee<br><br>Completion: Qtr | 1. Needs Assessment.  Committees organized to define standards.<br><br>2. Product Definition:  In committee<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

## Process Improvement

| Objectives<br>Funding, Lead Responsibility | Tasks |
|---|---|
| 1.  Complete ITIL assessment and prioritize processes to be implemented.<br><br>Project Lead:<br><br>Participants:   OIT Directors/Mgrs<br><br>Completion: Qtr | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

| Objectives<br>Funding, Lead Responsibility | Tasks |
|---|---|
| 1.  Next Phase upgrade core network.<br><br>Funding    Included in 0perational<br>            budget<br><br>Project Lead:   Dave Huth<br><br>Completion:   Qtr | 1.  Needs Assessment.<br><br>2.  Product Definition<br><br>3.  Business Plan<br><br>4.  Project Plan<br><br>5.  Marketing / Rollout<br><br>6.  Evaluation |
| 2.  Upgrade building wiring and closets.<br><br>Funding     Included in 0perational<br>            budget<br><br>Project Lead:   Dave Huth<br><br>Completion: | 1.  Needs Assessment.<br><br>2.  Product Definition<br><br>3.  Business Plan<br><br>4.  Project Plan<br><br>5.  Marketing / Rollout<br><br>6.  Evaluation |
| 3.  Establish interim and long term operating plans for campus data center including adequate capacity over plan period and support for data backup and archiving systems.<br><br>Funding:<br><br>Project Lead:  Steve Hess<br><br>Completion: | 1.  Needs Assessment.<br><br>2.  Product Definition<br><br>3.  Business Plan<br><br>4.  Project Plan<br><br>5.  Marketing / Rollout<br><br>6.  Evaluation |

| 4. Implement National Lambda Rail and develop connectivity plan to CENIC network. Assess impact of optical networking.<br><br>Funding: _____<br><br>Project Lead: <u>OIT / UEN / CHPC</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan – Connect Summer 2005.<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
|---|---|
| 5. Determine means for assessing appropriate storage strategies based on business requirements including data criticality.<br><br>Funding: _____<br><br>Project Lead: <u>OIT / UEN / CHPC</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition: ITS defined SAN and tape system.<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout: ITS pricing communicated via IT news, ITC, All Managers<br><br>6. Evaluation |

## Campus Directory Services

| Near Term Objective<br>Funding, Lead Responsibility | Tasks |
|---|---|
| 1. Expand and implement <u>roles</u> based directory services. Facilitate directory enabled single sign-on capability<br><br>Funding    <u>Included in middleware budget</u><br><br>Project Lead: <u>Dave Huth</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

| | |
|---|---|
| 2. Define interface standards for access to institutional data.<br><br>Funding<br><br>Project Lead: __Corey Pederson__<br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 3. Implement electronic (digital) approval methods to enable e-commerce transactions and automated administrative processes.<br><br>Funding __Included in middleware budget__<br><br>Project Lead: __Dave Huth__<br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

## Unified Communications Initiatives

| | |
|---|---|
| 1. Roll out Next Generation Voice systems. Conduct end user and technical staff training. Roll-out unified messaging in concert with E-Mail implementation.<br><br>Funding In Place<br><br>Project Lead __Kevin Taylor__<br><br>Completion: __Ongoing starting 2<sup>nd</sup> Qtr 2004__ | 1. Needs Assessment. In general - completed by ITC Committee. Department needs defined on a dept by dept basis.<br><br>2. Product Definition: RFP results.<br><br>3. Business Plan: Business Plan – capital and operating expense and revenue plan in place – included in FY 2006 Budget.<br><br>4. Project Plan: Approx 45 campus orgs and clinics are scheduled for implementation.<br><br>5. Marketing / Rollout: AE / Customer driven.<br><br>6. Evaluation: Evaluation of various IP configurations ongoing. Costs and revenues are tracked monthly. |

| | |
|---|---|
| 2. Establish departmental and individual cellular services acquisition plans. Support mobile office adoption.<br><br>Funding    <u>In Service Charges</u><br><br>Project Lead   <u>Kevin Taylor</u><br><br>Completion: <u>3rd Qtr 2005</u> | 1. Needs Assessment.<br><br>2. Product Definition   Salary Additive program. Direct dept/vendor channel established.<br><br>3. Business Plan: Salary Additive program addressed by campus finance committee. Pilot approved and underway.<br><br>4. Project Plan: Trial participants selected to test payroll procedures. Expected general availability, 3$^{rd}$ Qtr 2005.<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 3. Implement campus wireless plan including campus coverage, roaming, access, services authorization, and central switching where applicable.<br><br>Funding<br><br>Project Lead   <u>Bryan Morris</u><br><br>Completion: | 1. Needs Assessment. WANA replacement architecture. Secure (802.1X) standards definition required.<br><br>2. Product Definition: Insecure definition is the ITAC approved Cisco Clean Access Solution. Secure definition in place and working using 802.1X authentication.<br><br>3. Business Plan = Cisco Clean Access purchase approved and funded. Develop business case and funding plan for central switching.<br><br>4. Project Plan: Cisco Clean Access implementation underway. ITAC roll out plan – 3$^{rd}$ Qtr 05..<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 4. Acquire/implement new campus e-mail, calendaring, and collaboration system. Establish roll-out and training processes.<br><br>Funding    <u>$ ...</u><br><br>Project Lead: <u>Caprice Post</u><br><br>Completion: | 1. Needs Assessment. Needs assessment performed by ITC email subcommittee.<br><br>2. Product Definition: RFP let, responses received, awarded to Microsoft 2$^{nd}$ Qtr 05.<br><br>3. Business Plan: Funding – combination of funding (task force, reallocation of resources, dept funded campus agreements, campus and HSC contributions.<br><br>4. Project Plan – calls for IPlanet replacement by EOY 2005. Novell replacement, Spring 2006. |

| | |
|---|---|
| | 5. Marketing / Rollout<br><br>6. Evaluation |
| 5. Remove entry barriers for mobile office services.<br><br>Funding      $ ...<br><br>Project Lead: <u>Kevin Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

## Customized Electronic Delivery of Services and Content

| | |
|---|---|
| 1. Extend campus standard Internet connectivity to all classrooms.<br><br>Funding      _____<br><br>Project Lead    <u>Helen Lacy</u><br><br>Completion:  <u>Qtr</u> | 1. Needs Assessment:  High Tech classroom committee authorized by ITC.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan:  Applications received and awarded for FY 06.<br><br>5. Marketing / Rollout:<br><br>6. Evaluation |
| 2. Update centrally managed institutional data only through systems or processes created or approved by Administrative Computing Services<br><br>Coordinate data downloads, remote calls, interfaces, or other access to institutional data with ACS to ensure timely, accurate, and secure data.<br><br>Define interface standards for access to institutional data.<br><br>Funding…<br><br>Project Lead   <u>Marv Hawkins</u> | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

| | |
|---|---|
| 3. Expand available services on production student portal. Transition portal to serve as component of the campus Knowledge Management initiative.<br><br>Funding    $<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: | 1. Needs Assessment. ITC Portal Subcommittee and student survey were basis of needs assessment.<br><br>2. Product Definition: Using Novell portal, upgraded to exteNd Enterprise Suite.<br><br>3. Business Plan:<br><br>4. Project Plan<br><br>5. Marketing / Rollout: Upgraded portal rolled out to students $1^{st}$ Qtr 2005.<br><br>6. Evaluation |
| 4. Develop Faculty and Staff portal Services.<br><br>Funding    _____<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: | 1. Needs Assessment. ITC Portal Subcommittee and survey of end users needs.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 5. Develop the University Market Place to facilitate a "shopping cart" experience for consumers of department provided services.<br><br>Funding<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: <u>$3^{rd}$ Qtr 2005</u> | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 6. Develop software tools to assist faculty and students in developing digital academic strategies. (Web CT upgrade, Turnitin integration, learning objects)<br><br>Funding:<br><br>Project Lead: <u>Chuck Wight</u> | 1. Needs Assessment<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan |

| | |
|---|---|
| Completion: <u>1<sup>st</sup> Qtr 2006</u> | 5. Marketing / Rollout: Implemented "Turnitin" software 3<sup>rd</sup> Qtr 04. Web CT was upgraded and is the 2<sup>nd</sup> busiest web service (after CIS). Plans for new e-mail system include storage and document sharing.<br><br>6. Evaluation |
| 7. Develop personal storage strategies and technologies (digital locker).<br><br>Funding:<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: <u>1<sup>st</sup> Qtr 2006</u> | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 8. Enhance central web services for www.utah.edu, including search engine, web statistics, on-line campus map, etc.<br><br>Funding:<br><br>Project Lead: <u>Paula Millington</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 9. Support implementation of Computer Aided Facilities Management applications (CAFM).<br><br>Funding:<br><br>Project Lead: <u>Pete Vanderhave</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 10. Continue implementation of Campus Security System | 1. Needs Assessment.<br><br>2. Product Definition |

| | |
|---|---|
| Funding:<br><br>Project Lead:<br><br>Completion: | 3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 11. Implement next generation Development Software application.<br><br>Funding:<br><br>Project Lead: <u>Hayl Kephart</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 12. Implement Grants Administration module<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 13. Implement deferred processing model for 24x7 credit card transactions.<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

| | |
|---|---|
| 14. Upgrade Campus Information System web access to v8.9<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 15. Upgrade HR/Payroll/Student administrative applications (bring all apps to same technology level) v 8.9<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |
| 16. Ugrade Kronos to v 5.1<br><br>Funding:<br><br>Project Lead: <u>Joe Taylor</u><br><br>Completion: | 1. Needs Assessment.<br><br>2. Product Definition<br><br>3. Business Plan<br><br>4. Project Plan<br><br>5. Marketing / Rollout<br><br>6. Evaluation |

*University of Utah*

*Information Technology Council*

*Agenda*


*For the meeting of Thursday, June 8, 2006*
*held in the Dumke Board Room, Eccles Broadcast Center*


| | | | |
|---|---|---|---|
| I. | Welcome and Introductions<br>Steve Hess (Wayne McCormack excused) | | |
| II. | Approval of the Minutes (April 13, 2005) | Tab 10 | Action |
| III. | Instructional Computing – Final Budget | Tab 11 | Action |
| IV. | Data Center Committee Report<br>Mike Morgan | Tab 12 | Information |
| V. | National Lambda Rail<br>Steve Hess | Tab 13 | Information |
| VI. | Cyber-Infrastructure Survey<br>Steve Hess | Tab 14 | Information |
| VII. | Project Reports<br>U-Mail<br>Next Generation Voice<br>Wireless<br>Content Management | | |
| VIII. | FY 2005/2006 Strategic Plan<br>Progress Report | Tab 15 | Information |
| IX. | Associate VP Report | | Information |


*Next meeting is scheduled for August 10, 2006*
*at 12:00 Noon in the Dumke Board Room of the Eccles Broadcast Center*

## Plan Accomplishments  FY 2005 / 2006

| Category | Element | Status |
|---|---|---|
| Policy Planning & Process | Communicate IT Issues to University Leadership | Report on impact of IT on Higher Education delivered to campus leadership, ITC and the Legislature. |
| | Update Institutional Data Management Procedures | Council of Data Stewards Organized to address this as well as project prioritization, data access and security issues.  Data downloads, remote calls, interfaces, or other access to institutional data is coordinated with ACS to ensure timely, accurate, and secure data. |
| | Transition to approved plan for sustainable funding for the campus backbone network | Transition plan is in place and will take place over a 2 year period. |
| | Operationalize Knowledge Management | Fundamental Architecture for knowledge management is in production and/or under development including:<br>– portals<br>– content management systems<br>– and data bases. |
| | Develop standards for video-on-demand.  Prepare for participation in national Student Open TV Network. | – Entered into agreement to join Student Open TV Network.<br>– WIKI established to communicate best practices and standards for VOD.<br>– E-media digital content is now available from PBS.<br>– Network standards that allow video transport are in place.<br>– Learning objects seminar has been held.<br>– Video repository in place at UEN and Marriott Library.<br>– Investigating possible use of U-iTunes.<br>– 44 classes are now podcasting.<br>– Video production units exist at IMS and Eccles Health Sciences Library. |

| Category | Element | Status |
|---|---|---|
| Process Improvement | Complete ITIL assessment and prioritize process to be implemented. | – ITIL assessment complete.<br>– Change management procedures were developed and are being used successfully within OIT. Established budget for service desk improvements and establishment of configuration management database. |

| Network Infrastructure & Services | Next Phase upgrade core network. | All planned FY06 (Phase IV) upgrades have been completed.<br>10 Ghz core to distribution links are installed<br>All buildings off Marriott Library node are 1 gig.<br>Outdoor wireless for public safety installed and operational<br>Data center node in full production<br>Firewall blades fully installed in all distribution nodes<br>Reworked uplink to UEN to provide survivability/redundancy |
|---|---|---|
| | Upgrade Building Wiring & Closets | Several major projects have been completed or are in process:<br>– Marriott Library fiber upgrade to single mode and reroute affecting all buildings surrounding the Library.<br>– New Moran Eye Center fiber upgrade and building wiring.<br>– Emma Eccles Jones building wire.<br>– 420 Chipeta way rewired for Health Sciences<br>– 650 Komas rewired and fiber upgraded between there and 585 Komas.<br>– Phase IV backbone fiber upgrades are complete affecting approximately 30 buildings in and around the President's Circle.<br>– Social Work rewire underway to replace token ring network.<br>– Redundant conduit and fiber was connected to the Hospital.<br>– Radiological Health fiber upgrade – emergency response to alarm system install.<br>– Planning underway for major manhole cleanup including removal of coax and old cable to reclaim scarce conduit resources. |
| | Establish interim and long term operating plans for campus data center. | – Data Center committee organized.<br>– Power issues have been addressed at Komas Data Center.<br>– Initial Committee report presented at June ITC.<br>– Campus Data Center is included in campus strategic plan. |
| | Implement National Lambda Rail and develop connectivity plan to CENIC network. Assess impact of optical networking. | – National Lambda Rail connection go-live was May 1, 2006.<br>– Optical networks were deemed to be important to long range plan but not immediately required. |
| | Determine means for assessing appropriate storage strategies based on business requirements including data criticality. | – OIT has partnered with ITS to use ITS SAN facilities for U-Mail storage.<br>– Rendundant, geographically separate data center (Richfield) is being implemented with Hospital in place and ACS planned. |

| Campus Directory Services | Expand Roles-Based Directory Services | Improvements to OSL website, portal services, Umail delegated administration based on roles based directory. |
|---|---|---|
| | Define interface standards for access to institutional data. | ACS working to develop methods and tools for data extraction in collaboration with ITC and Council of Stewards to determine best practices. Inventory of existing interfaces, including University and external data transfer is underway. |
| | Implement Digital Approval Methods | Internal certificates continue to be managed. Model for workflow is still required and will be addressed in part with a planned consultant engagement. |

| Unified Communications | Roll-Out Next Generation Voice | – Over 3000 lines, mostly in the Health Sciences Center, and remote clinic and business office locations, are implemented as of end of FY06.<br>– Redundant Core architecture (lower campus node) acquired and in process of implementation. |
|---|---|---|
| | Department & Individual Cellular Plans | – Department and individual plan/policy is in place as of January 1, 2006.<br>– Tax issues have been raised to ACUTA for possible regulatory action. |
| | Campus Wireless Plan | – Ubiquitous wireless has been defined.<br>– Ubiquitous central architecture is in place and serving departments.<br>– Funding has been identified for 3 year plan.<br>– Plan is also in place for establishing "hotspot" networks to accommodate guests. |
| | E-Mail System Acquisition and Implementation | – System has been implemented.<br>– Departments and students are migrating to new Umail system.<br>– As of end of FY06, over 47,000 accounts have been provisioned with over 10,000 users logged in.<br>– System is very stable and delivering services identified in the original ITC study. |
| | Remove entry barriers for mobile office services | – Umail system supports native synchronization with palm and windows mobile 5 products.<br>– This will eventually make the expensive mobile office server unnecessary. |

| Customized E-Delivery of Services & Content | Internet Connectivity to All Classrooms | – 34 new classroom installations funded and completed including 14 general purpose classrooms in the Warnock Bldg.<br>– 12 upgrades and 11 requests for portable equipment completed.<br>– 60 Proposals were funded. |
|---|---|---|
| | ACS Standard for Data Downloads, Remote Calls, Interfaces | Subject focus of Council of Data Stewards |

| | | |
|---|---|---|
| | Expand Student Portal services. Transition to knowledge management. | – Student Portal is migrated to new Vignette platform.<br>– Vignette content management was acquired as a part of the U knowledge management initiative. |
| | Develop Faculty and Staff Portal Services. | – Faculty Portal is scheduled for FY07. The project is dependent on implementation of faculty /research content management component (newly acquired), which is on fast track status.<br>– Staff Portal was not budgeted per direction from HR. |
| | University Market Place | Umarket is serving 70 e-commerce applications in 45 different departments. |
| | Software Tools for Digital Academic Strategies | Web CT was updated to most recent version and went live January 1, 2006. |
| | Develop personal storage strategies. | Plan is established to address transmission and storage of email attachments. Plan also addresses individual storage. |
| | Campus Spatial Database project. | Project was completed with cooperation between Facilities Management, OIT, and USBS Digit Lab. |
| | Continued implementation of Campus Security System | System is being implemented on an as needed basis. |
| | Next Generation Development Software | The Sungard BSR product was implemented and went live for end-users in September 2005. |
| | Implement Grants Administration | Project completed October 2005. |
| | Implement defered processing for 24x7 credit card transactions | Target completion date for this project is fall, 2006, prior to tuition collection. |
| | Upgrade CIS to v8.9 | Project completed October 2005. |
| | Upgrade HR/Payroll/Student admin applications to v8.9 | Project completed March 2006. |
| | Upgrade Kronos to v 5.1 | Project completed January 2006. |

David W. Pershing, Senior Vice President
Distinguished Professor

THE
**UNIVERSITY**
OF UTAH

# Memorandum

**Date:**     November 1, 2002

**To:**       Deans and Directors

**From:**     David W. Pershing

**Re:**       **SMART Goals for 2002 - 2003**


As we discussed in the CAD Breakfast last month, I would like to continue the SMART Goals part of the Strategic Planning Process for one more year, in spite of our difficult budget situation. With such limited resources it is essential to concentrate our efforts on our most important activities. I feel that 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.

Please review your goals from last year and create 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).

I would also like you to submit your plans for the current year, again in the SMART Goals bulleted or numbered format. In addition, I would encourage you to be thinking about long-range issues. Assuming we do begin to emerge from this economic downturn, where do you want to place your primary focus? What are your key long-term objectives for the college?

If you will submit your last year's progress summary and your new goals by December 1, 2002, we will try to schedule all of the discussion meetings by the end of February. Like last year, we would prefer to meet with you and your college leaders in your own home location. Thank you for your support in this process.

**Senior Vice President for Academic Affairs**

201 South Presidents Circle, Room 205
Salt Lake City, Utah 84112-9007
(801) 581-5057
FAX (801) 585-3312
email: david.pershing@utah.edu

**Goal 1**   Successfully recruit a new dean for the Graduate School of Architecture.

*On July 1, 2002 Brenda Case Scheer, AIA, AICP, began her tenure as dean.*

**Goal 2**   Continue evolving and refining excellent professional and academic programs and offerings at the undergraduate and graduate levels.

- Implement curriculum changes that respond to the report from the NAAB accreditation visit that occurred in Spring 2001.

*Although no new courses were added, several significant changes to the masters' project courses improved our previous deficiency on 'site conditions'. We have yet to address our deficiency in 'technical documents.'*

- Complete the process of transforming the historic preservation program into a certificate program.

*This initiative is on hold, pending developments in urban planning that are anticipated in 2002-03.*

**Goal 3**   Attract, support, and retain an excellent, motivated, and diverse faculty.

- With the retirement of several important senior faculty members over the next three years, develop a recruiting plan articulating upcoming needs, and ways to address recruitment of women and minority faculty in that process (in part to respond to the NAAB accreditation report).

*A recruiting plan has been developed and implemented, with the result of greater visibility of the faculty at national meetings, appointment of a woman dean as the first female full professor in the 52-year history of the college, and retention of three women tenure-track faculty. The permanent faculty of 14 includes seven people who are women and/ or minorities.*

- Develop a system of faculty mentoring and career planning and development that recognizes the differing needs of individuals at varying stages of their academic and professional careers.

*Faculty mentors have been assigned for all untenured faculty. Mentors report to the dean periodically. Several of the senior faculty also received excellent mentoring from the former dean and are demonstrating greatly improved research or creative productivity.*

- Developing a process of integrating adjunct/visiting faculty more fully into the academic and intellectual life of the School.

*Visiting faculty have been added to important committees of the GSA and included in Council and social events. Several have been made a part of the School's advisory board.*

- Increase the visibility of our excellent faculty and program nationally and internationally.

*The former dean has been extremely active in national accrediting and professional organizations. There were two exhibitions for the Olympics that received acclaim and many visitors to the building. A well –known journalist-architect from New York City, Michael Sorkin, was a visiting faculty here.*

**Goal 4**   Enhance the educational experience for all students within the context of an increasingly pluralistic, global world.

- Develop a plan for addressing issues of diversity in the student body, in response to the NAAB accreditation report.

*Between 2000-01 and 2001-02, the student minority enrollment increased 42% overall, led by an increase in Asian and Hispanic students. The percentage of female students decreased slightly in the same period and is well below national norms. Nationally, approximately 45% of architecture students are women, compared to 27% at the GSA in 2001-02. This suggests a need to concentrate on recruiting and retaining women and African-american students.*

**Goal 5**   Build a diversified and strong resource base for accomplishing the mission of the School.

- Continue to completion the "50 Years of Building Excellence" development campaign that addresses specified priorities for the program.

*The total pledged for the campaign is $560,000, less than the $1 million goal.*

*College of Arch + Planning*

# 2002-03 Smart Goals – Graduate School of Architecture

**Goal 1.** Transfer the undergraduate **urban planning** program to the GSA, and begin the development of an accredited masters degree in urban planning to be introduced in 2004-05.
- Increase awareness of planning issues in the local and regional community through service learning projects and increased activism and participation in civic issues by the faculty and dean.
- Lead the preparation of an inter-disciplinary, accredited urban planning masters degree curriculum and prepare documents for a new degree.
- Integrate the historic preservation certificate as a part of the joining of architecture and urban planning.

**Goal 2.** Improve the **image** and visibility of the college.
- Change the name of the college to better reflect current degree offerings and future potential.
- Significantly alter the web site for ease of use, appropriate design image and communication with alumni and potential students
- Actively call attention to faculty and student achievement through awards nominations and other media opportunities.

**Goal 3.** Improve the **funding** available to support programs and research.
- Significantly increase the number of faculty research grants submitted for funding both externally and internally.
- Prepare a capital plan, to fund start up costs of the urban planning program and for significant refurbishing and additions to the Architecture Building.
- Identify and approach key potential donors

**Goal 4.** Prepare and implement a program for increasing the **diversity** of the student body, particularly emphasizing the retention and recruitment of female students.
- Examine and suggest revisions to the curriculum to emphasize or reflect the broad-based values of non-traditional students (i.e, community-orientation, environment).
- Research the program retention rates and reasons for leaving the program.
- Work with local professional organizations (AIA, APA, ULI) to develop an outreach initiative to encourage design/planning careers among diverse students in Utah high schools and at SLCC.

## Slide 1

**DAVID ECCLES SCHOOL OF BUSINESS**
*University of Utah*

**2002-03**
**Exceptional Results in Challenging Times**

**2001-02**
**Sustaining Excellence, Striving to be Exceptional**

**2000-01**
**Building the Foundations of Excellence**

*Education with Impact*

# Exceptional Results in Challenging Times
## SMART Goals 2002-03

February 6, 2002

## Slide 2

**DAVID ECCLES SCHOOL OF BUSINESS**
*University of Utah*

**2002-03**
**Exceptional Results in Challenging Times**

**2001-02**
**Sustaining Excellence, Striving to be Exceptional**

**2000-01**
**Building the Foundations of Excellence**

*Education with Impact*

# 2002-03 Context

- Challenging situation, the "perfect storm"
  - Cuts in state appropriations, unfunded growth
  - Drastic declines in endowments
  - Donors with significant losses
- Tremendous momentum from meeting prior years' goals
- Desire to consolidate achievements, including program achievements
- Prepare for next round of program successes

1

# Master's Programs Goals

- Strategic Goal is to continue to dominate Utah MBA market

  – Increase quality of MBA programs while expanding students served

  – Develop specialized master's degrees as 5th year option in conjunction with eliminating one year program, including 3-2 honors program.

---

# MBA Program

PMBA Program



Executive MBA

3

## MBA Career Services

- Placement is our next significant challenge
- Number of initiatives
  - NAB assistance in Career Development
  - Development of Regional Boards
  - Top 10 customers effort, including outcomes assessment
- Difficult job market, we had acceptable placements 3 months after graduation, not acceptable at graduation

## Campus Partnerships

- Continues as major goal
- SCH growth risks making us a competitor, goal is to be partner
- Partnering on several fronts:
  - Service courses
  - Interdisciplinary programs
  - Minor and Graduate Certificate
- Adding value through efforts such as Entrepreneur Challenge and Lassonde New Venture Center

# High Academic Undergraduate Program

- As we have raised the entry bar, students have responded and our enrollments continue to grow.
- We do not have the faculty resources to support this growth, and as a result we have too many adjuncts.
- Would like to promote $5^{th}$ year Master's programs (e.g., MPrA) tied to honors offerings.
- Promoting minor as alternative to major (201 current), want International Studies to move forward.

---

# Undergraduate Business is Exceptional Program

- Ranked in U.S News top 50
- Graduates entering best graduate programs, Chicago, Stanford, Wharton, Northwestern, Harvard.
- Given funding structure, can we capitalize on this with honors programs?
- Undergraduate differential is necessary to sustain this excellence, hope to have differential for 2004-05.

**Solidify Ph.D. Program**

- Increased quality and grown to "critical mass"
- Placements are meeting our expectations, not spectacular
- Maintain quality of admits while improving placements
- Continue to expand post-doc

Sidebar:

DAVID ECCLES
SCHOOL OF BUSINESS
*University of Utah*

**2002-03**
Exceptional Results in Challenging Times

**2001-02**
Sustaining Excellence, Striving to be Exceptional

**2000-01**
Building the Foundations of Excellence

*Education with Impact*



**Development Goals**

- Broaden donor base and <u>maintain</u> annual fund level.
  - Donors seem to be level
  - Donations up slightly year-on-year
- Continue to cultivate major gifts
  - Entrepreneur Center
  - Scholarships
  - Values & Ethics and Garn
- Continue to innovate (e.g., team-based phonathon) and stay the course with successes

Sidebar:

DAVID ECCLES
SCHOOL OF BUSINESS
*University of Utah*

**2002-03**
Exceptional Results in Challenging Times

**2001-02**
Sustaining Excellence, Striving to be Exceptional

**2000-01**
Building the Foundations of Excellence

*Education with Impact*

**Slide 1:**

# Continue to have facilities Problems

- We are out of offices, I am going to be moving into a doublewide on the lawn.
- Problems with:
  - Classrooms: number & configuration
  - Student Services: space and location
  - Student Labs: space, access, quality
  - Research Labs: no space

**Slide 2:**

DAVID ECCLES
SCHOOL OF BUSINESS
*University of Utah*

**2002-03**
**Exceptional Results**
**in Challenging**
**Times**

**2001-02**
**Sustaining**
**Excellence,**
**Striving to be**
**Exceptional**

**2000-01**
**Building the**
**Foundations of**
**Excellence**

*Education with Impact*

# Any final questions?

# Comments?

# SMART Goals 2002–03

1. Continue expanding graduate enrollments, stabilizing all programs at capacity and setting up 5th year Master's degrees. We need to add faculty resources before considering another major program expansion in the PMBA or fulltime MBA.

Enrollment Goals (GMAT Average)

|              | current   | goal      | 2003-2004 | 2004-2005 | Long Term |
|--------------|-----------|-----------|-----------|-----------|-----------|
| One year     | 63 (604)  | 60 (620)  | 50 (620)  | 0         | 0         |
| Day-2 year   | 52 (631)  | 80 (620)  | 70 (630)  | 80 (630)  | 160 (640) |
| Professional | 132 (588) | 120 (600) | 160 (600) | 160 (600) | 160 (600) |
| Executive    | 57        | 50        | 55        | 55        | 55        |
| MPrA         | 48 (569)  | 60 (600)  | 70 (600)  | 80 (600)  | 80 (620)  |
| M.S. IS      | 0         | 0         |           | 40 (620)  | 60 (620)  |
| M.S. Finance | 11(617)   | 0         | 30 (620)  | 45 (620)  | 60 (620)  |

2. Continue working on improving our placement statistics.
   - Developed and implemented new programming for students in conjunction with our National Advisory Board.
   - Set up Regional Advisory Boards in LA, Orange County, and New York, plans to form similar boards in San Francisco, Phoenix, and possibly Boise.
   - Implemented key "customer" partnerships targeting 10 largest employers, completed initial round of contacts with Goldman, Fidelity, Wells Fargo, American Express, Zion Bank, Questar, and Accenture. Still working to complete all the rounds of meetings with Kennecott, Alliance, IHC, and Deseret Management.

3. Improve campus partnerships, become asset rather than competitor.
   - Continue to expand and improve "service" offerings, minor and graduate certificate.
   - Continue developing joint programs in International Studies, Master's of Science and Technology, Center for the Study of Values and Ethics, and Lassonde New Venture Center.

4. Stabilize "high academic" status of undergraduate program.
   - Accelerate students into 5th year M.S. options, including MPrA.
   - Promote business minor as viable alternative to majoring in business.

5. Solidify gains made in the PhD Program.

6. Broaden donor base and maintain discretionary funds raised by annual campaign.

# SMART Goals 2001-02

1. Expand recruiting pool for 2001-02 MBA classes, increasing number of enrolled students with improved entry qualifications.

Enrollment Goals (GMAT Average)

|            | 02-03 Goal | Actual   | 2003-2004 | 2004-2005 | Long Term |
|------------|------------|----------|-----------|-----------|-----------|
| One year   | 60 (620)   | 63 (604) | 0         | 0         | 0         |
| Day-2 year | 80 (620)   | 52 (631) | 120 (630) | 160 (640) | 160 (640) |
| Professional | 120 (600) | 132 (588) | 140 (600) | 160 (600) | 160 (620) |
| Executive  | 50         | 57       | 50        | 50        | 50        |
| MPrA       | 60 (600)   | 48 (569) | 80 (610)  | 80 (620)  | 80 (620)  |
| M.S. IS    | 0          | 0        | 30 (620)  | 45 (620)  | 60 (620)  |
| M.S. Finance | 0        | 11 (617) | 35 (620)  | 45 (620)  | 60 (620)  |

Results:

Enrollments (GMAT Average)

|              | 02-03 Actual | 02-03 Goal | 2001-2002 | 2000-01  | 1999-00  |
|--------------|--------------|------------|-----------|----------|----------|
| One year     | 63 (604)     | 60 (620)   | 57 (605)  | 46 (594) | 46 (590) |
| Day-2 year   | 52 (631)     | 80 (620)   | 58 (614)  | 45 (605) | 55 (595) |
| Evening      | -            | -          | -         | 54 (601) | 63 (618) |
| Professional | 132 (588)    | 120 (600)  | 93 (584)  | -        | -        |
| Executive    | 57           | 50         | 51        | 41       | 34       |
| MPrA         | 48 (569)     | 60 (600)   | 40        | 38       | 34       |
| M.S. Finance | 11 (617)     | 0          | 9         | 1        | 0        |

2. Develop closer partnerships with employers to support Career Services

   Results: Made considerable headway in forming key partnerships, which have led to additional internship opportunities, field studies for our Master's students, and some non-degree executive education opportunities. Placement remains an area where we face significant challenges.

3. Improve campus partnerships, become asset rather than competitor.

   Results: Moving forward with implementation of International Studies degree, which is joint with Humanities and Social and Behavioral Sciences. We are in the process of starting up jointly funded research in values and ethics for interdisciplinary teams from Social and

Behavioral Sciences, Humanities, Law, and Business. We are providing the seed funding from our own fund raising efforts and the other schools are providing partial matches. And we are now able to accommodate increasing numbers of graduate students from other programs in our Graduate Certificate program.

4. Continue to evolve undergraduate program as "high academic."

   Results: Our undergraduate admissions standards have continued to rise, and we are implementing an honors option in finance. We would like to admit high academic students as freshmen, but we currently do not have the advising capacity and are also not able to do the necessary high school recruiting.

5. Solidify gains made in the PhD Program.

   Results: The PhD Program continues to attract top caliber students. Providing adequate support is a problem as our endowments dry up at the same time state funding is cut.

6. Broaden donor base and maintain discretionary funds raised by annual campaign.

   Results: For the first time, we received donations from more than 10% of our MBA graduates. Broadening our base of support is slow and incremental, but we continue to add new donors while retaining most existing donors.

7. Continue to evolve solutions to address worsening facilities problems

   Results: Budget problems are hurting our hiring, which has lessened our most pressing problems this year. However, once we start hiring, we are going to be out of office space almost immediately. We will look at the option of putting trailers on the lawns outside the building.

8. Expand visibility of key assets in Finance and Economics by expanding programming associated with the Garn Institute and the Bureau for Economic and Business Research; explore joint database development with the Lassonde New Venture Center.

   Results: The unexpected loss of Thayne Robson put this behind schedule. We had hoped to hire a faculty director, but budget problems will likely make this impossible. We will begin searching for a professional director in the spring.

# SMART Goals 2000-01

1) Expand recruiting pool for MBA Program, increased number of enrolled students.
   Initiatives:
   Marketing campaign
   Direct recruiting

Enrollment Goals (GMAT Average)

|            | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | Long Term |
|------------|-----------|-----------|-----------|-----------|-----------|
| One year   | 60 (620)  | 60 (640)  | 60 (660)  | 60 (660)  | 0         |
| Day-2 year | 60 (620)  | 80 (640)  | 120 (640) | 160 (640) | 240 (650) |
| Evening    | 80 (600)  | 120 (600) | 160 (600) | 200 (600) | 240 (620) |

Results:

Enrollments (GMAT Average)

|              | 2001-2002 | Goal     | 2000-01  | 1999-00  | 1998-99 |
|--------------|-----------|----------|----------|----------|---------|
| One year     | 57 (605)  | 60 (620) | 46 (594) | 46 (590) |         |
| Day-2 year   | 58 (614)  | 60 (620) | 45 (605) | 55 (595) |         |
| Evening      |           |          | 54 (601) | 63 (618) |         |
| Professional | 93 (584)  | 80 (600) |          |          |         |
| Executive    | 51        | 45       | 41       | 34       | 25      |
| MPrA         | 40        | 40       | 38       | 34       |         |
| M.S. Finance | 9         |          | 1        | 0        |         |

2) Revision of MBA curriculum with the goal of having more electives, implementation of new major options in conjunction with this change.

   Results: Completed 2001, program revisions implemented for 2001-02 academic year.

3) Development of new IS major option at the undergraduate level.

   Results: Completed and approved.

4) Greater coordination and standardization in mass undergraduate offerings.

   Results: Implemented for Acct 1420 and Mgmt 1010, rolling out to other classes.
   Standard approach for large courses in minor.

5) Continued expansion of PhD Program.

Results: Total 36 PhD students in residence for 2001-02 academic year.

6) Broaden donor base and expand discretionary funds raised in annual campaign.

Results: 21% increase in Annual Fund participation with 75% increase in funds
41% increase in mail campaign revenue
14% increase in donors over $1000
60% increase in number of matching gifts
19% increase in dollar value of scholarships awarded

THE **UNIVERSITY** OF UTAH

November 21, 2002

Dr. David W. Pershing
Senior Academic Vice President
205 Park
CAMPUS

Dear Dave:

As per your request, I am hereby submitting to you a brief report outlining the college's results pertaining to our "Smart Goals" for 2001-2002. You will also find a list of the college's "Smart Goals" for 2002-2003. The administrative team of the college is looking forward to your visit and the opportunity of reviewing the new goals with you. Goals 1 through 6 and goal 10 will especially need or require the help of the central administration in order to be achieved this academic year. Several of these 7 specific goals have fiscal implications attached to them. We recognize that we are in difficult financial times, but the continuing vitality and strength of the college generally and key initiatives that have begun over the last four years in particular demand that these conditions be addressed. The help, counsel, and assistance you and your team can provide us in doing so is welcome as always.

I will have Jackie Byrd, my administrative assistant, coordinate with Pat Armstrong to secure a time and place for your visit. If you have any questions with respect to the attached materials please fee free to contact me.

Cordially,

David J. Sperry, Dean
College of Education

xc: Paul Brinkman
    Diana Pounder
    Department Chairs

**Office of the Dean**
1705 Campus Drive, Room 225
Salt Lake City, Utah 84112-9251
(801) 581-8221
FAX: (801) 581-5223

# COLLEGE OF EDUCATION SMART GOALS 2001-2002

**Smart Goal #1: (PROGRAM DEVELOPMENT, IMPROVEMENT, AND OUTREACH)**
Complete analysis and any needed revision of educator preparation programs to meet appropriate NCATE standards. Develop and implement program emphases and/or endorsements in areas particularly needed by teachers (i.e., ed technology for teachers, diversity/ESL, reading, special education, "level 2" content endorsements in math, integrated science, social studies, and language arts.) (Elementary Ed majors/licensure students would be required to concentrate in at least one program emphasis area, whereas secondary licensure students would be permitted to substitute one of these program emphases/endorsements for a teaching minor.) Better align teaching major and minor programs and requirements with teaching and curricular needs of k-12 schools. Reconsider the amount of coursework required in those teaching majors and minors that dramatically exceed the University's guidelines for credit hours in a major or minor. Introduce night/summer elementary and secondary licensure programs for teachers on letters of authorization and others, some of whom may be able to take advantage of HB 211 (free tuition for educators). Promote professional development and outreach activities through negotiated agreements with school districts, especially in high need areas *(strategic planning goals 1c, 2a, 2b, 2d, 4a, 4b, 5b, and 12a)*.

**Smart Goal #2: (FACULTY RECRUITMENT)** Fill with highly competent scholars as many of the thirteen vacant tenure track lines as possible using the occasion/opportunity to seek further diversification of the faculty *(strategic planning goal 3d)* and to appoint a person as chair of the new Department of Teaching and Learning that will bring vision and strength to this aspect of the college's restructuring initiative *(strategic planning goal 1)*.

> **Results:** The college sought to fill thirteen tenure track faculty lines during the 2001-2002 academic year. Twelve were vacant lines (3 in Special Education; 3 in Educational Psychology; 2 in Educational Leadership; and 4 in Teaching and Learning which included a department chair) and one was a promised minority line from Karen Dace's office to the Department of Educational Leadership. Due to state budget cuts, the promised line from Karen Dace was retracted. Six of the remaining twelve lines were filled with very promising assistant professors (3 in Special Education, 2 in Educational Leadership, and 1 in Educational Psychology). Five of the appointments were female, one was male, zero minority. Educational Psychology elected to fill one line for the time being with a full-time clinical appointment. The search for a new department chair for Teaching and Learning ended without an appointment, and due to state budget cuts and declining SCH in the Department of Teaching and Learning the other three searches were suspended. The ratio of men to women in tenure track faculty positions in the college of education now favors women.

**Smart Goal #3: (FACULTY SALARIES)** Continue the effort to bring the average salary of all productive faculty to at least 95% of peer with special emphasis upon ameliorating the salaries of productive educational psychology faculty at the associate and full professor

levels (*strategic planning goal 7a*).

>    **Results:** Because of state budget cuts and no new faculty/staff salary monies, efforts to address the continuing goal of bringing the average faculty salary of all productive faculty to at least 95% of peer and overcoming the serious inequity of faculty salaries in the higher faculty ranks in the Department of Educational Psychology went unattended.

**Smart Goal #4: (PHYSICAL FACILITIES) Complete short term remodeling of Milton Bennion Hall (*strategic planning goal 6a*), establish and implement a better maintenance and use plan for Milton Bennion Hall (*strategic planning goals 6c and 6d*), press the central administration for more IMS/UEN, OSL space, and formally begin a long-term facilities improvement fund (*strategic planning goals 6c and 8a*).**

**Smart Goal #5: (QUALITY INDICATORS AND PROGRAM APPROVAL STANDARDS) Hire an educational assessment and data management specialist to establish a formal plan to identify indicators of quality and productivity (in research, teaching, & service) and to begin collecting the data for self monitoring, reporting, and improvement purposes (*strategic planning goals 10a and 10b*) as well as to help the college and university meet state program approval standards (NCATE Standards) (*strategic planning goal 12a*). Create NCATE unit conceptual framework and have faculty adjust syllabi to reflect NCATE/INTASC/USOE standards and assessment methods (strategic planning goal 12a).**

**Smart Goal #6 (DEVELOPMENT AND PUBLIC RELATIONS) Continue to pursue development and public relations objectives with special emphasis upon obtaining on-going legislative funding for the Reading Clinic, the establishment of faculty fellowships through the Jones Endowment, and increasing public understanding and support of the college through publications, outreach, and personal networking (*strategic planning goals 8a and 8c*).**

>    **Results:** Legislative funding was obtained for the Reading Clinic and the Jones Faculty Fellowships were funded and enacted. Unfortunately, in special session and due to revenue shortfalls, the Utah Legislature revoked it's funding of the Reading Clinic. Promotion of the college through development and public relations efforts continued. A University of Utah College of Education Fact Book 2001-2002 proved particularly valuable in helping to increase public awareness of the college. Overall contributions to the college totaled $ 298,345 for the 2001-2002 academic year. This was an increase of 76% over the previous year. A Milton Bennion Hall Renovation Fund was established.

# COLLEGE OF EDUCATION SMART GOALS 2002-2003

## Background and Introduction:

The current strategic plan of the College of Education was formulated in the Fall of 1999. It has been reviewed and slightly revised annually ever since that time. For the most part, the original goals have been achieved. Some items by their very nature are continuing objectives that transcend strategic plans (e.g., maintaining competitive salary levels for faculty and staff). This year marks a point where (1) completion of the current strategic plan (some aspects of which are quite substantive and may even require mid-year modification of current objectives) needs to finally take shape; (2) serious attention has to be given to externally driven accountability and fiscal matters; and (3) planning for the next set of strategic goals is undertaken. The following list of college smart goals for 2002-2003 reflects a work agenda in those three arenas.

## Current Strategic Plan Smart Goals

**Goal # 1** - Stabilize the new Department of Teaching and Learning programmatically and fiscally. Recruit and appoint a regular department chair for the unit. This may well be the most critical task facing the college this year.

**Goal # 2** - Stabilize the funding of the new Instructional Design and Educational Technology (IDET) program. This will demand financial support of about $30,000 or a .50 FTE. faculty line.

**Goal # 4** - Retain key faculty by (1) identifying our most vulnerable people and attempt to take pre-emptive action, and (2) re-assessing where we are and what can be done to achieve the continuing goal of bringing faculty salaries to at least 95% of peer group.

**Goal #5** - Address the serious inequity of faculty salaries in the full and associate professor ranks in the Department of Educational Psychology.

**Goals #6** - Seek permanent legislative as well as foundational funding for the University of Utah Reading Clinic.

**Goal #7**- Place greater emphasis on external funding opportunities linked wherever possible with research work designed to help local school districts and social agencies.

**Goal #8** - Continue with long-term facilities renovation/expansion plans by: (1) launching the silent fund raising part of the facilities development program; (2) searching for and begin working with compatible funding and building use partners; and (3) beginning to engage our newly appointed college advisory board in assisting with the project.

**Goal #9** - Design plans for the college's involvement in the President's University Neighborhood Partnership.

## Externally Driven Accountability Issues

**Goal #10** - Stabilize the impact of the current state budget crisis with special attention being given to finding/creating ways of restoring lost operating budgets and teaching assistance monies.

**Goal #11** - Continue to meet the requirements and demands of a broad range of federal, state, and professional association accountability mandates (e.g, ESEA, Title II, APA, NCATE).

## New Initiatives

**Goal #12** - Launch a new strategic planning process to create the next 5 to 10 year strategic plan for the college by linking college values, major programmatic themes, and changes in the educational environment with such things as building renovation/expansion plans, future technology initiatives, new and old partnerships, etc.

# College of Engineering Achievements 2000-02

<u>Specific Goals</u>

1. **Grow and strengthen the undergraduate program to facilitate relevant instruction recognized for its excellence and increase the opportunities for qualified students**
   A. Increased the number of majors in the College of Engineering by 99 or 26% during the last 2 years
   B. Increased funding for teaching laboratory equipment by $3.7M from Initiative and industrial funding during the last 2 years
   C. Developed an Honors Program to provide a higher quality experience for select engineering students
   D. Increased quality of entering freshmen and improved retention of outstanding students:
      - Expanded the UG Research Scholars Program by 100% to 20 students/year
      - Raised $427K of new scholarship money, including funding particularly for underrepresented groups
      - Provided support for students living in Engineering residence hall (Officer's Circle)
   E. Developed new college-wide communications program

2. **Enhance critical support for graduate education and research activities**
   A. Developed combined MS/BS degree programs in 3 departments and established a model for the College
   B. Established 2 new Sandia Graduate Fellowships for US students

3. **Promote faculty/staff recruiting and retention (and avoid costly losses)**
   A. Increased faculty size by 16 FTE using Initiative funding plus University match
   B. Provided appropriate starting salaries for recruiting the highest quality faculty and staff, with competitive start-up packages for faculty
   C. Took steps to eliminate salary compression for productive faculty and staff members using Initiative funding

4. **Develop space to alleviate current overcrowding and to house the additional students and faculty targeted above as well as the new centers and institutes planned**
   A. Completed (nearly) remodeling of MEB resulting in 2 new CS teaching laboratories, 2 BME teaching laboratories, a new BME teaching/conference space, a new CFE administrative area, completely remodeled CS space, renovated ECE teaching space and 10 new faculty offices
   B. Completed remodeling of Kennecott space to give space for 16 faculty offices and for AML and machine shop activities (to give more expansion room in MEB)
   C. Received $15M for a new Engineering building from the State, $4.5M from the University administration, and $0.25M from private sources
   D. Developed a plan for funding for a new education and research building, including hiring 1 new development staff member

5. **Nurture relationships with the College's alumni and corporate partners**
   A. Strengthened the College Industrial Advisory Board by recruiting 8 influential, new members
   B. Worked with Industrial Advisory Board to lobby appropriately for increased State resources for engineering - $1.3M ongoing and $1.2M one time
   C. Developed an Engineering National Advisory Council

# College of Engineering Strategic Plan 2002-03

## Specific Goals

1. **Grow and strengthen the undergraduate program to facilitate relevant instruction that is recognized for its excellence and increase the opportunities for qualified students**
   A. Increase the capacity of BS engineering programs by 100% in the next few years in accordance with the plan articulated by Governor Leavitt
      - Increase State budget for oversubscribed departments with high growth and demand
   B. Increase quality and diversity of entering freshmen and improve retention of outstanding students
      - Fund (permanently) the UG Research Scholars Program for 20 students/year
      - Add one new staff member for outreach activities
   C. Expand new programs to enhance leadership and communication skills of our graduates

2. **Enhance critical support for graduate education and research activities**
   A. Increase graduate degree production capacity by 100% from 2001 to 2006
   B. Develop combined BS/MS degrees in 2 additional departments
   C. Increase collaboration with the College of Business in entrepreneurship
   D. Foster interdisciplinary programs between existing departments
   E. Increase the number of first year fellowships by 3

3. **Improve quality of faculty/staff**
   A. Provide appropriate starting salaries for recruiting the highest quality faculty and staff, with competitive start-up packages for faculty
   B. Reduce salary compression for productive faculty and staff members
   C. Complete 20 5-year tenured faculty evaluations
   D. Institutionalize college-wide training for teaching excellence

4. **Develop space to alleviate current overcrowding and to house the additional students and faculty targeted above as well as the new centers and institutes planned**
   A. Obtain additional space and improve utilization of facilities in MEB and Kennecott
   B. Secure funding for a new education or research building within 2 years

5. **Nurture relationships with the College's alumni and corporate partners**
   A. Effectively utilize industrial support base
      - Work with Industrial Advisory Board and the corporate community to secure year 3 of engineering initiative
      - Strengthen in-class presence of industry speakers
      - Proactively pursue opportunities for industrial cooperation and interaction
   B. Sustain and strengthen development activities
      - Secure cornerstone gifts for the capital campaign and begin public phase
      - Secure commitments for in-kind lab gifts
      - Secure funding for essential outreach activities
      - Mobilize ENAC members on behalf of strategic COE objectives
      - Strengthen website in support of development efforts

11/19/02

| Course | Number | Enrollment 2000-2001 | | | Enrollment 2001-2002 | | | Enrollment 2002-2003 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Sum 2000 | Fall 2000 | Spr 2001 | Sum 2001 | Fall 2001 | Spr 2002 | Sum 2002 | Fall 2002* | Spr |
| BIOEN | 3201 | | | | | 33 | | | 43 | |
| BIOEN | 3202 | | | | | | 31 | | | |
| CHFEN | 3553 | | 9 | 29 | | | 30 | | | |
| CHFEN | 3853 | | 32 | | | 34 | | | 30 | |
| CHFEN | 3603 | | | 36 | | | 32 | | | |
| CVEEN | 3210 | | 54 | | | 60 | | | 64 | |
| CVEEN | 3310 | | 63 | | | 79 | | | 73 | |
| CVEEN | 3410 | | 61 | | | 57 | | | 72 | |
| CVEEN | 3520 | | 54 | | | 59 | | | 67 | |
| CVEEN | 3610 | | 60 | | | 56 | | | 79 | |
| ECE | 3810 | | | | | | | | 27 | |
| ECE | 3900 | | | | | | | | 56 | |
| ECE | 3910 | | | | | | | | | |
| EL EN | 3900 | | 50 | | | 61 | | | | |
| EL EN | 3910 | | | 51 | | | 46 | | | |
| ECE | 3991 | | | | | | | | 19 | |
| ECE | 3992 | | | | | | 5 | | | |
| EL EN | 3991 | | | | | | | | | |
| EL EN | 3992 | | | | | | | | | |
| MSE | 3010 | | | 9 | | | 14 | | | |
| MSE | 3011 | | | 11 | | | 12 | | | |
| ME EN | 3200 | | 81 | | | 81 | 30 | | 96 | |
| ME EN | 3300 | | 32 | 32 | | 41 | | | 49 | |
| ME EN | 3600 | | 41 | 28 | | 35 | 45 | | 86 | |
| | | | **537** | **196** | | **596** | **245** | | **761** | |
| CP SC | 3500 | | 122 | | | 96 | 126 | | 112 | |
| CP SC | 3510 | | | 98 | | | | | | |
| CP SC | 3810 | | 105 | | | 93 | | | 96 | |
| | | | **227** | **98** | | **189** | **126** | | **208** | |
| | | | **764** | **294** | | **785** | **371** | | **969** | |

27% increase

Latest Regent's Date.
12/23/02
Gary Dixon.

**University of Utah**

Engineering
Department                                                    Course Name


BIOMEDICAL ENGINEERING                        Human Physiology I
                                                              Human Physiology II
CHEMICAL ENGINEERING                          Chemical Reaction Engineering
                                                              Thermodynamics
                                                              Mass Transfer and Separations
CIVIL ENGINEERING                                  Structural Analysis I
                                                              Geotechnical Engineering I
                                                              Hydraulics
                                                              Transportation Engineering
                                                              Environmental Engineering I
ELECTRICAL ENGINEERING
                                                              Junior Seminar
                                                              Prethesis
                                                              Junior Seminar
                                                              Prethesis
COMPUTER ENGINEERING                          Junior Seminar
                                                              CE Prethesis
                                                              Junior Seminar
                                                              CE Prethesis
MATERIALS SCIENCE &ENG                        Materials Processing Lab
                                                              Structural Analysis of Materials
MECHANICAL ENGINEERING                        Mechatronics
                                                              Strength of Materials
                                                              Thermodynamics II
                    **Engineering Totals**

COMPUTER SCIENCE                                  Software Practice
                                                              Advanced Algorithms and Data Structures
                                                              Computer Architecture
              **Computer Science Totals**
                      **Combined Totals**

DRAFT  Spring=
opfull

## Enrollment Growth Funding for 2002-03, ~~Revised~~

| | Level | Change in SCH — Summer 01-00 SCH | Autumn 01-00 SCH | Spring 02-01 SCH | Net Chg SCH | Basic. Pay Rates $ | Basic Pay $ | Lab. Differ'l Rates 1.2 | Lab Pay $ | Growth Pay $ |
|---|---|---|---|---|---|---|---|---|---|---|
| Bioengineering | LD | 27 | -63 | -6 | -41.7 | 50.00 | -2,087 | 10.00 | -417 | |
| | UD | 0 | 274 | 324 | 598.4 | 55.00 | 32,911 | 11.00 | 6,582 | |
| | BG | 125 | -32 | -116 | -23.1 | 105.00 | -2,430 | 21.00 | -486 | |
| | AG | -89 | -71 | -111 | -271.0 | 210.00 | -56,916 | 42.00 | -11,383 | |
| | TOTAL | 63 | 108 | 92 | 262.5 | | -28,522 | | -5,704 | -$34,227 |
| Chemical & Fuels | LD | 3 | 16 | 64 | 82.6 | 50.00 | 4,130 | 10.00 | 826 | |
| Engin | UD | 15 | -212 | 46 | -150.8 | 55.00 | -8,294 | 11.00 | -1,659 | |
| | BG | -21 | 79 | 89 | 147.3 | 105.00 | 15,462 | 21.00 | 3,092 | |
| | AG | -3 | 64 | -23 | 37.9 | 210.00 | 7,963 | 42.00 | 1,593 | |
| | TOTAL | -6 | -53 | 175 | 117.0 | | 19,261 | | 3,852 | $23,113 |
| Civil & Environmental | LD | 0 | 2 | 103 | 104.4 | 50.00 | 5,222 | 10.00 | 1,044 | |
| Engin | UD | 6 | 116 | 265 | 387.3 | 55.00 | 21,303 | 11.00 | 4,261 | |
| | BG | 18 | -64 | -19 | -65.3 | 105.00 | -6,857 | 21.00 | -1,371 | |
| | AG | 6 | 29 | 19 | 54.2 | 210.00 | 11,386 | 42.00 | 2,277 | |
| | TOTAL | 30 | 83 | 368 | 480.7 | | 31,055 | | 6,211 | $37,266 |
| Computer Science | LD | -3 | -214 | 304 | 87.0 | 50.00 | 4,348 | 10.00 | 870 | |
| | UD | -10 | -61 | 360 | 289.3 | 55.00 | 15,911 | 11.00 | 3,182 | |
| | BG | 55 | 154 | 306 | 515.4 | 105.00 | 54,113 | 21.00 | 10,823 | |
| | AG | 67 | -2 | -31 | 33.8 | 210.00 | 7,100 | 42.00 | 1,420 | |
| | TOTAL | 109 | -123 | 939 | 925.4 | | 81,473 | | 16,295 | $97,767 |
| Electrical Engin | LD | 51 | -33 | -678 | -660.2 | 50.00 | -33,010 | 10.00 | -6,602 | |
| | UD | 1 | 12 | 65 | 78.0 | 55.00 | 4,291 | 11.00 | 858 | |
| | BG | -23 | 445 | 313 | 735.0 | 105.00 | 77,173 | 21.00 | 15,435 | |
| | AG | -44 | 41 | 28 | 25.4 | 210.00 | 5,330 | 42.00 | 1,066 | |
| | TOTAL | -15 | 465 | -271 | 178.2 | | 53,784 | | 10,757 | $64,540 |
| Mechanical Engin | LD | 76 | 46 | -319 | -196.9 | 50.00 | -9,843 | 10.00 | -1,969 | |
| | UD | 95 | 407 | 55 | 556.1 | 55.00 | 30,585 | 11.00 | 6,117 | |
| | BG | 39 | 267 | 147 | 452.6 | 105.00 | 47,520 | 21.00 | 9,504 | |
| | AG | -48 | 229 | 91 | 272.4 | 210.00 | 57,202 | 42.00 | 11,440 | |
| | TOTAL | 162 | 949 | -26 | 1,084.2 | | 125,463 | | 25,093 | $150,556 |
| Materials Science | LD | 0 | 25 | 340 | 364.1 | 50.00 | 18,205 | 10.00 | 3,641 | |
| | UD | 0 | 19 | -74 | -55.0 | 55.00 | -3,026 | 11.00 | -605 | |
| | BG | 18 | 58 | 39 | 114.5 | 105.00 | 12,021 | 21.00 | 2,404 | |
| | AG | 65 | 44 | 11 | 118.6 | 210.00 | 24,914 | 42.00 | 4,983 | |
| | TOTAL | 83 | 145 | 315 | 542.2 | | 52,114 | | 10,423 | $62,537 |
| ENGINEERING | LD | 154 | -222 | -192 | -260.7 | 50.00 | -13,034 | 10.00 | -2,607 | |
| | UD | 107 | 556 | 1,041 | 1,703.3 | 55.00 | 93,680 | 11.00 | 18,736 | |
| | BG | 211 | 906 | 760 | 1,876.2 | 105.00 | 197,003 | 21.00 | 39,401 | |
| | AG | -46 | 334 | -16 | 271.3 | 210.00 | 56,979 | 42.00 | 11,396 | |
| | TOTAL | 426 | 1,573 | 1,592 | 3,590.1 | | 334,628 | | 66,926 | $401,554 |

Office of the Dean

THE
UNIVERSITY
OF UTAH

Memo


To:     Dr. David Pershing
        Sr. VP for Academic Affairs
        205 Park

From:   Phyllis Haskell
        Assoc. VP for the Arts
        Dean, College of Fine Arts

Date:   November 8, 2002

Re:     Summary Report for the College of Fine Arts SMART Goals 2001-
        2002

Attached is a hard copy the report summarizing our success with the
2001-2002 SMART Goals.  An electronic version was also sent.
Although we did not meet all our goals, I felt we made good progress.

## SMART GOALS FOR 2001-2002
## THE COLLEGE OF FINE ARTS
## Progress Report
### Submitted November 8, 2002

**1. Track progress on 2000-01 goals that were not completed in all departments:**

- **Four-year/two year curriculum tracking plans for students to follow**
  All six departments have created four-year curriculum tracking plans
  that enable their students to plan their degree programs and ensure
  timely graduation. This means that incoming freshmen can be handed a
  document that details each semester's curriculum plan that (if followed)
  ensures graduation in a four-year time span. The two-year plans are for
  the BA degrees and have been implemented in all areas that offer BA
  degrees (Film Studies, Art History, Music) with the exception of Theatre.
  Given the individualized nature of the theatre BA, and the number of
  transfer students served by this program, a tracking plan needs to remain
  generalized.

- **Mentoring programs for students**
  The following mentoring programs have been implemented:
  Art & Art History: each of the 8 disciplinary areas involves one-on-one
  student/faculty working relationships that have a strong mentoring
  component. A senior course has been developed in which careers and life
  after graduation is addressed.
  Ballet: regular ongoing mentoring with students who work closely with a
  faculty mentor assigned to each area. There is a required course
  designed to assist students with transitions into professional careers.
  Film: no formal mentoring process in place
  Modern Dance: faculty mentors are assigned by area of interest, i.e.:
  choreography, performance, and teaching. A specific required course on
  both the graduate and undergraduate levels is designed to address
  transition between school and career.
  Music: informal mentoring takes place in area ensembles with one on one
  coaching and career mentoring. Mentoring regularly occurs in private
  lessons in instrument training
  Theatre: routine mentoring by Area Heads in specific disciplines, ATP
  has a faculty mentor assigned to each class

- **Capstone courses**
  Capstone courses or capstone projects have been implemented for all
  students in the following departments: Art & Art History, Ballet,
  Modern Dance. The Departments of Music and Theatre have capstone
  requirements in place for all students except those in their BA degree
  programs. The Film Studies Division does not have a capstone
  requirement in place but has identified this as a goal for next year.

- **Exit interviews with students**
  The following departments have implemented exit interviews with
  students:

Ballet and Modern Dance:  Graduating students are required to meet with the department chair at the end of their final spring semester to respond to a specific group of exit interview questions. The following departments will initiate exit interviews this year:  Art & Art History, Film, Theatre

Music does not yet have a plan in place for exit interviews but has identified this as a goal for 2002-2003.

2. **Continue to track issue of concern:**
    - **Salary equity for faculty**
      There has been some progress made in the past 5 years toward salary equity in the college but, because of budget cuts, this year was unique. Throughout the university, raises were given only for promotion and these were uniformly awarded across disciplines. The college did continue to track progress toward our goal of faculty salary equity with our peers by discipline. Despite this salary compression, salaries went up 3.36% for faculty and 3.2% for staff.
    - **Grant applications and rates of success**
      Departments are keeping monthly records of grant applications by their faculty members and the success of these grant requests for 2002-2003. The college is compiling this data and producing college-wide monthly reports. Research money awarded to the College of Fine Arts was up 100% for 2001-2002 over 2000-2001.
    - **Mentoring faculty in grant applications**
      A College of Fine Arts Research Document was produced and approved to help faculty frame their research proposals and to help university granting committees understand the nature of research in the fine arts. The associate dean for research, Peter Goss has been an extremely helpful resource for faculty in framing and writing their grant proposals. As noted above, our research awards doubled over last year.
    - **Diversity issues**
      Diversity in our students majoring in the arts remains an area of focus and concern. Our current enrollment percentage is 8.81% minority students compared with the UU percentage of 12.79%. This past year our growth percentage was .81% compared with the UU growth percentage of .58%, so some progress in being made. As we continue in our efforts to recruit talented minority students, it becomes more and more apparent that a shortage of scholarship money for the arts is hampering our efforts. In terms of attracting non-major minority students to our classes we were much more successful with a 47.7% growth factor over the past year.
      We have been very successful in increasing our faculty diversity. During the past year the percentage of growth is 175%. In actual tenure track lines for minorities, we went from three in 2000-2001 to eleven in 2001-2002. Our increase in minority staff hires was 150%. We would like to acknowledge the support we have received in our efforts from the Associate Vice President for Diversity, Karen Dace.

- **Student scholarships**

  The decline in the economy has eroded scholarship endowment accounts during the past year causing a decrease in the expendable accounts. The percentages from each department are as follows:

  | | |
  |---|---|
  | Art & Art History | -12.20% |
  | Ballet | +2.34% |
  | Modern Dance | -73.8% |
  | Music | -45.11% |
  | Theatre | +25.85% |

  Nonetheless there is good news in the establishment of new scholarships:
  - Marion Steibel Siciliano  2 scholarships for cross disciplinary tracts
  - Jack Lunt Memorial Scholarship  partial scholarship for ballet, art, or theatre
  - Emma Eccles Jones Scholarships  partial scholarships for 12 residents of the Scholarship House
  - Matthews Memorial Scholarship in Music  2 million in endowment
  - Howard Clark  2 scholarships for seniors in art
  - Grace and Nibs Meldrum  scholarship for art
  - Art Alumni Scholarship Endowment
  - Davis Travel Award Endowment in art
  - Rudd Scholarship Endowment in music
  - Tanner Quartet Scholarship Endowment in music
  - Carver Endowed Scholarship in music
  - Delvie Jazz Scholarship Endowment in music
  - Music Campaign Scholarship Endowment
  - Margetts Endowed Scholarship for theatre

3. **Develop a marketing position and strategy for CFA.**
   - Obtain funding for a partnered position with Ballet, Modern Dance, Music, and Kingsbury Hall
   - Develop a job description and preliminary marketing plan
   - Reconfigure existing funds for a marketing budget
   - Find an office space
   - Conduct a search

   All of the above was successfully completed but in the end we could not complete the hire because we lost the funding for this position in the budget cuts

4. **Develop a high-tech CFA power point presentation to inform community organizations about arts at the University of Utah.**

   Although a number of preliminary discussions were held regarding prospective audiences and content, this goal was not met. Members of the Fine Arts Advisory Committee were very generous with their time and expertise in helping us prepare for this project. We did not complete the project for several reasons:  loss of funding, lack of time, and priority of

other goals and projects. We had planned to wait until the new marketing position was in place but (see above).

**5. Enhance partnerships between the academic departments and the auxiliary units as appropriate:**
- **New marketing partnership with Kingsbury Hall**
The new marketing partnership could not go forward due to the budget cut issue explained in #3.
- **Student/department performances/collaborations in Kingsbury Hall**
Kingsbury Hall hosted two seasons of Utah Ballet and one season of Lyric Opera giving both student companies unique opportunities to perform in the size venue appropriate to those art forms. In addition KH partnered with the Department of Modern Dance and ASUU to bring in two resident companies to perform and work with students. Kingsbury Hall also partners with the Departments of Ballet, Modern Dance, Music, and Theatre on ticketing services for their performances.
- **Theatre student internships with Pioneer Theatre Company**
Collaboration between the Theatre Department and PTC is better than it has been for the past 15 years. This year PTC had four student interns from the department who appeared in their productions. Eight students from the design emphasis worked on sets, costumes, and stage management at PTC. PTC sponsored a guest director for the Actor Training Program production. Theatre Education majors continued to do out-reach process drama sessions to educate and prepare high school students scheduled to attend the PTC productions.
- **Art/Art History internships and partner programming with UMFA**
Internships for Art History majors are in the planning phase.

**6. Develop and implement a development campaign for the Art and Architecture Technology Center.**
The development campaign for the Art and Architecture Technology Center is in progress. In 2001-2002 the following steps were accomplished:
- Documents articulating the mission, goals, vision, and rationale were written as well as a paper documenting the need for the center and why it is important to our students and faculty
- A pre-planning study was prepared
- Public presentations were designed and presented to some targeted audiences, including legislators and the Fine Arts Advisory Board
- CFA Assistant Dean for Technology, David Zemmels, visited several national/international sites currently operating on similar missions
- A site in Banff, Canada was selected and visited by Sr. Vice President David Pershing and Dean Phyllis Haskell

**7. Augment College/Department assessment measures through tracking:**
- **Department rankings**
Departmental rankings remained the same during the past year

- **National accreditation for prepared departments**

The Music Department had a re-accreditation visit from NASM. The results were deferred pending follow-up reports and action, which have been completed. The Departments of Music, Theatre, and Art & Art History were reviewed by the graduate school. No departments besides Music felt that they were prepared to go forward for accreditation.

- **National and regional faculty, alumni and student recognition/achievement**

The on-line faculty productivity report was implemented in all departments. From these reports departments can now create reports of recognition and achievement.

Investigation was done on establishing an alumni web database that would be helpful in assessment proceedings for the college and departments. On Steve Hess's suggestion we worked with Media Solutions. They gave us an estimate of $18,600 to produce a very simple database, which made it cost prohibitive to go forward.

November 1, 2002

Phyllis A. Haskell, Dean
College of Fine Arts
250 AAC
University of Utah

Dear Dean Haskell,

The purpose of this letter is to inform you of the action taken by the Department of Theatre Appointments Advisory Committee, and ask that you support this action by recommending the authorization of a national search for a theatre historian.

Richard Scharine has announced his intent to retire at the end of this academic year (spring semester, 2003). Richard and I have discussed several scenarios which could keep him teaching for the Department on an auxiliary appointment. The exact configuration of this appointment is still unclear. But, all of us agree—including Richard—that a theatre historian is crucial to our future staffing plans.

The Department of Theatre Appointments Advisory Committee met on October 24, 2002, and voted unanimously to seek approval for this search. Our hope is that we can attract either an early career theatre historian with exceptional potential, or a proven associate professor who could assume a leadership position for the Department. The salary for this new hire will come from Richard's Scharine's open line. If an auxiliary appointment for Richard materializes, we will use available funds from our part-time faculty line item for such an appointment.

Thank you for your consideration of this request.

Sincerely,

David Dynak
Chair

**Theatre Historian.** Tenure track; Assistant or associate professor (with possibly of leadership in the Department). Responsibilities include teaching a two-course sequence in theatre history required of all theatre majors, and additional courses in areas of expertise (which could include history of directing, new work development, political theatre, feminist theatre, Black theatre, Asian theatre, Hispanic theatre, dramaturgy, performance theory); student advising; scheduling and sequencing curriculum; grant writing; possible directing for department productions. Qualifications: PhD in theatre, university teaching experience, record of publications (or clear potential for scholarly work). Date of appointment: July 1, 2003. Salary is competitive and commensurate with experience. Send letter of application, resume, three letters of reference, and samples of teaching syllabi to Chair, Theatre History Search Committee, The Department of Theatre, University of Utah, 240 S. 1500 E. (Room 204), Salt Lake City, Utah 84112-0170. Applications will be accepted until January 3, 2003 or until the position is filled. The program and the department seek to enhance the diversity of the faculty. The University of Utah is an AA/EO employer, encourages applications from women and minorities, and provides reasonable accommodation to the known disabilities of applicants and employees.

# SMART GOALS FOR 2002-2003
## THE COLLEGE OF FINE ARTS
### Submitted December 2, 2002

1. Promote a 2.5 million dollar naming opportunity as a lead gift for the Art & Architecture Technology Center
   - Fine tune presentation for prospects
   - Identify potential funding sources
   - Structure additional funding opportunities in the center


2. Evaluate current organization of Arts Technology in the college and design re-organization structure if necessary.
   - Arts technology certificate program
   - Development of a total vision statement
   - Chart future course
   - Evaluation of organizational chart and reporting structure
   - Investigate the efficacy of a graduate program in Arts Technology
   - Evaluate resources (space and funds)


3. Promote faculty and staff morale
   - Track faculty equity
   - Investigate staff equity
   - *Facilitate* special opportunities for faculty and staff when resources permit


4. Investigate methods for recognizing and rewarding faculty for deep involvement in diversity and community engagement

   - Establish a committee to develop criteria for an annual college award that would serve as a means of recognizing faculty involvement in diversity and community engagement
   - Find resources to establish an award


5. Study efficacy of producing a collaborative performance across departments in the college.
   - Research faculty/student interest and availability
   - Develop a two year plan for implementation if interest is sufficient

THE
UNIVERSITY
OF UTAH

*Learning that Lasts a Lifetime*

**College of Humanities, Office of the Dean**

255 S. Central Campus Drive Rm 2100 LNCO Salt Lake City, Utah 84112
(801) 581-6214 Fax (801) 585-5190 www.hum.utah.edu

## MEMORANDUM

November 1, 2002


To:         David W. Pershing, Senior Vice President

From:       Robert Newman, Dean

RE:         2002-03 SMART Goals


Attached are the College of Humanities SMART goals for 2002-03. I look
forward to meeting with you to discuss them.

Thank you for your attention.

# COLLEGE OF HUMANITIES
## 2002-03
## SMART GOALS

1. Enhance communication and coordination between departments and the Dean's Office to maximize opportunities for advancing the academic programs, financial and branding interests of the College.

2. Strengthen scholarly profile through (a) successful appointments in the 13 positions for which we are recruiting (three renewed from last year because of unsuccessful searches), (b) improved quality of publication, (c) increased submission of external grant proposals, and (d) augmented research support.

3. Enhance the undergraduate experience while promoting the importance of degrees in the Humanities.

4. Raise the profile of graduate programs and attract high quality graduate students.

5. Continue to increase SCH production while sustaining high quality and innovative curricula at the undergraduate and graduate levels.

6. Continue to enhance development activities, coordination and results.

7. Improve relations with and exposure in the community so Humanities is increasingly see as central to education- "learning that lasts a lifetime."

8. Develop and strengthen interdisciplinary scholarly and pedagogical programs.

9. Elevate the regional and national profile of the Tanner Humanities Center.

10. Develop plans for a new Humanities building with a University Writing Center.

## MEMORANDUM

November 7, 2002

To:        David W. Pershing, Senior Vice President

From:      Robert Newman, Dean

RE:        Report on 2001-02 SMART Goals


Please find enclosed a progress report on the 2001-02 SMART goals for the
College of Humanities.  As you will note in reviewing College goals for 2002-03, I
am continuing several of these goals through this year though I do believe
significant gains in each area were made last year.


Enclosure


RN/jd

# COLLEGE OF HUMANITIES
## 2001-02
## PROGRESS REPORT

1. **Enhance communication and coordination to develop a better sense of a College identity.**

   a) **Reinstate the College Executive Committee**
      -College Executive Committee meets bi-monthly. By committee approval, a staff representative, an undergraduate student and a graduate student representative have been added to the composition of the committee. The committee provides a forum for the College to be represented and to be informed of the business of the Dean's office and the University..

   b) **Reinstate the College Development Committee**
      -This committee began meeting monthly in October and agreed to reorganize its structure, appointing faculty co-chairs. To date the committee has begun addressing overall College development strategies and procedures. The College Development committee provides a means for the exchange of ideas, practices and also allows for collaborative efforts. The committee will be involved in the selection of the College's new Director of Development.

   c) **Creation of Graduate Directors Committee**
      -This committee was formed to provide a venue for Graduate Directors to discuss challenges, successes, and needs pertaining to enhancing graduate programs in the College. Additionally, it serves as an opportunity for more efficient dissemination of information pertaining to Graduate programs. The Associate Dean serves as the College liaison to the Graduate School.

   d) **Hold College Faculty Meetings each Semester**
      - Faculty meetings will be held Fall and Spring semester. The Dean articulated the goals of his administration at the Fall semester meeting, providing all faculty of the College the opportunity to be informed of the endeavors the of the College administration and to respond to the direction of the College administration. The Spring semester meeting will bring a report on achievements and areas for need of improvement and the goals of the coming year.

   e) **Inform all faculty of College events and current information which affect them.**
      - Early in the year, a web-based calendar for the College and each department was employed. This calendar allows for the dissemination of College activities and coordination in scheduling

events. In addition, the Dean has maintained frequent contact with faculty via email and printed correspondence regarding events in the College. The Dean communicates regularly with department chairs and program directors regarding events and business that affects them and the faculty and staff in their departments and is accessible for individual conversations regarding particular matters which affect faculty and staff in the College.

f) **Creation of Faculty Café**
   – Weekly opportunity for faculty and GF/TA's to socialize.

g) **Enhance opportunities for staff development and exchange.**
   -The College has sponsored two college-wide staff social events and will host another one in late May. Additionally, two college-wide staff training events have been held. Information for training and professional growth opportunities is being more widely disseminated. Overall, there is a greater sense of College identity and interoffice support among our staff. Additionally, the College has instituted a Staff Professional Development Award to promote staff performance excellence and professional development by acknowledging outstanding professional contributions. This year due to the outstanding qualities and professional contribution of two nominees, the College made two awards. Congratulations to Janet Hough, Undergraduate Program Coordinator in English, and Jennifer Duignan, Administrative Assistant in Communication.

g) **Enhance convocation ceremony and celebration of faculty, student and donor contributions.**
   - Convocation will now include greater acknowledgment of PhD and Masters graduates, including strong encouragement of thesis and dissertation committee chairs to hood their graduates, the title of graduate student's work to be read as each is called, and future plans include a special medallion to be given to each graduate student. Outstanding faculty awards will be acknowledged and a reception prior to convocation will be held for faculty, graduate students, and their families. The Dean's office will work diligently to increase faculty attendance and participation in the ceremony.

**2. Strengthen scholarly profile through (a) successful appointments in the 13 positions for which we are recruiting (three renewed from last year because of unsuccessful searches), (b) improved quality of publication, and increased submission of external grant proposals.**

a) **Dean will support recruitment efforts by meeting individually with candidates.**

- The Dean met individually with every candidate and maintained contact with Department Chairs and Program Directors throughout the recruitment process. The Dean assumed responsibility for issuing formal letters of offer of employment to increase support for department recruitment efforts.

b) **Searches will be conducted in a timely manner so as to afford the best possible candidates.**

-The majority of the job searches were at the point of offer prior to the Olympic break. Eight of 14 searches are complete. English will appoint an Academy Award winning scholar to Film Studies and a hire in English Education, two senior hires were made in Communication, History will appoint an Assistant Professor to Chicana/o History, Languages successfully recruited two Assistant Professors; one in the area of Classics, and one in Spanish Methodology; Linguistics added a junior faculty member with enrollment funding, and Philosophy remains in a position of strong negotiating to fill a position in Applied Ethics.

c) **College will support departments by trying to offer a competitive salary and recruitment package.**

-The College was able to assist in recruiting two tenured full professor positions in the Department of Communication and contribute to the hiring salaries of two additional hires. A change in the budget process within the College has provided for department chair and program director more control over their budgets, making it possible for moving expenses and research accounts to be increased as appropriate. The College continues to support giving pre-tenure appointees a two course reduction within their first three years of service.

d) **Celebrate faculty publications.**

-The College sponsored a Faculty Publications Celebration with the support of the Senior Vice President's office in October and will continue this event annually. The celebration will be devoted to faculty who have published a book within the last three years. Additionally, copies of faculty book publications are on display in the reception area of the Dean's office. The Dean's office public relations sector also focuses on informing the media of faculty publications.

e) **Enforcement of standards for sabbatical leave.**

-The College Career Development Committee did an excellent job of recommending sabbatical and research assignment leave to projects deserving of the release time. The criteria for such leave is based upon the merit of the proposal, the significance of its scholarly contribution, and the likelihood of completion. The

excellent evaluation of proposals by this year's committee reinforced the standards for excellence in research.

**f) Enforcement of standards of excellence for retention, promotion and tenure reviews.**

-Retention, promotion and tenure decisions are the most important decisions made by departments, the College, and the University. Departments have been requested to review their RPT procedures at least every three years. Informal reviews are required to be substantive. Department Chairs have been instructed to meet with each pre-tenure faculty member to articulate strengths, weaknesses, and to create plans which will direct junior faculty towards the achievement of tenure. The goal of the College is that all cases reviewed for promotion and tenure will be positive.

**g) Increased faculty support for research endeavors.**

-Conversion of RMHC Grant Coordinator to Faculty Grants Facilitator assigned with responsibility to match faculty research interests to external grant sources and increase number of external grants for College. The number of external grants that faculty have applied for has increased this year. External grant sources which have been applied for include, Utah Arts Council, Utah Humanities Council, the National Science Foundation, and the National Endowment for the Humanities. The Dean met with numerous representatives at NEH in April regarding proposals submitted by College faculty and future fellowship opportunities. Visits to Ford, Rockefeller, Carnegie, and Mellon foundations for which external grants will be applied will be made in May, 2002.

-The College collaborated with the VP for Research to create the Collaborative Interdisciplinary Seed Grant program under the charge of the College Career Development Committee. Professor Battin of the Department of Philosophy was awarded a grant for $12,000 to assist in obtaining external funds for work on the ethical issues in infectious disease.

**3. Continue to increase SCH production while sustaining high quality and innovative curricula at the undergraduate and graduate levels.**

**a) Increase SCH production.**

-College wide, SCH production for Fall semester 2002 was up by 7% compared to last year. For Spring 2002, even with the Olympic break, SCH for the college was up by 5%. Both of these percentages are significantly above the percentage increases of the previous year.

**b) Implementation of strategic classroom scheduling.**

-Coordination with the University Scheduling office has opened increased possibilities for departments to request larger classrooms

at targeted times. Expanded use of labs and other rooms in LNCO is also being implemented through coordination with departments in the College.

**c) Implementation of strategic use of TAs and auxiliary faculty.**
   -Departments will use qualified TAs for replacement teaching and for additional sections wherever possible. Increasing graduate student teaching experiences will also support further development of teaching skills and elevate placement.

**d)  Creation of International Studies minor and major.**
   -In collaboration with the School of Business and the College of Social and Behavioral Sciences, the International Studies major and minor program has been developed and is expected to reach the Board of Regents for approval in May. The program will be housed in the College of Humanities. Pending final approval by the Regents, Professor James Lehning of the Department of History will serve as Director of the program. Assistant Dean, Christian Anderson, will provide student advising support to the program. This new program will not only bolster College SCH but strengthen the quality and scope of educational opportunities to students.

**e) Collaborative and Interdisciplinary Writing Program Course Development.**
   -Discussions with School of Business and the College of Engineering are under way. The Department of Communication has entered a formal agreement with the College of Engineering for a joint project. The Senior Vice President's office has committed additional funding to enhance the program. Discussions with the School of Business continue.

   -The Dean has appointed a task force to make recommendations about improving the University Writing Program.

**f) Creation of new and further development of programs.**
   -The Department of English successfully recruited an outstanding (Academy Award winner) candidate for their Film Studies position. Conversations with the College of Fine Arts and with the Sundance Institute to build a collaborative Film Studies program have begun. In coordination with the College of Fine Arts and the Honors Program, the College has hired an auxiliary lecturer to teach film studies courses.

   - Applied Ethics program development will continue to be a focus in the upcoming academic year. Possible collaborations with several Colleges and Schools include the School of Business, Social and Behavioral Sciences, and the School of Medicine.

-Plans to develop a wide ranging literacy program are underway.
The College hosted a very successful discussion meeting in January
with various members of the community, including representatives
from various school districts, the state education office, Indian
Affairs, and the Governor' office. Follow up meetings to further
define the goals and outcomes of the project have been held and
will continue through Fall semester 2002.

-Contact with the Vice President for Research regarding a new
program in Cognitive Studies has been initiated. The College of
Humanities will be included in the planning and discussions
related to new program development in this area.

g) **Review of Humanities Honors Program course offering and curricula.**
-In coordination with Richard Rieke, Director of the Honors
Program, and Associate Vice President John Francis, a task force
charged with the responsibility of reviewing the Honors Program
was formed. A report from the Task Force and their
recommendations is expected by the end of this academic year.

h) **Support of faculty merit awards for new course development and
increased SCH.**
- Setting a goal like this is always risky when the means is
dependent upon state funding. This budget year leaves no room
for merit awards to the outstanding efforts made by so many who
have endeavored to enhance curricula, taught more courses, and
taught larger classes. Their efforts are no less appreciated. The
College Curriculum Committee reviewed and approved 46 new
courses Fall semester and recently reviewed another 23 new course
proposals. In addition to the new courses that have been
developed, Philosophy created a new Graduate Program in Ethics
and Public Affairs in collaboration with the Department of Political
Science and Linguistics now has a PhD program in Applied
Linguistics.

i) **Address graduate tuition waiver eligibility criterion with upper
administration.**
-The Associate Dean now serves the role as liaison between the
Graduate School and College Graduate Directors. A meeting of the
Graduate Directors will be held once per semester for the purpose
of exchanging ideas, discuss challenges and successes, and facilitate
greater coordination between the Graduate School and College
graduate programs. An agreement was reached with the Dean of
the Graduate School to extend eligibility for tuition waivers for
Humanities PhD students to four years instead of three with the
understanding that departments will require all non-resident
students receiving waivers to apply for state residency at the end of
their first year.

**j) Support department student recruitment efforts via increasing number
of College scholarships, supporting increases in TA/RA stipends,
development efforts, and public relations (e.g., up to date web sites,
College brochure, retaining and recruiting outstanding faculty, etc.)**

-College departments have received four new student scholarships
totalling $103,000 this year. While some of the gifts will not come
to fruition until the endowment earns sufficient interest to make
the award, clearly a significant inroad for student support has been
made. The College will award 6 Degree of Difference Scholarships
to entering freshman students later this month. Additionally, the
College will award 12 scholarships to students who will reside in
the O.C. Tanner Humanities House on Officers Circle in Fort
Douglas. College development efforts are clearly committed to
increasing student scholarship and award support and will remain
so in coming years.

- The O.C. Tanner Humanities House residential scholarship
program will begin operating Fall 2002. This program will provide
a dynamic living and learning focus. Emphasis on interdisciplinary
learning opportunities and exchange with students residing in
houses sponsored by other Schools and Colleges at the Fort will be
built into the program. Assistant Dean Christian Anderson will
provide student support to the program and is serving as the
College liaison for this project.

- One of the primary College Development initiatives is for
Endowed Chairs. Tangible success in this area cannot be
announced at this time, but this will remain a primary focus of
College development efforts in the year ahead.

- Christian Anderson, Assistant Dean, has taken on responsibilities
  for College public relations with the media. Due to his efforts, the
  College has seen increased press coverage and is reaping the
  benefits of sustained relations with media representatives.

- A new College brochure has been published and widely
  disseminated. Each department and program in the College was
  represented in the process of developing the brochure and the
  content of the brochure. Departments and Programs have been
  provided with several copies to be used for recruitment and
  development efforts.

- One of the computer professionals was reassigned to managing
  College websites. For the most part, all department websites are
  now up to date and user friendly, provide up to date information
  and represent the College with a positive image. Additionally, a

web-based calendar program has been instituted allowing each department to post events to their individual department calendars and the general College calendar.

- The College will continue to make faculty retention a primary concern.

**j) Creation of new and support of current interdisciplinary graduate degrees.**

- The Philosophy Department created an interdisciplinary graduate program in Ethics and Public Affairs in collaboration with the College of Social and Behavioral Sciences Political Science department.

-The Department of Communication is collaborating with the College of Social and Behavior Science, Geography Department in a new Masters degree program in Adaptive Management of Environmental Systems (AMES).. The College has supported this program by providing assistance for administrative costs.

Linguistics was successful in the creation of their first PhD program in Applied Linguistics.

**4. Significantly enhance development activities, coordination and results.**

**a) Reinstate regular meetings of College Development Committee.**

-The College Development Committee has been up and running throughout this year. The structure of the committee has been redesigned, appointing faculty members of the committee to chair the committee. These meeting have become increasingly productive and beneficial in determining the functions and structure of College Development efforts.

**b) Establish College Partnership Board consisting of community representatives who are committed to enhancing College development and public relations efforts.**

-The College Partnership Board, consisting of community representatives, met Fall semester and will meet again in late April. The board serves as a resource for community contacts and coordination of development strategies. A listing of the Partnership Board members is attached.

**c) Cultivate several new donor relationships which will likely result in major gifts to the College.**

-Donor cultivation has been a primary focus throughout this year. Contact with donors and alumni both locally and nationally has been significantly increased. National contact with donors and

College alums includes travel to Portland, OR, Los Angeles, San Francisco, Washington, D.C., and New York. Recent trips to D.C. and New York included meeting with foundation representatives regarding grant proposals. In May, another trip to New York will be taken to consult with Foundations.

**d) Increase donor giving.**
-The Dean's office has implemented an annual fund drive via a mass mailing in December and is working to restructure the annual phonathon to increase donor giving. Additionally, the College regularly notifies donors and possible donors of events within the College and will provide a status update on the scholarship and endowment initiatives of the College. The College makes its resources available department for development efforts as well.

- The position of College Development Officer has been promoted to Director of Development and a search for this position is currently underway. The enhancement of the position to Director of Development increases the responsibility and expectations of this position. It is anticipated that this position will not only be successful in creating new donor activity and increasing donor giving, but also will provide leadership in marketing the College.

**e) Increase public awareness of the Humanities within the community.**
-Through establishing a PR point person in the College, we have enjoyed greater media coverage. Additionally, the creation of the College Partnership Board, and the literacy project provide direct links between the Humanities and our community.

**f) Redesign College brochure and distribute to donors and alumni.**
-The new College brochure has been distributed to over 1500 donors, prospective donors, alumni, and businesses. In response to this mailing, over $13,000 was given to department and Humanities Project accounts.

**g) Creation of College logo and means of publicizing it (bumper sticker, donor relations).**
-The College logo "Learning the Lasts a Lifetime" has been printed on bumper stickers which are distributed at every opportunity. The Dean's Office letterhead now also includes this logo. Departments are welcome and encouraged to do the same. Additional steps in branding and other marketing strategies will be made in the months ahead.

**h) Increase alumni relations and contact with alumni.**
-Several out of town development trips to visit alumni who the College has not before made contact with will have been made by May 2002. Numerous meetings with local alums have been held.

All alum are now receiving biannual college mailings. Personal phone calls to first time donors and to those who donate more than $100 are routinely made. Efforts in this area will continue to expand.

**i) Meet or exceed College fundraising initiatives for student support and endowed chair support.**
    -To be continued.

**j) Use College web page as a source for donor relations and a source for online donations.**
    -The College and Department websites are more informational, aesthetic, and user friendly. Donors can easily identify events being sponsored by the College, and donations can now be made directly from our website via credit card.

**5. Improve relations with and exposure in the community so Humanities is increasingly seen as central to education- "learning that lasts a lifetime."**
-In addition to increased efforts for media coverage for College events and news, the College has supported efforts of faculty and student organizations in putting on conferences. The Middle East Center created a lecture series on Middle East Politics, bringing six distinguished guests to campus to lecture on timely political topics. Among other conferences supported by the conference, the College continued its support of the Asian Pacific American conference, supported events associated with Women's Week, supported the Changing Faces conference held by the VP for Diversity, organized and planned the recent successful Gardner Lecture, and is supporting the Symposium on Science and Literature and the College graduate student conference.

**6. Strengthen interdisciplinary scholarly and pedagogical programs, especially Applied Ethics, Asian Studies, Environmental Studies, Latin American Studies, Literacy Studies, Middle Eastern Studies, and Visual Communication. Consider plans for a University Writing Center.**

**a) Development of International Studies major and minor program.**
    -In collaboration with the School of Business and the College of Social and Behavioral Sciences, the International Studies major and minor program has been developed and is expected to reach the Board of Regents for approval in May.

**c) Develop Literacy Program.**
    -The College is spearheading a comprehensive community-based literacy project.

**e) Develop Environmental Studies and Cognitive Studies emphases.**
    -To be continued.

7. Overhaul budgeting process to locate more responsibility at the departmental level.

a) Provide department chairs/program directors with budgetary knowledge that allows them to accept responsibility for their budgets.
-Chairs, Directors and members of the Executive Committee have been kept apprised of budgetary matters and the process in the Dean's office. The Dean and the College Budget Officer have met individually with Chairs, Directors and staff assigned to budget responsibilities regarding their budgets. Department and Program budgets are held in their respective department/program and the Dean's office no longer doles out funds for travel budgets and other items which in the past were paid out of department/program budget funds held by the Dean's office. This process allows chairs and directors direct authority over their budgets while making each department/program fiscally accountable.

8. Establish a mentoring program for junior faculty to enhance intellectual community and retention.

a) Creation of monthly mentoring meetings for pre-tenure faculty.
-Meetings will address issues specific to new faculty, i.e., research resources, RPT, technology resources, teaching resources, student and faculty code of conduct and conflict resolution, etc.

b) Dean to host two luncheon meetings with new faculty during first semester of appointment of new faculty members.
- Luncheon meetings between the Dean, Associate Dean and new faculty in the College are held Fall semester.

9. Review of Tanner Humanities Center and begin process of elevation of its local and national stature. National search for new Director.

a) Review of Center by nationally recognized expert.
-During Fall semester, Paul Hunter , former director of the University of Chicago Humanities Center, met with THC directors and staff, its Faculty Coordinating committee, selected faculty from throughout the College, the Dean and members of upper administration. Professor Hunter's evaluation of the Center was very positive and identified areas for enhancement. Many of the recommended enhancements to program offerings and the centralization of the Center within the College and the University will be implemented with the appointment of a new director for the Center. A national search for a new director was conducted this year. The committee appointed to conduct the search faced a very difficult task in selecting candidates for the position from over 70 applicants. Due to the lack of general enthusiasm for any of the

finalists, the search has been posted to continue through next year. A new search committee has been appointed and Professor Barry Weller will chair the committee. Until a new Director is appointed, the Associate Director and the Faculty Coordinating Committee will report to and coordinate directly with the Dean's office. Plans for increased development efforts will be implemented in the next few months. In October, the Center will host a memoir workshop led by Louise DeSalvo. The Center will continue to host the Faculty Publications Celebration.

-As part of the plans for a new Humanities building, which will bring all Humanities departments and programs together, the Tanner Humanities Center will also be relocated so that it is geographically located centrally within the College. Initial planning for this building is currently underway and is being overseen by Associate Dean, Maureen Mathison.

**10. Improve and develop cooperative arrangements with other Colleges and improve our College's image throughout the University.**

**a) Enhance relationships with Colleges and Administrative offices within the University.**

- The College has made concerted efforts to establish itself as a good citizen within the University through being helpful and demonstrating a willingness to cooperate and participate with the efforts of other Colleges. This is demonstrated by many of the accomplishments listed in this report. The International Studies major/minor, the Honors Program task force, the Writing Program agreement with the College of Engineering, the Interdisciplinary Collaborative Seed grant program, Film Studies, the ESL program which is coordinated with the School of Education, and the overall support of upper administration and other College Deans would not be possible without the College's ability to maintain cooperative relations within the University.

**b) Provide information as requested by departments, programs, Colleges, and administrative offices throughout the University.**

-With the new structure of the Dean's office and its competent staff, information and referral and support services to faculty, students, the public and intra-University offices are more comprehensive. The motto of the Dean's office is "Professional, Responsive, and Friendly." With no complaints to the contrary, it is assumed that this goal is largely being met.

# Memo

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

**From:**    Scott M. Matheson, Jr., Dean

**Subject:**   SMART Goals - 2002-03

**Date:**     November 26, 2002

You have asked for a summary report on last year's goals as well as goals for the current year.

## 2001-02 Goals

- **Secure endowment funding at a significant level that would name the school and would provide significant support for student scholarships, the law library, endowed professorships, programs, and strategic initiatives.**

  The S.J. and Jessie E. Quinney Foundation pledged a $26 million naming endowment to the law school. When fully funded, this endowment will fund scholarships, library acquisitions, professorships, programs, and initiatives.

- **Continue to study facilities expansion and develop a plan based on recommendations of architects, engineers, and other space planners.**

  A master planning process was commenced during the spring semester and continues. All constituencies at the law school – including students, staff, faculty, and alumni – have been consulted, and the master plan should be completed this semester.

- **Recruit two to three entry or lateral level faculty members who will provide coverage in the business/intellectual property and criminal law areas and will enhance the diversity of the College of Law.**

1

The law school succeeded in recruiting three outstanding faculty members. Martha Ertman, who previously taught at Denver Law School, brings expertise in the family and commercial law areas. Manual Utset, who previously taught at Boston University Law School, offers extensive teaching and research experience in the corporate and commercial law fields. John Tehranian joins us as an entry level faculty member and teaches in the intellectual property and entertainment law subjects. These are outstanding hires who strengthen our curriculum considerably, have active research agendas, and add diversity to our faculty.

- **Review the clinical curriculum at the law school and develop strategies to enhance the quality of the clinical program and increase student enrollment.**

  Clinical Program Director Linda Smith conducted a series of workshops with students, faculty, and agency service providers to identify opportunities to enhance the clinical program. Some of the ideas already are being implemented, and clinical participation is up over previous years.

- **Build upon faculty opportunities for teaching enhancement by bringing experts to the law school from on and off campus to assist with technology and traditional pedagogical techniques in the classroom.**

  The law school's teaching enhancement committee focused on technology and arranged for one-on-one instruction on Power Point presentations and also a workshop for faculty on the same subject.

- **Expand the Pro Bono Initiative by recruiting more students and mentoring attorneys to work together on more public interest projects.**

  Last year law students performed more than 4,000 hours of pro bono work. This fall, students were able to choose from 53 service projects, covering a wide range of law and practice settings. For example, many students volunteered at seven "street law" clinics located in metropolitan Salt Lake and Ogden. Working under the direction of supervising attorneys, these students interviewed walk-in clients seeking advice about civil rights, consumer law, elder law, employment law, housing, and other matters. Students also assisted public interest attorneys at Utah Legal Services, the Disability Law Center, and the Senior Lawyer Volunteer

Project. Other volunteers worked with private attorneys, assisting with projects that varied from intellectual property for nonprofit organizations to habeas corpus matters for prisoners. Law students also continue to volunteer for legal education programs at the secondary and collegiate levels as well as mentoring juvenile offenders through peer court programs. Students could also choose to work on the Uintah and Ouray Reservation on tribal court matters. We are pleased with the progress of this program and continue to work toward funding support for more permanent staffing.

- **Develop new Wallace Stegner Center initiatives beyond the Center's annual symposium and other programs in light of expanded staffing and funding.**

This past summer the Stegner Center hired a new Associate Director with the departure of the incumbent to an academic appointment in another department. The Center's Literary Series has achieved a solid foundation, and the Stegner faculty and staff are working on a visiting young scholars program. The Stegner faculty also are completing a review of the post-J.D. LL.M. program in Environmental and Natural Resources Law.

## 2002-03 Goals

- **Complete the master planning process and take the next steps toward facility expansion, including development of funding strategies.**

- **Recruit two to three entry level and one senior level faculty members who will provide coverage in the criminal law field and other areas of curricular need.**

- **Continue fundraising efforts in the priority areas of student scholarships, library, and program support.**

- **Review the responsibilities of our full-time clinical faculty to develop a more integrated skills and advocacy training program that enhances student opportunities in alternative dispute resolution, appellate and trial advocacy, and other lawyering skills.**

- **Reassess the curriculum in the intellectual property and commercial law areas to take full advantage of recent faculty hiring in those fields and respond to student interest, especially in the law and technology area.**

3

- Establish a young alumni association to complement the law school's alumni board of trustees.

- Develop service learning opportunities for law faculty and students to participate in the University Neighborhood Partners program on the west side of Salt Lake.

- Reform the student advising program to provide a better match between student interests and faculty expertise and build in a practicing lawyer component through the alumni board and other lawyer volunteers.

*growth issue*

*Apps up 60%! but no growth intended*

*watch for Affirm. Action bill by Margaret Dayton*

THE **U**
UNIVERSITY
OF UTAH

College of Science
Campus Address: 220 JTB
*(801) 581-6958*
*(801) 585-3169 [fax]*

*stang@chemistry.utah.edu*

# Memorandum

*To:* David W. Pershing, Senior Vice President for Academic Affairs
*From:* Peter J. Stang, Dean
*Date:* November 26, 2002
*Subject:* College of Science SMART Goals for 2002-03

Listed below are the College of Science SMART goals for the 2002-03 academic year:

- Continue to seek improvements in, as well as, new capital facilities such as the:

  a) Chemistry NMR Center (Gauss House);
  b) Chemistry Building addition;
  c) remodeling of the Life Sciences Building;
  d) renovation of the fourth floor of the Cowles Building; and
  e) additional new space (a new building) for interdisciplinary programs and centers.

- Continue to work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs such as, nanotechnology, informatics, biotechnology, etc.

- Continue to partner with the administration to obtain more endowed chairs and funding for scholarships.

- Continue to work with the administration to provide line item funding for successful programs that enhance undergraduate instruction.

I look forward to discussing these goals with you and other members of the College of Science Council Executive Committee at a mutually convenient date and time.

cc:     Elizabeth Tucker Gurney, Associate Dean
        College of Science Chairs:
                David R. Wolstenholme (Biology)
                Peter B. Armentrout (Chemistry)
                Graeme W. Milton (Mathematics)
                Z. Valy Vardeny (Physics)

<div align="center">

**Summary of Progress**

**on**

**College of Science 2001-02 SMART Goals**

</div>

- **Move the addition of the Chemistry Building forward**

A proposal has been submitted to NIH, which is currently undergoing revision for the Gauss House for the Chemistry NMR Center.

- **Work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs; i.e. in the emerging areas of nanotechnology, informatics, biotechnology, etc.**

A number of excellent new faculty were hired in the College this year, mostly along interdisciplinary lines. In particular, the Biology Department hired two new assistant professors, David R. Bowling and Stanly B. Williams, and was able to lure Kent Golic back to Utah. The Chemistry Department hired Jon Rainier, a synthetic organic chemist, and Peter Flynn, a biological NMR researcher. The Mathematics Department hired Dr. Yuan-Pin Lee, an algebraic geometrist and string theorist, and the Physics Department hired Katrin Becker, a string theorist.

- **Continue to partner with the administration to obtain more endowed chairs and funding for scholarships**

We are continuing to work on providing the $250,000 endowment for scholarships for residents of the Crocker Science House. We were fortunate to receive funding from the Intel Foundation for the winners of the 2001-02 Intel Utah Women in Science Scholars Program competition. We also received funding from an anonymous donor for ten scholarships under the College of Science Dean's Scholarship Program.

- **Work with the administration to provide line item funding for successful programs that enhance undergraduate instruction.**

Given the current budgetary circumstance, we have not made much progress in obtaining base budget line item funding for our undergraduate programs. However, the Mathematics Department was successful in obtaining funding from NSF for the VIGRE and IGERT grants, and Physics established two new undergraduate courses; one in experimental astronomy assisted by a grant from the Willard L. Eccles Foundation and the other in medical physics.

- **Develop strategies to interface effectively with the Governor's stated initiatives in information technology and hopefully biotechnology.**

Again, given the budgetary restraint, not much progress has been made in this area.

For further details, I urge you to consult the attached individual progress summaries from the four College of Science department chairs.

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:      November 13, 2002

Subject:   Biology SMART Goals for the Coming Year

---

**Progress on last year's five SMART goals that are listed on Dean Peter Stang's memo of October 12, 2001 to Vice President David Pershing.**

- In regard to SMART goal #1 (a new building for Chemistry), I do not know what progress has been made.

- In regard to SMART goal #2 (faculty growth), during the past year we have taken meaningful steps to reduce the probability that two of our young, key faculty will seek positions elsewhere. The recruiting of new faculty must include appointments to expand our strictly Biology needs as well as appointments that are joint with other departments in the College of Science.

  In contrast to the 2000-2001 year, the 2001-2002 year was in many ways exceptionally good for Biology. Professor Kent G. Golic, lost to the Stowers Institute in Kansas City in the Summer of 2001, returned to our Department. In addition, we made two new hires: one (David R. Bowling, Assistant Professor), a plant physiologist, which bolstered our ecology and evolution component, and a second (Stanly B. Williams, Assistant Professor), a microbiologist who was the first new person in our budding Microbiology Program. We lost Assistant Professor Kendal S. Broadie to Vanderbilt University; a happening that I believe had both short-term and long-term benefits for our Department. Our one loss of great consequence, which proved unavoidable, was the departure to the University of California, Davis of our most illustrious faculty member, Distinguished Professor John R. Roth.

1

Presently, Biology is actively recruiting into three positions; one is a replacement for Kendal Broadie, a second is the one position for which our recruiting last year was unsuccessful, and a third is our second open new microbiology position. We expect the new hires will facilitate the further addition of much-needed undergraduate and graduate courses, as well as increasing our overall research strength.

Most of our free space in the South Biology Building is going to require extensive and therefore, expensive remodeling to be useful as an attractant to new, young research faculty. With the moves of the last year (John Roth to UC, Davis and Janet Shaw into Kendal Broadie's vacated space in Aline W. Skaggs Building), a considerable amount of space opened up in the Life Science Building. Some of this space should prove attractive to new hires with mainly modest, essentially cosmetic renovations - that is if the perennial heating and cooling problems don't reveal themselves at critical times. Clearly, there is no Central Administration enthusiasm for major overhaul of this building (gutting and rebuilding or simply junking in its entirety) so the most viable option remains to attempt to make it livable.

- In regard to SMART goal #3 (endowed chairs), I am unaware that any progress has been made that could benefit Biology. The securing of funds to support one or (better) two endowed chairs in Biology could certainly be expected to improve stability of the corresponding number of our more (senior) distinguished faculty.

- In regard to SMART goal #4 (line-item funding for successful programs that enhance undergraduate education), as the result of the severe budget cuts, during last summer, we lost the Director of our Undergraduate Research Program (BioURP), Dr. Rosemary Gray. Joyfully, for a multitude of fortuitous reasons, we were able to rehire Dr. Gray in the Fall. At this time, I am continuing to seek funds (we have some) to stabilize her position for future years. The BioURP program, which enjoys a University-wide reputation, is very important to faculty in our Department and also to faculty in a good number of departments in the Medical School. I should also mention that this year Biology has put on four new courses with a range of clientele from non-major undergraduates to graduate students.

- In regard to SMART goal #5 (develop strategies to interface effectively with the Governor's stated initiatives in information technology and biotechnology), I am unaware of any progress.

**In view of the above considerations, I propose the following three SMART goals for Biology for the coming year:**

- In order to further the chances of the Biology Department being able to make quality hires in the more immediate future, funds should be sought from the Central Administration to make realistic and essential renovations to the Life Science Building. This would include complete replacement of the heating/cooling system on floors 1, 2 and 3, and some serious cosmetic work.

- Continue to secure funding for faculty growth in areas essential to the teaching of basic Biological subjects, as well as in interdisciplinary areas. In regard to the latter, the Administration might do well to consider the possibility of two Departments creating joint positions for existing faculty.

- To somehow boost development efforts (whatever it takes) to assure that each Department has a minimum of two endowed chairs.

RECEIVED
NOV 7 2002

# MEMORANDUM

| | |
|---|---|
| **TO:** | Peter J. Stang, Dean |
| **FROM:** | Peter B. Armentrout, Chair |
| **RE:** | Chemistry's SMART Goals for 2002-03 |
| **DATE:** | November 7, 2002 |

In consultation with my Advisory Committee, I submit the following SMART goals for 2002-03:

1) **Continue moving the addition of the Chemistry building forward**

   Space is beginning to become a real problem in the department, and we have already moved our theoreticians to another building. In order to support state-of-the-art instrumentation & research and advances in these areas, addition to the south wing of the present Chemistry building is imperative.

2) **Enhance financial packages for graduate students and work to establish fellowships to attract outstanding students to our graduate program**

   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.

3) **Fill vacancies in faculty ranks with outstanding hires, including emerging areas such as biotechnology and nanotechnology, with an emphasis on interdisciplinary programs**

   Developments throughout science are continuing to occur at the interface between disciplines. As we seek new faculty members to join our ranks, we need to strive to address these growth areas and attract candidates with the strongest skills and potential.

You asked for a progress report on our goals from last year, and I attach that on the next page.

PBA/rl

# PROGRESS REPORT ON SMART GOALS FOR 2001-02
11/7/02

**SMART Goal #1.  Continue moving the addition of the Chemistry building forward**

Headway has been made in that a master plan has been drawn up and we have architectural drawings for a "Gauss Haus" addition to house state-of-the-art NMR instrumentation. A proposal to NIH is being developed from a previous version that was narrowly declined. We anticipate that this new proposal will be successful.

**SMART Goal #2.  Enhance financial packages for graduate students and work to establish fellowships to attract outstanding students to our graduate program.**

The financial difficulties of the university have made progress in this area challenging, although the department recently upgraded its TA and RA stipends and is continuing to look for ways to increase our support.

**SMART Goal #3.  Fill vacancies in faculty ranks with outstanding hires, including emerging areas such as biotechnology and nanotechnology, with an emphasis on interdisciplinary programs.**

We hired Jon Rainier, an Associate Professor at the University of Arizona, as an outstanding researcher in organic chemistry. The hiring of Peter Flynn as a biological NMR researcher begins to address interdisciplinary needs and should enhance our NIH proposal mentioned above.

**SMART Goal #4.  Develop strategies to interface effectively with the Governor's stated initiative in information technology.**

Again, financial difficulties have not allowed us to aggressively pursue this area.

**SMART Goal #5.  Enhance outreach programs, especially to high school students interested in careers in science.**

We continue to offer a high school enrichment program run by Prof. Ron Ragsdale. Enrollment in this program doubled this past year, a testament to its success.

THE
**UNIVERSITY**
OF **UTAH**

**Department of Mathematics**

155 S. 1400 E. Rm 233  Salt Lake City, Utah 84112-0090  (801) 581-6851  FAX (801) 581-4148

## MEMORANDUM

**TO:**       Peter Stang, Dean

**FROM:**   Graeme W. Milton, Chair

**DATE:**    November 6, 2002

**SUBJECT:**   Smart Goals

This outlines our progress on the College of Science SMART Goals, and lists the department's suggestions for next year's SMART Goals. I should emphasize that the series of recent budget cuts has taken a serious toll on the department. While I am very excited to see many new developments, such as the growth of student credit hours, the renovation of LCB, the Math Center, the VIGRE and IGERT grants (and applaud the role of the College of Science and the University in helping make these possible), I am very worried about the long term sustainability of this momentum without substantial base budget increases needed in particular to fill vacant faculty lines, and reward faculty and staff for the increased loads they have shouldered. I know your hands are tied, but the urgency of the situation needs to be conveyed to the legislature, otherwise our most valued faculty may leave.

**Progress on 2001-2002 College of Science SMART Goals**

- Work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs.

    While we have had no faculty growth, we have been awarded a $2.9M IGERT grant from NSF for cross-disciplinary research training in Mathematical Biology. This past summer Mathematics and Physics organized a major international conference on the Electrical Transport and Optical Properties of Inhomogeneous Media. Also, a joint Mathematics – Physics Workshop on String Geometry is scheduled for spring semester and this coming summer semester.

- Continue to partner with the administration to obtain more endowed chairs and funding for scholarships.

The department instituted a new scholarship for undergraduates, the Calvin H. Wilcox Memorial Scholarship, worth $1200 ($600 per term).

- Work with the administration to provide line-item funding for successful programs that enhance undergraduate instruction.

While, not line item funding, we did receive $90,000 operation support for the T. Benny Rushing Math Student Center.

- Develop strategies to interface effectively with the Governor's stated initiatives in information technology, and, hopefully, biotechnology.

We have increased the number of online courses available (now 4) and the number of courses which utilize Webworks (14 classes) which is an online, automated, problem bank for classroom assignments. Webworks has been very successful with many students remarking on its educational effectiveness.

## Suggest SMART Goals for 2002-2003

(1) Provide line item funding to successful programs that enhance undergraduate education. These include the Math Center, the two-week TA training program, computational staff support, and technical support for online instructional programs, at the college level, the ACCESS Program.

(2) Create a substantial number of new junior faculty positions in order to (a) reduce the reliance on non-regular faculty in the teaching or undergraduate courses and (b) have the resources to offer small-section honors classes.

(3) Move the renovation of the fourth floor of LCB ahead. This space will provide a conducive atmosphere for enhancing interaction amongst undergraduates, graduate students and faculty, the goal of the VIGRE program for which we received $3.9M in funding. This space will also undoubtedly be heavily utilized by the rapidly expanding Mathematical Biology program and also could serve as a home for undergraduates involved in research with faculty.

(4) Provide greater financial support of Mathematics education. Mathematics education is rapidly expanding with, in particular, the introduction of the College of Science MS Program for Secondary School Teachers. With the departure of Herb Clemens, our resources in this area are stretched very thin.

**Department of Physics**

## I) 2001-02 SMART Goals Progress Report

1. Faculty growth: This year we have hired Dr. Katrin Backer. She is an expert in String Theory, which is a branch of High Energy Physics. In addition to strengthening Physics, Katrin works hard in establishing a research group in the general area of String Theory with several faculty members in Math. Thus, her research may be highly interdisciplinary. They have established a joint seminar and have expressed interest in enlarging the group.

2. I have discussed with the VPAA on establishing an Endowed Chair in Physics based on Mrs. Keufel endowment. Although the VPAA was willing to listen, alas the funding situation would not allow him to come to our rescue this year. I ll keep trying next year.

3. We have established two new undergraduate courses. One is experimental Astronomy with funds received from the Willard L. Eccles Foundation. The other course is in Medical Physics; it is a continuation of the Physics of the Body course.

## II) New SMART Goals

1. Formation of a Nanotechnology Institute of the University of Utah: There are plenty of funding opportunities in this area and it becomes increasingly tough to do research in this area unless a drive to establish such an institute will be made visible. There are several such institutes at different US Universities; without such a drive it will be almost impossible to hire in this important area. The Physics department has tried two years in a row to hire in the general area of Nanoscience, but failed. A part of the reason was the poor infrastructure and the lack of a definitive program in this area, University-wide.

2. New faculty position in interdisciplinary areas: We suggest that the administration would give us the  green light  for an extra faculty position in interdisciplinary science. Such a faculty position should be given to two or more departments that are interested in sharing a position and have a serious candidate to fill it.

3. New undergraduate courses: We would like to continue to develop our curriculum to add attractive undergraduate and graduate courses in order to increase our SCH. We plan to establish a new course in Medical Physics (UG) and, in addition, a new graduate course for the University MS program (PMST). We also plan to establish a new route for UG in Physics, namely Medical Physics.

**College of Science Council Executive Committee Meeting**

February 21, 2003 • 1:30-3:00 PM (208 JTB)

Agenda

1.    2002-03 SMART Goals w/ Vice President Pershing & Associate Vice Presidents

2.    Budget Status

3.    Endowment Procedures

4.    Visa Issues

5.    Science at Breakfast and Frontiers of Science Speakers for 2003-04

6.    Emeritus Status for Auxiliary Faculty Members

7.    Development Strategic Plan

New Business
      a)    College of Science Convocation 2003
      b)    Youth Marketing Council
      c)    Facilities and Administrative (F&A) Costs Policy Changes effec. 3/1/03

THE UNIVERSITY OF UTAH

College of Science
Campus Address: 220 JTB
*(801) 581-6958*
*(801) 585-3169 [fax]*

*stang@chemistry.utah.edu*

# Memorandum

*To:* David W. Pershing, Senior Vice President for Academic Affairs
*From:* Peter J. Stang, Dean
*Date:* November 26, 2002
*Subject:* College of Science SMART Goals for 2002-03

---

Listed below are the College of Science SMART goals for the 2002-03 academic year:

- Continue to seek improvements in, as well as, new capital facilities such as the:

  a) Chemistry NMR Center (Gauss House);
  b) Chemistry Building addition;
  c) remodeling of the Life Sciences Building;
  d) renovation of the fourth floor of the Cowles Building; and
  e) additional new space (a new building) for interdisciplinary programs and centers.

- Continue to work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs such as, nanotechnology, informatics, biotechnology, etc.

- Continue to partner with the administration to obtain more endowed chairs and funding for scholarships.

- Continue to work with the administration to provide line item funding for successful programs that enhance undergraduate instruction.

I look forward to discussing these goals with you and other members of the College of Science Council Executive Committee at a mutually convenient date and time.

cc:     Elizabeth Tucker Gurney, Associate Dean
        College of Science Chairs:
                David R. Wolstenholme (Biology)
                Peter B. Armentrout (Chemistry)
                Graeme W. Milton (Mathematics)
                Z. Valy Vardeny (Physics)

**Summary of Progress
on
College of Science 2001-02 SMART Goals**


- **Move the addition of the Chemistry Building forward**

A proposal has been submitted to NIH, which is currently undergoing revision for the Gauss House for the Chemistry NMR Center.

- **Work on faculty growth in the sciences to cover emerging areas, including emphasis on interdisciplinary programs; i.e. in the emerging areas of nanotechnology, informatics, biotechnology, etc.**

A number of excellent new faculty were hired in the College this year, mostly along interdisciplinary lines. In particular, the Biology Department hired two new assistant professors, David R. Bowling and Stanly B. Williams, and was able to lure Kent Golic back to Utah. The Chemistry Department hired Jon Rainier, a synthetic organic chemist, and Peter Flynn, a biological NMR researcher. The Mathematics Department hired Dr. Yuan-Pin Lee, an algebraic geometrist and string theorist, and the Physics Department hired Katrin Becker, a string theorist.

- **Continue to partner with the administration to obtain more endowed chairs and funding for scholarships**

We are continuing to work on providing the $250,000 endowment for scholarships for residents of the Crocker Science House. We were fortunate to receive funding from the Intel Foundation for the winners of the 2001-02 Intel Utah Women in Science Scholars Program competition. We also received funding from an anonymous donor for ten scholarships under the College of Science Dean's Scholarship Program.

- **Work with the administration to provide line item funding for successful programs that enhance undergraduate instruction.**

Given the current budgetary circumstance, we have not made much progress in obtaining base budget line item funding for our undergraduate programs. However, the Mathematics Department was successful in obtaining funding from NSF for the VIGRE and IGERT grants, and Physics established two new undergraduate courses; one in experimental astronomy assisted by a grant from the Willard L. Eccles Foundation and the other in medical physics.

- **Develop strategies to interface effectively with the Governor's stated initiatives in information technology and hopefully biotechnology.**

Again, given the budgetary restraint, not much progress has been made in this area.

For further details, I urge you to consult the attached individual progress summaries from the four College of Science department chairs.

Attachments (4)

## 2002 Strategic Planning Accomplishments
## College of Social and Behavioral Science
## (linked to University of Utah Strategic Plan Goals)

**U of U 1: Provide highly regarded, integrated undergraduate programs**
**CSBS 1: Increase quality, access and enrollment in undergraduate programs**

    1.1 expanded UROP (departments preparing for UROP National Conference), service learning, honors thesis and senior thesis experiences; Hinckley Institute Pete Suazo Internship program initiated; study-abroad expanded: Ecuador, India, Japan, Thailand (Economics and Political Science); field work opportunities in intermountain west and Africa (Anthropology)

    1.2 expanded, summer 2002 schedule once again; 5 majors available at night, 3 off-campus, too; increased WEB delivery of courses across College; Latin American studies proposal approved, Red Rocks Institute established; across College, increased enrollments; new lower-division courses (Psychology)

    1.3 scholarships set aside for SLCC transfers (see also goal 6), expanded TIGS

    1.4 repositioned majors: Women's Studies to Gender Studies; merged FCS major in Consumer Studies and Family Economics with Environment and Behavior creating Consumer and Community Studies; new International Studies major with business and humanities developed now with Regents

**U of U 2: Pursue excellence in graduate education**
**CSBS 2: Increase quality, diversity of experience, enrollment in graduate programs and financial support for graduate programs**

    2.1 new graduate enrollment in Comparative International Sociology

    2.2 graduate student stipend supplements (see also goal 6) to top applicants offered but often failed to get the prized students; new endowed fund to support graduate students in psychology ($470,000)

    2.3 new Graduate Certificate in Demography approved (FCS, Sociology, Economics, and Geography and across several colleges); GIS certificate graduates increased four-fold

    2.4 offer made to fill Maxwell Chair in political theory/public policy (Political Science) accepted

**U of U 3: Nurture growing faculty research/creative activities**
**CSBS 3A: Increase support for and expand interdisciplinary activities**

    3.1 Archaeological Center faunal lab renovated; Population Studies Seminar; Family and Consumer Studies-led proposal to NICHD for demographic infrastructure support to the new Demography Graduate Certificate; new cooperation between several departments and the College of business and between Anesthesiology and Psychology; ); CPPA sponsored research with

Department of Workforce Services; Family and Consumer Studies and Sociology share research methods and statistics courses

    3.2 environmental studies interdisciplinary instructional program extended to the research arena with submission of multidisciplinary IGERT and EPA-NSF proposals involving many CSBS faculty;

    3.3 continued CSBS Proposal Initiative Grants as research seed money (see also goal 6); expanded external research funding proposals AND awards across the College notably including: an NSF human evolution award (Anthropology and Human Genetics), and a Ford Foundation engendering macroeconomics award (Economics)

## CSBS 3B: **Strengthen capabilities of College computing**

    3.4 more research support especially for handling large data sets (see also goal 2) Oracle installation supports frontier technology in spatial data analysis

    3.5 more support for technology assisted teaching, WEB based/supplemented instruction continued to grow (see also goals 1 and 2)

    3.6 increased efficiency of (computing) laboratory supported instruction through upgrade of CSBS computing labs in AEB and OSH and new 40 seat lab in Behavioral Science tower; these labs now are accessible by student card swipe 24/7 with security cameras reducing the need for lab monitors (see also goals 1 and 2) ); now managing ESRI site-license making ArcInfo free to student labs

    3.7 strengthened support for remote access to research data, file sharing, e-mail reliability, security and virus scanning resources

    3.8 avoided increasing budget for College computing for the second year

## U of U 5: **Improve support for and involvement of faculty / staff**
## CSBS 5: **Increase faculty / staff salaries to competitive levels**

    5.1 AOCE funds were used to increase salaries of four highly productive faculty whose salary gaps made them ripe for outside recruitments

## U of U 6: Expand and better utilize resources
## CSBS 6: Increase external gifts, grants and contracts to support coordinated curriculum innovations, student enrollments and research activities

    6.1 The Siciliano Forum with the Rove presentation on Presidency set record attendance in support of the practical politics curriculum in Political Science

    6.2 CSBS Honor Roll scholarships expanded from 33 to 37 for undergraduates and research assistantships, award level also increased from $2500 to $3000 (see also goal 1 and goal 2)

## 2003, STRATEGIC PLANNING GOALS, COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCE (linked to University of Utah Strategic Plan Goals)

U of U 1: PROVIDE HIGHLY REGARDED, INTEGRATED UNDERGRADUATE PROGRAMS

CSBS 1: INCREASE QUALITY, ACCESS AND ENROLLMENT IN UNDER-GRADUATE PROGRAMS

1.1 increase undergraduate research, UROP (see also goal 3), and service learning

1.2 year-round seamless schedule: day/night, on/off campus, WEB/live delivery, summer and academic year

1.3 closer cooperation with SLCC, increase transfers from 2-year schools, scholarships specifically for transfers (see also goal 6), expanded TIGS

1.4 implement Latin American Studies minor, International Studies major, International Semesters, Consumer and Community Studies major

U of U 2: PURSUE EXCELLENCE IN GRADUATE EDUCATION

CSBS 2: INCREASE QUALITY, DIVERSITY OF EXPERIENCE, ENROLL-MENT AND FINANCIAL SUPPORT FOR GRADUATE PROGRAMS

2.1 stipend supplements (see also goal 6) for more & better graduate students

2.2 new/expanded joint degree programs; possibilities: on campus, e.g., MSW-MPA; off campus, e.g., PhD Economics-Chulalongkorn Univ., GIS Geography-Muenster

2.3 increase support & supervision of apprentice teacher-scholars in teaching, as well as, research experiences (see also goal 1)

2.4 aggressive recruiting of able (including international) grad students & faculty

2.5 implement Demography Certificate program

U of U 3: NURTURE GROWING FACULTY RESEARCH/CREATIVE ACTIVITIES

CSBS 3A: INCREASE SUPPORT FOR AND EXPAND INTERDISCIPLINARY ACTIVITIES

3.1 support and expand existing programs, e.g., DIGIT-Geography-Computer Science, cognitive neural science, demography, environmental studies, international studies, behavioral science and health, American West Center, Archaeological Center, gender studies,

3.2 extend interdisciplinary instructional programs to the research arena, e.g., environmental studies, demography, behavioral science and health, international studies, gender studies

3.3 provide research seed money (see also goal 6) and support "culture" shift

CSBS 3B: STRENGTHEN CAPABILITIES OF COLLEGE COMPUTING

3.4 more research support especially for handling large data sets (see also goal 2)

3.5 more support for technology assisted teaching, WEB based/supplemented instruction (see also goals 1 and 2)

3.6 increase efficiency of computing laboratory supported instruction and

facility access (see also goals 1 and 2) while providing increased security
  3.7 strengthen support for professional communication, e.g., remote access to research data, file sharing, e-mail reliability, security

U of U 5: IMPROVE SUPPORT FOR AND INVOLVEMENT OF FACULTY / STAFF
CSBS 5: INCREASE FACULTY / STAFF SALARIES TO COMPETITIVE LEVELS
  5.1 supplement annual Legislative allocations with the shift of historical AOCE funds into base salaries -- supported by New Growth Money from expanded undergraduate and graduate enrollments (see goals 1 and 2)

U of U 6: EXPAND AND BETTER UTILIZE RESOURCES
CSBS 6: INCREASE EXTERNAL GIFTS, GRANTS AND CONTRACTS TO SUPPORT COORDINATED CURRICULUM INNOVATIONS, STUDENT ENROLLMENTS AND RESEARCH ACTIVITIES
  6.1 expand the Siciliano Forum to support the curriculum and related research -- especially interdisciplinary activities – FCS to sponsor "Future of the American Family" 2003 forum and related classes
  6.2 cooperate with other colleges and departments in projects of mutual interest, e.g., with business and humanities, "ethics and business" research
  6.3 expand scholarships for undergraduates and graduates, coordinate with undergraduate research opportunities (see also goal 1 and goal 2)

MEMORANDUM

TO:         David W. Pershing
            SR. VP for Academic Affairs

FROM:       Jannah H. Mather, PhD
            Dean, College of Social Work

DATE:       December 3, 2002

SUBJECT:    S.M.A.R T. Goals

The College of Social Work task force on "Linking Structures to Organizational S.M.A.R.T." has created a framework of seven meta-themes within which the College's S.M.A.R.T. goals can be developed, and continues its work on generating college-wide ownership, among staff and faculty, of that framework and the subsequent goals. While the task force has not finalized its work, they have provided guidelines within which I can develop S.M.A.R.T goals for the year 2002-2003. Members of the task force include: Dr. Dwayne Wilson, Dr. Hank Liese, Dr. Helen Graber, Dr. Caren Frost, Devra Andersen, and Rebecca Lubbers.

I will propose seven S.M.A.R.T goals based on the seven meta-themes.

1.   Relationships
     The College of Social Work will develop open, collaborative, communicative, and supportive relationships between staff, faculty members, students, and the community. Specific procedures for developing those relationships and associated research and service programs will be developed.

2.   Public Relations
     The College of Social Work will develop specific programs nationally recognized in the areas of aging, criminal justice, women and families, international social work, and community education. The successes in each of these program areas will be measured by grants and other funds raised this year.

3.   Marketing
     The College of Social Work will market its programs locally, nationally, and internationally. This year, a marketing plan will be developed including strategies for measurement and evaluation.

4.  Diversity
    The College of Social Work is committed to the diversity of its faculty, staff and student body. We will increase our diversity within these groups by three percent.

5.  Resource Development
    Over the coming year, the College of Social Work seeks to develop an increase in its unrestricted funding through differential tuition. The College will also work towards a ten to fifteen million dollar capital fund raising goal. A prospectus for this campaign will be developed this year.

6.  Support System Structures
    The College of Social Work will strive to enhance its support for the personal and professional growth and development of its staff and faculty members. The College will rely on the ongoing work of the Task Force to assist in achieving this goal.

7.  Quality Education
    The College of Social Work will build an educational environment supporting best practices for students and social work educators through the integration of research, teaching and service. Consultation with staff, faculty members, students, and community will take place this year to facilitate achievement of this goal.

# Honors Program
## 2003-04 Smart Goals and Strategies:

| Smart Goals | Strategies | Preliminary action |
|---|---|---|
| Goal 1: Revise organizational systems in the Honors Program | Create a more open process for recruiting faculty to teach in Honors, reporting on schedules, and responding to departmental needs. Strengthen the organization and operation of HSAC. Reorganize staff responsibilities in anticipation of hiring an Associate Director for 2003-4 when the program moves to the new Honors Center at Fort Douglas. | Looking at the roles played by current staff and conceiving of new positions to support programmatic initiatives. |
| Goal 2: Establish effective lines of communication with Deans, Chairs, and Faculty | Meet with Deans and Chairs each semester at least once; Meet with advisors and supervisors; communication monthly with chairs | Have met with most Deans and chairs and made commitment to make bi-monthly visits to them. |
| Goal 3: Develop the research apprenticeship/partnership/faculty mentor program | Meet with chairs, research institutes, potential partners; identify funding sources. Develop a partnership program. | Have visited and researched the research programs at other universities and have drafted a proposal to be used in fund raising for the program. |
| Goal 4: Core Curriculum Revision | Establish faculty committee for core/ITW revision; establish faculty committee for development of new Science Core—Genetics and Society; conduct meetings to develop Core; establish a sense of ownership for the faculty involved with the Core | Have established the committee for the ITW revision and met twice. Have created a list of names for the Science core committee and have given the assignment for the creation of a Social Science core committee. |
| Goal 5: Departmental Honors | Revise departmental | Have redrafted |

|  | honors guidelines; develop ways to maintain connections Departmental Honors to the Honors Program; establish effective lines of communication with chairs and advisors in Departments with Departmental Honors; clarify the meaning and mechanisms of Departmental Honors and the relationship with University Honors. | departmental honors guidelines to respond to key issues presented in meetings with deans and chairs. |
|---|---|---|
| Goal 6: Fund raising | Raise $850,000 for the new Honors Center; apply for grant for partnership with College of Humanities for lecture series, fellowship position at Tanner Humanities Center. Prepare a grant application for the National Endowment of the Humanities to support Honors Research Apprenticeship development. | Have been successful in reaching our first fund raising goal of $850,000 in the form of the following gifts: $600,000; $250,000; and $50,000 (in smaller gifts of between $25,000 and $5,000). These gifts will come to the Honors program over the next four years. We have established the Capital Campaign Committee and have the National Advisory Board working on fund raising, program development and the alumni mentoring program. |

## Marriott Library SMART Goals: 2003-2004

### DELIVERING USER-CENTERED SERVICES

*March 2003:*
- Improve remote access to electronic reserves and library databases by installing a transparent proxy service.

*July 2003:*
- Implement and evaluate Scholars Portal to allow single-searching across library catalogs, databases, and Internet resources and a single interface to library resources for the campus portal.

*September 2003:*
- Implement self-release printing in student computing labs.
- Create models of Information Commons computer and service configurations by installation of productivity software on non-lab workstations.
- Increase e-reserve content by 70%. That would be approximately 50% of items submitted.

*December 2003:*
- Implement the Mountain West Digital Library for searching across Utah digital collections.

### DEVELOPING AND BALANCING COLLECTIONS AND ACCESS

*July 2003:*
- Inventory Western Waters collections and begin digitizing.
- Identify a preliminary list of collections that will go to the ASRS.
- Improve catalog accuracy by inventorying and data correction for the Western Americana and Fine Arts collections.

*September 2003:*
- Customize ten journal citation databases to enable direct links to online full text of articles.
- Undertake at least one new publishing model initiative to provide better access to scholarly journals.

*December 2003:*
- Equal or exceed last year's $1.7 million mark for in-kind gifts to Special Collections.
- Increase electronic book collection by 50%.
- With Quinney and Eccles Libraries implement a powerful new Interlibrary Loan system, ILLiad that will support document delivery to the desktop.
- Digitize 100,000 pages of Utah newspapers.
- Identify, clean, stabilize, re-house, and repair nine designated special collections.

### TEACHING LIBRARY USERS

*August 2003:*
- Identify capstone classes in departments and propose course-integrated instruction sessions to faculty members for at least two of these classes.

*September 2003:*
- Implement Web-based instruction module for freshman initiatives.
- Identify one additional collaboration each with Quinney and Eccles Libraries education programs.
- Support TACC implementation of LSTA Scholar's Portal grant.

### ENHANCING THE ORGANIZATION

*February 2003:*
- Begin implementation of new internal and external library communication plan.

*July 2003:*
- Salary improvements: Staff: $17,500 to $18,000 (17 positions totaling $6,900). Hourly starting wage: from $6.50/hr. to $7.00/ hr. Address librarian and staff mid-level salary compaction.

*September 2003:*
- Complete first draft of revised RPCA policies for the three campus libraries.
- Establish at least two new mechanisms for staff recognition.

*December 2003:*
- Complete implementation of a new part-time staff service training program.
- Continue planning organizational changes related to the development of the Information Commons.
- Create a library master calendar.

**FACILITIES**

*July* 2003:
- Develop proposal to protect library computer room from effects of power outages.

*September 2003:*
- Update at least one library classroom annually.

*December 2003:*
- Complete design development for the Marriott Library building renovation.
- Complete planning for the physical aspects of the Information Commons in the current facility.

**DEVELOPMENT**

*December 2003:*
- Prepare successful proposals to the Quinney and Tanner Foundations.
- Achieve 75% of target for renovation fundraising.

Sarah C. Michalak: 12/16/02

**2005 Alumni**

**Strategic Planning Initiative**

---

# Strategic Planning

- 3rd party consultant
- Executive team retreat
- Long range strategic vision and plan
- Board review and buy-in
- Market research initiative
  - Qualitative (focus groups)
  - Quantitative (Internet survey)

1

## PEG (Internet Survey)

**10,000** Graduated Alumni

- New Members (first time annual memberships) - **337**
- Current Members (annual and life memberships) - **1758**
- Never Members - **5865**
- Lapsed Members - **2040**

4

---

*Study Results: Distribution & Response*
*Respondents*

| | |
|---|---|
| **Surveys distributed on 3/29/05** | **10,000** |
| **Returned email (bad addresses)** | **2,985** |
| **Presumed delivered** | **7,015** |
| **Number of responses** | **1,025** |
| **Response rate** | **15%** |

Performance Enhancement Group, Ltd.

