University of Utah College of Nursing

2016-2017

Annual Report

UNIVERSITY OF UTAH
COLLEGE OF NURSING

TABLE OF CONTENTS

Dear Friends and Colleagues,

Each time I prepare this annual report for the College of Nursing, I am reminded of the exceptional creativity, know-how and commitment of our researchers, clinicians and teachers. Consider just a few highlights of their work from the past year:

- Faculty developed and implemented a new post-master's track in the DNP program focused on Nursing Organization Leadership to meet the needs of nurses who hold or aspire to leadership positions in practice.
- Through a generous donation from the Dr. Ezekiel and Edna Wattis Dumke Foundation, the college led the organization of the Utah Nursing Consortium, which advocates for additional state funding of Utah's nursing schools.
- Other donors provided nearly $2 million in funding for faculty salaries, endowed chairs and student scholarships. As a result, the college was able to provide over $1 million in scholarships and other funding for students.
- We ranked 18th in the nation for National Institutes of Health (NIH) funding among colleges of nursing and maintained a grant portfolio of nearly $27 million.
- In the 2017 *U.S. News & World Report* rankings of Best Graduate Schools in Nursing, the Nursing Informatics track ranked 7th, the Midwifery specialty track ranked 9th, the DNP program ranked 22nd, and the MS program ranked 31st.

These are important benchmarks for this 70-year-old nursing education institution.

Meanwhile, the midwives of BirthCare HealthCare delivered nearly 500 babies. Juvenile Justice Services nurses provided care for incarcerated youth in nearly 23,000 encounters. Psychiatric/Behavioral Health faculty provided 1,400 free patient visits at the Polizzi Clinic, 675 visits with practitioners at the college and 2,325 consultations at the South Jordan Clinic. Faculty practice overall generated more than $4.7 million in clinical revenue for the college.

In this report, you'll find multiple examples of the compelling research pursued, collaborative interdisciplinary care provided and healthcare innovations completed by our faculty, staff and students. Thank you for your interest and support of our work.

Sincerely,

Trish

Patricia G. Morton, PhD, RN, ACNP-BC, FAAN,
Dean and Professor
Louis H. Peery Presidential Endowed Chair

Major Accomplishments

College of Nursing (CON) activity and outcome highlights from the 2016-2017 academic year:

Education:

- College of Nursing administrators developed and approved a new post-master's certificate and specialty track in the Doctor of Nursing Practice Program (DNP), with full implementation in fall 2017. The new track, Nursing Organizational Leadership, is geared to master's prepared nurse leaders with a focus on organizational leadership and management principles; understanding and leading complex healthcare systems; healthcare finance and budgeting; and program planning, management and evaluation. Fourteen students entered this inaugural cohort.

- Faculty who teach in the master's and DNP courses worked collaboratively during the year to make significant revisions and modifications to core courses in the graduate curricula. Course revisions focused on elevating care, promoting health, leading change and enhancing advocacy. New core courses were implemented in fall 2017.

- The college is in the third year of a Veterans Administration Nursing Academic Partnerships in Graduate Education (VANAP-GE) grant provided by the U.S. Veterans Administration (VA). This grant will increase VA recruitment and retention of high-quality Psychiatric Mental Health Nurse Practitioners (PMHNPs) through enhanced clinical experiences for students, expanded teaching opportunities for VA staff, and the development of a post-graduate residency program.

- The National Council Licensure Examination (NCLEX-RN) quarterly pass rates for the graduates of the new curriculum ranged between 92 percent and 97 percent, among the highest in the state and jurisdiction.

- The college implemented a new affiliate partnership with Sweetwater Memorial Hospital in Rock Springs, Wyoming. Select graduate students from the Adult / Gerontology Primary Care Doctor of Nursing Practice Specialty Track and the Family Nurse Practitioner Specialty Track stayed in Rock Springs and completed up to 160 clinical hours working in this medically-underserved, rural area. Experiences included orthopedics, pediatrics, family practice (including occupational medicine), and fast-track Emergency Department. Plans to expand similar affiliate partnerships in Elko, Nevada; Ely, Nevada; and Jackson Hole, Wyoming are underway.

- Faculty in the Gerontology Interdisciplinary Program (GIP) implemented a new post-graduate certificate emphasis in long-term care. In addition, program administrators implemented the first micro-certificate programs for end-of-life care and caring for aging populations in conjunction with the University of Utah Continuing Education and Community Engagement office.

- PhD program faculty received funding to develop and film scenarios on the responsible conduct of research in collaboration with the University of Utah Theatre Department. Filmed scenarios will be available to graduate students in early fall 2017.

- The Intermountain Healthcare Simulation and Learning Center (SIM Center) completed several technology upgrades, including adding a new control room and one additional debriefing room. Hours of SIM operations also were expanded and include weekend coverage as needed.
- The college implemented new graduate exit surveys for all programs. These alumni surveys were embedded in one of the final didactic courses to obtain employment status at graduation and permanent email addresses.
- An embedded Instructional Designer, who has a joint appointment with Teaching & Learning Technologies (TLT), joined the college's team in April 2017. In addition to providing basic support for the college's Learning Management System (CANVAS), the designer assists faculty with updating existing course content, creating activities that aid in student learning, generating multiple student assessment methods, and developing meaningful and useful rubrics.
- Eight nursing students attended the Hinckley Institute's annual Capitol Encounter Program in Washington, D.C. in May 2017. Students had the opportunity to meet with the members of Utah's congressional delegation and attended a special health policy presentation with key state legislative leaders.
- The RN to BS specialty track in the undergraduate program added an additional cohort and implemented a full-time option. Students now can enter the RN to BS program every semester, completing their bachelor of science in nursing (BS) degrees in two, three or four semesters, depending on their program of study. Enrollment in the program remains robust.
- An Express Pathway Program between the college and Salt Lake Community College (SLCC) is underway to facilitate a seamless transition for SLCC nursing graduates to enter the RN to BS specialty track. Graduates from SLCC receiving their Associate of Science (AS) degree or Associate of Applied Science (AAS) degree can transition directly into the RN to BS specialty track.
- Through a donation from the Dr. Ezekiel and Edna Wattis Dumke foundation, the college established the Utah Nursing Consortium, hiring a faculty member to collaborate with other state nursing institutions and lobby state lawmakers for additional funding.
- The Development Office worked with individual donors and foundations to generate nearly $2 million in funding for faculty salaries, endowed chairs and scholarships for students.
- The Alumni Relations office organized a reunion for all classes of the 1980s that coincided with the naming of 2016 Distinguished Alumna Nancy Godfrey.
- At the college's annual convocation ceremony on May 5, 240 graduates received their degrees.
- The college hosted the third annual Preceptor Recognition Event at the University of Utah Officers Club, where graduate and community preceptors for all academic programs are recognized for their mentorship and guidance of students as they transition into professional practice. Awards included: Outstanding Master's Graduate Preceptor, Outstanding DNP Preceptor, Outstanding GIP Preceptor and Outstanding Undergraduate Preceptor.
- More than 50 high school career counselors from all nine school districts along the Wasatch Front attended the third annual Educate the Educators event, where

counselors were given information on health science careers and programs, including nursing, medicine, health, dentistry, and pharmacy. The event also featured a diversity panel from the Office of the Senior Vice President for Health Sciences.
- The following college faculty were appointed to new administrative positions:
    - Dr. Jennifer Clifton, Executive Director of Nurse Practitioner Education
    - Dr. Susan Hall, Interim Specialty Track Director of Family Nurse Practitioner in the DNP Program
    - Dr. Kim Friddle, Specialty Track Director of Neonatal Nurse Practitioner in the DNP Program
    - Dr. Jackie Eaton, Director of the Gerontology Interdisciplinary Program
    - Dr. Connie Madden, Assistant Dean of Student Services and the Baccalaureate Program
    - Dr. Kristin Cloyes, Interim Assistant Dean of the PhD Program

Research:
- The college's research program ranked 18th among schools of nursing funded by the National Institutes of Health (NIH).
- Faculty and staff managed a total grant award portfolio of $27 million.
- Research team members maintained an overall funding success rate for FY2016 (the most recent year for which all grant submissions have been reviewed) of 24 percent.
- The research program's submitted funding applications for FY2017 increased 67 percent over FY2016. Faculty anticipate submitting 60 funding applications in FY2017, as compared to 36 in FY2016.
- College administrators appointed Dr. Mollie Cummins as the new Associate Dean for Research and the PhD Program.
- Two tenure-line faculty members, Dr. Jia-Wen Guo and Dr. Michelle Litchman, participated in the Vice President's Clinical & Translational Scholars Program (VPCAT).
- The college partnered with the Office of the Associate Vice President for Health Equity and Inclusion to seek funding for a center of excellence in health disparities research.
- Multiple faculty members directly contributed to the renewal application funding the University of Utah Center for Clinical and Translational Sciences (CCTS).
- The research team developed an intramural pilot funding program called the Synergy Awards, which incentivize academic-operational partnerships in support of translational science.
- Research administrators promoted the college's culture of research and nursing science peer support through workshops, research teas, research innovation teams, and by increasing the customer service focus of pre-award and post-award support.
- Administrators reviewed mentoring and career development plans for all pre-tenure faculty to ensure their needs are met. Additionally, managers conducted a broad needs assessment with research and tenure-line faculty as the basis for enhancing pre-award and post-award support.

- Leadership designated career-line scholarship champions to partner with the academic leadership team in supporting and promoting scholarship among the college's career-line faculty, and enhancing career-line engagement in college research activity.
- Research team leaders redesigned and enhanced the college's model for statistical support, building bridges with the Study Design and Biostatistics Center of the Center for Clinical and Translational Science (CCTS).
- Administrators launched a reproducibility initiative aimed at raising awareness, educating, and providing support for reproducible methods.
- Research leaders launched editing services for the college's faculty to assist them in producing higher quality grant applications and manuscripts in a shorter period of time.
- Team members raised the national and international visibility of Utah nursing research through a formal social media plan and strategic use of social media and featured stories in our annual magazine.

Practice:
- The College of Nursing /Juvenile Justice Services Sexually Transmitted Infection Screening and Treatment project was awarded on-going funding by the Utah Legislature.
- The Sexually Transmitted Infection Screening and Treatment poster/project was awarded first place in the area of Adolescent Research by the National Association of Pediatric Nurse Practitioners (NAPNAP) at their annual conference.
- College midwives made nitrous oxide for labor anesthesia available in July 2017 for use by patients at University of Utah Hospital. The inception of this evidence-based option for women started two years ago with a doctoral project by one of our DNP students. Then BirthCare HealthCare faculty clinicians developed the care option in collaboration with University Hospital nursing leadership.
- The college expanded midwifery scope of practice for care of patients with gestational diabetes through collaboration with the Department of Obstetrics and Gynecology's Maternal Fetal Medicine Division using the Extension for Community Health-Care Outcomes (ECHO) telehealth program.
- College midwives assumed care of the general obstetric population at South Main Clinic, which has added 196 new obstetric visits and 134 deliveries annually.
- BirthCare HealthCare added two additional practice sites, including the Downtown Women's Clinic and Farmington Health Center.
- Caring Connections staff and volunteers had over 6,000 personal contacts with persons suffering from grief due to sudden death, prolonged caregiving and suicide.
- College nurses provided healthcare for incarcerated youth in over 22,000 visits.
- Nurse practitioners at the RedMed clinic in the Union Building provided care for university employees during more than 1,400 walk-in visits.

Overview

The educational mission of the College of Nursing (CON), aligned with the strategic vision of the Senior Vice President of Health Sciences, is to promote student success to transform lives. To achieve this, college faculty and staff have engaged in multiple strategic planning sessions during the academic year to identify educational priorities and develop specific tactics to accomplish goals. Major priorities for the college's educational mission have been identified and include: a) maintaining the infrastructure to provide optimal support for distance-accessible courses and programs; b) optimizing faculty support for excellence in online synchronous and asynchronous educational delivery; c) enhancing Doctor of Nursing Practice (DNP) program offerings by developing a new post-master's specialty track in Nursing Organizational Leadership; and d) continuing efforts to increase student diversity in all nursing programs within the college.

Flowing from the strategic planning meetings, administrators identified several steps to achieve each of the four priorities:

Priority 1: With the increased utilization of distance-accessible education courses and programs, college administrators recognized the need to optimize infrastructure to maintain distance education programs as a primary goal. Tactics to help achieve this goal included, a) converting two existing classrooms to distance-accessible classrooms, allowing 'real-time' student participation through interactive video conferencing (IVC) capabilities; and b) hiring one additional information technology specialist to work with faculty on synchronous and asynchronous course delivery. In addition, all IVC-accessible classroom technology was upgraded during the 2016-2017 academic year.

Priority 2: To optimize faculty support for excellence in online educational delivery, an embedded instructional designer was hired in collaboration with Teaching and Learning Technologies (TLT) on the University of Utah's central campus. The college also hired an audio-visual specialist who will provide oversight for the Nursing Technology Exploration Lab (NTEL), developing new and emerging technologies that can be integrated into teaching and research at the college.

