

The University of Utah

Accreditation Self-Evaluation Year Three Report

Submitted to:
Northwest Commission on Colleges and Universities
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Institutional Overview

The University of Utah is a public institution located in Salt Lake City, Utah. It provides undergraduate, graduate, and postgraduate education and training to residents of Utah, residents of other states in the U.S., and citizens of other countries. It is classified by the Carnegie Foundation for the Advancement of Teaching as RU/VH (research universities; very high research activity). The University has a large balanced undergraduate program that offers bachelors degrees in the fine arts, humanities, social sciences, business, physical and life sciences, health sciences, nursing, social work, architecture, education and engineering. It offers 139 baccalaureate degrees, 197 masters degrees, and 84 doctoral degrees to 31,660 students (Fall 2011 headcount). In 2012, the University received authorization from the Utah State Board of Regents to offer the DDS degree at a newly established School of Dentistry beginning Fall 2013.

The University was founded in 1850 and was accredited by the Northwest Association of Schools and Colleges in 1933. The University has invited over 30 specialized accreditation bodies to evaluate a wide variety of its undergraduate and graduate programs.

The University of Utah is one of eight public colleges and universities in the state that form the Utah System of Higher Education (USHE). The Utah State Board of Regents and the Commissioner for Higher Education provide governance and oversight of the USHE institutions. The State Board of Regents delegates additional authority to the University of Utah Board of Trustees to provide governance and oversight at an institutional level.

The President of the University of Utah, Dr. David W. Pershing, is the institution's chief executive officer. The President reports to the Utah State Board of Regents and the University of Utah Board of Trustees. The Board of Trustees is composed of 10 distinguished members of the community, and is chaired by Mr. Clark Ivory.

President Pershing is assisted by two senior vice presidents. Dr. Michael L. Hardman is the Interim Sr. V.P. for Academic Affairs, and serves as the institution's chief academic officer. Dr. Vivian S. Lee is the Sr. V.P. for Health Sciences, and serves as the Dean of the School of Medicine and Chief Executive Officer of University Health Care, which operates four hospitals, ten community clinics, and four specialty care centers.

An organizational chart of the senior University administration is available at http://admin.utah.edu/office_of_the_president/presidential-organizational-chart.

Preface

Brief Update on Institutional Changes since the Last Report

There is one substantive change to the University since submission of the Year One Self-Evaluation Report in September 2011. The University of Utah sought approval from the State Board of Regents in July 2012 to establish a new School of Dentistry and to begin offering the Doctor of Dental Surgery degree. The new School of Dentistry and the building to house it are fully funded through a combination of private gifts, state appropriated funds, and student tuition. The first class of dental students is expected to enter the School of Dentistry in Fall 2013. A Substantive Change report to NWCCU was submitted in August 2012.

Response to Recommendations/Issues Requested by the Commission

Following the submission of our Accreditation Self-Evaluation Year One Report in September 2011, the Commission reaffirmed the accreditation of the University of Utah and requested that the University of Utah address a single recommendation:

“The evaluation panel recommends that the University of Utah review its objectives connected to each core theme as well as the underlying rationales for the accompanying indicators, so that the institution has a more consistently clear basis for evaluating the accomplishment of the objectives of its core themes (Standard 1.B.2).”

In making the request, the Commission found this to be an area where the University is in substantial compliance with Commission criteria for accreditation, but in need of improvement.

The University welcomes this constructive criticism of the Year One report, and has revised the presentation of the response to Standard One in this report to include

- quantitative values of each indicator for the past several years to show the current status and the progress toward our goals over the past 3-5 years;
- a discussion of how each metric reflects progress toward the achievement of the core theme objectives

The revised presentation of the University’s core themes provides a perspective of how we view our current status and our recent progress, and the accompanying graphs of our core theme indicators demonstrate the challenges that lie ahead to meet our institutional goals toward mission fulfillment.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

2. AUTHORITY

The University of Utah is one of eight public colleges and universities in the state that form the Utah System of Higher Education (USHE). Title 53B of the Utah Code establishes the USHE and specifically provides for the authority of the University of Utah to operate and grant degrees as a higher education institution (<http://www.le.state.ut.us/~code/title53b/title53b.htm>).

3. MISSION AND CORE THEMES

The University's mission statement as a higher education institution was developed through a broadly representative institutional process and approved by the University of Utah Board of Trustees and by the Utah State Board of Regents in 2005. The mission statement is published at http://admin.utah.edu/office_of_the_president/university-mission-statement. The core themes of the University are Teaching, Research, Public Life, and Health Care, consistent with the University's role as a degree-granting institution of higher education. The University of Utah Board of Trustees adopted the core themes on November 8, 2011. The University's educational programs culminate in 421 recognized baccalaureate, masters and doctoral degrees. Substantially all of the resources at the disposal of the University are directed to support the institutional mission.

Standard 1.A – Mission

Mission Statement

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.

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, 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 outreach events to the dynamic demographic diversity of our region. 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.

Mission Fulfillment

Each of the four core themes of the University (Teaching, Research, Public Life and Health Care) has well-defined objectives and indicators of achievement for the objectives. The quantitative value of each indicator lies in a range that is interpreted, by use of an associated rubric, as being excellent, good, fair or unsatisfactory. Based on the values of the related indicators, the status of each objective will be similarly judged to be excellent, good, fair or unsatisfactory.

The acceptable threshold of institutional mission fulfillment is when every core theme objective has been judged to have

- a status of good or excellent; or
- a detailed action plan for improvement to obtain a status of good or excellent.

Standard 1.B – Core Themes

The four core themes of the University are Teaching, Research, Public Life, and Health Care. Our University mission statement (formally adopted in 2005) is organized along these lines. The Health Care core theme is described primarily within the Public Life section of the mission statement. However, as a comprehensive research university with very high research activity, a School of Medicine, and four associated hospitals providing more than \$1B in health care services annually, we have assigned health care to its own core theme for the purposes of regional accreditation. The Public Life core theme will therefore focus primarily on academic outreach activities in the community.

Core Theme 1 – 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, 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 a better understanding of the rich diversity and interdependence of our changing world.

Teaching Core Theme Objectives

1. Student Learning Outcomes

Every college, school, department, division or program establishes a statement of expected learning outcomes that is published for the benefit of its students, prospective students and other stakeholders. The learning outcomes are assessed by the faculty, and program changes are implemented to achieve continuous improvement of the outcomes.

2. Teaching Effectiveness and Student Satisfaction

Students are successful at completing their degree programs. They are satisfied with their courses of study and with the quality of instruction.

3. Student Engagement

Every student at the University of Utah has the opportunity for deep experiential learning in collaboration with the faculty or staff that extends beyond the classroom experience. Examples include undergraduate research, performance art, community engagement and service learning, study abroad, internships, debate, teaching, presentations at national conferences and leadership development.

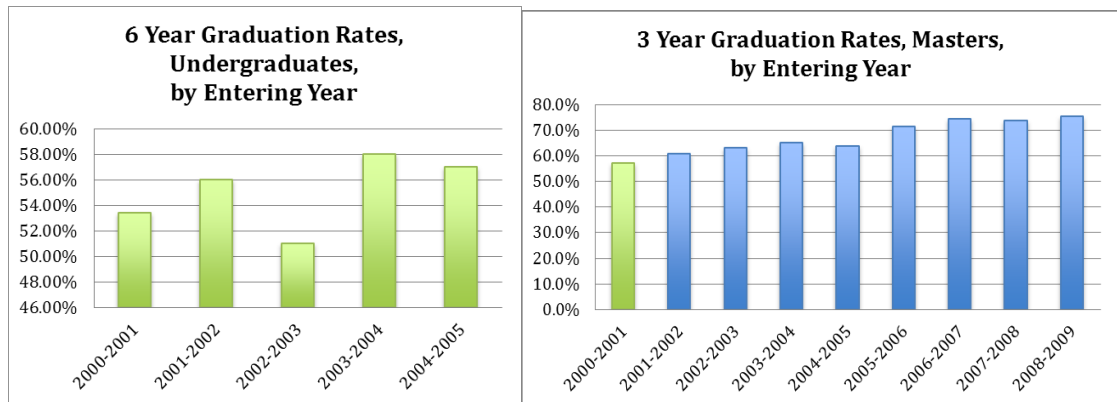
Teaching Core Theme Indicators

1. Degree Completion Rates

Students are expected to devote full attention to their studies and to complete their chosen degree programs within 150% of the nominal time required to complete the degree (6 years for baccalaureate degrees, 3 years for masters degrees, and 6 years for doctoral degrees).

Institutional goals for degree completion rates are based on comparisons with peer institutions. The percentage of students completing degrees within these time frames will be interpreted as follows:

60 - 100%	Excellent
45 - 59%	Good
30 - 44%	Fair
0 - 29%	Unsatisfactory



Although the current trends in graduation rates for baccalaureate and masters degrees are on an upward trend, the rates are low in comparison with many of the University's PAC-12 aspirational peer institutions. Increasing completion rates is an institutional priority as part of a statewide initiative to have 66% of Utahns ages 25-64 earn a postsecondary degree or certificate by the year 2020.

2. Assessment of Expected Student Learning Outcomes

Every academic unit publishes expected learning outcomes (ELOs) for each graduate and undergraduate degree that it offers at <http://learningoutcomes.utah.edu>. The percentage of programs that engage in regular systematic assessment of student learning outcomes will be interpreted as follows:

90 - 100%	Excellent
75 - 89%	Good
50 - 74%	Fair
0 - 49%	Unsatisfactory

Every three years academic units are asked to indicate which methods they use to assess student learning outcomes. Categories include Portfolio Review, Capstone Experience/Project, Specialized Accreditation/Licensing Exam, and Internship/Practica Evaluation. The results presented are for 2006, 2009 and 2012. The data are incomplete for 2012, but this chart indicates the current and past results.

	2006	2009	2012
Total Units Surveyed	63	62	71
Responding Units	63	48	32
% Responding	98%	77%	45%
1 ELO assessment method	1	11	4
2 or more methods	62	37	28
% Responding With 2 or More	98%	77%	87%

3. Student Course Evaluations

Each semester, approximately 100,000 anonymous student course evaluations are collected on a voluntary basis for nearly every course offered at the institution. The student response rate is approximately 73%. Two of the fourteen standard items on every evaluation request Likert scale responses to the statements:

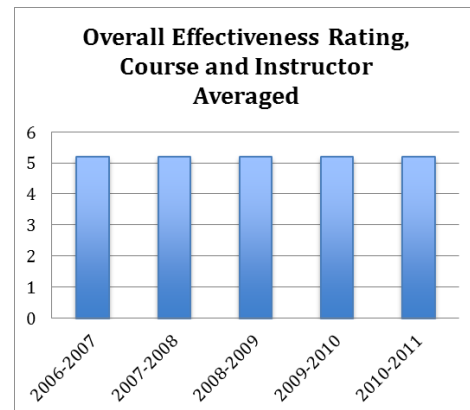
- Overall, this was an effective instructor. (1=Strongly disagree, 6=Strongly agree)
- Overall, this was an effective course. (1=Strongly disagree, 6=Strongly agree)

Student course evaluations are a direct measure of student satisfaction with their instructors and courses. They are an indirect measure of the overall quality of teaching and learning at the institution. Results of the evaluations are published in the online campus information system and can be viewed by any member of the faculty, staff or student body.

This indicator will comprise the scores on the two questionnaire items, averaged across all course evaluations. The average scores will be interpreted as follows:

5.0 - 6.0	Excellent
4.0 - 4.9	Good
3.0 - 3.9	Fair
1.0 - 2.9	Unsatisfactory

Student satisfaction with the University's courses and instructors has been consistently



high since the University began its uniform course evaluations in 2000. The results of all student course evaluations are available to members of the university community after authenticating to the Campus Information System (<http://cis.utah.edu>).

4. The MUSE Project: “My ‘U’ Signature Experience”

In 2010 a presidential initiative called The MUSE Project was launched to advance the educational mission of the University of Utah. The central goal is to provide every student with the opportunity for a formative and defining educational experience. A basic premise of The MUSE Project is that these experiences are available in both the traditional classroom setting and in beyond-the-classroom opportunities for experiential learning. Accordingly the University is working through The MUSE Project to a) enhance classroom teaching and learning and b) to involve more students in specific opportunities for experiential education. The percentage of undergraduate students participating in beyond-the classroom learning opportunities will be evaluated as follows:

60 – 100%	Excellent
35 – 59%	Good
20 – 34%	Fair
0 – 19%	Unsatisfactory

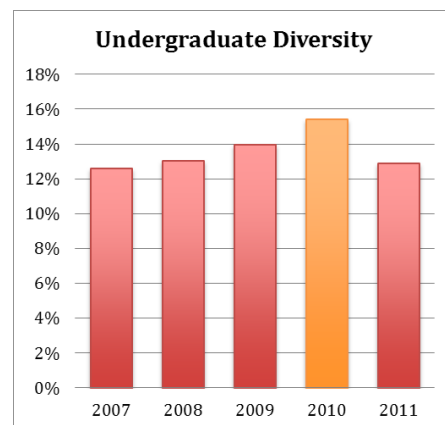
The MUSE project is barely one year old, and we are currently conducting an inventory of student signature experiences that will provide these data for the first time.

5. Student Diversity

The University of Utah recognizes that a diverse and inclusive campus environment enriches the educational experiences of all students, and enhances our excellence as a world-class institution for 21st Century learners. The diversity of our student body will be measured by the percentage of students who self-identify as African American, Latina/o or Chicana/o, Asian American, Pacific Islander, American Indian, or members of the Lesbian, Gay, Bisexual, Transgender and Questioning community. The percentage of University of Utah undergraduate students who self identify with one or more of these traditionally underrepresented groups will be interpreted as follows:

30 – 100%	Excellent
20 – 29%	Good
15 – 19%	Fair
0 – 14%	Unsatisfactory

Diversity is a core value of the institution because educational excellence is promoted in an environment of inclusion where differences in culture, perspective and tradition are honored



and respected. The percentage of college-age people from traditionally underrepresented communities in the Salt Lake City region is approaching 30%, and the University has a responsibility to meet the educational needs of its citizens without discrimination on the basis of race, ethnicity or sexual orientation. We understand that this indicator lies near the boundary between Fair and Unsatisfactory, and that the current rate of improvement is unlikely to yield a result of Good in the near future without a big increase in institutional effort.

The institution is deeply committed to improvements in diversity of both students and faculty, as reflected in our evolving strategic plan, the commitment of our new president to diversity, and the increases in resources devoted to improving diversity throughout the colleges and departments across the campus. This is an area where we are willing to challenge ourselves to succeed where our past performance has been poor.

Core Theme 2 – 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.

Research Core Theme Objectives

1. Strategic Research Plans
Every college periodically produces a statement of its principal goals in research and scholarly activity. These research plans are published for the benefit of its faculty and the broader campus research community
2. Research Productivity
Faculty with obligations in research and scholarship make regular and meaningful contributions to advancing their field of study
3. Effective Commercialization
The University's faculty, where possible, are engaged in translating research into products and services that have a positive impact on the human condition, and the University is effectively commercializing these discoveries to ensure they are put to use.

Research Core Theme Indicators

1. College Strategic Research Plans

To deploy limited research resources most effectively, academic units rely on a strategic plan that guides resource allocation over the succeeding 5-10 years. The institutional goal is to have these plans available in most research-intensive colleges. The percentage of these colleges with written plans will be interpreted as follows:

50 - 100%	Excellent
30 - 49%	Good
20 - 29%	Fair
0 - 19%	Unsatisfactory

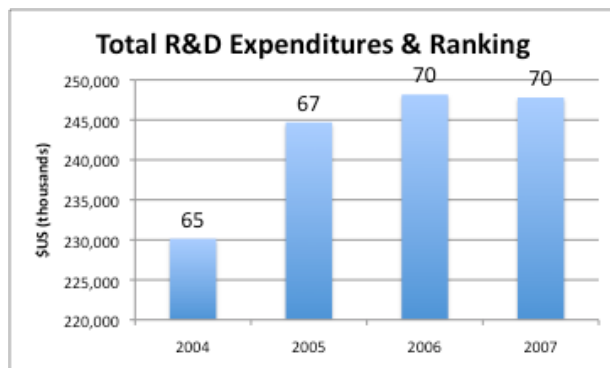
The Vice President for Research surveyed the deans of the Colleges of Engineering, Medicine, Mines & Earth Sciences, Pharmacy, Science, and Social & Behavioral Sciences. Four of the six colleges currently have in place a written "strategic plan that guides resource allocation over the succeeding 5-10 years."

2. Extramural Research Funding

Extramural research funding is a generally-accepted measure of a university's aggregate research activity in the natural and social sciences and engineering. The National Science Foundation annually collects and publishes data on research funding of universities, including rankings. Rankings are relatively insensitive to large national trends that affect all institutions of a particular type (such as major changes in federal research funding) so that changes in rank are likely to reflect institutional changes. The institutional goal is to maintain or improve its ranking in comparison with all universities ranked by the NSF or with a particular peer group. For overall national rankings, changes will be interpreted as follows:

Increase by 4 ranks or more	Excellent
Remain within ± 3 ranks	Good
Decrease by 4-9 ranks	Fair
Decrease by 10 or more	Unsatisfactory

The National Science Foundation publishes Academic Institutional Profiles of U.S. universities engaged in research and development. The University of Utah currently ranks 70th out of more than 660 institutions in total R&D expenditures. Despite a significant increase in funding from 2004 to 2007, our ranking has held at 67 \pm 3, leading to a self-evaluation of this



indicator of Good.

3. Research Productivity

The product of research and scholarly activity in the majority of disciplines takes the form of publications, and the scholarly impact of these publications can be assessed in most fields by the number of citations to them in other publications. Annual rankings prepared by Shanghai Jiao-Tong University and Academic Analytics Inc. will be used to assess the scholarly productivity of the University's faculty. The institutional goal is to maintain or improve its ranking in comparison with all ranked universities or with a particular peer group. For such rankings of U.S. universities, changes in ranking will be interpreted as follows:

Increase by 4 ranks or more	Excellent
Remain within ± 3 ranks	Good
Decrease by 4-9 ranks	Fair
Decrease by 10 or more	Unsatisfactory

Shanghai ARWU

Year	World Rank	U.S. Rank
2008	79	46
2009	80	47
2010	82	47
2011	79	46
2012	82	47

Current Academic Rankings of World Universities by the Shanghai Jiao-Tong University show that the University of Utah has maintained a world ranking of about 80th and a national ranking of about 47 in this influential indicator of academic excellence.

4. Commercialization

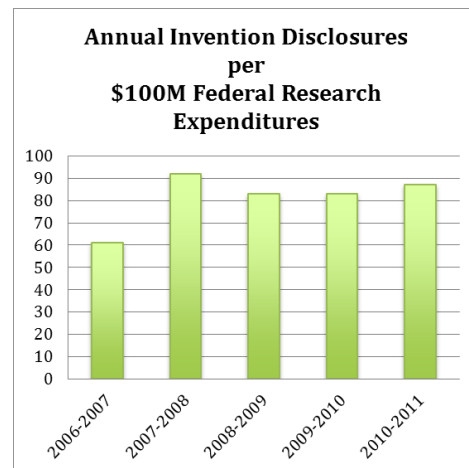
Based on an informal analysis of top-producing institutions, an excellent rating in technology commercialization is defined as

- 100 or more invention disclosures
- 25 or more commercial licenses issued
- 5 or more new spinoff companies created for each \$100M in federal research expenditures.

The entire commercialization process is driven by research and discoveries leading to invention disclosures. Therefore, this indicator will be assessed by determining the annual number of invention disclosures per \$100M in federal research expenditures.

100 or more	Excellent
50-99	Good
30-49	Fair
0-29	Unsatisfactory

Commercialization of its sponsored research activities is an area of emphasis for the



University, and this metric shows a level of engagement of faculty with the process of disclosing and protecting intellectual property that is steadily improving and is comparable to the performance of the world's best research universities.

Core Theme 3 – 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.