Slide 5

*Results From 2005 Alumni Attitude Study©*

**Study Results: Overall Experience**

*Q01. How would you rate your decision to attend the University?*



Slide 8      *Results From 2005 Alumni Attitude Study©*

**Study Results: Overall Experience**

*Q04. Which of the following best describes your experience as a student?*



Slide 9      *Results From 2005 Alumni Attitude Study©*

5

**Study Results: Overall Experience**
*Q02. How often do you promote the University to others?*



Chart: Percentage of Respondents

| | Never | Occasionally | Regularly | All the Time |
|---|---|---|---|---|
| All Respondents | 4 | 31 | 38 | 27 |
| Responses from in-state alumni | 2 | 25 | 40 | 32 |
| Responses from out-of-state alumni | 5 | 41 | 34 | 20 |

Legend:
- All Respondents
- Responses from in-state alumni
- Responses from out-of-state alumni

Performance Enhancement Group, Ltd.

Slide 10      *Results From 2005 Alumni Attitude Study*

---

**Study Results: Overall Experience**
*Q06. Which best describes your overall current opinion of the University?*



Chart: Percentage of Respondents

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| Utah | 1 | 4 | 38 | 57 |
| Residence in-state | 1 | 5 | 39 | 55 |
| Residence out-of-state | 1 | 3 | 36 | 60 |

Legend:
- Utah
- Residence in-state
- Residence out-of-state

Performance Enhancement Group, Ltd.

Slide 11      *Results From 2005 Alumni Attitude Study*

6

## Study Results: Overall Experience
### Q05. Which of the following best describes your experience as an _alumnus/a_?



Poor: Utah 4, Residence in-state 3, Residence out-of-state 5
Fair: 26, 26, 26
Good: 51, 49, 53
Excellent: 20, 22, 16

■ Utah ⊞ Residence in-state □ Residence out-of-state

Percentage of Respondents

Slide 12 — *Results From 2005 Alumni Attitude Study©*

Performance Enhancement Group, Ltd.

---

## Study Results: Overall Experience
### Q07. How well did the highest degree earned from the University prepare you for each of the following?



| | Poor preparation | Fair preparation | Good preparation | Excellent preparation |
|---|---|---|---|---|

Q07A Current work status

Q07B Commitment to continuous learning

Q07C Responding to new career opportunities

Q07D Contributing to my community

Q07E Deepening my understanding and comm to personal dev

Q07F Further graduate education

□ All Schools   ■ Utah

Slide 13 — *Results From 2005 Alumni Attitude Study©*

Performance Enhancement Group, Ltd.

7

**Study Results: Overall Experience**

*Q08. How important is it for you and alumni in general to do the following and how well does the University do at supporting alumni in doing them?*

|  | Not Important Poor | Somewhat Important Fair | Very Important Good | Critically Important Excellent |
|---|---|---|---|---|

- Q08B - Identifying job opportunities for graduates
- Q08E - Serving as ambassadors for Univ
- Q08C - Providing feedback to the Univ re community perceptions
- Q08A - Mentoring students
- Q08F - Providing financial support for Univ
- Q08I - Providing leadership by serving on boards, etc.
- Q08D - Recruiting students
- Q08G - Networking with other alumni
- Q08K - Attending athletic events
- Q08H - Volunteering for univ
- Q08J - Attending general alumni and Univ events

■ Importance   ■ Quality of Support

*Sorted in descending order of importance*

Performance Enhancement Group, Ltd.

Slide 14     *Results From 2005 Alumni Attitude Study©*

---

**Study Results: Student Experience**

*Q09. In which of the following organizations/activities did you participate as a student?*



Legend:
- ■ Honor society
- ☐ Fraternity or Sorority
- ■ Intramural athletics
- ■ Intercollegiate athletics
- ▨ Music, theater, or art
- ■ Community service
- ▨ Religious organizations
- ▨ Residence halls
- ☐ Professional or career related
- ▨ Academic clubs
- ▨ Ethnic and or cultural centers
- ☐ Newspaper, radio, or yearbook *

Utah        All Schools

Performance Enhancement Group, Ltd.

Slide 15     *Results From 2005 Alumni Attitude Study©*

8

## Study Results: Student Experience

**Q10. How important were each of the following to your experience as a student and how well did the school do at providing them?**

| | Not Important / Poor | Somewhat Important / Fair | Very Important / Good | Critically Important / Excellent |
|---|---|---|---|---|

Q10C - Academics and classes
Q10O - Skills and training for career
Q10M - Exposure to new things
Q10D - Relationship with faculty
Q10A - Admissions process
Q10L - Lessons about life
Q10B - Relationship with other students
Q10H - Orientation for new students
Q10K - Student employment opportunities
Q10N - Traditions or values learned on campus
Q10I - Relationship with admin and staff
Q10F - Attending cultural events like films, lectures, etc.
Q10J - Student leadership opportunities
Q10E - Attending athletic events
Q10G - Opportunity to participate in fraternity or sorority

*Sorted in descending order of importance*

**■ Importance     ■ Performance**

Performance Enhancement Group, Ltd.

Slide 16     *Results From 2005 Alumni Attitude Study*

---

## Study Results: Alumnus/a Experience

**Q14. How would you most like to be contacted by the alumni association?**

| Contact Method | All Schools | Utah |
|---|---|---|
| Email | 72 | 71 |
| Mail | 21 | 22 |
| Telephone | 2 | 2 |
| Direct face to face | 1 | 1 |
| Not at all | 4 | 5 |

□ All Schools     ■ Utah

Performance Enhancement Group, Ltd.

Slide 17     *Results From 2005 Alumni Attitude Study*

9

**Survey of Recent Alumni**
Spring, 2006

Conducted by: Office of Budget and Institutional Analysis (OBIA), with the cooperation of the Alumni Office.

Target Group: Individuals who graduated from the University within the past three years.

Number of Respondents: 1,002

Number of Survey Questions: 98

Major Themes: Alumni assessment of, or satisfaction with:

- Various aspects of academic life on the campus such as quality of instruction, class size, faculty accessibility, library, course availability

- Various services such as advising, career services, financial aid, counseling

- Campus ambiance such as respect for diversity, safety, concern for individuals

- Resources such as computers, facilities, equipment

- Importance of various outcomes (19 in all) such as attaining writing skills, attaining problem solving skills, learning to appreciate the arts, and learning to work in groups

- Impact of their educational experience on each of those 19 outcomes

- Their overall educational experience at the University.

    There are also questions related to the respondent's age, gender, ethnicity, major, job, salary, and other characteristics that permit the cross-sectioning of responses to this confidential survey.

Availability: responses to all questions are in the public domain as part of the Survey Datamart located on the OBIA website (www.OBIA.utah.edu).

Subgroup reporting capability currently available on the website: gender, ethnicity, age, parental education, participation in LEAP, participation in Honors, major.

A report analyzing the results has not yet been written or distributed. When combined with the findings from a number of other student surveys, the results should make it possible to isolate strengths and weaknesses in the University's offerings and perhaps even suggest remedies where needed.

## Utah Foundation Survey of Recent Alumni of Utah Colleges and Universities
### Illustrative Results for 414 Respondents that Graduated from the University of Utah

| Question 15: What is your current status? | Frequency | Percent |
|---|---|---|
| Employed - full-time | 283 | 67.87 |
| Employed - part-time | 22 | 5.28 |
| Furthering education - business school | 2 | 0.48 |
| Furthering education - law school | 9 | 2.16 |
| Furthering education - master's or PhD | 44 | 10.55 |
| Furthering education - medical school | 16 | 3.84 |
| Military | 5 | 1.2 |
| Other, Please Specify | 26 | 6.24 |
| Self-employed | 10 | 2.4 |

| Question 17: What is your current salary? | Frequency | Percent |
|---|---|---|
| $100,000 or more | 15 | 3.6 |
| $30,000 - $39,999 | 76 | 18.23 |
| $40,000 - $49,999 | 65 | 15.59 |
| $50,000 - $59,999 | 40 | 9.59 |
| $60,000 - $79,999 | 17 | 4.08 |
| $80,000 - $99,999 | 14 | 3.36 |
| Less than $30,000 | 140 | 33.57 |
| Not applicable | 46 | 11.03 |
| Prefer not to disclose | 4 | 0.96 |

S1

Reg. Doc.
2 b. 3

# National Student Clearinghouse: A Useful Student Tracking Tool

The National Student Clearinghouse (NSC) started as an effort to track students for purposes related to student loans. It has since evolved into a resource with broader utility. It is estimated that 85 percent or more of colleges and universities now provide complete enrollment data to the NSC each year. This database, then, provides institutions with the opportunity to track students who leave and go elsewhere to continue their education.

There are two types of students who leave an institution to go elsewhere: those who graduate and go on for graduate (or further graduate) education; and those who do not graduate but transfer to another institution. In our surveys of graduating seniors, we typically find that very high percentages of respondents say that they intend to go on for further schooling. For example, in the 2004 edition of that survey 49 percent indicated that they intended to undertake graduate education immediately or within one year. When we use the NSC database to search for those students, we find that only 20 percent show up as enrolled in graduate programs within two years of graduation from the University. It is not possible using the NSC to match on a unique identifier, so the results must be used with caution. Nonetheless they do provide an interesting data point to juxtapose to our survey results.

While the University is a destination for many transfer students, it is apparent from the NSC database that the University is also the source of many transfer students. Our research thus far indicates that about 24 percent of students who leave the University before they graduate eventually (within six years) transfer to another institution. Many of these students transfer to the local community college and may return after a period of time. We also know from using Utah System of Higher Education enrollment files that typically several hundred of "our" students, i.e., they have matriculated as degree seeking students here, are simultaneously enrolled at the University and the local community college. The NSC database will give us the opportunity to search a little broader for this type of dual enrollment, especially in regard in-state private institutions and to online courses offered by out-of-state institutions. We think that these investigations will help us understand better how the so-called "swirling" action on the part of undergraduates impacts on the University.

S 1

Reg. Doc

2 6. 4

# Baccalaureate Origins
## of U.S. Research Doctorate Recipients

|  | 2004 | 1995-2004 |
|---|---|---|
| **Regents Peers** |  |  |
| University of California, Irvine | 81 | 1,051 |
| University of California, San Diego | 170 | 1,562 |
| University of Cincinnati | 59 | 669 |
| University of Illinois, Chicago | 57 | 578 |
| University of Iowa | 91 | 1,105 |
| University of North Carolina, Chapel Hill | 153 | 1,467 |
| University of New Mexico | 85 | 693 |
| University of Pittsburgh | 70 | 879 |
| University of Virginia | 155 | 1,613 |
| University of Washington | 156 | 1,554 |
|  |  |  |
| University of Utah | 97 * | 826 ** |
|  |  |  |
| **Other Large Public Universities** |  |  |
| Arizona State University | 106 | 980 |
| Louisiana State University | 78 | 834 |
| SUNY Buffalo | 79 | 1,112 |
| University of Colorado | 125 | 1,491 |
| University of Georgia | 109 | 1,017 |
| University of Kansas | 95 | 955 |
| University of Kentucky | 81 | 693 |
| University of Massachusetts, Amherst | 102 | 1,230 |
| University of Missouri | 88 | 1,053 |
| University of Nebraska | 99 | 966 |
| University of Oklahoma | 67 | 702 |
| University of Oregon | 73 | 677 |
| University of South Florida | 91 | 842 |
| University of Tennessee | 89 | 958 |

*Rank among all institutions (public and private, US and other) in 2004 was 59th.
**Rank among all doctoral extensive institutions from 1995 through 2004 was 64th.

Source: National Research Council, compiled by Budget and Planning, 6/15/2006.

51
Reg. Doc.
266



Cap and Gown Summary Chart
from June 1998 through May 2002

**Number of Respondents**

2,500
2,250
2,000
1,750
1,500
1,250
1,000
750
500
250
0

Total Surveyed
Employed
In-State Employed
Out-State Employed
Available for Employment
Continuing Education
Other

**Percent of Respondents**

1998
1999
2000
2001
2002
2003

## CAREER SERVICES

**Self-reported Salary**

AC                                                              B.A.

*May*

**In-s**

| | |
|---|---|
| Number reported | 22 |
| Average Salary | $34,800 |

**Out-of-state**

| | |
|---|---|
| Number reported | 7 |
| Average Salary | $44,148 |

**Graduate School**

| | |
|---|---|
| Number reported | 2 |

**ACCOUNTING self-reported after-graduation employment:** *as of 06/15/2006*

| Company | Position | Employer_City | Employer_State |
|---|---|---|---|
| 3IC America | Staff Accountant | Orem | UT |
| ACS | Telecom Billing Analyst | Salt Lake City | UT |
| ADP Lightspeed | Accounting Customer Support | Salt Lake City | UT |
| Alta Capital Management | Trader | Salt Lake City | UT |
| Asiana Airlines Cargo | Load Master | Los Angeles | CA |
| Barrick Gold of North America, Inc. | Staff Accountant | Salt Lake City | UT |
| Barrick Management Corporation | Accountant | Salt Lake City | UT |
| Beneficial Life Insurance | Reinsurance Specialist in Finance Department | Salt Lake City | UT |
| BISYS Group Inc | Web Design | Salt Lake City | UT |
| BMW Properties | CFO | Murray | UT |
| Boise Cascade | Accounting | Boise | ID |
| Bullen & Harris | Accountant | Salt Lake City | UT |
| Bullfrog Spas | Assistant Controller | Salt Lake City | UT |
| C-21 McAffee & Zurchures | Accountant | Salt Lake City | UT |
| Cate Equipment | Staff Accountant | Salt Lake City | UT |
| Cerner Corporation | Solutions Delivery Consultant | Kansas City | MO |
| Children's Miracle Network | Accountant | Salt Lake City | UT |
| City of West Jordan | Accountant | West Jordan | UT |
| Community Treatment Alternatives | Accountant | Salt Lake City | UT |
| CompHealth | G/L Accountant | Salt Lake City | UT |
| Convergys | Agent | Salt Lake City | UT |
| Deloitte & Touche | Auditor | San Jose | CA |
| Deloitte & Touche | Auditor | San Francisco | CA |
| Deloitte and Touche | Auditor | San Jose` | CA |

| | | | |
|---|---|---|---|
| Department of Workforce Services | Eligibility Specialist | Salt Lake City | UT |
| Deseret Management Corporation | Internal Audit | Salt Lake City | UT |
| Dream Impressions | Controller | Salt Lake City | UT |
| Duke Energy | Gas Accountant | Salt Lake City | UT |
| Duke Energy | Accountant | Salt Lake City | UT |
| Eaton Corportion | Accounting Development Program | Shenandoah | IA |
| Edwards Lifesciences | Cost Accountant | Salt Lake City | UT |
| Ernst & Young | AABS | Palo Alto | CA |
| Ernst & Young | Auditor | San Jose | CA |
| Ernst & Young | Audit Associate | San Jose | CA |
| Ernst & Young | Staff Auditor | Seattle | WA |
| Ernst & Young | Staff Accountant | San Diego | CA |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Extra Space Storage | Property Accountant | Salt Lake Cityq | UT |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Extra Space Storage | Property Accountant | Salt Lake City | UT |
| Farley & Associates, Inc. | Tax Accountant | Sandy | UT |
| Farmers Insurance | Adjuster | Salt Lake City | UT |
| Ferguson | Controller Trainee | Salt Lake City | UT |
| Fidelity Investments | Service/Trading | Salt Lake City | UT |
| Flying J | Fixed Assets | Ogden | UT |
| Franklin Covey | Business Analyst | Salt Lake City | UT |
| Genesis Dental Group | Controller | Taylorsville | UT |
| Grant Thorton | Tax Associate | Salt Lake City | UT |

| -- | -- | > | >| | [1/3]

**The Graduate School – University of Utah**

**GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT FOR HEALTH SCIENCES AND THE ACADEMIC SENATE**

*April 25, 2005*

The Graduate Council has completed its review of the Department of Pharmaceutics and Pharmaceutical Chemistry. The external reviewers were:

Jessie L.-S. Au, Pharm.D, Ph.D. (Chair)
Distinguished University Professor
Colleges of Pharmacy, Medicine and Engineering
The Ohio State University

Kinam Park, Ph.D.
Professor
College of Pharmacy
Purdue University

David A. Tirrell, Ph.D.
Professor and Chair
Division of Chemistry and Chemical Engineering
California Institute of Technology

The Internal Review Committee of the University of Utah included:

Charles Grissom, Ph.D.
Professor
Department of Chemistry

Martin Rechsteiner, Ph.D.
Professor
Department of Biochemistry

Randall Stewart, Ph.D.
Associate Professor
Department of Languages and Literature

This report by the Graduate Council's ad hoc review committee is based on the Department of Pharmaceutics and Pharmaceutical Chemistry self study (December

1

2004), the report of the three external reviewers and exit interview with them (December 2004), the report of the internal reviewers (December 2004), and the co-response of the Chair of the Department and Dean of the College of Pharmacy (February 2005).

## DEPARTMENT PROFILE

### Overview

The Department of Pharmaceutics and Pharmaceutical Chemistry is one of four departments in the College of Pharmacy at the University of Utah. The Department offers degree programs leading to the Master of Science (M.S.), Master of Philosophy (M.Phil.), and Doctor of Philosophy (Ph.D.), all in Pharmaceutics. The Department does not offer an undergraduate degree, but it contributes to the teaching of three courses in the Professional Doctorate of Pharmacy (Pharm.D.) curriculum; pharmaceutics is a major component of the professional pharmacy curriculum. The departmental missions are to advance research in the areas of pharmaceutical chemistry and drug delivery, and to provide excellent educational opportunities for all students that they teach.

The Department has attained international recognition and an outstanding reputation in pharmaceutical research, being at the forefront of research on drug delivery and biomaterials. The Department also maintains a graduate program that is ranked within the top tier of the Pharmaceutics graduate programs in the United States. The Department has evolved over time, generally reflecting the changes within the discipline on national and international levels. Currently the Department's focus is on integrating molecular medicine and computational biology to advance the knowledge base in the delivery of small and large molecules. The evolution of the graduate program and research foci, provide the foundation for maintaining the momentum and the scientific leadership in the drug delivery area.

According to Dr. Au, who was an external reviewer for this and the prior review of 1998, the Department seems to be in better shape than 7 years ago. She defines this as an outstanding Department poised to continue growing their strengths and one that has been responsive to concerns raised in the last review. In general, external reviewers state that the scale of the program is considered sufficient and provides the necessary critical mass for achieving academic excellence.

Professor Jindrich Kopecek led the Department from July 1999 to July 2004. Beginning July 1, 2004, the Department has been headed by an interim chair, Steven Kern, who joined the department four years ago and is currently an Assistant Professor. While Professor Kern has done a commendable job as interim chair, the need for a permanent chair is universally seen as the number one priority for the Department. It is highly unusual for a non-tenured, assistant professor, still developing as a researcher, to be chair. Without more appropriate leadership, the Department risks eroding faculty morale, maintaining the status quo and/or growing, losing faculty and/or facing difficulty in hiring new faculty, and losing funding opportunities. The Department has recently attained an Endowed Chair from the George S. and Dolores Dore Eccles Foundation that

will assist in the recruitment of a world-class scholar to head the Department, someone who can bring a new perspective and new critical mass to the faculty core.

## Faculty

There are a total of 13 regular faculty members including 4 distinguished professors, 2 professors, (one is the Dean of the college), 2 associate professors and 5 assistant professors. There are also 5 research faculty members and 24 adjunct faculty members. Of the 13 regular faculty members, two are females and six are of Asian ethnicity, which is reflective of the general population at peer schools in terms of gender and minority representation.

The senior faculty is internationally renowned. The junior faculty members have excellent training and expertise, and some have already shown great promise as outstanding researchers and scholars. Most of the faculty members are currently engaged in two core areas of research: Macromolecular therapeutics, and Biomolecular and Cellular Pharmaceutics. These areas of expertise reflect recent growth within the Department and expansion into drug delivery efforts that interweave pharmaceutical chemistry with biology and physiology. The Department anticipates that future Department growth and maturation in these areas will result in a single research emphasis that will primarily reflect biologically-based drug delivery.

The level of scholarly activity (especially the activity of the senior faculty), including number of publications and external research funding, is impressive and high compared to peer schools. The level of research support has been increasing over the last several years as more junior faculty begin to obtain significant continuous funding for their research. Several senior faculty members have launched start-up biotech companies, which have led to the creation of about 500 new high tech jobs in the State of Utah. Furthermore, the Department has been organizing the International Symposium on Recent Advances in Drug Delivery Systems (commonly known as the Utah meeting) for the last 24 years.

Faculty morale is generally high, and collegiality is apparent. The expectations for teaching, research and service seem well defined and balanced. A formal faculty mentoring program for junior faculty members is in place. Several junior faculty members have indicated that the mentoring program has been very helpful. The Department fully realizes that it is incumbent on senior faculty to continue to support and mentor junior faculty so that their transition to full research productiveness and attainment of tenure is achieved before the phased retirement of the senior faculty members.

The collective presence of several distinguished pharmaceutical scientists in the Department has been the key to its success. The upcoming retirement of these senior faculty members and the relatively large number of untenured junior faculty members have created a uniquely urgent need of a new chair to provide the scientific and administrative leadership

to maintain and promote the standing of the Department in the University and in the pharmaceutical science community.

The policy on Retention, Promotion and Tenure, although in place, is not well communicated to many of the junior faculty members according to the external reviewers. There is a concern that the department does not have the opportunity to present or represent its candidates to the college RPT committee. A second concern is that Department and college expectations are not always aligned, resulting in ambiguity and confusion to some of the untenured faculty members.

The average salaries for professors at all ranks are low relative to their peers of comparable levels of accomplishments and productivity. This represents a potential problem for attracting and retaining outstanding senior and junior faculty.

## Curriculum

The Department only grants graduate degrees, accepting students only into the doctoral degree program. Students on average take from 5 to 6 years to graduate. The Department does offer a terminal Master of Science degree for students who are unable to complete their doctoral program but have completed the Department core classes, passed at least the written comprehensive exam, and completed enough research to represent one published manuscript.

Tenure track faculty members are responsible for teaching in both the Professional Pharm.D. degree program (3 classes) and the Department graduate core curriculum (5 classes). The professional student classes are taught primarily by junior and middle level faculty members. The Department also participates in the interdepartmental graduate programs in Biological Chemistry and Molecular Biology.

The excellent leadership by the past chair has brought consensus in the core curriculum, solving one of the major concerns pointed out in the previous review. The Department has done an impressive job in improving the quality of the program. The graduate core curriculum has been redesigned to reflect the new research direction and strength of the Department faculty, and the field at large. The curriculum seems to be keeping pace with an ever-changing field. The Department offers diverse courses covering all aspects of drug delivery and biomaterials, and relevant related topics. Students have excellent opportunities to learn the state-of-the-art information taught by leaders in the field.

Currently there are 7 required core courses taken by all graduate students. It has been suggested to adjust the total number of these core courses, so the selection of the courses is more tailor-made based on individual students whose backgrounds and research interests may be widely different.

## Students

There are currently 34 graduate students. The pool of students seems to be quite strong. Intellectually talented and creative, students enter the program from diverse undergraduate education backgrounds. GRE scores are generally in the 75th to 99th percentile. The Department relies on several parallel approaches for attracting highly talented students. Of these, the summer internship program seems to work very well for recruiting graduate students, and it is highly recommended to continue the program with possible expansion. The current pool of graduate students represents many nationalities of both genders; about half are foreign, mainly from China and India.

The number of graduate students has increased, and the students appear quite satisfied with the general quality of education they are receiving. They are also pleased with their research opportunities, course work, and job prospects. Strong employment placement and prospects for graduating students reflect the high quality of their education. Graduates have established themselves as highly regarded scientists, assuming positions in academic institutions, and scientific and managerial positions in local, national, and international pharmaceutical companies.

Current student support is entirely from research grants either as Graduate Fellows or Graduate Research Assistants; there are no formal teaching assistant (TA) positions. The lack of TA positions raised a concern for the external reviewers. The TA positions are needed not only for teaching undergraduate students, but also as a mechanism of supporting new graduate students during their first and/or second year of the graduate program. All graduate students, though, are expected to teach in at least one department course (either graduate or professional pharmacy) during their studies, which is asking research assistants to take on TA duties. Students who serve in teaching assignments more than once are provided with a stipend supplement to their research assistantship stipend. There seems to be little in-house training and/or mentoring for students in their teaching responsibilities.

**Facilities and Resources**

Office and laboratory space for the faculty is spread between three buildings: i.e., Skaggs Building, Biopolymer Building, and Research Park. The laboratory space is adequate, though maintenance and infrastructure issues with the Research Park facility were cited. However, the division of the department space in three buildings represents an obstacle for faculty and student interaction and cohesiveness, and may become a limiting factor for the department. The three separate facilities make sharing of equipment difficult. Communication between the distant facilities is limited, especially when the Internet is down and e-mail is unavailable. Students, faculty and staff encounter problems daily because they cannot easily interact with each other by face-to-face contact. The three separate building sites may also limit the Department from achieving greater heights and, from a more practical standpoint, to take advantage of the unprecedented opportunities and programmatic initiatives offered by the National Institutes of Health in translational research and therapy development, the two areas where the department has significant strengths.

5

Budgetary constraints have affected the operation of all areas of the Department. The operating budget does not adequately support program needs. Faculty members have absorbed numerous costs that the department had traditionally paid, including office supplies.

The existing secretarial support for the department is five full-time and two 3/4-time staff. The internal reviewers considered this as inadequate for a staff that deals with and supports the Chair, faculty, graduate students, and numerous research people.

Each physical location has a very small library of journals and discipline-specific scientific books, or none at all. The Eccles Health Sciences Library has limited numbers of what is required. There is a great reliance upon on-line journals, which provide up-to-date articles when subscriptions are available, but these resources are very inadequate according to the internal reviewers.


## COMMENDATIONS

1. The Department is recognized internationally for its excellence in research, and ranks among the best programs in pharmaceutics, with outstanding accomplishments in drug delivery. While this recognition is largely built upon the reputation and funded research of the senior faculty, the junior faculty members are beginning to establish themselves and their research portfolios. Recent hires, since the last review, are endowed with state-of-the-art research expertise and are poised to make excellent contributions to promote academic excellence in the Department.

2. The Department has been responsive to the last review and, to the extent afforded by the available resources, has implemented the recommendations put forth by the external and internal reviewers.

3. The senior faculty members should be commended for their efforts and successes in mentoring the junior members of the Department.

4. The immediate past chair provided critical and able leadership and chaperoned the Department through a renewal process that enabled the integration of biology and molecular medicine into the research and teaching programs, which in turn has provided an excellent foundation for the program to continue to excel as one of the top graduate programs in the country. The current interim chair, who assumed the position July 1 2004, is also to be commended for his commitment and skillful management to stay on course in maintaining academic excellence.

5. The Department has recently secured an endowed chair to facilitate the hiring of a new chairperson of significant stature. This is the first endowed chair in the College of Pharmacy, and speaks to the strong support of the Dean for the Department.

6. The graduate program has been steadily growing since the last review. The ability of providing quality training to graduate students, leading to pharmaceutics-related jobs for nearly all of its graduates, continues to be a major strength of the Department.

7. Morale in the Department is quite high, especially among the junior faculty and graduate students, who enjoy a great deal of camaraderie within their ranks.

8. Some faculty members have been very successful in technology transfer. Their efforts in this arena have led to the creation of several biotech start-ups and companies. This, in turn, has had a positive impact on the State economy.

9. The summer internship program has been very effective in recruiting highly talented students to the graduate program.


## RECOMMENDATIONS

1. The timely completion of the search for a new Department chairperson is strongly recommended. The external review team saw this as a critical necessity.

2. Continued efforts should be made to consolidate the physical facilities into one building or centralized location. All options for co-location of departmental activities should be explored, and the longer-range objective of raising funds for a new building aggressively pursued. Until this becomes a reality, though, immediate attention should be given to providing better basic infrastructure support in Research Park.

3. Although the Department has made significant strides in revising and modernizing its core curriculum, the hiring of new faculty members in the past few years has created opportunities for further curriculum development. The department should continue to examine its graduate course offerings to ensure high quality, appropriate depth and breadth, appropriate balance of core requirements to a student's experience, and inclusion of the most important and timely subjects for graduate education.

4. The Department should examine the following issues regarding the status of teaching assistants: a) graduate student stipends and health benefits are not uniform among research groups; b) the fact that there are no departmental TA positions was seen as a detriment; and c) while all graduates are expected to teach, there seems to be little training for their teaching responsibilities

Submitted by the Ad Hoc Review Committee of the Graduate Council

Stephen Koester (Chair), Modern Dance
Lynne Schrum, Teaching and Learning
Harris Sondak, Management

# Memorandum of Understanding
## Department of Pharmaceutics and Pharmaceutical Chemistry
## Graduate Council Review 2004-05

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on August 25, 2005, concluding the Graduate Council Review of the Department of Meteorology. A. Lorris Betz, Senior Vice President for Health Sciences; John W. Mauger, Dean of the College of Pharmacy; Steven E. Kern, Interim Chair of the Department of Pharmaceutics and Pharmaceutical Chemistry; 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 recommendations contained in the Graduate Council review completed on April 25, 2005, which addressed the following issues: (1) completion of the search for a new chairperson, (2) consolidating physical facilities, (3) curriculum development, and (4) teaching assistant issues.

At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1: The timely completion of the search for a new Department chairperson is strongly recommended. The external review team saw this as a critical necessity.**
An outside search for a new department chairperson is currently underway. Five candidates have been invited to interview on campus this fall and an offer will be made early in the Spring, 2006 semester.

**Recommendation 2: Continued efforts should be made to consolidate the physical facilities into one building or centralized location. All options for co-location of departmental activities should be explored, and the longer-range objective of raising funds for a new building aggressively pursued. Until this becomes a reality, though, immediate attention should be given to providing better basic infrastructure support in Research Park.**
Although it is not possible to consolidate all laboratories and offices into one building at this time, laboratories are being relocated so that working groups across the Health Sciences are located in contiguous areas. The College, in collaboration with the Senior Vice President for Health Sciences, is taking steps to locate funding for a new building to house the departments in the College of Pharmacy.

**Recommendation 3:** Although the Department has made significant strides in revising and modernizing its core curriculum, the hiring of new faculty members in the past few years has created opportunities for further curriculum development. The department should continue to examine its graduate course offerings to ensure high quality, appropriate depth and breadth, appropriate balance of core requirements to a student's experience, and inclusion of the most important and timely subjects for graduate education.

The department is pursuing several activities to address this set of recommendations. First, they are presently evaluating and revising the 2001 curriculum, the curriculum currently in place. As part of this evaluation, the department is seeking feedback from alumni and industry sponsors. Second, attention is being given to new faculty hires who complement programmatic, curricular objectives. Third, the department is forming an industrial advisory board to provide input into future department growth and planning.

**Recommendation 4:** The department should examine the following issues regarding the status of teaching assistants: a) graduate student stipends and health benefits are not uniform among research groups; b) the fact that there are no departmental TA positions was seen as a detriment; and c) while all graduates are expected to teach, there seems to be little training for their teaching responsibilities.

The department is striving to reduce the discrepancy among teaching assistant stipends and support. It is requested that the department develop a five-year plan to improve training graduate students to be teachers. This plan will consider a) offering a wider range of teaching opportunities than is currently available, b) exploring partnerships with the Center for Teaching and Learning Excellence for teacher training, and c) recognizing enrollment in teaching preparation courses as fulfilling elective requirements. The department will report their progress in these areas in their annual report to the Graduate School.

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.

A. Lorris Betz
David S. Chapman
Steven E. Kern
John W. Mauger
Frederick Rhodewalt

David S. Chapman
Assoc. V.P. for Graduate Studies
Dean, The Graduate School
September 14, 2005

**The Graduate School – University of Utah**

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

*April 24, 2006*

The Graduate Council has completed its review of the College of Nursing. The external reviewers were:

Karen L. Carlson, Ph.D., R.N.
Associate Dean and Professor
College of Nursing
University of New Mexico

Helen R. Connors, Ph.D., R.N. F.A.A.N.
Associate Dean and Professor
School of Nursing
University of Kansas

Kristen M. Swanson, Ph.D., R.N., F.A.A.N.
Chair and Professor
Family and Child Nursing
University of Washington

The internal review committee of the University of Utah was composed of:

Diana G. Pounder, Ph.D.
Professor and Chair
Department of Educational Leadership and Policy

Steven T. Roens, D.M.A.
Professor
School of Music

Debra L. Scammon, Ph.D.
Professor
Department of Marketing

This report by the Graduate Council's ad hoc review committee is based on the College of Nursing self-study, the report of three external reviewers and the exit interview with them, the report of three internal reviewers, and the response from the Dean of the College of Nursing dated March 15, 2006.

## COLLEGE OF NURSING PROFILE

### Overview

The College of Nursing (CON) at the University of Utah has held college status since 1948 after it had operated as a Department of Nursing Education in the School of Education beginning in 1941. It is supported by the University of Utah's central administration and the Health Sciences Center, and promotes the three-fold mission of teaching, research, and practice of the Health Sciences. Through its "two informal divisions" (self-study, page 11), Acute and Chronic Care, and Health Systems and Community-Based Care, it offers two upper division (traditional and accelerated) bachelor degrees, and an RN-to-BS degree; two M.S. degrees, Nursing and Gerontology; and a Ph.D. on campus, as well as a distance Ph.D. Extramural, intramural and private foundation funding support the College's research mission, which is also promoted through the Emma Eccles Jones Nursing Research Center located in CON. Research funding has increased from $80,000 to more than $9,930,000 over the past ten years, and senior scientists, who hold five endowed chairs, direct research interest groups and mentor junior faculty. The College follows a faculty practice plan that supports six faculty practice and student placement sites such as the Stansbury Community Center and University of Utah Health Services.

The College administration includes the dean, three associate deans (Research, Academic Programs, Information and Technology), two assistant deans (Finance and Administration, Clinical Affairs), and two division chairs. While the division chairs oversee performance reviews and faculty assignments, they do not control their own budgets, thus making CON in essence a one-department college. However, the College and its faculty are currently reviewing a proposal for reorganization of the two divisions (CON response, page 2). Similarly, the College is evaluating the role of its Gerontology program, which the reviews describe as disconnected from the CON organizational structure and curriculum. Faculty and students in the program consider gerontology an ill fit for the College of Nursing, as the majority of students are associated with Health or Social and Behavioral Science. However, neither is currently interested in relocating Gerontology nor does the program generate sufficient resources to stand on its own.

The College enjoys an "outstanding reputation at the community, regional and national levels" (external review report, page 1), and many students apply to the CON programs for that reason. Furthermore, the College is committed to strategic planning that responds to national and state issues, and to quality improvement. Its top priority is to become one of the top research colleges in the nation.

2

## Faculty

The College of Nursing has a total of 91 faculty, of which 29 are tenure-track, 36 clinical and research, and 26 part time adjunct. Since 2000, the tenure-track faculty headcount has slightly increased from 26 to 27, and currently includes 12 at the full, 10 at the associate, and 7 at the assistant professor levels. The reviews describe the faculty as well prepared and committed to the College's strong research culture. For example, the College supports junior faculty development by reducing their teaching load during their initial three years, offers financial packages for research to new faculty, and provides some summer funding. The College has a good funding record and, moreover, has identified strategies to "break through to the next level of center grants" (internal review report, page 4). Although the College expects that all faculty publish, the internal review notes that faculty in administrative positions face some difficulty in meeting the publication standards, and that part-time faculty are not assigned any FTE for scholarship. The external review reports on some faculty members expressing concern about workload inequity and lack of recognition, for example for curricular contributions. While faculty overall are committed to the stated mission of the College and the University, those associated with Gerontology are disconnected from their peers. They are unsatisfied with their role in relation to the Center on Aging, the CON, and the university as a whole, and perceive a lack of recognition for the historical and current contributions of the Gerontology program.

Although CON has been able to recruit a critical mass of junior faculty, the severe shortage of nursing faculty presents a major challenge for the College of Nursing at the University of Utah (as it does for institutions across the country). Salaries below the 75th percentile according to the external review, and below the 50th according to the internal review, make CON vulnerable to recruitment of its faculty by other institutions. Both the external and the internal reviews express concern that these factors may negatively affect the College's ability to maintain and enhance its teaching and research strengths. They also contribute to the lack of diversity in the college, as currently only six faculty members come from racial/ethnic minorities.

## Students

The College of Nursing is able to select students from a pool of strong applicants across all programs, and has received HRSA Diversity and Bennion Center grants to support the recruitment and education of racial/ethnic minorities.

CON has experienced its greatest growth in pre-majors, from 289 in 2000-20001 to 459 as of November 2005. The number of doctoral students has increased from 28 to 46, with a handful of them receiving their doctoral degree each year. With the exception of Gerontology, students in all programs receive adequate in-person and on-line advising and are able to give input into the curriculum and other issues that affect them. Undergraduate and graduate students are very satisfied with the quality of instruction, the faculty and the supervision they receive through the Clinical Faculty Associate program, a cooperative program with clinical agencies. CON implemented a new plan for TA training in Fall 2005 with required participation in CTLE seminars. The internal reviewers recommend that the clinical faculty associates who support the TA training be included in formal teacher-training and evaluation processes.

Students voiced some dissatisfaction with the service-learning component of their program, which they perceive as merely an add-on rather than a well-integrated experience. It should be noted that a task force, appointed in March 2005, has made recommendations for improvements of the service learning program, which will be implemented in Fall 2006 (CON response, page 2).

The internal reviewers state some concern about the "C or better" requirement for prerequisites which may leave some students inadequately prepared for key courses such as pharmacology, pathophysiology, and clinical rotations. In a similar vein, the internal review points out that Gerontology has accepted students with fairly low GRE scores, apparently relying on the 3.2 GPA requirement to assess the applicants' potential rather than their exam scores.

## Curriculum

The College of Nursing offers a wide variety of programs that range from preparing entry-level nurses to educating nurse scientists; many of them are supported through partnerships with health resources in the community, for example Intermountain Health Care and the Veterans Administration Health System. The traditional B.S. in Nursing, an accelerated version to meet the critical need for nurses, and an on-line R.N. to B.S. undergraduate degree are all designed as four-semester programs. While CON competes with other undergraduate programs in the state, it is the only one that offers graduate degrees, which include 15 different M.S. tracks (with unique nursing informatics and midwifery and women's health programs) and an on-line as well as an on-campus Ph.D. In response to the nursing faculty shortage, CON is currently focusing growth on the Teaching in Nursing M.S. track. It also houses an interdisciplinary M.S. in Gerontology, which, according to both review teams, needs to be rethought and reinvigorated. Nurses need to be prepared to care for a fast-growing older population, and, furthermore, the program aligns with the current focus on interdisciplinary programs at the University of Utah attracting students from across disciplines to its undergraduate and graduate certificate programs. The reviewers emphasize the need for Gerontology to forge strong connections to the Center on Aging, CON, the Health Sciences, and the University of Utah as a whole.

The Ph.D. programs prepare nurse scientists in a research methods intensive curriculum. The innovative distance Ph.D. program, with a focus on oncology, is considered a unique model for doctoral study that limits financial commitment from the host institution. The college is also exploring the development of a Nurse Practitioner Doctorate (D.N.P.) that would be available for students with an M.S. in one of the nurse practitioner specialties.

## Program Effectiveness - Outcomes Assessment

The College of Nursing has a comprehensive assessment plan in place that includes capstones, exit surveys, licensure and accreditation pass rates, and meetings with area employers about the competency of graduates, and program advising. The reviewers consider the College's process evaluation and quality improvement procedures effective, and find the learning outcomes to be clearly articulated. Less clearly stated, according to the external reviewers, is the link between assessed students' abilities and end of program objectives. In its response, CON agrees that it needs to ascertain how the learning outcomes map to program outcomes, for example by

conducting a survey with employers of graduates as part of a more comprehensive plan that links outcomes to objectives.

## Facilities

The College of Nursing has been in its current building since 1969 and is in dire need of substantial upgrades. The Nursing building is substandard in many areas, and potentially a safety hazard in relation to fire codes, emergency exits, and seismic stability. Space presents a serious problem as several part-time faculty members currently share offices, and laboratories are insufficient for instruction and simulation of clinical procedures. A comprehensive master plan has led to some upgrades, including the remodeling of the 5th floor to house the Research Center and the Center on Aging. However, as the self-study and the reviewers suggest, much more is necessary to create a safe and functional space.

Library resources and access to electronic resources are sufficient, and the College takes advantage of the vicinity of the Health Sciences and its new HSEB with state of the art classrooms, computer centers, and areas that promote interaction.

## COMMENDATIONS

1. The College has strong leadership, a thoughtful and well-articulated mission, and a strategic plan that responds well to changes in nursing education, practice, and research.

2. The College has successfully focused on its research mission by substantially increasing extramural funding, having acquired five endowed chairs (and soon a sixth) to enhance scholarly productivity, and providing strong support for faculty development.

3. CON has successfully positioned itself as a leader in nursing education in the state of Utah. It has recognized that the key to addressing the well-known nursing shortage is to train students at the graduate level to become nursing faculty and leaders.

4. CON offers high quality programs across all levels with successful use of instructional technology and innovative teaching ideas. The successful distance Ph.D. program in oncology uses real-time video-conferencing to create a unique community of learning. It has become a model for doctoral study around the country, and will heighten the prestige of the College regionally and nationally.

5. The College has successfully built clinical partnerships to enhance the education and placement of its students across all levels. In particular, the Clinical Faculty Associate program has significantly enhanced the training of the undergraduates who are mentored and supervised by employed nurses.

5

## RECOMMENDATIONS

1.  The College should be supported in its given authority and responsibility to provide direction and oversight of the Gerontology Program. The College as a whole operates cohesively and with a strong commitment to its mission, and the Gerontology Program needs to be clearly articulated and integrated within the College of Nursing. The focus for this interdisciplinary program should be on coordination and collaboration to increase student enrollment and program visibility throughout the University.

2.  The College should make diversity of faculty and students a top priority by seeking grants that specifically target the recruitment and retention of minority faculty, similar to the current HRSA and Bennion Center grants for student recruitment and financial and educational support. The College should work closely with the Associate Vice President for Diversity and articulate its commitment to diversity strongly and highly visibly.

3.  The College should continue to review its range of program offerings with an eye to changing market needs and internal efficiencies such as consolidation.

4.  In order to compete in the nursing faculty market and to retain its current faculty, the College must find ways to increase its salaries. One suggested strategy is that the College address salary issues in the context of discussions on the consolidation of its graduate programs.

5.  The College should continue its efforts to secure external funding, and pursue internal strategies that will provide support incentives such as pilot and bridge grants. If possible, the College should raise the current intramural maximum of $3,000 to at least $7,500.

6.  The College should define how it measures its stated learning outcomes and devise strategies for using results to improve curricula and programs. Faculty should participate in this process of "closing the feedback loop."

Submitted by the Ad Hoc Review Committee of the Graduate Council

   Johanna Watzinger-Tharp (Chair), Department of Languages and Literature
   Lynne Schrum, Department of Teaching and Learning
   Jingyi Zhu, Department of Mathematics
   Sharon-Aiken Wisniewski (Undergraduate Council), University College

# Memorandum of Understanding
# College of Nursing

## Graduate Council Review 2005-06

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on May 30, 2006, concluding the Graduate Council Review of the College of Nursing. A. Lorris Betz, Senior Vice President for Health Sciences; Maureen R. Keefe, Dean of the College of Nursing; 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 recommendations contained in the Graduate Council review completed on April 24, 2006. At the wrap-up meeting, the working group agreed to endorse the following actions:

**Recommendation 1: The College should be supported in its given authority and responsibility to provide direction and oversight of the Gerontology Program. The College as a whole operates cohesively and with a strong commitment to its mission, and the Gerontology Program needs to be clearly articulated and integrated within the College of Nursing. The focus for this interdisciplinary program should be on coordination and collaboration to increase student enrollment and program visibility throughout the University.**

The Senior Vice President for Health Sciences expects and supports the College of Nursing exercising its responsibility in addressing issues related to the Gerontology Program. A new director has been appointed and the College has instructed the program to develop a strategic plan that addresses enrollment growth and integration with the College of Nursing.

**Recommendation 2: The College should make diversity of faculty and students a top priority by seeking grants that specifically target the recruitment and retention of minority faculty, similar to the current HRSA and Bennion Center grants for student recruitment and financial and educational support. The College should work closely with the Associate Vice President for Diversity and articulate its commitment to diversity strongly and highly visibly.**

The College of Nursing gives this recommendation its highest priority and is actively developing multiple strategies to increase and sustain diversity among faculty, staff, and students. The College is currently assessing the effectiveness of its current outreach programs (HRSA and Bennion Center funded initiatives) as well as proposing a pre-nursing LEAP seminar. The College is attempting to develop an in-house doctoral level pool for faculty recruitment.

**Recommendation 3: The College should continue to review its range of program offerings with an eye to changing market needs and internal efficiencies such as consolidation.**

The College has completed an evaluation of its specialization areas. It is attempting to cluster and consolidate areas as part of the ongoing transition to offering the Doctor Nursing Practice (DNP) degree. The College has discontinued student admissions in two areas, Community Health Nursing and Patient Care Service Administration, as part of the consolidation and repositioning for the DNP degree program.

**Recommendation 4:** In order to compete in the nursing faculty market and to retain its current faculty, the College must find ways to increase its salaries. One suggested strategy is that the College address salary issues in the context of discussions on the consolidation of its graduate programs.

The College is conducting a salary analysis for the purposes of developing a plan but sees no obvious immediate solution in sight. Funding from the State Nursing Initiative has been used to increase some base salaries, but this source is limited by the fact that dollars must be matched 1 to 2 by the hospitals. Some of this funding has been used to support the hiring of new FTEs. The College notes that they are ranked at the top in number of endowed chairs in state-supported colleges of nursing.

**Recommendation 5:** The College should continue its efforts to secure external funding, and pursue internal strategies that will provide support incentives such as pilot and bridge grants. If possible, the College should raise the current intramural maximum of $3,000 to at least $7,500.

With the support of the Senior Vice President for Health Sciences the College Research Center has raised proposal initiative seed grants $7,500.

**Recommendation 6:** The College of Nursing should define how it measures its stated learning outcomes and devise strategies for using results to improve curricula and programs. Faculty should participate in this process of "closing the feedback loop".

The College of Nursing reports that is has clearly specified learning objectives and is working to coordinate outcomes assessments with these objectives. The College will provide documentation in its follow-up reports about how it incorporates feedback into its operations. The College plans to undertake an evaluation of its outcomes assessment model.

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.

A. Lorris Betz
David S. Chapman
Maureen R. Keefe
Frederick Rhodewalt

_____
David S. Chapman
Assoc. V.P. for Graduate Studies
Dean, The Graduate School
August 1, 2006

# Departmental Student Language Proficiency Outcome Assessment Proposal

**Department of Languages and Literature**
**The University of Utah**
**Spring 2006**

S 1

Reg. Doc.

2 C.2

## I. Purpose

To contribute to the efforts for student outcomes assessment at the University of Utah, the Department of Languages and Literature proposes to implement, as part of its overall department-wide student learning outcomes assessment, its language proficiency outcome assessment program beginning the spring semester of 2006.

In resonance with the articulated goals of the University's commitment to assessment, the department's language proficiency assessment program is aimed at identifying the extent to which the undergraduate and graduate students taking language classes are progressing in a timely matter, whether they are learning what the language programs intend, and to what extent the students feel they have met the goals of the program.

The short term goal of this proposal is first to develop an assessment tool and procedure to assess the speaking and writing proficiencies of a smaller group of language learners. Then a pilot run of this instrument will be implemented at the end of the spring semester and during the summer of 2006. The limited scope of this initial endeavor will enable the department to pilot its assessment effort, monitor its effectiveness and improve it on a continual basis. The long term goal of this assessment proposal is to develop and implement language proficiency assessment across all four skills (listening, speaking, reading and writing) in the three modes of interpersonal, interpretive and presentational communication for learners who have completed the courses of 1010-2020 of all languages taught by the department.

## II. Pilot Assessment

During the spring 2006 semester, the department will initiate and implement the pilot assessment program. The pilot program will have the following characteristics:

### 1. Targeted Test Takers and Language Skills

- Given the large number of students taking language courses from the department (there were approximately 3710 students taking 1010-2020 language classes in 2005-06) and the pressing need to train assessment evaluators, the target group of students to be assessed during the pilot

phase will be those students who will be completing the second year sequence (2010-2020) in a language study abroad program in the summer of 2006.

- Target languages for assessment will be Arabic, Chinese, French, German, Italian, Japanese, and Spanish—currently offered in the study abroad programs.
- The target language proficiency skills to be assessed initially for the study abroad students will be speaking and writing in the interpersonal and presentational modes of communication.

2. Assessment Procedures

- An online speaking test will be taken by each student of the target group as an entrance and exit language assessment for the study abroad program. This will be a timed test delivered on the PC platform. Each test-taker's speech sample will be evaluated and rated in accordance with the ACTFL speaking assessment criteria.

  The assessment of the first speaking test will reveal the level of speaking proficiency of students at the beginning of their second year of language study. It will also serve as a baseline index of speaking proficiency for the student entering a study abroad program, against which the result of the study abroad exit speaking test will show how much progress is made by the students as a result of the additional work completed in the summer.

- An on-site writing task will be given to each student before starting and completing the study abroad program. The writing samples will be evaluated and rated in terms of a set of writing assessment rubrics aligned with the ACTFL writing proficiency assessment criteria.
- A language learning and achievement portfolio containing students' speech and writing samples, test scores, etc. will be established and evaluated.
- Exit interviews, including instructors' evaluations as well as students' self evaluations and comments on all aspects of the language program and their learning experience will be conducted.
- Each of the students in the target group will fill out a questionnaire before going abroad and another questionnaire after completing the study abroad program in order to gather information about their perceptions of their language proficiency and progress.

3. Content of Assessment

The level of both the speaking and writing tests will be pitched at the Intermediate High level as defined by the ACTFL Proficiency Guidelines (see section 4 for a description of the assessment tool).

- Each test taker will be required to perform narrating, describing, explaining, comparing, and elaborating tasks.
- These test items will require the test taker to perform the linguistic functions mentioned above to convey biographical information, understanding of day-to-day aspects of the target language culture (such as transportation, travel, holidays, schools, health, etc.), appreciation of the cultural elements of the target language culture vis-à-vis his or her native culture.
- There are 15 test items in the speaking tests and five prompts for the writing task.

4. Assessment Tools

- For the speaking test--and later for listening and reading in post-pilot assessment tasks, we plan to use the Enhanced Oral Testing Software (EOTS), developed by Brigham Young University, to create the test items. The EOTS is a template that can be used to create tests as well as learning activities for any language. The department has already purchased this software and a site license for its use.

  For the pilot assessment, audio-visual stimulus prompts to elicit a test taker's responses will be written in English and will be used for all selected languages.

- For the writing test, each test taker will be given five prompts to complete the writing task. Depending on the language, the writing test can be computerized as well.
- A set of generic across-the-language rubrics will be developed for the assessment of the writing samples.

5. Training for Test Item Development and Evaluators

- Recruit, at the minimum, two test item developers/evaluators for Spanish and Italian and one for each of the other five languages. An effort will be made to recruit two evaluators for each language so as to provide inter-rater reliability for assessment.
- To ensure stability and continuity of the program, these assessment developers/evaluators are preferably practicing full time language instructors at our university or at the community colleges, or individuals who have at least an M.A. in a foreign language, have had experience teaching college level language courses, and have native or near-native fluency in the target language.
- Training includes four three-hour mini-workshops on proficiency test development and evaluation and one final two-hour wrap-up session. Evaluators will become familiarized with the functions and contents of the

proficiency tests, as well as the proficiency level benchmark rubrics for rating speech and writing samples.

6. Timeline

- By February 17, get approval from study abroad program directors.
- February 20-24, recruit assessment developers/evaluators.
- February 27 - March 8:
    Workshop #1--EOTS demo; speaking test development
    Workshop #2--Review and rate sample speaking test items
- March 9-15:
    Workshop #3--Develop and review writing rubrics
    Workshop #4--Present and review the test by languages
- March16-24: Upload tests onto college server; enable access to tests on workstations in PC Labs in DCET.
- March 27-31: Field-test the tests--use three to five volunteers from the 2020 classes; assess and rate
- April 3-7: Final two-hour wrap-up meeting for developers/raters; make final adjustment to tests
- April 10-25: Identify the students going on study abroad and give them the tests; assess and rate; report ratings.
- At the end of each study abroad program, the program director will ensure that the identified students will take the speaking and writing tests again. These tests will be made available online. Speaking and writing samples will be sent to appropriate raters for assessment and ratings. Raters will report assessment results.

III. Post-Summer 2006

- Establish a data bank for the language proficiency assessment results from the summer study abroad programs in Fall 2006.
- Analyze assessment data to achieve better articulation between language courses offered in regular and summer study abroad programs in Fall 2006.
- Prepare target language prompts for the listening, speaking and writing tests in Fall 2006, Spring 2007.
- Add a reading assessment component with authentic target language stimulus material in Spring 2007.
- Prepare language proficiency outcome assessment for the aforementioned seven language study abroad programs across the four skills in Spring 2007.
- Assess students of the same aforementioned languages not attending summer study abroad programs in Spring 2007.
- Assess students of languages not offering study abroad programs in Spring 2007:

4

    ❖ Training additional assessment evaluators in Fall
      2006/Spring 2007

    ❖ Preparing assessment tools for these languages in Fall
      2006/Spring 2007

Proposed Budget:

1. Pay each of the two workshop consultants a lump sum of $1500 to coordinate the recruitment of test developers/raters, set up and present workshops, oversee the development of the speaking and writing tests, finalize the tests and make them ready for delivery, interface with study abroad programs directors regarding proctoring on-site tests, oversee the collecting and inputting of assessment results, other follow-up work.

Total: $3000

2. Pay each of the fourteen test developers/raters $500 to attend the four workshops, the final meeting, work with other participants to develop the generic speaking and writing tests, recruit volunteers to do the field test, rate the speech and writing samples from the field tests.

Total: $7000

3. Soft drinks and cookies for the workshops: $100

4. Pay each rater $15 for each set of one speaking and one writing tests.

- Estimated number of students per each language:

| | |
|---|---|
| Spanish: | 10 |
| Italian: | 6 |
| French: | 5 |
| German: | 7 |
| Arabic: | 3 |
| Chinese: | 8 |
| Japanese: | 8 |
| Total: | 47 |

- Estimated cost of assessing both the entrance and exit speaking and writing proficiency tests of 39 students:

$15 x 37 x 2 x 2= $2220

5. Total Proposed Budget:  $12,320.00

IV. Department Assessment Task Force: T. Richard Chi, Stacey Katz, Fernando Rubio, Reem Bassiouney

## Notice of change of Advanced Placement Writing Score

Contact person: Maureen Mathison, Director, University Writing Program

\* \* \*

Undergraduate Council Meeting
March 21, 2006

Informational Item
The University Writing Program is raising the Advanced Placement Score from 3 to 4 to qualify for exemption from the lower-division writing requirement, WRTG 2010.

Rationale

Students who score a 3 and higher on the AP English examination are currently exempt from enrolling in the required first-year writing course at the University of Utah. Recent trends in higher education have increasingly raised the standard for exemption, with more and more institutions requiring a minimum AP English Score of 4 or 5. Many more selective institutions are beginning to require students to enroll in a minimum of one lower-division writing course, regardless of AP Score. The higher the caliber of the institution, the more likely it is that scores of 3 are being reconsidered as indices of advanced credit.

The University of Utah lags behind its peer institutions in that an AP Score of 3 exempts students from our required composition course, WRTG 2010 (see attached). The same AP Score at other institutions exempts students from the introductory level course, WRTG 1010. This trend in using AP Scores for exempting or placing students into courses is not limited to writing, but includes all subject areas.

In addition, research has shown that students with English AP scores of 3 made higher gains in their writing improvement than students with AP scores of 3 who did not enroll in a writing course (Hansen, 2005).

Wording of Item
Students whose AP English score is 3 will be required to enroll in Writing 2010, effective Spring, 2007. An AP score of 3 will allow credit, and is seen on the same level as WRTG 1010.

## AP Writing Score --- Peer Institutions

| | Exemptions from First Lower Division Requirement (1010) | Exemptions from Entire Lower Division Requirement (2010) |
|---|---|---|
| University of Utah | | AP 3 |
| University of California/Irvine | None | None |
| University of California/San Diego | None | None |
| University of Cincinnati | AP 3 | AP 4 |
| University of Illinois/Chicago | AP 4 | |
| University of Iowa | | AP 3 (but students still required to take an alternate course) |
| University of North Carolina Chapel Hill | AP 4 | |
| University of New Mexico | AP 4 | AP 5 |
| University of Pittsburgh | | AP 5 with SAT Verbal 600 |
| University of Virginia | | AP 5 AP 4 with SAT II Writing 680 |
| University of Washington | None | None |

## AP Writing Score ---Utah State Institutions

| | Exemptions from First Lower Division Requirement (1010) | Exemptions from Entire Lower Division Requirement (2010) |
|---|---|---|
| University of Utah | Index 101 (equivalent to ACT comp 19 with 3.40 GPA) | AP 3 |
| Utah State University | AP 3 | None |
| Weber State University | AP 3 | None |
| Utah Valley State College | AP 3 | None |
| Salt Lake Community College | None | None |

## SIMPLE CORRELATIONS AMONG PRIMARY VARIABLES
### (includes all semesters from Fall, 2002 through Spring, 2004)

| | GRADE | ADM INDEX | HS GPA | ACT COMP | ACT ENGL | LEVEL |
|---|---|---|---|---|---|---|
| **GRADE IN WRTG 2010** | 1.00000<br><br>5584 | 0.23088<br><.0001<br>4396 | 0.21527<br><.0001<br>4501 | 0.14106<br><.0001<br>4446 | 0.14703<br><.0001<br>4445 | 0.21515<br><.0001<br>5583 |
| **ADMISSION INDEX** | 0.23088<br><.0001<br>4396 | 1.00000<br><br>4572 | 0.79657<br><.0001<br>4525 | 0.72580<br><.0001<br>4226 | 0.62404<br><.0001<br>4226 | 0.09306<br><.0001<br>4571 |
| **HS GPA** | 0.21527<br><.0001<br>4501 | 0.79657<br><.0001<br>4525 | 1.00000<br><br>4679 | 0.24409<br><.0001<br>4303 | 0.22204<br><.0001<br>4303 | -0.03302<br>0.0239<br>4678 |
| **ACT COMP** | 0.14106<br><.0001<br>4446 | 0.72580<br><.0001<br>4226 | 0.24409<br><.0001<br>4303 | 1.00000<br><br>4626 | 0.84358<br><.0001<br>4625 | 0.11563<br><.0001<br>4626 |
| **ACT ENGL** | 0.14703<br><.0001<br>4445 | 0.62404<br><.0001<br>4226 | 0.22204<br><.0001<br>4303 | 0.84358<br><.0001<br>4625 | 1.00000<br><br>4625 | 0.08300<br><.0001<br>4625 |
| **ACADEMIC LEVEL** | 0.21515<br><.0001<br>5583 | 0.09306<br><.0001<br>4571 | -0.03302<br>0.0239<br>4678 | 0.11563<br><.0001<br>4626 | 0.08300<br><.0001<br>4625 | 1.00000<br><br>5826 |

KEY:    Top number = simple correlation ($r$)
Middle number = probability less than ($p$<)

OBIA, University of Utah, September, 2004 (GDL)

**Report on Student Course Evaluations**

Contact person: Chuck Wight, Assoc. V.P. Academic Affairs, Jennifer Mabey

\* \* \* \*

## Uniform Student Course Evaluation:
## A Report to the Academic Senate

Fall semester 2005 concludes the 6th year that the university-wide student course evaluation instrument commissioned by the Academic Senate has been in use. During those years, the evaluation system has moved to an online format, expanded to facilitate the evaluation of teaching assistants and team teaching situations, reduced costs to departments, increased security, and provided more readily accessible results to both instructors and students all while attaining a voluntary response rate that is one of the highest in the nation.

**Student Satisfaction**

Student course evaluations are designed to measure student satisfaction; they are not designed to measure learning outcomes. They provide valuable information about the classroom experience from the student perspective. They also assign a number to students' perception of faculty competence. Great care needs to be taken to account for sample size and compounding factors such as methodology, content, time of day, efficacy of other instructors, and the cohort effect. Policy and Procedures states: "The University will evaluate its courses and instruction in multiple ways, including by soliciting students' evaluation." (PPM 9-7.14)

Students rate their instructors and courses highly, averaging between "Agree" (5) and "Strongly Agree" (6) on all 14 standard items. Results are shown for Summer 2005 semester, but the averages have not changed appreciably since Spring 2003.

## University Averages - Summer 2005

| | |
|---|---|
| The course objectives were clearly stated. | 5.22 |
| The course objectives were met. | 5.19 |
| The course content was well organized. | 5.13 |
| The course materials were helpful in meeting course objectives. | 5.12 |
| Assignments and exams reflected what was covered in the course. | 5.18 |
| I learned a great deal in this course. | 5.11 |
| Overall, this was an effective course. | 5.1 |
| Course composite | 5.15 |
| The instructor was organized. | 5.22 |
| The instructor demonstrated thorough knowledge of the subject. | 5.4 |
| The instructor presented course content effectively. | 5.13 |
| The instructor created/supported a classroom environment that was respectful. | 5.33 |
| As appropriate, the instructor encouraged questions and opinions. | 5.35 |
| The instructor was available for consultation with students. | 5.29 |
| Overall, this was an effective instructor. | 5.24 |
| Instructor composite | 5.28 |

Strongly Disagree        Strongly Agree

## Historical Perspective

In February of 1999, the Academic Senate commissioned the development of an instrument that could be used to evaluate courses campus-wide. After being piloted in Summer and Fall semesters of 1999, the instrument was implemented Spring semester 2000.

The creation of a uniform course evaluation instrument provides departments with a convenient means to evaluate all of their courses on a regular basis. The data from those evaluations are provided in report form to instructors by way of departments. The standardized numerical data are posted on the Campus Information System site for students to access when selecting courses.

## Evaluations Move Online

Spring 2003 semester marked the point at which the maintenance of a permanent database of student course evaluation records in the Campus Information System was implemented. At the same time, a system of collecting student course evaluations through a web browser interface was introduced. At the conclusion of Spring semester 2003, most departments evaluated their courses using the traditional paper forms. The only large groups of courses evaluated online were the College of Fine Arts, the Department of Chemistry, and all fully online courses. Over the summer months, new online functions were introduced to handle courses with multiple instructors and/or teaching assistants. Many departments took advantage of those features and at the conclusion of Fall 03 semester, about half of the evaluations were conducted online (56% of classes and 47% of the evaluations collected).

Total Evaluations Collected - online + paper





% of evals collected online (vs. paper)

The percentage of evaluations collected online has gone from zero to nearly 100% in less than three years. In addition, the total number of evaluations collected has increased each year. This is probably because the paper forms required more handling and sometimes were misplaced or forgotten. The move to online evaluations has also greatly reduced the number of staff hours it takes to administer the evaluations because proctoring, sorting, and transcription of comments are no longer necessary. Departments no longer have to pay the cost associated with printing and scanning of forms. Instructors no longer need to use class time to administer evaluations. The delay in access to reports is also greatly reduced, with most reports available for departments to download within a day or two of the end of the evaluation period. The widespread use of online evaluations has also decreased the time required to post the results online, resulting in students being able to access more recent data when selecting courses.

## Student Participation Rates

The primary reason for the high student response rate is that early release of grades is contingent upon the student acknowledging the online evaluation. While students are not required to complete the evaluation, they must log in to the Campus Information System and at least decline to complete the evaluation if they wish to view a posted grade within 10 days of the last day of class (for full term classes). Students are, for the most part, choosing to complete the evaluation. The response rate for the past year has averaged 73%.



Response Rate - F05

**Response Rate for Online Evaluations**

| | SP 2003 | SU 2003 | F 2003 | SP 2004 | SU 2004 | F 2004 | SP 2005 | SU 2005 | F 2005 |

Finals: Days 20-24

The University of Utah departments with the lowest response rates are those which are unable to tie early release of grades to acknowledgement of course evaluations due to a later grading period (*i.e.*Law). The highest response rate among colleges was the School of Business which had an 83% average response rate for Fall 2006.

The only major institutions with higher response rates for online evaluations are Northwestern (73-75%), which does not evaluate classes with fewer than 5 students, and Yale and Polytechnic University of New York (84-90%), both of which withhold access to grades until an evaluation is completed. Schools that do not tie completion of evaluations to viewing of either grades or results are reporting response rates of 40-60%. (Data about other institutions were collected in a recent informal survey conducted by BYU.)

The instrument will continue to be adapted to meet the needs of administration, faculty and students. Administrative Computing Services (ACS) continues to fine-tune the software and add functionality. ACS will soon incorporate changes to the user interface to make it more intuitive to use.

The uniform student course evaluation instrument is an important component of the University of Utah's efforts to foster a culture of assessment and improvement in teaching and learning.

# Comparison of Results from Paper and Web-Based Student Course Evaluations: A Statistical Analysis

Chuck Wight, Associate Dean of Undergraduate Studies

## Purpose

This study was initiated to address the question, "Do courses and instructors get significantly different responses on student course evaluations depending on whether the evaluations are conducted using traditional paper or web-based evaluation forms?"

## Methodology

The comparison sample consisted of student responses to the 14 standard course and instructor questions in all courses that used paper evaluation forms in Spring 2002 semester and web-based forms during Spring 2003 semester. The sample included 110,014 student responses (approximately 7860 per question) from the Spring 2002 paper evaluations, and 109,908 responses from the Spring 2003 web-based evaluations (approximately 7850 per question).

## Results

Responses to the questions ranged from 0 (strongly disagree) to 6 (strongly agree). The average responses to the 14 standard course evaluation questions for the comparison sample groups are given in the first chart. For each question, the upper (yellow) and lower (blue) bars give the average responses for web-based (2003) and paper (2002) evaluations, respectively. The error bars indicate ± 1 standard deviation of the distribution of scores for each question.

For 8 of the 14 questions, the scores for web-based evaluations were slightly higher than for paper-based evaluations. However, the difference between web-based and paper-based responses is much less than the standard deviations of the distributions.

In order to assess whether or not the small differences are statistically significant for this large sample, the results were subjected to a standard two-tailed Students t test. Starting from the null hypothesis (no significant difference) the averages and standard deviations of the mean for each question were used to compute the value of the Students t for each of the 14 standard questions.

The difference was considered significant if the absolute value of t was greater than 1.96 (95% confidence limits). This detailed analysis shows that 8 of the 14 questions have averages that are greater for the 2003 web-based evaluations, although only 3 of these differences are judged to be statistically significant. Likewise, of the 6 questions that had higher average scores for the Spring 2002 evaluations, only 3 questions had averages that were statistically significant between paper and web-based evaluations.

**← 2002 Paper Results Higher | 2003 Web Results Higher →**

Statistically Significant Region

Statistically Significant Region

- The course objectives were clearly stated.
- The course objectives were met.
- The course content was well organized.
- The course materials were helpful in meeting course objectives.
- Assignments and exams reflected what was covered in the course.
- I learned a great deal in this course.
- Overall, this was an effective course.
- The instructor was organized.
- The instructor demonstrated thorough knowledge of the subject.
- The instructor presented course content effectively.
- The instructor created/supported a classroom environment that was respectful.
- As appropriate, the instructor encouraged questions and opinions.
- The instructor was available for consultation with students.
- Overall, this was an effective instructor.

**Students t Value**

-5   -4   -3   -2   -1   0   1   2   3   4   5

## Conclusions

Although a good case can be made for some statistically significant differences between paper and web-based student course evaluations, there is no evidence for an overall bias, either positive or negative, that is introduced in the scores as a result of changing the method by which the evaluations are collected from students.

# Evaluating Academic Advising Across the Campus
Submitted on April 28, 2006 by Sharon Aiken-Wisniewski on behalf of UAAC Assessment Committee

The University Academic Advising Committee (UAAC) pursued a campus-wide evaluation of academic advising in 2005-06. A survey to evaluate needs, satisfaction, and learning outcomes was developed and implemented with assistance from Institutional Analysis. The web survey was administered in November 2005. Over 10,000 students were invited to complete the survey through campus e-mail. The student response rate was 19% and focused on advising received in departments and University College Advising.

The following analysis was shaped from these data:
- Advising that offered information on degree requirements, developing a schedule and registration had a high need but also a high satisfaction response (70% or greater).
- Items relating to post graduation career options and post-bach education resulted in a high need (80%) but a low satisfaction rate (37%). In addition to low satisfaction, a high percentage of students indicated that they had not received information in these areas (34%).
- Items relating to services and resources such as study abroad, tutoring, undergraduate research, etc. received moderate need (56 – 64%) but a low satisfaction rate (40%). In addition to low satisfaction, a high percentage of students indicated that they had not received information in these areas (35 – 42%).
- Students know how to use electronic tools for generating a degree audit report, add/drop of courses, and withdrawing.
- Through the comment section, students were able to clarify advising behaviors that assisted them in accomplishing their academic goals.

The committee developed a list of strategies, short and long-term, for change that could impact students and advisors. The short-term strategies are:
- Share results of survey with campus (in-progress).
- Develop a new section for 2006-07 Undergraduate Bulletin that clarifies the role of the advisor and the student within the process of academic advising (completed April 2006).
- Share student comments about advisors with appropriate colleges (completed April 2006).
- Develop a college level sort to allow colleges to review data specific to the college (completed April 2006).

Long-term strategies will require more time and resources for completion. These are:
- Develop ways to be more purposeful in explaining various parts of the degree for educational connections. (Less checklist orientation).
- Develop collaboration between UAAC and ASUU to organize ways to outreach to students to increase understanding about advising (debunk myths, explain DARS, etc.).
- Organize a campus-wide Advising Conference for increased knowledge of campus resources that impact student success and exchange of "Best Practices" within campus community. (Annual Event)
- Develop a public relations campaign to inform students what advisors do and share positive stories of students who have utilized academic advising with great success.
- Regular update regular of department web sites and implement a general web site that contains graduate school tips and information.

A budget request for 2006-07 was submitted to the Senior Associate Vice President for Undergraduate Studies to assist with resources for some of the long-term strategies.

**General Education Assessment: American Institutions, Math, and Writing**
**Mark St. André**

This document represents a summary of the assessment work that has been done in the General Education areas of American Institutions, Math, and Writing.

## 1. American Institutions

The American Institutions (AI) requirement is met by four courses at the University of Utah:

- Economics 1740: US Economic History
- History 1700: American Civilization
- Honors 2212: American Institutions
- Political Science 1100: US National Government

Some assessment work has been done in Economics, History, and Political Science which carry the vast majority of the hundreds of students meeting the requirement each year. The Honors class only contains a couple dozen students and they have not yet been asked to participate nor have they implemented an assessment process for that course.

In the spring of 2001 the three main AI departments (Econ, History, Poli Sci) participated in a statewide pilot assessment of the AI requirement on all of the Utah System of Higher Education campuses. The results of that assessment are summarized in Appendix 1. However, the data were aggregated so as not to reflect individual differences between campuses. Overall that pilot assessment found the following: "In the American Institutions disciplines there were large consistent gains across disciplines and across institutions. All tests were designed by faculty teaching the courses and were focused upon the educational goals of these general education requirements."

Since the spring of 2001, the following work has been done in the three main AI departments:

**Economics**: Economics assessed AI again in the spring of 2005. The assessment was done in one section of the Economics 1740 class (there are typically four-five sections taught each semester). They conducted the assessment in a way that was similar to the methodology used in 2001. An email from Tom Maloney, chair of Economics, summarizes the process:
> "...a pre-test consisting of 12 multiple choice questions was administered during the first week of class. These questions covered material from throughout the term.  Then, these questions were incorporated into the

three exams during the semester (2 on the first mid-term, 6 on the second mid-term, and 4 on the final exam). Note that the student's performance on the pre-test did not affect their grade for the term."

They found that students roughly doubled the number of correct answers on the selections over the course of the term, which was a statistically significant increase. They intend to continue testing and at last report had pre-tested and were planning to post-test three sections in the fall of 2005.

**History**: History tested eight sections of their 1700 American Civilizations class in the fall of 2002. The instrument consisted of 25 questions that were chosen by the department. No formal analysis exists for these data, although summary sheets are available. A scan of those summary sheets indicates that students improved their scores from pre-test to post-test by approximately 3-8 points. If five points were the average increase it would represent an increase of 20 percentage points from pre to post test.

In the fall of 2005 History renewed their assessment of AI and delivered a pre-test and was planning a post-test for all sections of 1700.

**Political Science**: In the spring of 2005, the Political Science Department delivered an assessment of AI to two sections of their 1100 US National Government course. Pre-test results are available for one section and post-test results are available for both sections. The section with both a pre-test and a post-test did not show an increase in scores. There are no further plans to do assessment of American Institutions in Political Science.

## 2. Math
The Math department also participated in the pilot assessment of 1050 College Algebra that was conducted statewide among USHE campuses in spring 2001 (see Appendix 1). The report states: "In Mathematics, there were enormous gains from pretest to posttest in the performance of students on the set of problems used for the assessment."

More recently, the Math department conducted an assessment in the beginning of the fall 2005 semester in their calculus classes to determine to what degree their pre-calculus sequence of courses (1010 Intermediate Algebra, 1050 College Algebra, and 1060 Trigonometry) were preparing students. The test results showed that there was no difference between those students who had taken the U's pre-calculus sequence and those who had taken it in high school. About these results Aaron Bertram stated in an email: "...it convinced us that what we need to do in the future is to design pre and post-tests for our service courses to assess their effectiveness."

Their plan for these assessments can be found in Appendix 3.

## 3. Writing

The Writing Department is embarking on a new assessment of their 2010 course which is the course that most students take to meet the General Education Lower Division Writing requirement. In fall 2005 they collected portfolios from every student and are currently working on developing a model (rubric, etc.) for scoring those portfolios.

REPORT TO GENERAL EDUCATION TASK FORCE
ON PILOT ASSESSMENT OF MATHEMATICS AND AMERICAN
INSTITUTIONS
ACROSS UTAH STATE COLLEGES AND UNIVERSITIES

OCTOBER 9, 2001

PREPARED BY DAVID H. DODD AND PHILIP KRAMER

EXECUTIVE SUMMARY

The Spring 2001 pilot assessment project by the nine public institutions of higher education in Utah focused on Mathematics 1050 (College Algebra) and courses meeting the state's American Institutions requirement (Economics, History, and Political Science). Tests were planned by faculty from the relevant departments and administered pretest (early in the semester) and posttest (around final exam time).

Results were collected from all of the institutions and for all of the four targeted areas. In Mathematics, there were enormous gains from pretest to posttest in the performance of students on the set of problems used for the assessment. In the American Institutions disciplines there were large consistent gains across disciplines and across institutions. All tests were designed by faculty teaching the courses and were focused upon the educational goals of these general education requirements.

A survey assessing the assessment was completed by 32 percent of the faculty who participated in the process (N = 18) on very little turnaround time. Respondents indicated strong support for the process. They generally felt that the tests matched the goals of the course and that it was essential to use the same items in pretest and posttest (for Mathematics, equivalent items were considered appropriate). Many of the respondents were explicit that there were considerable costs, primarily in faculty and staff time. There were suggestions that assessment could be improved through better communication about the process and that there should be a statewide uniform test for each discipline. The vast majority supported how assessment had been done in Utah, affirming its validity as a measurement process, the value of collaborating with other institutions, and the significance of faculty participation in the design of the test. Several mentioned the value of the process, especially for providing information

4

about teaching and learning. There was also some concern about maintaining confidentiality about the results.

An overall evaluation of the successes of the pilot experience provides these conclusions:
- The pilot engaged a high level of participation in planning and administration.
- The tests were linked to the goals of courses from faculty perspective of those who teach the courses.
- Test results showed consistently strong positive outcomes in terms of student learning.
- Participants in the process strongly endorsed the pilot and its major elements.
  Problems were generally related to the severe time pressures encountered:
- Test items needed additional screening.
- Scoring should be conducted and reported on the same terms within disciplines.
- Results should be reported in electronic form with some consistency.
  Recommendations for future assessment process using this approach:
- Uniformity of items and procedures.
- Sampling of courses rather than all courses for every term.
- Consistent scoring; reporting in electronic files.
- Continued collaboration of administration and faculty across institutions.
- Continued anonymity of faculty and institutions participating.
- Budgetary support for faculty and staff time.

Because the Olympics makes this Spring logistically too difficult for many institutions, the second round of assessment will occur in the Fall, 2002. On 12 November 2001, faculty will again meet to review last year's effort, suggest improvements, and begin planning for the next assessment effort. The Task Force asks your support in encouraging and funding representatives from your campus to attend.

INTRODUCTION
The nine public institutions of higher education in Utah participated in a pilot project to assess student learning in Mathematics 1050 (College Algebra) and in courses meeting the state's American Institutions (AI) requirement taught in Departments of Economics (1740), History (1700), and Political Science (1100), plus an AI course unique to one institution, labeled American Institutions, Political and Economic. For all of these efforts, the assessment was planned as course embedded, in that the content and specific format of the testing was intentionally designed to be a direct part of a particular course and, as much as

possible, part of normal course activity. For each participating course offering, students took a pretest at the beginning of the term and a posttest as part of the final examination process; test items were essentially the same for both pretest and posttest.

ASSESSMENT PROCESS

The general process of assessment of student learning was instigated by the State Board of Regents as part of its efforts to develop accountability data related to student learning. The Regents' Task Force for General Education, comprised of representatives from all nine institutions, developed the general plan for the process and was supported by the Commissioner's Office in this effort. The specific testing program, including test items, was developed jointly by faculty from each of the disciplinary areas and many of the institutions.

The test items were based on content that was central in each of the courses as judged by faculty from the relevant departments. For Mathematics 1050, the test was a uniform set of five items across the institutions; this was a well organized effort reflecting past collaboration about the content of this course. All items were standard problems to be solved, e.g., a quadratic equation. The test was administered during the first two weeks of the semester and again around the time of the final. The pretest was returned to students after grading, so the posttest was not identical to the pretest. The two tests, however, were nearly identical, varying only in terms of alterations in the specific numbers used, e.g., the coefficients in a quadratic equation to be solved. Individual tests were scored by instructors (or teaching assistants) for the course as such scoring would normally be performed.

For each of the remaining departments, the agreement of representatives was to create a joint test bank of multiple choice items. From this bank, a specific department within an institution selected a specific subset of items representing the content of the course as locally taught. In general, scoring was performed by a scanning device in relation to a key for the specific items; the number of items used was variable across disciplines, but was generally consistent within disciplines.

The pilot intentionally reflected several important principles shared by the Task Force and the faculty who developed the tests. The central principle was that the process should be driven and developed by faculty in the specific disciplines. Included in the discussion with these faculty were issues of test items, whether tests would be identical across institutions, etc. An additional key principle was that to prevent invidious comparisons or concerns about sanctions for low scores, anonymity of faculty and institutions would be maintained. That is, data reports would provide statewide results without any specific faculty or institutional information. The faculty in the four disciplinary groups were in general agreement that:

a) Test items were best developed within their disciplines.

b) Identical tests across institutions were preferred by some groups, but not all.

c) Identical tests (for math, identical problem types) were to be administered on a pretest at the beginning of the term and a posttest at the end of the term.

d) Anonymity of faculty and institution were essential.

After completion of the pilot, a survey was sent by e-mail to all faculty who participated in the pilot. The survey asked about the faculty member's role in the pilot, about the appropriateness of the test for the goals of their course, about the actual administration and their experience with it, about the costs (financial, time) associated with the pilot, etc.

RESULTS

Data were collected and reported from all of the nine institutions and were collected from all four of the targeted areas. At the present time, complete data (pretest and posttest individual scores) have been provided for 20 of the possible set of 34.[1] The results are summarized below in sections for each of the four disciplines.

Mathematics. Results were provided by 7 of the 9 institutions[2] for a total of 699 students; numbers of students per institution ranged from 62 to 157. Unfortunately the scoring scales were widely discrepant across institutions, that is, maximum scores ranged from 3 to 50 depending upon the institution. Every reporting institution found similarly very strong results; data analyses showed statistically significant improvement from pretest to posttest with all t tests highly significant ($t = 8.15$ to $17.8$, $p<.001$ for all, $df = 63$ to $155$). As an example, one institution found average pretest scores of 8.04 and posttest scores of 29.23.

In view of the varying scoring scales across institutions, there is no ideal statistical comparison across institutions. In view of the general similarities of results across institutions, a common measure is percentage of improvement. Individual student improvement ratios, calculated as ((posttest - pretest)/pre-

---

[1]Based on nine institutions and four disciplines. One college has only one course in American Institutions rather than the typical separate courses offered at the other institutions in Economics, History, and Political Science.

[2]An additional Department of Political Science is piloting during Fall, 2001. A third reported results after the statewide data set was analyzed.

test), averaged 169 percent across all students in all institutions, which meant that students more than doubled (nearly tripled) their scores.

Economics. The economics tests comprised 8 multiple choice items, individually selected by institutions; the same items were repeated identically from pretest to posttest for a given institution. Complete results were provided by four institutions for 164 students (two other institutions provided partial data, one pretest only and one posttest only). The results were somewhat mixed; all showed improvement from pretest to posttest; two of the four found statistically significant increases from pretest to posttest (for these, $t = 2.76$, $p < .05$ and $t = 7.21$, $p < .0001$). Individual student improvement ratios, calculated as indicated above, averaged 68 percent.

History. The history tests comprised 20 items common to all institutions; pretest and posttest scores were provided by seven institutions based on a total of 1,207 students. These results are remarkably consistent across institutions, that is, the average scores are comparable and all show statistically significant improvement from pretest to posttest ($t = 7.10$ to $15.65$, $p < .0001$ for all). Across the institutions, the mean pretest score was 12.91 ($n = 514$); the mean posttest score was 17.69 ($n = 500$). Individual student improvement ratios, calculated as indicated above, averaged 36 percent.

Political Science. One institution[2] provided complete data for the political science course, involving 71 students. The scores reported were percentage correct on a multiple choice test. The pretest average was 54 percent and the posttest average was 82 percent ($t = 3.59$, $p < .01$). Individual student improvement ratios, calculated as indicated above, averaged 62%.

Summary of results. All of the results showed strong gains in student performance on these tests. Note that the tests were designed to reflect the educational goals of these courses as evaluated by faculty and administrators directly involved in the courses. Thus, the gains point to student learning of material directly relevant to these courses and to course goals as general education requirements for students in the Utah System of Higher Education.

SURVEY RESULTS

Surveys were completed by 32 percent (N=18)[3] of participants in the process. All but one of these were faculty. The remaining respondent was an administrator not directly involved in the development and administration of test, who responded only in those terms.

As to the respondents, two chaired the committees that planned and developed the tests for their disciplines, ten were involved in designing the

---

[3]One of these was a more general e-mail which did not respond specifically to the survey questions.

8

instrument, and twelve were directly involved by administering tests in a class (or classes) under their supervision. Indeed, all except the administrator referred to above were directly involved as a disciplinary representative for test development and/or administration. All of the disciplines were represented in the survey results by at least two faculty respondents and all of the institutions were represented by at least one faculty respondent.

On the opening item about how the test matched the goals for the class, 12 of the 13[4] who responded agreed that there was a match; one of these hedged by suggesting that the tests do not consider the individual background of the student. Similarly the items about the appropriate match to general education goals was answered yes by 12 of 13 responding, with the same no from the same as above. On the survey item about administering the same items, pretest and posttest, there was complete agreement. The only exception was for the test in mathematics where the view was that different but equivalent problems should be used since the pretest is handed back for student review.

The item about whether faculty had taught to the test elicited a range of responses; the most common response was no. If the yes responses were explained, it was in terms involving the test being what the instructor was teaching anyway. Faculty generally completed the item about costs (monetary and time), but the answers were variable. Four indicated that costs were minimal and/or happily born. The answer from the strong majority of the respondents was that there was considerable time invested, with specific estimates of 15 to 20 hours and the equivalent of teaching a course.

Suggestions for improvement in the process were not surprising: clearer guidelines needed for reporting, uniform test needed, need for standard questions, and better communication regarding assessment. There was also the suggestion that a testing expert should be brought in and a request for a demographic section to provide more information about individual students. Finally there was an expressed concern from a single respondent about whether administration test procedures were followed; the complaint is unclear as to referent and might be relatively minor or very serious.

Most significantly, the plaudits far outweighed the complaints; the vast majority expressed support for the approach followed, feeling that this is a valid process and that it provides good information on student learning. The most commonly mentioned category of positive remarks focused on collaboration with other institutions, including associating with peers, exchanging ideas with regents,[5] developing common goals, and understanding of problems encountered by other institutions. There was also a clear theme indicating the

---

[4]The no represented an institutionally unique situation with regard to the relevant course; while not discounting that response, the situation should be noted.

[5]Most likely this refers to Commissioner's office administrators.

value of faculty participating in the process, e.g., in relation to designing the test experience as a teacher was useful.

Further, there were several who mentioned the value of such a process for accreditation, for learning about faculty success in teaching and about student learning (e.g., good information on student learning). One respondent indicated that we have devised a pedagogically defensible test. Fainter praise of that sort was the respondent who doesn't like assessment but this is better than a national test.

The issue of confidentiality was also raised by some who expressed concern about the confidentiality matter generally and one who explicitly did not want to be compared with other institutions.

In sum, it is fair to say that the pilot process was well received by the strong majority of those who participated; nearly all of the participants supported the process, feeling that there was value in what was learned from the design of tests and their administration on a pretest - posttest basis. There was also strong support for the use of standard questions and the overall process. However, the majority also expressed concern about the serious costs in faculty and staff time.

EVALUATION OF THE PROCESS
The process of developing this pilot involved a number of elements that resulted in a remarkable success in terms of the overall participation by institutions. Most notable is that the outcome, in terms of student learning, was also a success. Of course, a pilot of this sort must inevitably result in various problems.

The participation of all institutions and of the majority of possible departments from institutions is a notable success. This seems to reflect the direct engagement of faculty from the relevant departments; a meeting of these groups was followed by a flurry of e-mail activity as groups created test items and discussed issues related to those items. It should also be noted that this was not a coercive process; there was a sense among faculty that it was important to do the pilot in response to the expectations of the Board of Regents and that continuing efforts were anticipated. There was no reported contention within the disciplinary groups or toward the Regents. The promise of anonymity appeared to be important and has been maintained.

The test items were directly linked to the goals of these courses; this was the most important consideration in the development of these tests. For that reason, it was essential to have faculty who teach the courses also create the tests. Thus, it was not a canned test designed by people who knew little or nothing about the specific goals of these courses.

The test outcome is, in itself, a remarkable success; there was no clear basis for predicting in advance whether students would show notable improvements across the semester. There is, of course, the presumption that

10

teaching and learning are taking place. However, these are required classes, taken largely by college students in their first year. In addition, these tests were, as will be discussed, developed under time pressure and there was no opportunity for normal test development processes to be undertaken. Thus, it is especially satisfying to find consistently positive results across institutions and disciplines.

The importance of confidentiality of the results is seen by most as an important ingredient of the success; this principle was a strong element in producing the cooperative stance of those who participated in planning and administration of the tests. An emphasis on comparing faculty or institutions carries considerable risk for creating a competitive environment that would undermine such cooperation.

It is also necessary to note certain problems that were associated with the nature of the pilot process. Central to most of these problems is that the process was undertaken under severe time pressures; items were created during the late Fall semester for tests that were administered in early Spring. There was insufficient time to screen test items to the degree necessary. Similarly, there was very limited time to set up the full set of classes to be tested at each institution or to engage the participation of all instructors, etc.

Scoring of tests was conducted as ordinarily done by the specific instructors involved; this means that scoring was not necessarily consistent. While that seems quite workable for purposes of regular instruction, it created difficulties for analyses of the results.

Finally the results were generally not available as electronic files, which meant that a great deal of hand scoring and entry were necessary. Also there was often difficulty in matching pretest and posttest. And, given the nature of the information provided, item analysis could not be conducted.

RECOMMENDATIONS FOR FUTURE TESTING

The pilot experience can lead the obvious conclusion that this is all possible and valuable. The results make sense, are positive, and promise to be useful. However, there are several major issues that must be addressed before any future effort can be undertaken. Some of these are simple to suggest, but carry certain costs; others require complex decisions involving faculty participation and buy in.

Uniformity of items in tests and testing procedure across institutions. The same test should be used for each discipline across all institutions; this test should be agreed upon by all representatives within a discipline. For the American Institutions courses, the test should consist of 12 - 20 items that have been carefully vetted by the committee and reviewed by someone with testing expertise. In addition, the testing procedure should incorporate these items into the final examination in such a way that students perceive these items as part of the final examination.

Sampling of courses. Should all courses be assessed continuously? It is recommended that the system not do so, both because of the costly nature of doing so and because of the ongoing burden on students, faculty, and administrators. Simple sampling procedures can provide adequate data to evaluate the effectiveness of student learning.

Electronic files, including item by item correctness and total score, should be created for each administration of a test at each institution. The specific parameters of the files should be developed and conveyed to administrators and faculty at the institutions.

Continuing collaboration with administrators and faculty from these disciplines at all institutions should continue. Any system of assessment will ultimately fail if instituted without reasonable participation at all levels of administration and of faculty involved in the courses. Everyone must understand the value of such an assessment for teaching in their department, the broader consequences for higher education, and the importance of careful (and fairly administered) assessment.

Anonymity of instructors and of institutions should be maintained. Still the problem of closing the loop on assessment will need to be addressed, specifically how are the assessment results used to improve the quality of teaching and learning.

In sum, the pilot of course-embedded assessment was remarkably successful, which is primarily a credit to the participating faculty from all of our institutions. The suggestions above should help make the next round even more pedagogically useful.

In an effort to assess the effectiveness of our pre-calculus courses, students in two large sections of Math 1210 (Calculus I) took a five question pre-test covering topics from College Algebra. The results are given below:

| | | |
|---|---|---|
| Total number of students who took the pre-test: | | 254 |
| Average score: | 3.5 | |
| | | |
| Students who completed pre-calculus at the U: | 48 | |
| Average score: | 3.3 | |
| | | |
| Students who completed pre-calculus elsewhere: | 206 | |
| Average score: | 3.5 | |

Students who took pre-calculus elsewhere can be further subdivided into those who completed pre-calculus at another college and those who completed pre-calculus in high school:

| | |
|---|---|
| Students who completed pre-calculus at another college: | 35 |
| Average score: | 3.4 |
| | |
| Students who completed pre-calculus in high school: | 133 |
| Average score: | 3.6 |

Although at first glance it may appear that the pre-calculus courses at the University of Utah are not as effective as those at other schools, this is not true. The differences between groups are not enough to be statistically significant, and there are other factors that should be taken into consideration. For example, many of the students who took pre-calculus in high school had also taken AP Calculus in high school, and so have a more thorough mathematical background than students who completed pre-calculus at the University of Utah, the vast majority of whom are taking Calculus for the first time and have just completed their pre-calculus courses. Another factor to consider is the small number of students taking the pretest who took pre-calculus at the University of Utah. Approximately 800 students took Math 1050 on-campus at the University of Utah during the last academic year, and so 48 students is only about 6% of that population, which is not enough to say anything significant about the results.

The conclusion we can draw from this pretest experience is that we need a better way to measure the effectiveness of our pre-calculus courses, one that will yield significant results. We propose that giving both a pretest and posttest in the pre-

calculus classes would be a better way of gauging those courses effectiveness than a pretest in the Calculus classes.

## Appendix 3
## Math Assessment Plan 2005-2006

### 1. Introduction

The service courses taught by the Mathematics Department and taken by a significant proportion of the undergraduate students at the University of Utah distinguish Mathematics from the other departments of the College of Science. These courses are taught by senior faculty, instructors and graduate students. We are confident that our infrastructure of teacher training, course coordinators, student evaluations and oversight by the Associate Chair for Undergraduate Studies provides a good set of checks and balances on the quality of our teaching, but we also recognize the potential utility in assembling assessment data to help us analyze and improve the effectiveness of these courses. For any assessment to be useful, it must address the following issues:

Goals: What are the objectives of our service courses?
Design: How do we assess progress towards the objectives?
Efficiency: How do we implement the assessment efficiently?
Utility: How do we ensure that our assessment is meaningful?
Analysis: What do we do with the results of our assessment?

### 2. The Courses

The service courses in question are:

Math 1010 Intermediate Algebra
Math 1030 Introduction to Quantitative Reasoning
Math 1040 Introduction to Statistical Thinking
Math 1050 College Algebra
Math 1060 Trigonometry
Math 1070 Introduction to Statistical Inference
Math 1090 College Algebra for Business and Social Sciences
(This list may ultimately be lengthened to include courses at the Calculus level.)

### 3. The Plan

Our plan this Spring is to develop a web-based system of pre and post-tests for our service courses, administered by a member of our staff and overseen by our

course coordinators. These tests will be required of all students and taken on-line. To remove any incentive for cheating, the scores on the individual tests will not be available to the instructors, who will simply receive a sheet indicating whether students have or have not taken the tests. The scores on the individual problems will be recorded and compared, and a statistical analysis will be performed on the data. The results will be used for assessment.

Stage 1: The course coordinators will assemble a list of objectives. (Note: Such lists already exist or can readily be extracted from the syllabi.)

Stage 2: The course coordinators and instructors of the service courses will assemble a bank of problems designed to test each objective.

Stage 3: The course coordinators will design the pre and post-tests, and the staff member will put them on-line according to the specifications above. (Note: The Department has considerable experience with on-line grading through its "Webworks" homework assignments.)

Stage 4: Post-tests will be performed in Spring 2006 to work out the bugs.

Stage 5: Full implementation will begin in Fall 2006.

Stage 6: A statistical analysis will be performed on the data each semester, and the course coordinators will assemble at the end of each semester to discuss the results, identify weaknesses and strengths, and look for ways to improve. The data will be published and made available to the University.

*This is an example of the type of pre- and post-testing done after we converted from a quarter to a semester calendar. The conversion entailed significant changes to the curricula in many disciplines. Math 1030 was developed specifically as a new component in a new set of general education requirements.*

## Math 1030 Review, Spring Semester 2000

The Math 1030 course (Introduction to Quantitative Thinking) was offered in its current form for the first time in the Fall Semester 1998 and has now been in place for almost two years. The purpose of the course review this semester was to determine some characteristics of the students enrolled in the course (where and when they took the prerequisite course, Intermediate Algebra; the college they were enrolled in at university), to measure the impact of the course on specific quantitative reasoning skills. In addition, since the university has been asked by the regents to assess what students gain from their general education classes, this review was an opportunity for a trial run of an assessment plan for general education mathematics courses.

The review process involved a pre-test and a post-test on quantitative reasoning skill. The pre-test also included a section on basic Intermediate Algebra concepts and the students were asked to indicate where and when the prerequisite course was taken, and what college they were enrolled in at the University of Utah. The data from the review indicate that the students did increase their scores on quantitative reasoning skill over the semester by a mean gain of approximately 29% of the total points possible. In looking over the background of the Math 1030 students, it is not surprising that students who began the course with a stronger grasp of Intermediate Algebra material also tended to have higher scores on the quantitative reasoning questions both at the beginning and at the end of the semester. Yet, the general level of algebra skill that students demonstrated at the beginning of the Math 1030 was low. The students had a mean score of 55% on the test of basic algebra skills at the beginning of the semester.

Where the students took Intermediate Algebra (university, high school, community college) did not appear to have an significant impact on their grasp of this material. However, students who reported having taken Intermediate Algebra in high school did have considerably higher scores on the quantitative reasoning questions given at the beginning of the semester. This initial difference, which disappeared by the end of the semester, may be due to the fact that stronger students are more likely to have taken Intermediate Algebra in high school rather than at university or at a community college. Slightly less than half (46%) of the students report that they did take Intermediate Algebra in high school and another 30% took the course at the University of Utah. Many students in our database reported they were enrolled in either University College (24%) or in the College of Social and Behavioral Sciences (23%). The next largest enrollment was in Fine Arts and Humanities (16%).

More detailed information on the results of the review and a brief summary of the review process are given below.

Results of Pre-test and Post-test on Quantitative Reasoning Skills

The pre-test was given during the second week of classes and had two parts. The first part covered prerequisite material (Intermediate Algebra) and the second part was a set of questions on specific quantitative reasoning skills. A post-test covering similar questions on quantitative reasoning skills was given during the comprehensive final examination at the end of the semester. Both the pre-test section on quantitative reasoning skills and the post-test on the same material, referred to below as QR1, QR2 respectively, were designed to take approximately 25 minutes. Since the pre-test section on quantitative reasoning skills

was based on a total of 12 possible points and the post-test on a total of 24 points, the scores on the pre-test were scaled by a factor of 2 before the scores were compared to those on the post-test.

The results below are based on data from the 312 students who took the pre-test. These 312 students represent 69% of those enrolled in Math 1030, Spring Semester 2000. Of the 312 students, there are 274 students who took both the pre-test and the post-test, and of the remaining 38 students, 29 withdrew officially or unofficially during the semester (grades, E, W, or EU). Although our intent was to obtain data from all 12 sections of Math 1030 Spring Semester 2000, three sections (two given by DCE, one given by the Math Dept.) were not included because the pre-test was not given as outlined in the review process. Moreover, some students in the sections that were included are not in our database because they were not present in class for the pre-test.

A quick overview of the change in the students quantitative reasoning skills as measured by the pre-test and post-test scores shows an encouraging gain over the semester. The mean score on quantitative reasoning skills increased 7.1 points out of 24 possible points, an increase of 29.6%. The results were:

|  | N | Mean (*Percentile*) | Median(*Percentile*) | Standard Deviation |
|---|---|---|---|---|
| QR1 pre-test | 312 | 11.658 (48.6%) | 12.00 (50%) | 4.972 |
| QR2 post-test | 274 | 18.746 (78.1%) | 19.75 (82.3%) | 4.267 |

A more detailed picture of the change that took place in the students' quantitative reasoning skills over the semester is shown in the following two boxplots where the box represents the middle 50% of the student scores and the line in the box indicates the median score.

Boxplot: Pre-test



Boxplot: Post-test



The previous comparison looked at the change in the scores of the students as a group from the beginning to the end of the semester. To examine how much students changed their individual scores, regardless of what their initial score was, we looked at the difference in

post-test score and pre-test score, (QR2 - QR1), for each of the 274 students who took both tests. The mean gain in score was 6.9 points out of 24 possible points, again about a 29% increase. The results were:

| | N | Mean (*Percent Change*) | Median(*Percent Change*) | StDev |
|---|---|---|---|---|
| Difference (QR2 - QR1) | 274 | 6.909 (28.8%) | 6.500 (27.1%) | 4.995 |

Boxplot: Individual Differences



Background of Students in Math 1030

Of the 312 students in our database all most all of the students (92%) reported that they had taken the prerequisite course, Intermediate Algebra, yet many of the students (62%) took Intermediate Algebra two or more years ago. This fact has a big impact on the algebra skills of the majority of the students taking Math 1030 and contributes to low scores on that part of the pre-test covering basic algebra skills (mean score was 55%).

| Int. Alg. Taken at: | No. of Students | Years since Int.Alg | No. ofStudents |
|---|---|---|---|
| U of U | 88 (29.5%) | less than 2 | 120 (38.4%) |
| High School | 144 (46.2%) | between 2 and 5 | 139 (44.6%) |
| Comm. College | 31 (9.9%) | more than 5 | 27 (8.7%) |
| Other | 20 (6.4%) | no response | 26 (8.3%) |
| No response | 25 (8.0%) | | |

Pre-test on Intermediate Algebra prerequisite material, IntAlg

| | Mean (total pts = 10) | Median | Standard Deviation |
|---|---|---|---|
| All Students (312) | 5.50 | 5.50 | 2.49 |

Boxplot:

**University of Utah**
**Licensure Pass Rates, 2001-02, 2002-03**

| Exam | 2001-02 | | | 2002-03 | | |
|---|---|---|---|---|---|---|
| | Taking | Passed | Rate | Taking | Passed | Rate |
| Communication Disorders | 19 | 18 | 94.7% | 26 | 24 | 92.3% |
| Foods and Nutrition | 7 | 6 | 85.7% | 7 | 7 | 100.0% |
| Occupational Therapy | 15 | 15 | 100.0% | 11 | 11 | 100.0% |
| Physical Therapy | 34 | 34 | 100.0% | 35 | 34 | 97.1% |
| Therapeutic Recreation | 27 | 27 | 100.0% | 20 | 16 | 80.0% |
| Engineering* | 105 | 91 | 86.7% | 102 | 89 | 87.3% |
| Law (Utah Bar) | 96 | 91 | 94.8% | 101 | 90 | 89.1% |
| Medicine MD | 105 | 104 | 99.0% | 105 | 105 | 100.0% |
| Nurse RN | 120 | 108 | 90.0% | 118 | 106 | 89.8% |
| Nurse Practioner (nine specialties) | | | | | | |
|     Women's Health | 3 | 3 | 100.0% | 3 | 3 | 100.0% |
|     Midwifrey | 6 | 6 | 100.0% | 3 | 3 | 100.0% |
|     Pediatrics | 6 | 6 | 100.0% | 2 | 2 | 100.0% |
|     Family | 15 | 15 | 100.0% | 15 | 15 | 100.0% |
|     Gerontology | 5 | 5 | 100.0% | 3 | 3 | 100.0% |
|     Adult | 3 | 3 | 100.0% | 2 | 2 | 100.0% |
|     Acute Care | 0 | 0 | | 1 | 1 | |
|     Total for report: | 38 | 38 | 100.0% | 29 | 29 | 100.0% |
| | | | | | | |
| Medical Technology | 11 | 10 | 90.9% | 22 | 19 | 86.4% |
| Physician Assistant | 32 | 28 | 87.5% | 32 | 30 | 93.8% |
| Pharmacy | 34 | 34 | 100.0% | 49 | 49 | 100.0% |

*First-time test takers only; students must eventually pass test in order to graduate;
2001-2002 data are estimates based on 2002-3003 actuals.
National average pass rate for engineering first-time test takers was 81.0% in 2002-03.

**University of Utah**
**Student Performance on Graduate School Entrance Exams**

| Exam | 2001-02 | | 2002-03 | |
|---|---|---|---|---|
| | UU Mean | National Mean | UU Mean | National Mean |
| MCAT | | | | |
|     Verbal Reasoning | 9 | 9 | 9 | 9 |
|     Physical Sciences | 10 | 9 | 10 | 9 |
|     Biological Sciences | 10 | 9 | 10 | 9 |
|     Writing* | O | P | O | P |
| | | | | |
|     Number of UU test scores = | 177 | | 173 | |
| | | | | |
| LSAT | | | | |
|     Average Score | 153 | 151.9 | 155 | 152.3 |
| | | | | |
|     Number of UU test scores = | 231 | | 275 | |
| | | | | |
| GRE - General Test | | | | |
|     Verbal | 492 | 476 | 495 | 470 |
|     Quantitative | 602 | 615 | 572 | 582 |
|     Analytical | 613 | 597 | NA | NA |
| | | | | |
|     Number of UU test scores = | 229 | | 334 | |
| | | | | |
| Medical Lab Tech | 489 | 481 | 498 | 484 |
| | | | | |
|     Number of UU test scores = | 11 | | 22 | |

\* An alpha scale is used; the farther down the scale the better; a score of O means that the UU is slightly below average.

# University of Utah News and Public Relations

## what's new at the U

:: **New Teachers Trained at the U Achieve Nearly-Perfect Pass Rate on State-Mandated Test**

Media Contacts >

August 16, 2005 -- The 2005 graduates of the University of Utah's College of Education teacher education program performed extremely well as a class on the newly state-mandated PRAXIS PLT II Principles of Learning and Teaching exam. One hundred percent of University of Utah early childhood teachers, 98 percent of elementary teachers and 98 percent of secondary teachers passed the test at the required state level the first time they took the examination.

"The results are most impressive," notes College of Education Dean David J. Sperry. "In addition to meeting the basic standards for performance as identified by the State Board of Education, 44 percent of elementary teachers and 33 percent of secondary teachers received "Recognition of Excellence" status from the Educational Testing Service (ETS) for scoring in the top 15 percent in the nation on the test. This is clear evidence that teachers graduating from the University of Utah are among the finest in the nation." ETS is the world's largest private test and measurement organization.

New Utah teachers receive a Level 1 Professional Educator Teaching License and are usually allowed three years to meet Level 2 licensing requirements in order to remain teaching. Passing the PRAXIS II PLT exam is part of the requirements for Level 2 licensing. While the State Board of Education provides up to three years to pass the PLT, graduates of the University of Utah complete this requirement upon exiting their teacher licensure program. This was the first group of University of Utah students to take the test.

"Students coming out of the University and passing this examination provide added value to employers and the students they teach," Sperry adds. "They not only bring high-level skills and capacity to the classroom, but the school districts that hire them will not have to worry about these new teachers meeting the testing requirements for Level 2 licensing."

| Media Contacts: | |
|---|---|
| David J. Sperry, U of U College of Education | 801-581-8221, david.sperry@ed.utah.edu |
| Mary Burbank, U of U College of Education | 801-581-6074, mary.burbank@ed.utah.edu |
| Ann Bardsley, U of U Public Relations | 801-587-9183, abardsley@ucomm.utah.edu |

# 2005 Student Praxis Data

The attached data summaries reflect the Praxis Pedagogy (PLT) and Content area test performance from students graduating from the Early Childhood, Elementary, Secondary, and Secondary MAT licensure programs in the Department of Teaching and Learning. The data are presented as general performance across all programs, followed by data summaries within individual content areas.

Overall students performed above the national average with a high percentage of students receiving ETS certificates of excellence in both content area and pedagogy.

## Secondary Education

| Discipline | Passed Utah cut score in content area | Passed PLT (pedagogy) Utah cut score | Received ETS certificate of excellence on PLT (pedagogy) |
|---|---|---|---|
| Art | 67% | 100% | 0% |
| Health | 80% | 100% | 40% |
| Humanities | 57% | 100% | 35% |
| Math | 86% | 100% | 14% |
| Science | 73% | 100% | 36% |
| Social Science | 76% | 100% | 35% |

## Elementary & Early Childhood Education

| Discipline | Passed Utah cut score in content area | Passed PLT (pedagogy) Utah cut score | Received ETS certificate of excellence on PLT (pedagogy) |
|---|---|---|---|
| Elementary | 95% | 97% | 36% |
| Early Childhood | 68% | 100% | 42% |

THE PRAXIS
S E R I E S°

## In This Section

PRAXIS Home
PRAXIS Details
    PRAXIS I
    PRAXIS II
    PRAXIS III
State Requirements
Alerts
Research

## Related Links

Online Registration
Download a PRAXIS Bulletin
Registration Codes Lists
Tests at a Glance (TAAG)
Test Preparation
ParaPro Assessment
The School Leadership Series
Complete Test Directory

## Download Free Viewer

Adobe Reader (PDF)

# PRAXIS I® Details

## ETS Recognition of Excellence Award

ETS has created the Recognition of Excellence program to honor test takers who achieve exceptional individual performance on select Praxis II tests. Candidates who earn the target scaled-score on any of 11 Praxis II tests will receive a certificate from ETS, and the award will be noted on all Praxis score reports.

### How to Qualify for the Award

Take any of 11 Praxis tests listed below and earn the ROE scaled-score, which is based on the top 15% of Praxis candidates who took each test between March 1998 and March 2003. Certificates are automatically issued for ROE scores earned on tests taken after August 2003.

### Tests included in the ETS Recognition of Excellence program are:

| Test Name | ROE Score |
|---|---|
| Elementary Education: Content Knowledge (Test Code 0014) | 181 |
| English Language, Literature and Composition: Content Knowledge (Test Code 0041) | 192 |
| Mathematics: Content Knowledge (Test Code 0061) | 165 |
| Social Studies: Content Knowledge (Test Code 0081) | 184 |
| Biology: Content Knowledge (Test Code 0235) | 179 |
| Chemistry: Content Knowledge (Test Code 0245) | 184 |
| Physics: Content Knowledge (Test Code 0265) | 177 |
| General Science: Content Knowledge (Test Code 0435) | 185 |
| Principles of Learning & Teaching: Grades K-6 (Test Code 0522) | 185 |
| Principles of Learning & Teaching: Grades 5-9 (Test Code 0523) | 184 |
| Principles of Learning & Teaching: Grades 7-12 (Test Code 0524) | 184 |

Note: Examinees who earned a ROE score on tests administered between September 1998 and download and complete the Recognition of Excellence Request Form (PDF).

**The Recognition of Excellence Award is an incentive to encourage the development of highly qualified teachers and should not be used as a criterion for making decisions about state licensure, hiring, or promotions.**

For more information, read the ROE FAQs or contact us at 1-800-772-9476 or praxis@ets.org.

About ETS     Careers     Privacy and Security     Legal     Site Map

$\mathcal{S}$ (

Reg. Box

2 C.S

## Project Overview

In Spring 2006, Career Services conducted an internship sur
learning outcomes. The questions focused on student caree
decisions/university value, and skill opportunities and acquis
assessment was conducted in Spring 2003, but this survey was based on subject
interest rather than learning outcomes.

We surveyed students who participated in internships between Fall 2003 and Fall 2005.
About 1500 students were invited to participate in our online survey. The survey opened
on November 8, 2005 and closed on February 4, 2006. By the closing date, we had
received 345 completed surveys. This is about a 23 percent response rate.

## Data Summary

The collected data revealed 63 percent of students worked 21 or more hours per week.
The survey results also indicated most internships were completed during the student's
spring semester. Of seniors who completed a single internship, 53 percent did so in
their final spring semester.

Data indicated internships could lead to higher retention rates among students. 73
percent of respondents said their internship strengthened their commitment to complete
their degree and made their classroom studies more interesting. This suggests students
who participate in internship programs through the University will make stronger
connections with their academic studies and degree program. Thus, the students are
more likely to remain enrolled in their degree programs at the University.

When student interns worked 21 or more hours a week, their classroom performance
was more likely to improve than those students who worked 20 or less hours each
week. Students who worked 21or more hours a week or who participated in two or more
internships were also more likely to have their internship lead to a full-time professional
position.

### Percent of Internship Leading to a Professional Position: Percentages of total survey respondents, students who had 1 internship experience and students who participated in 2 or more internships.



☐ Percent for Internship Leading to a Professional Position

Stan Inman
801 .585 .5028
sinman@sa.utah.edu

**Percent for Improved Classroom Performance: Percentages of total survey respondents, students who worked 20 hrs. or less each week and those who worked 21 or more hours each week.**



**20 hrs. or less / week**      **21+ hrs. / week**

We also analyzed skill opportunity and acquisition among students who participated in internships. We found students had the highest opportunity for skill development and acquisition in oral/interpersonal communication and written/professional communication. 84 percent of the 345 total respondents said they had the opportunity for skill development and improved their skills in the area of oral/interpersonal communication. 78 percent of the 345 total respondents said they had the opportunity for skill development and improved their skills in the area of written/professional communication. In both skill areas, there was extremely high improvement for those students who had the opportunity for improvement.

The two areas where there was the least opportunity and skill acquisition were in technology applications and multi-cultural awareness. Only 55 percent of the total 345 respondents said they had the opportunity for skill development and improved their skills in the area of technology applications. In multi-cultural awareness, 59 percent of the total 345 respondents said they had the opportunity for skill development and improved their skills. Although these percentages are low, there was still good skill improvement among those students who were exposed.

Summary Points

- Of about 1500 students who completed internships between Fall 2003 and Fall 2005, 345 responded to the survey regarding their learning outcomes from their internship experience.
- Data from 23 percent completed surveys reveal students had the highest opportunity for skill acquisition and improvements in the areas of oral and written communication.
- Student participation in internships strengthened a student's commitment to complete their degree, made classroom studies more interesting and relevant, and enhanced their overall university experience.

Stan Inman
801 .585 .5028
sinman@sa.utah.edu

**Office of Undergraduate Studies**
**Memorandum**

TO:    **Paul Brinkman, AVP Budget and Institutional Analysis**
       **John Francis, AVP Undergraduate Studies**
FR:    **Kathy Marlock, Undergraduate Assessment Coordinator**
DT:    **May 6, 2004**
RE:    **Assessment of Undergraduate Studies Programs**
       **at the University of Utah**

The following report provides a summary of the initial assessment of the following Undergraduate Education programs: a) General Education, b) Honors, c) LEAP, d) UROP and e) University College. Recognition and thanks are extended to Slava Lubomudrov for the LEAP and UROP data and to Sharon Aiken-Wisniewski for this initial University College data. This represents a first report that will be expanded in the future as further reporting data is developed to serve our reporting needs for our division and for accreditation.

**Introduction:**
**Assessment of General Education**
**in American Colleges and Universities**

Assessment in General Education lags far behind assessment of student learning in regular classrooms, in over 80% of American colleges and universities, due to the complexity of the curriculum and the number of constituents invested in the curriculum (Stone & Friedman, 2002).

> "General Education assessment is a product of a variety of external and internal
> constituencies and...these constituencies impel and constrain the process of
> General Education Assessment at different times and in different ways" (Stone
> & Friedman, 2002, p. 208).

The achievements of the governing faculty, in the General Education Program, at the University of Utah are not only important to the institution but they are valuable within the field of assessment as the processes at this campus push ahead of the majority of American colleges and universities.

To put this process further into context, the research suggests that assessment of General Education has "proven more difficult than assessment of other academic programs" due to the insufficiently clear understandings of institutions in terms of what they want General Education Assessment to deliver (Virginia State Council of Higher Education, 1999, p. 46). The other challenge facing institutions in the General Education assessment area is the large number of courses that most universities offer rather than what is commonly found in academic programs – a core curriculum with much fewer total courses (Ratcliff, 1997).

**University of Utah Assessment**
The University of Utah has made great strides in advancing the assessment of the General Education Program by revising their mission statements and the course criteria, by defining purpose statements for the major disciplines represented in General Education and in creating an institutional General Education Mission Statement. As documented in the interim accreditation report by the Commission on Colleges from the Northwest Association of Schools and Colleges, reflecting the most recent accreditation visit for the campus on October 23 -24, 2001, a general commendation was given "*The University merits commendation for an effective and efficient process for the regular review of General Education courses"* (Commission on Colleges, 2001, p. 17).

1

The team of faculty-professionals and staff at the University of Utah, who have energized this process, continue to advance these assessment efforts through their planning and implementation efforts. During Fall, 2004, they will be testing a strictly electronic course submission materials process between departments, committees and university administrators. Testing this possible advancement will continue throughout the 2004-2005 academic year.

What makes this process all the more noteworthy is that this particular assessment effort is relatively new on the campus, representing only a four year history with the first two years being implemented as a test or pilot of the viability of the project. For the faculty, this represents *a first cycle* of re-evaluation of the General Education curriculum which was revised and adopted in the Fall of 1998.

In addition to these accomplishments, the Baccalaureate Requirements of a) Diversity and the b) Upper Division Writing/Communication component were also added to the assessment cycle during academic year 2001-2002. The first year was treated by the Assessment Coordinator as a pilot or test given that each curriculum or area of study is unique and the faculty governing committees operate within their own culture. The assessment of the Baccalaureate Requirements has only been fully functioning since 2002-2003, therefore the absolute number of courses reviewed by these area committees is smaller in contrast to the General Education accomplishments.

## Assessment of the University of Utah FINE ARTS General Education Curriculum

In the *General Education Fine Arts Area*, there are two major sub-curricula. First, there is the General Undergraduate Student Curriculum that serves the majority of the undergraduate students. Second, there is the *Honors Fine Arts General Education Curriculum*. This area committee has completed 100% of its first cycle of re-evaluations for the general curriculum offered to all undergraduate students.

During academic year 2004-2005, the area committee will concentrate its efforts on re-evaluating *the Honors General Education Fine Arts curriculum* that is offered to those students who avail themselves of the Honors Program.

Each General Education governing committee, composed of faculty from across the campus, developed its own set of standardized questions for their respective areas. *The Fine Arts Course Evaluation* on the course evaluation instrument has two options: an Arts focus and b) a Studio focus. The questions representing an Arts Focus were approved for use by the Fine Arts Area Committee. The Studio questions are selected by the faculty-scholars who offer studio-concentration courses. An example of the common statements noted on the evaluation instrument, for each concentration area, are noted below.

## Standardized Course Evaluation Instrument
## Fine Arts/Art Focus

1.    Was appropriate to undergraduate students not majoring in the field.
2.    Introduced many artistic concepts, structures and forms.
3.    Fostered multiple critical and creative interpretations of artistic
       expression.
4.    Enhanced my awareness of the creative process in the Fine Arts.
5.    Challenged me to expand my thinking in the Fine Arts.
6.    Is one I would recommend to others for fulfilling the Fine Arts

requirement.

## Fine Arts/Studio Focus

1.   The studio facility adequately supported required assignments for
     the course.
2.   Students had sufficient access to studio facilities to complete
     coursework.
3.   I evaluate my coursework as excellent.
4.   I demonstrated considerable effort in my coursework throughout
     the semester.
5.   The instructor stimulated my desire to think critically about the issues presented in the
     course.
6.   The instructor was available for consultation and discussion.

## Likert Scale

The scale for these questions has six points:
1) Strongly Disagree, 2) Disagree, 3) Mostly Disagree, 4) Mostly Agree, 5) Agree
and 6) Strongly Agree

Given that the majority of the General Education courses have been assessed, the pattern of
responses that have emerged are noted below.

## General Education Fine Arts Assessment Outcomes

At the beginning of 2003-2004, there were 70 courses in the U of U Fine Arts General
Education Curriculum. Ten (10) courses were archived from the General Education
curriculum over the course of this academic year.

1.   Most students rate their Fine Arts/Art Focus courses on the scale from
     Mostly Agree to Agree. Approximately 69 – 72% of the responses fall
     within this category.

2.   The questions that indicate improvement could be made in the Fine Arts
     General Education courses tend to pertain to psychological factors that may
     be as unique to the person as to the course itself. For example, question four,
     "Enhanced my *awareness* of the *creative process*..." does not appear to be a
     statement that communicates fully to undergraduate students. It may be too
     ambiguous; it may reflect poor syntax when considered from the worldview of
     an undergraduate student or it may be that this population of students doesn't
     spend time reflecting on their level of awareness about a topic.

     The Fine Arts Area committee will be revisiting this question, Fall, 2004.

3.   Students seem to, overwhelmingly, enjoy the Studio Fine Arts courses.
     Consistently, more than 93% of the students rate all categories of the
     Studio Arts courses from Mostly Agree to Agree.

# Assessment of the University of Utah HUMANITIES General Education Curriculum

## Introduction

In the *General Education Humanities Area* there are approximately 158 courses.[1] Of these, there are 71 courses *remaining* to be reviewed or 45% of the total curriculum. Conversely, the faculty have completed re-evaluating 87 individual courses representing a 55% completion rate for General Education assessment. It is especially noteworthy to realize that this is the largest General Education area of study in the University of Utah program

## Assessment Data/The indicator of the course evaluation instrument

*The Humanities Course Evaluation questions* on the campus-wide course evaluation instrument follow. This governing committee chose to limit their focus to three key questions.

1.  Explored, in-depth, selected ideas, concepts or problems in the Humanities for students without background in the subject.

2.  Helped me develop communication skills (oral, written or analytical skills).

3.  Is one I would recommend to others for fulfilling the humanities area requirement.

## Scale/Humanities Course Evaluation Instrument

The scale of responses for the Humanities Course Evaluation instrument provide a range of responses from a) strongly disagree to b) disagree to c) somewhat disagree to d) somewhat agree to e) agree to f) strongly agree.

A sample of the highest enrollment courses from the Humanities Area were chosen and the course evaluation data was analyzed. Overall, for these courses, the students ranked the faculty as:

*Knowledgeable and organized.
*Strong in presenting information.
*Good at facilitating questions that encouraged discussion and
*Effective in meeting course objectives.

In the end, knowing that students "agree or strongly agree" that *the instructors were effective suggests* that the aims of the program are being achieved.

During academic year 2004-2005, a more comprehensive analysis of the student course evaluation data is planned in anticipation of upcoming accreditation efforts. The goal is to obtain specific feedback about how well the courses meet the mission of the area.

---

[1] The curriculum is dynamic with new course proposals being accepted throughout the year and deletions or the archiving of courses also happening throughout the academic year. Approximate numbers indicating the total number of courses in any given General Education area of the curriculum are 99% accurate.

**Assessment of the University of Utah PHYSICAL, LIFE AND APPLIED SCIENCE General Education Curriculum**

In the Physical, Life and Applied Science area of General Education, 50 individual course re-evaluations have been conducted by the area committee representing a 74% course review completion rate. The members of the governing committee have 18 courses remaining in this first cycle of re-evaluation or 26% of the curriculum that still requires a careful audit.

Like all other areas of the General Education program, this area has an Honors Program aspect. Within the Honors subset of the curriculum, there are five distinctive Honors courses that will be reviewed during the second step of the re-evaluation process.

Criteria for Re-Evaluation:  The Scientific Method and Process of Knowledge Development
One of the cornerstones of the General Education Physical, Life and Applied Science curriculum is that it requires that all courses teach the scientific method or scientific processes related to knowledge development.

Scale/Physical, Life and Applied Sciences Course Evaluation Instrument

The scale of responses for the Physical, Life and Applied Science Course Evaluation instrument provide a range of responses from:  a) strongly disagree to b) disagree to c) somewhat disagree to d) somewhat agree to e) agree to f) strongly agree.

A sample of the highest enrollment courses from this area were chosen and the course evaluation data was analyzed based on the individual questions asked as part of the standardized course evaluation instrument.

Assessment Data/The indicator of the course evaluation instrument
*The Physical, Life and Applied Science course evaluation questions* on the campus-wide course evaluation instrument follow.  This governing committee limited their focus to four key questions.

1.      Clearly presented scientific concepts and principles.

2.      Illustrated the methods of observation and/or experimentation, as appropriate.

3.      Illustrated the role of theory in providing testable explanations of the natural world.

4.      Taught students to think analytically about the subject.

Results of the Re-evaluations
Over 88% of the students *agree* or *strongly agree* that the objectives of the area are being met through the courses offered in the Physical, Life and Applied Science General Education area. On average, approximately 10% of the students enrolled in the courses *mostly agree* that the standards are being achieved with the remaining two percent (2%) of the answers representing the disagree categories.

## Assessment of the University of Utah SOCIAL AND BEHAVIORAL SCIENCE General Education Curriculum

In the Social and Behavioral Science area of the General Education Program, 52 individual course re-evaluations have been conducted by the area committee representing a 68% course review completion rate. The members of the governing committee have 24 courses remaining in this first cycle of re-evaluation or approximately 32% of the curriculum that still requires a careful audit.

Like all other areas of the General Education program, this area has an Honors Program aspect. Within the Honors subset of the curriculum, there are four distinctive Honors courses that will be reviewed during the second step of the re-evaluation process.

### Scale/Social and Behavioral Sciences Course Evaluation Instrument

The scale of responses for the Physical, Life and Applied Science Course Evaluation instrument provide a range of responses from: a) strongly disagree to b) disagree to c) somewhat disagree to d) somewhat agree to e) agree to f) strongly agree.

A sample of the highest enrollment courses from this area were chosen and the course evaluation data was analyzed based on the individual questions asked as part of the standardized course evaluation instrument.

### Assessment Data/The indicator of the course evaluation instrument
*The Social and Behavioral Science course evaluation questions* on the campus-wide course evaluation instrument follow. This governing committee limited their focus to four key questions.

1. Introduced Social Science concepts, theories and alternative perspectives.

2. Expanded my thinking about human institutions, cultures and behaviors.

3. Illustrated the role of theory in explaining the social world.

4. Helped me think more critically.

### Results of the Re-evaluations
From 92-95% of the students *rated in the top three agree categories* that the objectives of the area are being met through these course offerings. The students feel strongly that the instructors are knowledgeable and that the exams and assignments mirror the content of the course curriculum therefore they feel that the testing is fair in its representation of the knowledge to be acquired.

**Assessment of the University of Utah DIVERSITY REQUIREMENT**

The Diversity Area Committee has evaluated 49 course offerings representing 40% of the total curricular offerings that number approximately 124. Given that these re-evaluations began one year later than all other course assessment processes, this area committee deserves special recognition for their accomplishments.

The largest focus of the Diversity Requirement is the sensitization of students to issues confronting dominant or majority populations in contrast to perspectives, issues or concerns confronting non-dominant, minority populations in the United States.

**Assessment of the University of Utah**
**UPPER DIVISION WRITING/COMMUNICATION REQUIREMENT**

The Upper Division Writing/Communication Requirement committee began its pilot of the assessment process at the same time as the Diversity Committee, 2001-2002. This committee has reviewed 33 courses (31.4%) and dedicated one semester since that time carefully evaluating the division and administration of the curriculum.

These deliberations resulted in a removal of all "thesis" projects given the personal attention thesis students receive from their faculty supervisors. These students already receive significant one on one attention regarding their writing. It also resulted in a revision of the mission, course criteria and administrative structure. Each of these is a significant achievement in the evolution of the requirement and arises directly from the assessment and re-evaluation of the curriculum in serving students.

References:
Commission on Colleges, Northwest Association of Schools and Colleges, (2001). *A Regular Interim Report, The University of Utah, Salt Lake City, Utah, October 23-24, 2001.* Prepared by George M. Dennison, President, The University of Montana.

Ratcliff, J.L. (1997). Quality and coherence in General Education, in J.G. Gaff & J.L. Ratcliff (Eds.) *Handbook of the Undergraduate Curriculum: a comprehensive guide to purposes, structures, practices and change.* (San Francisco, CA: Jossey-Bass).

Stone, J. & S. Friedman (2002) A case study in the integration of assessment and General Education: lessons learned from a complex process. pp. 199-211. *Assessment and Evaluation in Higher Education* V27, No. 2.

Virginia State Council of Higher Education (1999). *General Education in Virginia: assessment and innovation* (Richmond, VA: Virginia State Council of Higher Education).

## HONORS ASSESSMENT

The Honors Program's greatest strength resides in offering courses taught by distinguished faculty, alumni and community professionals to students who have, through their academic careers, demonstrated their motivation, aptitude and ability to excel in college and university coursework.

To graduate with an Honors degree, students must complete a thesis which represents a significant piece of research pertaining to their particular course of study. Given the demands of writing theses, many students opt to challenge themselves by participating only in the coruework available to them. These courses serve students from across the many academic colleges and departments in the research university. Conversely, in any given academic year, it is only a select group of students who submit to the rigors of writing a thesis at the end of their baccalaureate education. These supervised theses represent a significant step forward in a person's baccalaureate education given the amount of time, energy and intellectual investment required to produce manuscripts such as these.

The data which follows indicates the number of Honors students graduating with degrees as compared to the number of students who enroll in Honors courses across the disciplines.

### Students graduating with an Honors Degree

| Semester | Number of BS and BA Graduates |
| --- | --- |
| Fall, 2000 | 5 |
| Spring, 2001 | 24 |
| Fall, 2001 | 7 |
| Spring, 2002 | 30 |
| Fall, 2002 | 11 |
| Spring, 2003 | 29 |
| Fall, 2003 | 8 |

### Student Enrollment in Honors Courses

| | |
| --- | --- |
| Fall, 2001 | 764 |
| Spring, 2002 | 472 |
| Fall, 2002 | 732 |
| Spring, 2003 | 466 |
| Fall, 2003 | 706 |
| Spring, 2004 | 477 |
| Mean Fall Enrollment | 734 |
| Mean Spring Enrollment | 472 |

## LEAP ASSESSMENT

The LEAP Program represents a freshman learning community or cohort-based one-year seminar that helps students: a) complete General Education requirements, b) establish friendships with other new students and faculty in shared learning experiences over one year and c) learn research skills that will serve them well during their university experience.

LEAP is purposefully designed to build learning community experiences as well as enhance the retention of first-year undergraduate students at the University of Utah. There are several LEAP programs in operation:

Architecture LEAP. Data pending, will be submitted in the near future.

Explorations LEAP is offered to students who have not yet declared their major. In the course of one academic year, approximately 640 students participate in this program.

Engineering LEAP, specifically for pre-Engineering majors, serves 140 students in any given academic year.

In the residence Halls, the Residence-Hall LEAP program also helps socialize students who live away from home. On average, 100 students participate in this program annually.

In Business-LEAP, 60 students are served, on average, during the course of a regular academic year.

In the Health-LEAP, for all College of Health majors, 60 students are served annually.

In the Health-Sciences LEAP, an average of 50 students are served on an annual basis.

The total number of LEAP participants for all program averages over 1,000 during the course of an academic year.

The retention rate for the program as a whole averages 67% for first-year students, and rises to an average retention rate of 72% for those students who complete a second year at the University of Utah and who began in LEAP during their first year of study. In terms of gender impact, women are retained at a higher rate of 79% when compared to male retention of 50%. While this result is subject to further research, one potential hypothesis is that women students enroll in LEAP in greater numbers when compared to male students because the program is designed to help build relationships among students and between students and faculty. It may be that our male students are more focused on taking courses as opposed to building relationships.

## UROP ASSESSMENT

The Undergraduate Research Opportunities Program (UROP) provides students with an opportunity to learn more about and become engaged in the research process given the special status of the University of Utah as a research university granting doctoral degrees.

For the first time, during academic year 2003-2004, the UROP program worked with the Honors Program to offer a public research symposium featuring the accomplishments of undergraduate students who completed various projects under the guidance of research-faculty advisors.

The results of this first annual symposium follow.

*The total number of student presentations/projects or performances:     145

*The total number of Honors students who presented or performed:     25

*The total number of faculty mentors represented by the symposium agenda:     132

*The total number of undergraduate students who presented and/or
contributed to the development of a presentation or performance:     177

UROP Symposium by academic area

The UROP Symposium represents the efforts of students and faculty from across the disciplines. A detailed breakdown follows:

|    | Disciplinary Area | # Presentations | # Students | # Faculty |
|----|-------------------|-----------------|------------|-----------|
| a. | Engineering | 20 | 20 | 20 |
| b. | Fine Arts | 17 | 29 | 11 |
| c. | Humanities | 23 | 23 | 17 |
| d. | Medicine & Health | 23 | 23 | 23 |
| e. | Science & Geology | 21 | 21 | 21 |
| f. | Social Science | 22 | 22 | 21 |
| g. | Other* | 4 | 4 | 3 |

*This category represents special offices in which undergraduate students also acquire unique learning experiences such as the Bennion Center or the LEAP Program.

10

## UNIVERSITY COLLEGE

In Fall, 2002 and Spring, 2003, University College Advising Center assessed the learning outcomes of students working with professional advisors. The survey was implemented for 18 days in Fall semester and nearly two weeks during the spring, representing an average of 1,000 student respondents which is 70% of the total number of students advised for the time period.

1. Of these, 86% of the students indicated that they could run a Degree Audit Report (DARS) independently which meant that they had the ability to generate the information they need to know where they stand in regard to the requirements they need to graduate.

2. Approximately 82% of the respondents indicated that they felt they could develop an appropriate class schedule and effectively register for their next semester of coursework.

3. Approximately 99% of the students indicated that they understand the General Education requirements and 92% understand the baccalaureate requirements. The latter percentile ranking makes sense given that University College largely serves new students, undecided students and new transfer students.

4. Approximately 86% of the students indicate that they understand how to drop a course and 76% understood the course withdrawal policy.

