

Educational Futures & Student Success Taskforce

University of Utah

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April 15, 2020

Dear Colleagues—

As a flagship public research university and a member of the [Association of American Universities](#) (AAU), the University of Utah is a leader in basic research, knowledge creation, and scholarship. It is also unwaveringly committed to educational access, broad-based liberal arts education, workforce skills training, community partnerships, and economic development. Over the past year, a **Student Success and Educational Futures Taskforce** comprised of 75 students, faculty and staff members took up the charge of considering our changing world and the needs of Utah’s citizens. Their work—(<https://academic-affairs.utah.edu/key-initiatives/educational-futures-and-student-success-task-force/>) will provide the inspiration and foundation for our continued academic excellence, educational innovation and remarkable student achievement, as part of the larger university strategy refresh

The taskforce was divided into six working groups: facilities and infrastructure; financial analysis; enrollment management and marketing; student success and engagement; educational delivery and partnerships; and graduate student success. Each committee released recommendations detailed in a final taskforce report.

Common themes from the recommendations include:

- *Diversifying pathways to student success* by developing alternative credentialing options, improved pathways for transfer students, expanded undergraduate experiences, improved support for graduate students and programs, and new strategic partnerships with employers.
- *Expanding online offerings* and, where appropriate, using technology to increase educational accessibility, affordability, and inclusiveness.
- *Utilizing the University’s physical infrastructure to its fullest* by increasing student and mixed-use housing, improving transportation options, and optimizing the allocation of classrooms and teaching facilities.
- *Ensuring students have a sense of belonging* through individualized attention and support; deeply engaged learning experiences; a robust campus community which values equity, diversity and inclusion; on-campus career opportunities; and coordinated health and wellness programs.
- *Continually revising and adapting initiatives* to ensure consistency with the University’s core values—student success and engagement; research and teaching excellence; diversity; sustainability; global vision and strategy; community; and leadership.

In response to the taskforce recommendations, the University already is launching several initiatives, including:

- The [For Utah](#) Scholarship for Pell-eligible Utah high school graduates.
- Inexpensive [all online](#) degree completion.
- Expanded credit and [non-credit](#) certificates.
- Integrated continuing education and online learning under the supervision of an Associate Vice President/Dean.
- Data-driven, predictive intervention and support to help students succeed
- Storefront and electronic services—offering advising and consulting services at multiple sites, including University of Utah Health Care clinics and commercial storefronts.
- Enhanced student support, including [University Ambassadors](#), [Student Success advocates](#) and [Living Learning and Theme Communities](#).
- Improved faculty mentoring and inclusion, with expanded onboarding and training in recruitment, best practices for student mentoring and advising, as well as university culture and processes.
- Expanded corporate partnerships with the tech companies of Silicon Slopes and other major employers.

Education transforms. It lifts generations out of poverty, creates a more diverse and inclusive society, nurtures our democracy, fuels innovation, and creates our future. As we take the time to understand and implement the taskforce's recommendations, I ask that you join me in this educational transformation. All education, regardless of scale or scope, is valuable.

Some of these changes will be relatively easy, others may fundamentally change the way we educate and prepare unique cohorts of students for their futures.

I look forward to working together to transform our students' lives.

Sincerely,

A handwritten signature in black ink that reads "Dan Reed". The signature is written in a cursive style with a large initial "D".

Dan Reed

Senior Vice President for Academic Affairs

Professor of Computer Science and Electrical & Computer Engineering

Educational Futures & Student Success Taskforce

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Educational Futures and Student Success Taskforce

The Educational Futures and Student Success Taskforce was charged in February 2019 with developing a vision and strategic plan for meeting the needs of the growing and diversifying student population in the state of Utah. Taskforce members explored innovative ways to accommodate growth at the University of Utah to approximately 40,000 students, respond to workforce needs and raise the intellectual and cultural profile of the university while maintaining the highest quality education.

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Bob Fujinami
Diane Pataki

Fellow/Facilitator

Holly Godsey

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Reyn Gallacher, Co-Chair
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Andrew King
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Steve Hess
Connor Morgan
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Matt Abbott
Samuel Augustine
Troy D'Ambrosio

Educational Futures & Student Success Taskforce

Executive Summary

The Educational Futures Taskforce was charged on February 19, 2019 and consisted of dozens of faculty and staff divided into six working groups that considered the role of educational delivery and partnerships, financial analysis, facilities and infrastructure, enrollment and marketing, graduate education, and overall student success in growing campus wide enrollment to reach 40,000 students.

Overall, the working groups recommended that the University of Utah consider updating and expanding educational offerings through new interdisciplinary programs and partnerships, enhanced online learning, optimization of physical space and infrastructure, outreach and marketing to a broad range of students and life-long learners, comprehensive student support programs, and financial models that incentivize and support strategic initiatives.

There were common themes across multiple working groups that identified opportunities for growth and innovation in the University's critical educational mission. These include:

1. ***Diversifying pathways to student success*** by developing alternative credentialing options, improved pathways for transfer students, student experience roadmaps, improved infrastructure and tracking of graduate programs, and strategic partnerships with employers.
2. ***Expanding online offerings*** and advancing the use of technology to make education more accessible, affordable, and inclusive.
3. ***Utilizing our physical infrastructure to its fullest potential*** by increasing student and mixed-use housing, improving transportation options, optimizing the allocation of classrooms and teaching facilities, and showcasing our leadership in sustainability and the implementation of the campus as a living lab.
4. ***Ensuring that students have a sense of belonging*** through individualized attention and support; deeply engaged learning experiences; a robust campus community which values equity, diversity and inclusion; on-campus career opportunities; and coordinated health and wellness programs.
5. ***Revising budget models to support these new initiatives*** with a tiered or plateaued tuition model, incentives for innovative and interdisciplinary educational programs, centralization or decentralization of services when beneficial, and a detailed review of faculty workloads to plan for strategic expansion of instructional capacity.
6. ***Continually revising and adapting these initiatives*** to ensure they remain consistent with the campus core values: student success and engagement; research and teaching excellence; diversity and inclusion; sustainability; global vision and strategy; community; and leadership.

These cross-cutting recommendations and the attached individual working group reports highlight the depth and breadth of ideas for expanding and modernizing instructional capacity for student success, inclusivity, workforce preparation, and financial sustainability.

Educational Futures & Student Success Taskforce Overview of Recommendations

The Educational Futures & Student Success Taskforce (the “Taskforce”) was charged on December 17, 2018 to envision how the University of Utah would promote and support growth in enrollment to 40,000 students (Fig. 1). The Taskforce consisted 86 faculty and staff divided into six working groups: 1) financial analysis, 2) enrollment and marketing, 3) student success and engagement, 4) facilities and infrastructure, 5) educational delivery and partnerships, and 5) graduate student success.

Overall, the working groups recommended that the University of Utah consider updating and expanding educational offerings through new interdisciplinary programs and partnerships, enhanced online learning, optimization of physical space and infrastructure, outreach and marketing to a broad range of students and life-long learners, comprehensive student support programs, and financial models that incentivize and support strategic initiatives.

There were common themes across multiple working groups that identified opportunities for growth and innovation in the University’s critical educational mission.

The Educational Futures and Student Success (EFSS)

Leadership Team has identified specific recommendations that it considers to be the most salient to the University’s core values and has highlighted these below. More detail is availability for each recommendation in the full Taskforce report.

1. Diversify pathways to student success. Higher education is facing a fast changing landscape of new workforce demands, a generation of students accustomed to on-demand resources, and growing skepticism about the price and value of a college degree. In order to grow and thrive in this environment, the U must evolve to meet the needs of future students, employers and the community. One means of doing this by diversifying the ways that students can experience the U by creating a variety of entry and exit points, marked with milestones of success.

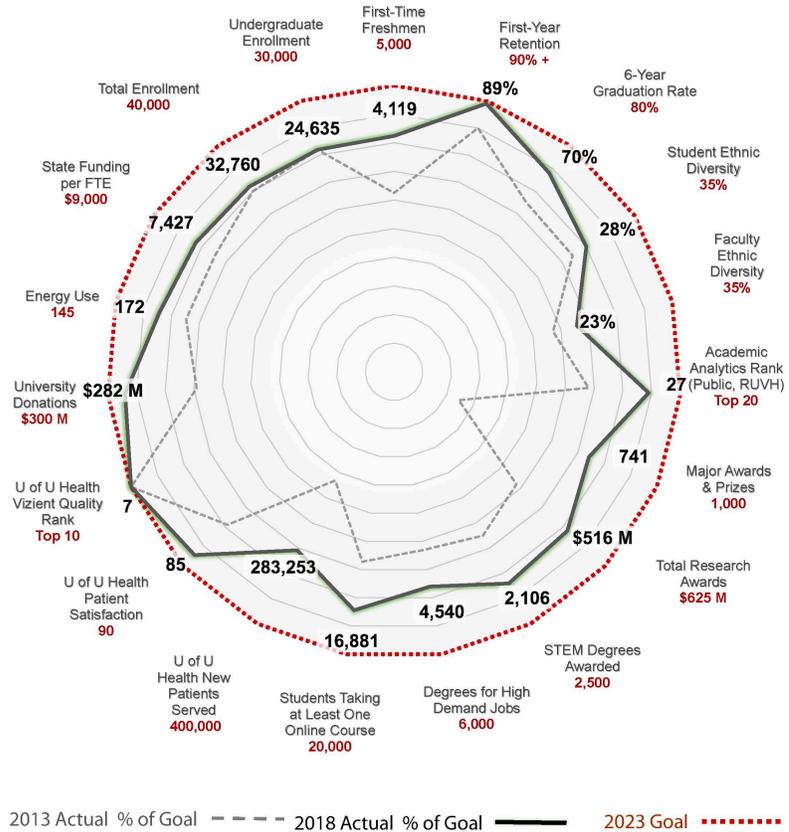


Fig. 1. Enterprise-wide radar plot of One U priorities.

a. Build certificate and credential programs: Expand certificate and credentialing programs that align with high demand workforce needs and are “stackable” toward the completion of a degree. In the near-term, the EFSS Leadership Team recommends following up on the work of Undergraduate Studies to identify specific high demand courses, certificates and degree programs, and potential employer/industry partners. Once areas of need are established, the U should work in collaboration with employers to develop and fund certificate programs that offer training in the skills that employers deem desirable. By partnering to develop and provide certificate programs, (rather than having a company run their own credentialing program (e.g., Microsoft)), the U can provide students with a much broader education that will ultimately benefit both the student and the employer in the long run.

b. Increase online offerings: Expand online offerings including stand-alone courses, certificate programs and online-only degrees. In order for this to happen, incentives and/or financial support must be provided for the development and teaching of these courses. Initial expansion should focus on areas of high need as determined by the team mentioned above. Continue to expand the online-only programs and create a specific marketing campaign for online programs that targets non-traditional, rural and out-of-state students and highlight the reduced price. In order to support these efforts, the U will need to expand training and resources to teach faculty best practices for online education.

c. Continue efforts to develop pathways and roadmaps: Consolidate efforts across campus to develop, improve and clarify student academic pathway and experience roadmaps. Ensure that materials address the needs of both traditional and non-traditional students (including transfer). Set a timeline for completion of these resources for each academic unit and establish a mechanism for creating these resources for interdisciplinary programs.

d. Adopt a comprehensive student tracking system: Develop or adopt a student tracking system that is integrated with existing resources of PeopleSoft, the Graduate School, the Registrar’s office, and department-specific requirements and milestones (this recommendation was made specifically for graduate students but the EFSS Leadership Team recommend it be adopted for all students). The system should include an e-portfolio where students can highlight their unique experiences at the U and continue to update throughout their student career and beyond (similar to a Linked-in profile). The e-portfolio will also help the U stay connected with alumni and follow their career trajectories. In the near term, the U should establish a team to investigate current tracking systems and options. Ultimately, the tracking system should be part of a campus-wide, single CRM platform for the entire campus.

2. Build strategic partnerships with employers and the community: This recommendation came through loud and clear as one of the most important things that the U can do to promote student success, enrollment growth, and viability of the university. The U produces most of the workforce for high-needs occupations yet we don’t have a strong coordinated effort to liaison with employers. In order to continue to be a statewide leader in the production of graduates prepared for high-demand careers, the U must increase communication and partnerships with U businesses.

a. Establish an Office for Community Engagement & Economic Development:

The U should consider creating an office to specifically foster engagement between the U and employers. This office would serve to increase awareness of the value of employer relationships, provide information and/or training to interested units, and develop and share partnership opportunities with the wider campus. It would also serve as a single point of contact for employers looking for ways to influence workforce development, and for U employees looking to build opportunities for internships, on-campus employer-funded jobs, research experiences and careers. This office would also work with employers to help identify skills needed for the workforce, create training programs (see 1.a. and 1.b.), and promote the value of a college degree to students, parents, employers and the community at large. This office could liaison with Continuing Education & Community Engagement (CECE) to exchange information with the community about academic opportunities, workforce and other needs.

b. Initiate a broad market survey: While the U has a fair amount of knowledge about the needs of our current students, we know little about the people that decide *not* to enroll at the U, nor their reasons for doing so. By investing in a concerted effort to reach out to the community at large, we will have a much better understanding of our broader market, including factors that influence a student's choice not to attend (cost, transportation, work and family obligations, course scheduling, lack of community awareness, sense of belonging, etc.). An effort to survey the broader community should be a main priority of the U as it strives to grow and become a more inclusive community. This effort could be spearheaded by Continuing Education and Community Engagement (CECE), or the recommended newly formed Office of Community Engagement and Economic Development (see 2.a.). Enrollment Management and Student Affairs should also play an important role in the design and execution of this survey effort.

c. Utilize U Health Clinics for education and outreach about healthcare professions: Engage with local communities via U Health Clinics by offering training and education for healthcare service professions (see 1.a.). Onsite and online coursework could be combined to develop certificates for CNAs, lab technicians, emergency care, etc.

3. Utilize our infrastructure to its fullest potential: Despite the challenge of finding adequate classroom space, housing and parking options, the U actually has a tremendous amount of growth potential that could be realized by simply optimizing the allocation of classrooms and teaching resources that already exist (see 5.d.). Currently, occupancy rates in our teaching spaces are below those recommended by USHE and could be improved by offering more off-peak and summer programming. However, in order to meet the enrollment goal of 40,000 students, the U will still need to invest in new housing, teaching, research and lab facilities, and/or consider building a satellite campus (faculty resources are addressed in 5.d.). Beyond simply expanding its footprint, the U should consider becoming a leader in sustainability, digital transformation and innovations such as using the campus as a living lab in order to attract more students and to provide cost savings in utilities, transportation, etc.

a. Expand classroom usage: We recommend that the U survey both current and *potential* students (see 2.b.) for feedback on course taking preferences and barriers to taking courses at off-peak times. The student demographic has changed significantly over the last few decades and it may be that many of our students (or potential students) may prefer to take classes at night, on Saturdays, or at other peak times. Survey data can be combined with existing space utilization data to optimize course scheduling. Teaching at off-peak times is going to take a culture shift in many departments so it may be beneficial have a conversation with Chairs to determine the best means of implementation. In terms of students, consider incentivizing course taking at off-peak times or during the summer by offering these courses at a reduced tuition rate.

b. Adapt national models for making campus more sustainable, unique and appealing:

The Taskforce investigated several models for creating a campus that stands out not only for its academics but also for its unique research opportunities, aesthetics, sustainable practices, and livability. The concept of *Campus as a Living Lab (CLL)* integrates academics with facilities operations and other administrative units to provide students with direct experiences that build student ownership and to strengthen the University's intellectual and cultural profile. CLL creates transdisciplinary educational communities that have an important impact in embedding sustainability at the institutional level and is a model for integrating best practices, relevant data, transparency, flexibility and engaging methods of decision making to better support facilities and infrastructure needed for campus growth.

Campus as a Complete Community (CCC) is about evolving our campus into a place where people can live, work, shop and play. Creating a complete community would make the U more attractive to students and faculty, reduce the need for long-distance transportation and parking, and make campus a safer place by having a 24/7 community on site. Short-term strategies include creating better connectivity to alternate/mass transportation, continuing efforts to reduce use of personal vehicles, and moving non-student functions off campus. In the longer term, densify campus with buildings that serve a number of uses (including housing), work on acquiring the remaining land of Fort Douglas, and work with SLC and other partners to create districts that incentivize redevelopment near campus edges.

Sustainability is a concept that can be woven throughout all aspects of the U and can lead to improved campus aesthetics, better air quality, and economic savings. Thoughtful planning and intelligent site management can increase resiliency, reduce our carbon footprint, and expand the populations accessing our sites while achieving carbon neutrality by 2040. Four high-priority goals have been identified as critical to these efforts. First, we recommend that the U approve a "No New Net Local Emissions" policy. Second, the U should assign and align leadership to improve transportation options. Third, the U should adopt goal-oriented procurement guidelines that promote sustainability. Lastly, we recommend that the U adopt a landscape master plan that implements best practices. The bottom line in all of these goals is that there are massive savings and benefits to using the framework of sustainability to guide the development of systems, policies and processes

c. Leadership in Digital Transformation: With the rapidly changing educational landscape, the U should not only invest in, but also become a leader in digital transformation. In the near term, the U should continue efforts to eliminate duplicate and legacy technologies and consolidate common technologies. We should also continue to seek out innovations in teaching technologies and ensure that faculty and staff have adequate training to use them to their fullest potential. Development of online and mobile tools for admission, registration, advising and completion with a one stop application will be critical to the U enrolling and effectively serving both non-traditional and traditional students, alike. It is of primary importance that the U work toward consolidating or linking data systems to provide a single source of “truth” in data and statistics that can be used by individuals, faculty, staff, administrators and external audiences (e.g., a single campus wide CRM).

4. Ensure that students receive individualized support: The recommendations in the area of student support are an opportunity to increase retention and graduation rates, and build a reputation as a campus where students from all backgrounds are welcomed and able to succeed. The population in Utah is changing dramatically and the U needs to be responsive and ready to support students that are increasingly coming from traditionally marginalized populations. While the minority share of the student population at the U is growing, we are still a long way from matching the demographic of Salt Lake City, our primary service area (see figure). Paying attention to the unique strengths and needs that each potential student brings to the University will help us to recruit and retain a more diverse student body and become the “student-ready” institution that we need to be in order to promote growth and student success.

a. Individualize the student experience: Many of our existing student support networks are built around the concept of the traditional student. Given our diverse population (Fig. 2), the high number of students who work and/or have families, and the large percentage of transfer students, we need to adapt our efforts to meet the needs of all students. Making sure that every student has individualized support and is connected to an “anchoring” community is critical to student success. Some of the near term strategies include promoting the use of the new mobile app to communicate about resources and safety issues, extending student support services (advising, financial aid, counseling, etc.) outside of the traditional work day, expanding opportunities for non-traditional students to join communities via online groups, satellite sites, family-friendly activities, creating an newsletter for online students,

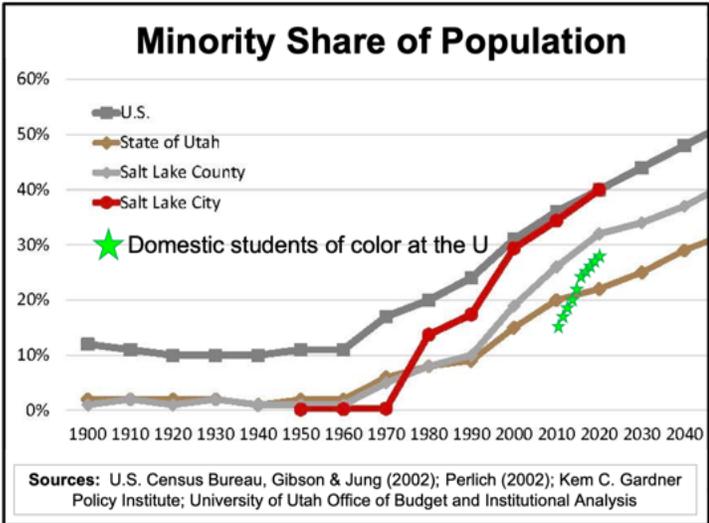


Fig. 2. Minority share of population at the U compared to service area.

improving the SLCC-U transfer process, and assigning every student an advisor *by name* that will work with them from the application process, all the way through graduation. Longer-term investments include expanding affordable housing and childcare options.

b. Provide on-campus jobs, internships, research experiences and mentoring:

Creating opportunities for students to gain real-life experience are very important to a students' growth and development and we recommend that the U work with employers both on and off campus to provide these experiences (see 2.a.). It's important that ALL students are able to participate in these opportunities, not just those that can afford not to work, or who have additional time. In order for this to happen, there must be a variety of opportunities that either provide financial compensation, course credit, or occur in a co-curricular setting. Faculty and staff across campus need to be engaged in an effort to build a student workforce and supervisors should be provided training and support. Likewise, mentoring on various levels (faculty, student, peer, employer, etc.) needs to be incentivized and supported.

c. Support bridge programs: Research has shown that bridge programs play a critical role both for students who need additional academic support and students who identify with various affinity groups (race, ethnicity, language, gender, sexual orientation, academic discipline, etc.). The U should continue to support bridge programs that not only provide help for students with academic deficiencies, but also those programs that serve students who may be academically talented but would benefit by the community of support that a bridge program provides. There are several existing successful programs at the U (e.g., Access, REFUGES), and on campuses across the nation (e.g., the UMBC Meyerhoff Scholars Program) that can be used as models moving forward.

d. Complete the Basic Needs Center: We recommend that the U continue its efforts to establish a Basic Needs Center (BNC) that is integrated and co-located with other student support services. The BNC should be staffed by a LCSW to supervise MS of Social Work students doing practicum work, and undergraduate students to fill non-clinical roles. We also recommend that the U establish an Emergency Fund Scholarship to support students who need one-time help paying for tuition, housing, or whatever immediate need they have in order to get back on their feet.

e. Provide comprehensive and coordinated health care: Given the dramatic rise in student health care costs and mental health issues, the U would benefit on working with the Student Health Insurance plan to provide comprehensive physical and mental health care. In the near term, an assessment can be done to determine how to bolster health services provided by the Student Health Insurance plan, investigate ways to offer services to non-traditional students, and means of embedding mental health services into individual units via the OneU initiative.

5. Revise budget models and priorities: The budget is a critical component to consider when growing enrollment and student success at the U. We offer some

general recommendations for institution-wide practices, as well as some specific recommendations to consider.

a. *Modify institutional practices:* As an institution, focus on fewer and more specific strategic priorities. This helps concentrate efforts on a few specific efforts, rather than spreading resources so thin that we do not end up excelling in any notable area. Increase transparency around financial and planning data to enable more productive conversations about financial process and making informed decisions. Faculty and staff need to know where flexibility exists in the budget and how to access additional funds. The U would also benefit by creating a long-term financial advisory board that is able to analyze and respond to changing initiatives, ideas, and resources.

b. *Revise budget models to be more flexible and nimble:* If there was one cross-cutting theme throughout the Taskforce process, it was the need to revise the budget model to incentivize interdisciplinary collaborations, innovative courses, service courses, and other “common good” measures and to enable units to respond to strategic initiatives. We recommend changes to the productivity funding model for academic departments that will shift the focus of funds towards day-to-day teaching efforts. In addition to the changes recommended to the current budget model, we believe that the creation of a funding model for non-academic areas should also be considered. Funding through this model may be allocated based upon metrics such as the number of students using departmental resources, student wait lists, or new initiatives implemented by senior administration. Initial strategies should focus on aligning resources to directly support institutional priorities. Because all funding is currently committed (for the most part) and new funding is likely to be limited, there will need to be a process implemented that identifies existing resources to be reallocated for support of current strategic priorities. Long-term strategies should focus on how to reset all budgets to \$0 and rebuild them using a process that allows the institution to respond to new challenges and opportunities quickly, fairly and with as much stability as possible.

c. *Implement a tiered or plateaued tuition rate structure:* A plateaued tuition rate structure has the potential to increase student completion rates, simplify billing for students and eliminate many manual and time-intensive steps that are currently required for billing and tuition collection each semester.

d. *Increase faculty teaching capacity to accommodate growth:* Expanding student enrollment to 40,000 will likely require expanding teaching capacity within academic units, and across the university as a whole. This can be accomplished in at least two ways: (1) optimizing and maximizing existing teaching activity within and between colleges; and (2) increasing the number of faculty lines. A full assessment of existing faculty teaching activity and capacity should be contextualized within other faculty responsibilities, including research and service. The assessment should account for the U’s multiple missions and acknowledge that greater differentiation in faculty teaching, research, and service roles can lead to increased faculty stratification and differences in power among faculty ranks. The U should implement a process to review faculty

workloads and identify strategies to meet needs of each academic unit by adjusting faculty loads and/or creating new faculty lines. Also, for any new faculty line, careful attention should be paid to diversifying the professoriate to promote excellence in research, teaching and student success. Increasing the diversity of the faculty is an important goal for the University as a whole.

e. Centralize and/or embed processes and procedures when it makes financial and service-level sense: There are several differences in the U's total spending level of outsourced, centralized and decentralized activities compared to peer institutions (e.g., IT infrastructure, procurement, transportation, etc.). We recommend reviewing these differences in detail and looking for areas for potential improvement.

f. Review existing expenditures for cost-savings: Areas of potential savings from the Financial Analysis committee include, but are not limited to elimination of cell phone reimbursements, mid-year salary adjustments, and automatic per diem reimbursements. The U should review policies on travel expenses, the staff tuition benefit, the GA tuition benefit and non-travel meal reimbursements.

6. Continually revise and adapt these initiatives. A process should be established to ensure that the recommendations that are implemented remain consistent with the campus core values: student success and engagement, research and teaching excellence, diversity, sustainability, global vision and strategy, community, and leadership.

These cross-cutting recommendations and the attached individual working group reports highlight the depth and breadth of ideas for expanding and modernizing instructional capacity for student success, inclusivity, workforce preparation, and financial sustainability.

Educational Futures & Student Success Taskforce Summary: Financial Analysis Working Group

Mark Winter and Reyn Gallacher (Co-Chairs)

The Financial Analysis Subcommittee reviewed estimated revenue and cost project for 5 to 7-year growth to 40,000 students, including models for alternative degree programs; faculty and staff hiring; facilities construction; and scholarship and fellowship support. Committee members studied how changes to tuition might affect revenues and costs, as well as the financial implications of substantially increasing online programs.

The committee determined that generating new revenue will be difficult, so their recommendations focused on ways to be more efficient, including: Reducing the number of strategic priorities to allow focus; increasing transparency around financial and planning data; and creating a long-term financial advisory board.

Implement a Tiered or Plateaued Undergraduate Tuition Rate Structure

- Set up and run a testing system concurrent to the student billing process to see if expected revenues fall within projection models.
- Evaluate tuition differentials charged across campus to potentially simplify those rates.
- Eliminate zero-hour tuition.
- Charge a flat rate for mandatory student fees, starting at the first credit hour.
- Work with academic advisors and the marketing team to inform students.

Change the Current Productivity Funding in Budget Allocation Processes

- Shift the weighting to: 70% student credit hours; 20% primary majors; 10% strategic purposes (one-time funding to jump-start specific initiatives).
- Adjust this funding each year to reflect changes in enrollments and tuition increases.
- Keep the two-year averaging process in place.
- Consider additional funding for equity to colleges with low SCH and low majors.
- Focus on resetting all budgets to \$0 to allow rebuilding them in a process that allows the institution to respond to new challenges and opportunities quickly.

Increase Faculty Teaching Capacity to Accommodate Growth to 40,000 Students

- Develop and implement process for colleges and department to review and adjust faculty workloads, including OBIA data and models.
- Colleges and departments will prepare reports that clarify and articulate standards and goals for faculty workloads. (Reviewed by Provost's Office and Council of Academic Deans).
- Develop new faculty lines to address enrollment growth.

Centralize and Embed Processes and Procedures (i.e. IT, Finance, Facilities)

- Evaluate areas where outsourcing may produce better service as well as savings.

Review University Expenses

- Eliminate Cell Phone Reimbursement for ALL employees (\$1m/year)
- No mid-year salary adjustments.
- Eliminate automatic per diem reimbursement.
- Review ways to cut travel expenses (\$7 m/year).
- Review benefits (staff tuition, non-travel meal reimbursements).

De-Centralize Employee Benefit Pool

- Study and discuss ways to encourage accountability at the department level without causing undue administrative requirements, while also ensuring units have adequate resources to support critical needs.

Educational Futures & Student Success Taskforce Final Report: Financial Analysis Working Group

Co-Chairs: *Mark Winter, Reyn Gallacher*

Team Members: *Jerry Basford, Brenda Burke, Sandy Hughes, Catalina Ochoa, Karen Paisley, Kip Solomon, Jason Taylor, Chris Ostrander, Tom Howa*

Executive Summary:

The Financial Analysis Working Group is pleased to present our recommendations and strategies that we believe can make an immediate difference in the University of Utah's short-term and long-term success. As part of our work this year we often had opportunities to sit in with other sub-committees on the larger taskforce and often had opportunities to hear what other groups were considering. As we had discussion with our peers on the larger committee we noticed that many of their ideas were created in a finance informed vacuum where the answer to how to fund their ideas was often solved by a comment such as "we don't need to worry about how to fund them, that is the Financial Analysis group's job". As you read our report you will quickly notice that we did not uncover any magical pot of money that we could access immediately and in fact we do not present any recommendations that are specific to revenue generation. Our focus was to look at what we are currently doing and make recommendations to consider ways to be more efficient. Each of our recommendations ultimately should lead toward greater efficiencies and we argue that any money saved through these efforts must be reinvested in helping bring other ideas generated by our colleagues in their working groups to fruition. We don't present an easy path to unlimited resources to accomplish our goals. Our recommendations require real change and potentially difficult decisions to be made. Unfortunately in today's environment we believe generating new revenues will be difficult and limited.

Although we have several specific recommendations discussed in our report we also felt there were several institutional wide changes that should be considered. These include:

- As an institution have fewer and more specific strategic priorities. There are often so many different efforts, projects, and new initiatives going on across campus that it makes it difficult to support all of them. With limited resources available we believe fewer and more targeted priorities should be emphasized. We fear the reality is that there are many initiatives and priorities in a complex organizations such as the U. and funding should be directed towards those that the University community deems most valuable. Otherwise spread resources (money, people, facilities) so thin that we do not end up excelling in any notable area.
- Increase transparency around financial and planning data. The University is incredibly complex and the scope of service we offer is large. Our committee (the finance experts?) spent a significant amount of our time just discussing how the university receives funding and where it is spent. Our group felt that this presents a serious challenge going forward if those tasked with supporting these efforts don't have enough information about the financial process to make informed recommendations.
- Create a long-term financial advisory board. We recognize that many of the ideas presented thorough this process will need financial analysis and support to move forward. As our work with this committee winds down we recognize that the need for

further analysis and support will continue as new ideas are adopted and implemented. We believe it would benefit the University if a small group of finance experts from across the institution could be available to help implement future changes.

We have appreciated the opportunity to work on this initiative and look forward to continuing to help the University achieve success not only as the University of Utah, but also as the University for Utah.

Recommendations and Strategies:

Aspirational Goal 1: Implement a tiered or plateaued tuition rate structure for undergraduate students. We believe this has the potential to increase student completion rates, will simplify billing for students and will eliminate many manual and time-intensive steps that are currently required to bill students and collect tuition revenues each semester.

Brief Narrative/Rationale: Current policy from the State Board of Regents allows public institutions to charge tuition either using a per hour incremental charge where each additional credit hour is charged at a constant rate, or a tuition plateau method where tuition is charged on a per hour rate up to some level where tuition then plateaus or remains the same rate until credit hours exceed the plateau level. USHE policy also add that the number of credit hours that can be included in the plateau level of this method must be at least 10 credit hours and no higher than 18 credit hours. The University of Utah is the only public institution in Utah that does not incorporate a tuition plateau method to charge for tuition.

The idea behind a plateau tuition rate is that students will be fiscally motivated to take one or two additional classes beyond the plateau start point. The additional course or two costs the student nothing more and if they make the decision to add more courses they should complete their studies sooner, graduate sooner, incur less debt and begin their careers quicker.

Plateau tuition models are not new and have been widely implemented by a large number of colleges and universities across the country. Our group felt that we should be able to find a fair amount of research or practical examples of institutions implementing such a model and thus be able to see if student completion rates increased as expected. Unfortunately, there seems to be a lack of research on this topic and examples from other institutions are rarely made public if the expected result was not a movement towards higher completion rates.

The existing evidence indicates that student completion rates improve slightly (1%-3%) but those improvements may be short-term in nature. Additional research also notes that these improved completion measures decline slightly for students who take more than 15 credit hours a semester. Currently about 70% of our undergraduates take 14 or fewer credits per semester and about 45% are taking 12-14 hours. It would seem we have a large group of students who are close to taking 15 hours and a plateaued tuition structure may provide enough incentive to encourage them to take that additional class and

graduate sooner (assuming that the additional classes meet graduation requirements). One study also found a slight increase in withdraw rates after implementing plateau tuition, but this effect faded over time, suggesting that the rollout of plateau tuition should be accompanied by clear advising and messaging to support students in their decision-making and consider the risks and benefits of taking an increased credit load.

Short-term strategies: *Our finance committee has been working with Income Accounting to setup and test this type of tuition model during the Fall 2019 semester. This allows us to see what impact this change would have by running a test scenario on billing parallel to our current process. The intent of this work is to provide evidence that this model would be possible to implement and we believe a tuition plateau methodology could be implemented as quickly as the beginning of the following academic year.*

- *We have created several models of a plateau tuition structure and have been continuing to refine those models. There likely needs to be another review from individuals outside the working group to vet the model's expectations.*
- *Setup a test system and run it at the same time as current student billing process to see if expected revenues (and potential lost revenues) fall within what was modeled. This already well under way.*
- *As part of this process we believe we can eliminate the large zero-hour tuition that is currently charged to all students. The zero-hour charge has caused problems in many areas.*
- *Mandatory Student Fees would need to be charged slightly differently. Instead of being charged at a linear increasing rate associated with increases in credits taken, the charge would need to be a flat rate that is charged fully at the first credit hour. We recognize that this would need to be vetted through the testing process.*
- *Review how undergraduate differential fees would be impacted and determine a path forward that is agreeable to those groups that currently have this revenue.*
- *Coordinate implementation of plateau tuition with academic advisors and marketing to ensure that students are aware of the new model and to help them understand the benefits and risks of increasing their credit load.*

Mid-term strategies: *Strategies for years 3-5 after implementing this tuition model would focus on continually tracking revenues and outcome results to make sure the model is having the expected positive impact.*

- *There is the possibility that revenues could decline during the transition to a plateau model so it would be critical to monitor the revenues coming in to ensure they are appropriate and do not create any funding deficit.*
- *During this timeframe we should evaluate all undergraduate tuition differential that is being charged across campus and possibly move to simplify those rates and how they are charged. There have been suggestions that we may want to consider limiting differential to one of 3 pre-determined levels. This would simplify our tuition rate significantly resulting in efficiencies in several areas across campus as well as simplifying the tuition billing students receive to make it more understandable and useful. The most rigorous evidence on differential tuition suggests that women and students of color are disproportionately negatively affected, suggesting that higher*

price differentials at the undergraduate levels are likely to push underrepresented students away from some majors.