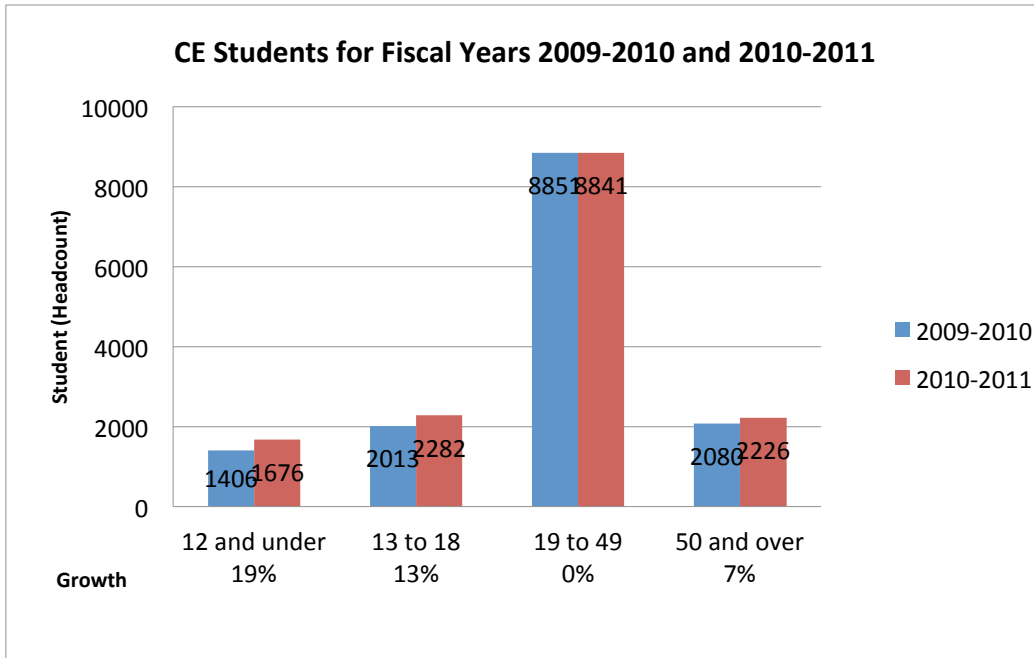
Public Life Core Theme Objectives

1. Access to Education Across the Lifespan
The University serves as a hub for educational pursuits from early childhood education through senior learners. The community increasingly interacts with the University by enrolling in stimulating, culturally-relevant, comprehensive and age-specific/developmentally appropriate educational opportunities.
2. Cultural Enrichment Through Diverse Programming
The University becomes the venue of choice for the arts, educational programming, diverse cultural opportunities, exposure to global and social justice issues, public lectures, museum exhibits, recreation, and other events which expand the community's connection with the world. Support of the University's mission to provide these cultural, recreational, informational and educational programs is evidenced by the number of community members who actively support the public life mission through generous financial support.
3. University-Community Engagement Through Teaching, Research and Service
The life and health of the University is intrinsically connected with the well-being of the community. Mutual partnerships between faculty and the residents of the city and state that advance research, service, and teaching are strengthened. Both regular and auxiliary (non-tenure) faculty are expected to engage with the community to provide this critical and beneficial link that helps lessen the distance between the University and the community in which it exists. As a consequence, the public perceives the University to be an active participant in the life of the community.

Public Life Core Theme Indicators

1. Participation Growth Rates for Non-matriculated Learners

The University promotes education for all members of the community, from the youngest to oldest. Participation rates over the past year have increased for the younger and older residents but have remained stable for the 19-49 age group.



The following scale will be used:

+10% annual growth	Excellent
5-10% annual growth	Good
0-4% annual growth	Fair
Decrease in growth	Unsatisfactory

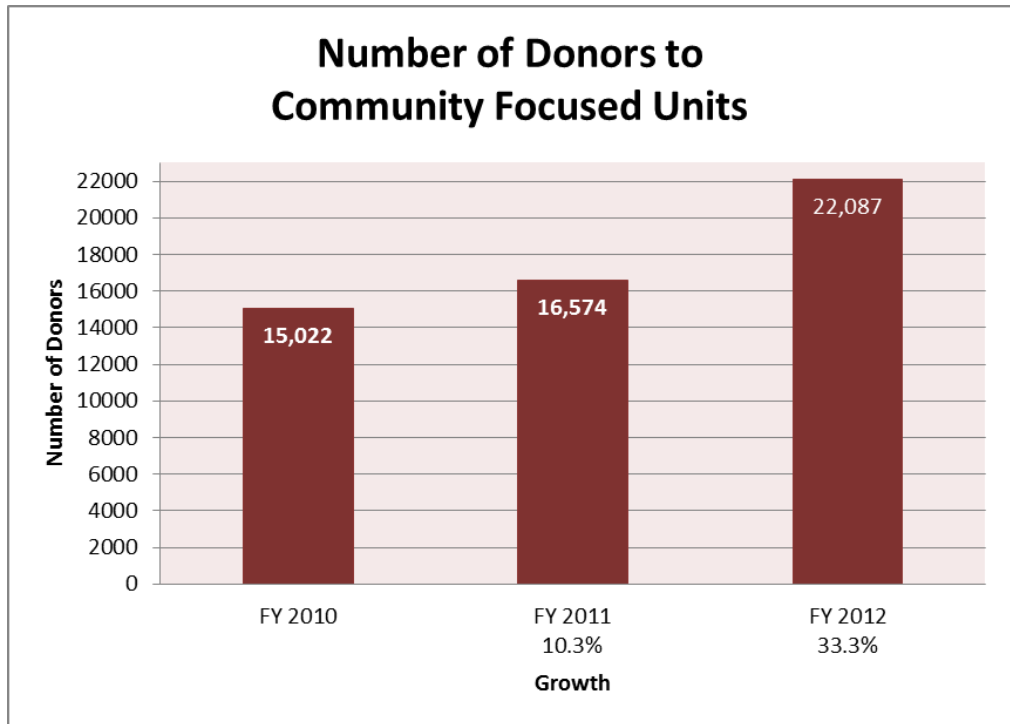
Growth in the number of community members who register for continuing education (CE) and non-credit bearing courses will continue at the Excellent level for the Under 12 and 13 to 18 age groups, increase by 2% for the 19 to 49 and the 50 and Over age group by the Year 5 Report in September 2014.

2. Increase in Number of Donors to Community-focused Arts, Recreational Service Units and Public Radio and Television

One indication of public involvement with the University is the number of donors to its libraries, museums, botanical gardens, athletics and university entities which support arts and culture (theater, dance, music) as well as the University-based public radio and television stations. The number of individual contributors to these community-focused entities is a more accurate and stable measure of community

support than amount of donation and will be used to assess this connection. Growth rate in the number of donors will be used to assess support using the scale below.

Over 10% growth	Excellent
5 - 10% growth	Good
0 - 4% growth	Fair
Decrease	Unsatisfactory



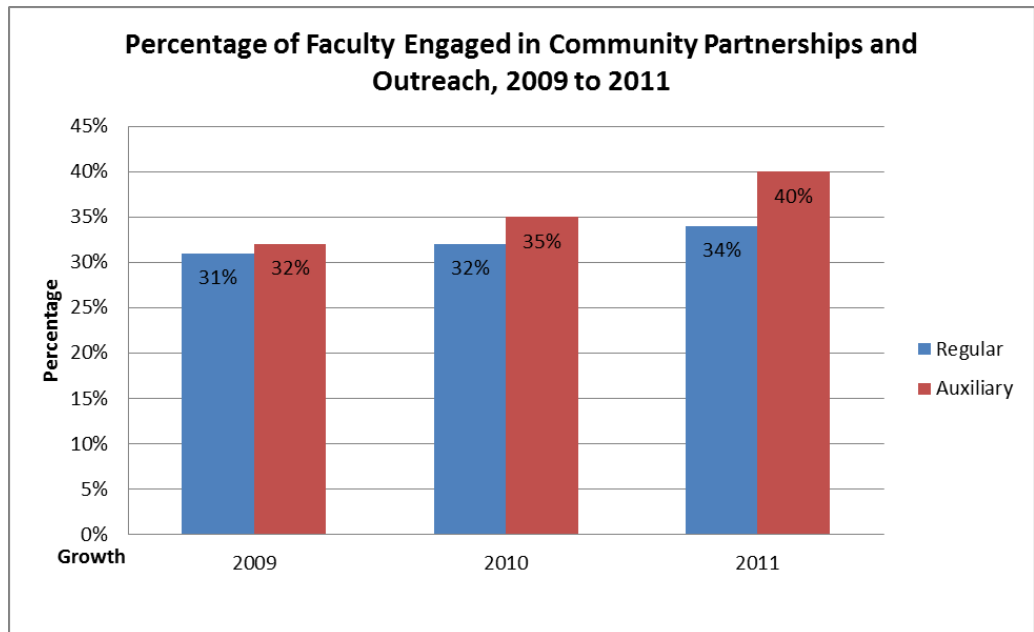
During Fiscal Year 2012, the University experienced a significant growth of 33% due to an 835% increase of donors to the Natural History Museum of Utah which just completed the construction of a new building. This may result in a decrease in the number of donors in FY 2013 but the increase between FY 2013 and FY 2014 will continue at the “Excellent” level for the Year 5 Report in September 2014.

3. University Faculty Community Engagement

University faculty are encouraged to be participants in their local and professional communities by contributing time and expertise. The University and these communities are strengthened by this dissemination of knowledge and skills. The percentage of regular and auxiliary faculty who assist their local or professional community through teaching, research or service at least once a year will be used as a measure. Faculty are asked to submit this information at the end of each calendar year through the Faculty Activity Report (FAR). In 2009 (the first year noted on the graph below), only 21% of regular faculty completed the FAR. In 2011, this had increased to 84%. While Auxiliary

Faculty comply at a much lower percentage (40% for 2011), this was a significant increase from 2009 when only 5% complied.

50 - 100%	Excellent
35 - 49%	Good
25 - 34%	Fair
0 - 24%	Unsatisfactory

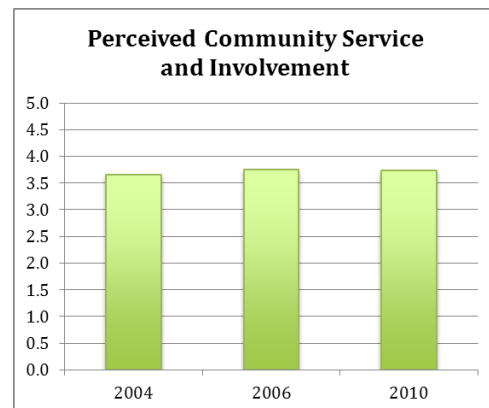


By the Year 5 Report in September 2014, the percentage of regular faculty who participate in Community Partnerships and Outreach will increase from “Fair” to “Good” and auxiliary faculty will continue in the “Good” range.

4. Public Perception of the University’s Community Involvement and Service

The University is expected to be an active participant in the life of the community. A Public Perception Survey (Dan Jones) asks the residents of Utah to rate the University of Utah on a number of aspects, including “community service and involvement” and will determine the extent to which this goal is met. (1 = Poor, 5 = Excellent) The survey results will be interpreted as follows:

4.2 - 5.0	Excellent
3.5 - 4.1	Good
2.5 - 3.4	Fair
1.0 - 2.4	Unsatisfactory



Although public perception of the University’s

engagement in community involvement and service has remained stable for the past six years in the “Good” range, we are developing plans to improve both the substance and the perception of community outreach activities in the community.

Core Theme 4 – Health Care

The University of Utah Health Sciences Center serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is achieved through excellence in patient care, education, and research; each is vital to our mission and each makes the others stronger.

- We provide compassionate care without compromise.
- We educate scientists and health care professionals for the future.
- We engage in research to advance knowledge and well-being.

Health Care Core Theme Objectives

1. Patient Care

University Health Care provides the highest quality patient care in the nation.

2. Use of Electronic Health Records

University Health Care uses electronic health records to provide integrated clinical care and teaching across multiple specialties.

3. Patient Satisfaction

University Health Care provides compassionate care without compromise, resulting in high levels of patient satisfaction.

Health Care Core Theme Indicators

1. Meaningful Use of Electronic Health Records

Electronic health records are an essential component of high quality health care because they provide complete and accurate information to providers in real time, allowing early diagnosis, improved coordination between providers, and better overall patient outcomes. Patients can receive copies of their records, empowering them to take a more active role in their health and in the health of their families. The percentage of inpatient and outpatient areas of University Health Care making meaningful use (as defined by the federal government) of an electronic health record shall be interpreted as follows:

90 - 100%	Excellent
75 - 89%	Good
50 - 74%	Fair
0 - 49%	Unsatisfactory

The University is currently finalizing the implementation of the electronic health record management system for University Health Care hospitals and clinics. The Chief Information Officer for Health Sciences estimates that about 40% of physicians are currently in compliance with the guidelines for meaningful use of electronic health records, and that the compliance rate should be near 100% by the end of calendar year 2012.

2. High Quality Patient Care

The University HealthSystem Consortium (UHC) is an alliance of 112 academic medical centers and 252 of their affiliated hospitals representing approximately 90% of the nation's non-profit academic medical centers. UHC’s annual Quality and Accountability Study is one of the most rigorous assessments of patient care and safety in the nation. The UHC composite rating of University Health Care will be interpreted as follows:

5 stars	Excellent
4 stars	Good
3 stars	Fair
1-2 stars	Unsatisfactory

Delivery of high quality health care in the University’s hospitals and clinics is an area of strength, and we are committed to maintaining a consistently excellent level of both quality and accountability in this area.

UHC Composite Rating of University Health Care



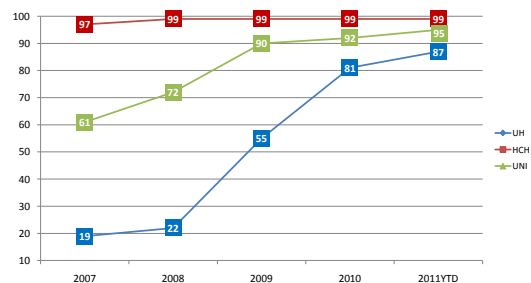
3. High Patient Satisfaction

Press Ganey Associates, Inc. is the industry's recognized leader in health care performance improvement. The company works with more than 10,000 health care organizations nationwide, including 50% of all U.S hospitals, to improve clinical and business outcomes. The Press Ganey composite inpatient and outpatient satisfaction scores for University Health Care will be interpreted as follows:

90 - 100%	Excellent
75 - 89%	Good
50 - 74%	Fair
0 - 49%	Unsatisfactory

A five-year history of our patient satisfaction national percentile rankings within this distinguished group shows a consistently high performance for our Huntsman Cancer Hospital (HCH, a 100 bed comprehensive cancer center), as well as dramatic improvements for our

University of Utah Health Care Inpatient Satisfaction : Willing to Recommend
National Rank



main University Hospital (UH, our 450 licensed bed hospital) and the University Neuropsychiatric Hospital (UNI, a 165 bed behavioral health hospital). The University is committed to maintaining excellent rankings in this nationally recognized assessment of health care organizations.

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

The University of Utah is a public 4-year research university with extensive graduate and professional degree programs. The University meets all of the eligibility requirements for accreditation by the Northwest Commission on Colleges and Universities.

4. OPERATIONAL FOCUS AND INDEPENDENCE

The University of Utah, located in Salt Lake City in the foothills of the Wasatch Mountains, is the flagship institution of higher learning in Utah. Founded in 1850, it serves over 31,000 students from across the U.S. and the world. With over 72 major subjects at the undergraduate level and more than 90 major fields of study at the graduate level, including law and medicine, the University prepares students to live and compete in the global workplace.

<http://infact.utah.edu/>

5. NON-DISCRIMINATION

The University of Utah is an "Equal Opportunity Employer," and is fully committed to the principle of nondiscrimination in all employment-related practices and decisions. University executive, administrative, academic, and supervisory officers exercising employee management responsibilities are required to take vigorous and appropriate action to assure that all employment-related practices and decisions are made without discrimination, harassment, or prejudicial treatment because of race/ ethnicity, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, disability or protected veteran's status. The University of Utah operates under policies that provide for humane treatment of individuals and animals.

<http://www.oeo.utah.edu/>

<http://www.research.utah.edu/animalresources/>.

6. INSTITUTIONAL INTEGRITY

The University is committed to conducting all of its operations and relationships according to the highest ethical standards. A summary of the standards is published in "Ethical Standards and Code of Conduct"

<http://www.hr.utah.edu/ethicalstandards/ethicalstandardsbook.pdf>

7. GOVERNING BOARD

The institutional governing board for the University of Utah is its 10-member Board of Trustees, which reviews all University budgets, capital projects, and formation of new academic units, programs, degrees, certificates, minors and emphases. The Board reviews the quality and performance of all academic programs on a 7-year cycle. Items approved by the Board of Trustees are forwarded to the Utah State Board of Regents, which provides governance and oversight for the Utah System of Higher Education.

<http://admin.utah.edu/board-of-trustees>

<http://www.higheredutah.org/about/board-of-regents/>

8. CHIEF EXECUTIVE OFFICER

The President of the University of Utah is David W. Pershing, who was appointed by the Utah State Board of Regents in consultation with the University of Utah Board of Trustees. The President reports to and is accountable to both boards, but is not a member of either board. Neither the Chair of the Board of Regents nor the Chair of the Board of Trustees is an executive officer of the University.

<http://admin.utah.edu/>

9. ADMINISTRATION

The President's Cabinet consists of 18 senior administrative officers who are responsible for providing effective leadership and management of university operations and to ensure fulfillment of the institution's mission.

http://admin.utah.edu/office_of_the_president/cabinet-members

http://admin.utah.edu/office_of_the_president/presidential-organizational-chart

10. FACULTY

The University employs 2519 full-time and 1254 part-time faculty, instructors and teaching assistants to deliver its academic programs. Responsibility for the quality of credit-bearing graduate and undergraduate programs lies in academic departments and colleges reporting to the two senior vice presidents (Academic Affairs and Health Sciences).

<http://www.obia.utah.edu/ia/stat/2011-2012/ss1112E01.pdf>

11. EDUCATIONAL PROGRAM

The University offers 139 baccalaureate degrees, 197 masters degrees, and 84 doctoral degrees in more than 90 internationally recognized major fields of study to more than 31,000 students. Every degree is explicitly associated with a set of expected learning outcomes that are subject to regular assessment for program improvement.

<https://degrees.utah.edu/>

<http://learningoutcomes.utah.edu/>

12. GENERAL EDUCATION AND RELATED INSTRUCTION

Every student earning a baccalaureate degree at the University of Utah must complete a program of General Education that satisfies statewide requirements defined by the Utah State Board of Regents (Policy R470). The Undergraduate Council adopted learning outcomes for General Education in 2008 that are based on the AAC&U LEAP Essential Learning Outcomes. Transfer students to the University who have earned an Associates degree at another Utah public institution and satisfied the General Education requirements of that institution are deemed to have satisfied the University's General Education requirements as well.

<http://ugs.utah.edu/gen-ed-reqs/outcomes.php>
<http://higheredutah.org/sbr/policy/pdf/R470.pdf>

13. LIBRARY AND INFORMATION RESOURCES

The main campus Marriott Library comprises more than 0.5M square feet of space for books, journals, periodicals, study, computer labs, classrooms and access to digital library collections to support teaching, research and learning across more than 90 major fields of study. In addition, the S.S. Eccles Health Sciences Library, the S.J. Quinney Law Library and the Mackay Music Library provide specialized resources for study in those disciplines.

<http://www.lib.utah.edu/info/>

14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

The University comprises more than 298 buildings and 1,534 acres on its main campus, including Health Sciences, Ft. Douglas, and Research Park, which are used daily by over 31,000 students, 2,500 faculty, and 14,363 full-time staff. In addition, the University maintains a technology infrastructure that supports cutting-edge research, instruction and community engagement across disciplines in 16 colleges. The Utah Education Network is located on campus and serves as the Internet service provider to all public schools and colleges in the state (K-16). UEN is also a major Internet hub for the western U.S. and is the principal distribution point for Internet 2 traffic in the intermountain west.

<http://facilities.utah.edu/>
<http://www.it.utah.edu/>
<http://www.uen.org/>

15. ACADEMIC FREEDOM

Students and faculty members have the right to academic freedom and the right to examine and communicate ideas by any lawful means, even should such activities generate hostility or pressures against the individual or the University. These rights are set forth in Board of Regents Policy R481, and in University Regulations covering Speech (Policy 1-007), the Faculty Code of Rights and Responsibilities (Policy 6-316) and the Student Code of Rights and Responsibilities (Policy 6-400).

<http://higheredutah.org/sbr/policy/pdf/R481.pdf>
<http://www.regulations.utah.edu/>

16. ADMISSIONS

The Office of Admissions publishes policies for admission to undergraduate and graduate degree programs, as well as admission as a non-matriculated student, special requirements for international students, and requirements for qualification as a resident of Utah.

<http://admissions.utah.edu/>

17. PUBLIC INFORMATION

Information about the University and its faculty, academic programs, requirements, tuition, fees and policies are published online in the General Catalog.

<http://catalog.utah.edu/>

18. FINANCIAL RESOURCES

Financial planning and budgeting for academic programs is the responsibility of the two senior vice presidents (Academic Affairs and Health Sciences), who provide advice to the President. The Board of Trustees is ultimately responsible for approving all institutional budgets. Public reports of University revenues, expenses and endowments are published by the Office of Budget and Institutional Analysis.

<http://www.obia.utah.edu/budget/>

19. FINANCIAL ACCOUNTABILITY

University financial transactions are subject to regular audits, both internal and external. The Office of Financial and Business Services publishes the University's Annual Financial Reports for the 2003-2011 fiscal years on its web site. These reports are independently audited by the Utah State Auditor and found to be accurate and in compliance with generally accepted accounting practices.

<http://fbs.admin.utah.edu/controller/controller-report/>

20. DISCLOSURE

The University of Utah accurately discloses to the Northwest Commission on Colleges and Universities all information required to carry out its evaluation and accreditation functions. Most of this information is publicly available and published on the University's web site, except in cases where the institution is responsible for protecting the privacy of individual student or employee records.

21. RELATIONSHIP WITH ACCREDITATION COMMISSION

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees

that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information. The University's Accreditation Liaison Officer is Charles A. Wight, Dean of the Graduate School.