Priority 3: Academic program leaders' third goal included Enhancing DNP program offerings by developing a new post-master's specialty track in Nursing Organizational Leadership, including an option for a post-master's certificate. In earlier meetings with the college's clinical partners, a core group of community nurse leaders expressed interest in a post-master's DNP specialty track with a focus on systems-level leadership and program planning and management. The college conducted a needs assessment with key nurse leaders and system partners and assessed the level of interest for such a degree at the bi-annual Communities of Interest meetings. Then faculty developed a new curriculum, courses, and a potential program of study, which the Board of Regents

approved. The new specialty track and certificate program will be implemented in fall 2017.

Priority 4: The college's final goal of enhancing diversity aligns with university initiatives. College leaders seek to recruit a diverse and outstanding student body with at least 15 percent of each program representing minority populations. Current projects include the expansion of the college's Nursing Early Assurance Program (NEAP) with intentional targeting to under-represented and minority high school students, and ongoing partnership with the Office of Inclusion and Diversity.

College administrators continue to work with faculty on enhanced course delivery, teaching development, and technology and online educational pedagogy training. For example, the Academy of Health Science Educators is a valuable resource to support effective mentoring and teaching for all faculty within health sciences.

Student enrollment at the college has remained steady, with a significant increase in undergraduate enrollment (Figure 1). Due to enrollment increases in our NEAP and RN to BS programs, the college graduated an additional 100 students in 2017 (Figure 2). Student grade point averages remained above 3.6 during the 2016-2017 academic year (Figure 3). Gender and ethnic diversity improved in most programs (Figures 4 and 5). The age of the college's students stayed constant compared to previous years (Figure 6).
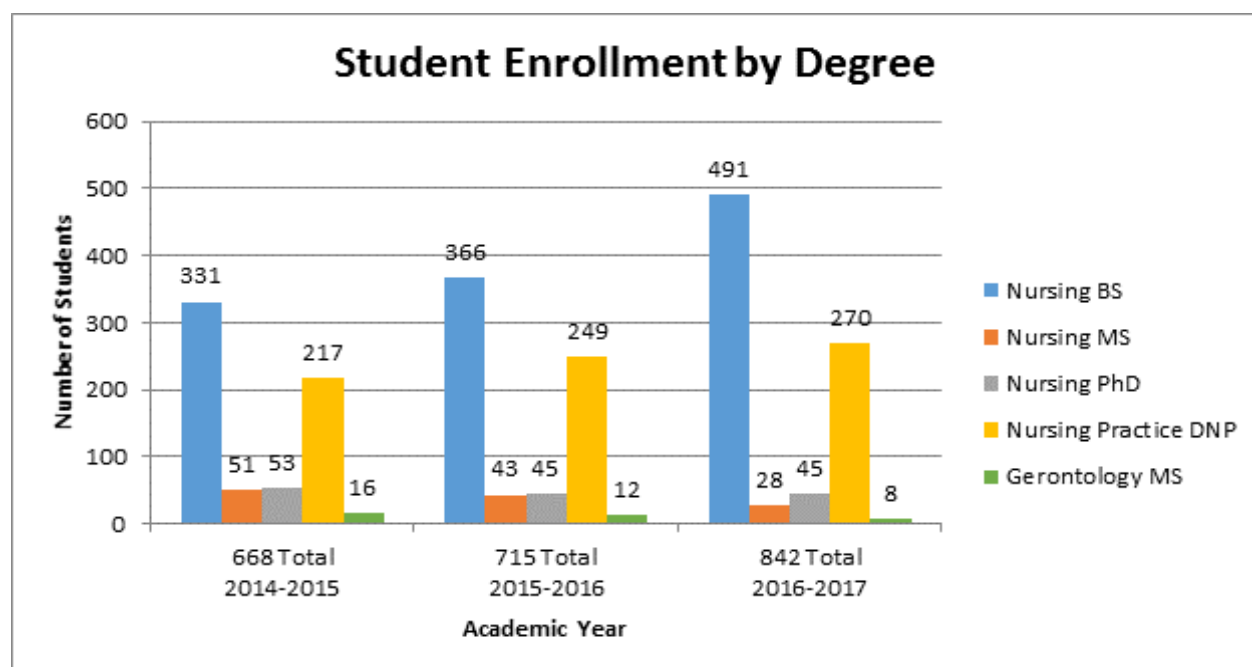
Figure 1: Student Enrollment, Academic Years 2014 – 2017 *Numbers include anticipated number of graduates based on graduation application data.

Figure 2: Number of Graduates by Degree, Academic Years 2014 – 2017

Figure 3: Grade Point Averages (GPA) of Enrolled Students (most recent term), Academic Years 2014 – 2017.

Figure 4: Percent Ethnic Minority, Academic Years 2014 – 2017 (does not include 'unknown ethnicity')

Figure 5: Percent Male Students, Academic Years 2014 – 2017
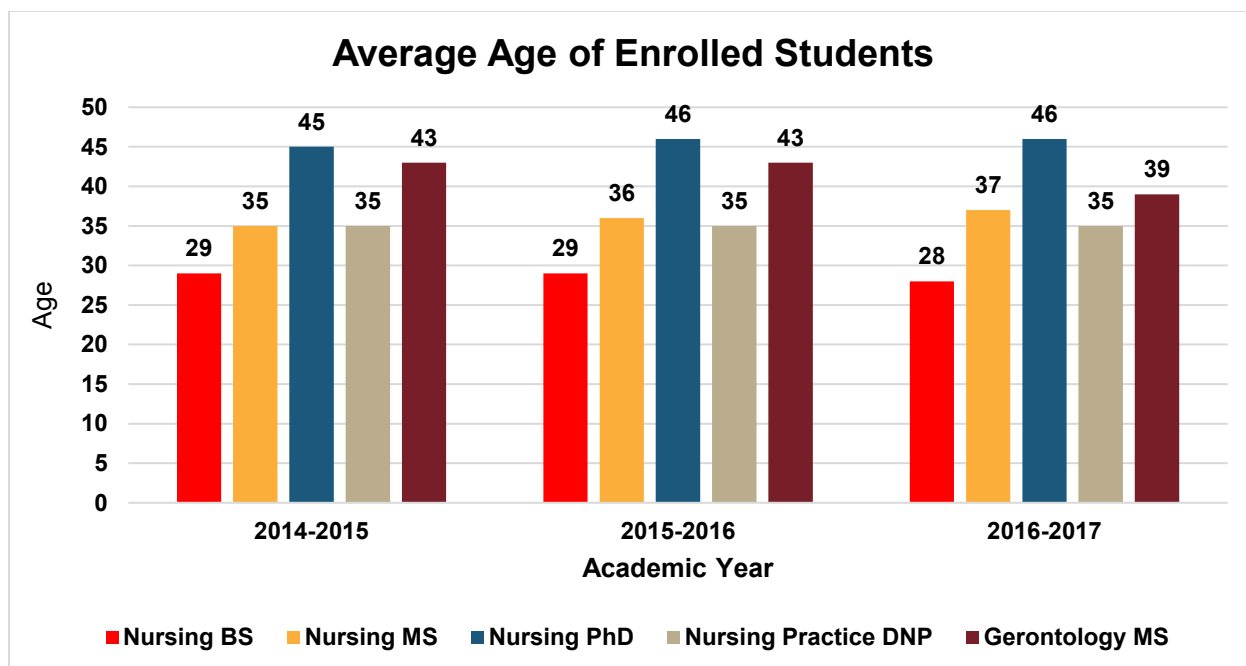
Figure 6: Average Age of Currently Enrolled Students (most recent term), Academic Years 2014 – 2017