# 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.

*S/*

*Reg. Doc.*

*2d. 1*

# Table of Contents

# 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

| | | |
|---|---|---|
| Progression | A) Retention | Retention & Progression Rates for Student Cohorts |
| | B) Time to Graduation | Average SCH to Graduation for Student Cohorts; Student Satisfaction (Survey Results); Graduate School Program Reviews |
| Learning | A) Gen. Ed. Goal Achievement | Student Course Evaluations, Student Surveys |
| | B) Best Teaching Practices | Student Course Evaluations; NSSE Findings |
| | C) Writing Skills Mastery | Pre/Post Test Gains on Writing Critiques |
| | D) Quantitative Skills Mastery | Pre/Post Test Gains in Math Skills Test |
| | E) Content Mastery | Licensure Examinations Scores & Pass Rates; Alumni Survey; Graduate School Program Reviews |
| Engagement & Experiences | | |
| | A) Academic Experiences | Student Survey Results |
| | B) Campus Experiences | Student Survey Results |
| | C) Student Service Experiences | Student Survey Results |
| | D) Engagement with Faculty | NSSE Findings; Engagement Intensive Course Enrollments |

### De-centralized Department / College Assessments

| | | |
|---|---|---|
| Progression | A) Semester to Semester Retention | Progression Rates for Specific Majors |
| | B) Time to Graduation | Average SCH to Graduation for Specific Majors; Departmental Student Survey Results |
| Learning | A) Best Teaching Practices | Student Course Evaluations |
| | B) Content Mastery | Licensure Exams; Portfolio & Performance Reviews; Alumni Outcomes Surveys; Subsequent Enrollment in Graduate Programs |
| Engagement & Experiences | | |
| | A) Academic Experiences | Departmental Student Survey Results; Student Course Evaluations |
| | B) Campus Experiences | Departmental Student Survey Results |
| | C) Advising & Student Services Experiences | Departmental Student Survey Results |
| | D) Engagement with Faculty | 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 | |

## UNIVERSITY OF UTAH
## FIRST-YEAR UNDERGRADUATES, AUTUMN 2000 THROUGH 2005

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|---|---|---|---|---|---|---|
| Headcount | 2,516 | 2,652 | 2,682 | 2,523 | 2,631 | 2,703 |
| **Preparation/Selectivity** | | | | | | |
| Number with Advanced Standing [A] | 213 | 211 | 234 | 256 | 351 | 331 |
| % of Total | 8.5% | 8.0% | 8.7% | 10.1% | 13.3% | 12.2% |
| | | | | | | |
| Mean Composite ACT Score | 23.6 | 23.4 | 23.3 | 23.5 | 23.7 | 23.8 |
| Mean High School GPA | 3.43 | 3.44 | 3.45 | 3.48 | 3.51 | 3.51 |
| Mean Admissions Index | 110.8 | 109.6 | 109.6 | 110.7 | 111.5 | 111.7 |
| | | | | | | |
| Applicants | 5,395 | 5,697 | 5,802 | 5,843 | 6,251 | 6,698 |
| Admitted | 5,013 | 5,207 | 5,221 | 5,037 | 5,403 | 5,692 |
| % Admitted of applicants | 92.9% | 91.4% | 90.0% | 86.2% | 86.4% | 85.0% |
| % Enrolled of admitted | 50.2% | 50.9% | 51.4% | 50.1% | 48.7% | 47.5% |
| **Demographics** | | | | | | |
| % Female | 49.5% | 47.9% | 48.8% | 49.4% | 49.6% | 48.6% |
| % Ethnic Minority | 11.5% | 11.6% | 11.1% | 13.1% | 12.8% | 14.2% |
| % from Salt Lake County | 53.5% | 55.0% | 56.9% | 53.3% | 54.4% | 51.9% |
| % from Non-Utah High Schools | 17.5% | 18.2% | 17.0% | 19.8% | 19.8% | 18.2% |
| **Performance** | | | | | | |
| Mean UU GPA after one year | 2.87 | 2.88 | 2.87 | 2.88 | 2.90 | |
| % Taking at least 12 credits 1st term | 83.9% | 83.3% | 85.2% | 84.2% | 86.9% | |
| % Placed on academic warning [B] | N/A | 4.9% | 6.6% | 6.6% | 8.8% | |
| % Placed on academic probation [C] | N/A | 6.7% | 8.1% | 7.7% | 9.1% | |
| % Returning Spring term | 81.7% | 83.9% | 84.7% | 85.5% | 86.2% | |
| % Returning next Fall term [D] | | | | | | |
| Women | 73.5% | 73.2% | 74.4% | 77.0% | 77.3% | |
| Men | 48.9% | 52.6% | 51.9% | 55.8% | 57.6% | |
| All | 61.1% | 62.5% | 62.9% | 65.6% | 67.4% | |
| Adjusted All | 77.3% | 79.1% | 79.6% | 82.2% | 82.4% | |

Source: Institutional Analysis

[A] Entering with 30 or more semester credits.

[B] Cumulative GPA less than 2.0 at end of one but not both regular terms during first year.

[C] Cumulative GPA less than 2.0 at end of both regular terms during first year.

[D] "Adjusted All figures reflect an estimated adjustment for students leaving to go on an LDS mission.

# UNIVERSITY OF UTAH
## NEW TRANSFER STUDENTS, AUTUMN 1998 THROUGH 2005

|  | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|---|---|---|---|---|---|---|
| **Headcount** | 1,942 | 2,085 | 2,150 | 2,154 | 2,152 | 2,260 |
| **Preparation/Selectivity** | | | | | | |
| Transfer with less than 30 credits | 15.0% | 15.5% | 13.4% | 12.3% | 12.0% | 11.3% |
| Transfer with 30 - 59 credits | 37.3% | 38.1% | 36.6% | 35.1% | 35.5% | 35.6% |
| Average cumulative transfer credits | 57.1 | 56.2 | 58.6 | 60.6 | 60.4 | 61.0 |
| Transfer with Associates Degree [A] | N/A | N/A | 28.8% | 32.5% | 32.7% | 31.7% |
| Mean Cumulative Transfer GPA | 3.12 | 3.16 | 3.16 | 3.22 | 3.20 | 3.22 |
| Applicants | 3,106 | 3,388 | 3,530 | 3,300 | 3,361 | 3,498 |
| Admitted | 2,797 | 2,971 | 3,025 | 2,738 | 2,853 | 2,925 |
| % Admitted of applicants | 90.1% | 87.7% | 85.7% | 83.0% | 84.9% | 83.6% |
| % Enrolled of admitted | 69.4% | 70.2% | 71.1% | 78.7% | 75.4% | 77.3% |
| **Demographics** | | | | | | |
| % Female | 47.5% | 45.8% | 43.2% | 44.4% | 44.0% | 43.5% |
| % Ethnic Minority | 6.0% | 7.1% | 5.6% | 7.7% | 7.9% | 7.3% |
| % Transfer from Utah Institution | 66.2% | 71.0% | 74.7% | 79.7% | 80.1% | 80.6% |
| % Transfer from SLCC | 28.6% | 36.1% | 34.7% | 36.8% | 40.9% | 41.7% |
| % Transfering credits from more than one institution [A] | N/A | 36.3% | 36.4% | 37.6% | 36.4% | 35.6% |
| % from Non-Utah High School | 19.2% | 16.6% | 15.1% | 11.9% | 11.7% | 13.2% |
| **Performance** | | | | | | |
| Mean UU GPA after one year | 2.99 | 3.03 | 3.01 | 3.04 | 3.00 | |
| % Taking at least 12 credits 1st term | 67.4% | 66.6% | 70.1% | 70.0% | 68.6% | |
| % Placed on academic warning [B] | N/A | 6.1% | 7.7% | 5.7% | 7.0% | |
| % Placed on academic probation [C] | N/A | 4.4% | 5.2% | 4.4% | 6.9% | |
| % Returning Spring term | 81.6% | 81.2% | 81.0% | 81.3% | 82.4% | |
| % Returning next Fall term | | | | | | |
| Women | 67.1% | 63.7% | 65.9% | 68.9% | 70.6% | |
| Men | 73.9% | 76.0% | 71.8% | 73.9% | 72.8% | |
| All | 70.7% | 70.4% | 69.3% | 71.8% | 71.8% | |

Source: Institutional Analysis

[A] For years without data, the data are unavailable.

[B] Cumulative GPA less than 2.0 at end of one but not both regular terms during first year.

[C] Cumulative GPA less than 2.0 at end of both regular terms during first year.

Retention Rates for Non-White First-Time Full-Time Freshmen at the University of Utah

| Started in: | Beginning Cohort Size | % of Cohort Who were ENROLLED: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 year later | 2 years later | 3 years later | 4 years later | 5 years later | 6 years later | 7 years later | 8 years later | 9 years later | 10 years later |
| 1994-1995 | 141 | 70.21 | 63.12 | 59.57 | 43.26 | 29.08 | 11.35 | 4.96 | 4.96 | 6.38 | 5.67 |
| 1995-1996 | 152 | 70.39 | 55.26 | 52.63 | 42.76 | 20.39 | 15.79 | 12.50 | 7.89 | 7.89 | |
| 1996-1997 | 150 | 66.67 | 59.33 | 60.67 | 48.67 | 34.67 | 25.33 | 12.67 | 8.00 | | |
| 1997-1998 | 155 | 70.32 | 60.65 | 55.48 | 44.52 | 25.81 | 18.06 | 9.68 | | | |
| 1998-1999 | 229 | 75.55 | 60.26 | 56.33 | 45.85 | 26.20 | 20.96 | | | | |
| 1999-2000 | 217 | 69.59 | 59.91 | 56.68 | 45.16 | 25.81 | | | | | |
| 2000-2001 | 239 | 76.57 | 64.85 | 61.92 | 49.37 | | | | | | |
| 2001-2002 | 258 | 83.72 | 71.71 | 67.83 | | | | | | | |
| 2002-2003 | 274 | 79.20 | 66.42 | | | | | | | | |
| 2003-2004 | 291 | 79.04 | | | | | | | | | |

First-to-Second Year Retention (5 year average):          77.62

Retention Rates for High-Ability First-Time Full-Time Freshmen at the University of Utah

| Started in: | Beginning Cohort Size | % of Cohort Who were ENROLLED: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 year later | 2 years later | 3 years later | 4 years later | 5 years later | 6 years later | 7 years later | 8 years later | 9 years later | 10 years later |
| 1994-1995 | 397 | 54.66 | 52.14 | 61.46 | 51.13 | 38.04 | 25.44 | 14.11 | 6.55 | 3.53 | 2.02 |
| 1995-1996 | 518 | 56.37 | 49.81 | 70.27 | 56.76 | 38.42 | 22.59 | 12.55 | 7.14 | 4.63 | |
| 1996-1997 | 453 | 62.03 | 60.49 | 73.95 | 51.43 | 32.67 | 18.98 | 10.60 | 7.06 | | |
| 1997-1998 | 463 | 63.93 | 64.15 | 72.79 | 53.13 | 34.13 | 19.65 | 7.65 | | | |
| 1998-1999 | 527 | 69.07 | 61.67 | 72.68 | 51.80 | 31.12 | 18.03 | | | | |
| 1999-2000 | 506 | 69.96 | 66.80 | 73.72 | 51.19 | 29.84 | | | | | |
| 2000-2001 | 495 | 69.90 | 64.04 | 72.12 | 51.72 | | | | | | |
| 2001-2002 | 473 | 68.50 | 64.48 | 75.26 | | | | | | | |
| 2002-2003 | 488 | 69.67 | 64.14 | | | | | | | | |
| 2003-2004 | 415 | 74.22 | | | | | | | | | |

First-to-Second Year Retention (5 year average):          70.45

## Retention Rates for Athletes First-Time Freshmen at the University of Utah

| Started in: | Beginning Cohort Size | % of Cohort Who were ENROLLED: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 year later | 2 years later | 3 years later | 4 years later | 5 years later | 6 years later | 7 years later | 8 years later | 9 years later | 10 years later |
| 1994-1995 | 76 | 68.42 | 64.47 | 67.11 | 40.79 | 30.26 | 17.11 | 6.58 | 6.58 | 3.95 | 5.26 |
| 1995-1996 | 92 | 70.65 | 58.70 | 64.13 | 52.17 | 28.26 | 26.09 | 17.39 | 7.61 | 3.26 | |
| 1996-1997 | 78 | 67.95 | 57.69 | 60.26 | 44.87 | 20.51 | 8.97 | 3.85 | 3.85 | | |
| 1997-1998 | 70 | 67.14 | 52.86 | 57.14 | 48.57 | 17.14 | 11.43 | 7.14 | | | |
| 1998-1999 | 90 | 82.22 | 66.67 | 62.22 | 45.56 | 15.56 | 12.22 | | | | |
| 1999-2000 | 83 | 79.52 | 71.08 | 68.67 | 53.01 | 21.69 | | | | | |
| 2000-2001 | 72 | 72.22 | 63.89 | 68.06 | 55.56 | | | | | | |
| 2001-2002 | 91 | 73.63 | 61.54 | 54.95 | | | | | | | |
| 2002-2003 | 96 | 78.13 | 67.71 | | | | | | | | |
| 2003-2004 | 108 | 79.63 | | | | | | | | | |

**First-to-Second Year Retention (5 year average):**     76.63

**Office of**
# BUDGET AND INSTITUTIONAL ANALYSIS
## THE UNIVERSITY OF UTAH

June 12, 2006          **Home | About Us | Fast Facts | Quick Links**

Search OBIA

## Retention/Enrollment Rates for First-Time Undergraduate New Transfer Students[B] by Student Gender at the University of Utah

| Started in: | Student Gender | Beginning cohort size | Percent (%) of cohort who were ENROLLED in at least one semester in an academic year: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | 1 year later | 2 years later | 3 years later | 4 years later | 5 years later | 6 years later | 7 years later | 8 years later | 9 years later | 10 years later |
| 1994-1995 | Female | 844 | 59.48 | 39.34 | 24.05 | 11.73 | 7.94 | 4.27 | 4.27 | 3.32 | 2.73 | 2.01 |
| | Male | 1,005 | 66.47 | 47.46 | 26.57 | 15.52 | 10.55 | 4.98 | 3.28 | 2.19 | 1.29 | 1.09 |
| 1995-1996 | Female | 840 | 61.19 | 41.07 | 20.83 | 15.24 | 8.57 | 4.76 | 3.69 | 2.74 | 2.14 | |
| | Male | 1,021 | 67.78 | 45.94 | 24.78 | 16.36 | 8.42 | 4.90 | 3.82 | 2.15 | 1.67 | |
| 1996-1997 | Female | 846 | 62.65 | 42.67 | 29.08 | 15.72 | 9.34 | 5.91 | 4.14 | 2.84 | | |
| | Male | 1,064 | 66.64 | 46.15 | 30.73 | 15.13 | 8.27 | 4.79 | 3.48 | 2.26 | | |
| 1997-1998 | Female | 862 | 69.37 | 51.51 | 27.61 | 15.78 | 9.16 | 4.18 | 3.48 | | | |
| | Male | 998 | 72.85 | 52.71 | 31.36 | 16.93 | 9.02 | 4.81 | 3.61 | | | |
| 1998-1999 | Female | 1,329 | 72.99 | 53.05 | 31.30 | 17.38 | 9.41 | 5.49 | | | | |
| | Male | 1,528 | 76.83 | 59.10 | 34.82 | 20.35 | 11.13 | 7.40 | | | | |
| 1999-2000 | Female | 1,635 | 72.35 | 52.66 | 32.17 | 16.39 | 8.44 | | | | | |
| | Male | 1,757 | 76.66 | 56.63 | 34.83 | 18.55 | 9.45 | | | | | |
| 2000-2001 | Female | 1,604 | 71.63 | 50.56 | 28.12 | 15.15 | | | | | | |
| | Male | 1,830 | 79.73 | 59.67 | 33.72 | 18.20 | | | | | | |
| 2001-2002 | Female | 1,692 | 71.28 | 49.88 | 26.77 | | | | | | | |
| | Male | 1,952 | 79.71 | 58.25 | 32.94 | | | | | | | |
| 2002-2003 | Female | 1,432 | 73.74 | 52.16 | | | | | | | | |
| | Male | 1,839 | 78.96 | 58.29 | | | | | | | | |
| 2003-2004 | Female | 1,712 | 73.77 | | | | | | | | | |
| | Male | 2,118 | 78.00 | | | | | | | | | |

**A** = First-time full-time freshmen are matriculated undergraduates who are not transfer students, have not taken credit courses at the U., and who are enrolled in at least 12 student credit hours for the semester.

**Data have not been adjusted for official leaves of absence for "official assignments" (e.g., military duty, peace corps, vista, church service).**

OBIA (1-2006) DM, GDL

---

**Office of**
# BUDGET AND INSTITUTIONAL ANAL. ᵤᵢᵤ
## THE UNIVERSITY OF UTAH

*81*
*Reg. Dæ*
*2 d.4*

June 12, 2006          **Home | About Us | Fast Facts | Quick Links**          Search OBIA

## Graduation Rates for First-Time Full-Time Freshmen[A] by Student Gender at the University of Utah

| | | | | Cumulative percent (%) of cohort who GRADUATED: | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Started in: | Student Gender | Beginning Cohort Size | In the same year they started | Within 2 years | Within 3 years | Within 4 years | Within 5 years | Within 6 years | Within 7 years | Within 8 years | Withi year |
| 1994-1995 | Female | 949 | 0.00 | 0.00 | 0.74 | 14.75 | 33.19 | 42.57 | 48.37 | 52.90 | 54.9 |
| | Male | 1,051 | 0.00 | 0.00 | 0.10 | 5.61 | 14.46 | 25.31 | 37.49 | 45.67 | 48.7 |
| 1995-1996 | Female | 1,066 | 0.00 | 0.00 | 1.03 | 16.23 | 34.33 | 43.34 | 48.31 | 51.59 | 53.4 |
| | Male | 1,134 | 0.00 | 0.09 | 0.26 | 5.47 | 15.26 | 26.54 | 39.77 | 48.59 | 52.7 |
| 1996-1997 | Female | 974 | 0.00 | 0.00 | 0.92 | 15.71 | 34.70 | 46.20 | 51.33 | 54.00 | 55.7 |
| | Male | 996 | 0.00 | 0.00 | 0.60 | 8.73 | 19.48 | 31.53 | 43.47 | 50.60 | 56.0 |
| 1997-1998 | Female | 966 | 0.00 | 0.10 | 2.17 | 17.70 | 38.61 | 47.41 | 53.00 | 56.11 | |
| | Male | 978 | 0.00 | 0.10 | 0.61 | 7.98 | 19.94 | 31.60 | 43.46 | 50.82 | |
| 1998-1999 | Female | 1,189 | 0.00 | 0.08 | 1.85 | 18.33 | 34.82 | 43.15 | 49.54 | | |
| | Male | 1,293 | 0.00 | 0.00 | 0.85 | 9.13 | 22.27 | 34.18 | 43.54 | | |
| 1999-2000 | Female | 1,059 | 0.00 | 0.00 | 1.51 | 18.51 | 37.11 | 47.21 | | | |
| | Male | 1,270 | 0.00 | 0.08 | 1.34 | 10.47 | 23.46 | 35.12 | | | |
| 2000-2001 | Female | 1,046 | 0.00 | 0.00 | 1.91 | 18.26 | 38.05 | | | | |
| | Male | 1,126 | 0.00 | 0.00 | 1.24 | 9.86 | 23.71 | | | | |
| 2001-2002 | Female | 1,070 | 0.00 | 0.00 | 2.15 | 19.35 | | | | | |
| | Male | 1,192 | 0.00 | 0.00 | 0.42 | 10.23 | | | | | |
| 2002-2003 | Female | 1,161 | 0.00 | 0.09 | 1.29 | | | | | | |
| | Male | 1,232 | 0.00 | 0.08 | 1.14 | | | | | | |
| 2003- | Female | 1,079 | 0.00 | 0.19 | | | | | | | |

| 2004 | Male | 1,163 | 0.00 | 0.00 | | | | | | |
|------|------|-------|------|------|--|--|--|--|--|--|

**A**= First-time full-time freshmen are matriculated undergraduates who are not transfer students, have not taken credit courses at the U., and who are enrolled in at least 12 student credit hours for the semester.

**Data have not been adjusted for official leaves of absence for "official assignments" (e.g., military duty, peace corps, vista, church service).**

OBIA (1-2006) DM, GDL

---

**Office of Budget & Institutional Analysis (OBIA)**
110 Park Building, 201 South President's Circle, Salt Lake City, UT 84112
Office: 801-581-6948 | Fax: 801-581-7541 | Email: **info@obia.utah.edu**
The University of Utah © - **Disclaimer**

Office of
# BUDGET AND INSTITUTIONAL ANALYSIS
THE UNIVERSITY OF UTAH

Home | About Us | Fast Facts | Quick Links

Search OBIA

June 15, 2006

**Make a new Report**

## Total Credit Hours for Native Students by Ethnicity

| | 2000-2001 | | 2001-2002 | | 2002-2003 | | 2003-2004 | | 2004-2005 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Mean | Sample | Mean | Sample | Mean | Sample | Mean | Sample | Mean | Sample |
| American Indian / Native | N/A | < 10 | N/A | < 10 | N/A | < 10 | N/A | < 10 | N/A | < 10 |
| Asian / Pacific Islander | 142.63 | 100 | 141.35 | 116 | 140.90 | 111 | 144.99 | 118 | 153.85 | 165 |
| Black / African-American | 140.66 | 10 | N/A | < 10 | 133.02 | 13 | 123.58 | 13 | 131.77 | 23 |
| Hispanic | 138.84 | 49 | 141.17 | 58 | 136.90 | 71 | 139.97 | 74 | 135.44 | 71 |
| Unknown Ethnicity | 135.46 | 268 | 139.39 | 295 | 138.86 | 315 | 141.30 | 270 | 141.00 | 233 |
| White | 140.56 | 1,634 | 140.97 | 1,708 | 142.32 | 1,653 | 142.20 | 1,694 | 141.93 | 1,939 |
| **OVERALL** | **139.93** | **2,066** | **140.76** | **2,191** | **141.55** | **2,171** | **142.04** | **2,176** | **142.35** | **2,440** |

**Office of Budget & Institutional Analysis (OBIA)**
110 Park Building, 201 South President's Circle, Salt Lake City, UT 84112
Office: 801-581-6948 | Fax: 801-581-7541 | Email: info@obia.utah.edu
The University of Utah © - Disclaimer

S1
Reg Doc
2 d.5

Office of
# BUDGET AND INSTITUTIONAL ANALYSIS
THE UNIVERSITY OF UTAH

Home | About Us | Fast Facts | Quick Links

Search OBIA

**Make a new Report**

## Semesters to Graduation for Native Students by Gender

|  | 2000-2001 | | 2001-2002 | | 2002-2003 | | 2003-2004 | | 2004-2005 | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | Mean | Sample | Mean | Sample | Mean | Sample | Mean | Sample | Mean | Sample |
| Female | 12.92 | 958 | 12.37 | 1,056 | 11.45 | 970 | 11.57 | 985 | 11.78 | 1,109 |
| Male | 13.34 | 1,108 | 12.56 | 1,135 | 12.54 | 1,201 | 12.11 | 1,191 | 12.20 | 1,331 |
| **OVERALL** | **13.15** | **2,066** | **12.47** | **2,191** | **12.05** | **2,171** | **11.87** | **2,176** | **12.01** | **2,440** |

**University of Utah**
**Three Year Completion Rates for Students Seeking a Bachelors**
**by College and Department**

*Cohort consists of all full-time intermediate and full majors in their junior year.

| Cohort Year | Completion Year | College | Department | Total In Cohort | Graduated Within 3 Years With Same Major | 3 Year Completion Rate | Graduated Within 3 Years With Different Major | Did Not Graduate Within 3 Years But Was Still Enrolled As Of The Third Spring |
|---|---|---|---|---|---|---|---|---|
| 2000-2001 | 2002-2003 | AR | ARCH | 4 | 0 | 0% | 0 | 2 |
| 2001-2002 | 2003-2004 | AR | ARCH | 2 | 0 | 0% | 0 | 1 |
| 2002-2003 | 2004-2005 | AR | ARCH | 30 | 4 | 13% | 1 | 9 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 27 | 4 | 15% | 1 | 4 |
| 2001-2002 | 2003-2004 | BU | ACCTG | 16 | 5 | 31% | 1 | 4 |
| 2002-2003 | 2004-2005 | BU | ACCTG | 43 | 1 | 2% | 3 | 9 |
| 2000-2001 | 2002-2003 | BU | BUSI | 268 | 87 | 32% | 19 | 40 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 35 | 35 | 100% | 0 | 6 |
| 2000-2001 | 2002-2003 | BU | FINAN | 29 | 29 | 100% | 0 | 7 |
| 2000-2001 | 2002-2003 | BU | MGT | 13 | 13 | 100% | 0 | 3 |
| 2000-2001 | 2002-2003 | BU | MKTG | 10 | 10 | 100% | 0 | 1 |
| 2001-2002 | 2003-2004 | BU | BUSI | 147 | 47 | 32% | 11 | 21 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 11 | 11 | 100% | 0 | 1 |
| 2000-2001 | 2002-2003 | BU | FINAN | 13 | 13 | 100% | 0 | 2 |
| 2000-2001 | 2002-2003 | BU | MGT | 9 | 9 | 100% | 0 | 2 |
| 2000-2001 | 2002-2003 | BU | MKTG | 14 | 14 | 100% | 0 | 3 |
| 2002-2003 | 2004-2005 | BU | BUSI | 248 | 75 | 30% | 29 | 41 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 28 | 28 | 100% | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | FINAN | 23 | 23 | 100% | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | MGT | 14 | 14 | 100% | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | MKTG | 9 | 9 | 100% | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | FINAN | 49 | 4 | 8% | 1 | 5 |
| 2001-2002 | 2003-2004 | BU | FINAN | 19 | 2 | 11% | 1 | 0 |
| 2002-2003 | 2004-2005 | BU | FINAN | 31 | 2 | 6% | 0 | 7 |
| 2000-2001 | 2002-2003 | BU | MGT | 37 | 1 | 3% | 2 | 1 |
| 2001-2002 | 2003-2004 | BU | MGT | 16 | 1 | 6% | 1 | 0 |
| 2002-2003 | 2004-2005 | BU | MGT | 47 | 2 | 4% | 2 | 1 |
| 2000-2001 | 2002-2003 | BU | MKTG | 17 | 2 | 12% | 2 | 1 |
| 2001-2002 | 2003-2004 | BU | MKTG | 13 | 0 | 0% | 1 | 0 |
| 2002-2003 | 2004-2005 | BU | MKTG | 18 | 2 | 11% | 3 | 0 |
| 2000-2001 | 2002-2003 | ED | SP ED | 5 | 2 | 40% | 0 | 1 |
| 2001-2002 | 2003-2004 | ED | SP ED | 3 | 1 | 33% | 0 | 1 |
| 2002-2003 | 2004-2005 | ED | SP ED | 10 | 3 | 30% | 0 | 0 |
| 2000-2001 | 2002-2003 | ED | T L | 16 | 0 | 0% | 0 | 1 |
| 2001-2002 | 2003-2004 | ED | T L | 19 | 1 | 5% | 0 | 1 |
| 2002-2003 | 2004-2005 | ED | T L | 25 | 5 | 20% | 1 | 5 |
| 2000-2001 | 2002-2003 | EN | BIOEN | 3 | 2 | 67% | 0 | 1 |
| 2001-2002 | 2003-2004 | EN | BIOEN | 7 | 2 | 29% | 1 | 4 |
| 2002-2003 | 2004-2005 | EN | BIOEN | 4 | 3 | 75% | 0 | 0 |
| 2000-2001 | 2002-2003 | EN | CECS | 11 | 3 | 27% | 3 | 3 |
| 2001-2002 | 2003-2004 | EN | CECS | 7 | 2 | 29% | 0 | 2 |
| 2002-2003 | 2004-2005 | EN | CECS | 12 | 3 | 25% | 4 | 5 |
| 2000-2001 | 2002-2003 | EN | CHFEN | 12 | 5 | 42% | 3 | 4 |
| 2001-2002 | 2003-2004 | EN | CHFEN | 8 | 3 | 38% | 0 | 3 |
| 2002-2003 | 2004-2005 | EN | CHFEN | 15 | 6 | 40% | 0 | 6 |
| 2000-2001 | 2002-2003 | EN | CP SC | 42 | 23 | 55% | 0 | 6 |
| 2001-2002 | 2003-2004 | EN | CP SC | 22 | 10 | 45% | 1 | 4 |
| 2002-2003 | 2004-2005 | EN | CP SC | 28 | 8 | 29% | 2 | 10 |
| 2000-2001 | 2002-2003 | EN | CVEEN | 36 | 11 | 31% | 0 | 8 |
| 2001-2002 | 2003-2004 | EN | CVEEN | 17 | 4 | 24% | 1 | 3 |
| 2002-2003 | 2004-2005 | EN | CVEEN | 31 | 12 | 39% | 0 | 6 |
| 2000-2001 | 2002-2003 | EN | EL EN | 16 | 5 | 31% | 1 | 5 |

# University of Utah
**Three Year Completion Rates for Students Seeking A Masters**
**by College and Department**

| Cohort Year | Completion Year | College | Department | Total In Cohort | Graduated Within 3 Years With Same Major | 3 Year Completion Rate | Graduated Within 3 Years With Different Major | Did Not Graduate Within 3 Years and Was Still Enrolled As Of The Third Spring |
|---|---|---|---|---|---|---|---|---|
| 2000-2001 | 2002-2003 | AR | ARCH | 34 | 31 | 91 % | 0 | 2 |
| 2001-2002 | 2003-2004 | AR | ARCH | 30 | 23 | 77 % | 0 | 2 |
| 2002-2003 | 2004-2005 | AR | ARCH | 13 | 9 | 69 % | 0 | 1 |
| 2000-2001 | 2002-2003 | BU | ACCTG | 28 | 26 | 93 % | 0 | 0 |
| 2001-2002 | 2003-2004 | BU | ACCTG | 39 | 38 | 97 % | 0 | 0 |
| 2002-2003 | 2004-2005 | BU | ACCTG | 42 | 39 | 93 % | 0 | 0 |
| 2001-2002 | 2003-2004 | BU | FINAN | 9 | 2 | 22 % | 4 | 2 |
| 2002-2003 | 2004-2005 | BU | FINAN | 5 | 5 | 100 % | 0 | 0 |
| 2000-2001 | 2002-2003 | BU | MBA | 196 | 176 | 90 % | 2 | 4 |
| 2001-2002 | 2003-2004 | BU | MBA | 248 | 219 | 88 % | 1 | 5 |
| 2002-2003 | 2004-2005 | BU | MBA | 297 | 273 | 92 % | 3 | 2 |
| 2001-2002 | 2003-2004 | ED | ECS | 8 | 3 | 38 % | 0 | 3 |
| 2002-2003 | 2004-2005 | ED | ECS | 8 | 4 | 50 % | 0 | 1 |
| 2000-2001 | 2002-2003 | ED | ED AD | 1 | 1 | 100 % | 0 | 0 |
| 2000-2001 | 2002-2003 | ED | ED PS | 31 | 6 | 19 % | 1 | 19 |
| 2001-2002 | 2003-2004 | ED | ED PS | 25 | 14 | 56 % | 2 | 8 |
| 2002-2003 | 2004-2005 | ED | ED PS | 37 | 20 | 54 % | 0 | 13 |
| 2000-2001 | 2002-2003 | ED | ED ST | 47 | 28 | 60 % | 0 | 7 |
| 2001-2002 | 2003-2004 | ED | ED ST | 2 | 0 | 0 % | 0 | 1 |
| 2000-2001 | 2002-2003 | ED | ELP | 34 | 21 | 62 % | 0 | 2 |
| 2001-2002 | 2003-2004 | ED | ELP | 38 | 30 | 79 % | 0 | 1 |
| 2002-2003 | 2004-2005 | ED | ELP | 22 | 15 | 68 % | 0 | 0 |
| 2000-2001 | 2002-2003 | ED | SP ED | 47 | 17 | 36 % | 0 | 9 |
| 2001-2002 | 2003-2004 | ED | SP ED | 43 | 20 | 47 % | 1 | 10 |
| 2002-2003 | 2004-2005 | ED | SP ED | 29 | 14 | 48 % | 0 | 7 |
| 2001-2002 | 2003-2004 | ED | T L | 46 | 28 | 61 % | 1 | 7 |
| 2002-2003 | 2004-2005 | ED | T L | 68 | 46 | 68 % | 0 | 11 |
| 2000-2001 | 2002-2003 | EN | BIOEN | 9 | 2 | 22 % | 0 | 4 |
| 2001-2002 | 2003-2004 | EN | BIOEN | 17 | 4 | 24 % | 0 | 9 |
| 2002-2003 | 2004-2005 | EN | BIOEN | 16 | 4 | 25 % | 0 | 8 |
| 2000-2001 | 2002-2003 | EN | CHFEN | 13 | 3 | 23 % | 0 | 9 |
| 2001-2002 | 2003-2004 | EN | CHFEN | 3 | 1 | 33 % | 0 | 2 |
| 2002-2003 | 2004-2005 | EN | CHFEN | 10 | 4 | 40 % | 0 | 6 |
| 2000-2001 | 2002-2003 | EN | CP SC | 13 | 6 | 46 % | 0 | 5 |
| 2001-2002 | 2003-2004 | EN | CP SC | 12 | 5 | 42 % | 0 | 6 |
| 2002-2003 | 2004-2005 | EN | CP SC | 13 | 5 | 38 % | 0 | 5 |
| 2000-2001 | 2002-2003 | EN | CVEEN | 25 | 10 | 40 % | 0 | 9 |
| 2001-2002 | 2003-2004 | EN | CVEEN | 38 | 19 | 50 % | 0 | 12 |
| 2002-2003 | 2004-2005 | EN | CVEEN | 25 | 10 | 40 % | 0 | 3 |
| 2000-2001 | 2002-2003 | EN | EL EN | 25 | 10 | 40 % | 2 | 11 |
| 2001-2002 | 2003-2004 | EN | EL EN | 47 | 29 | 62 % | 1 | 13 |
| 2002-2003 | 2004-2005 | EN | EL EN | 74 | 48 | 65 % | 2 | 15 |
| 2000-2001 | 2002-2003 | EN | FINAN | 1 | 0 | 0 % | 0 | 1 |
| 2000-2001 | 2002-2003 | EN | ME EN | 35 | 7 | 20 % | 0 | 11 |
| 2001-2002 | 2003-2004 | EN | ME EN | 40 | 12 | 30 % | 0 | 16 |
| 2002-2003 | 2004-2005 | EN | ME EN | 63 | 30 | 48 % | 2 | 22 |
| 2000-2001 | 2002-2003 | EN | MSE | 5 | 0 | 0 % | 0 | 5 |
| 2001-2002 | 2003-2004 | EN | MSE | 4 | 0 | 0 % | 2 | 2 |
| 2002-2003 | 2004-2005 | EN | MSE | 4 | 2 | 50 % | 0 | 1 |
| 2000-2001 | 2002-2003 | FA | ART | 2 | 2 | 100 % | 0 | 0 |
| 2001-2002 | 2003-2004 | FA | ART | 10 | 5 | 50 % | 1 | 2 |
| 2002-2003 | 2004-2005 | FA | ART | 6 | 2 | 33 % | 0 | 1 |

**University of Utah**
**Seven Year Completion Rates for Students Seeking A Doctorate**
**by College and Department**

| Cohort Year | Completion Year | College | Department | Total in Cohort | Graduated Within 7 Years With Same Major | 7 Year Completion Rate | Graduated Within 7 Years With Different Major | Did Not Graduate Within 7 Years and Was Still Enrolled As Of The Last Spring | Graduated Within 7 Years With Different Major And Still Enrolled |
|---|---|---|---|---|---|---|---|---|---|
| 1998-1999 | 2004-2005 | BU | BU AD | 6 | 1 | 17% | | 0 | 0 |
| 1998-1999 | 2004-2005 | BU | MBA | 1 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | ED | ED AD | 4 | 3 | 75% | | 0 | 0 |
| 1998-1999 | 2004-2005 | ED | ED PS | 14 | 6 | 43% | | 0 | 0 |
| 1998-1999 | 2004-2005 | ED | ED ST | 8 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | ED | SP ED | 2 | 1 | 50% | | 0 | 0 |
| 1998-1999 | 2004-2005 | EN | BIOEN | 10 | 2 | 20% | | 0 | 0 |
| 1998-1999 | 2004-2005 | EN | CHFEN | 8 | 0 | 0% | | 1 | 0 |
| 1998-1999 | 2004-2005 | EN | CP SC | 11 | 3 | 27% | | 0 | 0 |
| 1998-1999 | 2004-2005 | EN | CVEEN | 4 | 1 | 25% | | 0 | 0 |
| 1998-1999 | 2004-2005 | EN | EL EN | 5 | 2 | 40% | | 0 | 0 |
| 1998-1999 | 2004-2005 | EN | ME EN | 4 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | EN | MSE | 4 | 1 | 25% | | 0 | 0 |
| 1998-1999 | 2004-2005 | FA | MUSIC | 6 | 3 | 50% | | 0 | 0 |
| 1998-1999 | 2004-2005 | HE | CMDIS | 1 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | HE | ESS | 10 | 4 | 40% | | 0 | 0 |
| 1998-1999 | 2004-2005 | HE | H EDU | 1 | 1 | 100% | | 0 | 0 |
| 1998-1999 | 2004-2005 | HE | PRT | 1 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | HU | COMM | 8 | 3 | 38% | | 0 | 0 |
| 1998-1999 | 2004-2005 | HU | ENGL | 9 | 2 | 22% | | 0 | 0 |
| 1998-1999 | 2004-2005 | HU | LANG | 5 | 1 | 20% | | 0 | 0 |
| 1998-1999 | 2004-2005 | HU | MID E | 3 | 2 | 67% | | 0 | 0 |
| 1998-1999 | 2004-2005 | HU | PHIL | 3 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | LW | LW | 133 | 121 | 91% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | ANAT | 1 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | H GEN | 1 | 1 | 100% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | MBIOL | 28 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | MD | 100 | 95 | 95% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | MDINF | 2 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | NEUSC | 8 | 2 | 25% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | PATH | 1 | 1 | 100% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MD | PHYSL | 1 | 1 | 100% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MI | GEO | 8 | 3 | 38% | | 2 | 0 |
| 1998-1999 | 2004-2005 | MI | MET E | 2 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | MI | METEO | 1 | 0 | 0% | | 0 | 0 |
| 1998-1999 | 2004-2005 | NU | NURS | 7 | 3 | 43% | | 0 | 0 |
| 1998-1999 | 2004-2005 | PH | MD CH | 3 | 1 | 33% | | 0 | 0 |

# UNIVERSITY OF UTAH
## TRANSFER STUDENT SUCCESS, SATISFACTION, AND PROGRESSION

Transfer student comprise an increasingly large and important component of the undergraduate student body at the University of Utah. Accordingly, we are concerned with how well they are doing in the classroom, how they feel about the campus environment, and whether they are graduating in a timely fashion compared to students who begin their college careers at the University.

## 1) How successful are transfer students after they transfer to the U of U?

If we measure success as grade point average (GPA) after transfer, then transfer students are doing quite well in their first semester after transferring to the U of U. The first semester is considered to be the most difficult as students make the adjustment to a new institution, yet transfer students receive grades as high as, or higher, on average than the overall average for sophomores and juniors (4 point scale; a 3 equals a B letter grade).

**First Semester GPA of New Transfer Students to the U of U.**

| U of U GPA | 2001-02 | 2002-03 | 2003-04 |
|---|---|---|---|
| Transfers, 1st Semester | 2.90 | 2.99 | 3.16 |
| All Sophomores | 2.94 | 2.95 | 2.94 |
| All Juniors | 3.03 | 3.04 | 3.04 |

## 2) How satisfied are transfer students with their time spent at the U of U?

Transfer students indicate a considerable degree of satisfaction with various specific dimensions of their experiences at the U of U, but we still have room for improvement. For example, here are some results from our Spring 2004 survey of transfer students:

**How would you rate the following aspects of student life at the U of U?**

| DIMENSION | EXTREMELY GOOD | GOOD | POOR | EXTREMELY POOR |
|---|---|---|---|---|
| Campus Safety | 23% | 74% | 2% | <1% |
| Affordability | 8% | 69% | 21% | 2% |
| Accessibility | 9% | 72% | 16% | 4% |
| Student Friendly | 4% | 74% | 19% | 3% |
| Comfort | 6% | 81% | 11% | 1% |

Additionally, results from our Spring 2004 survey of graduating seniors indicate that of those who were transfer students when they first came to the U of U, the majority were satisfied with their overall experiences at the U of U:

*51*

*Reg Doc*

*2 of 7*

**Looking back, if you could start all over again, would you attend the U of U again?**

| RESPONSE | NUMBER OF RESPONSES | PERCENT |
|----------|---------------------|---------|
| Yes | 466 | 70% |
| Maybe | 134 | 20% |
| No | 64 | 10% |

## 3) Do students who transfer to the U of U take more credit hours to graduate than students who begin their college careers at the U of U?

For most majors, the U of U requires between 120 and 128 credit hours to earn a bachelor's degree. Because students change their major or take extra courses to augment their major, improve their job skills, or enhance their opportunities for graduate school, the number of hours to graduation is typically higher than those minimums. Transfer students face additional challenges by changing institutions. Enormous effort has been expended to make that transition seamless. While individual students may still have difficulties, on average the experience of transfer students differs just slightly from that of students who begin at the U of U when measured as credit hours to graduation.

**Average number of total student credit hours taken by undergraduates in obtaining a bachelor's degree at the U of U.**

| STUDENTS | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|----------|---------|---------|---------|---------|---------|
| Transfer | 141 | 143 | 143 | 144 | 144 |
| Native | 141 | 141 | 141 | 142 | 142 |

Office of
## BUDGET AND INSTITUTIONAL ANALYSIS
### THE UNIVERSITY OF UTAH

June 14, 2006 — Home | About Us | Fast Facts | Quick Links

Search OBIA

Create another report

## DAVID ECCLES SCHOOL OF BUSINESS
### DEGREES AWARDED BY COLLEGE, MAJOR AND ACADEMIC YEAR

| | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 |
|---|---|---|---|---|---|
| **BACHELOR'S** | | | | | |
| Accounting | 178 | 154 | 156 | 162 | 193 |
| Business Administration | 107 | 87 | 104 | 94 | 80 |
| Finance | 239 | 271 | 255 | 244 | 216 |
| Information Systems | 0 | 75 | 71 | 51 | 45 |
| Management | 124 | 111 | 94 | 80 | 84 |
| Marketing | 127 | 152 | 144 | 144 | 100 |
| University Studies: Business | 0 | 2 | 2 | 1 | 2 |
| **Total Bachelor's Degrees** | 775 | 852 | 826 | 776 | 720 |
| **MASTER'S** | | | | | |
| Accounting | 0 | 0 | 0 | 0 | 44 |
| Business Administration | 121 | 152 | 184 | 196 | 193 |
| Business Administration (Executive) | 32 | 43 | 47 | 56 | 52 |
| Finance | 1 | 4 | 2 | 7 | 11 |
| Management | 0 | 0 | 0 | 0 | 2 |
| Professional Accountancy | 28 | 39 | 40 | 45 | 4 |
| Statistics: Business | 0 | 0 | 0 | 0 | 2 |
| Statistics: Management | 0 | 0 | 2 | 1 | 0 |
| **Total Master's Degrees** | 182 | 238 | 275 | 305 | 308 |
| **DOCTORATE'S** | | | | | |

51
Req. Doc.
2 d 8

| | 4 | 6 | 6 | 5 | 3 |
|---|---|---|---|---|---|
| Business Administration | | | | | |
| **Total Doctoral Degrees** | 4 | 6 | 6 | 5 | 3 |
| **Total** | 961 | 1,096 | 1,107 | 1,086 | 1,031 |

# UNIVERSITY OF UTAH
## PERFORMANCE INDICATORS, FALL 2005

### 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 Headcount* | 26,173 | 27,658 | 28,369 | 28,437 | 28,933 |
| Annualized FTE** | 23,212 | 24,703 | 26,178 | 26,395 | 26,531 |

*Credit only; **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 |
| Average calendar years* | 4.55 | 4.59 | 4.61 | 4.62 | 4.65 |

*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% |

*These values have not been adjusted for students participating in church missions.

## 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

| | Fiscal Year | | | | |
|---|---|---|---|---|---|
| Source of support in current $ | 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

| | Fiscal Year | | | | |
|---|---|---|---|---|---|
| Source of support in current $ | 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 |

# University of Utah
## Balanced Scorecard, Fall 2005

### 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

## 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

## Fall Headcount - Total

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 27,658 | 28,369 | 28,437 | 28,933 | 29,012 |

## Fall Headcount - Undergraduate

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 22,234 | 22,648 | 22,421 | 22,775 | 22,661 |

## Fall Headcount - Graduate

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 5,424 | 5,721 | 6,016 | 6,158 | 6,351 |

## Full-Time Equivalent - Total

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 22,227 | 23,212 | 23,420 | 23,825 | 24,082 |

## Full-Time Equivalent - Undergraduate

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 16,982 | 17,600 | 17,598 | 17,752 | 17,813 |

## Full-Time Equivalent - Graduate

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 5,245 | 5,612 | 5,822 | 6,073 | 6,270 |

## New Freshmen Application

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 5,926 | 5,802 | 5,842 | 6,251 | 6,687 |

## New Freshmen Admissions

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 5,392 | 5,221 | 5,036 | 5,403 | 5,684 |

## New Freshmen Enrollment

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 2,735 | 2,794 | 2,653 | 2,769 | 2,821 |

## New Freshmen High School GPA

| Value | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| | 3.42 | 3.45 | 3.48 | 3.51 | 3.51 |

## New Freshmen Average ACT COMP

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 23 | 23 | 24 | 24 | 24 |

## New Freshmen HS Class Top 10%

| | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|
| Value | 20 | 25 | 27 | 27 |

## 1st Year Retention Rate - New Freshmen

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 68.91 | 69.34 | 70.78 | 69.58 | 72.88 |

## 1st Year Retention Rate - New Transfers

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 74.59 | 75.95 | 75.80 | 76.67 | 76.11 |

## 1st Year Retention Rate - Minority

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 72.92 | 76.15 | 80.71 | 78.33 | 73.89 |

## 1st Year Retention Rate - Honors

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 56.42 | 76.88 | 72.81 | 77.99 | 81.89 |

## 1st Year Retention Rate - LEAP

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 70.51 | 73.14 | 70.94 | 70.50 | 76.97 |

## 6 Year Graduation Rate - New Freshmen

| | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 |
|---|---|---|---|---|---|
| Value | 34.68 | 38.78 | 39.45 | 38.48 | 40.62 |

## 6 Year Graduation Rate - New Transfers

| | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 |
|---|---|---|---|---|---|
| Value | 50.89 | 52.2 | 57.47 | 55.09 | 56.52 |

## 6 Year Graduation Rate - Minority

| | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 |
|---|---|---|---|---|---|
| Value | 38.46 | 37.55 | 39.78 | 41.38 | 42.5 |

## Average Terms to Bachelor's Degree

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 11.6 | 10.6 | 10.1 | 9.6 | 9.4 |

## Average SCH to Bachelor's Degree

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 140.3 | 141.5 | 141.9 | 142.9 | 143.4 |

## Degrees Awarded - Bachelor

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 4,050 | 4,169 | 4,481 | 4,713 | 4,947 |

## Degrees Awarded - Master

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 947 | 1,036 | 1,159 | 1,130 | 1,460 |

## Degrees Awarded - First Professional

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 237 | 237 | 240 | 246 | 260 |

## Degrees Awarded - Doctorate

| | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 |
|---|---|---|---|---|---|
| Value | 206 | 208 | 218 | 225 | 216 |

## % of Utah Residency of All Students

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 74.69 | 74.74 | 74.84 | 74.29 | 75.02 |

## % of U.S. Origin of All Students

| | Fall 01 | Fall 02 | Fall 03 | Fall 04 | Fall 05 |
|---|---|---|---|---|---|
| Value | 90.35 | 90.19 | 89.89 | 89.59 | 90.88 |

## Hindrances to Progression/Graduation

| | 03-04 | 04-05 |
|---|---|---|
| Value | 24% | 30% |

## Student Satisfaction

| | 03-04 | 04-05 |
|---|---|---|
| Value | 89% | 86% |

## Average Class Sizes - Lower Divison

|  | 03-04 | 04-05 |
|---|---|---|
| Value | 32 | 32 |

## Average Class Sizes - Upper Division

|  | 03-04 | 04-05 |
|---|---|---|
| Value | 19 | 19 |

## % of UG SCH Taught by Regular Faculty - Lower Division

|  | 03-04 | 04-05 |
|---|---|---|
| Value | 26 | 27 |

## % of UG SCH Taught by Regular Faculty - Upper Division

|  | 03-04 | 04-05 |
|---|---|---|
| Value | 47 | 48 |

## Number of Regular Faculty

|  | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Value | 1,367 | 1,348 | 1,385 | 1,387 | 1,390 |

## Number of Auxiliary Faculty

|  | 03-04 | 04-05 | 05-06 |
|---|---|---|---|
| Value | 4,392 | 4,302 | 4,570 |

## % of Regular Faculty - Female

|  | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Value | 24.36% | 25% | 25.48% | 25.67% | 26.33% |

## % of Regular Faculty - Minority

|  | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Value | 11.27% | 10.68% | 11.19% | 11.97% | 11.80% |

## Regular Faculty Salaries as % of Peers

|  | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 |
|---|---|---|---|---|---|
| Value | 91.70% | 90.70% | 93.30% | 92.70% | 92.50% |

University of Utah rankings in "The Top American Research Universities" by The Lombardi Program on Measuring University Performance (analysis by Lee Siegel, updated June 13, 2006).

| 2001 | 2002 | 2003 | 2004 | 2005 |
|---|---|---|---|---|
| COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY | COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY | COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY | COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY | COMPARISON WITH PUBLIC RESEARCH UNIVERSITIES ONLY |
| Among 106 major* public research universities, the University of Utah ranked 22$^{nd}$, tied with Purdue University | Among 110 major* public research universities, the University of Utah ranked 29$^{th}$, tied with U. of Georgia. | Among 119 major* public research universities, the University of Utah ranked 27$^{th}$,** tied with N.C. State U. | Among 127 major* public research universities, the University of Utah ranked 28$^{th}$. | Among 131 major* public research universities, the University of Utah ranked 27$^{th}$,** tied with N.C. State U. |
| The University of Utah was among the top 25 public research universities in **five** measures of performance (out of nine measures) and was among the top 50 in **three** more measures. Overall, the U was in the top 50 in **eight of the nine** measures of performance. | The University of Utah was among the top 25 public research universities in **three** measures of performance (out of nine measures) and was among the top 50 in **four** more measures. Overall, the U was in the top 50 in **seven of the nine** measures of performance. | The University of Utah was among the top 25 public research universities in **three** measures of performance (out of nine measures) and was among the top 50 in **five**** more measures. Overall, the U was in the top 50 in **eight of the nine**** measures of performance. | The University of Utah was among the top 25 public research universities in **three** measures of performance (out of nine measures) and was among the top 50 in **five** more measures. Overall, the U was in the top 50 in **eight of the nine** measures of performance. | The University of Utah was among the top 25 public research universities in **three** measures of performance (out of nine measures) and was among the top 50 in **five** more measures. Overall, the U was in the top 50 in **eight of the nine** measures of performance. |
| Among the 106 major public research universities, University of Utah rankings in the top 50 were: | Among the 110 major public research universities, University of Utah rankings in the top 50 were: | Among the 119 major public research universities, University of Utah rankings in the top 50 were: | Among the 127 major public research universities, University of Utah rankings in the top 50 were: | Among the 131 major public research universities, University of Utah rankings in the top 50 were: |
| 13$^{th}$ in annual giving by private donors | 14$^{th}$ in annual giving by private donors | 18$^{th}$ in annual giving by private donors | 17$^{th}$ in annual giving by private donors** | 13$^{th}$ in annual giving by private donors** |
| 14$^{th}$ in significant awards to faculty | 23$^{rd}$ in total federal research funds ** | 27$^{th}$ in total federal research funds | 29$^{th}$ in total federal research funds | 31$^{st}$ in total federal research funds |
| 17$^{th}$ in number of postdocs | 24$^{th}$ in number of postdocs | 28$^{th}$ in number of postdocs | 31$^{st}$ in number of postdocs | 32$^{nd}$ in number of postdocs |
| 22$^{nd}$ in National Academies members | 26$^{th}$ in National Academies members | 24$^{th}$ in National Academies members** | 23$^{rd}$ National Academies members** | 25$^{th}$ in National Academies members |
| 24th in total federal research funds | 27$^{th}$ in significant awards to faculty | 15$^{th}$ in significant awards to faculty** | 14$^{th}$ in significant awards to faculty** | 14$^{th}$ in significant awards to faculty |
| 39$^{th}$ in total research funds | 35th in total research funds ** | 35$^{th}$ in total research funds | 37$^{th}$ in total research funds | 38$^{th}$ in total research funds |
| 43$^{rd}$ in endowment assets | 42$^{nd}$ in endowment assets ** | 45$^{th}$ in endowment assets | 41$^{st}$ in endowment assets** | 40$^{th}$ in endowment assets** |
| 49$^{th}$ in number of doctorates awarded | (doctorates awarded dropped to 52$^{nd}$) | 43$^{rd}$ in number of doctorates awarded** | 43$^{rd}$ in number of doctorates awarded | 48$^{th}$ in number of doctorates awarded |

51

Reg. Doc,
2e. 3

# Overview of Institution-wide Student Surveys Conducted by the Office of Budget & Institutional Analysis (OBIA), University of Utah

The Office of Budget & Institutional Analysis at the University of Utah re-initialized its institution-wide surveying of students in the autumn semester 2004. OBIA was directed by the Associate Vice President for Budget & Planning to develop and implement an integrated and strategic student survey assessment plan.

Consequently, OBIA developed a five-year schedule (2004-2009) of rotating institution-wide on-line student surveys (see Table 1) for purposes of: (a) identifying and studying selected cohorts of students identified as especially significant to the university, (b) collecting, tracking, and comparing student survey responses over time (AKA generation) to examine for changes in such responses, (c) providing data and results specific to selected academic and administrative units to these units for their utility, (d) collecting institutional context-specific survey data as well as survey data which could be benchmarked with national norms, and (e) mining the student survey for emerging or rising issues of concern or particular quality and report such issues to the Associate Vice President for Budget & Planning.

**COHORTS & SURVEYS.** The specific student cohorts addressed by OBIA's institution-wide student surveys include: (a) entering freshmen, (b) entering undergraduate transfer students, (c) ongoing undergraduate students, (d) graduate students, and (e) recent undergraduate alumni. Since 2004, OBIA has successfully conducted 13 online student surveys, acquiring almost 15,000 responses with an overall average response rate of 18%.

Here is the five-year schedule (2004-2009) of student surveys completed and/or planned for administration by OBIA.

| SURVEY TITLE | COLLECTED / *FUTURE (through 2009)* |
|---|---|
| 1. Entering Undergraduate Student Survey | 2004, 2005 / *2006, 2007, 2008, 2009* |
| 2. Graduating Seniors Survey | 2004, 2005, 2006 / *2007, 2008, 2009* |
| 3. Entering Undergraduate Transfer Student Survey | 2004, 2005 / *2007, 2009* |
| 4. National Survey of Student Engagement | 2000, 2004 / *2007, 2009* |
| 5. Survey of Graduate Students | 2005 / *2007, 2009* |
| 6. Survey of Undergraduate Student Advising | 2004, 2005 / *2007, 2009* |
| 7. Undergraduate Student Needs Survey | 2004 / *2008* |
| 8. Undergraduate Student Opinions Survey | 2006 / *2009* |
| 9. Survey of Recent Undergraduate Alumni | 2006 / *2009* |

The major areas/themes pursued throughout the surveys include: (1) attitudes/opinions, (2) demographics, (3) engagement, (4) importance, (5) needs, (6) educational outcomes, (7) academic progression, and (8) satisfaction. Here are some examples of survey questions that fall in each of the above area/themes.

1. **ATTITUDES/OPINIONS:**
   A) How much do you agree with this statement regarding the U.?: The U. has high-quality academic programs. (Entering Undergraduate Students Survey)

2. **DEMOGRAPHICS:**
   A) What is your current age in years? (all surveys)

*S1*

*Reg. Doc*

*2 f*

## 3. EDUCATIONAL OUTCOMES:

A) How greatly has your U. education contributed to your growth in improving your written communication skills? (Graduating Seniors Survey)

## 4. ENGAGEMENT:

A) During your time at the U. did you work directly with a facultyperson on his or her research, and if so for how long? (Graduating Seniors Survey)

## 4. IMPORTANCE :

A) Please indicate the importance to you of this service at the U.: Student employment services. (Undergraduate Student Opinions Survey)

## 5. NEEDS:

A) Please indicate how much help you believe you need in: Learning more about other sources of financial aid available. (Undergraduate Student Needs Survey).

## 7. ACADEMIC PROGRESSION:

A) Did the U. do anything to significantly delay your progress toward graduation, and if yes how many semesters do you think it added? (Graduating Seniors Survey)

## 8. SATISFACTION:

A) How satisfied were you with the following at the U.? Overall Quality of Instruction / Teaching at the U. (Recent Alumni Survey)

**THE OBIA SURVEY DATAMART (SDM).** OBIA has developed a dynamic web application that allows access to all the results, by survey and question, of all the student surveys that OBIA administers. Users can also disaggregate results of surveys into varied groups, for example by student gender, ethnicity, and major.

The OBIA SDM is available off the main OBIA homepage or directly at: http://www.obia.utah.edu/sdm/

**USING OBIA STUDENT SURVEY DATA TO "CLOSE THE LOOP."**

The Student Advising survey revealed that students felt a high need for information on post-baccalaureate education but many were not receiving it. The University Academic Advising Committee is now devising strategies to improve communications, including making adjustments to orientation information and the development of a website devoted to post-baccalaureate educational opportunities.

The Dean of Undergraduate Studies reported hearing gripes from students about the communication abilities of teaching assistants. Accordingly, OBIA collected data on this issue. Here is a summary table of the results.

*How was the quality of communication skills of graduate student teaching assistants you had at the U.? (Graduating Seniors Survey)*

| YEAR | VERY GOOD | GOOD | BAD | VERY BAD | N/A | N |
|------|-----------|------|-----|----------|-----|---|
| 2005 | 16% | 50% | 15% | 5% | 14% | 1,076 |
| 2006 | 15% | 52% | 15% | 6% | 12% | 973 |

The Dean now has a better sense of the depth of the issue and can base his decisions, announcements, etc. on this type of data rather on than anecdotes.

We have used our surveys in an effort to determine what percentage of our students go on missions. Again here is a table summarizing key results.

*Did you go on an LDS mission during your time attending the U., and if so how many semesters were you away from the U.? (from Graduating Seniors Survey)*

| YEAR | SEX | N/A | 1-2 TERMS | 3-5 TERMS | 6+ TERMS | N |
|------|-----|-----|-----------|-----------|----------|-----|
| 2005 | MALES | 78% | <1% | 17% | 4% | 543 |
| 2006 | MALES | 79% | <1% | 18% | 3% | 499 |
| 2005 | FEMALES | 94% | <1% | 4% | 1% | 533 |
| 2006 | FEMALES | 97% | <1% | 1% | 1% | 474 |

These data converge nicely with, and give us confidence in, data we receive from the LDS church, data that we use to adjust our retention and graduation rate data. Unless we made these adjustments, our data are not comparable with data from peer institutions, an important way of gauging these dimensions of institutional effectiveness.

**FUTURE DIRECTIONS.** OBIA has been very successful over the last two years at developing and implementing institution-wide student surveys, administering these surveys to a wide array of student cohorts, generating a substantial amount of data, and making results of these surveys available to users campus-wide. OBIA will continue to develop, implement, and administer its student surveys in an ongoing manner.

During the past two years of OBIA's student surveying activities several significant issues have arisen that will need attention in the coming years if OBIA is to continue a successful line of student survey activity. These issues include: (a) developing a comprehensive plan and tools for disseminating results to units and decision-makers more effectively, (b) mining the survey data and identifying areas of strength and weakness that need to be studied further and developing survey instruments and activities in doing so, (c) identifying and studying other student cohorts of institutional interest and significance (e.g., Honors Program students, students re-enrolling at the U. after going on and returning from LDS missions), (d) initiating development and oversight of an institutional policy on student surveying activities, and (e) expanding leadership in a centralized university assessment committee/group/office to control access and use of survey resources (including surveying of students and faculty) and reviews of other survey activities.

OBIA (2006, gdl)

# Standard Two Required Documentation - #3
Inventory of degree programs that have been added or deleted in the last five years

| Year | Degree Level | Curriculum or Program |
|------|-------------|----------------------|
| 2001-2002 | Undergraduate | Minor in Ceramics |
| 2001-2002 | Undergraduate | Minor in Earth Sciences |
| 2001-2002 | Undergraduate | Minor in Latin American Studies |
| 2001-2002 | B.A. | Environmental Studies |
| 2001-2002 | B.A., B.S. | Information Systems |
| 2001-2002 | B.S.W. | Social Work |
| 2001-2002 | M.S. | Professional Master of Science and Technology |
| 2001-2002 | Ph.D. | Applied Linguistics |
| 2002-2003 | Undergraduate | Minor in International Studies |
| 2002-2003 | Undergraduate | Minor in Literacy Studies |
| 2002-2003 | Undergraduate | Minor in Nutrition |
| 2002-2003 | B.A., B.S. | International Studies |
| 2003-2004 | Undergraduate | Certificate in Arts Technology |
| 2003-2004 | Undergraduate | Minor in Animation Studies |
| 2003-2004 | Undergraduate | Minor in Meteorology |
| 2003-2004 | Undergraduate | Entrepreneurship Major within B.S. in Business |
| 2003-2004 | Graduate | M.S. and Ph.D. in Computing |
| 2003-2004 | Graduate | Au.D. (Doctor of Audiology) |
| 2004-2005 | Undergraduate | Peace and Conflict Interdisciplinary Minor |
| 2004-2005 | Undergraduate | Campaign Management Minor |
| 2004-2005 | Graduate | Master of Arts and Master of Science In Environmental Humanities |
| 2004-2005 | Graduate | Master of Arts in Teaching (Dept. of Teaching and Learning) |
| 2004-2005 | Graduate | Master of Urban Planning |
| 2004-2005 | Graduate | Master of Public Policy |
| 2004-2005 | Graduate | Doctor of Physical Therapy |
| 2005-2006 | Undergraduate | Minor in Astronomy |
| 2005-2006 | Undergraduate | Minor in Music |
| 2005-2006 | Graduate | Joint Master of Public Administration/Master of Social Work |

# ALL DEGREES AWARDED BY THE UNIVERSITY OF UTAH
## DEGREES AWARDED BY COLLEGE, MAJOR AND ACADEMIC YEAR

| | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 |
|---|---|---|---|---|---|
| **BACHELOR'S** | | | | | |
| Accounting | 154 | 156 | 162 | 193 | 196 |
| Anthropology | 70 | 69 | 66 | 83 | 57 |
| Anthropology Teaching | 0 | 1 | 0 | 0 | 0 |
| Architectural Studies | 51 | 31 | 52 | 45 | 41 |
| Art | 74 | 74 | 83 | 100 | 81 |
| Art History | 14 | 18 | 9 | 17 | 21 |
| Art Teaching | 2 | 4 | 1 | 4 | 13 |
| Asian Studies | 8 | 16 | 9 | 10 | 9 |
| Ballet | 21 | 24 | 18 | 24 | 15 |
| Behavioral Science & Health | 139 | 103 | 105 | 99 | 111 |
| Biology | 131 | 137 | 143 | 155 | 140 |
| Biology Teaching | 1 | 0 | 2 | 3 | 2 |
| Biomedical Engineering | 0 | 23 | 28 | 32 | 40 |
| Business Administration | 87 | 104 | 94 | 80 | 77 |
| Chemical Engineering | 30 | 25 | 25 | 31 | 31 |
| Chemistry | 53 | 56 | 57 | 52 | 80 |
| Chemistry Teaching | 0 | 1 | 0 | 0 | 2 |
| Chinese | 12 | 13 | 7 | 6 | 13 |
| Civil Engineering | 48 | 57 | 70 | 71 | 60 |
| Classics | 3 | 0 | 3 | 3 | 5 |
| Communication Skills | 4 | 0 | 0 | 1 | 0 |
| Communication Teaching | 0 | 0 | 0 | 1 | 0 |
| Communications Composite Teaching | 0 | 0 | 0 | 0 | 1 |
| Computer Engineering | 24 | 34 | 34 | 22 | 11 |
| Computer Science | 79 | 81 | 73 | 76 | 69 |
| Consumer & Community Studies | 0 | 2 | 16 | 28 | 24 |
| Consumer Studies & Family Economics | 19 | 21 | 13 | 6 | 0 |
| Earth Science Composite Teaching | 0 | 0 | 0 | 0 | 2 |
| Economics | 157 | 210 | 277 | 303 | 275 |
| Economics Teaching | 0 | 0 | 0 | 1 | 0 |
| Electrical Engineering | 56 | 49 | 30 | 55 | 72 |
| Elementary Education | 55 | 74 | 71 | 78 | 66 |
| English | 169 | 161 | 167 | 183 | 143 |
| English Teaching | 6 | 2 | 5 | 5 | 8 |
| Entrepreneurship | 0 | 0 | 0 | 0 | 2 |

| | | | | |
|---|---|---|---|---|
| Environment & Behavior | 8 | 4 | 4 | 1 | 0 |
| Environmental Earth Science | 4 | 0 | 1 | 3 | 3 |
| Environmental Studies | 33 | 34 | 41 | 37 | 28 |
| Exercise & Sport Science | 122 | 132 | 120 | 140 | 160 |
| Exercise & Sport Science Teaching | 5 | 7 | 5 | 12 | 4 |
| Film Studies | 41 | 58 | 73 | 89 | 72 |
| Finance | 271 | 255 | 244 | 216 | 199 |
| French | 16 | 21 | 16 | 17 | 17 |
| French Teaching | 1 | 1 | 2 | 1 | 0 |
| Gender Studies | 0 | 13 | 13 | 14 | 14 |
| Geography | 41 | 48 | 42 | 58 | 34 |
| Geography Teaching | 1 | 0 | 2 | 2 | 0 |
| Geological Engineering | 5 | 8 | 2 | 0 | 2 |
| Geology | 6 | 8 | 8 | 8 | 2 |
| Geology Teaching | 1 | 0 | 0 | 0 | 0 |
| Geophysics | 3 | 4 | 1 | 2 | 3 |
| German | 17 | 22 | 31 | 21 | 14 |
| German Teaching | 0 | 0 | 0 | 0 | 0 |
| Health Promotion & Education | 47 | 49 | 52 | 50 | 66 |
| Health Promotion & Education Teaching | 1 | 1 | 0 | 2 | 0 |
| History | 75 | 76 | 77 | 109 | 97 |
| History Teaching | 4 | 5 | 10 | 5 | 9 |
| Human Develop & Family Studies | 205 | 200 | 211 | 232 | 213 |
| Information Systems | 75 | 71 | 51 | 45 | 19 |
| International Studies | 0 | 0 | 6 | 25 | 78 |
| Japanese | 13 | 18 | 13 | 4 | 7 |
| Linguistics | 16 | 14 | 32 | 28 | 20 |
| Management | 111 | 94 | 80 | 84 | 65 |
| Marketing | 152 | 144 | 144 | 100 | 112 |
| Mass Communication | 251 | 275 | 260 | 273 | 244 |
| Materials Science & Engineering | 7 | 13 | 10 | 7 | 6 |
| Mathematics | 29 | 33 | 42 | 47 | 28 |
| Mathematics Teaching | 10 | 7 | 7 | 5 | 9 |
| Mechanical Engineering | 60 | 72 | 88 | 90 | 88 |
| Medical Biology | 13 | 14 | 22 | 20 | 18 |
| Medical Laboratory Science | 14 | 24 | 22 | 17 | 21 |
| Metallurgical Engineering | 2 | 7 | 2 | 3 | 8 |
| Meteorology | 4 | 5 | 3 | 13 | 11 |
| Mid East Std: Arabic | 1 | 0 | 8 | 16 | 4 |
| Mid East Std: Hebrew | 5 | 3 | 1 | 2 | 6 |

| | | | | |
|---|---|---|---|---|
| Mid East Std: Persian | 0 | 0 | 0 | 0 | 2 |
| Mid East Std: Turkish | 1 | 1 | 1 | 1 | 0 |
| Mining Engineering | 5 | 8 | 2 | 6 | 6 |
| Modern Dance | 17 | 20 | 18 | 19 | 12 |
| Music | 51 | 45 | 56 | 66 | 69 |
| Nursing | 155 | 155 | 183 | 177 | 150 |
| Occupational Therapy | 3 | 16 | 14 | 10 | 13 |
| Parks Recreation & Tourism | 73 | 66 | 82 | 87 | 71 |
| Pharmacy | 18 | 24 | 18 | 2 | 0 |
| Philosophy | 27 | 22 | 26 | 25 | 27 |
| Physical Therapy Studies | 12 | 18 | 20 | 15 | 8 |
| Physics | 27 | 19 | 19 | 27 | 29 |
| Physics Teaching | 0 | 0 | 0 | 1 | 1 |
| Political Science | 197 | 234 | 256 | 274 | 246 |
| Political Science Teaching | 1 | 0 | 0 | 0 | 0 |
| Psychology | 230 | 245 | 250 | 244 | 245 |
| Psychology Teaching | 1 | 0 | 1 | 0 | 0 |
| Russian | 7 | 13 | 15 | 10 | 9 |
| Russian Teaching | 1 | 0 | 1 | 1 | 0 |
| Social Sciences Composite Teaching | 5 | 4 | 3 | 6 | 5 |
| Social Work | 0 | 19 | 43 | 50 | 51 |
| Sociology | 204 | 170 | 180 | 206 | 216 |
| Sociology Teaching | 1 | 1 | 0 | 0 | 0 |
| Spanish | 62 | 69 | 70 | 86 | 60 |
| Spanish Teaching | 2 | 5 | 4 | 2 | 9 |
| Special Education | 4 | 19 | 25 | 24 | 25 |
| Speech & Hearing Science | 23 | 24 | 29 | 31 | 39 |
| Speech Communication | 161 | 167 | 192 | 199 | 178 |
| Theatre | 19 | 31 | 40 | 34 | 28 |
| Theatre Teaching | 3 | 0 | 3 | 6 | 4 |
| University Studies: Business | 2 | 2 | 1 | 2 | 1 |
| University Studies: Education | 0 | 0 | 0 | 0 | 1 |
| University Studies: Engineering | 0 | 0 | 1 | 0 | 0 |
| University Studies: Fine Arts | 0 | 5 | 8 | 5 | 7 |
| University Studies: Health | 1 | 0 | 0 | 1 | 0 |
| University Studies: Humanities | 4 | 0 | 2 | 3 | 3 |
| University Studies: Medicine | 0 | 2 | 0 | 3 | 0 |
| University Studies: Science | 1 | 0 | 0 | 0 | 0 |
| University Studies: Social & Behavioral Science | 0 | 1 | 1 | 1 | 0 |
| Urban Planning | 14 | 20 | 17 | 17 | 26 |

| | | | | | |
|---|---|---|---|---|---|
| Women's Studies | 12 | 2 | 0 | 0 | 0 |
| **Total Bachelor's Degrees** | **4,481** | **4,713** | **4,947** | **5,206** | **4,889** |

**MASTER'S**

| | | | | | |
|---|---|---|---|---|---|
| Accounting | 0 | 0 | 0 | 44 | 44 |
| Anthropology | 1 | 2 | 3 | 5 | 8 |
| Architectural Studies | 4 | 0 | 0 | 0 | 2 |
| Architecture | 33 | 39 | 25 | 27 | 32 |
| Art | 4 | 5 | 4 | 4 | 5 |
| Art History | 0 | 0 | 0 | 3 | 2 |
| Audiology | 8 | 2 | 3 | 7 | 1 |
| Ballet | 1 | 2 | 3 | 6 | 5 |
| Biochemistry | 0 | 1 | 0 | 2 | 2 |
| Bioengineering | 9 | 6 | 8 | 11 | 24 |
| Biology | 1 | 5 | 4 | 3 | 0 |
| Biology Teaching | 0 | 1 | 0 | 0 | 2 |
| Biomedical Informatics | 3 | 7 | 6 | 6 | 8 |
| Business Administration | 152 | 184 | 196 | 193 | 130 |
| Business Administration (Executive) | 43 | 47 | 56 | 52 | 62 |
| Business Administration (Professional) | 0 | 0 | 0 | 0 | 44 |
| Chemical & Fuels Engineering | 8 | 7 | 5 | 2 | 5 |
| Chemical Engineering | 0 | 0 | 0 | 4 | 3 |
| Chemistry | 5 | 7 | 11 | 9 | 11 |
| Chemistry Teaching | 0 | 1 | 6 | 5 | 1 |
| Civil Engineering | 18 | 17 | 22 | 18 | 30 |
| Communication | 7 | 4 | 11 | 14 | 12 |
| Computational Engineering & Science | 3 | 0 | 4 | 6 | 9 |
| Computational Science | 0 | 0 | 1 | 1 | 1 |
| Computer Science | 10 | 14 | 11 | 14 | 14 |
| Creative Writing | 6 | 3 | 4 | 7 | 6 |
| Economics | 4 | 5 | 7 | 10 | 9 |
| Education, Culture & Society | 8 | 6 | 8 | 5 | 8 |
| Educational Leadership & Policy | 28 | 22 | 24 | 16 | 31 |
| Educational Psychology | 23 | 22 | 45 | 39 | 44 |
| Educational Studies | 0 | 0 | 1 | 0 | 0 |
| Electrical Engineer | 0 | 1 | 0 | 0 | 1 |
| Electrical Engineering | 22 | 27 | 68 | 61 | 36 |
| English | 13 | 2 | 17 | 4 | 14 |
| Environmental Engineering | 3 | 1 | 2 | 2 | 1 |
| Environmental Resource Law | 3 | 7 | 2 | 2 | 2 |

| | | | | |
|---|---|---|---|---|
| Environmental Science | 0 | 0 | 3 | 2 | 8 |
| Exercise & Sport Science | 6 | 11 | 29 | 21 | 19 |
| Experimental Pathology | 0 | 2 | 1 | 0 | 1 |
| Family Ecology | 2 | 4 | 6 | 6 | 3 |
| Film Studies | 1 | 5 | 7 | 5 | 4 |
| Finance | 4 | 2 | 7 | 11 | 15 |
| Foods & Nutrition | 9 | 6 | 9 | 6 | 0 |
| Geography | 3 | 1 | 3 | 7 | 4 |
| Geological Engineering | 0 | 0 | 2 | 0 | 1 |
| Geology | 5 | 11 | 8 | 7 | 4 |
| Geophysics | 1 | 3 | 2 | 3 | 5 |
| Gerontology | 5 | 4 | 4 | 5 | 3 |
| Health Promotion & Education | 3 | 5 | 12 | 5 | 5 |
| History | 9 | 7 | 10 | 11 | 4 |
| Human Genetics | 3 | 0 | 1 | 3 | 3 |
| Lab Medicine & Biomedical Science | 5 | 3 | 3 | 1 | 4 |
| Language Pedagogy | 0 | 0 | 0 | 0 | 3 |
| Languages & Literature | 17 | 14 | 11 | 16 | 11 |
| Linguistics | 23 | 13 | 17 | 13 | 8 |
| Management | 0 | 0 | 0 | 2 | 0 |
| Marketing | 0 | 0 | 0 | 0 | 1 |
| Materials Science & Engineering | 2 | 2 | 8 | 2 | 4 |
| Mathematics | 5 | 14 | 11 | 23 | 15 |
| Mathematics Teaching | 1 | 0 | 6 | 7 | 0 |
| Mechanical Engineering | 27 | 18 | 47 | 39 | 44 |
| Medicinal Chemistry | 1 | 0 | 3 | 0 | 0 |
| Metallurgical Engineering | 2 | 5 | 5 | 4 | 12 |
| Meteorology | 7 | 4 | 6 | 3 | 3 |
| Mid East Std: Arabic | 1 | 1 | 1 | 0 | 0 |
| Mid East Std: Hebrew | 0 | 0 | 2 | 0 | 0 |
| Mid East Std: History | 3 | 0 | 0 | 1 | 1 |
| Mid East Std: Political Science | 0 | 1 | 1 | 4 | 5 |
| Mid East Studies: Arabic & Linguistics | 1 | 0 | 0 | 0 | 0 |
| Mining Engineering | 1 | 3 | 1 | 1 | 4 |
| Modern Dance | 6 | 6 | 5 | 2 | 6 |
| Music | 17 | 22 | 28 | 17 | 22 |
| Musicology | 0 | 1 | 1 | 0 | 1 |
| Neurobiology and Anatomy | 1 | 0 | 0 | 0 | 0 |
| Neuroscience | 0 | 0 | 1 | 0 | 2 |
| Nuclear Engineering | 1 | 1 | 0 | 2 | 2 |

| | | | | | |
|---|---|---|---|---|---|
| Nursing | 65 | 39 | 67 | 51 | 78 |
| Nutrition | 0 | 0 | 0 | 4 | 13 |
| Occupational Therapy | 15 | 11 | 12 | 19 | 23 |
| Oncological Sciences | 0 | 3 | 3 | 1 | 1 |
| Parks Recreation & Tourism | 11 | 10 | 11 | 7 | 13 |
| Pharmaceutics & Pharmaceutical Chemistry | 2 | 0 | 1 | 0 | 0 |
| Pharmacology | 0 | 0 | 0 | 0 | 1 |
| Philosophy | 3 | 2 | 2 | 3 | 3 |
| Physical Therapy | 33 | 37 | 27 | 6 | 2 |
| Physician Assistant Studies | 25 | 39 | 40 | 39 | 40 |
| Physics | 4 | 10 | 15 | 9 | 22 |
| Physics Teaching | 0 | 0 | 2 | 0 | 0 |
| Political Science | 5 | 6 | 4 | 9 | 5 |
| Professional Accountancy | 39 | 40 | 45 | 4 | 0 |
| Psychology | 7 | 5 | 4 | 10 | 8 |
| Public Administration | 45 | 23 | 41 | 25 | 45 |
| Public Administration (Executive) | 11 | 13 | 12 | 16 | 11 |
| Public Health | 46 | 36 | 52 | 33 | 37 |
| Science Instrumentation | 0 | 0 | 2 | 2 | 2 |
| Social Work | 123 | 132 | 160 | 147 | 165 |
| Sociology | 0 | 0 | 0 | 0 | 1 |
| Special Education | 37 | 31 | 33 | 20 | 32 |
| Speech-Language Pathology | 16 | 19 | 18 | 12 | 22 |
| Statistics | 0 | 0 | 0 | 0 | 0 |
| Statistics: Biostatistics | 2 | 2 | 1 | 4 | 4 |
| Statistics: Business | 0 | 0 | 0 | 2 | 1 |
| Statistics: Econometrics | 0 | 3 | 2 | 2 | 1 |
| Statistics: Educational Psychology | 0 | 1 | 1 | 0 | 1 |
| Statistics: Management | 0 | 2 | 1 | 0 | 1 |
| Statistics: Mathematics | 1 | 5 | 4 | 4 | 4 |
| Teaching and Learning | 75 | 42 | 82 | 63 | 100 |
| Theatre | 2 | 3 | 0 | 0 | 0 |
| Urban Planning | 0 | 0 | 0 | 2 | 10 |
| **Total Master's Degrees** | **1,159** | **1,130** | **1,460** | **1,305** | **1,482** |

**DOCTORATES**

| | | | | | |
|---|---|---|---|---|---|
| Anthropology | 2 | 1 | 1 | 1 | 3 |
| Biochemistry | 5 | 8 | 0 | 2 | 2 |
| Bioengineering | 10 | 4 | 10 | 10 | 8 |
| Biology | 9 | 10 | 14 | 6 | 8 |

| Department | | | | |
|---|---|---|---|---|
| Biomedical Informatics | 0 | 1 | 1 | 3 | 6 |
| Business Administration | 6 | 6 | 5 | 3 | 9 |
| Chemical & Fuels Engineering | 3 | 4 | 4 | 2 | 2 |
| Chemical Engineering | 0 | 0 | 0 | 4 | 11 |
| Chemical Physics | 0 | 1 | 0 | 0 | 0 |
| Chemistry | 20 | 19 | 21 | 22 | 14 |
| Civil Engineering | 2 | 4 | 2 | 5 | 5 |
| Communication | 6 | 5 | 6 | 4 | 7 |
| Computer Science | 4 | 7 | 7 | 8 | 3 |
| Cultural Foundations Education | 0 | 1 | 0 | 0 | 0 |
| Economics | 2 | 7 | 4 | 9 | 7 |
| Education, Culture & Society | 2 | 2 | 2 | 0 | 5 |
| Educational Leadership & Policy | 7 | 6 | 8 | 3 | 9 |
| Educational Psychology | 10 | 9 | 6 | 13 | 14 |
| Electrical Engineering | 3 | 5 | 3 | 4 | 8 |
| English | 7 | 3 | 8 | 6 | 13 |
| Environmental Engineering | 0 | 1 | 0 | 0 | 1 |
| Exercise & Sport Science | 2 | 5 | 8 | 5 | 2 |
| Experimental Pathology | 4 | 3 | 2 | 2 | 1 |
| Geography | 3 | 0 | 3 | 2 | 1 |
| Geological Engineering | 0 | 0 | 0 | 0 | 0 |
| Geology | 1 | 4 | 1 | 0 | 3 |
| Geophysics | 5 | 0 | 6 | 3 | 3 |
| Health Promotion & Education | 7 | 2 | 3 | 2 | 4 |
| History | 4 | 0 | 4 | 4 | 0 |
| Human Genetics | 10 | 6 | 2 | 5 | 3 |
| Languages & Literature | 5 | 4 | 0 | 5 | 4 |
| Materials Science & Engineering | 5 | 4 | 3 | 5 | 4 |
| Mathematics | 9 | 3 | 8 | 6 | 6 |
| Mechanical Engineering | 3 | 7 | 5 | 9 | 9 |
| Medicinal Chemistry | 4 | 4 | 4 | 0 | 3 |
| Metallurgical Engineering | 2 | 1 | 2 | 8 | 2 |
| Meteorology | 1 | 1 | 2 | 4 | 2 |
| Mid East Std: Arabic | 0 | 0 | 2 | 2 | 0 |
| Mid East Std: History | 0 | 0 | 0 | 1 | 0 |
| Mid East Std: Political Science | 0 | 1 | 0 | 0 | 0 |
| Music | 2 | 1 | 2 | 1 | 0 |
| Neurobiology and Anatomy | 1 | 2 | 4 | 2 | 1 |
| Neuroscience | 1 | 5 | 4 | 3 | 4 |
| Nuclear Engineering | 0 | 0 | 0 | 1 | 1 |

| | | | | | |
|---|---|---|---|---|---|
| Nursing | 9 | 4 | 4 | 3 | 3 |
| Oncological Sciences | 8 | 7 | 7 | 7 | 6 |
| Parks Recreation & Tourism | 3 | 1 | 4 | 3 | 4 |
| Pharmaceutics & Pharmaceutical Chemistry | 5 | 6 | 4 | 5 | 2 |
| Pharmacology | 5 | 4 | 6 | 2 | 4 |
| Philosophy | 0 | 3 | 2 | 0 | 2 |
| Physical Therapy | 0 | 0 | 0 | 0 | 41 |
| Physics | 4 | 10 | 6 | 7 | 5 |
| Physiology | 1 | 1 | 1 | 2 | 2 |
| Political Science | 2 | 2 | 1 | 4 | 1 |
| Psychology | 8 | 17 | 3 | 7 | 4 |
| Social Work | 2 | 7 | 4 | 9 | 7 |
| Sociology | 3 | 0 | 0 | 0 | 0 |
| Special Education | 1 | 0 | 4 | 0 | 3 |
| Speech-Language Pathology Audiology | 0 | 1 | 0 | 0 | 1 |
| Teaching and Learning | 0 | 5 | 2 | 5 | 3 |
| Theatre | 0 | 0 | 1 | 0 | 0 |
| **Total Doctoral Degrees** | **218** | **225** | **216** | **229** | **276** |

**FIRST PROFESSIONAL**

| | | | | | |
|---|---|---|---|---|---|
| Doctor of Pharmacy | 21 | 25 | 24 | 34 | 44 |
| Juris Doctorate | 120 | 121 | 139 | 140 | 131 |
| Medical Doctor | 99 | 100 | 97 | 94 | 102 |
| **Total First Professional Degrees** | **240** | **246** | **260** | **268** | **277** |
| **Total** | **6,098** | **6,314** | **6,883** | **7,008** | **6,924** |

national memories and myths play in affecting the relationship between these nations and, currently, in the Pacific rim.

**2020 Opportunities & Possibilities: Foundations in Leadership** (3)

Leadership involves collaboration, teamwork and establishing relationships that can lead to positive and transformational change. The primary purpose of this course is to facilitate learning opportunities and experiences, which provide students with the knowledge, mind-set and skills to assume key leadership positions on campus. Throughout the semester students will become acquainted with a variety of leadership theories and practices that will increase their effectiveness as a leader both at the University and in their community. In addition, students will learn a great deal about themselves, their peers, and the University.

**2040 Service Leadership Development** (2)

This course is designed to develop leadership and logistical management skills for Alternative Spring Break student site-leaders. We will discuss the guiding policies and procedures relevant to leading a trip as well as gain a deeper understanding of the social and environmental issues at our sites and within our own community. The course will provide opportunities to learn, share, and reflect about important topics in leadership from a variety of skilled trainers.

**2100 Introduction to Environmental Studies** (3) Cross listed as ENVST 2100. Fulfills Soc/Beh Sci or Hum Exploration.

Course consists of a series of lectures from University of Utah faculty on a wide variety of environmental research. The course professor will provide continuity and develop an integrated framework for understanding and analyzing the material. The course will expose students to a diverse range of research viewpoints and approaches to studying environmental issues.

**2500 The Olympic Games: Ancient and Modern** (3) Cross listed as HIST 2500. Fulfills Soc/Beh Sci or Hum Exploration.

This course will discuss the origins and contexts of the Olympic Games, both in Antiquity and Modern times, in a series of topically linked themes. These will deal with the social, political, economic, and cultural aspects of the Games in order to put them into their historical contexts. The themes will include questions of amateur athletics and professionalism, international politics, commercialism and the games, gender, growing cultural awareness and values, as well as literature and art.

**2600 Perspectives on Sport and American Society** (3) Cross listed as HIST 2600, ESS 2600. Fulfills Social/Behavioral Science Exploration.

Considers both the popular fascination with and the academic investigation of sports in American society. Some philosophers and sociologists argue that sport has become, if not America's "secular religion," then certainly the one cultural activity that most effectively and pervasively overcomes distinctions of race, class, gender, and ethnicity, as well as politics and religion, to bind Americans in a community of shared values and aspirations. Students gain a deeper understanding of sport in American society and a greater appreciation of the essential unity of learning. Fulfills humanities or social science intellectual explorations requirement. Consult semester Class Schedule for the Intellectual Explorations area being offered.

**2631 Word and Image: Learning in Two Worlds of Knowing** (3) Cross listed as ARCH 2631.

"Is one picture worth a thousand words?" Through a series of exercises the students in this experimental course will create written and visual demonstrations aimed at exploring the territory of communication between image and word.

**3000 Success Through Academic Resources and Technology** (1)

Designed for entering transfer students. Its objectives entail providing students with the knowledge, strategies, and competencies to help enhance their experience at the University of Utah. Students are expected to take this course in conjunction with other courses in their prospective major so that this course can help improve critical thinking skills in the major and help students to intergrate knowledge in the major. Students will have opportunities to improve computer literacy skills and to learn essential library technologies.

**3001 Zen, The Art of Eastern Theatre** (3) Cross listed as THEA 3001. Fulfills Fine Arts Exploration.

Students will explore the intellectual concepts of Eastern Theatre through the dramatic plays of Noh, Kyogen, Kabuki and Bunraku. The class will develop the skills of Zen meditation breathing and the movement acting styles that are necessary to perform these are forms of Japan. The discussion of theories, concepts and beliefs, coupled with the experience of practicing the technique of these genre will be the main focus of the class.

**3002 Folklore Genres: The Life Story** (3) Fulfills Soc/Beh Sci or Hum Exploration.

Meets with ENGL 5110. Service Learning. Definition, collection and analysis of specific folklore genres cross-culturally. Repeatable for credit when topics vary. UGS 3003 Service Learning component.

**3003 Service Learning** (1) Prerequisite: UGS 3002

Definition, collection and analysis of specific folklore genres cross-culturally.

**3025 Service Scholar Seminar** (1) Prerequisite: Only students in service learning program are allowed to enroll.

Provides a venue for students participating in the Bennion Center Service-Lerning Scholar program to network with each other and their advisors. Bi-weekly sessions provide skills students need to complete integrated service project with community agency.

**3160 Human Nature: An Interdisciplinary Approach to Human Aggression** (3) Fulfills Soc/Beh Sci or Hum Exploration.

Students will analyze theories about human aggression posited by Plato, christianity, Freud, Marx and Existensialism, and will then explore the behavior from a biological, anthropological, and psychological perspective. It is hoped that through a synthesizing of these various perspectives and analyses of human aggression, students will achieve a better understanding of the complexity of human nature, and whether or not aggression is an inherent part of it. Fulfills humanities or social science Intellectual Explorations requirement. Consult semester Class Schedule for the Intellectual Explorations area being offered.

**3190 International Studies** (3) Cross listed as SBS 3190. Recommended Prerequisite: A previous course in one of the Social and Behavorial Sciences (ANTH, ECON, FCS, GEOG, POLS, PSY, SOC) Fulfills Social/Behavioral Science Exploration.

Specific topics vary. Examines cultural, political, economic, and social pratices that have profound international consequences and/or highlight significant regional differences using a supranational and/or cross-regional comparative framework. Introduces various theoretical and conceptual social-science approaches which are used to understand the global range and diverse (historical and contemporary) development of human institutions, behaviors, and cultures.

**3200 Criticial Inquiries in Music: Culture, Class, Economics** (3) Cross listed as MUSC 3200.

Investigations on a variety of topics that consider different musical/cultural issues. An attempt will be made to form a nexus between cultural circumstances and their musical manifestations.

**3690 Gender and Contemporary Issues** (3) Cross listed as GNDR 3690. Fulfills Diversity & (Hum or Soc/Beh Sci Exploration).

Fulfills core course requirement for gender studies majors and minors. Investigates the interrelation of race, class, sexual orientation, age, and ability as those classifications influence gender identity and gender-linked behavior. Issues addressed include effects of current gender assignments and strategies for possible restructurings of self and society.

**3960 Leadership Development in Higher Education** (1 to 3) Prerequisite: Orientation Leaders Only.

Orientation Leader workshop/training course

**4200 Topics in World History** (3) Cross listed as HIST 4200.

Focuses on key topics in world history such as migration, nationalism, and revolutions. Themes depend on instructors.

**4800 Undergraduate Research** (1 to 6)

Scholarly research project or creative project under faculty supervision.

**4810 Independent Study** (1 to 6)

Reading and writing project designed in consultation with a faculty member to meet special needs or interests not available through regular course work.

**5005 Introduction to the Medical Profession** (3) Cross listed as FP MD 5005, UUHSC 5005.

Online course for the Pre-health professional. Survey the history, current status and future direction of the medically relevant basic sciences and the clinical disciplines that encompass the field of medicine. Interact directly with medical faculty from the University of Utah School of Medicine and the University of Florida College of Medicine via online discussions and live internet broadcasting of weekly lectures.

**5570 Research Ethics** (1)

An examination of research integrity and other ethical issues involved in scientific research. Topics may include scientific fraud, conflicts of interest, plagiarism and authorship designation, editorial policies, the use of animals and humans in research, and the role of science in formulating social policy. This course is designed for graduate students, post-docs and regular faculty in the sciences.

**6000 Teaching in Higher Education** (3) Prerequisite: Graduate of post-graduate standing.

Discussion and practice of fundamental teaching methods. This class prepares individuals with the foundational pedagogical knowledge and skills to fulfill their teaching mission in an institution of higher education.

**6570 Research Ethics** (1)

An examination of research integrity and other ethical issues involved in scientific research. Topics may include scientific fraud, conflicts of interest, plagiarism and authorship designation, editorial policies, the use of animals and humans in research, and the role of science in formulating social policy. This course is designed for graduate students, post-docs and regular faculty in the sciences.

**6580 Conducting Research in Higher Education** (1 to 3)

Directed readings in study designs and methods in higher education research. Tailored for students' interests and professional development. Includes issues and problems associated with conducting research in educational settings with adult learners, grantsmanship, and funding sources.

**6900 Teaching Practicum in Higher Education** (1 to 3)

Synthesis experience in teaching in higher education. Offers guided teaching experiences in a variety of higher education settings. Aids in the transition from student to faculty.

## UUHSC Courses

**1001 Health Professions Seminar/Practicum** (2)

Attendance in the first year of the Health Professions Academy is a prerequisite for taking this course.

**2500 Health Professional Seminar for Advanced LEAP Students** (2) Prerequisite: Health Sciences LEAP Seminar UGS 2004.

Two week lecture/discussion on issues ranging from cultural competency, professionalism, complimentary care, teaching/learning styles, collegiality and ethics. Followed by reflection sessions with writing assignments on the aforementioned topics and including their experiences and observations. Throughout the semester students will intern with health professionals of their choice.

**3000 Health Sciences Research Seminar for Advanced Leap Students** (1) Prerequisite: UUHSC 2500.

Research seminar designed to provide students involved in year long research and opportunity to discuss issues ranging from ethically dilemmas in research to appropriate research design and implementation. Students will meet six times throughout the semester with faculty mentors an faculty instructor. A final paper will be required discussing their current research project and its implications.

**3001 Health Sciences Research Seminar for Advanced Leap Students** (1) Prerequisite: UUHSC 2500.

Research seminar designed to provide students involved in year-long research an opportunity to discuss issues ranging from ethical dilemmas in research to appropriate research design and implementation. Students will meet six times throughout the semester with faculty mentors and faculty instructor. A final paper will be required discussing project and its implications.

**4000 Service Learning Through Community Partnerships I** (1) Prerequisite: Health Sciences Leap I, Health Sciences Leap II.

Service learning capstone course designed to provide an opportunity for students to utilize and refine leadership skills, facilitate the integration of HS Leap curriculum, and engage students in a hands-on learning process that will serve as a knowledge base for their community involvement throughout their professional lives. Students will meet 3 times as a class and 3 times with course instructor individually. Successful implementation of a partnership plan and final presentation are required.

**4001 Service Learning Through Community Partnerships II** (1) Prerequisite: Health Sciences Leap I, Health Sciences II, Leap IV Fall.

Service learning capstone course designed to provide an opportunity for students to utilize and refine leadership skills, facilitate the integration of HS Leap curriculum, and engage students in a hands-on learning process that will serve as a knowledge base for their community involvement throughout their professional lives. Students will meet 3 times as a class and 3 times with course instructor individually. Successful implementation of a partnership plan and final presentation are required.

**5005 Introduction to the Medical Profession** (3) Cross listed as FP MD 5005, UGS 5005.

Online course for the Pre-health professional. Survey the history, current status and future direction of the medically relevant basic sciences and the clinical disciplines that encompass the field of medicine. Interact directly with medical faculty from the University of Utah School of Medicine and the University of Florida College of Medicine via online discussions and live internet broadcasting of weekly lectures.

**5570 Research Ethics** (1)

An examination of research integrity and other ethical issues involved in scientific research. Topics

may include scientific fraud, conflicts of interest, plagiarism and authorship designation, editorial policies, the use of animals and humans in research, and the role of science in formulating social policy. This course is designed for graduate students, post-docs and regular faculty in the sciences.

**6000 Teaching in Higher Education** (3) Prerequisite: Graduate of post-graduate standing.

Discussion and practice of fundamental teaching methods. This class prepares individuals with the foundational pedagogical knowledge and skills to fulfill their teaching mission in an institution of higher education.

**6570 Research Ethics** (1)

An examination of research integrity and other ethical issues involved in scientific research. Topics may include scientific fraud, conflicts of interest, plagiarism and authorship designation, editorial policies, the use of animals and humans in research, and the role of science in formulating social policy. This course is designed for graduate students, post-docs and regular faculty in the sciences.

**6580 Conducting Research in Higher Education** (1 to 3)

Directed readings in study designs and methods in higher education research. Tailored for students' interests and professional development. Includes issues and problems associated with conducting research in educational settings with adult learners, grantsmanship, and funding sources.

**6900 Teaching Practicum in Higher Education** (1 to 3)

Synthesis experience in teaching in higher education. Offers guided teaching experiences in a variety of higher education settings. Aids in the transition from student to faculty.

## GENERAL EDUCATION REQUIREMENTS

General education requirements include intellectual exploration courses, basic writing, American institutions requirements, and the quantitative reasoning requirement.

**Intellectual Explorations Courses.** The goal of the General Education Intellectual √ Exploration requirement series is to introduce students to each of the four broad areas of inquiry found in the university. These areas include: the Fine Arts, the Humanities, the Social and Behavioral Sciences and the Physical, and Life, and Applied Sciences. The courses within these areas reflect core academic values and traditions of inquiry that are specific to each domain of intellectual inquiry. It is hoped that all students, regardless of their major, will gain an appreciation for and understanding of the breadth of knowledge defining our world.

Students will take two courses from each of the four areas. Students who have declared a major may use two of their courses, within the major, to fulfill the General Education requirement pertaining to their area of study. Additionally, majors may require students to take a specific intellectual explorations course or courses to meet core or allied requirements for the major. Students should contact their major department for more information. Students in the colleges of Business, Engineering, Fine Arts, Mines and Earth Sciences as well as the Sciences need to see their departmental advisor for specific requirements regarding their intellectual

explorations courses. For a list of approved intellectual explorations courses, consult the lists in the Undergraduate Information section of this catalog, in the Undergraduate Studies Bulletin or online at *http://www.utah.edu/bulletin.*

**Quantitative Reasoning Requirement.** This requirement will prepare students for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is central to the role requirements of an informed citizen. Students should acquire the skills necessary to make rational decisions based on real data. They should be exposed to the general methods of inquiry that apply in a wide variety of settings; students should be able to effectively and critically evaluate arguments and the outcomes that arise from various approaches to decision-making. Finally, students should develop the ability to judge the strengths and limitations of quantitative approaches to knowledge.

Students will take courses in mathematics (QA) and logic (QB). Courses that have been approved for the quantitative reasoning requirement are so designated in the Courses section of this catalog and in the Undergraduate Studies Bulletin. Your major may require you to take a specific course to satisfy the quantitative reasoning requirement. Contact your major department and get approval before taking the course.

Students obtaining the B.F.A. or B.Mus. degree do not have to complete the QB (statistics or logic) portion of the quantitative reasoning requirement.

**Writing Requirement.** The University's lower division writing requirement helps students develop the composition skills needed for successfully completing writing assignments intrinsic in university courses. Completing WRTG 1010 and/or WRTG 2010 with a grade of C- or better satisfies the writing requirement. These classes are offered through the University Writing Program. Students are expected to meet this requirement during their freshman and sophomore years. Students will be placed in either WRTG 1010 or WRTG 2010 by their Admissions Index which is based on their high school gpa and their ACT scores. For students with an admissions index below 101, satisfactory completion of WRTG 1010 is a prerequisite for registration for WRTG 2010. Students dissatisfied with their placement by Admissions Index may appeal by writing a placement essay at the University's Testing Center.

Students whose native language is not English may fulfill the writing requirement through the ESL 1040, 1050, 1060 sequence offered by the Linguistics Department.

A student whose Advanced Placement (AP) level in English is 3, 4, or 5 is exempt from this requirement. Also exempt are transfer students who have met comparable lower-division writing requirements at other accredited colleges or universities. An associate degree from an accredited two-year college will also satisfy the lower-division writing requirement.

**Transfer Student Requirements.** Students who have an associate of arts or associate of science degree or have completed the general education program at another Utah state-supported institution of higher education are considered to have satisfied the University of Utah's general education requirements. Also, completion of an associate of science or associate of arts degree from a regionally accredited comprehensive community college will satisfy the University of Utah's intellectual exploration and writing portion of general education requirements. The mathematics and American institutions requirement must be completed, if not included in the associate degree. Additional graduation requirements in mathematics, writing, language, etc. may be required for graduation. An associate of applied science degree does not clear general education requirements.

## Courses Fulfilling General Education and Bachelor's Degree Requirements

All courses fulfilling General Education and Bachelor's Degree Requirements are listed on the following pages. Many courses may be used to fulfill more than one requirement. For example, COMM 1270, Analysis of Argument, will fulfill both a Humanities Exploration and the Quantitative Reasoning (statistics/logic) requirement; PHIL 2080, Philosophical Issues in Feminism, fulfills both a Humanities Exploration and the Diversity Requirement.

Please note that "or" at the end of a course listing means you can choose to use the course to fulfill one area or another, e.g., ARCH 1611 can be used to fulfill either a Fine Arts Exploration or a Humanities Exploration Requirement. Note also that "and" at the end of a course listing means that the course can be used to fulfill more than one area, e.g., MUSC 1236 fulfills both a Fine Arts Exploration and the Diversity Requirement.

NOTE: The following list of courses fulfilling General Education and Bachelor's Degree Requirements is subject to periodic revision.

Students should always check the Online Schedule when registering for their classes to ensure that courses still meet graduation requirements.

### I. GENERAL EDUCATION REQUIREMENTS

#### 1. American Institutions (AI)
ECON 1740 (3) US Economic History
HIST 1700 (3) American Civilization
HONOR 2212 (3) American Institutions
POLS 1100 (3) US National Govt

#### 2. Intellectual Explorations Areas

##### a.) Fine Arts Exploration (FF)
ARCH 1610 (3) Arch & Planning LEAP I
ARCH 1611 (3) Freshman Seminar II (or HF)
ARCH 1615 (3) Intro To Architecture
ARCH 2630 (3) Arch'l Design Workshop
ARCH 3212 (3) Survey of American Arch.
ART 1010 (3) Intro To Visual Arts
ART 1020 (3) NM Drawing
ART 1030 (3) NM Painting
ART 1040 (3) NM Design
ART 1050 (3) NM Photography
ART 1070 (3) NM Handbuilding Ceramics
ART 1080 (3) NM Wheel Pottery

ART 2010 (4) Creative Pblm Solving
ART 2060 (3) NM Digital Photo
ART 3200 (3) History of Ceramics
ART 3716 (4) Materials of Art
ART 3800 (3) Study Abroad
ART 4530 (3) Art in the Community
ARTH 2500 (3) Intro Art History (or HF)
ARTH 3600 (3) History of Photography
BALLE 1140 (3) Beg Ballet Tech-Nonmajr
BALLE 1730 (3) Performing Arts
BALLE 4410 (3) Ballet History
CL CV 3630 (3) Greek Drama (or HF)
COMM 2210 (3) Intro Performance
DANC 1023 (3) Non-Major Dance Comp.
DANC 1010 (3) Dance in Culture (or DV)
DANC 1075 (3) Dance-Creative Process
ENGL 3210 (4) American Film & Culture (or HF)
FILM 3210 (4) American Film & Culture (or HF)
FILM 3310 (4) History of Film
FILM 3320 (4) History of Film
HONOR 4473 (3) Sem/Wkshp in Fine Arts
HONOR 4673 (3) Shakespeare in Cedar Cy
LANG 3630 (3) Greek Drama: Myth/Cine (or HF)
MUSC 1236 (3) Survey Of Jazz (and DV)
MUSC 1010 (3) Intro to Music
MUSC 1460 (3) Intro to Music Theory
MUSC 1820 (3) Dante & Music
MUSC 2100 (3) Hist of Rock'n Roll
MUSC 3110 (3) Music Style I
THEA 1013 (3) Survey Of Theatre
THEA 1033 (3) Acting I
THEA 1040 (3) Dram Arts/Television
THEA 1050 (3) Intr Vis Arts Of Theat
THEA 1740 (3) Musical Theatre
THEA 1760 (3) Amer Political Theatre (and DV)
THEA 1770 (3) Black Theatre (and DV)
THEA 2033 (3) Acting II
THEA 3001 (3) Zen, Eastern Theatre
THEA 3040 (3) Intro to Voice & Speech
THEA 3791 (3) Absurd Theatre (or FF)
THEA 4010 (3) Shakespeare in Perform (or HF)
THEA 4020 (3) Dramatic Genres (or FF)
THEA 4030 (3) Contemporary Drama (or HF)
UGS 1640 (3) Introduction to Music
UGS 1730 (3) Performing Arts
UGS 3001 (3) Eastern Theatre I

##### b.) Humanities Exploration (HF)
ARAB 1300 (3) Arabian Nights
ARAB 1400 (3) Jesus and Muhammad
ARCH 1611 (3) Freshman Seminar II (or FF)
ARTH 2500 (3) Intro Art History (or FF)
ASTP 1210 (3) Asian Civ: Traditions
BUS 1050 (3) Foundations of Business (or BF)
CL CV 1550 (3) Classical Mythology
CL CV 1560 (3) The Greeks
CL CV 1570 (3) The Romans
CL CV 2780 (3) Graeco/Roman Sport
CL CV 3570 (3) Women Anc Greece/Rome
CL CV 3630 (3) Greek Drama (or FF)
CL CV 4550 (3) Ancient Myth & Religion
C Lit 3680 (3) Faust Quest Lit & Film (and CW)
COMM 1270 (3) Analysis Of Argument (and QB)
COMM 2110 (3) Intro Interpersonal
COMM 3020 (3) Media Text
COMM 3030 (3) Comm & Soc Responsibility (and CW)
COMM 3040 (3) Comm & Relationships
COMM 3180 (3) Comm & Social Behavior
COMM 3410 (3) Literature in Performance
COMM 3420 (3) Performance & Culture
COMM 3460 (3) Communication Criticism (and CW)
COMM 3490 (3) Comm & Pub Issues
ECS 4111 (3) School And Society (and CW)
ENGL 1110 (3) Masterpieces/World Lit I
ENGL 1120 (3) Masterpieces/World Lit II
ENGL 1200 (3) Intro Study Language
ENGL 2020 (3) Great Books
ENGL 2040 (3) Contemporary Lit
ENGL 2050 (3) Lit of the American West
ENGL 2070 (3) Popular Culture
ENGL 2200 (3) Intro To Film
ENGL 2210 (3) Intro to Folklore
ENGL 2220 (3) Novels and Films

ENGL 2300 (3) Intro to Shakespeare
ENGL 2330 (3) Intro to Children's Lit
ENGL 2400 (3) American Novels
ENGL 2700 (3) Diversity In Amer Lit (and DV)
ENGL 3080 (3) Studies in Enviro Lit
ENGL 3210 (4) American Film & Culture (or FF)
ENGL 3320 (3) Varieties of Amer English
ENGL 3360 (3) Language in Society (and DV)
ENGL 3710 (3) Studies in British Lit
ENGL 3720 (3) Studies in American Lit
ENGL 3730 (3) Women Writers
ENVST 2100 (3) Intro to Enviro Studies (or BF)
ESL 1600 (3) Tch & Lrn Across Lang (and DV)
ESL 3600 (3) Cross-Cultural Comm (and DV)
ETHNC 2550 (3) Africn Amer Experiences (and DV)
ETHNC 2560 (3) Chicana/o Experiences (and DV)
ETHNC 2570 (3) American Indian Exper (and DV)
ETHNC 2590 (3) Pacific Islander Am Exp (and DV)
ETHNC 3290 (4) Ethnic Minority Families (and DV)
FCS 3290 (4) Ethnic Minority Families (and DV)
FILM 2200 (4) Intro To Film
FILM 3210 (4) American Film & Culture (or FF)
FRNCH 3800 (3) French Lit in Translation
FRNCH 3900 (3) French Popular Culture
GEOG 3650 (3) Middle East Geography
GERM 3920 (3) Faustian Quest-Lit & Film (and CW)
GNDR 2080 (3) Phil Issues in Feminism (and DV)
GNDR 3690 (3) Gender & Contemp Issues (and DV or BF)
GNDR 3730 (3) Women Writers
HEBR 1200 (3) Moses & Israel's Gods
HEBR 4310 (3) Jewish & Israeli Film
HIST 1100 (3) Western Civ To 1300
HIST 1110 (3) Western Civ SN 1300
HIST 1500 (3) World Hist to 1500
HIST 1510 (3) World Hist Since 1500
HIST 1210 (3) Asian Civ: Traditions
HIST 1220 (3) Asian Civ: Modern Hist (or BF)
HIST 1300 (3) Latin Amer Civ To 1820s
HIST 1310 (3) Latin Amer Civ Sn 1820s
HIST 1450 (3) Mid-East Civ: Classical
HIST 1460 (3) Mid-East Civ: Modern
HIST 2100 (3) Nazi Germany/The Holocaust
HIST 2500 (3) The Olympic Games (or BF)
HIST 3210 (3) Age of Total War
HIST 3710 (3) American Revolution
HIST 4390 (3) Major Issues Amer History
HIST 4420 (3) The Crusades
HIST 4650 (3) US West Since 1848
HONOR 2101 (3) Honors Core in Int Trad
HONOR 2102 (3) Honors Core in Int Trad
HONOR 2103 (3) Honors Core in Int Trad
HONOR 4472 (3) Sem/Wk in Humanities
HUM 1010 (3) Intell Trad of West
HUM 1020 (3) Intell Trad of West
HUM 1150 (3) Persp American Culture
LANG 2700 (3) Holocaust Literature
LANG 3570 (3) Women of Greece & Rome
LANG 3620 (3) French: Theat/Perform Arts
LANG 3630 (3) Greek Drama: Myth/Cinema (or FF)
LEAP 1100 (3) Fr Sem: American Persp (and DV)
LEAP 2004 (3) Ethical Issues: Health
LING 1200 (3) Intro Study Language
LING 1600 (3) Tch & Lrn across Lang (and DV)
LING 3200 (3) Linguistics and Education
LING 3420 (3) Varieties of Amer English
LING 3460 (3) Language in Society (and DV)
LING 3470 (3) Language and Culture
LING 3600 (3) Cross-Culture Comm (and DV)
LING 4130 (3) Intro Historical Ling
MID E 1130 (3) Arabian Nights
MID E 1140 (3) Jesus and Muhammad
MID E 1220 (3) Moses & Israel's Gods
MID E 1545 (3) Mid-East Civ: Classical
MID E 1546 (3) Mid-East Civ: Modern
MID E 2055 (3) Arabic Culture & Civil.
MID E 3765 (3) Middle East Geography
MID E 4231 (3) Jewish & Israeli Film
MID E 4327 (3) Classical Persian Lit
MID E 4542 (3) The Crusades
PERS 4270 (3) Classical Persian Lit
PHIL 1000 (3) Intro To Philosophy
PHIL 1001 (3) Current Moral Issues

PHIL 1002 (3) Intro: God, Faith & Reason
PHIL 2010 (3) Special Topics
PHIL 1600 (3) World Religions
PHIL 2080 (3) Phil Issues in Feminism (and DV)
PHIL 3300 (3) Theory of Knowledge
PHIL 3310 (3) Science and Society
PHIL 3400 (3) Mind, Language & Reality
PHIL 3440 (3) Cognitive Science
PHIL 3500 (3) Ethics
PHIL 3510 (3) Business/Profess. Ethics
PHIL 3520 (3) Bioethics
PHIL 3530 (3) Environmental Ethics
PHIL 3610 (3) Religions of India
PHIL 3620 (3) Religions of China & Japan
PHIL 3700 (3) Political Philosophy
PHIL 3800 (3) Philosophy and the Arts
PHIL 3810 (3) Existentialism
PHIL 4120 (3) Early Modern Philosophy
PHIL 4540 (3) Eng., Ethics, Society
POLS 2005 (3) Encounters: U.S. & Japan (or BF)
POLS 2300 (3) Political Ideologies
RUSS 3550 (3) Russ Culture befor 1900
RUSS 3560 (3) Russ Culture after 1900
THEA 3791 (3) Absurd Theatre (or FF)
THEA 4010 (3) Shakespeare in Performance (or FF)
THEA 4020 (3) Dramatic Genres (or FF)
THEA 4030 (3) Contemporary Drama (or FF)
UGS 1200 (3) Moses & Israel's Gods
UGS 1210 (3) Asian Civ: Traditions
UGS 1220 (3) Asian Civ: Modern Hist (or BF)
UGS 1400 (3) Jesus and Muhammad
UGS 1450 (3) Mid-East Civ: Classical
UGS 1460 (3) Mid-East Civ: Modern
UGS 2005 (3) Encounters: U.S. & Japan (or BF)
UGS 2100 (3) Intro to Enviro Studies (or BF)
UGS 2500 (3) The Olympic Games (or BF)
UGS 3002 (3) Folklore Genres: Life Story (or BF)
UGS 3160 (3) Human Nature (or BF)
UGS 3690 (3) Gender & Contemp Issues (and DV or BF)
WRTG 3900 (3) Literacy Studies

##### c.) Physical & Life Science Exploration (SF)
ANTH 1020 (3) Human Origin Evol/Diver
ANTH 1050 (3) Evolution Human Nature
ANTH 2020 (3) Human Evolution
ANTH 2030 (3) Archaeology
BIOEN 1510 (3) Science Without Walls
BIOL 1006 (3) World of Dinosaurs
BIOL 1010 (3) Biology and Society
BIOL 1210 (4) Principles of Biology
BIOL 1310 (3) The World of Insects
BIOL 1400 (3) Intr Envirnmntl Science
BIOL 1410 (3) Biology Of Evolution
BIOL 2210 (3) Human Genetics
BIOL 3050 (3) Math in Medicine (and QA and QB)
BIOL 3450 (3) Rain Forest Ecology
BIOL 3460 (3) Global Environ Issues
CHEM 1010 (3) Chem, Humanity, Envirnm
CHEM 1030 (3) Chem,Drugs,Toxins
CHEM 1110 (4) Elementary Chemistry
CHEM 1120 (4) Elem Bioorg Chemistry
CHEM 1210 General Chemistry I (4)
CHEM 1220 General Chemistry II (4)
GEO 1000 (3) Architecture of the Earth
GEO 1007 (3) Unstable Ground
GEO 1030 (3) Earthquakes & Volcanoes
GEO 1040 (3) World of Dinosaurs
GEO 1050 (3) National Parks Geology
GEO 1060 (3) Global Chg & Nat Res
GEO 3200 (3) Natural Disasters (and CW, QI)
GEO 3250 (2) Geology/Scenery of Utah
GEO 3260 (1) UT Geology Field Trips
GEO 3300 (3) The Water Planet
GEO 3800 (3) The Oceans
GEOG 1000 (3) Earth Environments
GEOG 1100 (3) Meas. Chg from Space
GEOG 1500 (3) Cybergeography
GEOG 3110 (3) The Earth from Space
GEOG 3200 (4) Mtsn, Rivers, Deserts
GEOG 3210 (3) Global Climate Change
GEOG 3270 (3) Life Thru Time on Earth (and CW)
GEOG 3310 (3) Intro to Natural Hazards
GEOG 3330 (3) Urban Enviro Geogr

HONOR 3215 (3) Foundations/Science
HONOR 4300 (3) Natural Disasters (and CW, QI)
HONOR 4471 (3) Sem/Wkshp: Science
MATH 3010 (3) Topics: History of Math (and CW)
MET E 1001 (3) Alternative Energy
MET E 1050 (3) Metals and Civilization
METEO 1010 (3) Severe/Unusual Weather
METEO 1020 (3) Climate Change
PH TX 2700 (3) Common Medicines
PHYS 1010 (3) Elementary Physics
PHYS 1050 (3) Solar System
PHYS 1060 (3) The Universe
PHYS 1080 (3) Does ET Exist?
PHYS 1905 (3) Einstein's Legacy
PHYS 2010 General Physics I (4)
PHYS 2020 General Physics II (4)
UGS 1430 (3) Integrated Science
URBPL 3101 (3) Honors People & Place I

##### d.) Applied Science Exploration (AS)
BIOL 1330 (3) Plants and Society
BIOL 2400 (3) Wldlf Ecology & Consv.
BIOL 2420 Human Physiology (4)
CH EN 1001 (3) Alternative Energy
CVEEN 1010 (3) Engineering Solutions
GEOG 3230 (3) Pyrogeography
GEOG 5230 (3) Pyrogeography
HONOR 2201 (4) Calc-Non Sci Part I (and QA and QB)
HONOR 2202 (4) Calc-Non Sci Part II (and QA and QB)
MATH 1075 (3) Maths of Chance (and QA)
MATH 1080 (3) Perspective On Maths (and QA)
MSE 2601 (3) Matrls Molding Civilization
NUTR 1020 (3) Sci Fndtn Nutr and Health
NUTR 2440 (4) Adv Nutrition Science
PHYS 1330 (3) Physics Audio and Video
PHYS 3110 (4) Physics of Human Body

##### e.) Social & Behavioral Science Exploration (BF)
ANTH 1000 (3) Intro to Anthropology
ANTH 1010 (3) Culture & Human Exper
ANTH 1030 (3) World Prehistory
ANTH 2017 (3) Human Heritage
ANTH 2018 (3) Human Universals
ANTH 2031 (3) Rise of Civilization
BUS 1050 (3) Foundations of Business (or HF)
CP SC 1050 (3) Computers in Society
ECON 1010 (3) Econ As Social Sci
ECON 2010 (3) Princ Of Microeconomics
ECON 2020 (3) Princ Of Macroeconomics
ECON 3250 (3) Intr Envir/Nat Resrc Ec
ELP 3510 (3) Student Ldshp/Higher Ed (and CW)
ENVST 2100 (3) Intro Envir Studies (or HF)
ESS 2600 (3) Sport-Amer Society
ESS 3670 (3) Exerc Hlth/Cultr Persp (and CW)
ETHNC 2020 (3) Af Am Soc & Psy Aspects (and DV)
ETHNC 2500 (3) Intro To Ethnic Studies (and DV)
ETHNC 2580 (3) Asian Pacific Am Exp (and DV)
ETHNC 3365 (3) Ethnic Minorities Amer (and DV)
FCS 1500 (3) Human Development
FCS 2400 (3) Family Studies
FCS 2570 (3) Middle Childhood
FCS 3215 (3) Dev Inf & Early Child
FCS 3450 (3) Family Economic Issues (and QI)
FCS 3470 (3) Int'l Consumer Policy
FCS 3600 (3) Consumer & Community
FCS 3630 (3) Strength Homes & Family
GEOG 1300 (3) World Regional Geogr
GEOG 1400 (3) Human Geography
GEOG 3350 (3) Resource Consrv/Env Mgt
GEOG 3440 (3) Economic Geography
GEOG 3480 (3) Urbn Geog Develop World
GEOG 3600 (3) Geography of Utah
GERON 2050 (3) Aging Concepts & Contro
GERON 3001 (3) Experiences of Aging
GNDR 1100 (3) Gender & Social Change (and DV)
GNDR 3382 (3) Gndr Sysm-Int'l Persp.
GNDR 3690 (3) Gender & Contemp Issues (& DV or HF)
H EDU 3050 (3) Comm Health Issues
HIST 1220 (3) Asian Civ: Modern Hist (or HF)
HIST 2500 (3) The Olympic Games (or HF)
HIST 2600 (3) Sport-Amer Society
HONOR 3214 (3) Foundations/Soc Sci (and DV)

HONOR 3354 (3) Civic Engagement Sem. (and DV)
HONOR 3374 (3) Prep for Legal Study
HONOR 3376 (3) Intro Cons/Comm Policy
HONOR 3377 (3) Int'l Consumer Policy
HONOR 4474 (3) Sem/Wk Sp in Soc Science
LEAP 1101 (3) Definitions of Other
MID E 3644 (3) Comparative Pol-Mid E
POLS 2005 (3) Encounters: U.S. & Japan (or HF)
POLS 2100 (3) Intro Intntl Relation
POLS 2200 (3) Intr Comparatv Politics
POLS 3200 (3) Intro Law and Politics
POLS 3390 (3) Intro to Enviro Politics
POLS 3440 (3) Comp Pol Middle East
POLS 3800 (3) Issues in Int'l Politics
PSY 1010 (4) General Psychology
PSY 1220 (3) Psych Infancy-Childhood
PSY 1230 (3) Psychology Of Adolesnce
PSY 3130 (4) Mind and Behavior (and QI)
PSY 3215 (3) Dev Inf & Early Childhood
SBS 3190 (3) International Studies
SOC 1010 (3) Intro To Sociology
SOC 1020 (3) Social Problems
SOC 3337 (3) Sociology of Gender (and DV)
SOC 3365 (3) Ethnic Minorities in the US (and DV)
UGS 1220 (3) Asian Civ: Modern Hist (or HF)
UGS 2005 (3) Encounters: U.S. & Japan (or HF)
UGS 2100 (3) Intro to Enviro Studies (or HF)
UGS 2500 (3) The Olympic Games (or HF)
UGS 2600 (3) Sport-Amer Society
UGS 3002 (3) Folklore Genres: Life Story (or HF)
UGS 3160 (3) Human Nature (or HF)
UGS 3190 (3) International Studies
UGS 3690 (3) Gender & Contemp Issues (& DV or HF)
URBPL 3010 (3) Intro to Urban Dynamics
URBPL 3101 (3) Honors People & Place I

#### 3. Quantitative Reasoning

##### a.) Quantitative Reasoning (Math)
The following courses fulfill the QA portion of the Quantitative Reasoning Requirement:
MATH 1030 (3) Intro Quant Reasoning
MATH 1050 (4) College Algebra
MATH 1075 (3) Maths Of Chance (and AS)
MATH 1080 (3) Perspective On Maths (and AS)
MATH 1090 (3) Coll Alg Bus/Soc Sci
MATH 4040 (4) Tchr Ldr Training I
MATH 4050 (4) Tchr Ldr Training I

##### b.) Quantitative Reasoning (Statistics/Logic)
The following courses fulfill the QB portion of the Quantitative Reasoning Requirement:
COMM 1270 (3) Analysis Of Argument (and HF)
ECON 3640 (3) Prob & Stat Inference
ED PS 1030 (3) Foun of Quan Reason
ENGL 5310 (3) Quant Analysis Lang (and CW)
FCS 3210 (4) FCS Statistics (and QI)
GEOG 3020 (3) Geogr Analysis (and QI)
LING 5170 (3) L2 Research Design (and CW)
MATH 1040 (3) Intro Stat Thinking
MATH 1070 (3) Intro Stat Inference
MET E 3070 (3) Statistical Methods
MG EN 2400 (3) Intro Surveying
MGT 2340 (3) Business Statistics
MGT 2350 (3) Business Statistics II
PHIL 1250 (3) Reason & Ratl Decisn
PHIL 3200 (4) Deductive Logic
PHIL 3210 (3) Fnds Probability/Stat (and QI)
PHIL 5200 (4) Symbolic Logic (and QI)
POLS 3001 (3) Political Analysis (and QI)
PRT 3780 (3) Evaluation in PRT (and QI)
PSY 3000 (4) Stats Methods Psy (and QI)
SBS 3000 (4) Intro Stat SBS (and QI)
SOC 3112 (4) Social Statistics (and QI)
SOC 3450 (3) Population & Society (and QI)
SOC 3473 (3) Social Epidemiology (and QI)

##### c.) Quantitative Reasoning (Math and Statistics/Logic)
The following courses fulfill both the QA and QB portions of the Quantitative Reasoning Requirement:
BIOL 3050 (3) Math in Medicine (and SF)
BIOL 5011 (3) Math Biology I (and QI)
BIOL 5012 (3) Math Biology II (and QI)
HONOR 2201 (4) Calc-Non Sci Part I (and AS)

HONOR 2202 (4) Calc-Non Sci Part II (and AS)
MATH 1100 (3) Quant Analysis
MATH 1170 (4) Calc Biol I
MATH 1180 (4) Calc Biol II
MATH 1210 (4) Calculus I
MATH 1220 (4) Calculus II
MATH 1250 (4) AP Calculus I
MATH 1260 (4) AP Calculus II
MATH 2160 (3) Intr Scientific Cmputng
MATH 2210 (3) Calculus III
MATH 2250 (4) Ode's And Lin Alg
MATH 2270 (4) Linear Algebra
MATH 2280 (4) Intro De's
MATH 3070 (4) Applied Statistics I (and QI)
MATH 3080 (4) Applied Statistics II (and QI)
MATH 3090 (3) Design Of Experiments
MATH 3100 (3) Foundations Geometry
MATH 3210 (3) Fndns Of Analysis I
MATH 3220 (3) Fndns Of Analysis II (and QI)
MATH 4010 (4) Math Elem Sch Tchrs I (and QI)
MATH 4020 (4) Math Elem Sch Tchrs II (and QI)
MATH 4030 (3) Foundations Algebra (and QI)
MATH 4090 (3) Tchg Math Sec Schl
MATH 4200 (3) Intro Cmplx Variables
MATH 4400 (3) Intr To Number Theory
MATH 4510 (3) Intro Topology
MATH 4530 (3) Eucldn Curvs, Surfcs
MATH 4750 (3) Elem Math Fluid Dyn
MATH 4910 (1) Internship-Math
MATH 5010 (3) Intro To Probability (and QI)
MATH 5030 (3) Actuarial Math
MATH 5040 (3) Stoch Proc,Simultn I (and QI)
MATH 5050 (3) Stoch Proc, Simultn II (and QI)
MATH 5080 (3) Stat'l Inference I (and QI)
MATH 5090 (3) Stat'l Inference II (and QI)
MATH 5110 (3) Math Biology I (and QI)
MATH 5120 (3) Math Biology II (and QI)
MATH 5210 (4) Intro Real Analysis
MATH 5250 (3) Matrix Analysis (and QI)
MATH 5310 (3) Intro To Mod Alg I
MATH 5320 (3) Intro To Mod Alg II
MATH 5410 (3) Intro Ord Diff Eqns (and QI)
MATH 5420 (3) Ode's And Dyn Systms (and QI)
MATH 5440 (3) Intro Part Diff Eqns (and QI)
MATH 5470 (3) Chaos Theory
MATH 5520 (3) Intro Alg'c/Geom Top (and QI)
MATH 5600 (4) Surv-Numerical Analysis (and QI)
MATH 5610 (4) Intro Num Analysis I (and QI)
MATH 5620 (4) Intro Num Analysis II (and QI)
MATH 5710 (3) Intro Appl Math I (and QI)
MATH 5720 (3) Intr Appl Math II (and QI)
MATH 5740 (3) Mathematical Modeling (and QI)
MATH 5750 (3) Topics Appl Math (and QI)
MATH 5910 (1) Supervised Reading
MATH 5960 (4) Undergrad Special Proj

**4. Lower Division Writing (WR)**
ESL 1060 (3) Adv Writing For Nns
HONOR 2211 (3) Writing In Honors
WRTG 2010 (3) Intermediate Writing

**II. BACHELORS DEGREE REQUIREMENTS**

**1. Diversity (DV)**
ANTH 3111 (3) First Nations E N Amer
ANTH 3112 (3) First Nations W N Amer
ANTH 4255 (3) Race and Culture
COMM 3070 (3) Comm And Gender
COMM 3190 (3) Intercultural Comm
COMM 5450 (3) Communication & Culture
COMM 5540 (3) Media and Diversity
CSD 5300 (3) Issues in Deaf Culture
DANC 1010 (3) Dance in Culture (and FF)
ECON 1060 (3) Pol Econ/Race Ethn Gndr
ECON 5140 (3) Discrim Labor Mkts
ECON 5170 (3) Feminist Economics
ECS 4150 (3) Intro Multicultural Ed
ED PS 3010 (3) Multicultural Issues
ELP 4540 (3) Diversity/Am Col & Univ
ENGL 2700 (3) Diversity In Amer Lit (and FF)
ENGL 3360 (3) Language In Society (and HF)
ENGL 3740 (3) Amer Indian Literature
ENGL 3750 (3) Asian American Lit
ENGL 3760 (3) African Amer Lit 1
ENGL 3761 (3) African American Lit 2

ENGL 3770 (3) Chicana/o Literature
ESL 1600 (3) Tch & Lrn Across Lang (and HF)
ESL 3600 (3) Intercultural Comm (and HF)
ESS 4900 (5) Promoting PA in Comm
ETHNC 2020 (3) Af Am Soc & Psy Aspects (and BF)
ETHNC 2500 (3) Intro To Ethnic Studies (and BF)
ETHNC 2550 (3) Africn Amer Experiences (and HF)
ETHNC 2560 (3) Chicana/o Experiences (and HF)
ETHNC 2570 (3) American Indian Exper (and HF)
ETHNC 2580 (3) Asian Pacific Am Exp (and BF)
ETHNC 2590 (3) Pacific Islander Am Exp (and HF)
ETHNC 3190 (3) Racial/Ethnic Politics
ETHNC 3290 (4) Ethnic Min Families (and HF)
ETHNC 3300 (3) Peoples of Utah
ETHNC 3365 (3) Ethnic Minorities Amer (and BF)
ETHNC 3400 (3) Intercultural Comm
ETHNC 3450 (3) Intergroup Relations
ETHNC 3480 (3) Asian/Am Personality
ETHNC 3520 (3) Asian/Am Issues
ETHNC 3600 (3) Nat Amer In Modern Soc
ETHNC 3740 (3) Amer Indian Literature
ETHNC 3750 (3) Asian American Lit
ETHNC 3760 (3) African American Lit 1
ETHNC 3761 (3) African American Lit 2
ETHNC 3770 (3) Chicana/o Literature
ETHNC 3860 (3) La Chicana
ETHNC 3880 (3) Asian American Women
ETHNC 4150 (3) Intro Multicultural Ed
ETHNC 4540 (3) Chicana/o Hist Sn 1849
ETHNC 4600 (3) Asian American History
ETHNC 4670 (3) Hist-Native American
ETHNC 4690 (3) Africn Am Hst 1619-1890
ETHNC 4700 (3) Africn Am Hst 1890-Pres
ETHNC 5290 (3) Gender & Minorities
ETHNC 5430 (3) Asian Amer Politics
ETHNC 5450 (3) Communication & Culture
ETHNC 5540 (3) Media & Diversity
ETHNC 5830 (3) Chicana Feminist Theory
ETHNC 5850 (3) Special Topics - Af Am
ETHNC 5890 (3) Explor Diversity
FCS 3290 (4) Ethnic Min Families (and HF)
FCS 5390 (3) Gender & Minorities
FILM 4375 (4) Film and the Law
GEOG 3620 (3) Geog of North America
GERON 3005 (3) Race, Ethnicity and Aging
GERON 5005 (3) Race, Ethnicity and Aging
GNDR 1060 (3) Pol Econ/Race Ethn Gndr
GNDR 1100 (3) Gender & Social Change (and BF)
GNDR 2080 (3) Phil Issues Feminism (and HF)
GNDR 3040 (3) Psych of Gender
GNDR 3090 (3) Women in Music
GNDR 3140 (3) Gender and Politics
GNDR 3250 (3) Gender/Ethnics/Pub Policy
GNDR 3690 (3) Gender & Contemp Issues (and HF or BF)
GNDR 4600 (3) US Women to 1870
GNDR 4610 (3) US Women since 1870
GNDR 5170 (3) Feminist Economics
GNDR 5390 (3) Gender & Minorities
H EDU 5300 (3) Diversity & Health (and CW)
HIST 2200 (3) US Religion & Diversity
HIST 4370 (3) American Soc Movements
HIST 4540 (3) Chicana/o Hist Sn 1849
HIST 4600 (3) US Women To 1870
HIST 4610 (3) US Women Sn 1870
HIST 4670 (3) Hist-Native American
HIST 4690 (3) Africn Am Hst 1619-1890
HIST 4700 (3) Africn Am Hst 1890-Pres
HIST 4710 (3) Race in America
HONOR 3100 (3) UT Educational Exper.
HONOR 3161 (3) Diversity Seminar
HONOR 3214 (3) Foundations/Soc Sci (and BF)
HONOR 3354 (3) Civic Engagement Sem (and BF)
LEAP 1100 (3) Fr Sem: American Persp (and HF)
LING 1600 (3) Tch & Lrn Across Lang (and HF)
LING 3460 (3) Language In Society (and HF)
LING 3600 (3) Intercultural Comm (and HF)
MGT 5810 (3) Mang Div Thru Comm (and CW)
MUSC 1236 (3) Survey of Jazz (and FF)
NURS 3530 (4) Fam/Comm Focused Care
NURS 4215 (3) Comm Hlth Home Care
NUTR 5340 (3) Nutr. & Womens Health
PHIL 2080 (3) Phil Issues Feminism (and HF)
PHPRC 5114 (3) Social Fdns (and CW)

POLS 3140 (3) Gender And Politics
POLS 3190 (3) Racial/Ethnic Politics
POLS 3295 (3) Gendr/Ethics/Pub Policy
POLS 3340 (3) Diversity/Workplace
POLS 5430 (3) Asian Amer Politics
PRT 3310 (3) Leis Beh Humn Divrsty
PSY 3040 (3) Psych Of Gender
PSY 3450 (3) Cross Cultural Psych
PSY 3480 (3) Asian/Am Personality
PSY 4450 (3) Intergroup Relations
SOC 3200 (4) Diversity Serv. Learning
SOC 3337 (3) Sociology Of Gender (and BF)
SOC 3365 (3) Ethnic Minorities Amer (and BF)
SOC 3380 (3) Race/Ethncty/Cls/Gender
SP ED 3010 (3) Human Exceptionality
SW 3564 (3) Nat Amer In Modern Soc
THEA 1760 (3) Amer Political Theatre (and FF)
THEA 1770 (3) Black Theatre (and FF)
THEA 3000 (3) Diversity: Arts Inquiry
THEA 3792 (3) Gay and Lesbian Theatre
UGS 3690 (3) Gender & Contemp Issues (and HF or BF)

**2. Quantitative Intensive (QI)**
ANTH 4221 (3) Human Evol Genetics
ANTH 4471 (3) Fun Method Evol Ecology
ANTH 5221 (3) Human Evol Genetics
ANTH 5471 (3) Fun Method Evol Econlogy
ARCH 4310 (3) Arch'l Structures I
ARCH 4311 (3) Arch'l Structures II
BIOEN 5001 (4) Biophysics
BIOEN 5090 (3) Biophysical Chemistry
BIOEN 5201 (4) Biomechanics
BIOL 5011 (3) Math Biology I (and QA and QB)
BIOL 5012 (3) Math Biology II (and QA and QB)
BIOL 5221 (3) Human Evol Genetics
BIOL 5471 (3) Fun Method Evol Ecology
BIOL 5495 (4) Biophysical Ecology
BIOL 5910 (2) Math Models In Biol
CH EN 3553 (3) Chemical Reaction Engg
CH EN 3603 (5) Mass Trans./Separ.
CH EN 3853 (3) Chemical Engg Thermodyn
CHEM 3000 (4) Quant Analysis (and CW)
CHEM 3060 (3) Physical Chemistry I
CHEM 3070 (3) Physical Chemistry II
CHEM 3090 (3) Biophysical Chemistry
COMM 3710 (3) Intro Quant Comm Rsrch
COMM 5710 (3) Comm Research
CP SC 3100 (3) Models Of Computation
CP SC 3510 (3) Algorithms/Data Structs
CP SC 3700 (3) Digital System Design
CP SC 3810 (4) Computer Architecture
CSD 4700 (3) Current Res Comm Disord
CSD 5540 (3) Sp-Lang HR. Diag Proc
CVEEN 3210 (3) Structural Analysis I
CVEEN 3410 (4) Hydraulics
CVEEN 3420 (4) Hydrology
ECE 3300 (4) Fund EM & Trans Lines
ECE 3500 (4) Fund Signals/Systems
ECE 3700 (4) Digital System Design
ECE 3810 (4) Computer Architecture
ECON 3100 (3) Labor Economics
ECON 3200 (3) Money & Banking
ECON 3500 (3) Intntl Economics
ECON 3620 (3) Math for Economists
ECON 4010 (3) Intermed Microecon
ECON 4020 (3) Intermed Macroecon
ECON 4650 (3) Princ Of Econometrics
ESS 3091 (3) Physiology Of Fitness
ESS 3093 (3) Biomechanics
ESS 3096 (3) Honors Biomechanics
ESS 4300 (5) Adv Ex Phys I
ESS 4465 (5) Exerc Programming
ESS 4690 (3) Training Planning
FCS 3210 (3) FCS Statistics (and QB)
FCS 3450 (3) Family Economic Issues (and BF)
FCS 5110 (3) Adv Statistical Stat
FCS 5120 (3) Demographic Methods
FCS 5440 (3) Consumers Markets Govt
FCS 5700 Res. Con & Comm Needs (3)
FCS 5120 (3) Demographic Methods
FCS 6700 Res. Con & Comm Needs (3)
FINAN 3000 (3) Fund of Invest-Bus Fin
FINAN 3040 (3) Finan Management

FINAN 3041 (3) Honors Financial Mgmt
FINAN 3050 (3) Intro To Invest
FINAN 4050 (3) Intermediate Investments
GEO 3010 (3) Geophysics
GEO 3060 (3) Struct Geol & Tectonics
GEO 3080 (4) Earth Materials I
GEO 3090 (4) Earth Materials II
GEO 3200 (3) Natural Disasters (and CW and SF)
GEO 5150 (4) Geological Engg Design
GEO 5330 (3) Eq Seis & Risk Assessmt
GEO 5350 (3) Groundwater
GEO 5450 (3) Ore Genesis/Min Explor
GEO 5495 (4) Biophysical Ecology
GEO 5660 (3) Geochemistry
GEOG 3020 (3) Geogr Analysis (and QB)
GEOG 3140 (3) Intro to GIS
GEOG 5120 (3) Environmental Optics
GERON 5100 (3) Apps of Research Aging
H EDU 4220 (3) Program Evaluation
H EDU 4300 (3) Intr Research/Assessmnt
HONOR 4300 (3) Natural Disasters (and CW, SF)
MATH 3070 (4) Applied Statistics I (and QA and QB)
MATH 3080 (3) Applied Statistics II (and QA and QB)
MATH 3220 (3) Fndns Of Analysis II (and QA and QB)
MATH 4010 (4) Math Elem Sch Tchrs I (and QA and QB)
MATH 4020 (4) Math Elem Sch Tchrs II (and QA and QB)
MATH 4030 (3) Foundations Algebra (and QA and QB)
MATH 5010 (3) Intro To Probability (and QA and QB)
MATH 5040 (3) Stoch Proc,Simultn I (and QA and QB)
MATH 5050 (3) Stoch Proc, Simultn II (and QA and QB)
MATH 5080 (3) Stat'l Inference I (and QA and QB)
MATH 5090 (3) Stat'l Inference II (and QA and QB)
MATH 5110 (3) Math Biology I (and QA and QB)
MATH 5120 (3) Math Biology II (and QA and QB)
MATH 5250 (3) Matrix Analysis (and QA and QB)
MATH 5410 (3) Intro Ord Diff Eqns (and QA and QB)
MATH 5420 (3) Ode's And Dyn Systms (and QA and QB)
MATH 5440 (3) Intro Part Diff Eqns (and QA and QB)
MATH 5520 (3) Intro Alg'c/Geom Top (and QA and QB)
MATH 5600 (4) Surv-Numerical Analysis (and QA and QB)
MATH 5610 (4) Intro Num Analysis I (and QA and QB)
MATH 5620 (4) Intro Num Analysis II (and QA and QB)
MATH 5710 (3) Intro Appl Math I (and QA and QB)
MATH 5720 (3) Intr Appl Math II (and QA and QB)
MATH 5740 (3) Mathematical Modeling (and QA and QB)
MATH 5750 (3) Topics Appl Math (and QA and QB)
MD LB 4200 (4) Clinical Chemistry I
MD LB 4210 (4) Clinical Chemistry II
ME EN 3200 (4) Mechatronics I
ME EN 3210 (4) Mechatronics II
MET E 3220 (2) Matrl & Energy Balances
MET E 3500 (2) Fluid Flow
MET E 3620 (4) Thermdynm-Phase Equilib
MET E 5260 (3) Physical Metallurgy I
MET E 5450 (3) Mechanical Metallurgy
MET E 5670 (3) Mineral Processing I
MET E 5680 (3) Mineral Processing II
MET E 5700 (3) Hydrometallurgy
MET E 5710 (4) High Temp Chem Process
MET E 5750 (3) Rate Processes
MET E 5760 (3) Process Design/Econ
METEO 3110 (3) Intr Atmospheric Sci
METEO 3410 (3) Meteo Instrum & Comp
METEO 3510 (3) Atmos Thermodynamics
METEO 5110 (3) Dynamic Meteorology
METEO 5120 (3) Applied Math & Stats
METEO 5140 (3) Meso/radar Meteo

METEO 5210 (3) Physical Meteorology
METEO 5410 (3) Remote Sensing
METEO 5495 (4) Biophysical Ecology
METEO 5530 (3) Synoptic Meteorology I
METEO 5540 (3) Synoptic Meteorology II
METEO 5550 (3) Mountain Meteorology
MG EN 5010 (3) Undrgrnd Mining Methods
MG EN 5020 (3) Surface Mining Methods
MG EN 5050 (3) Ventilation/Air Cond
MG EN 5080 (3) Heat/Energy Systems
MG EN 5090 (3) Undrgrnd Mine Design
MG EN 5120 (3) Surface Mine Design
MG EN 5150 (3) Mechanics of Materials
MG EN 5160 (3) Rock Mechanics Apps
MG EN 5320 (3) Hydraulics
MSE 3011 (4) Struct Analys Of Mtrls
MSE 5034 (3) Kinetics
MSE 5061 (3) Transport Phenomena
NURS 3931 (3) Epidem/Comm Assessment
NURS 4100 (3) Nursing Research
OC TH 5000 (3) Research Methods of O.T.
PH TH 5020 (3) Kinesiomechanics
PHIL 3210 (3) Fnds Probability/Stat (and QB)
PHIL 5200 (4) Symbolic Logic (and QB)
PHPRC 5213 (3) Drug Lit Eval II (and CW)
PHYS 3910 (3) Basic Applied E and M
PHYS 3920 (3) Basic Applied Physics
PHYS 4410 (4) Classical Physics I
PHYS 4420 (4) Classical Physics II
PHYS 5010 (3) Theor Mech & Q.M.
PHYS 5020 (3) Theor E&M & Stat Mech
POLS 3001 (3) Political Analysis (and QB)
POLS 5001 (3) Quant Analysis-Pol S
PRT 3780 (3) Evaluation in PRT (and QB)
PRT 5480 (3) Feasblty Stds Rec/Tour
PSY 3000 (4) Statistical Methods Psy (and QB)
PSY 3010 (4) Research Methods Psych (and CW)
PSY 3130 (4) Mind And Nature (and BF)
SBS 3000 (4) Intro Stat SBS (and QB)
SOC 3112 (4) Social Statistics (and QB)
SOC 3450 (3) Population & Society (and QB)
SOC 3473 (3) Social Epidemiology (and QB)
T L 5360 (3) Elem School Math I
URBPL 3010 (3) Planning Methods
URBPL 5010 (3) Urban Research
URBPL 5020 (4) Regional Plang Analysis
URBPL 5250 (3) Planning Methods
URBPL 5320 (3) City Dollars

**3. Upper Division Communication/Writing (CW)**
ARCH 4051 (3) Comm. Process in Arch
BALLE 4780 (3) Teaching Essentials
BALLE 4785 (3) Teaching Essentials II
BALLE 6785 (3) Essentials of Ballet Teach.
BIOEN 4202 (3) Bioeng Project II
BIOL 3250 (3) Cancer Biology
BIOL 3415 (3) Ecol Lab
BIOL 5215 (2) Advanced Cell Lab
BIOL 5455 (5) Desert Ecology Fld Crse
C LIT 3600 (3) What Is Literature
C LIT 3610 (3) Curr Trnds Crit Think
C LIT 3680 (3) Faust Quest Lit & Film (and HF)
CH EN 4903 (3) Projects Lab I
CH EN 4905 (2) Projects Lab II
CHEM 3000 (4) Quant Analysis (and QI)
CHEM 5700 (2) Adv Analytical Chem Lab
CHIN 4610 (3) Survey of Chinese Lit
CHIN 4620 (3) Survey of Chinese Lit
COMM 3030 (3) Comm & Social Respon (and HF)
COMM 3200 (3) Persuasion Thry & Prac
COMM 3460 (3) Communication Criticism (and HF)
COMM 3520 (3) Radio Journalism
COMM 3600 (3) Editing Process
COMM 4270 (3) Forensics Practicum
COMM 4550 (3) Current Devel Telecomm
COMM 4610 (3) Magazine Writing
COMM 4670 (3) Specialty Reporting
COMM 4680 (3) Advanced Reporting
COMM 4690 (3) Interpretive Writing
COMM 5010 (3) Tchg Speech & Comm
COMM 5110 (3) Interpersonal Concepts
COMM 5580 (4) PR Cases & Campaigns
CVEEN 3100 (3) Technical Comm for Engrs
DANC 4571 (3) Movement in Culture

DANC 4711 (3) Dance History
ECE 4910 (3) Senior Thesis II
ECON 5050 (3) John M. Keynes
ECON 5080 (3) Marxian Economics
ECON 5430 (3) Asian Econ Hist-Dev
ECON 5460 (3) Latin American Hist-Dev
ECON 5470 (3) American Industr/Ec Dev
ECS 4111 (3) School and Society (and HF)
ELP 3510 (3) Student Ldshp in Higher Ed (and BF)
ENGL 3600 (3) Intr Critical Theory
ENGL 3610 (3) Adv Expository Writing
ENGL 5310 (3) Quant Analysis Lang (and QB)
ESL 3510 (3) Grammar and Stylistics
ESL 3700 (3) Writing In Disciplines
ESS 3670 (3) Exerc Hlth/Cultr Persp (and BF)
FA 3600 (3) Writing for News Media
FCS 3240 (3) Ecology Of Fam Beliefs
FCS 5250 (3) Theory Human Developmnt
FCS 5370 (3) Family Violence
FCS 5730 (3) Comm Dev & Env Change
FCS 6730 (3) Comm Dev & Env Change
FILM 4520 (3) Screenwriting I
FILM 4530 (3) Screenwriting II
FILM 4540 (3) Screenwriting III
FRNCH 4600 (3) Reading Seminar
GEO 3200 (3) Natural Disasters (and SF, QI)
GEO 4500 (3) Field Methods
GEOG 3270 (3) Global Patterns of Life (and SF)
GERM 3920 (3) Faust Quest Lit & Film (and HF)
GERM 4510 (3) Business And Econ I
GERM 4520 (3) Business And Econ II
GERM 4990 (1) Capstone Course
GNDR 3100 (3) Movements and Protests
H EDU 3150 (2) Hlth & Human Relations
H EDU 4210 (3) Program Planning/Methds
H EDU 4230 (4) Health Tchg Sec Schools
H EDU 4600 (3) Health Practicum I
H EDU 5300 (3) Diversity & Health (and DV)
HIST 4990 (3) Senior Seminar
HONOR 3200 (3) Research University
HONOR 4300 (3) Natural Disasters (and QI, SF)
LING 3510 (3) Grammar and Stylistics
LING 3700 (3) Writing In Disciplines
LING 3900 (3) Senior Capstone
LING 5170 (3) L2 Research Design (and QB)
MATH 3010 (3) Topics-Hist Of Math (and SF)
MD LB 4950 (1) Medical Writing
ME EN 3910 (1) Design Methodology
ME EN 4000 (3) Engineering Design I
ME EN 4005 (3) Des Complex Cont Sys I
ME EN 4010 (3) Engineering Design II
MGT 5810 (3) Mang Div Thru Comm (and DV)
MKTG 3020 (3) Marketing Management
MSE 5090 (3) Case Studies in MSE
NURS 4050 (3) Nursing Health Policy
PHIL 4010 (3) Senior Seminar
PHIL 4110 (3) Ancient Greek Philosophy
PHPRC 5112 (4) Profession Of Pharmacy
PHPRC 5114 (3) Social Fdns (and CW)
PHPRC 5213 (3) Drug Lit Eval II (and QI)
PHYS 3680 (3) Sci Writing & Speaking
PHYS 4910 (3) Tech Commun/Sci Judgmnt
POLS 3010 (3) Democratic Theory
POLS 5810 (3) Senior Seminar
PSY 3010 (4) Research Methods Psych (and QI)
RUSS 4710 (3) Surv-19Th Cen Russ Lit
RUSS 4720 (3) Surv-20Th Cen Russ Lit
SW 4804 (3) Honors Thesis/Project
T L 5126 (3) Content Literacy
T L 5320 (3) Theories/Practice Lit
THEA 3720 (3) History Of Theatre
THEA 3730 (5) History of Theatre
URBPL 3100 (3) Urban & Envir Plng Issu
URBPL 5240 (4) Planning Theory/Ethics
URBPL 5260 (3) Planning Admin & Law
WRTG 3200 (3) Writing Research Univ
WRTG 3400 (3) Professional Writing
WRTG 3500 (3) Business Writing
WRTG 3510 (3) Grammar and Stylistics
WRTG 3700 (3) Wrtg Arts Hum Soc Sc
WRTG 4080 (3) Environmental Writing
WRTG 4200 (3) Wrtg Popular Nonfiction
WRTG 4080 (3) Environmental Writing
WRTG 4200 (3) Wrtg Popular Nonfiction

Meteorology: B.S.
Mining Engineering: B.S.