<http://accreditation.utah.edu/>

Standard 2.A – Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

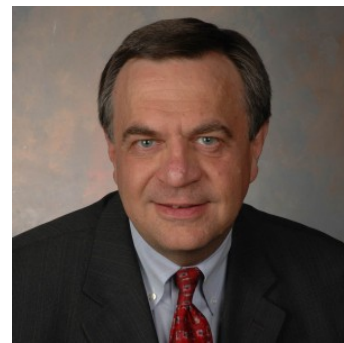
The University's system of governance is clearly defined under state law, statewide policy, and internal University regulations. It includes a statewide governing board and an institutional governing board, a well-defined administrative structure led by the President, a cabinet of vice-presidents, a council of academic deans, and a team of department chairs and directors. The Academic Leadership Team is a subset of top-level administrators focused on academic matters. The governance system includes robust structures and mechanisms for involvement of faculty, students, and staff employees in decision-making.

The Utah System of Higher Education

(<http://www.higheredutah.org/>) is established by Title 53B of the Utah State Code

(<http://www.le.utah.gov/UtahCode/chapter.jsp?code=53B>).

Title 53B provides for a dual-level board system for governance of the institutions in the statewide system. It establishes the State Board of Regents, which is vested with the control, management, and supervision of the eight public institutions of higher education in the state, including the University of Utah. The Commissioner for Higher Education is the Chief Executive Officer of the Utah System of Higher Education. The Board of Regents appoints the president of each institution, who serves at the pleasure of the Board. The Board delegates authority to the presidents and Boards of Trustees for each of the eight institutions, consistent with state law.



David L. Buhler, Commissioner for Higher Education

The President of the University of Utah (<http://admin.utah.edu/office-of-the-president>) is responsible for exercising powers not specifically reserved for the Board of Regents in order to ensure the effective and efficient administration and operation of the institution (http://le.utah.gov/~code/TITLE53B/htm/53B02_010600.htm).

The University of Utah Board of Trustees (<http://admin.utah.edu/board-of-trustees>) is responsible for acting on behalf of the institution to facilitate communication with the community, fund raising and development, alumni relations, selecting recipients of honorary degrees, overseeing institutional budgets and approving University regulations, and other specific duties that may be authorized by the State Board of Regents.

The internal governance system of the University is best understood by reference to the descriptions provided in University Regulations. That system, and particularly the involvement of administrators, faculty, students, and staff in decision-making processes are provided for explicitly within those Regulations. The University maintains a Regulations Library (<http://www.regulations.utah.edu/>), which includes University Policies and subordinate Rules (as well as subordinate Procedures, Guidelines, Forms and other helpful information) for the purpose of defining roles and rules for the operation of the institution.

As a fundamental principle, the Regulations and governance structures provide for extensive involvement of the faculty and students on matters of academic importance. This is accomplished most clearly through the roles provided for the Academic Senate within the governance system, as well as through the roles of various standing and ad hoc committees with faculty and/or student representation. As these roles reflect, the University has a long history of “shared governance,” and that principle is central to the governance culture of the institution. That principle is reiterated throughout multiple sections of the Regulations, a list of which can be seen at <http://www.regulations.utah.edu/academics/guides/academicGovernance/academicGovernanceGenerally.html>.

The central role of the Academic Senate (<http://admin.utah.edu/academic-senate>) in the University’s system of governance is provided for in several University Policies, most fully described in Policies 6-001 and 6-300. The Senate has an elected membership, made up predominantly of representatives of the faculty from all colleges, as well as student representatives, and two representatives of the academic deans. The president of the Senate is a faculty member, elected by the Senate members annually. Matters submitted for Senate review are first reviewed by its Executive Committee, which is elected annually by the Senate, which sets the Senate’s monthly meeting agendas, and acts on behalf of the Senate during recesses and in urgent circumstances. The Senate has a set of standing elected committees that are tasked to process subject-specific issues and prepare them for consideration by the full Senate. University administrators regularly meet with these various committees for consultation (and in many cases are assigned to the committees in ex officio capacity). The President and senior Vice Presidents of the University are ex officio on the Senate, and the President or a delegate attends and reports at all Executive Committee and full Senate meetings, and each meeting includes an open discussion period with the administration. The Senate

President in turn participates in multiple levels of administrative decision-making, including regular participation in meetings of the “Academic Leadership Team”, the University President’s Cabinet, and the Board of Trustees.

As stated in Policy 6-300, “The university faculty shall have power subject to the authority of the State Board of Regents, and the university president and Board of Trustees to legislate on matters of educational policy, to enact such rules and regulations as it may deem desirable to promote or enforce such policies, and to decide upon curricula and new courses of study involving relations between schools and colleges. The faculty will normally exercise this power through its representative, the Academic Senate.”

The Senate acts on behalf of the faculty in all matters of educational policy, including requirements for admissions, degrees, diplomas, certificates, and curricular matters involving relations between schools and colleges or departments. The Senate receives reports from all faculty committees within the scope of its authority, makes recommendations to the University President on matters of professional interest and faculty welfare, and proposes amendments or additions to University Regulations to the Board of Trustees for the government of the University. In particular, it is provided that all changes to University Regulations which “directly or significantly affect the carrying out of the University’s academic missions” are to be presented for the formal approval of the Senate, before subsequent presentation for approval of the Board of Trustees. Policy 1-001.

In addition to the set of standing committees of the Senate (whose faculty members and chairs are determined by the Senate), the University has a large number of other standing committees, with membership mostly appointed by the University President—but by longstanding tradition the President relies on the Senate’s Personnel & Elections Committee and Senate leadership to recommend the faculty appointees for those numerous committees, and it is the Senate’s staffed office which manages the membership coordination. See the Roster of University Committees, maintained by the Senate office, at http://admin.utah.edu/academic_senate/roster-of-university-committees.

The University of Utah Staff Council is established by Policy 5-003 (<http://www.regulations.utah.edu/humanResources/5-003.html>) to provide a forum for University staff members to express concerns, recommendations and advice to the University administration and Board of Trustees on matters involving wages, salaries, benefits, working conditions, and other matters that may affect them in their roles as University staff. As mandated by statewide Regents policy, the president of the Staff Council (along with the president of the Academic Senate) has the right to participate in meetings of the Board of Trustees, “to provide the point of policy input” and is provided release time to carry on the functions of the Council (Regents Policy R223--Faculty and Staff Participation in Institutional Board of Trustees Meetings).

The official student organization is the Associated Students of the University of Utah (ASUU, <http://www.asuu.utah.edu/>). This organization is authorized by Policy 6-401 (<http://www.regulations.utah.edu/academics/6-401.html>). ASUU has the power to create a student government organization, collect and distribute student fees for activities and appoint student representatives to University governance committees throughout the University. ASUU is governed by the ASUU Senate and a set of officers, who are elected annually by the student body. The ASUU president and Senators are automatically voting members of the Academic Senate, and a subset are voting members of the Executive Committee of the Senate (playing a crucial role in academically significant University decision-making). Policy 6-002.

State law mandates student representation on the statewide Board of Regents, and mandates that the ASUU president be a voting member of the institutional Board of Trustees. Student representatives are included on the college Councils, the Undergraduate and Graduate Councils (which play major roles in academic decision-making), and on numerous University-wide and college and department committees, particularly including committees with responsibilities for student-related matters. Policy 6-001. As one example, the University is now creating a student-populated advisory board on setting student fees,(proposed Policy 6-407).

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

The State Board of Regents maintains a library of Policies and Procedures (<http://higheredutah.org/sbr/policy/policies.htm>) that delineate lines of authority and responsibility for system governance, university governance, master planning, academic affairs, business and financial affairs, student financial aid, capital facilities, personnel, and the operation of the Office of Commissioner for Higher Education (<http://www.higheredutah.org/about/>). The Commissioner is the Chief Executive Officer of the Utah System of Higher Education, and is appointed by the State Board of Regents (http://le.utah.gov/~code/TITLE53B/htm/53B01_010500.htm). Administration of the Utah System of Higher Education is performed in consultation with the institutions through the Council of Presidents, the group of Chief Academic Officers, and through groups of representative faculty members from the institutions to coordinate course articulation and transfer agreements within the system.

The State Board of Regents delegates some authority for institutional governance to the University of Utah Board of Trustees. Specifically, the Board of Trustees is responsible for oversight of university budgets, expenditures, institutional policies and procedures, facilities planning and construction, and maintaining an institutional master plan. All matters pertaining to approvals of academic programs, degrees and new academic units

are submitted for approval by the Board of Trustees prior to consideration by the State Board of Regents.

2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The University of Utah Dean of the Graduate School (<https://gradschool.utah.edu/>) serves as the accreditation liaison officer for the institution (<http://accreditation.utah.edu/>), and is responsible for monitoring compliance with the standards of regional accreditation by the Northwest Commission on Colleges and Universities. The Dean prepares accreditation reports and advises the University President on all matters pertaining to maintenance of the University’s accreditation.

Governing Board

2.A.4 The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Under Utah law, the University and other institutions within the state system of higher education have a two-level board system. The State Board of Regents is the governing board for the statewide system, and the University and each of the other institutions have institutional boards of trustees. The relative responsibilities and authority of the statewide Regents and the institutional Trustees boards are specified in the Utah Code and in the policies and bylaws of the Regents. In general, the Board of Regents retains authority over matters of system-wide importance, and delegates to the institutional Trustees authority over matters of specific institutional concern.

The membership of the University of Utah Board of Trustees consists of ten persons, eight of whom are appointed by the Governor with the consent of the Utah State Senate. The President of the University of Utah Alumni Association serves as the ninth member, and the President of the Associated Students of University of Utah (ASUU) serves as the tenth member of the Board.

Utah Code 53B-2-104-1-a

(http://le.utah.gov/~code/TITLE53B/htm/53B02_010400.htm)

Regents Policy R220 (<http://higheredutah.org/sbr/policy/pdf/R220%20Supplement.pdf>)

Regents Policy R120 (<http://higheredutah.org/sbr/policy/pdf/R120.pdf>)

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

Utah Code 53B, Chapter 1, Section 104 specifically states that the powers and authority of the State Board of Regents are non-delegable, except as specified in that title (53B).

The institutional Board of Trustees has the authority to establish committees as it deems necessary to properly fulfill its responsibilities; provided, that such committees shall be advisory only.

Utah Code 53B-2-104(8) (http://le.utah.gov/~code/TITLE53B/htm/53B02_010400.htm)

The only committee that is empowered to act in place of the Board of Trustees is its executive committee, which has the full authority of the Board of Trustees to act upon routine matters during the interim between Board meetings. The committee may act upon non-routine matters only under extraordinary and emergency circumstances and reports its activities to the board of trustees at its next regular meeting following the action.

Utah Code 53B-2-104-6-b (http://le.utah.gov/~code/TITLE53B/htm/53B02_010400.htm)
Regents Policy R220 (<http://higheredutah.org/sbr/policy/pdf/R220%20Supplement.pdf>)
Board of Trustees Bylaws 4.1.ii (http://admin.utah.edu/board_of_trustees/board-trustees-bylaws)

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

For state-wide policies which are applicable to the University, the statewide Board of Regents and Commissioner of Higher Education have in place a well-structured process for periodic review and revision of policies, and that process includes reviews of the bylaws of the Regents. <http://higheredutah.org/sbr/policy/policies.htm>. As an example, the Regents bylaws were revised in spring 2012. (<http://higheredutah.org/sbr/policy/pdf/R120.pdf>)

At the institutional level, the University has a comprehensive set of University Regulations (<http://www.regulations.utah.edu/index.html>). It has in place a well-structured system for adopting and revising those Regulations. The system was substantially revamped in 2008, including as a centerpiece the establishment of the Institutional Policy Committee, created under new Policy 1-001 to act as a clearinghouse for all new policies, policy revisions, and other pertinent regulations that have bearing on the University community. The Committee ensures that all affected constituencies are consulted on each policy-making project, as well as maintaining the Regulations

Library and providing technical assistance to administrators and committees engaged in policy formulation. It maintains a publicly accessible list of policies undergoing review, and a digest of recently completed revision projects. A representative of the institutional Board of Trustees serves on the Committee. As the final step in the process of any change(s) to University Policies, the Trustees have the final approval authority (provided that all University Policies are consistent with system-wide policies of the Regents board). The Board of Trustees also exercises control over its own bylaws for organization and operation, which are published at http://admin.utah.edu/board_of_trustees/board-trustees-bylaws.

Policy 1-001 and Rule 1-001: Oversight and Development of University Regulations
<http://www.regulations.utah.edu/general/1-001.html>
<http://www.regulations.utah.edu/general/rules/R1-001.html>

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Under the dual-board system established by state law (see 2.A.4 above), the selection and evaluation of the President of the University (and the CEO's of all other system institutions) is a responsibility retained by the State Board of Regents, with formal consultation from the institutional Board of Trustees. The President is appointed by and ultimately accountable to the Regents (serving "at the pleasure of" the Regents). An Appraisal Committee of the Regents regularly evaluates the President. By policy of the Regents, the President is delegated the authority to implement and administer both those specific policies of the Regents which are applicable to the University, and all University of Utah Regulations (which are approved through the process involving the institutional Trustees).

Regents Policy R205-3.2 (<http://higheredutah.org/sbr/policy/pdf/R205.pdf>)
Regents Policy R209-4 (<http://higheredutah.org/sbr/policy/pdf/R209.pdf>)
Regents Policy R220 -4.6.222 (<http://higheredutah.org/sbr/policy/pdf/R220.pdf>)
Utah Code 53B-2-102 (http://le.utah.gov/~code/TITLE53B/htm/53B02_010200.htm)
Utah Code 53B-2-106 (http://le.utah.gov/~code/TITLE53B/htm/53B02_010600.htm)

2.A.8 The board regularly evaluates its performance to ensure responsibilities are fulfilled in an effective and efficient manner.

Under the dual board system, both the statewide Board of Regents and the institutional Board of Trustees are regularly scrutinized for effectiveness. The structure of the dual board system and other features of the statewide higher education governance system are frequently reexamined by the state's political leadership. Members and leaders of both boards serve limited terms, so that their effectiveness is evaluated recurrently in

conjunction with the appointment/reappointment processes. In direct response to the relevant regional accreditation standards of the Northwest Commission on Colleges and Universities, the Board of Regents has in place a Regents Policy which requires that it conduct annually an evaluation of its performance as a governing and policy making body. The purpose of the self-evaluation is to assess the effectiveness of the Board as a whole by assessing the Board's performance in several categories. The Executive Committee of the Board is responsible for reviewing potential self-evaluation instruments and recommending the instrument(s) and procedure(s) for conducting the evaluation, including, but not limited to, the use of anonymous surveys, on-line assessments, and outside consultants or facilitators as appropriate. The Board has the opportunity to review the Executive Committee's recommendations and makes the final determination about the instrument(s) and procedure(s) to be used in conducting the self-evaluation.

Regents Policy123-4 (<http://higheredutah.org/sbr/policy/pdf/R123.pdf>)

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The University's administrative leaders include the president, vice presidents, deans, department chairs, library directors, and program directors. The offices, duties and responsibilities of these leaders are delineated in University Policy 2-005 (<http://www.regulations.utah.edu/uOrganizations/2-005.html>). All university officers are appointed by the President, in consultation with the Board of Trustees. Deans and directors are reviewed on a 5-year cycle by the cognizant vice presidents to whom they report.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Under the dual board system, the President of the University of Utah is appointed by, and serves at the pleasure of the State Board of Regents (<http://higheredutah.org/sbr/policy/pdf/R205.pdf>). The presidential search process is carried out in consultation with the University of Utah Board of Trustees, and the search is conducted by a committee with broad representation of the Regents, the Trustees, community members, and University administrators,



David W. Pershing
President, U. of Utah

faculty, staff, and students. The comprehensive search process ensures that the president has all of the qualifications of a regular tenured member of the university faculty as well as the skills and experience required to operate the institution in an effective and efficient manner. The president does not serve on the State Board of Regents but is present for, and participates in, the regular business meetings of the Board.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution’s mission and accomplishment of its core theme objectives.

Title 53B of the Utah State code authorizes the president of each institution to appoint administrative officers, deans, faculty members and other professional personnel as required for the operation of the institution (http://le.utah.gov/~code/TITLE53B/htm/53B02_010600.htm). The University of Utah employs an appropriate number of vice presidents, deans, department chairs and directors to ensure the effective operation of the University’s 16 academic colleges and more than 100 academic departments and programs (<http://www.utah.edu/academics/colleges.php>). This successful operation of the University is highlighted by our number 1 rankings for University Health Care and leadership in generating startup companies from university research, as well as our #50 and #51 academic rankings among world universities by Shanghai Jio Tong University and the London Times, respectively (<http://unews.utah.edu/rankings/>). An organizational chart showing the top-level university administration and duties is published on the president’s web site (http://admin.utah.edu/office_of_the_president/presidential-organizational-chart).

Policies and Procedures

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

As part of its 2008 major revamping of its written regulations system, the University eliminated its formerly paper-based Policies and Procedures Manual and established a world-wide-web based University Regulations Library, and comprehensively reorganized the existing regulations into a logical user-friendly system. The website contents are regularly updated, logically organized and listed, fully searchable, and carefully indexed. Regulations of an academic nature are grouped into appropriate sections (Academics &

Research). This highly transparent, easily accessible, continuously updated system makes all University Regulations, both academic and non-academic in nature, readily available to all members of the University community. Links to particularly important Regulations are provided from various other University websites, such as links leading from the Faculty Handbook to faculty-related Regulations, and links from student services sites leading to student-related Regulations. See the Regulations Library at <http://www.regulations.utah.edu>.

As part of the policy-development process reorganized in 2008, the Institutional Policy Committee acts as a clearinghouse. With its broad representation of the various sectors of the University community, the IPC ensures that representatives of affected constituencies are consulted early in any revision project, typically involved in the actual drafting, and then informed when revisions are finally enacted. Representatives of the faculty, academic affairs administration, and student services offices serve on the IPC. There is a specific position of Liaison appointed from the Academic Senate to the IPC, ensuring that concerns of the faculty and students are addressed from start to finish on each project. Because all academically significant revisions are required to flow through the Academic Senate at the end stages of a revision project, senators are tasked with keeping their constituents informed of major changes before and after changes are adopted. News of major changes is disseminated through regular meetings of academic administrators, and sent out campus-wide through the monthly "Senate Summary Newsletter" and periodic "FYI Newsletter." The University has a website devoted to communicating policy and procedures to the entire university community, and Part 6 contains academic policies (<http://www.regulations.utah.edu/>).

The Academic Senate has oversight for all academic policy. All proposed changes to policy and proposed major changes in the direction of the institution are reported to the Academic Senate, to ensure opportunities for faculty and student input..

The University of Utah has a long history of shared governance, spear-headed by the Academic Senate (AS). This structure is covered in detail in University Policy: for an overview, see http://admin.utah.edu/academic_senate/academic-senate-overview; for a discussion of the faculty see <http://www.regulations.utah.edu/academics/6-300.html>, <http://www.regulations.utah.edu/academics/6-001.html> and <http://www.regulations.utah.edu/academics/6-316.html>

The Academic Senate is an independent part of the governance structure of the University: it elects its own president and executive committee, and has 8 policy advisory committees (see http://admin.utah.edu/academic_senate/academic-senate-overview) which are elected by the AS and which report to it. These committees are crucial to the direction of academic policy and practices at the University. In addition, the Academic Senate either appoints or recommends the faculty members for all standing-university committees (<http://admin.utah.edu/wp-content/uploads/2012/02/THE-UNIVERSITY-OF-UTAH-ROSTER-2011-2012.pdf>).

The President of the Academic Senate is a participating member of President Pershing's Cabinet and the Council of Academic Deans. In addition to regular meetings with the President of the Academic Senate, President Pershing attends every Academic Senate meeting to report on matters of interest and to answer questions from the floor. The Academic Senate President also attends every Executive Committee meeting for an informal discussion of issues. This arrangement with a self-governing senate has been in place for over 20 years, and has helped create an atmosphere of cooperation and a sense of shared responsibilities among administration and the faculty.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The University of Utah Libraries consist of three units—the central J.W. Marriott Library, the S.S. Eccles Health Sciences Library, and the S.J. Quinney Law Library. The world-wide-web pages of each unit outline the resource access policies, as well as telephone and e-mail contact information. As reflected in those on-line descriptions, all of the libraries resources, and the assistance of the professional librarians in locating and using the resources, are broadly accessible to all members of the University community.

J. Willard Marriott Library

Borrowing Information <http://www.lib.utah.edu/services/borrowing.php>

Media Circulation <http://www.lib.utah.edu/services/knowledge-commons/media/circulation.php>

Interlibrary Loans <http://www.lib.utah.edu/services/interlibrary-loan.php>

Pull Service <http://www.lib.utah.edu/services/pull-service.php>

Spencer S. Eccles Health Sciences Library

General Information <http://library.med.utah.edu/km/faq.php>

Borrow, Renew, Request <http://library.med.utah.edu/or/requests.php>

S. J. Quinney Law Library

Circulation Policies <http://www.law.utah.edu/library/circulation-policies/>

Online Renewals <http://www.law.utah.edu/library/renew/>

Interlibrary Loans <http://www.law.utah.edu/library/document-delivery/>

The Director of Libraries reports to the Sr. Vice President for Academic Affairs and is responsible for enforcement of library policies.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Some aspects of institutional practices on transfer of credit are dictated by statewide policy of the State Board of Regents, as a matter of ‘articulation’ of the relationship of credits granted by each of the eight institutions within the System of Higher Education (e.g., Regents Policy R470).