Student Services

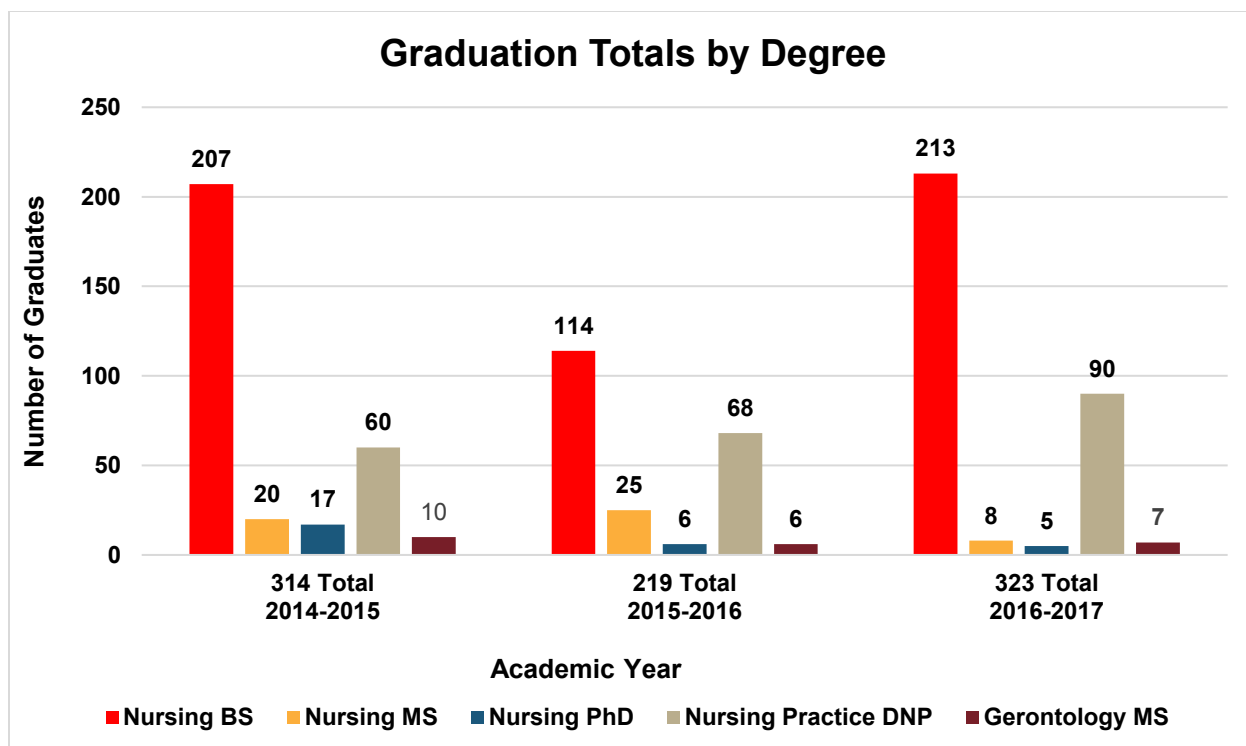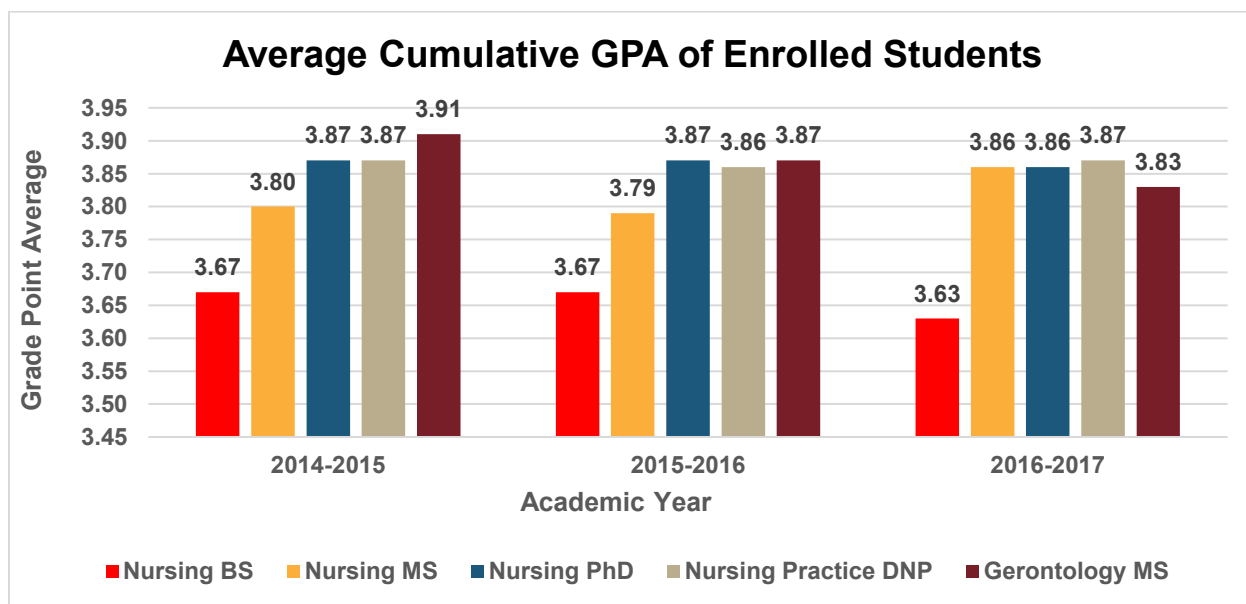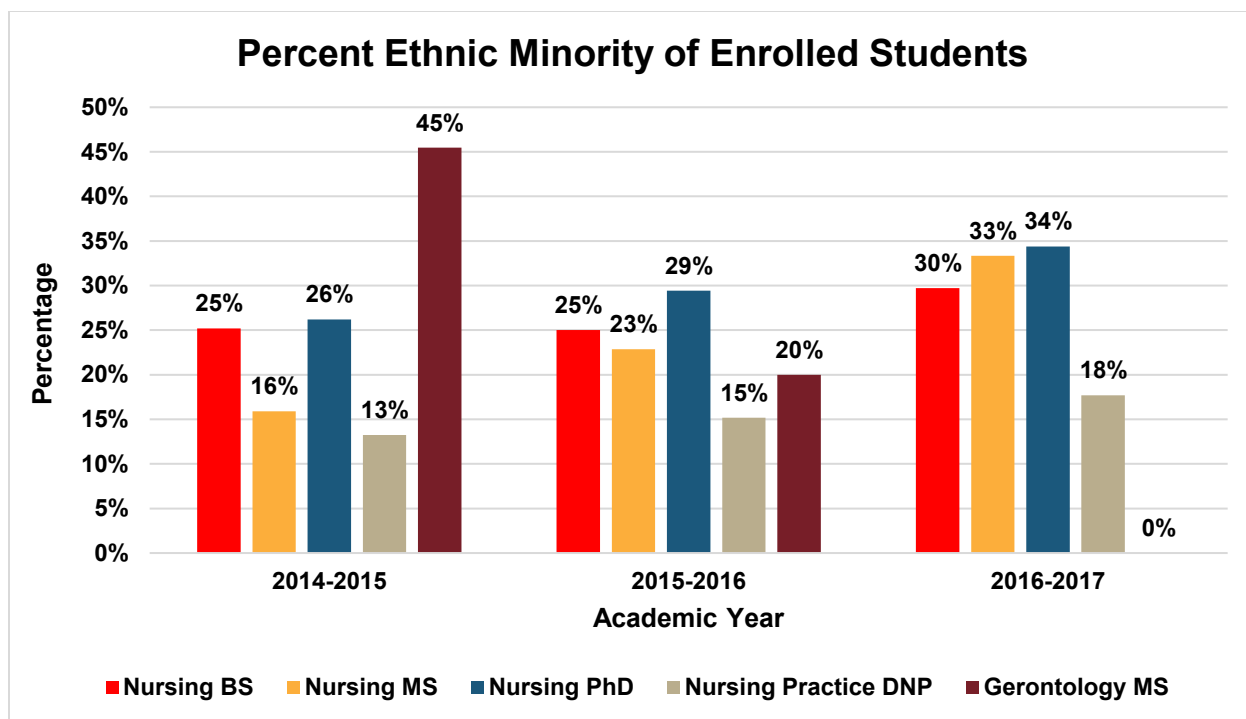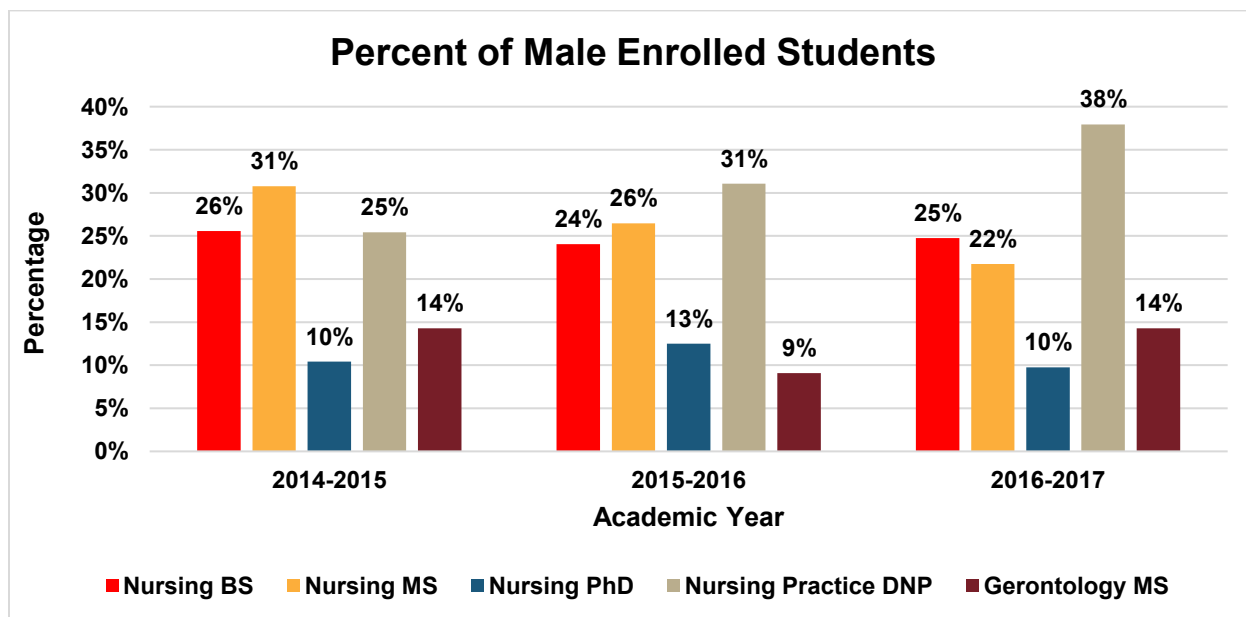The office of Student Services is committed to supporting the college's mission and vision. Each Student Services staff member is dedicated to providing the highest quality student experience through campus-wide collaboration that enhances nursing students' professional growth and development as engaged healthcare leaders.

Personnel changes during the past year have resulted in an even stronger and more committed Student Services team that interacts closely with the college's faculty and administration to support students at all education levels, from inquiry to graduation.

In addition to providing student advising and faculty support, the Student Services team coordinates and manages numerous events in the college, including Convocation, small group advising for pre-nursing students, new student orientations, the Lamp of Learning ceremony for newly admitted pre-licensure students, and program completion ceremonies for the RN to BS track and pre-licensure students. Outreach and recruitment events are ongoing.

Convocation
The 2017 College of Nursing Convocation was held on Friday, May 5 at 3 p.m. in Kingsbury Hall. Dean Patricia Morton welcomed new graduates and their guests along with faculty, staff and guest dignitaries. A total of 240 graduates were recognized.

Other Activities

Student Services staff conducted 60 outreach/recruitment events with more than 350 attendees. More than 450 attended 12 information sessions, where potential applicants learn about the programs offered in the college. A total of 24 new student and transfer orientations were conducted in collaboration with the university's main campus, which over 480 students attended. Staff also scheduled and met in more than 730 unique advising service sessions, in which program managers provided one-on-one assistance to current nursing students.
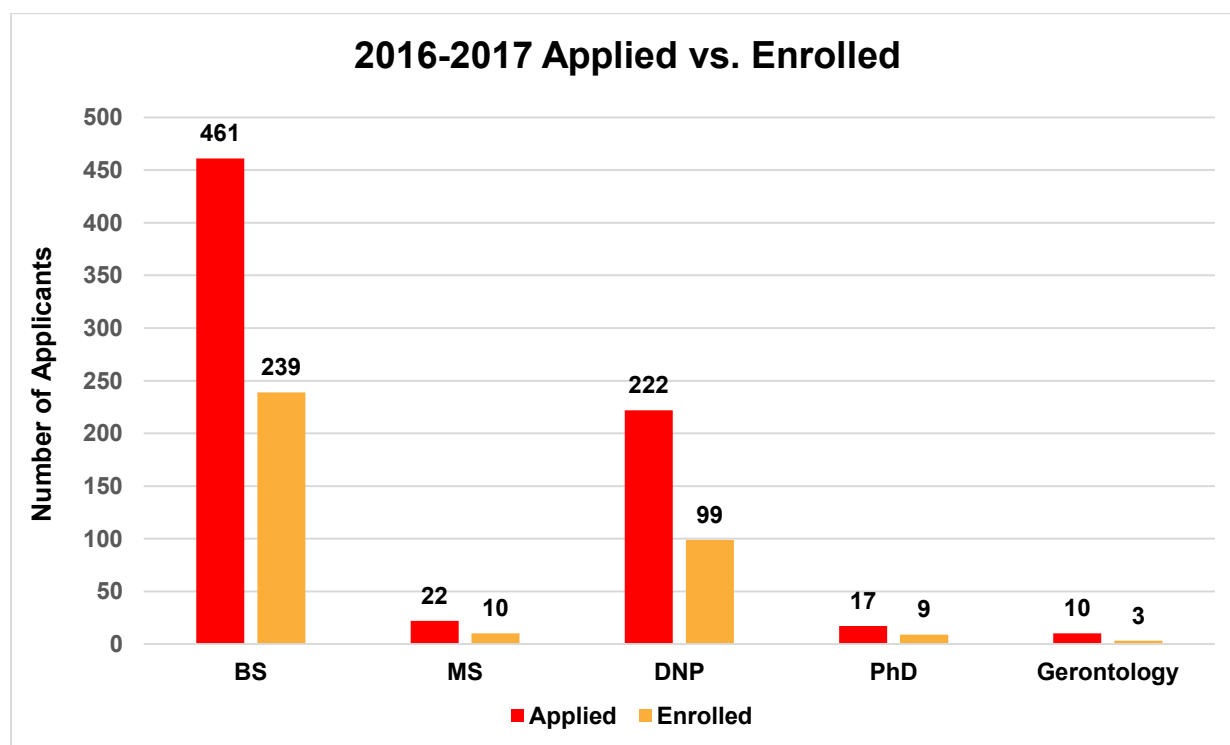
Figure 7: Number of Applications and Enrolled, Academic Year 2016 – 2017

University of Utah Hartford Center of Geriatric Nursing Excellence

The purpose of the University of Utah Hartford Center of Geriatric Nursing Excellence (HCGNE) is to increase the number of highly qualified geriatric nursing faculty, build the science of gerontological nursing, promote innovations in healthcare that support older patients, and foster the preparation of clinical nurses and advanced practice nurses who can provide leadership in the healthcare of older adults. The Utah HCGNE is one of nine founding members of the National Hartford Center of Gerontological Nursing Excellence.

Funding of the Utah HCGNE from the John A. Hartford Foundation for over eight years concluded at the end of the 2015-2016 academic year. With matching funding from the

Ray and Tye Noorda Foundation, the support of four Health Resources Services Administration (HRSA) grants and funding from the Jonas Foundation, the Utah HCGNE has collaborated with campus and community partners to make substantial contributions to the improvement in the care of older adults. Areas of accomplishment include:

- Enrollment of 32 students with a gerontological focus in the PhD program. The vast majority, 27, received financial support as Noorda-Hartford fellows. Three were named Jonas-Hartford scholars. In the eight years of the center, 14 students graduated with a PhD and/or successfully completed all PhD requirements, and an additional six advanced to PhD candidacy.
- Universal geriatric education (three credits or equivalent) was completed by 597 Master's of Nursing and Doctor of Nursing Practice (DNP) students, with nearly 10 percent of these (58 total) earning sub-specialization by completing the Graduate Certificate in Gerontology, with coursework in geriatric nursing and gerontology.
- Center staff and faculty led the Teaching and Learning Technologies (TLT)-funded conversion of the RN to BS track to an online format, establishing the Geriatric Nurse Leader track that earned transcripted emphasis designation in 2010, with over 80 total graduates over 10 years.
- Another HRSA grant written by the Utah HCGNE faculty initiated the care management specialty in the master's program, commencing with the geriatric care manager tracks for nursing and gerontology students, as well as an option to fast track from RN to MS.
- Center faculty and students participated in federal research grant awards which have brought more than $10 million into the college since the center was established, including an NIH T32 grant for the study of Cancer, Aging, and End-of-Life Care, as well as $450,000 in Hartford research funding for two Claire M. Fagin fellowships (Dr. Linda Edelman and Dr. Kristin Cloyes), two Patricia G. Archbold Scholars (Dr. Scott Wright and Dr. Jennifer Alderden), and one Change Agent award (Dr. Jacqueline Eaton).
- Utah HCGNE affiliates and staff were integral to the development and implementation of the Geriatric Workforce Enhancement Program (GWEP) award, John A. Hartford funding, three comprehensive geriatric education programs, and one HRSA advanced nursing education grant totaling more than $9.7 million in training funds throughout center operations.

Today, the University of Utah Hartford Center remains committed to supporting faculty and student engagement in gerontological nursing education with mentoring and educational and professional development programs offered through membership in the National Hartford Center of Gerontological Nursing Excellence (NHCGNE). These include webinars, leadership conferences and formal mentoring programs.