**College of Nursing**
Nursing[1]: B.S.

**College of Science**
Biology: B.A., B.S.
Biology Composite Teaching: B.A., B.S.
Chemistry: B.A., B.S.
Chemistry Teaching: B.A., B.S.
Mathematics: B.A., B.S.
Mathematics Teaching: B.A., B.S.
Medical Biology: B.A., B.S.; for enrolled M.D. degree and dental students only
Physics: B.A., B.S.
Physics Teaching: B.A., B.S.

**College of Social and Behavioral Science**
Anthropology: B.A., B.S.
Consumer and Community Studies: B.A., B.S.
Economics: B.A., B.S.
Environmental Studies: B.A., B.S.
Gender Studies[4]: B.A., B.S.
Geography: B.A., B.S.
Geography Teaching: B.A., B.S.
Human Development and Family Studies: B.A., B.S.
Political Science: B.A., B.S.
Psychology[1]: B.A., B.S.
Social Science (Behavioral Science and Health)4: B.A., B.S.
Social Science Composite Teaching: B.A., B.S.
Sociology: B.A., B.S.

**College of Social Work**
Social Work, B.S.W.

**Interdisciplinary Majors**
University Studies: B.U.S.
   Courses may be drawn from all existing University offerings that fulfill bachelors degree requirements.

## Undergraduate Minors

Any student seeking a baccalaureate degree may take one or more approved academic University minors outside the student's major department. The student should declare the minor with the appropriate department and inform the graduation office at the time the student applies for graduation. A minor is an attribute to a degree and not an entity by itself. The University minor can be received only at the same time the student graduates with a major. In order to receive a teaching minor, the student must graduate with a teaching major at the same time.

**College of Architecture and Planning**
Urban Planning

**David Eccles School of Business**
Business

**College of Engineering**
Computer Science

**College of Fine Arts**
Animation Studies
Art History
Ceramics
Child Drama
Theatre

**College of Health**
Coaching Teaching
Health Teaching
Nutrition
Recreation

**College of Humanities**
Afro American Studies
Asian Pacific American Studies
Asian Studies
Bilingual Education
Chicano Studies
Chinese
Classical Civilization

Classics
Cognitive Science
English
English as Second Language Teaching
English-Creative Writing
English Teaching
Ethnic Studies
French
French Teaching
German
History
History Teaching
International Studies
Italian
Japanese
Latin American Studies
Linguistics
Literacy Studies
Middle East Studies
Native American Studies
Peace and Conflict
Philosophy
Russian
Russian Teaching
Spanish
Spanish Teaching
Speech Teaching
TESOL

**College of Mines and Earth Sciences**
Earth Science
Meteorology

**College of Science**
Biology Teaching
Chemistry
Mathematics
Mathematics Teaching
Physics
Physics Teaching

**College of Social and Behavioral Science**
Aerospace Studies
Anthropology
Campaign Management
Consumer and Community Studies
Economics
Gender Studies
Geography
Geography Teaching
Human Development and Family Studies
Military Science
Naval Science
Psychology
Sociology

## Major Fields of Graduate Study

**College of Architecture and Planning**
Architectural Studies: M.S.
Architecture: M.Arch.; also joint M.Arch.-M.B.A.
Urban Planning: M.U.P.

**David Eccles School of Business**
Accounting: M.Acc.
Business Administration: M.B.A., M.Phil., Ph.D.; also joint M.B.A. with Architecture, Law
Finance: M.S.
Management: M.S.
Marketing: M.S.

**College of Education**
Education, Culture and Society: M.A., M.S., M.Ed., M.Phil., Ph.D.
Educational Leadership and Policy: M.Ed., M.Phil., Ed.D., Ph.D.; also joint Ed.D.-M.P.A., Ph.D.-M.P.A.
Educational Psychology: M.Ed., M.A., M.S., M.Phil., Ph.D.
Special Education: M.Ed., M.S., M.Phil., Ph.D.
Teaching and Learning: M.A., M.A.T.,M.S., M.Ed., M.Phil., Ph.D.

**College of Engineering**
Applied Mechanics: M.S.
Bioengineering: M.E., M.S., Ph.D.
Chemical Engineering: M.E., M.S., M.Phil., Ph.D.
Civil Engineering: M.E., M.S., Ph.D.
Computational Engineering and Science: M.S.

Computer Science: M.E., M.S., M.Phil., Ph.D.
Computing: M.S., Ph.D.
Electrical Engineering: E.E., M.E., M.S., M.Phil., Ph.D.
Environmental Engineering: M.E., M.S., Ph.D.
Materials Science and Engineering: M.E., M.S., Ph.D.
Mechanical Engineering: M.E., M.S., M.Phil., Ph.D.
Nuclear Engineering: M.E., M.S., Ph.D.

**College of Fine Arts**
Art: M.F.A.
Art History: M.A.
Ballet: M.F.A., M.A.
Film Studies: M.F.A.
Modern Dance: M.F.A., M.A.
Music: M.Mus., Ph.D.
Musicology: M.A.
Theatre: M.F.A., Ph.D.

**College of Health**
Audiology: M.A., M.S., Au.D
Exercise and Sport Science: M.S., M.Phil., Ph.D.
Health Promotion and Education: M.S., M.Phil., Ed.D., Ph.D.
Nutrition: M.S.
Occupational Therapy: M.O.T.
Parks, Recreation and Tourism: M.S., M.Phil., Ed.D., Ph.D.
Physical Therapy: D.P.T.
Speech-Language Pathology: M.A., M.S.
Speech-Language Pathology and Audiology: M.Phil., Ph.D.

**College of Humanities**
Communication: M.A., M.S., M.Phil., Ph.D.
Creative Writing: M.F.A.
English: M.A., Ph.D.
Environmental Humanities: M.A., M.S.
History: M.A., M.S., Ph.D.
Language Pedagogy[5]: M.A.
Languages and Literature[6]: M.A., Ph.D.
Linguistics: M.A., M.Phil., Ph.D.
Middle East Studies[7]: M.A., M.Phil., Ph.D.; also joint M.A.-M.P.A.
Philosophy: M.A., M.S., Ph.D.

**College of Law**
Environmental and Resource Law: LL.M.
Law: J.D.; also joint J.D.-M.B.A., J.D.-M.P.A.

**School of Medicine**
Biochemistry: M.S., Ph.D.
Biomedical Informatics: M.S., M.Phil., Ph.D.
Experimental Pathology: M.Phil., Ph.D.
Genetic Counseling: M.S.
Human Genetics: M.S., Ph.D.
Laboratory Medicine and Biomedical Science: M.S.
Medicine: M.D.; also joint M.D.-Ph.D. in Neuroscience or Pharmacology
Neurobiology and Anatomy: M.S., M.Phil., Ph.D.
Oncological Sciences: M.A., M.S., M.Phil., Ph.D.
Physician Assistant Studies: M.P.A.S.
Physiology: M.Phil., Ph.D.
Public Health: M.P.H., M.S., Ph.D.

**College of Mines and Earth Sciences**
Environmental Engineering: M.E., M.S., Ph.D.
Geological Engineering: M.E., M.S., Ph.D.
Geology: M.S., Ph.D.
Geophysics: M.S., Ph.D.
Metallurgical Engineering: M.E., M.S., Ph.D.
Meteorology: M.S., Ph.D.
Mining Engineering: M.E., M.S., Ph.D.

**College of Nursing**
Gerontology: M.S.
Nursing: M.S., Ph.D.

**College of Pharmacy**
Medicinal Chemistry: M.S., M.Phil, Ph.D.
Pharmaceutics and Pharmaceutical Chemistry: M.S., M.Phil., Ph.D.
Pharmacology: M.S., Ph.D.; also joint Ph.D.-M.D.
Pharmacy: Pharm.D.
Pharmacy Administration: M.S.

**College of Science**
Biology[8]: M.S., M.Phil., Ph.D.

Chemical Physics: Ph.D.
Chemistry[8]: M.A., M.S., M.Phil., Ph.D.
Computational Engineering and Science: M.S.
Mathematics[8]: M.A., M.S., M.Phil., Ph.D.
Physics[8]: M.A., M.S., M.Phil., Ph.D.

**College of Social and Behavioral Science**
Anthropology: M.A., M.S., Ph.D.
Economics: M.A., M.S., M.Phil., Ph.D.
Family Ecology: M.S.
Geography: M.A., M.S., Ph.D.
Political Science: M.A., M.Phil. M.S., Ph.D.
Psychology: M.A., M.S., Ph.D.
Public Administration: M.P.A.; also joint M.P.A. with Educational Leadership and Policy (Ed.D., Ph.D.); Middle East Studies (M.A.); Law (J.D.); Social Work (Ph.D.).
Public Policy: M.P.P.
Sociology: M.A., M.S., Ph.D.

**College of Social Work**
Social Work: M.S.W., Ph.D.; also joint Ph.D.-M.P.A.

**Interdisciplinary Majors**
Computational Engineering and Science: M.S.
This degree is offered through the School of Computing and the Departments of Math and Physics.

Engineering: M.E.
   This degree is offered through the College of Engineering and the College of Mines and Earth Sciences. See Master of Engineering in the Graduate Information section of this catalog.

Environmental Engineering: M.E., M.S., Ph.D.
   These degrees are offered through departments in the College of Engineering and the College of Mines and Earth Sciences.

Environmental Humanities: M.A., M.S.
   These degrees are offered through departments in the College of Humanities.

Master of Science and Technology: M.S.T.
   The professional M.S.T. degree program is administered by the Graduate School. Areas of specialization are Biotechnology, Computational Science, Environmental Science, and Science Instrumentation.

Neuroscience: M.Phil., Ph.D.; also joint Ph.D.-M.D.
   Neuroscience is an interdepartmental graduate program administered by the School of Medicine and the Neuroscience Program Committee. Participating departments include Bioengineering, Biology, Neurobiology and Anatomy, Neurology, Pharmacology and Toxicology, Physiology, Psychiatry, and Psychology.

Statistics: M.Stat.
   Areas of specialization are biostatistics (Department of Family and Preventive Medicine), economics, educational psychology, management, mathematics, psychology and sociology.

[1]This major has special admission requirements for undergraduates; for information, refer to the major in the Courses section. See also Admission in the Undergraduate Information section.
[2]Available only to students in the Bachelor of Business Administration Program.
[3]For a complete list of undergraduate teaching majors and minors that lead to certification in teacher education, see Education in the Colleges section of this catalog.
[4]For details, see Interdisciplinary Social Science Degree under Social and Behavioral Science in the Colleges section. See also Behavioral Science and Health, and Gender Studies in the Courses section.
[5]Concentrations are French, German and Spanish
[6]M.A.concentrations are comparative literature, French, German, and Spanish; Ph.D. concentrations are comparative literature, German, and Spanish.
[7]Undergraduate emphases are offered in Arabic, Hebrew, Persian, and Turkish. Graduate emphases are offered in anthropology, Arabic, Arabic and Linguistics, Hebrew, history, Persian, political science, and Turkish.
[8]Secondary-school teachers are eligible to earn a special M.S. degree tailored for science teacher education. The diploma reads "Master of Science" and indicates the specific department through which the student earned the degree (Biology, Chemistry, Mathematics, or Physics Teaching).

## STUDENT CODE
### UNIVERSITY REGULATIONS- Chapter X CODE OF STUDENT RIGHTS AND RESPONSIBILITIES ("STUDENT CODE")
#### PART I: GENERAL PROVISIONS AND DEFINITIONS

A. General Provisions

The Code of Student Rights and Responsibilities has seven parts: General Provisions and Definitions, Student Bill of Rights, Student Behavior, Student Academic Performance, Student Academic Conduct, Student Professional and Ethical Conduct, and Student Records.

The mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility. Integrity, autonomy, justice, respect and responsibility represent the basis for the rights and responsibilities that follow. Participation in the University of Utah community obligates each member to follow a code of civilized behavior.

The purposes of the Code of Student Rights and Responsibilities are to set forth the specific authority and responsibility of the University to maintain social discipline, to establish guidelines that facilitate a just and civil campus community, and to outline the educational process for determining student and student organization responsibility for alleged violations of University regulations. University policies have been designed to protect individuals and the campus community and create an environment conducive to achieving the academic mission of the institution. The University encourages informal resolution of problems, and students are urged to discuss their concerns with the involved faculty member, department chair, dean of the college or dean of students. Informal resolution of problems by mutual consent of all parties is highly desired and is appropriate at any time.

In cases where a more formal resolution of problems is needed, distinct administrative procedures and time lines have been established for proceedings under the Standards of Behavior (Part III), the Standards of Academic Performance (Part IV), the Standards of Academic Conduct (Part V) and the Standards of Professional Conduct (Part VI). Certain conduct by students may fall within more than one section of the Student Code. When this is the case, an appropriate University administrator shall determine which section of the code is the appropriate section under which to proceed. In special circumstances, the appropriate University administrator may extend time lines in the interest of fairness to parties or to avoid injury to one of the parties or to a member of the University community. The University, the Committees and all participants shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved in any proceedings under the Student Code.

At the sole discretion of the University, proceedings under the Student Code may be postponed when acts or conduct involving possible violations of the Standards of Behavior, the Standards of Academic Conduct or the Standards of Professional Conduct are also the subject of ongoing criminal or civil enforcement proceedings brought by federal, state, or local authorities and when postponing the proceedings will serve the best interests of the University or will better facilitate

the administration of justice by such authorities. The vice president for student affairs, or designee, shall make the decision regarding proceedings under the Standards of Behavior. The senior vice president for academic affairs or the senior vice president for health sciences, or their designees, shall make the decision regarding proceedings under the Standards of Academic Conduct and the Standards of Professional Conduct.

The dean of students, or the senior vice president for academic affairs, or the senior vice president for health sciences, or their designees, may place a hold on the student's records and/or registration pending the resolution of proceedings under the Student Code.

B. Definitions

As used in the Student Code:

1. "Academic action" means the recording of a final grade (including credit/no credit and pass/fail) in a course, on a comprehensive or qualifying examination, on a culminating project, or on a dissertation or thesis. It also includes a decision by the appropriate department or college committee to place a student on academic probation, or to suspend or dismiss a student from an academic program because the student failed to meet the relevant academic standards of the discipline or program. The term "academic action" does not include the decision by a department or program to refuse admission of a student into an academic program. Academic action also does not include academic sanctions imposed for academic misconduct or for professional misconduct.

2. "Academic misconduct" includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

   a. "Cheating" involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

   b. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

   c. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

   d. "Fabrication" or "falsification" includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting back-

## THE GRADUATE SCHOOL

Dean, David S. Chapman, Ph.D.
Associate Dean for Academic Affairs,
Frederick Rhodewalt, Ph.D.
Associate Dean for Postdoctoral Affairs,
Nancy A. Nickman, Ph.D.
302 Park Building

Mailing address:
University of Utah
The Graduate School
201 S Presidents Circle Rm 302
Salt Lake City, UT 84112-9016

Phone (801) 581-7642
Fax: (801) 585-6749
Web address: www. utah.edu/gradschool

The Graduate Council establishes policies and procedures governing graduate study in accordance with faculty regulations. Directors of graduate studies administer graduate programs in the various departments. The council supervises degree requirements for the following academic and professional degrees:

### Academic Degrees

Master of Arts (M.A.)
Master of Science (M.S.)
Master of Philosophy (M.Phil.)
Doctor of Philosophy (Ph.D.)

### Professional Degrees

Master of Accounting (M.Acc.)
Master of Architecture (M.Arch.)
Master of Arts in Teaching (M.A.T.)
Master of Business Administration (M.B.A.)
Master of Education (M.Ed.)
Master of Engineering (M.E.)
Master of Fine Arts (M.F.A.)
Master of Laws (LL.M.)
Master of Music (M.Mus.)
Master of Occupational Therapy (M.O.T.)
Master of Public Administration (M.P.A.)
Master of Public Health (M.P.H.)
Master of Public Policy (M.P.P.)
Master of Science and Technology (M.S.T.)
Master of Social Work (M.S.W.)
Master of Statistics (M.Stat.)
Master of Urban Planning (M.U.P.)
Electrical Engineer (E.E.)
Doctor of Audiology (Au.D.)
Doctor of Education (Ed.D.)
Doctor of Pharmacy (Pharm.D.)
Doctor of Physical Therapy (D.P.T)

### M.D. and J.D. Degrees

The Doctor of Medicine (M.D.) degree is conferred by the School of Medicine. The Juris Doctor (J.D.) degree is conferred by the College of Law.

Following is information about Graduate School policies and academic and professional degrees. For additional information, see also the Colleges and the Courses sections of this catalog. The colleges, professional schools, and most departments also publish bulletins describing graduate programs and degree requirements.

## ADMISSION

Admissions Office
250 Student Services Building

Mailing address:
University of Utah
Admissions Office
201 S 1460 E Rm 250S
Salt Lake City, UT 84112-9057
Phone: (801) 581-7283
Fax: (801) 585-7864
Web address: http://www.sa.utah.edu/admiss/
E-mail: graduate@sa.utah.edu

Prospective graduate students, including University of Utah seniors, apply for admission to graduate study through the University Admissions Office and through the relevant department. The Application for Admission to Graduate School is available through each department or from the Admissions Office. The application is also available at http://www.sa.utah.edu/admiss/appdownload/index.htm. The application should be submitted by the published semester deadline. Following are deadlines for filing applications. When the date listed falls on a weekend, no late handling fees are assessed on applications received the Monday following the deadline.

| | |
|---|---|
| Fall Semester | April 1 |
| Spring Semester | November 1 |
| Summer Term | March 15 |

Transcripts of all previous academic work, both graduate and undergraduate, must be mailed to the Admissions Office directly from each school attended. Students who fail to report attendance at another higher educational institution may have their admission rescinded. **The admissions file is due in the Admissions Office a minimum of 30 days before the academic departmental deadline.** Because some departments have additional requirements and deadlines, and because some departments review files only once each year, students must check with the appropriate department for special requirements and provide all required materials prior to the departmental deadline.

Graduate students may apply to more than one department. Two separate, complete applications must be submitted. Only one application fee is charged, if applications are for the same semester and year.

An offer of acceptance is valid only for the semester the applicant is admitted. If an applicant does not register for classes during his/her admitted term, the applicant must resubmit an admissions application before the application deadline for the semester he/she wishes to begin. Once admitted and enrolled, graduate students are required by Graduate School policy to maintain continuous registration during the academic year of Fall and Spring semesters. If a graduate student must stop out, he/she should file the appropriate paperwork for an official Leave of Absence. Students failing to maintain continuous registration and who have not been granted an official leave of absence must reapply for admission to the Graduate School through the Admissions Office.

## Admission Requirements

An applicant for admission to The Graduate School must meet the following minimum requirements:

1. An undergraduate GPA of at least 3.0, based on all undergraduate work. If the undergraduate GPA is below 3.0, a GPA will be calculated on the last 60 semester hours (90 quarter hours) of the undergraduate work for admission consideration;
2. A bachelor's degree from a regionally accredited college or university;
3. Recommendation of the faculty in the college or department in which the applicant wishes to study.

Departments and colleges may establish additional criteria for admission in accordance with the general guidelines established by The Graduate School.

The University of Utah is committed to a policy of nondiscrimination and equal opportunity in all programs, activities, and employment. Moreover, students may not be denied admission to graduate work solely because they obtained a prior degree at the University of Utah.

**Nonmatriculated Students.** Students who do not qualify for admission to The Graduate School or non-degree-seeking students may enroll in graduate-level classes on a nonmatriculated basis. (Some graduate-level courses, however, are restricted because of full enrollment, limited space, prerequisites, etc.) When such students want to be considered for matriculated graduate status, they must apply formally through the Admissions Office. Upon recommendation from the major department and approval by the Graduate Admission Committee, the student may qualify for admission. Grades received during nonmatriculated status do not guarantee admission into a graduate program. International students on visas are not eligible for nonmatriculated status.

Credits earned by nonmatriculated students may or may not apply to a graduate degree program. Graduate programs are designed and approved by faculty committees assigned to supervise each graduate student. Decisions on accepting course credit are made initially by these supervisory committees. Only nine semester hours of nonmatriculated work can be applied toward a graduate degree. Applying more than nine semester hours of nonmatriculated work to the degree requires approval of the Dean of The Graduate School upon the request of the department chair or supervisory committee chair.

Any requests for exceptions to these general admission policies should be directed in writing to the Graduate Admissions Committee by the respective college or department.

## Application Procedures

Because departmental requirements and deadlines vary, an applicant should check with the major department in addition to making formal application for admission to The Graduate School. The Application for Admission to Graduate School is available from the Admissions Office, 250 Student Services Building, or at http://www.sa.utah.edu/admiss/appdownload/index.htm. The admissions file, which is composed of the Application for Admission to Graduate School, all transcripts, and the application fee, must be received by the Admissions Office at least 30 days prior to the departmental deadline.

Official transcripts of all previous graduate and undergraduate academic work must be mailed directly to the Admissions Office from each school attended. Former students must have transcripts sent for work completed since last enrolled. Transcripts submitted for admission become the property of the University and are not returned. Failure to list all institutions previously attended or making false or misleading statements on the application may result in loss of credit and/or cancellation of admission status.

When complete, the admissions file is summarized by the Admissions Office staff and sent to the department for an admission recommendation. If required, letters of recommendation and results of standardized tests should be sent directly to the major department. Notification of the admission decision is made from the Admissions Office.

New graduate students who do not enroll the term they are accepted and who wish to enroll in a subsequent term must resubmit the admissions application form with the Admissions Office. Files for new students who do not enroll are normally kept one year. Files not reactivated within one year are destroyed.

**Application Fees.** Graduate applicants new to the University of Utah are charged a $45 processing fee. For new international graduate applicants, the processing fee is $65.

Formerly matriculated University of Utah students applying to The Graduate School for the first time pay a $45 application fee or a $65 international application fee.

Former University of Utah graduate students who do not have an official leave of absence are required to pay a $45 readmission fee or a $65 international fee.

New students who do not enroll the term for which they are accepted and who wish to enroll in a subsequent term pay a $45 domestic application fee or a $65 international application fee.

All applications received after the published deadlines require a $25 late handling fee.

Admission requirements, deadlines, and fees are subject to change without prior notice.

**Notice of Acceptance.** The Admissions Office notifies all applicants in writing of their acceptance or denial.

## Other Policies

**Changing Majors.** A student who changes majors must file a new Application for Admission to Graduate School with the Admissions Office. The student's records are then sent to the new department for an evaluation and recommendation. It is the responsibility of the student to arrange for letters of recommendation and test scores, if required, to be sent to the new department.

**Continuing Studies After Earning a Degree.** If a student receives a master's

degree at the University of Utah and wishes to continue graduate study in the same department the succeeding term, that student should obtain a copy of the Recommendation for Change of Graduate Classification form from the departmental graduate secretary. This form requires a departmental recommendation and is then returned to the Graduate Records Office for approval by the dean of The Graduate School.

**Changing Resident Status.** The Admissions Office classifies all applicants as either residents or nonresidents for tuition purposes. For information, see Establishing Utah Residence in the Undergraduate Information section of this catalog, or contact the residency officer, (801) 581-3089, in the Admissions Office.

## International Student Admission

International Admissions Office
250 Student Services Building

Mailing address:
University of Utah
International Admissions Office
201 S 1460 E Rm 250S
Salt Lake City, UT 84112-9057 USA

Phone: (801) 581-3091
Fax: (801) 585-7864
http://www.sa.utah.edu/admiss/
E-mail: IAO@sa.utah.edu

**Graduate Admission Criteria.** For an international applicant to be considered for admission to The Graduate School, the following must be satisfied:

1. The applicant must have a bachelor's degree or its equivalent from a recognized institution of higher learning.
2. The applicant must have a minimum 3.0 grade point average (B average) or better.
3. The faculty in the college or department in which the applicant wishes to study must recommend admission.

Departments and colleges may establish additional admission criteria in accordance with the general guidelines established by The Graduate School.

The requirements listed are minimum requirements only and do not guarantee admission to a graduate program. Applicants are evaluated with respect to University and departmental requirements and with respect to the pool of available applicants.

International Admissions Officers determine if applicants with international degrees meet The Graduate School's requirement of a recognized bachelor's degree.

Applicants are urged to contact the academic department of their choice for further information concerning the programs offered and additional requirements set by the department.

**Graduate Admissions Deadlines.** Many graduate departments have deadlines that are different from the published deadlines of the University; also, many graduate departments accept students only once a year, for fall semester. Students should contact the academic department of their choice for information concerning departmental deadlines.

International students on visas are not eligible for nonmatriculated status.

**Application Deadlines**

| | |
|---|---|
| Fall Semester | April 1 |
| Spring Semester | November 1 |
| Summer Term | March 15 |

Applications submitted after the deadlines will be accepted with an additional $25 late handling fee until the final cut off date. Final cut off dates will be posted on the Admissions Office web site at http://www.sa.utah.edu/admiss each semester. Applications will not be processed until all fees are paid and all credentials are received in the Admissions Office. International application fees cannot be waived and are nonrefundable. Admission requirements, deadlines, and fees are subject to change without prior notice.

International applicants must submit the following documents:

1. The University of Utah Application for Admission to Graduate School. Students may apply directly using the University web site.
2. A nonrefundable $65 processing fee (all costs subject to change). Applicants applying to more than two graduate departments for the same semester are charged an additional $10 for each application.
3. Official transcripts, mark sheets, and school records from all colleges or universities attended.
   a. School records must be sent directly from the school attended to the Admissions Office of the University of Utah.
   b. School records must be presented in the original language accompanied by an official English translation. Translations must be literal and complete.
   c. School records must be submitted on an official school document and list the name and address of the school, the dates enrolled, grading system, description of each subject or examination, and mark or grade earned in each subject or examination.

Transcripts submitted for admission become the property of the University and cannot be returned to the applicant.

Failure to list all schools previously attended or making false or misleading statements on the application may result in loss of credit and/or cancellation of admission status.

4. Official degrees and diplomas in the original language with official English translations.
5. A minimum score of 500 (173 on computer-based exam or 61 on the new iBT exam) or better on the Test of English as a Foreign Language (TOEFL) for applicants whose first language is not English. (Individual departments may require higher scores.)
   a. The official TOEFL score must be sent directly to the Admissions Office by Educational Testing Service and must not be over two years old at the time of admission.
   b. Many graduate departments require a TOEFL score above 500 (173 on computer-based exam or 61 on the new iBT exam), a Test of Spoken English (TSE) score, or the score from the Test of Written English (TWE). Applicants should check with their major department to determine their requirements.
   c. For test registration information contact:
   TOEFL/TSE Service
   Educational Testing Service
   P.O. Box CN 6151
   Princeton, New Jersey 08541-6151

Applicants with an undergraduate or graduate degree from an accredited college or university in the United States may not be required to take the TOEFL.

The University has the right to request that students seek additional English language training. Such students will be referred to the English Language Institute or the Linguistics Department. Regular academic schooling may be deferred until such time as the required level of English proficiency is achieved.

6. A statement of rank in class provided by the school from which the applicant graduated.

7. For students requesting an I-20 certificate of eligibility, the following items:

a. A financial statement with supporting documents is required to cover the first year of tuition and living expenses. (Check web site for current amount required.)

b. A sponsor statement is required if financial support will be provided by someone other than the student. This statement must be signed by the sponsor and include a statement indicating the sponsor's intent to provide financial support to the student for an entire year of tuition and living.

c. Students currently on an I-20 from another US school, if admitted to the University of Utah, need to complete a transfer form, which the International Admissions Office will mail to the students upon their acceptance.

d. Transfer students must provide their SEVIS identification number and the date that they will be released from their previous US college or university.

e. Students must submit a copy of the first page of their current passport or their national ID card.

Applicants should contact their major department directly for information about departmental financial aid.

All international students must comply with current immigration regulations.

### International Teaching Assistants (ITA)

International graduate students whose first language is not English and whose departments wish to award them financial assistance in the form of a teaching assistantship (TA) must be certified by the ITA Program prior to beginning their teaching assignment. An oral English test is required for entrance into a pre-semester ITA Workshop, and a performance test given during the workshop determines each candidate's level of clearance. Students with certain qualifications may apply for a waiver. For more information, go to http://www.utah.edu/ita.

### PROOF OF IMMUNITY REQUIREMENT (PIR)

Student Immunization Office
Student Health Service
Madsen Health Center, Level 1
555 Foothill Blvd., Salt Lake City, Utah 84112
(801) 585-6009

The University requires all new, transfer, and readmitted students to provide proof of immunity for measles, mumps, and rubella. As recommended by the American College Health Association, the Federal Centers for Disease Control and Prevention (CDC), and the Utah State Health Department, students

fulfill the requirement by providing evidence of immunity or the dates of having been vaccinated against the diseases. Appropriate vaccinations include two MMR vaccinations or two doses measles, one dose mumps, and one dose rubella vaccine.

All new, transfer, and readmitted students born after December 31, 1956, are required to submit proof of immunity to the Student Health Service. Instructions and forms will be mailed to new, transfer, and readmitted students after admission to the University and must be returned to the Student Health Service by the second Friday of their first semester (Madsen Health Center, Level 1, 555 Foothill Blvd., Salt Lake City, UT 84112).

Questions regarding compliance requirements may be directed to the Student Immunization Office, (801) 585-6009, between 8:30 a.m.-4:30 p.m., Monday through Friday.

### REGISTRATION

Registrar's Office/Service Windows
250 Student Services Building

Mailing address:
University of Utah
Registrar's Office
201 S 1460 E Rm 250N
Salt Lake City, UT 84112-9056

Phone: (801) 581-8968
Fax: (801) 585-7860
Web address: www.sa.utah.edu/regist/

**Registering for Classes.** Graduate students (except those in law and medicine) should register via the World Wide Web to secure their classes. For details about registration procedures, see Registration in the Undergraduate Information section of this catalog.

Law and medical students register in person at the College of Law and School of Medicine, respectively. For information, see Law and Medicine in the Colleges section of this catalog, or contact the College of Law or School of Medicine.

**Minimum Continuous Registration.** All graduate students must maintain minimum registration from the time of formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence (see Leaves of Absence, below). Students not on campus and not using University facilities are not expected to register for summer term. If students do not comply with this continuous registration policy and do not obtain an official leave of absence, their supervisory committee is terminated and their records are inactivated. To reactivate a file at a later time, students are required to reapply for admission to The Graduate School.

**Master's Degrees.** Master's degree students in programs requiring a thesis maintain minimum registration by registering and paying applicable tuition and fees for at least three credit hours per semester during the academic year from the time they are admitted to The Graduate School until they have completed all course work required for

the degree and the thesis is successfully defended.

Master's thesis candidates are not required to register after they have defended their theses. Students who defend after the final examination period and before the next semester begins (first day of classes) are not required to register for the next semester. They will graduate the semester all Graduate School requirements are fulfilled.

Master's degree students in nonthesis programs maintain minimum registration by registering and paying applicable tuition and fees for at least three credit hours per semester during the academic year from the time they are admitted to The Graduate School until they have completed all requirements for the degree and the final paper or project report has been submitted to and approved by the department.

Master's degree students maintaining minimum continuous registration have library privileges, health insurance options, and access to athletic facilities.

**Doctoral Degrees.** Doctoral students maintain minimum registration by registering and paying applicable tuition and fees for at least three credit hours per semester during the academic year from the time they are admitted to The Graduate School until they have been formally advanced to candidacy (usually after completion of all course work, the qualifying examination, and the language requirement).

Doctoral students who have been admitted to candidacy maintain minimum registration by:

(1) Registering and paying the applicable tuition and fees for a minimum of three credit hours if the candidate is in residence, uses University buildings, consults regularly with her or his supervisory committee, or otherwise uses University facilities. All candidates taking their final examination during the semester in question must be registered for three credit hours, OR

(2) Registering for Continuing Registration (course number 7990) if the candidate is not using faculty time or University facilities except the library. No students may register for more than four semesters of 7990.

Doctoral students who successfully defend their dissertations are no longer required to register; however, those who wish to check out books from the library must register for Continuing Registration (course number 7990).

Only courses numbered 6970 and 7970 may be counted as thesis or dissertation hours in fulfillment of degree requirements. Course numbers 6980 and 7980 (Faculty Consultation) do not count toward fulfillment of degree requirements.

**Course 7990 Limitations.** Continuing Registration: Ph.D. (course number 7990) cannot be used for verification of half- or full-time enrollment in order to qualify for deferment of student loan repayments or to receive student loan funds. The department class number for 7990 changes each semester and is available to students only through the department's graduate advisor. There is a limit of four semesters for use of 7990.

**Leaves of Absence.** Students who wish to discontinue their studies for one or more semesters (other than summer term) must file a Request for Leave of Absence form with the chair of their supervisory committee. Before being forwarded to the Graduate Records Office for approval by the dean of The Graduate School, the form must be approved by the supervisory committee chair and department chair. Requests may be granted in the following circumstances:

1. Leaves of absence generally are granted and reviewed on a yearly basis for reasons relating to illness, military service, pregnancy and/or child care, residence outside the state of Utah, and work in process in which students are not in continual contact with their supervisory committee or other members of the faculty.

2. Leaves also may be granted on a yearly basis to students who, in the judgment of their department chair, are engaged in work considered beneficial to their academic goals, such as temporary teaching or professional employment that allows the student ultimately to complete the degree.

3. Leaves for other reasons may be granted and reviewed on a yearly basis when the student's chair believes the leave is in the best interest of both the student and the University.

Students must apply for leaves of absence for a current semester by the last day of classes of that semester. They also must officially withdraw from classes in any semester for which a leave is granted. Failure to formally withdraw results in the reporting of E or EU grades for all classes. For more information about official withdrawal, see Grading Policies in the Undergraduate Information section of this catalog.

Leaves of Absence do not count toward the period allowed to complete the degree. Leaves are granted for a maximum of one academic year at a time. The leave of absence is void if a student registers for classes in a semester for which a leave was granted.

**Summer Term Registration.** Continuous registration refers only to registration during the regular academic year and is not terminated or interrupted by nonregistration during summer term. Students should, however, maintain registration status during summer term if they are taking qualifying examinations or defending theses/dissertations.

**Charges.** Nonresident tuition is not imposed on matriculated students whose total registration includes only course numbers in the range 6970 to 6989 or 7970 to 7989 (Thesis Research, Faculty Consultation, Final Project) in a given semester. Continuing Registration (course number 7990), available only to doctoral students who have been admitted to candidacy, carries a charge (subject to change without notice) of $37.50 per semester, regardless of resident status.

**Full-time Status.** Graduate students considered full time:

(1) are registered for nine or more credit hours;

(2) after the applicable residency requirement has been met, are registered for three credit hours of courses, of which at least one credit hour must be in the range of 6970-6989, 7970-7989, or

Pharmacology and Toxicology 7920. Option 2 does not fulfill state residency requirements.

**Maximum hours.** No candidate for a graduate degree is permitted to register for more than 16 credit hours in any single semester. A schedule of nine hours is considered a full load for master's and doctoral degree candidates.

### GRADING AND CREDIT POLICIES

The University confers graduate degrees upon candidates who meet the requirements designated by the appropriate graduate committees, the Graduate Council, and the faculty.

### Grading Policies

**Minimum Acceptable Grades.** Candidates for graduate degrees are required to maintain a 3.0 or higher GPA in course work counted toward the degree. A grade below C- is not accepted for credit toward a graduate degree. Some departments further restrict C grades.

**Credit/No-Credit Grading.** Graduate students are granted the option, subject to approval by their major department and review by the dean of The Graduate School, to enroll in some courses in which they will be graded on a credit/no-credit (CR/NC) rather than on a letter-grade basis.

The intent of the CR/NC option is to free students to extend their studies to areas outside their major or specialty and to take classes they otherwise might not take if they had to compete with majors for a letter grade. The following apply to taking classes CR/NC:

1. During the first year in The Graduate School, the student, with department approval, may register for one class each semester on a CR/NC basis.

2. Of the first year's work, courses taken for CR/NC grades may not exceed approximately 25 percent of the student's total credits and generally should be less than 25 percent. In some cases, especially if the student plans to do doctoral work, the director of graduate studies or chair of the student's supervisory committee may determine it is desirable that all classes the first year be taken for letter grades. If so, the program should be outlined accordingly.

3. After the first year in The Graduate School, the student may request permission from the director of graduate studies to register for more than one class per semester on a CR/NC basis.

4. Each department has flexibility to plan the best possible program with the student. Whether the student is in the first year or advanced stages of the program, the choice of courses to be taken CR/NC is subject to the approval of the director of graduate studies or chair acting on behalf of the student's department.

5. Students may not elect to register for CR/NC courses in their major departments unless a course in the major department is offered only on a CR/NC basis.

6. All courses earning credit of one hour are graded on a CR/NC basis, unless use of regular letter grades is approved by the Graduate Council.

7. Graduate students should earn a grade of C or better to be entitled to "credit." Students who do not wish to register for credit, either for a letter grade or CR/NC, should audit the course.

8. Graduate students enrolled in a class for CR/NC may change to a letter grade any time before the Monday of the last week of classes. Graduate students are cautioned that it is important they receive letter grades in order to build a graduate GPA. This is especially important if students apply for fellowships or traineeships on a competitive basis or later transfer to another institution.

### Credit Policies

**Undergraduate Petition for Graduate Credit.** University of Utah students may be allowed to select for graduate credit certain graduate-level courses (5000 level or above) taken while enrolled as an undergraduate student. Such graduate credit is limited to six semester hours or two courses. Credit used to earn the undergraduate degree may not be counted toward a graduate degree. Students are encouraged to seek advance approval of the dean of The Graduate School on an Undergraduate Petition for Graduate Credit form available in the Registrar's Office. However, if a student seeks retroactive graduate credit for courses taken as an undergraduate, permission may be granted only if a grade of B or better was earned in the specified courses and if the courses were taken no more than three years prior to the petition.

**Transfer of Credit.** Graduate credit may be transferred from other institutions. Credits transferred from another institution may be used for only one degree. Up to six semester hours of transfer credit may be applied toward fulfillment of graduate degree requirements if they (1) are of high letter grade (B or higher; "credit only" grades are unacceptable), (2) are recommended by the student's supervisory committee, and (3) are taken within the department's prescribed time limit.

**Maximum Hours.** No candidate for a graduate degree is permitted to register for more than 16 credit hours in any single semester. A schedule of nine credit hours is considered a full load for master's and doctoral degree candidates.

**Limitations on Credit.** Credit earned by nonmatriculated students may or may not apply to a graduate degree program. Graduate programs are designed and approved by faculty committees assigned to supervise each graduate student. Decisions on accepting course credit are made initially by these supervisory committees. Nonmatriculated credit that can be applied toward a graduate degree is limited to nine semester hours. Applying more than nine hours of nonmatriculated work to the degree requires approval by the dean of The Graduate School. AOCE ULearn Independent Study (formally correspondence or home-study) courses are eligible for graduate credit with department approval. Such credit is limited to nonmatriculated students, unless otherwise approved by the dean of The Graduate School. Students may not register for CR/NC courses in their major departments unless a course in the major department is offered

only on a CR/NC basis. (See also Credit/No-Credit Grading earlier in this section.)

**Course Numbers.** Courses numbered 6000 and above are considered graduate-level. Courses numbered 5000 to 5999 can count toward graduate degrees. Courses numbered 3000 to 4999 are upper-division (junior and senior) courses. Those numbered 1000 to 2999 are lower-division (freshman and sophomore) courses.

## ATTENDANCE

The University expects regular attendance at all class meetings. Students are responsible for satisfying the entire range of academic objectives and requirements as defined by the instructor. Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics) or religious obligations, or with instructor's approval, shall be permitted to make up both assignments and examinations.

## LANGUAGE REQUIREMENTS

Departments may require "standard proficiency" or "advanced proficiency" in language competence in one or more foreign languages for graduate degrees.

Standard proficiency assumes a reading-comprehension level expected of a student who has completed one year of college foreign-language instruction or the equivalent. Students may verify standard proficiency in one of the following ways:

1. Complete a second-semester language course (1020), or the equivalent at another institution, with at least a B grade (3.0). Submit a grade report or transcript to the Department of Languages and Literature, 1400 Language and Communication Building, for verification. Courses must have been taken not more than six years prior to the date of application for language verification.

2. Pass the Foreign Language Proficiency Assessment for Graduate Students of the College Level Examination Program (CLEP) for French, German, or Spanish with a score indicating standard proficiency. Students who wish to take this examination must contact the University Testing Center.

3. Pass a foreign language examination designed by the major department in consultation with the Department of Languages and Literature.

Advanced proficiency assumes a reading-comprehension level expected of a student who has completed two years of college foreign-language instruction or the equivalent. Students may verify advanced proficiency in one of the following ways:

1. Complete a fourth-semester language course (2020), or equivalent at another institution, with at least a B grade (3.0). Submit a grade report or transcript to the Department of Languages and Literature, 1400 Language and Communication Building, for verification. Courses must have been taken not more than six years prior to the date of application for language verification.

2. Pass the Foreign Language Proficiency Assessment for Graduate Students of the College Level Examination Program (CLEP) for French, German, or Spanish with a score indicating advanced proficiency. Students who wish to take

this examination must contact the University Testing Center.

3. Pass a foreign language examination designed by the major department in consultation with the Department of Languages and Literature.

## PRIVACY RIGHTS

The Family Educational Rights and Privacy Act (FERPA) guarantees all University students certain rights regarding their education records maintained by the University. For details, see Privacy Rights in the Undergraduate Information section of this catalog.

## DEGREE REQUIREMENTS

Students are reminded that they are responsible for understanding and complying with the requirements for the academic and professional degrees described in this section as well as elsewhere in this catalog.

Students wishing to pursue more than one graduate degree must have a separate program of study for each. Courses may not be counted for credit for more than one degree.

### Academic Programs

Academic degrees conferred by The Graduate School are the Master of Arts (M.A.), Master of Science (M.S.), Master of Philosophy (M.Phil.), and Doctor of Philosophy (Ph.D.). Following is general information pertaining to M.A., M.S., M.Phil., and Ph.D. degree programs. For information about additional requirements for degrees in particular disciplines, refer to the discipline in the Courses section and the corresponding college in the Colleges section of this catalog.

**Supervisory Committees.** The supervisory committee is responsible for approving the student's academic program, preparing and judging the qualifying examinations subject to departmental policy, approving the thesis or dissertation subject, reading and approving the thesis or dissertation, and administering and judging the final oral examination (thesis or dissertation defense). The chair of the supervisory committee directs the student's research and writing of the thesis or dissertation. The final oral examination may be chaired by any member of the supervisory committee consistent with departmental policy. If a graduate student's preliminary work is deficient, the supervisory committee may require supplementary undergraduate courses for which no graduate credit is granted. Decisions concerning program requirements, examinations, and the thesis or dissertation are made by majority vote of the supervisory committee.

All University of Utah faculty members (including regular, research, clinical, emeritus, visiting, and adjunct) are eligible to serve as supervisory committee members. The faculty member must hold an academic or professional doctorate, the terminal degree in the relevant field, and/or must

have demonstrated competence to do research and scholarly or artistic work in the student's general field. Persons not from the University of Utah may also serve as committee members upon approval of the dean of The Graduate School (a vita for the proposed committee members should accompany the request). Committee chairs must be selected from regular faculty (i.e., tenured or tenure track). Immediate family members are not eligible to serve on a student's supervisory committee.

The supervisory committee is usually formed in the first year of graduate work. It is the responsibility of the student to approach prospective committee members with a view to their willingness and availability to serve in such a capacity. Faculty have the right, however, for justifiable academic reasons, to refuse to serve on a student's supervisory committee.

The department chair or director of graduate studies, depending on departmental policy, appoints the chair and committee members. The process of forming a supervisory committee is completed by filing a Request for Supervisory Committee form with the major department and sending a copy of the completed form with signatures to the Graduate Records Office for approval by the dean of The Graduate School.

Master's supervisory committees consist of three faculty members, the majority of whom must be regular faculty in the student's major department.

Doctoral supervisory committees consist of five faculty members, the majority of whom must be regular faculty in the student's major department. One member of the supervisory committee must be from another department.

Exceptions to these guidelines must be recommended and justified by the director of graduate studies of the department or the department chair, depending on departmental policies, and approved by the dean of The Graduate School.

### Master's Degrees

**The Master's Supervisory Committee.** Unless otherwise approved by the dean of The Graduate School, a supervisory committee consisting of three faculty members, the majority of whom must be regular faculty in the student's major department, is appointed no later than the second semester of graduate work. If a graduate student's preliminary work is deficient, the supervisory committee may require supplementary undergraduate courses for which no graduate credit is granted.

**Program of Study.** A candidate's program of study must consist of not less than 12 credit hours of course work, excluding thesis, in the selected field of study. In addition, 9 to 12 hours of course work are elected. All course work counted toward the degree must be approved by the student's supervisory committee. Faculty Consultation, course number 6980, does not count toward thesis hours or fulfillment of degree requirements.

Candidates for master's degrees must devote a minimum of 30 credit hours to their

graduate courses (i.e., courses numbered 5000 and above) and thesis. A minimum of 20 hours must be in course work, with the balance in thesis hours or alternative to the thesis (when allowed by the department).The candidate is required to maintain a 3.0 or higher GPA in course work listed on the Application for Admission to Candidacy for the Master's Degree. A grade below C- is not accepted toward a graduate degree. Some departments further restrict C grades.

Each master's program requires a distinct, complete set of course work. Course work used to meet the requirements of one master's program may not be used to meet the requirements of another. Courses taken through alternative delivery methods, e.g., via EDNET or the Internet, are approved on a programmatic basis through the Graduate Council.

**Residency.** At least 24 credit hours must be in resident study at the University of Utah. The Graduate Council may approve departmental or programmatic exceptions to the minimum residency requirements and proposals for new programs or academic offerings using distance learning technologies and/or off-campus sites, as provided by Graduate School policy.

**Application for Candidacy.** During the second semester of graduate work, the student should file the Application for Admission to Candidacy for the Master's Degree with the chair of the supervisory committee and department chair. No sooner than one year before graduation, the supervisory committee should review and approve a formal Application for Admission to Candidacy for the Master's Degree for the student and should then forward that form to the dean of The Graduate School for approval. The application is due in The Graduate School one semester before graduation and no earlier than one year before graduation.

**Examinations: Thesis Option.**

Final Thesis Defense: The required final examination for the M.S. or M.A. thesis option is an oral defense of the thesis. The defense date is set by the supervisory committee and is open to the public. At least three weeks before this final oral examination, the student should submit an acceptable thesis draft to the committee chair; committee members should receive copies at least two weeks before the examination date. After the oral presentation, a question and answer period must be allowed. At the conclusion of the public participation, the committee may excuse the public and conduct further questioning on the thesis and related topics. The outcome of the thesis defense is reported on the Report of the Final Oral Exam and Thesis for the Master's Degree form.

Comprehensive Examination: In addition to the required thesis defense, departments may or may not require a comprehensive examination of M.S. and M.A. candidates in the thesis option. Each department establishes its own policy on the structure of the examination (i.e., written, oral, or both; con-

ducted by supervisory committee or uniform departmental exam). The exam may be taken early in the program as a comprehensive qualifying exam, or late in the program as a final comprehensive exam separate from the thesis defense.

**Examinations: Nonthesis Option.**

Alternatives to the thesis are permitted by some departments. These alternatives may consist of course work only or involve an independent project. In either case, a final exam that covers breadth and integration of material in the field is required. The examination may be written, oral, or both, and conducted by the supervisory committee or the department. For project-oriented master's degrees a public oral defense of the project may serve as the final examination. At its discretion, the supervisory committee may elect to excuse the public from the defense in order to pursue additional questions related to the student's project and field of study. The supervisory committee of the student completing a nonthesis master's degree must sign and submit the Report of the Final Project for the Master's Degree or the Report of the Final Examination or Certification of Completion for the Nonthesis Master's Degree form to the Graduate Records Office. This form is due by the last day of the semester in which the student expects to graduate.

Exceptions to these rules must be approved by The Graduate School. All department examination policies for the M.A. and M.S. degrees must be on file with The Graduate School.

**Registration.** Thesis candidates must register for a minimum of six credit hours of Thesis Research (course number 6970) and at least three credit hours per semester from the time of formal admission to a graduate program until all requirements for the degree, including the final oral examination (thesis defense), are completed.

Nonthesis candidates must be registered for at least three credit hours per semester from the time of formal admission to a graduate degree program until all requirements for the degree, including the defense of the final project, paper, or final examination, are completed. Thesis and non-thesis candidates must meet this registration requirement unless they have an official leave of absence. See Minimum Continuous Registration and Leaves of Absence elsewhere in this section of the catalog.

**Language Requirements.** Candidates for the M.A. degree must be certified by the Department of Languages and Literature as having demonstrated "standard proficiency" in at least one foreign language. However, departments may establish additional language requirements for the M.A. degree. There is no University-wide foreign-language requirement for the M.S. degree, but departments may establish their own language requirement. The major department determines the foreign language in which each candidate is required to demonstrate competence. The Language Verification Form for certification is available

in the Department of Languages and Literature. For additional information, see also Language Proficiency Requirements elsewhere in this section of the catalog.

**Thesis Regulations.** The thesis must represent from 6 to 10 credit hours of the work completed for the degree. The format for the thesis or dissertation is in *A Handbook for Theses and Dissertations*, available in the Thesis Office, and is approved by The Graduate School thesis and dissertation editor, Room 302D, Park Building.

**Time Limit.** All work for the master's degree must be completed within four consecutive calendar years. On recommendation of the student's supervisory committee, the dean of The Graduate School can modify or waive this requirement in meritorious cases.

## M.Phil. Degree

The Master of Philosophy degree requires the same qualifications for admission and scholarly achievement as the Ph.D. degree but does not require a doctoral dissertation. There is no separate program for this degree. All regulations covering the Ph.D. degree with respect to supervisory committees, language requirements, major and allied fields, and qualifying examinations also apply to the M.Phil. degree. Like the Ph.D., the M.Phil. is a terminal degree. A student is not considered a candidate for both degrees in the same department.

Students awarded the M.Phil. degree who wish to pursue a doctorate in the same department must have their M.Phil. rescinded by formal action of the Graduate Council. This action must be initiated by a written recommendation from the department and a written request from the student.

**Exceptions.** Individual student exceptions to the general requirements for the master's degree stated above must be approved by the dean of The Graduate School upon recommendation of the student's supervisory committee and the director of graduate studies or department chair.

**Appeals.** Please refer to Section II of the University of Utah Code of Student Rights and Responsibilities.

## Doctoral Degrees

**Ph.D. Degree.** The Doctor of Philosophy degree is awarded for high achievement in an advanced specialized field of study. It requires competence in independent research and an understanding of related subjects. The degree is not awarded simply for the fulfillment of residence requirements and the accumulation of credits.

**Ph.D. Supervisory Committee.** Committees consist of five faculty members, the majority of whom must be regular faculty in the student's major department. One member of the committee must be appointed from another department. The supervisory committee is responsible for approving the student's academic program, preparing and judging the qualifying examinations, approving the dissertation subject and final dissertation, and administering and judging

the final oral examination (dissertation defense).

**Program of Study.** Candidates for the Ph.D. degree ordinarily must complete no fewer than three full years (six semesters) of approved graduate work (i.e., courses numbered 5000 and above) and dissertation. More time may be required.

If a supervisory committee finds a graduate student's preliminary work deficient, the student may be required to register for and complete supplementary courses that do not carry graduate credit. Ph.D. candidates must file the Program of Study form with The Graduate School. This form, which lists course work and research hours, is due one semester before graduation. Courses taken through alternative delivery methods (e.g., via EDNET or the Internet) are approved on a programmatic basis through the Graduate Council.

**Residency.** At least one year (i.e., two consecutive semesters) of the doctoral program must be spent in full-time academic work at the University of Utah. When a student proceeds directly from a master's degree to a Ph.D. degree with no break in the program of study (except for authorized leaves of absence), the residency requirement may be fulfilled at any time during the course of study. A full load is nine credit hours. Three hours of Thesis Research: Ph.D. (course number 7970) also is considered a full load after the residency requirement is fulfilled. The Graduate Council may approve departmental or programmatic exceptions to the minimum residency requirements and proposals for new programs or academic offerings using distance-learning technologies and/or off-campus sites, as provided by Graduate School policy.

**Qualifying Examination.** Written and oral qualifying (preliminary) examinations are required of each student. The nature and format of these examinations are established by individual departments subject to approval by the Graduate Council. An examination or parts of an examination may be repeated only once and only at the discretion of the student's supervisory committee.

Qualifying examinations generally are prepared, administered, and evaluated by a student's supervisory committee. However, a department has the option of appointing a departmental examination committee that administers the qualifying examinations and ensures that examinations are properly prepared and evaluated.

**Registration.** The candidate must complete at least 14 hours of thesis research (course number 7970, Thesis Research: Ph.D.). The candidate also must be regularly enrolled at the University for three or more credit hours during the semester in which the final oral examination (dissertation defense) is taken. For details, see Minimum Continuous Registration elsewhere in this section as well as departmental and program requirements.

**Language Requirements.** The degree of proficiency in foreign language(s) required of candidates is determined by the policy of the academic departments. Proficiency is

verified by the Department of Languages and Literature on the basis of examinations or academic courses completed in the language(s). In some instances, language proficiency may be verified by individual departments if appropriate procedures have been approved in advance by the dean of The Graduate School. In most cases, however, fulfillment of the language requirements must be verified by the Department of Languages and Literature. See requirements of the academic departments and Language Proficiency Requirements elsewhere in this section.

**Dissertation.** The candidate must submit a dissertation embodying the results of scientific or scholarly research or artistic creativity. It must provide evidence of originality and the ability to do independent investigation and it must contribute to knowledge or the creative arts. The dissertation must show a mastery of the relevant literature and be presented in an acceptable style. The style and format are determined by departmental policy and registered with the thesis and dissertation editor, who approves individual dissertations in accordance with departmental and Graduate School policy. The dissertation is approved by the student's supervisory committee. At least three weeks before the final oral examination (dissertation defense), the student should submit an acceptable draft of the dissertation to the chair of the supervisory committee; committee members should receive copies at least two weeks before the examination date.

The doctoral dissertation is expected to be available to other scholars and to the general public. It is the responsibility of all doctoral candidates to arrange for the publication of their dissertations. The University accepts two alternatives for complying with the publication requirements:

1. The entire dissertation is submitted to UMI Dissertation Publishing, ProQuest Information and Learning, and copies are made available for public sale.

2. The abstract only is published if the entire dissertation has been previously published and distributed, exclusive of vanity publishing. The doctoral candidate may elect to microfilm the entire previously published work.

Regardless of the option used for meeting the publication requirement, an abstract of each dissertation is published in UMI Dissertation Publishing, ProQuest Information and Learning, Dissertation Abstracts International.

Detailed policies and procedures concerning publication requirements, use of restricted data, and other matters pertaining to the preparation and acceptance of the dissertation are contained in *A Handbook for Theses and Dissertations*, published by The Graduate School and available for $4 in the Thesis Office, Room 302D, Park Building.

**Final Examination.** The student must pass a final oral examination before graduation. The examination must follow the receipt of the dissertation by the supervisory committee. The committee schedules and announces a public oral examination at which the candidate must defend the disser-

tation. This final oral examination may be chaired by any member of the supervisory committee consistent with departmental policy.

**Time Limit.** The time limit for completing the Ph.D. degree is determined by individual departments with the approval of the Graduate Council. Requests to exceed established time limits must be recommended by a candidate's supervisory committee and approved by both the departmental director of graduate studies and the dean of The Graduate School. Students whose studies have been interrupted for long periods and who have been granted an extension to complete their degrees may be required to complete additional courses, pass examinations, or otherwise demonstrate that they are current in their field.

**Exceptions.** Individual student exceptions to these general requirements for the Ph.D. must be approved by the dean of The Graduate School upon the recommendation of the student's supervisory committee and director of graduate studies or department chair. Each program requires a distinct, complete set of courses. Course work used to meet the requirements of one program may not be used to meet the requirements of another.

## Professional Programs

Students in or wishing to consider professional degree programs should contact the college or school administering the programs for greater detail. See also Graduate Degrees and Certificates elsewhere in this section of the catalog. As noted, students wishing to pursue more than one graduate degree must have a separate program of study for each. Courses may not be counted for credit for more than one degree.

## Master's-level Degrees

### Accounting (M. Acc. )

Applicants to the Master of Accounting degree must hold an undergraduate degree in accounting or have completed equivalent course work. Candidates complete 30 credit hours of additional work prescribed by the David Eccles School of Business.

### Architecture (M. Arch. )

The Master of Architecture offered by the Graduate School of Architecture is accredited by the National Architectural Accreditation Board (NAAB) as the professional degree required for licensing as an architect.

Requirements for the degree vary depending on the type of undergraduate degree held. A comprehensive master's project is required of all candidates.

### Business Administration (M. B. A. )

The Master of Business Administration degree is designed to prepare students for general management responsibility. The M.B.A. program, which focuses on the basic disciplines underlying managerial decision-making, serves graduates from the liberal arts, science, and engineering, as well as from business disciplines.

**Executive M. B. A.** An executive M.B.A. program is offered to qualified managers.

**Joint Degrees.** The M.B.A. may be combined with certain other degrees in joint programs that allow students to complete two degrees in less time than would be required to earn the degrees separately. Applicants for joint degrees must be approved by both colleges. The following joint degrees are available with the M.B.A.: law (M.B.A.-J.D.) and architecture (M.B.A.-M.Arch.). Please refer to Tuition and Fees for related costs.

### Education (M. Ed. )

The Master of Education degree is designed for teachers and others who want advanced preparation in a specific area of education, as well as for those who wish to explore the social and intellectual contexts of contemporary schooling. A cumulative GPA of 3.0 is required for graduation with no individual grades below C-. In addition, students must pass a final written examination. A thesis is not required.

**Education, Culture and Society (M. Ed. )** This M.Ed. Degree program has the following areas of emphasis: educational anthropology and sociology, curriculum studies, educational history or philosophy, and diversity in higher education. Students must complete a minimum of 36 credit hours, including three hours in prescribed core courses and at least 18 hours in a specialty area.

**Educational Leadership and Policy (M. Ed. ).** This M.Ed. degree is a professional program designed to help potential educational leaders develop the knowledge and skills essential for effective leadership and administrative performance in schools, similar educational organizations, or postsecondary education. The M.Ed. degree is a two-calendar-year cohort program of approved graduate work, including experiences designed to develop both theoretical understanding and clinical skills. The program includes an administrative internship experience and comprehensive examination. To accommodate employed students, most course work is scheduled during late afternoon and evening hours. Upon successful completion of the degree program, candidates also may be eligible for the Utah Basic Administrative/Supervisory License. Students who already hold a related master's degree may enroll in the department's licensure-only program.

**Educational Psychology (M. Ed. ).** The Master of Education in Educational Psychology Program (Counseling Program) leads to a degree in one of three specializations. The **Counseling Practice Track** consists of 60 credit hours and is designed to prepare students for entry-level positions in counseling in mental health agencies, human service agencies, business, or industrial settings. The School Counseling Track consists of 48 semester credit hours and prepares students for entry-level positions in public school (K-12) settings. The **Academic Preparation Track** consists of 50 semester hours and is primarily

intended for students who expect to enroll in training beyond the master's level.

**Special Education (M. Ed. ).** Advanced graduate work and licensure are available for aiding people with mild-to-moderate disabilities, severe disabilities and early-childhood, sensory impairments (hearing and visual) as well as the study of professional practice. A minimum of 35 credit hours of acceptable graduate work is required for the degree, including at least six hours in academic fields outside the major department. The remaining hours consist of courses approved by the candidate's supervisory committee. Students also must pass a qualifying written examination and a comprehensive examination.

**Teaching and Learning (M. Ed. )** The M.Ed. program leads to a degree in one of two emphasis areas. The **Teaching and Learning** emphasis has three specialty areas: Teacher Education; Reading and Literacy; and Math, Science, and Technology. Students must complete 18 hours of prescribed core courses, 12 hours in a specialty area, and six hours of elective credit. The **Reading and Literacy** emphasis consists of 21 hours of core courses designed to meet Level I Reading Endorsement requirements, nine hours in a specialty area, and six hours of elective credit. Both programs are 36 credit hours. Students in both emphasis areas also must pass a written comprehensive examination.

### Engineering (M. E. )

The Master of Engineering is a nonthesis degree intended for those who wish to do work beyond the B.S. degree in engineering but who are not interested in pursuing the research-oriented M.S. degree. As such, the M.E. is typically a terminal degree for professional engineers. The degree is administered by selected departments in the College of Engineering and College of Mines and Earth Sciences, following the general guidelines that apply to the M.S. degree.

Candidates must complete a minimum of 30 credit hours of approved course work in engineering and allied fields with at least a 3.0 GPA. No grade below C- is accepted toward the degree. A minimum of 24 of these hours must be taken at the University of Utah. All work must be completed within four consecutive calendar years, unless an extension is granted by the dean of the college in which the degree is being sought.

Students in the College of Engineering are not allowed to be candidates for a Master of Engineering degree and a research-oriented degree (M.S. or Ph.D.) simultaneously. Students who are candidates for research degrees outside of the College of Engineering usually cannot simultaneously be candidates for a Master of Engineering degree from the College of Engineering. The exception must be approved by the student's supervisory committee and by the dean or associate dean for academic affairs of the college.

### Fine Arts (M. F. A. )

The Master of Fine Arts degree is offered in the departments of Art, Ballet, English

(creative writing), and Modern Dance and the Division of Film Studies. Policies and programs of study required for the M.F.A. conform to standards and practices of The Graduate School. A two-year residency is required. The number of minimum credit hours for the M.F.A. degree is determined by the department. A maximum of 15 hours is granted for the M.F.A. thesis. Candidates must meet all course requirements and demonstrate proficiency in their respective fields of concentration. Depending on the department, candidates for the M.F.A. also must fulfill a thesis or nonthesis project requirement.

**Creative Writing (M. F. A. )** Applicants must have a B.A. with a GPA of 3.2 or higher. M.F.A. students take nine courses at the 6000 level or above: four 7000-level workshops, a Form and Theory course in the genre of the thesis, and four non-workshop Department of English courses. M.F.A. students also must have at least six credit hours of thesis research. In addition, M.F.A. candidates must complete a thesis, i.e., a book-length piece of creative writing (a novel, collection of stories, or collection of poems) of publishable quality.

### Law (LL. M. )

The College of Law offers an advanced Master of Laws degree for students who wish to pursue graduate research in the legal aspects of energy, environment, and natural resources. Candidates are selected each year by the College of Law based on their academic performance, experience in energy fields, and potential for graduate research work. Twenty-four law credit hours are required for the degree. A course-based or a thesis-based option is available. For the thesis option, 6-12 of the 24 credits involve thesis research. The thesis option is available upon approval by the College of Law.

### Music (M. Mus. )

The Master of Music degree is offered in music composition, conducting, music education, music history and literature, music theory, and performance. The program of study required for the M.Mus. degree conforms to standards and practices of The Graduate School. At least 30 graduate credit hours are required. Candidates must meet all course requirements and demonstrate proficiency in their chosen fields of concentration. Depending on the program, candidates also must fulfill a thesis or nonthesis performance requirement.

### Occupational Therapy (M. O. T. )
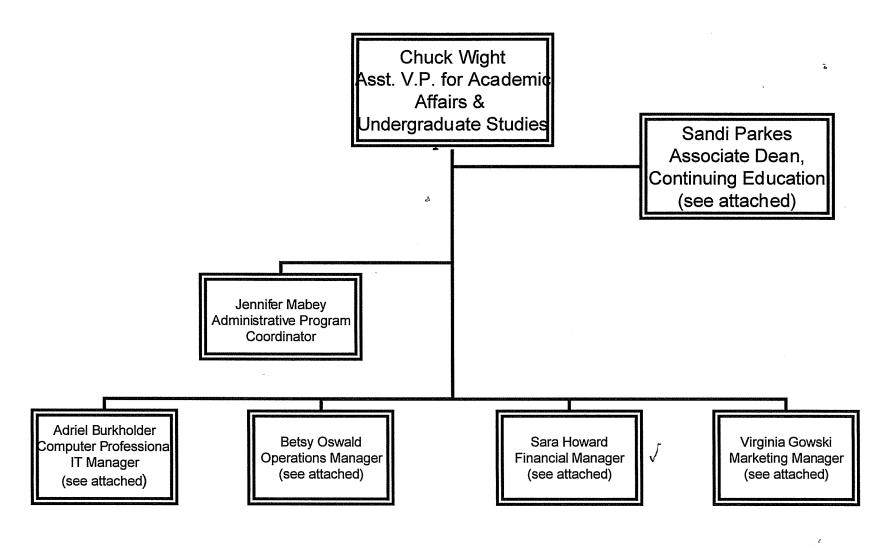
The Master of Occupational Therapy degree is designed as the first professional degree required to prepare a student to practice occupational therapy and to sit for the national certification exam administered by NBCOT. Master of Occupational Therapy degree candidates must complete all classroom course work with a cumulative GPA of 3.0 or better, with no individual grade below a C. Field work must be completed satisfactorily. Candidates must also fulfill a master's project requirement that demon-

# Table 2.1: Departmental Student Outcome Assessment Documentation[1]

| Academic Unit / Program | Student Evaluations of Courses and Instructors | Capstone Experience/ Project | Exit or Other Student Survey | Alumni Survey | Employer Survey or Placement Rates | Exit or Licensing Exam | Port-folio | Specialized Accreditation | Internship or Practica Evaluation |
|---|---|---|---|---|---|---|---|---|---|
| Accounting & Information Systems | * | * | * | * | * | * | | * | |
| Anthropology | * | | * | | | | | | |
| Architecture + Planning | * | * | | | | * | * | * | * |
| Art & Art History | * | * | * | * | | | * | | |
| Ballet | * | * | * | * | | | | | |
| Behavioral Science & Health | * | * | | | | | | | * |
| Bioengineering | * | * | * | * | * | | | | |
| Biology | * | * | * | | | | | | * |
| Chemical & Fuels Engineering | * | * | * | * | * | | | * | |
| Chemistry | * | * | * | | | * | | | |
| Civil & Environmental Engineering | * | * | * | * | * | * | | * | |
| Communication | * | * | * | * | | | | * | |
| Communication Sciences & Disorders | * | | * | * | * | * | | * | |
| School of Computing | * | * | * | * | * | | | * | |
| Economics | * | | * | | | | | | |
| Education, Culture & Society | * | | * | * | | | | | |
| Educational Leadership & Policy | * | * | * | | * | | | | |
| Educational Psychology | * | | * | * | | | | * | |
| Electrical & Computer Engineering | * | | * | * | * | | | * | |
| English | * | * | * | | | | | | |
| Environmental Engineering | * | | * | * | * | | | * | |
| Environmental Studies | * | | * | * | | | | | |
| Ethnic Studies | * | | | | | | | | |
| Exercise & Sport Science | * | | * | | | | | | * |
| Family & Consumer Studies | * | | * | | | | | | |
| Film Studies | * | * | * | | | | * | | |
| Finance | * | * | * | * | * | | | * | |
| Gender Studies | * | | * | | | | | | |
| Geography | * | | * | | | | | | |
| Geology & Geophysics | * | | * | * | | | | | |
| Health Promotion & Education | * | | * | | * | | | | |
| History | * | * | * | | | | | | |
| Languages & Literature | * | * | | | | | | | |
| Law | * | | | | * | * | | * | * |
| Linguistics | * | * | | | | | | | |
| Management | * | * | * | * | * | | | * | |
| Marketing | * | * | * | * | * | | | * | |
| Materials Science & Engineering | * | * | * | * | | | | * | |
| Mathematics | * | * | * | | | * | | | |
| Mechanical Engineering | * | | * | * | * | | | * | |
| Metallurgical Engineering | * | | * | * | * | | | * | |
| Meteorology | * | | | | * | | | | |
| Middle East Studies | * | * | * | | | | | | |
| Mining Engineering | * | * | * | * | * | * | | * | |
| Modern Dance | * | * | * | | | | | | |
| Music | * | * | * | | | | * | * | |
| Nursing | * | * | * | * | | * | | * | * |
| Nutrition | * | | * | | * | * | | * | |
| Occupational Therapy | * | * | * | * | * | * | | * | * |
| Parks, Recreation & Tourism | * | * | * | | * | * | | * | * |
| Pharmacy | * | * | * | | | * | | * | |
| Philosophy | * | * | * | | | | | | |
| Physical Therapy | * | | * | * | * | * | | * | * |
| Physics | * | | * | * | | | | | |
| Political Science | * | * | | | | | | | |
| Psychology | * | | * | | | | | * | |
| Public Administration | * | | * | | * | | | * | |
| Social Work | * | | * | * | * | * | | * | |
| Sociology | * | | * | | | | | | |
| Special Education | * | | | * | | * | * | * | * |
| Teaching & Learning | * | | * | * | * | * | | * | * |
| Theatre | * | | * | | | | * | | |
| University Writing Program | * | | | | | | * | | |

[1] Excludes School of Medicine

# Continuing Education
# Organization Chart
# June, 2006

```
┌─────────────────────────┐
│      Chuck Wight         │
│  Asst. V.P. for Academic │
│        Affairs &         │
│ Undergraduate Studies    │
└─────────────────────────┘
```

```
┌─────────────────────────┐
│      Sandi Parkes        │
│    Associate Dean,       │
│  Continuing Education    │
│     (see attached)       │
└─────────────────────────┘
```

```
┌─────────────────────────┐
│    Jennifer Mabey        │
│ Administrative Program   │
│      Coordinator         │
└─────────────────────────┘
```

```
┌──────────────────────┐   ┌──────────────────────┐   ┌──────────────────────┐   ┌──────────────────────┐
│  Adriel Burkholder   │   │    Betsy Oswald      │   │     Sara Howard      │   │   Virginia Gowski    │
│ Computer Professional│   │  Operations Manager  │   │  Financial Manager   │   │  Marketing Manager   │
│     IT Manager       │   │    (see attached)    │   │    (see attached)    │   │    (see attached)    │
│   (see attached)     │   │                      │   │                      │   │                      │
└──────────────────────┘   └──────────────────────┘   └──────────────────────┘   └──────────────────────┘
```

```
                    ┌──────────────────────────┐
                    │    Adriel Burkholder     │
                    │  Computer Professional   │
                    │        IT Manager        │
                    └──────────────────────────┘
```

**Network Support**

Larry Sanders
Computer Professional

Jim Cannon
Computer Technician

**Site Computer Technicians**

Brady Holt-Computer Operator-
Sandy
Ely Desiena-Computer Operator-
Murray

**Web & Data Team**

Judy Kiel-Computer Professional
Robert White-Computer Professional
Cathy Ota-Computer Professional
Lori Jensen-Computer Professional
James Elder-Computer Professional

```
                    ┌─────────────────────────┐
                    │     Sara Howard         │
                    │   Financial Manager     │
                    └─────────────────────────┘
                                │
        ┌───────────────────────┼───────────────────────┐
┌───────────────────┐  ┌───────────────────┐  ┌───────────────────┐
│  Summer Keaunui   │  │    Larry Maloy    │  │  Sterling Moore   │
│    Supervisor     │  │ Accounting Manager│  │    Accountant     │
└───────────────────┘  └───────────────────┘  └───────────────────┘
        │
┌───────────────────────┐
│ Data Entry Specialists│
│      Nicole Batt      │
│    Megan Donnelly     │
│    Michelle Lynch     │
│      Larry Bown       │
└───────────────────────┘
```

```
                    ┌─────────────────────┐
                    │   Virginia Gowski   │
                    │  Marketing Manager  │
                    └─────────────────────┘
                              │
        ┌─────────────────────┼─────────────────────┐
┌───────────────────┐ ┌─────────────────┐ ┌─────────────────────┐
│   Lacy Egbert     │ │     vacant      │ │   Ben Leimbach      │
│    Research       │ │   Messenger     │ │ Marketing Coordinator│
│ Assistant/Analyst │ │                 │ │                     │
└───────────────────┘ └─────────────────┘ └─────────────────────┘
```

```
                        ┌─────────────────────┐
                        │   Betsy Oswald      │
                        │ Operations Manager  │
                        └─────────────────────┘
```

**Betsy Oswald — Operations Manager**

- **Linda Wichowski** — Program Manager — Park City
  - Polly Drolett — Executive Secretary
  - Jaqueline Day-Executive Secretary
  - Kathleen Roach-Receptionist-hrly

- **Kim White-Tolboe** — Program Manager — Sandy
  - Kathy Winget-Admin. Asst.
  - Carol Day-Office Asst.
  - Angela Miller-Office Asst.
  - Dana Moffat-Office Asst.
  - Jill Braithwaite – Office Assistant
  - Omar Rojas-Custodian

- **Rose Mary Kelland** — Program Manager — Murray
  - Valerie Quintana-Admin. Asst.
  - Christine Smith-Office Asst.
  - Meredith Sutton-Office Asst.
  - Erin Wimmer-Office Asst.

- **Lynne Bennett** — Program Manager — Bountiful
  - Vacant -Admin. Asst.
  - Andrea Scheel-Office Asst.
  - Arvonne Newton-Clerk
  - Jordan Mann-Office Asst.
  - Megan Davis-Office Asst.
  - Carolyn Moriyama-Office Asst.
  - Kenneth Saari-Maint. Specialist
  - Russell Stoddard-Maint. Helper

- **Katina Sifantonakis** — Accounting Specialist

- **Greg Young** — Spv., Continuing Education Service Center
  - LaVelle Eastman — Clerk

```
                                    ┌─────────────────────┐
                                    │    Sandi Parkes     │
                                    │    Associate Dean   │
                                    │ Continuing Education │
                                    └─────────────────────┘
```

| Merilee Anderson Manager, Academic Program Academic Credit Programs (see attached) | Cathy House Manager, Academic Program Lifelong Learning/ Osher Lifelong Learning | Roberta Lopez Manager, Academic Program Distance Ed./ Telecourses (see attached) | Claire Turner Manager, Academic Program Youth Program | Annie O'Brien Manager, Academic Program Professional Education | Inita Lyon Manager, Academic Program Technology Education | Valentina Inozemtseva Instructional/ Research Staff Mgr. English Language Institute (see attached) | Frank Snyder Manager, Academic Program Prep Courses |

Marjorie McCloy
Administrative
Program
Coordinator
Lifelong Learning

Melissa Bechaver
Executive Secretary
Osher Lifelong Learning/
Lifelong Learning

Nate Friedman
Administrative
Program Coordinator

Ryan Peterson
Education Coordinator

Rod Daughetee
Computer Professional

Maggie Erickson
Administrative
Program Coordinator

Jay Behrman
Assoc. Instructor
Prep Courses

Brent Vawdrey
Administrative Assistant
Osher Lifelong Learning/
Lifelong Learning

Vacant
Office Assistant
Osher Lifelong Learning

J. Lucy Smith
Temp. Administrative
Program Coordinator

Karen Winningham
Administrative
Assistant

Melanie Parish
Office Assistant

Jessica Taylor
Office Assistant

Julio Rivero
Office Assistant

# Youth Organization Chart
## June, 2006

```
                    ┌─────────────────────┐
                    │   Sandi Parkes      │
                    │   Associate Dean    │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │   Claire Turner     │
                    │ Manager, Academic   │
                    │ Program             │
                    │   Youth Program     │
                    └─────────────────────┘
                              │
        ┌─────────────────────┼─────────────────────┐
┌─────────────────┐ ┌─────────────────┐ ┌─────────────────┐
│  Nate Friedman  │ │     Vacant      │ │  Jessica Taylor │
│  Administrative │ │ Office Assistant│ │ Office Assistant│
│Program          │ │                 │ │                 │
│Coordinator      │ │                 │ │                 │
└─────────────────┘ └─────────────────┘ └─────────────────┘
        │
┌───────────────────┐
│ Jennifer Lucy     │
│ Smith             │
│ Program           │
│ Coordinator       │
└───────────────────┘
```

# English Language Institute
## Organization Chart

## June, 2006

**Sandi Parkes**
Associate Dean

**Valentina Inozemtseva**
Director

**George Plautz**
Associate Director

**Krairut Phanich**
Academic
Coordinator

**Jong Suk Lee**
Computer
Lab Assistant

**Maddie Quayle**
Executive Secretary

Full time Instructional/Research
Staff:
Randall Davis
Jeanne Lachowski
Rick Van De Graaff

Part time Instructors:
Ron Davidson
Korrin Ebira
Lisa Fuller
Caroline Keller
Beth McClendon
Madeline Quayle

# Academic Programs Organization Chart
## June, 2006

**Sandi Parkes**
Associate Dean

**Merilee Anderson**
Manager, Academic Program

**Katina Sifantonakis**
Accounting Specialist

**Candace Krukiel**
For-Credit
Program Specialist

**Janet Goff**
For-Credit
Program Specialist

**Sidney Booth**
Hourly For-Credit Program Specialist
Arline Sant
Hourly For-Credit Program Specialist

**Diane Shaw**
Associate Instructor
John Shaw
Associate Instructor

**Sean "Chuck" Yeager**
Studio Assistant

# Lifelong Learning/Osher Lifelong Learning
## Organization Chart
## June, 2006

**Sandi Parkes**
Associate Dean

**Cathy House**
Manager, Academic Program
Lifelong Learning/Osher Lifelong Learning

**Marjorie McCloy**
Administrative Program
Coordinator
Lifelong Learning

**Brent Vawdrey**
Administrative Assistant
Osher Lifelong Learning/
Lifelong Learning

**Melissa Bechaver**
Executive Secretary
Osher Lifelong Learning/
Lifelong Learning

**Vacant**
Office Assistant
Osher Lifelong Learning/

# Distance Education Organization Chart
## June, 2006

**Sandi Parkes**
**Associate Dean**

**Roberta Lopez**
Manager, Academic Program
Distance Education/
Telecourses

Sam Dunn
Administrative Program
Coordinator:
Telecourses

Stephanie Quintero
Administrative Program
Coordinator: Online

Pam Davis
Administrative Program
Coordinator: Independent Study

Instructional Designer
Vacant

Maggie Donovan
Manuscript Editor
Distance Ed.

Site Courier

Bethany Sterzer
Office Assistant

Phillip Ringwood
Production Assistant

Test Proctors

Campus Courier

Margo Weaver-Executive Secretary
Vacant-Office Assistant

# Technology Education Organization Chart
## June, 2006

```
┌─────────────────────────┐
│      Sandi Parkes       │
│     Associate Dean      │
└─────────────────────────┘
            │
┌─────────────────────────┐
│       -Inita Lyon        │
│ Manager, Academic Program│
└─────────────────────────┘
            │
      ┌─────┴─────────────────┐
┌──────────────────┐   ┌──────────────────────┐
│ Maggie Erickson  │   │   Rod Daughetee      │
│  Administrative  │   │ Computer Professional│
│Program Coordinator│   │                      │
└──────────────────┘   └──────────────────────┘
```

# Preparatory Courses
## Organization Chart
## June, 2006

```
                    ┌─────────────────────┐
                    │    Sandi Parkes     │
                    │   Associate Dean    │
                    └─────────────────────┘
                              │
                    ┌─────────────────────┐
                    │    Frank Snyder     │
                    │  Manager Academic   │
                    │      Program        │
                    │    Prep Courses     │
                    └─────────────────────┘
                              │
        ┌─────────────────────┼─────────────────────┐
┌───────────────┐   ┌───────────────────┐   ┌───────────────────┐
│ Test Proctors │   │  Melanie Parish   │   │   Jay Behrman     │
│               │   │  Office Assistant │   │  Assoc. Instructor│
│               │   │                   │   │   Prep Courses    │
└───────────────┘   └───────────────────┘   └───────────────────┘
```

# Professional Education
# Organization Chart
# June, 2006

```
                    Sandi Parkes
                   Associate Dean
                          |
                    Annie O'Brien
                  Manager Academic
                      Program
```

**Ryan Peterson**
Education Coordinator

**Vacant**
Clerk (Work-Study)

**Vacant**
Marketing Coordinator

**Karen Winningham**
Administrative Assistant

# West Side Initiative
## June, 2006

```
┌─────────────────────────┐
│      John Francis        │
│  Senior VP for Academic  │
│         Affairs          │
└─────────────────────────┘
             │
┌─────────────────────────┐
│     Theresa Martinez     │
│ Assoc. Dean of Undergraduate │
│   Studies for Outreach   │
└─────────────────────────┘
```

16. Domestic Courses, Certificates and/or Degree Programs Offered for Credit at Off-Campus Locations or Through Distance Education. If *NONE*, so indicate.
List **all** off-campus locations within the United States where courses/programs are offered for academic credit. Accurate information about off-campus programs is critical to the Commission in responding to inquiries and verifying program locations to the U.S. Department of Education relative to Title IV eligibility. The Commission requests that **all courses offered for academic credit at off-campus locations be reported annually even if the** program/course has been previously reported.

| Location | Degree/ Certificate Name/Level | Program /Course | Student Enrollment (Headcount) | On-Site Administrator YES or NO | Co-Sponsoring Organization (If Applicable) |
|---|---|---|---|---|---|
| a) Credit course(s), Certificate and/or Degree Programs offered within the United States at any off-campus location including branch, satellite or secondary campus site in or out of the institution's service area. | | | | | |
| SEE APPENDIX B | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| b) Degree and certificate Programs of 30 semester or 45 quarter credits or more offered by Distance Education | | | | | |
| Students in Kaysville, Salt Lake City, and Vernal, UT | B.S. | Geriatric Nursing Leadership (R.N. to B.S.) | 7 | NO | N/A |
| Students in AZ, IA, ID, GA, MA, MD, MN, MT, NE, NH, NJ, NY, OR, TN, VA | Ph.D. | Nursing Ph.D. (Distance-based Option) | 20 | NO | N/A |
| Southern Utah Univ., Cedar City, UT | M.S.W. | Social Work Rural M.S.W. Program | 6 | YES | N/A |
| Weber State Univ., Ogden, UT | M.S.W. | Social Work Rural M.S.W. Program | 8 | YES | N/A |
| Students in ID, NM, NV, TN | Ph.D. | Technology-Enhanced Doctoral Program in Social Work | 7 | NO | N/A |

## Fall Semester 2005
### Credit Courses Offered Off Campus, Distance Education Courses and Contract Courses

| Locations | # of Classes | Enrollments | SCH |
|---|---|---|---|
| Bountiful | 53 | 705 | 2,310 |
| Murray | 38 | 577 | 1,859 |
| Park City | 13 | 56 | 120 |
| Sandy | 70 | 1,361 | 4,412 |
| Other Off-Campus | 2 | 43 | 129 |
| Distance Education | 92 | 315 | 984 |
| Off-Campus Contracts | 120 | 3,321 | 6,816 |
| **Totals** | **388** | **6,378** | **16,629** |

# Bountiful Site

| Term | Location | Subject | Catalog | Section | Short Title | Units | Enrl | SCH |
|------|----------|---------|---------|---------|-------------|-------|------|-----|
| F05 | Bountiful | ANTH | 1010 | 020 | Culture and the Human Experience | 3.0 | 11 | 33 |
| F05 | Bountiful | ANTH | 1020 | 020 | Human Origins: Evolution and Diversity | 3.0 | 13 | 39 |
| F05 | Bountiful | ART | 1020 | 020 | Non-major Drawing | 3.0 | 20 | 60 |
| F05 | Bountiful | ART | 1070 | 021 | Non-major Handbuilding Ceramics | 4.0 | 17 | 68 |
| F05 | Bountiful | ART | 1070 | 022 | Non-major Handbuilding Ceramics | 4.0 | 10 | 40 |
| F05 | Bountiful | ART | 1070 | 023 | Non-major Handbuilding Ceramics | 4.0 | 2 | 8 |
| F05 | Bountiful | ART | 1080 | 020 | Non-major Wheelthrown Pottery | 4.0 | 19 | 76 |
| F05 | Bountiful | ART | 1080 | 021 | Non-major Wheelthrown Pottery | 4.0 | 9 | 36 |
| F05 | Bountiful | ART | 1080 | 022 | Non-major Wheelthrown Pottery | 4.0 | 12 | 48 |
| F05 | Bountiful | ART | 1080 | 023 | Non-major Wheelthrown Pottery | 4.0 | 7 | 28 |
| F05 | Bountiful | ART | 3070 | 023 | Non-major Advanced Handbuilding Projects | 4.0 | 9 | 36 |
| F05 | Bountiful | ART | 3080 | 023 | Non-major Advanced Wheelthrown Projects | 4.0 | 11 | 44 |
| F05 | Bountiful | BIOEN | 1510 | 095 | Science Without Walls: Science in Your World | 3.0 | 1 | 3 |
| F05 | Bountiful | BIOL | 1210 | 020 | Principles of Biology | 4.0 | 24 | 96 |
| F05 | Bountiful | ECON | 1740 | 020 | US Economic History | 3.0 | 12 | 36 |
| F05 | Bountiful | ECON | 2010 | 095 | Principles of Microeconomics | 3.0 | 6 | 18 |
| F05 | Bountiful | ECON | 2020 | 095 | Principles of Macroeconomics | 3.0 | 6 | 18 |
| F05 | Bountiful | ESSF | 1057 | 020 | Yoga: Elementary | 1.0 | 5 | 5 |
| F05 | Bountiful | ESSF | 1057 | 021 | Yoga: Elementary | 1.0 | 8 | 8 |
| F05 | Bountiful | ESSF | 1057 | 022 | Yoga: Elementary | 1.0 | 3 | 3 |
| F05 | Bountiful | ESSF | 1057 | 023 | Yoga: Elementary | 1.0 | 3 | 3 |
| F05 | Bountiful | ETHNC | 2570 | 020 | American Indian Experiences | 3.0 | 16 | 48 |
| F05 | Bountiful | FILM | 3210 | 095 | American Film and Culture | 4.0 | 18 | 72 |
| F05 | Bountiful | GERON | 3050 | 095 | Aging: Self, Family and  Society | 3.0 | 1 | 3 |
| F05 | Bountiful | H EDU | 3750 | 020 | Advanced First Aid Refresher | 4.0 | 0 | 0 |
| F05 | Bountiful | HIST | 1100 | 095 | History of Western Civilization to 1300 | 3.0 | 3 | 9 |
| F05 | Bountiful | HIST | 1510 | 020 | World History Since 1500 | 3.0 | 16 | 48 |
| F05 | Bountiful | HIST | 1700 | 050 | American Civilization | 3.0 | 11 | 33 |
| F05 | Bountiful | HIST | 4660 | 020 | History of Utah | 3.0 | 10 | 30 |
| F05 | Bountiful | MATH | 1010 | 021 | Intermediate Algebra | 3.0 | 32 | 96 |
| F05 | Bountiful | MATH | 1030 | 020 | Introduction to Quantitative Reasoning | 3.0 | 16 | 48 |
| F05 | Bountiful | MATH | 1050 | 021 | College Algebra | 4.0 | 48 | 192 |
| F05 | Bountiful | MATH | 1060 | 020 | Trigonometry | 2.0 | 9 | 18 |
| F05 | Bountiful | MATH | 1070 | 020 | Introduction to Statistical Inference | 3.0 | 27 | 81 |
| F05 | Bountiful | MATH | 1090 | 020 | College Algebra for Business and Social Sciences | 3.0 | 9 | 27 |
| F05 | Bountiful | MATH | 1210 | 020 | Calculus I | 4.0 | 27 | 108 |
| F05 | Bountiful | MATH | 1220 | 020 | Calculus II | 4.0 | 9 | 36 |
| F05 | Bountiful | NUTR | 1020 | 020 | Scientific Foundations of Human Nutrition and Health | 3.0 | 17 | 51 |
| F05 | Bountiful | POLS | 1100 | 020 | U.S. National Government | 3.0 | 20 | 60 |
| F05 | Bountiful | PSY | 1010 | 095 | General Psychology | 4.0 | 5 | 20 |
| F05 | Bountiful | PSY | 1220 | 095 | Psychology of Infancy and Childhood | 3.0 | 8 | 24 |
| F05 | Bountiful | PSY | 3120 | 020 | Cognitive Psychology | 3.0 | 14 | 42 |
| F05 | Bountiful | PSY | 3250 | 020 | Abnormal Child Psychology | 3.0 | 27 | 81 |
| F05 | Bountiful | PSY | 3410 | 020 | Introduction to Social Psychology | 3.0 | 13 | 39 |
| F05 | Bountiful | SBS | 3000 | 095 | Introduction to Statistics for the Social and Behavioral Sciences | 4.0 | 1 | 4 |
| F05 | Bountiful | SOC | 1010 | 020 | Introduction to Sociology | 3.0 | 26 | 78 |
| F05 | Bountiful | SOC | 3020 | 020 | Social Psychology | 3.0 | 22 | 66 |
| F05 | Bountiful | SOC | 3380 | 020 | Race/Ethnicity, Class, and Gender | 3.0 | 26 | 78 |
| F05 | Bountiful | SOC | 3471 | 020 | Sociology of Health | 3.0 | 11 | 33 |
| F05 | Bountiful | SPAN | 1010 | 020 | Beginning Spanish I | 4.0 | 14 | 56 |
| F05 | Bountiful | UGS | 1730 | 095 | The Performing Arts | 3.0 | 0 | 0 |
| F05 | Bountiful | WRTG | 2010 | 051 | Intermediate Writing: Academic Writing and Research | 3.0 | 20 | 60 |
| F05 | Bountiful | WRTG | 3400 | 061 | Professional Writing | 3.0 | 21 | 63 |

| | |
|---|---|
| Classes offered | 53 |
| Enrollments | 705 |
| SCH | 2310 |

# Murray Site

| Term | Location | Subject | Catalog | Section | Short Title | Units | Enrl | SCH |
|------|----------|---------|---------|---------|-------------|-------|------|-----|
| F05 | Murray | ART | 1020 | 060 | Non-major Drawing | 3.0 | 16 | 48 |
| F05 | Murray | ART | 1050 | 060 | Non-major Basic Photography | 3.0 | 26 | 78 |
| F05 | Murray | ARTH | 2500 | 060 | Introduction to Art History | 3.0 | 32 | 96 |
| F05 | Murray | ASL | 1010 | 060 | Beginning American Sign Language I | 4.0 | 23 | 92 |
| F05 | Murray | ASL | 2010 | 060 | Intermediate American Sign Language I | 4.0 | 16 | 64 |
| F05 | Murray | BIOEN | 1510 | 096 | Science Without Walls: Science in Your World | 3.0 | 1 | 3 |
| F05 | Murray | ECON | 2010 | 096 | Principles of Microeconomics | 3.0 | 8 | 24 |
| F05 | Murray | ECON | 2020 | 096 | Principles of Macroeconomics | 3.0 | 6 | 18 |
| F05 | Murray | ESS | 5850 | 060 | Special Topics | 4.0 | 1 | 4 |
| F05 | Murray | ESS | 5850 | 061 | Special Topics | 4.0 | 1 | 4 |
| F05 | Murray | ETHNC | 2550 | 060 | African American Experiences | 3.0 | 26 | 78 |
| F05 | Murray | FCS | 5962 | 061 | Basic Mediation | 3.0 | 14 | 42 |
| F05 | Murray | FCS | 5964 | 061 | Basic Mediation | 3.0 | 15 | 45 |
| F05 | Murray | FILM | 3210 | 096 | American Film and Culture | 4.0 | 6 | 24 |
| F05 | Murray | GERON | 3050 | 096 | Aging: Self, Family and  Society | 3.0 | 0 | 0 |
| F05 | Murray | GNDR | 3690 | 060 | Gender and Contemporary Issues | 3.0 | 23 | 69 |
| F05 | Murray | H EDU | 1950 | 060 | First Aid and Emergency Care | 4.0 | 12 | 48 |
| F05 | Murray | H EDU | 3030 | 060 | Medical Terminology | 3.0 | 14 | 42 |
| F05 | Murray | H EDU | 3750 | 060 | Advanced First Aid Refresher | 4.0 | 7 | 28 |
| F05 | Murray | HIST | 1100 | 096 | History of Western Civilization to 1300 | 3.0 | 3 | 9 |
| F05 | Murray | LANG | 1010 | 060 | Beginning Hindi I | 4.0 | 4 | 16 |
| F05 | Murray | MATH | 1030 | 060 | Introduction to Quantitative Reasoning | 3.0 | 21 | 63 |
| F05 | Murray | MATH | 1050 | 060 | College Algebra | 4.0 | 29 | 116 |
| F05 | Murray | MATH | 1060 | 060 | Trigonometry | 2.0 | 15 | 30 |
| F05 | Murray | MATH | 1100 | 060 | Quantitative Analysis | 3.0 | 24 | 72 |
| F05 | Murray | PHIL | 1000 | 060 | Intro: General survey of philosophy | 3.0 | 34 | 102 |
| F05 | Murray | POLS | 3030 | 060 | State and Local Government | 3.0 | 36 | 108 |
| F05 | Murray | PSY | 1010 | 096 | General Psychology | 4.0 | 6 | 24 |
| F05 | Murray | PSY | 1220 | 096 | Psychology of Infancy and Childhood | 3.0 | 4 | 12 |
| F05 | Murray | PSY | 3150 | 060 | Sensation and Perception | 3.0 | 45 | 135 |
| F05 | Murray | PSY | 3460 | 060 | Introductory Health Psychology | 3.0 | 39 | 117 |
| F05 | Murray | SBS | 3000 | 096 | Introduction to Statistics for the Social and Behavioral Sciences | 4.0 | 2 | 8 |
| F05 | Murray | SPAN | 1010 | 060 | Beginning Spanish I | 4.0 | 14 | 56 |
| F05 | Murray | SPAN | 1020 | 060 | Beginning Spanish II | 4.0 | 22 | 88 |
| F05 | Murray | UGS | 1730 | 096 | The Performing Arts | 3.0 | 0 | 0 |
| F05 | Murray | UGS | 3690 | 060 | Gender and Contemporary Issues | 3.0 | 3 | 9 |
| F05 | Murray | WRTG | 2010 | 050 | Intermediate Writing: Academic Writing and Research | 3.0 | 14 | 42 |
| F05 | Murray | WRTG | 3500 | 060 | Business Writing | 3.0 | 15 | 45 |

| Classes offered | 38 |
|-----------------|------|
| Enrollments | 577 |
| SCH | 1859 |

# Park City Site

| Term | Location | Subject | Catalog | Section | Short Title | Units | Enrl | SCH |
|------|----------|---------|---------|---------|-------------|-------|------|-----|
| F05 | Park City | BIOEN | 1510 | 099 | Science Without Walls: Science in Your World | 3.0 | 0 | 0 |
| F05 | Park City | ECON | 2010 | 099 | Principles of Microeconomics | 3.0 | 2 | 6 |
| F05 | Park City | ECON | 2020 | 099 | Principles of Macroeconomics | 3.0 | 1 | 3 |
| F05 | Park City | FILM | 3210 | 099 | American Film and Culture | 4.0 | 5 | 20 |
| F05 | Park City | GERON | 3050 | 099 | Aging: Self, Family and  Society | 3.0 | 0 | 0 |
| F05 | Park City | HIST | 1100 | 099 | History of Western Civilization to 1300 | 3.0 | 0 | 0 |
| F05 | Park City | PRTL | 1133 | 050 | NR-Backpack Fly Fishing in Southern Utah | 2.0 | 21 | 42 |
| F05 | Park City | PRTL | 1219 | 050 | NR-Day Hikes Wasatch | 1.5 | 13 | 19.5 |
| F05 | Park City | PRTL | 1222 | 050 | Natural Resources Learning, Federal Lands:  Backpacking the Uinta Mountains | 2.0 | 13 | 26 |
| F05 | Park City | PSY | 1010 | 099 | General Psychology | 4.0 | 0 | 0 |
| F05 | Park City | PSY | 1220 | 099 | Psychology of Infancy and Childhood | 3.0 | 0 | 0 |
| F05 | Park City | SBS | 3000 | 099 | Introduction to Statistics for the  Social and Behavioral Sciences | 4.0 | 0 | 0 |
| F05 | Park City | UGS | 1730 | 099 | The Performing Arts | 3.0 | 1 | 3 |

| Classes offered | 13 |
|-----------------|------|
| Enrollments | 56 |
| SCH | 119.5 |

# Sandy Site

| Term | Location | Subject | Catalog | Section | Short Title | Units | Enrl | SCH |
|------|----------|---------|---------|---------|-------------|-------|------|-----|
| F05 | Sandy | ACCTG | 3000 | 070 | Survey of Accounting Fundamentals | 3.0 | 17 | 51 |
| F05 | Sandy | ANTH | 2017 | 070 | In Search of Human Heritage | 3.0 | 16 | 48 |
| F05 | Sandy | ANTH | 2030 | 070 | Archaeology | 3.0 | 13 | 39 |
| F05 | Sandy | ART | 1020 | 070 | Non-major Drawing | 3.0 | 25 | 75 |
| F05 | Sandy | ART | 1030 | 070 | Non-major Basic Painting | 3.0 | 25 | 75 |
| F05 | Sandy | BIOEN | 1510 | 098 | Science Without Walls: Science in Your World | 3.0 | 1 | 3 |
| F05 | Sandy | BIOL | 1210 | 070 | Principles of Biology | 4.0 | 43 | 172 |
| F05 | Sandy | COMM | 1270 | 070 | Analysis of Argument | 3.0 | 29 | 87 |
| F05 | Sandy | COMM | 1500 | 070 | Introduction to Mass Communication | 3.0 | 36 | 108 |
| F05 | Sandy | COMM | 3180 | 070 | Communication and Social Behavior | 3.0 | 29 | 87 |
| F05 | Sandy | ECON | 1740 | 070 | US Economic History | 3.0 | 18 | 54 |
| F05 | Sandy | ECON | 2010 | 070 | Principles of Microeconomics | 3.0 | 27 | 81 |
| F05 | Sandy | ECON | 2010 | 098 | Principles of Microeconomics | 3.0 | 8 | 24 |
| F05 | Sandy | ECON | 2020 | 070 | Principles of Macroeconomics | 3.0 | 26 | 78 |
| F05 | Sandy | ECON | 2020 | 098 | Principles of Macroeconomics | 3.0 | 10 | 30 |
| F05 | Sandy | ECON | 3100 | 070 | Labor Economics | 3.0 | 39 | 117 |
| F05 | Sandy | ECON | 4010 | 070 | Intermediate Microeconomic Analysis | 3.0 | 17 | 51 |
| F05 | Sandy | ECON | 4020 | 070 | Intermediate Macroeconomic Analysis | 3.0 | 13 | 39 |
| F05 | Sandy | ECON | 5060 | 070 | History of Economic Doctrines | 3.0 | 21 | 63 |
| F05 | Sandy | ECON | 6060 | 070 | History of Economic Doctrines | 3.0 | 1 | 3 |
| F05 | Sandy | ELP | 6310 | 001 | Instructional Leadership | 3.0 | 10 | 30 |
| F05 | Sandy | ELP | 6310 | 002 | Instructional Leadership | 3.0 | 11 | 33 |
| F05 | Sandy | ELP | 6410 | 001 | Educational Law | 3.0 | 23 | 69 |
| F05 | Sandy | ELP | 6450 | 001 | Education Budgeting and Finance | 3.0 | 24 | 72 |
| F05 | Sandy | ELP | 6710 | 001 | Internship in Educational Leadership (K-12) | 6.0 | 9 | 54 |
| F05 | Sandy | ELP | 6710 | 002 | Internship in Educational Leadership (K-12) | 6.0 | 12 | 72 |
| F05 | Sandy | FILM | 3210 | 098 | American Film and Culture | 4.0 | 11 | 44 |
| F05 | Sandy | FILM | 3310 | 070 | History of Film | 4.0 | 28 | 112 |
| F05 | Sandy | FILM | 6560 | 070 | History of Film | 4.0 | 0 | 0 |
| F05 | Sandy | FINAN | 3000 | 070 | Fundamentals of Investing and Business Finance | 3.0 | 57 | 171 |
| F05 | Sandy | GERON | 3050 | 098 | Aging: Self, Family and  Society | 3.0 | 1 | 3 |
| F05 | Sandy | H EDU | 3160 | 070 | Stress Management | 3.0 | 20 | 60 |
| F05 | Sandy | H EDU | 5750 | 070 | EMT Recertification | 4.0 | 0 | 0 |
| F05 | Sandy | H EDU | 5950 | 070 | Emergency Medical Technician Training | 9.0 | 12 | 108 |
| F05 | Sandy | H EDU | 5960 | 070 | EMT Training: Noncertification | 9.0 | 0 | 0 |
| F05 | Sandy | HIST | 1100 | 070 | History of Western Civilization to 1300 | 3.0 | 5 | 15 |
| F05 | Sandy | HIST | 1100 | 098 | History of Western Civilization to 1300 | 3.0 | 2 | 6 |
| F05 | Sandy | HIST | 1510 | 070 | World History Since 1500 | 3.0 | 23 | 69 |
| F05 | Sandy | IS | 4410 | 077 | Information Systems | 3.0 | 43 | 129 |
| F05 | Sandy | MATH | 1010 | 070 | Intermediate Algebra | 3.0 | 33 | 99 |
| F05 | Sandy | MATH | 1050 | 070 | College Algebra | 4.0 | 35 | 140 |
| F05 | Sandy | MATH | 1050 | 071 | College Algebra | 4.0 | 22 | 88 |
| F05 | Sandy | MATH | 1070 | 070 | Introduction to Statistical Inference | 3.0 | 39 | 117 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| F05 | Sandy | MATH | 1090 | 070 | College Algebra for Business and Social Sciences | 3.0 | 12 | 36 |
| F05 | Sandy | MATH | 1220 | 070 | Calculus II | 4.0 | 24 | 96 |
| F05 | Sandy | MGT | 3500 | 077 | Principles of Management | 3.0 | 29 | 87 |
| F05 | Sandy | MGT | 3800 | 077 | Business and Society | 3.0 | 24 | 72 |
| F05 | Sandy | MKTG | 4840 | 077 | International Marketing | 3.0 | 43 | 129 |
| F05 | Sandy | MUSC | 1010 | 070 | Introduction to Music | 3.0 | 8 | 24 |
| F05 | Sandy | PHIL | 2600 | 070 | World Religions | 3.0 | 29 | 87 |
| F05 | Sandy | POLS | 1100 | 070 | U.S. National Government | 3.0 | 16 | 48 |
| F05 | Sandy | PSY | 1010 | 098 | General Psychology | 4.0 | 13 | 52 |
| F05 | Sandy | PSY | 1220 | 098 | Psychology of Infancy and Childhood | 3.0 | 7 | 21 |
| F05 | Sandy | SBS | 3000 | 098 | Introduction to Statistics for the Social and Behavioral Sciences | 4.0 | 9 | 36 |
| F05 | Sandy | SOC | 1010 | 070 | Introduction to Sociology | 3.0 | 39 | 117 |
| F05 | Sandy | SOC | 3030 | 070 | Social Structure and Change | 3.0 | 35 | 105 |
| F05 | Sandy | SOC | 3111 | 070 | Research Methods | 3.0 | 38 | 114 |
| F05 | Sandy | SOC | 3438 | 070 | Sociology of Marriage and Family | 3.0 | 36 | 108 |
| F05 | Sandy | SOC | 3560 | 070 | Deviant Behavior and Social Control | 3.0 | 43 | 129 |
| F05 | Sandy | SOC | 3561 | 070 | Criminology | 3.0 | 38 | 114 |
| F05 | Sandy | SP ED | 5530 | 001 | Teaching Speech and Auditory Skills to Students with Hearing Impairments (0-21) | 6.0 | 2 | 12 |
| F05 | Sandy | SP ED | 5531 | 001 | Teaching Speech and Auditory Skills to Children with Hearing Impairments (Birth-5) | 3.0 | 0 | 0 |
| F05 | Sandy | SP ED | 6530 | 002 | Teaching Speech and Auditory Skills to Students with Hearing Impairments (0-21) | 6.0 | 1 | 6 |
| F05 | Sandy | SP ED | 6531 | 002 | Teaching Speech and Auditory Skills to Children with Hearing Impairments (Birth-5) | 3.0 | 0 | 0 |
| F05 | Sandy | UGS | 1640 | 070 | Introduction to Music | 3.0 | 1 | 3 |
| F05 | Sandy | UGS | 1730 | 098 | The Performing Arts | 3.0 | 3 | 9 |
| F05 | Sandy | WRTG | 2010 | 072 | Intermediate Writing: Academic Writing and Research | 3.0 | 18 | 54 |
| F05 | Sandy | WRTG | 2010 | 073 | Intermediate Writing: Academic Writing and Research | 3.0 | 19 | 57 |
| F05 | Sandy | WRTG | 3400 | 070 | Professional Writing | 3.0 | 19 | 57 |
| F05 | Sandy | WRTG | 3500 | 070 | Business Writing | 3.0 | 21 | 63 |

| | |
|---|---|
| **Classes offered** | 70 |
| **Enrollments** | 1,361 |
| **SCH** | 4412 |

# Other Off Campus

| Term | Location | Subject | Catalog | Section | Short Title | Units | Enrl | SCH |
|------|----------|---------|---------|---------|-------------|-------|------|-----|
| F05 | SLC ART CENTER | ART | 1050 | 030 | Non major Photography | 3.0 | 22 | 66 |
| F05 | SLC ART CENTER | ART | 1050 | 031 | Non major Photography | 3.0 | 21 | 63 |

| | |
|---|---|
| **Classes offered** | 2 |
| **Enrollments** | 43 |
| **SCH** | 129 |

# Distance Education Courses

| Term | Subject | Catalog | Section | Short Title | Units | Enrl | SCH |
|------|---------|---------|---------|-------------|-------|------|-----|
| F05 | ANTH | 1010 | 093 | Culture & Human Exper | 3.0 | 0 | 0 |
| F05 | ANTH | 1010 | 094 | Culture & Human Exper | 3.0 | 2 | 6 |
| F05 | ANTH | 1020 | 094 | Human Origin Evol/Diver | 3.0 | 1 | 3 |
| F05 | ART | 3715 | 094 | Fine Arts Teaching Methods | 2.0 | 4 | 8 |
| F05 | ARTH | 2500 | 094 | Intro Art History | 3.0 | 0 | 0 |
| F05 | BIOEN | 1510 | 097 | Science Without Walls | 3.0 | 2 | 6 |
| F05 | BIOL | 1210 | 094 | Principles of Biology | 4.0 | 0 | 0 |
| F05 | BIOL | 1400 | 094 | Intr Envirnmntl Science | 3.0 | 2 | 6 |
| F05 | BIOL | 2420 | 094 | Human Physiology | 4.0 | 2 | 8 |
| F05 | CHEM | 2310 | 094 | Organic Chemistry I | 4.0 | 2 | 8 |
| F05 | CHEM | 2320 | 094 | Organic Chemistry II | 4.0 | 0 | 0 |
| F05 | ECON | 1010 | 094 | Econ As Social Sci | 3.0 | 2 | 6 |
| F05 | ECON | 1740 | 094 | US Economic History | 3.0 | 1 | 3 |
| F05 | ECON | 2010 | 094 | Princ Of Microeconomics | 3.0 | 0 | 0 |
| F05 | ECON | 2010 | 097 | Princ Of Microeconomics | 3.0 | 19 | 57 |
| F05 | ECON | 2020 | 094 | Princ Of Macroeconomics | 3.0 | 1 | 3 |
| F05 | ECON | 2020 | 097 | Princ Of Macroeconomics | 3.0 | 29 | 87 |
| F05 | ECON | 3200 | 094 | Money & Banking | 3.0 | 1 | 3 |
| F05 | ENGL | 2020 | 094 | Great Books | 3.0 | 0 | 0 |
| F05 | ENGL | 2300 | 094 | Intro Shakespeare | 3.0 | 0 | 0 |
| F05 | ENGL | 2500 | 094 | Intro Creative Writing | 3.0 | 0 | 0 |
| F05 | ENGL | 2700 | 094 | Diversity In Amer Lit | 3.0 | 1 | 3 |
| F05 | ENGL | 3510 | 094 | Writing Fiction | 3.0 | 4 | 12 |
| F05 | FCS | 2621 | 097 | Whole Child Telecourse | 1.0 | 25 | 25 |
| F05 | FILM | 3210 | 097 | Amer Film & Culture | 4.0 | 49 | 196 |
| F05 | FILM | 6870 | 097 | Study Film Theory/Crit | 4.0 | 0 | 0 |
| F05 | FINAN | 1200 | 094 | Mgt Pers Finance | 3.0 | 1 | 3 |
| F05 | GEOG | 1300 | 094 | World Regional Geogr | 3.0 | 2 | 6 |
| F05 | GERON | 3050 | 097 | Aging Self Fam Society | 3.0 | 4 | 12 |
| F05 | HIST | 1100 | 094 | Western Civ To 1300 | 3.0 | 0 | 0 |
| F05 | HIST | 1100 | 097 | Western Civ To 1300 | 3.0 | 6 | 18 |
| F05 | HIST | 1110 | 094 | Western Civ SN 1300 | 3.0 | 1 | 3 |
| F05 | HIST | 1700 | 094 | American Civilization | 3.0 | 0 | 0 |
| F05 | HIST | 4660 | 094 | History Of Utah | 3.0 | 1 | 3 |
| F05 | MATH | 1010 | 094 | Intrm Algebra | 3.0 | 2 | 6 |
| F05 | MATH | 1030 | 094 | Intro Quant Reasoning | 3.0 | 1 | 3 |
| F05 | MATH | 1050 | 094 | Coll Alg | 4.0 | 0 | 0 |
| F05 | MATH | 1060 | 094 | Trig | 2.0 | 2 | 4 |

| | | | | | | | |
|-----|-------|------|-----|------------------------------|-----|----|----|
| F05 | MATH  | 1070 | 094 | Intro Stat Inference         | 3.0 | 5  | 15 |
| F05 | MATH  | 1210 | 093 | Calculus I                   | 4.0 | 0  | 0  |
| F05 | MATH  | 1210 | 094 | Calculus I                   | 4.0 | 2  | 8  |
| F05 | MATH  | 1220 | 093 | Calculus II                  | 4.0 | 0  | 0  |
| F05 | MATH  | 1220 | 094 | Calculus II                  | 4.0 | 0  | 0  |
| F05 | METEO | 1010 | 094 | Severe/Unusual Weather       | 3.0 | 2  | 6  |
| F05 | MUSC  | 1100 | 094 | Elements of Music            | 3.0 | 2  | 6  |
| F05 | MUSC  | 3715 | 094 | FA Teaching Methods          | 2.0 | 4  | 8  |
| F05 | NUTR  | 1020 | 093 | Sci Fndtn Nutr & Health      | 3.0 | 0  | 0  |
| F05 | NUTR  | 1020 | 094 | Sci Fndtn Nutr & Health      | 3.0 | 0  | 0  |
| F05 | NUTR  | 3010 | 093 | Nutrition Intervention       | 4.0 | 1  | 4  |
| F05 | PHYS  | 1010 | 094 | Elementary Physics           | 3.0 | 0  | 0  |
| F05 | PHYS  | 2010 | 094 | General Physics I            | 4.0 | 0  | 0  |
| F05 | PHYS  | 2020 | 094 | General  Physics II          | 4.0 | 0  | 0  |
| F05 | PHYS  | 2210 | 094 | Phycs For Scien. & Eng. I    | 4.0 | 0  | 0  |
| F05 | PHYS  | 2220 | 094 | Phycs For Scien. & Eng. II   | 4.0 | 0  | 0  |
| F05 | POLS  | 1100 | 094 | US National Govt             | 3.0 | 2  | 6  |
| F05 | POLS  | 2100 | 094 | Intro Intntl Relation        | 3.0 | 2  | 6  |
| F05 | POLS  | 3340 | 094 | Diversity/Workplace          | 3.0 | 5  | 15 |
| F05 | PSY   | 1010 | 093 | General Psychology           | 4.0 | 1  | 4  |
| F05 | PSY   | 1010 | 094 | General Psychology           | 4.0 | 1  | 4  |
| F05 | PSY   | 1010 | 097 | General Psychology           | 4.0 | 18 | 72 |
| F05 | PSY   | 1220 | 094 | Psych Infancy-Childhood      | 3.0 | 0  | 0  |
| F05 | PSY   | 1220 | 097 | Psych Infancy-Childhood      | 3.0 | 21 | 63 |
| F05 | PSY   | 1230 | 094 | Psychology Of Adolesnce      | 3.0 | 2  | 6  |
| F05 | PSY   | 3000 | 093 | Statistical Methods Psy      | 4.0 | 6  | 24 |
| F05 | PSY   | 3000 | 094 | Statistical Methods Psy      | 4.0 | 2  | 8  |
| F05 | PSY   | 3010 | 094 | Research Methods Psych       | 4.0 | 0  | 0  |
| F05 | PSY   | 3120 | 094 | Cognitive Psychology         | 3.0 | 2  | 6  |
| F05 | PSY   | 3320 | 094 | Surv Of Clinical Psych       | 3.0 | 1  | 3  |
| F05 | PSY   | 3400 | 094 | Abnormal Behavior            | 3.0 | 1  | 3  |
| F05 | PSY   | 3410 | 093 | Intro Social Psychology      | 3.0 | 2  | 6  |
| F05 | PSY   | 3410 | 094 | Intro Social Psychology      | 3.0 | 3  | 9  |
| F05 | SBS   | 3000 | 097 | Intro Stat SBS               | 4.0 | 16 | 64 |
| F05 | SP ED | 3010 | 093 | Human Exceptionality         | 3.0 | 0  | 0  |
| F05 | SP ED | 3010 | 094 | Human Exceptionality         | 3.0 | 1  | 3  |
| F05 | T L   | 3260 | 093 | Library Work with Children   | 3.0 | 0  | 0  |
| F05 | T L   | 3260 | 094 | Library Work with Children   | 3.0 | 1  | 3  |
| F05 | T L   | 4190 | 093 | Kinder Early Child Dev       | 3.0 | 0  | 0  |
| F05 | T L   | 4190 | 094 | Kinder Early Child Dev       | 3.0 | 0  | 0  |
| F05 | T L   | 4210 | 094 | Reading in Elementary        | 3.0 | 11 | 33 |
| F05 | T L   | 4300 | 094 | Language Arts in Elem        | 2.0 | 1  | 2  |
| F05 | T L   | 4630 | 094 | Selection Library Mats       | 3.0 | 1  | 3  |
| F05 | T L   | 4640 | 094 | Cataloging & Classification  | 3.0 | 3  | 9  |
| F05 | T L   | 4650 | 093 | Mgt Library Media Ctr        | 3.0 | 1  | 3  |

| F05 | T L | 4650 | 094 | Mgt Library Media Ctr | 3.0 | 0 | 0 |
|------|-----|------|-----|----------------------|-----|---|----|
| F05 | T L | 4750 | 093 | Methods for Teaching | 3.0 | 8 | 24 |
| F05 | T L | 4750 | 094 | Methods for Teaching | 3.0 | 7 | 21 |
| F05 | T L | 5120 | 094 | Children's Literature | 3.0 | 1 | 3 |
| F05 | T L | 5126 | 093 | Content Area Lit Instr. | 3.0 | 2 | 6 |
| F05 | T L | 5126 | 094 | Content Area Lit Instr. | 3.0 | 0 | 0 |
| F05 | T L | 5380 | 093 | Elem Social Stud Meth | 3.0 | 2 | 6 |
| F05 | T L | 5380 | 094 | Elem Social Stud Meth | 3.0 | 3 | 9 |
| F05 | UGS | 1730 | 097 | Performing Arts | 3.0 | 5 | 15 |

| Classes offered | 92 |
|-----------------|-----|
| Enrollments | 315 |
| SCH | 984 |

# Contract Courses

| Term | Subject | Catalog | Section | Short Title | Units | Enrl | SCH |
|------|---------|---------|---------|-------------|-------|------|-----|
| F05 | ACCTG | 6100 | 031 | Financial Accounting | 2.8 | 7 | 19.6 |
| F05 | BIOL | 990 | 001 | Anatomy/Therapy Stdnts | 0.0 | 216 | 0 |
| F05 | BIOL | 990 | 002 | Anatomy/Therapy Stdnts | 0.0 | 153 | 0 |
| F05 | BIOL | 1960 | 070 | Topics In Biology | 4.0 | 232 | 928 |
| F05 | CH EN | 6303 | 040 | Enviro Apps of Chem Eng | 3.0 | 13 | 39 |
| F05 | CHEM | 1070 | 001 | Adv Place Chem Lab I | 1.0 | 150 | 150 |
| F05 | CHEM | 1080 | 001 | Adv Place Chem Lab II | 1.0 | 150 | 150 |
| F05 | CHEM | 1210 | 025 | General Chemistry I | 4.0 | 24 | 96 |
| F05 | CHEM | 1215 | 070 | General Chemistry Lab I | 1.0 | 18 | 18 |
| F05 | CHEM | 1215 | 071 | General Chemistry Lab I | 0.0 | 6 | 0 |
| F05 | CHEM | 1215 | 072 | General Chemistry Lab I | 0.0 | 6 | 0 |
| F05 | CHEM | 1215 | 073 | General Chemistry Lab I | 0.0 | 6 | 0 |
| F05 | CHEM | 6900 | 015 | Directed Study | 6.0 | 4 | 24 |
| F05 | DANC | 3961 | 031 | RDT Summer Dance 2005 | 3.0 | 10 | 30 |
| F05 | DANC | 3961 | 033 | Special Topics | 1.0 | 6 | 6 |
| F05 | ED PS | 2600 | 018 | Strat For College Suc | 3.0 | 9 | 27 |
| F05 | ED PS | 5960 | 015 | High School Counslrs Conf | 1.0 | 32 | 32 |
| F05 | ED PS | 6960 | 030 | Assess/Interven Seminar | 1.0 | 18 | 18 |
| F05 | EDU | 5850 | 015 | 2005 Intrmtn Smmr AP Institute | 3.0 | 122 | 366 |
| F05 | ETHNC | 3920 | 015 | CESA 1st Year Seminar | 2.0 | 41 | 82 |
| F05 | H EDU | 3970 | 030 | Wilderness Emt Module | 4.0 | 3 | 12 |
| F05 | H EDU | 3980 | 030 | Wilderness Fa/Respond | 3.0 | 12 | 36 |
| F05 | H EDU | 5950 | 030 | EMT Training | 9.0 | 3 | 27 |
| F05 | H EDU | 5970 | 030 | EMT Intermediate | 6.0 | 1 | 6 |
| F05 | H EDU | 5980 | 030 | Wilderness EMT | 9.0 | 21 | 189 |
| F05 | LING | 5940 | 025 | Wrkshp ESL Strateg & Technique | 1.0 | 3 | 3 |
| F05 | MATH | 950 | 018 | Preparatory Algebra | 0.0 | 20 | 0 |
| F05 | MATH | 1010 | 018 | Intrm Algebra | 3.0 | 21 | 63 |
| F05 | MATH | 1010 | 019 | Intrm Algebra | 3.0 | 20 | 60 |
| F05 | MATH | 1050 | 025 | Coll Alg | 4.0 | 42 | 168 |
| F05 | MATH | 1070 | 025 | Intro Stat Inference | 3.0 | 13 | 39 |
| F05 | MATH | 1210 | 025 | Calculus I | 4.0 | 25 | 100 |
| F05 | ME EN | 6100 | 040 | Ergonomics | 3.0 | 8 | 24 |
| F05 | ME EN | 6120 | 040 | Human Factors in Eng | 3.0 | 10 | 30 |
| F05 | ME EN | 6500 | 040 | Elasticity | 3.0 | 8 | 24 |
| F05 | ME EN | 6620 | 040 | Fund Microscale Eng | 3.0 | 10 | 30 |
| F05 | ME EN | 7070 | 040 | Tribology & Corrosion | 3.0 | 13 | 39 |
| F05 | MGT | 6150 | 031 | Leadership & Management | 2.8 | 7 | 19.6 |
| F05 | MGT | 6151 | 031 | Team Effectiveness | 1.5 | 7 | 10.5 |
| F05 | MGT | 6152 | 031 | Ethics & Bus Thought Fnd | 1.5 | 7 | 10.5 |
| F05 | MGT | 6155 | 031 | Comm & Interpers Effect | 1.4 | 7 | 9.8 |
| F05 | PATH | 3100 | 030 | Medical Microbiology | 2.5 | 3 | 7.5 |
| F05 | PHYS | 2015 | 015 | General Physics Lab I | 1.0 | 42 | 42 |

| F05 | PHYS | 2210 | 025 | Phycs For Scien. & Eng. I | 4.0 | 5 | 20 |
|-----|------|------|-----|---------------------------|-----|-----|-----|
| F05 | PRT | 3040 | 001 | Environmental Ethics | 2.0 | 248 | 496 |
| F05 | PRT | 3041 | 001 | Group Ldrshp Techniques | 2.0 | 233 | 466 |
| F05 | PRT | 3042 | 001 | Skls Practicum Mnteer | 2.0 | 49 | 98 |
| F05 | PRT | 3042 | 002 | Skls Practicum Caving | 2.0 | 10 | 20 |
| F05 | PRT | 3042 | 003 | Skls Practicum Sailing | 2.0 | 60 | 120 |
| F05 | PRT | 3042 | 004 | Skls Practicum Ski Tour | 2.0 | 30 | 60 |
| F05 | PRT | 3042 | 005 | Skls Practicum Kayaking | 2.0 | 104 | 208 |
| F05 | PRT | 3042 | 006 | Skls Practicum Canoeing | 2.0 | 28 | 56 |
| F05 | PRT | 3042 | 007 | Skls Practicum Rivr Trv | 2.0 | 50 | 100 |
| F05 | PRT | 3042 | 008 | Skls Practicum Climbing | 2.0 | 125 | 250 |
| F05 | PRT | 3042 | 009 | Skls Practicum Horsepak | 2.0 | 0 | 0 |
| F05 | PRT | 3042 | 010 | Skls Practicum Backpacking | 2.0 | 188 | 376 |
| F05 | PRT | 3043 | 001 | Adv Risk Mgt Dec Making | 2.0 | 179 | 358 |
| F05 | PRT | 3043 | 002 | Adv Risk Mgt Dec Making | 2.0 | 91 | 182 |
| F05 | PRT | 3043 | 003 | Adv Risk Mgt Dec Making | 2.0 | 2 | 4 |
| F05 | PRT | 5960 | 070 | Ldrship Wildland Ethics | 2.0 | 0 | 0 |
| F05 | PRT | 5960 | 071 | Ldrship Wildland Ethics | 2.0 | 3 | 6 |
| F05 | PRT | 6043 | 001 | Adv Risk Mgt Dec Making | 2.0 | 3 | 6 |
| F05 | PRT | 6043 | 002 | Adv Risk Mgt Dec Making | 2.0 | 1 | 2 |
| F05 | PRT | 6043 | 003 | Adv Risk Mgt Dec Making | 2.0 | 0 | 0 |
| F05 | PRT | 6050 | 001 | Environmental Ethics | 2.0 | 3 | 6 |
| F05 | PRT | 6051 | 001 | Group Ldrshp Techniques | 2.0 | 3 | 6 |
| F05 | PRT | 6052 | 001 | Skls Practicum Mnteer | 2.0 | 1 | 2 |
| F05 | PRT | 6052 | 002 | Skls Practicum Caving | 2.0 | 0 | 0 |
| F05 | PRT | 6052 | 003 | Skls Practicum Sailing | 2.0 | 0 | 0 |
| F05 | PRT | 6052 | 004 | Skls Practicum Ski Tour | 2.0 | 2 | 4 |
| F05 | PRT | 6052 | 005 | Skls Practicum Kayaking | 2.0 | 1 | 2 |
| F05 | PRT | 6052 | 006 | Skls Practicum Canoeing | 2.0 | 0 | 0 |
| F05 | PRT | 6052 | 007 | Skls Practicum Rivr Trv | 2.0 | 0 | 0 |
| F05 | PRT | 6052 | 008 | Skls Practicum Climbing | 2.0 | 2 | 4 |
| F05 | PRT | 6052 | 009 | Skls Practicum Horsepak | 2.0 | 0 | 0 |
| F05 | PRT | 6052 | 010 | Skills Practicum Backpack | 2.0 | 2 | 4 |
| F05 | SP ED | 5011 | 040 | Inclusive Classrooms | 3.0 | 8 | 24 |
| F05 | SP ED | 5021 | 040 | Learning and Assessment | 3.0 | 8 | 24 |
| F05 | SP ED | 5053 | 040 | Prof Skills | 1.0 | 8 | 8 |
| F05 | SP ED | 5633 | 030 | Early Steps Practicum | 3.0 | 1 | 3 |
| F05 | SP ED | 5634 | 030 | Next Steps Practicum | 3.0 | 3 | 9 |
| F05 | SP ED | 5960 | 030 | Reading Horizon | 3.0 | 0 | 0 |
| F05 | SP ED | 5960 | 031 | Next Steps | 3.0 | 0 | 0 |
| F05 | SP ED | 5960 | 032 | Special Topics | 3.0 | 0 | 0 |
| F05 | SP ED | 6633 | 030 | Early Steps | 3.0 | 7 | 21 |
| F05 | SP ED | 6634 | 030 | Next Steps Practicum | 3.0 | 5 | 15 |
| F05 | SP ED | 6960 | 033 | Wilson Lang Syst: Lev II | 3.0 | 0 | 0 |
| F05 | SP ED | 6960 | 035 | Reading Horizon | 1.0 | 5 | 5 |
| F05 | T L | 5940 | 030 | Middle East: Al-Andalus | 3.0 | 16 | 48 |
| F05 | T L | 5940 | 031 | Middle East: Al-Andalus | 3.0 | 19 | 57 |
| F05 | T L | 6400 | 030 | Learning & Instruction | 3.0 | 20 | 60 |
| F05 | T L | 6410 | 030 | Curricu/Assess Diversity | 3.0 | 0 | 0 |

| F05 | T L | 6620 | 030 | Dynamics Class Interact | 3.0 | 1 | 3 |
|-----|-----|------|-----|-------------------------|-----|---|---|
| F05 | T L | 6640 | 030 | Lit As Cultural Prac | 3.0 | 1 | 3 |
| F05 | T L | 6711 | 030 | Foundations Of Reading | 3.0 | 0 | 0 |
| F05 | T L | 6723 | 030 | Spec Topics In Math Ed | 3.0 | 26 | 78 |
| F05 | T L | 6750 | 030 | Social Studies Curric | 3.0 | 0 | 0 |
| F05 | T L | 6800 | 030 | Teaching: Theory & Prac | 3.0 | 26 | 78 |
| F05 | T L | 6950 | 030 | Instr Issues in Diversity | 3.0 | 0 | 0 |
| F05 | T L | 6950 | 031 | Research in Teaching | 3.0 | 1 | 3 |
| F05 | UGS | 202 | 015 | Student Leadership Conference | 0.0 | 5 | 0 |
| F05 | WRTG | 1010 | 025 | Introduction To Writing | 3.0 | 19 | 57 |
| F05 | WRTG | 1010 | 026 | Introduction To Writing | 3.0 | 24 | 72 |
| F04 | T L | 5940 | 015 | Utah Plants and Animals | 1.5 | 0 | 0 |
| F04 | T L | 5940 | 030 | The Middle East:Gulf Countries | 1.5 | 24 | 36 |
| F04 | T L | 5940 | 040 | Analytical Writing | 2.0 | 6 | 12 |
| F04 | T L | 6126 | 030 | Content Area Lit. Instr. | 3.0 | 18 | 54 |
| F04 | T L | 6620 | 030 | Dynamics Class Interact | 3.0 | 2 | 6 |
| F04 | T L | 6713 | 030 | Early Lit Theory & Instr | 3.0 | 22 | 66 |
| F04 | T L | 6731 | 030 | Sci Teaching & Learning | 3.0 | 0 | 0 |
| F04 | T L | 6741 | 030 | Integration Ed Tech | 3.0 | 1 | 3 |
| F04 | T L | 6800 | 030 | Teaching: Theory & Prac | 3.0 | 3 | 9 |
| F04 | T L | 6800 | 031 | Teaching: Theory & Prac | 3.0 | 1 | 3 |
| F04 | T L | 6831 | 030 | School Change & Reform | 3.0 | 23 | 69 |
| F04 | T L | 6950 | 030 | Instr Issues in Diversity | 3.0 | 16 | 48 |
| F04 | T L | 6950 | 031 | Special Learners/Classroom | 3.0 | 3 | 9 |
| F04 | T L | 6950 | 032 | Tchng Intro/ Para Prof | 3.0 | 5 | 15 |
| F04 | T L | 6950 | 033 | Instr Issues in Diversity | 3.0 | 20 | 60 |
| F04 | T L | 7950 | 040 | Creole | 3.0 | 22 | 66 |
| F04 | T L | 7950 | 041 | Creole | 3.0 | 0 | 0 |

| Classes offered | 120 |
|-----------------|-----|
| Enrollments | 3,321 |
| SCH | 6815.5 |

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

# Utah State Board of Regents Policy and Procedures
# August 2006

http://www.utahsbr.edu/policy/r401.htm

**R401-5.2. Items for the Consent Calendar** - Board Consent, which follows approval of the Academic, Career and Technical Education, and Student Success Committee, is required for significant program and administrative changes. Consent from the Regents should be sought prior to any institutional initiative to take action on program discontinuance....The following items require consent of the Board: .....