At the institutional level, credit transfer in respect to undergraduate admissions is governed by Policy 6-404, which establishes the Credits and Admission Committee, a faculty committee, to determine the policy and rules affecting the Office of Admissions. This committee has the authority to determine the value of course credit and academic standing for all entering undergraduate students and has the power to act on all matters of admission or granting of credit, including the acceptance of transfer or special credit. Committee recommendations are forwarded to the Academic Senate for approval. The University of Utah is also subject to Utah State Board of Regents policies regarding the articulation and transfer of credit. To ensure currency in implementing the statewide Regents policies, faculty and staff from the University of Utah participate in annual “Majors Meetings” to discuss common courses and course materials being used at all institutions in the Utah System of Higher Education to facilitate mobility of students.

University of Utah policies are available online through the University Regulations Library. Utah State Board of Regents policies are available through the state website. The rules and guidelines regarding transfer credits are available on the Office of Admissions website (<http://admissions.utah.edu/undergraduate/transfer/index.php>). Articulation guides regarding specific agreements are also maintained by the Office of Admissions (<http://admissions.utah.edu/undergraduate/transfer/guides/>). The Utah State Transfer Articulation guide is printed and distributed annually by the University. In addition, the University will publish articulation agreements on the Utah State Board of Regents website when it is available. The “Getting Ready for the U” transfer guides are printed annually and posted on the Office of Admissions website. This information helps students and advisors as they plan to transfer to the University of Utah.

A petition process is available for all students who may have course work that was not initially accepted by the University of Utah through the Office of Admissions. Course descriptions and syllabi are provided to the Office of Admissions and are forwarded to the appropriate academic department for special consideration. Credit is posted to a student’s record with departmental approval and recommendation. If credit is denied, students are notified that the department will not articulate the credit.

For admission to graduate programs, transfer credit is limited to 6 credit hours, as specified by Graduate School Policy (<https://gradschool.utah.edu/catalog/grading.php>).

2.A.15 Policies and procedures regarding students’ rights and responsibilities— including academic honesty, appeals, grievances, and accommodations for persons

with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

The policies on students' rights and responsibilities are clearly stated in the University's Code of Student Rights and Responsibilities, Policy 6-400 (<http://www.regulations.utah.edu/academics/6-400.html>). This comprehensive "Student Code" identifies student rights and standards for behavioral, academic and professional conduct, and it establishes the procedures for appeals and grievances. The student code is administered through the Office of the Dean of Students.

Provisions regarding prohibition of discrimination against students with disabilities, and accommodation procedures for students with disabilities are included in numerous University Regulations, including Policies 5-117, 6-404, 6-316. See <http://www.regulations.utah.edu/academics/guides/discrimination.html> Assistance with such matters can be accessed through the Center for Disability Services (CDS) website at <http://disability.utah.edu/>. CDS works closely with other offices on campus as well as the state to ensure fair and consistent application of accommodation standards. The CDS spearheads the University's longstanding comprehensive measures to ensure the success of students with disabilities.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

For initial undergraduate level admissions, governed by Policy 6-404, the University of Utah has developed a placement system to assist each student in identifying the appropriate course for math, writing placement, and foreign language. Writing placement is based on the Admissions Index, which is a matrix developed from ACT/SAT Composite scores and High School Grade Point Average. If a student does not have an Admissions Index (transfer students), has not taken an articulated course, or objects to the designated placement, the student can enroll in Writing 1010 or pursue a Writing Placement Exam at the University Testing Center. Math placement is based on ACT/SAT math scores, AP test scores or scores on the AccuPlacer. Advance Placement Testing (AP) is accepted at the University of Utah. Successful completion of various AP Exam Areas will complete certain requirements within math and writing. These policies are explained in *the Undergraduate Bulletin and Student Resource Guide* (<http://undergradbulletin.utah.edu/>) as well as explained clearly by High School Recruitment counselors during visits to local schools.

A student with a documented disability can pursue a substitution from the Quantitative Literacy requirement (math) and the foreign language requirement for a Bachelor's of Art through a process including the student, the Center for Disability Services and the academic department. The Center for Disability Services (<http://disability.utah.edu/>) will provide appropriate assistance based on the disability to ensure the student has the opportunity to succeed.

The Code of Student Rights and Responsibilities clearly specifies the University standards and procedures for termination from an academic program or from the University. (See Policy 6-400: <http://www.regulations.utah.edu/academics/6-400.html>). In addition, each department/college maintains a policy regarding the minimum academic requirement necessary to remain a student in good standing. The minimum Grade Point Average necessary to remain a student in good standing as an undergraduate student is published on the University College page (<http://advising.utah.edu/scholastic-standards/#gpa>), while the standard for graduate students is published on the Graduate School's website (<https://gradschool.utah.edu/catalog/grading.php>).

For admission to graduate degree programs, the Graduate Council establishes minimum qualifications, including an earned baccalaureate degree from an accredited institution, a minimum grade point average of 3.0, and a level of English language proficiency equivalent to a TOEFL iBT score of 61 or better. Each application is reviewed by a committee of departmental or program faculty, which makes recommendations for admission that are consistent with program capacity and program goals for academic excellence and diversity.

Readmissions regulations for both undergraduate and graduate students are provided for under Policy 6-404 Section 8.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The relationship of the Associated Students of the University of Utah (ASUU) and the University is governed by University Policy 6-401, and further details are outlined in the ASUU constitution, popularly known as "the *Red Book*" (<http://www.asuu.utah.edu/wp-content/uploads/2010/05/Redbook-2012.pdf>). The *Red Book* outlines all bylaws, policies and procedures for ASUU governance. The Associate Dean of Students serves as the advisor to ASUU. Student clubs and organizations operate under the governance of ASUU. In addition, the University Joint Apportionment Board (UJAB), consisting of representatives from students, staff, and faculty, meets monthly to determine whether money expended by ASUU and any proposed budgets meet *Red Book* standards.

Student groups, such as the Residence Halls Association, Greek Life, Union Programming Board, and Student Health Advisory Council, have staff or faculty advisors who work closely with student activities to ensure compliance with all state and federal laws as well as school policies. They also serve as “sounding boards” for student groups during the planning processes.

The University offers a variety of student publications and other media outlets as part of its numerous co-curricular student-life opportunities, and has a detailed structure and published regulations for management of those activities. Under Policy 6-401, the Student Media Council is established as a standing council of the University appointed by the Board of Trustees. The Trustees approve its operating procedures. The Council is responsible for the University’s published policy regarding the University’s relationship to student publications. See the Student Media Council Procedures at http://www.admin.utah.edu/bot/pdf/StudentMediaCouncilPolProced_Dec2009.pdf.

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

The University has two Human Resources departments – one focused on the main campus and one on the Hospitals and Clinics. The different business models for the academy and health care, with attendant respective implications for operational processes, procedures and guidelines, is the principal reason for the two departments.

Regulations regarding human resources are included as part of the University’s extensive Regulations Library which is available to employees on-line at <http://www.regulations.utah.edu/info/policyList.html>. The Human Resources administrative office has a standing HR Policy Committee, which meets regularly to review human resources related Regulations. The HR Policy Committee has spearheaded major revisions of University Regulations in recent years, particularly subsequent to the University’s 2008 substantial revamping of the Regulations system. Policy review is undertaken by that Committee, working with the Institutional Policy Committee clearinghouse, and revisions are vetted through the University Staff Council (formally representing staff employees), the President’s Cabinet, the Council of Academic Deans, and other administrative offices as appropriate, before being enacted through the formal Regulations approval system (involving the Academic Senate and Board of Trustees). Requirements, terms, structure, and parameters associated with creating, revising, reviewing, implementing and retiring University Regulations can be found in Policy and Rule 1-001 at <http://www.regulations.utah.edu/general/1-001.html>. The roles of the Staff Council and Academic Senate in the policy development system

ensure that the Regulations are carefully scrutinized for consistent, fair, and equitable application to faculty and staff employees, including students as employees.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

For non-faculty staff employees, discussion about terms and conditions takes place at the individual department level and is directed by managers and supervisors. In some respects, practices differ between the University Hospitals and Clinics unit, and the other units of the University, which typically are referred to within the University Community as “main campus”. In hospital and clinics departments employees receive an offer letter prior to commencement of employment. Offer letters for new employees are not mandatory on the main campus although a number of departments do utilize these. Examples of offer letter templates can be found at <http://www.hr.utah.edu/forms/#employment>

Supervisors and employees have access to all pertinent information relating to conditions of employment, rights and responsibilities and criteria for evaluation, retention and promotion on line.

The main, relevant policies links can be found at:
<http://www.regulations.utah.edu/humanResources/>

Information relating to conditions of employment, work assignments and rights and responsibilities is included in the on-line orientation process for new employees. Details can be found at <http://www.hr.utah.edu/training/orientation/>.

Ethical Standards and Code of Conduct requirements are located at <http://www.hr.utah.edu/ethicalstandards/>.

While the budget processes for main campus and hospitals and clinics are operationally different both include reference to the approach for dealing with employees whose performance levels exceed or do not meet required performance standards. University administrators are required to document the performance reasons for proposed zero increases and those above the suggested guidelines. Individual departments determine promotional opportunities at the local level.

For employees who are in a faculty appointment status, the University has Regulations and evaluation/supervision systems designed specifically for faculty distinct from those applicable for staff employees. These faculty-relevant Regulations and systems are described in full detail with Standards 2.B.5 and 2.B.6 below. To summarize here, the applicable Regulations consist of the detailed contents of University Policies 6-303 and 6-310, and the further detailed Supplemental ‘Statements of Faculty Retention and

Promotion Criteria, Standards and Procedures' which all academic departments/ colleges are required to develop and publish. Through these Regulations, as well as individualized appointment & reappointment letters (with such individual details as course assignments for a given year), the faculty members in all categories (pre-tenure, tenured, and 'auxiliary') are well-apprieved of the expectations of their employment and the standards applied for their retention and promotion.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The Vice President for Human Resources for the main campus and the Chief Human Resources Officer for University Hospitals and Clinics act as the respective data stewards for all human resources data. Appropriate measures are taken by the respective human resources departments to ensure data integrity, security and confidentiality. All data are held within PeopleSoft, the principal human resources information system. Human Resources is progressively automating employee processes which have data implications – payroll, personal information changes, new hires and job changes – reducing manual data entry and likelihood of input error. Automated processes also allow for electronic approvals aligned to policy which enables compliance with audit requirements. All HR employees are required to sign a data security agreement. There is also a Data Steward/Data Release in the HRIS System guideline. HR offices have access control procedures in place for employees and visitors. Access to on-line data systems is controlled through the requirement of an employee identification number and password.

Employee Files are carefully maintained. See Policy 5-002 Personnel File at: <http://www.regulations.utah.edu/humanResources/5-002.html>. Employees are able to view their personnel file, in person and on request. The University of Utah has a Privacy office and the Security Policy can be found at <http://www.regulations.utah.edu/it/4-004.html>. New Employee Orientation also includes a module about the security policy.

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The University of Utah is committed to proactive communication with current and future students, faculty, and staff. Through a comprehensive University website (<http://www.utah.edu/>), other campus communication portals, and student advising services (<http://www.sa.utah.edu/Advise/home.aspx>), the U's academic programs are

clearly outlined, providing the necessary resources for a successful academic experience.

The University's Office of Marketing and Communications (<http://umc.utah.edu/>) is the central office for articulating the messages, mission, and core values of the University of Utah. UMC works collaboratively with colleges, departments, and programs to produce strategic communications while ensuring the University's brand is used correctly, consistently, and effectively.

The University engages in comprehensive strategic planning. The 2005 Institutional Strategic Plan is published at http://assessment.utah.edu/wp/?page_id=39. The University is currently engaged in redrafting its strategic plan in an effort led by a university-wide Strategic Planning Steering Committee co-chaired by the Dean of Undergraduate Studies and the Dean of the Graduate School.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The University communicates and applies to all of its personnel expectations of high ethical standards in all University activities. For students, the Code of Student Rights and Responsibilities (University Policy 6-400) delineates expected ethical conduct and provides for enforcement mechanisms. The Code of Faculty Rights and Responsibilities (University Policy 6-316) establishes ethical canons and standards of conduct for faculty in all activity areas (teaching, research and service, including specifically interactions with other personnel and the public) and provides for enforcement mechanisms. The University's Ethical Standards and Code of Conduct Handbook (<http://www.hr.utah.edu/ethicalstandards>) provides guidance for all University employees (staff, administrators, and faculty) in all areas of University operations. Research activity in particular is governed by the Policy for Research Misconduct (University Policy 7-001), which defines acceptable standards and provides for enforcement. The office of the Associate Vice President for Research Integrity has specific responsibility for training and enforcement on research integrity.

The University has in place comprehensive systems for addressing complaints and grievances promptly, fairly and effectively. Complaints against students are processed under the Student Code procedures, those against faculty members under the Faculty Code, and those against staff employees under pertinent Human Resources Policies. For issues of discrimination on prohibited grounds, complaints are processed through the Office of Equal Opportunity and Affirmative Action.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The University has strict policies governing potential financial conflicts of interest on the part of its employees (<http://www.regulations.utah.edu/general/1-006.html>). Policies and specific issues are managed by the Conflict of Interest Committee. Faculty engaging in sponsored research projects are required to disclose and manage potential conflicts of interest as part of the process of proposal submission. The Office of Research Integrity and Compliance (<http://www.research.utah.edu/integrity/conflict/index.html>) maintains a comprehensive site where faculty, staff and students can manage potential issues of conflicts of interest, compliance and ethics.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Intellectual property rights associated with intellectual work product of University personnel are governed by University Policy 7-003: Ownership of Copyrightable Works and Related Works; and University Policy 7-002: Patents and Inventions. Together these detailed Policies provide clear regulations on ownership and rights of such property. The University's attention to these issues has become increasingly important in recent years as part of major initiatives for commercializing intellectual property developed by University personnel, reflected in the establishment of its Tech Ventures/ Technology Commercialization Office (see <http://www.techventures.utah.edu/tco>).

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Furthering the goal of accurate and transparent communication, the University provides its accreditation status online, including links to specialized accreditation by college, department, and/or program. A site dedicated to regional accreditation by the Northwest Commission on Colleges and Universities is published at <http://accreditation.utah.edu>.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and

approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

In most respects, the University does not 'outsource' work of an academic nature. The core academic activities of teaching and research/ other creative activity are conducted by University personnel. The following description is most applicable for procurement of non-academic products and services that indirectly support the University's academic missions.

The University of Utah is subject to the Utah Procurement Code (<http://le.utah.gov/~code/TITLE63G/63G06.htm>) which broadly defines regulations governing expenditures and contractual relationships. This Code is based on the 2000 Model Procurement Code for State and Local Governments provided by the American Bar Association. The State of Utah also conforms and has adopted the Uniform Commercial Code that defines buyer/seller relationships. (See <http://www.le.state.ut.us/~code/title70a/title70a.htm>) Additionally the University has adopted Policy and Rules governing supplier contracts and relationships (see <http://www.regulations.utah.edu/info/policyList.html>, Procurement Section and Business Operations Policies 3-100 through 3-193).

Policies and Rules require institutional oversight and approval and when necessary are updated to conform to changes in state laws, federal laws, and institutional requirements. Procurement and contractual processes within the University require adherence to state law and University policy and utilize various reviews and forms to ensure compliance. For instance, in order to engage the services of independent contractors, campus entities must complete contractual forms which require review of Internal Revenue Service regulations, cost reasonableness and/or competition and approvals in addition to other requirements.

The University has adopted policies and rules governing who has authority within each vice president's area to enter into contracts and other types of agreements. (See: <http://www.regulations.utah.edu/administration/3-003.html> and <http://fbs.admin.utah.edu/download/Regs/UPol3-004ListOfficialDocs.pdf>) Additionally, before signature, all contracts require review by the Office of General Council and the Office of Risk and Insurance Management to ensure that approved agreements contain language and provisions to ensure that the integrity of the University of Utah is maintained.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The University has long-established comprehensive regulations regarding academic freedom and responsibility. In keeping with the strong shared-governance principle pervasive in the academic regulations, these regulations are approved both by the Academic Senate (elected representatives of the faculty and students) and the governing Board of Trustees. By policy of the Utah State Board of Regents, the University and its sister institutions are mandated to have in place policies related to academic freedom and professional responsibility (Regents Policy R481 <http://higheredutah.org/sbr/policy/pdf/R481.pdf>). The heart of the University's regulations (published at <http://www.regulations.utah.edu/info/policyList.html>) on these issues is Policy 1-007: The University Speech Policy, which states the principle that "Academic freedom shall be recognized as a right of all members of the faculty, whether with or without tenure or continuing appointment, of all administrative officers, and of all students." These issues are further addressed in a section of the Code of Student Rights and Responsibilities, which addresses student freedom of expression (Policy 6-400), a section of policy on freedom of the student press (Policy 6-401), and a section on intellectual freedom of faculty in the Code of Faculty Rights and Responsibilities (Policy 6-316). Other policies provide safeguards against violations of academic freedom in disciplinary actions taken against faculty, discontinuance of programs, or in dismissals of non-faculty personnel.

Policy 6-307: Resignations of Faculty;

Policy 6-313: Terminations and Program Discontinuance

Policy 6-309: Academic Staff, Educational Trainees

The Academic Freedom and Faculty Rights Committee is a standing elected committee of the Academic Senate charged with investigating and reporting to the Senate on instances of alleged violations of academic freedom or related rights, and more generally advising the Senate on any potential threats to academic freedom (Policy 6-002).

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Maintaining an environment that encourages independent thought and sharing of knowledge is central for the University. This commitment is reflected in the preamble of the University Speech Policy, which states that “the University must insure within it the fullest degree of intellectual freedom and protect the opportunity of all members of the University community and their guests to exercise their intellectual freedom and protect their right to communicate with others in the University community.” (Policy 1-007). Similarly, the Code of Faculty Rights and Responsibilities begins with the principle that the University shall be maintained as “a place where the broadest possible latitude is accorded to innovative ideas and experiments, where independence of thought and expression are not merely tolerated but actively encouraged.” The Code further provides that faculty members “have the right to academic freedom and the right to examine and communicate ideas by any lawful means even should such activities generate hostility or pressures against the faculty member or the university.” (Policy 6-316) The University’s “Student Bill of Rights” provides that students are “entitled to academic freedom and autonomy in their intellectual pursuits” and “have a right to examine and communicate ideas.” (Policy 6-400) Further, the University’s “Accommodations” policy is a particular expression of these principles which balances the academic freedom of the faculty to determine curricular content, and the rights of students taking courses to “adhere to individual systems of conscience, religion, and ethics,” in some cases by requesting an appropriate accommodation in course requirements to avoid conflicts with a student’s “sincerely held core beliefs.” (Policy 6-100)

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Through adoption and implementation of the University’s Code of Faculty Rights and Responsibilities, the faculty and administration have committed to the principle that teachers “must not require students to accept their personal beliefs or opinions and must strive in the classroom to maintain a climate conducive to thinking and learning.” The Code further provides that “Faculty members must not misuse the classroom by preempting substantial portions of class time for the presentation of their own views on topics unrelated to the subject matter of the course. Where faculty members find it pedagogically useful to advocate a position on controversial matters, they must exercise care to assure that opportunities exist for students to consider other views. Faculty members must not reward agreement or penalize disagreement with their views on controversial topics.” (Policy 6-316) The Code also explicitly prohibits plagiarism and other forms of misconduct in research and other professional activities of faculty.

Finance

2.A.30 The institution has clearly defined policies, approved by its government board, regarding oversight and management of financial resources – including financial

planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The University has detailed Regulations governing financial resources planning and management. These are available in the Financial section of the Regulations Library, online at <http://www.regulations.utah.edu/administration/index.html>. New regulations or changes to current regulations must go through the University's thorough policy revision system, which includes coordination by the Institutional Policy Committee and a rigorous review process. The Committee is composed of members of the campus community, including representatives from the Office of General Counsel, Board of Trustees and Office of the President. Regulations or changes must go through the President and his cabinet, the Academic Senate Executive Committee, the full Academic Senate and the Board of Trustees for approval.

The University also is responsible for adhering to the policies of the Utah Board of Regents. The University's Office of Budget and Institutional Analysis and the offices reporting to the Vice President for Administrative Services provide an extensive series of reports to the Office of the Commissioner of Higher Education (staff to the Regents). These reports deal with financial matters of various kinds (budgets, tuition and fees, tuition waivers, actual expenditures, assets and liabilities, changes in assets, endowment performance, bonded debt, and so on) as well as matters that impact on finances such as enrollment.

Standard 2.B – Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

The University of Utah employs both benefitted and non-benefitted staff employees in academic colleges and departments, hospitals and clinics as well as administrative and auxiliary units. Administrative and operational functions are managed locally at the unit level. Managers have authority to balance the workforce. Policy 5-102 Staff Employment Policy describes the hiring process and details can be found at: <http://www.regulations.utah.edu/humanResources/5-102.html>

Job descriptions are robust and available online. Main campus job descriptions are located at <http://www.hr.utah.edu/comp/jobdescriptions/>. Job descriptions for hospital and clinic employees are available through the hospital and clinics human resources department. Both departments review positions for essential functions and compliance requirements.