The Center works closely with the Utah Geriatric Education Center (UGEC) to provide mentoring support for faculty and student trainees that is funded by the HRSA Geriatric Workforce Enhancement Program (GWEP). In partnership with the Gerontology Interdisciplinary Program, also housed within the College of Nursing, memorandums of understanding support the attainment of Gerontology Certificates by undergraduate and

graduate nursing students. Dr. Edelman, serves as the center's director and is on the national board of the NHCGNE. Dr. Eaton serves as the project director. In 2017, the Center launched a needs assessment with input from key stakeholders to establish a vision and identify funding sources for the center that will support gerontological education and research.

George E. Wahlen Department of Veterans Affairs Nursing Academy Program

The University of Utah was among the first of five Veterans Affairs (VA) Nursing Academies in the nation in 2007. The goals of the program included increasing the number of nursing students, boosting the number of nursing faculty, advancing the professional development of staff nurses at the VA, and increasing the number of funded research projects at the VA. The college provides continued development opportunities to VA-based faculty and through regular seminars on a variety of educational and research topics. The partnership has produced a number of national presentations about the education of students on veterans' healthcare issues and the development of VA-based faculty.

Over the years, the VA Nursing Academy Program (VANAP) has changed from ensuring all students a clinical rotation at the VA, to admitting a select group of students from each cohort who complete their first two semesters of study with VANAP faculty and are placed at the VA for their second semester medical/surgical clinical rotations and third semester rotations in mental health. While a fourth semester capstone at the VA is not required for these students, it is strongly encouraged. Our Psychiatric/Mental Health Nurse Practitioner (PMHNP) track is in the third year of a five-year, collaborative grant to educate psychiatric nurse practitioners through the Veterans Affairs Nursing Academic Partnership for Graduate Education (VANAP-GE).

Inter-professional Education

Inter-professional Education (IPE) at the College of Nursing brings together students from across the Health Sciences and from the College of Social Work to build collaborative competencies. The program outcomes are based on the Inter-professional Education Collaborative four core competencies, developed in 2011:

- Domain 1: Values/Ethics for Inter-professional Practice
- Domain 2: Roles/Responsibilities
- Domain 3: Inter-professional Communication
- Domain 4: Teams and Teamwork

The college currently offers five 0.5-credit inter-professional education courses. All courses incorporate simulation-based experiential learning, where students from at least three different professions collaborate around a particular patient care problem.

All inter-professional education occurs in small groups of six to 10 students facilitated by Health Sciences faculty. College faculty managed a total of 64 groups, providing approximately 40 percent of all facilitation for the courses.

The IPE program's committee structure includes an advisory committee that provides overall direction for the program and three subcommittees. Subcommittees include:

1. Curriculum -- responsible for curriculum design, implementation strategies, and evaluation (Nursing Representatives: Dr. Connie Madden and Dr. Rebecca Wilson)
2. Scholarship -- responsible for coordination of scholarly works produced from inter-professional education efforts (Nursing Representative: Dr. Sara Hart)
3. Faculty development -- responsible for initial and ongoing education of faculty facilitators (Nursing Representative: Dr. Susanna Cohen)

IPE classes have been included in the baccalaureate program and in all MS and Doctor of Nursing Practice (DNP) programs of study. All students are required to take two courses during their program. Of the 1,417 students who participated between fall semester 2016 and summer semester 2017, 449 were nursing students -- approximately 32 percent of student attendees. Table 1 provides information on the number of students enrolled in IPE classes during the 2016-2017 academic year.

Table 1: Inter-professional Education, Total Student Enrollment, Academic Year 2016 – 2017

College/School	Program	Number Enrolled
College of Health	Audiology, Nutrition, OT, PT, SLP	175
College of Nursing	BS/MS/DNP	449
College of Pharmacy	PharmD	235
School of Dentistry	Dentistry	23
School of Medicine	PA Program	71
School of Medicine	Medical School	411
College of Social Work	Master of Social Work (MSW)	53

Education Grant Funding

Table 2 summarizes the active grants and awards that support the college's education mission. These federal awards and private foundation funds are critical to providing program support, innovation and evaluation.

Table 2: Active Funded Education and Training Awards, Academic Year 2016 – 2017

Funding Period	PI	Funding Agency / Award Number	Title	Funds Awarded
07/01/2013-12/31/2016	Alderden	Gerontological Society of America	Pressure Ulcers Among Older Adult ICU Patients	$90,000
07/01/2016-06/30/2017	Balk	Health Resources Service Administration A10HP30068	Advanced Education Nursing Traineeship	$338,580
07/01/2013-08/31/2016	Chase-Cantarini	Health Resources Service Administration D09HP25927	Advanced Nursing Education	$1,124,521
07/01/2015-06/30/2018	Edelman	Health Resources Service Administration U1QHP28741	Utah Geriatric Education Center: Integrating Primary and Geriatric Long Term Care	$2,542,307
06/01/2016-05/31/2017	Hoffman	Utah Medical Education Council 10042178	UMEC Experienced Nurse Research Study	$4,500
10/01/2016-09/30/2018	Hart	University of Minnesota/Robert Wood Johnson Foundation 73232	Accelerating Interprofessional Community-Based Education and Practice Sites	$50,000
07/01/2016-06/30/2018	Ruegg	American Cancer Society DSCN-16-0167-01-SCN	Effect of Automated Coaching on Exercise Adoption and Chemotherapy Symptoms	$30,000
08/01/2014-07/31/2016	Wilson	Jonas Center for Nursing Excellence	Jonas Nurse Leaders and Veteran Healthcare Scholar Program	$60,000
06/01/2016-07/31/2018	Wilson	Jonas Center for Nursing Excellence	Jonas Nurse Leaders and Veteran Healthcare Scholar Program	$55,000
07/01/2015-06/30/2020	Wilson	US Department of Veterans Affairs	Veterans Administration Nursing Academy – Psychiatric-Mental Health	$2,184,475

Student and Community Engagement (SACE) Program

The Student and Community Engagement (SACE) Program provides opportunities for students and faculty to partner with university, local, state, national and global communities to create signature learning experiences. The purpose of the SACE program is to enhance environments for learning in ways that foster the development of life-long learning and community engagement. In addition, SACE programs engage students to fully embrace their roles as professionals empowered to improve the health of individuals and communities through scholarship, inquiry and community engagement.

Community engaged learning is incorporated into the undergraduate pre-licensure nursing program through two professional roles courses. All undergraduate nursing students participate and receive a special designation on their transcript for completion of these courses. Other SACE programs are not required experiences. Students attending the Hinckley Institute of Politics' Capitol Encounter Program in conjunction with Capitol Nursing Advocacy Day or University-sponsored Global Health trips must enroll in specified courses to attend.

The signature learning and engagement opportunities are led by the SACE program director, Dr. Sara Hart, and individual program coordinators. Current opportunities include Community Engaged Learning (CEL), Undergraduate Research Opportunities (UROP), Global Health Learning, and the Capitol Encounter/Capitol Nursing Advocacy Day. The SACE Advisory Committee works on strategic planning to maintain and expand current programs, and to explore student engagement opportunities at the university and in the community. SACE Advisory Committee members for the CON include the associate dean of Academic Programs, coordinator of Global Health, coordinator of Community Engaged Learning, coordinator of CON Undergraduate Research Opportunities, faculty advisor for the Nursing Early Assurance Program (NEAP), faculty advisor for the University of Utah Honors College, three faculty representatives, and staff from Student Services and the Office of Advancement. Table 3 shows the number of students involved in SACE programs.

Table 3: SACE Students, Academic Year 2016 – 2017

Program	Students/Participants
Community Engaged Learning Coordinator: Dr. Sara Hart	128 Undergraduate nursing students 15 Gerontology students
Undergraduate Research Opportunities Program (UROP) Coordinator: Dr. Linda Edelman	7 Nursing 2 Non-nursing
Capitol Nursing Advocacy Day Hinckley Capitol Encounter Washington, D.C. Coordinator: Dr. Sara Hart	8 Undergraduate nursing students 1 Faculty member 1 Staff member from Office of Advancement 3 College of Nursing alumni

Program	Students/Participants
Honors College students Coordinator: Dr. Alexa Doig	9 Undergraduate nursing students 37 Nursing Early Assurance Program (NEAP) students
Global Health Coordinator: Amy Cutting	2 Doctor of Nursing Practice (DNP) students on an Inter-professional education hot-spotting team working with refugees

Community Engaged Learning (CEL)
For more than three decades, the college has partnered with the Lowell Bennion Community Service Center and, through this partnership, has been active in the university's service learning and community engaged learning programs. The Bennion Center engages students and the community in projects that promote lifelong service and civic participation. CEL courses and course designations are coordinated through the center.

The CEL program in the college continues to grow as curriculum requirements evolve and as more faculty discover and commit to its pedagogy. The undergraduate pre-licensure nursing program leads this effort with a two-semester course sequence allowing all students to participate in this SACE program and receive CEL designations on their transcripts. In the past year, the CEL program has partnered with the college's Committee on Outreach and Inclusion to focus efforts on partnerships that promote diversity in nursing. New CEL partners during the 2016-2017 academic year reflect this effort.

During the 2016-2017 academic year:

- The undergraduate nursing CEL program partnered with community organizations to provide services that aligned with student learning objectives and met community needs. These partnerships include: Granite Technical Institute High School; Junior League of Utah - Community Assistance and Resource Event; University Village Initiative; Blessed Sacrament School; Utah Nurses Association; Science Masters and Science Powers through the Office of Outreach and Inclusion with the School of Medicine; International Rescue Committee; American Heart Association's Stroke Walk; and Special Olympics.
- Gerontology students enrolled in the Caregiving and Aging Families course partnered with informal, unpaid caregivers in the community.
- The partnership between the college and the Certified Nursing Assistant Program at Granite Technical Institute has expanded into new learning environments that promote team-based care and pathways to nursing and higher education. This partnership has resulted in an increase in the diversity of the college's applicant pool and Nursing Early Assurance Program (NEAP) cohorts.

Undergraduate Research
College faculty often engage undergraduate students (pre-nursing, nursing and other

programs) as student research assistants who may be paid (via grants or development funds), volunteer, or serve as funded Undergraduate Research Opportunities Program (UROP) fellows.

UROP is housed in the Office of Undergraduate Research at the University of Utah. UROP fellows work with faculty to develop research protocols that are submitted for funding each semester. If awarded, UROP fellows work with faculty on research projects, attend seminars (with faculty or through UROP), and present their findings at the annual UROP symposium. Fellows receive $1,200 a semester, work 10 hours per week, and are allowed to reapply for one additional semester of funding continuation. During the 2016-2017 academic year, nine UROP fellowships were awarded to students who conducted research with college faculty mentors.

Many more undergraduate students are able to participate in research with nursing faculty through the Honors College and funded positions on faculty research grants. All research students—whether UROP fellows, volunteers or paid research assistants—are required to complete university training programs in research ethics and patient privacy. Students work with faculty mentors to develop a variety of research skills including Institutional Review Board (IRB) applications; participant recruitment; data transcription; data coding; library searches; and presentation of results with posters, oral presentations and written manuscripts.

The college awarded UROP student Kyle McDougle the Undergraduate Research Award for the 2016-2017 academic year in conjunction with the Undergraduate Research Office. Kyle's research mentor was Dr. Lauren Clark and his project focused on the structure and processes of disclosing to parents an unborn child's disability. Kyle is actively disseminating this research through professional meeting and conference presentations.

Capitol Nursing Advocacy Day/ Capitol Encounter, Washington, D.C.
Eight college undergraduate students participated in the Hinckley Institute's Capitol Encounter Program and seven students participated in the college's Capitol Advocacy Day. Faculty member and alumna Dr. Teresa Garrett accompanied the students. The Hinckley Institute of Politics' Capital Encounter Program leads students through an intensive, three-credit course that culminates with a week of meetings and discussions with high-level policy decision makers and thought leaders from many sectors of government. This year, the students met with each member of the Utah Congressional Delegation, ambassadors, former governors, and the National Education Association (NEA) president. The group also participated in special tours and lectures at the U.S. Supreme Court, east wing of the White House, National Public Radio (NPR) headquarters and the Atlantic Council.

For the fourth year, nursing students spent a day in Washington, D.C. prior to the Capitol Encounter, learning how to use their nursing knowledge and skills to be effective advocates for the profession and for the health of patients and communities. Current doctoral student Eileen Engh, Nursing Research and Development Program Manager at

Children's National Medical Center, prepared a full day of presentations and discussions focused on the role of nurses in advancing policy-level interventions to promote and improve health and professional practice.

The following day, the college hosted a health policy discussion for all the Capitol Encounter Program participants. The rest of the week, the students were immersed in the world of federal policy.