**R401-5.2.4. Report on Out of Service Area Delivery of Approved Programs** - Programs which require substantive change notification to the regional accreditation organization and/or are offered outside of the institution's designated service area.

\*\*\*\*\*\*\*\*\*\*

**R401-10.3. Template for Consent Calendar Items** - To Include Reinstatement of Previously Eliminated Administrative Units and Instructional Programs, **Out of Service Area Delivery of Approved Programs**, Certificates of Completion, Proposals for Centers/Institutes/Bureaus, Program Discontinuation, and Non-credit Certificates Eligible for Financial Aid.

**SECTION I: Request**

[**Request**: Briefly describe the change. Indicate the primary activities impacted, especially focusing on any instructional activities.]

**SECTION II: Need**

[**Need**: Indicate why such an administrative change, program, or center is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit/program with similar units/programs which exist elsewhere in the state or Intermountain region.]

## SECTION III: Institutional Impact

[**Institutional Impact:** Will the proposed administrative change or program affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change. If you are submitting a reinstated program, or program for off-campus delivery, respond to the previous questions as appropriate.]

## SECTION IV: Finances

[**Costs:** What costs or savings are anticipated from this change? If new funds are required, describe in detail expected sources of funds. Describe any budgetary impact on other programs or units within the institution.]

# Student Affairs Organizational Chart

**Vice President**
**Barbara H. Snyder**

bsnyder@sa.utah.edu   581-7793
Fax: 585-3890   206 Park

**Development of**
**Student Initiatives**
**Hugh Brown, Director**
brown-h@ugs.utah.edu   585-1951
Fax: 585-3581   009A SILL

**Executive Assistant to the**
**Vice President**
**Carolyn Hébert**
chebert@sa.utah.edu   581-7793
Fax: 585-3890   206 Park

---

**Assistant Vice President**
**Student Development / Assessment**
**Kari Ellingson**
kellingson@sa.utah.edu   587-9600
Brenda Young   585-9727   270 Union
Fax: 585-5114

| Unit | Phone | Location |
|---|---|---|
| **Assessment, Evaluation, & Research** | | 587-9144 |
| **Diane Waryas, Director** | | |
| dwaryas@sa.utah.edu | | |
| Brenda Young   585-9727 | | Fax: 585-5114 |
| **Bennion Community Center** | | 581-4811 |
| **Marshall Welch, Director** | | 101 Union |
| mwelch@sa.utah.edu | | |
| Ann Wechsler   585-3296 | | Fax: 585-9241 |
| **Career Services** | | 581-6186 |
| **Stan Inman, Director** | | 350 SSB |
| sinman@sa.utah.edu | | |
| Carol Yocom   581-7963 | | Fax: 581-5217 |
| **Counseling Center** | | 581-6826 |
| **Lauren Weitzman, Director** | | 426 SSB |
| lweitzman@sa.utah.edu | | |
| JoAnn Kanegae   581-6769 | | Fax: 585-6816 |
| **Center for Disability Services** | | 581-5020 |
| **Joe Pete Wilson, Director** | | 160 Union |
| jwilson@sa.utah.edu | | |
| Suzanne Eastmond   581-5020 | | Fax: 581-5487 |
| **Educational Opportunity** | | 581-7188 |
| **Kathy Felker, Director** | | 2075 Annex |
| kfelker@sa.utah.edu | | |
| Christine Wade   581-7188 | | Fax: 581-4325 |
| **International Center** | | 581-8876 |
| **Bill Barnhart, Director** | | 410 Union |
| bbarnhart@sa.utah.edu | | |
| Linda Phelps   585-5628 | | Fax: 581-5914 |
| **Orientation & Leadership Development** | | 581-9171 |
| **Gwen Fears, Director** | | 270 Union |
| gfears@sa.utah.edu | | |
| Katie Ray Brown   581-7069 | | Fax: 585-5114 |
| **Student Health Service** | | 581-6560 |
| **Joan Rawlins, Director** | | 555 Foothill |
| joan.rawlins@shs.utah.edu | | |
| JoDee Shaw   585-5513 | | Fax: 585-5294 |
| **Women's Resource Center** | | 581-8030 |
| **Debra Daniels** | | 293 Union |
| ddaniels@sa.utah.edu | | |
| Linda Sabrowski   581-8030 | | Fax: 581-6402 |

---

**Associate Vice President**
**Enrollment Management**
**Kay Harward**
kharward@sa.utah.edu   581-3490
Glenda VanWagenen   581-3490   206 Park
Fax: 585-3890

| Unit | Phone | Location |
|---|---|---|
| **Admissions Office** | | 581-7281 |
| **John Boswell, Director** | | 250 SSB |
| jboswell@sa.utah.edu | | |
| Linda Miller   585-9453 | | Fax: 585-7864 |
| **Registrar's Office** | | 581-5808 |
| **Tim Ebner, Registrar** | | 250 SSB |
| tebner@sa.utah.edu | | |
| Linda Worischeck   585-6294 | | Fax: 585-7860 |
| **Financial Aid & Scholarships** | | 581-8788 |
| **John Curl, Director** | | 105 SSB |
| jcurl@sa.utah.edu | | |
| Katie Christiansen   581-8788 | | Fax: 585-6350 |
| **Student Recruitment & High School Services** | 581-8761 | |
| **Suzanne Espinoza, Director** | | 80 Union |
| sespinoza@sa.utah.edu | | |
| Maryanne Smith   585-8824 | | Fax: 585-3257 |
| **Network Support** | | 585-3227 |
| **John Stratton** | | 270 Union |
| jstratton@sa.utah.edu | | |
| | | Fax: 585-5114 |

---

**Dean of Students**
**Stayner Landward**
slandward@sa.utah.edu   581-7066
Laura Olsen   581-7066   270 Union
Fax: 585-5114

| Unit | Phone | Location |
|---|---|---|
| **Assoc Dean/Student Involvement** | | 581-8061 |
| **Annie Nebeker Christensen** | | 270 Union |
| anebeker@sa.utah.edu | | |
| Meisha Neve   581-8061 | | Fax: 585-5114 |
| **Assistant Dean** | | 581-8061 |
| **Lori McDonald** | | 270 Union |
| lmcdonald@sa.utah.edu | | |
| Meisha Neve   581-8061 | | Fax: 585-5114 |
| **Campus Recreation Services** | | 581-8898 |
| **Mary Bohlig, Director** | | 102 Field House |
| mlbohlig@campnet.utah.edu | | |
| Evelina Day   581-3760 | | Fax: 585-6497 |
| **Child Care** | | 585-5897 |
| **Kris Hale, Coordinator** | | 316 Union |
| khale@sa.utah.edu | | |
| Sandy Bennett   585-5897 | | Fax: 585-5114 |
| **University Union** | | 581-2048 |
| **Whit Hollis, Director** | | 408 Union |
| hollis@union.utah.edu | | |
| Sheri Young   585-0628 | | Fax: 584-1624 |

---

**Assistant Vice President**
**Business & Auxiliary Services**
**Jerry Basford**
jbasford@sa.utah.edu   581-3435
Cathy Baird   581-7793   206 Park
Fax: 585-3890

| Unit | Phone | Location |
|---|---|---|
| **Housing and Residential Education** | | 587-0850 |
| **Steve Nygaard, Director** | | Bldg 822, Benchmark |
| snygaard@housing.utah.edu | | |
| Carole Dehnel   587-0850 | | Fax: 585-3591 |
| **Conference & Guest Services** | | 587-1010 |
| **Perry Hacker, Director** | | Guest House |
| phacker@guesthouse.utah.edu | | |
| Patty Jennings   587-1008 | | Fax: 587-1002 |
| **Contract Admin, Administrator** | | 587-0853 |
| **Michael VanOordt** | | Bldg 822, Benchmark |
| mvanoordt@sa.utah.edu | | |
| Cathy Baird   581-7793 | | Fax: 585-3591 |
| **Dining Services** | | 581-7257 |
| **Michael Paulus, Director** | | 30 Union |
| mpaulus@food.utah.edu | | |
| | | Fax: 585-3801 |

---

Effective:   February 1, 2006
Prepared by:   Office of the Vice President for Student Affairs
Print Date:   1/23/2006

S.A.L.T. (Student Affairs Leadership Team)

**THE**
**UNIVERSITY**
**OF UTAH**

**2005-2006** Office of Undergraduate Studies and Orientation & Leadership Development

# Undergraduate Bulletin & Student Resource Guide

## ENTERING STUDENT "TO DO" LIST

### At Orientation

☐ Meet your Orientation Leader & Peer College Expert

☐ Get your picture taken for your U-Card

☐ Speak with an Advisor

☐ Log on to CIS with your uNID

☐ Register for Classes

☐ Explore the campus with a guided tour

☐ Touch base with Financial Aid

☐ Apply for and reserve Housing

### Before School Starts

☐ Buy Books

☐ Personalize and manage your campus email account

☐ Turn in proof of immunizations

☐ Put money on copy account

☐ Post AP scores

My Advisor's name is: _____

Phone Number: _____

My Orientation Leader's name is: _____

Phone Number: _____

# 2005 - 2006
### (calendar subject to change without notice)

| Event | Fall Semester 2005 | Spring Semester 2006 | Summer Term 2006 |
|---|---|---|---|
| Class Schedule available on the Web | M, Mar 7 | M, Sept 26 | M, Feb 13 |
| Registration appointments available | M, Mar 7 | M, Sept 26 | M, Feb 13 |
| Admission deadline | F, April 1 | T, Nov 1 | W, Mar 15 |
| Readmission deadline for former students | F, April 1 | T, Nov 1 | W, Mar 15 |
| Registration by scheduled appointment begins | M, Apr 11 | H, Nov 3 | M, Mar 20 |
| **Classes begin** | **W, Aug 24** | **M, Jan 9** | **M, May 15** |
| Last day to drop (delete) classes with no tuition penalties | F, Sep 2 | W, Jan 18 | W, May 24 |
| Last day to add classes | T, Sept 6 | M, Jan 23 | T, May 30 |
| Last day to elect CR/NC option or to audit a class | T, Sept 6 | M, Jan 23 | T, May 30 |
| Tuition payment due | T, Sept 6 | M, Jan 23 | T, May 30 |
| Last day to withdraw from first half classes | F, Sept 23 | F, Feb 3 | F, June 2 |
| Second session classes begin | T, Oct 18 | W, Mar 1 | H, June 22 |
| Last day to withdraw from full term length classes | F, Oct 21 | F, Mar 3 | F, June 23 |
| Last day to drop (delete) second session classes with no tuition penalties | Th, Oct 27 | M, Mar 6 | Sat, July 1 |
| Last day to add second session classes | M, Oct 31 | T, Mar 21 | W, July 5 |
| Last day to elect CR/NC option or to audit a second session class | M, Oct 31 | T, Mar 21 | W, July 5 |
| Last day to withdraw from second session classes | F, Nov 11 | F, Mar 31 | F, July 14 |
| Last day to reverse CR/NC option | F, Dec 2 | F, Apr 21 | F, July 28 |
| **Classes end** | **H, Dec 8** | **W, Apr 26** | **W, Aug 2** |
| Reading day | F, Dec 9 | H, Apr 27 | N/A |
| **Final exam period** | **Dec 12 - 16** | **Apr 28 - May 4** | **Aug 3 - 4** |
| Grades available | T, Dec 27 | W, May 17 | T, Aug 15 |
| Annual University Commencement/Convocation Exercises | | F, May 5 | |
| Graduation Exercises for College of Law | | F, May 12 | |
| Graduation Exercises for School of Medicine | | Sat, May 20 | |

## ADDITIONAL SEMESTER DATES

### Fall Semester 2005
Labor Day .......................................... Sept 5
Fall Break .......................................... Oct 6 - 7
Thanksgiving Break ................................ Nov 24 - 25
Holiday Recess ..................................... Dec 17 - Jan 8

### Spring Semester 2006
Martin Luther King/Human Rights Day ................ Jan 16
Presidents' Day Holiday ............................ Feb 20
Spring Break ....................................... Mar 13 - 18

### Summer Term 2006
Memorial Day Holiday ............................... May 29
Independence Day Holiday ........................... Jul 4
Pioneer Day Holiday ................................ Jul 24

### THE UNIVERSITY OF UTAH

undergraduate bulletin

1

## Welcome to the University of Utah!

You have made an excellent choice for your education. We can offer you the opportunity to obtain an exceptional education for yourself in a broad spectrum of diverse areas from fine arts, business and humanities to social science, science, engineering and health sciences. We have internationally renowned faculty in all these areas.

The overall size of the campus is an impressive 1,484 acres – what really counts is the size of your major and most of our departments are small enough that we can offer you personalized help when you need it. We do care about undergraduate students and we want you to have a good experience here. However, to get the most out of your education at the University you must get involved both within the classroom and beyond. Consider working with the Bennion Center on a volunteer project or doing an undergraduate research project (UROP); these are excellent ways to get to meet some of the best people on campus. Set a goal of getting to seriously know at least one professor every year that you are here – including this first one. You will be amazed how much difference that will make in the depth of education you can receive here. Study hard but also have fun.

**David W. Pershing**
**Senior Vice President for Academic Affairs**

## What alternative choices do I have to fulfill my requirements?

The University of Utah offers a wide variety of courses and programs for completing General Education and graduation requirements. The impressive array of course offerings found in this Bulletin mirrors the range of inquiry found at our research University. You may select courses that will satisfy your General Education and Bachelor's degree requirements in ways that contribute to your breadth of knowledge, deepen your understanding of contemporary issues, and strengthen your appreciation of creative endeavors. We encourage you to talk to our experienced advisors and faculty members as you select your course of study. Their expertise will enable you to make the most of your University education.

LEAP, Honors, and Service Learning are some distinctive options designed to help you fulfill your requirements, work with other students, and plan for your major. These programs and other special options are described in this Bulletin. Education is a rich feast, so choose with knowledge and enthusiasm.

**John Francis**
**Associate Vice President for Academic Affairs and Undergraduate Studies**

## Get the Most Out of Your College Experience

You will find that your college experience will be greatly enriched if you take the opportunity to become actively engaged both inside the classroom and in the rich array of extracurricular programs and services available at the University of Utah. With nearly 200 student clubs and organizations, an array of recreational activities, intramural sports clubs and teams, and countless lectures, concerts and speakers, there truly is something for everyone. You can enhance your leadership skills, learn a new language, start a different hobby or participate in unlimited service activities. The staff in the Division of Student Affairs is here to help with whatever problem you may have and to assist your development in ways you might never have thought possible. College is a time to explore and expand your horizons and we look forward to helping you navigate your new University of Utah home!

**Barb Snyder**
**Vice President for Student Affairs**

Students at the University of Utah must complete a set of requirements in order to receive a bachelor's degree. Degree requirements include General Education, Bachelor's Degree requirements, Major, and Graduation requirements. Academic standards and activities required for graduation also exist, as well as guidelines for students with double majors, second bachelor degrees, and associate degrees.

## General Education Requirements

**1. American Institutions (AI)**
This is a state requirement for all Utah two and four-year institutions. To satisfy this requirement students can choose one of the following: HIST 1700, ECON 1740, HONOR 2212, POL S 1100. If double counting for a major, the course must be taken for a letter grade.

**2. Lower Division Writing (WR)**
Completion of Writing 2010 with a grade of C- or better satisfies the lower- division requirement. Students placed in 1010 will be required to earn C- or better before enrolling in WRTG 2010. When English is the second language, students are required to take ESL 1050 and 1060.

**3. Quantitative Reasoning (QA and QB)**
(QA) Math 1030 or higher except Math 1040 and 1070.
(QB) A course in statistics or a course in logic from an approved list.
A course in calculus or higher would satisfy both requirements. If double counting for a major, the course must be taken for a letter grade.
**Note:** *Students obtaining the BFA or BMUS degree do not have to complete the statistics or logic portion (QB) of this requirement.*

**4. Intellectual Explorations (IE)**
Students are required to take two courses in each of the four areas from the list of approved courses in this Bulletin. It is assumed that the student will take many more than two courses in the area in which their major resides; yet if the course is being counted as fulfilling both IE and major requirements, it must be taken for a letter grade. Students are encouraged to take one lower division and one upper division course in each area, but this is not a requirement.

## Bachelor's Degree Requirements

**1. Upper-division Communication/Writing Course (CW)**
One upper-division communication/writing course is required. A list of approved courses can be found elsewhere in this Bulletin. If double counting for a major, the course must be taken for a letter grade.

**2. Diversity Course (DV)**
An approved course in domestic (United States) cultural diversity is required of all students. A list of approved courses can be found in this Bulletin. If double counting for a major, the course must be taken for a letter grade.

**3. Bachelor of Science and Bachelor of Social Work Upper-division Quantitative Intensive**
Completion of two upper-division quantitative intensive courses (6 semester hours) from an approved list of courses is required. If double counting for a major, the course must be taken for a letter grade.

**4. Bachelor of Arts Language**
4th semester (2020 level) proficiency in a second language is required. C- minimum or CR. If double counting for a major, the course must be taken for a letter grade.

**5. BFA, BMUS, and BUS degrees**
(see appropriate department)

## Major and College Requirements
To be coded into a major and obtain major requirements, students must meet with the advisor for that major. Contact information for advisors can be found on page 22 in this Bulletin.

- **Major.** Complete courses for major and college requirements. Check with your major advisor regarding the department's residence requirements.

- **Comprehensive Examination.** At the department's discretion, bachelor's degree candidates may be required to pass a comprehensive examination (oral, written, or both) in the field of concentration.

- **Exit Interview.** Some departments require an exit interview with students to ensure major requirements are completed. Students should contact their departmental advisor to set up an appointment prior to graduation to discuss questions regarding their proposed major program.

## Academic Standards

**1. Total Semester Credit Hours**
A minimum of 122 semester credit hours is required for a bachelor's degree.

**2. Upper-division Hours**
At least 40 of the required 122 semester hours must be in upper-division courses (at the 3000 level or above). Students pursuing a Bachelor of University Studies degree (BUS) must complete 56 hours in upper-division courses. Credit from a two year college will not count toward upper-division hours.

**3. Minimum Cumulative Grade Point Average**
Students must have at least a 2.0 U of U cumulative GPA in all University of Utah graded course work to graduate from the University of Utah. With the approval of the appropriate college council and University Senate, a department or college may establish grade criteria for retention or graduation which exceed the University minimum standard. A student's transfer GPA is not combined with the U of U GPA for this requirement.

**4. Grade Point Averages below minimum standards**
Students at the University of Utah must maintain a cumulative (overall) 2.0 GPA to stay in good academic standing. When a student's GPA for one term is below a 2.0 yet the overall GPA is 2.0 or above, the student is placed on the Low List. Students on the Low List are still eligible to be enrolled in courses.

Once a student's cumulative GPA falls below 2.0, a student will be placed on Academic Warning. An advising hold will be placed on registration and the student will need to attend an Academic Success Workshop in order for the hold to be released. The student on Academic Warning will receive a letter from University College with further instructions.

**5. Exceptional academic standing**
Students earning a 3.5 GPA or better for at least 12 graded credit hours for an academic term are placed on the Dean's List. This recognition is recorded on the student's academic transcript.

**6. Residency Hours**
Of the total hours required for graduation, at least 30 must be earned in residence at the University of Utah. (Correspondence courses, credits by exam, and petitioned courses do not count toward the residency requirement at the University of Utah.) In addition, 20 of the last 30 hours must be earned in residence at the University of Utah.

**7. Apply for graduation**
At least two semesters before students complete requirements for a degree, they should make application for graduation at the Graduation window on the second floor of the Student Services building.

## Double Major Requirements

To qualify for a double major, a student must satisfy the requirements of the University, including those for completion of both majors. A second bachelor's degree may be earned with approval of the college dean and registrar.

## Second Bachelor's Degree

Students who have successfully completed a bachelor's degree recognized by the University of Utah, and who wish to pursue a second bachelor's degree, do not need to complete all the requirements incumbent in the first degree at the University. The following are required for a **second bachelor's degree:**

1. **All the requirements of the declared major**
2. **Residency requirement**
   a) Minimum of 30 semester hours at the University of Utah
   b) Twenty of the last 30 semester hours must be earned at the University of Utah
3. **Current requirements for BS, BA, BFA, BMus, BSW, or BUS requirement***
4. **Writing Requirement***
5. **American Institutions (AI) requirement***
6. **Upper-division Communication/Writing (CW) requirement***
7. **Diversity (DV) requirement***
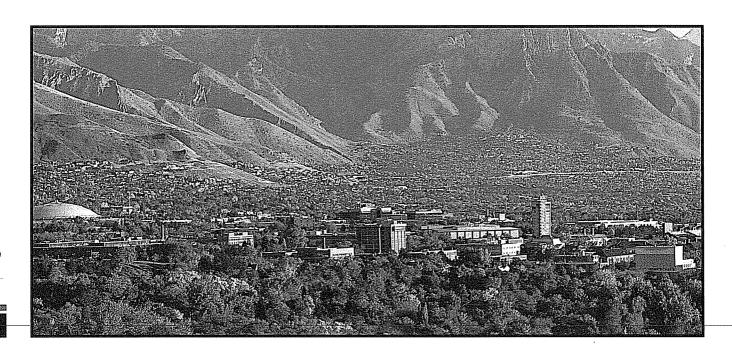
*Not required if completed as part of a prior bachelor's degree.

## Associate Degrees

Students with an Associate of Arts or Associate of Science degree (not an Associate of Applied Art or Science degree) from a school in the Utah system of higher education, or LDS Business College, will normally clear all of the General Education requirements. The Admissions Office will determine if the American Institutions requirement has been met. The Bachelor's Degree requirements will not be cleared with an associate degree, although it may be possible to transfer courses that fulfill the BA language requirement and/or the Diversity requirement. Students with an Associate of Arts or Science degree from all other schools will normally have the Intellectual Explorations and writing requirements completed. All other General Education requirements will be examined by the Admissions Office.

## Office of Undergraduate Studies

*The Office of Undergraduate Studies administers, oversees and supervises the University's General Education and graduation requirements, special opportunities for the first-year student, programs for the transfer student, undergraduate research opportunities, and scholarships. The Center for Teaching & Learning Excellence, responsible for promoting the quality of education at the University, is part of Undergraduate Studies. Undergraduate Studies is also a focal point for preparing students for the University's majors and colleges. It establishes new degree programs and reviews existing programs for quality and coherence, through the Undergraduate Council and in collaboration with colleges and departments.*

**Sill Center (Bldg. 51)**
**195 South Central Campus Drive, 84102-0511**
**801-581-3811 • www.ugs.utah.edu**

### A Learning Community for Freshmen: LEAP

Josette Price, Coordinator                801-581-8920
*email: leap@ugs.utah.edu*
*www.ugs.utah.edu/services/leap*

LEAP is a learning community enabling new students to play an active role in their own education. They work with outstanding faculty and participate in exciting academic classes and social activities with other freshmen and student mentors. Students enroll in a small class (called a LEAP Freshman Seminar) with the same students and the same professor for two semesters. They will be actively engaged as individuals and in teams to think analytically, creatively, and practically about issues important to the role of the citizen, nationally and globally. LEAP classes fulfill many General Education requirements, and may also be applied toward various majors.

### A Learning Community for Transfer Students: Transfer Interest Group (TIG)

Josette Price                801-581-8920
*www.ugs.utah.edu/services/tig*

The Transfer Interest Group (TIG) is a program for new transfer students and returning students in certain majors. (Continuing students may enroll with a referral from their advisor.) A small group of students in a specific major enroll in a one credit hour seminar entitled, "Success Through Academic Resources and Technology". TIG offers personal attention from the TIG instructor and the opportunity to interact with other transfer students. Additionally, students learn skills and gain insights that will help them excel as transfer students in their particular major. More information about TIG will be provided at new student orientation sessions or contact the Office of Undergraduate Studies.

### Bachelor of University Studies Degree (BUS)

Ed Barbanell, Director                801-585-6423
*www.ugs.utah.edu/services/bus*

The Bachelor of University Studies (BUS) Degree offers students an opportunity to design an interdisciplinary major under the guidance of a tenure-track faculty member who has strong knowledge in the student's academic area. The proposed major must not be similar to a traditional major or to any combination of existing major and minor. The proposed major must also be appropriately intellectually rigorous to assure respect from other institutions.

### Honors Program

Martha Bradley, Director                801-581-7383
*www.honors.utah.edu*

The Honors Program is designed to enrich undergraduate students' academic careers and prepare them for graduate or professional study. Smaller classes encourage a more intimate, intensive, and stimulating learning experience. A student body of about 2,000 has access to a unique Honors curriculum where students can satisfy their General Education requirements and complete the requirements for an Honors degree in their major department. *Some academic departments offer Honors in their discipline.*

### International Studies Board (ISB)

Jerry Root, Chair                801-587-9285
*www.ugs.utah.edu/services/isb*

The International Studies Board coordinates and encourages international academic programs on campus. With the help of a grant from the U.S. Department of Education, the Board now sponsors an "International Semester," which includes a cluster of preparatory courses, an international field experience, and a final project. For more information see the ISB website.

### Undergraduate Research Opportunities Program (UROP)

Jill Baeder, Coordinator                801-581-8070
*www.ugs.utah.edu/services/urop*

The Undergraduate Research Opportunities program (UROP) provides students with opportunities to collaborate directly with faculty in research and creative activities. The program maintains a listing of faculty members across the campus who are willing to collaborate with undergraduate students. Undergraduate placements are facilitated through individual referral to appropriate participating faculty members. Projects are listed by department and identify the faculty member's research interest to enable students to identify projects of interest outside, as well as within, their major department. Interested students should visit the UROP website for applications and deadlines.
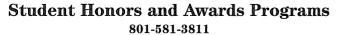
### National Student Exchange (NSE)

Josette Price, Assistant Coordinator                801-581-8920
*www.ugs.utah.edu/services/nse*

The National Student Exchange program (NSE) is a challenging opportunity for a semester or a year exchange at one of 190 other universities in the United States and its territories. Students have a chance to expand their educational and personal experiences, take risks and reap the rewards of doing so, and explore the geographical and cultural diversity of that region. Those who have taken advantage of NSE have returned to Utah with greater self-confidence and independence, and an improved ability to define academic and career objectives. Students pay either in-state tuition at the University of Utah or in-state tuition to the host campus.

## Student Honors and Awards Programs
### 801-581-3811

**Charles H. Monson Essay Competition:** This award honors Charles H. Monson Jr., who was a distinguished member of the University Philosophy Department from 1958 to 1974. An annual prize is awarded to an undergraduate who writes an outstanding paper on social change. The papers are judged by a faculty panel chosen by the Undergraduate Council. Possible topics for the paper include subjects such as: taxation, environmental protection, arts policy, economic growth, public transportation, welfare reform or health care. The goal is for the student to produce an original piece of work that is a thoughtful analysis on social change in a specific area of modern life.
*www.ugs.utah.edu/awards*

**Kennecott Scholar Society / Scholarships:** The Kennecott Corporation generously provides scholarship funds to support 42 scholarships each year for university students. These students comprise the Kennecott Society. Housing in a restored historic Fort Douglas building is provided for a limited number of Society members.
*www.ugs.utah.edu/awards*

**Rhodes Scholarships:** The Rhodes Scholarship is an international competition maintained at the University of Oxford, UK. The United States is assigned thirty-two scholarships. Rhodes Scholars are selected for the following characteristics: high intellectual and academic achievement, integrity of character, interest in and respect for their fellow beings, ability to lead, and the energy to use their talents to the fullest.
*www.ugs.utah.edu/awards*

**UROP Assistantships:** A limited number of assistantships are available through the Undergraduate Research Opportunities Program to fund student research or creative activity under faculty supervision.
*www.ugs.utah.edu/services/urop*

## Honors Societies

Contact ASUU (Associated Students of the University of Utah), 234 Olpin Union, 801-581-2788, or visit their website at: *www.asuu.utah.edu*, or the Student Affairs Office, 208 Park Building, 801-581-7793, for information on Phi Kappa Phi and Phi Beta Kappa Honor Societies.

## Study Abroad Scholarships

William Barnhart, Director                 801-581-5849
To help students broaden their awareness of international and global issues, the Office of Undergraduate Studies and the International Center offer Study Abroad Scholarships.
*www.sa.utah.edu/inter/*

---

# Center for Teaching & Learning Excellence

Stephanie Richardson, Director                 801-581-7597

The mission of the Center is to promote teaching and learning excellence at both the graduate and undergraduate levels. As teaching at the University is connected to service and research, the Center seeks to provide faculty development to enhance all three missions.

Our services include:
- orienting new faculty
- training international and domestic teaching assistants
- meeting individual academic unit development needs
- celebrating faculty accomplishments
- coordinating campus-wide development efforts

*www.ugs.utah.edu/services/ctle*

---

# Awards Honoring Undergraduate Teaching

**University Professor Series:** Each year, the Undergraduate Council nominates instructors who represent the University's commitment to teaching and learning for selection as University Professor. This special rank recognizes individuals who have demonstrated extraordinary skills in teaching, distinguished scholarship in their field, and an interdisciplinary approach to undergraduate instruction.
*www.ugs.utah.edu/awards/professorship*

**Sterling M. McMurrin Distinguished Visiting Professor:** This professorship honors the late Professor Sterling McMurrin and was endowed by O.C. Tanner in 1980. Professor McMurrin was an E.E. Ericksen Distinguished Professor Emeritus at the University, former U.S. Commissioner of Education, former Dean of the Graduate School, and a noted philosopher and historian. The McMurrin Professorship brings to the University a scholar of recognized eminence in his or her field, whose duties and responsibilities are associated with both the Office of Undergraduate Studies and with the college or department in which the visiting scholar's discipline is located. The purpose of this endowed chair is to compliment and enhance undergraduate instruction.
*www.ugs.utah.edu/faculty/mcmurrin.htm*

Academic advising at the University of Utah is available to students through two different venues:

University College Advising Center provides general academic advising for entering students. All new students are admitted into University College, and University College advisors are available to work with students until they are accepted into the major of their choice.

Departmental Advisors are the specialists for each of the majors at the University. They provide detailed information about each major, help students with understanding the special admissions requirements for certain majors, officially declare the students into the major, and advise students through completion of major and graduation requirements.

## University College Advising and the Transfer Center

**University College Advising Center, 450 SSB (Bldg. 40)**
*www.sa.utah.edu/advise/* or *www.transfer.utah.edu*

University College and Transfer Center advisors are committed to helping new students make a successful transition to the University and to helping all students reach their academic and life goals. Advisors are available by appointment (801-581-8146). A Quick-Answer Advisor is also available.

The types of advising provided are:

General Advising
- Explanation of General Education (GE) requirements, philosophy and goals
- How to read and interpret Degree Audit Reports (DARS)
- Integration of GE and Bachelor's degree requirements into major and career plans
- Explanation of University policies and procedures
- Connections with academic departments and other campus resources

Undecided Student Advising
- Explanation of the major decision-making process and relevant campus resources
- Comparison and evaluation of potential majors and admissions requirements for majors
- Assistance with matching interests and career plans with appropriate majors
- Explanation of University's "Major Declaration Policy":

*Major Declaration Policy:* Students are expected to be admitted to a major by the time they complete their sophomore year or after they complete their first year at the University, whichever comes later. Once students are admitted to a major, they are counseled by an advisor in that department.

Transfer Student Advising
- Clarification of transfer credits for GE requirements
- Integration of Bachelor's degree requirements with major requirements
- Assistance with adjustment to the University
- Help with selecting a U of U major
- Referrals to resources and services for transfer students

Nontraditional Student Advising
- Specific advising for students who have been out of school for several years
- Clarification of requirements filled by past college-level coursework
- Explanation of Academic Renewal process for students with low U of U grades that are over ten years old

Scholastic Standards Advising
- Assistance in identifying problems and planning strategies to overcome academic difficulties
- Help with adjustment to University academic life

- Information about the University's grading and probation policies
- Referrals to appropriate campus resources, such as tutoring and Supplemental Instruction

Advice for students who plan to take a leave of absence
Students who plan to take an "official" leave of absence (e.g., Peace Corps, VISTA, church service, military duty) should notify the admissions office to preserve their registration status and should meet with a University College or departmental advisor to discuss their academic plans.

---

### Pre-professional advising: law, medicine, veterinary medicine & dentistry

Pre-professional (pre-law, pre-medicine, pre-veterinary medicine & pre-dentistry) students are preparing to go on for a doctorate degree in a profession after first completing a Bachelor's degree or a certain amount of undergraduate college credits. Requirements vary according to the profession. Usually it is possible to choose any major while at the same time completing necessary pre-professional course requirements and appropriate work or extracurricular experiences.

**Pre-law** (801-581-8146) is a designation indicating a student is interested in or intends to enter law school after completing a Bachelor's degree. Pre-law students are encouraged to distinguish themselves and challenge their thinking and reasoning skills by pursuing a rigorous and diverse undergraduate program. *There are no specific course requirements or recommended majors*, and students are urged to choose a major in which they are truly interested. Students are encouraged to select elective and major courses which motivate, challenge, and require the use of research and writing skills. In order to enrich a program of study, students might consider pursuing a double major, adding a minor, enrolling in Honors courses, or participating in LEAP, an internship, a study abroad program, or in a research project through UROP. Pre-law students receive advising at the University College Advising Center.

**Pre-medicine/pre-dentistry** (including pre-osteopathic, pre-veterinary, pre-podiatry, pre-optometry, pre-chiropractic, 801-581-5744) refers to the preparation required for admission to medical/dental school. "Pre-med" is not a major in which a degree is received, but rather a set of courses taken along with other graduation requirements. Each student will have a slightly different schedule plan, depending on the major chosen, the science/math background already obtained, and credit hours taken per semester. Being pre-med also means preparing personally as well as academically. Extracurricular activities and work experience demonstrating qualifications and motivation to enter the profession are also required.

Pre-medical/Pre-dental Advising Office, 124 Bld 44, 801-581-5744, FAX 801-581-8571. Office hours: M-F, 8:00-12:00 and 1:00-5:00 pm

Weekly pre-med orientations offer a complete overview of requirements, extracurricular activities, timeline for completion and basic schedule planning. *All beginning pre-med students should first come to an orientation session.* Please call the office to sign up.

Open drop-in hours are held every Friday 9:00 am-12:00 pm for quick questions. More information can be found at *www.sa.utah.edu/advise* (look under pre-med section).
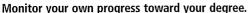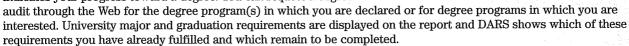
## How do I monitor my progress toward my degree?
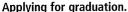
**Work closely with an advisor.**
It is critical to your success that you establish a working relationship with an academic advisor early in your college career. Every department provides one or more advisors to assist students with course planning for major requirements. If you have not yet decided on a major, it would be in your best interest to work closely with an advisor in the University College Advising Center (450 SSB, 801-581-8146).

**Monitor your own progress toward your degree.**
The University of Utah offers a Degree Audit Reporting System (DARS). DARS provides you with an unofficial advising report that indicates your progress toward a degree. You can request a degree audit through the Web for the degree program(s) in which you are declared or for degree programs in which you are interested. University major and graduation requirements are displayed on the report and DARS shows which of these requirements you have already fulfilled and which remain to be completed.

**Applying for graduation.**
When you have completed 75 credit hours toward your degree, a message alerting you that it is time to apply for graduation will appear on the Web when you enter the Secured Student Access to register for classes or review your grades. You will need to submit an application two full semesters before you expect to graduate to ensure that you are not missing any requirements. Applications for graduation are made at the Graduation Office on the second floor of the Student Services Building (Bldg. 40 on the map). Applications can be found online on the Registrar's office website http://www.sa.utah.edu/regist/. Application instructions and deadlines are on the back of the form.

# Degree Audit Reporting System (DARS)

**What is DARS?**
DARS (the Degree Audit Reporting System) is a report that allows students to track their progress toward a degree. It is a self-advising tool that takes the guesswork out of selecting courses. Students can request a DARS report on the internet, at no cost, for any major.

**What Does DARS Show?**
The DARS report displays all the requirements for graduation—General Education & Bachelor's Degree requirements, Major requirements, Hour requirements—and shows how a student's courses fit those requirements. Students can quickly see which requirements are completed, which are not, and what is needed for completion.

**How Do You Get a DARS?**
From any computer with access to the internet, a student can access the DARS at *gate.acs.utah.edu*. Log-in to the Campus Information System. Once in the system, scroll down to the graduation box. Look for "Generate Degree Audit Report." DARS is free of charge.

**Will My Transfer Course Work be Used in DARS?**
Transfer course equivalences are included in DARS for Utah schools. When students request their DARS, transfer courses from these institutions will automatically be equated to a U of U course as outlined in the State Transfer Articulation Guide. Other transfer courses without U of U equivalences are listed in the audit, and used to show completion of requirements such as total hours, General Education, and Bachelor's degree requirements. They are not used to show completion of major requirements. Students who believe that some of these transfer courses should satisfy their major requirements should see their departmental advisors.

**What if I Think Something is Wrong With my DARS?**
For problems concerning General Education or Bachelor's Degree requirements, students should see an advisor in University College (450 SSB). Problems with major requirements should be directed to the departmental advisor, and problems with Total Hours, Upper Division Hours, or Residency hours should be directed to the Graduation Office (250 SSB).

1. **How do I complete my degree?**

   a) Complete General Education requirements consisting of: Intellectual Explorations (IE), Lower-division Writing (WR), American Institutions (AI) and Quantitative Reasoning (QR).

   b) Complete courses required by your major or majors: Once you have declared your major, go to your major department and speak with their Undergraduate Advisor for specifics.

   c) Complete requirements for the Bachelor's degree: CW, DV, QI (BS & BSW degree) or language requirement (BA degree), and general graduation requirements.

2. **How do I monitor my progress toward my degree?**

   a) Use the Degree Audit Reporting System (DARS), accessed via the web at *gate.acs.utah.edu*. For a description of DARS, refer to page 8.

   b) Use the Planning Guide on page 14.

3. **What course choices do I have to fulfill University requirements?**

   You can choose from a large and diverse listing of courses from all the major disciplines on campus. Courses are continually being added to the listing so for the most up-to-date information visit *www.ugs.utah.edu*

4. **I have found some of my Intellectual Explorations (IE) courses in a couple of places, is this correct?**

   Some IE courses are listed in more than one area. (For instance, Art History 2500, "Introduction to the History of Art," can fulfill a Fine Arts or Humanities requirement.) The Degree Audit System (DARS) will automatically place the course where it is needed.

5. **Do General Education and Bachelor's degree requirement courses fulfill more than one requirement?**

   Many General Education and Bachelor's degree requirement courses may be used to fulfill more than one requirement (e.g. COMM 1270 "Analysis of Argument" will clear both a humanities area and the QB [statistics or logic] requirement, or PHIL 2080 "Philosophical Issues of Feminism" fulfills a humanities area and diversity requirement).

6. **If I take a course in my major that also counts as an IE course, may I count it twice?**

   Yes. In selecting your IE courses, courses in your major can be double counted in the appropriate IE area.

7. **Are there special programs and learning opportunities at the University for undergraduate students?**

   YES, THERE ARE! Have a look at the unique programs and opportunities available to you through the Office of Undergraduate Studies. Refer to page 5 of this Bulletin.

8. **If I have questions about General Education and Bachelor's degree requirements, what do I do?**

   a) If you are a new student, or haven't yet chosen a major, see an advisor in University College Advising Center, 450 SSB (Bldg. 40 on the campus map).

   b) If you have a declared major, see your department, page 22.

9. **How do I find my major and in which discipline it's located?**

   Refer to page 21 of this Bulletin. You will find your major department and the college or school in which it is housed.

10. **How do I register or withdraw from classes?**

    The University has certain policies students must follow in order to register or withdraw from classes. These policies established by the University provide opportunities for students to adjust their academic schedules on an as needed basis. Refer to page 11 of this Bulletin.

11. **I am really concerned about my math abilities. Where do I find which math class I should take to complete my General Education requirements?**

    Refer to the Quantitative Placement Guide on page 20 of this Bulletin.

12. **I have Advanced Placement (AP) credits. How are they evaluated?**

    Refer to page 23 of this Bulletin.

13. **I need financial help with my education. What do I do?**

    For more information about Financial Aid, please contact Financial Aid and Scholarships, 105 SSB (Bldg. 40 on the campus map), phone 801-581-6211 or visit their website at *www.sa.utah.edu/finance.* You can also send an e-mail to the Financial Aid and Scholarships Office at fawin1@sa.utah.edu.

14. **Where can I find computer labs on and off campus or copy centers?**

    Refer to the Student Resource Guide portion of this publication or see www.it.utah.edu/services/connected/labs.html for a complete list of on-campus computer labs.

15. **I don't understand the University's course numbering system. What are the guidelines so that I know which level of courses I should take first?**

    Refer to page 12 of this Bulletin.

16. **Where can I find a phone number for an advisor in my major?**

    Refer to the listing on page 22 of this Bulletin. If the department you are looking for isn't there, consult the more detailed listing on the Web at *www.utah.edu/a_z/index.*

17. **How do I find employment opportunities at the University?**

    **Employment:** *www.utah.edu* will link students to sites of interest when looking for jobs.

    **Off-campus jobs, internships, or careers:** Refer to *http://careers.utah.edu*

    **Work-study students:** For listings of current work-study jobs refer to *www.sa.utah.edu/finance/work/index.*

18. **May I take courses Credit/No-Credit?**

    Students are permitted to take a limited number of courses credit/no-credit. Consult with University College for more information.

## Entering Student "To Do" List

**Things to Do At Orientation**
- ☐ Meet your Orientation Leader and Peer College Expert
- ☐ Get your picture taken for your U Card (Student Union)
- ☐ Learn about the University graduation requirements
- ☐ Speak with a departmental or University College Advisor
- ☐ Log on to CIS with your uNID
- ☐ Register for classes
- ☐ Explore the campus with a guided tour
- ☐ Touch base with Financial Aid (105 SSB)
- ☐ Touch base with Residential Living

**Things to Do Before School Starts**
- ☐ Buy books (University Bookstore)
- ☐ Turn in proof of Immunization
- ☐ Put money on copy account (take ID card to 3rd floor Marriott Library)
- ☐ Post AP scores (Admission Office, 250 SSB)
- ☐ Set up dining plan (Union basement)
- ☐ Buy Parking Pass (Commuter Services - Building 436)
- ☐ Personalize and maintain your campus email account

**Things to Do During Your First Semester**
- ☐ Run a Degree Audit Report at *www.acs.utah.edu/prod/bin/student*
- ☐ Set up an appointment with University College advisors or your department for next semester's schedule
- ☐ Seek involvement opportunities

**Questions?**
Office of Orientation & New Student Programs 801-581-7069 or Review Orientation at *www.sa.utah.edu/orientation*

## Web Registration

1. Go to the University Website: *www.utah.edu*
2. Go to "Students" on the right side of the page: select the link: *Registration and Student Records.*
3. Click on Campus Information Systems.
4. In the box for uNID insert your student ID but make sure to change the first 0 to a lower case u. In the password box insert your birthday in the form of two month two day two year; mm/dd/yy. The first time you log on it will require you to change your password.
5. After changing your password log back into Campus Information Systems. Now you are ready to register.
6. Click on *Add Classes.*
7. Select the correct semester.
8. Choose to add classes by "Class Schedule".
9. Select the department or area to search for classes.
10. To check seating availability, select the *Catalog Number* of the class you are interested in.
11. In order to register for the class, select the *Class Number.*
12. Confirm class by selecting *Ok to Add.* It will be added to your class schedule.
13. Make your next selection by clicking *Add Class by Class Number or Class Schedule.*
14. Once you have chosen your classes, go to the main menu and select *View Current Class Schedule.* Then print a copy.
15. Make sure to log off of the Campus Information Systems page before you leave the computer. You are now ready to begin classes.

## Matriculation Fee Information

Beginning Fall 1999, all new undergraduate students are required to pay a $70 matriculation fee which is billed with the first semester tuition. What follows is an explanation of what the fee pays for:

**Orientation**
A critical component of all students' success at the University of Utah is attendance at orientation. At orientation, students are provided an introduction to the University, including graduation and degree requirements, information about campus resources and co-curricular opportunities and time to meet with faculty, students and staff. In addition, students receive academic and departmental advising, assistance with course scheduling and leave with a class schedule for the upcoming semester. Other activities students may elect to participate in include campus tours, library tours, purchasing a parking permit, turning in immunization records, buying books and getting a student ID card. Orientation is required for all new students.

Options for orientation include a One-Day orientation, Overnight Orientation (two-days) or the Outback Orientation (four-day outdoor program). Overnight and Outback programs are more comprehensive and require additional fees associated with meals and accommodations and are only offered for students admitted for fall semester.

**Advanced Placement, CLEP and International Baccalaureate Credit Evaluation**
Students must submit a request for evaluation and recording of Advanced Placement, CLEP and International Baccalaureate credit to have this special credit recorded on their record. No fee will be charged to evaluate and record this work when the student has paid the Matriculation fee. Credit is not awarded if duplicated by previous course work or examinations. Application forms can be obtained from the Admissions Office.

**Graduation**
Students will not be required to pay a fee at the time they apply for graduation. However, they will continue to receive quality graduation services, including access to the University Degree Audit and Report System (DARS). The matriculation fee furnishes students with unlimited access on the Web to generate audits for advising, registration, or other purposes. Students unable to access the Web can request a DARS from the Graduation Office.

**Career Services**
Career Services is available to assist students in the following:
1. Identifying student jobs available while in school
2. Internships related to college studies and career interests
3. Career employment upon graduation

Students gain access to an assigned counselor who will knowledgeably guide them through a career development path, resume critique, interview preparation, etc. Career information through a state-of-the-art Career Library is also available, as well as computer career guidance programs for exploring options. New students will see hundreds of job listings and relevant internet links through the Career Services website at *http://careers.utah.edu.*

**Writing Program**
The matriculation fee covers the Writing Placement Essay, used to determine placement in Writing 1010 or Writing 2010. The Admission Index determines the placement procedure for most students. Students should write the Placement Essay only if they enter without a calculated Admissions Index or if they wish to challenge the placement determined by the Index. Information about the Writing Placement Essay can be obtained from the University Writing Program 801-581-7090 and the Testing Center 801-581-8744.

## Office of the Registrar, 250 N. SSB (Bldg. 40)

| | |
|---|---|
| Registration Division | 801-581-8969 |
| Graduation Division | 801-581-7852 |
| Transcripts and Verifications Division | 801-581-8965 |
| Veteran Affairs and Certification Division | 801-581-6945 |
| Scheduling Office | 801-581-7854 |

### Registration

Every student attending classes at the University must register and pay tuition and fees. Students should consult the Student Handbook at *http://www.acs.utah.edu/sched/handbook/toc.htm* for detailed registration information, deadlines, and class listings. Students may access the General Catalog and current class schedule at *http://www.acs.utah.edu/GenCatalog/*. When information differs, the information in the online Student Handbook and Academic Calendar supersedes other sources.

### Registration Dates and Deadlines

Students have 10 calendar days from the start of the semester to drop (delete) classes in order to avoid a "W" grade on their academic record and tuition penalties. Classes can be added online until midnight of the 14th calendar day of the semester. Students have 14 calendar days to elect the Credit/No Credit option. Permission numbers are required to add classes beginning the second week of the semester until the 14th calendar day.

### Student Registration Time

Students may register for classes between 7am and midnight through the Campus Information System at *gate.acs.utah.edu*. Continuing students are assigned a priority registration time which can be checked by accessing the website address listed above. New freshmen and transfer students may register for classes after attending an Orientation session.
*Notice: Students should register for second session courses during the assigned registration time.*

### Attendance Policy

The University expects regular attendance at all class meetings. **Students are not automatically dropped from classes if they do not attend.** Students must officially drop classes by the 10th calendar day of a semester to avoid a "W" on their record. They are responsible for satisfying the entire range of academic objectives and requirements as defined by the instructor.

### Withdrawal Deadlines (Official Withdrawal)

Beginning the 11th calendar day of the semester, a grade of "W" is given when a student withdraws from a class or from the University. Students may withdraw themselves from a course via the Web until the midpoint of the semester. After this time, a student must petition the dean of the college of their major. A "W" is not used in calculating a student's GPA. For official withdrawal policies and procedures, consult the Student Handbook found on the Web.

### Unofficial Withdrawal (EU)

The grade "EU" is given to a student whose name appears on the final grade roster but for whom there is no record of attendance or other evidence of participation in the course. The "EU" grade, thereafter, is treated as an "E" in calculating the student's GPA. For details about how to officially withdraw from a class or the University, consult the Student Handbook found on the Web.

### Withdrawal from the University

A student withdrawing from school while the term is in session should consult the Student Handbook for detailed instructions, deadlines, and fees. Failure to withdraw from school results in an "E" or "EU" grade being recorded in all classes. Those grades may jeopardize the student's readmittance to the University or transfer to another institution.

### Grade Appeals

A student who believes that an academic action is arbitrary or capricious should discuss the academic action with the involved faculty member and attempt to resolve the disagreement. If the student and faculty member are unable to resolve the disagreement, the student may appeal the academic action in accordance with the following procedures:

1. Appeal to the Chair of the Department. Within forty (40) working days of notification of the academic action, the student shall appeal the academic action in writing to, and consult with the chair of the relevant department (or designee) regarding such academic action. Within fifteen (15) working days of consulting with the student, the chair shall notify the student and faculty member, in writing, of his/her determination of whether the academic action was arbitrary or capricious and of the basis for that decision. If the chair determines that the academic action was arbitrary or capricious, the chair shall take appropriate action to implement his/her decision unless the faculty member appeals the decision.

2. Appeal to Academic Appeals Committee. If either party disagrees with the chair's decision, the party may appeal to the college's Academic Appeals Committee within fifteen (15) working days of notification of the chair's decision in accordance with the procedures set forth in Section I.D. of the University of Utah Code of Student Rights and Responsibilities.

### Incompletes and Grounds Under Which They Are Granted

The grade "I" (incomplete) may be given for work not completed due to circumstances beyond the student's control, providing the student is passing the course and has completed at least 80 percent of the work required for the course. Arrangements must be made between the student and the instructor concerning completion of the work. Students may not retake a course without paying tuition. Students who attend a course during a subsequent term in an effort to complete the course must register for the course during that term. Registration must be for grade or for audit.

When the deficiencies have been satisfied, the instructor submits a grade to the Registrar's Office. The "I" will change to an "E" if a new grade is not reported within one year. If the instructor submits a grade after the "I" changes to an "E," the new grade will be reflected on the student's record. A written agreement between the student and the instructor may specify the grade to be given if the work is not completed within one year. Copies of the agreement are kept by the instructor and the academic department.

If the student graduates before a new grade is reported, the "I" remains on their record and will not count towards graduation or the calculation of their grade point average.

### Holds on Student Records

A hold is placed on a student's record for failure to meet University obligations (outstanding fees, University standards, violations, etc.). The University withholds registration privileges, diploma's, and copies of academic records and transcripts, or information pertaining to them, until all obligations are met.

Holds may also be placed to require students to seek advising assistance. Consult the Student Handbook found on the Web for more information.

### Repeated Course Fees

By legislative mandate, the State of Utah requires that students be charged the "full cost of instruction" the third time they enroll in the same course. An additional fee of $100 will be charged per credit hour for the repeated class. Subsequent registrations in the course, beyond the third enrollment, will also be assessed the $100 per credit hour fee. This policy does not apply to classes taken prior to Fall Semester 2002. Students paying non-resident tuition will not be affected by this policy as they already pay the "full cost of instruction." This policy does NOT apply to courses repeatable for credit and the grades of "W" and audit.

## Course Numbering System

*(Note: There may be some exceptions to these guidelines.)*

**Noncredit Courses**
| | |
|---|---|
| 0001 - 0999 | Offered by Academic Outreach and Continuing Education only |

**Lower Division Courses (Freshman & Sophomore)**
| | |
|---|---|
| 1000 - 2799 | Regular classes |
| 2800 - 2999 | Independent Study, individual projects, etc. |

**Upper Division Courses (Junior & Senior)**
| | |
|---|---|
| 3000 - 3799 | Regular classes |
| 3800 - 3999 | Seminars, independent study, etc. |
| 4000 - 4799 | Regular Classes |
| 4800 - 4999 | Seminars, independent study, etc. |

**Upper Division and Graduate**
Graduate credit is permitted for departmental majors.
| | |
|---|---|
| 5000 - 5799 | Regular classes |
| 5800 - 5999 | Seminars, independent study, individual projects, etc. |

**Graduate Courses**
Students who have not been admitted to a graduate program must obtain special permission to enroll.

6000 level (Basic Graduate)
| | |
|---|---|
| 6000 - 6799 | Regular classes |
| 6800 - 6899 | Graduate Seminars – Master's level |
| 6900 - 6960 | Independent study, special topics, etc. |
| 6970 - 6979 | Thesis Research – Master's level |
| 6980 - 6989 | Faculty Consultation – Master's level |

7000 level (Advanced Graduate)
| | |
|---|---|
| 7000 - 7799 | Regular classes |
| 7800 - 7899 | Advanced graduate seminars |
| 7900 - 7960 | Independent study, special topics, etc. |
| 7970 - 7979 | Dissertation and/or project credit: doctoral level |
| 7980 - 7989 | Faculty Consultation: doctoral level |
| 7990 | Continuing Registration: doctoral level |

## General Education Grade Requirements

| | |
|---|---|
| American Institutions | D- or CR |
| Writing | C- |
| Quantitative Reasoning | |
|    QA | D- or CR |
|    QB | D- or CR |
| Intellectual Explorations (8 courses) | D- or CR |
| **Bachelor's Degree Grade Requirements** | |
| Upper-division Communication/Writing | C- or CR |
| Diversity | C- or CR |
| Bachelor of Arts | C- or CR |
| Bachelor of Science | |
|    Quantitative Intensive I | D- or CR |
|    Quantitative Intensive II | D- or CR |

## How to Select First Semester Courses: Especially for Freshmen

**Build a Reasonable Schedule**
1. Credit hours don't necessarily reflect difficulty.
2. Undergraduates usually spend two hours studying for each hour spent in class, so allot enough study time for each class.
3. For most students, 4-5 academic classes per semester will be a full load.
4. If you need to be an "official" full-time student (for financial aid, scholarships, etc.), you will need at least 12 credit hours per semester. You must take 15 hours each semester to move from freshman to sophomore standing and so on.
5. Use non-academic courses to gain full-time status, if necessary, e.g. Exercise and Sports Science; Parks, Recreation and Tourism, or Division of Continuing Education.
6. Consider work hours and other time commitments when setting up a schedule. If you are working more than 20 hours per week, cut down on the number of classes you take. If you are working 30 hours, taking 2-3 classes will keep you busy. If working 40 hours or more, consider taking 1-2 classes.
7. Remember that graduation in four years is uncommon - employers/graduate schools will look at your performance, not how quickly you graduated.
8. College courses generally require substantially more reading and study time and cover materials at a much faster pace than the typical high school class. Consider a light load the first semester to give yourself time to adjust.

**Plan for Distance**
Usually, you can walk between any two buildings on central campus in about 10 to 15 minutes. It is wise to consult a campus map as you schedule classes. Since the University offers classes at off-campus sites, be sure to check the location of the course before registering.

**Suggested First Semester Courses**
It is almost always appropriate to begin with a writing class and a math (quantitative) course. If you know your major, you may want to consider taking a combination of major and General Education courses your first year. If you are interested in a major in science or engineering, or a related discipline, it is important to work with a departmental advisor immediately.

Speak with an advisor prior to each semester's registration. The Orientation Staff is responsible for your first semester of advising. Make an appointment with your advisor in University College or department for each subsequent semester.

## How to select First Semester Courses: Especially for Transfer Students

1. Transfer students who have chosen a major should register for any prerequisite courses needed for admittance into the major.
2. General Education does not need to be completed under most circumstances before admittance into a major. However, undecided students or students with limited major course selection their first semester should consider registering for remaining General Education.
3. Undecided students may also want to consider registering for a Career and Life Planning Course (Educational Psychology 2610), unless they have taken something similar at their previous institution.
4. Most transfer students will need to complete a Diversity course.
5. Most transfer students will need to complete an Upper Division Writing/Communication Course (cannot be completed at a two-year school or with an Associates Degree).
6. Determine if you are seeking a Bachelor of Arts, a Bachelor of Science or a Bachelor of Social Work. Language or Quantitative Intensive courses would be appropriate, if needed for the degree.

# How to go Digital at the University of Utah

## 1. UCard
Students can obtain their UCard after attending Orientation. You are issued a voucher that you can take to either UCard office to have your card made. The Student ID number on the front of your card serves to identify you in University records. It also provides numerous benefits, discounts and functions, such as library privileges. For more information on the UCard, see their website at www.ucard.utah.edu.

## 2. uNID and Password
Your University Network ID (uNID) and password uniquely identify you to on the University of Utah network for various computing services. A University Network ID is also known as a uNID or username. All students, faculty, and staff at the University of Utah receive a University Netword ID (uNID). See a list of all the IT resources available to you with your uNID at *www.it.utah.edu/services/guides/students*. Activate your uNID in the Campus Information System (below).

## 3. The Campus Information System (CIS)
The Campus Information System is where you will register for classes, view your class schedule, grades, and tuition bill. You can also pay your tuition and do many other things after logging into the system with your uNID and default password. Log on to the CIS at *http://gate.acs.utah.edu*.

- Your uNID is your student ID # where the first zero is replaced with a lowercase u.

- Your default password is your birthdate in MM/DD/YY format.

- Answer the CIS security questions and create your secure password.

- Enter your preferred email address in the CIS email field.

- You'll be agreeing to the Network Acceptable Use policy when you do this. This also activates your uNID account and allows you access to all uNID IT resources.

## 4. Student Portal
Logon to the My.Utah.edu student portal with your uNID and password, and customize it for yourself. You'll get secure access to many IT resources with one logon, including the Campus Information System, WebCT, and library e-reserves. All your campus resources are at your fingertips at *https://my.utah.edu*.

## 5. Free Campus Email Account
You get a free email account at the U. It's your uNID@utah.edu, and you can customize it using the uNID account tools. You can forward mail from this account to any other you want. You also get 20 MB of file space to store email messages and other digital files, or you can even make personal web pages. Learn more at *www.it.utah.edu/services/emailWeb/email/utah_edu_email.html*.

## 6. On-campus Network Access
Stay connected while you're on campus. Find out more about the following services at *www.it.utah.edu/services/connected/oncampus.html*.

- Student Computing Labs

- Library wired access

- ANA general access network ports in classrooms, common areas

- Wireless zones: *http://wireless.utah.edu/*

- Virtual Private Network connection

## 7. Remote Access Options
If you need campus network/Internet access from home or elsewhere, learn about your options at *www.it.utah.edu/services/connected/remote/index.html*.

- Campus Modem Pool (free)

- *UofU.net* – The Official ISP of the University of Utah

- Other ISPs

- Virtual Private Network connection

## 8. Library Services (see *www.lib.utah.edu*)

- Electronic library reserve access

- Wired and wireless library connections

- Proxy service

- Computer training

## 9. Online classes and Courseware

- UOnline: *https://uonline.utah.edu/uonline/main*

- WebCT: *www.it.utah.edu/services/emailWeb/web/webct.html*

## 10. Student Software
The Office of Software Licensing (*www.osl.utah.edu*) offers many low cost or free software packages for use on your home computer. Logon to their website from your home computer with your uNID and password and download **free** McAfee anti-virus software for your home system. Coming soon: other free or very low cost security software for home use (anti-spyware, personal firewall).

## 11. Computer Security: Guidelines & Policies
Be sure you are being a responsible "Digital Citizen" by reading the information at *www.it.utah.edu/leadership/security*.

- Find information on: safe practices with your uNID Password and Personal Stuff, Software Updates, Computer Viruses and Worms, Copyright Laws, and the Network Acceptable Use Policy.

- Read the Network Acceptable Use Policy. Don't violate it or your uNID account will be locked.

- Read the Peer-to-Peer File Sharing Policy. Don't violate it or your uNID account will be locked.

- Read about Identity Theft and what you can do to avoid it.

Name _____ Major _____ Date _____

# I. GENERAL EDUCATION REQUIREMENTS

*Run a DARS at the end of each semester to verify your progress toward graduation (see page 8)*

1. American Institutions                       (AI)    _____

2. Lower Division Writing                 (WR)   _____

3. Quantitative Reasoning (QR)

     Math                                    (QA)    _____

     Statistics/Logic                 (QB)    _____

4. Intellectual Explorations (IE)

     2 courses in each area

     Fine Arts                         (FF)    _____

     Fine Arts                         (FF)    _____

     Humanities                     (HF)    _____

     Humanities                     (HF)    _____

     Physical, Life and Applied Sciences

         Physical & Life Science        (SF)    _____

         Physical & Life Science **OR** Applied Science    (SF) **OR** (AS) _____

     Social/Behavioral Science      (BF)    _____

     Social/Behavioral Science      (BF)    _____

**Notes:** • *Course requirements in the student's major automatically satisfy IE requirements in that area.*

       • *Students should contact their major advisor for information on specific IE courses required as part of the major.*

# II. BACHELOR'S DEGREE REQUIREMENTS

1. Upper-division Communication/Writing    (CW)   _____

2. Diversity                                    (DV)   _____

3. BS Quantitative Intensive Requirement

     two upper-division courses required      (QI)    _____

                                          (QI)    _____

     or

4. BA Language Requirement                   _____

☐ Minimum of 122 semester hours
☐ 40 upper-division semester hours
☐ GPA 2.00 minimum
☐ Residency requirement
☐ Apply for graduation

# III. MAJOR COLLEGE REQUIREMENTS

**See the academic advisor in your department for a list of your major requirements.**

> *QB, CW, DV, and QI requirements may be double counted with major-specific requirements.*

## General Education Mission

The University of Utah's General Education requirements seek to encourage students to explore a wide range of topics. We believe that exposure to a variety of disciplines results in intellectual growth, self-awareness, and a textured, multi-faceted understanding of the social and natural worlds. To these ends, we have designed the curriculum to inculcate knowledge, elicit new ideas from students, and develop the skills necessary for continuous learning. Evidence of a successful general education includes insightful thinking, effective verbal and written communication, a sense of social responsibility, and an interdisciplinary approach to problem solving. Critical to this experience is the student as educational activist. In partnership with faculty and administration, students must assume the responsibility to make their education a meaningful and essential investment in the future.

# American Institutions (AI)

All students receiving a baccalaureate degree from a public college or university in the state of Utah are required to have an understanding of fundamentals of history and the principles and form of government and economic system of the United States. The objective of the requirement is to ensure that students have a foundation for responsible citizenship.

| | | | |
|---|---|---|---|
| ECON | 1740 | (3) | US Economic History |
| HIST | 1700 | (3) | American Civilization |
| HONOR | 2212 | (3) | American Institutions |
| POL S | 1100 | (3) | US National Govt |

# Intellectual Explorations (IE)

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the **"Gen Ed & Bachelor Degree Courses"** link in the Online Schedule before registering for a course.

General Education Intellectual Exploration coursework provides part of the foundation for the undergraduate experience at the University of Utah. Through this coursework, students will be challenged to think about the world from outside the major. There are four different Intellectual Exploration areas: the Fine Arts, the Humanities, the Physical, Life and Applied Sciences, and the Social and Behavioral Sciences Areas. Students will take two courses from each of the three Areas, outside of their major.

Courses in the major may be double counted in the appropriate IE area. Majors may require students to take specific IE courses to meet core or allied requirements for the major. Students should contact the major department for more information. College of Engineering students need to see their departmental advisor for specific requirements regarding their IE courses.

Some IE courses are listed in more than one area. For instance, Art History 2500, "Introduction to the History of Art," can fulfill a Fine Arts **OR** Humanities requirement. The Degree Audit System (DARS) will automatically place the course where it is needed for progression towards the degree.

| Key to Symbols | |
|---|---|
| FF = Fine Arts | QA = Quantitative-Math |
| HF = Humanities | QB = Quantitative-Stats/Logic |
| SF = Physical & Life Sciences | CW = Upr Div Comm/Writing |
| AS = Applied Science | DV = Diversity |
| BF = Social/Behavioral Science | QI = Quantitative Intensive |

Many General Education courses are available online. Consult the class schedule on the 'U' website for more details: *www.utah.edu/students/catalog.*

## Fine Arts Area (FF)

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the **"Gen Ed & Bachelor Degree Courses"** link in the Online Schedule before registering for a course.

Courses in the Fine Arts introduce students to ways of experiencing and understanding a variety of artistic concepts, structures, and forms. Such courses explore the world through varying aesthetic viewpoints and seek to foster critical and creative interpretations of artistic expression.

| | | | | |
|---|---|---|---|---|
| ARCH | 1610 | (3) | Freshman Seminar I | |
| ARCH | 1611 | (3) | Freshman Seminar II | (or HF) |
| ARCH | 1615 | (3) | Intro To Architecture | |
| ARCH | 2630 | (3) | Arch'l Design Workshop | |
| ARCH | 3212 | (3) | Survey of American Arch. | |
| ART | 1010 | (3) | Intro To Visual Arts | |
| ART | 1020 | (3) | NM Basic Drawing | |
| ART | 1030 | (3) | NM Painting | |
| ART | 1040 | (3) | NM Design | |
| ART | 1050 | (3) | NM Photography | |
| ART | 1070 | (3) | NM Handbuilding Ceramics | |
| ART | 1080 | (3) | NM Wheel Pottery | |
| ART | 1790 | (4) | Creative Pblm Solving | |
| ART | 2050 | (3) | NM Int Photography | |
| ART | 3200 | (3) | History of Ceramics | |
| ART | 3716 | (4) | Materials of Art | |
| ART | 3800 | (3) | Study Abroad | |
| ART | 4530 | (3) | Art in the Community | |
| ARTH | 2500 | (3) | Intro Art History | (or HF) |
| ARTH | 3600 | (3) | History of Photography | |
| BALLE | 1140 | (3) | Beg Ballet Tech-Nonmajr | |
| BALLE | 1730 | (3) | Performing Arts | |
| BALLE | 4410 | (3) | Ballet History | |
| CL CV | 3630 | (3) | Greek Drama | (or HF) |
| COMM | 2210 | (3) | Intro Performance | |
| DANC | 1023 | (3) | Non-Major Dance Comp. | |
| DANC | 1010 | (3) | Dance in Culture | (and DV) |
| DANC | 1075 | (3) | Dance-Creative Process | |
| ENGL | 3210 | (4) | American Film & Culture | (or HF) |
| FILM | 3210 | (4) | American Film & Culture | (or HF) |
| FILM | 3310 | (4) | History of Film | |
| FILM | 3320 | (4) | History of Film | |
| HONOR | 4373 | (4) | Art of American Film | |
| HONOR | 4473 | (3) | Sem/Wkshp in Fine Arts | |
| HONOR | 4673 | (3) | Shakespeare in Cedar Cy | |
| LANG | 3630 | (3) | Greek Drama: Myth/Cine | (or HF) |
| MUSC | 1010 | (3) | Intro to Music | |
| MUSC | 1236 | (3) | Survey Of Jazz | (and DV) |
| MUSC | 1460 | (3) | Intro to Music Theory | |
| MUSC | 1820 | (3) | Dante & Music | |
| MUSC | 2100 | (3) | Hist of Rock'n Roll | |
| MUSC | 3110 | (3) | Music Style I | |
| MUSC | 3200 | (3) | Critical Inquiries in Music | |
| THEA | 1013 | (3) | Survey Of Theatre | |
| THEA | 1033 | (3) | Acting I | |
| THEA | 1040 | (3) | Dram Arts/Television | |
| THEA | 1050 | (3) | Intr Vis Arts Of Theat | |
| THEA | 1740 | (3) | Musical Theatre | |
| THEA | 1760 | (3) | Amer Political Theatre | (and DV) |
| THEA | 1770 | (3) | Black Theatre | (and DV) |
| THEA | 2033 | (3) | Acting II | |
| THEA | 3001 | (3) | Zen, Eastern Theatre | |
| THEA | 3040 | (3) | Intro to Voice & Speech | |
| THEA | 3791 | (3) | Absurd Theatre | (or HF) |
| THEA | 4010 | (3) | Shakespeare in Perform | (or HF) |
| THEA | 4020 | (3) | Dramatic Genres | (or HF) |
| THEA | 4030 | (3) | Contemporary Drama | (or HF) |
| UGS | 1010 | (3) | Intro To Visual Arts | |
| UGS | 1640 | (3) | Introduction to Music | |
| UGS | 1730 | (3) | Performing Arts | |
| UGS | 1790 | (4) | Creative Pblm Solving | |

| | | | |
|---|---|---|---|
| UGS | 3001 (3) | Eastern Theatre I | |
| UGS | 3200 (3) | Critical Inquiries in Music | |

## Humanities Area (HF)

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the **"Gen Ed & Bachelor Degree Courses"** link in the Online Schedule before registering for a course.

Intellectual Explorations in the Humanities helps to achieve a critical understanding of human thought, cultures, and civilizations. Humanities Area courses strive to foster analytic, interpretive, and creative abilities. Students develop oral and written communication skills needed to function in the University and to contribute to the larger community as educated and informed citizens.

| | | | |
|---|---|---|---|
| ARAB | 1300 (3) | Arabian Nights | |
| ARAB | 1400 (3) | Jesus and Muhammad | |
| ARCH | 1611 (3) | Freshman Seminar II | (or FF) |
| ARTH | 2500 (3) | Intro Art History | (or FF) |
| ASTP | 1210 (3) | Asian Civ: Traditions | |
| BUS | 1050 (3) | Foundations of Business | (or BF) |
| CL CV | 1550 (3) | Classical Mythology | |
| CL CV | 1560 (3) | The Greeks | |
| CL CV | 1570 (3) | The Romans | |
| CL CV | 2780 (3) | Graeco/Roman Sport | |
| CL CV | 3570 (3) | Women Anc Greece/Rome | |
| CL CV | 3630 (3) | Greek Drama | (or FF) |
| CL CV | 4550 (3) | Ancient Myth & Religion | |
| C LIT | 3680 (3) | Faust Quest Lit & Film | (and CW) |
| COMM | 1270 (3) | Analysis Of Argument | (and QB) |
| COMM | 2110 (3) | Intro Interpersonal | |
| COMM | 3020 (3) | Media Text | |
| COMM | 3030 (3) | Comm & Soc Responsibility | (and CW) |
| COMM | 3040 (3) | Comm & Relationships | |
| COMM | 3180 (3) | Comm & Social Behavior | |
| COMM | 3410 (3) | Literature in Performance | |
| COMM | 3420 (3) | Performance & Culture | |
| COMM | 3460 (3) | Communication Criticism | (and CW) |
| COMM | 3490 (3) | Comm & Pub Issues | |
| ECS | 4111 (3) | School And Society | (and CW) |
| ENGL | 1010 (3) | Masterpieces of World Lit I | |
| ENGL | 1020 (3) | Masterpieces of World Lit II | |
| ENGL | 1200 (3) | Intro Study Language | |
| ENGL | 2020 (3) | Great Books | |
| ENGL | 2040 (3) | Contemporary Lit | |
| ENGL | 2050 (3) | Lit of the American West | |
| ENGL | 2070 (3) | Popular Culture | |
| ENGL | 2200 (4) | Intro to Film | |
| ENGL | 2210 (3) | Intro to Folklore | |
| ENGL | 2220 (3) | Novels and Films | |
| ENGL | 2300 (3) | Intro to Shakespeare | |
| ENGL | 2330 (3) | Intro to Children's Lit | |
| ENGL | 2400 (3) | American Novels | |
| ENGL | 2700 (3) | Diversity in Amer Lit | (and DV) |
| ENGL | 3080 (3) | Studies in Enviro Writing | |
| ENGL | 3210 (4) | American Film & Culture | (or FF) |
| ENGL | 3320 (3) | Varieties of Amer English | |
| ENGL | 3360 (3) | Language in Society | (and DV) |
| ENGL | 3710 (3) | Studies in British Lit | |
| ENGL | 3720 (3) | Studies in American Lit | |
| ENGL | 3730 (3) | Women Writers | |
| ENVST | 2100 (3) | Intro to Enviro Studies | (or BF) |
| ESL | 1600 (3) | Tch & Lrn Across Lang | (and DV) |
| ESL | 3600 (3) | Cross-Cultural Comm | (and DV) |
| ETHNC | 2550 (3) | Africn Amer Experiences | (and DV) |
| ETHNC | 2560 (3) | Chicana/o Experiences | (and DV) |
| ETHNC | 2570 (3) | American Indian Exper | (and DV) |
| ETHNC | 2590 (3) | Pacific Islander Am Exp | (and DV) |
| ETHNC | 3290 (4) | Ethnic Minority Families | (and DV) |
| FCS | 3290 (4) | Ethnic Minority Families | (and DV) |
| FILM | 2200 (4) | Intro to Film | |
| FILM | 3210 (4) | American Film & Culture | (or FF) |
| FRNCH | 3800 (3) | French Lit in Translation | |
| FRNCH | 3900 (3) | French Popular Culture | |
| GEOG | 3650 (3) | Geog of the Middle East | |
| GERM | 3920 (3) | Faustian Quest-Lit & Film | (and CW) |

| | | | |
|---|---|---|---|
| GNDR | 2080 (3) | Phil Issues in Feminism | (and DV) |
| GNDR | 3690 (3) | Gender & Contemp Issues | (and DV or BF) |
| GNDR | 3730 (3) | Women Writers | |
| HEBR | 1200 (3) | Moses & Israel's Gods | |
| HEBR | 4310 (3) | Jewish & Israeli Film | |
| HIST | 1010 (3) | Western Civ to 1300 | |
| HIST | 1020 (3) | Western Civ since 1300 | |
| HIST | 1040 (3) | World Hist to 1500 | |
| HIST | 1050 (3) | World Hist Since 1500 | |
| HIST | 1210 (3) | Asian Civ: Traditions | |
| HIST | 1220 (3) | Asian Civ: Modern Hist | (or BF) |
| HIST | 1300 (3) | Latin Amer Civ to 1820s | |
| HIST | 1310 (3) | Latin Amer Civ since 1820s | |
| HIST | 1450 (3) | Mid-East Civ: Classical | |
| HIST | 1460 (3) | Mid-East Civ: Modern | |
| HIST | 2100 (3) | Nazi Germany/The Holocaust | |
| HIST | 2500 (3) | The Olympic Games | (or BF) |
| HIST | 3210 (3) | Age of Total War | |
| HIST | 3710 (3) | American Revolution | |
| HIST | 4390 (3) | Major Issues Amer History | |
| HIST | 4420 (3) | The Crusades | |
| HIST | 4650 (3) | US West Since 1848 | |
| HONOR | 2101 (3) | ITW Part I | |
| HONOR | 2102 (3) | ITW Part II | |
| HONOR | 2103 (3) | Learning Second Language | |
| HONOR | 4472 (3) | Sem/Wk in Humanities | |
| HUM | 1010 (3) | Intell Trad of West | |
| HUM | 1020 (3) | Intell Trad of West | |
| HUM | 1150 (3) | Persp American Culture | |
| LANG | 2700 (3) | Holocaust Literature | |
| LANG | 3570 (3) | Women of Greece & Rome | |
| LANG | 3620 (3) | French: Theat/Perform Arts | |
| LANG | 3630 (3) | Greek Drama: Myth/Cinema | (or FF) |
| LEAP | 1100 (3) | Fr Sem: American Persp | (and DV) |
| LEAP | 2004 (3) | Ethical Issues: Health | |
| LING | 1200 (3) | Intro Study Language | |
| LING | 1600 (3) | Tch & Lrn across Lang | (and DV) |
| LING | 3200 (3) | Linguistics and Education | |
| LING | 3420 (3) | Varieties of Amer English | |
| LING | 3460 (3) | Language in Society | (and DV) |
| LING | 3470 (3) | Language and Culture | |
| LING | 3600 (3) | Cross-Culture Comm | (and DV) |
| LING | 4130 (3) | Intro Historical Ling | |
| MID E | 1130 (3) | Arabian Nights | |
| MID E | 1140 (3) | Jesus and Muhammad | |
| MID E | 1220 (3) | Moses & Israel's Gods | |
| MID E | 1545 (3) | Mid-East Civ: Classical | |
| MID E | 1546 (3) | Mid-East Civ: Modern | |
| MID E | 2055 (3) | Arabic Culture & Civil. | |
| MID E | 3765 (3) | Geog of the Middle East | |
| MID E | 4231 (3) | Jewish & Israeli Film | |
| MID E | 4327 (3) | Classical Persian Lit | |
| MID E | 4542 (3) | The Crusades | |
| PERS | 4270 (3) | Classical Persian Lit | |
| PHIL | 1000 (3) | Intro To Philosophy | |
| PHIL | 1001 (3) | Current Moral Issues | |
| PHIL | 1002 (3) | Intro: God, Faith & Reason | |
| PHIL | 2080 (3) | Phil Issues in Feminism | (and DV) |
| PHIL | 2600 (3) | World Religions | |
| PHIL | 3300 (3) | Theory of Knowledge | |
| PHIL | 3310 (3) | Science and Society | |
| PHIL | 3400 (3) | Mind, Language & Reality | |
| PHIL | 3440 (3) | Cognitive Science | |
| PHIL | 3500 (3) | Ethics | |
| PHIL | 3510 (3) | Business/Profess. Ethics | |
| PHIL | 3520 (3) | Bioethics | |
| PHIL | 3530 (3) | Environmental Ethics | |
| PHIL | 3610 (3) | Religions of India | |
| PHIL | 3620 (3) | Religions of China & Japan | |
| PHIL | 3700 (3) | Political Philosophy | |
| PHIL | 3800 (3) | Philosophy and the Arts | |
| PHIL | 3810 (3) | Existentialism | |
| PHIL | 4110 (3) | Ancient Greek Philosphy | (and CW) |
| PHIL | 4120 (3) | Early Modern Philosophy | |
| PHIL | 4540 (3) | Eng., Ethics, Society | |
| POLS | 2005 (3) | Encounters: U.S. & Japan | (or BF) |
| POLS | 2300 (3) | Political Ideologies | |

| | | | | |
|---|---|---|---|---|
| RUSS | 3550 | (3) | Russ Culture befor 1900 | |
| RUSS | 3560 | (3) | Russ Culture after 1900 | |
| THEA | 3791 | (3) | Absurd Theatre | (or FF) |
| THEA | 4010 | (3) | Shakespeare in Performance | (or FF) |
| THEA | 4020 | (3) | Dramatic Genres | (or FF) |
| THEA | 4030 | (3) | Contemporary Drama | (or FF) |
| UGS | 1200 | (3) | Moses & Israel's Gods | |
| UGS | 1210 | (3) | Asian Civ: Traditions | |
| UGS | 1220 | (3) | Asian Civ: Modern Hist | (or BF) |
| UGS | 1400 | (3) | Jesus and Muhammad | |
| UGS | 1450 | (3) | Mid-East Civ: Classical | |
| UGS | 1460 | (3) | Mid-East Civ: Modern | |
| UGS | 2005 | (3) | Encounters: U.S. & Japan | (or BF) |
| UGS | 2100 | (3) | Intro to Enviro Studies | (or BF) |
| UGS | 2500 | (3) | The Olympic Games | (or BF) |
| UGS | 3002 | (3) | Folklore Genres: Life Story | (or BF) |
| UGS | 3160 | (3) | Human Nature | (or BF) |
| UGS | 3690 | (3) | Gender & Contemp Issues (and DV or BF) | |
| WRTG | 3900 | (3) | Literacy Studies | |

## Physical, Life, and Applied Science Area

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the "**Gen Ed & Bachelor Degree Courses**" link in the Online Schedule before registering for a course.

Courses in the Physical, Life, and Applied Sciences area introduce students to the ways in which scientists, engineers, and scholars in scientifically-based technical fields gain knowledge and understanding. They illustrate the interplay between observation, theory, experiment, deduction and application. The connection between scientific and technological progress and the moral and ethical foundations of society are studied when appropriate.

Choose *either* 2 Physical & Life Science *or* 1 Physical & Life and 1 Applied Science

## Physical & Life Sciences (SF)

These courses introduce students to the ways in which scientists gain knowledge and understanding.

| | | | | |
|---|---|---|---|---|
| ANTH | 1020 | (3) | Human Origin Evol/Diver | |
| ANTH | 1050 | (3) | Evolution Human Nature | |
| ANTH | 2020 | (3) | Human Evolution | |
| ANTH | 2030 | (3) | Archaeology | |
| BIOEN | 1510 | (3) | Science Without Walls | |
| BIOL | 1006 | (3) | World of Dinosaurs | |
| BIOL | 1010 | (3) | Biology and Society | |
| BIOL | 1210 | (4) | Principles of Biology | |
| BIOL | 1310 | (3) | The World of Insects | |
| BIOL | 1400 | (3) | Intr Envirnmntl Science | |
| BIOL | 1410 | (3) | Biology Of Evolution | |
| BIOL | 2210 | (3) | Human Genetics | |
| BIOL | 3050 | (3) | Math in Medicine | (and QA and QB) |
| BIOL | 3450 | (3) | Rain Forest Ecology | |
| BIOL | 3460 | (3) | Global Environ Issues | |
| CHEM | 1010 | (3) | Chem, Humanity, Envirnm | |
| CHEM | 1030 | (3) | Chem,Drugs,Toxins | |
| CHEM | 1040 | (4) | Sex, Drugs & Orgnc Chem | |
| CHEM | 1110 | (4) | Elementary Chemistry | |
| CHEM | 1120 | (4) | Elem Bioorg Chemistry | |
| GEO | 1000 | (3) | Architecture of the Earth | |
| GEO | 1007 | (3) | Unstable Ground | |
| GEO | 1030 | (3) | Earthquakes & Volcanoes | |
| GEO | 1040 | (3) | World of Dinosaurs | |
| GEO | 1050 | (3) | National Parks | |
| GEO | 1060 | (3) | Global Chg & Nat Res | |
| GEO | 3200 | (3) | Natural Disasters | (and CW, QI) |
| GEO | 3250 | (2) | Geology/Scenery of Utah | |
| GEO | 3260 | (1) | UT Geology Field Trips | |
| GEO | 3300 | (3) | The Water Planet | |
| GEO | 3800 | (3) | The Oceans | |
| GEOG | 1000 | (3) | Earth Environments | |
| GEOG | 1100 | (3) | Meas Chg from Space | |
| GEOG | 1500 | (4) | Cybergeography | |

\* *GEO 3250 and GEO 3260 must be taken together to count toward Area requirements.*

| | | | | |
|---|---|---|---|---|
| GEOG | 3110 | (3) | The Earth from Space | |
| GEOG | 3200 | (4) | Mtsn, Rivers, Deserts | |
| GEOG | 3210 | (3) | Global Climate Change | |
| GEOG | 3270 | (4) | Life Thru Time on Earth | (and CW) |
| GEOG | 3310 | (3) | Intro to Natural Hazards | |
| GEOG | 3330 | (3) | Urban Enviro Geogr | |
| HONOR | 3104 | (3) | ITW Part IV: Science | |
| HONOR | 3215 | (3) | Foundations/Science | |
| HONOR | 4300 | (3) | Natural Disasters | (and CW, QI) |
| HONOR | 4471 | (3) | Sem/Wkshp: Science | |
| MATH | 3010 | (3) | Topics: History of Math | (and CW) |
| MET E | 1001 | (3) | Alternative Energy | |
| MET E | 1050 | (3) | Metals and Civilization | |
| METEO | 1010 | (3) | Severe/Unusual Weather | |
| METEO | 1020 | (3) | Climate Change | |
| NUTR | 1020 | (3) | Sci Fndtn Nutr & Health | |
| NUTR | 2440 | (4) | Adv Nutrition Science | |
| PH TX | 2700 | (3) | Common Medicines | |
| PHYS | 1010 | (3) | Elementary Physics | |
| PHYS | 1050 | (3) | Solar System | |
| PHYS | 1060 | (3) | The Universe | |
| PHYS | 1080 | (3) | Does ET Exist? | |
| UGS | 1040 | (4) | Sex, Drugs & Orgnc Chem | |
| UGS | 1430 | (3) | Integrated Science | |

## Applied Sciences (AS)

These courses introduce students to the ways in which engineers and scholars in scientifically based technical fields apply knowledge and understanding.

| | | | | |
|---|---|---|---|---|
| BIOL | 1330 | (3) | Plants and Society | |
| BIOL | 2400 | (3) | Wldlf Ecology & Consv. | |
| CH EN | 1001 | (3) | Alternative Energy | |
| GEOG | 3230 | (3) | Pyrogeography | |
| GEOG | 5230 | (3) | Pyrogeography | |
| HONOR | 2201 | (4) | Calc-Non Sci Part I | (and QA and QB) |
| HONOR | 2202 | (4) | Calc-Non Sci Part II | (and QA and QB) |
| MATH | 1075 | (3) | Maths of Chance | (and QA) |
| MATH | 1080 | (3) | Perspective On Maths | (and QA) |
| MSE | 2601 | (3) | Matrls Molding Civilization | |
| NUTR | 1020 | (3) | Sci Fndtn Nutr and Health | |
| NUTR | 2440 | (4) | Adv Nutrition Science | |
| PHYS | 1330 | (3) | Physics Audio and Video | |
| PHYS | 3110 | (4) | Physics of Human Body | |

## Social & Behavioral Science Area (BF)

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the "**Gen Ed & Bachelor Degree Courses**" link in the Online Schedule before registering for a course.

Courses in social sciences help students understand institutions, cultures, and behaviors. Such courses acquaint students with fundamental concepts, theories, and methods of analysis. They enable students to think critically about human behavior and society.

| | | | | |
|---|---|---|---|---|
| ANTH | 1010 | (3) | Culture & Human Exper | |
| ANTH | 1030 | (3) | World Prehistory | |
| ANTH | 2017 | (3) | Human Heritage | |
| ANTH | 2018 | (3) | Human Universals | |
| ANTH | 2031 | (3) | Rise of Civilization | |
| BUS | 1050 | (3) | Foundations of Business | (or HF) |
| CP SC | 1050 | (3) | Computers in Society | |
| ECON | 1010 | (3) | Econ As Social Sci | |
| ECON | 2010 | (3) | Princ Of Microeconomics | |
| ECON | 2020 | (3) | Princ Of Macroeconomics | |
| ECON | 3250 | (3) | Intr Envir/Nat Resrc Ec | |
| ELP | 3510 | (3) | Student Ldshp/Higher Ed | (and CW) |
| ENVST | 2100 | (3) | Intro Envir Studies | (or HF) |
| ESS | 2600 | (3) | Sport-Amer Society | |
| ESS | 3670 | (3) | Exerc Hlth/Cultr Persp | (and CW) |
| ETHNC | 2020 | (3) | Af Am Soc & Psy Aspects | (and DV) |
| ETHNC | 2500 | (3) | Intro To Ethnic Studies | (and DV) |
| ETHNC | 2580 | (3) | Asian Pacific Am Exp | (and DV) |
| ETHNC | 3365 | (3) | Ethnic Minorities Amer | (and DV) |
| FCS | 1500 | (3) | Human Development | |

| FCS | 2400 (3) | Family Studies | |
| FCS | 3215 (3) | Dev Inf & Early Child | |
| FCS | 3450 (3) | Family Economic Issues | (and QI) |
| FCS | 3470 (3) | Int'l Consumer Policy | |
| FCS | 3600 (3) | Consumer & Community | |
| FCS | 3630 (3) | Strength Homes & Family | |
| GEOG | 1300 (3) | World Regional Geogr | |
| GEOG | 1400 (3) | Human Geography | |
| GEOG | 3350 (3) | Resource Consrv/Env Mgt | |
| GEOG | 3480 (3) | Urbn Geog Develop World | |
| GEOG | 3600 (3) | Utah Geography | |
| GERON | 2050 (3) | Aging Concepts & Contro | |
| GERON | 3001 (3) | Experiences of Aging | |
| GNDR | 1100 (3) | Gender & Social Change | (and DV) |
| GNDR | 3382 (3) | Gndr Sysm-Int'l Persp | |
| GNDR | 3690 (3) | Gender & Contemp Issues | (and DV or HF) |
| H EDU | 3050 (3) | Comm Health Issues | |
| HIST | 1220 (3) | Asian Civ: Modern Hist | (or HF) |
| HIST | 2500 (3) | The Olympic Games | (or HF) |
| HIST | 2600 (3) | Sport-Amer Society | |
| HONOR | 3214 (3) | Foundations/Soc Sci | (and DV) |
| HONOR | 3354 (3) | Prep for Business Study | |
| HONOR | 3374 (3) | Prep for Legal Study | |
| HONOR | 3376 (3) | Honors Core in Social Sci. | |
| HONOR | 3377 (3) | Honors Core in Social Sci. | |
| HONOR | 4474 (3) | Sem/Wk Sp in Soc Science | |
| LEAP | 1101 (3) | Definitions of Other | |
| MID E | 3644 (3) | Comparative Pol-Mid E | |
| POLS | 2005 (3) | Encounters: U.S. & Japan | (or HF) |
| POLS | 2100 (3) | Intro Intntl Relations | |
| POLS | 2200 (3) | Intr Comparatv Politics | |
| POLS | 3200 (3) | Intro Law and Politics | |
| POLS | 3390 (3) | Intro to Enviro Politics | |
| POLS | 3440 (3) | Comp Pol Middle East | |
| POLS | 3800 (3) | Issues in Int'l Politics | |
| PSY | 1010 (4) | General Psychology | |
| PSY | 1220 (3) | Psych Infancy-Childhood | |
| PSY | 1230 (3) | Psychology Of Adolescence | |
| PSY | 3130 (4) | Mind and Nature | (and QI) |
| PSY | 3215 (3) | Dev Inf & Early Childhood | |
| SBS | 3190 (3) | International Studies | |
| SOC | 1010 (3) | Intro To Sociology | |
| SOC | 1020 (3) | Social Problems | |
| SOC | 3337 (3) | Sociology of Gender | (and DV) |
| SOC | 3365 (3) | Ethnic Minorities in the US | (and DV) |
| UGS | 1220 (3) | Asian Civ: Modern Hist | (or HF) |
| UGS | 2005 (3) | Encounters: U.S. & Japan | (or HF) |
| UGS | 2100 (3) | Intro to Enviro Studies | (or HF) |
| UGS | 2500 (3) | The Olympic Games | (or HF) |
| UGS | 2600 (3) | Sport-Amer Society | |
| UGS | 3002 (3) | Folklore Genres: Life Story | (or HF) |
| UGS | 3160 (3) | Human Nature | (or HF) |
| UGS | 3190 (3) | International Studies | |
| UGS | 3690 (3) | Gender & Contemp Issues | (and DV or HF) |
| URBPL | 3010 (3) | Intro to Urban Dynamics | |

## Lower Division Writing (WR)

The University's lower-division writing requirement ensures that students develop the rhetorical skills necessary for success in the writing assignments intrinsic in college courses. This requirement may be satisfied with Writing 2010 or ESL 1060 (for students who speak English as a second language) when completed with C- or better.

New Freshmen students will be placed in Writing 1010 or 2010 depending on their admissions index. For students placed in Writing 1010, satisfactory completion (C- or better) is required for enrollment in Writing 2010. Students without an admissions index (or who want to appeal their placement) and those taking ESL will be able to complete a writing placement essay administered by the Testing Center (801-581-8744).

| ESL | 1060 (3) | Expository Wrtg for ESL |
| HONOR | 2211 (3) | Writing In Honors |
| WRTG | 2010 (3) | Intermediate Writing |

## Writing Placement Guide

All University of Utah students must satisfy a lower-division writing course for general education. The lower division writing course is a prerequisite for a number of courses taken in a student's career and is best taken the first semester.

**Freshmen**

Freshmen are placed in writing by their admissions index number.

    96 and above = Writing 2010

    95 and below = Writing 1010 and Writing 2010

(If placed in Writing 1010, the course must be completed with a C- or better before taking Writing 2010.)

Freshmen with a 3 or above on an AP English test (Language and Composition or Languages and Literature) may waive their writing requirement for general education purposes. Some majors may require you to complete Writing 2010 regardless of your AP score.

Freshmen without an admissions index number must complete a writing placement essay (contact the Testing Center at 801-581-8744).

**Transfer Students**
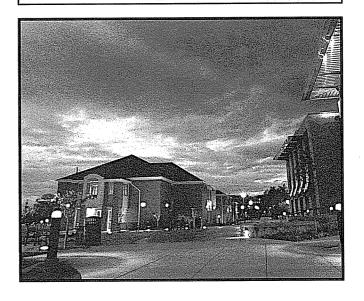
Transfer students whose writing requirement is cleared on a Degree Audit Report have completed lower division writing.

Transfer students who have never taken a writing course must take a writing placement essay to determine appropriate placement.

Transfer students who only took one writing course at a previous instution need to take Writing 2010.

**International Students**

International students will be placed in the English as a Second Language (ESL) sequence - ESL 1040, 1050, and 1060 - on the basis of their score on the English as a Second Language writing test administered at the Testing Center (801-581-8744).

## Quantitative Reasoning

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the **"Gen Ed & Bachelor Degree Courses"** link in the Online Schedule before registering for a course.

This requirement will prepare students for a society in which the ability to use and critically evaluate information, especially numerical information, is central to the role requirements of an informed citizen. Students should acquire the skills necessary to make rational decisions based on real data. They should be exposed to general methods of inquiry that apply in a wide variety of settings; they should be able to assess critically arguments and rational decisions. Finally, students should develop the ability to judge the strengths and limitations of quantitative approaches to knowledge.

Students will take courses in mathematics and logic. **Your major may require you to take a specific course to satisfy the quantitative reasoning requirement. Contact your major department and get their approval before taking the course.**

**QA (Math):** (1) Math 1030, 1050, 1090, or any mathematics course of three semester hours or more having the "name" College Algebra, Finite Mathematics, Pre-Calculus, Trigonometry, or having "Calculus" in its title, or (2) any higher level mathematics course (except statistics) of three semester hours or more that requires a foundation in college algebra or finite numbers.

**QB (Statistics or Logic):** A course involving statistics and statistical reasoning or logic from the approved list found below.

*Exception:* Students obtaining the BFA degree or BMus do not have to complete the statistics or logic portion (QB) of the quantitative reasoning requirement.

## Quantitative Reasoning (Math) (QA)

| | | | |
|---|---|---|---|
| MATH | 1030 | (3) | Intro Quant Reasoning |
| MATH | 1050 | (4) | Coll Alg |
| MATH | 1075 | (3) | Maths Of Chance | (and SF) |
| MATH | 1080 | (3) | Perspective On Maths | (and SF) |
| MATH | 1090 | (3) | Coll Alg Bus/Soc Sci |
| MATH | 4040 | (4) | Tchr Ldr Training I |
| MATH | 4050 | (4) | Tchr Ldr Training II |

## Quantitative Reasoning (Statistics/Logic) (QB)

| | | | | |
|---|---|---|---|---|
| COMM | 1270 | (3) | Analysis Of Argument | (and HF) |
| ECON | 3640 | (3) | Prob & Stat Inference | |
| ED PS | 1030 | (3) | Foun of Quan Reason | |
| ENGL | 5310 | (3) | Quant Analysis Lang | (and CW) |
| FCS | 3210 | (4) | FCS Statistics | (and QI) |
| GEOG | 3020 | (3) | Spatial Data Analysis | (and QI) |
| LING | 5170 | (3) | L2 Research Design | (and CW) |
| MATH | 1040 | (3) | Intro Stat Thinking | |
| MATH | 1070 | (3) | Intro Stat Inference | |
| MET E | 3070 | (3) | Statistical Methods | |
| MG EN | 2400 | (3) | Intro Surveying | |
| MGT | 2390 | (3) | Business Statistics I | |
| MGT | 2490 | (3) | Business Statistics II | |
| PHIL | 1250 | (3) | Reason & Ratl Decisn | |
| PHIL | 3200 | (4) | Deductive Logic | |
| PHIL | 3210 | (3) | Fnds Probability/Stat | (and QI) |
| PHIL | 5200 | (4) | Symbolic Logic | (and QI) |
| POLS | 3001 | (3) | Political Analysis | (and QI) |
| PRT | 3780 | (3) | Evaluation in PRT | (and QI) |
| PSY | 3000 | (4) | Stats Methods Psy | (and QI) |
| SBS | 3000 | (4) | Intro Stat SBS | (and QI) |
| SOC | 3112 | (4) | Social Statistics | (and QI) |
| SOC | 3450 | (3) | Population & Society | (and QI) |
| SOC | 3473 | (3) | Social Epidemiology | (and QI) |

## Quantitative Reasoning (Math and Statistics/Logic) (QA/QB)
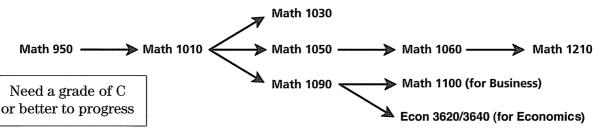
| | | | | |
|---|---|---|---|---|
| BIOL | 3050 | (3) | Math in Medicine | (and SF) |
| BIOL | 5011 | (3) | Math Biology I | (and QI) |
| BIOL | 5012 | (3) | Math Biology II | (and QI) |
| HONOR | 2201 | (4) | Calc-Non Sci Part I | (and AS) |
| HONOR | 2202 | (4) | Calc-Non Sci Part II | (and AS) |
| MATH | 1100 | (3) | Quant Analysis | |
| MATH | 1170 | (4) | Calc Biol I | |
| MATH | 1180 | (4) | Calc Biol II | |
| MATH | 1210 | (4) | Calculus I | |
| MATH | 1220 | (4) | Calculus II | |
| MATH | 1250 | (4) | AP Calculus I | |
| MATH | 1260 | (4) | AP Calculus II | |
| MATH | 2160 | (3) | Intr Scientific Cmputng | |
| MATH | 2210 | (3) | Calculus III | |
| MATH | 2250 | (3) | ODEs And Lin Alg | |
| MATH | 2270 | (4) | Linear Algebra | |
| MATH | 2280 | (4) | Intro DEs | |
| MATH | 3070 | (4) | Applied Statistics I | (and QI) |
| MATH | 3080 | (3) | Applied Statistics II | (and QI) |
| MATH | 3090 | (3) | Design Of Experiments | |
| MATH | 3100 | (3) | Foundations Geometry | |
| MATH | 3210 | (3) | Fndns Of Analysis I | |
| MATH | 3220 | (3) | Fndns Of Analysis II | (and QI) |
| MATH | 4010 | (4) | Math Elem Sch Tchrs I | (and QI) |
| MATH | 4020 | (4) | Math Elem Sch Tchrs II | (and QI) |
| MATH | 4030 | (3) | Foundations Algebra | (and QI) |
| MATH | 4090 | (3) | Tchg Math Sec Schl | |
| MATH | 4200 | (3) | Intro Cmplx Variables | |
| MATH | 4400 | (3) | Intr To Number Theory | |
| MATH | 4510 | (3) | Intro Topology | |
| MATH | 4530 | (3) | Eucldn Curvs, Surfcs | |
| MATH | 4750 | (3) | Elem Math Fluid Dyn | |
| MATH | 4910 | (1) | Internship-Math | |
| MATH | 5010 | (3) | Intro To Probability | (and QI) |
| MATH | 5030 | (3) | Actuarial Math | |
| MATH | 5040 | (3) | Stoch Proc,Simultn I | (and QI) |
| MATH | 5050 | (3) | Stoch Proc, Simultn II | (and QI) |
| MATH | 5080 | (3) | Stat'l Inference I | (and QI) |
| MATH | 5090 | (3) | Stat'l Inference II | (and QI) |
| MATH | 5110 | (3) | Math Biology I | (and QI) |
| MATH | 5120 | (3) | Math Biology II | (and QI) |
| MATH | 5210 | (4) | Intro Real Analysis | |
| MATH | 5250 | (3) | Matrix Analysis | (and QI) |
| MATH | 5310 | (3) | Intro To Mod Alg I | |
| MATH | 5320 | (3) | Intro To Mod Alg II | |
| MATH | 5410 | (3) | Intro Ord Diff Eqns | (and QI) |
| MATH | 5420 | (3) | ODEs And Dyn Systms | (and QI) |
| MATH | 5440 | (3) | Intro Part Diff Eqns | (and QI) |
| MATH | 5470 | (3) | Appl Dynamical Systems | |
| MATH | 5520 | (3) | Intro Alg'c/Geom Top | (and QI) |
| MATH | 5600 | (4) | Surv-Numerical Analysis | (and QI) |
| MATH | 5610 | (4) | Intro Num Analysis I | (and QI) |
| MATH | 5620 | (4) | Intro Num Analysis II | (and QI) |
| MATH | 5710 | (3) | Intro Appl Math I | (and QI) |
| MATH | 5720 | (3) | Intr Appl Math II | (and QI) |
| MATH | 5740 | (3) | Mathematical Modeling | (and QI) |
| MATH | 5750 | (3) | Topics Appl Math | (and QI) |
| MATH | 5910 | (1) | Supervised Reading | |
| MATH | 5960 | (4) | Undergrad Special Proj | |

# Quantitative Placement Guide

All new students at the University of Utah are required to fill the Quantitative Reasoning* "QA" and "QB" requirements.

A QA course or one of its needed prerequisites is an appropriate course to take your first semester. The QB requirement, on the other hand, could be part of the major curriculum and is chosen with the assistance of a departmental advisor.

\* *Note: Students obtaining the BFA or BMus degree do not have to complete statistics or logic portion (QB) of this requirement.*

Math 950 ⟶ Math 1010 ⟷ Math 1030

Math 1010 ⟶ Math 1050 ⟶ Math 1060 ⟶ Math 1210

Math 1090 ⟶ Math 1100 (for Business)

Econ 3620/3640 (for Economics)

> Need a grade of C
> or better to progress

## QA Placement

Where you begin as a new student within this sequence depends on your AP Calculus score, your ACT/SAT Math score, your high school Algebra, and your chosen field of study. If you have not taken the ACT or SAT within the last year, or if you wish to challenge your placement, a Math placement exam is available at the Testing Center (801-581-8744). If you have an AP Calculus score of 2 or above, your QA requirement has been satisfied. An AP Calculus score of 3 or above clears both the QA and QB. If you took the AP Calculus exam and wish to continue in Mathematics, contact Math Advisor Aleksandra Jovanovic-Hacon (204 JWB, 801-581-6851) to determine appropriate placement.

### *For students with an AP Calculus below 2, or with no AP Calculus credit, the following table explains placement:*

| ACT / SAT Score | High School Algebra | Course Placement |
|---|---|---|
| ACT Math score 16 or less SAT Math score 380 or less | N/A | Math 950 Elementary Algebra |
| ACT Math score 17-22 SAT Math score 390-490 | N/A | Math 1010 Intermediate Algebra |
| ACT Math score 23-27 SAT Math score 500-570 | No High school Algebra, or with grade less than B | Math 1030, 1050, 1090 (see below) |
| ACT Math score 23-27 SAT Math score 500-570 | High school Algebra with grade B or better | Math 1210 Calculus |
| ACT Math score 28 or greater SAT Math score 580 or greater | N/A | Math 1210 Calculus |

### Choosing between math 1030, 1050, and 1090:

If your ACT Math score is between 23-27 or your SAT Math score is between 500-570 and you have no high school Algebra credit, or your grade in high school Algebra is less than a B, you may choose between Math 1030, 1050, and 1090, depending on your field of study:

**Math 1030** is primarily for students in the Fine Arts, Social and Behavioral Sciences, or the Humanities. These students will most likely not continue in Math beyond the minimum University graduation requirements.

**Math 1050** is primarily for students in the Physical and Life Sciences, Engineering, or Elementary Education who need College algebra in preparation for Calculus (Math 1210).

**Math 1090** is primarily for students in Business and Economics who need College Algebra in preparation for Math 1100 and ECON 3620/3640, respectively. Math 1050 is also an acceptable option for these students.

## Fine Arts Area

### Majors in the College of Fine Arts

Art, BFA
Art History, BA
* Ballet, BFA
Film Studies, BA
* Modern Dance, BFA
* Music, BA/BMus
Theatre, BA/BFA

### Majors in the College of Architecture + Planning

* Architectural Studies, BS
Urban Planning, BA/BS

## Humanities Area

### Majors in the College of Humanities

Asian Studies, BA
* Communication, BA/BS
   * Mass Communication
   * Speech Communication
English, BA
History, BA
International Studies, BA/BS
Languages, BA:  Chinese   Japanese
                Classics   Russian
                French    Spanish
                German
Linguistics, BA
Middle East Studies, BA
Philosophy, BA/BS

### Majors in the College of Education

* Elementary Education, BA/BS
* Special Education, BS

## Science Area

### Majors in the College of Engineering

* Biomedical Engineering, BS
* Chemical Engineering, BS
* Civil Engineering, BS
* Computer Engineering, BS
* Computer Science, BS
* Electrical Engineering, BS
* Materials Science and Engineering, BS
* Mechanical Engineering, BS

### Majors in the College of Mines and Earth Science

Environmental Earth Science, BS
Geological Engineering, BS
Geology, BS
Geophysics, BS
Metallurgical Engineering, BS
Meteorology, BS
Mining Engineering, BS

### Majors in the College of Health

* Physical Therapy Studies, BS

### Majors in the College of Nursing

*Nursing, BS

### Majors in the College of Pharmacy

*Pharmacy

### Majors in the College of Science

Biology, BA/BS
Chemistry, BA/ BS
Mathematics, BA/BS
Physics, BA/BS

### Majors in the School of Medicine

*Medical Laboratory Science, BS

## Social and Behavioral Science Area

### Majors in the College of Business

*Accounting, BA/BS
*Business Administration, BA/BS
*Entrepreneurship, BS
*Finance, BA/BS
*Management, BA/BS
*Marketing, BA/BS

### Majors in the College of Health

*Speech and Hearing Science, BA/BS
Exercise and Sport Science, BS
*Health Promotion and Education, BS
*Occupational Therapy, BS
Parks, Recreation and Tourism, BA/BS

### Majors in the College of Social and Behavioral Science

Anthropology, BA/BS
Behavioral Science and Health, BA/BS
Economics, BA/BS
Environmental Studies, BA/BS
Family and Consumer Studies:
   Consumer and Community Studies, BA/BS
   Human Development and Family Studies, BA/BS
Gender Studies, BA/BS
Geography, BA/BS
Political Science, BA/BS
*Psychology, BA/BS
Social Science Teaching Composite, BA/BS
Sociology, BA/BS

### Majors in the College of Social Work

Social Work, BSW

## Individualized Major

### Bachelor of University Studies, BA/BS

*(See program brochure for information on General Education requirements needed to complete this degree. Brochure available in Office of Undergraduate Studies, Sill Center, Bldg. 51, or at website: ugs.utah.edu/student/bustudy.htm*

**\*Majors with special admission requirements.**

| | | | | | |
|---|---|---|---|---|---|
| **Anthropology**<br>102 ST | 801-581-6251 | **Exercise & Sport Science**<br>246 HPR N (Bldg. 92) | 801-581-7558 | **Nursing**<br>428 NURS (Bldg. 588) | 801-581-3414 |
| **Architecture**<br>235 AAC (Bldg. 37) | 801-581-8254 | **Family & Consumer Studies**<br>232 AEB (Bldg. 8)<br>  Consumer & Community Studies<br>  Human Development and Family Studies | 801-581-6521 | **Occupational Therapy**<br>520 Wakara Way | 801-585-9135 |
| **Art**<br>161 ART (Bldg. 38) | 801-581-8677 | | | **Parks, Recreation & Tourism**<br>1085 ANNEX | 801-581-8542 |
| **Art History**<br>161 ART (Bldg. 38) | 801-581-8677 | **Film Studies**<br>257A Art (Bldg. 38) | 801-581-5127 | **Pharmacy**<br>203 SK H (Bldg. 582) | 801-581-6731 |
| **Asian Studies**<br>219 C Hall (Bldg. 31) | 801-581-6121 | **Nutrition,<br>Division of**<br>239 HPR N (Bldg. 92) | 801-581-6730 | **Philosophy**<br>341 OSH (Bldg. 54) | 801-581-8161 |
| **Ballet**<br>112 MCD (Bldg. 28) | 801-581-8231 | **Gender Studies**<br>218 Bldg. 44 | 801-581-8094 | **Physical Therapy, Division of**<br>520 Wakara Way | 801-581-8681 |
| **Behavioral Science & Health**<br>102 ST | 801-581-6251 | **Geography**<br>270 OSH (Bldg. 54) | 801-581-8218 | **Physics**<br>201 JFB (Bldg. 83) | 801-581-6901 |
| **Biology**<br>135 Bldg. 44 | 801-581-6517 | **Geological Engineering**<br>714 WBB (Bldg. 11) | 801-581-6553 | **Political Science**<br>210A OSH (Bldg. 54) | 801-585-7656 |
| **Biomedical Engineering**<br>2489 MEB (Bldg. 64) | 801-585-7605 | **Geology**<br>714 WBB (Bldg. 11) | 801-581-6553 | **Pre-Dentistry***<br>124 Bldg. 44 | 801-581-5744 |
| **Business**<br>BUC<br>  Accounting<br>  Administration<br>  Entrepreneurism<br>  Finance<br>  Management<br>  Marketing | 801-581-7676 | **Geophysics**<br>714 WBB (Bldg. 11) | 801-581-6553 | **Pre-Law***<br>450 SSB (Bldg. 40) | 801-581-8146 |
| | | **Health Promotion<br>and Education**<br>2117 ANNEX | 801-581-8114 | **Pre-Medicine***<br>124 Bldg. 44 | 801-581-5744 |
| | | **History**<br>219 C Hall (Bldg. 31) | 801-581-6121 | **Pre-Optometry***<br>124 Bldg. 44 | 801-581-5744 |
| **Chemical Engineering**<br>3290 MEB (Bldg. 64) | 801-581-6915 | **Honors Program***<br>Bldg 619 | 801-581-7383 | **Pre-Veterinary***<br>124 Bldg. 44 | 801-581-5744 |
| **Chemistry**<br>2020 HEB (Bldg. 85) | 801-581-6681 | **International Studies**<br>223 C Hall (Bldg 31) | 801-585-9231 | **Psychology**<br>507 BEH S (Bldg. 25) | 801-585-9095 |
| **Civil Engineering**<br>110 EMRO (Bldg. 56) | 801-581-6931 | **Languages & Literature**<br>1400 LNCO (Bldg. 49) | 801-581-7561 | **Secondary Education****<br>128 B MBH (Bldg. 65) | 801-585-9436 |
| **Communication**<br>2400 LNCO (Bldg. 49)<br>  Mass Communication<br>  Speech Communication | 801-581-6302 |   Chinese    Japanese<br>  Classics   Russian<br>  French    Spanish<br>  German | | **Social Science Teach. Comp.**<br>205 OSH (Bldg. 54) | 801-581-8620 |
| | | **LEAP***<br>130 SILL (Bldg. 51) | 801-581-3811 | **Social Work**<br>322 SW (Bldg. 26) | 801-581-3571 |
| **Communication Sciences<br>and Disorders**<br>1201 BEH S (Bldg. 25) | 801-581-6725 | **Linguistics**<br>2300 LNCO (Bldg. 49) | 801-581-8047 | **Sociology**<br>326 BEH S (Bldg. 25) | 801-581-4678 |
| **Computer Engineering**<br>3280 MEB (Bldg. 64) | 801-581-6941 | **Materials Science & Eng**<br>214 EMRO (Bldg. 56) | 801-581-6863 | **Special Education**<br>227 MBH (Bldg. 65) | 801-581-4764 |
| **Computer Science**<br>3190 MEB (Bldg. 64) | 801-581-8224 | **Mathematics**<br>233 JWB (Bldg. 9) | 801-581-6851 | **Theatre**<br>206 PAB (Bldg. 17) | 801-581-6448 |
| **Economics**<br>308 BU C (Bldg. 74) | 801-581-7481 | **Mechanical Engineering**<br>2201 MEB (Bldg. 64) | 801-581-6441 | **Undecided***<br>450 SSB (Bldg. 40)<br>132 SILL (Bldg. 51) | 801-581-8146 |
| **Electrical Engineering**<br>3280 MEB (Bldg. 64) | 801-581-6941 | **Medical Laboratory Science**<br>5R477 SOM (Bldg. 521) | 801-585-5452 | **University Studies,<br>Bachelor of**<br>144 Sill (Bldg. 51) | 801-585-6423 |
| **Elementary Education**<br>128 A MBH (Bldg. 65) | 801-581-6064 | **Metallurgical Engineering**<br>416 WBB (Bldg. 11) | 801-585-9798 | **Urban Planning**<br>235 AAC (Bldg. 37) | 801-581-8254 |
| **Engineering (undecided)**<br>214 KennB | 801-585-7769 | **Meteorology**<br>488 INSCC (Bldg. 19) | 801-581-6136 | **Women's Studies:  See Gender Studies** | |
| **English**<br>3500 LNCO (Bldg. 49) | 801-581-6168 | **Middle East Studies**<br>153 OSH (Bldg. 54) | 801-581-7143 | **Writing Program***<br>3700 LNCO (Bldg. 49) | 801-581-7090 |
| **Environmental Earth Science**<br>506 WBB | 801-581-8587 | **Mining Engineering**<br>313 WBB (Bldg. 11) | 801-581-7198 | | |
| **Environmental<br>Studies Program**<br>310 OSH (Bldg. 54) | 801-585-3536 | **Modern Dance**<br>110 MCD (Bldg 28) | 801-581-7327 | | |
| **Ethnic Studies**<br>122 C Hall (Bldg. 31) | 801-581-5206 | **Music**<br>100 DGH (Bldg. 3) | 801-581-6762 | | |

*These are not majors.  You will need to choose a major.

**Students interested in Secondary Education should meet with the advisor of the teaching major they plan to pursue.

# ADVANCED PLACEMENT (AP) CREDIT
# AND GENERAL EDUCATION GUIDE

When students have both AP and CLEP credit, the AP credit will be counted first and considered course work, when evaluating General Education requirements completed. In addition, if college credit has been awarded and duplicates the AP course work, the AP credit will be reduced by the amount of credit previously earned.

When computing General Education requirements, an area is waived with two (2) Intellectual Explorations courses earned in one General Education area. A student must be a matriculated and registered student at the University of Utah to have AP credit recorded. AP scores and General Education waivers are evaluated according to the current policy at the time the request is made for evaluation.

*It is the student's responsibility to go to the Admissions Office (Bldg. 40) and have AP scores posted to their record. Students are strongly encouraged to do this in the first semester.*

Advanced Placement exams will receive the credit hours
and the General Education waivers indicated with scores of 3, 4, or 5.

| AP EXAMINATION | SEMESTER HOURS AWARDED | SCORE REQUIRED | GENERAL EDUCATION WAIVERS | REMARKS |
|---|---|---|---|---|
| AMERICAN HISTORY | 8 | 3 | American Institutions | Waives American Institutions |
| ART HISTORY | 8 | 3 | 1 Fine Arts IE | |
| BIOLOGY | 8 | 3 | 1 Science IE | |
| CALCULUS AB | 8 | 3* | QA/QB Requirement | Placement by department |
| CALCULUS BC | 8 | 3* | QA/QB Requirement | Placement by department |
| CHEMISTRY | 8 | 3 | 1 Science IE | Placement by department |
| COMPUTER SCI. AB | 8 | 3 | 1 Science IE | If student completes both Comp Sci AB and A, a max of 8 hrs is awarded |
| COMPUTER SCI. A | 4 | 3 | No requirement waived | |
| ECONOMICS | | | | |
| -Macro | 4 | 3 | 1 Social Science IE | |
| -Micro | 4 | 3 | No requirement waived | |
| ENGLISH | | | | |
| - Comp/Reading | 8 | 3 | Writing 2010 | Waives lower division writing requirement |
| - Comp/Lit | 8 | 3 | Writing 2010 | |
| - Language | 8 | 3 | Writing 2010 | |
| ENVIRONMENTAL SCI. | 4 | 3 | 1 Physical Science IE | |
| EUROPEAN HISTORY | 8 | 3 | 1 Humanities IE | |
| GEOGRAPHY (HUMAN) | 4 | 3 | 1 Social Science IE | |
| GOVERNMENT & POLITICS | | | | |
| - American | 4 | 3 | 1 Social Science IE | |
| - Comparative | 4 | 3 | No requirement waived | |
| LANGUAGES | | | | |
| -French | 8 | 3 | No requirement waived | |
| -French Lit | 8 | 3 | 1 Humanities IE | Placement by department |
| -German | 8 | 3 | No requirement waived | |
| -German Lit | 8 | 3 | 1 Humanities IE | Placement by department |
| -Latin | 8 | 3 | No requirement waived | |
| -Latin Lit | 8 | 3 | 1 Humanities IE | Placement by department |
| -Spanish | 8 | 3 | No requirement waived | |
| -Spanish Lit | 8 | 3 | 1 Humanities IE | Placement by department |
| MUSIC | | | | |
| -Listening and Lit | 8 | 3 | 1 Fine Arts IE | |
| -Theory | 8 | 3 | No requirement waived | |
| PHYSICS B | 8 | 3 | 1 Science IE | Placement by department |
| PHYSICS C: MECH | 4 | 3 | 1 Science IE | Placement by department |
| PHYSICS C: E & M | 4 | 3 | 1 Science IE | Placement by department |
| PSYCHOLOGY | 4 | 3 | 1 Social Science IE | |
| STATISTICS | 4 | 3 | QB Requirement | Waives Math 1070 |
| STUDIO ART | 8 | 3 | 1 Fine Arts IE | Placement by department |
| STUDIO ART 2D | 8 | 3 | 1 Fine Arts IE | Placement by department |
| STUDIO ART 3D | 8 | 3 | 1 Fine Arts IE | Placement by department |
| WORLD HISTORY | 8 | 3 | 1 Humanities IE | |

Please note: IE = Intellectual Explorations       QA/QB = Quantitative Reasoning
*A score of 2 on the Calculus AB or Calculus BC will waive the QA Requirement but no credit hours will be awarded.