All job descriptions include minimum qualifications and essential functions and are updated as necessary. All positions are posted on the respective careers pages for main campus and hospitals and clinics. The hiring process is decentralized and hiring managers and supervisors are accountable for ensuring compliance with policy. The Division of Human Resources supports hiring managers and processes as required operationally.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

University Hospitals and Clinics and designated units which have positions directly interfacing with clinical patient care complete a formal performance evaluation annually which is a requirement of The Joint Commission accreditation process. For the 'main campus' units (distinct from the hospitals and clinics and designated health sciences departments), annual performance reviews are recommended. Human Resources works with individual departments to support performance reviews on a needs basis. Example templates for performance review processes are available on-line and can be found at: <http://www.hr.utah.edu/forms/#employment>.

The President's Cabinet reviews strategic goals and achievements of academic units annually. The two senior vice presidents conduct performance reviews for each academic dean every five years.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

The University has multiple resources for professional development of employees at all levels which are offered by a range of departments at either no cost or low cost. Examples include the Training and Development units in the main campus and hospitals and clinics (<http://www.training.hr.utah.edu/>), Center for Teaching and Learning Excellence (CTLE, <http://ctle.utah.edu/>), Women in Medicine and Science Program (WIMS, <http://library.med.utah.edu/blog/wims/about/>), Division of Continuing Education (<http://continue.utah.edu/>), Marriott Library (<http://www.lib.utah.edu/services/education/classes-workshops.php>), the Eccles Health Sciences Library (<https://umarket.utah.edu/eccleslibrary/index.cfm>), and the Employee Assistance Program (<http://www.hr.utah.edu/ben/summ/standard/EAP.php>). The Training and Development units in the respective HR departments are responsible for new employee orientation and job related skills training for staff employees at all levels. Training and Development units actively collaborate to provide professional development for postdoctoral scholars and students as well as leadership development for faculty and senior administrators. Additionally, the Training and Development teams

work closely with individual units to deliver customized training interventions to meet specific needs.

Benefited employees receive a 50% tuition reduction for credit and non-credit classes at the University (<http://www.hr.utah.edu/ben/summ/standard/tuition.php>). Individual departments participate in training offered by their respective professional associations and University staff and faculty hold leadership positions in a number of professional associations.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The University structures its academic operations such that the members of the faculty have substantial authority and responsibility for carrying out the institution's educational objectives. This includes the primary roles in setting and implementing academic policies, carrying out the activities of the academic programs, and ensuring the effectiveness of each academic program unit by periodically reviewing each unit through a rigorous, transparent review process that culminates in an evaluative report presented to the Academic Senate and Board of Trustees. The University further has in place systems for careful hiring and periodic review of the faculty members to ensure that faculty charged with these various responsibilities have the appropriate qualifications and continue to meet the University's high standards.

The fundamental principle of faculty responsibility and authority in setting academic policies is reflected in University Policy 6-001, declaring that the "faculty shall have authority...to legislate on matters of educational policy, to decide upon curricula . . . primary responsibility for course content and materials, degree requirements and curriculum [and] a right to participate in decisions relating to the general academic operations of the university including budget decisions and administrative appointments." See also Policy 6-300 (authority of the faculty). Policy 2-003 describing the role of the University President vis-à-vis the faculty provides that the President commits "to the faculty of the university the general initiation and direction of instruction...in fulfillment of the university's role as established in the state-wide master plan for higher education." Specific examples of this role of the faculty in academic matters are the requirement of faculty approval for development of every credit-bearing course, and the requirement that every course be taught by a qualified instructor: "In keeping with the principles of faculty shared governance ... courses shall be approved by the faculty members of course-offering units before being submitted for higher-level approval [and] should be taught, evaluated or directly supervised by an instructor ... whose teaching qualifications meet the criteria adopted by the course-

offering unit in furtherance of the University’s commitment to excellence in teaching.” Policy 6-100.

The faculty collectively carries out these responsibilities through an established structure that includes the faculty groups of each academic unit (primarily the academic “department”), a college council for each academic college, the Undergraduate Council and Graduate Council, and the Academic Senate, as well as various subject-specific university-wide committees. See Policy 6-001 (Faculties, Committees and Councils), and see the Roster of University Committees maintained by the Senate office on the Senate website <http://admin.utah.edu/academic-senate>.

A crucial role in assurance of ongoing high quality of academic programs is played by the University’s seven-year review cycle for every academic department and similar organizational unit, with faculty having major responsibility throughout the review process. These include a self-study conducted by the faculty and administrators of the unit, reviews conducted by teams of University faculty from outside the unit, consideration and approval of the review reports by the Undergraduate/ Graduate Councils, and presentation of the review reports to the Academic Senate prior to presentation to the Board of Trustees.

Assurance of appropriate qualifications of the individual faculty members who carry out these multiple important responsibilities is accomplished first through rigorous faculty appointments procedures, in which the existing faculty of the appointing unit have a major role (See Policy 6-302—Appointments), and then through the periodic faculty evaluation processes which are further described in the response for Standard 2.B.6 below.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution’s expectations for teaching, service, scholarship, research, and/or artistic creation.

Ensuring an appropriate balance of individual faculty workloads with expectations for faculty is accomplished primarily by providing for a strong role of the faculty of each department, collectively, in setting those expectations and periodically evaluating individual faculty performance against those expectations. The University’s departments organize their faculty workforces into distinct categories, with differentiated expectations of work for the faculty in each category, and the allocation of workloads and responsibilities for faculty within each category is regularly evaluated to be kept consistent with the overall expectations.

Full-time faculty in the “tenure-line” category constitute the foundation of the academic workforce, and in general all tenure-line faculty are expected to contribute to all three of the missions of teaching, research/other creative activity, and service. Those expectations are required by Policy to be described in a “Statement of RPT Criteria and Standards” which each academic unit (department or college) develops and submits for

approval by a University-wide committee. Policy 6-303. The tenure-line faculty of the department collectively have the primary role in setting those expectations for their members, through their drafting of the written standards, and then applying the standards in conducting periodic reviews of individual faculty members (as described further under Standard 2.B.6). In particular, the teaching loads of each tenure-line faculty member are carefully considered in light of the expectations in that department for the areas of research/other creative activity, and service. A common feature of these departmental plans is to provide reduced teaching loads and lessened service expectations for pre-tenured faculty at crucial points in their probationary periods, to ensure adequate opportunity for meeting expectations as to research/other creative activity.

Non-tenure auxiliary faculty members are not expected to contribute in all three areas. Those in the category of “Research Faculty”—whose primary work is on research projects, generally are not expected to teach. And there are two categories of full-time auxiliary faculty whose primary academic work is teaching and service, and who generally are not expected to make major contributions in research/other creative activity. These are the Lecturer and Clinical categories (described in Policy 6-300). As further explained under Standard 2.B.6, each college is required under Policy 6-310 to have and follow a written plan setting the standards (expectations) for their Research, Lecturer or Clinical faculty. Faculty in these categories are limited to appointment terms of no greater than five years, must go through reappointment processes at the end of each term, and must undergo a careful evaluation in conjunction with each such reappointment. The tenure-line faculty of their department, collectively, have a primary role in that periodic evaluation and reappointment process (per the Appointments Policy 6-302). All such reappointments are also presented to the Academic Senate before approval by the Board of Trustees. This transparent system ensures that the contributions being made by each individual full-time ‘auxiliary’ faculty member, and the expectations of faculty in each auxiliary category within a department, are reviewed regularly, not only by departmental administrators but also collectively by the core tenure-line faculty of the department.

Part-time faculty members are mainly in the auxiliary category of “Adjunct,” and are almost exclusively contributing to the teaching mission (rarely involved in research and typically not highly involved in service activities within the University). Given that they typically have their primary professional lives outside of the University, the University appropriately focuses its evaluations directly on assuring that the teaching work they perform for the University is in fact carried out effectively, and not on how they choose to balance their work activities outside of the University with their University work. The quality of their teaching contributions is assessed on the basis of multiple indices, including a recurrent student course evaluation process. Such Adjunct faculty members are required to go through the periodic reappointment and concomitant evaluation processes mentioned above, which includes scrutiny by the full-time tenure-line faculty (per Policies 6-310 and 6-302).

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

The University's colleges and departments have systematic evaluation processes in place for all faculty, requiring comprehensive evaluations no less frequently than every five years, and also more frequent evaluations including annual evaluations of teaching. The processes are organized according to categories of faculty. There is a particularly rigorous "RPT" system for conducting retention, promotion and tenure evaluations for pre-tenured tenure-line faculty throughout a probationary period of five to seven years. This includes at least two rigorous formal reviews conducted midway through and in the final year of the probationary period, as well as annual informal retention reviews. (Policy 6-303). Under the Tenured Faculty Review policy departments must conduct comprehensive reviews of tenured faculty every five years (Policy 2-005). These review processes for the tenure-track faculty are mandated at the state level by policy of the Utah State Board of Regents (Regents Policy R481). Under the RPT and Tenured-Faculty Review processes, all tenure-track faculty are evaluated on the three areas of teaching, research, and service. The reviews are conducted collegially, within the academic department and results and recommendations reported up through channels to the President of the University. These review systems must themselves undergo rigorous review, with the review plans, including criteria, standards, and procedures, documented in a form that must be approved at multiple levels. The University RPT Standards Committee is a standing committee of the Academic Senate made up of elected tenured faculty representing all colleges of the University, and is charged with reviewing and approving the RPT evaluation systems adopted by each academic department for pre-tenured faculty, and advising the cognizant Vice President's office in approving the evaluation systems for tenured faculty. (Policy 6-305). In reviewing these faculty evaluation systems, the RPT Standards Committee pays particularly close attention to methods for evaluation of teaching. Departments are required to integrate into their systems reviews and recommendations of individual faculty prepared by departmental Student Advisory Committees, prepared according to guidelines approved by the RPT Standards Committee, and to employ multiple other indices of teaching performance.

For faculty not in the tenure track (termed "auxiliary" faculty), and for other teaching personnel without faculty appointments, the University has been strengthening its

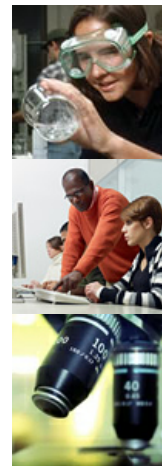
periodic evaluation processes in the period from 2007 to the present in response to a recommendation from the NCCU accreditation review carried out in 2006-2007. At the time that review was being completed the University responsively adopted a new Policy 6-310, which requires each of its colleges to develop a written plan for periodic evaluation of faculty in the “auxiliary” categories, and also “non-faculty instructional personnel” (graduate students and postdoctoral fellows with teaching responsibilities). The University refined that Policy in 2010 with further detail, following the NCCU’s follow-up site visit and Interim Report of fall 2009. In accord with new Policy all colleges have developed and put into use interim versions of the evaluation plans, and the central administration and the faculty members of the University RPT Standards Committee are currently working with the colleges to further refine those plans. In spring 2012 the University formed an ad hoc committee including members of the ‘auxiliary’ faculty which will now be assisting in that refinement process.

For all three of its major categories of faculty (pre-tenure, tenured, and ‘auxiliary’), the University’s evaluation systems are developed and implemented primarily by the faculty within the individual departments or colleges (so that the evaluative criteria are tailored to each discipline), within parameters set by an institution-wide Policy. They provide for periodic review, with comprehensive reviews no less frequently than every five years, provide for mechanisms to address concerns arising between those five-year comprehensive reviews, provide for departmental/ college/ central administrator access to all primary evaluation data, and provide for mechanisms to timely address any areas of concern identified in the review of any faculty member.

Standard 2.C – Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The University of Utah is classified by the Carnegie Foundation for the Advancement of Teaching as a large 4-year public research university with very high research activity (http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=230764). The undergraduate program is classified as balanced (arts & sciences/professions, with high graduate coexistence), and the graduate program is listed as comprehensive doctoral with a medical school. A comprehensive searchable list of undergraduate and graduate degrees, minors and certificates offered by the University is published online (<https://degrees.utah.edu/>), illustrating the balance of academic programs across traditional disciplines.



The creation of each new academic program is accomplished only by a rigorous process of proposal and review, starting in the academic department and college, and progressing to the Undergraduate Council or Graduate Council, as appropriate, the cognizant senior vice president (Academic Affairs or Health Sciences), approval by the Academic Senate, Board of Trustees and the State Board of Regents. All degree programs articulate a clearly defined set of expected learning outcomes (<http://learningoutcomes.utah.edu/>) as well as a detailed assessment plan. Institutional assessments of program effectiveness and achievement of student learning outcomes are performed by the Graduate Council (<https://gradschool.utah.edu/gradcouncil/>) or Undergraduate Council (<http://ugs.utah.edu/council/>), as appropriate, on a seven-year cycle (<https://gradschool.utah.edu/gradcouncil/reviewschedule.pdf>).

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Expected learning outcomes for every academic program and degree are published on the University of Utah web site (<http://learningoutcomes.utah.edu/>). University regulations require that course descriptions, which are published in course syllabi and distributed to enrolled students, clearly state the learning outcomes and activities that are essential to the award of credit (<http://www.regulations.utah.edu/academics/6-100.html>). The Center for Teaching and Learning Excellence publishes a guide to the creation of course syllabi that are in compliance with university regulations and best academic practices (<http://ctle.utah.edu/doc/syllabus-guidelines.pdf>). The Undergraduate Council rigorously enforces compliance with syllabus guidelines for all courses designated as satisfying one or more General Education requirements. A comprehensive collection of course syllabi is available for inspection.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

All academic programs are subject to rigorous internal review and subsequent external review by chief academic officers of other Utah System of Higher Education institutions at the time they undergo approval by the State Board of Regents. This process ensures high quality design, demonstrated need, financial sustainability and learning outcomes that reflect generally accepted learning outcomes in higher education. In addition, many programs undergo external review for specialized accreditation. The Graduate and Undergraduate Councils are charged with conducting ongoing reviews of academic programs throughout the University on a 7-year cycle to ensure that credit and degrees are being awarded in a manner consistent with University policies. Each review begins with preparation of a departmental self-study document, two site visits by teams of

internal reviewers and external reviewers, input from the department chair and dean, preparation of a summary report by the respective Council, and a wrap-up meeting with the department chair, dean, cognizant senior vice president to identify action items in response to the recommendations of the review. The Graduate Council Redbook (<https://gradschool.utah.edu/gradcouncil/redbook.pdf>) contains a summary of the review procedure. Documentation of program reviews are maintained by the Graduate School for all programs except those having only an undergraduate component (e.g., Writing Program and Honors College), which are maintained in Undergraduate Studies.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

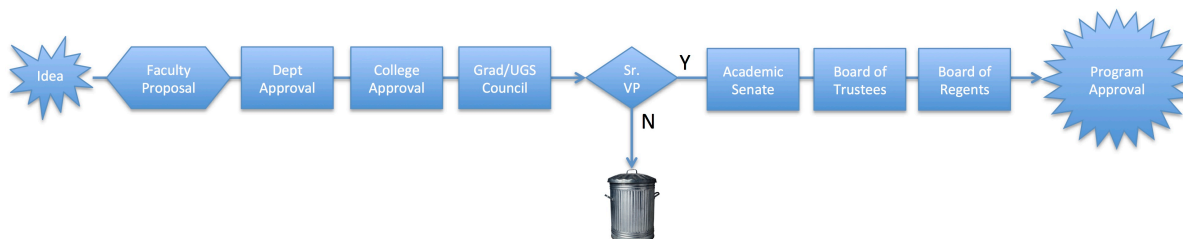
The curricular design of undergraduate and graduate programs is presented on the web sites of the individual departments offering the degrees and certificates. These documents are reviewed by the Graduate or Undergraduate Council as part of the seven-year cycle of program reviews to ensure that programs are up-to-date and are offered with the appropriate level of academic rigor. The Office of Admissions publishes specific admissions requirements for undergraduate and graduate study (<http://admissions.utah.edu/>).

Graduation requirements for baccalaureate degrees are published in the university's General Catalog (<http://catalog.utah.edu>), which includes major requirements for every degree. The Office of Undergraduate Studies maintains a detailed description of General Education and Baccalaureate degree requirements (<http://ugs.utah.edu/gen-ed-reqs/index.php>). In addition, every undergraduate student can access the Degree Audit Requirements System (DARS) in the Campus Information System (<http://cis.utah.edu>), which allows students to run degree audits upon request, including "what-if" queries to test the effects of changing or adding majors and minors.

Graduate students are required to develop an official program of study to satisfy the requirements of the degree for which they have been admitted. The program of study is entered into the Graduate Records Tracking System, which can be viewed by the student in the Campus Information System (<http://cis.utah.edu>). Students can conduct graduation audits to determine which degree requirements remain to be satisfied prior to graduation.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

As to curriculum, all of the university’s educational programs evolve through processes that ensure academic rigor and compatibility with institutional mission, and the faculty collectively have core roles in those processes. New courses are approved by departmental faculty, then by college curriculum committees (with faculty membership), and finally by the Office of Curriculum Administration (<http://curriculum.utah.edu/>). New curricular programs (degrees, minors, emphases, or certificates) are subject to additional levels of review by the Graduate Council or Undergraduate Council (primarily faculty membership), cognizant senior vice president,



Academic Senate (primarily faculty membership), Board of Trustees and the State Board of Regents. Courses that satisfy institutional General Education or Baccalaureate degree requirements are reviewed on a 5-year cycle by faculty committees and the Undergraduate Council. The Graduate and Undergraduate Councils review the curricula of other ongoing programs and courses, including those satisfying departmental major requirements, as part of the seven-year cyclical program review process, in accordance with Regents Policy R411 (<http://higheredutah.org/sbr/policy/pdf/R411.pdf>).

As to selection of new faculty, University Policy 6-302 establishes a procedure governing every appointment of every new faculty member (in every category— tenure-line or ‘auxiliary’). The core of that process is that the existing tenure-line faculty in the appointment department serve as the “Faculty Appointments Advisory Committee” which reviews, votes upon, and makes a specific recommendation as to every proposed appointment. That recommendation is the primary basis of the ultimate decision on each appointment (which by state law ultimately rests with the University President and Board of Trustees).

Faculty in departments and programs are responsible for establishing and assessing student learning outcomes at the course and program level. Student learning outcomes for all University degrees are published online at <http://learningoutcomes.utah.edu>. Outcomes and requirements are tailored to the practices of each discipline; therefore, a wide variety of assessment tools and techniques are employed, including student course evaluations, capstone courses and exams, professional licensure exams, student portfolio reviews, exit interviews, alumni questionnaires, and student job placement data.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Teaching faculty and library faculty maintain strong connections to integrate library information resources and skills into teaching. The three libraries units are structured as described with Standard 2.A.13 (central Marriott Library, Eccles Health Sciences Library, and Quinney Law Library).



Of particular importance for faculty teaching in the undergraduate curriculum, partnership connections with the central Marriott library faculty and the library resources are maintained through a number of undergraduate teaching and learning communities including the Honors Program, Learning, Engagement, Achievement Progress (LEAP) Program, Undergraduate Research Opportunities Program (UROP), ACCESS Program, and Innovation Scholars. In each of these programs, librarian faculty are invited to be an integral part of the curriculum to ensure that the use of library and information resources is integrated into the learning process. For example, LEAP students visit the Marriott Library 5 times each semester, library guides are created to enhance learning both in and outside the classroom (<http://campusguides.lib.utah.edu/content.php?pid=251125>), and teaching and librarian faculty work together to ensure that students learn to find and use scholarly resources appropriately.

Faculty with teaching responsibilities often contact the Marriott Library, the Eccles Health Sciences Library or the Quinney Law Library to arrange for a guest lecture from a librarian faculty member that teaches students how to access peer-reviewed, scholarly information in their subject area. These course integrated instruction sessions are supplemented by online tutorials and library guides available 24 hours a day anywhere in the world via an Internet connection. In addition, librarians are available for consultations in person, via email, over the phone, or by web conference.

Instruction in legal research method is a fundamental component of the law school J.D. curriculum. Quinney law librarian faculty with juris doctor degrees teach a required Basic Legal Research course to first year law students, and a popular elective course in Advanced Legal Research. Law library faculty also provide instruction, lectures and tours to undergraduate University courses that have a law-related component, such as Mass Communication Law [Department of Communication, College of Humanities].

The School of Medicine includes librarian instruction in the medical students' curriculum. The Eccles Health Sciences Library works with curriculum committees in the School of Medicine and the College of Nursing, and partners with the College of

Pharmacy to incorporate information, health literacy and informatics concepts into curricula in those schools. Librarian faculty visit classrooms to present lectures on library resources and skills, as well as teach curriculum-integrated classes. College of Pharmacy students visit the Library twice a year for instruction on databases and citation management tools. The Eccles librarian faculty also lead the University's interprofessional education initiatives that include teaching within simulated patient environments.

The partnership connections between teaching faculty and the libraries administrators are continually reexamined through the work of the Library Policy Advisory Committee, a standing committee of the Academic Senate. (Policy 6-002)

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

The University of Utah does not grant credit for prior experiential learning, with one limited form of exception. Students may, with the permission of a department chair, "challenge" a course for credit by taking an examination assessing the learning outcomes for the course. An exam grade of C- or better is required, along with the final approval of the Credits and Admissions Committee (<http://www.regulations.utah.edu/academics/6-404.html>) before credit is awarded. This type of course challenge is rarely used. The full procedure is given on the Office of Admissions web site (<http://admissions.utah.edu/special-credit/challenge-a-course-for-credit.php>).