Honors College Students at the College of Nursing
Students accepted into the University of Utah Honors College complete four core honors courses, three honors electives and a thesis. Honors students in the College of Nursing receive guidance and thesis support from faculty mentors.

Nursing students who complete the Honors Degree requirements and maintain a 3.5 cumulative GPA are awarded the Honors Degree, the highest undergraduate degree awarded at the University of Utah. The college has nine Honors College students currently enrolled in the nursing program and 37 Nursing Early Assurance Students accepted to the Honors College.

Global and International Health
The college launched two global health projects during the 2016-2017 academic year. The first project involves a curricular assessment of global learning across college programs and an action plan to improve student and faculty preparation for global learning engagement. This project is funded by a grant from the Office of Global Engagement.

The second project grew out of a National Center for Interprofessional Practice and Education grant to accelerate community-based inter-professional education and additional funding from the Castle Foundation. Inter-professional student teams are working with local refugees to guide healthcare navigation and access to social services support to address social determinants of health and improve health and wellness.

Baccalaureate Program

General Information
The curriculum in both the pre-licensure and RN to BS tracks is based on several standards:

- American Association of Colleges of Nursing's (AACN) *Essentials of Baccalaureate Education*
- *American Nurses Foundation of Nursing Documents*
- U.S. Department of Human Services' "Healthy People 2020" report
- National Center for Biotechnology Information's Quality and Safety Education for Nurses (QSEN)
- Institute of Medicine's "Future of Nursing" Report

The curriculum is organized around 50 concepts categorized under 10 meta-concepts. Five concepts — health, safety and quality, communication and collaboration, person-centered care, and evidence-based practice — are deliberately integrated into every course.

The Baccalaureate Admissions and Advancement Committee (BAAC) continues to revise and refine the application file review process to be evidence-based and to:

  a) clearly link criteria to the college's mission and vision,
  b) apply criteria equitably to all applicants, and
  c) create a diverse cohort.

BAAC unanimously voted to change admission application deadlines to align with the university's main campus application admission deadlines. The application deadline for admission is Oct. 1 for a spring or summer semester start in the RN to BS cohort, and a spring start for pre-licensure programs; and March 1 for a fall start for both tracks.

Finally, BAAC reviewed prerequisite course requirements from a number of top-tier and PAC-12 nursing schools and voted to remove bio-organic chemistry (Chemistry 1120) or its equivalent from the college's list of prerequisite courses. The Baccalaureate Program Committee continues ongoing curriculum evaluation that includes sequential mapping of course content, objectives, concepts, and semester and program outcomes to AACN's Essentials of Baccalaureate Education for Professional Nursing.

Pre-licensure Track Curriculum
This program of study begins with foundational nursing care content and experience across lifespan and illness spectrums, building over four semesters towards professional nursing practice. All students participate in a total of 900 clinical hours, which includes experiences in fundamental skills and assessment; acute care/medical-surgical; pediatrics; maternity/newborn; mental health; and community/public health. Simulation experiences comprise approximately 25 percent of the clinical hours, and occur in every semester. Table 4 shows the number of applications and enrollments in the baccalaureate program.

The Baccalaureate Curriculum Committee approved the re-allocation of one credit in NURS 4500 "Professional Roles 3: Care Management" from didactic to clinical. The course is being revised with the goal of including clinical experience in case management in the summer of 2017.

Bachelor degree requirements are designated in the following courses:
NURS 3305 Foundations of Clinical Nursing Care (Quantitative Intensive I)
NURS 3410 Acute Care Nursing Practicum (Quantitative Intensive II)
NURS 3400 Professional Role II: Policy, Advocacy & Collaboration (Diversity)
NURS 4530 Global Public Health (International Requirement)
NURS 4605 Application of Evidence in Nursing Practice (Communication/Writing)

Baccalaureate faculty use active learning teaching strategies throughout the program in an effort to help students develop professional leadership skills through engagement and collaboration. Evaluation of anecdotal and course/instructor/program data indicates that students benefit from faculty teaching expertise, early clinical experience (maternity/newborn and fundamentals in the first semester). As a result, nursing students are able to apply concepts in their clinical practicums.

Pre-Licensure Track Implementation
The first complete rollout of the revised, concept-based curriculum was accomplished as the cohort admitted in fall 2015 completed the program in December of 2016.

A survey of second- and fourth-semester students revealed that students generally chose their one required elective course because of time constraints, rather than because of specific content. BAAC also recognized the burden associated with requiring the elective in the second semester, which occurs for one cohort in the shortened, 12-week summer semester. Because it does not negatively affect the number of credits required for graduation, the committee made the elective optional rather than required.

RN to BS Track Curriculum
This curriculum builds on skills and knowledge that students acquired through completion of an associate degree in nursing, as they learn knowledge and skills required to receive a Bachelor of Science in Nursing degree. During their on-line program of study, students complete coursework in physical assessment; health promotion; evidence-based practice; systems and health policy; global and public health; management; and leadership. Students have the option to substitute two general courses for two gerontology-specific courses, which results in a transcripted, Geriatric Nurse Leadership (GNL) emphasis. All students participate in a 32-hour clinical experience focusing on leadership, as well as development and implementation of a quality improvement project. Table 4 shows the number of applications and enrollment to the Baccalaureate Program.

Bachelor degree requirements are designated in the following courses:
NURS 4150   Nursing Initiatives (Quantitative Intensive I)
NURS 8884   RN to BS track (Quantitative Intensive II)
NURS 3113   Systems and Populations (Diversity)
NURS 4110   Global Health (International Requirement)
NURS 8883   RN to BS track (Communication/Writing)

Table 4: Applications and Enrollment, Baccalaureate Program, Academic Years 2014 – 2017

Major Specialty	Applications			Enrolled		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
NEAP	31	26	66	6	20	49

| Traditional | 290 | 295 | 323 | 64 | 130 | 127 |
| RN-BS | 59 | 142 | 72 | 51 | 106 | 63 |

RN to BS Track Implementation

The first complete rollout of all track courses revised as a result of a Teaching Learning Technologies grant awarded in 2014 was accomplished in spring 2016.

In collaboration with Salt Lake Community College (SLCC) nursing department, nine students applied through the Express Pathway and began the college's RN to BS track in the fall of 2016. The Express Pathway is an articulation agreement that promotes seamless and efficient admission into the RN to BS track for SLCC students in the second semester of the SLCC nursing program. As part of the Express Pathway, the University of Utah's application fee is waived, and no additional nursing program application is required from second-semester students who have a GPA of at least 3.0. To remain eligible for the Express Pathway, students must maintain a 3.0 GPA throughout the SLCC nursing program and complete all prerequisites and general education requirements.

Two-, three- or four-semester programs of study are available for all students in the RN to BS track.

RN to BS with Early MS Admission

The RN to BS with Early MS Admission (formerly known as the RN to MS track) was developed in 2013 to accommodate RN to BS students who want to continue directly into a master's program with one of three emphases: nursing education, nursing informatics, and care management. The college admitted 10 students (seven students in fall 2016, and three students in spring 2017) into the RN to BS track. Four students received early admission to the nursing education track, three to the informatics track and three to the care management track. Eight of these 10 students completed the RN to BS track in spring and summer of 2017 and are on schedule to begin the MS tracks in the fall of 2018. Two students have modified programs of study and are scheduled to complete the RN to BS program in 2018.

Ongoing work includes developing marketing and recruitment strategies to promote this avenue for graduate degrees in nursing education and informatics for 2017-2018.

Nursing Early Assurance Program (NEAP)

The college offers a Nursing Early Assurance Program (NEAP) for eligible high school graduates interested in earning a Bachelor of Science in Nursing (BS) at the University of Utah and to current matriculated students with less than 30 credit hours. NEAP students must complete their pre-nursing course work, including prerequisite and general education requirements in two academic years following acceptance to the program. As long as students meet all requirements, they are automatically admitted into the nursing coursework their junior year. This program eliminates the traditional competitive application process during the sophomore year.

In fall 2016, the college admitted 51 NEAP candidates with 11 from the Honors College. Eleven of the students who were admitted as freshman dropped out of the program during the academic year.

For the first time, almost half the freshman NEAP cohort struggled with their course work and 24 students were placed on academic probation after the fall 2016 semester. Of the 24 on probation, one left the program to go on a religious mission, five left the program after the spring 2017 semester, choosing not to pursue nursing. All of these students met with Students Services staff at the beginning of the spring 2017 semester to discuss what their struggles were and how the college could support their success. Each student received a specific plan of action and is expected to provide monthly updates on their grades. Of the 18 NEAP students who remained in the program on probation, all but seven have improved their grades to move forward in good standing. These seven (now sophomore students) are meeting with their program manager to review their program of study and to determine if they should leave the program or re-take one prerequisite class to meet the 3.3 GPA requirement.

Additional students who left the program:

- Three students in good academic standing decided that nursing was not for them and left after the spring 2017 semester.
- One student in good academic standing left to go on a church-sponsored mission the same semester.
- One student left the program at the beginning of the fall 2016 semester.
- One sophomore NEAP student was dismissed from the spring 2017 semester for poor academic performance.

We have 18 sophomore and junior nursing students serving as mentors to the first-year NEAP students. This program has been very helpful to the freshman students' success and connection to the College of Nursing.

The NEAP program had monthly student engagement events at the college. Events were designed to connect students to faculty and programs. Approximately 90 percent of NEAP students attended the nine events, which included:

Freshmen
- August: Welcome BBQ with parents and students and introduction to NEAP program
- September: Orientation to expectations of NEAP program. Students met upper-class students. Advisors discussed overview of nursing school, including academic rigor and time management. College leaders introduced, including student clubs.
- October: Basic skill introduction in SIM Center
- November: Introduced mentor program and matching of mentors to NEAP students with a social hour

- December: Holiday party and inspirational guest speaker, Jill Shepard Stevens
- January: Met with Academic Program advisors and Assistant Dean of Student Services to discuss academics and life balance
- February: Professional nursing panel
- March: Guest speaker from University of Utah Learning Success Center presented study skills, learning and testing strategies
- May: NEAP students attended Honors for Nursing celebration, banquet and awards

Sophomores
- September: Introduced college leaders, Director of SACE; advisors discussed academic requirements and preparation of nursing school
- November: Introduced Gerontology Interdisciplinary Program (GIP); upper-class students discussed rigors of nursing program and meditation and stress-reduction
- December: Joined freshmen for inspirational speaker, service project and holiday party
- February: Guest speaker from University of Utah Learning Success Center presented study skills, learning and testing strategies
- March: Reviewed nursing curriculum, student group learning activity
- May: Attended *Honors for Nursing* celebration, banquet and awards

The current number of NEAP nursing students includes: 16 seniors, 25 juniors and 40 sophomores. Of the 74 applicants for admission in fall 2017, 58 applicants met admission standards and 13 were denied admission. In fall 2017, 40 high school seniors and five sophomores will start classes.

Baccalaureate Student Data
Figure 8 shows overall enrollment in the baccalaureate program, which includes both pre-licensure undergraduate students and RN to BS students. While overall enrollment dropped in the pre-licensure track in 2015-2016, this was due to changes in the admissions cycle. Undergraduate baccalaureate nursing students were admitted in fall ('pre-licensure' cohort) and summer ('accelerated' cohort) semesters prior to 2015. When both pre-licensure and accelerated cohorts were combined, admission cycles were also changed to spring and fall (eliminating summer enrollments for the undergraduate program). This resulted in one fewer admissions cycle for the pre-licensure cohort.

Figure 9 shows baccalaureate graduation totals by track. Again, the decrease in pre-licensure graduation for the 2015-2016 academic year is reflective of the change in admission cycles as the college blended cohorts in the pre-licensure program, combining 'pre-licensure' and 'accelerated' into single cohorts and changing admission semesters.