Long-term strategies: Implementing a plateau tuition model should allow us the opportunity to find other ways to simplify our process and billing in this regard. Long-term strategies would be focused on continuing to monitor and evaluate the model and the results, make changes as needed, and eliminate unnecessary work and fees associated with our current process.

- Monitor and evaluate the effectiveness of this change.*
- Continue to look for other ways to improve our tuition charging process and implement future changes that will offer either improvements in efficiencies across campus, further increase student success metrics, as well as continue to be as open and transparent with what we charge so students are never surprised by charges and can plan for future expenses on their part.*

Other comments: The University of Utah has received some pressure from the State Board of Regents as well as some policymakers to move towards a plateau model. Doing so would generate good will from these groups, but we believe there are other real benefits for our students under such a method. We do believe there will be a slight increase in completion rates and we believe this could help simplify our current billing process resulting in bills to students that are easier to understand. We also feel this is an opportunity to eliminate or streamline many current manual practices that are required to bill tuition resulting in cost savings and efficiencies internally. We also recognize there is a possibility that tuition revenues could fall more than anticipated in our modeling and would recommend that implementing a new tuition model should be considered in a year where either enrollment is expected to grow, or a year where strategic funding could be set aside to help cover unexpected losses of revenue.

Aspirational Goal 2: Change the allocation process of the current productivity funding portion of budgeted revenues. Our finance sub-committee has had numerous discussions with a wide range of individuals across campus and believe some changes to the current budget allocation process would be beneficial.

Brief Narrative/Rationale: A common complaint heard by our committee regarding the current budget model for academic departments was the lack of direct incentive it provided to colleges. The current model allocates a set amount of funds available (\$13,210,000 total distributed through this part of the budget model as of October 2019) to colleges based upon a 2-year rolling average of Student Credit Hours, Primary Majors and # of Degrees Awarded. The total funding is currently allocated with 40% to Student Credit Hours, 40% to Primary Majors and 20% to Degrees Awarded. This distribution method makes it difficult for a college to see the fiscal benefit of changes in courses they teach, particularly with regards to service courses.

We recognize the amount of funding available through this model is relatively small, especially in comparison to base budgets and other funding sources the colleges have. However, this funding is often seen as the only source of funds that can support teaching

*more classes, providing financial support of colleges efforts to introduce any new and innovative curriculum and support student success and faculty development. *See attached example.*

The current model lacks incentive for colleges to take a chance on offering new courses or curriculum and lacks any method to strategically target funding to new priorities that change frequently. This model does not allow the institution to use funding in a flexible manner to address changing strategic priorities. Recent examples of these include, Study Abroad, Inter-disciplinary courses, Diversity Efforts, Community Engaged Learning, etc... The current model also does not consider difference in colleges and departments that may influence departmental outcomes, and therefore, the amount of money that is allocated toward them. Ultimately, an incentive funding model based predominantly on SCH and majors will benefit colleges and departments who already have large number of majors and high SCH.

We recommend changes to the funding model for academic departments that will shift the focus of funds towards day-to-day teaching efforts. This will increase funds available to address dynamic strategic priorities. We also recommend integrating an equity allocation that accounts for colleges and departments with lower SCH and/or majors.

In addition to the changes recommended to the current budget model we believe that the creations of a funding model for non-academic areas should be developed. Funding through this model may be allocated based upon metrics such as the number of students using departmental resources, student wait lists, or new initiatives implemented by senior administration.

Short-term strategies:

- This source of funding has remained relatively stagnant over the last 5 years with only one slight increase in total funding last year. We recommend that total funding through this model be adjusted each year to reflect changes in enrollments as well as tuition increases. Since funding has not increased over the last several years we recommend increasing the total funding by \$790,000 to bring the total funds available to \$14 M for the next fiscal year.*
- Although a common concern we heard about this budget model was related to the timing of funds being available from when the teaching takes place. This is a result of the 2-year averaging process and we recommend keeping this in place going forward. It may delay earned funding being distributed but we feel the stability it provides is an important safeguard to keep in place.*
- We recommend shifting the weighting of allocated funding to 70% based upon SCH, 20% based upon Primary Majors and then using the final 10% for specific strategic purposes each budget cycle.*
- We recommend that the 10% for Strategic Priorities be allocated based upon selected funding requests related to the current year strategic priority. For example, the first year could be increase support of the Honors Program. Proposals could be submitted through the annual budget process and the CBAC could choose which proposals to fund.*

- *We recommend that the 10% allocated to yearly strategic priorities should be one-time funding intended to jump start specific initiatives or to provide seed funding to get an effort up and running. We also recommend the identified strategic priority be reviewed and updated on a yearly or at most, 2-year cycle.*
- *We also recommend that consideration should be given to allocating some additional funding for equity to colleges and departments with low SCH and low majors, and adjust for legitimate factors that influence WHY a college or department might have low SCH and majors.*

Mid-term strategies: *Strategies for years 3-5 after changing the allocation parameters for the existing model should be focused upon an in-depth review of the historical method used to budget at the University of Utah. Future fiscal demands are likely to require a more flexible and sustainable budget model going forward.*

- *Begin the process of identifying representatives from across campus who can help develop and implement a new budget framework that is more flexible and sustainable than the previous budget practices.*
- *It seems likely that any change will result in some areas receiving fewer resources than they did in the current model. Discussions should begin about what we might need to eliminate if a more dynamic model is implemented.*

Long-term strategies: *The majority of funding on main campus has been based upon a historical amount that receives a standard increment each year. Over time, incremental funding methodologies can lead to inequities and are not able to respond to the current environment. Long term strategies should be focused upon how to reset all budgets to \$0 and rebuild them using a process that allows the institution to respond to new challenges and opportunities quickly, fairly and with as much stability as possible.*

- *The current incremental approach assumes that the existing distribution of resources is optimal. It is more likely that some units will receive more resources than they can productively use and other areas may not receive enough resources to succeed and be successful.*
- *The current incremental approach also assumes that a standard increase or decrease in funding should be applied equally across campus. College and departmental needs vary across campus and change over time, and our committee feels that some areas should receive a bigger adjustment than others based on changing needs and inputs.*
- *A long-term solution to current fiscal challenges will require a more nimble, flexible and strategic budget and planning methodology. Within 5 years we recommend some committee, consulting group, or related board should explore alternatives and be ready to implement the changes.*

Other comments: *In 1980, Howard Bowen, an American economist and president of several different colleges, created his revenue theory of costs which states that in a never-ending quest for quality and prestige there is virtually no limit to the amount of money that can be spent in pursuit of these efforts. Every institution will spend as much money as it raises. While simple, it is hard to argue that this has not been the default mindset across higher education lately where most efforts are focused upon how to raise*

more funding. The trend seems to be heading towards a future of constrained sources of revenue and thus it would benefit the University greatly to develop and implement a budget/planning system that allows it to respond to new demands and expectations quickly and strategically.

Aspirational Goal 3: *Increase faculty teaching capacity to accommodate the growth to 40,000 students.*

Brief Narrative/Rationale: *As the University aims to grow enrollment to 40,000 students, the purpose of this recommendation is to provide colleges an opportunity to review existing faculty teaching capacity to assess how teaching capacity is deployed, if additional faculty teaching capacity is needed, and to inform policy development related to expanding faculty capacity. A review of faculty teaching capacity requires an intentional assessment and deliberation of existing faculty composition and the principles and values that inform growth. In other words, an assessment of faculty teaching workload and capacity needs to address how colleges and departments want to strategically configure their faculty ranks in terms of the university's multiple missions. Expanding student enrollment to 40,000 will likely require expanding teaching capacity within academic units, and across the university as a whole. This can be accomplished in at least two ways: (1) optimizing and maximizing existing teaching activity within and between colleges; and (2) increasing the number of faculty lines.*

We offer a few principles and values for pursuing this goal. First, a full assessment of existing faculty teaching activity and capacity should be contextualized within other faculty responsibilities, including research and service. The assessment should account for the university's multiple missions and acknowledge that greater differentiation in faculty teaching, research, and service roles can lead to increased faculty stratification and differences in power among faculty ranks. Some faculty on the committee felt that the university should not simply increase career line faculty teaching loads or add additional career line faculty to accommodate growth. Second, we believe that transparency and equity in allocation of faculty lines should be prioritized in this process, both within colleges and departments and across colleges and departments.

In our deliberations and discussions about how to increase faculty teaching capacity, we reviewed existing data compiled by OBIA. OBIA developed two dashboards that are resources for reviewing existing faculty teaching activity and assessing capacity. The first dashboard includes three primary data points: (1) average number of courses taught;¹ (2) average number of students taught; and (3) average number of SCH taught. These data can be displayed for the past three academic years and by college, department, faculty rank/category, and course type. The second dashboard uses data from the 2018 Delaware Cost Study to compare the University of Utah's existing teaching activity to peer institutions. The dashboard includes three primary data points: (1) average organized class sections; (2) average FTE students taught per term per FTE faculty; and (3)

¹ Note that this calculation includes cross-listed courses, so if a section is taught at the 4000 and 5000 level, this is counted as two courses. It would be valuable to address this in the data before data are shared with colleges and departments to allow for accurate assessment.

average SCH per FTE faculty. These data can be displayed by college, department, by tenured faculty, and all faculty.

We reviewed these data and believe they are nuanced and should be interpreted within the context of each college and department, and within the context of faculty research and teaching responsibilities. These data should also be interpreted within the context of differentiation of college and department standards for faculty teaching policies. For example, colleges and departments might have nuanced approaches for counting laboratory, thesis hours, practical courses, and research/service responsibilities toward faculty teaching workloads, and these approaches should be considered when reviewing existing faculty teaching activity and making judgments about faculty teaching capacity.

We observed at least two trends with these data that are relevant context as colleges and departments proceed with the own review and assessment of these data:

- **As faculty rank increases, teaching load decreases.** Across most colleges and course types, tenure-track faculty and advanced rank faculty teach smaller numbers of courses, students, and SCH than career-line and assistant professors faculty.
- **Teaching load varies across the institution.** There is variation in the average number of courses taught, students taught, and SCH taught between colleges and departments, and within colleges.

These trends need to be studied in more depth at the college and department levels to understand the factors that influence these trends (e.g., do senior faculty have heavier advising and research obligations?), and to understand if and where additional teaching capacity is needed

Short-term strategies:

- Develop and implement a process for colleges and departments to review existing faculty workload using these dashboard (and/or other data) to and identify trends in teaching workload, identify the factors that influence these trends, and identify teaching/faculty capacity needs assuming student enrollment increases in the next 5 to 10 years.
 - Include faculty from all ranks and departments within the college.
 - Consider student demand and needs for high-quality teaching.
- OBIA provides colleges with data on faculty teaching, research, and service responsibilities (similar to the data dashboard previously mentioned) to support the review process.
- OBIA helps model enrollment increases and projections to grow to 40,000 students at the college and department levels to aid in the review.
- As a result of this process, each college and/or department should write a report that clarifies and articulates specific expectations, standards, and goals for faculty workload (including teaching, research, and service).
- The Provosts Office and Council of Academic Deans should review all new expectations, standards, and goals to ensure they are aligned and are consistent across the university, while recognizing and respecting disciplinary factors that might account for differences.

Mid-term strategies:

- *Use the results of the college and department faculty workload to identify the resources/needs and strategies to meet the college/department goals for expanding faculty teaching capacity.*
- *Departments and colleges should identify the number and type of new faculty lines that are needed and provide a rationale for how the faculty lines will address student enrollment growth (as well as strategic research growth).*

Departments and colleges should identify how existing faculty teaching workloads might need adjusting based on the review and develop a plan to change existing workload distributions to meet the college/department goals for expanding faculty teaching capacity.

Aspirational Goal 4: The University of Utah will be an efficient organization and optimize its spending by centralizing process and procedures when appropriate and imbedding those process and procedures when it makes financial and service level sense.

Brief Narrative/Rationale: We have access to comparisons with our peer schools regarding administrative staff focuses and expenses. Through reviewing this document, we noted a number of areas that deserve additional attention.

Short-term strategies: Based in Initial review of the ABC data, we noted several inconsistencies between The University of Utah spending levels in total and by outsourced, Centralized and Decentralized versus those of our peers. We recommend reviewing these reports in detail and looking in to the causes of the differences and areas for potential improvement. Note that the comparisons are combined total for the various Universities so part of the review would include verifying what is included in totals for the various institutions.

These areas include, but are not limited to:

- *Information Technology*
 - *Most notably high in Infrastructure and Operations and Applications Development*
 - *But low in Education Technologies and User Support*
- *Finance*
 - *High in Budget and Financial Planning, Procurement, and Financial Reporting*
- *Facilities*
 - *We are actually below our comps in Maintenance and Minor Renovations, Custodial Services, Public Safety. Why?*
 - *High in Transportation*

Mid-term strategies:

- *Evaluate areas where outsourcing may produce better service as well as financial savings*

- *Review areas of Centralization vs. Embedded for customer service vs. Financial Cost*

Aspirational Goal 5: *Review University Expenses to determine places where money could be saved and redirected to growth strategies.*

Short-term strategies: *Areas of potential savings from the committee include, but are not limited to the following:*

- *Elimination of Cell Phone Reimbursement for ALL employees (\$1mm per year)*
- *No Mid-year salary adjustments*
- *Elimination of automatic Per Diem reimbursement, and/or limit actual reimbursements to Per Diem amounts*
 - *Must keep receipts for meals and declare the lower of actual meals or Per Diem.*
 - *Must have non-University person present for meal reimbursements if reimbursement is for persons in addition to the person completing the reimbursement.*
- *Review ways to cut travel expenses (\$7mm per year)*
- *Review benefits*
 - *Staff Tuition Benefit*
 - *GA Tuition Benefit*
 - *Non-travel meal reimbursements*

Aspirational Goal 6: *The University of Utah will benefit from improved administrative processes that encourages more efficiency in administering resources and allow colleges and departments to make strategic decisions regarding use of available funds. The management of centralized employee benefit pool is a specific area that if improved may align resources and accountability across campus and may help generate additional opportunities across the University.*

Brief Narrative/Rationale: *Historically, the state has provided funding to the University to cover employee benefits costs, these funds have been in a central pool that has been overseen by the Budget Office. Currently, funds are automatically drawn from this pool which leads to behavior by departments to maximize their use of the benefit pool, often for individuals that were not intended to participate in this funding. This requires allocating additional limited funding each year to keep the benefits pool solvent and disassociates the prudent fiscal use of the funding from real life funding decisions. One of our Budget Principles adopted by the Budget Principles and Process Working Group in 2014, is to align responsibility, decision-making authority and control over resources. Having the benefits pool centralized as it currently is does not meet the spirit or intent of this principal resulting in inefficient and unnecessary use (abuse?) of this asset. Continuing to provide centralized benefits for state appropriated salaries is inconsistent with the approach to manage unit resources effectively. The full cost of decisions involving staff and faculty hiring and salary levels should be aligned and transparent at the unit level. The current system dampens the full impact of these decisions at the unit level while driving central cost that are mandatory based upon the unit-level decisions. Decentralization of benefits*

pool will shift the incentive so the units will be more likely to diversify the type of funding that is used for salary and benefits. Campus units will have more autonomy and opportunity for creativity and responsible risk-taking.

Decentralizing the benefits pool may have potential advantages and disadvantages at the college/department level that need to be considered more fully before making this decision. For instance, departments may actually receive more funding than they do now if they have open positions as they would receive money for the benefits related to unfilled position even though they are not currently expending salary funds. A disadvantage may be that smaller departments may find it difficult to hire as freely as they have in the past if they have to factor in salary benefits to their planning. There is also a possibility that they may alter their hiring decisions based upon the benefits expense an individual may place upon them (i.e. hiring someone who need family coverage would be more costly than hiring someone who only requires single person coverage). We believe that even if decentralizing the benefits pool means departments must deal with these challenges, it is still the most appropriate and efficient way to manage the use of benefit funding across campus.

Short-term strategies: Areas of potential savings from the committee include, but are not limited to the following:

These areas include, but are not limited to:

- We realize that changing the benefit pool accounting and accountability model is a complex and difficult issue and there are potential positive and negatives outcomes associated with changing from a centralized and decentralized model. Therefore, for purpose of this recommendation, we think this is an area that should be studied and discussed to determine a way to encourage accountability at the department level without causing undue administrative requirements while also ensuring units have adequate resources to support critical needs.*

Educational Futures & Student Success Taskforce Summary: Enrollment Management & Marketing Working Group

Kevin Perry and Aretha Minor (Co-Chairs)

The Enrollment Management and Marketing Subcommittee was charged with conducting a market analysis of student demand and interest; reviewing in-state, out-of-state and international targeting; assessing current university branding and messaging efforts; and studying market segmentation.

The committee's recommendations focused on three areas: marketing strategies, recruitment strategies and high-demand careers.

Create Messaging and Marketing That is Highly Personalized for Each Potential Student

- Conduct a comprehensive market research plan to determine messaging and “look and feel” of materials across the board (college, department and program-level) to ensure consistent content and presentation. Consider “who, what and when.”
- Develop unique marketing messages for each potential market: resident, non-resident, first-year, transfer, international, non-traditional, veterans and parents. Differentiate from USHE peer institutions.
- Deploy a new Customer Relationship Management (CRM) platform to allow more sophisticated outreach and engagement in Enrollment Management.

Achieve Student Enrollment That Honors Our Institutional Mission and Values and Ensures Long-Term Vitality

- Move to a national recruitment model and establish a roadmap for institutional aid to follow suit.
- Create a shared calendar, internal website, calendar and electronic list serve to coordinate recruitment stakeholders.
- Develop a college readiness toolkit for families with early interest and middle and high school preparation roadmaps for specific majors/programs.
- Improve coordination of international undergraduate recruitment activities with Office of Global Engagement, Utah Global, Office of Admissions, English Language Institute (ELI), and the International Student & Scholar Services units.
- Refine recruitment strategies for anticipated growth in online programs.

Increase Collaboration with Utah Businesses that Ensures the University is Preparing Students for High-Demand Careers

- Establish a position to foster engagement between the university and employers.
- Leverage Silicon Slopes and other sponsorships.
- Engage with local communities via UHealth Clinics by offering training and education. Identify barriers in programs capable of generating healthcare graduates.
- Create a systematic mechanism for obtaining feedback and input from employers and determining appropriate responses from the university.

Educational Futures & Student Success Taskforce Final Report: Enrollment Management & Marketing Working Group

Co-Chairs: Aretha Minor, Kevin Perry

Team Members: Bill Warren, Erin Sine, Hilerie Harris, Jodi Emery, Larry Parker, Mary Burbank, Mike Martineau, Ruchi Watson

Brief Narrative: The Enrollment & Marketing working group focused its efforts on three broad areas: Marketing Strategies; 2) Recruitment Strategies; and 3) High-Demand Careers. The strategies below represent the working groups aspirational goals and actionable strategies to support increased enrollment.

Aspirational Goals and Strategies:

Marketing Strategies: The majority of the University’s marketing efforts have been focused on traditional incoming freshmen. In order to reach the goal of 40,000 overall enrollment, the institution must increase outreach to additional target markets, ensure that marketing messages demonstrate the University of Utah’s unique strengths and speak to the needs of the individual student. Furthermore, the key marketing messages must be shared with colleges and departments to ensure consistency of the content. To this end, the University should develop strategic messaging for each of its potential student groups with a focus on differentiation and audience segmentation.

Aspirational Goal 1: The University of Utah’s marketing and messaging will be highly personalized for each potential student audience and will consistently and clearly communicate the reasons and benefits of choosing the U.

Short-term strategies:

- A comprehensive market research plan should be undertaken to determine the who, what and when for our efforts. This effort should be led by University Marketing and Communications but should include representatives from across campus (e.g., individual Colleges, Office of Admissions, Office for Equity and Diversity, students, etc.).
- Develop marketing messages for each of the potential target markets: resident, non-resident, first-year, transfer, international, non-traditional/adult, military/veterans, and parents/families.
- Share messaging campaign information with colleges and departments so that they can adopt consistent messaging including: look and feel, tone, and to the extent possible – content.
- Identify all the groups on campus doing their own outreach and bring them together to develop processes for working together with common goals.
- Deploy a new Customer Relationship Management (CRM) platform that allows for more sophisticated outreach and engagement in Enrollment Management.

Mid-term strategies (3-5 years):

- Develop tracking mechanisms to demonstrate marketing to enrollment funnel success for all groups doing outreach.
- Develop mechanisms to engage with non-traditional age students throughout the student life cycle.

<ul style="list-style-type: none"> • Change funding model so that University Marketing does not primarily have to self-fund through agency-type relationship with campus. Allow for strategic partnerships with departments and overarching reputational campaigns for the institution.
<p>Long-term strategies (> 5 years):</p> <ul style="list-style-type: none"> • Adopt a single CRM platform for use across campus. • Coordinate marketing and tracking efforts across campus to find efficiencies and improve messaging.
<p>Recruitment Strategies: Alongside robust marketing and communication efforts, are robust outreach and recruitment activities that are cross-cutting, access-oriented, and that drive action.</p> <p>Aspirational Goal 2: To achieve student enrollment that honors our institutional mission and values, and also ensures the long-term vitality of the university.</p>
<p>Short-term strategies</p> <p><i>Outreach & Engagement:</i></p> <ul style="list-style-type: none"> • Coordinate and, if necessary, consolidate institutional outreach and engagement activities for maximum impact. • Develop an internal website and calendar to coordinate outreach and recruitment efforts. This website should clearly distinguish between outreach and recruitment activities. • Develop a College Readiness Toolkit specifically for the University of Utah which will provide families with a guide to early interest and planning for college. • Develop middle and high school preparation roadmaps for specific majors/programs. <p><i>Recruitment</i></p> <ul style="list-style-type: none"> • First-year – Move to a national recruitment model and establish a roadmap for institutional aid to follow suit. • Transfer – Continue the process of identifying and ameliorating practical barriers for transfer students. <ul style="list-style-type: none"> ➢ Institute procedures and implement software to automate transfer course articulation ➢ Explore community college partnerships that are productive in terms of application generation and yield to develop deeper out-of-state recruitment pipeline. ➢ Explore options for increased institutional aid for transfer students. <p><i>International</i></p> <ul style="list-style-type: none"> • Improve coordination of international undergraduate recruitment activities by clarifying the roles and responsibilities of the Office of Global Engagement, Utah Global, Office of Admissions, English Language Institute (ELI), and the International Student & Scholar Services units. <p><i>Online</i></p> <ul style="list-style-type: none"> • Develop new recruitment strategies specifically for anticipated growth in online programs.
<p>Mid-term strategies (3-5 years):</p> <ul style="list-style-type: none"> • Establish an Enrollment Council which will serve as a vehicle by which campus stakeholders will gain understanding of the enrollment strategy of the institution and where their respective unit efforts can best be deployed.
<p>Long-term strategies (> 5 years):</p> <ul style="list-style-type: none"> • Undertake an enrollment planning process that is intentional, integrated and supported by a culture of shared responsibility and accountability for enrollment.
<p>Other comments: Funding must be aligned to support these strategies. Data must be easily accessible and accurate, and user-friendly.</p>

<p>Aspirational Goal 2a: Provide effective scholarship and financial aid options that will attract students and ensure their success.</p>
<p>Short-term strategies:</p> <ul style="list-style-type: none"> • Assess University financial aid strategies to determine efficacy.
<p>Mid-term strategies (3-5 years):</p> <ul style="list-style-type: none"> • Develop benchmarks and targets for institutional aid development to augment other recruitment activities. • Ensure that access continues to be a central tenet of financial aid strategies for both new and continuing students.
<p>Long-term strategies (> 5 years):</p> <ul style="list-style-type: none"> • Ensure that the student financial support ecosystem exists and is regularly calibrated to meet the University's ongoing enrollment goals and access mission.
<p>High-Demand Careers: The University of Utah prepares almost 7,000 students graduating in USHE 5-star occupation-related programs (Computer Sciences, Engineering, Health Professions, Social Sciences, Business) along with Teacher Education and Mental Health. 83% of all University of Utah awards (i.e., degrees, licenses, and certificates) fall into these categories, which is 34% of all of these credentials statewide. Additionally, the University of Utah provides approximately 50% of the STEM degrees in Utah.</p>
<p>Aspirational Goal 3: Increase communication and partnerships with Utah businesses to ensure that the University of Utah continues to be the statewide leader in the production of graduates prepared for high-demand careers.</p>
<p>Short-term strategies:</p> <ul style="list-style-type: none"> • Reduce survey fatigue for alumni, students, employers, etc., by cataloging and coordinating all surveys/questionnaires/communications. • Establish a position/role at the University of Utah to specifically foster engagement between the University community and employers. This position/role would serve to: <ul style="list-style-type: none"> ➢ increase the awareness of the value of employer relationships across campus, ➢ provide information and/or training to interested University of Utah units, and; ➢ develop and share partnership opportunities with the wider campus.
<p>Mid-term strategies (3-5 years):</p> <ul style="list-style-type: none"> • Ensure that major maps are accurate and include feedback from employers and students. • Ensure that available University of Utah student opportunities match skills that employers have deemed desirable. • Leverage Silicon Slopes sponsorship. Identify existing barriers for expansion of programs capable of generating graduates in fields that they need (e.g., computer science, business, etc.) • Engage with local communities via UHealth Clinics by offering training and education for healthcare service professions. • Identify existing barriers for expansion of programs capable of generating healthcare professional graduates. • Create a systematic University of Utah mechanism for obtaining feedback and input from employers, as well as determining appropriate responses from the University of Utah. <ul style="list-style-type: none"> ○ Reduce the gap between what universities are saying students are prepared to deliver vs. what employers want (reference Utah Business article: https://www.utahbusiness.com/employer-needs/). ○ Make it easier on employers to engage with the University of Utah.
<p>Long-term strategies (> 5 years):</p>

- Ideally, have more strategic direction from USHE in terms of degrees and credentials offered at each institution so that supply does not surpass demand.

Educational Futures & Student Success Taskforce Summary: Student Success & Engagement Working Group

Jordan Gerton and Martha Bradley Evans (Co-Chairs)

The Student Success and Engagement working group was charged with reviewing programs that will ensure each student has an exceptional education experience. Subcommittee members focused on four objectives: Improving access and inclusion; adopting services and programs for non-traditional and online learners; improving retention and student success; and scaling to serve more students

The committee's seven recommendations include:

Ensure Students Receive Individualized Attention and Support

- Improve safety—identify and develop affordable, off-campus housing; improve after-hours parking access and shuttles.
- Review and redesign student services and communications—assign advisors by name to each student; update marketing materials to meet the needs of non-traditional students; extend support service hours outside the traditional workday.
- Create a plateau in the tuition structure.
- Expand affordable childcare options.

Ensure Students Have a Sense of Belonging and Opportunities to Engage

- Create a campus-wide marketing initiative to help students find their community (CESA, TRIO, WRC, UCC, CDA, LGBT Resource Center).
- Help non-traditional students join campus communities online.
- Increase non-degree certificate programs for lifelong learners.

Provide All Students the Opportunity to Participate in Evidence-Based, High-Impact Learning Experiences

- Establish an inventory of existing Deeply Engaged Learning Experience (DELE) programs (Hinckley, Bennion, MUSE, Learning Abroad) and track student success metrics.
- Increase the number of curricular DELEs.

Expand On-Campus Jobs, Internships and Mentoring Opportunities

Establish a Basic Needs Center to Centralize Existing Resources

- Build out space, hire staff, identify donors. This includes an LCSW who will supervise master's of social work student doing their practicum and undergraduates.
- Create website and social media presence.
- Establish emergency fund scholarship.

Provide Bridge/Transitional Programs

- Conduct a needs assessment, engage family members and track student success.
- Create two bridge programs—one for students who show potential but need additional support, another for unique identity groups (ELLs, refugees, Native Americans, first generation, women).
- Establish partnerships with industry to support and fund summer programs.

Provide Comprehensive and Coordinated Health and Wellness (Emphasis on Mental and Physical Health)

- Conduct a needs assessment and increase access to mental health services via student health insurance plan.

- Provide mental health training for students, faculty and staff.
- Review expansion of services to non-traditional students.
- Explore embedding mental health services within colleges (OneU).
- Create a culture of health via education and incentivizing health lifestyles.

Educational Futures & Student Success Taskforce Final Report: Student Success & Engagement Working Group

Co-Chairs: *Jordan Gerton and Martha Bradley Evans*

Team Members: *Stan Inman; Scott McAward; Paul Morgan; Kim Hall; Tricia Sugiyama; Tawanda Owens; Lauren Weitzman; Rachael Sheedy; Ryan Hines; Chris Pfeiffer; Rachel Hayes-Harb; Amy Bergerson; Marla De Jong; Beth Howard; Beth Krensky*

Executive Summary:

The work of the Student Success and Services taskforce sub-committee focused on engaging, supporting, and inspiring the whole student. We measure success from an institutional point of view in retention, completion, and successful post-graduate outcomes. We measure success in the student's point of view of the individual student in terms of improved access to services and programs that are flexible and adaptable to meet each student's unique needs, including non-traditional and online learners. We have seven aspirational goals: 1) individualized attention and support; 2) a sense of belonging and engagement with an anchoring community; 3) evidence-based high-impact learning experiences; 4) on-campus jobs and internships; 5) access to a Basic Needs Center; 6) bridge/transitional programs for specific demographics and affinity groups; and 7) comprehensive and coordinated health and wellness. The ordering of these aspirational goals does not imply any priority.

Funding must accompany growth and be deployed along the strategic lines we propose. Importantly, strategic investment in student success will reflect in important ways our commitment to broadening access. Several lenses informed our work which reflects both fiscal responsibility and a consciousness of the long-term viability of the institution. First, efficiencies. When we set the goal of individualized service for all students, we focused on the potential of peer mentors, advisors, or ambassadors expanding capacity and efficiency as well as meeting the goal of more jobs on campus. Second, redundancies. We worked to identify redundancies and proposed greater collaboration and coordination in almost every goal. Third, flexibility and adaptability. Both flexibility and adaptability are necessary to give individualized service and to provide students with opportunities that will enhance their majors, help them discover new strengths, and utilize the immense resources of the university in the service of the city and the state.

To accomplish these ambitious goals, we must:

- Match desired outcomes for BOTH, the institution, and students.
- Recognize and optimize the power of first experiences—anchoring learning communities, and ultimate experiences—capstones. Establish the expectation that culminating experiences at the U should include reflective components that help situate students' knowledge and skills.

- Define institutional success more broadly to include helping individual students and responding to their unique needs – focus on becoming a student-ready university.
- Recognize that students can achieve a successful outcome from their education and experiences at the U in many ways besides completion. A successful alumnus is a positive outcome for the student and University, which implies expanded longitudinal tracking of student outcomes beginning with their application, admission, and orientation to the university, through their formative work, and into alumni status, whether via graduation or another transition experience.
- Challenge the notion that a 4-year (or 6-year) completion rate is a valid metric of STUDENT success and seek alternative ways to support and characterize THEIR success. Identify other aspects of the University that reflect a historical legacy of structural oppression designed to uplift privileged populations and limit access to others, and commit to eliminating or restructuring those aspects.
- Reconsider the common expectation on our campus that students should engage in various extracurricular activities, often as unpaid volunteers, to enrich their educational experience (e.g., shadowing in a hospital, unpaid research experiences, volunteer TA for a class, etc.) Instead, leverage on-campus jobs, internships, and work-study opportunities to help students navigate the financial burden of a college education while providing meaningful personal development and learning.
- Embed high-impact practices in everything we do to become a high-impact institution.

Problem statement:

The University of Utah has made significant progress in both retention and completion, moving from 86%-90% and 55-70%, respectively, since 2011. As a research university, the U offers a broad range of experiential, high impact programs, and services that serve as deeply engaged learning opportunities. More than 50% of our first-year students start in a learning community and the number of students involved in research, internships, and on-campus employment. Even still, students must participate in enriching their undergraduate experience, earning a meaningful wage, and helping them succeed. To push the needle on student success, and importantly to improve the quality of the academic and social experience of the institution, we must focus on new ways to increase access and inclusion and to communicate about the services and support systems that already exist. We must build on our existing strengths (learning communities, career services, undergraduate research), expand financial support and provide an increased number of high quality student jobs throughout the institution, and create better mechanisms for students to identify high impact experiences that will enhance their education, prepare them for their future careers, and help them identify and leverage their strengths.

Recommendations and Strategies:

Aspirational Goal 1:

Ensure that each student has individualized support from admissions counselors, academic advisors, student success advocates, peer mentors, and other student support resources to inspire a sense of belonging and well-being, provide academic and personal support, and to move from purpose to impact.

Brief Narrative/Rationale:

Every student should feel like a valued member of the university community, from early in the recruitment process, through enrollment, and post-graduation. A student who must plan their education around life responsibilities should be able to access the same opportunities as the student who can make their education their primary focus.

In the Exceptional Education Experience (E3) focus groups, some students reported feeling marginalized or excluded from full participation in many of the university's signature programs. Students who are not coming directly from high school, have significant work or family responsibilities outside of their academic work, are not living on campus, or perhaps are attending virtually, do not see themselves reflected in our communications or processes. Every student should know that they are supported and valued individually, and none should feel like they are just another one of 40,000 UIDs. To guide this discussion, we created three distinct personas based on composites of actual students. Any suggested strategies can be "tested" against these personas to see if they begin to address goal #1.

Scenarios:

- Terry - Terry is a veteran and will be using a Veterans Affairs educational benefit. Terry has significant transfer credits on a Joint Services Transcript and from another university and has no opportunity to do coursework that is not explicitly required for Terry's major.
- Pat - Pat works full-time for the University and will be taking a combination of online and face-to-face courses because Pat has limited availability outside of the standard 9-5, M-F work week. As a first-generation student, working for the University was the only feasible means to afford an education. Given Pat's responsibilities outside of work and school, enrolling in more than three courses per semester is unlikely.
- Chris attended the University of Utah immediately after high school but left 15 credits before degree completion. Chris has been working full-time since leaving school but, without a college degree, cannot advance further professionally. Chris is out-of-state and only able to attend online or intensive (one week) courses.