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Acceptance of transfer credits at the University of Utah depends upon quality of instruction from the sending institution, comparability of the nature, content, and level of credit earned, and appropriateness and applicability of credit to the University and the student's educational goals.

For undergraduate-level courses, in accordance with University Regulation 6-100 (<http://www.regulations.utah.edu/academics/6-100.html>), the Academic Senate approves rules regarding acceptance of transfer credit based on recommendations made by the Credit and Admissions Committee. The current rules are published by the Office of Admissions (<http://admissions.utah.edu/undergraduate/transfer/index.php>). The Utah System of Higher Education has developed an unusually strong system of common course numbering, course articulation and credit transfer, particularly for courses that satisfy General Education degree requirements. A course transfer guide is published online by the Office of Admissions (<http://admissions.utah.edu/undergraduate/transfer/guides/>).

For graduate programs, Graduate School policy limits the transfer of graduate credits from another institution to a maximum of 6 semester credit hours, subject to evaluation and recommendation by the Director of Graduate Studies of the program and approval by the Dean of the Graduate School.

Undergraduate Programs

2.C.9 The General Education Component of undergraduate programs demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The General Education component of undergraduate programs at the University of Utah uses a distribution model to help students acquire insights and knowledge about a broad range of intellectual traditions. The mission of general education is to prepare individuals to become effective students of the 21st century, part of a global village, different from anything experienced by any previous generation. The educational goals and structure of General Education at the University of Utah are as follows:

1. To understand the premise of American Culture which is met by taking an approved course in **American Institutions**. The following four courses are approved to achieve this goal: Economics 1740, History 1700, Political Science 1100, and Honors 2212.
2. To develop the rhetorical skills necessary to succeed in college level writing which is met by taking an approved **lower division writing** course. The following three courses are approved to achieve this goal: Writing 2010, Honors 2211, and English as a Second Language (for International Students) 1060.
3. To develop the ability to use and critically evaluate numerical information, which is met by taking two approved lower division courses in **quantitative reasoning**. They may take Math 1030 (or a higher level course if indicated by their placement scores) and a statistics or logic course from an approved list of courses.
4. To be introduced to four broad areas of intellectual inquiry which is met by taking six approved courses in **intellectual explorations** (courses representing the intellectual traditions of the humanities, fine arts, social and behavioral sciences, and physical and natural sciences). Courses taken for the purpose of meeting the requirements of the student's academic major are not considered part of the General Education curriculum.
 - a. Courses approved to carry the **Humanities** designation help students achieve a critical understanding of human thought, cultures, and civilization from perspectives characteristic of the humanities. These courses strive to foster analytic, interpretive, and creative abilities and help students develop intensive, interactive communication skills needed to succeed at the University and to contribute to the larger community as educated and informed citizens. One hundred and twenty-eight courses from 26 departments and 5 programs carry this designation.
 - b. Courses approved to carry the **Fine Arts** designation introduce students to ways of experiencing and understanding a variety of artistic concepts, structures, and forms. These courses explore the world through varying aesthetic viewpoints and seek to foster critical and creative interpretations of artistic expression. Sixty-four courses representing 11 departments and the Office of Undergraduate Studies carry this designation.
 - c. Courses approved to carry the **Social and Behavioral Sciences** designation help students understand institutions, cultures, and behaviors. Such courses acquaint students with fundamental concepts, theories, and methods of analysis used in the social and behavioral sciences. They also enable students to think critically about human behavior. Eighty-three courses from 19 departments, the Honors College, the University Writing Program and the Office of Undergraduate Studies carry this designation.
 - d. Courses approved to carry the **Physical, Life and Applied Sciences** 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. Seventy-six courses representing 10 departments carry this designation.

Students select courses from approved and designated lists of courses meeting the University's General Education requirements, with consultation of advisors in University College or their academic departments. These courses are reviewed by a committee of expert faculty and approved by the Undergraduate Council every five years. Since 2009 learning outcomes, using the American Association of Colleges and Universities LEAP Essential Learning Outcomes, have been identified for each course carrying a general education designation.

Baccalaureate Degree Requirements

This distribution model is complemented by a set of Baccalaureate Degree Requirements that help students acquire essential skills in communication and writing, quantitative reasoning or language competence, diversity, and international relations. Baccalaureate Degree Requirements are upper division courses (the Diversity requirement is an exception to this pattern and courses at both the lower and upper division are approved to meet this requirement), typically not taken in the first semester at the University, and often integrated with the student's major field of study. The following four educational goals are met with Baccalaureate Degree Requirements:

1. To prepare students to speak and/or write clearly using the standards and practices of a particular discipline students take an approved **upper division Communication/Writing course** set within a major. These courses provide advanced instruction in speaking and writing. One hundred sixteen courses representing 45 departments, the Honors College, the Office of Undergraduate Studies, and the University Writing Program are approved to carry this designation.
2. To prepare students to understand and work productively in an environment characterized by increasing domestic diversity students take an approved **Diversity course**. Courses that are approved to carry this designation explore American culture including its norms, laws, public policies and discourse in the context of its rich and varied cultural diversity. One hundred and one courses representing 33 departments and the Honors College, and the Office of Undergraduate Studies are approved to carry this designation.
3. To prepare students to understand and work productively in an increasingly global environment students take an approved **upper division International course**. These courses help students accept and appreciate the interdependence of nations and the viewpoints of other nations, and give them the ability to

communicate with people across international borders. Ninety-eight courses representing 25 departments, the Honors College, the University Writing Program, the Middle East Center, and the Office of Undergraduate Studies are approved to carry this designation.

4. To prepare students to understand and work productively in environments heavily influenced by numerical systems of reasoning and decision making students who are pursuing a Bachelor of Science or a Bachelor of Social Work degree take two approved **upper division courses in Quantitative Reasoning**. These courses promote the further development of students' quantitative reasoning skills. One hundred and fifty-nine courses are approved to carry this designation.
5. To prepare students to understand and work productively in environments whose systems of reasoning and decision making are heavily influenced by **language** students who are pursuing a Bachelor of Arts degree are expected to achieve competence in 4th semester level of a foreign language or American Sign Language. This requirement is managed by the Department of Languages and Literature.

With the consultation of advisors in University College or their academic departments, students select courses from approved and designated lists of courses meeting the General Education requirements of the University. These courses are reviewed by a committee of expert faculty and approved by the Undergraduate Council every five years. Since 2009 learning outcomes, using the American Association of Colleges and Universities LEAP Essential Learning Outcomes, have been identified for each course carrying a baccalaureate designation.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

In 2008, the University of Utah Undergraduate Council adopted the AAC&U LEAP statement of Essential Learning Outcomes (http://www.aacu.org/leap/documents/EssentialOutcomes_Chart.pdf) for all courses that satisfy General Education requirements for baccalaureate degrees. The LEAP Essential Learning Outcomes were thereby determined to be consistent with the mission of the University and its General Education program. The course approval process used by the Undergraduate Council requires that identifiable and assessable learning outcomes be established for each General Education course, and that the outcomes are mapped onto the LEAP Essential Learning Outcomes.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The University has no applied degree and certificate programs that qualify for federal financial aid under federally define “gainful employment” regulations.

Graduate Programs

2.C.12 Graduate programs are consistent with the institution’s mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

As a comprehensive doctoral-granting university with very high research activity, the University of Utah offers a broad selection of 282 graduate degree programs consistent with its institutional mission (<https://degrees.utah.edu/graduatedegrees.php>). The names, descriptions, curricular designs and expected learning outcomes for these degrees are in harmony with similar programs at peer institutions. For example, all of the Ph.D. programs offered by the University are consistent with the educational taxonomy utilized by the National Research Council in its Data-Based Assessment of Research Doctorate Programs in the United States (<http://www.nap.edu/rdp/>). For many years, it has been the practice of the University of Utah to employ a highly decentralized system of decision-making for graduate program curricular design, relying in the first instance on department- and college-level expertise in specific disciplines and professions. The Graduate School, through the policy-making authority of the Graduate Council (<http://www.regulations.utah.edu/academics/6-001.html>), supports departments and academic units to preserve and enhance the highest standards of excellence in their individual disciplines. Each department establishes policies that are enforced through the regulatory power of the Graduate School (admissions criteria and degree requirements). The Graduate Council relies heavily on the expertise of external reviewers, professional societies, specialized accreditation commissions and national rankings for indicators of the academic rigor, quality and standards of individual units, degrees and programs. Each proposed new graduate degree or ‘emphasis’ goes through a rigorous multi-level approval process coordinated by the Graduate Council. For existing programs, potential problems are identified and remediated through the

rigorous system of 7-year cyclical program review. These exhaustive processes for initial approval and regular reexamination ensure that each graduate program is rigorous and reflects national and international norms within a discipline.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

In keeping with its commitment that each disciplinary department and professional school retains maximum control over the admission of graduate and professional students, each department establishes its own admission requirements and procedures, and recommends students for admission to graduate study. These recommendations are subject to minimum admissions criteria set by the Graduate School, including an earned baccalaureate degree from an accredited institution (or equivalent), a minimum GPA of 3.0 (or equivalent), and for international students, a minimum English proficiency demonstrated by a minimum TOEFL iBT score of 61 (or equivalent). Additional information typically used by departments for making admissions recommendations include letters of recommendation, standardized achievement test (Graduate Record Exam), written statement of interest, publications and professional experience.

Occasionally, departments request exceptions to the minimum GPA requirement for students whose overall record shows promise and strong indicators for success in graduate study. The Graduate School has a current policy of providing rapid administrative approvals for such exceptions limited to 5% of an incoming class of students. The main purpose of this administrative approval process is to empower departments to recruit students who may make exceptional contributions to the diversity of the student body but who otherwise lack the traditional academic record for admission. Requests for exceptions beyond the 5% limit are subject to detailed review and approval by the Graduate Admissions Committee.

Graduate transfer credit is strictly limited to 6 semester credit hours and is granted only with the recommendation of the Director of Graduate Studies of the department or program to which the student is matriculated and upon approval of the Graduate School. Every student's individualized program of study must be approved by each of the members of that student's graduate supervisory committee.

<https://gradschool.utah.edu/catalog/degree.php>

The Graduate School requires that masters degrees be completed within four consecutive calendar years; doctoral degrees must be completed within seven consecutive calendar years. Students must be continuously registered throughout their programs of study, unless a formal leave of absence is granted.

Policies for retention of graduate students are the responsibility of individual departments and programs. However, the Graduate School meets with Directors of Graduate Studies monthly to review best practices for graduate student recruitment, admission, retention, tracking, outcomes assessment and student success.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Specific professional preparation programs within the University do grant credit for internships and practicums that are designed and monitored by the offering department. Good examples of this effective practice are in the Colleges of Nursing, Health, Social Work and Law. As stated in the response to Standard 2.C.7, the University of Utah does not grant credit for prior experiential learning.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

The rigorous processes for review and approval of new graduate degree and certificate programs (by the department, college, Graduate Council, cognizant Sr. Vice-President, President, Board of Trustees, Commission for Higher Education, Utah Chief Academic Officers and Utah State Board of Regents) ensures that programs have a coherent design that is commensurate with practices at peer institutions and ensure assessment of expected learning outcomes that are consistent with the highest academic standards. Likewise, the system of cyclic 7-year program reviews (with both internal and external review teams) ensures that programs continue to perform at the highest levels of academic excellence, and that any potential problems are identified and corrected.

Graduate programs intended to prepare students for research, scholarship and artistic creation normally require the preparation, defense and publication of an original thesis or dissertation. Programs intended to prepare students for professional practice

normally require a capstone project and/or exam intended to demonstrate knowledge and skills directly associated with effective practice in the profession.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

The University's Continuing Education operation has a concise strategic plan that details the unit's alignment with institutional goals and values. Continuing Education compliments the overall University's mission of community engagement. Moreover, programming units also have their own strategic plans, allowing them to achieve their diverse goals within the framework of continuing education. In the 2010-2011 year, Continuing Education:

1. Contributed to the University's strategic priority to increase student engagement by fostering a student centered culture. Continuing Education's Assistant Vice President served on the Strategic Planning Committee, sits on the Steering Committee, and the Marketing unit in Continuing Education is looking to hire an intern to work with the University's new My U Signature Experience (MUSE) program (<http://www.muse.utah.edu/>).
2. Increased the number of enrollments to 30,247.
3. Provided 329 hours of community service.
4. Established 58 new community/campus partnerships.
5. Identified 13 new efforts to reach diverse populations.
6. Revised and revisited the Continuing Education mission statement, values and strategic plan, and created dynamic links to our yearly goals.
7. Improved multiple processes.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

The University assumes sole responsibility for the academic element of all its instructional programs. It does not maintain contractual relationships with any organization that is not regionally accredited. Although individual academic colleges may seek approval from other organizations to certify a course or courses for professional

continuing education units, the college retains full responsibility for the quality of the offering.

The Continuing Education Academic Program Advisory Committee provides oversight of the University's continuing education activities. In addition, each academic college offering continuing education courses or programs ensures that both planning and evaluation of these offerings involves full-time faculty with appropriate credentials. Some colleges maintain program advisory committees specifically for helping plan and evaluate individual programs. Courses that are offered for academic credit must be approved by the appropriate unit's curriculum committee. (University Policy 6-100).

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The granting of any University course credit, including for any continuing education and special learning activities, is governed by the University Policy 6-100 <http://www.regulations.utah.edu/academics/6-100.html> The Policy, quoting from an American Council on Education report, provides that "*Credit awarded for successful educational performance should reflect comparable quality and be uniformly defined within an institution, regardless of the methods of instruction used, the time when the course is taught or the site.*" The Policy further provides that "*A University credit hour shall represent approximately three clock hours of the student's time a week for one semester.*" Both instructional programs and courses utilize the standard of one semester hour of credit for 45 hours of student involvement.

With reference to continuing education units (as distinct from University credit) Policy 6-100 states, "*The national standard for Continuing Education Units (CEU) is 'ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.'*" The University adheres to this policy in all of its continuing education noncredit offerings.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

All Continuing Education courses are assigned a course number and records regarding each listed course are regularly archived in the "PeopleSoft" software database. This historical database program allows Continuing Education administration to track the course name and full description of the course, including learning objectives and length of course.

Standard 2.D – Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

The University of Utah strives to provide appropriate educational programs and delivery methods to meet the needs of our diverse campus. An increasing number of students are combining on-line coursework with on-campus classes. Many students work during the day and must take classes in the evening. The University is offering a wider array of delivery methods than ever before. The Honors Program allows highly motivated students to engage with similar students in an academically challenging environment that engages the whole student. The LEAP (Learning Engagement Achievement Progress) Program gives students the opportunity to participate in a small class environment with the same students and instructor over two semesters. For students with a greater need for assistance, the Strategies for College Success course introduces them to tips for making a successful transition to the University. Tutoring, the Supplemental Instruction program, and the Writing Center all provide support for students who may be struggling with specific courses. The University's goal is to meet the student's interests and needs in the most appropriate method for the individual.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

The University of Utah has in place and adheres to comprehensive policies regarding safety and security of students, and all other members of the University community. The centerpiece of those is Policy 1-011 Campus Security. (<http://www.regulations.utah.edu/general/1-011.html>). The University Department of Public Safety has a central role in assuring safety. The mission of the Department to provide a safe, crime-free environment for anyone who chooses to work, live, learn or visit the University of Utah. This is accomplished by enforcing federal, state and local laws and ordinances, as well as University regulations. Public Safety also provides services to the University community that promote awareness and education, in order to prevent crime, promote personal safety, and protect property.

Every effort is made to keep the University community well informed about issues, interests, and policies relevant to safety and security on campus. Information concerning safety and crimes on campus, current crime statistics and other related items are published and widely distributed in a timely fashion, in accord with Policy 1-011. This dissemination can be found in the Daily Utah Chronicle, the local media, special notices, and at www.dps.utah.edu.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

At the undergraduate level admission to the University of Utah is governed by University Policy 6-404 (<http://www.regulations.utah.edu/academics/6-404.html>), and is based on the Admissions Index, which is a matrix developed from ACT/SAT Composite scores and High School Grade Point Average. In addition the applicant must have completed the required core curriculum. Students who do not meet the Admission Index, GPA, or other specified requirements may be considered for admissions on an exception basis if their academic record does not adequately reflect their potential for success at the University. No more than five percent of the applicant pool will be allowed to waive the minimum admission requirements and be admitted under these guidelines.

It is the goal of the Admission Office to admit an undergraduate student body of highly qualified, intellectually curious, and actively involved students. The University is committed to provide excellence in its teaching/learning environment, to promote high levels of student achievement, and to offer appropriate academic support services. By identifying students with outstanding potential and fostering continued personal development in the classroom and the community, the University of Utah expects that future leaders of the state, the region, the nation, and the global community will emerge among its alumni.

Orientations are required for new undergraduates, both freshman and transfer students. Orientations provide information about university academic requirements and co-curricular activities. During Orientation, all students meet with academic advisors from specific colleges if their major is known and with University College if they are undeclared. Mandatory first-year advising is also a requirement prior to registering for second semester classes.

Institutional and program graduation requirements are published in the *General Catalog* (<http://catalog.utah.edu/>), the *Undergraduate Bulletin and Student Resource Guide* (<http://undergradbulletin.utah.edu/>), and other publications provided by academic departments at orientation and through University College. The Graduation Division of the Registrar's Office verifies that graduation requirements for certificates and degrees are applied consistently.

Student recruitment and admission to graduate degree programs are a shared responsibility between the Graduate School, the Office of Admissions, and individual departments and programs. The Graduate School sets minimum standards for admission to programs, while the Office of Admissions processes admission applications

for all programs except JD and MD. Programs review applications and make recommendations to the Office of Admission for admission. Once admitted, students receive information on orientation and advising directly from the academic program (usually the Director of Graduate Studies or the graduate program coordinator). International students receive specialized advising and orientation from the International Center and from the Graduate School International Teaching Assistant program to ensure a smooth transition to graduate study as well as compliance with federal immigration and visa regulations.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Elimination of a degree program or significant change to degree requirements requires prior approval by the State Board of Regents. All such proposals must first be approved by the Undergraduate or Graduate Council, the cognizant Sr. Vice President (Academic Affairs or Health Sciences), the Academic Senate and Board of Trustees prior to consideration by the State Board of Regents. Regents Policy R401 (<http://higheredutah.org/sbr/policy/pdf/R401.pdf>) requires that currently enrolled students must be provided a way to complete a program in a reasonable period of time consistent with accreditation standards prior to program discontinuance.

2.D.5 The institution publishes in a catalog or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

A.) Institutional mission and core themes:

http://admin.utah.edu/office_of_the_president/university-mission-statement
<http://accreditation.utah.edu>

B.) Entrance requirements and procedures:

<http://admissions.utah.edu>
<http://admissions.utah.edu/apply/>

C.) Grading Policy:

<http://registrar.utah.edu/handbook/grading.php>

D.) Info on academic programs, courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings:

<http://catalog.utah.edu/course-descriptions/index.php>

E.) Names, titles, degrees held, and conferring institutions for administrators

and full-time faculty:

<http://people.utah.edu/uofu/misc/uWho/basic.html>

<http://faculty.utah.edu/findaresearcher/>

F.) Rules regulations for conduct, rights, responsibilities:

<http://www.regulations.utah.edu/academics/6-400.html>

G.) Tuition, fees, other program costs:

<http://fbs.admin.utah.edu/income/tuition/>

<http://fbs.admin.utah.edu/income/tuition/undergraduate-tuition-per-semester/>

H.) Refund policies and procedures for students who withdraw from enrollment:

<http://fbs.admin.utah.edu/income/tuition/late/>

I.) Opportunities and requirements for financial aid:

<http://financialaid.utah.edu/>

J.) Academic Calendar:

<http://registrar.utah.edu/academic-calendars/index.php>

2.D.6 Publications describing educational programs include accurate information on:

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;**
- b) Description of unique requirements for employment and advancement in the occupation or profession**

Because the University of Utah is decentralized, there is no one publication that provides comprehensive information on legal eligibility requirements for licensure for all programs. Instead, each program or college provides to its students the information about how their program meets the national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which the education and training are offered. Examples, with links to accreditation policies, include:

Division of Occupational Therapy, College of Health

<http://www.health.utah.edu/ot/aboutus/accreditation.html>

College of Pharmacy

http://www.pharmacy.utah.edu/Student_Information/pharmDstudents/license.html

A complete list of programs that have earned specialized accreditation is published at <http://ugs.utah.edu/program-assessment/evaluation-07-08/07-08-reports/accreditation.php>

2.D.7. The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

The University of Utah has in place and adheres to comprehensive regulations on security of sensitive information, including student records. See <http://www.regulations.utah.edu/info/policyList.html> (Part 4- Information Technology). The University has developed stringent procedures that every University employee must adhere to in order to gain access to sensitive data. All employees review a security presentation during new employee orientation that emphasizes the importance of keeping institutional data secure. Access to student data is granted only to University employees with a legitimate educational interest in the records. All employees who are granted access to student records acknowledge they have completed a Family Educational Rights and Privacy Act (FERPA) tutorial and affirm they have read and will comply with the provisions for security and confidentiality of employee and student records and files as outlined in University Policies.