Figures 10 and 11 show the average instructor and course evaluation scores for each semester, from fall of 2014 through summer of 2017. Evaluation scores are on a 0-6

scale, with higher scores reflecting more positive evaluations. Data comes from the Student Data Warehouse.
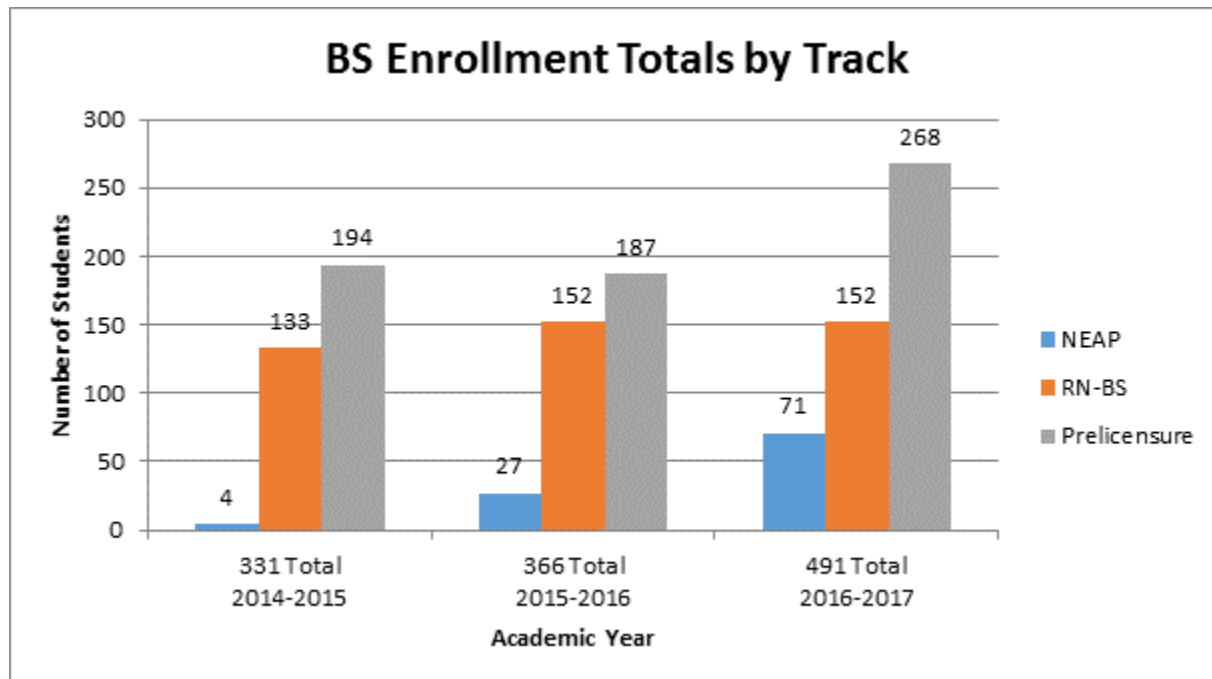

Figure 8: Baccalaureate Student Enrollment by Track, Academic Years 2014 – 2017
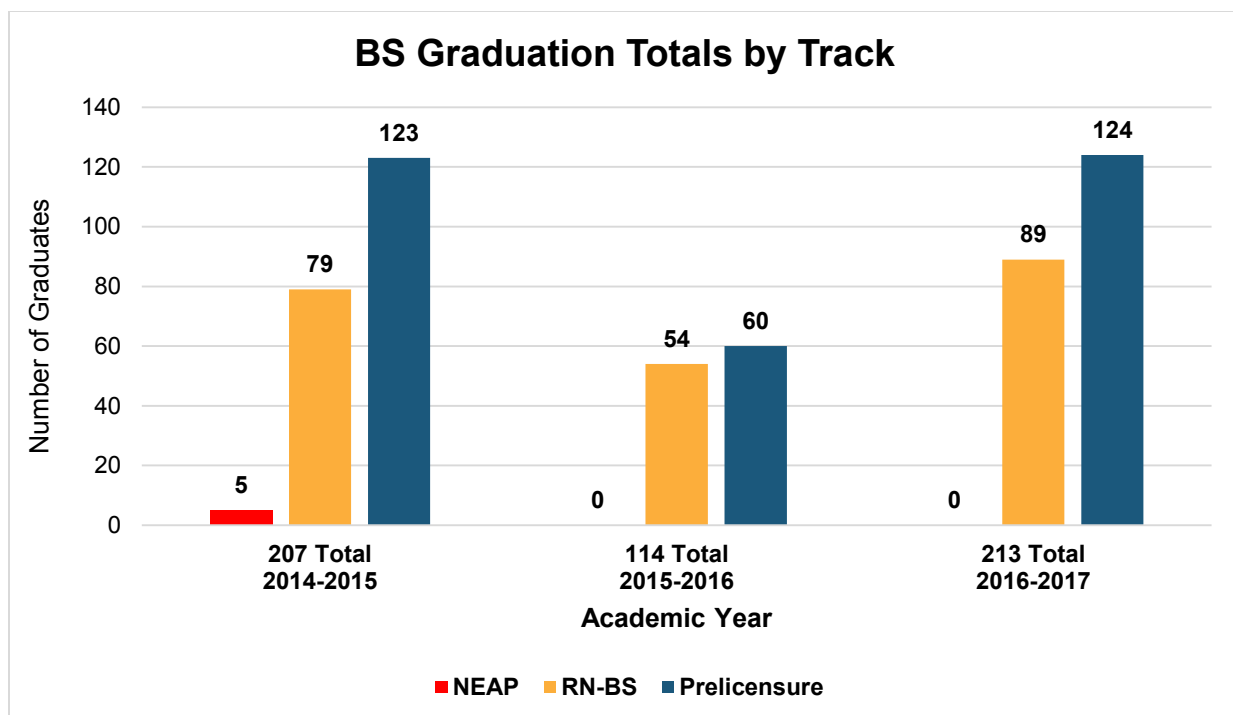

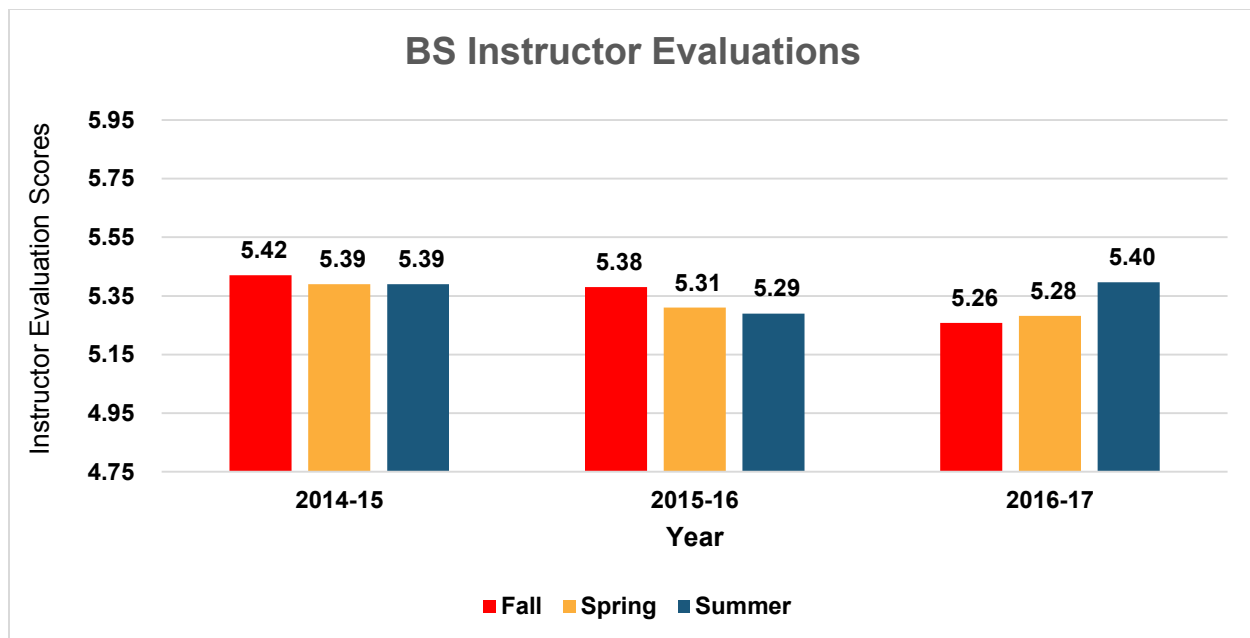**Figure 9:** Baccalaureate Graduation Totals by Track, Academic Years 2014 – 2017

Figure 10: Average BS Instructor Evaluation Scores, Academic Years 2014 - 2017 (Scale 0-6)
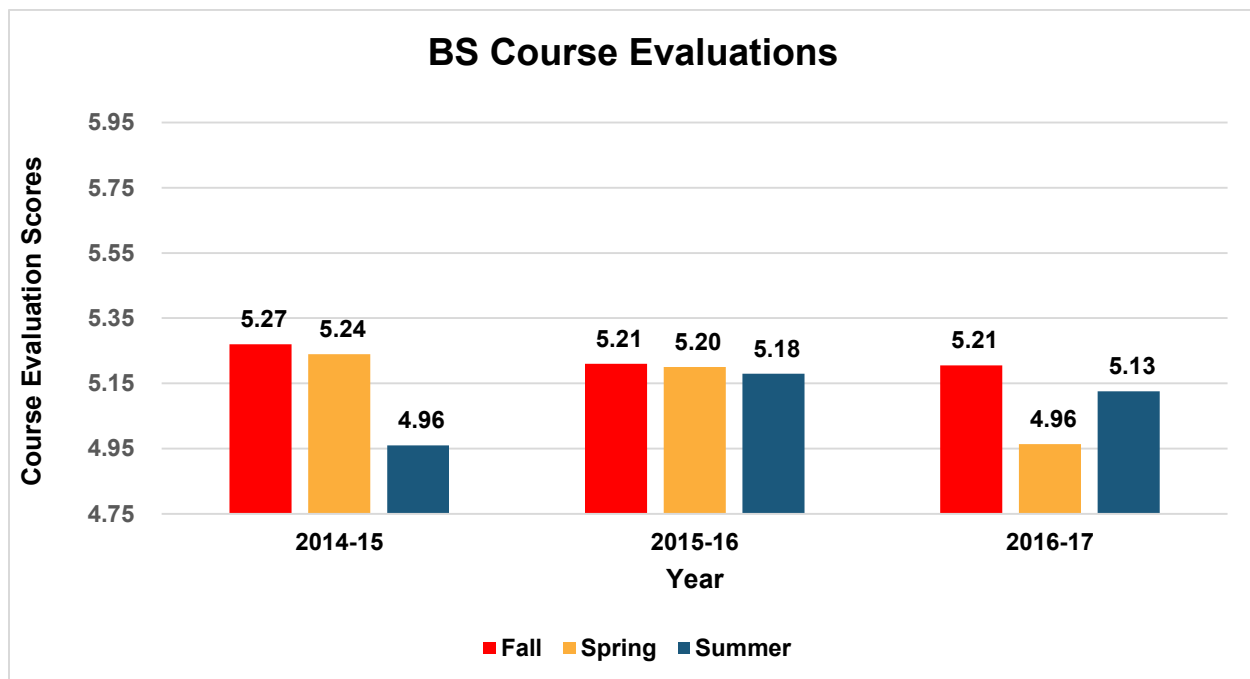

Figure 11: Average BS Course Evaluation Scores, Academic Years 2014 – 2017 (Scale 0-6)

NCLEX-RN®

Table 5 contains NCLEX-RN® first-time pass rates from April 2014 through March 2017. The college's pass rate increased over the past year compared to the previous year. Graduates' pass rate remained above both jurisdictional and national pass rates.

Table 5: NCLEX-RN® Pass Rates on First Attempt, Academic Years 2014 – 2017

	Apr 2014-Mar 2015	April 2015-Mar 2016	April 2016-Mar 2017
Graduates Tested	123	110	119
Graduates Passing	115	104	109
CON Passing Rate	93.5%	95%	92%
Jurisdiction Passing Rate	84.3%	79%	90%
National Passing Rate	88.5%	82%	85%

Alumni Surveys

Using the online survey software Qualtrics, staff developed alumni surveys that provide robust data about the college's ability to meet program completion outcomes and help identify students' overall satisfaction in a variety of areas, including faculty support, advising, the admissions process, program orientation, and whether they would recommend the program to a friend. Specialty track directors and administrators customize questions to assist in initiatives including grant applications (e.g., whether the student plans to work in a rural or underserved area following graduation), which change periodically as program needs evolve. In addition, the survey includes all academic programs, providing rich outcomes data on the GIP, baccalaureate, MS in nursing, DNP, and PhD programs. Table 6 includes feedback on the pre-licensure baccalaureate surveys from 2013-2016.

Table 6: Baccalaureate Alumni Survey, Academic Years 2013 – 2016

FACTOR Specialty Track Outcomes*	2013-2014 n=69	2014-2015 n=84	2015-2016 n=44
Deliver safe, evidence-based, patient-centered nursing care	4.41	4.44	4.18
Advocate for the well-being of patients and the profession as leaders and managers	4.54	4.54	4.41
Apply foundations of knowledge in humanities and science in your practice	4.39	4.37	4.14
Collaborate and communicate effectively to improve patient outcomes	4.36	4.43	4.2

Demonstrate professionalism consistent with standards of moral, ethical and legal nursing practice	4.51	4.52	4.32
Utilize information management and technologies to lead safe, quality patient care	4.32	4.29	4.12
Integrate theory and research into evidence-based practice	4.23	4.27	4.12
Recognize that healthcare delivery and professional nursing practice occur within contexts of social, economic, and political environments	4.46	4.37	4.26
Promote health and healthy behaviors through collaborative population-focused interventions	4.28	4.39	4.19

*Respondents rated how well the program prepared them in each area above, where "1" indicated 'very ineffective' and "5" indicated 'very effective.'