# Bachelor's Degree Requirements

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the **"Gen Ed & Bachelor Degree Courses"** link in the Online Schedule before registering for a course.

For all students, Bachelor's degree requirements include a Upper Division Communication/Writing Course and a Diversity Course. For students seeking a Bachelor of Science degree, two Upper Division Quantitative Intensive Course are required. For students seeking a Bachelor of Arts degree, 4th semester proficiency in a second language is required.

# Upper Division Communication/Writing (CW)

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the **"Gen Ed & Bachelor Degree Courses"** link in the Online Schedule before registering for a course.

The Communication/Writing Course requirement prepares students to speak and write clearly within the standards of practice set by the discipline. Students receive advanced instruction in speaking and writing so that those skills continue to develop throughout the educational program. The requirement may be fulfilled by taking an approved upper-division Communication/Writing course. The course must be completed with a minimum grade of C- or CR (credit), unless a higher grade is required by the major department.

Your major may require that you take a specific course to satisfy this requirement. Contact your major department for more information.

| | | | | |
|---|---|---|---|---|
| ARCH | 4051 | (3) | Comm. Process in Arch | |
| BALLE | 4780 | (3) | Teaching Essentials | |
| BALLE | 4785 | (3) | Teaching Essentials II | |
| BALLE | 6785 | (3) | Essentials of Ballet Teach. | |
| BIOEN | 4202 | (3) | Bioeng Project II | |
| BIOL | 3250 | (3) | Cancer Biology | |
| BIOL | 3415 | (3) | Ecol Lab | |
| BIOL | 5215 | (2) | Advanced Cell Lab | |
| BIOL | 5455 | (5) | Desert Ecology Fld Crse | |
| C LIT | 3600 | (3) | What Is Literature | |
| C LIT | 3610 | (3) | Curr Trnds Crit Think | |
| C LIT | 3680 | (3) | Faust Quest Lit & Film | (and HF) |
| CH EN | 4903 | (3) | Projects Lab I | |
| CH EN | 4905 | (2) | Projects Lab II | |
| CHEM | 3000 | (4) | Quant Analysis | (and QI) |
| CHEM | 5700 | (2) | Adv Analytical Chem Lab | |
| CHIN | 4610 | (3) | Survey of Chinese Lit | |
| CHIN | 4620 | (3) | Survey of Chinese Lit | |
| COMM | 3030 | (3) | Comm & Social Respon | (and HF) |
| COMM | 3200 | (3) | Persuasion Thry & Prac | |
| COMM | 3460 | (3) | Communication Criticism | (and HF) |
| COMM | 3520 | (3) | Radio Journalism | |
| COMM | 3600 | (4) | Editing Process | |
| COMM | 4270 | (3) | Forensics Practicum | |
| COMM | 4550 | (3) | Current Devel Telecomm | |
| COMM | 4610 | (3) | Magazine Wrtg | |
| COMM | 4670 | (4) | Specialty Reporting | |
| COMM | 4680 | (4) | Advanced Reporting | |
| COMM | 4690 | (3) | Interpretive Writing | |
| COMM | 5010 | (3) | Tchg Speech & Comm | |
| COMM | 5110 | (3) | Interpersonal Concepts | |
| COMM | 5580 | (4) | PR Cases & Campaigns | |
| CVEEN | 3100 | (3) | Technical Comm for Engrs | |
| DANC | 4571 | (3) | Movement in Culture | |
| DANC | 4711 | (3) | Dance History | |
| ECE | 4910 | (3) | Senior Thesis II | |
| ECON | 5050 | (3) | John M. Keynes | |
| ECON | 5080 | (3) | Marxian Economics | |
| ECON | 5430 | (3) | Asian Econ Hist-Dev | |

| | | | | |
|---|---|---|---|---|
| ECON | 5460 | (3) | Latin American Hist-Dev | |
| ECON | 5470 | (3) | American Industr/Ec Dev | |
| ECS | 4111 | (3) | School and Society | (and HF) |
| ELP | 3510 | (3) | Student Ldshp in Higher Ed | (and BF) |
| ENGL | 3600 | (3) | Intr Critical Theory | |
| ENGL | 3610 | (3) | Adv Expository Writing | |
| ENGL | 5310 | (3) | Quant Analysis Lang | (and QB) |
| ESL | 3510 | (3) | Grammar and Stylistics | |
| ESL | 3700 | (3) | Writing In Disciplines | |
| ESS | 3670 | (3) | Exerc Hlth/Cultr Persp | (and BF) |
| FA | 3600 | (3) | Writing for News Media | |
| FCS | 3240 | (3) | Ecology Of Fam Beliefs | |
| FCS | 5250 | (3) | Theory Human Developmnt | |
| FCS | 5370 | (3) | Family Violence | |
| FCS | 5730 | (3) | Comm Dev & Env Change | |
| FCS | 6730 | (3) | Comm Dev & Env Change | |
| FILM | 4520 | (4) | Screenwriting I | |
| FILM | 4530 | (4) | Screenwriting II | |
| FILM | 4540 | (4) | Screenwriting III | |
| FRNCH | 4600 | (3) | Reading Seminar | |
| GEO | 3200 | (3) | Natural Disasters | (and SF, QI) |
| GEO | 4500 | (3) | Field Methods | |
| GEOG | 3270 | (3) | Life Thru Time on Earth | (and SF) |
| GERM | 3920 | (3) | Faust Quest Lit & Film | (and HF) |
| GERM | 4510 | (3) | Business And Econ I | |
| GERM | 4520 | (3) | Business And Econ II | |
| GERM | 4990 | (1) | Capstone Course | |
| GNDR | 3100 | (3) | Movements and Protests | |
| H EDU | 3150 | (2) | Hlth & Human Relations | |
| H EDU | 4210 | (3) | Program Planning/Methds | |
| H EDU | 4230 | (4) | Health Tchg Sec Schools | |
| H EDU | 4600 | (3) | Health Practicum I | |
| H EDU | 5300 | (3) | Diversity & Health | (and DV) |
| HIST | 4990 | (3) | Senior Seminar | |
| HONOR | 3200 | (3) | Research University | |
| LING | 3510 | (3) | Grammar and Stylistics | |
| LING | 3700 | (3) | Writing In Disciplines | |
| LING | 3900 | (3) | Senior Capstone | |
| LING | 5170 | (3) | L2 Research Design | (and QB) |
| MATH | 3010 | (3) | Topics-Hist Of Math | (and SF) |
| MD LB | 4950 | (1) | Medical Writing | |
| ME EN | 3910 | (1) | Design Seminar | |
| ME EN | 4000 | (3) | Engineering Design I | |
| ME EN | 4005 | (3) | Des Complex Cont Sys I | |
| ME EN | 4010 | (3) | Engineering Design II | |
| MGT | 5810 | (3) | Mang Div Thru Comm | (and DV) |
| MKTG | 3020 | (3) | Marketing Management | |
| MSE | 5090 | (3) | Case Studies in MSE | |
| NURS | 4050 | (3) | Nrsn Hlth Policy Past/Present | |
| PHIL | 4010 | (3) | Senior Seminar | |
| PHIL | 4110 | (3) | Ancient Greek Philosphy | (and HF) |
| PHIL | 5150 | (3) | Tps in Clscal Chinese Phil. | |
| PHPRC | 5112 | (4) | Profession Of Pharmacy | |
| PHPRC | 5114 | (3) | Social Fdns | (and DV) |
| PHPRC | 5213 | (3) | Drug Lit Eval II | (and QI) |
| PHYS | 3680 | (3) | Sci Writing & Speaking | |
| PHYS | 4910 | (4) | Tech Commun/Sci Judgmnt | |
| POLS | 3010 | (3) | Democratic Theory | |
| POLS | 5810 | (4) | Senior Seminar | |
| PSY | 3010 | (4) | Research Methods Psych | (and QI) |
| RUSS | 4710 | (3) | Surv-19Th Cen Russ Lit | |
| RUSS | 4720 | (3) | Surv-20Th Cen Russ Lit | |
| SW | 4804 | (3) | Honors Thesis/Project | |
| T L | 5126 | (3) | Content Literacy | |
| T L | 5320 | (3) | Theories/Practice Lit | |
| THEA | 3720 | (5) | History Of Theatre | |
| THEA | 3730 | (5) | History of Theatre | |
| URBPL | 3100 | (3) | Urban & Envir Plng Issu | |
| URBPL | 5240 | (4) | Planning Theory/Ethics | |
| URBPL | 5260 | (3) | Planning Admin & Law | |
| WRTG | 3200 | (3) | Wrtg Research Univ | |
| WRTG | 3400 | (3) | Professional Writing | |
| WRTG | 3500 | (3) | Business Writing | |
| WRTG | 3510 | (3) | Grammar and Stylistics | |
| WRTG | 3700 | (3) | Wrtg Arts Hum Soc Sc | |
| WRTG | 4200 | (3) | Wrtg Popular Nonfiction | |

## Diversity Course  (DV)

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the **"Gen Ed & Bachelor Degree Courses"** link in the Online Schedule before registering for a course.

The Diversity requirement is the product of a two-year, student driven initiative. The requirement stands as an institutional commitment to develop and teach ways of thinking drawn from multiple histories and cultural heritages that shape the United States.

The course must have as its central focus: (1) the study of one or more cultures of peoples of the United States different from the majority or dominant cultures, and (2) the critical examination of relations between non-dominant and dominant cultural groups or between various non-dominant cultural groups in the United States.

Courses which fulfill this requirement are designed to explore the national society—its norms, laws, public policies and discourse—in the context of the rich and varied cultural diversity which has shaped it. The goal of this requirement is to extend cross-cultural understanding, perhaps replacing the impulse to stereotype, with better informed reasoning, understanding, and judgement skills. This, in turn, will open possibilities for meaningful communication across social boundaries and allow students to better consider ethical and social decisions from multiple perspectives. This requirement also signals to students that their distinctive traditions, opinions, and insights belong at the University.

Diversity courses may be taken CR/NC or must be passed with a minimum grade of C–.

| | | | | |
|---|---|---|---|---|
| ANTH | 3111 | (3) | First Nations E N Amer | |
| ANTH | 3112 | (3) | First Nations W N Amer | |
| ANTH | 4255 | (3) | Race and Culture | |
| COMM | 3070 | (3) | Comm And Gender | |
| COMM | 3190 | (3) | Intercultural Comm | |
| COMM | 5450 | (3) | Communication & Culture | |
| COMM | 5540 | (3) | Media and Diversity | |
| DANC | 1010 | (3) | Dance in Culture | (and FF) |
| ECON | 1060 | (3) | Pol Econ/Race Ethn Gndr | |
| ECON | 5140 | (3) | Discrim Labor Mkts | |
| ECON | 5170 | (3) | Feminist Economics | |
| ECS | 4150 | (3) | Intro Multicultural Ed | |
| ED PS | 3010 | (3) | Multicultural Issues | |
| ELP | 4540 | (3) | Diversity/Am Col & Univ | |
| ENGL | 2700 | (3) | Diversity In Amer Lit | (and HF) |
| ENGL | 3360 | (3) | Language In Society | (and HF) |
| ENGL | 3740 | (3) | Amer Indian Literature | |
| ENGL | 3750 | (3) | Asian American Lit | |
| ENGL | 3760 | (3) | African Amer Lit 1 | |
| ENGL | 3761 | (3) | African American Lit 2 | |
| ENGL | 3770 | (3) | Chicana/o Literature | |
| ESL | 1000 | (3) | Learning (in) 2nd Language | |
| ESL | 1600 | (3) | Tch & Lrn Across Lang | (and HF) |
| ESL | 3600 | (3) | Intercultural Comm | (and HF) |
| ESS | 4900 | (5) | Promoting PA in Comm | |
| ETHNC | 2020 | (3) | Af Am Soc & Psy Aspects | (and BF) |
| ETHNC | 2500 | (3) | Intro To Ethnic Studies | (and BF) |
| ETHNC | 2550 | (3) | Africn Amer Experiences | (and HF) |
| ETHNC | 2560 | (3) | Chicana/o Experiences | (and HF) |
| ETHNC | 2570 | (3) | American Indian Exper | (and HF) |
| ETHNC | 2580 | (3) | Asian Pacific Am Exp | (and BF) |
| ETHNC | 2590 | (3) | Pacific Islander Am Exp | (and HF) |
| ETHNC | 3190 | (3) | Racial/Ethnic Politics | |
| ETHNC | 3290 | (4) | Ethnic Min Families | (and HF) |
| ETHNC | 3300 | (3) | Peoples of Utah | |
| ETHNC | 3365 | (3) | Ethnic Minorities Amer | (and BF) |
| ETHNC | 3400 | (3) | Intercultural Comm | |
| ETHNC | 3450 | (3) | Intergroup Relations | |
| ETHNC | 3480 | (3) | Asian/Am Personality | |
| ETHNC | 3520 | (3) | Asian/Am Issues | |
| ETHNC | 3600 | (3) | Nat Amer In Modern Soc | |
| ETHNC | 3740 | (3) | Amer Indian Literature | |
| ETHNC | 3750 | (3) | Asian American Lit | |

| | | | | |
|---|---|---|---|---|
| ETHNC | 3760 | (3) | African American Lit 1 | |
| ETHNC | 3761 | (3) | African American Lit 2 | |
| ETHNC | 3770 | (3) | Chicana/o Literature | |
| ETHNC | 3860 | (3) | La Chicana | |
| ETHNC | 3880 | (3) | Asian American Women | |
| ETHNC | 4150 | (3) | Intro Multicultural Ed | |
| ETHNC | 4540 | (3) | Chicana/o Hist Sn 1849 | |
| ETHNC | 4600 | (3) | Asian American History | |
| ETHNC | 4670 | (3) | Hist-Native American | |
| ETHNC | 4690 | (3) | Africn Am Hst 1619-1890 | |
| ETHNC | 4700 | (3) | Africn Am Hst 1890-Pres | |
| ETHNC | 5290 | (3) | Gender & Minorities | |
| ETHNC | 5430 | (3) | Asian Amer Politics | |
| ETHNC | 5450 | (3) | Communication & Culture | |
| ETHNC | 5540 | (3) | Media & Diversity | |
| ETHNC | 5830 | (3) | Chicana Feminist Theory | |
| ETHNC | 5850 | (3) | Special Topics - Af Am | |
| ETHNC | 5890 | (3) | Explor Diversity | |
| FCS | 3290 | (4) | Ethnic Min Families | (and HF) |
| FCS | 5390 | (3) | Gender & Minorities | |
| FILM | 4375 | (4) | Film and the Law | |
| GEOG | 3620 | (3) | Geog of North America | |
| GERON | 3005 | (3) | Race, Ethnicity and Aging | |
| GERON | 5005 | (3) | Race, Ethnicity and Aging | |
| GNDR | 1060 | (3) | Pol Econ/Race Ethn Gndr | |
| GNDR | 1100 | (3) | Gender & Social Change | (and BF) |
| GNDR | 2080 | (3) | Phil Issues Feminism | (and HF) |
| GNDR | 3040 | (3) | Psych of Gender | |
| GNDR | 3090 | (3) | Women in Music | |
| GNDR | 3140 | (3) | Gender and Politics | |
| GNDR | 3250 | (3) | Gender/Ethnics/Pub Policy | |
| GNDR | 3690 | (3) | Gender & Contemp Issues | (and HF or BF) |
| GNDR | 4600 | (3) | US Women to 1870 | |
| GNDR | 4610 | (3) | US Women since 1870 | |
| GNDR | 5170 | (3) | Feminist Economics | |
| GNDR | 5390 | (3) | Gender & Minorities | |
| H EDU | 5300 | (3) | Diversity & Health | (and CW) |
| HIST | 4370 | (3) | American Soc Movements | |
| HIST | 4540 | (3) | Chicana/o Hist Sn 1849 | |
| HIST | 4600 | (3) | US Women to 1870 | |
| HIST | 4610 | (3) | US Women since 1870 | |
| HIST | 4670 | (3) | Hist-Native American | |
| HIST | 4690 | (3) | Africn Am Hst 1619-1890 | |
| HIST | 4700 | (3) | Africn Am Hst 1890-Pres | |
| HIST | 4710 | (3) | Race in America | |
| HONOR | 3161 | (3) | American People | |
| HONOR | 3214 | (3) | Foundations/Soc Sci | (and BF) |
| LEAP | 1100 | (3) | Fr Sem: American Persp | (and HF) |
| LING | 1000 | (3) | Learning (in) 2nd Lang. | |
| LING | 1600 | (3) | Tch & Lrn Across Lang | (and HF) |
| LING | 3460 | (3) | Language In Society | (and HF) |
| LING | 3600 | (3) | Intercultural Comm | (and HF) |
| MGT | 5810 | (3) | Mang Div Thru Comm | (and CW) |
| MUSC | 1236 | (3) | Survey of Jazz | (and FF) |
| NURS | 3530 | (4) | Fam/Comm Focused Care | |
| NURS | 4215 | (3) | Comm Hlth Home Care | |
| NUTR | 5340 | (3) | Nutr. & Womens Health | |
| PHIL | 2080 | (3) | Phil Issues Feminism | (and HF) |
| PHPRC | 5114 | (3) | Social Fdns | (and CW) |
| POLS | 3140 | (3) | Gender And Politics | |
| POLS | 3190 | (3) | Racial/Ethnic Politics | |
| POLS | 3250 | (3) | Gendr/Ethics/Pub Policy | |
| POLS | 3340 | (3) | Diversity/Workplace | |
| POLS | 5430 | (3) | Asian Amer Politics | |
| PRT | 3310 | (3) | Leis Beh Humn Divrsty | |
| PSY | 3040 | (3) | Psych Of Gender | |
| PSY | 3450 | (3) | Cross Cultural Psych | |
| PSY | 3480 | (3) | Asian/Am Personality | |
| PSY | 4450 | (3) | Intergroup Relations | |
| SOC | 3200 | (4) | Diversity Serv. Learning | |
| SOC | 3337 | (3) | Sociology Of Gender | (and BF) |
| SOC | 3365 | (3) | Ethnic Minorities Amer | (and BF) |
| SOC | 3380 | (3) | Race/Ethncty/Cls/Gender | |
| SP ED | 3010 | (3) | Human Exceptionality | |
| SW | 3564 | (3) | Nat Amer In Modern Soc | |
| THEA | 1760 | (3) | Amer Political Theatre | (and FF) |
| THEA | 1770 | (3) | Black Theatre | (and FF) |

| | | | |
|---|---|---|---|
| THEA | 3000 (3) | Diversity: Arts Inquiry | |
| THEA | 3792 (3) | Gay and Lesbian Theatre | |
| UGS | 3690 (3) | Gender & Contemp Issues (and HF or BF) | |

## Quantitative Intensive (QI)

**IMPORTANT NOTICE:** Classes may be added or deleted from these lists at any time. Check the **"Gen Ed & Bachelor Degree Courses"** link in the Online Schedule before registering for a course.

The Quantitative Intensive course requirement will promote further development of quantitative reasoning skills and at the same time foster a deeper understanding of the particular subject matter. Students will select two upper-division courses that are designated as Quantitatively Intensive. These courses contain a substantial application of quantitative, analytical problem-solving. These requirements can be completed with a minimum D- grade or credit unless a higher grade is required by the major department.

Your major may require that you take specific courses to satisfy this requirement. Contact your major department for more information.

| | | | |
|---|---|---|---|
| ANTH | 4221 (3) | Human Evol Genetics | |
| ANTH | 4471 (3) | Fun Method Evol Ecology | |
| ANTH | 5221 (3) | Human Evol Genetics | |
| ANTH | 5471 (3) | Fun Method Evol Econlogy | |
| ARCH | 4310 (3) | Arch'l Structures I | |
| ARCH | 4311 (3) | Arch'l Structures II | |
| BIOEN | 5001 (4) | Biophysics | |
| BIOEN | 5090 (3) | Biophysical Chemistry | |
| BIOEN | 5201 (4) | Biomechanics | |
| BIOL | 5011 (3) | Math Biology I | (and QA and QB) |
| BIOL | 5012 (3) | Math Biology II | (and QA and QB) |
| BIOL | 5221 (3) | Human Evol Genetics | |
| BIOL | 5471 (3) | Fun Method Evol Ecology | |
| BIOL | 5495 (4) | Biophysical Ecology | |
| BIOL | 5910 (2) | Math Models In Biol | |
| CH EN | 3553 (3) | Chemical Reaction Engg | |
| CH EN | 3603 (5) | Mass Trans./Separ. | |
| CH EN | 3853 (3) | Chemical Engg Thermodyn | |
| CHEM | 3000 (4) | Quant Analysis | (and CW) |
| CHEM | 3060 (4) | Physical Chemistry I | |
| CHEM | 3070 (4) | Physical Chemistry II | |
| CHEM | 3090 (3) | Biophysical Chemistry | |
| COMM | 3710 (3) | Intro Quant Comm Rsrch | |
| COMM | 5710 (4) | Comm Research | |
| CP SC | 3100 (3) | Models Of Computation | |
| CP SC | 3510 (3) | Algorithms/Data Structs | |
| CP SC | 3700 (4) | Digital System Design | |
| CP SC | 3810 (4) | Computer Architecture | |
| CSD | 4700 (3) | Current Res Comm Disord | |
| CSD | 5540 (3) | Sp-Lang HR. Diag Proc | |
| CVEEN | 3210 (3) | Structural Analysis I | |
| CVEEN | 3410 (4) | Hydraulics | |
| CVEEN | 3420 (4) | Hydrology | |
| ECE | 3300 (4) | Fund EM & Trans Lines | |
| ECE | 3500 (4) | Fund Signals/Systems | |
| ECE | 3700 (4) | Digital System Design | |
| ECE | 3810 (4) | Computer Architecture | |
| ECON | 3100 (3) | Labor Economics | |
| ECON | 3200 (3) | Money & Banking | |
| ECON | 3500 (3) | Intntl Economics | |
| ECON | 3620 (3) | Math for Economists | |
| ECON | 4010 (3) | Intermed Microecon | |
| ECON | 4020 (3) | Intermed Macroecon | |
| ECON | 4650 (3) | Princ Of Econometrics | |
| ESS | 3091 (3) | Physiology Of Fitness | |
| ESS | 4300 (5) | Adv Ex Phys I | |
| ESS | 4465 (5) | Exerc Programming | |
| ESS | 4690 (3) | Training Planning | |
| FCS | 3210 (4) | FCS Statistics | (and QB) |
| FCS | 3450 (3) | Family Economic Issues | (and BF) |
| FCS | 5110 (3) | Grad Multivariate Stat | |
| FCS | 5120 (3) | Demographic Methods | |

| | | | |
|---|---|---|---|
| FCS | 5440 (4) | Consumers Markets Govt | |
| FCS | 6120 (3) | Demographic Methods | |
| FINAN | 3000 (3) | Fund of Invest-Bus Fin | |
| FINAN | 3040 (3) | Finan Management | |
| FINAN | 3041 (3) | Honors Financial Mgmt | |
| FINAN | 3050 (3) | Intro To Invest | |
| FINAN | 4050 (3) | Intermediate Investments | |
| GEO | 3010 (3) | Geophysics | |
| GEO | 3060 (3) | Struct Geol & Tectonics | |
| GEO | 3080 (4) | Earth Materials I | |
| GEO | 3090 (4) | Earth Materials II | |
| GEO | 3200 (3) | Natural Disasters | (and CW and SF) |
| GEO | 5150 (4) | Geological Engg Design | |
| GEO | 5160 (3) | Clay Mineral Geochem | |
| GEO | 5330 (3) | Eq Seis & Risk Assessmt | |
| GEO | 5350 (3) | Groundwater | |
| GEO | 5450 (3) | Ore Genesis/Min Explor | |
| GEO | 5495 (4) | Biophysical Ecology | |
| GEO | 5660 (3) | Geochemistry | |
| GEOG | 3020 (3) | Spatial Data Analysis | (and QB) |
| GEOG | 3140 (3) | Intro to GIS | |
| GERON | 5100 (3) | Apps of Research Aging | |
| H EDU | 4220 (3) | Program Evaluation | |
| H EDU | 4300 (3) | Intr Research/Assessmnt | |
| MATH | 3070 (4) | Applied Statistics I | (and QA and QB) |
| MATH | 3080 (3) | Applied Statistics II | (and QA and QB) |
| MATH | 3220 (3) | Fndns Of Analysis II | (and QA and QB) |
| MATH | 4010 (4) | Math Elem Sch Tchrs I | (and QA and QB) |
| MATH | 4020 (4) | Math Elem Sch Tchrs II | (and QA and QB) |
| MATH | 4030 (3) | Foundations Algebra | (and QA and QB) |
| MATH | 5010 (3) | Intro To Probability | (and QA and QB) |
| MATH | 5040 (3) | Stoch Proc,Simultn I | (and QA and QB) |
| MATH | 5050 (3) | Stoch Proc, Simultn II | (and QA and QB) |
| MATH | 5080 (3) | Stat'l Inference I | (and QA and QB) |
| MATH | 5090 (3) | Stat'l Inference II | (and QA and QB) |
| MATH | 5110 (3) | Math Biology I | (and QA and QB) |
| MATH | 5120 (3) | Math Biology II | (and QA and QB) |
| MATH | 5250 (3) | Matrix Analysis | (and QA and QB) |
| MATH | 5410 (4) | Intro Ord Diff Eqns | (and QA and QB) |
| MATH | 5420 (3) | ODEs And Dyn Systms | (and QA and QB) |
| MATH | 5440 (3) | Intro Part Diff Eqns | (and QA and QB) |
| MATH | 5520 (3) | Intro Alg'c/Geom Top | (and QA and QB) |
| MATH | 5600 (3) | Surv-Numerical Analysis | (and QA and QB) |
| MATH | 5610 (4) | Intro Num Analysis I | (and QA and QB) |
| MATH | 5620 (4) | Intro Num Analysis II | (and QA and QB) |
| MATH | 5710 (3) | Intro Appl Math I | (and QA and QB) |
| MATH | 5720 (3) | Intr Appl Math II | (and QA and QB) |
| MATH | 5740 (3) | Mathematical Modeling | (and QA and QB) |
| MATH | 5750 (3) | Topics Appl Math | (and QA and QB) |
| MD LB | 4200 (4) | Clinical Chemistry I | |
| MD LB | 4210 (3) | Clinical Chemistry II | |
| ME EN | 3200 (4) | Mechatronics I | |
| ME EN | 3210 (4) | Mechatronics II | |
| MET E | 3220 (2) | Matrl & Energy Balances | |
| MET E | 3500 (3) | Fluid Flow | |
| MET E | 3620 (4) | Thermdynm-Phase Equilib | |
| MET E | 5260 (3) | Physical Metallurgy I | |
| MET E | 5450 (3) | Mechanical Metallurgy | |
| MET E | 5670 (3) | Mineral Processing I | |
| MET E | 5680 (3) | Mineral Processing II | |
| MET E | 5700 (3) | Hydrometallurgy | |
| MET E | 5710 (4) | High Temp Chem Process | |
| MET E | 5750 (3) | Rate Processes | |
| MET E | 5760 (3) | Process Design/Econ | |
| METEO | 3110 (3) | Intr Atmospheric Sci | |
| METEO | 3410 (3) | Weather Obs & Analys I | |
| METEO | 3510 (3) | Weather Obs & Analys II | |
| METEO | 5110 (3) | Dynamic Meteorology I | |
| METEO | 5120 (3) | Dynamic Meteorology II | |
| METEO | 5140 (3) | Meso/radar Meteo | |
| METEO | 5210 (3) | Physical Meteorology | |
| METEO | 5410 (3) | Remote Sensing | |
| METEO | 5495 (4) | Biophysical Ecology | |
| METEO | 5530 (3) | Synoptic Meteorology I | |
| METEO | 5540 (3) | Synoptic Meteorology II | |
| METEO | 5550 (3) | Mountain Meteorology | |
| METEO | 5810 (1) | Weather Discussion | |

| | | | |
|---|---|---|---|
| MG EN | 5010 (3) | Undrgrnd Mining Methods | |
| MG EN | 5020 (3) | Surface Mining Methods | |
| MG EN | 5050 (3) | Ventilation/Air Cond | |
| MG EN | 5060 (3) | Heat/Energy Systems | |
| MG EN | 5090 (3) | Undrgrnd Mine Design | |
| MG EN | 5120 (3) | Surface Mine Design | |
| MG EN | 5150 (3) | Mechanics of Materials | |
| MG EN | 5160 (3) | Rock Mechanics Apps | |
| MG EN | 5320 (3) | Hydraulics | |
| MSE | 3011 (4) | Struct Analys Of Mtrls | |
| MSE | 5034 (3) | Kinetics | |
| MSE | 5061 (3) | Transport Phenomena | |
| NURS | 3001 (3) | Epidem/Comm Assessment | |
| NURS | 4100 (3) | Nursing Research | |
| OC TH | 5000 (3) | Research Methods of O.T. | |
| OC TH | 5020 (3) | Kinesiomechanics | |
| PH TH | 5020 (3) | Kinesiomechanics | |
| PHIL | 3210 (3) | Fnds Probability/Stat | (and QB) |
| PHIL | 5200 (4) | Symbolic Logic | (and QB) |
| PHPRC | 5213 (3) | Drug Lit Eval II | (and CW) |
| PHYS | 3910 (3) | Basic Applied E and M | |
| PHYS | 3920 (3) | Basic Applied Physics | |
| PHYS | 4410 (4) | Classical Physics I | |
| PHYS | 4420 (4) | Classical Physics II | |
| PHYS | 5010 (3) | Theor Mech & Q.M. | |
| PHYS | 5020 (3) | Theor E&M & Stat Mech | |
| POLS | 3001 (3) | Political Analysis | (and QB) |
| POLS | 5001 (3) | Quant Analysis-Pol S | |
| PRT | 3780 (3) | Evaluation in PRT | (and QB) |
| PRT | 5480 (3) | Feasblty Stds Rec/Tour | |
| PSY | 3000 (4) | Statistical Methods Psy | (and QB) |
| PSY | 3010 (4) | Research Methods Psych | (and CW) |
| PSY | 3130 (4) | Mind And Nature | (and BF) |
| SBS | 3000 (4) | Intro Stat SBS | (and QB) |
| SOC | 3112 (4) | Social Statistics | (and QB) |
| SOC | 3450 (3) | Population & Society | (and QB) |
| SOC | 3473 (3) | Social Epidemiology | (and QB) |
| T L | 5360 (3) | Elem School Math I | |
| URBPL | 3250 (3) | Planning Methods | |
| URBPL | 5010 (3) | Urban Research | |
| URBPL | 5020 (4) | Regional Plang Analysis | |
| URBPL | 5250 (3) | Planning Methods | |
| URBPL | 5320 (4) | City Dollars | |

# Bachelor of Arts Language Requirement

The Bachelor of Arts (BA) designation is conferred on those undergraduate students who graduate from the University of Utah with basic foreign language skills or American Sign Language (ASL) skills. The study of language significantly contributes to undergraduate education by teaching students about another culture through language acquisition.

For a student to earn a BA degree, coursework equivalent to at least a 4th semester or 2020 level competency in either foreign language or sign language will be completed. 2020 must be passed with C- or CR (credit) grade.

## Language Placement Guide

**Students who have never taken a foreign language course or would like to learn a new language at the college level:**

Take the first semester (1010 level) course in any foreign language or sign language.

**Students who learned a foreign language in a previous classroom setting (high school or college):**

Take a language placement exam through the Languages and Literature Department in 1400 LNCO (801-581-7561).

**Students who learned a second language while serving in the military, an LDS mission or similar commitment:**

Take 3060 (if the language is offered at the University). Call Languages and Literature Department (801-581-7561) for placement and information.

Take the MLA or BYU advanced proficient exam and purchase credit.

**Foreign students with English as their second language:**
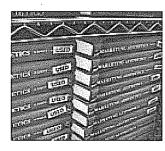
Take the English as a Second Language (ESL) Writing Placement Essay at the Testing Center (801-581-8744). Once you have completed your lower division writing requirement, you will have satisfied your BA requirement.

**Bilingual US citizens (two languages in the home):**

Contact the Languages and Literature Department for testing and information.

Degrees that include the Bachelor of Fine Arts (BFA), Bachelor of Music (BMus) and the Bachelor of University Studies (BUS) may include the study of a foreign language, but are not required to do so.

# University Bookstore
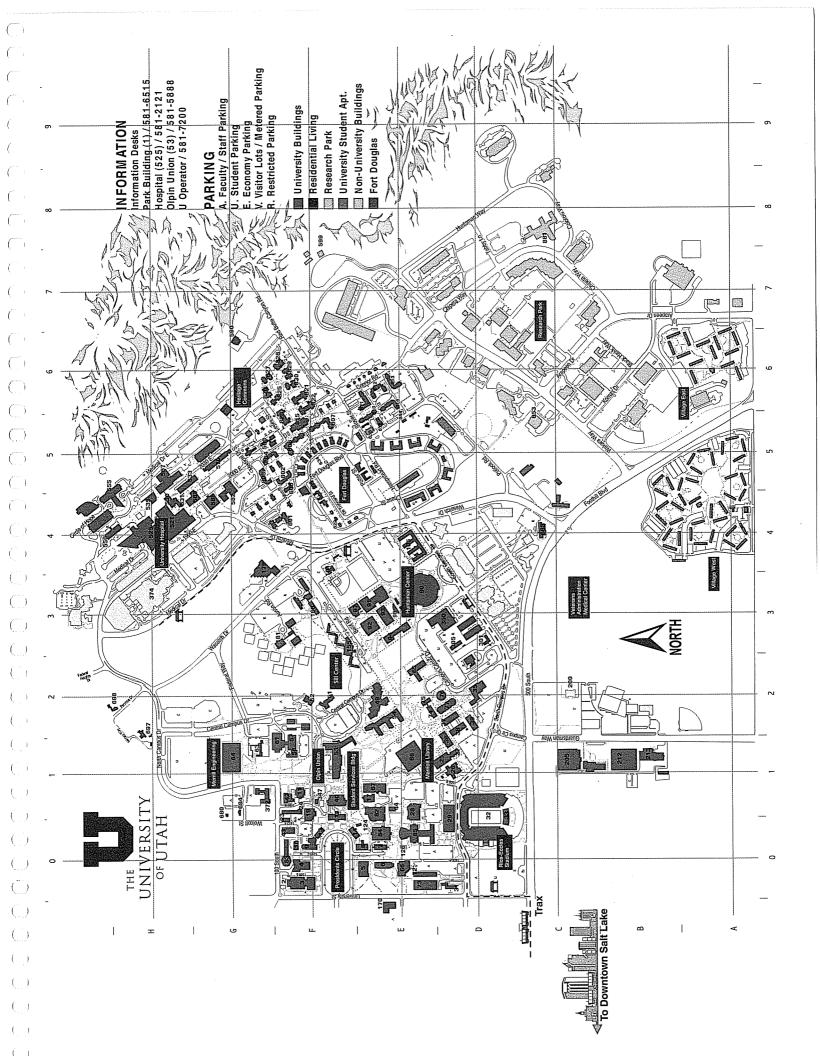
# TEXTBOOKS: Question and Answers

Textbooks are extremely expensive, no one can deny that. Then add to this sticker shock when a student gets the final bill for all the textbooks that are needed for that semester (when they used to be free in high school) and other expenses of tuition, fees, supplies, and living expenses. The total sum can be overwhelming. But there are ways a student can save money on textbooks.

1) Buying your textbooks early, approximately two weeks before class, gives you the best chance at being able to purchase "USED" textbooks. That is the time frame when the Bookstore has most of the used textbooks in stock. Coming back frequently to browse for "USED" textbooks is also suggested since textbooks are received right up until the first day of classes.

2) Using your U-Card to purchase your textbooks will save you 5% on your textbook purchase. You can put money on your U-Card using cash, check, or credit at the U-Card office or stand alone kiosks like the one in the Bookstore. Then use these funds to purchase your U-Card and we will take 5% off your total textbook purchase.

3) Inquire to the professor on the first day of class to see if the textbook is really needed for the class, and to what extent. Then you can make the decision whether or not you will want to purchase the textbook for that particular course.

4) Be at the term-ending buyback early, usually during finals week, to sell your textbooks back to the Bookstore for up to 50% of the new price. These textbooks that are bought back are then resold to other students next semester as "USED" textbooks. Quantities are limited that are bought back at 50%. Other textbooks not being used for next semester are bought back by a wholesale vendor who is also present at buyback. They offer up to 40% back on selected textbooks to be resold to other colleges and universities across the nation. Encourage your professor to re-use the textbook next semester so you can sell it back early at buyback for 50% of the new price.

5) Mark your textbooks with your name or an identifying mark after you are sure you are going to keep the textbook to help prevent theft of your textbooks. This does occur from time to time and the Bookstore may be able to intervene if an individual tried to sell back a textbook that has been marked by you.

You can order your textbooks online at www.ubs.utah.edu. This will allow you to browse each textbook selected for your courses, choose the textbooks you want, purchase them via a credit card, and either have them delivered to your residence or conveniently pick them up in the Bookstore.

Feel free to contact the textbook department directly at (801) 581-3156 and we will be happy to answer questions you have and assist you in any way possible.

THE UNIVERSITY OF UTAH

INFORMATION
Information Desks
Park Building (1) / 581-6515
Hospital (525) / 581-2121
Olpin Union (53) / 581-5888
U Operator / 581-7200

PARKING
A. Faculty / Staff Parking
U. Student Parking
E. Economy Parking
V. Visitor Lots / Metered Parking
R. Restricted Parking

University Buildings
Residential Living
Research Park
University Student Apt.
Non-University Buildings
Fort Douglas

NORTH

Research Park

Village East

Village West

Veterans Administration Medical Center

Heritage Commons

University Hospital

Fort Douglas

Huntsman Center

Sill Center

Merrill Engineering

Olpin Union

Student Services Bldg

Marriott Library

Rice-Eccles Stadium

Presidents Circle

Trax

To Downtown Salt Lake

Circle of Hope
Medical Dr
Federal Heights
Campus Center Dr
Wasatch Dr
Foothill Blvd
Huntsman Way
Chipeta Way
Colorow Rd
Komas Dr
Arapeen Dr
Wakara Way
Connor Rd
Mario Capecchi Dr
Fort Douglas Blvd
Central Campus Dr
North Campus Dr
Wolcott St
100 South
University St
500 South
South Campus Dr
Campus Center Dr
Guardsman Way

# First Semester Planning guide

|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|---|---|---|---|
| **6:00 am** | | | | | | |
| **7:00 am** | | | | | | |
| **8:00 am** | | | | | | |
| **9:00 am** | | | | | | |
| **10:00 am** | | | | | | |
| **11:00 am** | | | | | | |
| **12:00 pm** | | | | | | |
| **1:00 pm** | | | | | | |
| **2:00 pm** | | | | | | |
| **3:00 pm** | | | | | | |
| **4:00 pm** | | | | | | |
| **5:00 pm** | | | | | | |
| **6:00 pm** | | | | | | |
| **7:00 pm** | | | | | | |
| **8:00 pm** | | | | | | |
| **9:00 pm** | | | | | | |

## Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

# WELCOME TO THE UNIVERSITY OF UTAH!

Hopefully your Orientation experience was positive and you have all the information you need to start your time at the U on the right track.

Even though you have completed the Orientation process, if things come up and you need assistance, stop by or give us a call. We will be more than happy to help you in any way possible.

**ORIENTATION & NEW STUDENT PROGRAMS**
280 Union • (801) 581-7069
www.sa.utah.edu/orientation

Leadership development at the University of Utah incites students to action, encourages engagement in service, and enriches personal and academic growth. Participation can culminate in a lifelong commitment to effective leadership.

Drop by our office to find out more about leadership opportunities available at the U!

**LEADERSHIP DEVELOPMENT**
280 Union • (801) 581-7069
www.sa.utah.edu/leadership

## With
## CAMPUS RECREATION SERVICES,
### It's All About U!

### GOLF COURSE
### 801-581-6511
• 9 hole executive course, rental clubs, golf merchandise, and private lessons.

### FITNESS PROGRAM
### 801-581-8898
• Non-credit classes such as aerobics, pilates, dance, and yoga.
• Personal training and fitness assessments.

### FIELD HOUSE
### 801-581-8898
• Fitness center with over 80 cardio machines, and 6000 square feet of free weights.
• Basketball, soccer, tennis, racquetball, and squash courts.
• Running track, circuit weights, imac stations, and lounge.

### OUTDOOR RECREATION PROGRAM
### 801-581-8516
• Cooperative adventure trips (rafting, camping, skiing, biking, hiking and many more).
• Equipment rental (skis, kayaks, tents, canoes, snowboards, backpacks, and much more).
• Outdoor resource center.

**WWW.UTAH.EDU/CAMPUSREC**

### HPER COMPLEX
### 801-581-3797
• Gymnasiums, racquetball, and swimming pools.
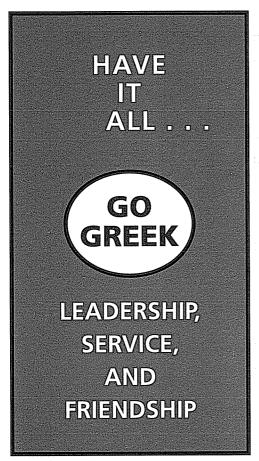
### INTRAMURAL SPORTS
### 801-581-3797
• Teams and individuals that compete against other university students in sports such as football, soccer, basketball, badminton, softball, bowling, and many more.

### SPORT CLUBS
### 801-581-3797
• Teams that compete against other university clubs in sports such as rugby, fencing, martial arts, volleyball, racquetball, water polo, and many more.

# HAVE IT ALL . . .

## GO GREEK

## LEADERSHIP, SERVICE, AND FRIENDSHIP

## FORMAL
## FALL RECRUITMENT

**MEN**
August 29th-Sept. 1st

**WOMEN**
August 27th-Sept. 1st
(no recruitment activities on August 28th)

## INFORMAL
## SPRING RECRUITMENT
Ongoing - contact the office for more information

| Fraternities | Sororities |
|---|---|
| ΑΤΩ | ΑΧΩ |
| ΒΘΠ | ΧΩ |
| ΦΔΘ | ΔΔΔ |
| ΠΚΑ | ΔΓ |
| ΣΧ | ΚΚΓ |
| ΣΝ | ΠΒΦ |
| ΣΦΕ | ΘΝΞ |

For more information contact:
## GREEK COUNCIL
270 Union • 801-581-8061
www.sa.utah.edu/greeks

---

# How to Study Abroad . . .
# Without Ever Leaving Home

You can make friends with people from all over the world and gain valuable cross-cultural experience right here on the University of Utah campus! Take advantage of these international opportunities and broaden your educational experience.

**International Ambassadors** - Email with incoming international students and help them get ready for life in the USA! www.sa.utah.edu/inter/usambassador.asp

**Go Global!** - Join students from all over the world and from the U.S. living and learning together in a cross-cultural environment. www.sa.utah.edu/inter/isss/goglobal.asp

**Volunteer for International Orientation** - Welcome new students, lead campus tours, take internationals downtown and around the area. www.sa.utah.edu/inter/isss/ori.asp

**Cross Culture Club** - Connect with international students through English classes, outings, and parties. www.homestead.com/CrossCultureClub/

**International Student Council** - Join students from all over the world for fun activities on campus and in the community. www.sa.utah.edu/inter/isss/isc.asp

UNIVERSITY OF UTAH
INTERNATIONAL CENTER

*For more information, please contact Anjali Hammond*
*159 Union • 801-581-8876 • ahammond@sa.utah.edu*
*http://www.sa.utah.edu/inter*

# TRiO
STUDENT SUPPORT SERVICES

## EDUCATIONAL OPPORTUNITY FOR:

**First generation college students**
**Low income students**
**Students with a disability**

If you meet one or more of these criteria and are serious about your education, you may be eligible to participate in the Student Support Services Program.

Services to SSS participants include:

* Academic advising
* Tutoring
* Participant scholarships for Pell grant recipients with unmet financial need

* Instruction (special sections of):
  * Math 950 * Math 1010
  * Educational Psychology 2600 (Strategies for College Success)
  * Educational Psychology 3960 (Intro to the U Experience)

All services are free – tuition is waived for SSS sponsored courses.

### Student Support Services is a federally funded TRiO Program

Office of Educational Opportunity Programs ★ Student Support Services
1901 E South Campus Drive ★ Annex Building 2075 ★ Salt Lake City, Utah 84112
(801)581-7188 ★ http://www.sa.utah.edu/eop/

# WOMEN'S RESOURCE CENTER
200 S Central Campus Drive Rm 293 - Salt Lake City, UT 84112 - 801.581.8030 www.sa.utah.edu/woman

**Opportunities for Student Involvement** - Students may become involved with special focus programs such as the *Seeds of Violence* program during fall semester and *Women's Week* during spring semester: on-going programs include Peers Educating to End Rape (P.E.E.R.) a student facilitated program sponsored by the WRC to help other students deal with the issues involved with sexual assault; assisting with individual weekly programs; or helping with the production and distribution of publicity material for special events. Talk with the Center staff about how you might adapt a volunteer effort to fit your particular needs.

**Programs and Workshops** - *Food for Thought*, a series of Tuesday noon presentations with current topics of interests that might include Self Esteem and Body Image, Career Development, Building Healthy Relationships, Balancing Education, Family, and Career Challenges of a First Generation College Graduate, and more.
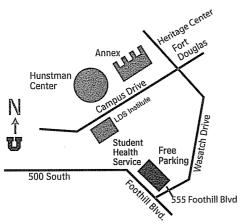
**Counseling at the WRC** - Affordable short-term counseling is available to students, staff, and faculty. Support groups are available to the University and the wider metropolitan communities. Based on assessed needs and interests, support groups might include issues related to divorce, sexual orientation, self esteem and body image, special concerns of women of color, healing from sexual assault, building healthy relationships, and more.

**Our Website has current Groups, Workshops, & Programs ! Check it out !**
**http://www.sa.utah.edu/women**

*"Your campus resource for Health and Wellness"*

# DID YOU KNOW?

*There is health care available on campus specifically for University of Utah students and their dependents...*

body mind spirit
STUDENT HEALTH SERVICE



Hunstman Center

Annex

Heritage Center

Fort Douglas

Campus Drive

LDS Institute

Student Health Service

Free Parking

Wasatch Drive

500 South

Foothill Blvd

555 Foothill Blvd

N ↑ U

*Accredited by Joint Commission on Accreditation of Healthcare Organizations (JCAHO)*

Where is the Student Health Service (SHS)?
SHS is located on the corner of Wasatch Drive and Foothill Blvd., in the Madsen Health Center on Level 1 (basement level). This is south of the LDS Institute.

Should I walk-in or make an appointment?
It is best to call and make an appointment (801-581-6431), so your time is well used.

When is SHS open?

| | |
|---|---|
| Monday – Friday* | 7:30am – 5:00pm |
| Tuesday extended hours** | 7:30am – 7:30pm |
| Saturday*** | 9:00am – 12:00pm |

* Closed on Wednesdays between 12:00 – 2:00pm for Staff Meeting.
** Extended Tuesday hours are for Fall and Spring semesters only.
*** Closed Saturdays during breaks & before Monday or after Friday holidays.

Will I be charged for my visit?
Yes. Charges range from $30 – $55 for your office visits. Laboratory tests and x-rays are additional.

Is the Student Health Service part of the University Hospital and Clinics?
No. SHS works closely with the Hospital and Clinics, but is part of Student Affairs, for students and their dependents exclusively.

Do I have to have health insurance to use SHS?
You don't need it to receive SHS services, but having insurance is strongly recommended. Check out the University-sponsored plan at www.gmsouthwest.com.

## Office of Health Promotion (OHP)
Now that you are on your own and making important decisions for yourself, OHP can provide resources that can help you make educated decisions and healthy choices.

Services:
* Confidential HIV testing & counseling - $22
* Sexually Transmitted Infection screening/testing - $50 – $70
* Family Planning and contraception advising
* Emergency Contraception (must be taken within 72 hours). Call for an appointment (801/581–6431).
* Presentations by request: Stress Management, HIV 101, STI 101, Healthy Relationships, Alcohol and Drugs, Body Image, Eating Disorders, and Nutrition

## Want to get involved? Come Join Us!

### SHAC: Student Health Advisory Committee
SHAC works with SHS and OHP to provide feedback on student health and wellness. They organize an annual Wellness Fair, write a semi-monthly article for *The Daily Utah Chronicle*, and meet weekly to discuss health and wellness issues.

### ASB: Alternative Spring Break
ASB places teams of student volunteers in distant communities during Spring Break. They engage in community service and experiential learning projects in alcohol and drug-free settings.

### Speak Out!
Speak Out! is a group of student leaders/peer educators who provide reality based education and sponsor events to increase awareness of body–mind–spirit well-being.

University of Utah
Office of Health Promotion
OHP
STUDENT HEALTH SERVICE

shac
university of utah
student health advisory committee

asb
alternative spring break

speakout

# CENTER FOR DISABILITY SERVICES

**The Center offers accommodations and support services to students with disabilities to ensure programs, activities, services and campus facilities are accessible.**

200 So. Central Campus Drive
Room 162 Olpin Union Building
Salt Lake City, UT 84112-9107

801-581-5020 (V/TTY)
FAX 801-581-5487

http://disability.utah.edu

Call or stop by to get more information and to find out how you qualify for services.

\*\*\*\*\*\*\*\*\*\*\*

*This information is available in alternative format with reasonable prior notification.*

An advisor will work one-on-one with you to arrange services that may include the following:

## Accommodations
- Assist with admissions, registration, accessible classrooms, parking, campus housing, and financial aid resources.

## Support Services
- Assist with program planning and developing effective learning strategies.
- Provide readers, scribes, note takers, and tutors.
- Arrange for interpreters and CART services for Deaf and hard of hearing students.
- Provide printed material and textbooks in an alternative format.
- Train in the use of adaptive computer technology.

## Equipment
- Provide adaptive equipment that may be loaned on a temporary basis.
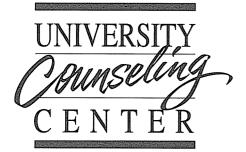
## Awareness
- Offer information and workshops to increase knowledge and understanding about disabilities to faculty, staff, students, and the community.

---

The University Counseling Center offers a variety of services to help with the common problems of daily living that may include sadness, anxiety, frustration, stress or fear. Our approach is collaborative and goal-oriented. We have a diverse staff that includes psychologists, social workers, psychiatrists and advanced trainees in these fields. All questions and sessions are confidential. The cost for counseling is based on reasonable fee schedule, typically $10 per session for U students. No eligible person will be denied service for financial reasons. We also conduct workshops for student groups and campus organizations on topics such as test anxiety, stress management, and adjusting to college life.

The first visit is free! Call us at 801-581-6826 to set up an initial intake appointment.

**UNIVERSITY** *Counseling* **CENTER**

University Counseling Center services include:
- *Individual, Group and Couples Counseling*
- *Psychiatric Services*
- *Career and Personal Development For-Credit Classes*
- *Strategies for College Success Class*
- *Workshops by Request on Mental Health Topics*
- *Free Online Screening for Depression, Anxiety, Eating Disorders and Alcohol concerns*
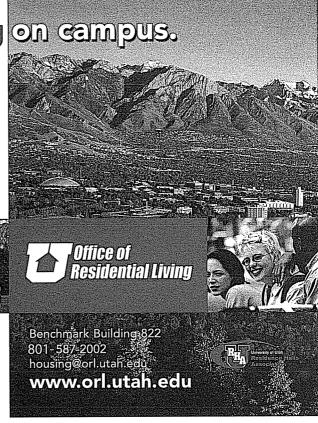
**426 Student Services Building
801-581-6826
www.sa.utah.edu/counsel**

## Chartwells
### Eat · Learn · Live

### Resident Dining

Chartwells Campus Dining Services at the University of Utah provides many dining locations across campus serving students, faculty, staff and guests of the University. Residents of Gateway Heights, Chapel Glen and Sage Point are required to purchase a dining plan for fall, spring, and summer semesters. All meals are served "all-you-care-to-eat" and are available exclusively at the Heritage Center Dining Facility located in the heart of Ft. Douglas. There are five dining plans available for resident students to choose from offering flexibility to meet every student's needs.

Each Meal plan offers either Flex Dollars or Transferability. Flex Dollars can be spent at any time during the semester at any retail location. Transferability enables students to substitute one meal per day at the Union Food Court. Specific Meal Plan descriptions and costs can be found on the dining insert your residential living packet. There is a convenience store located on the lower level of the Heritage Center, which is perfect for grabbing a quick drink, grocery item or even a meal to go.

www.mycampusdining.com/utah

(801) 581-7257 • Fax (801) 585-3801

### Commuter Dining

There are meal options to fit any schedule! Block Meal Plans are available to Commuter Students, as well as students living in the University Student Apartments and Shoreline Ridge Apartments. We have five block meal plans to choose from which are available for purchase at the Chartwells Main Office located in the room 30 of the Olpin Student Union Building or at the Heritage Dining Center.

Each of the block meal plans are valid at the Heritage Dining Facility only. Block Plans can be used at any time during the semester in which the plan is purchased and for whatever meal period you choose. Remaining meals may not be carried over semester to semester. For more information about these plans, call the Chartwells Dining Office at 581-7257 or visit our web site at www.mycampusdining.com/utah .

MARKET CARVERY

### Retail Dining

The Union Terrace Food Court features Pizza Hut Express, Garden Emporium, Sandwich Central, Mandalay Express, featuring authentic Pan Asian cuisine and coming soon Coyote Jack's, burgers with a Southwest flair. Additional Union locations include Outtakes, which serves coffee & espresso drinks, smoothies and Freshens Yogurt. The Outtakes also offers a variety of grab-n-go sandwiches, salads, bakery items, snacks and University of Utah Apparel.

The Outtakes Kiosk located in the Marriott Library offers espresso drinks and a variety of sandwiches, salads, sushi and other grab-n-go items. There are two other snack bar locations, the 105 located in the Annex Building, which serves Pizza Hut pizzas, salads, sandwiches, espresso drinks and more. The USB Snack bar located in the University Services Building offers grab-n-go items, candy, sandwiches & salads.

Catering services are available for all Students and Student Associations. For information regarding our catering, please call the Sales Office at (801) 581-7256.

Dude! Where's my Class?

Is your class missing?

Have you tried to register for a class for Fall 2005, but can't find it?

Some course numbers have changed for Fall 2005!

See this web site for more information:
www.utah.edu/uaac/common

Brought to you by University College

# University College   &   The Transfer Center

**A Home for New Students**        **Providing a Bridge from Your School to the U**

## Welcome to the University College Advising Center at the University of Utah!
Our mission is to assist new, transfer, and transitioning students, through academic advising, to develop and implement individual plans for achieving educational and life goals.

Advisors and staff will assist you with any of the following concerns:
- Completing General Education and University graduation requirements
- Understanding how transfer credits fit into your degree
- Exploring and choosing majors and understanding the admission requirements
- Planning for pre-professional programs
- Interpreting AP and test scores for course placement
- Connecting to campus resources and services to be successful at the U

To make an appointment with a University College or Transfer Center advisor, call **(801) 581-8146**, visit us at **450 Student Services Building**, or on the web at **www.sa.utah.edu/advise/** and **www.transfer.utah.edu**.

LEAP offers a unique way to move successfully from high school to the U.

★ You'll work with outstanding faculty and participate in exciting academic classes.

★ You'll enjoy many social activities with other freshmen and student mentors.

★ You'll take classes fulfilling General Education and/or requirements in your major.

★ LEAP advisors are available at Orientation to help you plan your schedules and register for classes.

For more information, contact:
email: *leap@ugs.utah.edu*
*www.ugs.utah.edu/services/leap*
801-581-3811

---

# Attention Transfer Students!
## Are you interested in:

• Meeting other transfer students in your major?

• Learning about internship, scholarship, and career opportunities in your major?

• Improving your computer, library, study, and test-taking skills?

• Learning about services that can help you achieve your educational goals?

### Then TIG is for you!

A Transfer Interest Group (TIG) is a 1 credit seminar class you take with other transfer students who share your same major or area of study.

To learn more about the TIG for your major, visit:
**www.ugs.utah.edu/services/tig**
Or call Josette Price at 801-581-8920.

*Transfer Interest Groups*

## Strategies for College Success

### Want to Make Your Transition to the U Easier?
### Take... ED PS 2600

**Ever Wonder.....**
- How to take a full load of classes, work, and still see your family and friends?
- Why you procrastinate?
- How to sit in a 3-hour lecture class, stay awake and learn?
- How to improve your test taking skills?

Find us at:

Learning Enhancement Programs
801-581-8746
426 Student Services Building
www.sa.utah.edu/lep

## What Will You Learn???

**Academic Skills**
Personal Learning Style
Reading Textbooks
Taking Notes
Taking Tests
Writing Skills
Research Skills

**Life Skills**
Goals and Values
Time Management
Memory
Public Speaking
Critical Thinking
Openness to Diversity
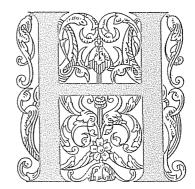
---

## HONORS PROGRAM

Martha Bradley, Director
www.honors.utah.edu
801-581-7383

The Honors Program provides excellence in undergraduate education to highly motivated and talented students. A student body of about 1,600 has access to a unique Honors curriculum where students can satisfy their General Education and University graduation requirements. Small classes, taught by some of the best faculty on campus, encourage intensive and stimulating teaching and learning. Honors students also participate in mentor programs, internships, one-on-one tutorials with faculty, and study abroad programs. Students who complete the Honors degree are well positioned for graduate work and professional schools.

A community of excellence.

# ASUU Tutoring Center

**An Office of Student Affairs**

Student Services Building
Room 330
Phone: 801-581-5153

**Office Hours**
Monday - Friday • 8:00am - 5:00pm
Tuesday • 8:00am - 6:30pm

**Email**
tutoringcenter@sa.utah.edu

**Website**
www.sa.utah.edu/tutoring/

## Affordable Rates
$6.00 an hour
ASUU Subsidized hours
Group Rates Available

## Convenient
You and your Tutor decide
where & when to meet

## Excellent Tutors
Tutors are available in
most subject areas

THE
UNIVERSITY
OF UTAH

---

## COPY CENTERS

Benchmark Plaza
(Bldg. 820)
801-581-8569

Marriott Library Duplication
234 M LIB (Bldg. 86)
801-581-6198

Olpin Student Union
158 Union (Bldg. 53)
801-587-7928

S.J. Quinney Law
Copy Center
112H Law (Bldg. 73)
801-581-4746

## STUDENT COMPUTER LABS

Marriott Library
ML 1705A (Bldg. 86)
801-581-6494

College of Engineering
130 EMCB (Bldg. 63)
801-581-7015

Olpin Student Union
161 Union (Bldg. 53)
801-581-8988

Sage Point
811 (ORL) • 801-587-2948

Peterson Heritage Center
(ORL) • 801-587-2933
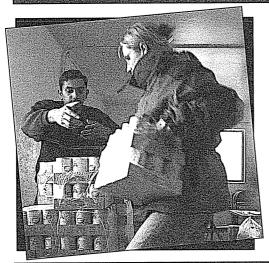
## COMPUTER LABS OFF-CAMPUS

Bountiful Campus
75 East 200 South
801-581-8821

Cedar Park Campus
(Murray)
5282 South 320 West
801-266-5341

Sandy Campus
9875 South 240 West
801-561-8638

There are additional computer labs available throughout campus.
Check with your department for more information.

## LEARN FROM THE SCHOOL OF LIFE

### Get Involved.

Act on your values. Confront and resolve community issues. Add life experience to your resumé. Enroll in a service-learning class and connect academics with community service. Volunteer through the Bennion Center and build the future. Drop by the Center or visit our website to sign up. You've got what it takes. Get involved.

**We hope to hear from you!**

To volunteer or for more information, call, visit, or e-mail us.

## Lowell Bennion Community Service Center

### 801-581-4811 • 101 Olpin Union • www.bennioncenter.org

# The World is Waiting for U!

The world is your campus with the University of Utah's exciting opportunities to study in locations worldwide.

Summer, Semester, or Academic Year programs are available almost anywhere in the world!

Hundreds of students from freshmen to graduate students participate each year. Don't get left behind!
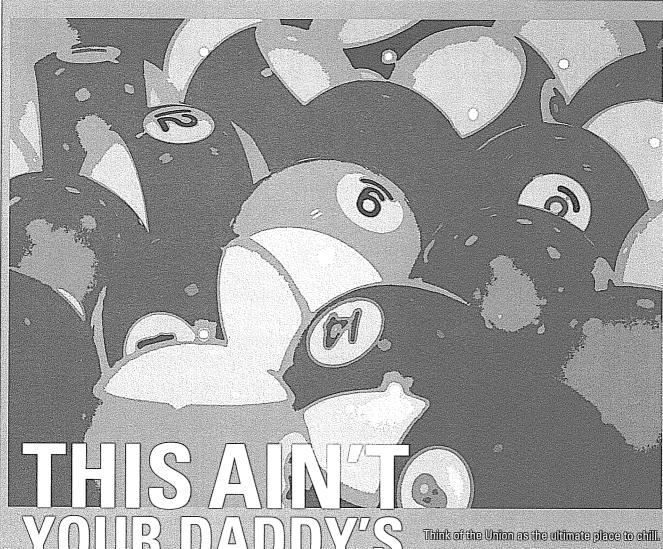
# STUDY ABROAD

**SCHOLARSHIPS AVAILABLE**

**International Center
159 Union
(801) 581-5849
www.sa.utah.edu/inter**

# SCHOOL OF COMPUTING

*"The best way to predict the future is to invent it."*

Alan Kay, Utah PhD in Computer Science
*"father of the personal computer"*

**General classes**

### Check out these courses!

CPSC 1040   Creating Interactive Web Content
(online course)

CPSC 1050   Computers in Society
(fulfills Social & Behaviorial Science requirement)

CPSC 1060   How Computers Work

**Expand your education**

### Take a Course in Programming

CPSC 1000   Engineering Computing
CPSC 1020   Introduction to Programming in C++
CPSC 1021   Introduction to Programming in Java
CPSC 2000   Introduction to Programming in C

**Interested in majoring in Computer Science?**

### First courses to take for major:

CPSC 2010/2020
Introduction to
Computer Science I&II

### For more information:

Undergraduate Coordinator:
801-581-8224
www.cs.utah.edu/dept/
classlist.html

---

# Department of Parks, Recreation, & Tourism

The Possibilities are Endless...

## POSSIBILITY # 1

**BECOME A PRT MAJOR!**
After graduation, you might find yourself enjoying a career as...

A manager or marketing professional for a travel or recreation business (such as a hotel, resort, airline, theme park, cruise line, or tour company).

An administrator, planner, or direct service provider for a city or county parks and recreation department.

A planner, manager, interpreter, or ranger in a state or federal land management agency (such as a state park system, US Forest Service, National Park Service, or Bureau of Land Management).

An owner of a recreation business (such as a restaurant, tour guide service, ski or outdoor product retailer, or fitness center).

A therapeutic recreation specialist in a community-based program or health care setting.

Are any of these careers right for you? If so, the Department of Parks, Recreation, and Tourism has the major for you!

> *For more information about majoring in PRT or about our outdoor adventure classes:*
> *www.health.utah.edu/prt*
> *or call (801) 581-8542*

## POSSIBILITY # 2

**OUTDOOR ADVENTURE CLASSES for CREDIT**

Do you enjoy hiking, cooking and camping, fly fishing, rock climbing, nature photography, animal tracking, canoeing, kayaking, rafting, map and compass, skiing, snowboarding, avalanche safety, and more? Would you like to get credit for doing activities that you love? If so, check out the outdoor adventure classes offered through our Natural Resources Learning Program which offers you the opportunity to develop skills in exciting outdoor activities while studying associated recreation issues. These classes benefit Parks, Recreation, and Tourism majors as well as non-majors.

The classes are intensive but short-duration, experiential learning adventures that provide a wonderful opportunity to balance your studies while developing outdoor recreation skills that will last a lifetime. Learn outdoor safety and environmental care, gain new confidence and skills, meet challenges, forge new relationships, and have fun! The Department partners with the National Outdoor Leadership School (NOLS), allowing students to earn university credit for successful completion of NOLS courses and associated requirements.

Outdoor learning adventures are waiting for you!

# University of Utah Child Care Coordinating Office
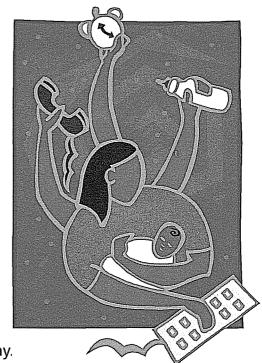
Olpin Union 316
801-587-7730
www.childcare.utah.edu

- Child Care options counseling
- Campus & Community Child Care Listings
- Resource Library
- Child Development Seminars
- Parent's Night Out (free to students)
- Finals Week Child Care (free to students)

**If you qualify for PELL grant assistance, you may be eligible for subsidized care at the ASUU Child Care Center.**

Call, visit our office or check out our website today.

---

Welcome to the University of Utah!
We invite you to check out **CAREER SERVICES**.

THE UNIVERSITY OF UTAH

*Career Services*

Our services include:
- Part-time student employment and internship job listings
- Career Library for major and career research
- Help with writing a resume
- Personal career counseling
- Online registration and job search database and more...

Visit us online at http://careers.utah.edu and register for services.

NOW is the time to start exploring the opportunities that will be available to you when you graduate.

**CAREER SERVICES** . . . putting your education to work
350 Student Services Building
801-581-6186

## J. Willard Marriott Library

## Accessing the World of Knowledge: University of Utah Libraries

The Marriott Library is a place for students. Here you will find a welcoming environment where you can get help, meet other students, work on assignments, use computers, watch films and videos, find a good book to read, or just relax. You are invited to visit the Marriott Library soon and often.

Students:
- Make the library your campus home. Your University ID card is your library card.
- Become familiar with the Marriott Library as well as its website http://www.lib.utah.edu for access to books, journals, full text articles online, and other electronic resources.
- The largest student computing lab on campus is housed in the Marriott Library Multimedia Center, Level 1. Over 300 computers and software applications are available. Laptop and wireless support are also provided.
- Take classes that teach library research skills. The Marriott Library is involved in undergraduate course programs and teaches classes such as:
    * University Writing Program  http://www.hum.utah.edu/uwp
    * LEAP  http://www.ugs.utah.edu/leap/Indexes/index.html
    * Educational Psychology 2600: Strategies for College Success http://www.sa.utah.edu/lep
    * Internet Navigator (Communication 1000)
    * Methods and Technologies of Library Research (Writing 1060)
- Librarians and library staff teach free short classes on library resources and software programs. See the schedule of classes at:  http://www.lib.utah.edu/instruction/schedule.html
- We're here to help. Talk to us about your assignment and we'll help you find the best library and Internet resources. You can ask for help at several reference desks throughout the library, schedule an in-depth consultation with a librarian, or get one-on-one assistance at one of the library research labs. You can even talk to a librarian online 24/7 by using the Ask Us-Get Help link at http://www.lib.utah.edu/services/askus/

The other two libraries serving the University of Utah include the:
- Spencer S. Eccles Health Sciences Library  http://www-medlib.med.utah.edu/
- S. J. Quinney Law Library http://www.law.utah.edu/library/

The College of Nursing baccalaureate program prepares students to be generalists in clinical settings, for entry-level administrative positions, and for graduate work in nursing.

Educational opportunities are available for registered nurses returning to school to earn their baccalaureate degree as well as basic students with no prior nursing experience.

**Carrie Radmall**
Academic Advisor
Carrie.Radmall@nurs.utah.edu
(801) 581-3414
Student Support Specialist
Baccalaureate and Graduate
Advisor

**Deidre Hughes**
Coordinator of Recruitment
& Financial Aid
Pre Nursing Advisor
Deidre.Hughes@nurs.utah.edu
(801) 581-3414

**Susan Chase-Cantarini**
Coordinator for Diversity
susan.chase@nurs.utah.edu
(801) 585-9642

**University of Utah College of Nursing**
10 South 2000 East, Salt Lake City, Utah 84112-5880
(801) 581-3414
http://www.nurs.utah.edu
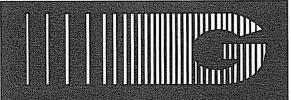
**College of Nursing**
THE UNIVERSITY OF UTAH

**Challenging minds, touching hearts**

---

*"Preparing the next generation of leaders in the field of aging"*

The Gerontology Center is the leading center on aging in the Intermountain West. The Center offers **General Education** classes, online classes, a variety of aging related classes, and undergraduate and graduate certificate programs, as well as an MS degree.

The program is open to matriculated and nonmatriculated students. The certificate program is flexible, practical, research based, and relevant in preparing for career opportunities or to become better prepared for personal and family aging experiences.

## WHY THE GERONTOLOGY CENTER?

Increase your career opportunities
Certificates available **online**
Only 15 credit hours
Practical and applied focus
Nationally recognized faculty

### SPECIALIZE IN:

SOCIAL SERVICE DELIVERY
ADMINISTRATION & PLANNING
RESEARCH & EVALUATION
HUMAN DEVELOPMENT
DEATH, DYING AND BEREAVEMENT
FAMILY CAREGIVING
HEALTHY AGING
CARE MANAGEMENT
RETIREMENT COMMUNITIES

### GERONTOLOGY CENTER

10 South 2000 East Front
Salt Lake City, UT 84112
(801) 581-8198
www.nurs.utah.edu/Gerontology
geron@nurs.utah.edu
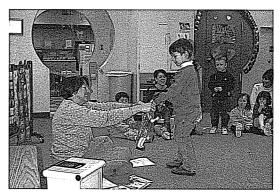
Race, Ethnicity & Aging
(GERON 3005) fulfills your
Diversity Course Requirement

# Opportunities in the
# College of Social and Behavioral Science
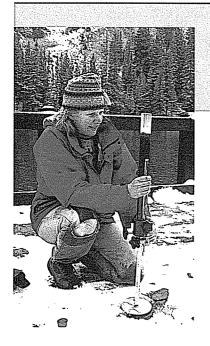
### Majors:

Anthropology
Behavioral Science and Health
Consumer and Community Studies
Early Childhood Education
Economics
Environmental Studies
Gender Studies
Human Development and Family Studies
Geography
Political Science
Psychology
Social Science Composite Teaching
Sociology

### Other Programs:

Child Life
Criminology and Corrections
Demography
Family Life Educator
Geographic Information Science
International Relations
Practical Politics/Campaign Management
Public Administration

**Extensive course offerings during Summer Semester.
Courses offered on campus, off-campus, at night (on and off
campus), and through telecourse or online courses.**

### In addition, we offer:

Extensive individual
instruction
Independent Study
Undergraduate research
Internships
Directed Reading
Service Learning
Scholarships

EXCITING COURSES! GREAT EMPLOYABILITY!
# FOCUS ON THE HUMAN FACTOR!
(801) 581-8620    www.csbs.utah.edu

# The University of Utah
# COLLEGE OF HEALTH

The College of Health has an outstanding reputation in health care education and offers a variety of scholastic opportunities:

**Communication Sciences and Disorders**
**Exercise and Sport Science**
**Health Promotion and Education**
**Nutrition**
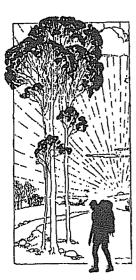
**Occupational Therapy**
**Parks, Recreation and Tourism**
**Physical Therapy**
**Minor: Nutrition**

To learn more about degree and certificate opportunities in the College of Health, please contact:
**Coordinator of Student Services      801-585-5764      candi.ramos@health.utah.edu**

**Health Promotion and Education Department offers:**
Courses in human sexuality, medical terminology, introduction to health professionals, stress management, healthy lifestyles, and understanding eating disorders, as well as First Aid and EMT certification courses.

## OUTDOOR ADVENTURE CLASSES

**Hiking**
**Cooking & camping**
**Fly fishing**
**Nature**
**Photography**
**Animal tracking**
**Canoeing**
**Kayaking**
**Rafting**
**Map & compass**
**Skiing**
**Snowboarding**
**Avalanche safety**
*and more!*

**LEARNING ADVENTURES ARE WAITING for YOU**
**www.health.utah.edu/prt**
**(801) 585-3204 or (801) 581-8542**

## EXERCISE AND SPORTS SCIENCE

*Like to meet new people?*
*Do you seek an active, healthy lifestyle?*
*Need a few more credits for this semester?*
*Then take a fitness class!*

Fitness classes such as **aerobics**, **basketball**, **tennis**, **ice skating** and **yoga** are available for everyone.

To see a complete list of over 80 different courses, go to
**www.health.utah.edu/ess/bip**
HPER North 247
(801) 581-7558

***These courses are available to students from ALL majors!***
www.health.utah.edu

# Your major helps you develop expertise...

## A minor in Business can prepare you to put that expertise to work

![David Eccles School of Business logo]
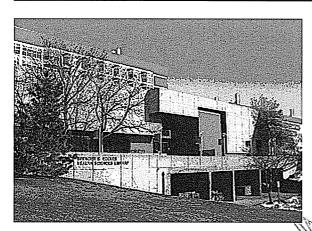
### DAVID ECCLES SCHOOL OF BUSINESS

*Education with Impact*

**Undergraduate Programs Office**
**David Eccles School of Business**
104 BUC
(801) 581-7853
www.business.utah.edu.

- Make investments to reach your personal financial goals
- Evaluate the risk and return of financial options
- Talk with your accountant knowledgeably
- Turn your ideas into marketable products and services
- Use the Internet to market your business or brand

*No matter what your major, you could benefit from a Business minor!*

---

# Spencer S. Eccles
# Health Sciences Library

10 North 1900 East
*(Between the School of Medicine and the College of Nursing)*
(801) 581-8771
1-866-581-5534
http://medlib.med.utah.edu

### Library Services
Open 100 hours each week
Extended hours during exams
150 microcomputers
Laser printing
Scanner service
Photocopying

### Classes & Workshops
PubMed Medicine
Database search
Web Publishing
Presentation Software
Reprint File Management
Photoshop

# Major in Business
## and be a part of all this and much more

- Join a group of students who make stock picks for an investment portfolio through the Student Managed Investment Portfolio
- Win money to launch your business venture through the Entrepreneur Challenge
- Fund new businesses through the Student Managed University Venture Fund
- Draft business plans to promote new technology through the Lassonde Center
- Learn from an award winning faculty
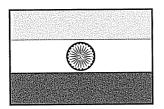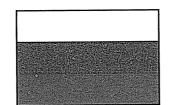
## DAVID ECCLES SCHOOL OF BUSINESS

*Education with Impact*

**Undergraduate Programs Office**
**David Eccles School of Business**
104 BUC
(801) 581-7853
www.business.utah.edu.

## If you can't study abroad *(or even if you can)...*

### Become a Cultural Consultant

**Undergraduates** are needed to mentor incoming international students who will become TAs on our campus.

**HOW YOU CAN BE INVOLVED:**
Serve as a conversation partner
Give constructive feedback regarding teaching skills
Observe classes throughout the semester
Be a part of exciting international events

**HAVE THE OPPORTUNITY TO:**
Meet students from all over the world
Develop your intercultural communication skills
Gain experience in international relations
Learn about cultures from around the world

**NO EXPERIENCE NECESSARY!**
**FLEXIBLE TIME COMMITMENT!**

Contact Diane Cotsonas at
http://www.utah.edu/ita
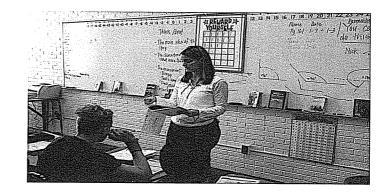
# BACHELOR OF SCIENCE DEGREE IN SPECIAL EDUCATION–

The Bachelor of Science degree in Special Education provides professional training and teacher licensure for a career in the education of students with disabilities. The Department of Special Education is nationally recognized for its excellent programs, quality faculty, and personal commitment to its teacher candidates. *The Department was recently ranked 19th in the nation by U.S. News and World Report.*

Due to the **critical shortage** of special education teachers throughout Utah and around the country, a teaching license and degree in special education is **highly marketable**.

**For More Information on Degree Requirements and A Career in Special Education:** Contact Patty Davis, Student Advisor, Department of Special Education (801) 581-4764 or *pdavis@ed.utah.edu*.

The Department of Special Education actively seeks applicants from **under represented groups including individuals from diverse and ethnic backgrounds and people with disabilities**.

# COLLEGE OF PHARMACY
## 4-year Pharm.D. Degree

## www.pharmacy.utah.edu

Become a well-respected member of the health care team that truly makes a difference for patients. Pharmacists are in high demand and can practice in wide variety of professional settings.

**Marion Lennberg**
801-581-7503
mlennberg@deans.pharm.utah.edu

### ADMISSION REQUIREMENTS

Courses in general and organic chemistry, anatomy, physiology, microbiology, physics, math and technical writing

A 2.5 GPA in these courses

50% on the Pharmacy College Admission Test

Background in leadership, community service, health care experience

Excellent written and verbal communication skills
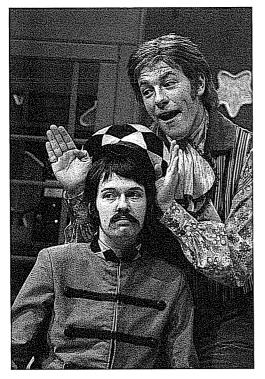
# STAGES IN A MIND TRIP

**Take Theatre Classes for non-majors
to fulfill your University Requirements**

| THEA 1013 Survey of Theatre | FF |
| THEA 1033 Acting I | FF |
| THEA 1050 Intro Vis Arts of Theat | FF |
| THEA 1740 Musical Theatre | FF |
| THEA 1760 American Political Theat | DVFF WE |
| THEA 1770 Black Theatre | DVFF WE |
| THEA 3000 Diversity: Arts Inquiry | DV |
| THEA 3001 Zen, Eastern Theatre | FF |
| THEA 3791 Absurd Theatre | FF or HF |
| THEA 3792 Gay and Lesbian Theatre | DV |

or sign up for our
London Study Abroad Program      FF or HF

for more information,
check out our website at *www.theatre.utah.edu*

# MINING ENGINEERING

Many people are not aware of the opportunities in the field of mining engineering, but of course, everyone in our society continues to use mineral products, from coal to produce electricity to sand and gravel for construction. To produce those minerals, and remain economically competitive, the mining industry needs intelligent and well-trained mining engineers. In addition, the old image of mining as a dangerous and dirty profession is definitely outdated. Mining engineers work with some of the largest and most sophisticated equipment in the world, and their work environments are clean and safe.

A successful career in mining engineering requires a strong background in mathematics, computer applications, economics, communication skills, and the physical sciences, particularly geology, physics, and chemistry. In addition, mining engineers must be versed in rock mechanics, mining methods, mineral processing, mine ventilation, surveying, mineral evaluation, health and safety issues, permitting, environmental protection, reclamation, and management.

Where do mining engineers work? Some students picture working in a remote mining camp, far from any city (or anything else). Those jobs are still available, for those who are interested in them – for example, some of the biggest mines in the United States are now being developed in Alaska. However, there are also many jobs in more populated areas. Every year we have representatives from companies that mine sand, gravel, and stone in almost every state, including California, Arizona, etc. Other job opportunities are cities such as Pittsburgh, Pennsylvania, St. Louis, Missouri, and Atlanta, Georgia. In addition, for those who are interested, there is the opportunity to work throughout the world.

There is a consistent demand for mining engineers in some of the smaller towns in Utah, where coal and other minerals are being produced. As a mining engineer, you could have your choice of living in a smaller town, similar to where you now live, or in any one of several bigger cities, including Salt Lake. One of the most important things about mining engineering is the fact that the work is always challenging, requiring continuing intellectual effort and creativity. Because mining takes place in the earth, conditions vary every day, and the mining engineer never knows what challenge will present itself.

The Mining Engineering Department here at Utah has excellent scholarships available. Students with a **GPA of 3.0 or higher** are eligible for the Browning Scholarship, in the amount of **$2,000 per semester**, for all four years of their studies. After the first year, students with a **GPA of 3.4 or higher** can receive the Browning Distinguished Scholarship of **$2,400 per semester**. Many other scholarships are available, specifically for mining engineering students – some students have received as much as $9,000 or $10,000 in total awards in a single year.

For students who are interested, there are excellent summer jobs in the mining industry. These jobs pay well, and give good experience in the mining business. They also let students and mining companies get to know each other, so that when students graduate, they often go to work for one of the companies that employed them in a summer job.

Graduating students have many choices of where to work and what to do. Some of our graduates work as software specialists, providing technical support for specialized computer programs used in mines throughout the world. Others work in mining production, and eventually move into corporate management. Still others work in marketing mining equipment. The students who are graduating in May this year are each receiving at two or three job offers. Typical starting salaries are between $45,000 and $55,000 yearly.

For more information, contact
Dr. Mike Nelson, Mining Engineering Department, University of Utah.
Office Phone: 801 585-3064
Cell phone : 801 652-9941
e-mail: mgnelson@mines.utah.edu.

# NOTES

# NOTES

# ASUU is 28,933 students.

ASUU is Student Government.

ASUU is Involvment.

ASUU is Diversity.

ASUU is Student Services such as
Ucard, Ulife, Tutoring,
and Child Care.

ASUU is Concerts, Festivals,
Performing Arts, Speakers,
and Free Films.

ASUU is Student Groups.

# U are ASUU.

Come see what ASUU is about!
Visit us in the Union Room 234
or visit www.ustudents.com

ASUU

**Required Documentation # 3**

SUMMARY OF STUDENT CHARACTERISTICS

<u>Facts from Common Data Set, 2004-2005</u>
<u>UNDERGRADUATES</u>

| | | |
|---|---|---|
| Gender: | Men | 55.3% |
| | Women | 44.7% |
| | | |
| Race/Ethnicity: | Nonresident aliens | 2.3% |
| | Black, non-Hispanic | .6% |
| | American Indian or Alaska Native | .7% |
| | Asian or Pacific Islander | 4.7% |
| | Hispanic | 4.0% |
| | White, non-Hispanic | 81.5% |
| | Race/ethnicity unknown | 6.3% |
| | | |
| Full-time/Part-time: | Full-time | 67.6% |
| | Part-time | 32.4% |

59.6% of all full-time undergraduates apply for need-based financial aid
42.6% of all full-time undergraduates are awarded financial aid

<u>First-time, first-year freshman (FTFYF)</u>
27% were in top tenth of high school graduating class
51% were in top quarter of high school graduating class

88% had high school GPAs over 3.0 and higher
Average high school GPA was 3.51

| | FTFYF | All Undergraduates |
|---|---|---|
| Percent who are from out of state | 16% | 8% |
| Percent of men who join fraternities | 2% | 1% |
| Percent of women who join sororities | 4% | 2% |
| Percent who live on-campus | 29% | 7% |
| Percent who live off campus or commute | 71% | 93% |
| Percent of students age 25 and older | 0% | 32% |
| Average age of full-time students | 19 | 25 |

2004 NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) FINDINGS

<u>WORK</u>
31% of freshmen & 42% of seniors work for pay off-campus more than 20 hours/week
Both of these groups work significantly more off-campus than peers at other research institutions (p. <.001)

## CARING FOR DEPENDENTS
8% of freshmen and 19% of seniors spend more than 10 hours/week providing care for dependents living with them

Both of these groups spend significantly more time caring for dependents than peers at other research institutions (p.<.001).

### 2005 Graduating Seniors Survey

| Marital/Parental Status: | | |
|---|---|---|
| | Single, no children | 47.4% |
| | Single with children | 1.6% |
| | Married, no children | 28.1% |
| | Married, with children | 21.9% |

**Required Documentation # 4**

# STUDENT RETENTION AND GRADUATION DATA
## UNIVERSITY OF UTAH

## GRADUATION DATA

Six year graduation rate for 1996 cohort:     53.5%

Six year graduation rate for 1997 cohort:     54%

Six year graduation rate for 1998 cohort:     50%


## RETENTION DATA

For the cohort of all full-time, first-year bachelors degree-seeking Freshman undergraduate students who entered in fall of one year who enrolled in fall of the next, adjusted for students who departed for the followed reasons:  deceased, permanently disabled, armed forces, foreign aid services of the federal government or official church missions.

Fall 2001 to Fall 2002:              78%

Fall 2002 to Fall 2003:              78.7%

Fall 2003 to Fall 2004:              83.4%

| Standard Three – Students Table 1 Admissions Report | | | | |
| --- | --- | --- | --- | --- |
| | Evaluation Year 2005 | 1 Year Prior 2004 | 2 Year Prior 2003 | 3 Year Prior 2002 |
| First Time Freshmen Applications Received | 7559 | 7031 | 6603 | 6571 |
| Admitted | 6275 | 5951 | 5595 | 5800 |
| Denied | 641 | 601 | 544 | 363 |
| Enrolled | 3094 | 2939 | 2815 | 3085 |
| Transfer Applications Received | 5919 | 5934 | 5749 | 5975 |
| Admitted | 4880 | 5006 | 4724 | 5054 |
| Denied | 169 | 346 | 366 | 179 |
| Enrolled | 3311 | 3112 | 3006 | 3309 |
| Readmission Applications Received | 3762 | 3711 | 4384 | 4521 |
| Admitted | 3490 | 3482 | 4039 | 4231 |
| Denied | 115 | 91 | 107 | 71 |
| Enrolled | 2798 | 2535 | 2889 | 3153 |
| Graduate Applications Received | 5875 | 5784 | 6740 | 6240 |
| Admitted | 3039 | 3053 | 3162 | 3141 |
| Denied | 1549 | 1615 | 3130 | 1775 |
| Enrolled | 2293 | 2130 | 2140 | 2057 |
| Professional Applications Received | | | | |
| Admitted | | | | |
| Denied | | | | |
| Enrolled | | | | |
| Non Degree Applications Received | 1656 | 1665 | 1498 | 1361 |
| Admitted[1] | 1754 | 1796 | 1529 | 1641 |
| Denied | N/A | N/A | N/A | N/A |
| Enrolled | 1138 | 1093 | 918 | 1126 |

---

[1]The number of non degree students that are admitted includes students who have received degrees then continued as a nonmatriculated student. These students do not fill out an application form.

## STANDARD THREE – STUDENTS TABLE 2 STUDENT AFFAIRS STAFF PROFILE

(Data requested may be provided in computer format compatible to the institution's data information system.)

|  | Professional | Support | Student | Other |
|---|---|---|---|---|
| Female | 119 | 109 | 218 | 67 |
| Male | 71 | 42 | 174 | 28 |
|  |  |  |  |  |
| Degrees: |  |  |  |  |
| PhD, EdD | 19 | 0 | 0 | 0 |
| MD, JD, MSW | 12 | 0 | 0 | 1 |
| MA, MS | 56 | 4 | 11 | 9 |
| BA, BS | 90 | 56 | 30 | 29 |
| AA, AAS, Certificate, etc | 10 | 36 | 13 | 0 |
|  |  |  |  |  |
| Years Experience In field: |  |  |  |  |
| None | 0 | 0 | 125 | 8 |
| Less than 5 | 50 | 75 | 267 | 62 |
| 5 – 10 | 60 | 36 | 2 | 11 |
| 11 – 15 | 29 | 16 | 0 | 3 |
| 16 – 20 | 15 | 7 | 0 | 0 |
| More than 20 | 36 | 17 | 0 | 6 |
|  |  |  |  |  |
| Full-time: |  |  |  |  |
| 9/10 months | 0 | 0 | 0 | 0 |
| 12 months | 163 | 140 | 2 | 8 |
|  |  |  |  |  |
| Part-time: |  |  |  |  |
| 9/10 months | 12 | 5 | 254 | 28 |
| 12 months | 15 | 6 | 136 | 54 |

REQUIRED DOCUMENTATION #7

**DESCRIPTION OF PROCEDURES FOR POLICY DEVELOPMENT INCLUDING INVOLVEMENT OF STUDENTS**

From the Code of Student's Rights and Responsibilities

Part II:  Student Bill of Rights

C.  <u>Role in Governance of the University.</u>  Students have a right to participate in the formulation and application of University policy affecting academic and student affairs through clearly defined means, including membership on appropriate committees and administrative bodies.

I.  <u>Student Government and Student Organization.</u>  Students have a right to participate in elections for the Associated Students of the University of Utah. Students have a right to form student organizations for any lawful purpose.

# University of Utah
## Headcount of Tenured/Tenure Track Faculty by Rank, Ethnicity, and Gender
### Autumn, 2005

| Rank | African-American or Black | American Indian or Alaska Native | Asian or Native Hawaiian or Pacific Islander | Hispanic or Latino | White | Non-Resident Alien | Ethnicity Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| **Professor** | | | | | | | | |
| Male | 1 | 2 | 34 | 10 | 495 | 5 | 13 | 560 |
| Female | 0 | 3 | 5 | 0 | 99 | 0 | 3 | 110 |
| Total | 1 | 5 | 39 | 10 | 594 | 5 | 16 | 670 |
| **Associate** | | | | | | | | |
| Male | 7 | 0 | 20 | 11 | 197 | 8 | 8 | 251 |
| Female | 2 | 0 | 7 | 8 | 102 | 3 | 4 | 126 |
| Total | 9 | 0 | 27 | 19 | 299 | 11 | 12 | 377 |
| **Assistant** | | | | | | | | |
| Male | 3 | 1 | 20 | 9 | 119 | 27 | 29 | 208 |
| Female | 5 | 0 | 9 | 5 | 81 | 10 | 17 | 127 |
| Total | 8 | 1 | 29 | 14 | 200 | 37 | 46 | 335 |
| **Instructor** | | | | | | | | |
| Male | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 |
| Female | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 3 |
| Total | 1 | 0 | 0 | 1 | 1 | 0 | 5 | 8 |
| **All** | | | | | | | | |
| Male | 11 | 3 | 74 | 30 | 811 | 40 | 55 | 1,024 |
| Female | 8 | 3 | 21 | 14 | 283 | 13 | 24 | 366 |
| Total | 19 | 6 | 95 | 44 | 1,094 | 53 | 79 | 1,390 |

Source: Office of Budget and Analysis, 6-19-2006.

*S-4*

*Reg. Doc.*

*item 1a*

## University of Utah
## Headcount of Auxiliary Faculty by Rank, Ethnicity, and Gender
## Autumn, 2005

| Rank | African-American or Black | American Indian or Alaska Native | Asian or Native Hawaiian or Pacific Islander | Hispanic or Latino | White | Non-Resident Alien | Ethnicity Unknown | Total |
|---|---|---|---|---|---|---|---|---|
| **Adjunct** | | | | | | | | |
| Male | 2 | 0 | 1 | 1 | 41 | 0 | 4 | 49 |
| Female | 0 | 0 | 1 | 0 | 27 | 1 | 4 | 33 |
| Total | 2 | 0 | 2 | 1 | 68 | 1 | 8 | 82 |
| **Clinical** | | | | | | | | |
| Male | 0 | 0 | 18 | 3 | 224 | 9 | 11 | 265 |
| Female | 3 | 1 | 9 | 3 | 208 | 2 | 14 | 240 |
| Total | 3 | 1 | 27 | 6 | 432 | 11 | 25 | 505 |
| **Research** | | | | | | | | |
| Male | 1 | 2 | 16 | 1 | 117 | 24 | 7 | 168 |
| Female | 0 | 0 | 4 | 1 | 54 | 7 | 2 | 68 |
| Total | 1 | 2 | 20 | 2 | 171 | 31 | 9 | 236 |
| **Lecturer** | | | | | | | | |
| Male | 1 | 1 | 2 | 0 | 73 | 4 | 8 | 89 |
| Female | 0 | 1 | 1 | 1 | 42 | 3 | 3 | 51 |
| Total | 1 | 2 | 3 | 1 | 115 | 7 | 11 | 140 |
| **Visiting** | | | | | | | | |
| Male | 0 | 0 | 0 | 0 | 1 | 6 | 7 | 14 |
| Female | 0 | 0 | 0 | 0 | 6 | 0 | 3 | 9 |
| Total | 0 | 0 | 0 | 0 | 7 | 6 | 10 | 23 |
| **All** | | | | | | | | |
| Male | 4 | 3 | 37 | 5 | 456 | 43 | 37 | 585 |
| Female | 3 | 2 | 15 | 5 | 337 | 13 | 26 | 401 |
| Total | 7 | 5 | 52 | 10 | 793 | 56 | 63 | 986 |

Source: Office of Budget and Analysis, 6-19-2006.

54
Rep. Doc.
item 16

## University of Utah
## Headcount of Administrators by Job Title and Gender, with Average Years of Service
### 2005-2006

| JOB CODE | JOB TITLE | Count | Male | Female | Average Years of Service |
|---|---|---|---|---|---|
| 0001 | Executive Director, UUHC | 2 | 1 | 1 | 18 |
| 0002 | Associate Administrator | 2 | 2 | 0 | 11 |
| 0003 | Executive Dir, Healthcare Org | 5 | 5 | 0 | 16 |
| 0004 | Chief Information Officer, UUHC | 1 | 1 | 0 | 10 |
| 0005 | Medical Director, UUHC | 3 | 2 | 1 | 20 |
| 0006 | Administrative Director | 6 | 3 | 3 | 11 |
| 0007 | Service Director | 37 | 17 | 20 | 17 |
| 0324 | Director | 91 | 55 | 36 | 14 |
| 0325 | Assistant Vice President | 11 | 9 | 2 | 16 |
| 0326 | Associate Vice President | 19 | 15 | 4 | 18 |
| 0327 | Vice President | 8 | 5 | 3 | 16 |
| 0328 | Assistant Dean | 14 | 7 | 7 | 9 |
| 0329 | Associate Dean | 22 | 8 | 14 | 16 |
| 0330 | Dean | 12 | 9 | 3 | 15 |
| 0410 | Associate Department Chair | 5 | 5 | 0 | 12 |
| 0429 | Controller | 2 | 1 | 1 | 21 |
| 0477 | President | 1 | 1 | 0 | 2 |
| 0487 | Senior Vice President | 2 | 2 | 0 | 18 |
| 0493 | University Registrar | 1 | 1 | 0 | 28 |
| 0520 | Deputy General Counsel | 1 | 0 | 1 | 11 |
| 2930 | Clinical Admin Mgr | 11 | 7 | 4 | 22 |
| 2935 | Special Asst To Pres | 4 | 0 | 4 | 10 |
| 2941 | Executive Dir, Development | 5 | 2 | 3 | 18 |
| 9052 | General Counsel To President | 1 | 1 | 0 | 27 |
| 9346 | Dir, Tanner Lectures | 1 | 0 | 1 | 14 |
| 9352 | Executive Dir, Alumni Assoc | 1 | 1 | 0 | 18 |
| 9423 | Dir, Marriott Library | 1 | 0 | 1 | 1 |
| **Totals** | | **269** | **160** | **109** | |

Source: Human Resources                                           6/21/2006

*S 4*
*Reg. Doc.*
*Item 1c*

# University of Utah
## Characteristics of Selected Administrators
### 2005-2006

| Position Title | Years of Service in Current Position | Sex (M/F) | Minority (Y/N) |
|---|---|---|---|
| Chief Exec. Off. of Single Institution (Pres./Chan.) | 2.0 | M | N |
| Assistant to the President/Single Institution | 13.0 | F | N |
| General Counsel | 14.0 | M | N |
| Staff Attorney (highest level) | 8.0 | F | N |
| Chief Academic Officer | 8.0 | M | N |
| Chief Faculty Officer | 19.0 | F | N |
| Chief Health Professions Officer | 6.0 | M | N |
| Administrator, Hospital Medical Center | 28.0 | M | N |
| Medical Center Financial Officer | 4.0 | F | N |
| Dean/Director, Library Services | 1.0 | F | N |
| Associate Dean/Director, Library Services | 27.0 | F | N |
| Museum Director | 13.0 | F | N |
| Acquisitions Librarian | 32.0 | F | N |
| Chief Circulation Librarian | 41.0 | F | N |
| Chief Technical Services Librarian | 13.0 | M | N |
| Chief Public Services Librarian | 29.0 | F | N |
| Chief Special Collections Librarian | 38.0 | M | N |
| Reference Librarian | 6.0 | F | N |
| Director, Institutional Research | 4.0 | M | N |
| Director, Educational Media Services | 37.0 | F | N |
| Director, Academic Computing | 10.0 | M | Y |
| Chief Research Officer | 27.0 | M | N |
| Assoc./Asst. Chief for Research | 37.0 | M | N |
| Dean, Architecture | 3.0 | F | N |
| Dean, Business | 6.0 | M | N |
| Dean, Continuing Education | 21.0 | M | N |
| Dean, Earth Sciences/Natural Sciences | 33.0 | M | N |
| Dean, Education | 38.0 | M | N |
| Dean, Engineering | 1.0 | M | N |
| Dean, Fine Arts | 1.0 | M | Y |
| Dean, Graduate Programs | 29.0 | M | N |
| Dean, Health/Physical Education/Recreation | 2.0 | M | N |
| Dean, Honors Program | 12.0 | F | N |
| Dean, Humanities | 4.0 | M | N |
| Dean, Law | 20.0 | M | N |
| Dean, Medicine | 26.0 | M | N |
| Dean, Nursing | 4.0 | F | N |
| Dean, Pharmacy | 11.0 | M | N |
| Dean, Sciences | 36.0 | M | N |
| Dean, Social Sciences | 13.0 | M | N |
| Dean, Social Work | 5.0 | F | N |
| Dean, Undergraduate Programs | 31.0 | M | N |
| Director, Distance Education | 12.0 | F | Y |
| Chief Business Officer | 20.0 | M | N |
| Assoc./Asst. Chief for Business | 2.0 | M | N |
| Chief Financial Officer | 3.0 | M | N |
| Director, Finance | 28.0 | F | N |
| Treasurer | 2.0 | M | N |
| Director, Budgeting | 14.0 | F | N |
| Chief Planning & Budget Officer | 15.0 | M | N |

# University of Utah
## Characteristics of Selected Administrators
### 2005-2006

| Position Title | Years of Service in Current Position | Sex (M/F) | Minority (Y/N) |
|---|---|---|---|
| Chief Personnel/Human Resources Officer | 5.0 | F | N |
| Assoc./Asst. Chief for Personnel/Human Resources | 4.0 | F | N |
| Associate Director, Personnel/Human Resources | 12.0 | M | N |
| Manager, Benefits | 1.0 | F | N |
| Manager, Personnel Information Systems | 7.0 | M | N |
| Director, Affirmative Action/Equal Employment | 25.0 | M | N |
| Chief Information Systems Officer | 31.0 | M | N |
| Data Base Administrator | 17.0 | M | N |
| Systems Analyst (Highest Level) | 33.0 | F | N |
| Programmer Analyst (Highest Level) | 10.0 | F | N |
| Director, Administrative Computing | 10.0 | M | N |
| Associate Director, Administrative Computing | 25.0 | M | N |
| Chief Physical Plant/Facilities Management Officer | 3.0 | M | N |
| Director, Physical Plant/Facilities Management | 36.0 | M | N |
| Manager, Technical Trades | 31.0 | M | N |
| Manager, Custodial Services | 21.0 | M | N |
| Comptroller / Controller | 35.0 | M | N |
| Manager, Payroll | 15.0 | F | N |
| Director, Research Accounting | 28.0 | M | N |
| Director, Accounting | 25.0 | M | N |
| Staff Accountant (Highest Level) | 22.0 | M | N |
| Bursar | 30.0 | F | N |
| Director, Purchasing/Materials Management | 15.0 | M | N |
| Associate Director, Purchasing/Materials Mgt. | 26.0 | M | N |
| Director, Bookstore | 19.0 | M | N |
| Associate Director, Bookstore | 6.0 | M | N |
| Director, Internal Audit | 25.0 | M | N |
| Director, Auxiliary Services | 17.0 | M | N |
| Manager, Mail Services | 26.0 | F | N |
| Director, Campus Security | 1.0 | M | N |
| Director, Risk Management and Insurance | 18.0 | M | N |
| Director, Environmental Health and Safety | 21.0 | F | N |
| Chief Development Officer | 40.0 | M | N |
| Assoc./Asst. Chief for Development | 21.0 | F | N |
| Director, Annual Giving | 4.0 | M | N |
| Director, Corporate/Foundation Relations | 14.0 | M | N |
| Coordinator, Resource Development | 17.0 | F | N |
| Director, Planned Giving | 19.0 | M | N |
| Chief Public Relations Officer | 26.0 | M | N |
| Director, Public Relations | 7.0 | M | N |
| Director, Governmental/Legislative Relations | 8.0 | F | N |
| Director, Alumni Affairs | 17.0 | M | N |
| Director, Major Gifts | 1.0 | F | N |
| Director, Publications | 5.0 | M | N |
| Chief Student Affairs Officer | 6.0 | F | N |
| Dean of Students | 34.0 | M | N |
| Director, Admissions | 27.0 | M | N |
| Chief, Enrollment Management | 30.0 | M | N |
| Registrar | 27.0 | M | N |
| Associate Registrar | 20.0 | F | N |

# University of Utah
## Characteristics of Selected Administrators
### 2005-2006

| Position Title | Years of Service in Current Position | Sex (M/F) | Minority (Y/N) |
|---|---|---|---|
| Director, Student Financial Aid | 8.0 | M | N |
| Director, Student Housing | 7.0 | M | N |
| Director, Foreign Students | 30.0 | M | N |
| Director, Student Union | 4.0 | M | N |
| Director, Career Development and Placement | 8.0 | M | N |
| Director, Student Counseling | 5.0 | F | N |
| Director, Student Health Services (Nur. Admin.) | 10.0 | F | N |
| Director, Student Health Services | 21.0 | F | N |
| Director, Athletics | 20.0 | M | N |
| Director, Sports Information | 22.0 | F | N |
| Director, Campus Recreation/Intramurals | 7.0 | F | N |

Source: Budget and Institutional Analysis, compiled for U. of Alabama annual survey.          10/2006

# University of Utah
## Standard Four: Table 1
### Institutional Faculty Profile

| Rank | Number | | Terminal Degree | | | Salary - 9 Months | | | Full-Time Faculty | | | | | | | | |
| | FT | PT | Dr | Mast | Bach | Min | Med | Max | Years at U of U | | | Years Teaching | | | Fall 2004 Credit Load | | |
| | | | | | | | | | Min | Med | Max | Min | Med | Max | Min | Med | Max |
| PROFESSOR | 608 | 52 | 621 | 19 | 0 | $32,720 | $103,000 | $409,000 | 0 | 20 | 48 | 7 | 28 | 58 | 0 | 6 | 36 |
| ASSOCIATE PROFESSOR | 367 | 11 | 368 | 16 | 0 | $21,268 | $69,879 | $308,150 | 0 | 10 | 40 | 0 | 15 | 43 | 0 | 7 | 35 |
| ASSISTANT PROFESSOR | 320 | 14 | 314 | 19 | 0 | $24,540 | $60,000 | $216,361 | 0 | 3 | 35 | 0 | 6 | 34 | 0 | 6 | 39 |
| INSTRUCTOR | 8 | 0 | 2 | 0 | 0 | $45,000 | $49,500 | $123,607 | 0 | 0 | 1 | 1 | 6 | 14 | 0 | 0 | 6 |
| RESEARCH FACULTY | 201 | 41 | 205 | 2 | 0 | $24,540 | $58,338 | $133,370 | 0 | 5 | 30 | 1 | 12 | 59 | 0 | 0 | 24 |
| CLINICAL FACULTY | 392 | 256 | 335 | 10 | 0 | $16,360 | $94,987 | $343,560 | 0 | 7 | 37 | 0 | 15 | 42 | 0 | 0 | 37 |
| LECTURER FACULTY | 124 | 23 | 66 | 11 | 0 | $14,400 | $43,344 | $101,020 | 0 | 5 | 34 | 0 | 9 | 41 | 0 | 8 | 49 |
| VISITING FACULTY | 68 | 22 | 67 | 0 | 0 | $12,270 | $43,375 | $184,459 | 0 | 0 | 10 | 0 | 5 | 31 | 0 | 0 | 10 |
| ADJUNCTS | 102 | 279 | 90 | 3 | 0 | $9,816 | $49,670 | $227,222 | 0 | 3 | 27 | 1 | 12 | 37 | 0 | 0 | 23 |
| LIBRARIAN | 20 | 2 | 6 | 12 | 0 | $38,428 | $51,209 | $114,253 | 0 | 20 | 33 | 0 | 28 | 34 | 0 | 0 | 1 |
| ASSOCIATE LIBRARIAN | 29 | 0 | 3 | 28 | 0 | $31,998 | $39,104 | $81,800 | 0 | 13 | 35 | 10 | 19 | 35 | 0 | 0 | 2 |
| ASSISTANT LIBRARIAN | 13 | 0 | 2 | 13 | 0 | $29,099 | $32,681 | $37,732 | 0 | 3 | 6 | 0 | 3 | 29 | 0 | 0 | 1 |
| RESEARCH LIBRARIAN | 4 | 0 | 0 | 4 | 0 | $31,276 | $43,166 | $66,887 | 2 | 3 | 4 | 3 | 24 | 33 | 0 | 0 | 0 |
| GRADUATE TEACH ASST. | 0 | 433 | | | | | | | | | | | | | | | |
| GRADUATE RESEARCH ASST. | 0 | 738 | | | | | | | | | | | | | | | |

Source: Office of Budget and Institutional Analysis, compiled on 10/06/2005.

# University of Utah
## Standard Four: Table 2
### Number and Source of Terminal Degrees of Faculty

| Institution | Doctorate | Master's |
|---|---|---|
| UNIVERSITY OF UTAH | 452 | 27 |
| STANFORD UNIVERSITY | 62 | 0 |
| UNIVERSITY OF WASHINGTON | 60 | 12 |
| UNIVERSITY OF WISCONSIN AT MADISON | 54 | 1 |
| UNIVERSITY OF CALIFORNIA AT BERKELEY | 51 | 4 |
| UNIVERSITY OF CALIFORNIA AT LOS ANGELES | 48 | 2 |
| UNIVERSITY OF MICHIGAN ANN ARBOR | 47 | 3 |
| UNIVERSITY OF MINNESOTA TWIN CITIES | 45 | 1 |
| HARVARD UNIVERSITY | 36 | 2 |
| NORTHWESTERN UNIVERSITY | 34 | 0 |
| UNIVERSITY OF ILLINOIS AT CHAMPAIGN URBANA | 33 | 3 |
| WASHINGTON UNIVERSITY | 32 | 0 |
| UNIVERSITY OF CHICAGO | 31 | 1 |
| UNIVERSITY OF TEXAS AT AUSTIN | 29 | 3 |
| CORNELL UNIVERSITY | 28 | 0 |
| UNIVERSITY OF COLORADO AT BOULDER | 27 | 0 |
| COLUMBIA UNIVERSITY | 24 | 4 |
| JOHNS HOPKINS UNIVERSITY | 24 | 0 |
| YALE UNIVERSITY | 24 | 1 |
| UNIVERSITY OF IOWA | 22 | 5 |
| UNIVERSITY OF TEXAS AT DALLAS | 22 | 0 |
| MICHIGAN STATE UNIVERSITY | 21 | 0 |
| UNIVERSITY OF ARIZONA | 20 | 4 |
| DUKE UNIVERSITY | 19 | 0 |
| OHIO STATE UNIVERSITY MAIN CAMPUS | 19 | 0 |
| UNIVERSITY OF CALIFORNIA AT SAN DIEGO | 19 | 0 |
| UNIVERSITY OF OREGON | 19 | 3 |
| CALIFORNIA INSTITUTE OF TECHNOLOGY | 18 | 0 |
| MASSACHUSETTS INSTITUTE OF TECHNOLOGY | 18 | 0 |
| UNIVERSITY OF CALIFORNIA AT SAN FRANCISCO | 18 | 0 |
| TULANE UNIVERSITY OF LOUISIANA | 17 | 0 |
| UNIVERSITY OF SOUTHERN CALIFORNIA | 17 | 2 |
| BRIGHAM YOUNG UNIVERSITY | 16 | 12 |
| SUNY | 16 | 0 |
| UNIVERSITY OF COLORADO AT DENVER | 16 | 0 |
| BAYLOR UNIVERSITY | 15 | 0 |
| BROWN UNIVERSITY | 15 | 0 |
| PRINCETON UNIVERSITY | 15 | 0 |
| PURDUE UNIVERSITY MAIN CAMPUS | 15 | 0 |
| UNIVERSITY OF KANSAS MAIN CAMPUS | 15 | 1 |
| UNIVERSITY OF NEW MEXICO MAIN CAMPUS | 15 | 0 |
| CASE WESTERN RESERVE UNIVERSITY | 14 | 0 |
| CREIGHTON UNIVERSITY | 14 | 0 |
| PENNSYLVANIA STATE UNIVERSITY MAIN CAMPUS | 14 | 1 |
| UNIVERSITY OF CALIFORNIA AT DAVIS | 14 | 0 |
| UNIVERSITY OF FLORIDA | 14 | 0 |
| UNIVERSITY OF NORTH CAROLINA | 14 | 0 |
| UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL | 14 | 0 |
| UNIVERSITY OF PITTSBURGH MAIN CAMPUS | 14 | 1 |
| VANDERBILT UNIVERSITY | 14 | 0 |
| INDIANA UNIVERSITY AT BLOOMINGTON | 13 | 2 |
| MEDICAL COLLEGE OF WISCONSIN | 13 | 0 |
| UNIVERSITY OF PENNSYLVANIA | 13 | 1 |
| GEORGE WASHINGTON UNIVERSITY | 11 | 0 |
| OXFORD UNIVERSITY | 11 | 0 |
| UNIVERSITY OF IDAHO | 11 | 1 |
| UNIVERSITY OF ROCHESTER | 11 | 0 |
| UTAH STATE UNIVERSITY | 11 | 1 |
| GEORGETOWN UNIVERSITY | 10 | 0 |
| NEW YORK UNIVERSITY | 10 | 0 |
| RUTGERS UNIVERSITY | 10 | 1 |
| UNIVERSITY OF CALIFORNIA AT IRVINE | 10 | 1 |
| UNIVERSITY OF VIRGINIA MAIN CAMPUS | 10 | 1 |
| COLORADO STATE UNIVERSITY | 9 | 0 |
| OREGON HEALTH SCIENCE UNIVERSITY | 9 | 0 |
| RICE UNIVERSITY | 9 | 1 |
| UNIVERSITY OF NEBRASKA AT OMAHA | 9 | 0 |

| | | |
|---|---|---|
| MEDICAL COLLEGE OF VIRGINIA | 8 | 0 |
| UNIVERSITY OF TEXAS HOUSTON | 8 | 0 |
| UNIVERSITY OF VERMONT | 8 | 0 |
| LOMA LINDA UNIVERSITY | 7 | 0 |
| MCGILL UNIVERSITY | 7 | 2 |
| SAINT LOUIS UNIVERSITY, ST. LOUIS | 7 | 0 |
| SOUTHERN CALIFORNIA COLLEGE OF OPTOMETRY | 7 | 0 |
| TEMPLE UNIVERSITY | 7 | 1 |
| UNIVERSITY OF ALABAMA AT BIRMINGHAM | 7 | 0 |
| UNIVERSITY OF CALIFORNIA AT SANTA BARBARA | 7 | 0 |
| UNIVERSITY OF CINCINNATI MAIN CAMPUS | 7 | 1 |
| UNIVERSITY OF GEORGIA | 7 | 0 |
| UNIVERSITY OF MASSACHUSETTS AT AMHERST | 7 | 0 |
| UNIVERSITY OF SOUTH CAROLINA  AT  COLUMBIA | 7 | 0 |
| WASHINGTON STATE UNIVERSITY | 7 | 0 |
| OREGON STATE UNIVERSITY | 6 | 0 |
| TEXAS A & M UNIVERSITY | 6 | 0 |
| UNIVERSITY OF KENTUCKY | 6 | 1 |
| UNIVERSITY OF MARYLAND BALTIMORE COUNTY CAMPUS | 6 | 0 |
| UNIVERSITY OF MARYLAND COLLEGE PARK CAMPUS | 6 | 0 |
| UNIVERSITY OF MISSOURI AT COLUMBIA | 6 | 1 |
| UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE | 6 | 0 |
| WEST VIRGINIA UNIVERSITY | 6 | 0 |
| LOUISIANA STATE UNIVERSITY BATON ROUGE | 5 | 1 |
| LOYOLA UNIVERSITY OF CHICAGO | 5 | 0 |
| MAYO MEDICAL SCH-MAYO FOUNDATION | 5 | 0 |
| NEW YORK MEDICAL COLLEGE | 5 | 0 |
| SYRACUSE UNIVERSITY MAIN CAMPUS | 5 | 2 |
| TUFTS UNIVERSITY | 5 | 0 |
| UNIVERSITY OF CALGARY | 5 | 0 |
| UNIVERSITY OF CALIFORNIA AT SANTA CRUZ | 5 | 0 |
| UNIVERSITY OF MIAMI | 5 | 0 |
| UNIVERSITY OF MICHIGAN DEARBORN | 5 | 0 |
| UNIVERSITY OF OKLAHOMA NORMAN CAMPUS | 5 | 1 |
| VIRGINIA COMMONWEALTH UNIVERSITY | 5 | 0 |
| WAYNE STATE UNIVERSITY | 5 | 0 |
| ALBANY MEDICAL COLLEGE | 4 | 0 |
| CARNEGIE MELLON UNIVERSITY | 4 | 0 |
| DARTMOUTH COLLEGE | 4 | 0 |
| HAHNEMANN MEDICAL COLLEGE | 4 | 0 |
| KEIO UNIVERSITY | 4 | 0 |
| LAVAL UNIVERSITY | 4 | 0 |
| SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE | 4 | 0 |
| UNIVERSITY OF BRITISH COLUMBIA | 4 | 1 |
| UNIVERSITY OF CONNECTICUT | 4 | 1 |
| UNIVERSITY OF MASSACHUSETTS  AT  LOWELL | 4 | 0 |
| UNIVERSITY OF MISSOURI AT KANSAS CITY | 4 | 1 |
| UNIVERSITY OF NEVADA  AT  RENO | 4 | 0 |
| UNIVERSITY OF TENNESSEE AT KNOXVILLE | 4 | 1 |
| UNIVERSITY OF TEXAS SAN ANTONIO | 4 | 0 |
| UNIVERSITY OF TORONTO | 4 | 0 |
| VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIV | 4 | 1 |
| WAKE FOREST UNIVERSITY | 4 | 0 |
| ALBERT EINSTEIN COLLEGE OF MEDICINE | 3 | 0 |
| AMERICAN UNIVERSITY OF BEIRUT | 3 | 0 |
| BOSTON UNIVERSITY | 3 | 1 |
| COLORADO SCHOOL OF MINES | 3 | 0 |
| CZECHOSLOVAK ACADEMY OF SCIENCES | 3 | 0 |
| EMORY UNIVERSITY | 3 | 0 |
| FLORIDA STATE UNIVERSITY | 3 | 2 |
| GEORGIA INSTITUTE OF TECHNOLOGY MAIN CAMPUS | 3 | 0 |
| IDAHO STATE UNIVERSITY | 3 | 0 |
| INDIAN INSTITUTE OF TECHNOLOGY | 3 | 0 |
| IOWA STATE UNIVERSITY | 3 | 0 |
| KYOTO UNIVERSITY | 3 | 0 |
| MOSCOW STATE UNIVERSITY | 3 | 0 |
| NATIONAL TAIWAN UNIVERSITY | 3 | 0 |
| ROCKEFELLER UNIVERSITY | 3 | 0 |
| RUSH UNIVERSITY | 3 | 0 |
| SUNY AT ALBANY | 3 | 2 |
| SUNY AT SYRACUSE | 3 | 0 |
| SUNY COLLEGE AT BUFFALO | 3 | 0 |

| | | |
|---|---|---|
| SUNY DOWNSTATE MEDICAL CENTER | 3 | 0 |
| TECHNICAL UNIVERSITY OF BERLIN | 3 | 0 |
| THOMAS JEFFERSON UNIVERSITY | 3 | 0 |
| TOHOKU UNIVERSITY | 3 | 0 |
| UNIVERSITY OF ALBERTA | 3 | 1 |
| UNIVERSITY OF ARKANSAS AT LITTLE ROCK | 3 | 0 |
| UNIVERSITY OF CALIFORNIA AT RIVERSIDE | 3 | 0 |
| UNIVERSITY OF CAMBRIDGE | 3 | 0 |
| UNIVERSITY OF COLOGNE | 3 | 0 |
| UNIVERSITY OF DENVER | 3 | 3 |
| UNIVERSITY OF HAWAII AT MANOA | 3 | 2 |
| UNIVERSITY OF LONDON | 3 | 0 |
| UNIVERSITY OF MARYLAND | 3 | 0 |
| UNIVERSITY OF NEBRASKA AT LINCOLN | 3 | 0 |
| UNIVERSITY OF SHEFFIELD | 3 | 0 |
| UNIVERSITY OF TENNESSEE AT MEMPHIS | 3 | 0 |
| UNIVERSITY OF TEXAS | 3 | 0 |
| UNIVERSITY OF THE WITWATERSRAND | 3 | 0 |
| UNIVERSITY OF WISCONSIN AT MILWAUKEE | 3 | 1 |
| ALEXANDRIA UNIVERSITY | 2 | 1 |
| BRANDEIS UNIVERSITY | 2 | 0 |
| CHARLES UNIVERSITY | 2 | 0 |
| DALHOUSIE UNIVERSITY | 2 | 0 |
| FREIBURG UNIVERSITY | 2 | 0 |
| HUNAN MEDICAL COLLEGE | 2 | 0 |
| IMPERIAL COLLEGE OF SCIENCE & TECHNOLOGY | 2 | 0 |
| INDIANAPOLIS | 2 | 0 |
| IOFFE PHYSICO TECHNICAL INSTITUTE | 2 | 0 |
| KANSAS STATE UNIVERSITY | 2 | 0 |
| KIRKSVILLE COLLEGE OF OSTEOPATHIC MED | 2 | 0 |
| LANZHOU UNIVERSITY | 2 | 0 |
| MEDICAL COLLEGE OF GEORGIA | 2 | 0 |
| MEDICAL COLLEGE OF OHIO | 2 | 0 |
| MEDICAL COLLEGE OF PENNSYLVANIA | 2 | 0 |
| MEDICAL UNIVERSITY OF SOUTH CAROLINA | 2 | 0 |
| NORTHEASTERN UNIVERSITY | 2 | 0 |
| OHIO UNIVERSITY MAIN CAMPUS | 2 | 1 |
| OKLAHOMA STATE UNIVERSITY MAIN CAMPUS | 2 | 0 |
| PARSONS SCHOOL OF DESIGN | 2 | 0 |
| RUSSIAN ACADEMY OF SCIENCES | 2 | 0 |
| SHANGHAI MEDICAL UNIVERSITY | 2 | 0 |
| SUNY AT STONY BROOK | 2 | 0 |
| SWISS FEDERAL INSTITUTE OF TECHNOLOGY | 2 | 0 |
| UNIVERSIDAD DEL SALVADOR | 2 | 0 |
| UNIVERSITAT MUNCHEN | 2 | 0 |
| UNIVERSITE DE PARIS VII | 2 | 0 |
| UNIVERSITY OF ARKANSAS FAYETTEVILLE | 2 | 0 |
| UNIVERSITY OF BIRMINGHAM | 2 | 0 |
| UNIVERSITY OF DUBLIN | 2 | 0 |
| UNIVERSITY OF HEIDELBERG | 2 | 0 |
| UNIVERSITY OF HOUSTON UNIVERSITY PARK | 2 | 0 |
| UNIVERSITY OF LEEDS | 2 | 0 |
| UNIVERSITY OF LIVERPOOL | 2 | 0 |
| UNIVERSITY OF LOUISVILLE | 2 | 0 |
| UNIVERSITY OF MEDICINE & DENTISTRY OF NEW JERSEY | 2 | 0 |
| UNIVERSITY OF NORTH TEXAS | 2 | 0 |
| UNIVERSITY OF NOTRE DAME | 2 | 0 |
| UNIVERSITY OF PARMA | 2 | 0 |
| UNIVERSITY OF SYDNEY | 2 | 1 |
| UNIVERSITY OF TEXAS GALVESTON | 2 | 0 |
| UNIVERSITY OF TEXAS PERMIAN BASIN | 2 | 0 |
| UNIVERSITY OF WYOMING | 2 | 0 |
| UNIVERSITY OF ZAGREB | 2 | 0 |
| WEIZMANN INST OF SCIENCE | 2 | 0 |
| ACADEMY OF SCIENCES, USSR | 1 | 0 |
| ALBERT-LUDWIGS UNIVERSITAT | 1 | 0 |
| ALIGARH MUSLIM UNIVERSITY | 1 | 0 |
| ALL UNION RESEARCH INSTITUTE | 1 | 0 |
| ALL-INDIA INSTITUTE OF MEDICAL SCIENCE | 1 | 0 |
| AMERICAN UNIVERSITY | 1 | 0 |
| AMERICAN UNIVERSITY OF THE CARIBBEAN | 1 | 0 |
| ANDHRA UNIVERSITY | 1 | 0 |

| | | |
|---|---|---|
| ARIZONA STATE UNIVERSITY | 1 | 14 |
| ATTILA JOZSEF UNIVERSITY | 1 | 0 |
| AUSTRALIAN NATIONAL UNIVERSITY | 1 | 0 |
| AUTONOMOUS UNIVERSITY OF CHIHUAHUA | 1 | 0 |
| BANARAS HINDU UNIVERSITY | 1 | 0 |
| BEIJING INSTITUTE OF AERONAUTICS MATERIA | 1 | 0 |
| BOWMAN GREY SOM | 1 | 0 |
| CALIFORNIA COLLEGE OF PODIATRIC MED | 1 | 0 |
| CAMPBELL COLLEGE | 1 | 0 |
| CATHOLIC UNIVERSITY | 1 | 0 |
| CATHOLIC UNIVERSITY OF LOUVAIN | 1 | 0 |
| CHICAGO COLLEGE OF OSTEOPATHIC | 1 | 0 |
| CHINESE ACADEMY OF SCIENCES | 1 | 0 |
| CHRISTIAN-ALBRECHTS-UNIVERSITAT KIEL | 1 | 0 |
| CLEMSON UNIVERSITY | 1 | 0 |
| COLLEGE OF CHARLESTON | 1 | 0 |
| COLLEGE OF OSTEOPATHIC MEDICINE OF PACIFIC | 1 | 0 |
| COMENIUS UNIVERSITY | 1 | 0 |
| COURANT | 1 | 0 |
| DAMASCUS UNIVERSITY | 1 | 0 |
| DES MOINES UNIVERSITY | 1 | 0 |
| DR WM. SCHOLL COLLEGE OF PODIATRIC MEDICINE | 1 | 0 |
| DREXEL UNIVERSITY | 1 | 0 |
| DUCHESS YORK SCHOOL NURSING | 1 | 0 |
| EAST TENNESSEE STATE UNIVERSITY | 1 | 0 |
| EASTMAN SCHOOL OF MUSIC | 1 | 0 |
| EOTVOS L UNIVERSITY | 1 | 0 |
| EUROPEAN LAB FOR PARTICLE PHYS | 1 | 0 |
| FEDERAL UNIVERSITY OF PARANA | 1 | 0 |
| FLORIDA INTERNATIONAL UNIVERSITY | 1 | 0 |
| FREIE UNIVERSITAT BERLIN | 1 | 0 |
| FUJIAN MEDICAL COLLEGE | 1 | 0 |
| GEORGIA STATE UNIVERSITY | 1 | 0 |
| GRADUATE SCHOOL OF TOKYO MEDICAL & DENTAL | 1 | 0 |
| GRADUATE THEOLOGICAL FOUNDATIO | 1 | 0 |
| GYEONGSANG NATIONAL UNIVERSITY | 1 | 0 |
| HEBREW UNIVERSITY OF JERUSALEM, THE | 1 | 0 |
| HEIDELBERG UNIVERSITY | 1 | 0 |
| HIROSHIMA UNIVERSITY | 1 | 0 |
| HOKKAIDO UNIVERSITY | 1 | 0 |
| HOWARD UNIVERSITY | 1 | 0 |
| INDIANA STATE UNIVERSITY | 1 | 1 |
| INDIANA UNIV - PURDUE UNIVERSITY AT FT WAYNE | 1 | 0 |
| INJE UNIVERSITY | 1 | 0 |
| INSTITUTE OF HIGH ENERGY PHYSICS | 1 | 0 |
| INSTITUTE OF PHYSIOLOGY | 1 | 0 |
| INSTITUTE OF TRANSPLANTOLOGY & ARTIFICIAL ORGANS | 1 | 0 |
| INSTITUTO CIENCIAS DE LA SALUD | 1 | 0 |
| INTERNATIONAL UNIVERSITY TORREY | 1 | 0 |
| ISRAEL INSTITUTE OF TECHNOLOGY | 1 | 0 |
| IZMEVSK MEDICAL INSTITUTE | 1 | 0 |
| JADAVPUR UNIVERSITY | 1 | 0 |
| JEFFERSON COLLEGE | 1 | 0 |
| JEONBUG NATIONAL UNIVERSITY | 1 | 0 |
| KANSAS CITY UNIVERSITY OF MD & BIOSC | 1 | 0 |
| KARL FRANZENS UNIVERSITY | 1 | 0 |
| KARPOV INSTITUTE OF PHYS CHEM | 1 | 0 |
| KENT STATE UNIVERSITY MAIN | 1 | 1 |
| KIEV POLYTECHNIC INSTITUTE | 1 | 0 |
| KING EDWARD MEDICAL COLLEGE | 1 | 0 |
| KINGS COLLEGE | 1 | 0 |
| LANDAU INSTITUTE FOR PHYSICS | 1 | 0 |
| LEHIGH UNIVERSITY | 1 | 0 |
| LENINGRAD POLYTECHNICAL INSTITUTE | 1 | 0 |
| MAHARAJA SAYAJIRAO UNIVERSITY | 1 | 0 |
| MANHATTAN SCHOOL OF MUSIC | 1 | 0 |
| MARSHALL UNIVERSITY | 1 | 0 |
| MAX-PLANCK-INSTITUTE FUR ENTWI | 1 | 0 |
| MCMASTER UNIVERSITY | 1 | 0 |
| MISSISSIPPI STATE UNIVERSITY | 1 | 0 |
| MONASH UNIVERSITY | 1 | 1 |
| MOSCOW INSTITUTE OF PHYSICS & TECH | 1 | 0 |

| | | |
|---|---|---|
| MOSCOW MEDICAL ACADEMY | 1 | 0 |
| MUNDIAL UNIVERSITY | 1 | 0 |
| NATIONAL POLYTECHNIC INSTITUTE | 1 | 0 |
| NEW SCHOOL OF SOCIAL RESEARCH | 1 | 0 |
| NGAGYUR SAMTEN CHOKHORLING INS | 1 | 0 |
| NORTH TEXAS STATE UNIVERSITY | 1 | 0 |
| NORTHERN ARIZONA UNIVERSITY | 1 | 0 |
| NOVA SOUTHEASTERN UNIVERSITY | 1 | 0 |
| OHIO COLLEGE OF PODIATRIC MEDICINE | 1 | 0 |
| PACIFIC UNIVERSITY | 1 | 0 |
| PACIFICA GRADUATE INSTITUTE | 1 | 0 |
| PEDAGOGICAL INSTITUTE | 1 | 0 |
| PEKING UNION MEDICAL COLL | 1 | 0 |
| PENNSYLVANIA STATE UNIVERSITY  AT  HERSHEY | 1 | 0 |
| PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE | 1 | 0 |
| PHILADELPHIA COLLEGE OF PHARMACY AND SCIENCE | 1 | 0 |
| PIKEVILLE COLLEGE TLNT | 1 | 0 |
| PONTIFICIA UNIVERSITY JAVERIANA | 1 | 0 |
| QUEENS UNIVERSITY | 1 | 0 |
| RENSSELAER POLYTECHNIC INSTITUTE | 1 | 0 |
| RIJKSUNIVERSTEIT GRONINGEN | 1 | 0 |
| ROME UNIVERSITY | 1 | 0 |
| ROYAL COLLEGE OF SURGEONS | 1 | 0 |
| SAARLAND UNIVERSITY | 1 | 0 |
| SAINT GEORGES UNIVERSITY SCHOOL OF MEDICINE | 1 | 0 |
| SAINT PETERSBURG STATE UNIVERSITY | 1 | 0 |
| SCRIPPS COLLEGE | 1 | 0 |
| SECHENOV MOSCOW MEDICAL ACAD | 1 | 0 |
| SHANGHAI INSTITUTE OF ORGANIC CHEMISTRY | 1 | 0 |
| SMITH COLLEGE | 1 | 0 |
| SOUTHEAST UNIVERSITY | 1 | 0 |
| SOUTHERN COLLEGE OF OPTOMETRY | 1 | 0 |
| SRI VENKATESWARA UNIVERSITY | 1 | 0 |
| SUN YAT SEN UNIVERSITY OF MEDICAL SCIENCES | 1 | 0 |
| SUNY AT BUFFALO | 1 | 0 |
| SZEGED UNIVERSITY | 1 | 0 |
| TECHNICAL UNIVERSITY OF GDANSK | 1 | 0 |
| TECHNICAL UNIVERSITY OF MUNICH | 1 | 0 |
| TEXAS COLLEGE OF OSTEOPATHIC MEDICINE | 1 | 0 |
| TEXAS WOMANS UNIVERSITY | 1 | 0 |
| TONGJI MEDICAL UNIVERSITY | 1 | 0 |
| UNIFORMED SERVICES UNIVERSITY OF HEALTH SC | 1 | 0 |
| UNION UNIVERSITY | 1 | 0 |
| UNIVERSIDAD CENTRAL DEL CARIBE | 1 | 0 |
| UNIVERSIDAD DE BUENOS AIRES | 1 | 0 |
| UNIVERSIDAD DE CHILE | 1 | 0 |
| UNIVERSIDADE DE MINAS GERAIS | 1 | 0 |
| UNIVERSITA DEGLI STUDI DE PAVIA | 1 | 0 |
| UNIVERSITA DEGLI STUDI DI PARMA | 1 | 0 |
| UNIVERSITA FEDERICO II | 1 | 0 |
| UNIVERSITAT BERN | 1 | 0 |
| UNIVERSITAT HAMBURG | 1 | 0 |
| UNIVERSITAT KARLSRUHE | 1 | 0 |
| UNIVERSITE DE LIEGE | 1 | 0 |
| UNIVERSITE DE PARIS II | 1 | 0 |
| UNIVERSITE DE PIERRE ET MARIE CURIE | 1 | 0 |
| UNIVERSITE PARIS XI | 1 | 0 |
| UNIVERSITY COLLEGE | 1 | 0 |
| UNIVERSITY MEDICAL DENTISTRY N | 1 | 0 |
| UNIVERSITY OF BAJA CALIFORNIA | 1 | 0 |
| UNIVERSITY OF BRUSSELS | 1 | 0 |
| UNIVERSITY OF CALCUTTA | 1 | 0 |
| UNIVERSITY OF CAPE TOWN | 1 | 0 |
| UNIVERSITY OF COPENHAGEN | 1 | 0 |
| UNIVERSITY OF DELHI | 1 | 1 |
| UNIVERSITY OF DUNDEE | 1 | 0 |
| UNIVERSITY OF EDINBURGH | 1 | 0 |
| UNIVERSITY OF ESSEN | 1 | 0 |
| UNIVERSITY OF GENOVA | 1 | 0 |
| UNIVERSITY OF GHANA | 1 | 0 |
| UNIVERSITY OF GLASGOW | 1 | 0 |
| UNIVERSITY OF HARTFORD | 1 | 0 |

| | | |
|---|---|---|
| UNIVERSITY OF INDIANA | 1 | 0 |
| UNIVERSITY OF KIEL | 1 | 0 |
| UNIVERSITY OF LAGOS | 1 | 0 |
| UNIVERSITY OF MAINE | 1 | 0 |
| UNIVERSITY OF MANCHESTER | 1 | 0 |
| UNIVERSITY OF MEMPHIS | 1 | 0 |
| UNIVERSITY OF MILAN | 1 | 0 |
| UNIVERSITY OF MISSOURI AT ROLLA | 1 | 0 |
| UNIVERSITY OF MONTANA | 1 | 0 |
| UNIVERSITY OF NEUCHATEL | 1 | 0 |
| UNIVERSITY OF NEW ENGLAND | 1 | 0 |
| UNIVERSITY OF NEW HAMPSHIRE | 1 | 0 |
| UNIVERSITY OF NEW SOUTH WALES | 1 | 0 |
| UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE | 1 | 0 |
| UNIVERSITY OF NORTH CAROLINA AT GREENSBORO | 1 | 0 |
| UNIVERSITY OF NORTH DAKOTA WILLISTON BRANCH | 1 | 0 |
| UNIVERSITY OF NORTHERN COLORADO | 1 | 0 |
| UNIVERSITY OF NOTTINGHAM | 1 | 0 |
| UNIVERSITY OF OSTEOPATHIC MEDICINE & HLTH SCI | 1 | 0 |
| UNIVERSITY OF PAVIA | 1 | 0 |
| UNIVERSITY OF PUERTO RICO AT SAN JUAN | 1 | 0 |
| UNIVERSITY OF RHODE ISLAND | 1 | 1 |
| UNIVERSITY OF SAN FRANCISCO | 1 | 0 |
| UNIVERSITY OF SANTO TOMAS | 1 | 0 |
| UNIVERSITY OF SASKATCHEWAN | 1 | 0 |
| UNIVERSITY OF SOUTH DAKOTA | 1 | 0 |
| UNIVERSITY OF ST ANDREWS | 1 | 0 |
| UNIVERSITY OF STELLENBOSCH | 1 | 0 |
| UNIVERSITY OF UTRECHT | 1 | 0 |
| UNIVERSITY OF VIENNA | 1 | 0 |
| UNIVERSITY OF WATERLOO | 1 | 0 |
| UNIVERSITY OF WESTERN AUSTRALIA | 1 | 0 |
| UNIVERSITY OF WESTERN ONTARIO | 1 | 0 |
| UNIVERSITY OF WROCLAW | 1 | 0 |
| VISHNEVSKY INSTITUTE  SURGERY | 1 | 0 |
| WESTERN UNIVERSITY | 1 | 0 |
| WILLAMETTE UNIVERSITY | 1 | 0 |
| YORK UNIVERSITY | 1 | 0 |
| ZHEJIANG MEDICAL UNIVERSITY | 1 | 0 |
| ZHEJIANG UNIVERSITY | 1 | 0 |
| AMERICAN CONSERVATORY THEATER | 0 | 1 |
| ART INSTITUTE OF CHICAGO | 0 | 1 |
| CALIFORNIA POLYTECHNIC SAN LUIS OBISPO | 0 | 1 |
| CALIFORNIA STATE UNIVERSITY FULLERTON | 0 | 1 |
| CALIFORNIA STATE UNIVERSITY LOS ANGELES | 0 | 1 |
| CENTRAL SCHOOL OF SPEECH & DRAMA | 0 | 1 |
| CHITTAGONG COLLEGE | 0 | 1 |
| DOMINICAN UNIVERSITY | 0 | 1 |
| EMPORIA STATE UNIVERSITY | 0 | 3 |
| GODDARD COLLEGE | 0 | 1 |
| MAULANA AZAD MEDICAL COLLEGE | 0 | 1 |
| MILLS COLLEGE | 0 | 1 |
| SAN FRANCISCO STATE UNIVERSITY | 0 | 1 |
| SETH G.S. MEDICAL COLLEGE | 0 | 1 |
| SOUTHERN CALIFORNIA INSTITUTE | 0 | 1 |
| SOUTHERN METHODIST UNIVERSITY | 0 | 1 |
| SUNY COLLEGE AT GENESEO | 0 | 1 |
| UNIVERSITY OF DAYTON | 0 | 1 |
| UNIVERSITY OF HYDERABAD | 0 | 1 |
| UNIVERSITY OF MADRAS | 0 | 2 |
| WESTMINSTER COLLEGE OF SALT LAKE CITY | 0 | 1 |

Source: Office of Budget and Institutional Analysis, compiled on 10/06/2005.