The Student Administration database resides in a Clustered Database Environment. This reduces unplanned downtime ensuring availability even after the loss of one or more servers hosting the database. The database can be recovered to any point in time and is backed up using secure backup technology. Online and offsite copies are kept for Disaster Recovery. All access to the student information must be explicitly assigned to a user, usually on a role basis. The access security system ensures that only authorized University officials have access to protected student records. Additionally UIT ACS, which supports the Student Administration System, is audited on a regular basis by both internal and external entities.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Financial aid programs are primarily overseen or coordinated through the University's Financial Aid and Scholarships Office, the mission of which is to facilitate student access to the University of Utah by administering Federal, State, and Institutional aid programs in an equitable and comprehensive manner. Included in this mission are the important goals of recruitment and retention, whereby promising students are attracted to the University and supported as they pursue their educational goals. In order to achieve an effective financial aid program, the Financial Aid Office must collaborate continually with on-campus departments and off-campus agencies to assure compliance with all Federal, State, and Institutional guidelines and regulations.

The PeopleSoft financial aid module records all offers, awards, and amounts paid to participating students. This permits the financial accounting system to access the information. Through careful coordination, the Income Accounting Office is then able to receive financial aid and scholarship data electronically to generate cash receipts and disbursements. This separation of responsibility allows for objective reconciliation of the applicable accounts by staff members of the Financial Aid, Income Accounting and General Accounting Offices.

The Financial Aid and Scholarships Office disperses forms to obtain federal, state and institutional aid. Located in the Student Services Building, the Financial Aid Office is accessible to all employees, students, and prospective students during standard business hours 8:00 a.m. to 5:00 p.m., Monday and Wednesday through Friday; Tuesday's hours are 12:00 p.m. to 5:00 p.m. In addition, the Financial Aid Office also conducts informational and outreach presentations throughout the University and the community at large.

The University of Utah offers students a variety of grants, loans and scholarships. Information regarding the various types of financial assistance available at the University of Utah is published annually in the *Financial Aid and Scholarships Bulletin* and on the Financial Aid and Scholarships Website at <http://financialaid.utah.edu/>. For additional information regarding Federal aid programs, individuals are encouraged to visit the website <http://federalstudentaid.ed.gov/>.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and institution's loan default rate.

All students receiving loans of any type are required to complete at least one entrance counseling session before the Financial Aid Office certifies their first Federal Direct Loans (subsidized or unsubsidized), Perkins loans or PLUS Direct Loans. The counseling session provides information about how to manage student loans, both during and after college. In addition, students are required to complete exit counseling at the end of their academic careers at the University of Utah.

The University, through the Financial Aid and Scholarships Office, receives the Cohort Default Rate from the Department of Education annually. With regard to the loan default rate for the University, the Student Loan Office accounts for the Federal Perkins Loans and its respective default rate. The Financial Aid Office accounts for all Federal Direct Loans (DL) through the Free Application for Federal Student Aid (FAFSA).

The official cohort default rates are important to the University and are reviewed carefully by the Financial Aid office because they affect the University's eligibility to participate in the Title IV Student Financial Assistance Programs. The University of

Utah's favorable 2.7% default rate is due in part to the University's Loan Orientation Program, which informs and reminds student borrowers of their borrowing obligations.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

The University of Utah utilizes a "split model" undergraduate advising system, which divides initial advising between University College and academic subunits. (See <http://advising.utah.edu>.) As students select majors, minors, and certificate programs, they engage advisors in academic subunits to understand curricular and co-curricular opportunities and plan for degree completion. Advisors at University College are available for students throughout their undergraduate experience to clarify degree requirements (excluding major and minor requirements) and explain academic policy and procedures. In addition to academic advisors, students can utilize technology tools for informational advising. These include a degree audit (DARS), a graduation planning system (GPS), and various websites provide by service agencies and academic departments that explain requirements for a degree.

Students are introduced to academic advising as prospective students and meet advisors at the campus Orientation. Also, students receive the annual *Undergraduate Bulletin*, which clearly defines academic advising, advisor responsibilities, advisee responsibilities, locations for advising, degree requirements, and the Mandatory Advising Program (MAP). MAP requires students to meet with an advisor during their first semester of enrollment and during their second year of enrollment before they can continue with enrollment. Students are notified of this requirement via e-mail, the posting of campus banners, and announcement in appropriate courses. Students are directed to a website maintained by University College that explains the learning outcomes for MAP and provides advisor contact information. In addition to these contact points, it is clearly communicated to students that advisors are available to meet with students any time during their undergraduate experience.

Campus advisors are hired, trained, and managed through a service or academic unit. In addition, University College employs a Coordinator for Advisor Education and Development. This position coordinates an 8 hour orientation program for new advisors called Advising Basics (offered 5 times a year), training for technology tools such as PEOPLESOFT and DARS (offered 4 times a year), monthly advising roundtables on various topics, an advisor listserv & website, and an annual advising conference. Additionally, there is coordination between this position and the Coordinator for the Mandatory Advising Program to provide annual training and resources to advisors involved in the Mandatory Advising Program. Finally, the university advising community

has organized the University Academic Advising Committee (UAAC) to create a network for advisors that meets monthly for campus updates on policy and processes. (See [http://advising.utah.edu/uaac/.](http://advising.utah.edu/uaac/))

Academic advising is assessed through various tools on a regular basis. These measurement tools include surveying after various activities, campus-wide surveys that are specific to advising, campus-wide surveys that include items on advising (NSSE, U of U Senior Survey, and academic department surveys), focus groups, and data organized by the Office of Budget and Institutional Analysis (OBIA). From these tools that contribute to holistic assessment, data are gathered and analyzed for change. Institutional changes that emerged from this on-going assessment process include the Mandatory Advising Program, the implementation of degree planning with GPS, and the initiation of a Coordinator for Advisor Education and Development.

Students in graduate programs are assigned faculty supervisory committees. Committee members, and in particular the committee chairs, are primarily responsible for student-specific academic advising. Each academic program appoints a Director of Graduate Studies to coordinate graduate advising within the department or program. A complete list of Directors of Graduate Studies is published by the Graduate School at <https://gradschool.utah.edu/dogs/programs.php>.

2.D.11 Co-curricular activities are consistent with the institution’s mission, core themes, programs, and services and are governed appropriately.

Associated Students of the University of Utah (ASUU) is the university-wide student government, and the central campus clearing house for a rich array of student groups and clubs, which carry out extra-curricular and co-curricular activities (<http://www.asuu.utah.edu/>). Each year ASUU maintains the registration of over 300 student organizations. These groups cover interests ranging from academic to music to political to social. All these groups can be accessed through the ASUU Website. Activities and clubs are open to all students although many, clearly, are interest specific (e.g., Anthropology Club). To help provide access to clubs that meet the needs of many groups, ASUU has cabinet posts for a Diversity Coordinator and Non-traditional Student Coordinator. The co-curricular activities are focused on providing social, educational and recreational support of the student experience.

To reinforce the learning goals of these activities, a matrix of learning outcomes has been developed around the themes of Academic Persistence & Achievement, Campus Community, Civic Engagement & Social Responsibility, Critical Thinking, Diversity & Inclusion, Global Citizenship, Health & Wellness, Leadership, and Practical Competence. By July 2013, all co-curricular activities and events offered through ASUU will have corresponding learning outcomes. Additionally, leadership and involvement opportunities offered through Residential Housing and Education, the Bennion Community Service Center, the Union, University Research Opportunities and other co-

curricular offerings on campus are also considering utilizing the Learning Outcomes protocol.

The relationship of ASUU and the University is provided for in University Policy 6-401, <http://www.regulations.utah.edu/academics/6-401.html>, and details are outlined in the ASUU Constitution "*Red Book*" (http://www.asuu.utah.edu/student_government/redbook.php). The *Red Book* outlines all bylaws, policies and procedures for ASUU governance. The Associate Dean of Students serves as the advisor to ASUU. In addition, the University Joint Apportionment Board (UJAB), consisting of representatives from students, staff, and faculty, meets monthly to determine whether money expended by ASUU and any proposed budgets meet *Red Book* standards.

Student groups, such as the Residence Halls Association, Greek Life, Union Programming Board, and Student Health Advisory Council, have staff or faculty advisors who work closely with student activities to ensure compliance with all state and federal laws as well as school policies. They also serve as "sounding boards" for student groups during the planning processes.

Evaluation of co-curricular programming is conducted jointly through advisors and students. The Student Affairs Director of Assessment, Evaluation and Research works closely with many of the student organizations to help identify needs and evaluate the effectiveness of their programming and student engagement efforts.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Housing & Residential Education (HRE) have facilities which include, in addition to living space, classrooms, computer labs, a tutoring program, and study space. The programming model is based on the University Mission. In collaboration with Academic and Student Affairs partners, there are 23 unique Living Learning opportunities. A new Honors Living Learning Community building will be opening this Fall which integrates classroom and living space.

The University Guest House and Conference Center operates a hotel and conference program on campus. The Guest House provides temporary housing for students during academic breaks when the residence halls are closed, as well as overflow housing when the residence halls are full. Faculty and staff who may have recently relocated from another location or are doing business with the University also stay at the Guest House. Approximately 50 students are employed by the Center. Many of them use their experience at the guest house to fulfill a degree requirement. The conference program

brings approximately 8000 high school students on campus each year, and exposes them to the University and college life at a time when they are making decisions about their future.

University Student Apartments (USA) supports the academic, research and public service missions of the University of Utah by providing convenient, moderately-priced apartments for eligible students, faculty, staff and their families. Residents have the opportunity to be involved in their community by being a resident assistant, mom's club coordinator, or a member of the Community Safety Patrol. In addition, they may serve on the USA Resident Council that represents the interests and concerns of residents by proposing policy and providing programming. USA operates a full-time childcare center for the campus community.

With 10 locations on campus, **Dining Services** feeds more than 10,000 people each day. In addition to a casual sit-down restaurant, several convenience stores and cafes, and a food court, Dining Services operates a large, buffet-style dining hall in the heart of Heritage Commons, the section of campus dedicated to on-campus housing and residential education. Dining Services meets regularly with Housing & Residential Education staff and resident assistants to get feedback about its services as well as texting services to receive immediate feedback from students. Dining Services sponsors a variety of activities throughout the year that contribute to the University's academic mission and donates \$10,000 annually to the Emerging Leaders scholarship, awarded through Housing & Residential Education.

The institutionally owned **bookstore** provides students and members of the campus community with textbooks, educational supplies, computer hardware and software supplies, electronic calculators and devices, merchandise, general books, and other course materials. Students, faculty, and staff have the opportunity to participate on the Bookstore Advisory and Review Committee. The committee is actively involved in the development and monitoring of bookstore policy and procedures and makes recommendations to improve the operation.

In addition to these five auxiliary units, the University also has a plethora of other auxiliaries (<http://www.utah.edu/arts/>) that contribute to the academic mission of the University by providing educational, artistic and cultural opportunities for students and members of the community. All auxiliary units report to university officials and governing boards, which provide opportunities for students, faculty, staff and administrators to provide input on their operation.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for

students participating in co-curricular programs are consistent with those for other students.

The University of Utah has an extensive set of intercollegiate athletic programs, administered through the Athletics Department. See <http://utahutes.cstv.com/genrel/utah-mission-statement.html> The University is a Division I member of the National Collegiate Athletics Association, and a member of the PAC-12 athletic and academic conference. Those affiliations require regular comprehensive scrutiny of the athletics programs, and the University maintains rigorous internal oversight mechanisms. These include a standing athletics advisory committee with faculty membership, which reviews athletics operations and reports annually to the Academic Senate.

Student-athlete applicants are subject to the same admission policies and procedures as the general student body. There is no special consideration given only to student-athletes in the admissions process. The only accommodation made during the admissions process is the extra time committed to evaluating the student-athlete applications and reviewing all subsequent decisions, ensuring that each applicant meets established admission criteria. The University of Utah's policies and procedures concerning admission are available for inspection. The Athletics Department *Student-Athlete Handbook* discusses academic eligibility from the student-athlete perspective.

As mandated by University Policy 6-100, and described in the University *General Catalog*, all students are required to maintain a cumulative grade point average of not less than 2.0. The cumulative grade point average of a student who has transferred to the University is computed on the work taken at the University of Utah only.

- Academic Probation... A student who fails to maintain a cumulative grade point average of 2.0 or above shall be placed on scholastic probation and have a hold placed on his or her registration. To clear this hold, the student must contact University College to determine the conditions under which the student will be allowed to register.
- Suspension... A student whose cumulative grade point average has been below a 2.0 for three consecutive semesters is subject to suspension. A registration hold will be placed on the student's record and will prevent the student from registering for courses at the University during the suspension period. The suspension period will be for a minimum of three (3) semesters unless revoked on appeal.

According to the University *Student-Athlete Handbook*, student-athletes must follow the University policy grade point average requirements as mentioned above.

The University's Office of Financial Aid and Scholarships administers scholarships for student-athletes. Student-athletes may receive institutional financial aid, based on

athletics ability, outside financial aid for which athletics participation is a major criterion, and certain education expenses, up to the value of a full grant-in-aid, plus any other financial aid unrelated to athletics ability up to cost of attendance. The value of a “full grant-in-aid” and “cost of attendance” are set by the Financial Aid Office based on federal guidelines. Student-athlete appeals of financial aid determinations are made to the University’s Director of Financial Aid and Scholarships and hearings are held before the University’s Office of Financial Aid & Scholarships Appeals Committee.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Distance Education offers a variety of courses 1) to students who have a desire to earn undergraduate credit and 2) to professionals looking for credit or non-credit courses to progress within their fields. Credited courses are written, approved and taught by campus department representatives and are available in three delivery formats 1) online, 2) print, and 3) telecourse. Non-credit courses are written and taught by leaders within the industry (i.e., real estate professionals) and approved by governing entities like the Utah Division of Real Estate.

Each of the online and print courses has a proctored final exam and most have proctored midterm exams. Guidelines for proctoring exams are strictly enforced and require all students to take midterms and final exams at a university or college testing center, and show a picture ID. If a university or college testing center is not available within a reasonable distance, a high school principal or a public head librarian may be eligible to proctor the exam. In each instance, the Office of Distance Education verifies the authenticity of the proctor prior to each exam being sent. In addition, a strictly maintained policy is in place requiring the students to pass the final exam in order to pass the course – if a student fails the final exam, he or she fails the course. This deters students from having someone else complete their course requirements (assignments, projects, discussions) and allows Distance Education to verify via picture ID the student actually taking the exam.

Privacy for each student is maintained by only providing the students first and last name to the proctor, no additional information is given. If the student’s name that appears on the picture identification varies from the name given to the proctor by Distance Education, the assessment is not given. Students are notified of our privacy act through our website which states: the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, is a federal law that sets forth requirements regarding the privacy of student records. FERPA governs the release of records maintained by an educational

institution and access to those records. Institutions that receive funds administered by the Federal Office of Education are bound by FERPA requirements. Failure to comply with them may result in the loss of federal funding. The Distance Education office, in keeping with FERPA, is forbidden from releasing personally-identifiable student education records or files to anyone but the enrolled student. No information will be disclosed to parents, spouses, children or friends of an enrolled student. Students are also required to read and agree to the Continuing Education's Drop/Refund policy prior to enrolling in a Distance Education course. Students are also notified at the time of enrollment of the Continuing Education Privacy and Security Policy (<http://continue.utah.edu/policy>).

Standard 2.E – Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

As described with Standard 2.A.13, the University of Utah Libraries consist of three units—the central J.W. Marriott Library, the S.S. Eccles Health Sciences Library, and the S.J. Quinney Law Library.

For much of the twentieth century research libraries were known and valued for their collections, and their defining role was to be “a repository of knowledge.” Libraries continue to build and deliver a large collection of resources, but they are now also mainly defined by the services they offer and their ability to make the work of their users more productive in all areas of teaching, learning, research, and patient care.

The University Libraries' collection staff members work with departments as new programs are instituted to confirm the libraries' capacity for collections, reference, and instruction for those programs. The University of Utah Libraries have worked aggressively to increase the number of online resources offered, ranging from making an increasing number of e-journals and e-books available to memberships in such archives as the Hathi Trust that provide campus users with a depth of resources beyond those held physically in the libraries, to Eccles Health Science Library's innovative online repositories like the Neuro-Ophthalmology Virtual Education Library (NOVEL), a world-class open access repository of digital sources. In the current information environment, the line that separates services from collections is becoming blurry. As one example of this development, Marriott Library's patron-driven acquisition program involves the procurement of online resources for faculty and students in the moment that their need is realized. In addition, library staff deliver journal articles on demand, usually directly to desktops or offices and frequently within 24 hours. A vigorous digitization program has helped to make state and regional primary sources broadly available.

University of Utah Libraries
Association of Research Libraries Statistics 2005-2010

	2004	2008	2011
Volumes Held	3,185,910	3,373,141	3,624,716
Total Current Serials	40,753	48,777	94,120
Total Interlibrary Lending	46,285	48,592	32,679
Total Interlibrary Borrowing	21,494	33,349	28,507
Total Materials Expenditures	\$7,249,844	\$7,980,542	\$7,627,319
Total Library Expenditures	\$22,230,041	\$24,695,844	\$24,991,745

Eccles Library’s physical location within the Health Sciences and Quinney Law Library’s proximity to the Law School help embed the librarians within the constituencies they serve, ensuring that teaching, research, and patient-care faculty, students, and staff have ready connections to library collections and services. The Hope Fox Eccles Health Library, located in the lobby of the University Hospital, provides a convenient source of health information and research assistance for patients and family members. Quinney JD librarians teach a required ten-week first-year research course to all law students, providing them with legal research literacy skills and knowledge of specialized law resources, and an elective Advanced Research course providing more in-depth and specialized instruction. In 2011, the course International and Comparative Legal Research was offered for the first time. Finally, Quinney librarians regularly give lectures and basic legal research instruction to students in the university and community.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Campus libraries assemble a variety of data from user surveys, ARL and AAHSL statistics submissions, LibQUAL+ surveys, building use surveys, and other analyses to ensure that the institution is responsive to user needs. Usage of new journal and database subscriptions is routinely evaluated after the initial subscription period and at regular intervals in order to ensure that funding is allocated to purchase library resources that are most relevant to needs of students and faculty.

The Libraries’ growing program of patron-driven acquisition makes such feedback an automatic part of the collection-building process. Under a patron-driven system, books and journals that have not yet been purchased or licensed are made available to students and faculty online, and the purchase happens as a direct result of actual

demand. This minimizes the analytical guesswork required in traditional collection development, and eliminates the distance between librarians' perceptions of users' needs and users' actual research behavior.

At a broader level, major planning of the Libraries resources is guided by the Library Policy Advisory Committee, a standing committee of the Academic Senate (Policy 6-002).

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The University of Utah Libraries (Marriott, Eccles, Quinney) provide an array of services to enhance library user effectiveness.

The Marriott Library Strategic Plan 2009-2013 states that “we aim to supply access to high quality knowledge, coupled with high-tech, high-touch services that remove the mystery from research and learning. We want our users to be ‘smart for life,’ with a solid grounding that will serve them for the entire life experience of finding, utilizing, evaluating, and creating knowledge...”

The Library’s Visual, Information, and Technology Literacy (VITL) initiative combines the efforts of campus and library faculty to compile resources and share expertise in the VITL competencies. The ultimate goal is to enhance the ability of all faculty to easily find and use resources that will enhance teaching and learning on campus, allowing our students to graduate with lifelong learning skills.

Library faculty design and implement instruction in a variety of settings to enhance student abilities to obtain, evaluate, and use library and information resources. For example, librarians work with the Honors College and the Learning, Engagement, Achievement, Progress (LEAP) Program to provide carefully directed instruction designed to introduce these concepts in the context of program goals and student projects. Librarians also provide course-tailored instruction to give students skills to find and evaluate information and to use that information in an ethical manner. Courses offered through Marriott Library’s Book Arts program and opportunities to work at the University of Utah Press further enhance students’ educational experiences.

The Knowledge Commons combines access to hundreds of computers and software packages along with the expertise to assist students and faculty in the use of this technology. As they complete course assignments, students can move from an idea to a finished product with assistance from librarians and other library staff to help them find, evaluate, use, and properly cite information resources. Faculty can consult with

librarians with subject expertise to complete literature reviews for grant applications or for the completion of a scholarly article or book. To allow more room for study and research collaboration, the Eccles Health Sciences Library has placed all print material in compact shelving. Eccles Library also has staff located in the Health Sciences Education Building who videotape classes, schedule special events, offer building use, information resources, services, and technology support.

The Eccles Library leads the interprofessional education activities of the Health Sciences to develop students' knowledge of each other's professions. The Eccles Library also administers the interprofessional education classroom building for the health sciences, and works with a University-wide interest group that has developed an online tutorial for students to learn about health literacy.

The Quinney Law Library faculty provides structured courses in legal research for law students.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The Marriott, Eccles and Quinney Libraries regularly reevaluate their resources and services.

The central Marriott Library conducts an annual review of all subscriptions, evaluating usage levels, cost per use, and ongoing relevance to the curriculum; we adjust our subscription lists and delete and add titles each year based on our findings. Quality and adequacy of these resources are in many cases difficult to assess in objective terms, but can be inferred from usage patterns and from patron feedback, which we actively solicit by methods that include formal surveys (including LibQUAL+) and a variety of formal and informal locally generated feedback forms. Our College and Interdisciplinary Teams keep in close and constant contact with University departments and colleges, monitoring changes to individual research agendas and the University curriculum as a whole, and communicating such changes to the collection development team. The Quinney Law Library also submits statistics annually to the American Bar Association, its accrediting agency, and subscribes to the cumulative take-offs from that survey to inform its evaluations.