Baccalaureate Scholarships
The college awarded over $194,000 in scholarships for the 2016-2017 year to baccalaureate students. These funds provided 84 scholarships to 66 students over the academic year. Table 7 details the distribution of funding types. Table 8 lists the distribution of college-raised scholarships to RN to BS and pre-licensure undergraduate students. College staff either manages funds and recipients are selected by outside entities, or the college is given awarding authority, but funds are managed outside the institution.

Table 7: Total Undergraduate Scholarships Awarded, Academic Year 2016 – 2017

Funding Type	Amount
CON Development Funds	$175,500
External Scholarships/Fellowships*	$16,500
TOTAL	**$192,000**

Table 8: Undergraduate Scholarships-CON Development Funds, Academic Year 2016 – 2017

	Students Awarded	% of Total Cohort	Amount
RN to BS	15	22%	$18,500
BS	41	32%	$162,000

NEAP (Incoming Students)	10	20%	$13,000

Master of Science in Nursing (MS) and Doctor of Nursing Practice (DNP) Programs

Accomplishments

The Master of Science in Nursing (MS) and Doctor of Nursing Practice (DNP) programs' faculty have made substantial contributions in the past year. In the 2017 *U.S. News & World Report* rankings of Best Graduate Schools in Nursing, the Nursing Informatics track ranked 7th, the Midwifery specialty track ranked 9th, the DNP program ranked 22nd, and the MS program ranked 31st.

In 2016, the Commission on Collegiate Nursing Education granted full, 10-year accreditation to the DNP program. The American College of Nurse-Midwives also granted the Certified Nurse Midwifery Specialty Track 10-year accreditation.

A new emphasis in organizational leadership has been added to the Post-MS to DNP track. In addition, faculty developed a 15-credit certificate in Nursing Organizational Leadership. The University of Utah's associated hospitals and clinics, as well as healthcare systems throughout the Intermountain West, will benefit from nurse managers and leaders prepared with the skills and knowledge to hold leadership positions in healthcare. The certificate and curriculum emphasis is ideal for both advanced practice registered nurses (APRNs) working for private clinics and larger healthcare systems in leadership positions, as well as the master's prepared RNs who seeks a terminal, non-research degree focused on the complexities of leadership, organizational development, project planning and quality improvement. The first cohort of 14 graduate students starts course work in fall 2017.

Faculty for the MS and DNP programs also reviewed and revised all the core courses in the curriculum in response to student and faculty feedback. The core courses meet the American Association of Colleges of Nursing's (AACN) *The Essentials of Master's Education in Nursing* and *The Essentials of Doctoral Education for Advanced Nursing Practice*. Students in all specialty tracks in the MS and DNP programs enroll in core courses. New core courses will begin fall 2017.

The college continues to be a national leader in providing education for students enrolled in MS and DNP programs. The Nursing Education and Care Management MS tracks are fully online. In the DNP program, the Adult/Gerontology Primary Nurse Practitioner, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Neonatal Nurse Practitioner, Women's Health Nurse Practitioner, and Nurse Midwifery Specialty Tracks are available to students living more than 60 miles from Salt Lake City. Students living at these distances can attend class via state-of-the-art Interactive Video Conferencing (IVC) technology. Nurses who are currently working in rural areas can attend graduate school without leaving and vacating their nursing positions. Distance

students receive the same education and have access to all of the same resources as campus-based students.

The Utah Cluster Acceleration Partnership (UCAP) provided a grant to the Care Management track. Accomplishments from the grant include introducing the Care Management Certificate to the Colleges of Health and Social Work, developing a descriptive research study of care managers across the state of Utah outlining current roles and responsibilities, and developing Care Management learning modules with BSN and high-school medical assistants.

The Psychiatric/Mental Health Nurse Practitioner (PMHNP) track is in the third year of a five-year grant through the Veterans Affairs Nursing Academic Partnership for Graduate Education (VANAP-GE). The goals of the partnership include:

    1) developing a veteran-focused curriculum,
    2) increasing VA recruitment and retention of high-quality psychiatric mental health nurse practitioners, and
    3) establishing a year-long, post-graduate residency within the VA Salt Lake Health Care System.

As part of these grant activities, faculty are creating a veteran-focused curriculum, including developing simulation scenarios to replicate the clinical setting and adding tele-mental health training to the curriculum.

In 2016, the DNP program received a Health Resources and Service Administration (HRSA) Advanced Education Nursing Traineeship (AENT) with the purpose of increasing the number of advanced education nursing students to practice as primary care providers in rural and/or underserved communities. All funding from the grant is distributed to students to help defray the cost of tuition, fees, books and housing. This traineeship and other college initiatives highlighted the need to partner with University of Utah-affiliated hospital and clinics.

Figure 12 details enrollment by specialty track in the MS program. Figure 13 shows graduation totals by specialty track. Table 9 details applicant numbers and enrollments by specialty track, beginning in the academic year 2014-2015. Table 10 provides alumni survey information. All graduates from one master's program specialty track were asked to rate how well the program prepared them to meet program completion outcomes. In this survey, "1" indicated 'very ineffective' and "5" indicated "very effective."

Master's Enrollment by Specialty Track
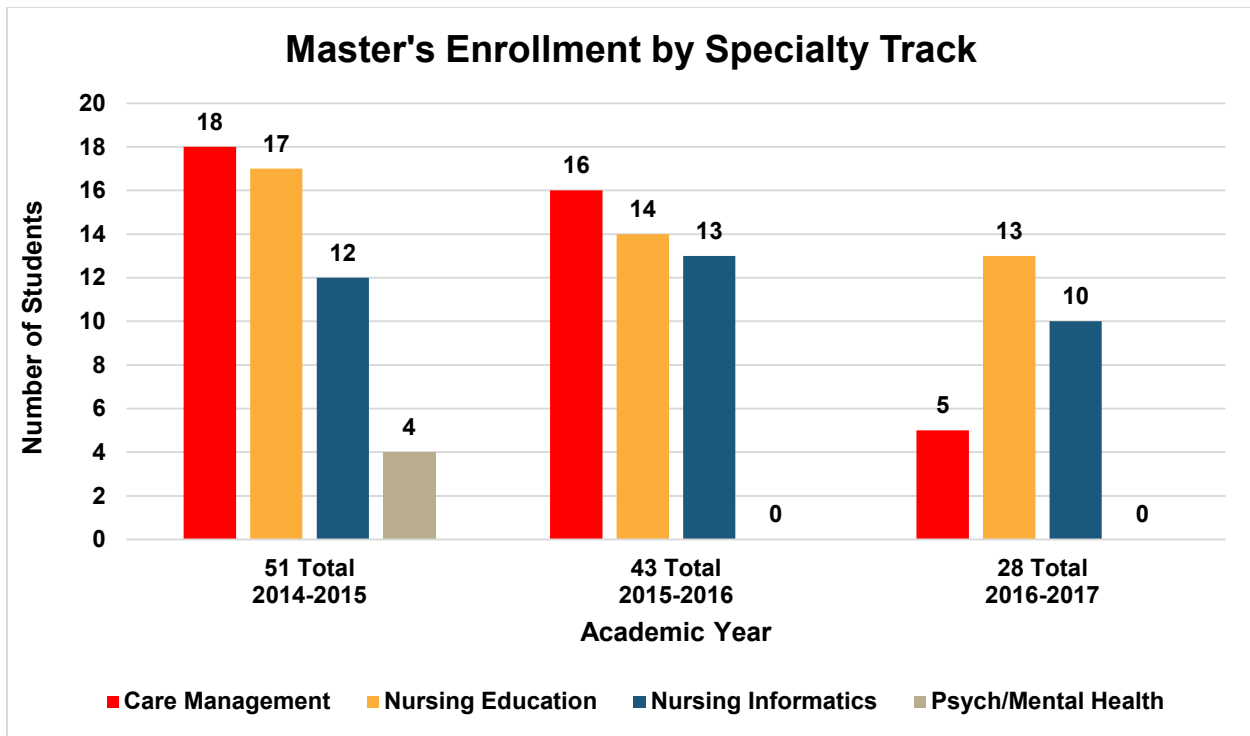
Note: Psych/Mental Health master's enrollment discontinued after 2014 – 2015 and specialty track transitioned to a DNP. Care Management did not admit students until 2014-2015.

Figure 12: Master's Enrollment by Specialty Track, Academic Years 2014 – 2017

Master's Graduation Totals by Specialty Track
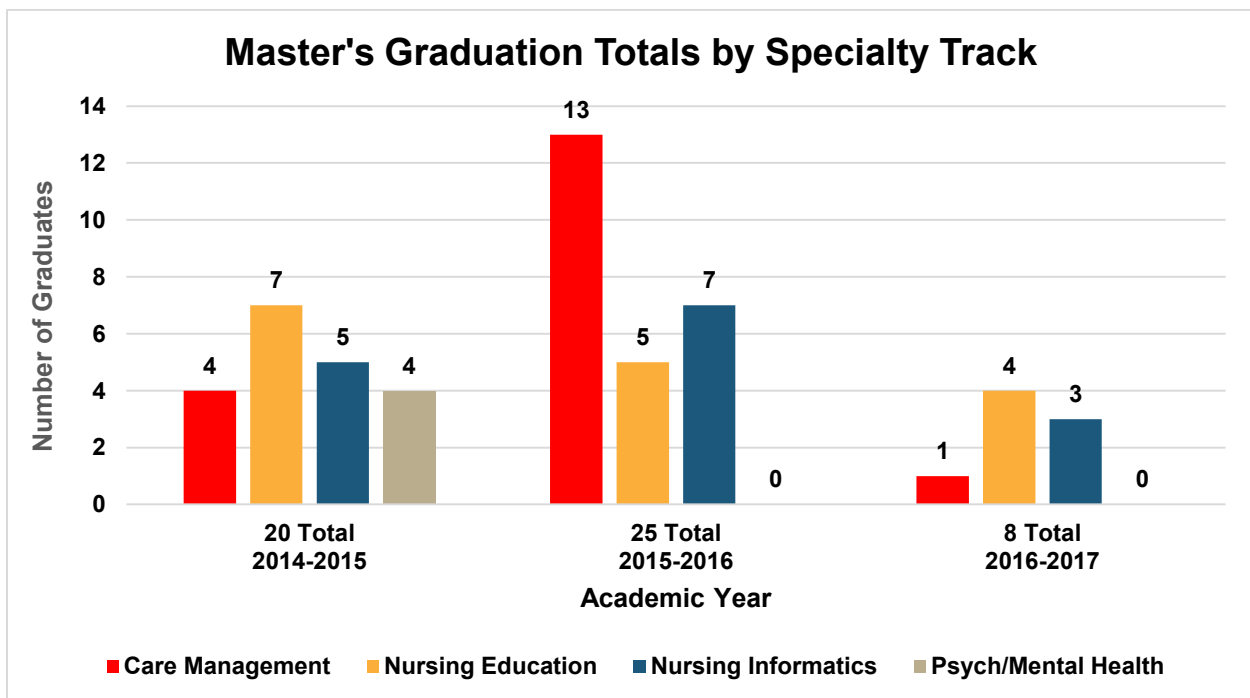
Figure 13: Master's Graduation Totals by Specialty Track, Academic Years 2014 – 2017

Table 9: Master's Degree Applications and Enrollment by Specialty Track, Academic Years 2014 – 2017

Major Specialty Track	Applications			Enrolled		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
Care Management MS	14	6	5	11	5	1
Nursing Education MS	14	6	8	6	4	4
Nursing Informatics MS	6	9	9	5	6	4

Table 10: Master's Degree in Nursing Alumni Survey (n=34), Academic Years 2013 – 2016

FACTOR Track Outcomes*	2013-2014 n=11	2014-2015 n=10	2015-2016 n=13
Expand your knowledge of science and humanities gained in your undergraduate program by integrating and applying scientific findings from a broad range of disciplines to practice	4.27	4	4.46
Work with individuals, families, and populations in diverse settings and healthcare systems to develop and lead initiatives promoting safe, high-quality, culturally sensitive, and cost-effective patient care	3.73	3.7	4.23
Integrate advanced knowledge and skills to assure high-quality outcomes for individuals, families, population groups and systems	4.09	4.1	4.38
Translate and apply evidence-based research outcomes to improve practice and associated health outcomes for patient aggregates	4.36	4	4.46
Deliver ethical healthcare using information and communication technologies to integrate and coordinate care	4.27	4.1	4.46
Exercise leadership and advocacy to positively shape the development, implementation, and evaluation of health policy and healthcare delivery	4.27	3.9	4.31

FACTOR Track Outcomes*	2013-2014 n=11	2014-2015 n=10	2015-2016 n=13
Lead and participate in interdisciplinary collaborations aimed at improving healthcare delivery and care coordination	4.27	4.1	4.31
Apply principles of social determinates of health to plan, deliver, manage and evaluate preventative care to diverse settings, individuals and populations	4.36	3.5	4.31
Demonstrate professionalism, value lifelong learning, and recognize the need to adapt practice to changing social, political and global healthcare environments	4.73	4.2	4.62