Short-term strategies:

We must be adaptable and flexible to meet the needs of a diverse student body. We are a commuter campus with many transfer and non-traditional students, in addition to our residential students who are attending college for the first time. We need to

embrace that and address the challenges that are most likely to impact part-time and non-residential students with significant time and financial concerns. Strategies addressing safety, access to coursework, affordability, and inclusion should be prioritized.

1. Safety

- Identify, develop and communicate affordable and safe off-campus housing options to students. Develop a review system that includes safety information and publicize information on known predatory landlords.
- Incorporate safety information and resources in mobile strategy and application development to bring safety awareness to students, staff, and faculty.
- Improve parking on campus with increased access to student lots after 4 pm to reduce the financial incentive for students to park off-campus. Do an analysis of the locations of the most common evening classes, consolidate evening class locations when feasible, and increase the number of shuttles to primary TRAX and UTA bus stops.

2. Access to Services and Coursework

- Survey students to assess preferred times for classes. Use the results to make recommendations on scheduling so that a particular class central to the major is offered at different times or modalities in successive terms (e.g., face-to-face mornings in the fall and online or evenings in the spring). Delivering courses when students are available can help shorten time to degree.
- Improve academic support and quality of online courses—particularly for challenging STEM courses.
- Census student support offices that provide services outside of the M-F, 8-5 timeframe, including those providing virtual services. Develop a communication plan to inform students about expanded services, including a section on the university website that prominently displays the availability of expanded services. This plan includes (but is not limited to) academic advising, financial aid, counseling, and enrollment management. Develop expanded availability for all support offices.
- Evaluate the technology needed to offer services to students regardless of time and place.

3. Affordability

- Continue to improve the SLCC-to-U transfer process so students can progress efficiently through higher education.
- Expand affordable childcare options for students with children. Explore the development of cooperatives, particularly for students living in family housing.

4. Visibility and Inclusivity

- Student communications- Review student communication data, systems and governance, and consider consolidating communication data to understand better, coordinate, and target our communications in the ways that best serve each student.
- Recruitment and Admissions- Perform a comprehensive review of university recruiting and admissions materials to make sure the needs of the non-traditional student are adequately addressed. In particular, examine whether or not the pathways for a part-time or returning student are clearly articulated.
- Orientation- Examine our current orientation practices and consider alternatives to the traditional two-day on-campus experience. Use the pilot developed for students with military experience as a model for orientations for other non-traditional students. Improve the online orientation program and broaden criteria for registration to permit more non-traditional students to utilize the program.

Mid-term strategies:

Mid-term strategies should focus on two broad areas: 1) rethinking and redesigning the problematic or exclusionary student service areas and processes identified above and 2) identifying and expanding on-campus opportunities available to all of our students.

1. Rethinking/redesigning student service areas and processes. To improve access and engagement, these guiding principles can be used in examining services and procedures:
 - Processes can be completed virtually or face-to-face, and they must meet ADA guidelines for accessibility.
 - All services are available virtually or face-to face and meet ADA guidelines for accessibility, and synchronous (real-time) services are available beyond the M-F, 8 AM-5 PM timeframe (limited evening and weekend availability).
 - Establishing processes that improve case management to create efficiencies and increase collaboration across organizations providing student support and to reduce the requirement for students to work with multiple offices simultaneously.
 - Implement conventional technology platforms that enable seamless student support, such as a central source of engagement data to enable us to offer 360 degrees of support, a central Constituent Management System to help teams coordinate activities and communication, a common case management capability to ensure concerns are addressed efficiently and effectively.
 - Organizational structure and physical location of resources should be complementary when possible and appropriate. For example, perhaps the Personal Money Management Center would be better located near Financial Aid, making it readily accessible to students concerned about their finances, or a Victim Advocate from the Center for Student Wellness might

be located in the University Counseling Center, Dean of Students Office, or Student Health Center.

2. Identifying and expanding on-campus opportunities, expanding on-campus student employment, and peer mentorship. Specifically, strategies to examine include:
 - In increasing the number of jobs available to all students, prioritize those with the highest economic need.
 - In expanding on-campus opportunities for employment, engagement, and mentorship, create an all-campus initiative with support from our senior leadership.
 - Consider incentives for opportunities for non-residential or part-time students to encourage their engagement.
 - Provide guidelines to be distributed to campus units that include:
 - o Internal examination of current employment opportunities within each unit to determine if a student could fill the position (undergraduate or graduate).
 - o Include a listing of skills and credentials the position in the role description would help the student develop.
 - o Create greater flexibility for campus units to encourage current employees to complete degrees.
 - Expand student jobs by broadening peer mentoring opportunities for individualized student support on a more comprehensive and inclusive scale. One example is the Veterans Support Center peer mentoring program implemented in collaboration with the VA Veterans Integration to Academic Leadership (VITAL) program. In this case, the VA provides funding for the positions. In addition to providing mentoring related to academic success on campus, the mentors also facilitate veterans' access to VA health services. Similar collaborative programs could be established by building other community partnerships.
 - Increase paid internship offerings by building partnerships with employers who seek to support underserved student populations and who are willing to collaborate with academic and staff departments to fund on-campus paid internships. These internships could support the employers' or campus department's needs and would be under a faculty or staff member's supervision.
 - Establish the U as a member of the GEM Fellowship. Under the program, universities and corporate partners provide full scholarships, stipends, and paid internships for STEM graduate students from underrepresented populations.
 - Utilize U Health clinics and satellite campus sites. This would provide online course support, offer continuing education or certification courses, and serve as recruiting sites, and create jobs at these sites for students to tutor disadvantaged high school students, to support other community programs, serve as student ambassadors for admissions, or provide generalized peer support.

- Increase the amount of scholarship funds available to student populations facing challenges to degree completion (e.g., underrepresented populations, first generation students, nontraditional students, students with disabilities, etc.) by developing strategic partnerships with community stakeholders. Examples of stakeholders could include donors with interest in DACA students, campus entities with work-study programs available outside of traditional business hours, and employers wishing to increase diversity in hiring through paid internships or sponsorships.

Long-term strategies:

The long-term strategy should focus on enabling every student to build a personalized support network, starting with their first interaction with the university, and on restructuring the U's tuition model to incorporate the needs of part-time students.

Every student should feel valued and supported, and every student should feel that an education at the U is achievable, academically, and financially.

1. Individualized support, connection, and care should begin with everyone's first interaction with the U. This can build student attachment to the U. That is, each applicant and student should know that there is someone with a name that is supporting them, whether they are applying for admission, seeking career advice, or trying to figure out how to take an exam when their child is home with the flu.
 - The U should examine developing a way for students to know the names of advisors and staff members who support them. Rather than answering individual requests with anonymous departmental emails or making students work with a different staff member each time they need assistance, they should have an advisor assigned to them.
 - Create a personalized student dashboard similar to U Health's My Chart, but for advising, counseling, financial aid, and such. The dashboard would be tailored to the student's needs and would represent their full experience. The student could be able to build a personalized support team in the same manner that a medical patient can, and each team member could review student information provided by each other to maximize collaboration.

2. The cost of an undergraduate degree for a full-time student is significantly less than that of a student who can only attend part-time. For instance, at the current tuition rates, a full-time student who takes 14 credits for eight semesters and ten credits for one semester will pay \$39,593 for 122 credits. A part-time student who takes six credits for twenty semesters and two credits for one semester will pay \$52,871 for 122 credits or 34% more than the full-time student. The institution could improve four-six-year graduation rates for full-time students by restructuring the university's tuition model so that there is a plateau at twelve credits, which would encourage full-time students to take more than twelve credits and graduate sooner. There should be a fixed per credit cost for students enrolled in one-eleven credits, which reduce in part the cost for part-time students.

Other comments:

As the institution grows to 40,000 students, this recommendation asks that we continue to address students as individuals solving the genuine and particular problems and successes they experience with support, with inspiration, and to graduate students who plan on having an impact.

Aspirational Goal 2:

Every student will engage with an anchoring community through first-year learning communities, living and learning experiences, co-curricular clubs, and/or other activities to make this R1 university “smaller,” more knowable, and more supportive.

Brief Narrative/Rationale:

Scenario:

After her sister had a great experience at the U's Asia Campus, Jia applied to the U with the intent to major in Environmental & Sustainability Studies (E&SS). She was accepted and approved for a student visa. During the admissions process, her Admissions Counselor gathered some information about Jia, who wondered how easy it would be for her to make connections outside of the international student community. The Counselor told her that it was essential for her to work with the International Student Office but arranged for her Coach to be a staff member in E&SS. He also encouraged Jia to apply for campus housing on the Sustainability & Global Impact floor in the Lassonde Studios. The E&SS Coach connected with Jia and arranged for a student in their EnviroClub to also reach out to her. Before she even arrived on campus, Jia had an anchoring community waiting for her.

Brief Narrative:

The E3 research suggests that one of the most profoundly impactful experiences a student can have is a connection to an anchoring community. Starting students in a first-year learning community connects them to the community early in their career

and can make a significant difference in their ability to succeed in the following years. Anchoring communities form in associations with an identity club or center, with a fraternity or sorority, or with a living and learning situation in a residence hall. Regardless, students define their lives before they made this connection, and after, they speak to how meaningful this was in their lives as undergraduates.

There are foundations for this in many places on campus (e.g., CESA, TRIO, WRC, UCC, CDA, LGBT Resource Center, SSAs, and Honors). The U must continue to share information about these services and programs in a way that engages students effectively and cohesively across programs and divisions (Academic Affairs, UGS, and Student Affairs). Faculty/staff need to continue to collaborate in terms of how to best serve these students and need to involve students in reaching out to peer-to-peer.

To encourage all students to engage in an anchoring community, the University must continue to provide training and resources to create inclusive spaces. Also important, the U must maintain a focus on diversity hiring so that students see themselves represented in the faces of their professors and the staff with whom they interact.

To support this goal, the university must:

- Enable us to help students identify their anchoring connections/communities earlier
- Ensure that students can't just disappear and that they know that they have a community of people watching out for them
- Support establishment and maintenance of anchoring communities that are attractive to a diverse population of traditional, non-traditional, and online students
- Leverage orientation as a mechanism to help students find and join their communities
- Send effective communications about learning communities and other anchoring community opportunities
- Cultural change—make connections impossible or too irresistible to avoid
- Establish a universal and uniting identity that students assume upon admission and carry with them as alumni. Only someone born a Ute can be one.

Short-term strategies:

Short-term strategies for this goal comprise efforts to increase marketing and outreach to students.

A campus-wide coordinated marketing and outreach initiative can make a difference quickly. Increased marketing by individual communities conducted in a piecemeal manner sells unique opportunities but doesn't support the overall need for students to find a community. Metaphorically, it is like individual car dealerships selling their

brand, instead of collaborating to convince the public that everyone needs a vehicle of some kind. The U must market the value of students' finding their unique community *somewhere* first, and then offering a “menu” of communities. To start:

- Establish deliberate collaboration between Admissions, Orientation, ASUU, University Marketing and Communications, and other relevant organizations to align messaging
- Launch a conventional technology solution to track relationships and engagement in communities to identify an individual student's team of support and enable their collaboration.
- Revisit student portfolios so students can self-reflect and articulate the impact of anchoring experiences for marketing
- Provide opportunities to inform other units about current programs, such as inviting Orientation Leaders to Block U and LEAP events

Mid-term strategies:

Mid-term strategies involve two efforts: 1) examining and implementing additional and innovative ways to increase the breadth and accessibility of anchoring communities to include more online and non-traditional students and 2) providing more opportunities for life-long learning to engage non-degree-seeking community members.

1. New and Innovative Approaches. Online students and many nontraditional students do not or cannot come to campus to be part of a face-to-face anchoring community. The U must research ways to connect with these students and make them feel part of a community. Possible approaches include:
 - Establishing U online student groups similar to local chapters of the alumni association.
 - Permitting online students to be ex officio members of local alumni chapters
 - As mentioned in the first goal, using U clinics and satellite centers as gathering and studying places for non-traditional and online students.
 - Make some anchoring communities’ family-friendly or available outside of regular office hours.
 - A regular newsletter focused on online students.
2. More Non-Degree Programs. Engaging our off-campus community provides support and connections for both the community, our students, and the U. To increase these connections, the U should:
 - Actively work to increase the number of credentialed academic opportunities that link interest areas (e.g., Veterans certificate, Disability certificate).
 - Provide non-degree versions of current certificate programs to facilitate life-long learning and attachment to the university community.

Long-term strategies:

In the long-term, the U must enhance its current bridge programs and expand the number and type of such programs to increase opportunities to populations that are underrepresented and/or disadvantaged.

Summer bridge programs support the success of students who need a little boost before they enter an institution as a freshman in the fall. Typically, they enroll first-year students who otherwise might not be admitted or who might need additional academic preparedness. In addition to the TRIO program, the U should:

1. Build on the pilot cohorts of 25 students anticipated for the Fall of 2020. The program will require high-level coordination between enrollment management and undergraduate studies, and Student Success Advocate will manage it during the summer months. In the program:
 - Students will enter a three-semester learning community taught through LEAP
 - Students will be surrounded by support that will include academic advisors, student success advocates, librarians, and peer advisors.
 - Students will enroll in a second class—either Math or Writing
 - Students will have access to tutors
 - Students will live on campus for five weeks.
2. Become a host institution for the Warrior-Scholar Program (WSP, <https://www.warrior-scholar.org/>). The WSP is a transition program consisting of a series of highly intensive, totally immersive, one- and two-week college-preparatory academic boot camps hosted at America's top colleges and universities for veterans who are intent upon pursuing higher education.

Other comments: First-year learning communities are a particular strength of the University of Utah and even though more than half of our students start in this cohort-based way, our recommendation is that every student have a first-year learning community that as they begin at the institution helps them develop critical reading, writing and oral communication skills, make a community of friends and supporters and gives them a sound foundation for that which comes next.

Aspirational Goal 3:

All students will participate in evidence-based deeply-engaged learning experiences as a manifestation of our commitment to leveraging high-impact practices in support of the Exceptional Educational Experience (E3). These experiences will be integrated into the curriculum or major requirements and/or include financial support to ensure more broad and equitable participation.

Research has shown the power of engagement in high-impact practices on both retention and completion. High-impact practices (HIPs) help situate a student's education in a meaningful career path, inspire personal and intellectual growth beyond the classroom, and engage students in real-world situations.

At the University of Utah, HIPs comprise three main categories (1) learning communities, (2) bachelor's degree requirements, including the International Requirement, the Diversity Requirement, and the Upper Division Writing Requirement, and (3) Deeply Engaged Learning Experiences (DELEs).

1. We address learning communities in Aspirational Goal 2.
2. Currently, 100% of students who graduate have completed curricular high-impact experiences through the Diversity, International, and upper-division Writing requirements.
3. Here we focus on providing all students with the opportunity to participate in deeply-engaged learning experiences.
4. The University of Utah is uniquely positioned to engage students in DELEs through undergraduate research, internships with critical partners in the community, academic learning abroad, and community-based learning. Engagement in DELEs should be a core characteristic of a University of Utah education.

Students practice deeply engaged learning when they devote themselves to a purposeful educational experience that enables them to develop their capacities for analysis, creativity, and constructive action. The University of Utah makes these experiences available to every student through programs that offer sustained interaction with faculty or staff, in-depth inquiry into a specific discipline, and engagement with multiple modes of learning. The following are examples of units and programs providing opportunities for DELEs at the University of Utah:

- Bennion Center (Community-based research, community-engaged learning)
- Capstone Programs
- Office of Undergraduate Research
- Internships – e.g., Hinckley Institute, Eccles School of Business
- Learning Abroad
- My “U” Signature Experiences (MUSE)
- Honors Praxis Labs
- Honors Theses, Senior Theses

The DELEs offered by these, and other units on our campus have real value in advancing the fundamental goals of the Exceptional Educational Experience—especially in providing a concentration of educational modes that can produce significant learning outcomes for each student.

What does success look like?

We will leverage deeply-engaged learning experiences to support the Exceptional Educational Experience of all students. It is well-documented that high-impact practices provide disproportionately positive benefits to traditionally underserved

students; for this reason, increasing access and participation to 100% of students should be our highest priority. Students who are not yet empowered, inspired, and successful academically need individualized attention in the form of campus professionals who personally invest in them. In the context of undergraduate research and capstones, this might involve an increase in the number of advisors to orient students to the possibilities available to them as they reach out to make connections with faculty. This will help them solve problems that arise in the research process (including interpersonal challenges), and to help them turn the research experience into the successful job and graduate school applications. To provide these services to underserved students, we need to go to them—the model for outreach needs to be adjusted so that we go "out" and meet students where they are. This kind of support and awareness requires an increase in human resources. We must also develop models for engaging online students in deeply-engaged learning experiences, and for streamlining participation by students who transfer to the University of Utah.

- Success is 100% involvement in at least one deeply-engaged learning experience—accomplished by embedding DELEs in curricula, major requirements, and/or providing financial support.
- Success involves accountability for the quality of our deeply-engaged learning experience programming. This requires a campus-wide understanding of the essential outcomes associated with deeply-engaged learning (see below).
- Units offering deeply-engaged learning will be responsible for high-quality assessment of program-specific learning outcomes and for the impact of their programming on retention and graduation rates.
- Important to catalogue what DELEs exist on campus and where.

DELE learning outcomes:

It is essential to improve outcomes and quality, to connect high-impact programs or deeply engaged learning experiences to strategic goals and initiative to embed learning outcomes assessment in the design and implementation of DELEs. Success would mean that ALL DELEs, regardless of where they occur—either centrally or in the colleges—engage in meaningful learning outcomes assessment. The DELE Portfolio Team developed the following learning outcomes through a collaboration of key program leaders from across campus.

1. Inquiry

- *Use of appropriate methods to answer questions*
- *Examining the parts of a whole to understand them separately*

2. Creativity

- *Problem-solving*
- *Navigating complexities*
- *Flexibility*

- *Comfortable with uncertainty*
- *Managing change effectively*

3. **Constructive action**

- *Projects, products*
- *Taking what you have learned and effecting change*
- *Reflection*
- *Collaboration*

These learning outcomes are assessed in a variety of different ways—through surveys, through the qualitative and quantitative assessment of artifacts, through reflection and other tools appropriate to the various disciplines or the nature of the programs themselves.

Short-term strategies (1-2 years):

Optimize resources and collaboration among programs offering DELEs:

1. Establish greater community and collaboration among major providers of DELE opportunities on our campus.
 - The DELE Portfolio team has expanded to include several campus partners, including the Hinckley Institute, Learning Abroad, and Career Services.
 - Establishment of a standing committee of representatives from units offering DELEs
2. Establish an exhaustive inventory of DELEs
 - The DELE Portfolio team is developing an inventory that will allow us to track DELEs and participation in DELEs across campus
 - A comprehensive inventory of DELEs, publicly available via the internet
 - Crucially, qualifying programs will meet the definition and learning outcomes described above
3. Track student involvement in DELEs
 - Participation data collection project currently underway
 - Partner with OBIA to employ Civitas to assess the impact of these programs
 - Accurate data that captures student participation in DELEs
 - Use Civitas to track the impact of experiences

Mid-term strategies (3-5 years):

Develop a systematic approach to assessing the student learning that occurs in the context of deeply engaged learning experiences

1. Promote the alignment of DELE providers' learning outcomes with the DELE learning outcomes listed above
 - Collect learning outcomes of units represented on the DELE Portfolio team

- Ask: What are your learning outcomes, and how are they aligned with the categories of analysis, creativity, and constructive action? What are your procedures for data collection, analysis, and reporting?
2. Assess student participants' achievement of learning outcomes
 - Combine qualitative and quantitative measures to assess the numbers of students participating, what we hope they will learn, what they think they are learning, and how this represents an undergraduate education at the U
 - Provide a template for learning outcomes assessment reports; invite DELE providers to submit reports.
 3. Plan for how data will be used to inform change
 - Collect learning outcomes of units represented on the DELE Portfolio team
 - Ask: How does the data inform change?

Long-term strategies:

Increase participation in DELEs, in particular by students from underrepresented communities

1. Increase the number and variety of DELE opportunities and increase student participation in DELEs
 - Embed DELEs in curricula and programs of study campus-wide.
 - Increase the financial support available to support student involvement in extracurricular DELEs.
 - Engage faculty more effectively to build these opportunities and to help get more students involved
 - Develop formal institutional acknowledgment of faculty contributions to DELEs (e.g., RPT, FTE distributions)
 - Find ways to fill the “unused capacity” of existing DELE programs—recruiting students into available places not currently being filled
 - Develop more extensive reporting by students of their positive experiences in these programs—more peer-to-peer communication and marketing
 - Observed increases in the number of DELEs as captured by the exhaustive list mentioned above

Other comments: Deeply engaged learning experiences are a hallmark of a great research university. As the University aspires to both grow, increase its research prestige, and to graduate students who plan on having an impact, high impact programs and more specifically deeply engaged learning experiences—undergraduate research, community-based learning, learning abroad, internships and other engagement in the community are essential elements in both an undergraduate and graduate education. The unique combination of DELE's is like a signature that distinguishes the unique set of opportunities the U of U provides students, reflects the U's impact on the state and the world, and reveals the distinct advantages of an education at a complex institution that includes a health sciences complex—OneU—is

a place that challenges, grows, inspires, and supports the next generation, our promise of a great future. We believe DELEs are critical to this ambitious vision of growth, expansion and importance.

Aspirational Goal 4:

Maximize the opportunity for every student to engage in on-campus jobs, internships, and work-study to help navigate the financial burden of a college education while providing meaningful personal development and learning.

Brief Narrative/Rationale:

Research on the impact of on-campus jobs indicates that on-campus student employment is a positive factor in retention and degree completion. Jobs on campus make it more likely for students to take a full credit load. The two most important indicators of the impact of this are that students who are employed on-campus enrolled in a full-time credit load (at least 24 credit hours per year) over the 2018-19 year, and University of Utah data indicate a 16% rise in retention and completion for these students. Yet, the institution takes jobs on campus for granted and are rarely deployed strategically to move retention and graduation rates. Introducing students early in their undergraduate experience to on-campus student employment yields a broad range of benefits to both the institution and the student. In addition to the larger goals of strengthening a student's connection with campus and fostering increased retention and graduation rates, a student employment experience is often the beginning point of a career readiness process. A job on campus introduces students (many for the first time) to a professional work setting with supervised project-based learning.

Our UU students are highly sought-after by employers because of their inherent ability and motivation to learn, problem solve, think critically, apply technological savvy, intercultural fluency, and ability to collaborate as part of a team crosses many settings such as customer service centers, hospitality fields, retail, non-profit, technical support, social media, sales, etc. Ironically, the same value that is recognized by off-campus hiring managers in our students has not been maximized by our institution. The University of Utah should benefit from this same talent pool. The University of Utah is the second-highest traffic generator in the Salt Lake Valley and is the equivalent of a small town. Opportunities for student employment are vast, from labs to libraries, to design studios to student services offices, students can be embedded in the core functions of the institution, develop deep interests in scholarship or the production of new knowledge and understand the ways human systems work in the context of a university. Jobs on campus have the potential to be deeply-engaged learning experiences. There has been no substantial increase in the percentage of students employed on campus over the last ten academic terms, which has remained consistent at an average of 23% from fall 2015 through spring 2019. (see appendix – “Student Employee Summary”). Three percent (14% of the 23%) of our undergraduates are full-time employees on campus.

It is important to note that financial resources often dictate student success. We can do much to help students persist in completing their educational goals by developing additional institutional and donor funding strategies that help support student employment wages. Additionally, a robust and proactive policy to drive a student employment hiring initiative can be developed and led by campus stakeholders in HR, Financial Aid and Scholarships, Development, and the Career & Professional Development Center. For example, federal work-study opportunities could be expanded and supplemented by both the institution and donor funds. Institutional resources should be matched by campus hiring departments in the same way that federal work-study provides supplemental wage support for departments who hire students.

Finally, as we examine the ROI on the wide variety of student success measures that we invest in as University, there may be none that equal the direct impact on the student as the investment we make to assist students in facilitating a campus job or internship experience!

Aspirational note:

- Seize the opportunity presented by peer mentoring, undergraduate research, and on-campus internships to expand jobs on campus. i.e., Hinckley Institute internships, Lassonde Entrepreneurial Institute, Student Life Center, Library
- Match students' interests with jobs and use jobs on campus to enhance portfolio and skills for future employment. Jobs on campus help create a sense of belonging and identification with the institution.
- Broadens the institution's perspective of the students
- , creating a knowledgeable workforce for the U to the source.
- Make jobs on campus is part of the on-going conversations and coordination around high impact practices.
- Measurable outcomes of tasks represent job successes.
- Accommodate the unique issues experienced by international students, non-traditional students, first-generation students
- Time commitments are reasonable
- Supporting students to be successful
- Being meta-cognitive—policy and procedure
- Allow students to progress and grow in jobs
- The social component of job matching—a sense of kinship
- Work-study opportunities are inclusive. Track equity and access to data
- Students meet with career coaches early
- Establish central clearinghouse information about jobs on campus

Short-term strategies:

1. In conjunction with the anticipated launching of a new consolidated mobile app for students, we have the opportunity to include on-campus job opportunities

and other career information. The app development has begun, and the first students will begin using it for Orientation in Spring 2020.

2. Cross-list all student employment job postings in both HR sites and Handshake (utilized by students via the CIS portal through the Career & Professional Development Center).
3. Measure, track, analyze the number, and type student applicants in both the HR site and Handshake to create an overall pattern of student interest and hiring for campus jobs.
4. Offer HR developed supervisor training for both supervisors/hiring managers that encourages and highlights the University benefits to both the campus hiring department and the institution when hiring a student employee.
5. Utilize peer educator job search coaching and early-stage career guidance for all students through the current offerings of the Career & Professional Development Center.
6. Develop programs to support the integration of on-campus professional experiences with students' pursuit of academic and career goals — coordinate such programming campus-wide.
7. Support Career & Professional Development Center and Hinckley Institute in a continuation of a pilot study to measure the impact of the student internships.
8. Use the new University Merit Pages Program to recognize students that are newly employed on-campus. Solicit recognitions/accomplishments from supervisors of student employees for use in the Merit Pages Program.
9. Benchmark other college and universities best practices to learn how they have fostered more student employment participation and funding sources. (e.g., Weber State's 50-50 program that offers funding support for campus departments to hire students who are not eligible for federal work-study).

Mid-term strategies:

1. Consider the implementation of a new HR policy that incentivizes or requires a campus department to interview a student as the first option for any position that is part-time, temporary, non-benefited, twenty hrs./week, or less.
2. Formation of a Campus Committee on Student Employment – jointly chaired by HR and Career and Professional Development Center to continue to find ways to match students with campus employment opportunities.
3. Use the “embedded” HR representatives in Colleges (approximately 20) to facilitate trainings for departments on how to utilize the full range of job posting options (student employment) and campus recruitment events. (e.g. joint trainings on how to use the Handshake and HR site to interest and visibility for student jobs for departments.
4. Create/offer job description templates that help guide hiring departments to articulate and include more meaningful projects, learning outcomes, and skill development into job descriptions to stimulate more student interest.
5. Set out criteria for an “on-campus internship” for campus employers. There are many student jobs posted that could be quickly strengthened and would qualify for a student internship opportunity (credit or non-credit).

6. Continue funding assistance (currently 3 Colleges have received) to hire full-time dedicated internship professionals to encourage more student participation in internships. Dedicated internship professionals (see appendix - "Proposed College Internship Center).

Long-term strategies:

1. License and provide additional resources and tools for all departments (but particularly departments that heavily rely on student employees to meet their operational needs) that can make the candidate review process more efficient (e.g. on-line video interview platforms that allow a student to complete a short interview that is archived and accessible for any campus department, streamlined application process).
2. Streamline the student application process with pre-hire candidate pools, which any student may indicate an interest in student employment and upload resume or job applications to a central site.
3. Engage donors with the University Development Office in conjunction with the new "Learn + Earn Student Work Program" that provides matching donor funding with institutional funding support currently being developed.
4. Develop a co-curricular option to recognize students for participation in both on-campus and off-campus internships. Such options as a transcript notation, zero-credit course (for students in engaging in internships – but don't need/want credit option), and a social media badging strategy for students on social media, and University Merit Pages Program.
5. Support the ongoing assessment/research to understand the impact of the student internship experience that was initiated by CPDC and Hinckley Institute. With the goals of measuring the following:
 - Level of career clarity & identified career path
 - Self-reported rating of career readiness measures (essential employer competencies)
 - Independent/objective measures of career readiness
 - Anticipated areas of learning (from established learning goals of the internship)
 - Understanding/familiarity with the professional work setting

Other comments:

Aspirational Goal 5:

To support student wellbeing, we will create a Basic Needs Center (BNC) to centralize resources that currently exist on campus and in the community. The BNC will provide initial support to stabilize the student's situation so they can continue with their educational plans as they negotiate their unplanned life, academic, medical, or financial emergencies.

Brief Narrative/Rationale:

More students than ever struggle to pay their bills. Rent, food, and transportation make it difficult for many to focus on school and be successful. The U of U has a large percentage of parenting students and limited childcare resources on campus. Some students provide financial support for their family of origin, and others encounter unexpected medical bills and mental health concerns. Many students live below the poverty line, and far too many experience food insecurities. In the most recent Food Security Report, 48% of male students, 54% of female students, and 58% of Genderqueer/Gender Non-Conforming students reported marginal to very low food security. 50% of white students and 55% of Students of Color reported minimal to very low food security. A lack of adequate food consumption is a very high marker for not only wellness but academic success.

The University of Utah currently meets the needs of students facing housing and food insecurities in a piecemeal way. For three years, the Homeless Student Taskforce (HSTF) has coordinated across campus to support these students. The HSTF includes members from the following areas: Student Success Advocates, Women's Resource Center, LGBT Resource Center, Housing and Residential Education, Dean of Students Office, Personal Money Management Center, International Student Services, Financial Aid, Center for Student Wellness, College of Health, and the Union. Emergency funding distributed through the Student Success Advocates has provided students with the resources necessary to stabilize their living situations and stay in college. Over the last three years, the growth in the number of students accessing assistance related to homelessness or displacement through the SSAs is alarming. In the first year, 14 students requested help, and in 2018-19 this number was over 70. The time and effort required to support these students is significant; their needs are complex, and they often require community resources as well as campus support.

Additionally, the Women's Resource Center (WRC) has developed and sustained an emergency fund for students requiring immediate basic needs support. Depending on the fundraising year, the WRC awards approximately \$25,000 to \$40,000 in emergency funds 30-60 students each academic year. They also provide additional services as needed with each circumstance. In 2017-18, the WRC awarded \$46,428 to 48 students to assist with educational needs, books, childcare, health care, housing, transportation, and tutoring. Nineteen of these students graduated, 11 stopped attending for various reasons, and 36 are still enrolled. A 10-year report from The Women's Resource Center shows that 332 of 443 students who were supported with Emergency Funding graduated from the University. This average investment of \$450 per student and an 84% retention rate demonstrates the impact of small emergency fund investments and wrap-around support on student completion at the University of Utah.

We need to stop meeting these needs on a piecemeal basis and begin offering comprehensive, systematic support for students facing housing and food insecurities. Trekking across campus numerous times to access campus support is time-consuming and exhausting for students with complex needs. The Basic Needs

Center will centralize resources in one place -- next to the Food Pantry in the basement of the Union Building and will offer direct services and resources both across campus and in the community.

Short-term strategies: Space, Funding, Staffing, and Input from Campus

- **Space** has been identified in the basement of the Union next to the Feed U Food Pantry. The area is currently (fall 2019) being built out for a spring 2020 opening utilizing materials available in the Union.
- The Development Office is a core member of the BNC working group and will work to **locate potential donors** to support the BNC.
- **Staffing** will include a Director with a Licensed Clinical Social Worker who would supervise Masters of Social Work students doing their practicum in the BNC, oversee crises walk in appointments, and triage mental health and safety concerns. Undergraduate students will staff the center and research resources to support the work of the Director and MSW case managers.
- **A survey** is in process collecting feedback about the name for the center, the resources needed in the BNC, staffing the center, and other vital areas of input.
- BNC will be included in the development of the **U mobile app** currently in the process.

Mid-term strategies: A steady and reliable rotation of critical resources

- **Establish a website and social media presence**
- **Incorporate students** into the BNC via internships, practicums, work-study
- **Create a schedule of offices and resources** to rotate through the BNC weekly. Post to the website so students can make appointments and access resources including Feed U Pantry, Mental and Wellness Center, United Way's 211 Program, Health Care Resources (Connect2Health, Student Health Center, Red Med), Pro Bono legal resources, Child Care resources, Personal Money Management Center, Financial Aid, and Student Success Advocates.

Long-term strategies: Partnerships, Collaborations, Financial Support

- Create a **collaborative culture** on campus that recognizes that students lead complicated lives that exist outside of the classroom and work to not just *refer* students to appropriate resources but to *track* students' involvement, success, or lack of success to resolve their issues that threaten their retention and graduation.
- Establish an **Emergency Fund Scholarship** with the Financial Aid/Scholarship Office to provide one-time financial assistance to solve financial shortfalls such as book costs, childcare, car repair, utility bills, or whatever threatens students' well-being.
- Implement and adopt a **standard case management system** to support seamless coordination among offices involved in supporting students through the BNC.

Establish a **central repository for student engagement and success data** to assist with measuring long-term BNC impact on student success and engagement

Other comments: Note that the plan for the Basic Needs Center involves the creation of student jobs for undergraduates, which supports Aspirational Goal #4.

Aspirational Goal 6:

To support the unique needs of an increasingly diverse student population, we will create a coordinated set of summer bridge programs associated with various identity and affinity groups. Each bridge program will provide academic and social support in a culturally sensitive manner to accelerate students into their degree programs during the summer before their first year. The programs will be coordinated centrally but will maintain some autonomy to address issues related to specific student groups.

Brief Narrative/Rationale:

The State Auditors Report on Education² states that only 25% of recent high school graduates were ready to succeed in entry-level college courses. Of the 84% who expressed an interest in a college degree, only 40% enrolled in college within a year of graduation. Most of Utah's high school graduates who are interested in earning college degrees are not adequately prepared for the rigors of earning a college degree. Perhaps just as importantly, navigating the University of Utah campus and understanding its cultural norms and unwritten rules/expectations are extremely difficult for any new student, and this issue is even more acute for first-generation college students and others who lack the cultural capital to navigate their college journey smoothly. Thus, to increase the accessibility of the U to a broader range of students from a variety of backgrounds, it is essential to implement intentional programs that will ease students' transition to the University of Utah and promote academic success and social wellbeing.