# 2005-2006 Faculty Salaries
## University of Utah Compared to Salaries at 52 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 | 56 | 81,712 | 96,437 | 84.7% | 58 | 61,755 | 65,094 | 94.9% | 41 | 49,531 | 52,287 | 94.7% | 155 | 65,732 | 73,030 | 90.0% |
| Communication | 11 | 86,549 | 95,921 | 90.2% | 11 | 67,763 | 67,912 | 99.8% | 6 | 50,993 | 56,181 | 90.8% | 28 | 71,550 | 76,402 | 93.6% |
| English | 17 | 83,693 | 97,025 | 86.3% | 8 | 69,170 | 64,557 | 107.1% | 10 | 50,800 | 52,303 | 97.1% | 35 | 70,975 | 76,826 | 92.4% |
| History | 8 | 80,150 | 96,798 | 82.8% | 14 | 60,462 | 64,674 | 93.5% | 9 | 50,156 | 52,403 | 95.7% | 31 | 62,551 | 69,402 | 90.1% |
| Languages | 11 | 69,454 | 95,840 | 72.5% | 13 | 53,269 | 62,493 | 85.2% | 10 | 48,519 | 49,954 | 97.1% | 34 | 57,108 | 69,594 | 82.1% |
| Linguistics | 4 | 89,805 | 94,472 | 95.1% | 6 | 64,259 | 68,246 | 94.2% | 1 | 43,138 | 54,288 | 79.5% | 11 | 71,628 | 76,514 | 93.6% |
| Philosophy | 5 | 87,333 | 97,885 | 89.2% | 6 | 59,750 | 64,104 | 93.2% | 5 | 47,419 | 51,636 | 91.8% | 16 | 64,516 | 70,764 | 91.2% |
| LAW | 21 | 121,102 | 151,451 | 80.0% | 7 | 89,434 | 102,565 | 87.2% | 0 | 0 | 88,347 | 0.0% | 28 | 113,185 | 139,230 | 81.3% |
| MINES & EARTH SCI | 23 | 88,383 | 99,374 | 88.9% | 10 | 70,650 | 73,463 | 96.2% | 8 | 59,763 | 62,788 | 95.2% | 41 | 78,473 | 85,915 | 91.3% |
| Geo. & Geophysics | 13 | 84,851 | 96,755 | 87.7% | 5 | 65,061 | 68,541 | 94.9% | 1 | 58,000 | 59,111 | 98.1% | 19 | 78,230 | 87,349 | 89.6% |
| Meteorology | 3 | 83,897 | 107,642 | 77.9% | 2 | 81,098 | 74,037 | 109.5% | 4 | 57,350 | 60,230 | 95.2% | 9 | 71,476 | 79,102 | 90.4% |
| Metallurgical Eng. | 5 | 93,948 | 97,873 | 96.0% | 1 | 69,000 | 86,150 | 80.1% | 2 | 64,350 | 68,198 | 94.4% | 8 | 83,430 | 88,989 | 93.8% |
| Mining Eng. | 2 | 104,154 | 107,743 | 96.7% | 2 | 75,000 | 78,849 | 95.1% | 1 | 62,000 | 65,880 | 94.1% | 5 | 84,062 | 87,813 | 95.7% |
| NURSING | 7 | 95,392 | 94,663 | 100.8% | 9 | 74,110 | 72,424 | 102.3% | 9 | 65,178 | 59,453 | 109.6% | 25 | 76,853 | 73,981 | 103.9% |
| PHARMACY | 20 | 121,031 | 109,416 | 110.6% | 9 | 79,518 | 77,287 | 102.9% | 8 | 68,099 | 65,116 | 104.6% | 37 | 99,488 | 92,022 | 108.1% |
| SCIENCE | 89 | 97,177 | 105,963 | 91.7% | 21 | 70,137 | 70,446 | 99.6% | 20 | 62,201 | 61,034 | 101.9% | 130 | 87,428 | 93,313 | 93.7% |
| Biology | 27 | 95,336 | 106,825 | 89.2% | 6 | 67,470 | 68,773 | 98.1% | 5 | 63,223 | 60,737 | 104.1% | 38 | 86,711 | 94,753 | 91.5% |
| Chemistry | 15 | 113,895 | 110,800 | 102.8% | 3 | 84,050 | 71,971 | 116.8% | 7 | 65,145 | 59,730 | 109.1% | 25 | 96,664 | 91,841 | 105.3% |
| Mathematics | 32 | 94,392 | 103,611 | 91.1% | 8 | 68,679 | 69,711 | 98.5% | 3 | 56,471 | 59,699 | 94.6% | 43 | 86,963 | 94,240 | 92.3% |
| Physics | 15 | 89,716 | 104,590 | 85.8% | 4 | 66,619 | 73,280 | 90.9% | 5 | 60,494 | 63,957 | 94.6% | 24 | 79,779 | 90,906 | 87.8% |
| SOCIAL & BEH. SCI. | 50 | 86,574 | 106,934 | 81.0% | 48 | 59,815 | 72,545 | 82.5% | 30 | 51,502 | 58,156 | 88.6% | 128 | 68,319 | 82,606 | 82.7% |
| Anthropology | 8 | 82,043 | 93,788 | 87.5% | 6 | 49,964 | 64,700 | 77.2% | 0 | 0 | 54,324 | 0.0% | 14 | 68,295 | 81,322 | 84.0% |
| Economics | 8 | 88,091 | 131,099 | 67.2% | 10 | 66,860 | 89,368 | 74.8% | 1 | 62,299 | 79,992 | 77.9% | 19 | 75,559 | 106,445 | 71.0% |
| FCS | 4 | 96,914 | 92,818 | 104.4% | 8 | 58,352 | 66,705 | 87.5% | 5 | 50,914 | 55,868 | 91.1% | 17 | 65,238 | 69,662 | 93.6% |
| Geography | 3 | 76,929 | 93,844 | 82.0% | 2 | 60,164 | 66,136 | 91.0% | 3 | 50,962 | 55,431 | 91.9% | 8 | 63,000 | 72,512 | 86.9% |
| Political Science | 8 | 81,760 | 107,471 | 76.1% | 10 | 54,008 | 70,767 | 76.3% | 6 | 46,330 | 59,045 | 78.5% | 24 | 61,339 | 80,071 | 76.6% |
| Psychology | 16 | 90,667 | 108,190 | 83.8% | 11 | 64,319 | 68,980 | 93.2% | 8 | 53,545 | 58,615 | 91.4% | 35 | 73,901 | 84,535 | 87.4% |
| Sociology | 3 | 81,472 | 101,332 | 80.4% | 1 | 67,999 | 67,936 | 100.1% | 7 | 52,709 | 56,553 | 93.2% | 11 | 61,943 | 69,800 | 88.7% |
| SOCIAL WORK | 5 | 70,901 | 102,213 | 69.4% | 6 | 53,748 | 70,165 | 76.6% | 4 | 53,723 | 56,540 | 95.0% | 15 | 59,459 | 77,214 | 77.0% |
| UU Overall Average | 393 | 97,826 | 108,121 | 90.5% | 273 | 70,497 | 74,769 | 94.3% | 233 | 60,664 | 62,633 | 96.9% | 899 | 79,895 | 86,203 | 92.7% |

Source: 2005-06 Oklahoma State University Salary Survey; compiled by Budget and Planning, U of U.

## 2005-2006 Faculty Salaries
### University of Utah Compared to Salaries at 52 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 | 76,051 | 92,820 | 81.9% | 5 | 72,629 | 70,435 | 103.1% | 6 | 51,155 | 54,382 | 94.1% | 15 | 64,952 | 69,983 | 92.8% |
| BUSINESS | 16 | 154,643 | 150,184 | 103.0% | 19 | 127,138 | 114,618 | 110.9% | 15 | 114,142 | 112,890 | 101.1% | 50 | 132,041 | 125,480 | 105.2% |
| Accounting | 3 | 142,880 | 150,157 | 95.2% | 6 | 139,656 | 116,907 | 119.5% | 4 | 129,788 | 117,219 | 110.7% | 13 | 137,364 | 124,676 | 110.2% |
| Finance | 7 | 169,461 | 152,217 | 111.3% | 3 | 146,667 | 119,698 | 122.5% | 2 | 137,438 | 130,307 | 105.5% | 12 | 158,425 | 140,436 | 112.8% |
| Management | 2 | 123,720 | 151,133 | 81.9% | 9 | 114,502 | 111,919 | 102.3% | 7 | 98,896 | 107,468 | 92.0% | 18 | 109,457 | 114,545 | 95.6% |
| Marketing | 4 | 152,995 | 146,170 | 104.7% | 1 | 107,169 | 109,929 | 97.5% | 2 | 112,918 | 105,789 | 106.7% | 7 | 134,998 | 129,455 | 104.3% |
| EDUCATION | 18 | 80,567 | 94,430 | 85.3% | 15 | 63,230 | 67,485 | 93.7% | 22 | 54,249 | 55,006 | 98.6% | 55 | 65,312 | 71,312 | 91.6% |
| ELP | 2 | 97,985 | 100,804 | 97.2% | 3 | 67,906 | 68,401 | 99.3% | 5 | 56,774 | 56,247 | 100.9% | 10 | 68,356 | 68,805 | 99.3% |
| Ed. Psychlgy | 6 | 75,942 | 95,940 | 79.2% | 4 | 55,563 | 69,276 | 80.2% | 6 | 49,859 | 55,324 | 90.1% | 16 | 61,066 | 74,043 | 82.5% |
| Special Ed. | 4 | 78,450 | 90,088 | 87.1% | 2 | 61,202 | 64,412 | 95.0% | 3 | 50,000 | 52,977 | 94.4% | 9 | 65,134 | 72,012 | 90.4% |
| ECS | 3 | 82,363 | 97,791 | 84.2% | 4 | 71,783 | 67,017 | 107.1% | 5 | 60,032 | 55,739 | 107.7% | 12 | 69,532 | 70,011 | 99.3% |
| T&L | 3 | 79,234 | 89,588 | 88.4% | 2 | 56,473 | 66,538 | 84.9% | 3 | 53,433 | 53,109 | 100.6% | 8 | 63,868 | 70,146 | 91.1% |
| ENGINEERING | 50 | 125,058 | 121,052 | 103.3% | 29 | 85,928 | 87,666 | 98.0% | 32 | 77,703 | 76,148 | 102.0% | 111 | 101,183 | 99,384 | 101.8% |
| Bioengineering | 7 | 118,624 | 121,787 | 97.4% | 4 | 90,642 | 86,801 | 104.4% | 3 | 83,848 | 74,846 | 112.0% | 14 | 103,177 | 101,732 | 101.4% |
| Chem/Fuels Eng. | 7 | 132,007 | 122,559 | 107.7% | 5 | 78,005 | 85,857 | 90.9% | 1 | 68,340 | 75,061 | 91.0% | 13 | 106,340 | 104,789 | 101.5% |
| Civil Eng. | 3 | 113,865 | 112,135 | 101.5% | 4 | 71,913 | 82,790 | 86.9% | 5 | 66,385 | 72,504 | 91.6% | 12 | 80,098 | 85,840 | 93.3% |
| Computer Science | 16 | 132,772 | 123,347 | 107.6% | 5 | 94,751 | 95,311 | 99.4% | 7 | 87,277 | 83,280 | 104.8% | 28 | 114,609 | 108,324 | 105.8% |
| Electrical Eng. | 5 | 116,585 | 121,410 | 96.0% | 5 | 89,329 | 89,586 | 99.7% | 5 | 78,451 | 78,861 | 99.5% | 15 | 94,788 | 96,619 | 98.1% |
| Mechanical Eng. | 9 | 119,121 | 116,743 | 102.0% | 3 | 88,305 | 85,312 | 103.5% | 9 | 75,469 | 72,407 | 104.2% | 21 | 96,011 | 93,252 | 103.0% |
| Materials Science | 3 | 125,843 | 124,833 | 100.8% | 3 | 88,787 | 84,752 | 104.8% | 2 | 76,142 | 72,840 | 104.5% | 8 | 99,522 | 96,804 | 102.8% |
| FINE ARTS | 25 | 66,631 | 83,456 | 79.8% | 22 | 51,859 | 60,657 | 85.5% | 23 | 43,242 | 50,730 | 85.2% | 70 | 54,303 | 65,538 | 82.9% |
| Art | 7 | 64,856 | 90,030 | 72.0% | 2 | 61,061 | 62,927 | 97.0% | 9 | 46,536 | 51,903 | 89.7% | 18 | 55,274 | 67,955 | 81.3% |
| Ballet | 2 | 69,536 | 74,026 | 93.9% | 5 | 45,131 | 58,826 | 76.7% | 0 | 0 | 48,145 | 0.0% | 7 | 52,104 | 63,169 | 82.5% |
| Dance | 2 | 67,178 | 74,026 | 90.7% | 2 | 53,930 | 58,826 | 91.7% | 0 | 44,054 | 48,145 | 91.5% | 8 | 52,304 | 57,286 | 91.3% |
| Film | 2 | 86,625 | 85,993 | 100.7% | 1 | 47,074 | 58,960 | 79.8% | 4 | 41,000 | 56,659 | 72.4% | 8 | 65,331 | 71,901 | 90.9% |
| Music | 9 | 60,460 | 82,208 | 73.5% | 8 | 53,385 | 61,800 | 86.4% | 7 | 38,529 | 50,584 | 76.2% | 24 | 51,705 | 66,182 | 78.1% |
| Theatre | 3 | 73,657 | 82,739 | 89.0% | 4 | 52,779 | 60,866 | 86.7% | 2 | 44,406 | 48,170 | 92.2% | 9 | 57,878 | 65,336 | 88.6% |
| HEALTH | 9 | 80,686 | 96,954 | 83.2% | 15 | 61,478 | 68,994 | 89.1% | 15 | 53,118 | 57,771 | 91.9% | 39 | 62,695 | 71,130 | 88.1% |
| Comm. Disorders | 2 | 88,355 | 97,838 | 90.3% | 5 | 64,283 | 64,300 | 100.0% | 2 | 55,904 | 58,424 | 95.7% | 9 | 67,770 | 70,447 | 96.2% |
| Foods & Nutrition | 1 | 77,778 | 101,052 | 77.0% | 0 | 0 | 71,645 | 0.0% | 1 | 52,000 | 57,323 | 90.7% | 2 | 64,889 | 79,188 | 81.9% |
| Health Ed. & Prom. | 2 | 73,763 | 96,958 | 76.1% | 1 | 55,000 | 67,197 | 81.8% | 2 | 53,630 | 56,002 | 95.8% | 5 | 61,957 | 74,623 | 83.0% |
| ESS | 1 | 71,388 | 98,508 | 72.5% | 4 | 59,370 | 67,985 | 87.3% | 5 | 51,598 | 56,174 | 91.9% | 10 | 56,686 | 65,132 | 87.0% |
| Occupat'l Therapy | 0 | 0 | 99,981 | 0.0% | 0 | 0 | 64,563 | 0.0% | 2 | 51,539 | 61,715 | 83.5% | 2 | 51,539 | 61,715 | 83.5% |
| Physical Therapy | 1 | 91,737 | 92,216 | 99.5% | 3 | 67,139 | 78,652 | 85.4% | 1 | 61,500 | 63,343 | 97.1% | 5 | 70,931 | 78,303 | 90.6% |
| PRT | 2 | 80,518 | 95,609 | 84.2% | 2 | 53,431 | 69,156 | 77.3% | 2 | 51,567 | 56,373 | 91.5% | 6 | 61,839 | 73,713 | 83.9% |

6/5/2006

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 | Texas A&M | Kentucky |
| Colorado State | Alabama at Birmingham | Maryland at College Park |
| Cornell (NY) | Arizona | Massachusetts |
| Florida State | UC Berkeley | Michigan |
| Georgia Institute of Technology | UC Davis | Minnesota |
| Indiana U. at Bloomington | UC Irvine | Missouri at Columbia |
| Iowa State | UCLA | Nebraska at Lincoln |
| Louisiana State | UC San Diego | New Mexico |
| Michigan State | UC Santa Barbara | Tennessee at Knoxville |
| New Mexico State | Colorado at Boulder | Texas at Austin |
| North Carolina State at Raleigh | Connecticut | Virginia |
| Ohio State | Florida | Washington |
| Oregon State | Georgia | Wisconsin at Madison |
| Penn State | Hawaii at Manoa | Utah State |
| Purdue | Illinois at Chicago | Virginia Polytechnic Institute & State U. |
| Rutgers | Illinois at Urbana/Champaign | West Virginia |
| SUNY Buffalo | Iowa | |
| SUNY Stony Brook | Kansas | |

# American Association of University Professors
# Faculty Compensation Survey 2005-06

*Please complete the following fields to ensure proper identification of this file.*

| | |
|---|---|
| Unit ID (see e-mail): | 230764 |
| Institution: | University of Utah |
| Respondent Name: | Amy Shive |
| Phone Number: | 801-581-6135 |
| E-Mail Address: | amy.shive@utah.edu |

For complete instructions and general assistance with this form, please check our Web page at
http://www.aaup.org/research/

## Administrative Compensation

| See instructions | Base Salary | Supplement |
|---|---|---|
| President/Chancellor | 305325 | 0 |
| Chief Academic Officer | 370833 | 0 |
| Chief Financial Officer | 127725 | 0 |
| Chief Development Officer | 180000 | 0 |
| Chief Administration Officer | 175000 | 0 |

**Note:** If you report 12-month faculty salaries, whether separately or combined with 9-month, please read the instructions before completing this page. The handling of conversion to 9-month equivalents has changed from previous years.

## Section I -- Number, Total Salaries, and Tenure Status of Full-Time Instructional Faculty, 2005-06

| Academic Rank | MEN (1) Number of Faculty | (2) Total Contracted Salaries ($) | (3) Not Tenure-Track | (4) On Tenure-Track | (5) Tenured | WOMEN (6) Number of Faculty | (7) Total Contracted Salaries ($) | (8) Not Tenure-Track | (9) On Tenure-Track | (10) Tenured |
|---|---|---|---|---|---|---|---|---|---|---|
| **Part a. Faculty on 9-Month Contracts (i.e., regardless of number of salary installments)** | | | | | | | | | | |
| 1. Professor | 271 | 26,139,867 | 0 | 1 | 270 | 59 | 5,091,844 | 0 | 0 | 59 |
| 2. Associate | 151 | 10,425,172 | 0 | 13 | 138 | 85 | 5,977,261 | 0 | 8 | 77 |
| 3. Assistant | 112 | 7,144,425 | 0 | 109 | 3 | 92 | 5,209,441 | 0 | 91 | 1 |
| 4. Instructor | 3 | 201,000 | 0 | 3 | 0 | 2 | 92,925 | 0 | 2 | 0 |
| 5. Lecturer | 49 | 2,346,933 | 49 | 0 | 0 | 80 | 3,764,586 | 80 | 0 | 0 |
| 6. No Rank | 2 | 118,663 | 2 | 0 | 0 | 10 | 386,355 | 10 | 0 | 0 |
| 7. TOTAL | 588 | 46,376,060 | 51 | 126 | 411 | 328 | 20,522,412 | 90 | 101 | 137 |
| **Part b. Faculty on 12-Month Contracts (give actual amounts here, they will be converted in processing)** | | | | | | | | | | |
| 1. Professor | 45 | 6,499,398 | 0 | 1 | 44 | 11 | 1,505,280 | 0 | 0 | 11 |
| 2. Associate | 20 | 1,886,545 | 0 | 5 | 15 | 9 | 930,613 | 0 | 2 | 7 |
| 3. Assistant | 18 | 1,411,126 | 0 | 18 | 0 | 7 | 515,572 | 0 | 7 | 0 |
| 4. Instructor | | | | | | | | | | |
| 5. Lecturer | 57 | 3,299,178 | 57 | 0 | 0 | 62 | 3,728,266 | 62 | 0 | 0 |
| 6. No Rank | 14 | 569,957 | 14 | 0 | 0 | 16 | 640,125 | 16 | 0 | 0 |
| 7. TOTAL | 154 | 13,666,204 | 71 | 24 | 59 | 105 | 7,319,856 | 78 | 9 | 18 |
| **Part c. (Calculates automatically) 9-Month plus 12-Month converted** | | | | | | | | | | |
| 1. Professor | 316 | 31,457,556 | 0 | 2 | 314 | 70 | 6,323,497 | 0 | 0 | 70 |
| 2. Associate | 171 | 11,968,709 | 0 | 18 | 153 | 94 | 6,738,672 | 0 | 10 | 84 |
| 3. Assistant | 130 | 8,298,883 | 0 | 127 | 3 | 99 | 5,631,273 | 0 | 98 | 1 |
| 4. Instructor | 3 | 201,000 | 0 | 3 | 0 | 2 | 92,925 | 0 | 2 | 0 |
| 5. Lecturer | 106 | 5,046,260 | 106 | 0 | 0 | 142 | 6,814,985 | 142 | 0 | 0 |
| 6. No Rank | 16 | 584,991 | 16 | 0 | 0 | 26 | 910,094 | 26 | 0 | 0 |
| 7. TOTAL | 742 | 57,557,500 | 122 | 150 | 470 | 433 | 26,511,385 | 168 | 110 | 155 |

*S 4*
*Reg. Doc.*
*# 3b*

# Section II – Major Benefits for Full-Time Instructional Faculty, 2005-06

*(Please note that the order of the benefit items has changed )*

| Major Benefits | PROFESSOR | | ASSOCIATE | | ASSISTANT | | INSTRUCTOR | | LECTURER | | NO RANK | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total Expenditure | No. Cov. | Total Expenditure | No. Cov. | Total Expenditure | No. Cov. | Total Expenditure | No. Cov. | Total Expenditure | No. Cov. | Total Expenditure | No. Cov. |
| **Part a. Faculty on 9-Month Contracts (i.e., regardless of number of installments)** | | | | | | | | | | | | |
| 1. Retirement | 4,195,396 | 330 | 2,277,410 | 235 | 1,716,148 | 203 | 41,782 | 5 | 798,775 | 126 | 63,518 | 10 |
| 2. Medical | | | | | | | | | | | | |
| 3. Dental | | | | | | | | | | | | |
| 4. (Optional) Medical combined w/dental | 2,614,360 | 328 | 1,781,946 | 229 | 1,430,860 | 195 | 29,684 | 5 | 888,319 | 117 | 94,809 | 10 |
| 5. Disability | 26,736 | 290 | 18,192 | 192 | 9,936 | 104 | 96 | 1 | 6,173 | 69 | 768 | 8 |
| 6. Tuition | 1,635 | 10 | 1,179 | 12 | 834 | 7 | 0 | 0 | 13,651 | 13 | 1,840 | 1 |
| 7. FICA | 2,389,226 | 330 | 1,254,786 | 236 | 945,071 | 204 | 22,485 | 5 | 467,531 | 129 | 38,634 | 12 |
| 8. Unemployment | 31,979 | 288 | 20,035 | 227 | 15,781 | 198 | 390 | 5 | 7,682 | 129 | 684 | 12 |
| 9. Group Life | 26,486 | 329 | 17,583 | 233 | 15,020 | 201 | 361 | 5 | 8,799 | 122 | 791 | 11 |
| 10. Worker's Comp. | 67,866 | 329 | 34,890 | 235 | 26,431 | 201 | 641 | 5 | 11,947 | 122 | 916 | 9 |
| 11. Other* | | | | | | | | | | | | |
| 12. TOTAL | 9,353,684 | 330 | 5,406,021 | 236 | 4,160,081 | 204 | 95,439 | 5 | 2,202,877 | 129 | 201,960 | 12 |
| **Part b. Faculty on 12-Month Contracts (i.e., on actual basis, no conversion)** | | | | | | | | | | | | |
| 1. Retirement | 1,089,820 | 56 | 385,668 | 29 | 274,178 | 25 | 0 | 0 | 901,411 | 115 | 158,483 | 29 |
| 2. Medical | | | | | | | | | | | | |
| 3. Dental | | | | | | | | | | | | |
| 4. (Optional) Medical combined w/dental | 472,830 | 56 | 233,008 | 29 | 155,896 | 23 | 0 | 0 | 884,729 | 112 | 176,144 | 27 |
| 5. Disability | 3,792 | 40 | 2,112 | 23 | 1,632 | 17 | 0 | 0 | 6,864 | 74 | 1,248 | 13 |
| 6. Tuition | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6,781 | 9 | 1,241 | 2 |
| 7. FICA | 612,358 | 56 | 215,513 | 29 | 147,392 | 25 | 0 | 0 | 537,599 | 119 | 92,571 | 30 |
| 8. Unemployment | 3,536 | 31 | 3,436 | 28 | 2,607 | 25 | 0 | 0 | 8,837 | 119 | 1,481 | 30 |
| 9. Group Life | 4,537 | 56 | 2,109 | 28 | 1,795 | 25 | 0 | 0 | 8,493 | 111 | 2,159 | 30 |
| 10. Worker's Comp. | 16,030 | 54 | 5,913 | 29 | 4,200 | 25 | 0 | 0 | 13,933 | 116 | 2,355 | 29 |
| 11. Other* | | | | | | | | | | | | |
| 12. TOTAL | 2,202,903 | 56 | 847,759 | 29 | 607,700 | 25 | 0 | 0 | 2,368,647 | 119 | 435,682 | 30 |
| **Part c. (Calculates automatically) 9-Month plus 12-Month converted\*\*** | | | | | | | | | | | | |
| 1. Retirement | 5,087,067 | 386 | 2,592,957 | 264 | 1,940,475 | 228 | 41,782 | 5 | 1,536,293 | 241 | 193,186 | 39 |
| 2. Medical** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3. Dental** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4. (Optional) Medical combined w/dental** | 3,087,190 | 384 | 2,014,954 | 258 | 1,606,756 | 218 | 29,684 | 5 | 1,773,048 | 229 | 270,953 | 37 |
| 5. Disability** | 30,528 | 330 | 20,304 | 215 | 11,568 | 121 | 96 | 1 | 13,037 | 143 | 2,016 | 21 |
| 6. Tuition** | 1,635 | 10 | 1,179 | 12 | 834 | 7 | 0 | 0 | 20,432 | 22 | 3,081 | 3 |
| 7. FICA | 2,890,246 | 386 | 1,431,115 | 265 | 1,065,665 | 229 | 22,485 | 5 | 907,385 | 248 | 114,374 | 42 |
| 8. Unemployment** | 35,515 | 319 | 23,471 | 255 | 18,388 | 223 | 390 | 5 | 16,519 | 248 | 2,165 | 42 |
| 9. Group Life | 30,198 | 385 | 19,309 | 261 | 16,489 | 226 | 361 | 5 | 15,748 | 233 | 2,557 | 41 |
| 10. Worker's Comp. | 80,981 | 383 | 39,728 | 264 | 29,867 | 226 | 641 | 5 | 23,347 | 238 | 2,843 | 38 |
| 11. Other* | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12. TOTAL | 11,243,360 | 386 | 6,143,016 | 265 | 4,690,042 | 229 | 95,439 | 5 | 4,305,809 | 248 | 591,175 | 42 |

*Benefits in kind reported under "Other" are those with cash alternatives (e.g., moving, travel, housing, etc.)

**Benefits that are not computed as a percentage of salary are not subject to conversion (medical, disability, tuition, dental, unemployment, other)

Please refer to instructions for complete definitions.

**Average Additional Compensation for Faculty by Fiscal Year and Rank**
**2002-2003 through 2004-2005**

| Fiscal Year | Data | | Rank | |
|---|---|---|---|---|
| | | Assistant Professor | Associate Professor | Full Professor |
| 2002-2003 | Headcount of Faculty Receiving Additional Comp | 126 | 136 | 210 |
| | Average Compensation Amount | $ 8,896.35 | $ 11,455.97 | $ 16,964.06 |
| 2003-2004 | Headcount of Faculty Receiving Additional Comp | 113 | 146 | 201 |
| | Average Compensation Amount | $ 10,446.95 | $ 11,908.87 | $ 17,345.22 |
| 2004-2005 | Headcount of Faculty Receiving Additional Comp | 148 | 144 | 214 |
| | Average Compensation Amount | $ 9,216.65 | $ 13,849.96 | $ 18,014.38 |

Includes all Professors, Associate Professors, and Assistant Professors employed and on the payroll throughout each entire fiscal year.
Excludes School of Medicine faculty and faculty who are functioning as administrators.

Policy 8-6 Rev 13
August 9, 2004

8-6R12.html

Subject: **UNIVERSITY REGULATIONS - Chapter VI**
**FACULTY RETENTION AND TENURE OF REGULAR FACULTY**


# SECTION 1. DEFINITIONS AND QUALIFICATIONS

To hold a position with tenure means that appointment to such a position is considered permanent and is not subject to termination or substantial reduction in status without adequate cause, provided that in all cases the services of the individual continue to be needed and that funds are available to pay for them. Only the regular faculty ranks of professor, associate professor, and assistant professor are tenure ranks. Service in any regular faculty rank, including the rank of instructor, except as otherwise provided in Faculty Regulations, Chapter II, Section 2, paragraph (D), shall be counted as part of the pretenure probationary period. Tenure, or the right to achieve tenure, cannot be waived. Appointments to all auxiliary faculty positions (research, clinical, lecturer, adjunct, and visiting positions), and to all administrative positions, including the offices of vice president, dean, director, chairperson of divisions, and chairperson of department, are without significance for the holding or achieving of tenure. Tenure is established only in an academic subdivision, such as a department, a free-standing division (not within a department), a school or college. Tenure is established in a school or college only if it is not divided into departments or free-standing divisions.[1] In other university subdivisions not designated as academic departments, free-standing divisions, schools, or colleges, appointments to regular faculty ranks are not made and tenure is not granted. Individuals in administrative positions may hold a faculty position with tenure in an academic subdivision. A faculty member who transfers from one academic subdivision to another loses tenure status in the former department. The academic subdivision to which the faculty member transfers may require service for the full probationary period appropriate to the person's academic rank or may accept any or all of the years of satisfactory service completed in the former department toward tenure. An individual holding regular faculty appointments in two or more academic subdivisions must be considered separately for retention and tenure in each of them according to the criteria of each department.


# SECTION 2. ACHIEVEMENT OF TENURE

### A. Effective Date

A faculty member achieves tenure upon the effective date of an award of tenure, as stated in the letter from the university president.

### B. New Appointments with Tenure

Faculty whose initial appointment is at the level of associate professor or full professor may be granted tenure at the time of their appointment. Granting of such tenure must follow usual departmental University standards and process although the timeline may be conflated. This process is also discussed in PPM 9-4. Sec 2 B.1 and 9-5.

# SECTION 3. PRETENURE PROBATIONARY PERIOD

All candidates not appointed with tenure at the University of Utah must serve a probationary period to allow for review of their qualifications. This section
defines timing of that review process. The procedures are discussed in PPM 9-5.1.

A. Start of Pretenure Probationary Period.

When the effective date of a regular faculty appointment is within the period from July 1 through December 31, the academic year in which the appointment becomes effective shall be the first year of the pretenure probationary period. When the effective date of a regular faculty appointment is within the period from January 1 through June 30, the following academic year shall be the first year of the pretenure probationary period.

B. Normal Duration of Pretenure Probationary Period.

The normal pretenure probationary period shall be seven years for a person whose initial regular faculty appointment at the University of Utah is in the rank of instructor or assistant professor, except as otherwise provided in Faculty Regulations, Chapter II, Section 2, paragraph D (PPM 9-2). Departments may establish six year probationary periods for assistant professors by departmental policy. The normal pretenure probationary period shall be five years for a person whose initial regular faculty appointment at the University of Utah is in the rank of associate professor or professor. For candidates with joint appointments, the pretenure probationary period shall be that of the academic subdivision with the longer period. (See PPM 2-2.2 for other issues.)

C. Exceptions to Normal Pretenure Probationary periods.

1. Shortening of the probationary periods.

The probationary period may be shortened under those unusual circumstances in which the University determines that it can assess the individual's qualifications in a shorter period of time. Such a situation can occur in two ways: (1) when the candidate has demonstrated relevant accomplishments through prior service elsewhere or (2) when the candidate demonstrates the required achievements in less time than the normal review period. In either, the burden is on the candidate to demonstrate that these achievements satisfy the pertinent RPT criteria. Candidates shall serve a minimum of one year before being considered for tenure unless granted tenure at the time of appointment.

a. Credit for prior service. When a candidate has prior relevant experience, in most cases including both research and teaching, such experience may be credited as the equivalent of a specified number of years toward fulfillment of the probationary period. A request for credit for prior service shall be made in writing. Credit for prior service may be assessed once, either at the time of appointment or before a review for tenure commences. The departmental RPT committee (by majority vote), the department chair, and the dean must agree as to the number of years credited for prior service. From one to five years of prior service may be recognized. If a number of years of credit is recognized, candidates may be considered for tenure up to that number of years before the end of the normal period without the advance permission of the chair and RPT chair, as required in the paragraph below. Notwithstanding such recognition of prior service, the candidate may choose to use the normal probationary period, but only prior to the initiation of a tenure review.

b. Extraordinary progress toward tenure. When a candidate believes he/she can demonstrate achievement of the tenure standards in less than the normal probationary period, that candidate may seek permission for an early tenure review. The candidate must obtain approval from the department chair and the RPT chair to be reviewed earlier than the final year of the normal probationary period. If the candidate has served fewer than five years if appointed initially as an assistant professor, or fewer than three years if appointed initially as an associate professor or professor, then the candidate must obtain additional approvals from the dean and senior vice president to begin the review. To support an award of tenure prior to the final year of the probationary period, evidence in the file should demonstrate that the candidate unequivocally meets the tenure standard.

c. Limit. If a candidate is considered for tenure prior to the final year of the probationary period and tenure is not granted, then the candidate may have only one more department vote on tenure.

2. Extension of the probationary period.

a. Effect of leave of absence. The pretenure probationary period may be extended by one year when, in one academic year, a nontenured regular faculty member

i. takes a medical leave of absence for one or more terms or takes family leave (either as full or partial leave) amounting to at least half a year and elects in a written communication to the department, dean, and vice president for academic affairs before the starting date of the leave that the academic year not be counted;

ii. takes family leave amounting to at least one term but less than half a year or has their productivity substantially affected by a medical or family condition for which a disability or family leave could have been taken, but was not, and successfully petitions the department and dean in a timely fashion to have the academic year in which it occurred not counted (petitions should be made at the time of leave or disability, or as soon as possible thereafter and prior to the next regularly scheduled formal review);

iii. takes another type of leave for one or more semesters, and the faculty member's department chair or college dean, before the starting date of the leave, specifies in a written communication to the faculty member and the vice president for academic affairs that the academic year in which the leave is taken will not be counted.

b. Effect of administrative assignments. Subject to the approval of the vice president for academic affairs, before a nontenured regular faculty member accepts an administrative assignment which is expected to require a significant commitment of time and effort, the faculty member's college dean, after consultation as appropriate with the faculty member, the department tenure advisory committee, and the department chairperson, shall prepare a written memorandum specifying the basis for calculating the duration of the faculty member's pretenure probationary period. In no case may the period of pretenure service be extended for more than three years beyond the maximum period otherwise permitted by this section PPM 8-6 Sec 3.B. Copies of this memorandum shall be given to the faculty member, to the vice president for academic affairs, and to committees participating in the retention/tenure review of the faculty member.

c. Extraordinary circumstances. Extensions of maximum pretenure probationary period of one or two years may be granted when extraordinary circumstances beyond the control of the candidate,

such as natural disasters or war, have substantially impeded normal progress. The candidate must request such an extension from the department chair in writing. The department chair, the dean and the cognizant vice president must concur in granting the extension.

# SECTION 4. ADVANCE NOTICE OF TERMINATION OR REDUCTION IN STATUS

Any regular faculty member holding an appointment without tenure whose appointment the administration wishes not to continue or wishes to continue with substantially reduced status, shall be given advance notice in writing by the president, except as hereinafter provided. If the appointee is in the first year of service, such notice shall be given at least three months prior to the termination of the existing appointment. If the appointee is in the second or any subsequent year of service, the intended termination of employment or reduction in status shall not become effective until twelve months after the date upon which notice is served. The probationary period automatically ends on the date upon which notice of termination is served. The final twelve months of employment after such notice is served is considered a terminal appointment, not part of the probationary period. If the intended termination is reversed as a result of a successful appeal, the faculty member's appointment will be reinstated as of the first day of the terminal appointment.

Any auxiliary instructional faculty member (lecturer or clinical) who has served as a faculty member on a full-time basis continuously for three or more years shall be given at least three months notice of non-renewal of appointment unless particular contractual provisions otherwise govern. The right of advance notice shall not apply to other faculty members serving under appointments for one year or appointments stipulating that they will not be renewed, to faculty members whose appointments are to be terminated or modified for adequate cause as provided in Chapter VII, Section 3, infra, or to any other individuals serving in auxiliary (research, clinical, lecturer, adjunct, and visiting), or administrative positions.

# SECTION 5. RETENTION AND TENURE STATUS FOR FACULTY MEMBERS SERVING AS ADMINISTRATORS

If a person holding a regular faculty position is appointed to an administrative position which will require less than full-time service in an academic department, a written memorandum signed by the administrative appointing authority must accompany the formal administrative appointment recommendation and be included in the individual's personnel file. The memorandum shall indicate the nature, scope, and anticipated duration of the administrative assignment, the individual's teaching load and other departmental responsibilities, and the department's salary obligations during the period of the administrative appointment. The department shall conduct regular review of the individual as may be appropriate for purposes of retention, tenure, or promotion in the same manner and subject to the same standards as for other persons holding academic appointments in the department. While a faculty member is serving in an administrative position, the position will remain available to the department and may not be filled except on a nonpermanent basis during the period of administrative assignment.

# SECTION 6. UNIVERSITY MANAGEMENT POLICY FOR TENURED POSITIONS

A. Policy

In recognition of the important and mutually interdependent relationships between faculty members and the university that are associated with the status of tenure (see University Regulations, Chapter VI. Section 1 and 2; Faculty Regulations, Chapter V, Section 2), the faculty has an affirmative obligation to

manage its tenured faculty positions in a manner clearly conducive to the achievement of excellence in the discharge of its academic mission. The policy of the university is to vest primary responsibility for tenure management in the university faculty and its duly constituted agencies, subject to the administrative authority of department chairpersons, deans, the vice presidents for academic affairs and health sciences, and the president. This policy statement is intended to provide guidelines to assist in the advance planning and effective exercise of that responsibility and authority.

### B. Tenure Management Guidelines

University faculty members and administrative personnel exercising responsibilities that may affect faculty tenure decisions or policies are
expected to be guided by the following considerations.

(1) Administrative Appointments. In the selection of department chairpersons, consideration should be given to demonstrated ability of candidates to exercise effective leadership and provide sensitive direction for the optimum utilization of available faculty resources and the rigorous but fair evaluation of programs and personnel, within the framework of the university's commitment to academic freedom, tenure, and responsibility.

(2) During annual budget review proceedings, cognizant committees and administrators should give specific consideration to the faculty management policies of each college and department, including (2) the relative numbers of tenured and nontenured positions in light of the academic needs of the college or department, (b) the use proposed to be made of existing or prospective vacancies in faculty positions, (c) age distribution of and anticipated turnover rate for tenured and nontenured faculty, and (d) practices relating to such matters as short-term appointments, visiting professorships, leaves of absence, retirements, and instructional use of personnel not holding regular faculty positions.

(3) Department chairpersons and college deans should develop mutually acceptable plans, with both short-term (i.e., less than five years) and long-term (i.e., five or more years) components, for assuring the periodic enrichment of faculty ranks through the control and timing of new faculty appointments, the use of visiting or rotating appointments, encouragement of interdepartment transfers and joint appointments when appropriate, consideration of early retirement options if available, and other management techniques.

(4) Administrative decision-making for effective management of tenure should reflect, to an appropriate degree, the extent to which the colleges or departments have
adopted and are effectively carrying out programs for performance review and career development of tenured faculty members, consistent with university policies
and resource allocations.

(5) College and department committees exercising relevant responsibilities should periodically review existing policies and practices to assure adequacy of criteria, thoroughness and fairness of procedures, and reliability of decisions in retention, promotion, and tenure cases, in accordance with guidelines established by the Consolidated Hearing Committee.

[1]Exceptions may be allowed for retention of college-level tenure for current faculty when a college without formal subdivisions reorganizes to include such subdivisions.

**Approved by Academic Senate 7/12/04**

**Approved by Board of Trustees 8/09/04**

**Editorially amended 10/10/05**

Subject: **FACULTY REGULATIONS - Chapter V - Section 2 APPOINTMENTS, RETENTION, PROMOTION, AND TENURE**

SECTION 2. RETENTION, PROMOTION, AND TENURE[1]

A. Retention, promotion, and tenure reviews[2]

1. Purpose:

a. Retention. A probationary period is normally required for all individuals appointed to regular faculty ranks prior to the granting of tenure. Annual reviews shall be scheduled during this probationary period to evaluate the academic performance of nontenured individuals, to provide constructive feedback on their academic progress, and to terminate the appointment of those who do not meet the standards of the department and the expectations of the university after their initial appointments.

b. Promotion. Promotion in rank is the acknowledgment by the university of excellence in performance in teaching, research and creative work, professional competence, activity, and responsibility and university and public service.

c. Tenure. Granting tenure implies a commitment by the university to defend faculty members' academic freedom. Likewise, faculty members who are granted tenure make an equally strong commitment to serve their students, their colleagues, their discipline, and the university in a manner befitting a responsible academic person. It also raises a strong presumption that those granted tenure are competent in their discipline and capable of scholarly contributions. Granting tenure is regarded as the university's most critical personnel decision. Except for extraordinary instances, when specific and persuasive justification is provided, tenure will not be awarded to faculty members prior to their advancement to the rank of associate professor. It is therefore imperative, before such commitments are made, that a responsible screening process be followed to ensure that the most highly qualified candidates available are granted tenure. Tenured faculty shall be reviewed every five years as per PPM 8-3, Section 5.C.

2. Criteria.

a. Content and approval. Each department or college shall formulate and distribute to all faculty members a statement of criteria to be used in retention, promotion, and tenure ("RPT") reviews These criteria shall address the qualifications of candidates with respect to the areas of (1) teaching, (2) research and other creative activity, (3) university, professional, and public service. This statement of these criteria shall include the rationale for the criteria, and must be approved by majority vote of the department faculty, the dean, and the URPT Standards Committee. The statement shall be consistent with applicable provisions of University Regulations, Faculty Regulations and the Code of Faculty Responsibility as well as professional codes if appropriate, and with the purpose of the University of Utah as stated in Chapter 1, Section 1, of the State Higher Education System Regulations.

b. Standards for the criteria. Insistence upon the highest attainable standards for faculty members is essential for the maintenance of the quality of the university as an institution dedicated to the discovery as well as the assimilation and transmission of knowledge. The criteria shall emphasize the university's commitment to superior intellectual attainment and responsible faculty conduct. In carrying out their duties in teaching, research/other creative activity and service, faculty members are expected to demonstrate the ability and willingness to perform as responsible members of the faculty, as defined in the Code of Faculty Rights and Responsibilities (PPM 8-12.4).

c. Candidates in a regular faculty appointment may have accomplishments achieved prior to their probationary period at the University of Utah be considered as relevant to the demonstration of their achievement of the RPT criteria. Prior accomplishments, such as research publications or teaching experience, shall not substitute for a continuing record of accomplishments during the probationary period at the University of Utah. The burden is on

the candidate to demonstrate that these achievements satisfy the RPT criteria. (For evaluation process, see PPM8-6, Section 3.C.1.).

i. Teaching and research/other creative activity. A continuing record of achievement in the areas of both teaching and research/other creative activity, including the exercise of professional expertise, is an indispensable qualification for promotion and tenure. For the purpose of retention, a reasonable potential for meeting these criteria should be demonstrated.

ii. Service. Recognition shall be accorded faculty members for the quality and extent of their public service, both of which shall be taken into account in the evaluation made in the context of retention, promotion, and tenure.

iii. Assessments of teaching, research/other creative activity and service may consider the candidate's conduct as a responsible member of the faculty.

3. Department retention, promotion, and tenure advisory committee

a. Committee membership:

i. Retention. In each department all tenured faculty members of equal or higher rank and all tenure-eligible faculty members of higher rank than that held by the candidate for retention are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of retention. Other faculty members may participate in the consideration of candidates for retention if allowed by department guidelines, but may not vote.

ii. Promotion. In each department all regular faculty members of equal or higher rank than that proposed for the candidate for promotion are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of promotion. Other faculty members may participate in the consideration of candidates for promotion if allowed by department guidelines, but may not vote.

iii. Tenure. In each department all tenured faculty members whose rank is equal to or higher than the rank currently held by the candidate for tenure, and all tenure-eligible faculty members of higher rank than that proposed for the candidate for tenure, are eligible to participate in the consideration of and to vote on recommendations in individual cases on matters of tenure. Other faculty members may participate in the consideration of candidates for tenure if allowed by department guidelines, but may not vote.

iv. Small academic unit rule. Any department or division advisory committee making a formal RPT recommendation must include at least three members eligible to vote by tenure status and rank. If the unit does not have at least three eligible members, the department or division chair must recommend to the dean one or more faculty members with the appropriate tenure status and rank and with some knowledge of the candidate's field from other units of the University of Utah or from appropriate emeritus faculty. In advance of the chair's contacting such faculty members, the chair shall notify the candidate of the potential persons to be asked, and the candidate must be offered the opportunity to comment in writing on the suitability of the potential committee members. The final selection rests with the dean.

v. Single vote rule. No individual may cast a vote in the same academic year in any person's case in more than one capacity (e.g., as member of both department and academic program, as member of both department and college advisory committees, as member of both department and administration).

b. Chairperson. The chairperson of the department RPT advisory committee shall be elected annually from the tenured members of the department. In this election all regular faculty members of the rank of professor, associate professor, assistant professor, and instructor shall be entitled to vote. The department chairperson is not eligible to chair this committee.

B. Informal or Formal Reviews. All tenure-eligible faculty shall be reviewed annually to assess their achievement in teaching, research/other creative activity, responsibility, and service. Informal annual reviews are required in each year in which a formal review is not held. More extensive, formal reviews are required for mid-probationary retention reviews; final probationary year reviews (consideration for tenure); consideration for termination at any point in the

probationary period (such as triggered reviews); and promotion decisions. (A chart of the timing and review requirements is set forth below at PPM 9-5.1 Section 2 D.12.)

1. Informal reviews. Informal reviews must minimally include 1) a face to face meeting between the candidate and the department chair (or a designee, as per department guidelines) to discuss the candidate's progress based on the file; 2) involvement, determined by the department, from the RPT advisory committee (and academic program if relevant); and, 3) a written report to be made available to the candidate, the members of the RPT advisory committee and the department chair.

a. Department criteria. Department guidelines must prescribe specific requirements for informal reviews. Minimally, the guidelines must state the required documentation and who provides it, procedures for preparing and distributing the written report, the nature of the involvement by the RPT advisory committee (and academic program if relevant), procedures and criteria for appointment of a chair's designee, if any, and the timetable for the annual reviews. Departments may elect to include in their guidelines more extensive review procedures than the minimum required.

b. Actions after the report. Candidates shall have the opportunity to make a written response to the report. The report and the response, if any, are then filed in the candidate's cumulative file with a copy of each sent to the dean. The informal review concludes at this point.

c. Triggering formal retention reviews. If a tenure-eligible faculty member does not demonstrate clearly adequate progress to the reviewers in an informal review, the department chair or department RPT advisory committee in consultation with the reviewers may trigger a formal RPT review after giving the candidate written notice of such a review and its timing. The formal RPT review may proceed either in the following year or as soon as the file is completed (including the solicitation and receipt of external review letters if applicable) but no sooner than 30 days after written notice of the review is provided to the candidate.

2. Formal reviews. Formal reviews must provide a substantive assessment of the candidate's research or other creative activity, teaching and service to date. Formal reviews require a vote of the full RPT advisory committee. External evaluations, as discussed below (PPM9-5.1. Section 2 D.9), are required for tenure and promotion reviews. Departments, through departmental policy, may also mandate external evaluations for mid-probationary and or/or triggered reviews. When such external evaluations are not mandated, candidates still retain the right to have external letters solicited unless quality of research or creative activity is not an issue in the review (e.g., a triggered review focused solely on teaching) and provided that such request is made before the review commences.

a. Mid-probationary retention reviews. All tenure-eligible faculty members shall have at least one formal, mid-probationary review in their third or fourth year, as determined by departmental policy. Department policy must prescribe the number of reviews and the year(s) in which they occur.

b. "Triggered" reviews. The results of an informal review may "trigger" a formal review earlier than prescribed by departmental policy if an informal review has demonstrated inadequate performance or progress, as described in PPM 9-5.1 Section 2 B.1.c above.

c. Tenure. Tenure-eligible faculty members must be reviewed for tenure by the final year of their probationary period.

i. Deadline for tenure review. The final year is the fifth year for persons appointed at the ranks of associate professor or professor and the seventh year for those appointed at the rank of assistant professor (unless the department has established, through policy, a six year probationary period for assistant professors). See PPM 8-6, Sec. 3. B.

ii. Request for earlier review. Within limits specified by departmental policy and by PPM 8-6, Sec. 3.C.1., tenure-eligible faculty may request a review for tenure earlier than the year of the mandatory review.

d. Promotion.

i. Timing for tenure-eligible faculty. Tenure-eligible faculty members are usually reviewed for promotion concurrently with their tenure reviews. Under unusual circumstances, tenure-eligible faculty members may request a review for promotion earlier than the year of the mandatory tenure review.

ii. Timing for tenured faculty. Tenured faculty members may request a review for promotion within limits specified by departmental policy.

C.  Notice to involved individuals

1. Notice to candidate. Each candidate for retention, promotion, or tenure shall be given at least 30 days advance notice of the department RPT advisory committee meeting and an opportunity to submit any information the candidate desires the committee to consider.

2. Notice to department faculty and staff. At least three weeks prior to the convening of the departmental RPT committee, the department chairperson shall invite any interested faculty and staff members in the department to submit written recommendations for the file of each candidate to be considered, stating as specifically as possible the reasons for each recommendation.

3. Notice to student advisory committee. Prior to the convening of the departmental RPT committee, the department chairperson shall notify the college's representative to the Student Senate and the department student advisory committee(s) (SACs) of the upcoming review and request that the department SAC(s) submit written recommendations with respect to each candidate to be considered, stating as specifically as possible the reasons for each recommendation. The SAC shall be given at least three weeks to prepare its recommendations, but upon failure to report after such notification and attempts by the department chairperson to obtain the reports, the SAC's recommendations shall be deemed conclusively waived and their absence shall not thereafter be cause for complaint by faculty members appealing an adverse decision.

4. Notice to academic program. When a candidate for retention, tenure or promotion in a department is also a member of an academic program, the department chairperson shall notify the chair/director of the academic program of the action to be considered at the same time that the faculty candidate is notified. Academic program faculty as defined by procedures established by the program (and not participating in the departmental review committee) shall meet to make a written recommendation which shall be sent to the department chair in a timely manner.

D.  Candidate's file. Proper preparation and completeness of each candidate's file are essential for the uninterrupted progress of a RPT review through all the stages of the review process. Required components and their timing are identified in the table below in paragraph PPM 9-5.1 Sec 2 D.12.

1. Structure of the file.  The file is envisioned as a notebook in the department office, which is growing throughout a faculty member's probationary period at the University. However, a physical notebook is not the only method allowable — for example an electronic file or other format may be used alone or as a supplement. The file shall be cumulative and kept current as described in the following sections.

2. Curriculum vitae.  The candidate's file is expected to provide a current and complete curriculum vitae, which is organized in a clear and coherent manner, with appropriate dates of various items and logical groupings or categories related to the department's RPT criteria. The CV should be updated annually, but not during the course of a given year's review. During a review, new accomplishments may be reported and documented as a part of any of the reports or responses in the regular process.

3. Evidence of research/creative activity. The candidate is expected to provide evidence of research and other creative activity, updated annually.

4. Past reviews and recommendations. The department chair  shall include the recommendations from all previous reports submitted by all voting levels in formal reviews, i.e. SAC, department and college RPT advisory committees, letters from chairs, deans, vice presidents, the president and recommendation from UPTAC (if present). Teaching evaluations and letters or reports from all informal reviews should also be included.  The past reviews and recommendations in a file for promotion to Professor shall include the candidate's vita at the time of the previous promotion (or at appointment if hired as Associate Professor), all reports and recommendations from tenured faculty reviews, and teaching evaluation summaries since the previous promotion (or appointment).  If that promotion or appointment was more than five years earlier, teaching evaluation summaries should be included for at least the most recent five years.

5. Evidence of faculty responsibility. Letters of administrative reprimand and the latest findings, decisions, or

recommendations from university committees or officials, arising from relevant concerns about the faculty member should also be included in the candidate's file.

6. Recommendation from academic program. In the event that an academic program produces a recommendation as under PPM 9-5.1 Sec 2 C.4, the department chairperson shall include the recommendation in the candidate's file before the department faculty RPT advisory committee meets to consider the case.

7. Recommendation from the department student advisory committee. If the department SAC produces a recommendation as under PPM 9-5.1 Sec 2 C.3, the recommendation shall be placed in the candidate's file by the department chairperson before the department faculty RPT advisory committee meets to consider the case.

8. Other written statements. Any other written statements — from the candidate, faculty members in the department, the department chairperson, the college dean, staff, or interested individuals--which are intended to provide information or data of consequence for the formal review of the candidate, must be placed in the file by the department chairperson before the department faculty RPT advisory committee meets to consider the case.

9. External evaluations. The purpose of external evaluations is to provide an objective assessment of the quality of the candidate's work and its impact on the academic and/or professional community at large. Along with the actual review, the external evaluator should describe his/her qualifications and relationship to the candidate. The department chairperson should make sure that any letters of evaluation from outside the department are requested early enough for the letters to arrive and be included in the candidate's file before the program and department advisory committee meetings. Before external letters of evaluation are requested, the faculty member being reviewed shall be presented with a departmentally prepared form containing the following statements and signature lines:

*I waive my right to see the external letters of evaluation obtained from outside the department for my retention/ promotion/tenure review.*

*signature date*

*I retain my right to read the external evaluation obtained from outside the department for my retention/promotion/ tenure review.*

*signature date*

That form, with the candidate's signature below the statement preferred by the candidate, shall be included in the candidate's review file. When the candidate reserves the right to read the external letters of evaluation, respondents shall be informed in writing that their letters may be seen by the faculty member being reviewed.

10. Candidate's rights. Candidates are entitled to see their review file upon request at any time during the review process, except for confidential letters of evaluation solicited from outside the department if the candidate has waived the right to see them. If a candidate wishes to comment on, or to take exception to, any item in his/her initial formal review file, the candidate's written comment or exception must be added to the file before the department RPT advisory committee meeting is held.

11. Review of file. The candidate's file shall be made available to those eligible to attend the departmental advisory committee meeting a reasonable time before the meeting, which may be specified in department policy.

12. Table of   Minimum University Requirements for Reviews.

| Type | Retention | | | Tenure | Promotion to Associate or "full" Professor |
|---|---|---|---|---|---|
| **Category** | Informal | Formal | Formal | Formal | Formal |
| **When** | *Annual* | *Triggered-b,c* | *Mid-Probationary* | *End of Probation* | *Typically end of probation or when meets department standards* |
| *Involved parties:* | | | | | |
| External reviewers | No | As per Department Policy-a | As per Department Policy-a | Yes | Yes |
| Academic program, if appropriate | Yes | Yes | Yes | Yes | Yes |
| SAC | No | Yes | Yes | Yes | Yes |
| Department RPT | Representa-tion-d | Yes | Yes | Yes | Yes |
| Department chair-f | Yes | Yes | Yes | Yes | Yes |
| College RPT | No | As per 9-5.1, G.1.a. | As per 9-5.1, G.1.a. | Yes | Yes |
| Dean | Receives report | Yes | Yes | Yes | Yes |
| **Candidate includes in file:** (minimum requirements) | | | | | |
| Curriculum Vitae | Yes | Yes | Yes | Yes | Yes |
| **Department Includes in File:** (minimum requirements) | | | | | |
| SAC report | No | Yes | Yes | Yes | Yes |
| External Letters (could be internal to University but external to department) | No | As per Departmental Policy-a | As per Departmental Policy-a | Yes | Yes |
| Past Reviews and Recommendations-e | Yes | Yes | Yes | Yes | Yes |
| Academic program report | Yes | Yes | Yes | Yes | Yes |
| Comments from others | Optional | Yes | Yes | Yes | Yes |
| Student Course Evaluations | Yes | Yes | Yes | Yes | Yes |

a. Candidates retain the right to have external letters be solicited in a formal review if quality of research or creative activity is an issue in the review. See PPM 9-5.1 Sec 2 D.9 above.

b. This triggered review may occur in the same year as the review or in the subsequent year.

c. The required components for triggered and mid-probationary reviews may be identical or different, as determined by department policy.

d. This representation occurs through the type of involvement set forth in departmental criteria. See PPM9-5.1 Section B.1. above.

e. Reports from all voting levels in all RPT reviews and letters or reports from all annual reviews. PPM 9-5.1 Sec 2 D.4

f. A designee may be used for informal reviews in large departments' reviews as noted in PPM 9-5.1 Sec 2 B.1.

E.  Action by the department retention, promotion, and tenure advisory committee

1. Meetings. The department chairperson shall call a meeting of the departmental RPT advisory committee to conduct reviews as described in PPM 9-5.1 B.

2. Committee secretary. A secretary of each meeting shall be designated by the chairperson of the department RPT advisory committee and shall take notes of the discussion to provide the basis for developing a summary.

3. Quorum. A quorum of a department advisory committee for any given case shall consist of two-thirds of its members, except that any member unable to attend the meeting because of formal leave of absence or physical disability shall not be counted in determining the number required for a quorum.

4. Absentee voting. Whenever practicable, the department chairperson shall advise all members on leave or otherwise absent of the proposed action and shall request their written opinions and votes. Absent members' written opinions shall be disclosed at the meeting and their votes will be counted the same as other votes. Absentee votes must be received prior to the meeting at which a vote is taken by the department advisory committee.

5. Limitations on participation and voting. Department chairpersons, deans, and other administrative officials who are required by the regulations to make their own recommendations in an administrative capacity may attend and, upon invitation by majority vote of the committee, may submit evidence, judgments, and opinions, or participate in discussion. By majority vote the committee may move to executive session, from which nonvoting participants may be excluded. Department chairpersons, deans, and other administrative officials who cast RPT votes in their administrative capacities shall not vote at the department level.

6. Committee report. After due consideration, a vote shall be taken on each candidate for retention, promotion, or tenure, with a separate vote taken on each proposed action for each candidate. The secretary shall make a record of the vote and shall prepare a summary of the meeting which shall include the substance of the discussion and also the findings and recommendations of the department advisory committee. If a candidate is jointly appointed with an academic program, the department advisory committee report shall reflect the department's discussion and consideration of the report and recommendation of the academic program.

7. Approval of the committee report. This summary report of the meeting, signed by the secretary and bearing the written approval of the committee chairperson, shall be made available for inspection by the committee members. After allowing an inspection period of not less than two business days nor more than five business days, and after such modification as the committee approves, the secretary shall forward the summary report to the department chairperson and the candidate, along with a list of all faculty members present at the meeting.

8. Confidentiality. All committee votes and deliberations are personnel actions and should be treated with confidentiality in accordance with policy and law.

F.  Action by department chairperson

1. Recommendations. After studying the entire file relating to each candidate, the department chairperson shall prepare his/her written recommendation to be included in the file on the retention, promotion, or tenure of each candidate, including specific reasons for the recommendation.

2. Notice to faculty member. Prior to forwarding the file, the department chairperson shall send an exact copy of the chairperson's evaluation of each faculty member to that faculty member.

3. Candidate's right to respond. The candidate shall have the opportunity at this time, but not the obligation, to add a

written statement to his/her formal review file in response to the summary report of the department faculty advisory committee and/or the evaluation of the department chairperson. Written notice of this option shall be included with the copy of the chairperson's evaluation, which is sent to the candidate. If the candidate chooses to add such a statement to the file, that statement must be submitted to the department chairperson within seven business days, except in extenuating circumstances, of the date upon which the chairperson's evaluation is delivered to the candidate. If the candidate submits a written statement to the department chairperson within this time limit, the candidate's statement shall be added to the review file without comment by the chairperson.

4. Forwarding files. The department chairperson shall then forward the entire file for each individual to the dean of the college.

G.    Action by dean and college advisory committee

1. Referral of cases to the college advisory committee:

a. Retention. The dean at his/her discretion may request the college advisory committee to review and submit recommendations on any candidate for retention. However, if termination of a candidate is recommended by the SAC, or the department advisory committee, or the department chairperson, the dean shall transmit the entire file on that candidate to the college advisory committee.

b. Promotion or tenure. The dean shall forward the entire file on all cases dealing with promotion or tenure to the college advisory committee.

c. Attendance and participation at meetings. Neither the dean nor the chairperson of the department concerned shall attend or participate in the deliberations of the college committee except by invitation of the committee.

d. Recommendations of the college advisory committee. The college advisory committee shall review the file of each case referred to it and shall determine if the department reasonably applied its written substantive and procedural guidelines to each case. The college committee shall make its recommendations on an individual's retention, promotion, or tenure, based upon its assessment whether the department's recommendations are supported by the evidence presented. The college committee shall use the department's criteria (or college criteria if the college has college-wide instead of departmental criteria) in making its assessment. If documents required by policy are missing, the college committee may return the file to the department for appropriate action. The college committee shall advise the dean in writing of its vote and recommendations.

2. Recommendations of the dean. The dean shall then review the entire file for each candidate for retention, promotion, or tenure and shall make recommendations in writing, stating reasons therefor, and shall forward the file, including all the recommendations, to the cognizant senior vice president (for academic affairs or for health sciences).

3. Notice to faculty members. Prior to forwarding the file, the dean shall send an exact copy of the college advisory committee's report of its evaluation and an exact copy of the dean's evaluation of each faculty member to that faculty member and to the department chair.

4. Candidate's right to respond. The candidate shall have the opportunity at this time, but not the obligation, to add a written statement to his/her formal review file in response to the report of the college advisory committee's evaluation and/or the dean's evaluation. Written notice of this option shall be included with the copy of the dean's evaluation which is sent to the candidate. If the candidate chooses to add such a statement to the file, that statement must be submitted to the dean within seven days, except in extenuating circumstances, of the date upon which the dean's evaluation is delivered to the candidate. If the candidate submits a written statement to the dean within this time limit, the candidate's statement shall be added to the review file without comment by the dean.

5. Forwarding files. The dean shall then forward the entire file for each individual to the cognizant senior vice president.

H. Action by cognizant vice president, and the University Promotion and Tenure Advisory Committee

1. Referral of cases to the university committee. The cognizant senior vice president shall forward to the University Promotion and Tenure Advisory Committee ("UPTAC") for its review and recommendation the files in all cases in

which the college is organized and functions as a single academic department or there is a differing recommendation from any of the prior review levels--the student advisory committee, the academic program, the department advisory committee, the department chairperson, the college advisory committee, or the college dean. The cognizant senior vice president, in his/her sole discretion, may also send any other RPT case to UPTAC for its review and recommendations. UPTAC provides advice to the senior vice president.

2. Recommendations of the University Promotion and Tenure Advisory Committee. The committee shall review the entire file for all cases referred to it, and after due deliberation shall submit its recommendations with reasons and its vote to the cognizant senior vice president.

a. In cases reviewed only because they arise from single department colleges, UPTAC shall determine whether the college reasonably applied its written substantive and procedural guidelines to each case and whether the college's recommendations are supported by the evidence presented.

b. In cases in which there were differing recommendations from the prior reviewing entities, UPTAC shall identify the source(s) of the differences or controversy, determine how each level addressed the issues in controversy, and assess the degree to which the file is sufficiently clear to support any conclusive recommendation.

c. In cases which are reviewed at the discretionary request of the senior vice president, UPTAC shall review the file to respond to the specific issues identified by the senior vice president.

d. In making all reviews, UPTAC shall consider only the material in the file. UPTAC shall summarize its assessment of the issues identified in a, b, or c above in a written report to the senior vice president, but not report a conclusion of its own on the candidate's overall qualification for retention, promotion, or tenure.

3. Consideration by the senior vice president. The cognizant senior vice president shall review each file, including the recommendations (if any) of the University Promotion and Tenure Advisory Committee. If the senior vice president determines that the file is incomplete or unclear, he/she may return the file to the department with a request to clarify specific matters, materials, and/or issues. All levels of review shall reconsider the file and their votes if appropriate, with the candidate responding in writing at the normal points in the process. (SAC need not reconsider the file unless teaching is the issue in question.)

4. Senior vice president's decision. In cases of positive retention decisions, the senior vice president's decision shall be the university's final decision. In all cases of promotion and tenure and in cases of retention when termination is recommended, the senior vice president shall prepare a final recommendation to the president with respect to the candidate's retention, promotion, and/or tenure, stating reasons therefor.

5. Notice of senior vice president's recommendation. In positive retention cases, the senior vice president shall transmit the final decision and the report of the University Promotion and Tenure Advisory Committee (if any) to the candidate, the department chair, and the dean. In all other cases, prior to forwarding the file to the president, the senior vice president shall send an exact copy of the report of the University Promotion and Tenure Advisory Committee (if any) and an exact copy of the senior vice president's recommendation with respect to that faculty member to the candidate, the dean, the department chairperson, and the chairpersons of the departmental RPT committee and the Student Advisory Committee, together with a copy or summary of subsection I. The chairpersons of the departmental RPT and student advisory committees shall notify the members of their committees in an expeditious manner of the senior vice president's recommendation. The senior vice president shall not submit the final recommendation to the president until at least fourteen days have elapsed following the giving of such notice, so that parties may notify the senior vice president's office if they intend to appeal.

6. Extension of time limits. The time limits provided by this subsection H may be extended by the senior vice president in the interest of justice.

I.   Appeal of recommendation with respect to retention, promotion, and/or tenure.

1. Appeal by faculty member. A faculty member may appeal to the Consolidated Hearing Committee (CHC) for review of an unfavorable final recommendation with respect to retention, promotion, and/or tenure by following the procedures provided in PPM 9-3, Section 10 and upon the grounds enumerated in that section. The CHC is the hearing body for an appeal brought on any grounds, including academic freedom, but if the candidate alleges that the unfavorable

recommendation violates academic freedom, then the CHC shall refer that part of the appeal to the Academic Freedom and Tenure Committee for pre-hearing consideration and report, as per PPM 9-3, Sec. 10, III, F.1.a.ii..

2. Other appeals. Appeals of the vice president's recommendation on promotion and/or tenure may also be initiated by the department SAC, a majority of the departmental RTP advisory committee, the department chairperson, or the dean, when the vice president's recommendation opposes their own recommendation. The appeal is made to the Consolidated Hearing Committee and should follow the procedures provided in PPM 9-3, Section 10, and upon the grounds enumerated in that section. Authorized parties initiating an appeal may have access to the entire file except that the faculty member may not see external letters which he/she waived the right to read.

J.   Final action by president

1. Action in absence of review proceedings. If no proceedings for review have been initiated under subsection I of this section within the time provided therein, the recommendation of the vice president with respect to retention, promotion, and/or tenure of a faculty member shall be transmitted to the president for action. After reviewing the recommendation, giving such consideration to the documents in the candidate's file as the president deems necessary under the circumstances, the president shall make a final decision granting or denying retention, or granting or denying promotion, and/or tenure, and shall advise the candidate, the cognizant vice president, the dean and the department chairperson of that decision, stating reasons therefor.

2. Action after conclusion of review proceedings. If proceedings for review have been timely initiated under subsection I of this section, the recommendation of the vice president with respect to retention, promotion, and/or tenure shall be placed in the candidate's file but shall not be transmitted to the president for action. Except as provided in subsection J (3), below, the president shall not consider the merits of the matter and shall not take final action with respect thereto until the pending review proceedings have concluded. Upon conclusion of the review proceedings, the president shall review the file and make a final decision consistent with paragraph (1), above.

3. Notice of termination. When review proceedings have been timely initiated under subsection I of this section, the president, on recommendation of the cognizant vice president, may give a candidate advance written notice of termination pursuant to University Regulations, Chapter VI, Section 4 (PPM 8-6, Sec. 4). Such notice shall be effective as of the date it is given if a final decision to terminate the faculty member's appointment is subsequently made by the president, on or before the termination date specified in the notice, but shall have no force or effect if a final decision is made by the president on or before that date approving retention, promotion, and/or tenure or otherwise disposing of the case in a manner that does not require termination.

Approved: Academic Senate 5/2/2005; Board of Trustees 5/16/2005

Rev. 17

[1]On March 2, 1987, the Academic Senate adopted the following resolution: The University RPT process shall be reviewed in three years (spring 1990) by a committee selected by the Academic Senate. The committee shall consist of students, faculty (both tenured and nontenured), and administrators.

[2]The regulations stated here in PPM 9-5.1 are stated in terms appropriate for the most widely adopted form of organizational structure, in which a faculty appointment is made in a subdivision known as an "academic department," which is organized together with related subdivisions in a parent "college." In that structure, tenure is established in an academic department. There are several variations in organizational structure relevant to appointments and tenure of faculty, as explained in PPM 9-2-1, 9-6-1.
     These regulations in PPM 9-5.1 shall be interpreted for appropriate adaptation to accommodate such relevant variations in organizational structure, including the following.
     A. Where necessary, the term "department" shall refer to an academic subdivision within a parent college, which operates as equivalent to a department but is known by another name, including any "free-standing division" or "school". See PPM 9-2-1.
     B. Where necessary, the term "college" shall refer to an academic organization which operates as equivalent to a college, but is known by another name, including a "school." See PPM 9-2-1.
     C. For colleges that have no formal internal academic subdivisions (known commonly as 'single-department colleges' or 'nondeparmentalized colleges'), appointments and tenure are established in the college. See PPM 8-6-1, 9-2-1, 9-6-1. Accordingly. the procedures described here for development of criteria, and making and reviewing of retention,

promotion and tenure decisions, shall be modified appropriately, including as follows:

      i. Formulation of criteria or guidelines for retention, promotion, and tenure reviews, described here in 9-5-2-A and elsewhere, shall be conducted by the college.

      ii. The functions described here in 9-5-2-A and elsewhere as being performed by a department-level RPT advisory committee shall be performed by a college RPT committee. The description of the membership and leadership of the committee shall be interpreted to include appropriate modifications, including that the college dean is ineligible to serve as committee chair, and that committee members shall be drawn from the ranks of the college faculty.

      iii. The functions described here in 9-5-2-B-1 and elsewhere as being performed by a department chair shall be performed by the college dean (see PPM 8-3-5-F), including such activities as holding meetings with RPT candidates.

      iv. The functions described here in 9-5-2-C-3 and elsewhere as being performed by a department-level student advisory committee shall be performed by the college SAC.

      v. The actions described here in 9-5-2-F-4, 9-5-2-G, and elsewhere as being performed by a college dean and college-level RPT committee shall be inapplicable. Instead, RPT actions from a single-department college shall be forwarded for review at the level of the cognizant vice president and appropriate committees as provided in 9-5-2-H and elsewhere.

Policy 9-5.2 Rev 2
Date September 17, 1999

Subject: **FACULTY REGULATIONS - Chapter V - Section 3**

**APPOINTMENTS, RETENTION, PROMOTION, AND TENURE**

SECTION 3. UNIVERSITY PROMOTION AND TENURE ADVISORY COMMITTEE

A. <u>Membership</u>. The University Promotion and Tenure Advisory Committee shall consist of fifteen tenured faculty members and four fully matriculated students, including at least one graduate student, with the vice president for academic affairs or the vice president's delegate as ex officio chairperson.

B. <u>Election to the committee</u>. The faculty members of the University Promotion and Tenure Advisory Committee shall be elected by the regular faculty for three-year terms, with one member from each of the colleges. One-third of the faculty terms shall expire each year. The student member shall be selected for one-year terms according to procedures established by and under the supervision of the Associated Students of the University of Utah. Committee members may be reelected and succeed themselves as representatives of their respective areas. To be elected, a candidate for this committee must receive a majority of the votes cast in his/her college. No individual who is an ex officio member of the Academic Senate shall be eligible for election to this committee.

C. <u>Appointment of alternates</u>. The Personnel and Elections Committee of the Academic Senate shall appoint an alternate to function in the place of any elected member of the committee who resigns or will be absent from the university for one or more semesters, or expects to be absent for such a period. If a duly elected member returns to the university, he/she shall assume the committee position and serve out the balance of the term.

D. <u>Disqualification</u>. No committee member shall be present during the consideration of any case from a department with which he/she is associated as a faculty member or a student major, or for any case in which he/she has been involved in the sequence of review. In addition, committee members shall decline to participate in the consideration of any case in which they have a personal bias or interest which would preclude their making a fair and objective decision.

E. <u>Duties</u>.

(1) Case Review. The University Promotion and Tenure Advisory Committee shall perform such duties as may be required under the provisions of <u>Policy and Procedures No. 9-5.1</u> , Section F and <u>Policy and Procedures No. 9-4</u>, Section 2 of Faculty Regulations.

(2) Standards. The University Promotion and Tenure Advisory Committee shall receive and review the annual report of the RPT Standards and Review Committee relevant to departmental standards, and, based on its experience with given departments' standards, may recommend that the committee review the standards of a department.

F. Recommendations. The recommendations of the University Promotion and Tenure Advisory Committee will be submitted to the cognizant vice president.

Approved: Academic Senate 3/1/99

Approved: Board of Trustees 9/17/99

Approved: Academic Senate 5/3/99

Approved: Board of Trustees 5/17/99

(The Senate changes on 3/1/99 were approved on 9/17/99 by the Board of Trustees Executive Committee.)

M03

(Moved from Section 5 to Section 3.)

Rev 1

Policy 9-5.3 Rev 16

Date February 14, 2005

Subject: **FACULTY REGULATIONS - Chapter V - Section 4
APPOINTMENTS, RETENTION, PROMOTION, AND TENURE**


SECTION 4. UNIVERSITY RPT STANDARDS COMMITTEE


A. Membership. See Faculty Regulations, Chapter III, Section 4.A.(6).


B. Duties:  The University RPT Standards Committee shall develop and implement procedures with which it will review and approve department and/or college retention/promotion/tenure criteria, and the application of those criteria to RPT decisions within a department or college with due concern to the unique characteristics or requirements of the discipline and with the objective of improving the stature of the university. Such reviews of RPT criteria will be done in conjunction with the faculty and administrators of the department/college being reviewed. Any department or college may be reviewed at the initiative of the committee. Requests for review may be made in the fall semester to the committee by the senior vice president for academic affairs or the senior vice president for health sciences, or the University Promotion and Tenure Advisory Committee, or by the Graduate Council as well as by deans, department chairpersons, or individual faculty members. The committee shall use its judgment and discretion in formulating responses to such requests. The committee shall annually report on its reviews to the Academic Senate and to the University Promotion and Tenure Advisory Committee.


Approved: Academic Senate 1/10/05

Approved: Board of Trustees 2/14/05

M06

Rev 15

holds a regular faculty appointment, the individual must resign from that regular faculty appointment immediately, unless an exception to this requirement is granted in writing by the president of the University.

## SECTION 3. LIBRARY FACULTY

Appointees to the library faculty shall commit full time to support of the university's teaching and research program, professional growth and scholarly or creative activity, and service to the university and community. They shall have continuing appointment or be eligible for continuing appointment. Library faculty shall include academic librarians with the rank of librarian, associate librarian, and assistant librarian.

## SECTION 4. AUXILIARY FACULTY

Appointees to the auxiliary faculty shall be individuals who participate in the university's academic program and make a substantial contribution to the academic activities of the various colleges, but whose continuing professional activities do not span the full range of responsibilities of regular faculty members in the appointing department or college. In light of the University's need to retain the flexibility to adjust its programs to meet changing needs and to employ faculty with more specialized foci to that end, auxiliary faculty may be appointed as research, clinical, lecturer (or lecturing), adjunct or visiting faculty members, as further defined in the sections below. Auxiliary faculty may hold the ranks of professor, associate professor, assistant professor, or instructor.

A. Responsibilities and Rights. Appointment to an auxiliary faculty position is without significance for the achieving or holding of tenure. Auxiliary faculty shall not have the right to vote on policies regarding appointment, retention, tenure or promotion or on individual personnel decisions relating to appointment, retention, tenure or promotion, except as provided below. However, long-term instructional auxiliary faculty should be accorded more substantial rights related to curricular matters and appointments within their areas of professorial responsibility. Colleges and departments may permit such auxiliary faculty to vote on appointment and promotion decisions with respect to other auxiliary faculty in their respective categories, and to advise on other appointments. Colleges and departments may accord long-term instructional auxiliary faculty authority to vote on curricular and other policy matters within their unique area(s) of professional responsibility, and accord long-term auxiliary instructional faculty benefits or funding to enhance their professional development. Subject to applicable University policies and to a determination by the individual colleges and departments, auxiliary faculty (or any category and/or rank of auxiliary faculty) may be permitted to participate in the processes of setting department or college policy, or to engage in other activities of faculty members outside their area of basis, auxiliary faculty may supervise or serve on graduate student committees if departmental and graduate school policies permit.) Appointees to these positions shall not be counted among the number of faculty members of a representation area for purposes of apportioning membership in the Academic Senate, shall not be eligible for election to the Academic Senate, and shall not be eligible to vote for members of the Academic Senate. However, appointees to these positions may serve as members of appointed faculty committees. In these respects, auxiliary faculty members shall have the privileges and responsibilities of faculty members.

B. Terms. Appointments to the auxiliary faculty are for limited terms only. All annual auxiliary faculty appointments end automatically each June 30. Individuals in such positions may be reappointed after departmental review, with no limitation on reappointment, except that visiting

faculty may only serve in that capacity for a total of three years. Appointments or reappointments may also be made by means of a written contract for a fixed term of up to five years, when there is reasonable assurance that specific funding to support such term appointments will be available, as determined by the president. Each term appointment ends automatically on June 30 in the final year of the specified term. Individuals in such positions may be reappointed at the conclusion of that fixed term for another fixed term of up to five years after departmental review and with reasonable assurance of specific funding. Review of all categories of auxiliary faculty (including annual review, review before reappointment, and review in consideration of reappointment to a higher rank) should be appropriate in light of the category, rank, and role of the faculty members.

After three years of continuous full-time service, an auxiliary instructional faculty member should be given at least 3 months notice of non-renewal of appointment, unless particular contractual provisions otherwise govern.

C. Early Termination. Auxiliary faculty members' appointments may be terminated before the conclusion of the limited term for the following reasons: i) for financial exigency, medical reasons or program discontinuation, as provided for in Policy and Procedures 8-7; ii) for violation of the Faculty Code, as provided for in Policy and Procedure 8-12; iii) for the auxiliary faculty member's failure to meet a term of the contract; or iv) if any condition specified in the contract is not fulfilled.

D. Auxiliary Faculty--Categories. All auxiliary faculty provided for above must be appointed as research, clinical, lecturer, adjunct or visiting faculty.

1) Research Faculty are individuals who participate in the university's academic program, but whose primary professional efforts are devoted to one or more research projects, or nonacademic training projects may be appointed to the ranks of professor, associate professor, assistant professor, or instructor, provided the additional title of "research" accompanies the designated rank. Appointments to "research" positions are without significance for the achieving or holding of tenure. Any proposed appointment to a research faculty rank shall be considered by the department committee under the same rules which would apply to an appointment to the corresponding regular faculty rank. Advancement within the research faculty ranks shall be considered by the department committee under the same rules which would apply to promotions in the corresponding regular faculty ranks, except that advancement within the "research" ranks is to be based primarily on excellence in performance in research. Appointees to these positions may serve as members of appointed faculty committees and shall have the privileges and responsibilities of faculty members, subject to a determination by the individual colleges and departments of the degree to which they may participate in the processes of setting department or college policy. However, they shall not have the right to vote on matters relating to appointment, retention, tenure or promotion. Appointees to these positions shall not be counted among the number of faculty members of a representation area for purposes of apportioning membership in the Academic Senate, shall not be eligible for election to the Academic Senate, and shall not be eligible to vote for members of the Academic Senate. All annual research appointments end automatically each June 30. Individuals in such positions may be reappointed after appropriate review. Annual reappointment reviews will not be required after a faculty member in a research rank has completed a probationary period of seven years if initially appointed as a research assistant professor or five years if

**Standard Four: Required Documentation, Number 5, Representative examples of the institutional and public impact of faculty scholarship.**


Evidence that our faculty's scholarly efforts are making a difference can be found in the recognition they receive from their professional peers and the citizens of our state. To that end we have assembled two lists of faculty achievements as documented by awards and memberships.

Awards. The first list documents awards and prestigious memberships received by our faulty during the years 2004, 2005, and through May of 2006. A large majority of the items listed are national in scope. They reflect notable accomplishments in many fields and disciplines.

National Academies. The second list contains the names and affiliations of current and past members of the faculty that have been elected to one of the National Academies.

*S 4*
*Req. Documentation*
*item 5*

# Recent Awards and Recognition Given to University of Utah Faculty
## By National and State Entities

**During 2004**

Scott R. Steifel, psychiatry and pediatrics, received the Frank J. Menolascino Award from the National Association of Dual Diagnosis.

R. Peter King, metallurgical engineering, received the Lifetime Achievement Award from the International Mineral Processing Congress.

Adel Sarofim, chemical and fuels engineering, was awarded the George Westinghouse Gold Medal by the American Society of Mechanical Engineers.

Karen L. Miller, obstetrics and geriatric gynecology, received the Jahnigan Developmental Scholar Award ($200,000) from the American Geriatric Society.

Gary Ellis, park, recreation, and tourism, received the J.B. Nash Scholar Award from the American Association for Leisure and Recreation.

Quang Wu, human genetics, received the Basil O'Conner Starter Scholar Award from the March of Dimes Birth Defects Foundation.

Wesley I. Sundquist, medicine, received the Amgen Award from the American Society for Biochemistry and Molecular Biology.

Brian Patrick, film studies, received the Broadcast Education Association's Best of Festival Award for his video "Burying the Past—Legacy of the Mountain Meadows Massacre."

Webster S. S. Jee, anatomy and radiology, received the annual Society Mentorship Award from the American Society for Bone and Mineral Research.

Monisha Pasupathi, psychology, received the Richard Kalish Innovative Publication Award from the Gerontological Society of America.

David J. Keahey, medicine, was named the national Inner City Physician Assistant of the Year by the American Academy of Physician Assistants.

George L. White, public health, received the Theodore B. Beatty Award from the Utah Public Health Association.

Perry G. Fine, anesthesiology, received the Elizabeth Narcessian Award for Outstanding Educational Achievement by the American Pain Society.

Theresea A. Martinez, sociology, was recognized by the Utah Coalition of La Raza for service to the Hispanic/Latino Community

Wayne Askew received the Utah Diabetic Association 2005 Award of Recognition for his contributions to the diabetic profession in Utah.

JoAnn Lighty, chemical engineering, received the 2004 Distinguished Engineering Educator Award from the Society of Women Engineers.

Jeff Weiss, bioengineering, was awarded the Taylor and Francis prize for outstanding innovation in computer methods in biomechanics and biomedical engineering at the 6th International Symposium on Computer Methods in Biomechanics and Biomedical Engineering.

Rick Rabbit, bioengineering, and Chris Johnson, computer science, were elected Fellows of the American Institute of Medical and Biological Engineering.

Clough Shelton, surgery, received the Presidential Citation from the American Academy of Otolaryngology-Head and Neck Surgery.

Joseph A Knight, pathology, received the War Burdick Award for Distinguished

Service to Clinical Pathology from the American Society for Clinical Pathology.

Kathleen McElligott, pediatrics, received the 2004 Founders of Adolescent Health Award for Community Leadership.

David Dynak, theatre, received a Presidential Citation from the American Alliance for Theatre and Education.

Xan Johnson, theatre, received a life-time contribution award from the Portage Center of the Arts for his work with youth theatre programming

Cynthia Burrows, chemistry, and Joel Harris, chemistry, were elected as fellows of the American Association for the Advancement of Science

Mary Beckerle, biology, was elected as the 2006 president of the American Society of Cell Biologists.

Lorris Betz, senior vice president for health sciences, Gordon Lark, biology, and Joel Miller, chemistry, were awarded the Governor's Medal for Science and Technology.

Anne Moon, pediatrics, received a Presidential Early Career Award for Scientists and Engineers.

Tom Malloy, Saskia Duyvesteyn, Gina Maria Musolino received the Utah State Higher Education's Exemplary Faculty Use of Technology award.

Carl T. Wittwer Pathology received the American Association for Clinical Chemistry Award for outstanding contributions to clinical chemistry in a selected area of research.

James Graves Health, dean, College of Health, was elected as an active Fellow of the American Academy of Kinesiology and Physical Education.

Elaine Weiss, medicine, was named the first recipient of the Making a Difference for Women Award for raising an awareness of domestic violence.

Lor Randall, orthopedics, was selected by the American Orthopedic Association as one of five Traveling Fellows for 2005.

Joseph Klewicki, mechanical engineering, was elected as a Fellow in the American Society of Mechanical Engineering.

Frank Stenger, computer science, was chosen by Society of Industrial and Applied Mathematics as one of 15 numerical analysts who have made the greatest contributions to numerical analysis research during the last century.

Kenneth Bromberg, mathematics, was selected as a Sloan Research Fellow.

Carl T. Wittwer, pathology, received the American Association for Clinical Chemistry Wards for Outstanding Contributions to Clinical Chemistry in a Selected Area of Research.

## During 2005

Alejandro Sanchez, neurobiology and anatomy, and Eric M. Jorgensen, biology were named as Howard Hughes Medical Institute investigators.

Ronald Mallon, philosophy, received a Laurence S. Rockefeller Fellowship from Princeton's Center for Human Values.

Julio Bermudez and Jim Agutter, architecture and planning, were awarded the Association of Collegiate Schools of Architecture Creative Achievement Award for 2004-2005.

Robin Marcus, physical therapy, was named the Utah Chapter of the American Physical Therapist of the Year by the American Physical Therapy Association.

Adi Gundlapalli, infectious Diseases, received the Outstanding Advocate of the Underserved Award from the Community Health Association of Mountain/Plains States.

Jay A. Jacobsen, internal medicine, received the American Medical Association's highest honor in medical ethics, the Dr. Isaac Hayes and Dr. John Bell Award for Leadership in Medical Ethics and Professionalism.

Susan Mango, oncology, was awarded the Harland Winfield Mossman Developmental Biologist Award for 2005 by the American Association of Anatomists.

Katharine Ullman, oncology, received the 2004 National Institutes of Health Bridges Faculty Mentor of the Year Award.

John Veranth, pharmacology and toxicology won the 2004 Project of the Year Award by the Strategic Environmental Research and Development Program, a joint program of the Departments of Defense, Energy, and EPA.

Gregory A. Voth, chemistry, was awarded a Guggenheim Fellowship.

Gwen McMillin, pathology, received the Young Investigator Award from the Therapeutic Drug Management and Toxicology Division of the American Association of Clinical Chemistry.

Onie Grosshans, health promotion and education, was selected as a recipient of the American Association for Health Education Professional Service to Health Education Award.

Mario Capecchi, genetics, received the Prize in Developmental Biology ($250,000) from the March of Dimes.

John W. Mauger, dean, college of pharmacy, was elected chairman of the 2005-2010 board of trustees of pharmaceutical sciences, U.S. Pharmacopeia Convention.

C. Dale Poulter, chemistry, was elected a fellow of the American Academy of Arts and Sciences.

Patrick Tresco, bioengineering, and Glenn Prestwich, pharmacy, were elected as fellows of the American Institute of Medical and Biological Engineers.

Chris Johnson, computer science, was appointed to the National Science Foundation Blue Ribbon Panel on Simulation Based Engineering Science.

Yuan-Pin Lee, mathematics, received a Centennial Fellowship ($65,000) from the American Mathematical Society.

James A. McCloskey, medicinal chemistry, received an award for "distinguished contribution in mass spectrometry" from the American Society for Mass Spectrometry.

Harald E. Olafsson, ophthalmology, was named Optometrist of the Year by the Utah Optometric Association.

Amy Oakeson, theatre, received the Youth Theatre Director of the Year award from the American Alliance for Theatre and Education.

K.S. Ravi Chandran, metallurgical engineering, received the Champion H. Mathewson Award from the Metallurgical Society.

Helen Graber, social work, was elected to membership in the International Women's Forum.

Janis Louie, chemistry, received a Camille Dreyfus Teacher-Scholar Award.

Charles D. Hawker, pathology, received the Alvin Dubin Award from the National Academy of Clinical Biochemistry.

Russell Belk, marketing, received the Sheth Foundation's *Journal of Consumer Research* Award.

Justin Diggle, art, received the Outstanding Achievement in Printmaking Award at the 30th Bradley International Print and Drawing Exhibition.

Grafton Hull, social work, received the Lifetime Achievement Award for 2005 from the Association of Baccalaureate Program Directors.

Richard Grow, electrical engineering, David W. Hoeppner, mechanical engineering, and Valy Vardeny, physics, were awarded 2005 Utah Governor's Medal for Science and Technology.

Chuck Hanson, computer science, received the 2005 Visualization Technical Achievement Award from the Visualization and Graphics Technical Committee of the Institute of Electronic and Electrical Engineers Computer Society.

M. Elizabeth Hammond, pathology, was named the 2005 Pathologist of the Year by the College of American Pathologists.

Kathleen McElligott, pediatrics, received the 2005 Outstanding Achievement Award from the YWCA of Salt Lake City.

Reed Gardner, medical informatics, received the Morris F. Collen Award of Excellence from the American Medical Informatics Association College of Informatics. (The University is the only institution in the country to have had two faculty receive AMIA's highest award; Homer Warner won the prize in 1994).

Sandra Negley, recreation therapy, is the new president-elect of the American Therapeutic Association.

Kathi H. Mooney, nursing, was appointed to a five-year term on the National Cancer Institute's Board of Scientific Advisors.

J. Michael Dean, pediatrics, received the 2005 Distinguished Career Award from the American Academy of Pediatrics.

Ralph E. (Ted) Packard, educational psychology, received the 2005 Distinguished Service and Contributions to the Profession of Psychology Award from the American Board of Professional Psychology. He also received the American Psychological Association's Presidential Citation for Extraordinary Leadership in 2005.

**During 2006 (through May)**

Zigmund Peacock, physics, received the 2006 Distinguished Service Award from the American Association of Physics Teachers.

Susan Thibeault, otolaryngology, received the Certificate of Recognition of Early Career Contributions in Research from the American Speech-Language-Hearing Association.

Janis Louie, chemistry, received an Alfred P. Sloan Research Fellowship.

Christopher Hacon, mathematics, was awarded the American Mathematical Society's Centennial Research Fellowship ($60,000); one of two awarded and the second consecutive year that a University faculty member has won the award.

Julia Paegle, meteorology, received the Cleveland Abbe Award for Distinguished Service to Atmospheric Sciences by an Individual from the American Meteorology Society.

Edward B. Clark, pediatrics, received the 2006 American Medical Women's Association Gender Equity Award.

Kojo Elenitoba-Johnson, pathology, received the Ramzi Corran Young Investigator Award for 2006 from the United States and Canadian Academy of

Pathology.

Rodney Miles, pathology, was awarded a fellowship from the College of American Pathologists Foundation.

Ellen Bromberg, modern dance, received the 2006 John Simon Guggenheim Fellowship Award, one of the most prestigious acknowledgments of artistic achievement in the country.

Tandy Beal, modern dance, received the James T. Irvine *Creation to Performance* grant to create a new work.

Pamela Geber Handman, modern dance, received the Boekelheide Creativity Award from the University of Oregon.

Baldomero "Toto" Olivera, biology, was named by the Howard Hughes Medical Institute as one of their "Million-Dollar Professors."

Lawrence D. Reaveley, civil and environmental engineering, received the Utah Transportation Research Advisory Council's Trailblazer Award for 2006.

David Hoeppner, mechanical engineering, received the Governor's Medal for Science and Technology.

Chris Johnson, computer science, was elected as a fellow of the American Association for the Advancement of Science.

Phyllis Coley, biology, was elected as a fellow of the American Academy of Arts and Sciences.

James F. O'Connell, anthropology, was elected as a member of the National Academy of Sciences. He becomes the third current member of the Department of Anthropology to be so honored.

Kang Zhang, ophthalmology, was elected to the American Society of Clinical Investigators, only the second ophthalmologist to be so honored in this organization's 98 year history. The society is comprised of more than 2,800 physician-scientists from all medical specialties.

Sriram Thirumalia, business, received the IBM Best Paper Award for 2006 for the Production and Management Society.

R. Scott Ward, physical therapy, was elected President of the American Physical Therapy Association.

# University of Utah Faculty Elected to the National Academies

As of 2006, at least 29 present or former University of Utah faculty members have been elected to membership in one or more of the three groups under the umbrella organization known as The National Academies: the National Academy of Sciences, the National Academy of Engineering and the Institute of Medicine. (The total is 31 if the count recognizes dual memberships by professors Jacobsen and Kim.)

The academy groupings list members by current affiliations, so there may be others who were elected in Utah and then moved away.

**National Academy of Engineering**
-- R. Peter King, professor of metallurgical engineering, 2003
-- Adel F. Sarofim, presidential professor of chemical and fuels engineering, 2003
-- Sun Wang Kim, distinguished professor of pharmaceutics and pharmaceutical chemistry, 2003 (also a member of the Institute of Medicine, 1999).
-- Gerald Stringfellow, professor of materials science and former dean of the College of Engineering, 2001.
-- Thomas G. Stockham Jr., professor emeritus computer science, 1998.
-- Jan D. Miller, professor of metallurgy, 1993.
-- Stephen C. Jacobsen, distinguished professor of mechanical engineering, 1990 (also a member of the Institute of Medicine, 1990).
-- Willem J. Kolff, research professor emeritus of bioengineering, 1989.
-- George R. Hill, professor of chemical engineering 1989
-- Milton E. Wadsworth, professor emeritus of metallurgy, 1979.
-- Donald A. Dahlstrom, research professor, chemical engineering, 1975
-- John A. Herbst, 1992 (Herbst is not on NAE list under University of Utah. When elected he worked as general manager for Metso Minerals Optimization Services.)

**National Academy of Sciences**
-- James F. O'Connell, professor of anthropology, 2006
-- Kristen Hawkes, professor of anthropology, 2002.
-- Henry Harpending, professor of anthropology, 1996.
-- Thure Cerling, distinguished professor geology and geophysics, 2001
-- Peter Stang, professor of chemistry and dean of the College of Science, 2000.
-- Mario Capecchi, genetics, 1991.
-- Sidney Velick, biochemistry,1981.
-- Jesse D. Jennings, professor of anthropology, 1977.
-- Cheves Walling,  distinguished professor emeritus of chemistry, 1964.
-- John R. Roth, biologist, 1988 (now at UC-Davis).
-- Josef Michl, chemistry, 1986 (now at UC-Boulder).
-- Raymond L. White, genetics, 1992 (now at UCSF).
-- Julian Steward, founded U of U anthropology department in 1930. (Election date uncertain, in 1950s after he left the U of U but because of work done here.)
-- Jeremy Sabloff, anthropologist, at U of U briefly in 1970s. (Elected in1994 while at the University of Pennsylvania.)

**Institute of Medicine**
-- Sung Wan Kim, pharmaceutics, 1999 (also NAE in 2003.)
-- Eli Adashi, chair of OB-GYN, 1999.
-- Homer R. Warner, professor emeritus of medical informatics, 1998 (no affiliation when elected).
-- Paul D. Clayton, medical informatics, 1996 (elected in his IHC position).
-- Stephen C. Jacobson, mechanical engineering ,1990 (also NAE in 1990).

**Standard Four, Required Documentation, Item 6, Summary of significant artistic creation, scholarly activity, and research by faculty during the past five years.**

Addressing this request for documentation is not an easy task. The University is a large, diverse operation with hundreds of faculty members engaged in artistic, scholarly, and research activities in many disciplines. The significance of particular discoveries, inventions, works of art, poems, and so on, is not readily discernable in the short term.

Attached are copies of five years of reports on research, primarily but not solely in the physical sciences, engineering, and medicine, at the University. A list of editorships of major scholarly journals is also attached, and two of the colleges, Social and Behavioral Sciences and Fine Arts have provided their own assessments of significant contributions by individual faculty members. Those reports plus the list of awards provided in Item 5 demonstrate that members of the University's faculty have contributed significantly to what we know about:

- Our Distant Past. Our evolutionary anthropologists have been remarkably productive with two faculty members elected to the National Academy of Sciences in the past five years. Our geologists continue to be part of the discoveries surrounding early man (for example, for decades we have done most of the dating for the Leakey's in their work in Africa).

- Life. Our work in human genetics continues to be very strong, as we build, for example, on the process of genes targeting which was originally developed at the University. We have assembled some of the world's large databases to help find and track the influence of particular genes. Increasing attention is being paid to proteins.

- The Environment. We are active in efforts to understand the dynamics of weather, especially with respect to global warming, and in exploring the various ways we as humans relate to the environment.

- The Universe. We are contributing to knowledge on both ends of the spectrum and in between from the behavior of molecules to new chemical compounds to cosmic rays and other planetary systems.

- Repairing and Maintaining Our Bodies. We are leaders in research on vision (including artificial vision), robotics, limb replacement, overcoming paralysis, the causes and cures for cancer and other diseases, pain relief, healing wounds, and personalized therapies.

- Perspectives. We have one of the leading centers in the country for computer visualization especially with respect to imaging the human body.

- Human Behavior. We are contributing to knowledge on conventional themes such as marriage, divorce, aging, social and consumer economics, and the impacts

of economic globalization, as well breaking new ground in less conventional arenas including the development of the world's first computerized polygraph scoring algorithms and demonstrating the deleterious effects of using cell phones while driving. The results of the latter investigations are influencing legislation and work rules across the country.

- Our Heritage. Our linguists are working with the Smithsonian Institution to save endangered indigenous languages. Archeologists from our natural history museum are working to preserve and understand hundreds of unexplored ruins left behind by native Americans many centuries ago at Range Creek, a major archeological site in southern Utah.

Finally, two overarching aspects of the creation of knowledge at the University are noteworthy:

- Interdisciplinary Approaches. In recent years the faculty has continually expanded the scope and influence of interdisciplinary approaches for the creation and dissemination of knowledge. That approach is working successfully in combinations involving engineers, scientists, and medical clinicians on the one hand, and centers involving the humanities, social science, law, architecture, education, and social work on the other. The interdisciplinary approach is the future.

- Broad Scope. While the examples provided above emphasize scientific research and scholarship, the efforts of our faculty are broader than that. For example, faculty members in the humanities have published over a 100 books in the past five years. In the last major study of law schools our faculty ranked in the top 30 in the nation for productivity of articles, books published with leading law publishers, and for scholarly impact. In an October, 2004, count, University faculty were serving as editors, associate editors, or on editorial Boards for over 120 journals. We have nationally recognized faculty in many areas outside of the sciences, from modern dance to educational administration, from creative writing to music.

# University of Utah Faculty
## Editorships of Scholarly Journals During the Past Two Years*

Peter Stang, Editor, Journal of the American Chemical Society
C. Dale Poulter, Editor in chief, Journal of Organic Chemistry
Diane Pounder, Editor, Educational Administration Quarterly
Joel Harris, Editor in Chief, Applied Spectroscopy
J.R. Ehleringer, Editor in Chief, Oecologia
John C. Carey Editor, American Journal of Medical Genetics
Kurt H. Albertine, Editor, Anatomical Record
Sam Goldstein, Editor, Journal of Attention Disorders
Jeffrey Kentor, Editor, International Journal of Comparative Sociology
T.C. Henderson , (co) Editor-in-chief, Robotics and Autonomous Systems
James P. Keener, (co) Editor, Mathematical Medicine and Biology: A
Journal of the IMA
Bhupendra Patel, (co) Executive editor, Orbit The International Journal
on Orbital Disorders, Oculoplastic and Lacrimal Surgery
John M Hollerbach (co)Editor, International Journal of Robotics Research
Dennis O'Rourke, Editor-in-chief, Human Biology
R. Peter King, Editor-in-Chief, International Journal of Mineral Processing
G.B. Stringfellow, Principal Editor, Journal of Crystal Growth
Frederick Rhodewalt, Editor, Personality and Social Psychology Bulletin

---

*Not comprehensive.

# Selected Recent Notable Faculty Achievements in CSBS

## Selected achievements – Anthropology

**\*Professor Henry Harpending** is a member of the National Academy of Sciences. Among his "significant" work over the last five years we would cite several papers that he has written with Greg Cochran. We nominate these because in them they discuss strong candidates for ongoing natural selection in humans and by implication the likelihood that human differences around the world, including so-called cultural differences, have a biological basis. These are unorthodox, but that is what makes them significant.

Harpending, H.C. and G. Cochran. 2002. *In our genes*. PNAS. 99:10--12.

Cochran, G., J. Hardy, and H. C. Harpending. 2006. *The natural history of Ashkenazi intelligence*. Journal of Biosocial Science (web published June 2005:1--35) 38:659--693.

**\*Professor Kristen Hawkes and Professor James O'Connell** have both been elected to the National Academy of Sciences. Conventional scientific wisdom attributes the evolution of early genus *Homo* to climate-driven changes in men's hunting and food sharing practices. Hawkes and O'Connell have developed an alternative model that makes early *Homo* the result of shifts in women's foraging and food sharing and related changes in life history. Their subsequent reanalysis of relevant fossil and archaeological data yields results consistent with this new model.

Hawkes, K., J. F. O'Connell, and N. G. Blurton Jones. 2003. *The evolution of human life histories: primate tradeoffs, grandmothering socioecology, and the fossil record*. The Role of Life Histories in Primate Socioecology, edited by P. Kappeler and M. Pereira. 204-227.

O'Connell, J. F., K. Hawkes, K. Lupo and N.G. Blurton Jones. 2002. *Male strategies and Plio-Pleistocene archaeology*. Journal of Human Evolution. 43:831-872.

## Selected achievements -- Economics

**\*Professor Nilufer Cagatay, Principal Investigator, and Professor Korkut Erturk, Co-Principal Investigator,** along with professors from the Levy Institute in New York receive funding from the Ford Foundation, United Nations and the International Development Research Center to sponsor an annual two week international workshop and conference on "Knowledge Networking and Capacity Building on Gender, Macroeconomics and International Economics". The general objective of the project is to mainstream gender into macroeconomic policies and programs with a second specific objective to increase knowledge networking on these themes by strengthening the intellectual links among practitioners in networks working on similar issues. This project, which has three major components has been repeated three times (2003, 2004 & 2005). One of the concrete outcomes of the knowledge networking process has been the

formation of 15 regional and thematic sub-groups which have global membership and focus on research and policy dealing with specific themes related to gender, macroeconomics and international economics.

**Professor E. Kay Hunt's** article "Normative Foundations of Social Theory: An Essay on the Criteria Defining Social Economics" was selected as one of "the twelve best articles of the past 60 years" and was published in a special issue in 2005.

Hunt, E.K. 1978. *Normative Foundations of Social Theory: An Essay on the Criteria Defining Social Economics*. The Review of Social Economy.

**Selected achievements – Family and Consumer Studies**

*****Professor Ken R. Smith** is P.I. on a 5-year grant to investigate "The Utah Study of Fertility, Longevity, and Aging" ($3,610,969), National Institute on Aging, 2003-08.

**Professor Cathleen Zick**, edited "Utah at the beginning of the new millennium; A demographic perspective" (with K. Smith), University of Utah Press, 2006. This edited volume was written in collaboration with 8 FCS faculty members and numerous other U of U faculty focusing on important Utah policy issues such as education, marriage and divorce, aging, and immigration.

**Professor Nicholas Wolfinger**, authored "Understanding the divorce cycle: The children of divorce in their own marriages" New York: Cambridge University Press, 2005. This book is currently on the best seller list for social science academic books.

**Selected achievements – Geography**

**Assistant Professor Phil Dennison** and **Associate Professor Tom Cova** have created the first model to help communities determine when they should order an evacuation from a wildfire. This model, called WUIVA can map strategic evacuation buffers years before a fire event, allowing adequate time for evacuation planning. This model may be used in the future to help determine when and where wildfire evacuations should be ordered, and has the potential to save lives in fire-prone communities around the world.

Dennison, P.E., T.J. Cova., and M.A. Moritz. 2006. *WUIVAC: a wildland-urban interface evacuation trigger model applied in strategic wildfire scenarios*. Natural Hazards (in press).

*****Associate Professor Richard Forster** developed a new technique for measuring the deformation and strength of ice in flowing glaciers from satellite radar images. Most glaciers in the world are shrinking. To determine how much of this change is due to global warming and to predict future glacier changes, measurements of the glacial ice flow properties are required. Forster's technique provides a new method for understanding the interactions between glacial melting and global warming, including estimates of sea level rise due to melting.

**Selected achievements – Psychology**

**\*Professor David Strayer and Professor Frank Drews** have been conducting research on how driving performance (and underlying attentional processes) are affected by cell phone use. They have identified the phenomenon of *inattentional blindness* and have investigated the relative impact of cell phone use compared to the effects of age, alcohol use, conversations with passengers and other distractors. Their work has garnered extraordinary national and international attention and was named in *Discover Magazine's* Top 100 Science Stories in both 2003 and 2005.

**\*Professor Lisa Diamond's** primary area of research concerns psychobiological processes related to attachment and emotion regulation. Her contributions in this area have been recognized with a prestigious W.T. Grant Foundation Faculty Scholars Grant to investigate *Positive emotions in parent-child interactions: Links to psychological, interpersonal and physiological resiliency from early to late adolescence*, in addition to receiving the *Boyd McCandless Award for Distinguished Contributions to Developmental Psychology* from the American Psychological Association (2004), the *Outstanding Young Scientist Award* from the Society for Personality and Social Psychology (2004), the *Louise Kidder Early Career Award* from the Society for the Study of Social Issues(2004), and the *Early Career Teaching Award* from the University of Utah (2004), among many others. Lisa has many newer ones, but we think the 2003 is the one that got her the awards. We included the 2005 also because it is closer to the grant work she is doing.

Diamond, L. M. 2003. *What does sexual orientation orient? A biobehavioral model distinguishing romantic love and sexual desire.* Psychological Review. 110:173-192.

Diamond, L. M. and A.M.Hicks. 2005. *Attachment style, current relationship security, and negative emotions: The mediating role of physiological regulation.* Journal of Social and Personal Relationships. 22:499-518.

**\*Research by Professor Tim Smith, Professor Cynthia Berg, Professor Bert Uchino and Professor Paul Florsheim**, funded by an NIH grant on Health and Aging, has received considerable national attention. They investigated how cardiovascular disease in older, healthy couples is influenced by interpersonal relationships, and they found that hardening of the arteries is more likely for wives when hostility is expressed in marital disagreements, but is more likely for husbands when either they or their wives act in a controlling manner. Tim received an ISI ranking of "Highly Cited" and was in the top 25 of all clinical faculty nationally in an analysis of publication and citation frequency.

Uchino, B., C. Berg, T. Smith, G. Pearce, and M. Skinner. 2006. *Age related differences in ambulatory blood pressure reactivity with age.* Psychology of Aging (in press).

**Selected achievements – Sociology:**

**Assistant Professor Kim Korinek's** research addressees a range of social demographic phenomena (migration, fertility, and employment) and their intersection with processes of social change and social mobility. She is especially interested in how these processes play out in emerging market economies of southeast Asia, having conducted research in the field in Vietnam, Thailand and China. A recent product of this research is her article in the flagship journal of the discipline, the *American Sociological Review*.

Korinek, Kim, B. Entwisle and A. Jampaklay. 2005. *Through Thick and Thin: Layers of Social Ties and Urban Settlement among Thai Migrants.* American Sociological Review. 70(5):779-80 .

Korinek, Kim. 2004. *Maternal Employment during North Vietnam's Era of Market Reform.* Social Forces. 83(2):791-822.

**Assistant Professor Cheol-Sung Lee's** research centers on the comparative political economy of developing and developed countries. He is especially interested in understanding the complex relations among domestic political mechanisms in translating the impacts of globalization on distributional outcomes, such as economic inequality as well as the impact on social movements. His research agenda also seeks to learn how the global mobility of capital, commodities, labor, and norms transform specific configurations of social networks. His research is being published in the leading journals in sociology, including the flagship journal of the American Sociological Association, the *American Sociological Review*.

Lee, Cheol-Sung. 2005. *International Migration, Deindustrialization, and Union Decline in 16 Affluent OECD Countries, 1962-1997.* Social Forces. 84: 71-88.

Lee, Cheol-Sung. 2005. *Income Inequality, Democracy, and Public Sector Size.* American Sociological Review. 70: 158-181.

**Assistant Professor Ming Wen** studies the social determinants and consequences of health and illness throughout the life course in her research, and she is especially interested in understanding how various social contexts, such as neighborhoods, influence health outcomes. She is currently working on several projects funded by the National Institutes of Health or private foundations. Her recent research has been published in leading journals dealing with social dimensions of health, such as *Sociology of Health and Illness, Health Services Research*, and *Social Science and Medicine*.

Wen, M and N. A. Christakis. 2006. Prospective effect of community distress and subcultural orientation on mortality following life-threatening diseases in later life. Sociology of Health and Illness (in press).

Forster, R.R., K.C. Jexek, L. Koenig and E. Deeb. 2003. *Measurement of glacier geophysical properties from InSAR wrapped phase.* IEEE Transactions on Geoscience and Remote Sensing. 41 (11): 2595-2604.

**\*Professor Harvey Miller** has provided a foundation for high-resolution LAT-based measurement. Location-aware technologies (LATs) are devices that can report their precise geographic location in near real-time. LATs are poised to revolutionize our economies, societies and daily lives by facilitating navigation, coordination and social interaction at a unprecedented scale. They also provide new methods for collecting data and analyzing human phenomena at the individual-level. Miller has developed the first rigorous mathematical basis for time geography, a half-century old conceptual framework for understanding human activities in space and time.

Miller, H.J. 2005. *A measurement theory for time geography.* Geographical Analysis. 37:17-45.

**Selected achievements – Political Science**

**Professor Ronald J. Hrebenar,** department chairperson, was awarded a NSF grant to take 6 undergraduate University of Utah students to Vilnius, Lithuania in July 2005 to conduct two weeks of interviewing of Lithuanian political elites regarding their attitudes toward the democratization of their nation since 1991. Over 75 members of the Lithuanian media, academics, members of parliament, and organizational leaders were interviewed regarding the development of Lithuanian interest groups and lobbying by the students who were teamed with trained students from the Law University of Lithuania. The study produced a series of recommendations in the form of a report on how the process of democratization could be supported by a stronger interest group and lobbying system.

**\*Assistant Professor Thad Hall** has been awarded a $250,000 grant from the Election Assistance Commission to study vote counting and recounting methods in the 50 states. The study examines all 50 states and recommends best practices for improving elections. Professor Hall has been involved in the recent California primary and helping to implement the new touch screen voting machines in Utah and especially in Salt Lake County.

**Assistant Professor-Lecturer Luke Garrott** has been a significant part of the University of Utah's West Side initiative for the past several years. Dr. Garrott has been selected as a Bennion Center Community Scholar in Residence for 2005-06 and as such has offered his service learning course, Neighborhood Democracy (POLS 3020) which is in its second year. One of the purposes of the course is to generate University of Utah-Community partnerships around a variety of projects designed to improve the west side communities. A special target for this initiative has been the community councils. Dr. Garrott is also an active participant in the Westside Leadership Institute, an effort to educate young people to take leadership roles in their community.

# College of Fine Arts
## Faculty Accomplishments
## (2001-2006)

## Department of Art and Art History

**Beth Krensky** (Assistant Professor) was awarded a book contact for *Art in the Community: The Theory and Practice of Community-Based Art Education* by AltaMira, (a subsidiary of Rowan & Littlefield), to be published in 2007. Additionally, Krensky was the only artist from Utah accepted into the internationally-recognized Rocky Mountain Biennial 2006, held at the Fort Collins Museum of Contemporary Art.

**Boreth Ly** (Assistant Professor) was awarded a book contract for *Mekong & Memory: Visual Legacies of Violence and Trauma in Contemporary Arts of Southeast Asia and Diasporas* by University of Hawaii Press, to be published in 2008. Additionally, Ly received a Rockefeller Resident Fellowship to participate in the Critical Asian Studies Project, Simpson Center for the Humanities, University of Washington, Seattle for 2004-05.

In 2003, **Kim Martinez** (Assistant Professor) established "Mural Painting" as a regularly scheduled Fall Semester class for University of Utah art majors, who, as part of their coursework, paint murals along the TRAX line and receive project payment from South Salt Lake to fund student travel to museums and galleries in major metropolitan areas. Additionally, Martinez's artwork has been accepted into two different group shows in Tlaxcala, Mexico and Bethlehem, Palestine.

**Monty Paret** (Assistant Professor) was awarded a 2005-06 University of Utah Faculty Fellow Award and a University Research Committee grant to complete book research in Berlin, Germany. Additionally, Paret was selected to curate an exhibition (January, 2007) and write the catalogue for "Experimental Photography from the Bauhaus Sculpture Workshop" to be held at the Henry Moore Institute in the UK. Paret also co-authored *Surrealism and Modernism from the Collection of the Wadsworth Atheneum Museum of Art* for Yale University Press (2003).

**Brian Snapp** (Associate Professor) had his artwork accepted by the prestigious 54th Premio Faenza International Juried Exhibition at the Museo Internazionale delle Ceramiche in Faenza, Italy (2005). In all, there were 12 US pieces exhibited with 120 other international works selected from 1,939 submissions generally submitted by Europeans; Sapp was the only artist to have three pieces exhibited (the submission limit). In 2003, Sapp's artwork was accepted into the restigious 2nd World Ceramic Biannale at Inchon World Ceramic Center, South Korea (20 US pieces exhibited with 215 other international works selected from 2,454 submissions generally submitted by Asians).

**Carol Sogard** (Associate Professor) was awarded a sabbatical for 2006-07, a University of Utah Faculty Fellow Award, and a University Research Committee grant to pursue environmental studies of graphic design materials and procedures (toxic inks, recycling,

etc.) which will ultimately lead to the establishment of new policy for the nationally recognized American Institute of Graphic Arts

## Department of Ballet

**Carol N. Iwasaki** (Professor and Chair of the University of Utah Department of Ballet) served as choreographer for the 2005 Mormon Tabernacle Choir's annual Christmas program under the direction of Craig Jessop, featuring the Choir with soprano Renè Fleming and actress Claire Bloom. Six performances, including a ticketed dress rehearsal, were sold out in the 21,000-seat Conference Center of the Church of Jesus Christ of Latter Day Saints in downtown Salt Lake City. DVDs will go on sale later this year. Additionally, Iwasaki served as Treasurer for the CORPS de Ballet International from 2003-2005, and currently publishes their annual newsletter *Higher Ed Pointes*.

In 2004, after two years of preparation, **Barbara Hamblin** (Professor) launched a fully on-line course in ballet history. Hamblin wrote the chapters, devised student aides such as a day-by-day calendar, on-line syllabus and requirements pages, reserve reading, biweekly assignments and papers, tests, and discussion tools. The enrollment for the course has doubled since she began teaching it on-line. In 2001, Hamblin received the prestigious Philip and Miriam Perlmann Award for Excellence in Student Counseling and Advising.

Under the artist direction of **Richard Wacko** (Associate Professor), the Department of Ballet's Character Dance Ensemble traveled to the People's Republic of China to perform at the Beijing Dance Academy (2006). In 2002, Wacko received the College of Fine Arts Faculty Excellence Award.

In 2006, **Sharee Lane** (Associate Professor) received the prestigious Philip and Miriam Perlman Faculty Excellence in Counseling Award for outstanding contribution to the University through student advising and/or counseling.

In 2001, **Attila Ficzere** (Associate Professor) choreographed *Carmen* for the Utah Opera and restaged Michael Smuin's *Romeo and Juliet* for the Tulsa Ballet.

In 2003, **Maureen Laird** (Associate Professor) was invited to present research on "Dancer Transition" at the Hawaii International Conference on Arts and Humanities. Her research was subsequently published by the same conference. In 2005, she presented her research on at the Corps de Ballet International Conference, and at the Utah Academy of Science, Arts and Letters in 2006.

## Division of Film Studies

**Chris Lippard** (Assistant Professor) was elected Chair of the Middle East Caucus of the Society of Cinema Studies (2004-07). In this position, he is responsible for co-ordinating/advising on Middle Eastern cinema screenings, speakers, and panels at National Conferences.

**Brian Patrick's** (Professor) film, *Burying the Past: Legacy of the Mountain Meadows Massacre* (2004), has won a host of awards at regional and national festivals and has been screened at festivals across the country

**Kevin Hanson**'s (Associate Professor) film, *Our West* (2000), an 18-minute 16mm film about the changing nature of the American West (based on an original script made possible by a grant from the Utah Arts Council. *Our West* was exhibited at the 2001 First Intermedia Festival in Cincinnati Ohio and at the Athens Center for Film and Video at Ohio University where it was selected to travel as part of the touring package "America the Strange." *Our West* has continued to play at festivals like the Fear No Film Festival (Utah Arts Festival) in 2005, and at the Southside Film Festival (Bethlehem PA) also in 2005, and in 2006 at Lehigh University's new annual film festival.

**Steve Pecchia-Bekkum's** (Auxiliary Faculty) documentary, *Walking in the Valley of the Gods,* has been featured in several festivals and competitions including EdgeWorks Film Festival, and Anchorage International Film Festival.

## Department of Modern Dance Department

**Kaye Richards** (Assistant Professor) received the prestigious Lowell Bennion Public Service Professorship (2004). In 2006, Richards received an invitation to present two works at the International Choreographer's Showcase, Madrid, Spain—"Melange" (a quintet for five dancers), and "Aku" (a solo piece composed and performed by Richards).

**Ellen Bromberg** (Associate Professor) received a Guggenheim Fellowship (2006-07). One of her film documentaries—*Molissa Fenley and Peter Boal: The Re-Staging of "State of Darkness"* (2002) was distributed by Artworks Video and screened nationally. *Singing Myself a Lullaby* (2000) was distributed by Artworks Video for Public Broadcasting Service.

**Steve Koester** (Associate Professor) received support from Brolly Arts and ASUU of the University of Utah to create "An Evening of Music and Dance with the Ahn Trio, Kenji Bunch, and Stephen Koester" (2002). In 2000, Koester served as guest artisit at the Taiwan Dance Festival, Taipei, Taiwan.

**Abby Fiat** (Professor) received the University Distinguished Teaching Award (1999), and was selected as a charter member of the University of Utah's College of Fine Arts Scholars (2005-06).

**Satu Hummasti** (Assistant Professor) was featured Guest Artist at the following dance festivals (as performer and/or choreographer): D.U.M.B.O Dance Festival (2004), for "Into Somebody Else's Arms" (solo); the Cool New York Festival at White Wave Dance Festival, NYC (2005) for "Into Someone Else's Arms" (quartet); and (2006) for "Six Stories About You."

**Pamela Geber** (Assistant Professor) was honored as Invited Choreographer—American

Dance Guild Gala, NYC (2006), for "Deaf Voices Mute Ears."

**Donna White** (Professor and Chair of the Department of Modern Dance) was invited to be a guest presenter at the International Dance Education Forum, Beijing Dance Academy, Beijing China (2004).

## School of Music

**Robert Breault** (Professor) is among the leading American tenors singing today. Performing extensively in opera and oratorio, he has sung lead roles with such prestigious organizations as New York City Opera, the Philadelphia Orchestra, the Cleveland Orchestra, and the Dallas Opera. He has also been featured on a number of commercial CD and DVD recordings.

During summers, **Julie Wright-Costa** (Associate Professor) is General Director of the Ohio Light Opera Company. She has appeared in many lead roles for operetta and musical theater productions of this prestigious company as well gradually assuming more responsibilities for artistic direction.

**Henry Wolking** (Professor) has received the Authors and Publishers Award of the American Society of Composers, Authors, and Publishers for 23 consecutive years. His musical compositions were featured music at the 2002 Winter Olympic Games.

**Brady Allred** (Professor) is one of the leading choral conductors in America. His choirs have distinguished themselves as top prize winners in the European Grand Prix of Choral Singing (2006) and the Florilege Vocal de Tours (2005). He has produced four commercial CD recordings with the University of Utah Singers, the elite choral ensemble of the School of Music.

## Department of Theatre

GAGE WILLIAMS (Professor) was selected to exhibit his Great Lakes Theatre Festival set design for *Hamlet* at the prestigious **2003 Prague Quadrennial** International Exhibition of Scenography and Theatre Architecture. (In 1999, he had also exhibited his set design for the Phoenix, AZ, Childsplay production of *Anne of Green Gables*.) JOE PAYNE (Adjunct Instructor & Resident Sound Designer for Pioneer Theatre Company) was selected to exhibit his sound design and composition at the **2007 Prague Quadrennial.** This world-renowned cultural event, the only exhibition of its kind and magnitude, exhibits the best in contemporary stage designs and theatre architecture, and illustrates the most recent trends in world theatre.

XAN S. JOHNSON (Professor) collaborated with JERRY GARDNER (Associate Professor) and AMY OAKESON (Assistant Professor—Clinical), and six 10-to-15-year-old actors to showcase an original commissioned work, *Eagle Flight*, representing the USA at *Jeune Théâtre International Festival at the Collectif Théâtral du Hainaut* in Valenciennes, France, May 2004. Youth theatre companies from around the world attended this
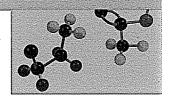
premiere performance, as well as the US Ambassador to France. The piece was also performed at the 2004 American Alliance for Theatre and Education National Conference, Salt Lake City, July 2004. Focusing on the eagle both as a symbol for liberty and as a predator, *Eagle Flight* presents an "image theatre" collage of American history, ranging from early Hopi creation stories through post-9/11 narratives. *Eagle Flight* explores social tensions generated through our history with war, our love-hate relationship with pop culture, our new struggles with terrorism, and our endless search to discover "the best way for humans to be free."

**SANDRA SHOTWELL** (Professor; production director), **RICHARD SCHARINE** (Professor Emeritus; actor, "Oedipus"), and **JAMES SVENDSEN** (Associate Professor of Languages and Literature; producer) collaborated with student designers, cast, and crew to present our production of Sophocles's *Oedipus at Colonus* at the Athens Centre Theatre Festival in Athens, Greece, June 2004.

**TIM SLOVER** (Assistant Professor) was commissioned by the Gardner Family Trust to write *Lightning Rod*, a new play for the Fulton, PA, Opera House in honor of the tercentenary of the birth of Benjamin Franklin. The play ran April 27 through May 14, 2006. During the development of the work, Slover served as Artist-in-Residence at Franklin and Marshall College (made possible by a grant from the Von Hess Foundation).

A 2006 article written by **SYDNEY CHEEK O'DONNELL** (Assistant Professor)—"Hot Italian Mammas and Suffering Madonnas: The Strategic Deployment of Maternal Stereotypes in the Theatre of Franca Rame"—will be published in *Theatrical Portrayal of Mothers: A Historical Tracking of Mothers, Mothering and Motherhood Through the History of World Theatre*, a forthcoming book on the theatrical representation of mothers and motherhood, edited by Dr. Beth Osnes and Dr. Anna Andes. This book continues the process of excavating the presence and voice of women in world theatre— specifically focusing on how the image of mother has been portrayed and used throughout history, and examining the reclaiming of that image by female theatre artists in service of their own vision.

# JOURNEY OF
## *discovery*

2004 ANNUAL REPORT

THE UNIVERSITY OF UTAH
OFFICE OF THE VICE PRESIDENT FOR RESEARCH

**THE**
**UNIVERSITY**
**OF UTAH**

THE UNIVERSITY OF UTAH EARNED AN IMPRESSIVE $309 MILLION IN RESEARCH GRANTS, FELLOW-SHIPS AND FINANCIAL AID DURING THE 2004 FISCAL YEAR – THE FIRST TIME THE UNIVERSITY HAS CROSSED THE $300 MILLION THRESHOLD. IT REPRESENTS ALMOST AN 8 PERCENT INCREASE OVER THE PREVIOUS YEAR AND A DOUBLING OF RESEARCH FUNDS DURING THE PAST DECADE. MOST OF THE MONEY COMES FROM THE FEDERAL GOVERNMENT, AND MOST STAYS IN UTAH, BOLSTERING THE ECONOMY BY CREATING JOBS AND PAYING FOR GOODS AND SERVICES. RESEARCH AT THE UNIVERSITY OF UTAH SPAWNS SCIENTIFIC AND TECHNOLOGICAL ADVANCES THAT RESULT IN NEW SPIN-OFF BUSINESSES (MORE THAN 50 SO FAR), BETTER EDUCATION FOR OUR PRECIOUS CHILDREN AND FUTURE LEADERS, NEW MEDICAL TREATMENTS AND AN ENHANCED QUALITY OF LIFE.

DESPITE THESE ACCOMPLISHMENTS, WE CANNOT REST COMFORTABLY. WE MUST CONTINUE TO FOSTER A SUPPORTIVE ENVIRONMENT IN WHICH BRIGHT YOUNG SCIENTISTS CAN FLOURISH. ONE WAY TO DO THAT IS BY CREATING INTERDISCIPLINARY INSTITUTES – SUCH AS THE SCIENTIFIC COMPUTING AND IMAGING INSTITUTE AND THE FLEDGLING BRAIN INSTITUTE AT THE UNIVERSITY OF UTAH – WHERE CREATIVE PEOPLE FROM DIVERSE FIELDS CAN MORE FREELY PURSUE CUTTING-EDGE SCIENCE.
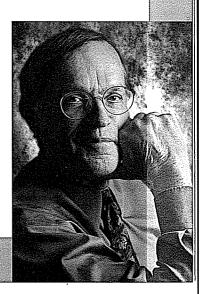
WE ALSO SHOULD NOT LET OUR SUCCESSES MAKE US COMPLACENT ABOUT THE CONTINUING NEED TO SEEK RESEARCH FUNDING. WITH STATE BUDGETS PINCHED, PUBLIC RESEARCH INSTITUTIONS NO LONGER CAN RELY ON STATE FUNDING TO PROVIDE THE BUILDINGS, EQUIPMENT AND SUPPORT SERVICES THAT ATTRACT 10 TIMES THEIR VALUE IN FEDERAL RESEARCH GRANTS. PRIVATE PHILANTHROPY IS ESSENTIAL. AND WE ALSO MUST FORM MORE PARTNERSHIPS WITH BUSINESS, PROVIDING COMPANIES WITH RESEARCH AND DEVELOPMENT WORK WHILE OBTAINING REAL-WORLD TRAINING FOR OUR STUDENTS.