Marriott's physical security program is excellent, and is administered by a staff of full- and part-time security personnel. Our collections are also protected by the Automated Retrieval Center (ARC) in which one million of our three million items are housed, reachable only by trained personnel with special clearance. The rare and unique materials in Special Collections are housed behind multiple levels of security and in a recently renovated physical environment that is constantly controlled for temperature

and humidity. Our nationally-recognized preservation program ensures that physical collections are maintained and repaired.

The Eccles Library completed an inventory of its History of Medicine and general book collections last year and is now half-way through an inventory of its print journal collection.

Quinney Library's physical security was enhanced in fall 2011 through implementation of an alarm and camera-based security system.

Standard 2.F – Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The University of Utah has a series of financial planning processes and fiscal control measures that work in concert to help ensure the University's mission, goals, and strategic objectives have the best chance of being achieved. While the University operates in a largely decentralized manner, there is a shared understanding of the University's financial positions, the resource streams available, and the manner in which funds are allocated. The University has a budget system that is used across campus. The system allows departments and units to budget all sources of revenue and the expenses associated with those revenues. The budget system includes a robust set of reports for tracking and analyzing budgets and comparison to actuals. Budgets can be included in the University financial system (PeopleSoft) on an individual account level to provide detailed monitoring during the fiscal year. The management reports are also available online, as are various perspectives on University finances that are updated annually. Management reports from PeopleSoft are required by regulations to be reviewed by the responsible person at least monthly. The responsible person is assigned and approved by the General Accounting Department.

A good measure of financial reserves is the amount of unrestricted net assets. These are resources that are not reflective of investments in non-current assets, nor are they resources that have had other external restrictions placed on their usage. Even though much of this balance is set aside for specific purposes internally, it could be used for any institutional purpose, including meeting unforeseen fluctuations in operating revenue, expenses, and debt service.

The central administration maintains a variety of reserve accounts: a contingency fund, unrestricted gifts, a cash management reserve, the internal deficit reduction pool which

functions in effect as a reserve for short term problems, and a research overhead reserve. Altogether, the University is confident that it has adequate reserves to meet problems that have a reasonable probability of occurring.

The Utah State Legislature allows public colleges and universities to carry forward unspent state-appropriated operating funds from each fiscal year to the next. The amount of the carry-forward is limited to 4%, or about \$10M. The University's central administration also permits operating units across the institution to carry forward unspent funds within unit budgets (rather than sweeping them into central accounts). As a result of these two policies, at any given time unallocated, unencumbered money is available within operating units outside the central administration. Of course, unit managers typically have plans for these funds and the funds are not distributed evenly across operating units, but for some units the funds could be of considerable help in mitigating the impact of a serious budget problem if the problem required budget cuts across operating units.

Each School of Medicine clinical department is asked to maintain sufficient cash reserves to: 1) support normal day-to-day business operations, 2) allow time to adjust for unanticipated losses of revenue streams or increases in operating expenses, 3) fund faculty recruitment and start-up costs, and 4) provide for growth in clinical and research endeavors. The School has a detailed set of requirements for establishing and maintaining cash reserves in each department.

Total cash reserves and the reserves for each of the units are monitored on a monthly basis.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non- tuition revenue sources.

The University of Utah develops and implements budgets on an annual, fiscal-year cycle which begins July 1 and ends June 30. All units within the University budget are on this cycle, regardless of source of funds.

In late winter of each year the Budget Office distributes a budget development schedule. The schedule is a calendar showing when key events will take place, including the distribution of the President's budget letter, the period of time when the budget system will accept budget entries, meetings of deans with the two senior vice presidents, and vice presidents with the President.

The budget cycle officially begins with distribution of the President's budget letter. The letter typically comes out within a week to ten days following the close of the legislative session in early March. The letter contains general guidelines, such as the directive that money must be spent in accord with legislative intent, and specific guidelines related to

compensation, such as permissible ranges for faculty and staff raises, or other matters. The President's letter is followed closely by a memo from the Budget Office explaining any technical issues or details related to that year's budget submission.

Budgets are entered into the University's budget system by individuals in budget departments and entities across the campus. Final budgets are delivered to the Budget Office for review.

The Budget Office provides training in the development of budgets annually for administrators and for small groups or individuals as needed.

The University includes budgets for each budget center in the PeopleSoft system. These reports are distributed monthly to the responsible person.

The Associate Vice President for Enrollment Management is responsible for establishing strategic enrollment targets that are consistent with the University's mission, and meeting those targets by implementing appropriate admissions standards and criteria published on the Student Affairs web site.

The Vice President for Institutional Advancement is responsible for planning and projection of income from donations. Similarly, the Vice President for Research plans and projects income for sponsored projects. Both vice presidents report on these non-tuition revenue sources at regular meetings of the Board of Trustees.

The largest source of non-tuition income is from the University Hospitals and Clinics, which are self-supporting business units. Financial planning, operation and oversight of these units is the responsibility of the Sr. Vice President for Health Sciences.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

At a very high level of aggregation the operating budget function is split into several large parts. The Budget Director reports to the Associate Vice President for Budget and Planning (AVPBP) who reports to the Senior Vice President for Academic Affairs (SVPAA). Each college or other major budget center (museums, libraries, plant operations, human resources, etc.) employs administrative managers who are responsible for all financial and administrative functions of the units.

The Senior Vice President for Health Sciences (SVPHS) and members of her immediate staff are responsible for the budgets of all units reporting to the SVPHS including the Hospital and Clinics. Each entity within the Health Sciences Center employs one or more people responsible for its consolidated financial operations and budgeting. Most departments within the Colleges of Health, Nursing, and Pharmacy, School of Dentistry

and School of Medicine also employ administrative managers who are responsible for all financial and administrative functions of the departments. All financial and administrative managers report directly to the dean, department head or director of their unit.

Integration of the budget process occurs at various levels. For example, all operating budgets run on the same budget software. The two senior vice presidents provide budget advice to the President, who ultimately submits all budgets to the Board of Trustees for approval.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The University utilizes the PeopleSoft accounting system built and sold by Oracle Corporation. It is a fully functional system for recording, categorizing, summarizing and reporting financial transactions in accordance with generally accepted accounting principles, using the economic resources measurement focus and the accrual basis of accounting. According to the annual Independent State Auditor's Reports, the University's financial statements are in conformity with generally accepted principles of accounting.

The University is, by law, audited by the State Auditor's Office which functions as an independent audit firm. All funds of the University are encompassed in the annual financial audit conducted by that office. The Single Audit of federal government funds is also conducted by the State Auditor's Office which is considered "independent" in relation to the University.

The University of Utah's internal auditing program (http://web.utah.edu/internal_audit/) is established and governed by University regulations. According to regulation "the Internal Audit Department derives its authority directly from the Board of Trustees and the President, and is authorized to conduct such reviews of university organizational units or functional activities as are necessary to accomplish its objectives. Internal Audit is authorized access to all records, personnel, and physical properties relevant to the performance of audits. The Internal Audit Department is charged with the responsibility to review the fiscal operational and administrative operations of the University. It is intended to be a protective and constructive link between policy-making and operational levels." The Office of Financial and Business Services (<http://fbs.admin.utah.edu/>) publishes and distributes policies and educational resources regarding financial management for the benefit of the entire university community.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range

capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The University has a systematic approach to analyzing and prioritizing capital needs. The process involves analysis by technical staff, reviews by a team of associate vice presidents from across the campus and a final review by the two senior vice presidents and the University president. Buildings move from a wish list to a 5-year plan to a 1-year plan, depending on priorities and prospects for funding. All of this occurs within the framework of the long range development plan for further developing the University's physical facilities.

The State Legislature requires that each year the University submit its one-year plan for both state-funded and non state-funded capital projects and its five-year plan for state-funded capital projects. In these reports the University indicates in broad terms the purpose of the project, its size, the source of funds (state, private, and/or institutional), and whether state funds will be requested for operation and maintenance of the new facilities. Internally, the University maintains tables showing in greater detail the sources of funds over the next three years for projects that will require institutional funds in addition to those from governmental or private sources.

The University must obtain legislative approval for all capital projects even if they are privately funded. The State Board of Regents coordinates the ranking of capital projects for all Utah institutions of higher education. The Regents use an elaborate algorithm to rank order the various capital projects submitted for state funding by the University and other institutions within the Utah System of Higher Education. For privately funded projects both the legislature and the Regents must approve these projects when the University is asking for operation and maintenance funding. The external review by both of these entities helps provide a control that plans for physical facilities fit the University's missions and needs.

The capacity for and desirability of issuing additional debt is analyzed carefully by University management and its outside advisors. The prudent use of debt is seen as a strategic financial tactic in accomplishing the overall missions of the University and its capital planning objectives. Several Board of Regents policies deal with the use and limitations of debt, such as "Issuance of Revenue Bonds for Facilities Construction or Equipment" (<http://higheredutah.org/sbr/policy/pdf/R590.pdf>), "Nontraditional Arrangements for Development of Facilities on Campuses" (<http://higheredutah.org/sbr/policy/pdf/R712.pdf>), and "Lease-Purchase Financing." (<http://higheredutah.org/sbr/policy/pdf/R587.pdf>). A comprehensive list of Board of Regents policies on Business and Financial Affairs is available from Section 5 of the Board of Regents Policies web site (<http://higheredutah.org/sbr/policy/policies.htm>).

The University maintains detailed documentation of indebtedness, and conscientiously maintains a conservative philosophy in staying well under the relevant debt capacity limits, so as not to affect the quality of educational programs by siphoning off funds for debt service payments that could otherwise be used for educational purposes. Information is adequately documented in the University's annual audited financial statements which are publically available. Specifically, statement footnotes numbers 14 and 15 list each year's obligations as well as future debt service obligations for the following five years. Reports for the past 9 years are available at <http://fbs.admin.utah.edu/controller/controller-report/>.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The Utah State Board of Regents' policies and University Regulations, and, in some cases, relevant bond covenants govern auxiliary enterprise operations. Board of Regents and University policies require auxiliary enterprises to be financially self-supporting and to pay their appropriate share of costs for physical plant operations and other directly chargeable support costs related to their operation. They are also required to pay an appropriate share of general administrative support costs of the University.

All freestanding auxiliary operations have positive fund balances and bonded auxiliary enterprises generate positive cash flow and maintain investment grade bond ratings through the Auxiliary and Campus Facilities Bond System.

Financial results for each auxiliary enterprise are reported to the Board of Trustees semi-annually and to the Board of Regents annually.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

By state statute, the University is audited by the State Auditor's Office which functions as an independent audit firm. All funds of the University are included in the annual financial audit conducted by that office. The Single Audit of federal governmental funds is also conducted by the State Auditor's office which is considered independent in relation to the University.

The University has established policies and practices to ensure appropriate action is taken regarding audit recommendations. A written response to each recommendation is obtained from responsible line managers. All management letters are submitted to and reviewed by the Board of Trustees' audit committee which evaluates the adequacy of management's responses and the sufficiency of corrective actions.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

All institutional fundraising activities are governed by policies adopted by the Board of Trustees and overseen by the Vice President for Institutional Advancement. The activities are conducted in a professional and ethical manner consistent with guidelines adopted by the Council for Advancement and Support of Education, the National Committee on Planned Giving, the American Committee on Gift Annuities, and other professional organizations serving the development community. The University maintains relationships with the University of Utah Research Foundation and the University of Utah Hospital Foundation, which have written agreements to promote the research and health care missions of the University, respectively. All activities of the foundations are monitored within the formal University administrative structure.

Standard 2.G – Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

The management, maintenance, and operations of the University's facilities are adequate to support the educational programs and services of the institution. All buildings are open, functional, and provide a healthy and safe environment for the occupants. Staffing levels are monitored and compared with other peer organizations and institutions. Capital improvement needs to facilities, infrastructure, and utilities are identified through self and independent consultant inspection. These needs are reviewed, scoped, designed, priced and submitted for funding. Independent consultant inspection identified items requiring over \$500,000,000 in funding. A preventive maintenance program has been established to maintain campus equipment to extend life, minimize failure, and help prevent unscheduled downtime of critical equipment. Corrective maintenance or failure calls are repaired in a timely manner by a staff of

skilled and licensed craftsmen, in a timely manner to minimize down time and inconvenience to students, staff, and faculty. (<http://facilities.utah.edu>)

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The University of Utah has established policies and procedures regarding the safe use, storage and disposal of hazardous or toxic materials. [Policy 3-300: Environmental Health and Safety](#) provides oversight authority for these and other health and safety related issues.

Policy 3-300 establishes general responsibilities and accountability, related to health and safety for all levels of University involvement from the President of the University through all University faculty, staff, and students. The policy is reviewed periodically to ensure it aligns with established federal, state and local regulations and with best practice guidelines.

There are two established entities with responsibility for oversight of the safe use, storage, and disposal of hazardous or toxic materials on campus.

The Environmental Health and Safety Department (EHS) has primary responsibility to promote, create, and maintain a safe and healthful campus environment including management of regulated waste. EHS is responsible to for interpretation of federal, state, and local regulations related to occupational and environmental health and safety. EHS provides guidance and support to University of Utah operations and advises senior administration on business aspects of environmental health and safety.

To accomplish this mission EHS employs a professional staff of 35 individuals; composed of Industrial Hygienists, Occupational Safety Specialists, Fire Prevention Specialists, and Environmental Management Specialists; divided into 6 basic divisions covering the following: Research Safety, General (Facilities and Infrastructure) Safety, Biological Safety, Environmental Compliance, Clinical Care Safety, and Fire/Life Safety.

The Radiological Health Department oversees all aspects of the radiation protection program for the University of Utah, its hospitals and clinics. Primary areas of focus are licensing, responsible use of radiation, training and ensuring public health and safety in matters related to use of radioactive materials. The Director of the Radiological Health Department is also the University's Radiation Safety Officer (RSO). To accomplish this mission the Radiological Health Department employs a professional staff of 10 individuals, composed of health physicists, radiation analysts, and radiation safety technologists.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The campus master plan (<http://facilities.utah.edu/facilities-planning/master-plan/>) continues to be consistent with its mission, core themes, and long-range and financial plans for the University. To assess the challenges and opportunities represented by educational plans, the University began in early 2003 to update its 1997 long-range development plan. To keep up with the 7-10 year cycle of comprehensive master planning, a comprehensive master plan exercise was started in 2009 and completed in 2011. This update was intended to continue to address the immediate planning concerns and help inform the strategic planning process. The new master plan is now in place, and continues to guide a more comprehensive and ongoing physical planning process. The Office of Facilities Planning meets with senior administrators to assess the capital facilities required to support the University's mission and goals.

As projects for facilities development and major renovation are planned, both capital expense and operating costs for each project are identified. Detailed design and program planning are not started until the appropriate senior vice president indicates that capital expense funding is in place.

A funding model is developed by the facilities managers of higher education in Utah, which is submitted to and approved by the State Board of Regents as well as the State Building Board. The model is used to determine the amount of funding to be requested and allocated for operations and maintenance. The funding requests are ultimately submitted to the Legislature for approval if support from state appropriations is in order.

<http://facilities.utah.edu/facilities-planning/master-plan/index.php>

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

The Facility Operations Department continues to be consistent with the University's mission and core themes. Facilities has recently put into place two programs to enhance the institutional support function. The first assigns facility coordinators to campus buildings. These coordinators are familiar with the building, operations of the building, and the occupant's needs. They are the liaison between the campus departments and Facilities to ensure their needs are being met. Facility coordinators manage the preventive maintenance for the building to make sure required and routine services are being completed thoroughly, and in a timely manner. The second program identifies first responders for trouble calls and corrective maintenance needs. First

responders diagnose the problem, identify and dispatch the appropriate shop to make the necessary repair, and provide follow up to ensure the problem has been resolved and completed. These two programs have enabled Facility Operations to provide better communication and support of the institutions and its mission.

Facility Operations has in place a preventive maintenance program that requires trained technicians to inspect, adjust, repair, and replace components and systems critical to the continuous operations of facilities. The program continues with technical enhancements to extend the useful life of critical mechanical/electrical assets to minimize failure and prevent unscheduled down time.

Management reports are available to monitor scheduled and unscheduled work to ensure it is being completed in a timely and cost effective basis. Other reports include service call information broken down by shops, buildings, building type (research, classroom, administrative, etc.), budget and expenditure reports, work type summaries, etc.

In collaboration with other campus departments and state agencies, a “needs backlog” has been developed to identify projects to be programmed for funding in future years, in order to help assure safe and continuous operation. The State Legislature, reacting to this list of needs, has developed and implemented a funding formula based on asset value. This provides an annual allocation of a substantial sum of “capital improvement” funding that helps the University address those critical needs. Recently, the University received \$35,000,000 special funding from the Legislature for electrical and high temperature water (HTW) infrastructure upgrades and replacement. It is anticipated that additional funding for infrastructure needs will be provided.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The University of Utah manages and operates an extensive fiber optic network and campus backbone in support of its mission of teaching, conducting research, and public life. This allows any university application to be delivered to the entire University community. The University has invested in ubiquitous wireless and VPN technologies which allows students, faculty and staff to access the university network on- or off-campus. Management, operations, and support services have access to the same robust network, enabling them to support the University and its mission.

In addition, the University has an enhanced research network. We provide dedicated circuit capabilities on the national networks to support specific research applications in the School of Computing, the Scientific Computing and Imaging Institute, and the Institute for Clean and Secure Energy as well as high-capacity production requirements tied to the new University data center.

The University is commissioning a new, state of the art tier 3 data center that will enhance the capabilities of the University. This University owned 30,000 square foot data center facility will accommodate the long-term growth needs of the University and Hospital. This new data center will accommodate the University hospital, campus and research networks and support University applications in a reliable and highly available environment. The data center will help the University enhance its ability to provide high availability IT services to the entire University community.

The University serves as a 2x10-Gbps connector to the Internet2 Network, and in conjunction with the University of Montana and the Idaho Regional Optical Network (IRON), serves as the Internet2 Network aggregator for the three intermountain states of Idaho, Montana, and Utah. The University also maintains a close relationship with the Utah Education Network (UEN) which provides the University with a robust connection to the public Internet. The partnership with UEN links the primary research institutions in the State of Utah.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The University supports faculty, students, staff and administrators with teaching and classroom technologies through its Technology Assisted Curriculum and Instructional Media Services unit. This staff of 50 primarily focuses on the operation, support and training services associated with using technologies for teaching and learning. Patrons can request individual instructional technology consultations or just-in-time technology support from trained instructional technologists and equipment technicians. Regular workshops and seminars are held throughout the year specifically focused on developing teaching technology skills with faculty and teaching assistants. The University website provides access to media tutorials and documentation for the centrally supported campus teaching technologies and classroom systems.
(<http://tacc.utah.edu/>)

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Several Information Technology (IT) governance mechanisms exist with a broad range of representation across the entire University of Utah community. The governance groups

provide input on IT infrastructure current and future needs. In addition to the governance mechanisms, the University supports formal IT portfolios. Each portfolio has representation from colleges and departments outside of IT. IT projects are vetted, prioritized and supported by University infrastructure.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

On an annual basis, the University reviews and updates their technology plan. This includes the annual equipment replacement plan for the network backbone and edge services. The University network is monitored on a 24 x 7 basis. This prepares the network for the delivery of services that depend on broadband and specific network service quality levels.

Every other month a large IT governance body meets to discuss technology infrastructure and current and future needs for the University. This governance body is comprised of campus representation from academic, research, hospital, and health sciences

Conclusion

This Year Three Self-Evaluation Report is a tour de force in collaborative writing. The document carries the fingerprints of many dedicated people who gave generously of their time and efforts to compose, revise, and review the report.

Chapter One was created in 2010-11 by four teams of faculty, staff and students (one team for each our institutional Core Themes), who created a thoughtful set of objectives for each core theme, and then took a deep dive into institutional data seeking out meaningful indicators of achievement. Faculty, deans, administrators, staff, the Academic Senate and the University President all reviewed the Year One Report prior to submission to NWCCU in Fall 2011.

This year, the core theme teams summarized our current status of the core theme indicators and modified Chapter One to provide a quantitative assessment of the core theme objectives. In some areas we are meeting or exceeding our self-expectations, but in other areas there remains much work to be done to achieve mission fulfillment. Chapter Two is new to the current Report. It provides detailed information on the current extent of institutional resources and capacity, and how those resources are deployed for the benefit of students, faculty, institutional partners, the surrounding community and the world. Many different people wrote sections of Chapter Two in response to the specific accreditation standards and eligibility requirements.

This Year Three Report was circulated widely during Summer 2012 to the authors, institutional leaders, Academic Senate, Council of Academic Deans, staff and student leaders. Many comments, corrections, additions and clarifications were received. We are grateful to all those who took the time and contributed the effort to improve the report and to ensure its accuracy. The result is a portrait of an institution that is meeting all of the specific requirements of NWCCU Standards One and Two, and is engaged in a thoughtful dialog of how best to meet its own expectations to achieve mission fulfillment.