We propose two different types of summer bridge experiences: 1) cohorts of incoming first-year students who show some potential but would otherwise be denied admission – the summer bridge experience would be required for students in this type of program (i.e., students would be admitted to the U on condition they participate in the bridge); 2) identity-based cohorts of diverse groups of students that have been admitted to the U but whose life circumstances present unique obstacles to their success – the summer bridge experience would be optional for these students (i.e., they would apply to the program and be selected based on various criteria). Both types of bridge program will include six hours of courses during the summer (a LEAP class and a math class or a writing class) and will continue with two additional semesters of the LEAP sequence in the Fall and Spring of the first year. The required

courses will be offered at no cost, and students will also receive free housing and a stipend during the summer to offset lost wages. This structure will address some of the most common weaknesses for incoming students (math and writing) and will also provide wrap-around support during the summer and first year via LEAP courses that satisfy General Education requirements. Research suggests that students who would qualify for these two types of bridge programs benefit from support to develop strategies for successfully navigating higher education – LEAP courses are designed explicitly for this purpose. These bridge programs will honor and celebrate cultural diversity and recognize it as an asset and an important contribution to the strength of the University of Utah and its student body.

Scenario 1 – required transition program for students denied admission:

Louisa barreled her way through junior high, excelling in the sciences as well as the humanities. By ninth grade, it was clear she was headed to college and most likely with a hefty scholarship that would help this first-generation student complete a degree debt-free. But then somewhere along the way, life got real. When Louisa was in 10th grade, enrolled in a few Honors classes and Advanced Placement Math and Language Arts, her mother was diagnosed with breast cancer. Understandably, Louisa was devastated, and her sense of equilibrium was thrown off, because her mother was raising her children as a single mother and because she loved her. Louisa picked up two part-time jobs—working after school and on Saturdays to help pay her family's bills as well as caring for her siblings when her mother was sick from the chemotherapy. Understandably her grades slipped, and it seemed her future was slipping away from her as well. Despite the fact that she persisted, plugging away at her required courses, not having time for co-curricular activities, but when she applied for the University of Utah, her grades just weren't where they should be and she received a denial of her application for admission. The Summer Bridge program is designed to help students like Louisa, who have enormous potential but not the grades to prove it. For a student like her, the SBP will give a break and more important, a boost.

Scenario 2 – Identity-based transition program

Jenna, a student with official refugee status, received notification from the U of U that she needed to take the TOEFL and prove her citizenship before they could process her application. Jenna already took the ACT (with a competitive score) and had attended high school for more than three years in Utah. Jenna received help from the staff of a U of U based afterschool program she attended during high school, who attempted to communicate on her behalf with the admissions office, but were informed they did not have a record of her application. When Jenna's records were finally located several weeks later, Jenna was still unable to have her questions clarified and finally decided to attend Utah State University with a full scholarship and stipend (The Presidential Leadership Scholarship). Due to cultural norms, her entire family moved with her up to Logan for one year, after which she transferred back to the U and has now completed a degree in Chemistry and is heading to medical school. Jenna clearly had the potential to succeed at the U, but some institutional barriers and cultural factors prevented her from enrolling immediately after high

school. An identity-based bridge program would help her transition to the U in an intentional and culturally sensitive manner.

Short-term strategies:

- Conduct a needs assessment of the communities in our service area to understand their concerns about having their students attend the U and the reasons why some potential students from these communities do NOT enroll at the U. This assessment should include town hall meetings (with appropriate translators) where whole families are invited to share their perspectives.
- Students who have applied for Fall entry but deemed not admissible will be further reviewed for consideration in the first type of summer bridge program. Students may be admitted to the summer bridge with a mix of credentials e.g. high-test score/lower grades; low test score/higher grades; school grades; and evidence of potential and persistence to achieve in a rigorous University setting if a head start and appropriate support is provided. As will all holistic review, characteristics e.g. socio-economic status, underrepresentation at the University or in certain programs, and other personal characteristics also will be taken into consideration. In some cases, additional information may be requested, e.g. a student interview or counselor recommendation.
- The second type of summer bridge program will reach out to and recruit from American Indian, African American, Pacific Islander, and Refugee communities from all school districts in Utah to create identity-based bridge cohorts. The recruitment, selection, structure, activities, and curriculum of the type-two bridge will be based on some existing identity- and affinity-based programs at the U, e.g., REFUGES Summer Bridge for refugees and new Americans, Eccles Beginnings, ACCESS program for women in science, etc., all of which serve different populations and different purposes.
- Students in both types of summer bridge cohorts will become familiar with the U of U campus and resources; learn/improve transferrable skills that are key essential to their success as students, including accessing library databases, study skills, time management, higher-order thinking skills, and stress management; engage in meaningful major and career exploration; establish strong relationships and a support network with University faculty, staff and students; complete one basic writing course, one foundational math course, and a two-course LEAP sequence during the Fall and Spring; understand academic expectation and university culture; and develop a sense of belonging and self-efficacy.
- The success of both of these approaches to summer bridge programs will be measured by retention rates, completion rates, increases in graduation rates of underrepresented students, and post-graduation outcomes.
- The first type of bridge program is being piloted in Summer 2020 with seed funding from the SVPAA. Several examples of the second type of program already exist on campus, which are funded by various mechanisms. A competitive grant program should be established through the SVPAA office for new or existing programs to seek institutional and or unrestricted donor funds.

Mid-term strategies:

- Paths/CESA/REFUGES Bridge Outcomes
- Take ownership of their academic journey
- Overcome “summer melt”
- Prepare for the rigors of college
- Leverage existing University’s resources
- Build a community of peers and mentors
- Engage their family or guardians in higher education
- Access existing University of Utah learning communities
- Establish a meaningful connection to campus
- Develop an academic mindset

Long-term strategies:

- All students who are underprepared academically or who identify with an underrepresented group will have the opportunity to attend and participate in a summer bridge program during the summer before their first semester as a first-year student.
- Summer Identity Bridge and Summer Bridge programs will include two-week, daytime programs; or, five weeks of residential programs alternatives.

Other comments: Rather than limiting Summer Bridge Programs to only students who have been denied upon application, we recommend summer bridge programs to help underprepared students get a step up, get situated at the institution, and establish a support network before their first semester as a full-time student. Also, identity group summer bridge programs can help students with the particular issues they confront as first-generation students or students who will be part of minority populations at the institution.

Aspirational Goal 7:

Provide students with comprehensive, holistic, coordinated, and accessible services focused on supporting and sustaining their health and wellness, with a particular emphasis on mental and physical health.

Brief Narrative/Rationale:

Wellness has traditionally been defined across eight dimensions: Financial, Occupational, Intellectual, Spiritual, Environmental, Physical, Emotional, and Social. Successful students are able to balance their wellness across these eight areas. However, when one or more areas of wellness are out of balance, students may begin to experience significant challenges that threaten their ability to achieve their academic and personal goals. To address this, the University of Utah needs to provide comprehensive, holistic, coordinated, and accessible health and wellness support services.

One area of wellness that can place students at an elevated risk is the area of emotional or mental health. College students today are reporting a higher level of emotional distress and are seeking out support services in record numbers. The 2016 annual report of the Center for Collegiate Mental Health (CCMH) reported that the number of students that visited counseling centers increased by an average of 30-40% in 2015 as compared to 2009. Comparing this to institutional enrollment trends suggest that visits to counseling centers *are growing at a rate five times greater than enrollment growth*. Similar patterns can be seen in other areas of campuses.

The University of Utah is experiencing a similar rise in demand for mental health and wellness support services. The University Counseling Center (UCC) has seen a 52% increase in students served as compared to 5 years ago (2,167 students in 2018-19 compared to 1,421 in 2014-15). The Center for Disability & Access (CDA) has also seen significant increases in students impacted by mental health. CDA has seen an over two-fold jump in students with psychological disabilities over the past five years, from 299 students in 2014-15 to 676 in 2018-19, a 126% increase.

The emphasis on student mental health and wellness on our campus has increased over the past several years, and several areas of campus have been attempting to address this through expanded programming, new initiatives, and increased capacity. However, to effectively support student health and wellness, a holistic, coordinated, collaborative approach is necessary that focuses on prevention, intervention, and treatment. To be most effective, this should be a shared goal and focus across all areas of the University.

Short-term strategies:

Some strategies are currently underway on campus that can contribute to this goal:

- USHE has issued a requirement for all USHE campuses to develop a Mental Health Implementation Plan as part of a statewide coordinated effort to respond to the mental health needs of students. The development of the U's plan is being led by Student Affairs Vice President, Interim AVP for Health and Wellness, and the Counseling Center Director. A subcommittee is currently drafting the plan to submit to the Board of Regents in November 2019.
- Student Affairs has been restructured to include a new Health and Wellness portfolio consisting of the offices of Center for Student Wellness, University Counseling Center, Student Health Services, and the Center for Disability & Access. A search for a permanent AVP to lead this area is underway.

Additional strategies may include:

- Analyze existing utilization data, demand, and current staffing levels to assist in determining what other resources may be necessary to expand access to health and wellness services. Offices such as University Counseling Center and Center for Disability & Access experience lengthy wait times for services during peak periods that have a detrimental impact on student success.

Prioritize funding during the budget cycle to address identified capacity constraints.

- Leverage and expand existing assessment and instruments that can provide insight into the health and wellness needs of students
- Work with Student Health Services to discuss how the Student Insurance plan can be leveraged to increase access to mental health services
- Pilot mental health training for students, faculty, and staff (this is also a component of the Mental Health Implementation Plan referenced above)
- Develop and implement programming that recognizes and supports the needs of faculty and staff with their work supporting students with mental health needs (e.g., addressing 'compassion fatigue', self-care, etc....)

Mid-term strategies:

- With the increase of online students and distance education students, it will be essential to consider how best to support their health and wellness, particularly when they are not physically present on the Salt Lake City campus
- Consider new status for students on leave (and in summer) to give them access to services (health and wellness, transportation, etc.) that currently require enrollment
- Explore an 'embedded' model of providing mental health services within different colleges and units. This model will require coordination with the University Counseling Center and the AVP for Health and Wellness
- Leverage OneU philosophy around health and wellness

Long-term strategies:

- Creating a culture of wellness – for students, faculty, and staff – through:
 - Training and education
 - Informational sessions
 - Incentivizing healthy behavior and lifestyle
- Integrate health and wellness into the academic mission
- Physical integration and/or relocation of health and wellness service offices. Currently, these offices are located in separate areas of campus. For example, Student Health Services is along Foothill and Mario Capecchi. Center for Student Wellness is split across 2 locations on campus. To better collaborate and coordinate services, it would be beneficial to explore how to co-locate some of these offices in a more central location.

Conclusion

We have laid out a strategic vision for student services and support, which anticipates growth but also centers on quality. A set of non-negotiables or principles emerged. All students must have access to programs that support them as whole persons, and that will engage and inspire them to think and be more. The student must have individualized services that meet them where they are, celebrate their uniqueness and the diverse backgrounds they bring, and that engage them in the curricular and co-

curricular activity that help them expand their potential. Students will be connected to a community where they find meaning, develop critical skills, and anchor themselves in the university. When students are in crisis, the Basic Needs Center, the Counseling and Wellness Centers, the Disability Center, among others, will provide them with just in time, appropriate, and compassionate service. The U will become a high impact institution by expanding deeply engaged learning opportunities.

Appendices: Student Success and Engagement

Appendix 1:	Peer Mentoring Inventory
Appendix 2:	HIP Report and Data from HIP Portfolio Team
Appendix 3:	Learning Community Inventory and dashboard
Appendix 4a:	Jobs on Campus Data
Appendix 4b:	Jobs on Campus Presentation
Appendix 5:	Internships

Appendix 1

Peer Mentoring Inventory

Peer Mentoring Programs (03/19)

Peer Mentoring Programs	Location	Purposes
Campus Life Mentors	Office of Orientation and Transition	To provide new students with an immediate connection to the University of Utah by pairing them with trained mentors who provide guidance, resources, advice and support
LEAP Peer Advisors	LEAP (Still Center)	As LEAP Peer Advisors, we pledge to empower LEAP Students through demonstrating and encouraging meaningful communication and professionalism and knowledge of resources.
Student Success Advocates	We are everywhere you are on campus: classroom buildings, the Union, shuttles, plazas, the Marriott Library, cafes. Look for us! Or feel free to contact us to learn more or make an appointment.	The mission of the Student Success and Empowerment Initiative is to support students in making the most of their University of Utah experience. As caring, knowledgeable professionals, Student Success Advocates engage and empower undergraduate students in exploring and clarifying their interests and goals, overcoming personal and academic challenges, and connecting to campus resources and opportunities.
College of Science Ambassadors	College of Science Student Service	The College of Science Ambassadors are a group of University of Utah students who are passionate about science and their education. Ambassadors participate in recruitment events including Red White and U day, College of Science events, high school visits, and other STEM recruitment programs, where they assist and communicate with prospective College of Science students.
University Ambassadors	Welcome Center	The University Ambassadors are a selective group of students who share their time and experience with prospective students, parents and other university guests to facilitate and enhance student recruitment for the University of Utah.

Peer Mentors	Mechanical Engineering Department	Provide new students with a sense of belonging within the Department of Mechanical Engineering and the University of Utah campus community. Help improve student completion/graduation rates within the Mechanical Engineering major Support student success. Assist with the understanding of what Mechanical Engineering is and what it may take to succeed in course work
Honors' Mentors	Office of Orientation and Transition	Learning outcomes for those participating in the program include (use the Student Affairs icons): Health & Wellness, Civic Engagement & Social Responsibility, Campus Community, Academic Persistence & Achievement, Practical Competence
Women's Mentors (Women in Motion)	Office of Orientation and Transition	Women mentoring women is a valued tradition at the University. This program will place you in a small group of first year women, led by an upper-class female leader who demonstrates success academically, co-curricularly, and socially.
LGBT Mentor/Mentee Program	LGBT Resource Center	The mentor program pairs students who are coming out and exploring an identity as lesbian, gay, bisexual or transgender, with other individuals who are more knowledgeable and self-accepting of their LGBT identity.
SMART Start (Flash) Mentoring Program	College of Business	Is one-time or short-term mentoring, centered around tactical meetings which provide knowledge or skills as participants need them. With this format, mentees can learn from a variety of individuals with expertise in varying areas of business, create high-impact and low-commitment connections, ask industry-specified questions, and get multiple perspectives on a particular topic.

College of Social & Behavioral Science (CSBS) Ambassador program	College of Social & Behavioral Science	The College of Social & Behavioral Science (CSBS) Ambassador program is a diverse group of individuals who are passionate about their studies in CSBS and want to share that passion by connecting with students both in person and through social media.
REFUGES Bridge Program	Center for Science and Mathematics Education	The REFUGES Bridge Program, launched in 2013, is designed for incoming University of Utah freshmen who are interested in majoring in a STEM (science, technology, engineering, or mathematics) field. The program provides young people with a supportive peer group and a unique summer opportunity to live on campus, attend classes, and jumpstart their college experience.
International Ambassador Program	International Student and Service	The Ambassador Program works to create an inclusive and welcoming environment for new international students through peer support, guidance, resources and advice during new students' arrival and first year at the University of Utah.
Lassonde Mentor Program	Lassonde Studios, Lassonde Entrepreneur Institute	The ambassadors serve as peer mentors for students who want to pursue educations and careers related to innovation, entrepreneurship and STEM (science, technology, engineering and math). The program also helps new and incoming students explore and get access to transformative experiences at the University of Utah.
Undergraduate Research Mentor Development Program (URMDP)	Undergraduate Research Opportunities Program (UROP) Sill Center	The purpose of the Undergraduate Research Mentor Development Program is to increase the capacity of the University of Utah to provide high-quality research mentors for undergraduate students. Participation in the program is available to University of Utah graduate students, post-docs, and faculty

Nursing Mentoring Program	College of Nursing	The goal of the Mentoring Program is to foster positive relationships among mentor volunteers, alumni, and students at the College of Nursing. The program is designed to provide support and advice to current students as they prepare to transition into the workforce. In the near future, the program will also support CON alumni as they navigate their chosen specialty.
AWM Mentoring (Association for Women in Mathematics)	College of Science, Department of Mathematics	The University of Utah AWM mentoring network matches undergraduate students studying math with a graduate student mentor. The program is intended to foster community throughout the department and provide support to undergraduate math students.
STEM Mentors	Center for Science and Mathematics Education	STEM Mentors gives undergraduate STEM students the opportunity to learn science teaching and communication skills while raising the level of awareness and enthusiasm for science in elementary school classrooms. The program helps undergraduate STEM students make connections between their classroom learning and the real world while serving as role models to young students.
Medical Student Ambassadors (MSA)	School of Medicine	MSA's mission is to represent the University of Utah School of Medicine at institutional events, providing a face of the student body to visiting dignitaries and guests. We understand the importance of communicating a unified message for our school. Our goal is to present a positive perspective on our experiences as a medical student and an engaged member of the School of Medicine community.
Engineering Ambassadors	College of Engineering	Engineering Ambassadors are motivated students who represent the College of Engineering at recruitment, outreach, alumni, and development events. Ambassadors provide demonstrations about engineering during K-12 visits, career fairs, and other local events. They also lead on-campus tours for school groups and other prospective students.

Presidential Ambassadors	Office of the President (Park Building)	The Presidential Ambassadorship in Higher Education is designed to give undergraduate students from diverse fields and backgrounds the opportunity to collaborate with the University administration on any University of Utah president's, Ruth Watkins, student initiatives. The ambassadorship will also provide opportunities to learn about leadership and issues in higher education.
TRIO Program	Student Affairs	The TRIO Programs, through a supportive environment, empower underrepresented students to access postsecondary education & to achieve academic success leading to a postsecondary degree.
Women's Mentoring Program	College of Accounting (School of Business)	The intent of the Women's Mentoring Program is to provide mentorship and female role models to women at the start of their graduate education in preparation for their entrance into the workforce less than one year later
First Year Diversity Scholars	Office of Equity and Diversity	The First Year Diversity Scholars Program supports students through a personalized campus orientation, regular interactions with faculty and staff of color, academic advising, multiple mentoring relationships, and off-campus community engagement opportunities
Lorde Scholars	Office of Equity and Diversity	The program connects students to resources and opportunities across campus while building students up to be successful academically and allows students to increase their leadership development, be mentored, and have space to have critical dialogues about things that matter to people from historically underrepresented backgrounds and identities.
CESA Transfer Program	Office of Equity and Diversity	The program's goal is to help students successfully transfer to and navigate to the University of Utah.

<p>Famtorship for Social Justice</p>	<p>Office of Equity and Diversity</p>	<p>This program is designed to connect undergraduate students with like-minded people that will help them achieve their academic and career goals. Students will develop a relationship with a University of Utah staff, graduate student, alumni or community leader professional that will support them in their next step whether it's navigating the university system, preparing for grad school, or preparing professionally for the workforce.</p>
<p>Community Partners (Undergraduate Advancement)</p>	<p>Undergraduate Studies</p>	<p>Undergraduate Advancement is a mutual effort by Academic and Student Affairs to provide programs that both support and retain undergraduate students at the University of Utah. We proudly partner with community members in promoting excellence in undergraduate education.</p>
<p>Block U</p>	<p>Undergraduate Studies</p>	<p>BlockU semesters will clear your General Education requirements. You will be enrolled in a small learning community course and two additional required courses. You will have access to peer mentors, a dedicated advisor, a dedicated librarian, and a student success advocate.</p>
<p>Honors' College Student Ambassadors</p>	<p>Honors College</p>	<p>The role of the Honors Ambassador is to best showcase the Honors College to potential students. We do this through specific Honors recruitment events and by participating in on and off campus sponsored special events with schools and associations.</p>

Beacon Scholars Program	Office of Engagement	Designed to provide First Generation students with a small community on campus. Through this community students support each other in achieving academic success as well as staying connected throughout their educational careers. Incoming first-year students are paired with established U student mentors to help them get on the inside track and quickly learn the tricks of navigating University systems.
ArtsForce	College of Fine Arts	ArtsForce events and workshops help College of Fine Arts undergraduate students, transition from college into a successful and rewarding career in any field they choose.
MentorU (S.J. Quinney College of Law Mentoring Program)	Professional Development Office (Career Services)	Provides students and alumni one-on-one counseling for resume and cover letter review and job search strategies in addition to mock interviews, class room presentations, career fairs and many other events. The program growing alumni and mentor networks serve as resources for students seeking employment in particular practice areas, organizations or regions.
CMES Student Ambassadors	The College of Mines and Earth Sciences	Our goal is to connect people with the College of Mines and Earth Sciences. We share our experiences as students with prospective students and their families, industry partners, alumni, and the community. We engage our current students through academic and social activities, we collaborate with student organizations, and we build citizenship within our College.

Appendix 2

Report of High Impact Programs at the University of Utah

Introduction: Clearing the Path, A Strategic Student Success Agenda

In the past five years, the University of Utah has started to transform the very nature of higher education. As the flagship institution for the state of Utah, we feel a great sense of responsibility—a duty inherent in our status as a top tier research institution. Our students are at the center of all these efforts—tens of thousands of whom benefit every year from new technologies, predictive data analysis and, perhaps most importantly, the personal connections and human interactions that form responsible, creative, and productive citizens.³

We put Students First.

We promote an approach to supporting student success embedded in the “Utah Pledge” and which forms the central organizational framework for the Student Success website, <http://www.studentsuccess.utah.edu>.

“We pledge to help you graduate with the support of learning communities, mentors and advisors, a plan to finish, and deeply engaged learning experiences.”

These four promises reflect our approach to supporting student success, starting students in supportive learning communities which help them satisfy General Education credit and build critical skills and learning outcomes; giving them the support of Academic Advisors, Student Success Advocates, peer mentors; helping them develop a Plan to Finish in milestone advising or with a SSA; and, guiding them toward high impact programs and deeply engaged learning experiences that maximize their time as undergraduates and lead to transformative learning.

At the University of Utah, high impact programs fall into three big buckets: Learning Communities; Bachelor Degree requirements including the International Requirement, the Diversity Requirement, and the Upper Division Writing Requirement (or CW); and Deeply Engaged Learning Experiences which include internships, Community Based Learning, Learning Abroad, the MUSE Project, Undergraduate Research and Capstone or Culminating Projects.

A Strong Start: Increasing the Odds for Completion

I. Learning Communities

Forty-five percent of first-year students at the University of Utah enroll in a learning community. Our marketing slogan—“If you want to go far, go together, Learn to Navigate College like a Pro with an Academic Learning Community” captures the importance of the cohort effect in the U’s learning communities.

³ *Clearing the Path: A Strategic Student Success Agenda*, 1.

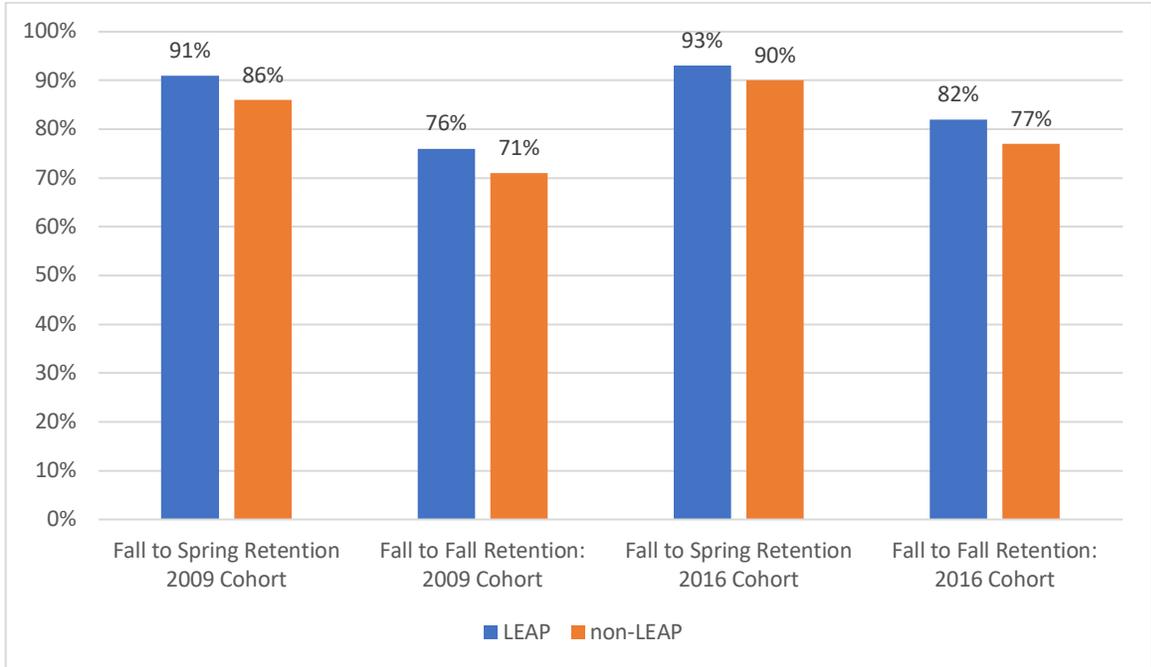
At the University of Utah, a Learning Community (LC) begins with a class or series of connected classes, where students develop critical skills in thinking, writing, and communication, build a network of friends, and connect with peer advisors, faculty mentors, and gain support for their academic success. In some programs, students engage with the community through unique hands-on projects. They earn General Education credit and make connections that put them on a path toward a rewarding college career.

There are many Learning Communities on the U of U campus, including the following: LEAP, BlockU, Business Scholars, Humanities Scholars, Honors, Diversity Scholars, Beacon Scholars and Fine Arts companies or corps.

The U's concept of LC's corresponds with that of scholar George Kuh whose work on the powerful impact of HIPs describes first year learning communities as follows:

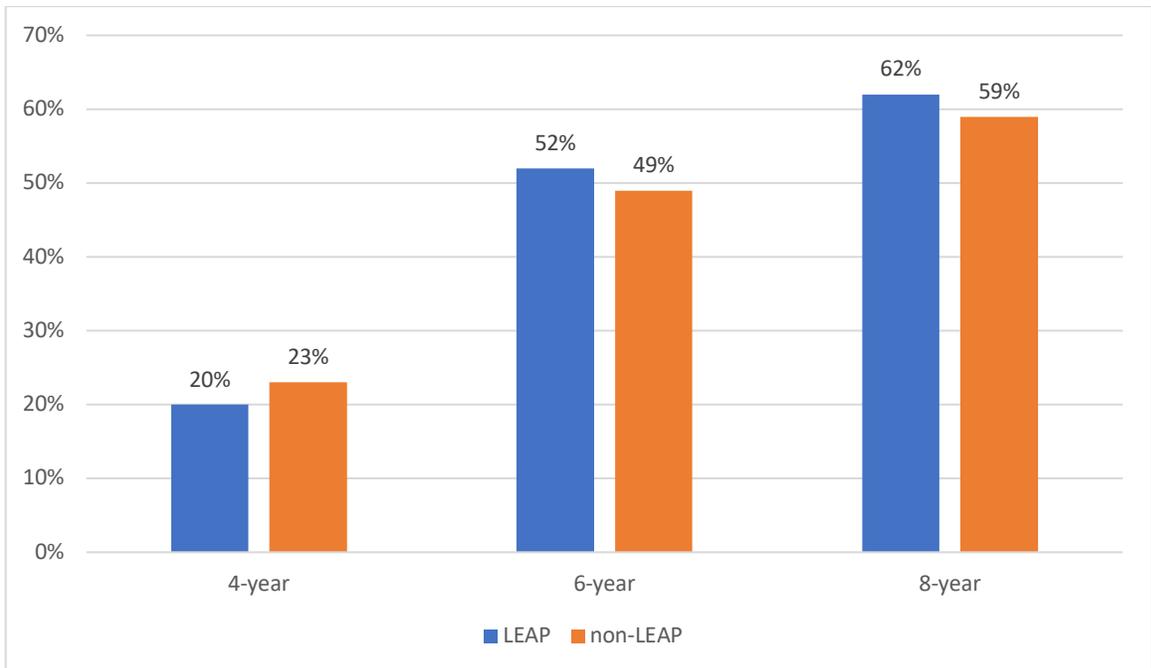
The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning (Kuh, AACU).

The **LEAP** program, established in 1998, is our longest-running learning community, currently serving approximately 650 freshman each year and another 200 upper class persons. LEAP students have had consistently higher retention rates and 6- and 8-year graduation rates. The figures below compare LEAP to the entire non-LEAP population at the University, but we have also conducted and published a study in which we matched LEAP students with non-LEAP students on demographic and academic characteristics to control for other factors and found that there was a significant difference in favor of LEAP related to retention and graduation rates (Bliss, Webb, and St. Andre, 2012).



Fall to Spring and Fall to Fall Student Retention for LEAP Program and non-LEAP Students: 2009, 2016

Source: Office of Budget and Institutional Analysis, University of Utah



LEAP and non-LEAP Students: 4-, 6-, and 8-year Graduation Rates

Source: Office of Budget and Institutional Analysis, University of Utah

The following is a list of learning communities, and the approximate number of students participating in them each year, that function as Academic Learning Communities on the University of Utah campus:

- REFUGE program at the Center for Science and Math Education: 20
- LEAP: 650 freshmen, 200 upper class persons
- Block U: 180
- Diversity Scholars: 110
- Honors College: 550 first-year students
- Art & Art History: 50
- Dance: 25
- Film & Media Arts: 150
- Music: 50
- Actor Training and Musical Theatre: 70

LEARNING COMMUNITIES

45%

of Freshmen participate in at least one **Learning Community** during their first year

The details →

- Includes first-time freshmen entering the University in Fall 2015, 2016, or 2017.
- Learning Communities include: Beacon scholars, BlockU, LEAP, Diversity Scholars, Business Scholars, Humanities Scholars, Living-Learning Communities, Fine Arts cohorts, & Honors.

Institutional Analysis
THE UNIVERSITY OF UTAH

II. Bachelor Degree Requirements, Core curricular experiences

Besides General Education requirements that all undergraduates are required to complete before graduation, undergraduates at the University of Utah are also required to complete the International Requirement (IR), the Diversity Requirement (DV) and the upper division Communication and Writing (CW) requirement specific to their major for graduation with a University of Utah undergraduate degree. The content and approaches behind these common intellectual experiences engage students in their roles as citizens of the world, as members of diverse communities, and in intensive disciplinary writing instruction.

Although Writing 2010 is the one class most commonly taken by students at the University of Utah, the IR, DV, and CW requirements all reflect our core values, the kind of education we promote, and the impact we expect our students to have upon graduation.

- **The U of U's International Requirement (IR)** - The upper-division International Requirement will give students a broad base of knowledge about global issues and perspectives in a comparative context by exploring big questions both contemporary and enduring. It will introduce students to international frames of reference so that they may think critically about long-standing and newly emerging international issues. These courses will 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.

In the Class of 2017, 5,065 (97%) of the graduating class completed one of 154 International courses or participated in a learning abroad experience at the University of Utah to fulfill the International Requirement.

George Kuh also describes the power of diversity or multicultural education and includes each of these three bachelor degree requirements in his list of HIPs.

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad (Kuh, AACU).

- **The U of U's Diversity Requirement (DV)** - The Diversity Requirement supports the institutional commitment to proactively support a positive campus climate in regard to diversity, equity, and inclusion. Courses that fulfill this requirement provide opportunities for students to critically explore the society and culture in the United States — its norms, laws, public policies, cultural practices, and discourses — in the context of the rich and varied cultural diversity that has shaped it. All students in courses fulfilling this requirement will grapple with theoretical approaches to discrimination, privilege, and social justice. Race, ethnicity, sex, gender, socioeconomic status, age, religion, ability status, or sexual orientation will be the crux of these classes. Students will also critically reflect on their own identities and relationships with institutions that maintain and/or challenge the status quo. The goal of this requirement is to extend cross-cultural understanding, to interrogate current and historical narratives of equality, justice, progress, and freedom, to open possibilities for meaningful communication across social boundaries, and to allow students to consider ethical and social decisions from multiple perspectives. This requirement,

together with other institutional practices, also signals to students that their distinctive traditions, opinions, and insights enrich and are valued at the university.

In the Class of 2017, 4,061 (78%) of the 5214 students in the graduating class took one of 126 Diversity courses to fulfill the Diversity requirement. The University of Utah has an agreement with Salt Lake Community College (SLCC) through which students who transfer from SLCC to the U can meet this requirement through a course on the SLCC campus. This is largely where the remaining 22% of students in this graduating class are fulfilling their Diversity requirement.

- **The U of U's CW Requirement (CW)** - The upper-division communication/writing requirement provides students advanced instruction in speaking and writing with the understanding that these skills will continue to develop throughout the educational program while completing their degrees. This requirement prepares students to communicate clearly and effectively within the standards and conventions established by specific disciplines, to incorporate feedback and criticism into multiple revisions, and to tailor written or oral communication to the needs of particular audiences. Because research and national best practices strongly suggest that enrollment in CW courses not exceed thirty students, these courses should maintain appropriately small enrollments.

In the Class of 2017, 5,164 (99%) of the 5,214 students in the graduating class took one of 133 Upper Division Communication and Writing courses to fulfill the requirement.

DV, IR, & CW REQUIREMENTS

100%

of graduates passed a DV, IR, or CW course
sometime during their University career

The details 

- Includes all bachelor degree recipients from 2016-2017.
- Requirements include any course with a DV, IR, or CW listed requirement.

III. Deeply Engaged Learning Experiences

Elevate and Guide Ambition

Whatever our students want to be, we want to increase their chances of success. There are clear milestones they need to hit and we have constructed a campus-wide network of advisors, guides, and roadmaps to help them find their way.

When students begin to define their major areas of study, our advisors engage them in developing a clear map forward. This personalized Plan to Finish process is executed by students and guided by advisors—ensuring that students’ roadmaps lead to their desired destinations.⁴

Enhance Education with Experience

Often, we learn best by doing. And as we build out our ecosystem of opportunities, our students have choices to truly participate in advancing knowledge for themselves and the world.

Experiences beyond the classroom, what we call Deeply Engaged Learning, include undergraduate research, internships, scholars programming, community-engaged learning and learning abroad, to name a few. These opportunities ensure students can take full advantage of a flagship academic experience. Our aim is to involve every undergraduate with at least one such experience during their academic career. This opportunity presents students with a chance to discover more about their personal passions and their own career ambitions. Real-world experiences like these are the hallmark of a top tier research institution education.⁵

- Internships
- Undergraduate Research
- Bennion Center Community Based Learning
- Capstone Program
- Learning Abroad

Kuh’s categories of most impactful HIPs are reflected in the portfolio of deeply engaged learning experiences at the University of Utah.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what

⁴ Clearing the Path, 13.

⁵ Clearing the Path, 17.

they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life (Kuh, AAC&U).