UNIVERSITIES ARE JUSTIFIED WHEN THEY EMPHASIZE THEIR ECONOMIC BENEFITS TO SOCIETY. BUT THAT DOES NOT MEAN WE SHOULD DOWNPLAY THEIR VALUE AS PLACES OF INTELLECTUAL PURSUIT – PLACES WHERE NEW DISCOVERIES ABOUT OUR WORLD AND UNIVERSE STILL CAN GENERATE A SENSE OF AWE AND WONDER. WHO CAN PUT A DOLLAR VALUE ON WHAT THIS MEANS FOR OUR SOCIETY, CULTURE AND CIVILIZATION?

*Raymond F. Gesteland, Ph.D.*
*Vice President for Research*
*Distinguished Professor of Human Genetics*

"Research at the University of Utah provides **novel** opportunities to bridge natural **sciences**, engineering and social sciences."

— JIM EHLERINGER, DISTINGUISHED PROFESSOR OF BIOLOGY

So-called "blueberries" – small pebbles found on Mars by NASA's Opportunity rover – probably were formed by conditions similar to those that produced marble-shaped stones in southern Utah's national parks. Both kinds of rocks, known as hematite concretions, likely formed when groundwater flowed through rock, according to a study by geology Chair **Marjorie Chan**, graduate student **Brenda Beitler** and Professor **Bill Parry**.

**N. Clay Mann**, a researcher at the School of Medicine's Intermountain Injury Control Research Center, led the Utah portion of a multi-university study that provided valuable advice to people with chest pain: It may be a few minutes faster to drive yourself to the hospital, but you get treated more quickly if you call an ambulance instead.

Physicists **Pierre Sokolsky** and **Kai Martens** worked with Japanese physicists to solidify plans for an $18 million cosmic ray observatory named the Telescope Array in central Utah west of the town of Delta. Ground was broken in summer 2004. The observatory will seek to determine the mysterious source of ultrahigh-energy cosmic rays, which are the most energetic particles in the universe.

The research group led by **Mario Capecchi**, co-chair of human genetics, identified genes that explain why mice, people and other mammals evolved with modern rib cages instead of having snake-like ribs that extend from the neck to the tailbone. When the genes were disabled, mice grew extra ribs all the way to their tails. In another study, Capecchi and colleagues found that genes involved in embryo development must work at both ends of a nerve circuit – for example, in the brain and in facial muscles – before a nerve can link the brain to the body part it controls. Capecchi's lab also identified genes that ensure the development of nerves responsible for facial movements in mice and, quite likely, facial expressions in humans.

Chemical engineer **Ron Pugmire** led a successful effort to obtain a $3.8 million federal grant that put the university on the path to building a $9.6 million facility named Gauss House. The state-of-the-art nuclear magnetic resonance (NMR) facility will use powerful superconducting magnets to make detailed studies of molecules. Scientists from many departments are expected to use the facility.

The University of Utah is among 10 major medical centers selected for a multidisciplinary research network that will study autism, the mysterious brain disorder that impairs communication and social behavior. Psychiatrists **William M. McMahon** and **Janet E. Lainhart** are among those spearheading the university's participation, which includes studies of genetics, immunology and brain development in autism.

Scientists do not know the extent to which Earth's climate is warmed and cooled by icy, wispy cirrus clouds high in the atmosphere – a major uncertainty in efforts to predict how industrial emissions will warm the climate. So meteorologists **Jay Mace** and **Tim Garrett** – along with several students – helped conduct an experiment in which a high-altitude NASA research plane flew through the clouds to make measurements that will be used to develop better computer simulations of global climate change.

**Kurt T. Hegmann**, a physician in family and preventive medicine, led a School of Medicine team that found torn rotator cuffs, tendinitis and other shoulder injuries are not just for baseball players and other athletes. The researchers demonstrated that obesity and age also significantly raise the risk of shoulder injuries. In another study, Hegmann and colleagues confirmed obesity increases the risk of osteoarthritis and the need for hip or knee joint-replacement surgery, but surprisingly does not make the new joints wear out more quickly.
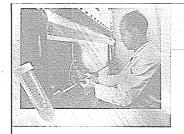
WITH ANOTHER ROUND OF CLOSURES LOOMING FOR U.S. MILITARY BASES, economists Jan Crispin-Little and Pamela Perlich of the university's Bureau of Business and Economic Research calculated the toll if Utah's Hill Air Force Base closed. Among the impacts: permanent loss of 41,700 jobs, a $199 million reduction in annual state tax revenue and a state economy that will shrink by $3.43 billion.

PHYSICIAN Teri Jo Mauch, A PEDIATRIC KIDNEY SPECIALIST, LED A RESEARCH team that demonstrated for the first time in a higher animal (a chicken) that it is possible to simultaneously show three genes working within an embryo, body tissue or a single cell. The method, which utilizes colorful fluorescent dyes, allows researchers to visualize how embryos develop with unprecedented clarity and detail.

AS THE UTAH DEPARTMENT OF Transportation tested the use of snowplow simulators to train its snowplow drivers, psychologist David Strayer evaluated how well the training helped drivers improve their skills and prevent accidents.

THE NATIONAL CANCER INSTITUTE AWARDED A $12.5 MILLION GRANT TO the university's Huntsman Cancer Institute to identify genes that predispose people to colon cancer, devise better ways to detect the cancer and develop better drugs to prevent polyps and colon cancer and to treat existing colon cancers. Physician Randall Burt, the study's principal investigator, says the long-term goal is to make colon cancer less common and less deadly.
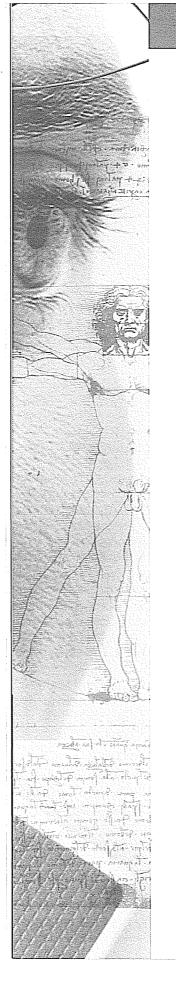
PHYSICISTS Jing Shi, Z. Valy Vardeny AND THEIR COLLEAGUES BUILT THE first "organic spin valves," a new kind of electrical switch that represents an important step toward development of faster, less expensive computers and electronic devices.

MOLECULAR BIOLOGIST Vicente Planelles TOOK A STEP TOWARD understanding how the human immunodeficiency virus (HIV) dismantles the immune system to cause AIDS. Scientists already knew an HIV gene named vpr led to the depletion of immune system white blood cells. Planelles found vpr does that by activating a gene named ATR in the white blood cells. ATR normally protects people by preventing the replication of white blood cells damaged by radiation or chemicals. But HIV hijacks the process and uses ATR to prevent replication of needed white blood cells.

A FIVE-YEAR, $3 MILLION PILOT program in Panama led by biologists Phyllis Coley and Tom Kursar concluded that the best way to give tropical nations an economic incentive to save rainforests is not simply to "bioprospect" for new medicines from forest plants, but for the pharmaceutical industry to set up laboratories and hire local researchers in rainforest nations. A similar five-year, $4 million project has been started by Louis R. Barrows, an associate professor of pharmacology and toxicology, and Chris M. Ireland, professor and chair of medicinal chemistry. They will search Papua New Guinea for plants that contain possible new drugs against malaria, AIDS and other diseases, and also try to spur a cottage drug development industry while encouraging local residents to conserve the rainforest.

FILIPINO AND AMERICAN SCIENTISTS – INCLUDING VERTEBRATE curator Eric Rickart of the university's Utah Museum of Natural History – discovered a tiny mouse in the Philippines and determined it is a new species and perhaps belongs to a new genus.

A TEAM OF AMERICAN AND GERMAN SCIENTISTS LED BY UNIVERSITY OF Utah radiobiologist Tore Straume devised a new way to estimate fast-neutron radiation doses received by survivors of the 1946 atomic bombing of Hiroshima, Japan. Their study confirmed previous estimates of the radiation doses, contradicted claims that the survivors might have received much higher doses, and alleviated concerns about existing standards for estimating the risk of radiation-induced cancer.

PEDIATRICIAN MICHAEL J. BAMSHAD CO-AUTHORED A SCIENTIFIC AMERICAN magazine cover story titled "Does Race Exist?" in which he and science writer Steve E. Olson outlined research showing that skin color and other physical differences used to define race often fail to correlate with genetic similarities and differences among people.

THE NATIONAL SCIENCE FOUNDATION GRANTED $3.2 MILLION TO CHEMIST Thanh Truong for development of an online "laboratory without walls" that will allow researchers around the world to go online to use state-of-the-art software, share and discuss results with colleagues, access and analyze information from databases, teach classes and access computing power beyond what is available in their local areas.

PREGNANT WOMEN WHO DIDN'T WEAR SEAT BELTS AND GOT INTO CAR wrecks were about three times more likely to have their fetus die and twice as likely to have excessive maternal bleeding than those who did wear seat belts. The study by Lisa K. Hyde and others at the School of Medicine's Intermountain Injury Control Research Center refutes the perception held by some pregnant women that seat belts will harm their fetus during a crash.

THE SMITHSONIAN ASTROPHYSICAL OBSERVATORY STARTED BUILDING A $13.1 million observatory in Arizona to observe extremely violent events in the universe that generate high-energy gamma rays. Physicist David Kieda heads a team of University of Utah faculty members and students who are participating in the project, named VERITAS.

PATHOLOGY PROFESSOR Carl Wittwer ACCEPTED A STOEL RIVES UTAH Innovation Award on behalf of the University of Utah and the company he co-founded, Idaho Technology Inc. The award in the biotechnology category was for Wittwer's work in developing a novel system for scanning and discovering genetic mutations.

Guy Zimmerman, PROFESSOR OF INTERNAL MEDICINE, AND COLLEAGUES showed how neutrophils – blood cells that are critical in producing inflammation in response to infection and germs – have a previously unknown way of turning on a gene that contributes to chronic inflammation. The discovery may lead to new medicines that can interfere with the process and thus treat inflammation seen in rheumatoid arthritis, chronic lung ailments and reclogging of arteries that were opened with stents.

MEDICAL INFORMATICS PROFESSOR Lisa Cannon-Albright IS LEADING A five-year, federally funded $3.3 million study to identify genes that predispose some people to melanoma, the deadliest skin cancer.

PHYSICIST Paolo Gondolo JOINED COLLEAGUES IN MICHIGAN AND NEW York state in proposing a new way to prove the existence of unseen "dark matter" believed to make up one-fourth of the universe and 90 percent of our galaxy. Their paper in *Physical Review Letters* suggested dark matter detectors could look for a unique signal from dark matter particles streaming toward Earth from a small galaxy that is being torn apart by gravity from our own Milky Way galaxy.

## MAINTAINING AN ETHICAL FRAMEWORK FOR RESEARCH

THE RESEARCH ENTERPRISE AT AMERICAN UNIVERSITIES IS CHALLENGED BY changing sources of support and evolving standards of research ethics and regulations. Increasingly, universities are working with the private sector in the design, funding and conduct of research. Collaboration with the private sector serves to provide both financial support and an avenue to translate scientific insights into useful products. To some extent, this intermingling of public universities with private enterprise is blurring the distinction between these social institutions. While this collaboration is likely to be a good thing for the public in the long run, it poses a threat to the image of the university as a source of unbiased knowledge. The ultimate question is whether universities can use the profit motive to help drive research without undermining the quality of the results. In addressing a variety of commercial impacts on universities, Derek Bok, the former president of Harvard University, warns: "By compromising basic academic principles, universities tamper with ideals that give meaning to the scholarly community and win respect from the public."

A major effort for the University of Utah over the last year has been the development of a new conflict-of-interest policy that directly addresses these concerns. Consistent with the federal regulations, the policy strikes a balance between recognizing the importance of collaboration with the private sector and minimizing the risk that prospects of personal gain will bias research results. This concern is particularly acute with research involving human subjects, where the university must be careful to minimize any possibility that profit motives would put subjects at increased risk. The task over the next year will be to gain more familiarity with the kinds of potential conflicts of interest that are emerging on our campus and to develop strategies to manage these situations.

The oversight of research with human subjects continues to be an evolving challenge. A key issue for the university is the management of multi-center projects that are becoming a common mode of research. Researchers must organize separate Institutional Review Board (IRB) appraisals at each institution where the research is conducted. This can lead to significant delays and inconsistent demands by different institutions – a major frustration for scientists. The University of Utah is beginning to experiment with a process whereby we defer our review to a central IRB at the National Institutes of Health for certain types of multi-center research. The challenge is to assure ourselves that we live up to the trust of "our" subjects while not being an unreasonable barrier to these complex projects. Other challenges include evolving standards for research with tissue banks, adult subjects who are not able to consent, gene transfer studies and research involving children.

As the university's administration, Institutional Review Board and Conflict of Interest Committee respond to these changes, there is an imperative to increase our efforts to better educate faculty and staff about these issues. The university is expanding the educational opportunities on campus to address the spectrum of concerns faculty and students often face in research. These include research misconduct, disputes over credit for authorship of scientific papers, how scientists can best mentor young colleagues, conflicts of interest, protections for human research subjects, ethical research with animals and proper management of experimental data to ensure completeness, accuracy and integrity.
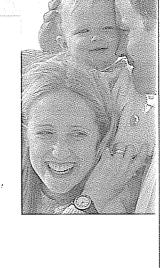
— JEFF BOTKIN, M.D., M.P.H.
PROFESSOR OF PEDIATRICS AND MEDICAL ETHICS,
AND ASSOCIATE VICE PRESIDENT FOR RESEARCH INTEGRITY

JEFF BOTKIN

> "My goal is not only to understand how others solved the problems of yesterday, but to prepare students to think creatively to solve the problems of tomorrow."
>
> — JIM KEENER, DISTINGUISHED PROFESSOR OF MATHEMATICS
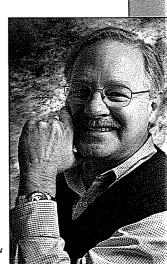
## JOHN B. HIBBS JR.

### Distinguished Professor of Internal Medicine

PROFESSOR HIBBS IS A PHYSICIAN AND INFECTIOUS diseases expert who has dedicated much of his career to studying nitric oxide, a gas molecule that is made within the human body and has several functions, including fighting infection, killing tumors and regulating blood pressure. Hibbs' work laid the foundation for much nitric oxide research worldwide. He discovered the production of nitric oxide in the immune system and was the first researcher to report that macrophages – which are a certain type of white blood cell – use nitric oxide to kill microbes and tumors. While his scientific achievements are of international stature, Hibbs also has been an inspiring mentor to medical students and junior faculty, and a number of them have become world-class researchers.

## HENRY S. WHITE

### Professor of Chemistry

PROFESSOR WHITE HAS MADE NUMEROUS CONTRIBUTIONS to electrochemistry, a field that deals with the relationship of electricity to chemical changes. He is well known for pioneering studies of electrochemistry that occurs when electrodes are made so small that they have dimensions similar to large molecules. White also has studied the effects of gravity and magnetic fields on these "ultramicroelectrodes," and how magnetism can enhance electrochemical reactions. He and his colleagues have developed a way to use scanning electrochemical microscopy to study how molecules are transported in biological membranes. Such studies may help the pharmaceutical industry devise better ways of administering medicines through human skin. White's research group was the first to use scanning electrochemical microscopy to measure properties of oxide films that form naturally on metal surfaces – a method that can identify sites where the metal will begin to corrode.

## MARY BECKERLE

MARY BECKERLE JOINED THE UNIVERSITY OF UTAH IN 1986 AS AN assistant professor of biology. Today, she is deputy director of the University of Utah's Huntsman Cancer Institute and its senior director for laboratory research, overseeing research, training and internal operations. She also is a professor of biological and oncological sciences.

She has edited a book and journals, won a 2001 Utah Governor's Medal for Science and Technology and was elected to serve as the 2006 president of the American Society for Cell Biology.

Despite the responsibilities and accolades, Beckerle's heart remains in the laboratory, where she studies how chemical signals from outside cells control events inside cells, including how cells stick together, move around and proliferate. All those processes become abnormal in cancer.

Cell adhesion – how cells stick together – has been Beckerle's longtime interest. It plays a role in wound healing, embryo development, blood clotting, immune responses to invading microbes, and the spread of cancer cells through the body. Beckerle was instrumental in the discovery of Zyxin, a protein that plays a key role in cell movement and that might be a target for future medicines aimed at preventing tumors from metastasizing, or spreading.

Beckerle also studies the structure and function of muscles – the molecular details of the machinery that makes muscles contract. Her research group had identified and characterized several proteins important in the development, structure and function of muscles.
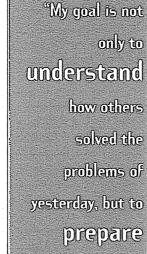
At the Huntsman Cancer Institute, Beckerle developed a program to train cancer researchers to have an appreciation of both basic and clinical cancer research – a program aimed at speeding the translation of basic research into new treatments.

Beckerle earned a B.A. degree in biology and psychology at Wells College in Aurora, N.Y., and a Ph.D. in molecular, cellular and development biology at the University of Colorado, Boulder.

*MARY BECKERLE*

## GENDATA RESEARCH CORP. AND THE UTAH POPULATION DATABASE

THE UNIVERSITY OF UTAH HOUSES A SCIENTIFIC TREASURE TROVE OF GENETIC and medical research information in the form of the Utah Population Database (UPDB), a collection of 7.9 million records that include information on 13.1 million people. These records include birth and death certificates, marriage and driver licenses, Utah and Idaho cancer registry records, Medicare and Medicaid follow-up records and detailed family history information maintained by the Church of Jesus Christ of Latter-day Saints. Some of the records extend back two centuries and over seven to 10 generations.

The Utah Population Database has been used for 30 years to identify genetic mutations that help cause breast, ovarian, skin and colon cancer, and in studies of autism, longevity, diabetes, chronic lung disease and childhood rheumatoid arthritis.

In 2002, the University of Utah, the State of Utah and the Huntsman Cancer Foundation created a new, nonprofit enterprise named GenData Research Corp. A major goal was to recruit businesses such as pharmaceutical and biotechnology companies to sponsor research projects at the university that would make use of the university's assets, including the Utah Population Database and the genetics expertise of university scientists. The goal not only aimed to help increase funding for research at the university, but to make existing genetic data more widely available for research outside the university and to generate more data for noncommercial research at the university.

GenData's creation also reflected an emerging need to pursue research into how a person's genetic makeup influences not only their susceptibility to diseases, but their responsiveness to various medications.

GenData has worked to make the Utah Population Database more valuable by combining it with medical records, data from clinical research studies and other genetics data. Strict privacy regulations remain in force to protect the identity and confidentiality of people in these records.

University of Utah researchers working with GenData now are studying the genetics of psoriasis, chronic obstructive lung disease, rheumatoid arthritis, osteoporosis and age-related conditions and longevity. New projects are being launched in asthma, multiple sclerosis, type I and type II diabetes, juvenile rheumatoid arthritis and Alzheimer's disease and dementia.

By late 2004, GenData had entered into agreements with two external partners. Battelle, a global science and technology organization, agreed to sponsor collaborative research aimed at developing new ways to diagnose and treat chronic obstructive lung disease, while Celera Diagnostics contracted to obtain DNA samples, clinical data and scientific expertise to help identify genetic markers that can be used to determine if people are susceptible to autoimmune disease. GenData now is seeking additional partners for other research projects.

"The opportunity to collaborate with colleagues has greatly enriched my clinical research program and expanded my options for exploring the sleep patterns of colicky infants."

— MAUREEN R. KEEFE, DEAN AND PROFESSOR, COLLEGE OF NURSING

## SELECTED CENTERS & INSTITUTES

*T*HE CENTER FOR HIGH PERFORMANCE COMPUTING (CHPC) PROVIDES large-scale computer and networking resources and expertise to facilitate advances in academic disciplines that require computing and network capabilities beyond those existing in individual colleges or departments. Projects from diverse disciplines such as modern dance, genetics, astrophysics, chemistry and materials science and engineering are part the center's portfolio, making the center a focal point for fostering interdisciplinary activities on campus. Since 1996, these collaborations have resulted in more than 200 technical publications. During the last year, the center completed the deployment of the National Institutes of Health-funded Arches cluster, which is a supercomputer comprised of more than 1,000 interconnected Opteron processors for parallel scientific computations dedicated to solving the most challenging bioinformatics problems.

Julio C. Facelli, director
http://www.chpc.utah.edu

THE CENTER FOR CELL SIGNALING (CCS) COMMERCIALIZES TECHNOLOGIES developed at the university so that private companies can discover and develop new medicines based on communication or "signaling" between cells in the human body. To grow properly and develop into various body tissues, cells talk to each other using chemical signals – often lipids similar to fats, fatty acids, phospholipids and cholesterol. Cancer, diabetes, inflammation, asthma, immune disorders and certain psychiatric disorders involve malfunctions of cell-to-cell communication. Molecules that restore proper communication may serve as drugs to combat such ailments. The CCS began as one of Utah's Centers of Excellence with the aim of creating new companies and jobs by commercializing university technology. The center has spun off three companies: Echelon Biosciences, Inc., Salus Therapeutics, Inc. and DuoFluor Technologies, Inc. Salus recently was acquired by Genta, Inc. With projected $2 million in 2004 sales of chemical reagents used in research and drug discovery, Echelon is evolving to produce new drugs against cancer and infectious diseases. The center continues to develop new chemicals that researchers and companies use to manipulate cell behavior. It also conducts research under contract with its spin-off companies to test their new products.

Glenn D. Prestwich, director
http://hnu.pharm.utah.edu

THE GOVERNOR SCOTT M. MATHESON CENTER FOR HEALTH CARE STUDIES supports education, research and community service programs that enable health care professionals to better manage health care services. The center gives special attention to building linkages between medicine, management and other disciplines to help meet these basic purposes. The center has a broad concern for the effectiveness and efficiency of health services. Currently, it gives special attention to the relationships and conflicts between cost management and quality assurance, with particular interests in quality assessment, technology assessment, practice guidelines and ethical issues central to expansion of access to health care, management of costs and improvement of quality.

Richard J. Sperry, director
http://www.matheson.utah.edu

THE CENTER FOR THE SIMULATION OF ACCIDENTAL FIRES AND EXPLOSIONS, or C-SAFE, develops science-based software for high-performance computer simulations of large fuel fires and explosions. The interdisciplinary center is funded by a 10-year, $42 million grant from the U.S. Department of Energy, and involves faculty, staff and students from the departments of chemical engineering, mechanical engineering, bioengineering, materials science and engineering, chemistry and mathematics, and the School of Computing and the Scientific Computing and Imaging Institute. The goal is to create large-scale predictive computer simulations that allow scientists to study accident scenarios and safety issues associated with transportation, storage and protection of weapons systems and hazardous materials.

David Pershing, director
http://www.csafe.utah.edu

"Scientists at the U form a collaborative community and take a genuine interest in each others' research."

— KATIE ULLMAN, ASSISTANT PROFESSOR OF ONCOLOGICAL SCIENCES, HUNTSMAN CANCER INSTITUTE
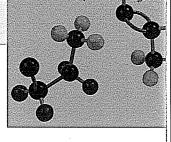
THE HUNTSMAN GENERAL CLINICAL RESEARCH CENTER,
established in 1966, supports clinical research at the University
of Utah Health Sciences Center by providing sci-
entists with the resources needed to conduct
studies of the causes, progression, prevention, con-
trol and cure of human diseases. The genetic basis of
human disease has been a major interest of investiga-
tors utilizing the center, and remains so today. Early studies
led to the definition of various forms of muscular dystrophy,
Wilson's disease (a rare inherited defect in the body's ability to
metabolize copper) and hemochromatosis (a similar inherited
defect that causes excessive iron accumulation in the body); the
first use of penicillamine – a breakdown product of penicillin – to
treat Wilson's disease; and identification of inherited abnormalities
that cause various porphyrias, disorders caused by the toxic
buildup of substances used to make the heme in hemoglobin. In
1990, the center began clinical research in pediatrics, including
research on sick newborns in neonatal intensive care. Much of the
current pediatric research supported by the center focuses on the
genetic basis of birth defects. Today, the center provides research
infrastructure for clinical investigators and supports studies of
many topics, including AIDS, heart disease, cancer, diabetes, aging,
reproductive biology, nutrition, alcoholism and drug addiction,
arthritis, mental disorders and infectious diseases.

James P. Kushner, director
http://crc-gw.med.utah.edu

## RESEARCH PARK

𝒰NIVERSITY OF UTAH RESEARCH PARK LIES ADJACENT TO CAMPUS ON
320 acres of ancient Lake Bonneville shoreline. The park houses 37
companies, 51 academic departments and approximately 6,000
employees in 37 buildings. A master plan has been developed with
emphasis on preservation and enhancement of land contiguous to the
university.

Research Park companies have added more than 4,700 jobs to the
state's economy, and the annual in-state productivity of park resi-
dents exceeds $550 million. The park provides a special environment
for entrepreneurial growth. It is a reservoir of practical research and
business opportunities for university faculty and both gradu-
ate and undergraduate students, giving new challenges
and opportunities. These opportunities are created in a
community that values technological innovation and
commercial enterprise.

For additional information contact:

Charles Evans, director
http://www.research.utah.edu/econ

Research Park
companies
have added
more than 4,700
jobs to the state's
economy,
and the annual
in-state
productivity
of park residents
exceeds
$550 million.

THE FUNDING INCENTIVE SEED GRANT PROGRAM SUPPORTS ONLY NEW areas of research. The applicant must clearly and convincingly demonstrate that the proposed project represents a new research direction and, therefore, requires seed funding in order to successfully compete for extramural funds to support the project in the long term. Research already supported by other sources will not be approved for funding. Gap funding to bridge support between external grants or contracts will not be considered. The program is an excellent vehicle to build cross-disciplinary partnerships.

THE TECHNOLOGY COMMERCIALIZATION PROJECT IS PROVIDED TO FURTHER develop novel technologies that are near commercialization. This program will support research development in all areas of technology. The program will fund up to two years of high-risk, fast-track research in order to generate private investment for further development. The goal is to have the technology ready for licensing to a company for commercialization by the end of the two-year funding period. Companies that would be suitable partners to develop a resulting commercial product must be identified.

THE RESEARCH INSTRUMENTATION FUND IS TO BE USED ONLY FOR EQUIPMENT purchases. Funds may be requested for new instruments or for the replacement or upgrade of major sophisticated research instruments. Criteria used to evaluate proposals include equipment shared by more than one laboratory, the likely impact of funding on scholarship and productivity, the enhanced competitiveness to result from an award, the increased extramural funding to result from an award, and other factors which demonstrate benefit to the university. Proposals that involve faculty start-up funds or instrument maintenance funds will not be considered.

FOR DETAILS ON THESE OPPORTUNITIES VISIT:
http://www.research.utah.edu/funding

## University Research Committee

UNIVERSITY RESEARCH COMMITTEE (URC) SEEKS TO FOSTER SCHOLARLY AND CREATIVE research at the University of Utah by administering three internal competitive research grant programs. Details may be accessed at:
http://www.research.utah.edu/funding/urc.

FACULTY RESEARCH AND CREATIVE GRANT: ELIGIBLE FACULTY MAY APPLY FOR modest grants between $2,500 and $6,000 for a specific research or creative project. Funds may be used for equipment, supplies, travel, hourly wages for assistants, consultant fees and miscellaneous other uses as approved by the URC. There are three submission cycles per year.

FACULTY FELLOW AWARDS: AVAILABLE TO TENURE-TRACK FACULTY IN ALL disciplines to provide a semester of release time on full salary for scholarly pursuits of research or creative projects. $7,500 is awarded to the department to defer the cost of the release time.

DISTINGUISHED SCHOLARLY AND CREATIVE RESEARCH AWARDS: GIVEN EACH year to outstanding tenure-track faculty from all disciplines who have distinguished themselves and the university through research or creative effort. The recipient receives public recognition plus a $10,000 grant to be used at his/her discretion.

THE UNDERGRADUATE RESEARCH OPPORTUNITIES PROGRAM (UROP) PROVIDES undergraduate students and faculty members the opportunity to work together on research or creative projects. UROP provides assistantships up to $1,050 per semester to a student who assists with a faculty member's research or creative project, or who carries out a project of her/his own under the supervision of a faculty member. Students may apply for a UROP assistantship for any semester (summer included) and are eligible to apply for a one-semester renewal of their assistantship. Renewals may be funded up to $525. For further information visit http://www.ugs.utah.edu/urop.

Interdisciplinary events such as the 2004 Symposium on Arts and Technology bring artists together with scientists as a way to extend qualities of the artistic mind into wider spheres of scholarly inquiry.
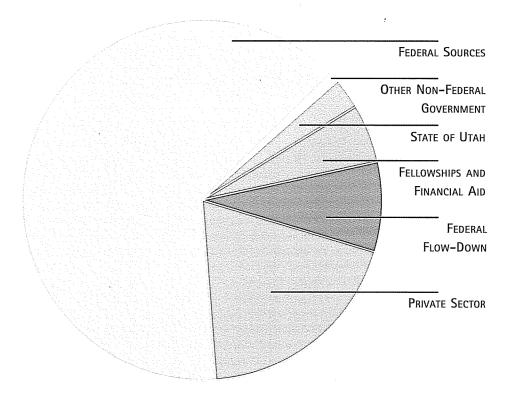
# SPONSORED RESEARCH AWARDS BY FEDERAL AGENCIES

## FY 2003-04

Department of Health and Human Services ...................... $142,303,258

National Science Foundation ................................... $28,000,033

Department of Energy .......................................... $7,419,946

Department of Defense ......................................... $6,333,338

Department of Education ....................................... $3,887,507

Miscellaneous Federal Agencies ................................ $2,808,049

Environmental Protection Agency ............................... $2,235,400

National Aeronautics and Space Administration ................. $1,902,742

Department of Interior ........................................ $1,384,384

Department of Commerce ........................................ $563,853

Department of Agriculture ..................................... $145,360

National Endowment for the Humanities ......................... $127,402

Department of Transportation .................................. $119,280

Veterans Administration ....................................... $54,421

**Total** ..................................................... **$197,284,973**

# TECHNOLOGY TRANSFER

## FY 2003-04

**Invention Disclosures**

Disclosures Received ...................................................... 161

**U.S. Patent Activity**

Applications Filed ......................................................... 114

Continuations/Divisions Filed .............................................. 32

Patents Issued ............................................................. 22

# TOTAL AWARDS BY SOURCE OF FUNDS

## FY 2003-2004



FEDERAL SOURCES

OTHER NON-FEDERAL GOVERNMENT

STATE OF UTAH

FELLOWSHIPS AND FINANCIAL AID

FEDERAL FLOW-DOWN

PRIVATE SECTOR
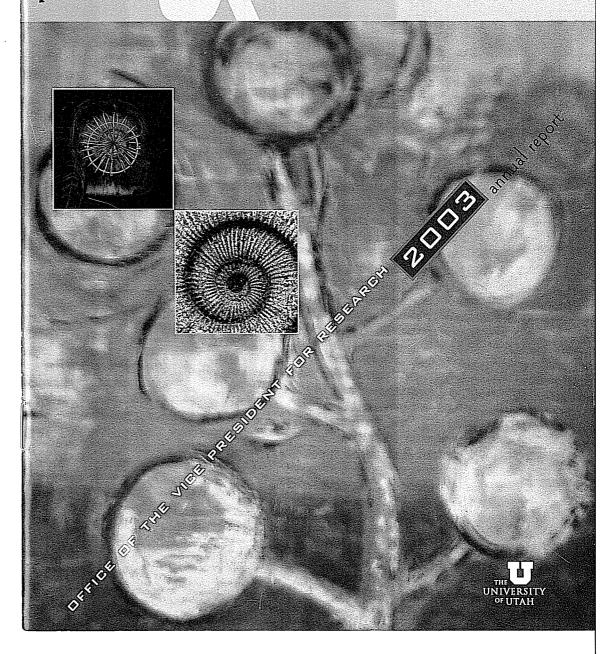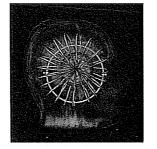
Federal Flow-Down ....................................... $25,883,955

Federal Sources ......................................... $197,284,973

Fellowships and Financial Aid ........................... $19,573,590

Private Sector .......................................... $57,689,017

State of Utah ........................................... $8,460,068

Other Non-Federal Government ............................ $409,706

**Total** ................................................ **$309,301,309**

# discovery & creativity

2003 annual report

OFFICE OF THE VICE PRESIDENT FOR RESEARCH

THE UNIVERSITY OF UTAH

# a year of achievement

I AM ASTONISHED CONTINUALLY BY THE QUALITY AND SCOPE OF RESEARCH AND CREATIVITY AT THE UNIVERSITY OF UTAH. These endeavors not only advance the arts and sciences but also contribute greatly to the intellectual maturation of our undergraduates. Some noteworthy and newsworthy accomplishments by our faculty are detailed later in this brochure. But first I want to highlight some top honors and accomplishments of the fiscal year.

Three University of Utah faculty members were elected to the National Academy of Engineering: R. PETER KING, a professor of metallurgical engineering; ADEL F. SAROFIM, a presidential professor of chemical and fuels engineering; and SUN WANG KIM, a distinguished professor of pharmaceutics and pharmaceutical chemistry. With their elections, at least 25 present or former faculty members have been elected to the National Academy of Sciences, the National Academy of Engineering or the Institute of Medicine.

WILLEM KOLFF – a distinguished professor emeritus of internal medicine, surgery and bioengineering – won the $500,000 Russ Prize, one of engineering's highest honors, for his work in developing artificial organs.

MARIO CAPECCHI, co-chair of human genetics, added more prizes to the long list of awards he has earned for developing a method of disabling genes to learn what they normally do. Among the new awards was the 2002-2003 Wolf Prize in Medicine, which is Israel's top honor in medical research.

Funding for research continued to be a bright spot despite a sluggish economic recovery. Total awards to the University of Utah for the 2002-2003 fiscal year totaled almost $287 million, up more than 4 percent from $275 million the previous year.

As research funding grows, so does the complexity of federal regulations governing research. To help university faculty maintain the highest professional standards in research conduct, I named JEFF BOTKIN – a professor of pediatrics and adjunct professor of human genetics and internal medicine – to the new position of associate vice president for research integrity.

My office also expanded efforts to promote interdisciplinary studies at the university, for example, by sponsoring the Symposium in Science & Literature. After organizing this unique symposium for the first time in 2002, KATHARINE COLES, associate professor of English, arranged for the 2003 symposium with FRED ADLER, associate professor of biology and mathematics. The 2003 symposium, "The Passionate Mind," focused on how the human mind makes sense of itself.

In a major effort to unite various fields of study, utilize the university's research strengths and advance understanding in one of science's last frontiers, my office convened faculty discussions that led to establishment of the Utah Brain Institute. An ambitious plan calls for raising more than $100 million for a new interdisciplinary research building and to finance the institute's first five years of research into the brain and brain disorders by an estimated 200 to 300 faculty and staff.

With help from a National Institutes of Health grant, we expect to begin construc-

tion in summer 2004 on a $9.6 million facility to house several powerful nuclear magnetic resonance (NMR) spectrometers that will be used by science, engineering and health sciences researchers campuswide to study large molecules.

Spending for scientific research at the university is an investment in Utah's future and economic development, even though research does not always follow predictable paths. For example, who could have foreseen that University of Utah biologist JIM EHLERINGER'S research on the distribution of chemical isotopes in natural ecosystems would have led to his important national security work in helping the government use isotope ratios to track the source of biological weapons, explosives, illicit drugs and counterfeit currency?
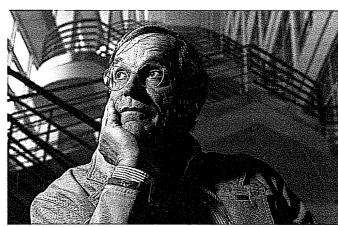
Or consider work by psychologists DAVID STRAYER, FRANK DREWS and WILLIAM JOHNSTON, who demonstrated that "inattention blindness" explains why motorists talking on cellular phones – even hands-free models – are more accident prone and slower to react than other motorists. Their widely publicized research has influenced legislative debates over cell phone use by motorists in New York, Wisconsin and other states.

And who would have guessed that ancient patterns of human migration would have been deduced from studies of DNA sequences by anthropologists HENRY HARPENDING and ALAN ROGERS and geneticist LYNN JORDE?

One cannot predict when basic research will yield a big discovery, or when an assortment of seemingly small discoveries will contribute to a major scientific advance. Uncertainty is a fundamental part of research. Universities – and the government agencies and philanthropists that fund them – must be patient and let the creative process work.

Raymond F.
Gesteland
Vice President
for Research

"Uncertainty IS A fundamental PART OF research. UNIVERSITIES – AND THE GOVERNMENT AGENCIES AND PHILANTHROPISTS THAT FUND THEM – MUST BE patient AND LET THE creative PROCESS work".
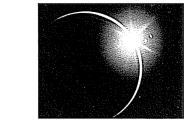
FROM A GENE

NAMED

"brains

everywhere"

TO NEWBORN

planets

orbiting

NEAR THE

cold

dust

AROUND STARS,

UTAH

researchers

discover

THE FUTURE

MAURINE HOBBS AND DONALD GRANGER at the School of Medicine helped lead an international research team that discovered how children are protected from two of the deadliest forms of malaria when they carry a gene that lets them produce high levels of nitric oxide.

PHYSICIST BEN BROMLEY performed computer calculations that may aid astronomers searching for planets around nearby stars. A young star is surrounded by a swirling cloud of gas and dust, and the calculations showed newborn planets may be orbiting where there are clear, sharp rings of cold dust within the cloud.

GENETICIST RICHARD CAWTHON led a study showing that people have longer life spans if they also have longer telomeres, which are the ends of chromosomes that grow shorter during aging.

BRIAN PATRICK, a professor of film studies, completed a 98-minute documentary, "Burying the Past," about the descendants of the victims and perpetrators of the Sept. 11, 1857, Mountain Meadows Massacre, in which local Mormon settlers and their Paiute allies killed 120 men, women and children traveling from Arkansas to California.

INTERNIST JOHN A. MCDONALD led a study showing that a potentially fatal congenital heart valve defect in newborns stems from the absence of a substance named hyaluronan during early stages of heart formation.

GEOLOGISTS MICHAEL PERKINS AND BARBARA NASH studied ancient volcanic ash deposits to determine that the Yellowstone hotspot – the underground region of hot and molten rock that powers Yellowstone National Park's geysers and hot springs – produced at least 142 catastrophic volcanic eruptions during the last 16.5 million years. Scientists previously believed there had been only 100 such blasts.
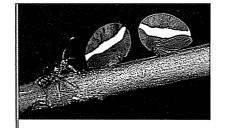
JOSEPH YOST of the Huntsman Cancer Institute discovered how the enzyme PKC gamma influences cells in a developing embryo to move to either the right or left side of the body – a discovery that also has implications for how cancer cells spread or metastasize in cancer patients. In an earlier study, Yost showed that one of the first steps in making the left side of the body different from the right side is shared by mice, chicks, frogs and fish.

PHYSICIAN MICHAEL VARNER, director of maternal and fetal medicine, helped conduct a multicenter clinical trial that found premature births can be reduced by up to one-third if the expectant mother receives weekly injections of a form of the hormone progesterone called hydroxyprogesterone caproate.

With a $10.7 million grant from the National Institutes of Health, the university began a five-year effort to identify genes that make some people susceptible to nicotine addiction and cigarette smoking, and to developing chronic lung diseases. The effort is led by JOHN HOIDAL, interim chair of internal medicine and chief of respiratory, critical care and occupational medicine.

FENG LIU, a professor of materials science and engineering, ran a six-month-long simulation on a supercomputer and found it is possible for an atomic force microscope to make images of the wing-shaped paths of electrons as they orbit atoms.

PHYSICIAN WOLFRAM SAMLOWSKI of the Huntsman Cancer Institute found a new drug that can make the anticancer drug interleukin-2 more effective and less toxic in patients with melanoma or kidney cancer.

BIOLOGY PROFESSOR DIANE "DINAH" DAVIDSON published research in the journal *Science* showing that ants cause far more damage to tropical rainforests than previously believed. Even ants that do not eat plants damage them indirectly by feeding on nectar from plants and on "honeydew" excreted by sap-sucking insects.

ALEJANDRO SÁNCHEZ ALVARADO, of the Department of Neurobiology and Anatomy, discovered a gene named "brains everywhere" that ensures a flatworm's brain develops within its head. When the gene was disabled, brain matter developed elsewhere in the worm's body, including its tail.

SOCIOLOGIST LORI KOWALESKI-JONES helped conduct a study of 1,560 youths nationwide and found that living with a single parent is associated with reduced math scores and increased delinquency – but only for white youths, not for African American children.

BIOCHEMISTRY CHAIR DANA CARROLL developed a new method that dramatically improves the efficiency of gene targeting, the method that has revolutionized biology and medicine. The method employs enzyme "scissors" to replace or disable genes.

HUMAN GENETICS CO-CHAIR MARK LEPPERT, PSYCHIATRIST HILARY COON and colleagues discovered a gene that gives people the ability to taste bitter flavors.

BIOLOGIST JOHN S. SPERRY, along with doctoral student KATE MCCULLOH and MATHEMATICAL BIOLOGIST FRED ADLER, published a study in the journal *Nature* showing that the plumbing system in plants has more human characteristics than previously believed. The study found plant conduits that carry water follow the same 1926 law that describes how arteries and vessels carry blood in humans and other animals.

An analysis by PHYSICIST LIOR M. BURKO indicated that a spaceship entering a black hole in space might not be destroyed. Instead, physics cannot rule out the possibility there might be kinder, gentler black holes that would allow hyperspace travel across vast distances, Burko concluded in a paper published by *Physical Review Letters*.

SEISMOLOGIST BOB SMITH and the University of Utah Seismograph Stations determined that a magnitude-7.9 quake in Alaska triggered scores of much smaller earthquakes roughly 2,000 miles away at Yellowstone National Park. That further undermined the long-held belief that quakes cannot trigger temblors at great distances.

CARDIOLOGISTS EDWARD M. GILBERT and ROGER FREEMAN participated in a study that tested a new generation of cardiac pacemakers and combined pacemaker-defibrillator devices on congestive heart failure patients nationwide. The trial showed significant reductions in the risk of death among patients who used the implanted devices as opposed to medication.

MEDICINAL CHEMIST GLENN PRESTWICH, working with elephant experts in Oregon, discovered how male elephants are stimulated for mating when certain proteins interact with a female sex attractant, and how a particular protein appears to end the arousal. The research may improve animal breeding methods.

OPHTHALMOLOGIST KANG ZHANG of the Moran Eye Center identified a genetic mutation responsible for a severe form of a blinding eye disease named adult onset foveomacular dystrophy. The discovery may help researchers understand age-related macular degeneration, the leading cause of vision loss in people older than 50.

**AUDIE LEVENTHAL,** professor of neurobiology and anatomy, published a study in *Science* showing that by administering the neurotransmitter GABA to aging monkeys, their old brain cells briefly were made to act young again. The study was an early step toward the goal of helping elderly people by reversing age-related declines in vision, hearing, memory and other skills.

**BIOLOGIST DAVID CARRIER AND COLLEAGUES** studied forehead sizes in various species of whales, dolphins and porpoises, and concluded that when male whales rammed and sank ships – the inspiration for the novel "Moby Dick" – their behavior may have evolved from males butting heads in fights over females.
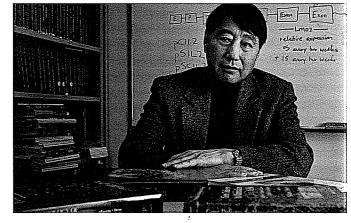
**LYNDA RANSDELL,** an associate professor of exercise and sports science, found that when mothers and their teen-age daughters teamed up for exercise programs – at home or in gyms – both exercised more regularly and showed better results in improving their fitness.

**OBSTETRICIAN-GYNECOLOGIST MICHAEL BELFORT** led an international study that may lead to new ways to prevent and treat eclampsia, a condition that causes life-threatening seizures in some pregnant women. The study suggested that, contrary to what had been believed, the seizures probably are not caused by reduced blood flow in the brain.

**MARY BECKERLE AND COLLEAGUES** at the Huntsman Cancer Institute found that a gene named *pinch* plays a major role in cell adhesion or "stickiness," which in turn affects whether cells can migrate through the body – a process that occurs when cancer spreads from a primary tumor to other organs.

# outstanding

## *researcher*

**FOR ALMOST THREE DECADES, SUNG WAN KIM HAS WORKED TO DEVELOP BETTER METHODS FOR DELIVERING MEDICATIONS INTO THE HUMAN BODY IN WAYS THAT ARE SAFER AND MORE PRECISE THAN CONVENTIONAL METHODS.** A pioneer in the field, Kim has won national and international recognition for developing substances known as organic polymers – in forms that include hydrogels and polymer "microspheres" – for use in delivering medicines, genes and cells into the body.
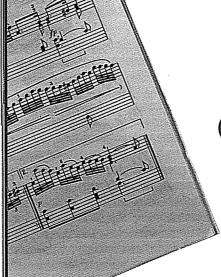
Such research is aimed not only at getting conventional medications where they are needed, but at effectively replacing defective genes and at replacing needed cells, such as the insulin-producing islet cells in people with diabetes.

Kim is a distinguished professor of pharmaceutics and pharmaceutical chemistry, and a distinguished professor of bioengineering. He also directs the University of Utah's Center for Controlled Chemical Delivery, one of Utah's Center of Excellence programs.

In May 2003, Kim was awarded the $40,000 Rosenblatt Prize, the university's highest award for excellence in teaching, research and administrative efforts.

The same year, Kim was elected to the prestigious National Academy of Engineering. He had been elected in 1999 to the Institute of Medicine. Thus, he has been elected to two of the three National Academies – also the parent organization of the National Academy of Sciences.

Kim also has been honored by several other scientific societies and has received the Utah Governor's Medal for Science and Technology. He holds 20 U.S. patents, has trained more than 100 scientists from 13 nations and has published more than 500 scientific papers. Kim earned a B.S. degree in chemistry and an M.S. degree in physical chemistry at Korea's Seoul National University, and a Ph.D. in chemistry at the University of Utah.

# distinguished scholarly & *creative research*

AWARD RECIPIENTS 2002-03
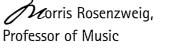
## Bill Breckenridge, Professor of Chemistry

Professor Breckenridge has carried out groundbreaking research in chemical dynamics. He is known for his pioneering use of pulsed laser light to investigate simple reactions in which a metal atom hits a molecule and takes an atom away from the molecule, releasing energy as a new molecule forms with both atoms. The method, which he developed in the 1970s, now is widely used to study reactions. Breckenridge and colleagues are also known for developing the so-called "half-collision" method. This tool for more precisely controlling and studying the details of chemical reactions was among the most heavily cited chemistry developments in 1986. Through the 1990s, Breckenridge used lasers to study the weak bonds in complexes of metal atoms and other molecules.

## Jacqueline Osherow, Professor of English

A University of Utah faculty member since 1989, and director of the Creative Writing Program from 1996 to 2000, Professor Osherow has published four books of poetry and has received a host of literary prizes, awards, grants and accolades. Osherow has mastered difficult poetic forms—free verse, sonnet, villanelle, and terza rima, while maintaining a fluency and immediacy that belie formal constraints. Her poems are frequently anthologized, and she has given poetry readings around the world.

## Morris Rosenzweig, Professor of Music

Many of Professor Rosenzweig's compositions in his large catalog have been performed throughout the United States and in Denmark, Sweden, Germany, Japan, Argentina, Mexico and Israel. Prominent recording labels have recorded several of his compositions. Rosenzweig's compositions are consistently singled out by colleagues and reviewers for their sensitive lyricism and technical depth, and have been performed by several noted ensembles and soloists. He has won many prestigious awards and commissions. He directs the Canyonlands New Music Ensemble and the chamber players of the League of Composers/International Society for Contemporary Music, and has conducted many more.

## P. Craig Taylor, Distinguished Professor of Physics

Professor Taylor studies disordered solids—materials that lack a perfect crystalline structure— and how their electronic structure affects their response to light and electric fields; he has focused on amorphous solids, which are solids with no crystalline structure at all. Taylor has studied semiconductors such as amorphous silicon and semiconducting glasses that can be laid down inexpensively over a large area for products such as solar-power panels and flat-panel computer displays, and also used for light detectors, optical fibers and new types of transistors. Taylor, who holds two patents for light-absorbing materials, also has worked on high-temperature superconductors, showing why some are not suitable for use in electronics. He has produced more than 350 scientific papers and more doctoral and master's degree students than anyone else in his department.

10

**THE SCIENTIFIC COMPUTING AND IMAGING INSTITUTE** is a leader in engineering and research in scientific computing, scientific visualization and imaging. The institute seeks to create new scientific computing techniques, tools and systems to solve problems affecting various aspects of human life. The institute has focused largely on medicine but also has solved computational and imaging problems in areas such as geophysics, chemical engineering, molecular dynamics, aerospace fluid mechanics, combustion and atmospheric dispersion. The institute houses two federally funded research centers – one dealing with advanced visualization technology and the other with the modeling, simulation and visualization of electric fields in living organisms – and is associated with several other national research efforts. Christopher R. Johnson, director. www.sci.utah.edu
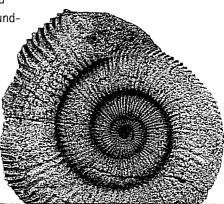
**THE HENRY EYRING CENTER FOR THEORETICAL CHEMISTRY** serves to enhance the strong international reputation and long-standing tradition of the theoretical chemistry program at the University of Utah and fosters collaborative research within the university and Department of Chemistry, with outside universities and with industry. The center helps attract exceptional postdoctoral research fellows, graduate and undergraduate students, and distinguished scientific visitors. It also helps sponsor international workshops and symposia, and interacts with government and industry in the establishment of funded research programs at the University of Utah. Gregory A. Voth, director. www.hec.utah.edu

**THE ENERGY AND GEOSCIENCE INSTITUTE** is a not-for-profit research organization with a 30-year record of conducting multidisciplinary projects worldwide. EGI conducts research projects for oil and gas companies, the geothermal energy industry, government agencies and other universities. The institute's fossil energy studies, conducted with prominent research organizations abroad, encompass petroleum basins of the former Soviet Union, North Africa, West Africa and the Middle East, Central and South America, Europe, Australia, China, Southeast Asia and the Far East. EGI's geothermal research focuses on developing new technology for exploration, reservoir delineation, and production of geothermal resources in the western United States, Latin America, Southeast Asia and Europe. EGI's environmental engineering group addresses environmental concerns and problems mostly in North America. Raymond Levey, director. www.egi.utah.edu

**THE GENETIC SCIENCE LEARNING CENTER** was created to help teachers, students and other people understand how their lives and society are influenced by genetics. The center's engaging, interactive website covers everything from the basics of DNA to in-depth explorations of genetic disorders, cloning, stem cell research and gene therapy. ScientificAmerican.com has honored the website as one of the five best biology sites on the Internet. During 2002-2003, Learning Center courses and workshops reached over 1,500 educators worldwide. The center's science enrichment programs enabled more than 1,200 local precollege students to experience the world of genetic research and careers in the biosciences. The center is a partnership between the University of Utah's Department of Human Genetics and the Utah Museum of Natural History. Jennifer Logan and Louisa Stark, co-directors. gslc.genetics.utah.edu

**THE UTAH ADDICTION CENTER** is dedicated to the prevention of chemical addiction and the improvement of patient care through research, clinical training and community education. The center helps develop interdisciplinary research to advance knowledge of the causes of chemical addiction. It develops curricula, symposia and training programs to help apply research discoveries to improve patient care, prevention programs and treatment services. The center also helps educate health care workers, educators, public policy makers and elected officials about chemical addiction, working to increase understanding of the genetic and biological nature of addiction and the social and environmental risk and protective factors. Inherent in this view of addiction is a shift of emphasis from punishment and incarceration to early identification and successful treatment of the chemically addicted. Glen Hanson, director. uuhsc.utah.edu/uac/
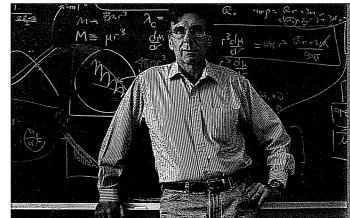
**THE LASSONDE NEW VENTURE DEVELOPMENT CENTER** brings together science, engineering and business students to assess business opportunities associated with scientific discoveries and innovations emerging from University of Utah labs. In most cases, the applications for this raw science are not readily apparent, and often the market value also is uncertain. Coached by experienced entrepreneurs, Lassonde Center students work with scientists and inventors to understand possible applications for a discovery and define the true market value. That helps the university negotiate a fair license for the discovery, and helps the scientist/engineer make an informed decision about the risks associated with starting a company. Lassonde Center students delve into the process of technology commercialization in a way that cannot be learned in a classroom alone. Troy D'Ambrosio, director. www.lassondenvd.org

## research park

**RESEARCH PARK**
**companies**
HAVE ADDED
MORE THAN
**4,700 jobs**
TO THE STATE'S
ECONOMY, AND
THE ANNUAL
IN-STATE
**productivity**
OF PARK
RESIDENTS
**exceeds**
$600 MILLION
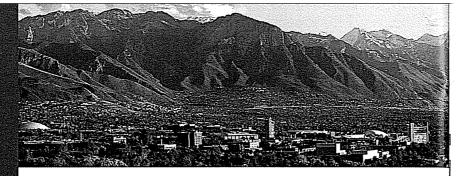
UNIVERSITY OF UTAH RESEARCH PARK lies adjacent to campus on 320 acres of ancient Lake Bonneville shoreline. The park houses 44 companies, 37 academic departments and approximately 6,300 employees in 35 buildings. A master plan has been developed with emphasis on preservation and enhancement of land contiguous to the university.

Research Park companies have added more than 4,700 jobs to the state's economy, and the annual in-state productivity of park residents exceeds $600 million. The park provides a special environment for entrepreneurial growth. It is a reservoir of practical research and business opportunities for university faculty and both graduate and undergraduate students, giving new challenges and opportunities. These opportunities are created in a community that values technological innovation and commercial enterprise.

For additional information on Research Park, contact: Charles Evans, director. www.research.utah.edu/econ

UNIVERSITY RESEARCH COMMITTEE (URC) seeks to foster scholarly and creative research at the University of Utah by administering three internal competitive research grant programs. Details may be accessed at www.research.utah.edu/funding/urc.

**Faculty Research and Creative Grant:** eligible faculty may apply for modest grants between $2,500 and $6,000 for a specific research or creative project. Funds may be used for equipment, supplies, travel, hourly wages for assistants, consultant fees and miscellaneous other uses as approved by the URC. There are three submission cycles per year.

**Faculty Fellow Awards:** are available to tenure track faculty in all disciplines to provide a semester of release time on full salary for scholarly pursuits of research or creative projects. $7,500 is awarded to the department to defer the cost of the release time.

**Distinguished Scholarly and Creative Research Awards:** awards are given each year to outstanding tenure track faculty from all disciplines who have distinguished themselves and the university through research or creative effort. The recipient receives public recognition plus a $10,000 grant to be used at his/her discretion.

THE UNDERGRADUATE RESEARCH OPPORTUNITIES PROGRAM (UROP) provides undergraduate students and faculty members the opportunity to work together on research or creative projects. UROP provides assistantships up to $1050 per semester to a student who assists with a faculty member's research or creative project, or who carries out a project of her/his own under the supervision of a faculty member. Students may apply for a UROP assistantship for any semester (summer included) and are eligible to apply for a one semester renewal of their assistantship. Renewals may be funded up to $525. For further information see www.ugs.utah.edu/urop.
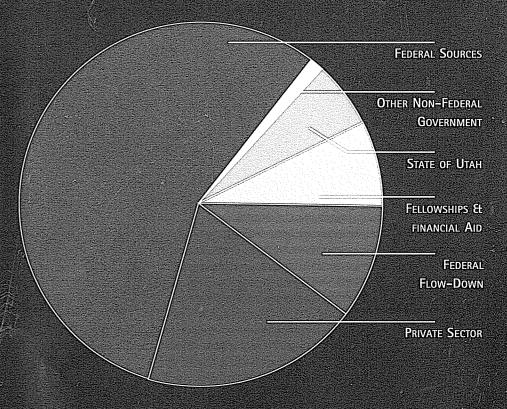
## sponsored research awards by federal agencies 2002-03

| | |
|---|---|
| DHHS (Department of Health and Human Services) | $139,106,701 |
| NSF (National Science Foundation) | $22,564,528 |
| DOE (Department of Energy) | $11,225,771 |
| DOD (Department of Defense) | $4,500,428 |
| DOED (Department of Education) | $2,794,671 |
| NASA (National Aeronautics & Space Administration) | $1,904,081 |
| DOI (Department of Interior) | $1,520,220 |
| Miscellaneous Federal Agencies | $794,034 |
| DOC (Department of Commerce) | $313,488 |
| USDA (Department of Agriculture) | $172,970 |
| UDOT (Department of Transportation) | $164,921 |
| NEH (National Endowment for the Humanities) | $107,331 |
| US Environmental Protection Agency | $100,000 |
| **Total** | **$185,269,144** |

## technology transfer - 2002-03

**Invention Disclosures**

| | |
|---|---|
| Disclosures Received | 187 |

**U.S. Patent Activity**

| | |
|---|---|
| Applications Filed | 116 |
| Continuations/Divisions Filed | 18 |
| Patents Issued | 23 |

## total awards by source of funds 2002-2003



FEDERAL SOURCES

OTHER NON-FEDERAL GOVERNMENT

STATE OF UTAH

FELLOWSHIPS & FINANCIAL AID

FEDERAL FLOW-DOWN

PRIVATE SECTOR
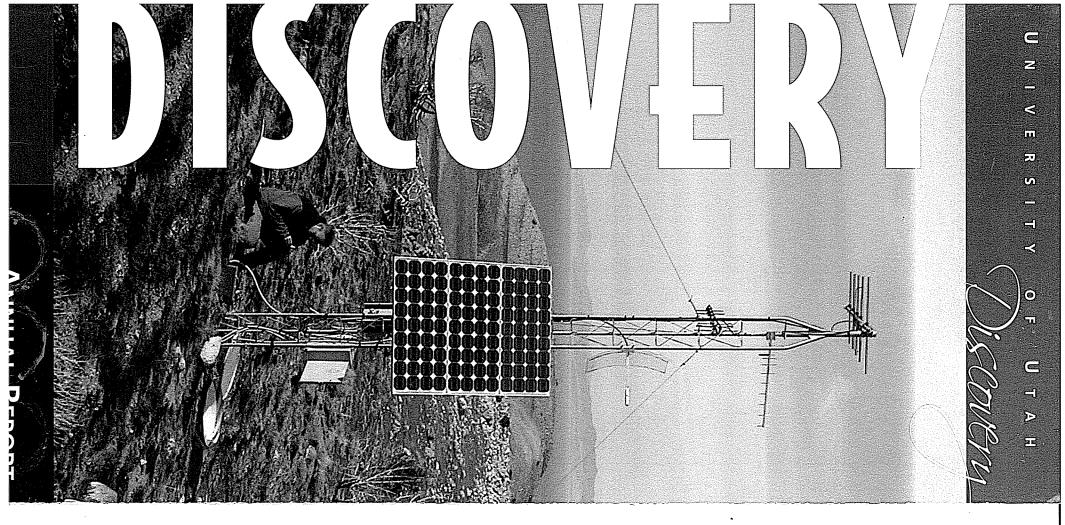
| | |
|---|---|
| Federal Flow-Down | $22,923,631 |
| Federal Sources | $185,269,144 |
| Fellowships & Financial Aid | $17,344,650 |
| Private Sector | $53,079,985 |
| State of Utah | $7,636,743 |
| Other Non-Federal Government | $470,299 |
| **Total** | **$286,724,452** |

# DISCOVERY

*Discover*

ANNUAL REPORT

Geneticist Mario Capecchi on May 2002, the second is our nation's highest award for lifetime achievement in research. The award came on the heels of another major award for Capecchi, the 2001 Albert Lasker Award for Basic Medical Research.

A year later, the university won an unprecedented second Lasker Award. William Rolfe, distinguished professor of medicine, surgery and bioengineering – shared the 2002 Albert Lasker Award for Clinical Medical Research for helping develop kidney dialysis that has prolonged the lives of millions of people.

Research by University of Utah faculty members also was highlighted in *Science*, *Nature*, *Proceedings of the National Academy of Sciences*, other prestigious journals and the news media.

Biochemist Wes Sundquist and colleagues identified a key step that allows the AIDS virus to leave one cell and infect others. The discovery might help spur development of new drugs to control the disease in infected people.

Sociologist Sonia Salari co-authored a study showing aggression leading to repeated violent injury is far more likely when either member of a couple abuses drugs or alcohol.

Physician Theodore Liou joined other lung specialists and mathematician Frederick Adler in a study that showed most cystic fibrosis patients who receive lung transplants either gain no benefit from the surgery or would live longer with their own diseased lungs. The study may result in better criteria for selecting transplant recipients.

Bioengineer Patrick Tresco studied how to grow nerve cells on a scaffolding made of other cells and plastic – a method that in the future might help doctors repair spinal cord injuries from accidents and brain damage from Alzheimer's, Parkinson's and other diseases. Tresco and colleagues demonstrated the technology for the 2002 Olympic Winter Games in Salt Lake City by making a set of tiny Olympic rings from nerve cells.

Chemist Joel Miller and colleagues reported they developed the world's first "plastic magnet" that can be made more magnetic when light shines on it – a material that holds promise for new computer memory storage devices.

Historian Robert Alan Goldberg published his book, "Enemies Within," which examines the role and power of conspiracy theories in American culture.

Moran Eye Center ophthalmologist Raymond Lund and colleagues showed retinal cell transplants can preserve vision in rats that otherwise would go blind. The researchers hope such transplants ultimately will preserve vision in people with retinitis pigmentosa or age-related macular degeneration.

Poet Katharine Coles of the English department organized the first annual Utah Symposium in Science & Literature in April 2002. It drew novelist Richard Powers, robot developer Rodney Brooks and theologian Anne Foerst for discussions of how computers change humanity.

Neuroscientist Maureen Gordon found that adult nerve cells gain the ability to regenerate when a single gene is manipulated – a step toward possible new approaches for treating damage from stroke, spinal cord injury and other neurological disorders.

*Gene used by cone snail to make paralyzing venom is more than a half billion years old*

---

Bradley J. Parker, an archaeologist in the history department, continued excavating a Turkish site threatened with flooding by a new dam. He is studying the ancient frontier village of Kenan Tepe, where cultures collided of cooperated for some 4,000 years.

Bioengineer Richard Normann showed how areas of the brain that control walking and other movements still function normally in paralyzed patients, raising hope that implanted electrodes someday could bypass damaged nerves and allow paralyzed people to walk again.

Mathematician Paul Bressloff and colleagues used mathematical models of visual hallucinations to learn more about the "wiring" within the brain and how vision works.

Biologist Erik M. Jorgensen revealed how a single protein helps get nerve cells ready to send chemical signals to other nerve cells within nematode worms. Such communication may help explain how memories are stored in the brain.

Weikai Arabesz and his staff at the University of Utah Seismograph Stations upgraded Utah's earthquake-monitoring system so it can quickly provide emergency managers with information and maps revealing the areas of most severe ground shaking.

Julio Facelli, director of the Center for High Performance Computing, collaborated with Ellen Bromberg of the modern dance department to use a network of computers so that dancers at different locations were able to electronically create new dance experiences.

Biologists John S. Parkinson and Peter Ames discovered a possible explanation for why chemical sensors are clustered on the ends of bacterial cells. The sensors work together to amplify faint food "smells" into strong commands that make the germs swim to dinner.

Glenn Prestwich, chair of medicinal chemistry and colleagues developed new wound dressings made of hydrogels – materials that promise to make wounds heal faster than conventional bandages.

Despite such outstanding research, the University of Utah – like most other public research universities – is chafing under financial constraints that threaten to undermine our long-term ability to keep and nourish precious faculty.
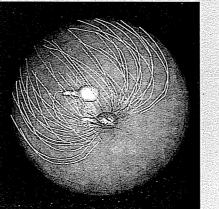
However, outside research funding to the university continued to increase – a bright spot in a university budget otherwise plagued by state budget cuts and continuing economic doldrums. Total awards exceeded $275 million during fiscal year 2001-2002, an 8 percent increase from $255 million during the previous fiscal year. The University climbed to 23rd place in federal research funds among 110 major public research universities nationwide.

The careers of our faculty members are our livelihood. We need to do everything we can to keep them by providing them with modern research facilities, bright and eager students, and a stimulating intellectual environment.

*[signature]*

Raymond F. Gesteland, Ph.D.
Vice President for Research
Distinguished Professor, Human Genetics

*Simulation of interaction of two neurons*

## Million-Dollar Grants Received • FY 2001-02

$15,000,004 ...... Huntsman Cancer Foundation Research (Stephen Prescott)
$5,250,000 ...... Center for Simulation of Accidental Fires & Explosions (David Pershing)
$4,050,469 ...... Study of the Efficacy of Glucosamine and Glucosamine/ Chondroitin Sulfate in Knee Osteoarthritis (Daniel Clegg)
$3,992,717 ...... Center for Computer Graphics & Scientific Visualization Research (Richard Riesenfeld)
$3,628,609 ...... Study of the Effect of Twice-Daily Carvedilol in Children with Congestive Heart Failure Due to Systemic Ventricular Systolic Dysfunction (Robert Shaddy)
$2,191,077 ...... Rural Program in Antimicrobials in the Intermountain Region (Matthew Samore)
$2,061,226 ...... Cooperative Multicenter MFM Units Network (Michael Varner)
$1,913,013 ...... Early Evaluation of Anticonvulsant Drugs (H Steve White)
$1,875,645 ...... SCOR in Sudden Cardiac Death (Robert Lux)
$1,799,669 ...... Title IV-E grants: distance, day, practicum, research, BSW (Norma Harris)
$1,654,292 ...... Integrated Program for Training in Mathematics (Klaus Schmitt)
$1,617,811 ...... Basic/core AHEC Program (Michael Magill)
$1,588,199 ...... A Prospective Study of Alaska Natives & American Indians (Martha Slattery)
$1,531,162 ...... Cancer Center Support Grant (Raymond White)
$1,490,353 ...... An Epidemiologic Investigation of Cancer in Utah (Joseph Simone)
$1,456,329 ...... SCOR on Acute Lung Injury (John Hoidal)
$1,374,266 ...... Cancer Center Support Grant (Stephen Prescott)
$1,327,472 ...... EGI Corporate Associate Fund (Raymond Levey)
$1,276,781 ...... Prostate, Lung, Colorectal and Ovarian Cancer Screening Trial (Saundra Buys)
$1,239,873 ...... National EMSC Data Resource Center (J Michael Dean)
$1,181,915 ...... Use of Genetically Modified Skin to Treat Disease (Gerald Krueger)
$1,146,147 ...... Center for Bioelectric Field Modeling, Simulation, and Visualization (Christopher Johnson)
$1,127,882 ...... Chemical Vapor Synthesis of Intermetallic Compounds (Hong Yong Sohn)
$1,126,879 ...... Medical Informatics Training Grant from the National Library of Medicine (Reed Gardner)
$1,120,298 ...... Epidemiological Follow-up of Thyroid Disease in Persons Exposed to Radioactive Fallout from Atomic Weapons Testing at the Nevada Test Site (Joseph Lyon)
$1,106,414 ...... The Hypertension Genetic Epidemiology Network (Steven Hunt)
$1,082,030 ...... Mechanisms of Signal Transduction in Sensory Receptors (Salvatore Fidone)
$1,034,205 ...... Conus Peptides and Their Receptor Targets (Baldomero Olivera)
$1,000,000 ...... Characterization and Conceptual Modeling of Plutonically-heated and "Deep-Circulation" High-Temperature Hydrothermal Systems in the Western US (Jeffrey Hulen)
$1,000,000 ...... The Roles of Penumbra Gene in Erythroid Differentiation and Leukemia (Tsai Schickwann)
$1,000,000 ...... Role of Endoglin in Angiogenesis (Dean Li)
**$79,071,542** ...... **Total**

## University of Utah Research Awards by College • FY 2001-02

Architecture ...... $97,658
Business ...... $374,000
Education ...... $2,133,721
Engineering ...... $31,491,230
Fine Arts ...... $22,000
Graduate School ...... $557,940
Health ...... $1,691,769
Humanities ...... $283,262
Law ...... $4,000
Medicine ...... $122,928,360
Mines and Earth Sciences ...... $7,272,950
Nursing ...... $2,708,137
Pharmacy ...... $15,836,565
Science ...... $26,224,089
Social and Behavioral Sciences ...... $3,751,713
Social Work ...... $3,143,830
Unclassified (Interdisciplinary) ...... $40,275,450
**Total** ...... **$258,296,674**

## Sponsored Research Awards by Federal Agencies • FY 2001-02

DHHS (Department of Health and Human Services) ...... $134,991,500
NSF (National Science Foundation) ...... $16,813,186
DOE (Department of Energy) ...... $12,578,607
DOD (Department of Defense) ...... $6,223,670
DOED (Department of Education) ...... $3,045,171
NASA (National Aeronautics & Space Administration) ...... $2,005,597
Miscellaneous Federal Agencies ...... $1,680,427
DOI (Department of Interior) ...... $1,160,526
DOC (Department of Commerce) ...... $546,312
USDA (Department of Agriculture) ...... $363,530
UDOT (Department of Transportation) ...... $246,981
NEH (National Endowment for the Humanities) ...... $89,993
**Total** ...... **$179,755,500**

## Total Awards by Source of Funds • FY 2001-02

Federal Flow-Down ...... $16,723,720
Federal Sources ...... $179,755,500
Fellowships & Financial Aid ...... $17,065,765
Private Sector ...... $53,058,666
State & Local Governments ...... $8,758,788
**Total** ...... **$275,362,439**

## Technology Transfer • FY 2001-02

*Invention Disclosures*
Disclosures Received ...... 155

*U.S. Patent Activity*
Applications Filed ...... 139
Continuations/Divisions Filed ...... 27
Patents Issued ...... 38

*"Federal funding allows us to conduct clinical trials of new treatments to determine in an objective manner if they are safe and effective."*
Daniel Clegg, Professor of Medicine and Chief of Rheumatology

# RESEARCH

"Today's basic research in science is tomorrow's technology.
It is the basis of our economic and everyday well-being."
Peter Stang, Dean of Science

Peter Stang

Saundra Buys

Bradley Patton
Assistant Professor,
History
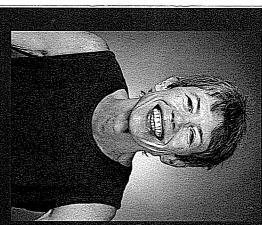
"There is nothing more satisfying than the patient education part of clinical research — seeing the 'Aha!' look on a patient's face when something you've learned from your research helps them understand their health."
Saundra Buys, Professor of Medicine, Hematology/Oncology

# KRISTEN HAWKES

"This is a nifty time to be working on problems of human evolution," says Kristen Hawkes, distinguished professor and former chair of the University of Utah's Department of Anthropology. "And Utah is the place where there are many people with overlapping interests in those questions."

Hawkes' research on hunter-gatherer societies resulted in two big honors in 2002. She was elected to the National Academy of Sciences in April, becoming at least the 23rd present or former University of Utah researcher belonging to the academy or the affiliated National Academy of Engineering and Institute of Medicine.

In May, University of Utah President J. Bernard Machen presented Hawkes with the university's highest award: the $40,000 Rosenblatt Prize, which is awarded annually to a faculty member who displays excellence in teaching, research and administrative skills. Machen said that when colleagues speak of Hawkes, "they don't simply say her work at the University of Utah is exemplary. They speak of the international importance of her work, and how it has changed an entire discipline."

Hawkes, who says "science is the greatest fun," led major field projects over the past 20 years, studying the Ache people in Paraguay and the Hazda in Tanzania. Her study of how Hazda grandmothers collect food for their older grandchildren resulted in the landmark "grandma hypothesis."

The theory holds that, compared with other large primates, humans evolved with longer childhoods, longer life spans, earlier weaning of children and a greater number of offspring in part because grandmotherly assistance to older children frees the daughters to have more babies. The hypothesis also provides an alternative to the notion that nuclear families developed because of hunting by men. That idea supposed that mothers could deliver many babies with long childhoods only when fathers provided food.

Hawkes, who joined the University of Utah in 1973 and served as anthropology chair from 1996 to mid-2002, says the recognition she has received "also honors the anthropology department, its outstanding faculty, remarkable staff, and wonderful students," and "decades of support from the College of Social and Behavioral Science and the University of Utah."

- Human & Computer Decision-making in the Psychophysiological Detection of Deception (John Kircher and Michael Gardner)
- Cortical Spatiotemporal Plasticity in Humans (Srikantan Nagarajan)
- Micro-electric Impedance Spectroscopy of Isolated Cells (Richard Rabbitt)
- Probing Single-molecule Neuron-ligand Pathfinding (Patrick Tresco)
- Online Optimization-based Simulation of Fractured and Nonfractured Reservoirs (Milind Deo)
- Ultimate and Residual Capacities of Geopier Foundations Subjected to Compressive and Uplift Loads (Evert Lawton)
- UDOT Joint Program, Mountain Plains Consortium (Peter T. Martin)
- Upgrade of Two Femtosecond Laser Systems for Research in Nonlinear Optics, Solitons & Photonic Crystals (Steven Blair)
- A Multiscale Modeling & Experimental Study of the Mechanics of Polymer Nanocomposite Materials (John Nairn)
- A Solid Oxide Fuel Cell-Based Portable Power Source (Anil Virkar)
- NIH Program of Excellence in Computational Bioimaging and Visualization (Christopher Johnson)
- Exploration of SMP-aware DAO Memory Performance Issues: overcoming the memory wall in SMP-based systems (Sally McKee)
- Data Parallel Software Components (Steven Parker)
- Research on the Perceptual Aspects of Locomotion Interfaces (William Thompson)
- Suffering & Chronic Back Pain (C Richard Chapman)
- An Open Label, Randomized Study of the Interaction Between Remifentanil and Sevoflurane Comparing the Electroencephalogram and the Auditory Evoked Potential as Surrogate Effect Measures (Talmage Egan)
- Dose Response Study for Assessment of Controlled Heat-aided Drug Delivery Patch on Systemic Delivery of Fentanyl (Lazarre Ogden)
- Study of Controlled Heat Aided Drug Delivery Using an in vivo Model (Jie Zhang)
- Multicenter Dose Ranging Study of Safety & Efficacy of Enbril in Psoriasis (Gerald Krueger)
- Tacrolimus Pharmacokinetics in Adult Atopic Dermatitis Patients After Topical Administration of Protopic Ointment (Gerald Krueger)
- Genetic Modifiers of alpha 1-antitrypsin Deficiency (Edward Campbell)

- Grants for Academic Administrative Units in Primary Care (Michael Magill)
- Faculty Development Training in Family Medicine & General Pediatrics (Stephen Ratcliffe)
- Growth Factors & Colon Cancer (Marty Slattery)
- Diet & Somatic Mutations in Colon Cancer (Marty Slattery)
- Sequence, Evolution & Expression of Mitochondrial Genomes in Genus Zea (Christiane Fauron)
- Translational Research in Dystrophinopathies (Michael Bamshad)
- Making Sense out of "Odd ORFS" (Raymond Gesteland)
- Sequenom Mass-ARRAY high Throughput System (Mark Leppert)
- FHS Molecular Genetics & Genetic Epidemiology (Mark Leppert)
- Organizer Roles in AP Neural Pattering & Development (David Grunwald)
- Dpp-Mediated Signaling in Drosophila Embryos (Anthea Letsou)
- Family Heart Study—Subclinical Atherosclerosis Network (Steven Hunt)
- Intraneuronal Drug Delivery Using Modified Antiviral Agents (John Kriesel)
- Animal Models of Diabetic Cardiovascular Complications (Donald McClain)
- Molecular Physiology of Natriuretic Peptide System, Proj. 1. Novel Transgenic Approaches to Understanding Natriuretic Peptide System (John McDonald)
- Cardiovascular Isoforms of PDE3 Cyclic Nucleotide Phosphodiesterases (Matthew Movsesian)
- Lab & Case Management Services (Kristen Ries)
- Modulation of Cardiac K+ Channels by Drugs (Michael Sanguinetti)
- Translational Events in Platelets (Andrew Weyrich)
- Mapping & Cloning Prostate Cancer Predisposition Loci (Lisa Cannon-Albright)
- Patient Safety Improvement Using State Reporting Systems (Reed Gardner)
- Contribution of Integrins to Adult Regenerative Failure (Maureen Condic)
- Molecular Basis of Planarian Regeneration (Alejandro Sánchez Alvarado)
- Catalyst for a Cure (Monica Vetter)
- Self-Sustaining Perinatal Care System for Tibet (Michael Varner)
- Telomere Formation, Sites & Intermediates During Macronuclear Development of Oxytricha trifallax (Glenn Herrick)

- Working Toward Retinal Transplantation to Treat Retinitis Pigmentation (Raymond Lund)
- Fusionless Scoliosis Correction Using Two Methods of Growth Modulation in Anterior Spine of Immature Goat (John Braun)
- Roles of Pactolus in Innate Immune Reponse (John Weis)
- Skeletal Malformations: the role of genes controlling limb pattering (Michael Bamshad)
- Intermountain Child Health Services Research Consortium (Charles Hoff and Paul Young)
- A Multicenter, Multinational, Open-label Extension Study of the Safety & Efficacy of Recombinant Human alpha-L-idruronidase in Patients with Mucopolysaccharidosis I (David Viskochil)
- Utah Autism Program (William McMahon)
- Multi-center Clinical Study of Seroquel Tolerability of Olanzapine, Quetiapine & Risperidone in Treatment of First Episode Psychosis (Frederick Reinherr)
- Post-translational Modifications of DNA Damage Response Proteins as a Measure of Cellular Response to Low Doses of Ionizing Radiation (Raymond Warters)
- Study to Evaluate Efficacy & Safety of CP-601,927 in Adults (Frederick Reinherr)
- Optimization of Breast Cancer Treatment by Dynamic Intensity Modulated Election Radiotherapy (Dennis Leavitt)
- Pinhole Breast Spect. Improved Cardiac Spect with Convergent Hole Collimators (Grant Gullberg)
- Geothermics of Climate Change (David Chapman and Robert Harris)
- Characterization & Analysis of Copper Heap Leaching at Compania Minera Zaldivar (Jan Miller)
- Nuclear Isotopic Dilution of Highly Enriched Uranium by Dry Blending via the RM-2 Mill Technology (Raj Rajamani)
- Utah Mining & Processing Industries Collaborative (Terrence Chatwin)
- Project Hoffnung: Delivering Hope with Culturally Appropriate Breast Health Services for Amish and Mennonite Communities (Usha Menon)
- Synthesis of Targeted Drugs for Treating Breast Cancer (Jerald Hinshaw)
- Synthesis of Lipoprotein Immunostimulants for Treating Prostate Cancer (Jerald Hinshaw)
- Differential Effects of Methamphetamine and Cocaine (James Gibb)
- Quantitative Analysis of THC & THCA for Protocol PDY3762 (David Moody)
- Stable Isotope Ratios in Bacteria Cultures (James Ehleringer)

- Stable Isotope Ratios Analyses for Sourcing & Geo-locating Drugs (James Ehleringer)
- Developmental Polarity in Fucoid Zygotes (Darryl Kropf)
- UNC-18 function in C. elegans Synaptic Transmission (Janet Richmond)
- Effect of Spontaneous Mutations on Global Genome Expression in C. elegans (Larissa Vassilieva)
- Mode Selective Differential Scattering Studies of Ion-molecular Reaction Dynamics (Scott Anderson)
- Chemistry & Biology of Oxidized 8-OXO-G Lesions in DNA (Sheila David and Cynthia Burrows)
- Analytical Spectroscopy Methods for Colloid and Colloid-derived Material (Joel Harris)
- Aerobic Oxidations of Alcohols in Organic Synthesis (Matthew Sigman)
- Scalable Software for Bridging Atomistic & continum simulations (Gregory Voth)
- Raman Detection of Human Macular Carotenoid Pigments (Werner Gellermann)
- Raman Instrumentation Testing (Werner Gellermann)
- Process Analysis of Hippocampus Function (Raymond Kesner)
- Magnetism & Electron Transport in (Ga, Mn) As Ferromagnetic Semiconductors (Jing Shi)
- Campaign and Media Legal Reform Center (Ted Wilson)
- Utah's Access to Community Technology Integration Outreach Network (Terri Winkler)
- EDI Special Projects Grant (Sarah George)
- Special Populations Outreach Native American Program (Randall Burt)
- Role of Endoglin in Angiogenesis (Dean Li)
- Biacore S51 Optical Biosensor (David Myszka)
- Structure/Function Analysis of beta Amyloid Fibril Assembly (David Myszka)
- Characterizing the Role of Diacylglycerol Kinases in ErbB Signaling (Matthew Topham)
- Genetic Regulation of Left-right Organ Discordance (H Joseph Yost)
- Utah Telehealth Network (Marta Petersen)
- Effective Doses of Demineralized Matrix & Bone Marrow in Spinal Fusion (Mist Sepi)

*Cyclode simulation*

# DISCOVERY

# A YEAR OF ACHIEVEMENT

Fiscal 2000-2001 was a banner year for science at the University of Utah, as exemplified by just a few highlights.

Frank Brown, dean of the College of Mines and Earth Sciences, joined National Museum of Kenya paleoanthropologist Meave Leakey and others in publishing a paper in the journal *Nature* about their discovery of an entirely new species of early human relative in Kenya. The discovery was widely publicized.

The journal *Science* cited research that began at the University of Utah – studies of cellular protein factories called ribosomes – as one of the top 10 advances in science during 2000.

Physics Chairman Z. Valy Vardeny published a study in the journal *Nature* that may help pave the way to more energy-efficient light-emitting diodes for lighting and electronic equipment. Paleontologist Scott Sampson unearthed a bizarre new predatory dinosaur. Chemist Joel Miller discovered a completely new type of bond between carbon atoms.

Biologist Jim Ehleringer published a new method for tracking the source of cocaine – a technique adopted by the U.S. Drug Enforcement Administration. Neurobiologists Chi-Bin Chien and Monica Vetter led separate studies that identified two genes crucial for eyes to form and connect to the brain in developing embryos.

Geophysicist Robert B. Smith's research at Yellowstone National Park was featured on the front page of *The Los Angeles Times*. Neuroscientist Maureen Condic gained worldwide attention by showing that manipulation of a single gene significantly improved the ability of adult nerve cells to regenerate in culture – a discovery that may lead to new approaches for treating damage from stroke, spinal injury and other neurological disorders.

Gerald Stringfellow, dean of the College of Engineering, was elected to the National Academy of Engineering, while geologist-geochemist Thure Cerling earned a membership in the National Academy of Sciences. Those two honors bring to at least 21 the number of present or former University of Utah researchers who are members of the academies or the affiliated Institute of Medicine.
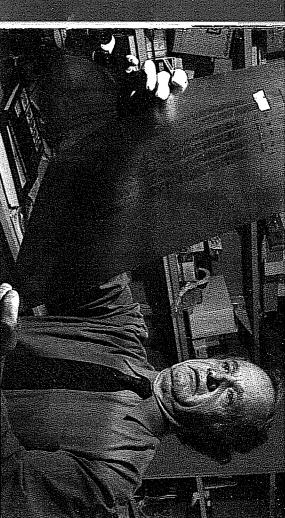
Perhaps the most prestigious of U.S. awards in the biological sciences came after the start of the new fiscal year, when Mario Capecchi, a professor of human genetics and biology, was named one of three winners of the Albert Lasker Award for Basic Medical Research.

In an annual ranking of America's top publicly owned research universities, the University of Utah ranked 22 in number of members of the National Academies and placed 14th in significant awards to faculty members.

Despite an economic slowdown, research funding at the University of Utah continues to grow. Total awards exceeded $255 million during fiscal year 2000-2001, almost an 8 percent increase over $237 million during the previous fiscal year. Despite Utah's relatively small population, the University of Utah now ranks 24th in federal research funding among America's 106 major publicly owned research universities.

As vice president for research, I continue to push for an environment that fosters creativity and encourages new opportunities for interdisciplinary research that can benefit the economy, environment, health care and our lives.

*[signature]*

Raymond F. Gesteland, Ph.D.
Vice President for Research
Distinguished Professor, Human Genetics

---

# MARIO CAPECCHI
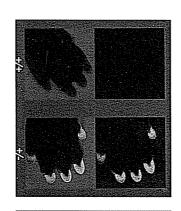
Mario Capecchi, winner of a 2001 Albert Lasker Award for Basic Medical Research, was honored for his revolutionary work in developing technology for specific alteration of genes in mice. This "knockout mouse" technology is now used worldwide to figure out what role any gene of interest plays in the development and life of a mouse, providing a very powerful tool for using knockout mice as models for human diseases.
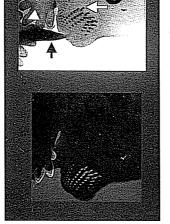
In his acceptance speech, Capecchi spoke to his reasons for leaving Harvard and moving to Utah in 1973. He said Utah provided him with the best environment to do science, especially for doing long-term experiments to get at "big questions that would give big answers."

It is important to look at how and why Utah was "right" for Capecchi. During the years leading to Capecchi's decision, the University of Utah made a commitment to rebuild the life sciences on the main campus. Gordon Lark united separate departments into a single biology department, which he chaired during 1970-76. Lark wanted all biology under one umbrella. With Lark's vision and energy, an intellectual environment was built that attracted new faculty who saw value in working together and building on their communal strength. This fostered respect for excellence without demanding short-term gratification – just the key that Capecchi sought.

Biology at the university moved into the modern world of molecular biology and genetics. Capecchi's group flourished, thanks to a continuing commitment to genetics by University of Utah Presidents David Gardner (1973-83) and Chase Peterson (1983-91), and a substantial investment by the Howard Hughes Medical Institute, cultivated by Ric Davern, an academic vice president. However, Capecchi also needed to be adventurous. In 1980, the National Institutes of Health (NIH) rejected his grant proposal to develop knockout mice as "not worthy of pursuit." So Capecchi reallocated other grant funds to do preliminary work showing that NIH was wrong – the normal biology of the mouse could be used to substitute one gene for another.

The message seems clear: creating and supporting the right research environment for our talented faculty is a good investment.

$14,956,515 ...Huntsman Cancer Foundation Research (Stephen Prescott)
$4,500,000 ...Center for Simulation of Accidental Fires & Explosions (David Pershing)
$3,694,631 ...Center for Computer Graphics & Scientific Visualization Research (Richard Riesenfeld)
$3,417,951 ...Efficacy of Glucosamine & Glucosamine/Chondroitin Sulfate in Knee Osteoarthritis (Daniel Clegg)
$3,273,251 ...General Clinical Research Center (Peter Heilbrun)
$2,147,410 ...Mouse Genome Scaffolding (Robert Weiss)
$2,143,499 ...Molecular, Clinical Approaches to Colon Cancer Precursors (Randall Burt)
$1,848,587 ...Early Evaluation of Anticonvulsant Drugs (Harold Wolf)
$1,800,165 ...SCOR in Sudden Cardiac Death (Robert Lux)
$1,799,999 ...Plutonically-Heated & Deep-Circulation High-Temperature Hydrothermal Systems in the Western US (Jeffrey Hulen)
$1,725,115 ...Epidemiologic Investigation of Cancer in Utah (Joseph Simone)
$1,653,462 ...Multicenter Network of Maternal-Fetal Medicine Units (Michael Varner)
$1,651,562 ...Title IV-E Training Grant (Norma Harris)
$1,498,668 ...Operate and Analyze Data from High Resolution Fly's Eye Detector (Pierre Sokolsky)
$1,455,524 ...Prostate, Lung, Colorectal and Ovarian Cancer Screening Trial (Saundra Buys)
$1,420,605 ...SCOR on Acute Lung Injury (John Hoidal)
$1,356,175 ...Study of Strengthening Families Program with Washington, DC Families (Karol Kumpfer)
$1,347,922 ...Janos: A Java-Based Active Network (Frank Lepreau)
$1,264,005 ...Epidemiological Follow-up of Thyroid Disease in Persons Exposed to Radioactive Fallout from Atomic Weapons Testing at Nevada Test Site (Joseph Lyon)
$1,222,441 ...Four-Corners Breast Cancer Study (Martha Slattery)
$1,212,192 ...Study of the Effect of Twice Daily Carvedilol in Children with Congestive Heart Failure Due to Systemic Ventricular Systolic Dysfunction (Robert Shaddy)
$1,200,000 ...General Robotics Bid and Proposal, Consultation and Testing (Stephen Jacobsen)
$1,199,440 ...Graduate Education & Research Training in Microscale Thermalfluid System Design, Fabrication, Testing, & Analysis (Robert Roemer)
$1,189,545 ...Hypergen Network Administration Center and Utah Field Center (Steven Hunt)
$1,174,043 ...National Network of Libraries of Medicine (Wayne Peay)
$1,144,144 ...Rocky Mountain Cancer Genetics Coalition (Geraldine Mineau)
$1,135,180 ...Use of Genetically Modified Skin to Treat Disease (Gerald Krueger)
$1,102,170 ...National EMSC Data Resource Center (Michael Dean)
$1,052,629 ...Center for Bioelectric Field Modeling, Simulation, & Visualization (Christopher Johnson)
$1,047,594 ...Mechanisms of Signal Transduction in Sensory Receptors (Salvatore Fidone)
$1,041,558 ...Anticancer Agents from Unique Natural Products Sources (Chris Ireland)
$1,025,519 ...Full-Length Sequencing of Cancer Related CDNAS (Robert Weiss)
$1,010,519 ...Conus Peptides and their Receptor Targets (Baldomero Olivera)
$1,007,062 ...Wasatch Youth Corrections (Sue Huether)
**Total ...$69,719,082**

Architecture ...$78,510
Business ...$838,406
Education ...$1,499,450
Engineering ...$38,388,267
Fine Arts ...$11,000
Graduate School ...$414,200
Health ...$2,267,213
Humanities ...$197,311
Law ...$21,062
Medicine ...$108,059,468
Mines and Earth Science ...$5,725,939
Nursing ...$3,978,406
Pharmacy ...$13,877,188
Science ...$24,700,178
Social and Behavioral Science ...$2,297,175
Social Work ...$2,842,668
Unclassified (Interdisciplinary) ...$37,141,883
*Total ...$242,338,324*

DHHS (Department of Health and Human Services) ...$113,112,711
NSF (National Science Foundation) ...$19,101,136
DOE (Department of Energy) ...$12,598,516
DOD (Department of Defense) ...$9,102,823
NASA (National Aeronautics and Space Administration) ...$2,294,728
DOED (Department of Education) ...$1,611,985
DOC (Department of Commerce) ...$1,597,237
DOI (Department of Interior) ...$1,164,127
Miscellaneous Federal Agencies ...$983,530
UDOT (Department of Transportation) ...$357,436
EPA (Environmental Protection Agency) ...$258,991
USDA (Department of Agriculture) ...$71,380
NEH (National Endowment of the Humanities) ...$20,000
*Total ...$ 162,274,600*

Federal Sources ...$162,274,600
Federal Flow-Down ...$15,652,656
State and Local Governments ...$7,203,547
Private Sector ...$57,207,521
Fellowships & Financial Aid ...$13,051,361
*Total ...$ 255,389,685*

**Invention Disclosures**
Disclosures Received ...195
Filed ...49

**U.S. Patent Activity**
Applications Filed ...129
Continuations/Divisions Filed ...12
Applications Abandoned ...3
Applications Pending ...126
Patents Issued ...43

# RESEARCH

"Every great advance in science has issued from a new audacity of imagination."

John Dewey

# UNIVERSITY OF UTAH RESEARCH CENTERS AND INSTITUTES

Selected centers and institutes under the direction of University of Utah faculty receiving federal or private funding in FY2000-01.

- Acoustic Cooling Technology, Center for*
- Advanced Medical Technologies, Center for
- Advanced Visualization Technology Center
- Advancement of Technology in Education, Center for
- American West Center
- Archaeological Center
- Architectural Studies, Center for
- Atmospheric Remote Sounding Studies, Center for
- Bioelectric Field Modeling, Simulation & Visualization, Center for
- Biomedical Optics, Center for*
- Biomolecular Technologies, Center for
- Biopolymers at Interfaces, Center for
- Cardiovascular Research & Training Institute, Norma Eccles Harrison
- Cell Signaling, Center for
- Controlled Chemical Delivery, Center for
- Electronic Medical Information, Center for
- Electronics Systems Technology, Center for
- Energy and Geoscience Institute
- Engineering Design, Center for
- General Clinical Research Center
- Harsh Environment Electronics, Center

- International Business Education and Research, Center for
- John A. Dixon Laser Institute
- Matheson Center for Health Care Studies
- Microanalysis and Reaction Chemistry, Center for
- Middle East Center
- Minerals Technology, Center for
- Multidimensional Information, Center for*
- NOAA Cooperative Institute for Regional Prediction
- Neutral Interfaces, Center for
- Nuclear Medical and Environmental Technologies, Center for*
- Nuclear Technology, Engineering and Research, Center for
- Petroleum Research Center*
- Quality and Integrity Design Engineering Center
- Rapid Prototyping and Manufacturing, Center for*
- Rocky Mountain Center for Occupational and Environmental Health
- SAR Compliance Testing of Wireless/Electromagnetic Devices, Center for
- Scientific Computing and Imaging, Institute for
- Simulation of Accidental Fires and Explosions, Center for

# SELECTED MAJOR NEW RESEARCH PROJECTS

- Feasibility of an Intraneural Auditory Prosthesis-stimulating Electrode Array (Edwin Maynard)
- Molecular Structure and Microstructure of PM2.5 Derived from Stationary and Mobile Fossil Fuel Sources (Adel Sarofim)
- Creation of an Enhanced Geothermal System Through Thermal Stimulation (Peter Rose)
- Intermountain Industrial Assessment Center (Gary Sandquist)
- Scientific Drilling (Dennis Nielson)
- New Modeling Procedure for Indoor/Outdoor Propagation Environments in Micro-and Pico-Cell Wireless Communication Systems (Magdy Iskander)
- Growth of Quantum Wires on Step-Bunched Substrates (Feng Liu)
- Anode-supported Solid Oxide Fuel Cells for Distributed Power (Anil Virkar)
- Microengines for Programmable Self-Timed Control (Erik Brunvand)
- Formal Methods for Robust Embedded Software (Ganes Gopalakrishnan)
- Large Scale, Highly Configurable Network Emulation Facility (Frank Lepreau)
- Virtual Parts Engineering Research Center (Richard Riesenfeld)
- Generating an Accurate Sense of Depth and Size Using Computer Graphics (William Thompson)
- Visible Human Project Image Processing Tools (Ross Whitaker)
- Pain and the Defense Response (Richard Chapman)
- Regulatory Pathways in Papillomavirus-Induced Cancers (Sancy Leachman)
- Asphalt Plant Emission Studies (Royce Moser)
- Recoding: Dynamic Reprogramming Of Genetic Readout (John Atkins)
- Centralized Zebrafish Animal Resource (David Grunwald)
- Drug Screening and Diagnosis Based on Paracrine Tubular RAS (Jean-Marc Lalouel)
- Toward the Molecular Mechanism of Early Onset Epilepsy (Mark Leppert)
- Role of ALK1 in Vessel Identity and Vascular Disease (Dean Li)
- Characterizing Potassium Channels Causing Periodic Paralysis (Louis Ptacek)
- Nicotine Receptors and COX2 in the Aging Brain (Scott Rogers)
- Inflammation in the Pathogenesis of COPD (John Hoidal)
- Oxidation Risk Factors and Imt Progression in Fh (Paul Hopkins)

- Genetic Epidemiology of Aging in Utah Pedigrees (Steven Hunt)
- Efficacy of Intravenous Infusions of Bms188667 Given Monthly in Combination with Subcutaneous Injections of Etanercept (Christopher Jackson)
- P2u(Psy) Purinoceptor and Water Transport in Rat Kidney (Belliankonda Kishore)
- Effect of Shigatoxin-1 on Brain Endothelial Cells (Donald Kohan)
- Hexosamines, Glucose Toxicity, and Insulin Resistance (Donald McClain)
- Pharmacology of Cardiac Sodium Channel Modifiers (Michael Sheets)
- Cloning and Characterizing the Molecular Basis of the Demeylinating Disorder ADLD (Ying-Hui Fu)
- Degradation of Cortical Function in Senescent Monkeys (Audie Leventhal)
- Cell Interactions in the Developing Auditory System (Thomas Parks)
- Cortical Activation Underlying Cognitive & Motor Effects of Deep Brain Stimulation in Basil Ganglia (Wendy Lombardi)
- Identification of Genes that can be Used as Novel Drug Targets for Regulation of Fertility (Eli Adashi)
- Maternal Fetal Medicine Units Network (Michael Varner)
- Functional Characterization of Ligand-induced Conformational States Within the Estrogen Receptor (David Myszka)
- Glikothxone S-Transference Activated...Treatment of Acute Myeloial Leukemia (Paul Shami)
- Defining Hematopoietic Progenitors in Mouse Bone Marrow (Gerald Spangrude)
- Research Center for Study of Inherited Retinal Degeneration (Wolfgang Baehr)
- Structural Neurochemistry of Retinal Circuits (Robert Marc)
- Anvil Oral Memantine in Daily Doses... in Patients with Chronic Open Angle Glaucoma at Risk for Glaucomatous Progression (Norman Zabriskie)
- Safety & Efficacy of Intravitreal Flouocinolone Acetonide Implant in Patients with Non-infectious Uveitis (Paul Zimmerman)
- Regulation of Cr2/cd21 Expression and Activation (John Weis)
- Chronic Lung Injury after Premature Birth (Richard Bland)
- Assess Safety Dose Conversion & Titration of Durogesic Faentanyl Transdermal System in Pediatric Subjects with Chronic Pain (Duggan Hannon)

- University of Utah Trauma Data (Newell Mann)
- Novel Neuronal Nachr-Targeted Peptides (Michael McIntosh)
- Family-Genetic Study of Youth at Risk for Schizophrenia (Marina Myles-Worsley)
- Flexible Dose of Nefazodone Er in Treatment of Depressed Patients (Frederick Reimherr)
- Psychiatric Services and Treatment to DSH Eligible Individuals (Scott Stiefel)
- Optimization of Breast Cancer Treatment by Dynamic Intensity Modulated Electron Radiotherapy (Dennis Leavitt)
- Prophylactic Intravenous Use of Milrinone after Cardiac Operation in Pediatrics (Gregory Dirusso)
- Urban and Regional Seismic Monitoring-Wasatch Front Area and Adjacent Intermountain Seismic Belt (Walter Arabasz)
- Spontaneous Detachment & Retardation of Bacteria: Physical & Chemical Controls on Processes and their Impact on Bacterial Transport in Groundwater (William Johnson)
- Planning Weather Support for the 2002 Winter Olympics (Thomas Potter)
- Braca1 Testing in a Large African American Kindred (Anita Kinney)
- NMR of HIV Reverse Transcriptase Primers (Darrell Davis)
- Antineoplastic Agents from Marine Organisms (Chris Ireland)
- Functional and Targetable Polymeric Gene Carriers (Sung Wan Kim)
- Polymeric Drug Delivery System for Cancer Therapy (Jindrich Kopecek)
- Central Control of Oxytocin Release (Steven Beeler)
- Neurochemical Alterations by Designer Drugs (James Gibb)
- Quantitation of Enamel Demineralization Mechanisms (William Higuchi)
- Disposition of Drugs of Abuse in Hair (Douglas Rollins)
- 3-Methylindole-Induced Lung Injury (Garold Yost)
- Analyses of Synaptic Mechanisms in Drosophila Neurodegeneration Models (Kendal Broadie)
- Understanding Influences of Seasonality and Land-Use History on Biosphere-Atmosphere 13CO2 (James Ehleringer)
- What Role Does Water Availability Play in Determining Plant Diversity of Tropical Forests? (Thomas Kursar)

- Analysis of Glutamate Receptor Function in C. Elegans (Villu Maricq)
- Mechanisms of Mitochondrial Fission and Fusion (Janet Shaw)
- Full-Collision and Half-Collision Studies of Dynamics of Model C-H Bond Activation Processes (William Breckenridge)
- Designing Metal Complexes for Ribozymes (Cynthia Burrows)
- New Method for Biomembrane Simulations (Gregory Voth)
- Synthetic Applications of Heterocycle Photochemistry (Frederick West)
- Development of a Sub-Millikelvin Demagnetization Refrigerator for Solid State Research and Education (Rui Du)
- Nanoscale Metallic Photonic Crystals; Fabrication, Physical Properties and Applications (Alexei Efros)
- Localized Electronic States in Amorphous Semiconductors (Craig Taylor)
- Electronic Instrumentation for Veritas Consortium Array of High Energy Gamma-Ray Telescopes (David Kieda)
- Hostility, Marital Interaction, and Health in Aging (Timothy Smith)
- Conduct Independent Evaluation of Statewide Tobacco Prevention and Control Interventions (Steven Harrison)
- Metadata Standards & Tools to Support a Multimedia Digital Library For Health Sciences Education (Sharon Dennis)
- Regulation of Gene Expression by the Lef/Tcf Family (Donald Ayer)
- Cooperative Family Registry for Breast Cancer Studies (Saundra Buys)
- Retroviral Transcriptional Control Mechanisms (Barbara Graves)
- Genetic Characterization of Cancer Risk in Families (Richard Kerber)
- Mechanistic Studies of Aggrenox (Stephen Prescott)
- Molecular Mechanisms of Nuclear Export (Katharine Ullman)
- KLT in Patients with Solid Tumors Refratory to Standard Therapy (Richard Wheeler)
- Molecular Pathways of Cardiac Left/Right Development (Joseph Yost)
- Three-Dimensional Mapping of Normal and Abnormal Cardiac Electric Fields (Bruno Taccardi)
- Center For Biomedical Optics (Werner Gellermann)

The Board of Trustees is comprised of 10 members.  Eight of the members are appointed by the Governor.  The other two ex-officio members are the Alumni President and the Studentbody President.  All members are paid a compensation of $60 a month.

The current board is comprised of the following members:

<u>Timothy B. Anderson</u> - Attorney with Jones Waldo Holbrook and McDonough in St. George, Utah.

<u>H. Roger Boyer</u> - Chairman and Manager of The Boyer Company, a commercial development company.

<u>Randy L. Dryer</u> - Vice Chair of the Board and attorney with Parsons Behle and Latimer.

<u>C. Hope Eccles</u> - President/owner of Goldener Hirsch Inn, Deer Valley, Utah.  Hope currently resides in Washington, D.C.

<u>E. J. Garn</u> - Lecturer, former U.S. Senator from the State of Utah, retired Brigadier General for the Utah Air National Guard and former astronaut.

<u>J. Spencer Kinard</u> - Former news director, reporter, and deputy director of the Utah Travel Council.  Now retired.

<u>James L. Macfarlane</u> - Chair of the Board, former CEO of Rocky Mountain Bank Note, founder of IC Group a marketing and manufacturing company.

<u>Scott S. Parker</u> - President Emeritus of Intermountain Health Care (IHC), former administrator for various national and international hospitals and medical associations.  Now retired.

<u>Lorena Riffo-Jenson</u> - President and General Counsel DPR Communications, former media, community and legal affairs manager Coalition for Utah's Future.

**President**
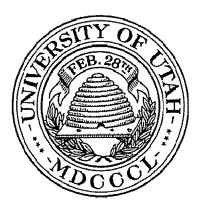*Michael K. Young*

**Executive Assistant to the President**
*Liz McCoy*

**Special Assistant to the President & Secretary to the U**
*Laura Snow*

**Special Assistant to the President & Director of Athletics**
*Chris Hill*

**Special Assistant to the President**
*Irene Fisher*

**Director of Internal Audit**
*Randv Van Dvke*

**University of Utah**
**Organizational Chart**
*February 2006*

**Sr. VP for Health Sciences Executive Dean, School of Medicine CEO, Heath Systems**
*A. Lorris Betz*

A.R.U.P.
C.V.R.T.I.
Colleges of Health, Nursing, & Pharmacy
Dental Program
Eccles Health Sciences Library
Eccles Institute of Human Genetics
Health Sciences Information Technology Systems
Health Sciences Space Management
Huntsman Cancer Institute
School of Medicine
University Hospitals and Clinics
University of Utah Medical Group
Utah Addiction Center

**Vice President Tech Venture Development Dean, David Eccles School of Business**
*Jack W. Brittain*

Bureau of Business and Economic Research
Faculty Innovation and Commercialization Office
Technology Commercialization Office
Utah Entrepreneur Center

**Sr. Vice President Academic Affairs**
*David W. Pershing*

Academic Outreach and Continuing Education
Academic Program Review
Budget & Planning, Institutional Analysis
Center for Ethnic Student Affairs
Colleges & Schools: Architecture, Business, Education, Engineering, Fine Arts, Graduate School, Humanities, Law, Mines and Earth Sciences, Science, Social and Behavioral Science, and Social Work
Electronic Communications
Ethnic Studies, Women's Studies
Honors Program
Information Technology
Kingsbury Hall
Marriott and Law Libraries
Media Services (EDNET, KULC, Instructional Media, Utah Education Network, Utah Link)
Orientation, Non-student Programs
Pioneer Theatre Company
Space Planning and Management
Undergraduate Studies and Academic Advising
University Press
University College
Utah Museum of Fine Arts

**Vice President Student Affairs**
*Barbara H. Snyder*

Admissions
Alcohol and Drug Education Center
Bennion Community Service Center
Campus Recreation Services
Career Services
Center for Disability Services
Child Care Coordinator
Counseling Center
Dean of Students
Dining Services
Educational Opportunity
Financial Aid and Scholarships
International Center
Registrar
Residential Living
Student Health Service
Student Involvement Center
Student Recruitment/High School Services
University Union
Women's Resource Center

**Vice President Administrative Services**
*Arnold B. Combe*

Admin. Computing Services
Architectural & Facilities Planning Services
Auxiliary Services (Bookstore, Huntsman Center, U Student Apartments, Commuter Services)
Environmental Health & Safety
Financial & Accounting Services
Physical Plant Operations & Maintenance
Printing Services/Publications
Public Safety
Purchasing
Research Park & Land Administration
Rice-Eccles Stadium & Tower

**Vice President and General Counsel**
*John K. Morris*

Coordination of Legal Issues and Cases
Liaison with Attorney General

**Vice President Government Relations**
*Kim Wirthlin*

Coordination of Government Issues
Liaison with State and Federal Representatives

**Associate Vice President Health Sciences**
*Kim Wirthlin*

Health Sciences Marketing
Health Sciences Public Affairs

**Vice President Human Resources**
*Loretta Harper*

Administrative Policies
Benefits and Compensation
Employee Recognition Programs
Employee Relations
Equal Opportunity and Affirmative Action
H. R. Information Systems
Mediation
Organizational Development Services
Payroll
Retired Staff Employee's Association (RSEA)
Staff Recruiting & Hiring
U of U Staff Advisory Council (UUSAC)

**Vice President Institutional Development**
*Fred C. Esplin*

Annual Fund
Capital Campaign
Corporate/Foundation Programs
Development Services
Major Gifts
Planned Giving

Alumni
Board of Trustees
KUED/KUER
Red Butte Garden
Marketing & Communication

**Vice President Research**
*Raymond F. Gesteland*

Animal Resources Center
Brain Institute
Center for High Performance Computing
Energy and Geoscience Institute
Genetic and Epidemiologic Research (RGE)
Institutional Animal Care/Use Committee
Institutional Review Boards
Office of Sponsored Projects
Radiological Health
University of Utah Research Foundation

# Senior Vice President for Academic Affairs

## Organizational Chart

### July 1, 2006

**Senior Vice President for Academic Affairs**
*David W. Pershing*
Chief Academic Officer
Executive Assistant – *Pat Armstrong*

**Vice President Technology**
**Venture Development**
*Jack Brittain*

Technology Commercialization Office
Bureau of Business & Economic Research
Faculty Innovation and Commercialization Office
Utah Entrepreneur Center

**Associate Vice President**
**Budget & Planning**
*Paul T. Brinkman*

Budget & Resource Planning
Institutional Analysis
Space Planning & Management

**Vice President**
**Student Affairs**
*Barbara Snyder*

Admission / Registration
Alcohol & Drug Education Center
Bennion Community Center
Campus Recreation
Career Services
Center for Disability Services
Child Care Coordination
Counseling Center
Dean of Students
Dining Services
Educational Opportunity
Financial Aid & Scholarships
International Center
Residential Living
Student Health Services
Student Involvement Center
Student Recruitment / H.S. Services
University Union
Women's Resource Center

**Associate Vice President**
**Diversity**
*Karen L. Dace*

American Indian Resource Center
American Indian Teacher Training
Center for Ethnic Student Affairs
Diversity Scholarships and Grants
 Program
Ethnic Studies
Gender Studies
LGBT Resource Cent

**Assistant V.P for Academic**
**Affairs & Undergraduate Studies**
*Charles A. Wight*

Academic Outreach & Continuing
 Education
Administrative Computing Services
USHE Technology Subcommittee
Utah 2000 Project

**Associate Vice President**
**Graduate Programs &**
**Dean, Graduate Programs**
*David S. Chapman*

Academic Program Review
Graduate Council

**Associate Vice President**
**Academic Affairs**
*Susan Olson*

Academic Personnel Files
Academic Personnel Issues
Academic Policy Development
Grievances, Complaints, & Appeals
UPTAC, Branch Campus Issues

**Associate Vice President**
**Undergraduate Studies**
*John G. Francis*

B.U.S. Advising
CAD Deputy
Center for Teaching & Learning
 Excellence
Interdisciplinary Program Dev.
International Studies
LEAP / HOP Programs
Liberal Education Program
Master Curriculum Maintenance
Undergraduate Council
Undergraduate Program Review
 & Approval
Undergraduate Research
 Opportunities Program
University College

**Associate VP, Arts**
**& Dean, College of Fine Arts**
*Raymond Tymas-Jones*

Departments of Art, Ballet, Modern
 Dance, Music, & Theatre
Kingsbury Hall
Pioneer Memorial Theatre
Utah Museum of Fine Arts

**Associate Vice President**
**Electronic Communications**
*Stephen H. Hess*

Campus Network Services
Chief Web Master
Email
Higher Education Tech. Initiative
Instructional Media Services
IT Committee
IT Executive Committee
Media Solutions
Telecommunications
University Home Page Content
University Press
Utah Education Network

**Dean**
**College of Architecture & Planning**
*Brenda C. Sheer*

**Dean**
**David Eccles School of Business**
*Jack Brittain*

Departments of Accounting, Finance,
 Management, & Marketing

**Interim Dean**
**College of Education**
*Ted Packard*

Departments of Education, Culture
 & Society, Educational Leadership
 & Policy, Educational Psychology,
 Special Education & Teaching &
 Learning

**Dean**
**College of Engineering**
*Richard B. Brown*

Departments of Bioengineering,
 Chemical Engineering, Civil &
 Environmental Engineering,
 Electrical Engineering, Materials
 Science & Engineering, Mechanical
 Engineering, and School of
 Computing

**Director**
**Honors Program**
*Martha S. Bradley*

**Dean**
**College of Humanities**
*Robert Newman*

Departments of Communication,
 English, History, Humanities
 Center, Languages & Literature,
 Linguistics, Middle East Center
 Philosophy, & Writing Program

**Dean**
**College of Law**
*Hiram Chodosh*

**Director**
**Marriott Library**
*Joyce L. Ogburn*

**Dean**
**College of Mines & Earth Sciences**
*Francis H. Brown*

Departments of Geology & Geophysics,
 Metallurgical Eng., Meteorology,
 Mines/Comm. Center, Mining Eng.,
 Seismograph Stations, & UEES

**Dean**
**College of Social & Behavioral Sciences**
*J. Steven Ott*

Departments of Aerospace Studies, Anthropology,
 Economics, Family & Consumer Studies,
 Geography, Military Science, Naval Science,
 Political Science, Psychology, & Sociology

**Dean**
**College of Science**
*Peter J. Stang*

Departments of Biology,
 Chemistry, Mathematics,
 & Physics

**Dean**
**Graduate School of Social Work**
*Jannah Mather*
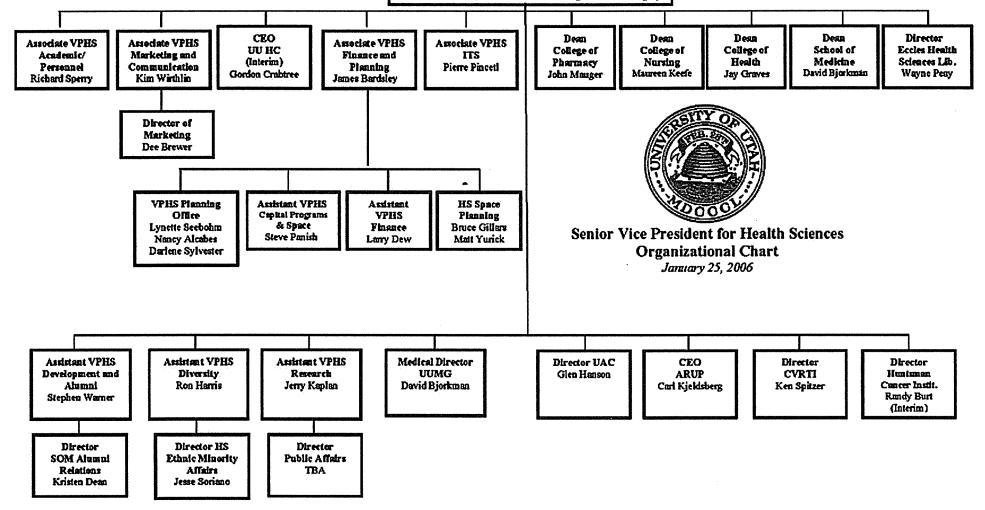
**Director**
**Utah Museum of Natural History**
*Sarah B. George*

**Senior Vice President for Health Sciences**
**Executive Dean, School of Medicine**
**CEO, UU Health Systems**
*A. Lorris Betz, M.D., Ph.D.*

Administrative Officer/Office Manager – *Anne Bagley*

---

**Associate VPHS**
**Academic/**
**Personnel**
Richard Sperry

**Associate VPHS**
**Marketing and**
**Communication**
Kim Wirthlin

**CEO**
**UU HC**
**(Interim)**
Gordon Crabtree

**Associate VPHS**
**Finance and**
**Planning**
James Bardsley

**Associate VPHS**
**ITS**
Pierre Pincetl

**Dean**
**College of**
**Pharmacy**
John Mauger

**Dean**
**College of**
**Nursing**
Maureen Keefe

**Dean**
**College of**
**Health**
Jay Graves

**Dean**
**School of**
**Medicine**
David Bjorkman

**Director**
**Eccles Health**
**Sciences Lib.**
Wayne Peay

**Director of**
**Marketing**
Dee Brewer

**VPHS Planning**
**Office**
Lynette Seebohm
Nancy Alcabes
Darlene Sylvester

**Assistant VPHS**
**Capital Programs**
**& Space**
Steve Panish

**Assistant**
**VPHS**
**Finance**
Larry Dew

**HS Space**
**Planning**
Bruce Gillars
Matt Yurick

**Senior Vice President for Health Sciences**
**Organizational Chart**
*January 25, 2006*

---

**Assistant VPHS**
**Development and**
**Alumni**
Stephen Warner

**Assistant VPHS**
**Diversity**
Ron Harris

**Assistant VPHS**
**Research**
Jerry Kaplan

**Medical Director**
**UUMG**
David Bjorkman

**Director UAC**
Glen Hanson

**CEO**
**ARUP**
Carl Kjeldsberg

**Director**
**CVRTI**
Ken Spitzer

**Director**
**Huntsman**
**Cancer Instit.**
Randy Burt
(Interim)

**Director**
**SOM Alumni**
**Relations**
Kristen Dean

**Director HS**
**Ethnic Minority**
**Affairs**
Jesse Soriano

**Director**
**Public Affairs**
TBA

## Standard Seven. Required Documentation

### University of Utah Financial Results

|  | FY 2002-03 | FY 2003-04 | FY 2004-05 | FY 2005-06* |
|---|---|---|---|---|
| **Table #1** |  |  |  |  |
| **Operating Revenues** |  |  |  |  |
| Tuition and fees | $107,796,000 | $116,714,000 | $132,189,000 | $144,086,000 |
| Patient services | 620,460,000 | 669,851,000 | 746,425,000 | 817,335,000 |
| Grants and contracts | 262,557,000 | 278,750,000 | 294,588,000 | 300,480,000 |
| Sales and services | 258,314,000 | 293,054,000 | 324,503,000 | 356,953,000 |
| Auxililiary enterprises | 63,508,000 | 63,781,000 | 75,802,000 | 79,592,000 |
| Other | 36,028,000 | 47,433,000 | 66,838,000 | 73,522,000 |
| Total | $1,348,663,000 | $1,469,583,000 | $1,640,345,000 | $1,771,968,000 |
|  |  |  |  |  |
| **Non-operating Revenues/(Expenses)** |  |  |  |  |
| State appropriations | $227,821,000 | $227,835,000 | $238,756,000 | $253,081,000 |
| Gifts | 27,482,000 | 22,123,000 | 26,787,000 | 28,394,000 |
| Investment income | 27,338,000 | 57,449,000 | 54,179,000 | 57,430,000 |
| Interest expense | (17,692,000) | (16,503,000) | (16,172,000) | (17,000,000) |
| Other | (3,608,000) | 2,102,000 | (10,026,000) | (10,000,000) |
| Total | $261,341,000 | $293,006,000 | $293,524,000 | $311,905,000 |
| Total Revenues | $1,610,004,000 | $1,762,589,000 | $1,933,869,000 | $2,083,873,000 |
|  |  |  |  |  |
| **Table #2** |  |  |  |  |
| **Operating Expenses** |  |  |  |  |
| Instruction | $195,973,000 | $216,498,000 | $232,232,000 | $250,811,000 |
| Research | 193,702,000 | 200,304,000 | 211,529,000 | 217,875,000 |
| Public service | 282,723,000 | 307,298,000 | 314,762,000 | 330,500,000 |
| Academic support | 61,984,000 | 61,481,000 | 66,488,000 | 69,812,000 |
| Student services | 16,119,000 | 16,205,000 | 16,890,000 | 17,566,000 |
| Institutional support | 42,563,000 | 49,725,000 | 50,656,000 | 51,922,000 |
| Operation & maintenance | 38,020,000 | 41,332,000 | 43,027,000 | 46,039,000 |
| Student aid | 26,701,000 | 27,838,000 | 32,035,000 | 34,918,000 |
| Other | 272,267,000 | 328,810,000 | 314,734,000 | 314,734,000 |
| Hospital | 417,647,000 | 441,582,000 | 518,111,000 | 569,922,000 |
| Total | $1,547,699,000 | $1,691,073,000 | $1,800,464,000 | $1,904,099,000 |
|  |  |  |  |  |
| **Table #3** |  |  |  |  |
| **Excess of Revenues over Expenses*** |  |  |  |  |
| Revenues | $1,610,004,000 | $1,762,589,000 | $1,933,869,000 | $2,083,873,000 |
| Expenses | 1,547,699,000 | 1,691,073,000 | 1,800,464,000 | 1,904,099,000 |
| Total | $62,305,000 | $71,516,000 | $133,405,000 | $179,774,000 |

\* Estimated.

\*\* Excludes revenues for capital and additions to endowment.

S 7

Req Doc
1, 2, 3

# University of Utah Financial Results

|  | FY 2002-03 | FY 2003-04 | FY 2004-05 | FY 2005-06* |
|---|---|---|---|---|
| **Table #4** | | | | |
| **Sources of Financial Aid** | | | | |
| Annual private contributions | $4,380,305 | $4,167,298 | $3,261,208 | $2,935,000 |
| Governmental state aid | 930,896 | 957,429 | 1,169,917 | 1,219,000 |
| Federal aid (Pell, SEOG,WS) | 16,517,981 | 17,057,412 | 17,443,706 | 16,658,600 |
| Endowment earnings | 141,611 | 104,677 | 55,038 | 60,000 |
| Institutional unfunded aid | 6,354,110 | 7,270,189 | 8,517,349 | 9,300,000 |
| Federal student loans | 61,434,855 | 72,342,804 | 79,273,299 | 82,851,400 |
| Nonfederal workstudy aid | 0 | 0 | 0 | 0 |
| Total | $89,759,758 | $101,899,809 | $109,720,517 | $113,024,000 |
| | | | | |
| **Table #9** | | | | |
| **Operating Gifts and Endowments** | | | | |
| Annual Gifts | | | | |
| Operations Restricted | $27,148,000 | $21,486,000 | $26,373,000 | $27,000,000 |
| Operations Unrestricted | 334,000 | 637,000 | 414,000 | 400,000 |
| Endowments | 7,174,000 | 11,389,000 | 11,390,000 | 12,000,000 |
| Plant | 20,322,000 | 42,920,000 | 24,491,000 | 20,000,000 |
| Total | $54,978,000 | $76,432,000 | $62,668,000 | $59,400,000 |
| | | | | |
| Endowment Fund Balances | | | | |
| Permanent | $207,450,201 | $247,845,056 | $275,040,210 | $310,000,000 |
| Term | 165,620 | 195,347 | 213,076 | 235,000 |
| Quasi | 85,430,071 | 98,639,949 | 112,477,590 | 125,000,000 |
| Total | $293,045,892 | $346,680,352 | $387,730,876 | $435,235,000 |

* Estimated.

_S 7_
_Reg. Doc_
_4, 9_

# University of Utah Financials

| 12. Debt Service Schedule | FY 03 | FY 04 | FY 05 | FY 06 |
|---|---|---|---|---|
| Principal | $21,376,090 | $20,857,761 | $53,490,013 | $20,089,061 |
| Interest | $17,263,076 | $16,486,246 | $16,165,163 | $16,256,317 |

| Projection | FY 07 | FY 08 | FY 09 | FY 10 |
|---|---|---|---|---|
| Principal | $21,001,697 | $20,270,947 | $34,207,268 | $18,265,341 |
| Interest | $15,459,329 | $14,569,041 | $13,395,783 | $12,051,094 |

## 13. Endowment & Life Income Fund Report

| | FY 03 | FY 04 | FY 05 |
|---|---|---|---|
| Fund Balances | $296,355,362 | $350,400,078 | $391,803,226 |
| Income Distributions | $14,528,092 | $15,132,340 | $14,825,323 |

## 14. Accrual Basis of Accounting

See item 7C5 in self-study text.

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 non-operating. 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.

Supplementary documentation of year-end accruals are made available upon request.

57

Reg Doc
12, 13, 14

# University of Utah Financial Results

|  | FY 2002-03 | FY 2003-04 | FY 2004-05 | FY 2005-06* |
|---|---|---|---|---|
| **Table #10** | | | | |
| **Capital Investments** | | | | |
| Land | | | | |
| Beginning Cost | $17,267,453 | $17,267,453 | $17,267,453 | $17,267,135 |
| Additions | | | | |
| Deductions | | | (318) | |
| Ending Cost | $17,267,453 | $17,267,453 | $17,267,135 | $17,267,135 |
| | | | | |
| Buildings, Improvements & Infrastructure | | | | |
| Beginning Cost | $1,045,799,974 | $1,137,961,643 | $1,174,610,790 | $1,253,429,025 |
| Additions | 92,574,199 | 39,734,628 | 78,818,235 | 61,000,000 |
| Deductions | (412,530) | (3,085,481) | | |
| Ending Cost | $1,137,961,643 | $1,174,610,790 | $1,253,429,025 | $1,314,429,025 |
| | | | | |
| Furniture & Equipment, incl. library and special collections | | | | |
| Beginning Cost | $554,149,378 | $587,127,998 | $608,303,251 | $665,586,352 |
| Additions | 62,654,552 | 54,779,260 | 82,584,363 | 70,000,000 |
| Deductions | (29,675,932) | (33,604,007) | (25,301,262) | (30,000,000) |
| Ending Cost | $587,127,998 | $608,303,251 | $665,586,352 | $705,586,352 |
| | | | | |
| Construction in Progress | | | | |
| Beginning Cost | $117,269,261 | $68,512,697 | $75,738,768 | $86,659,444 |
| Additions | 41,156,027 | 38,676,854 | 85,413,768 | 60,000,000 |
| Deductions | (89,912,591) | (31,450,783) | (74,493,092) | (61,000,000) |
| Ending Cost | $68,512,697 | $75,738,768 | $86,659,444 | $85,659,444 |
| | | | | |
| Debt Service (cumulative amount as of each year end) | | | | |
| Principal | $333,216,299 | $330,555,800 | $338,558,153 | $400,000,000 |
| Interest | $182,015,105 | $169,658,354 | $159,524,572 | $175,000,000 |
| | | | | |
| Depreciation (accumulated) | $786,371,825 | $850,518,706 | $928,162,217 | $1,013,000,000 |

* Estimated.

$S 7$
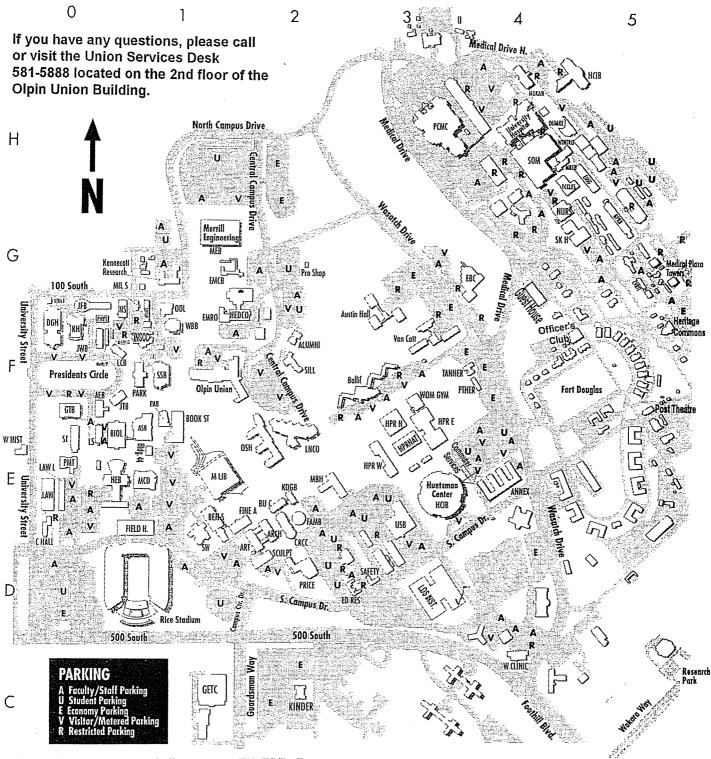
Reg Doc

10

## 15. 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) |

S 7

Reg Doc

15

UNIVERSITY OF UTAH CAMPUS

If you have any questions, please call or visit the Union Services Desk 581-5888 located on the 2nd floor of the Olpin Union Building.

**N**

## PARKING
A Faculty/Staff Parking
U Student Parking
E Economy Parking
V Visitor/Metered Parking
R Restricted Parking

AEB, Alfred Emery Bldg, F0
ALUMNI, Alumni House, F2
ANNEX, Annex Gen Office, E4
ARCH, Architecture Bldg, D2
ART, Art Bldg, D2
ASB, Aline Skaggs Biology Bldg, E1
AUSTIN, Austin Hall, F3
BALLIF, Ballif Hall, F3
BEH S, Soc Beh Science, D1
BIOL, Biology Bldg, E1
BLG 44, Office Bldg 44, E1
BODKSF, University Bookstore, E1
BPRB, Biomed Polymers Research, G5
BU C, Business Clsrm Bldg, E2
C HALL, Carlson Hall, D0
CRCC, Christensen Ctr, D2
CVRTI, Nora Eccles Harrison, G5
DGH, Gardner Hall, F0

DUMKE, Dumke Bldg, H4
EBC, Eccles Broadcast Ctr, G4
ECCLES, Eccles Health Sci Library, G4
ED RES, Education Resource Bldg, D3
EIHG, Eccles Inst of Human Genetics, H5
EMCB, Eng/Mines Clsrm Bldg, G1
EMRO, Energy & Mineral Res, F1
FAMB, F A Madsen Bldg, D2
FINE A, Museum Fine Arts, D2
FLD H, Fieldhouse, D1
GETC, Eccles Tennis Ctr, C1
GTB, George Thomas Bldg, F0
HCIB, Huntsman Cancer Inst, H5
HEB, Henry Eyring Bldg, E1
HEDCO, Hedco Bldg, F2
HPR E, HPER East, E3
HPR N, HPER North, E3

HPR W, HPER West, E3
HPRNAT, HPER Natatorium, E3
INSCC, Intermnt. Net. Scien. CC, F1
JFB, James Fletcher, G0
JHC, Huntsman Ctr, E3
JTB, James Talmage Bldg, F1
JWB, John Widtsoe Bldg, F0
KDGB, K D Garff Bldg, E2
KENN, Kennecott Bldg, G1
KH, Kingsbury Hall, F0
KINDER, Univ Kindercare, C2
LAW, Law Bldg, E0
LAW L, Law Library, E0
LCB, Leroy Cowles Bldg, F1
LNCO, Lang & Comm Bldg, E2
LS, Life Science Bldg, E0
M LIB, Marriott Library, E1
MATH O, Math Office Bldg, F0
MATH/P, Math/Physics Bldg, F0

MBH, Milton Bennion Hall, E2
MCD, Marriott Ctr for Dance, E1
MEB, Merrill Engineering Bldg, G2
MIL S, Military Science Bldg, G1
MINES, Mines Bldg, F1
MORAN, Moran Eye Ctr, H4
MREB, Medical Res & Ed Bldg, H4
NS, Naval Science Bldg, G1
NURS, Nursing Bldg, G4
ODL, Ore Dressing Lab, F1
OSH, Orson Spencer Hall, E2
P THER, Physical Therapy, F4
PAB, Perf Arts Bldg, E1
PARK, John R Park Bldg, F1
PARKNG, Parking Services, D4
PHYS, Physics Bldg, F0
PMT, Pioneer Theatre, E0
PRICE, Price Museum, D2
PRO SHOP, Pro Shop, G2

RECREA, Outdoor Rec, D4
SAFETY, Public Safety, D3
SCULPT, Sculpture Bldg, D2
SILL, Sill Center, F2
SK H, L S Skaggs Pharmacy, G5
SOM, School of Medicine, H4
SSB, Student Services Bldg, F1
ST, William Stewart Bldg, E0
SW, Grad Sch Soc Wk, D1
TANNER, Virginia Tanner Dance, F4
U HOSP, University Hospital, H4
UNION, Olpin Union, F1
VAN CT, Van Cott Hall, F3
VOICE, Voice & Opera Ctr, G0
W CLIN, Univ Wasatch Clinic, C4
W INST, West Institute, E0
WBB, William Browning, F1
WINTRO, Wintrobe Res Bldg, H4
WOM GYM, Womens Gymnastics, E3

AOCE OFF-CAMPUS LOCATIONS:
BOUNTIFUL
75 East 200 South
MURRAY AT CEDAR PARK
5282 South 320 West, D-110
PARK CITY
1255 Park Ave.
SANDY
9875 South 240 West