The Bennion Center at the University of Utah encourages students to continually ask the question: “How can I help?” Our students put new knowledge and discovery into action to make positive change in their communities. The Bennion Center connects student and faculty scholarship with projects and community partners that make a difference. Students learn civic competencies, leadership, and collaborative skills that prepare them for work and service. They choose from over 300 Community Engaged Learning classes offered across academic disciplines, to 3-hour Saturday service projects, to a 2-year intensive program called Bennion Scholars, to tutoring young children in Utah Reads, living and learning in the Bennion Service House, or having an engaged Alternative Break experience. During the 2016-2017 academic year, there were 8,686 students (33% of the University’s undergraduate headcount) either participating in one of the 330 Community Engaged Learning Courses or volunteering in the community. A total of 2,548 students took a CEL course, and students participated in a total of 179,690 hours of service in the community.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member (Kuh, AAC&U).

In our 2017 Graduating Student Survey, 41.2% of students indicated that they had done an internship during their undergraduate experience. That percentage is an improvement from 36.2% in 2016 and 31.2% in 2015. Results from the First Destination survey, which is sent to recent graduates and has a higher response rate than the Graduating Student Survey, showed that 52.3% of students graduating over the past two years (2016 to 2017) have done an internship while they were a student at the University of Utah.

Capstone Courses and Projects

Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well (Kuh, AAC&U).

There are capstone projects required in 48 of the 64 departments and 15 of the 17 colleges on the University of Utah campus. We believe this number will increase to 52 next year. In addition, through the Capstone Program students can design their own capstone project as individuals or members of a small group. Details about these experiences can be found here: https://capstone.ugs.utah.edu/undergraduate-capstone-programs/current_capstone_initiatives_new.php.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions (Kuh, AAC&U).

In the 2015-16 academic year, the Office of Undergraduate Research (OUR) funded 492 semester-long research opportunities for undergraduates, 49 research travel grants, and 36 small research travel grants. OUR has created a research opportunity database where faculty can list research opportunities and students can search for projects that interest them. They are also building a catalog of research intensive courses, which currently stands at 157.

DEEPLY ENGAGED LEARNING

50%

of graduates participated in at least one **Deeply-Engaged Learning** experience sometime during their University career

The details 

- Includes all bachelor degree recipients from 2016-2017.
- Deeply engaged learning experiences include Learning Abroad, Community-engaged learning courses, Capstone courses, and Undergraduate Research Opportunity Program (UROP).

 **Institutional Analysis**
THE UNIVERSITY OF UTAH

- **Students in Research-Intensive Courses (RICs)** Over the past three years, the following number of students participated in research intensive courses: 1,451 in 2014-15; 1,504 in 2015-16; and, 1,644 in 2016-17.
- **Senior Theses:** University-wide, including Honors, there were the following number of students completing a thesis over the past three years: 234 in 2014-2015, 277 in 2015-2016, and 254 in 2016-2017.
- **Student volunteers and employees in research groups:** As of February 22, 2018, there were 358 active University of Utah grants that have budget lines for undergraduate researchers. Those 358 grants were paying all University of Utah undergraduate researchers \$3,686 per day, or \$1.35 million per year.

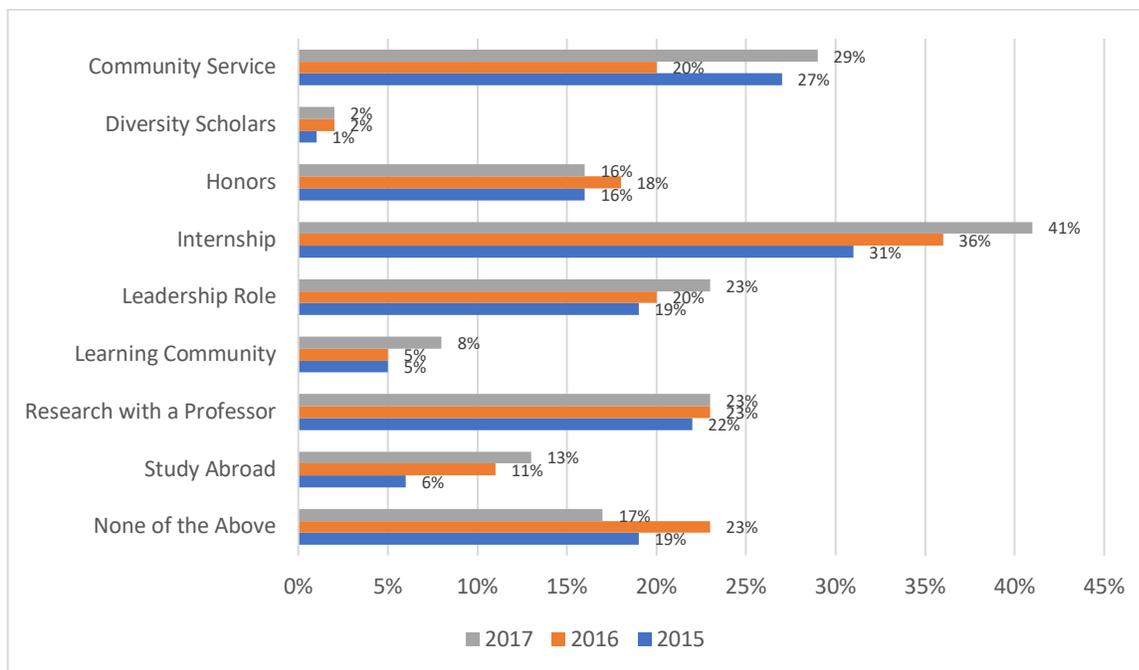
Assessment of HIPs

Office of Undergraduate Research

The Office of Undergraduate Research (OUR) recently launched a discipline-general undergraduate research assessment project. We have elaborated a set of Undergraduate Research Learning Outcomes and developed a poster presentation evaluation rubric that aligns with these outcomes. We will be deploying graduate student, post-doc, and faculty attendees at our campus-wide Undergraduate Research Symposium as ad hoc raters. We will then be presenting the results of this assessment at the national Conference on Undergraduate Research in July 2018.

High Impact Programs Assessment

A team of key leaders of deeply engaged learning experiences, assessment representatives of both SA and AA, the Registrar and co-chair of IST, and a representative of OBIA began to develop an institution wide way of tracking engagement in HIPs or deeply engaged learning experiences using Civitas. This cross divisional conversation is helping develop the partnerships needed to make this a campus wide commitment. In addition, the UGS Engage Portfolio team, a team of UGS leaders involved in HIPs, has developed assessment questions and approaches used in each unit to both track participation and assess impact. We expect exciting new data and insights to result. Our Graduating Senior Survey indicates that participation in HIPs has increased in most categories over the last couple of years.



High Impact Program Participation: 2015-2017

Source: Graduating Student Surveys 2015-2017, University of Utah

Also, important, the Regents have charged each USHE institution with tracking engagement in HIPs at two points in the student’s path through our institutions: First, in the student’s first 30 credit hours and, second, in the junior and senior year and once they are in the major. We are excited about the results.

**DEEPLY
ENGAGED
LEARNING**

57%

of graduates, who entered as Freshmen, participated in at least one **Deeply-Engaged Learning** experience sometime during their University career

The details 

- Includes bachelor degree recipients from 2016-2017 who initially entered as freshmen.
- Deeply engaged learning experiences include Learning Abroad, Community-engaged learning courses, Capstone courses, and Undergraduate Research Opportunity Program (UROP).

DEEPLY ENGAGED LEARNING

42%

of graduates, who entered as transfer students, participated in at least one **Deeply-Engaged Learning** experience sometime during their University career

The details 

- Includes bachelor degree recipients from 2016-2017 who initially entered as new transfer students.
- Deeply engaged learning experiences include Learning Abroad, Community-engaged learning courses, Capstone courses, and Undergraduate Research Opportunity Program(UROP).



LEARNING COMMUNITIES OR DEEPLY ENGAGED LEARNING

71%

of graduates, who entered as Freshmen, participated in at least one **Deeply-Engaged Learning** experience or **Learning Community** sometime during their University career

The details 

- Includes all bachelor degree recipients from 2016-2017 who initially entered as freshmen.
- Deeply engaged learning experiences include Learning Abroad, Community-engaged learning courses, Capstone courses, and Undergraduate Research Opportunity Program(UROP).
- Learning Communities include: Beacon scholars, BlockU, LEAP, Diversity Scholars, Business Scholars, Humanities Scholars, Living-Learning Communities, Fine Arts cohorts, & Honors.



**LEARNING
COMMUNITIES
&
DEEPLY ENGAGED
LEARNING**



43%

of graduates, who entered as transfer students, participated in at least one **Deeply-Engaged Learning** experience or **Learning Community** sometime during their University career

The details 

- Includes all bachelor degree recipients from 2016-2017 who initially entered as new transfer students.
- Deeply engaged learning experiences include Learning Abroad, Community-engaged learning courses, Capstone courses, and Undergraduate Research Opportunity Program(UROP).
- Learning Communities include: Beacon scholars, BlockU, LEAP, Diversity Scholars, Business Scholars, Humanities Scholars, Living-Learning Communities, Fine Arts cohorts, & Honors.

**LEARNING
COMMUNITIES
&
DEEPLY ENGAGED
LEARNING**



58%

of graduates participated in at least one **Deeply-Engaged Learning** experience or **Learning Community** sometime during their University career

The details 

- Includes all bachelor degree recipients from 2016-2017
- Deeply engaged learning experiences include Learning Abroad, Community-engaged learning courses, Capstone courses, and Undergraduate Research Opportunity Program(UROP).
- Learning Communities include: Beacon scholars, BlockU, LEAP, Diversity Scholars, Business Scholars, Humanities Scholars, Living-Learning Communities, Fine Arts cohorts, & Honors.

HIGH IMPACT PRACTICES

100%

of graduates participated in at least one High Impact Practice sometime during their University career.

The
details 

- Includes all bachelor degree recipients from 2016-2017.
- High Impact Practices include any Learning Community, Degree Requirement, or Deeply-Engaged Learning experience.



Another way that we are assessing the impact of HIPs is to analyze the retention of students who participate in them. We are doing this with the Civitas Illume Impact⁶ program to determine lift in persistence for programs where it is appropriate to assess with a quantitative student retention analysis. Impact became available to us in December 2016 and we have run first year learning community data through this system as a way to become familiar with what Impact can deliver and where it has limitations. This analysis resulted in the following finding:

- Over the last four years, 5,353 freshmen have participated in a first-year learning community experience (Beacon, Business, Diversity, Humanities, Innovation, or New University Scholars, Block U, Honors, or LEAP).
- A 2.5% lift in persistence was associated with participation in those programs as a whole compared to those who did not participate in any of them.
- This 2.5% lift in persistence equated to 130 more students over the past 4 years who participated in one of those learning communities compared to students who did not participate.

⁶ Civitas Illume Impact matches program participants with non-participants on a variety of variables that determine their likelihood to persist and identifies the “lift” in persistence that the program provides.

Assessment Plan for HIPs

The three big buckets of high impact practices occur at three key developmental moments in the student's undergraduate career—at the beginning, through the process of developing broad and deep knowledge, and as an enhancement of the major course of study.

The 2018-2019 HIP report creates benchmarks for annual reports to be completed at the end of the academic year. These reports will be based on Civitas data and analysis, Kualu Curriculum and Learning Outcomes data, participation data (eventually all put in Civitas).

1. First year meta report
 - a. Metric: Participation in learning communities, cohort programs and living and learning communities
 - b. Key Question: Does participation in a learning community matter, and if so how?
 - c. Metric: Retention to the second year
 - d. Lead Teams: UGS Building Community Portfolio Team; Civitas Team; Kualu LO
2. Second year meta report
 - a. Metric: Declared status, key moments, Milestone Advising, advising in First-Year Learning Communities
 - b. What's the control that we're turning that made the difference?
 - c. Metric: Total number of credit hours
 - d. Lead Teams: UGS Support Student Success Portfolio Team; Civitas Team
3. Housing factor
 - a. Key Question: What is the effect of housing + a living and learning community?
4. Deeply Engaged Learning Experiences
 - a. Key Programs: Learning Abroad, Internships, Capstone or Culminating Experiences, and Undergraduate Research
 - b. Participation lists fed into Civitas
 - c. Learning Outcomes assessment through the Kualu tool currently being built—we have a conceptual design and prototype
 - d. Lead Teams: UGS Engage Portfolio Team; Civitas Team; Kualu LO
 - e. Key Programs, Bachelor Degree Requirements: International Requirement, Diversity Requirement, Upper Division (CW) Requirement
 - i. How do we measure impact on students?
 1. Learning Outcomes assessed through Kualu LO's tool
 2. Impact on time to completion (Civitas)
 3. Analysis of course taking patterns (OBIA); Golden combos
 4. Key Questions: What is the deeply engaged learning experience at most benefits a student from the School of Business, from the College of Architecture + Planning and so forth?

- f. Lead Teams: UGS Inspired Teaching Portfolio Team; Civitas Team; Kuali LO
 5. Powerful predictors analysis for students in each of the three big buckets
 - a. Lead Teams: Civitas Team

Undergraduate Studies has worked to create learning outcomes approaches for Learning Communities, and deeply engaged learning experiences. Courses that satisfy the Diversity, International and Upper Division Writing requirements include learning outcomes assessment and evaluation by faculty members.

Example: UGS Engage Portfolio Team

The **UGS Engage Portfolio Team** has worked to develop three key learning outcomes and assessment plans for units across the division.

The group was charged to develop a systematic approach to assessing the student learning that occurs in the context of deeply engaged learning experiences.

- Look at the assessment we are already doing and what we are not
- Develop a set of goals about what we hope to achieve through deeply engaged learning experiences
- Combine qualitative and quantitative measures to assess the numbers of students participating, what we hope they will learn, what they think they are learning, and how this represents an undergraduate education at the U

III. What is a deeply engaged learning opportunity?

The team agreed that we would adopt the definition of an deeply engaged learning opportunity that had been previously developed by the Deeply Engaged Learning Portfolio Team. Our definition is thus as follows:

A well-defined and purposeful educational experience, of significant duration or intensity, that offers sustained mentoring, deep inquiry into a specific field or practice, and a concentration of learning modes that enable students to develop their capacities for analysis, creativity, and constructive action.

Programs that focus on deeply engaged learning

We identified several programs and units on the University of Utah campus who focus on deeply engaged learning; each program/unit had at least one representative on the team.

- Beacon Scholars
- Bennion Center
- Capstone Initiative
- Continuing Education and Community Outreach (CECE)
- Honors College

- MUSE
- Undergraduate Research

V. Categories of outcomes for deeply engaged learning

Given the definition above, we identified three categories for learning outcomes.

Learning outcomes should focus on the ways in which the opportunity enables students to develop their capacities for:

1. Analysis

Processes of inquiry

Use of appropriate methods to answer questions

Examining the parts of a whole to understand them separately

Creativity

Problem-solving

2. Navigating complexities

Flexibility

Comfortable with uncertainty

Managing change effectively

3. Constructive action

Projects, products

Taking what you have learned and effecting change

Reflection

Collaboration

VI. Where are we now?

Each of the identified programs was invited to share their current learning outcomes assessment plan and/or develop one by answering the following questions: (1) What are your learning outcomes, and how are they aligned with the categories of analysis, creativity, and constructive action?; (2) What are your procedures for data collection, analysis, and reporting?; and (3) How does the data inform change?

Bennion Center

Learning Outcomes

- Identify and utilize relevant previous work that supports community engagement and civic competencies (analysis)
- Develop a collaborative community engagement project (creativity/ constructive action)
- Identify and defend civic competencies (analysis)
- Work collaboratively with other students, faculty, and community partners demonstrating effective communication and problem-solving skills (creativity)
- Present/defend the community engagement project effectively in a written publication (constructive action)

- Reflect constructively on the CE experience, identify what happened, why it is important, what comes next (What? So What? Now What?) (analysis/ constructive action)

2. Data Collection, Analysis, And Reporting

Portfolio, defense, reflective narrative/video

3. How Does the Data Inform Change?

Data is continuously evaluated to make adjustments to Bennion Center programming including work with community partners. Also the Bennion Center reports community impacts.

Honors Praxis Labs

1. List Of Learning Outcomes

- Identify and utilize previous research on a complex social issue (analysis)
- Develop multiple disciplinary approaches to analyze the issue (analysis)
- Collaboratively identify and review relevant actionable local issues (creativity/constructive action)
- Collaboratively design and implement a project that addresses a need in the community (creativity/constructive action)
- Present the research in a written publication and in multiple presentations on campus and in the community (creativity/constructive action)

2. Data Collection, Analysis, And Reporting

Student and faculty assessment/self-reports

3. How Does the Data Inform Change?

We continuously (annually?) review the Praxis Lab program.

Office of Undergraduate Research

1. List Of Learning Outcomes

- Identify and utilize relevant previous work that supports their research (analysis)
- Articulate a timely and important research question or creative objective (analysis)
- Identify and utilize appropriate methodologies to address the research question or creative objective (analysis)
- Meet the relevant field's standards for the responsible conduct of research, and effectively navigate challenges that arise in the research process (analysis)
- Work collaboratively with other researchers, demonstrating effective

communication and
problem-solving skills (creativity)

- Present the research effectively in a conference setting and a written publication (constructive action)
- Reflect constructively on their research experience, identifying what was learned, personal strengths and opportunities for growth, and how the experience informs their future educational and career goals (constructive action)

2. Data Collection, Analysis, And Reporting

Student Self-Report - As a condition of acceptance of the Undergraduate Research Opportunities program (UROP) award, a small grant, or a travel grant, students agree to complete an online 'final report' of the experience. They are asked to indicate the extent to which they agree that their undergraduate research experience has helped them to meet each of the learning outcomes. Response options are: Strongly Disagree, Disagree, Agree, Strongly Agree. In addition, students who apply for the Undergraduate Research Scholar Designation (usually in their final semester before graduation) are asked to indicate the extent to which they agree that their undergraduate research experience has helped them to meet each of the learning outcomes. **Faculty Mentor Report** - Faculty mentors are also asked to complete a final report; they are asked to indicate the extent to which they agree that "through participation in UROP this semester under your mentorship", the student has met each of the learning outcomes. We calculate proportion 'agree' scores for each of our learning outcomes. These are available on our web site: <http://our.utah.edu/aboutour/learning-outcomes/>.

3. How Does the Data Inform Change?

We use the data in our annual program review process to determine the extent to which students involved in these programs achieve our learning outcomes. To the extent that students do not meet the learning outcomes, we adjust our programs accordingly. By virtue of asking students and their faculty mentors to interact with our learning outcomes via the final reports detailed above, we enjoy the additional benefit of communicating our values and goals as an office to our stakeholders. Thus, the learning outcomes assessment process in and of itself has the ability to effect positive change.

MUSE

1. Learning Outcomes

- Students improve their skills at critical analysis of texts, lectures, and performances. Students encounter these forms of discourse through our annual MUSE Theme Year text, for which we hold student book-group discussions; our MUSE Lunchtime Lectures and other sponsored presentations; and attendance at performances and exhibits offered through our MUSE Nights Out program.
- Students increase their capacity for self-reflection, for attention to their inner life, and for analysis of their unique experience.

- Students create new social skills and develop their capacities for community building and for establishing personal networks. These opportunities are available through a variety of MUSE events that connect students with individual members of our faculty, community leaders, and distinguished national guests. Video and design contests have also provided a stimulus to artistic creativity.
- Students engage in the life of the campus and the broader community. MUSE opportunities encourage constructive action in the intellectual life of the University, such as facilitating student book discussion groups, participating in Q and A conversations with distinguished lecturers, and presenting papers at conferences. MUSE Internships also engage students in constructive action in professional offices across campus. Our MUSE Theme Year events have proven to be a rich opportunity for students to engage with younger students in the local community.

2. Data Collection, Analysis, And Reporting

- MUSE keeps accurate records of the number of students who participate in each of our events. We have also conducted, in each of the last two years, an inventory of student involvement in engaged learning opportunities offered by all campus offices.
- We learn through ongoing conversations with students about their experience of MUSE events and through asking them to reflect on these opportunities in writing.
- We ask for mentor and intern evaluations for all MUSE Internships.

3. How Does the Data Inform Change?

As an office, MUSE evaluates our programming-based student responses. This is an ongoing effort.

Beacon Scholars

1. Learning Objectives: Students will develop skills known to contribute to student success and retention. Students will:

- Demonstrate support-seeking behaviors
- Apply for financial aid and scholarships and complete steps to ensure receipt
- Set personal/professional development goals and reflect on process and progress
- Develop relationships and sense of community

2. Data Collection, Analysis, and Reporting: The preceding 4 objectives will be measured through:

- Number of interactions, type of interactions, & % of student-initiated interactions
- % of students applied for FAFSA or scholarships and successful completion verification or acceptance procedures
- Goals set at beginning of year and year end reflection activities

- Survey responses coupled with sense of belonging inventory

3. How Does the Data Inform Change?

Beacon is structured around flexibility and changes each year are made to meet the needs of each unique student cohort. Program content is selected and designed based on feedback from three sources; student goals/reflections, individual advising sessions, and sense of belonging inventory. Each year's planning begins with end of year reflections from the previous year. These reflections are used to decide on more significant structural changes for the following year.

An analysis of students' goals, set at the beginning of the year, is employed to identify common goals shared by the group. Student leaders then use these common goals to develop activities and curriculum for the year. Throughout the year, we watch for emerging themes from individual advising/support sessions and then build content to meet these needs. Students' responses to sense of belonging inventory can be used to direct and target advising and also to help inform the development of relationship building activities. The data we are collecting directly shapes student experience and ensures that we are providing the most relevant programming possible.

Capstone Programs

1. Learning Objectives:

1. Provide students with or connect them to opportunities to apply their accumulated learning to a meaningful capstone project.
2. Provide students with the tools and opportunities to assess their capstone experiences in order to understand how they could improve upon their project.
3. Help students position themselves for emerging opportunities in their fields.

2. Data Collection, Analysis, and Reporting:

Objective 1 is accomplished by securing program funding from donors to support student capstone projects and working with departments at the University of Utah to develop new or promote already existing capstone courses, experiences, and projects. Examples of those can be found here: <http://capstone.ugs.utah.edu/current-projects/index.php>

Objective 2 is accomplished through projects funded by community donors. A required part of these projects is the development of a video summary of the work that was done, and reflection on what could have been done to improve it. See https://capstone.ugs.utah.edu/current-projects/digital_fair.php for videos.

Objective 3 is examined by following up with students after graduation to ask them how the capstone contributed to their job search, whether they are working in a field related to the capstone project, etc.

An inventory of the Capstone experiences available on campus can be found here: https://capstone.ugs.utah.edu/undergraduate-capstone-programs/current_capstone_initiatives_new.php

3. How Does the Data Inform Change?

Status: In progress. During the AACU conference on assessment held in New Orleans in February, examples of assessment criteria and processes were presented from a broad range of institutions and programs. These ranged from collaborative, interdisciplinary capstone courses to capstones for language majors and chemistry. In June, the Director of Capstone Programs at Portland State along with some of her colleagues is hosting Stephen during their capstone fair. The goal is to bring back wisdom from their 20-years of experience in assessing capstones and adapt the knowledge from both of these experiences to our program.

Example: Building Community Portfolio Team

The committee's charge had two specific components. First, the committee was asked to "develop a systematic approach to assessing the student learning that occurs in the context of learning communities." The second was to look into qualitative and quantitative tools to assess these communities. The overarching goal was then to develop learning outcomes and recommend assessment tools that may be applicable to various LCs. The committee met every other week January through April, 2016.

Learning Community Definition

Based on the Association of American Colleges and Universities (AAC&U) Integrative Learning Value Rubric, the committee defined Learning Community as:

"A community where integration of learning involves students with 'big questions' that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors."

From this definition, each committee member evaluated its own learning communities to identify the purpose of the program and desirable outcomes. The committee reviewed the following first-year learning communities:

- Honors (various versions)
- LEAP (various versions)
- Block U
- Diversity Scholars
- Humanities Scholars

Its members considered other existing communities such as Business Scholars and potential new learning communities.

Learning Outcomes for First Time Freshmen Learning Communities

As a result of the program evaluation each committee member conducted, three

integrative learning outcomes emerged. These dimensions include: making intellectual, reflective/self- assessment, and community connections.

Intellectual Connections: Measures student capacity for making connections among disciplines, experiences, perspectives, etc.

Reflection/Self-Assessment Connections: Develops ability to self-assess (e.g., introspection, directional learning, self-authorship).

Community Connections: anchoring students to campus and community, e.g., feeling they belong, knowledge of where to find resources, etc.

It is important to note that current learning communities had already been engaging their students in making connections in all three dimensions. These dimensions, however, create a framework that current learning communities can use to evaluate their programs. In addition, these dimensions give direction to future LCs and the ability to easily integrate in their curriculum.

Assessment of Learning Outcomes

The committee looked at qualitative and quantitative tools to assess the three dimensions of the learning outcome.

- **Qualitative:** Since the theme for each learning community differs, the committee recommends that each program integrates assignments into their syllabi that demonstrate each dimension. Committee members mapped their syllabi to show how faculty could incorporate and evaluate the dimensions (see Appendix I).
- **Quantitative:** The committee looked into Skyfactor, a survey tool LEAP has utilized in the past to assess classroom experience and curriculum outcomes. Questions already included in the survey aim to evaluate a student's sense of belonging in the classroom and on campus, as well as connections to other disciplines and intellectual growth. The approximate cost to distribute this survey to 102 course sections is \$4,738 for the 2016-2017 academic year (see Appendix II). In addition, the committee recommends that each program develops its own assessment tools to track student retention and degree completion.

References

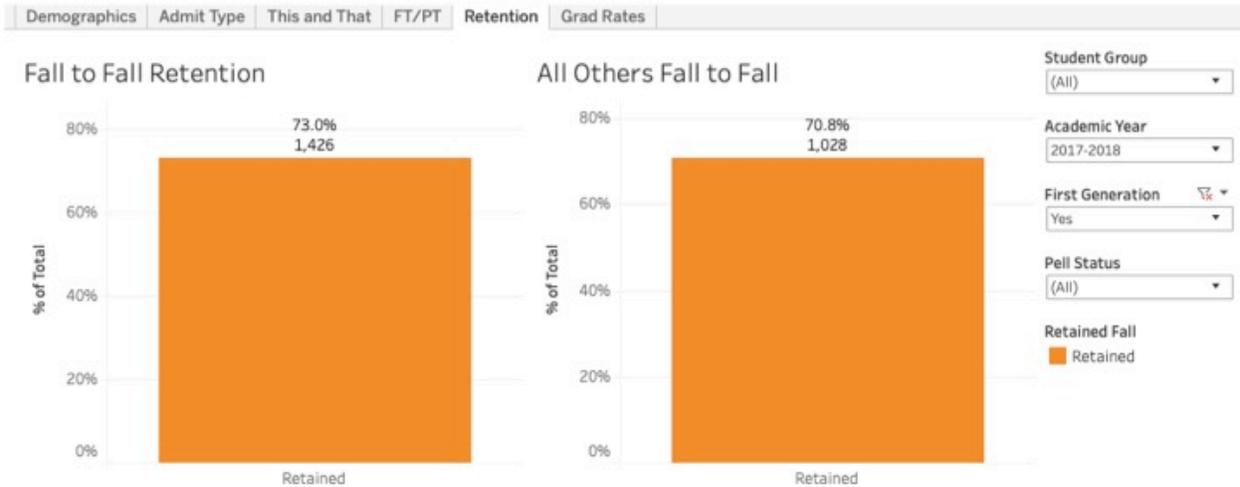
- Bliss, C., Webb, J., & St. Andre, M. (2012). "The impact of the University of Utah's LEAP program on student performance. *Journal of General Education*, 61(1), 39-58
- Watkins, R. (2018). *Clearing the Path: A Strategic Student Success Agenda*, University of Utah, Salt Lake City, UT

Appendix 3

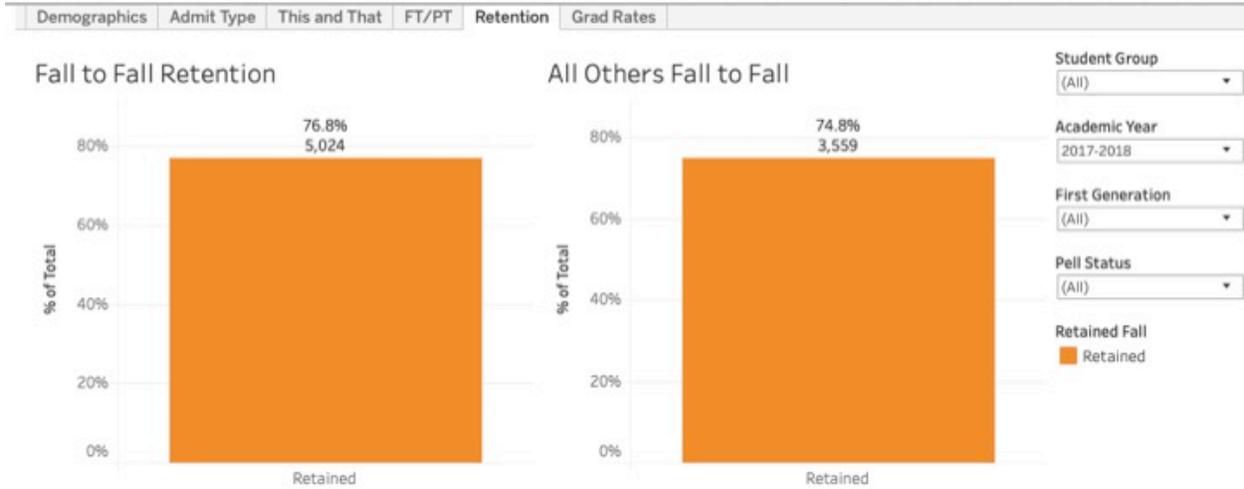
Impact of Participation in a Learning Community on Retention and Graduation Rates

Office of Undergraduate Studies

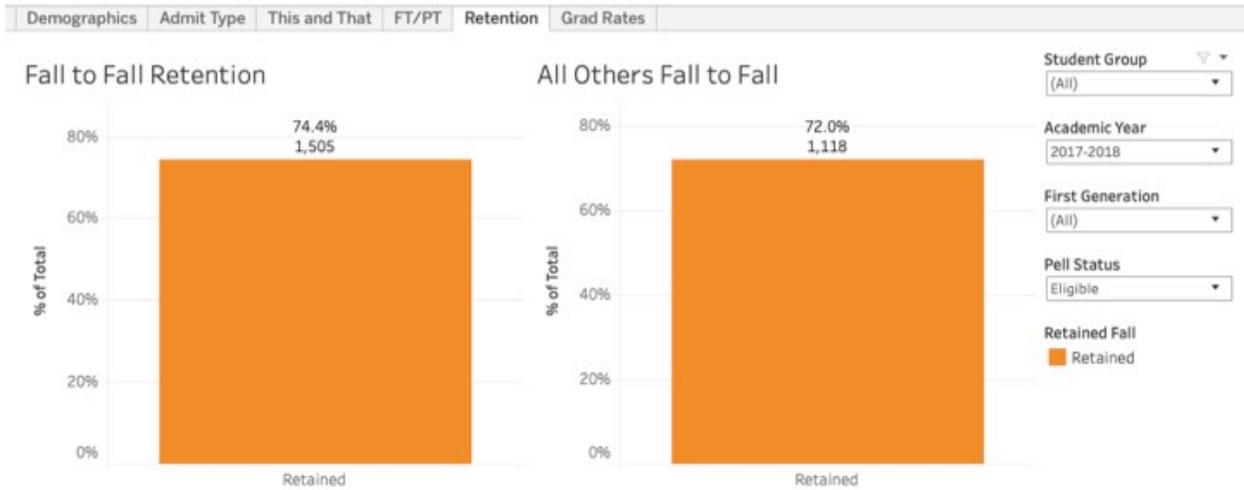
73.0% of **first generation** students participating in a Learning Community at the University of Utah in 2017-18 **returned to the U the following Fall** compared to 70.8% of first generation students who did not participate in a Learning Community. That is 43 more students who returned.



76.8% of students participating in a Learning Community at the University of Utah during 2017-2018 **returned to the U the following Fall** compared to 74.8% of those who did not participate in a Learning Community. That is 131 more students.

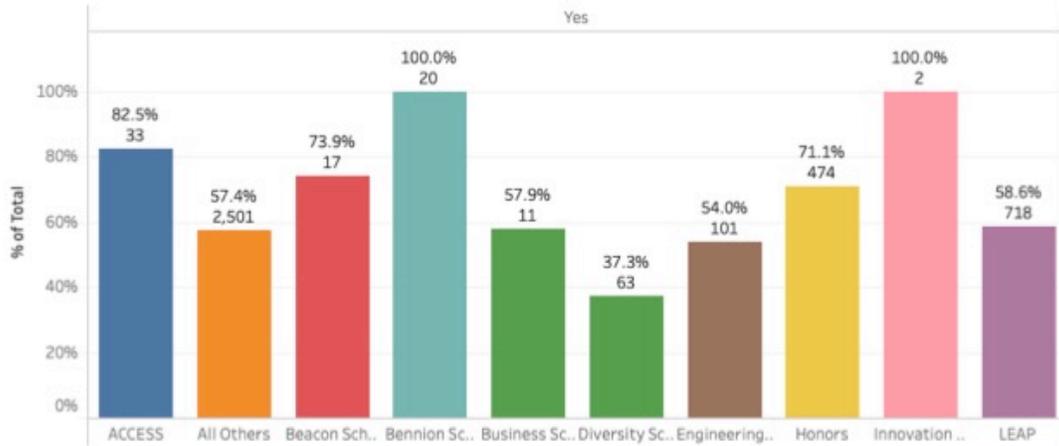


Pell eligible students (74.4%) who participated in a Learning Community at the University of Utah returned the following fall at a rate 2.4 percentage points higher than Pell eligible students who did not participate in a Learning Community (72.0%). That equals 49 more students who returned.



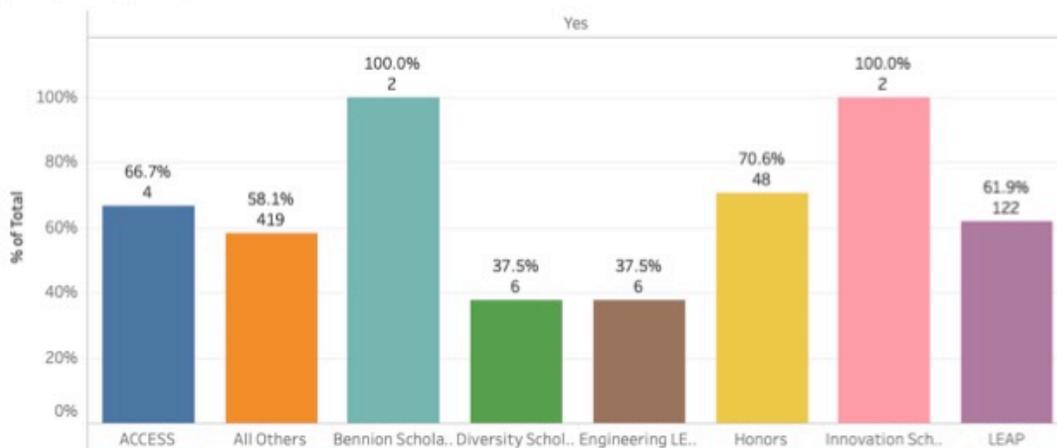
Overall **6-Year Graduation Rate** by Participation in a Learning Community Compared to All Others (those who did not participate in a learning community): Entering Class of 2011

6 Year Grad Chart



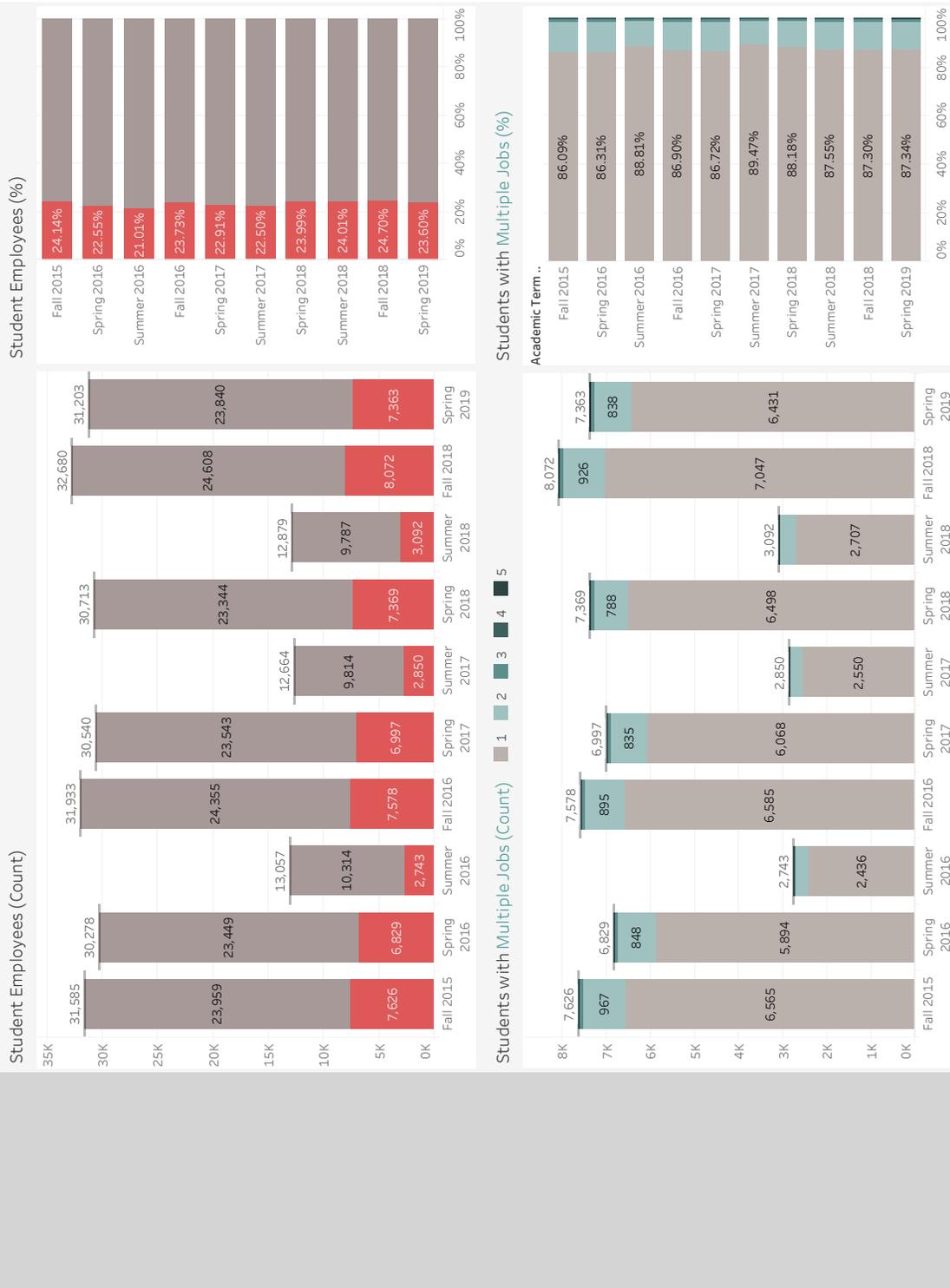
Overall **6-Year Graduation Rate** for Pell Eligible Students in Learning Communities Compared to Pell Eligible not in a Learning Community ("All Others"): Entering Class of 2011

6 Year Grad Chart



Appendix 4a

Student Employee Summary

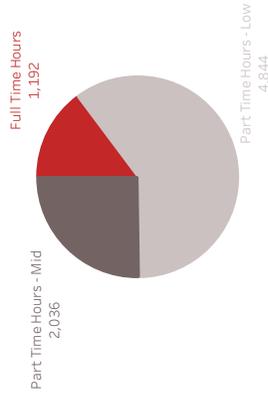


Academic Term Details

Student Employee Summary

Fall 2018

8,072

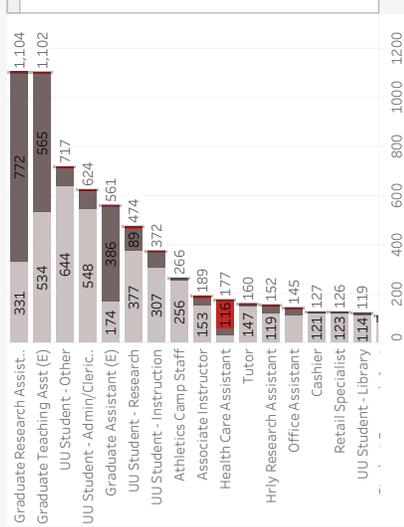


Student Employees PT/FT

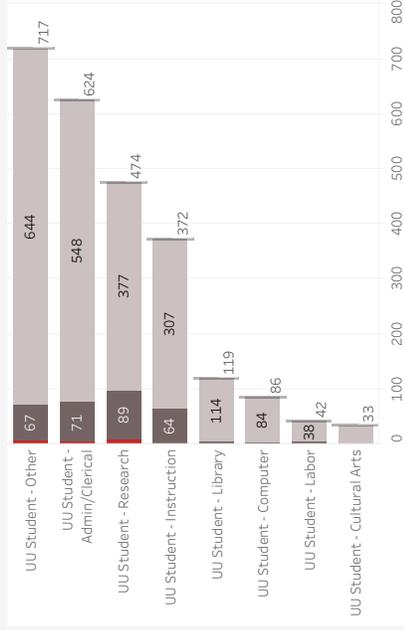
	Full Time Student	Part Time Student	Grand Total
Full Time Hours	507	685	1,192
Part Time Hours - Mid	1,773	263	2,036
Part Time Hours - Low	4,114	730	4,844
Grand Total	6,394	1,678	8,072



Job Title Popularity



UU Student Popularity



Appendix 4b

LEARN + EARN - 2018-19
STUDENT WORKER DATA

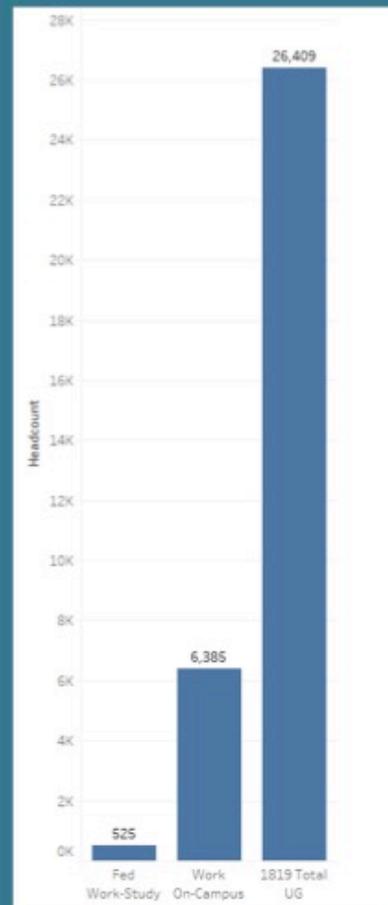
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Overview:

In 2018-19, (summer 2018, fall 2018, spring 2019) there were a total of **26,409** degree-seeking undergraduate students.

24% (6,385) of those students earned money from an on-campus job (earnings verified through payroll data between July 1, 2018 and June 30, 2019)

525 students earned through the federal work-study program.



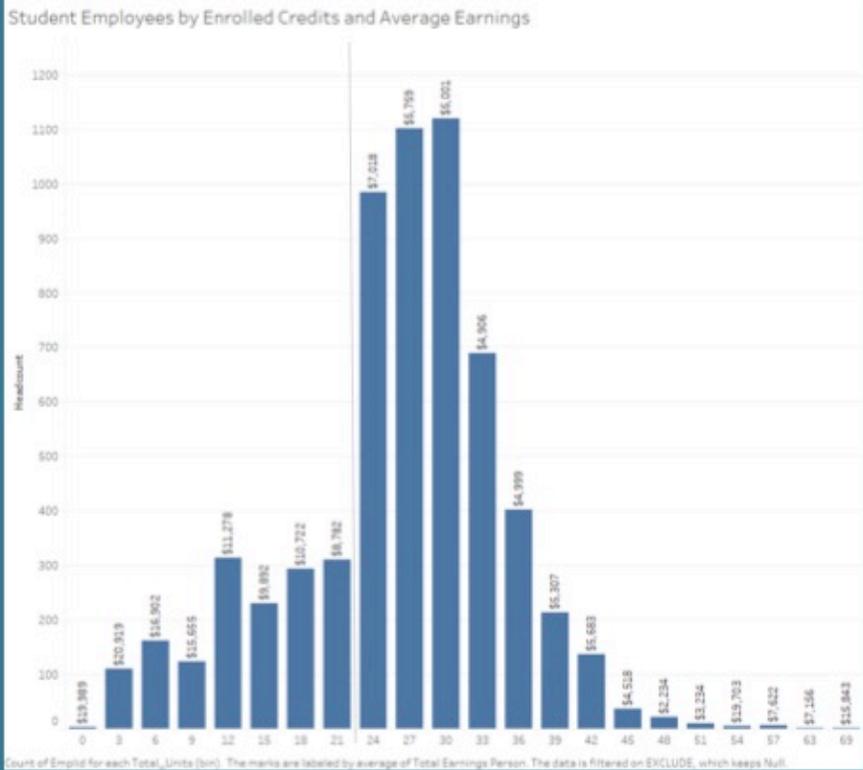
Full-Time Employee or Full-Time Student?

Exclusions:

Of 6,385 students who earned, 110 people earned more than \$50,000 and took fewer than 24 credits during the course of the year.

For purposes of this analysis, those individuals have been excluded from the rest of the slides on the basis that they are probably more full-time employees than full-time students and are not the target audience for the Lean and Earn Program.

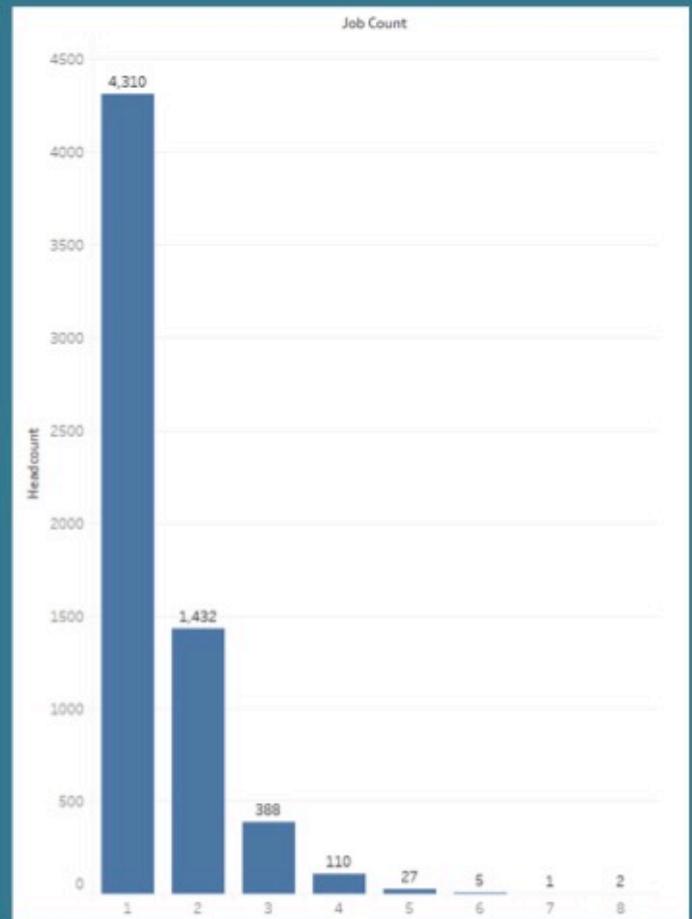
Most students employed on-campus took a full-time credit load (at least 24 credit hours) over the course of the 2018-19 year.



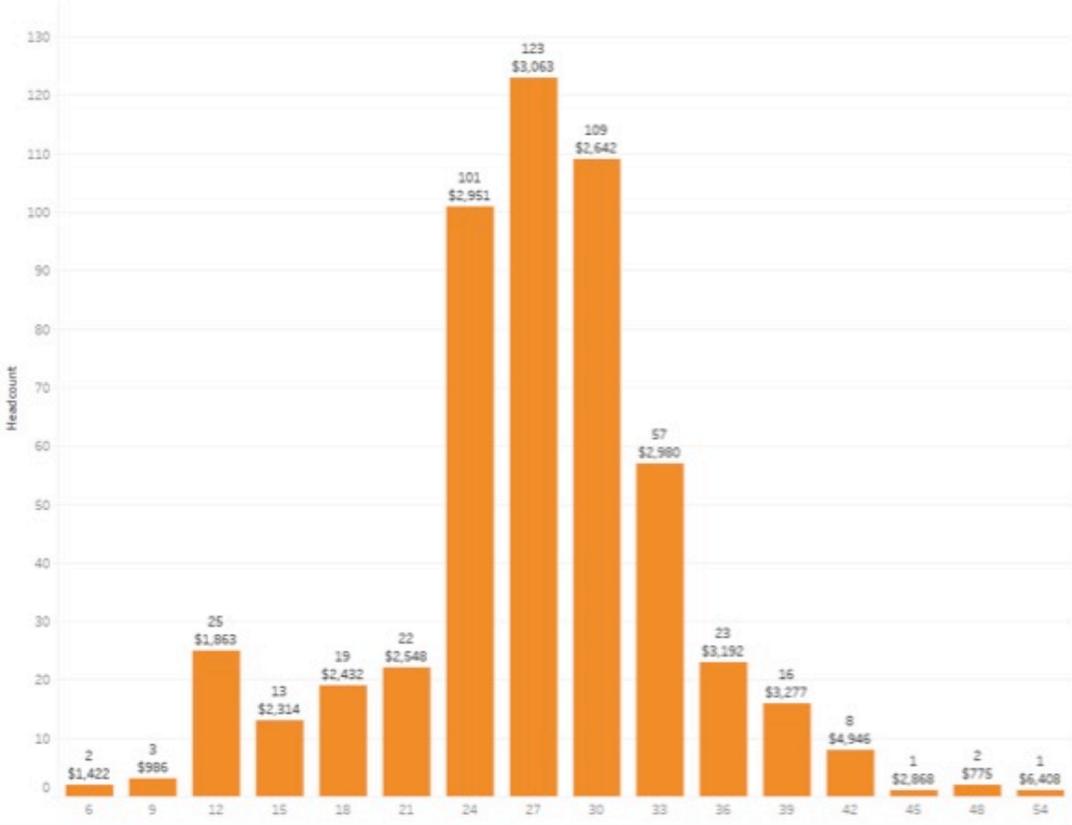
Most students held just one position during the year (69%)

23% held two positions

- Students who held multiple positions did not necessarily hold them simultaneously

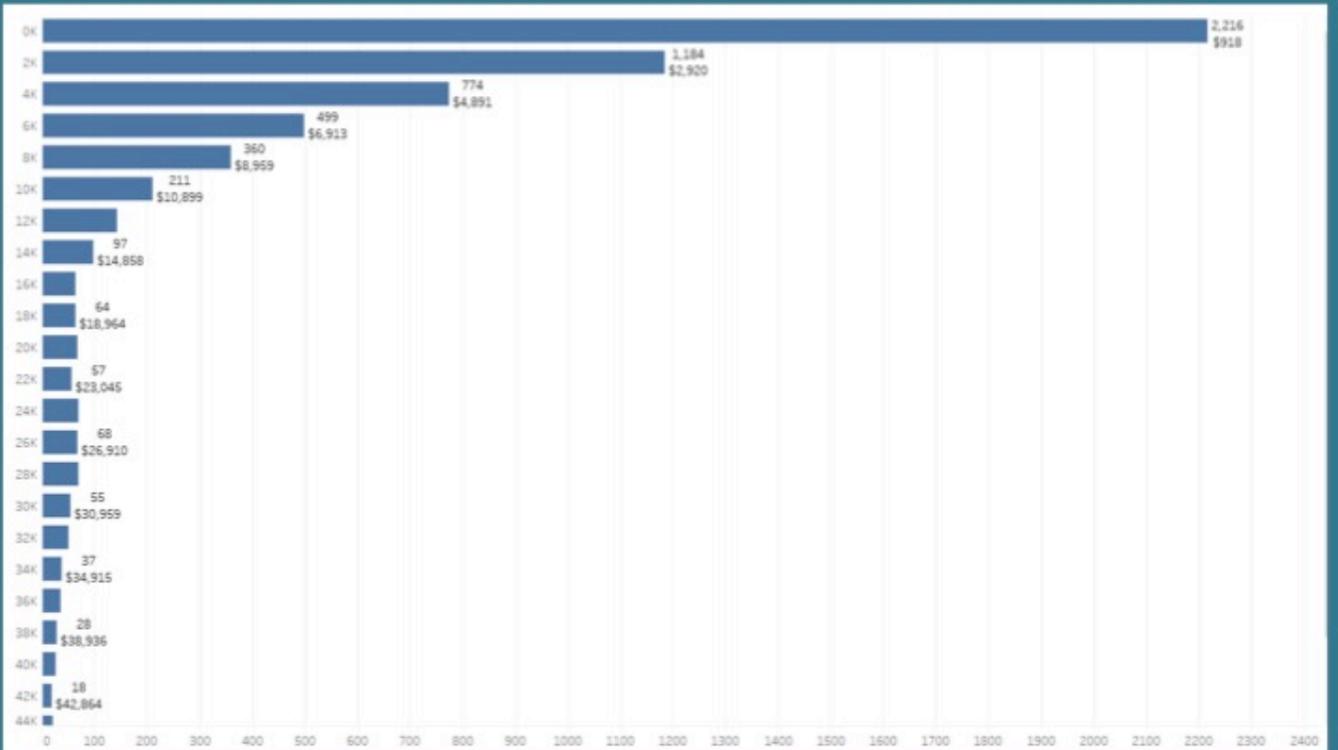


1819 Credits Earned by Federal Work-Study Students

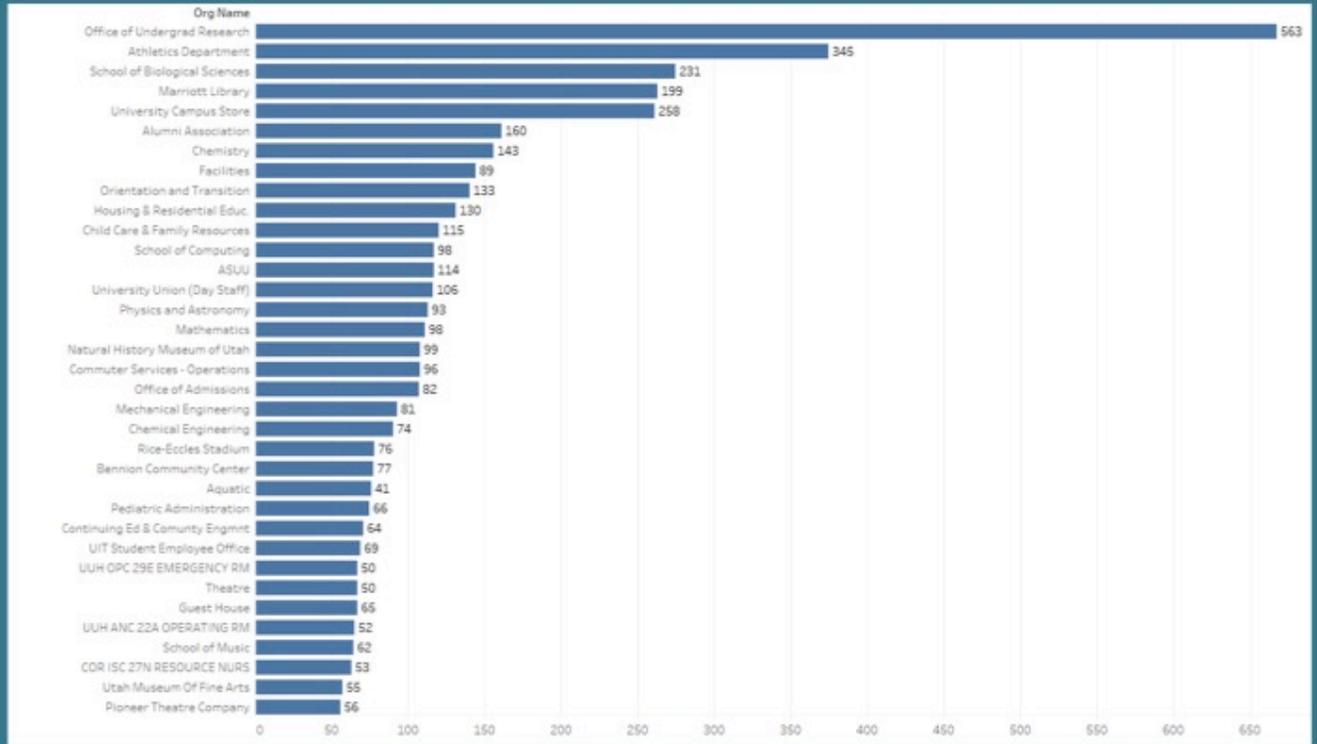


Average eared from federal work-study: \$2,845

- The average amount earned per student from all campus employment was \$7,218.
- 54% of students earned less than \$4,000.
- 74% of students earned less than \$8,000.



Top Employers by Number of Jobs (label shows count of distinct students employed)



Appendix 5

Proposed College Internship Centers (CIC) Model

PROPOSAL: The University of Utah is proposing to enhance and expand the model by which Colleges promote, and their students engage in, internships. This critical component of a student’s education is becoming increasingly central to the successful post-graduation job search. This proposed College Internship Center (CIC) Model will be piloted in up to four Colleges for the 2018-2019 academic year.

Executive Summary:

Engaging students in high-quality internships as part of their undergraduate experience is a University priority. To this end, we have developed a new campus model for internships – one that is inclusive, comprehensive, and centered in the University’s academic colleges and departments. The proposed “College Internship Centers Model” is based off of national best practices, which assert that course coordination and supervision in a student’s home academic department leads to the best internship outcomes. The model also addresses the priority need for a centralized internship management platform at the University⁷, which will ensure internship standards, offer support and training for internship professionals, and provide oversight of internship tracking via a shared software platform that accounts for students in both credit and non-credit internships.

The University’s academic colleges will share an institutional charge to both examine the current factors influencing student engagement in internships and increase participation in high quality discipline-specific internships. In so doing, they will foster greater career readiness and employment outcomes for the University’s graduates. The goal is to create centers of internship excellence similar to the Hinckley Institute, with a coordinating role served by the Career and Professional Development Center.

It is important to note that the proposed model is a hybrid approach; it is intended to preserve the role and autonomy of each academic college/department while simultaneously providing basic standards, guidance and coordination by career center professionals.

Why is an improved internship model needed?

The University has a strong historical commitment to creating engaged students through a number of experiential education programs, like community based service learning, undergraduate research, and learning abroad programs, to name a few. Of all student

⁷ To be provided by the Career and Professional Development Center (CPDC)),

engagement opportunities, internships have emerged as the most influential activity impacting a student's career readiness, skill acquisition, and successful post-graduation outcome. These anecdotal findings are supported by research from the Collegiate Employment Research Institute (CERI)⁸, which finds that:

- 94% of employers are more likely to consider hiring a recent college graduate who has completed an internship with a company or organization.
- Completing an internship makes students 70% more likely to be hired full-time.
- 80% of employers say that it is very important for recent graduates to demonstrate the ability to apply learning in real-world settings.
- 60% of employers believe that ALL college students should be expected to complete one or more significant applied learning projects (internships) before graduating.

Indeed, few experiences in one's college career play as large a role in the transition from student to young professional as an internship. For that reason, amongst others discussed below, an improved and centralized internship model is needed at the University of Utah.

Overview - Proposed College Internship Centers Pilot:

Similar to the "Bridge Advising" Program that has been successfully implemented in many of the University's colleges, the proposed College Internship Centers model relies on joint collaboration between the colleges and the CPDC. An invitation to participate in the pilot Internship program will be put forward to the colleges ready to make a commitment and investment to grow student participation in internships. As with the Bridge Program, the College Internship Center Coordinators will be funded through a shared budget model. These exempt professionals will focus entirely on internship initiatives and the coordination of student interns enrolled in designated internship courses within a specific College. Each Internship Coordinator will be part of a broader campus network of internship professionals, and collectively they will help shape and grow the campus-wide effort to engage students in internship experiences. Each CIC Coordinator will report directly to their home College in addition to a dotted line reporting back to the CPDC. They will receive comprehensive training as it relates to the following responsibilities:

- Overseeing and evaluating internship standards
- Administering tracking and reporting of participating students and employer/organizational sites - via the CPDC software platform
- Work with college leadership, faculty and CPDC to development internship sites

⁸ *Recruitment Trends – Collegiate Employment Research Institute (CERI) – Phil Gardner Study 2016 American Association of Colleges and Universities "2014 Employer Survey" National Association of Colleges and Employers (NACE).*

- Acting as a liaison with College Leaders to develop a clear program purpose and expectations
- Fostering the overall goal of increased participation in high quality discipline-specific internships

Required Elements for College Participation in Campus Internship Center Pilot:

- Reporting Line
 - Each Internship Coordinator will be hired by the College in collaboration with CPDC. Each will report directly to their home College in addition to a dotted line to CPDC Associate Director for Employer Engagement.
 - Internship Coordinating Council
 - Each Internship Coordinator will participate as an active member of this cross-campus team of professionals, coordinated by the Assistant Director for Internship Development in CPDS. As such, they will participate in:
 - Twice yearly Internship Coordinating Council retreats
 - Monthly campus wide internship council meetings
 - Online internship council community board
 - Regularly scheduled in-service trainings
- 1.0 FTE - 100% Internship Focused
 - Each Internship Coordinator must be hired to focus 100% on internship related activities.
 - Other duties are assumed only insomuch as they support the internship role.
- Credit and non-credit internships
 - Each Internship Coordinator will work with College and Internship Council to manage both credit and non-credit internship activities their students and employers are engaged in.
- Centralized Tracking System
 - Each Internship Coordinator will be granted administrative access to the CPDC platform and the corresponding Experiential Education module. Internship Coordinators will use this system to track credit and non-credit internship activities consistent with campus wide internship efforts. Internship Coordinators will also use the platform to engage employers and post internship opportunities using Employer and Job Database modules.

Summary of Benefits to College Internship Center Model:

The positive impact of student internships is not limited to the increase of retention, graduation, and employment rates. Internships can also have a significant impact on other institutional partnerships through the fostering of new connections and deeper

engagement with donors, influential alumni, C level executives, and HR/hiring managers. The CIC Model also promises to:

- Broaden and elevate the importance of internships for students and the institution.
- Include equitable funding to University Colleges that incentivizes internship growth across all academic disciplines.
- Promote the development of a University-wide internship community with shared professional roles and resources, which will positively influence internship quality and student engagement.
- Allow students to participate in non-credit (but University approved) internships that can be tracked and assessed.
- Heighten the importance of internships offered from a student's home academic department and promotes internships as an expected and integrated part of the engaged learning experience at the U. Help ensure the long-term viability of the University's employer partnerships and brings greater visibility to the larger community that the University serves.

October 19, 2017

Educational Futures & Student Success Taskforce Summary: Facilities & Infrastructure Working Group

Robin Burr and Mimi Locher (Co-Chairs)

The Facilities and Infrastructure Committee was charged with investigating the role that the university's physical and digital infrastructure would play in expanding the student population from 33,000 to 40,000 (21% growth). The committee identified three strategies to meet space needs as well as four solutions to attract and retain students and faculty, increase student success, address workforce needs and expand online course offerings:

Maximizing and Expanding Spaces:

Expand Building Footprints by 21%

- Increase housing for students.
- Expand research and lab facilities.
- Improve utilization of existing buildings.

Expand Teaching Hours and Days

Build a Satellite Campus

Four Liveability Initiatives:

Develop Campus as a Living Lab

- Create a transdisciplinary team to lead and advise this effort and centralize leadership.
- Identify potential partners, projects, funding sources, measurement metrics and current physical and operational assets.
- Identify and recruit faculty to support teaching and research in this effort.
- Increase student participation by promoting existing opportunities and identifying points of academic program integration.

Develop Campus as a Complete Community

- Create better inter/intra-connectivity to and from campus through ridesharing programs and autonomous bus service for inter-campus trips.
- Continue efforts to reduce use of personal vehicles to commute to/from campus (enhancing bus/shuttle services, increasing parking costs, prohibiting first-year students from parking on campus).
- Create a "Town and Gown" district on campus with grocery stores, additional dining and local businesses.
- Evaluate opportunities to relocate administrative functions off-campus.
- Implement policies and practices to support diversity and to attract underrepresented groups
- Densify campus with buildings that serve a mixture of uses.
- Acquire remaining area of Fort Douglas land for campus use.

Become a leader in sustainability

- Approve “No New Net Local Emissions” policy.
- Assign and align leadership to improve transportation options serving the University. Implement transportation demand management program and staff position.
- Develop and deploy goal-oriented procurement guidelines.
- Adopt landscape master plan and implement best practices.
- Improve water, sewer and storm water systems.
- Transition to 100% renewable energy sources.

Become a leader in digital transformation

- Consolidate and centralize common technologies such as networks, wireless, phones, ERP and data center that don't differentiate departments and colleges. Continually update technology.
- Implement a unified effort to provide relevant data and analytics for individual and institutional decision support.
- Pursue technology initiatives that make education more accessible, affordable and relevant for students.
- Provide online and mobile tools for admission, registration, advising and completion, as well as a one stop application.
- Define and improve the transfer student experience by promoting the use of Transferology and TES.

Educational Futures & Student Success Taskforce Final Report: Facilities & Infrastructure Working Group

Co-Chairs: Robin Burr and Mimi Locher

Team Members: Alma Allred, Andrew King, Barb Remsburg, Chris Benson, Connor Morgan, Ginger Cannon, Gordon Wilson, Jenn Reed, Jonathon Bates, Liz Johnson, Matt Abbott, Matt Yurick, Myron Willson, Steve Hess, Steve Panish, Sam Jensen Augustine, Sylvia Torti, Troy D’Ambrosio

Executive Summary

The Facilities and Infrastructure Working Group (F&I) was charged with investigating the role that the University’s physical and digital infrastructure would play in realizing President Watkins’ vision for expansion of the University’s population from 33,000 to 40,000 students (21% growth).

We first identified three strategies for meeting the expanded space needs:

- 1) Expand our buildings footprint by 21% to mirror population growth
- 2) Expand our teaching hours and days, and utilize on-line education in order to accommodate increased classroom needs within our current building footprint
- 3) Build a satellite campus in the valley, where the Utah population is growing, in order to address educational needs in the communities where our students live

We expect that the solution may involve a combination of these strategies – some growth, especially in areas that build community - like housing; some modernization and expansion of labs and research facilities; some improved utilization of existing buildings; and a potential satellite campus in the valley.

We also identified the following four solutions to attract and retain students and faculty, increase student success, address workforce needs, and expand online course offerings, with the potential to reduce student costs:

- 1) Campus as a Living Lab
- 2) Campus as a Complete Community
- 3) University as a Leader in Sustainability
- 4) University as a Leader in Digital Transformation

Separately, each solution addresses the University’s goals, and together they form a powerful agenda for innovative change leading to student and institutional success.

As we move forward to evaluate and implement these proposals, we will need to have a collective conversation with all six work groups, in order to assure that we are aligned in our goals, and that we understand the impact to students, faculty and staff.

Campus as a Living Lab (CLL)

The physical and operational assets of the University are an underutilized academic resource. CLL leverages these facilities and technologies together with the related

institutional knowledge for the University's teaching and research mission. CLL integrates supervised academic study with facilities operations and other administrative units to provide students with direct research experience that builds campus engagement and student ownership and strengthens the University's intellectual and cultural profile.

CLL engages a wide range of disciplines and encourages multidisciplinary collaboration. For example, engineering and architecture students can collaborate with facilities to monitor energy use in buildings throughout campus. This could engage a range of students, from undergraduates learning fundamental concepts of energy use to doctoral students testing energy retrofits of existing buildings.

Campus as a Complete Community (CCC)

People are attracted to places that are active, beautiful, healthy, safe, and sustainable; and studies show that people who feel part of a caring and healthy community perform better at their jobs and feel happier. CCC provides students, faculty, and staff a place to learn, live, work, play, and shop, as well as a sustainable way to travel to and from their desired destinations.

By increasing opportunities for housing, shopping, recreation, and other daily activities, the campus will be a vibrant, inclusive, and resilient community-focused place where students, faculty and staff have all their basic needs met. With CCC, University buildings are utilized fully throughout the day, with classes from early morning through the evening and additional functions such as grocery shopping and recreation interspersed throughout campus.

University as a Leader in Sustainability (ULS)

ULS addresses urgent environmental health issues for the University community and beyond. Thoughtful planning and intelligent site management increases resiliency, reduces our carbon footprint, and expands access to our on- and off-campus sites while achieving carbon neutrality. Identifying, communicating, and deploying this institutional knowledge helps our neighbors, partners, and peers in building a more sustainable future.

ULS considers the University's impact on our regional air quality and global carbon emissions, our significant role in regional transportation, the need for a procurement process matching the goals and values of the university, and recognizes diverse opportunities within our landscape.

University as a Leader in Digital Transformation (ULDT)

ULDT leverages educational technology for IT services that are digitally relevant to the future academic and institutional environment and focused on the expectations and success of our students, faculty, and staff. As a leader in Digital Transformation, the University ensures that education continues to be more accessible, affordable, and relevant for students, and also makes available meaningful statistics showing the value

proposition of the University of Utah to students, the State, and other academic institutions.

ULDT touches each individual at the University as well as the institution as a whole. It enriches and personalizes the student experience by streamlining application, registration, advising, and other academic services. It establishes centralized analytics, ensures privacy and security, and supports disaster recovery services.

These four Facilities and Infrastructure recommendations are delineated in the text below, with specific goals and actions outlined for the short-, mid-, and long-term. Appendices are included to provide supporting information and examples.

Recommendations and Strategies

THE UNIVERSITY OF UTAH CAMPUS SHOULD BE A TRANSDISCIPLINARY “LIVING LAB”

The Campus as a Living Lab (CLL) is an integrating culture that makes available the physical and operational assets of the University as part of research and matriculated coursework (including independent study). This coursework is completed under the direction of interested faculty and is compensated and incentivized through scholarship and awards. This creates a culture of coproduction in which the University nurtures a healthy and sustainable learning environment.

Rationale

Campus as a Living Lab integrates academics with facilities operations and other administrative units to provide students with direct experiences that build campus engagement and student ownership and strengthen the University’s intellectual and cultural profile. CLL creates transdisciplinary educational communities that have an important impact in embedding sustainability at the institutional level. CLL is a model for integrating best practices, relevant data, transparency, flexibility and engaging methods of decision making to better support facilities and infrastructure needed for campus growth.

See Appendix A for campuses that currently support CLL.

Short-term strategies (0 to 2 Years)

- Create a CLL Framework
 - Identify a transdisciplinary team to lead and advise on a preferred model that encompasses measurable best practices in undergraduate and graduate education and research
 - Identify the faculty, operational units and programs currently using CLL model (use the Medical School operational model as a framework, family and consumer studies)
 - Create a matrix of 1) potential campus partners, 2) potential research projects, 3) potential funding sources, 4) metrics to measure CLL value, and 5) viable campus physical and operational assets.
- Identify and recruit faculty

- Incentivize student, faculty, and staff participation
 - Identify and increase funding sources
 - Review program curricula for CLL opportunities
- Create transdisciplinary research design course (merge research, teaching and service components).
 - Model process after Wasatch Experience or other Faculty Learning Community (FLC) examples – Open to all faculty and staff
- Improve incentives for students
 - Identify and promote existing CLL opportunities
 - Identify points of academic program integration

Mid-term strategies (2 to 4 years)

- Identify opportunities and appropriate legal structure to contract with internal University partners
- Develop a Campus as a Living Lab facilitator position
 - University position requiring project manager with research experience who can bridge academic and operational “worlds”
- Build a central repository of CLL projects and research

Long-term strategies (4+ years)

- Develop a metric to allow the University to quantify the value of CLL to stated University goals
- Develop a metric connecting CLL to an increase in retention/enrollment as students understand their role as changemakers in the University community
- Develop an annual report sharing CLL projects/metrics

THE UNIVERSITY OF UTAH SHOULD BE A COMPLETE COMMUNITY

All people, including our faculty, staff and students, are drawn to areas that are active, safe and beautiful. A complete campus community is one that embraces all the elements of a traditional academic campus and then enhances them with the resources and amenities people need and want for everyday living. The recommendations below explain goals that could help increase our campus enrollment, retain more students, improve our graduation rate and even diversify our campus by implementing complete community strategies.

Rationale:

President Watkins has tasked the University with increasing our enrollment, retention, graduation rate and diversity. To accomplish this the University needs to grow smart. We believe the following strategies can be accomplished by providing students, faculty, and staff a place to learn, live, work, play and shop; as well as a sustainable way to travel to and from their desired destinations.

Campus needs to evolve into a place where people can live, work and play within the University campus – a complete community. If campus can be the place where

students, faculty and staff can have all their basic needs met, all of these objectives can be accomplished. Densifying our building pattern on campus would allow us to accomplish all of this without the need to expand or satellite our campus, which means less space for vehicle storage.

We need to be deliberate in our efforts to preserve and enhance recreational spaces, parks and other places of value on campus. Sustainable transportation choices should be promoted and enhanced to reduce single occupancy vehicle usage and parking demand, improve mobility, enhance air quality and conserve energy. Campus safety can be improved with a 24-hour community on campus and enhancements to our landscape.

Short-term strategies (0 to 2 years):

- Create better inter/intra-connectivity to and from campus
 - Add ridesharing programs (vanpool, pass, bike share, car share)
 - Autonomous bus service for inter-campus trips
 - Add physical connectivity to state and city owned bikeways
 - Implement standard wayfinding and signage protocol for pedestrians and wheeled devices
- Require Complete Streets to encourage and increase multi-modal travel
 - Added shared-use pathways in strategic places (Mario Capecchi sidewalk)
 - Complete reconstruction of Wasatch Drive
 - Develop and adopt a Complete Streets policy or adopt University design requirements for Transportation
- Continue to reduce the use of personal vehicles as primary mode of travel (reduced need for parking)
 - Implement a policy to prohibit first-year students from bringing cars to campus. Make other changes noted below, which help this to be successful
 - Enhance bus/shuttle frequency and hours of operation
 - Charge for all parking on campus and increase price of parking permits
 - Require outdoor/secure parking areas for personal mobility devices in all parking garages and new development projects
- Re-evaluate and reprogram existing building functions
 - Reduce peak demand of buildings and distribute throughout the day to increase utilization
- Create planning for a new Town and Gown district and continue to enhancement existing ones
 - Work with SLC and other partners to create districts that incentivize redevelopment near campus edges
- Build spaces to accommodate grocery, dining and other daily needs for students, faculty and staff (limit the need to leave campus)
 - 650 seats of dining at South Campus Housing
 - MHC to go more grocery focused
- Implement policies and practices like CPTED (Crime Prevention Through Environmental Design) to improve campus safety

- Create campus policy related to safety practices included CPTED
- Implement policies and practices to support underrepresented groups
 - Hire new staff to address issues (VP of Diversity and Equity, Inclusion)
 - Addition of Black Cultural Center
 - Strategic plan for unrepresented engagement
- Activate campus by constructing more housing:
 - Construct 992 new housing beds for students (South Campus Housing)
- Optimize efficient use of building resources and infrastructure
 - Campus electrical energy supply – 50% renewable, August 2019
 - Campus Utility/Energy Master Plan
- Create design standards to require practices that allow for reuse of all buildings (30 vs 50 vs 80+ year buildings?)
 - Design standards to require multi-functional or flex spaces
- Actively preserve and enhance recreational and other park spaces on campus

Mid-term strategies (2 to 4 years):

- Create better inter/intra-connectivity to and from campus
 - Build a mobility hub (transit hub) (*in planning now*)
 - Enhanced accommodations for personal mobility devices
- Enhance streets for better multi-modal travel (complete streets)
 - Implementation of policies related to active transportation complete street improvements
- Shift away from personal vehicle as primary mode of travel (reduced need for parking)
 - Expansion of ride-share service areas
 - Revise class scheduling to maximize building use
- Evaluate opportunities to relocate “back of house” administrative functions off-campus
- Densify campus with buildings that serve a mixture of uses
 - Union expansion
 - Addition of parking terraces to replace surface lots
 - Reduce surface parking and relocate to campus edges
- Create a new Town and Gown district and enhancement of the existing ones
 - Completion and implementation of Research Park master plan
 - Purchase of land around University street to redevelop for housing and commercial uses
- Build spaces to accommodate grocery, dining and other daily needs for students, faculty and staff (limit the need to leave campus)
 - Union expansion
 - Enhancement of town and gown districts
- Implement policies and practices to support underrepresented groups
- Diversify on-campus housing choices and price ranges
 - USA and Research Park housing projects
- Activate campus by constructing more housing:
 - Construct 3,100 new housing units/beds for students
 - Construct 1,200 new housing units for faculty, staff and workforce

- Optimize efficient use of building resources and infrastructure
 - 70% renewable energy sources for campus
 - Amend class scheduling to maximize building use
- Improve infrastructure that encourages use of electric vehicles
 - Added EV charging stations with revised usage policies

Long-term strategies (4+ years):

- Create better inter/intra-connectivity to and from campus
 - Implement a campus circulator transportation system on a dedicated pathway
- Shift away from personal vehicle as primary mode of travel (reduced need for parking)
 - Optimize parking permit fee structures to maximize revenue and reduce overall parking stalls
- Density campus with buildings that serve a mixture of use
 - Additional housing, parking structures and joint use academic and research buildings
- Create a new Town and Gown district and enhancement of the existing ones
 - Redevelop key spaces with needed commercial and residential land uses
- Diversify on-campus housing choices and price ranges
 - Assess remaining need and construct the balance of faculty, staff and student housing
 - Analyze first-year live on campus requirement
- Acquire remaining 42 acres of Fort Douglas land for campus expansion

THE UNIVERSITY OF UTAH SHOULD BE A LEADER IN SUSTAINABILITY

Brief Narrative/Rationale:

The University of Utah can establish itself as a sustainability leader while achieving its core mission. The term sustainability is multifaceted, spanning the traditional lenses of equity, ecology, and economics to resilience and even aesthetic. Within the context of infrastructure and facilities, growth, increased site utilization, and density directly impact sustainability goals. Thoughtful planning and intelligent site management can increase resiliency, reduce our carbon footprint, and expand the populations accessing our sites while achieving carbon neutrality by 2040.

Our team recognizes the breadth of current and completed work that should be leveraged in accomplishing our sustainability goals. Identifying, communicating, and deploying this institutional knowledge is a constant and worthy challenge. The lessons learned will help our neighbors, partners, and peers in building a more sustainable future.

Four High-priority Goals:

See Appendix B for narrative description of the High Priority Goals and key constraints to attaining goals.

- 1) Approve “No New Net Local Emissions” Policy.
 - The state classifies the University as a major emitter requiring complex permitting
 - “No New Net Local Emissions” establishes the university as an air quality leader
- 2) Assign and align leadership to improve transportation options serving the University of Utah
 - The University has a significant impact on the regional transportation system
 - The University needs to focus on external collaboration to reduce transportation related emissions
 - A clear and consistent transportation vision and goals will deliver economic, social, and environmental wins.
- 3) Develop and deploy goal-oriented procurement guidelines
 - The assets and materials acquired through procurement have a lasting effect on the university’s footprint
 - The procurement process should match the goals and values of the university
 - The U should streamline our procurement choices and process to achieve our stated sustainability goals
- 4) Adopt Landscape Master Plan and implement best practices
 - The university has the opportunity to invest in its landscape similar to campus buildings
 - Key aspects of the Landscape Master plan are in alignment with sustainability goals and are time sensitive.
 - Implementing our Landscape Master Plan can increase water efficiency, carbon sequestration as well as campus safety, Dark-Sky Compliance, and further our state Arboretum status.

The short-, mid-, and long-term strategies below each work across the focus areas of Air & Climate, Buildings & Plants, Communication, Energy, Grounds, Purchasing, Safety, Transportation, Waste, Water, Sewer, and Storm Water.

Short-term strategies (0 to 2 years):

- Air & Climate
 - Approve no net local emissions policy and study
 - Reevaluate timing of carbon neutrality goal and opportunities to accelerate
- Buildings & Plants
 - Design requirements updated
 - Implement energy use intensity (EUI) based energy standard for new construction
 - Align energy standard with IECC 2016
 - Adopt Campus Energy Strategic Plan
- Communication
 - Complete utility meters’ repairs and accuracy validation by 2021

- Energy
 - Adopt no new net local emissions policy and study
- Grounds
 - Adopt landscape master plan and implement best practices
 - Align standards with Dark Sky and arboretum
- Purchasing
 - Commit to a progression of new technologies in non-capital/capital asset purchasing (ex: vehicles)
- Safety
 - Centralize reporting mechanisms and datasets to address dangerous conditions within buildings and roadways
- Transportation
 - Develop a structure for partnership and vision to address surrounding transportation infrastructure and mobility choices, focusing on the factors of cost and convenience, for travel to the University of Utah
 - Complete the Mobility Hub study
 - Adopt University design requirements addressing transportation infrastructure and amenities
 - Adopt a Complete Streets Policy that prioritizes walking first, followed by bicycling and transit use, and lastly motor vehicle use. Land use, building and site design of new development should follow this same hierarchy in order to encourage sustainable modes of transportation and improve health outcomes
- Waste
 - Manage waste as a utility
 - Expand organics pilot
- Water, Sewer, Storm water
 - Complete irrigation controller retrofit
 - Refine metering data to allow division of water uses (i.e. culinary, irrigation etc. as appropriate)

Mid-term strategies (2 to 4 years):

- Air & Climate
 - Implement no net local emissions policy for new construction, including vehicle parking structures
 - Reduce carbon footprint 50% (from 2007 baseline)
- Buildings & Plants
 - EFSS GOAL: Site Energy Use Intensity (EUI) of 145 kBtu/sq ft by 2023
 - Local emissions of gas combustion reduced 50%
 - Implement Energy Strategic Plan
 - Procurement of infrastructure... Clear maintenance costs by system allowing for LCCA with sufficient data for decision
 - Shift to no/low-VOC products
- Energy
 - Assess/procure gaps in renewable energy sources
 - Outline transition plan including cost threshold for conversion to fossil fuel free energy. Where no cost-effective alternative, identify mitigation

- Implement demand management strategies
- Assess carbon capture and sequestration
- Grounds
 - Achieve Dark Sky compliant, safe campus
 - Continue to retrofit lighting to align to current standards
 - Evaluate and implement best practices for inputs (ex: chemicals) to campus.
- Purchasing
 - Develop sustainable resource lists of pre-vetted supplies and office and maintenance equipment (ex: landscape tools, refrigerators)
- Safety
 - Address the most dangerous roads and intersections with safety improvements.
- Transportation
 - Construct and operate mobility hub(s)
 - Right-size fleet
 - Implement transportation demand management program (TDM) and staff position
- Waste
 - Expand organics collection
 - Implement waste study recommendations
- Water, Sewer, Storm water
 - Evaluate Water/Energy Nexus impact areas
 - Reduce water use intensity by 50% by 2025 (from 2007 baseline)
 - Update Master Plan to reflect resilience assessment

Long-term strategies (4+ years):

- Air & Climate
 - Achieve carbon neutral by 2050
 - Deploy carbon pricing system
- Buildings & Plants
 - Transition to 100% renewable energy sources
 - Achieve no net emissions at plant or locally
- Energy
 - Transition to 100% renewable energy sources
- Grounds
 - Transition to a climate adapted/climate appropriate landscape
- Purchasing
 - Implement comprehensive procurement processes for mission-aligned purchasing
- Transportation
 - Maintain zero-emission vehicle fleet
 - Complete plan for Vision Zero
 - Full optimization of University roadways and non-University owned roadways for multimodal travel
- Waste

- Achieve zero net waste
-

The University of Utah will be a leader in Digital Transformation

Brief Narrative/Rationale:

The University must become a leader in Digital Transformation – educational technology and digitally relevant to the future environment and the expectations of our students and faculty.

- IT services that are student and faculty centered, focused on their success
- Courses, libraries, and faculty/student services available online, free of place and time restrictions
- Up to date technology that is consistently refreshed
- Elimination of duplicate and legacy technology freeing the university to invest in new transformative and innovative technology solutions
- Consolidated and centralized common technologies, such as networks, wireless, phones, ERP, and data center, that don't differentiate departments and colleges
- A unified effort to provide relevant data and analytics for individual and institutional decisions support
- Technology initiatives that ensure the university will make education more accessible, affordable, and relevant for students

Short-term strategies (0 to 2 years):

- Establish centrally managed networks and consolidate data centers
- Refresh IT assets according to systematic replacement plan
- Support the new U on-line degree and CE Campus Unified online registration
- Confirm disaster recovery processes are mature and comprehensive
- Centralize analytics support with a single source of truth for students, faculty, staff, and administration for improved decisions support

Mid-term strategies (2 to 4 years):

- Enrich student experience by developing a student experience roadmap to identify needs and gaps in the student lifecycle and overall experience
- Provide online and mobile tools for admission, registration, advising, and completion with a one stop application
- Focus on AI conversational interfaces i.e. chat bots
- Protect privacy and secure all information
- Develop a 360 Student CRM Strategy to personalize the University student experience
- Define and improve the transfer student experience by promoting use of Transferology and TES

Long-term strategies (4+ years):

- Make available meaningful statistics that are immediately accessible to the legislature, that show the value proposition of the University of Utah to students and the state
- Provide students the data they need to make good education and career choices
- Deliver a relevant, personalized online technology experience for students, faculty and staff

Appendices: Facilities & Infrastructure

Appendix A

Campus as a Living Lab (CLL)

Campuses that currently support CLL include:

- University of Illinois at Urbana-Champaign
- Princeton
- Harvard
- Colorado State University
- University of Minnesota, Twin Cities
- Columbia
- Cornell
- UC Santa Barbara
- Portland State University
- University of British Columbia

University of Illinois at Urbana-Champaign	Program is designed to link campus sustainability targets to national and global sustainability, energy, and environment challenges.	https://sustainability.illinois.edu/research/campus-as-a-living-laboratory-research-campus-sustainability-working-together/
Princeton	The Office of Sustainability works collaboratively with academic and operational partners across campus to advance sustainability education and research	https://sustain.princeton.edu/lab
Harvard	We are bringing our students, faculty, and staff together to use the campus and our surrounding community as a test bed to incubate exciting ideas and pilot promising new solutions to real-world challenges threatening the health of people and the planet	https://green.harvard.edu/series/living-lab
Colorado State University	The Campus as a Living Lab program integrates academics with facilities management (Facilities Services) to provide students with hands-on experiences to help meet the university's sustainability goals.	https://www.csudh.edu/slice/living-lab/
California State University	Simply put, the program helps to address a sustainability goal while at the same time providing students with an opportunity to work to solve a real-world campus problem. Faculty present a project or redesign a course to incorporate student learning and activities that respond to that particular campus's challenge.	https://www2.calstate.edu/impact-of-the-csu/sustainability/Pages/Campus-as-a-Living-Lab.aspx

University of Minnesota	The Twin Cities Sustainability Committee invites proposals twice a year from the University community to create living laboratories. Selected proposals will be provided space on campus grounds and guidance in facilitating project implementation. Seed funding may be available living labs depending on availability and need.	https://italladdsup.umn.edu/content/living-lab
Columbia	We collaborate with our partners in Facilities and Operations and the schools to mentor and support students in academic capstone courses, and show them new technologies that expand awareness of campus sustainability programs under way.	https://sustainable.columbia.edu/content/campus-living-lab
University of Washington	Our goal is to create a sustainable campus and foster environmentally conscious university culture by funding student-led projects that lessen the University's environmental impact.	https://csf.uw.edu/
Cornell	By using our campus and community to study and implement sustainability solutions, Cornell is harnessing our resources to advance solutions that improve our campus, region, and world. Our living laboratory harnesses campus systems as operations for sustainable improvement, utilizes our community for behavior change research to accelerate the adoption of a sustainable culture, and opens campus resources and data for teaching and research.	https://sustainablecampus.cornell.edu/campus-initiatives/living-laboratory
UC Santa Barbara	The Living Lab program is dedicated to enhancing and furthering the connection between UCSB's faculty and researchers and the web of students, businesses, organizations, and other members of our community.	http://www.sustainability.ucsb.edu/livinglab/
Mount Holyoke	The campus living lab allows students to advance discipline-specific and interdisciplinary learning to foster new ways of perceiving both the natural and built campus landscape. The living lab seeks to highlight and coordinate place-based opportunities for learning, experimentation, and demonstration through the integration of resources like campus ecological sites, progressive sustainable infrastructure, academic courses, and the botanic garden.	https://www.mtholyoke.edu/mwce/campus

Portland State University	The PSU Living Lab program matches motivated faculty and students with University staff to work on projects that support PSU's campus sustainability goals. Students and faculty across disciplines such as engineering, business, urban planning, arts, and sciences have participated in the program. Staff partners include Campus Planning, Capital Projects & Construction, Transportation & Parking Services, and more. The program is facilitated as a partnership between the PSU Campus Sustainability Office, Facilities & Property Management department, and the Institute for Sustainable Solutions.	https://www.pdx.edu/sustainability/living-lab
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Appendix B

University as a Leader in Sustainability (ULS)

General Sustainability Values/Goals (outside individual infrastructure categories)

- Complete Second Nature resilience assessment and apply to each category (UC3)
- Internalize carbon mitigation where possible (e.g. air travel mitigation to be internal) through ecosystem services
- Incorporate lifecycle analysis (LCA) when evaluating alternatives
- Opportunities for fundraising / advancement to create “sustainable campus”

Narrative Descriptions of High Priority Goals

1) Approve “No New Net Local Emissions” Policy.

Combustion of natural gas and fuels negatively impacts our regional air quality and global carbon emissions. The university is classified as a major emitter and maintains a complex air quality permit. With continued campus growth, a policy of “No New Net Local Emissions” caps the university’s emissions and establishes the university as an air quality leader in the Salt Lake Valley.

2) Assign and align leadership to create transportation infrastructure and mobility choices serving the University.

As a major employer, regional healthcare provider, athletic venue, event host, and R1 research university, the University of Utah has a significant role in regional transportation. There is an ongoing opportunity to better partner with the numerous agencies, organizations, policy-makers, and internal partners to affect the best outcomes for our region and institution. A clear and consistent vision for the U’s transportation goals will deliver wins across the triple bottom line.

3) Develop and deploy goal-oriented procurement guidelines.

The assets and materials we acquire through procurement have a lasting effect on the university’s footprint. The procurement process should match the goals and

values of the university. We are proposing a stepwise approach to streamline our procurement choices and process to achieve our stated goals.

4) Adopt Landscape Master Plan and implement best practices.

The university has been investing aggressively in the built environment and recognizes the opportunity in our landscape through the Landscape Master Plan. Key aspects of this plan are in direct alignment with numerous sustainability goals and are time sensitive. Beyond reducing our water footprint and increasing carbon sequestration, implementing our Landscape Master Plan can increase campus safety, achieve Dark-Sky Compliance, and further establish our tree canopy in support of our state Arboretum status.

Key Constraints to Attaining Goals

- Equitable and accessible campus
- Core mission of University
- Maintain state arboretum status
- International Dark-Sky Association
- Assure safety in lighting and grounds
- Air quality permit thresholds and their effect on combustion as well as potential to emit

Educational Futures & Student Success Taskforce Summary: Educational Delivery and Partnerships Working Group

Allan Landon and Cathleen Zick (Co-Chairs)

The Educational Delivery and Partnerships (EDP) Committee focused on identifying goals and strategies that will attract and serve a growing and more diverse set of students who will be engaged in learning with the University of Utah throughout their lives. Key to this goal is helping people discover new education and career opportunities through broader access to relevant coursework, experiences and credentials, on and off campus.

Recommendations include:

Expand Online Offerings

- Set competitive online tuition rates.
- Establish scholarships for students with some college/no degree to complete online.
- Develop a hiring pipeline.

Develop Alternative Pathways To and Through the University

- Identify high-demand micro-credentials in collaboration with employers.
- Incentivize collaborative/cross-disciplinary micro-credentials.
- Develop non-credit credentials that can be applied to future degrees.
- Develop undergraduate or general education experience credentials.

Improve, Expand and Integrate Career Services

- Develop a template to connect students to leaders in their field of interest.
- Partner with employers to align curricula with skills/opportunities, building toward eventual financial partnership.
- Identify and create on-campus jobs, internships and opportunities for credit and/or compensation that align with students' future career aspirations.

Incentivize Cross-Disciplinary and Common Good Collaborations

- Review other universities' cross-disciplinary collaborations.
- Consider alternative administrative structure to incentivize interdisciplinary programs.

Optimize Existing Learning Spaces

- Identify student needs for flexible, off-peak class times.
- Support weekend classes with parking, technical, classroom support.
- Train faculty in the use of innovative teaching spaces.

If the University of Utah is to be the University for Utah, we need to ensure that our educational delivery approaches and partnerships meet the needs of our citizens in this rapidly changing environment. This means packaging and delivering our curriculum in ways that broaden access, create meaningful life-long partnerships with learners, and provide the skills they need to thrive in our changing economy. Next steps include identifying critical pathways and partnerships that could be cultivated to help the university achieve its goal of “promoting student success to transform lives.”

**Educational Futures & Student Success Taskforce
Final Report: Educational Delivery and Partnerships Working Group**

Co-Chairs: *Allan Landon and Cathleen Zick*

Team Members: *Kirsten Butcher (Education, Educational Psychology), Timothy Ebner (Registrar), Gwen Latendresse (Nursing), Courtney McBeth (President's Office), Joy Pierce (Humanities), Taylor Sparks (Engineering, Materials Science), Cory Stokes (Undergraduate Studies, Uonline), Jon Thomas (Uonline), and Nate Friedman (Continuing Education and Community Engagement)*

Executive Summary:

The Educational Delivery and Partnerships Working Group focused on identifying those goals and strategies that would attract and serve a growing and more diverse set of students who would be engaged in learning with the U throughout their lives. We believe that the key to achieving this aim is to help people discover new educational and career opportunities through broader access to relevant course work, experiences, and credentials on and off campus.

Recommendations and Strategies:

Aspirational Goal 1: *Expand the educational reach of the University of Utah across the state and the region through state-of-the-art online programs specifically designed to enhance student workforce qualifications and transferable skills.*

Brief Narrative/Rationale:

The state's workforce needs are rapidly evolving and at the same time there is growing heterogeneity in the socioeconomic and demographic composition of the state's population. Moreover, many individuals are place-bound or have family and/or work commitments that prevent them from committing to being a full-time, on-campus student.

Between 2010 and 2017, the minority share of the state's population grew by 38.3%. In 2017, 26% of the youth in the state were ethnic minorities. By 2060 that percentage will increase to 42.5%. Immigration to the state is also increasing with the projection that by 2060, 17.2% of the state's population will be foreign born (Gardner Policy Institute, 2019). Many minority youth have the potential to be first-generation college students.

Department of Workforce Services projects that in the short run, Utah will continue to experience a 2.5% annual growth rate in jobs. In the long run, growth rates in northern Utah and Washington County are projected to be between 3-3.8% annually. It is forecast that professional, technical, financial services, real estate, and administrative support positions will grow at above average rates. Thus, the demand for college graduates who have these job-relevant skills will likely be strong.

Short-term strategies:

- *Ensure all necessary central services and supporting infrastructure are in place to deliver low-barrier learning experiences for online students (e.g., admissions, engagement, learning systems, testing supports, academic advising, and career services).*
- *Establish an educational analysis team to conduct market research on proposed online programs and gather information from regional employers regarding workforce need that would inform proposed program investments.*
- *Establish a financial model that incentivizes collaborative development and reliable offering of high-demand, high quality online courses, programs, or degrees by selected university departments/programs.*
- *Formalize and recognize faculty preparation certification for new teaching environments and modalities.*

Mid-term strategies:

- *Set regionally competitive undergraduate and graduate all-online tuition rates to attract more people to University of Utah options and enable them to stay and complete their studies.*
- *Develop and execute a coordinated marketing plan around selected degrees that promote the UofU as a leader in flexible options for employment preparation across the state and region.*
- *Assess where pressure points and bottlenecks are for current online degree programs and address these issues (e.g., frequency with which online courses are being offered as they relate to timely online degree completion, adequate support services for online students).*
- *Develop scholarships for online degree completion that target place-bound students who have some college credit but no degree.*
- *Aggressively expand relationships with potential employers so as to create a pipeline for placements after graduation through Career Services. (See goal #3.)*
- *Consider using space in U Health clinics around the state to provide online course support and as remote student services and recruiting sites.*

Long-term strategies:

- *Review and assess the cost-effectiveness of the existing online degree programs. Continue to offer only those credentials that are cost-effective.*
- *Work with community partners to identify new, high demand online degree opportunities, develop, and implement them.*

Other comments: *This goal and supporting strategies also address the need to promote life-long learning at the U.*

Aspirational Goal 2: *Develop pathways to and through the University using methods that encourage enrollment, retention, and completion. This can be done by developing relevant alternative credentials such as certificates, certifications, micro-masters, etc. that meet the academic and educational needs of students as well as the opportunities of the evolving job marketplace. These flexible option credentials*

will: (1) create multiple ways for students to engage with the University to meet their lifelong learning needs, (2) encourage retention and completion by impacting student incremental “wins” on their educational journey, and (3) align the University of Utah with the job market, increasing the institution’s national visibility.

Brief Narrative/Rationale: *In order to increase enrollment at the U in a way that will uphold our responsibility to educate, ensure the success of a diverse student population and respond to economic needs, it is in our best interest to consider alternative credentials that (1) build on the current academic offerings for undergraduate and graduate students by expanding their skillset, (2) promote pathways through the university by providing incremental “wins” that make education more accessible, and (3) develop a lifetime relationship with the University by providing ongoing education and engagement models that evolve and respond to the ever changing professional marketplace.*

Nationwide, there are approximately 95 million prospective adult learners without a bachelor’s degree who have graduated from high school or have earned an associate’s degree. Many of these students carry a heavy burden of student loan debt without the financial benefits that come with a college degree. Colleges and universities need to step in and provide these adult learners with the tools and resources that they need to succeed in the workforce.

The education commission of the States wrote “states will not be able to reach their set attainment goals without this important student population.” The same report suggests that policymakers and institutions should take steps to remove barriers by providing (1) multiple avenues to credit, (2) additional support in advising and online resources, (3) degree maps, and (4) flexible formats including days/times.

Short-term strategies:

- *Define micro-credentials and outline policy for implementation*
- *Develop a collaborative infrastructure that supports the development and implementation of alternative credentials.*
- *Establish a financial model that incentivizes collaborative development of high-demand micro-credentials across units at the U.*
- *Invest in systems that are able to adapt to student needs, accommodate flexible and alternative approaches to achieving a degree (declaring and tracking alternative credentials), and create an excellent and consistent user experience (driven by the needs of the user)*
- *Develop non-credit alternative credentials that are offered in a format that is “graded” and evaluated so credit can be applied to an undergraduate degree or professional graduate degree in the future (e.g., creating stackable credentials).*
- *Evaluate existing models (Block U) or develop new approaches that facilitate general education requirements in flexible formats and possibly provide an added credential to the undergraduate experience. (Not all support the Block U approach)*
- *Enhance career services resources to establish relationships with industry leaders and identify emerging job opportunities for college graduates with additional training*

- Utilize existing resources (Sandy, St. George, Online, Storefronts) to deliver new credentials

Mid-term strategies:

- Increase professional program offerings through strategic collaborations including Flex4U, Colleges, Industry, Local Governments that address workforce and population growth needs (e.g., develop coding and cybersecurity “boot camps” for Silicon Slopes’ growing needs).
- Increase the amount of needs-based scholarship funds available by developing strategic partnerships with community stakeholders including major employers (industry), educational foundations, etc.
- Consider offering targeted scholarships to graduate students in professional degree programs who have completed their undergraduate degrees at the U. as a way of promoting life-long learning at the U.
- Work with the graduate school to explore new professional master’s degree opportunities.

Long-term strategies:

- Scale the success of programs such as “Business Scholars” through relationships with local and national industry leaders in professional fields that provide meaningful internships and job placement pathways to create added value to the student experience
- Review and assess the cost-effectiveness of these new credentialing initiatives. Continue to support those relationships that are cost-effective.

Other comments: This goal and supporting strategies create multiple entry and exit points to the University that allows students to engage with the U throughout their educational and professional careers.

Aspirational Goal 3:

Provide more support for career services in schools and colleges so as to enhance the value of the University experience and degree.

Brief Narrative/Rationale: For parts of our growing population, it has become more challenging to connect their educational aspirations to future career opportunities. By enhancing career coaching and developing relationships with organizations looking to engage next-generation talent, students can gain increased exposure to leaders and organizations. Ideally this will involve increased “on campus” interaction with leaders in the student’s fields of interest, followed by mentorships and internships that involve students in applying their learning as they might after graduation.

Short-term Strategies:

- Develop a “template” for colleges and schools to hire or contract with individuals who engage with outside organizations and connect students to leaders and opportunities in their field of interest and study.
- On a trial basis, initiate the enhanced “career services” function in colleges and schools where student interest is validated, supported by short-term “initiation” grants from the University.
- Engage student experience specialists to identify and connect with internal organizations likely to engage with students.

- *Develop “relationship plans” that define mutual relationship expectations.*
- *Develop or promote existing “on campus” and internship programs that offer credit for learning-oriented experiences designed to apply the student’s learning in ways that provide pathways to achievement.*
- *Develop a fee or tuition structure that will cover the cost of participation.*

Mid-term strategies:

- *As relations with outside organizations develop, involve their leaders in designing programs that align educational curricula with post-graduate opportunities.*
- *In some cases, this may involve including courses taught in other colleges or schools, (e.g., data science and analytics or other technology-oriented courses, may be needed for some students in more qualitatively oriented majors who intend to pursue specific career paths).*
- *As organization partners begin to realize the value of these experience-based programs, engage them in supporting the cost of the programs.*
- *Integrate these experience-based programs in undergraduate recruiting, using student success stories in video messages for prospective students.*

Long-term strategies:

- *Adapt the programs to integrate into other parts of the university.*
- *Make the programs and employment structures permanent.*
- *Develop career paths for career services personnel.*
- *Review and assess the cost-effectiveness of partnership programs. Continue to support those relationships that are cost-effective.*

Other comments: *These Career Services programs are not intended to be only for business related workforce development, rather to expose students to the broad range of opportunities that a college degree makes available. As our population becomes increasingly diverse, we have an obligation to demonstrate to traditional and nontraditional students, what they can be.*

Aspirational Goal 4

To improve the University’s ability to innovate and grow, we should consider creating an alternative administrative structure to allocate financial resources, such that colleges, schools and programs have an incentive to teach and engage more students including on a cross-disciplinary basis.

Brief Narrative/Rationale:

At present, for many parts of campus, the financial and other resources do not cover the cost of teaching additional students who are majoring in other colleges or schools. The current financial structure also limits the ability to develop interdisciplinary programs. Additionally, rigid requirements limit the ability to integrate continuing education courses and programs with degree-oriented programs. To attract a broader range of students we need to provide for alternative learning and achievement recognition programs that promote more flexible teaching and learning structures.

Short-term strategies:

- *Conduct a review of other universities that have implemented alternative administrative structures to foster growth and report on those practices that could be applied at our University.*
- *Develop an adoption plan for those innovative practices that are executable in our organization and will meet the needs of the students, organizations and communities we aspire to serve..*
- *Deploy personnel to execute the plan.*
- *Establish an oversight structure.*
- *Consider creating an alternative administrative structure or unit that is charged with developing processes that incent interdisciplinary and nontraditional programs, using existing resources, arrayed in ways that ensure quality and high standards of learning, but adapt to student learning aspirations.*
- *Integrate these structures with alternative credentialing programs and educational delivery alternatives to engage more lifelong learners.*

Mid-term Strategies:

- *Regularly measure outcomes of alternative structures and evaluate effectiveness compared to goals.*
- *Adjust structures and resources to improve outcomes.*
- *Add scale to successful approaches, discontinue those practices that are not working.*

Long-term Strategies:

- *Promote the outcomes.*
- *Consider whether to integrate alternative approaches into mainstream approaches.*
- *Capitalize on the value created for students and the University through relationships with beneficiaries.*

Aspirational Goal 5: *The University of Utah will better use the Learning Spaces available on campus by teaching courses at times that have traditionally been underutilized.*

Brief Narrative/Rationale:

The University has recently finished or is in process of completing several large construction projects. These projects include new teaching spaces (e.g., the Gardner Commons and the Education Building) as well as expanded residential options. These changes will increase the number of resident students on campus and will likely increase the demand for course offerings at a variety of days/times.

One way to meet these demands will be to better use campus learning spaces by finding times of day, or of the year that have traditionally seen less use by students and find ways to expand course offerings during these times.

Short-term strategies:

- *Identify student preferences regarding evening classes.*
- *Partner with departments to identify available learning spaces.*
- *Develop a community of practice for those who coordinate scheduling for learning spaces on campus.*
- *Identify barriers for faculty teaching classes in the evenings.*
- *Define a centralized “campus core” set of buildings where many of the campus courses can be taught during evening hours.*
- *Find ways to meet parking needs for evening classes during special events (e.g., football games).*

Mid-term strategies:

- *Provide extended-hour support services for evening classes including technical support, food options, parking, police escort, and testing services.*
- *Identify funding for additional faculty teaching positions.*
- *Provide faculty onboarding for teaching in these spaces.*

Long-term strategies:

- *Review standard campus time-blocks to identify best fit for students.*
- *Partner with other campus sites to have a more coordinated student experience and support structure during evening hours (e.g., Sandy and Herriman sites).*
- *Evaluate the effectiveness of centralized scheduling for the learning spaces on campus.*

Other comments:

Aspirational Goal 6: *The University of Utah will partner with faculty and students to create highly useable learning spaces that include innovative and transformative environments to optimize learner experiences.*

Brief Narrative/Rationale:

Learning Spaces at the University often are configured differently, owned by different groups, and/or supported with inconsistent levels of expertise. To ensure a more consistent experience, the University should establish construction, space planning, and AV installation standards. These standards should be part of guidelines for new construction as well as the refurbishment of existing spaces. The University also should work toward identifying innovative models for learning spaces that optimize learner experiences and reflect the collaborative, digital, and student-centered nature of 21st century learning.

Short-term Strategies:

- *Continue to prioritize standardized AV installs using student computing funds.*
- *Get faculty feedback on their classroom experiences and vision for learning (what activities would transform learning opportunities in their field?).*
- *Support staff in aligning learning needs to classroom configurations.*
- *Build out monitoring software functionality to ensure rooms are in working order.*
- *Ensure timely support structure is in place (<10 minute response time).*

Mid-term strategies:

- *Training materials for rooms should be emailed to faculty at the first of the semester providing suggestions for innovative teaching approaches supported by their assigned classroom.*
- *Partnerships between space planning, facilities, TLT, IT should be developed to provide more cohesive vision of cutting-edge learning spaces that can and should be supported on campus.*
- *Develop a classroom standards policy that identifies such things as electricity requirements, AV interface standards, and accessibility requirements.*
- *Gather student feedback on classroom experiences in student evaluations.*

- *Provide pedagogical support for first-time teachers in new spaces (e.g., instructors receive personalized instruction on how to teach in group-based pod classrooms).*

Long-term strategies:

- *Establish process and funding sources for experimental classroom research that encourages new and more collaborative forms of teaching and learning.*

Educational Futures & Student Success Taskforce Summary: Graduate Student Success Working Group

Katharine Ullman and Kevin Whitty (Co-Chairs)

The Graduate Student Success Committee was charged with reviewing how best to prepare graduate students and post-doctoral associates for academic and non-academic careers. Members studied processes for improving recruitment, mentoring, timely degree completion, and funding models. To guide discussion, the committee determined that their recommendations had to be student-centered and inclusive, while leveraging OneU expertise and resources, promoting ethical growth and preserving the university's national and international reputation.

The committee's recommendations include:

Promote an Exceptional Graduate Student Learning Experience

- Establish core values—academic excellence, diversity, visionary, intellectual integrity, student-centered and clear expectations.
- Provide mentorship training and incentives.
- Develop clear communication practices----a Graduate Handbook, systematic onboarding.
- Focus on international student needs—peer network, language and cultural adaptation, specialized job assistance.

Develop an Integrated Tracking System that Empower Students

- Create taskforce to evaluate current systems and alternatives and implement changes.
- Integrate alumni tracking and ongoing career services into system.

Provide Robust Recruitment Infrastructure

- Develop a pipeline for conditionally accepting students who need additional preparation (language, writing, research methods).
- Increase development of graduate scholarships.
- Target large schools for joint recruitment (HBCUs).
- Develop international recruiting efforts (Asia campus).

Ensure Institutional Sustainability

- Incentivize graduate programs along with research.
- Recognize forms of funding that do not bring in indirect costs.
- Budget transparency (TA funding and distribution).
- Provide resources and incentives to develop master's programs in high-demand areas—tuition sharing, seed funding or loans.
- Facilitate a variety of funding flows—state, industry partnerships, fee-based master's degree programs.

Educational Futures & Student Success Taskforce Final Report: Graduate Student Success Working Group

Co-Chairs: Katharine Ullman and Kevin Whitty

Team Members: Stacy Ackerlind, Rob Baldwin, Jack Brittain, Sarah Hope Creem-Regehr, Rena D'Souza, Araceli Frias, Thunder Jalili, Bill Johnson, AJ Metz, Christy Porucznik, Chalimar Swain, Peter Trapa/Leslie Sieburth

Executive Summary:

Graduate students are crucial to the success of the University of Utah. As an R1 institution, the research performed at the U drives our reputation, and graduate students underpin success in the research arena through publications, contributions to grants, and as UofU representatives in their disciplines. In turn, a robust research training environment is fundamental to attracting outstanding students and faculty to our campus. Graduate students in professional programs are vital to meeting needs in the State of Utah and nationally.

To put our work into context, the Graduate Student Success Working Group formulated the following guiding principles to frame our considerations:

- **Student-centered:** infrastructure and resources should empower graduate students and let them 'own' their mentored graduate student experience
- **Importance of mentorship (individual and team driven):** a well-trained pool of faculty mentors who foster critical thinking and life-long learning skills is vital
- **Sustained support:** tools and services should be provided from application and admission through graduation and job placement to facilitate student success
- **Diversity and inclusion:** inclusive and diverse communities are optimal training environments and must be actively fostered at the graduate level
- **Leverage One U:** harnessing expertise and resources across campus will benefit graduate level training
- **Core requirements that are broadly applicable:** since each unit on campus has a unique context, our recommendations must provide concrete guidance, but have the flexibility to integrate into program-specific goals
- **Ethical management of growth + resources:** the University must strive to achieve thoughtful growth that keeps student success as a primary goal
- **Importance of U's national and international reputation:** excellence in graduate student training and graduate student-driven research is fundamental to the University's reputation. Training students from across the nation and globe further reinforces our reputation.

To serve our current students and those who increasingly choose the University of Utah as a destination for graduate training (see Appendix A), our working group identified four overarching aspirational goals along with strategies that will foster success in these areas. Specifically, our vision is that the University of Utah will be an exceptional learning environment for graduate students and that, hand-in-hand with this goal, an integrated tracking system that empowers graduate students will be developed and

implemented, a robust infrastructure for graduate student recruitment will be in place, and finally, that the funding model, institutional incentives, and faculty/staff recognition will robustly support graduate level training.

Recommendations and Strategies:

Aspirational Goal 1: The University of Utah will be an exceptional learning environment for graduate students.

Brief Narrative/Rationale: Every effort should be made to *improve* the graduate student experience during this period of growth. This goal stems from the need to ethically manage growth but will also reap returns in terms of strengthening our ability to recruit outstanding students, enhance their retention, and build our national reputation. Each program must provide high quality training in its discipline while at the same time fostering an environment conducive to learning and professional growth. To support these latter endeavors and to create consistency, centralized strategies are required.

Short-term strategies:

- Establish a set of core values for graduate education that are adopted broadly and posted on the Graduate School website and other places as appropriate. These values should guide each program’s decision making and planning process. We recommend the following (and used these values as guidance when developing additional strategies):
 - Academic excellence:** Rigorous and effective educational experience, that aspires to be exceptional
 - Diverse, inclusive community:** Supportive practices/policies embedded in all aspects of programs
 - Visionary:** Prepare students for a changing future
 - Intellectual integrity:** A culture of critical analysis and objectivity
 - Student centered:** Provide resources that empower students to navigate their graduate experience
 - Explicit expectations:** Create an understanding shared by students and faculty

- Provide more access to faculty for training in good mentorship practices and provide incentives to use mentorship training resources [start in short term, develop/improve in longer term]
 - Ability to offer high quality mentorship is an expectation for working with students
 - Build on mentor programs in Office of Undergraduate Research, VPR Office, and the National Research Mentoring Network efforts on campus
 - Training has to be routinely incorporated into faculty onboarding
 - Mentorship development workshops for more ‘seasoned faculty’ who seek this or who are identified by chairs or Directors of Graduate Studies as needing improved skills
 - Train faculty in use of Individual Development Plans, strongly encourage use of IDPs
 - Create culture that prioritizes contributions to graduate student mentoring (communicate importance from upper administration to chairs to faculty,

- acknowledge contributions, incorporate into faculty review, prominently honor outstanding faculty mentor role models)
 - Create forums to highlight examples of best practices in mentoring, e.g. having a system that provides evaluative feedback to mentors
- Adopt policies and procedures that promote clear communication of expectations
 - The Graduate School should provide a full template for a Graduate Handbook that can be tailored by individual programs to increase consistency and compliance
 - A more systematic onboarding process for graduate students should be adopted
 - This could include an interactive, online approach
 - This should include campus safety information, policies on sexual harassment, professional conduct, etc.
 - For graduate students receiving compensation as RAs, TAs, GAs, recognize and provide training on dual roles as “student” and “employee” with associated responsibilities
 - Keep the scope and time commitment of roles reasonable and well-defined
- Support inclusive and diverse training communities, building from where we are now
 - Better articulate a definition of the diversity we are striving for at the institutional level
 - Appoint college-level (such as graduate diversity officers) or program-level personnel to lead and advance these efforts
 - Require graduate student-centered goals in college-level Diversity Action Plans and have accountability built into this
 - Embed diversity into everyday practices and policies
 - Curriculum design (where possible), mentoring practices, professional development opportunities, featured speakers, etc.
 - Include and review diversity in broad data collection (e.g., recruitment, grad applications, retention, graduation attrition, career placement)
 - Promote more active graduate student associations for peer activities
 - Promote system of peer advisors
 - Better facilitate transition to graduate school for URM students
- Focus on specific needs of international students, building on current support levels
 - Build links to prestigious international scholarship programs
 - Provide additional assistance with relocation and adaptation
 - Could involve peer network
 - Consider providing language and cultural adaptation training for international students *and* family
 - Find ways to incorporate international students into training environments that may otherwise be exclusive (e.g., NIH training grant communities)
 - Provide specialized assistance with international job placements

 Strategies below are underway due to previous faculty/student feedback. It is important to keep momentum in these directions.

- Implement more resources for writing support
 - Raised as a need in past, and now under development; important to evaluate
 - Incentivize students to take advantage of writing support resources
 - Prioritize funding, space and facilitation to bolster interdisciplinary writing groups
- Continue streamlining efforts in Thesis Office to reduce time required between thesis defense and thesis approval
 - Evaluate ongoing efforts; ensure that this outgoing interaction with UU is positive
- To ensure a beneficial outcome for graduate students, provide professional development opportunities during graduate training
 - Evaluate expansion of initiatives in Career and Professional Development Services
 - Past survey indicated faculty interest in central resources for broader skills development (particularly public speaking, networking, and career planning, including nonacademic placements)
 - Potentially further augment this support and have touchdown space for career counselors in each college
 - Provide adequate support for travel to conferences and for professional development
 - See Appendix B for more thorough list of possible initiatives

Mid-term strategies:

- Adopt policies and procedures that promote clear communication of expectations
 - Bill of Rights for graduate students could provide groundwork, building off what is already covered in Policy 6-400 [this could be an initiative of the Graduate Assembly, a group that is currently in development]
- Support inclusive and diverse training communities
 - Modify the 7-year review process to include data on metrics of success (retention, placements, etc) analyzed with respect to diversity [the University Diversity Committee and Graduate Council should consider this in the short-term, but departments need time to collect data and new guidelines need time for approval]
- To ensure a beneficial outcome for graduate students, provide professional development opportunities during graduate training
 - Create infrastructure and allocate funding for internships both on-campus (grant writing, events, development, outreach, etc.) and off-campus with companies, NGOs, etc.
 - Alternative to an internship would be job shadowing opportunities
- Create more professional opportunities and support for staff who manage graduate programs and/or serve as advisors

- Develop and deploy an app that allows the Graduate School and departments to communicate directly with graduate students to keep them informed of resources, opportunities, and deadlines

Long-term strategies:

- Continue to evaluate processes, programs, and newly emerging needs – and find ways to further improve
- Cultivate relationships with national and international institutions that can serve as feeder schools, exchange partners, postdoc hosts, etc.

Other comments:

- Academic units and administration will need to evaluate the need for more faculty to balance increasing numbers of graduate students
- Diversity among faculty and staff is a high priority that must be promoted institutionally
- A high quality of life is integral to an exceptional graduate education experience. Housing, day-care, student resources (for mental health etc) are critical. Overall, quality of life here is a strength that we should strive to make stronger and more visible.
- Distance students are an important population and will require specialized attention to make support equitable
- Barriers to interdisciplinary training cause inefficiencies --e.g., course-work that might be better taught in one unit is not because this contribution is not valued in that unit. For example, Public Health faculty are now teaching a writing course for their students rather than sending them to a course taught by Writing and Rhetoric Studies because of how the tuition flows. We could save money and offer more innovative training programs if we solved this issue.
- One way to increase funds flow and enhance the graduate student training experience is to increase individual research fellowship applications (e.g., NIH F31 awards).

Aspirational Goal 2: An integrated tracking system that empowers graduate students will be developed and implemented.

Brief Narrative/Rationale: The success of graduate students, both during their time at the University and as they transition to their eventual careers, will be best achieved if information regarding progress is readily available and students take ownership of their degree completion. Today, information about graduate student progress is distributed across several systems and much of the responsibility for ensuring progress and timely completion is placed on committee chairs and department graduate advisors. A new graduate student tracking system is proposed that amalgamates existing resources of PeopleSoft, the Graduate School and the Registrar's office, as well as department-specific requirements and milestones. Ideally, the interface for the tracking system would have a dashboard landing page and easy access to information regarding coursework, committee members, progress

through milestones (qualifying exam, proposal, defense, thesis approval), manuscripts published, conferences attended, courses taught or TA'ed, etc. Importantly, students would be expected/required to regularly review and update sections that are not auto-populated and periodically the file would be reviewed by an appropriate combination of the faculty advisor, committee and graduate advisor. In addition to defined progress metrics, the system would have a section for students to identify career goals, and professional/career development (e.g. interactions with Career Services, use of Handshake, workshops attended) would also be tracked. The system would be flexible enough that departments could define specific milestones or expectations that would then also be tracked.

Short-term strategies:

- Initiate a taskforce to evaluate opportunities for improved graduate tracking system
 - The taskforce should include representatives from a range of academic units as well as the Graduate School and university IT responsible for implementation of such systems
 - The taskforce would be charged with evaluating current and potential future tracking systems, surveying academic community to understand what would be included in an “ideal” system, and considering what would be involved in transitioning from the current systems to a new system
 - Perhaps finish up existing students on current systems and have new students use the new tracking system
- Review University graduate tracking systems to identify strengths and weaknesses
 - Graduate School tracking system
 - Peoplesoft/employee
 - Registrar
 - ApplyYourself/admissions
- Review available alternative tracking systems
 - School of Computing/College of Engineering
 - Systems used by peer institutions
 - Commercially-available systems?
 - Have an app for phones/tablets in addition to web-based interface
 - Perhaps combine with app mentioned above in Goal 1
- Consider the possibility of integrating an ePortfolio-type module so that students could select a public-facing portion of the platform and get longer-term value from the system
 - If we could promote longer-term updating, the tracking system could be used as a way to keep in contact with alumni and their career progressions
- Taskforce prepares report of proposed new tracking system, including scope, features, interface, FERPA compliance, security, implementation, etc.

Mid-term strategies:

- Implement new graduate tracking system
 - Challenge to transition from current systems to new system. May take 5 years to fully move to the new system if existing students remain on legacy system
- Monitor and improve
 - Survey students, advisors, Graduate School, Career Services, etc for feedback regarding implementation as well as suggestions for improvements, new features
 - Update as appropriate

Long-term strategies:

- Periodically review tracking system

Other comments: See Appendix C for thoughts of what a tracking system could incorporate

Aspirational Goal 3: The University of Utah will provide a robust infrastructure for graduate student recruitment

Brief Narrative/Rationale: Growth in student numbers and effective efforts in recruiting diverse students requires strategic and deliberate actions. Supporting certain aspects of this centrally will provide economies of scale and more uniform implementation of best practices.

Short-term strategies:

- Dedicate more central funds to sponsor preview and recruitment visits to bolster recruitment of diverse graduate students
- Provide resources to help units improve their marketing and websites for graduate programs
 - Rather than duplicate effort, create synergy across campus
 - Marketing should attract diverse graduate students in a way that isn't tokenizing
 - This is an area where graduate diversity officers could help individualize
 - Highlight authentic ways that students are supported and authentic student success
 - Consider a centrally-developed, department-tailored "preparation for grad-school toolkit" as a marketing tool (paralleling a strategy for undergraduate recruitment)
 - Consider how existing and planned marketing campaigns, which tend to focus on attracting undergraduate students, could also help raise awareness of the U as a destination for graduate students

Mid-term strategies:

- Develop a unique pipeline program that allows graduate programs to conditionally accept students who still need particular types of preparation for graduate school
 - This is an opportunity to help prepare high potential under-represented minority students, international students, and first-generation students for success in graduate school
 - A central program would allow these students to develop a support network and community

- Coursework could be tailored to the student, but could include writing, research methods, statistics, time management, ethics, public speaking as well as disciplinary pre-requisites they had not taken (calculus, biochemistry, etc).
 - If completion of this program allowed them to meet potential mentors and to have fewer requirements once they join the program, these would be incentives to stay
 - A version of this program could be implemented at the Asia Campus, preparing students to come to the Salt Lake campus
 - In designing this program, it would be good to look at examples from Shorelight (and maybe do something in partnership), and programs such as Meyerhoff Graduate Fellows Program. There are also discipline-specific examples such as the MAcc Intensive program here and the American Physics Society bridge program. But, we may have an opportunity to create something unique in its interdisciplinary (or hybrid) approach.
- Visibility for U at-large and for individual programs could be enhanced by offering distinguished graduate scholarships: increase development efforts for this purpose
 - Target specific large schools for joint recruiting effort
 - Faculty/staff from different disciplines + Diversity Office representatives
 - Promote central resources, provide opportunity for discipline-specific exposure
 - Look for opportunity to reach diverse students (Cal State, UC campuses)

Long-term strategies:

- Implement and evaluate a unique pipeline program that allows graduate programs to conditionally accept students who still need particular types of preparation for graduate school (see mid-term strategies)
- Develop international recruiting infrastructure at U's Asia campus
 - Opportunity for cross-recruiting with co-occupying campuses
 - Opportunity to bring faculty and students together to meet in Asia
 - Note that this campus is well set-up for conferences; format to consider
- Build institutional partnerships with HBCUs and other minority-serving undergraduate institutions
- Build partnerships with companies in region to create pipeline for professionals seeking additional expertise and credentials

Other comments:

- A barrier to a pipeline/bridge program (and to interdisciplinary training) is the situation where graduate students need to incorporate undergraduate coursework into their program of study (to reach prerequisites and/or to broaden training across disciplines) and cannot have this tuition waived. Is it possible to make exceptions when this has been specifically recommended by the department/committee?

Aspirational Goal 4: The funding model, institutional incentives, and faculty/staff recognition robustly support graduate level training at the University of Utah

Brief Narrative/Rationale: Graduate students drive success in research funding, raise the University's national profile, and in many cases play a critical role in undergraduate education. Ultimately, this population fulfills state- and nation-wide employment demands. To support graduate training, faculty and staff efforts in this arena need to be seen as high value and clear avenues to develop current and new graduate programs must be in place.

Short-term strategies:

- With changes to the F&A model, it is imperative that colleges keep graduate student training at the forefront when setting their priorities for spending these funds
 - This needs to be a transparent process at the college level
 - There needs to be value-added to graduate training programs
 - The flow of funds needs to incentivize graduate training, along with research
- With the emphasis on F&A, forms of funding that do not bring in indirect costs -such as awards from the State or foundations- should not be devalued, but rather recognized and supported for the important role they play at a flagship university
- There needs to be transparency in TA funding and its distribution
- Priorities in graduate training and interdisciplinary approaches should be aligned with incentive funding models
 - A committee should be formed to specifically focus on the incentive funding model and make recommendations on how to revamp this to promote graduate level education (and integrate this with other goals)
 - A parallel committee in Health Sciences should advise the SVPHS on raising recognition of graduate level education
 - Both of these committees should coordinately recommend a plan aimed at removing barriers to interdisciplinary approaches, in the spirit of One U
- To promote master's level programs that prepare students for specific professions, a clear path for fiscal planning should be implemented.
 - Based on demand, there should be a path to expand or create a program (or enhance funding of current program struggling under the current system)
 - This may involve a model of tuition-sharing. Seed funding —or potentially seed loans—may be needed to launch programs.
 - In certain areas, shared core curriculum may be possible (along the lines of PMST model –professional skills) and may take institutional-level coordination or, at least, removal of barriers to interdisciplinary collaboration

Mid-term strategies:

- Priorities in graduate training and interdisciplinary approaches should be aligned with incentive funding models
 - Implement committee recommendations (see short-term strategies)

- Build an administrative infrastructure that facilitates a variety of funding flows, such as industry partnerships and fee-based master's degree programs (e.g., web services, international tuition payment, testing centers/platforms).
- Encourage, reward, and support faculty efforts to secure government funded research training or support grants (such as NIH T32 awards). More central infrastructure may help to reduce redundant efforts and streamline process.

Long-term strategies:

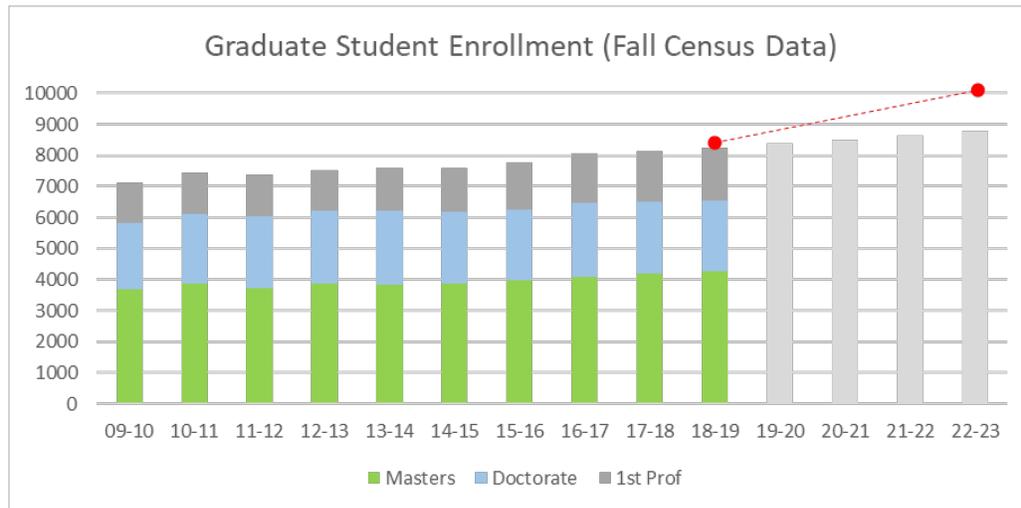
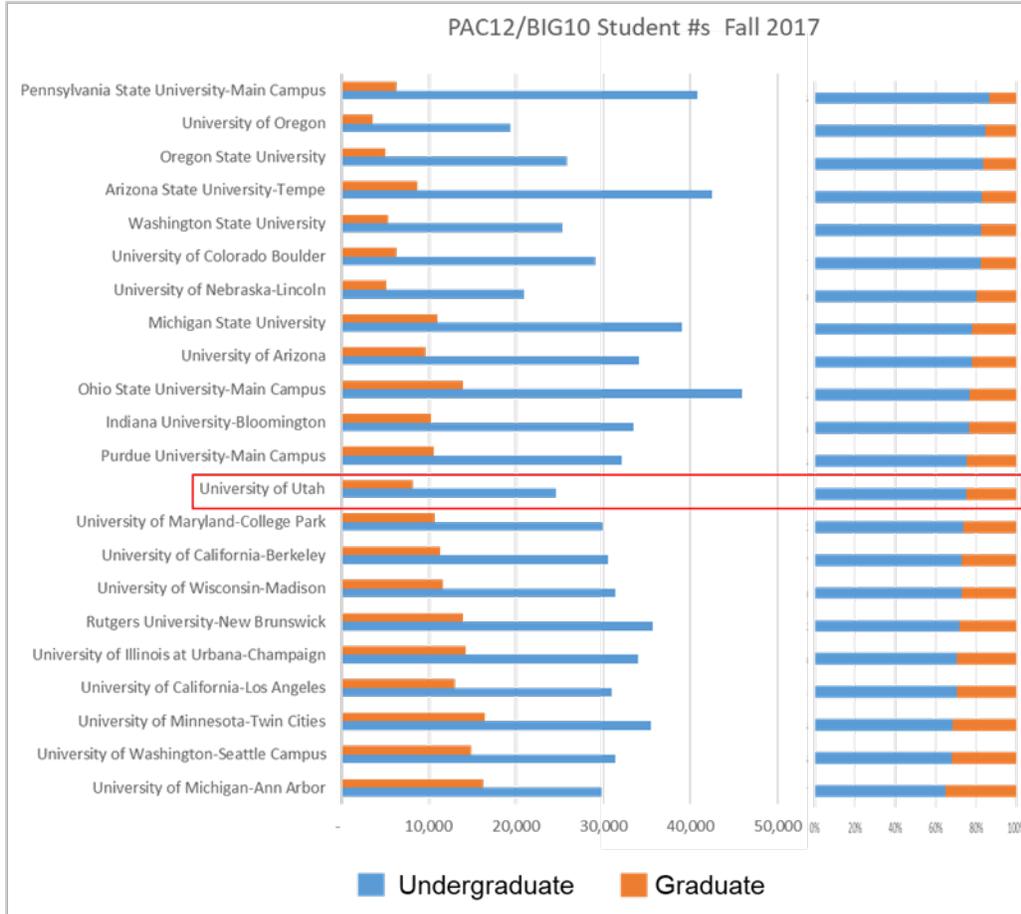
- Continue to evaluate and improve actions taken
- Lobby the legislature for funding to support graduate education

Other comments:

Clear articulation and communication of institutional goals → college goals → departmental goals are important. Difficult conversations might be needed. Ultimately, a system that allows faculty to align their passions with shared priorities would be ideal. Even 'job duties' are more satisfying if their value is clear.

Appendices: Graduate Student Success Working Group

Appendix A: Growth charts: where we are (2017), where we're going



Currently, we have ~8000 graduate students working toward degrees and a target of 10,000 by 2023 has been suggested, keeping the fraction of graduate students at 25%. At our historical growth rate (based on Fall census data between 2009 and 2018), this would take over ten years, so this goal reflects an acceleration of growth, but both the ratio and total number seem reasonable in comparison to Pac12/Big10 institutions.

Appendix B: PROFESSIONAL DEVELOPMENT & MENTORSHIP Sub-Group Recommendations, August 2019

Members: Stacy Ackerlind, Student Affairs; Robert Baldwin, Music; A.J. Metz, Educational Psychology

Summary:

- Our group discussed new models and processes to enhance graduate student success through professional development and mentoring.
- We identified four levels of recommendations: graduate students, faculty, Departments/Programs, and administration/Graduate School.

Administration/Graduate School

- Provide time at the DOGS meeting or DOGS Summit to allow departments/programs to discuss best practices with respect to graduate student professional development and mentoring.
- Establish an in-person or online seminar/training for faculty on how to effectively mentor their graduate students.
- Assess the needs, challenges, resources, and best practices of professional development and mentoring at the University of Utah.
 - Gather this information via surveys, focus groups, and the program review process.
 - Compile this data and make available to DOGS, department chairs, and deans.
- Ensure that Colleges, Student Affairs, and Academic Affairs are all working together to provide needed resources and to prevent unnecessary duplication of services.
 - Ensure effective back-and-forth communication.
 - Balance the “top down approach” to allow for grass roots initiatives.
- Incentivize faculty and staff to be involved in longitudinal work groups that will ensure implementation of sub-group recommendations.
- Create a “GradPathways Institute for Professional Development” serving graduate students and post-docs (see link below to the one at UC-Davis). Use this “institute” to offer workshops, seminars, and panel discussions throughout the academic year. Host an annual “Professional Development Resource Fair” early in the year. Attract students and post docs by offering free professional head shot photos, raffle off a lap top, and have refreshments.
 - Example: <https://grad.ucdavis.edu/professional-development/gradpathways>

- Example:
<http://research.unc.edu/files/2013/06/PostdocIndividualDevelopmentPlan.pdf>

Programs/Departments

- Use the annual RPT review process to assess the mentoring junior faculty give to their graduate students. Have the graduate students complete a standardized mentoring evaluation form that is accessible to all programs/departments (posted on the Graduate School website).
- Use the Program Review process to reflect on needs, challenges, resources, and best practices in the department with respect to graduate student professional development and mentoring.
- Use an exit survey and an alumni survey to understand what was helpful and what could have been helpful with respect to professional development and mentoring.
- Create a culture of expectations for faculty and graduate students – that professional development and mentoring is important and necessary. For example, require (or encourage) all students to develop an Individual Development Plan (IDP) and share it with their faculty advisor.
 - Provide graduate students with a list of goals and responsibilities for each year in the program (including academic milestones).
 - Example of Individual Development Plans and list of goals and expectations:
 - Rutgers Graduate School of Biomedical Sciences: http://rwjms.rutgers.edu/education/gsbbs/student_affairs/documents/IDPRutgers.pdf
 - Florida State University Graduate School: https://gradschool.fsu.edu/sites/g/files/upcbnu761/files/media/Files/FSU%20Individual%20Development%20Plan_final.pdf
 - Humanities & Social Sciences: <https://www.imaginephd.com/>

Faculty

- Provide faculty with the information and resources they need to be good mentors.
 - Make sure they understand the resources available to their graduate students.
 - Make sure they understand the resources that will help them better guide their students (e.g., career center, counseling center, graduate writing center, etc.)
 - Introduce faculty to the Individual Development Plan and encourage them to use it with their advisees.
 - Provide faculty with a list of professional development opportunities broken down by year in program that they can use in discussions with their graduate students/labs.
- Let junior faculty know their mentoring will be assessed formally each year through the annual RPT review process.

- Find effective ways to communicate with faculty and keep them informed of resources and trainings that would help them be effective mentors.

Graduate Students

- Design and offer two different 12-credit hour certificate programs for graduate students. One would be to prepare future faculty. The “Preparing Future Faculty” certificate would include coursework, workshops/seminars, and online training and mentoring. Students completing the program would increase their awareness of expectations for faculty performance and of resources available to aid in their scholarly careers, and build their readiness to address research, teaching, and related demands of faculty life. The goal for the University of Utah would be to place their graduate students in university positions and support scholarly accomplishments. The “Preparing Future Professionals” certificate would be for graduate students who are not pursuing academia.
 - Example of a “Preparing Future Faculty” Program: <https://gradschool.fsu.edu/professional-development/preparing-future-faculty-pff>
 - Example of a “Preparing Future Professionals” Program: <https://gradschool.fsu.edu/professional-development/preparing-future-professionals-pfp>
- Require that all graduate students take a 1 credit online orientation the summer before they begin their program. Modules would include general University information, policies and procedures, resources, an online assessment tool, and individual development plan, and encouragement and examples of how graduate students can take personal responsibility for their learning, professional, and career development. Each department/program could add one module that provides department/program specific information.
 - Included in the orientation modules would be an online assessment tool that would capture graduate student strengths and weaknesses with respect to the “Core Competencies” for graduate school (e.g., <http://gradprofdev.unc.edu/files/2018/11/Printable-Core-Competencies.pdf>)
 - The online assessment tool would be designed to provide immediate feedback to students on their strengths and weaknesses and offer recommendations for which University of Utah resources would be appropriate for them to use.
 - Based on their strengths and weaknesses, students would complete an Individual Development Plan that they could then share with their advisor/mentor.
- Find effective ways to communicate with graduate students and keep them informed of resources, trainings, and events like the “Professional Development Resource Fair.”

Appendix C: Tracking system sub-group overview

What a new graduate student tracking system could look like

Information Source in our current system	Existing Grad Tracker, Peoplesoft	Department, existing grad tracker (?)	Peoplesoft/Admissions	Student	Advisor/Committee Chair
What type of Information to go into our fantasy system?	Existing Info: basic info from grad school system	Department Specific Items: road map of general and department-specific requirements	Background Information: student's previous educational experience	Student Input: information student will contribute/ update.	Advisor/Committee Tasks: standardized template that committee chair/advisor can check off with options to customize
Examples	coursework supervisory committee member names & contact info program of study Dept handbook year	advisor identified committee formed passed qualifying exam? proposal presented/accepted defense scheduled defense completed/passed corrections completed department specific milestones	undergraduate transcripts graduate transcripts (if applicable) current degrees held	publications conference presentations additional funding received additional contact info proposal abstract Career goals; annual re-evaluation.	annual review to ensure appropriate progress with regards to curriculum, research, learning outcomes. Send annual reminders to faculty/dept.