*Respondents rated how well the specialty track prepared them in each area above, where "1" indicated 'very ineffective' and "5" indicated 'very effective'

Trends in MS Course and Instructor Evaluation
Figures 14 and 15 show the average instructor and course evaluation scores for each semester from fall of 2014 through summer of 2017 for the MS program. Evaluation scores are on a 0-to-6 scale, with higher scores reflecting more positive evaluations.
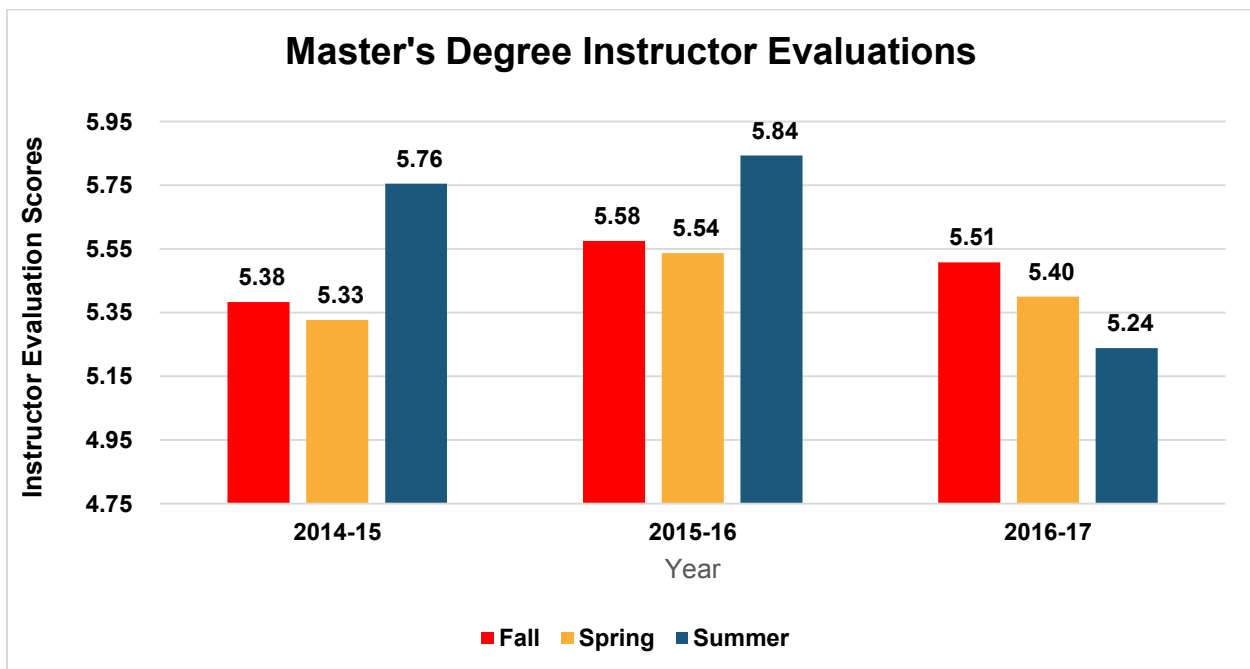
Figure 14: MS Instructor Evaluations, Academic Years 2014 – 2017 (Scale 0-6)
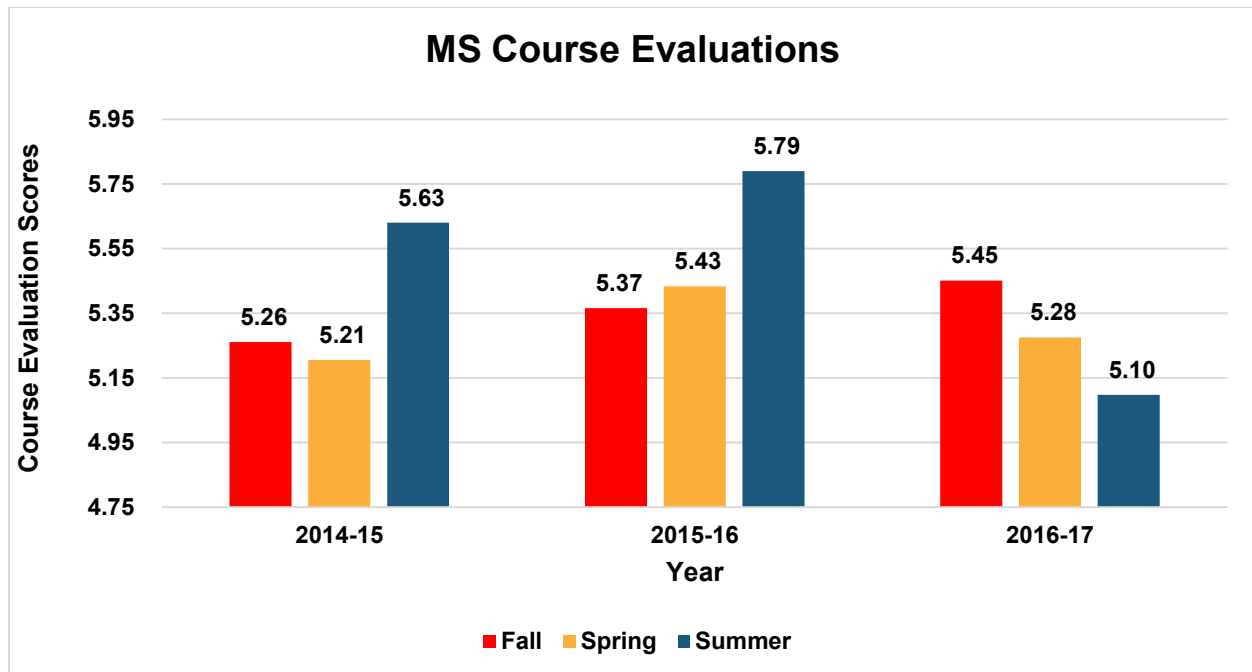
Figure 15: MS Course Evaluations, Academic Years 2014 – 2017 (Scale 0-6)

Figure 16 outlines DNP program enrollment by specialty track. Figure 17 tracks DNP graduation totals. Applications and enrollments by specialty track are reported in Table 11. And Table 12 outlines certification examination pass rates by specialty track. Enrollment and graduation data come from the Student Data Warehouse. Table 13 details alumni evaluation scores.
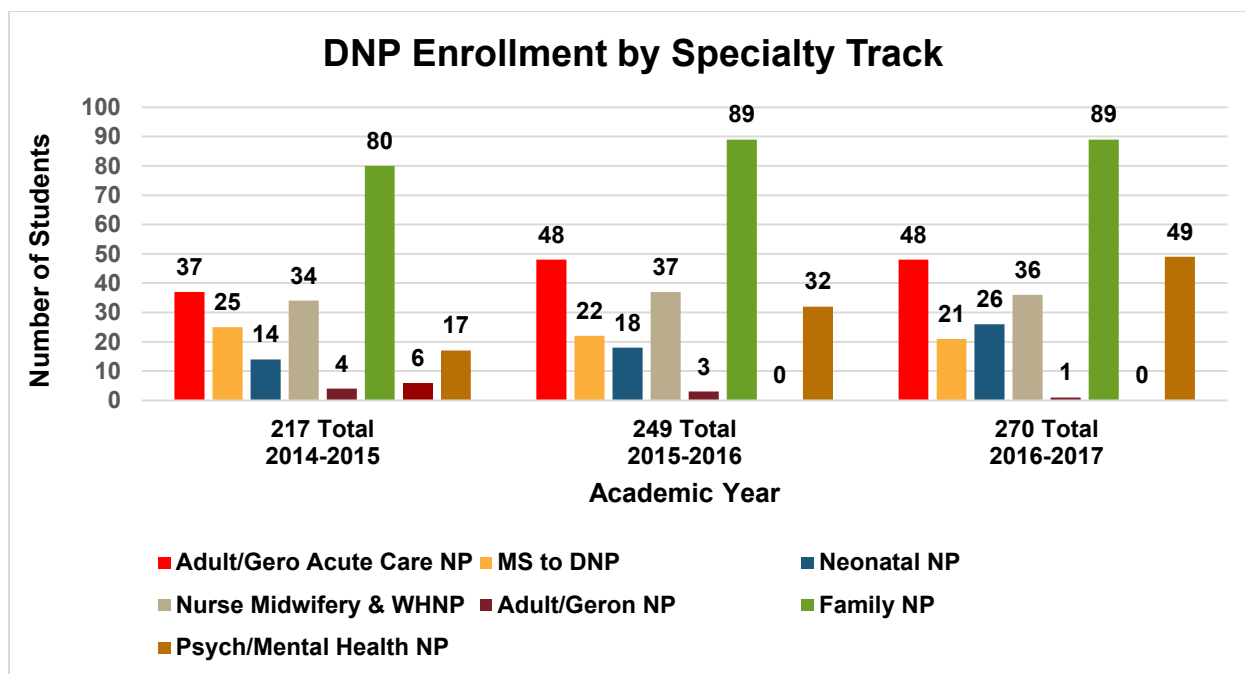
Figure 16: DNP Enrollment by Specialty Track, Academic Years 2014 – 2017
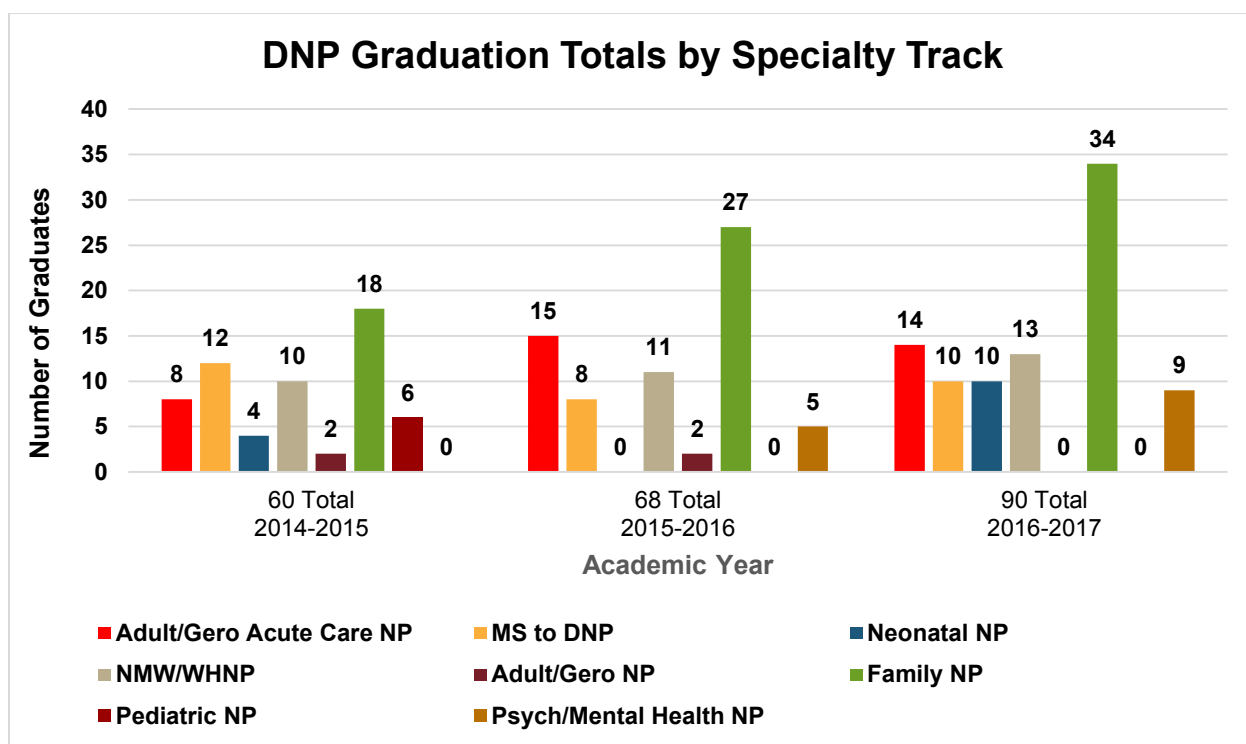
Figure 17: DNP Graduation Totals by Specialty Track, Academic Years 2014 – 2017

Table 11: DNP Applications and Enrollment by Specialty Track, Academic Years 2014 – 2017

Major Specialty Track	Applications			Enrolled		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
Adult/Geron Acute Care	24	26	28	14	19	15
MS to DNP	13	15	15	9	10	7
Neonatal	11	9	11	10	8	9
Nurse Midwifery and WHNP	25	22	20	12	13	10
Adult/Geron Primary Care	3	4	0	1	2	0
Family Primary Care	105	95	116	30	25	34
Psych/Mental Health*	18	28	32	11	15	24

Table 12: Certification Exam Pass Rates, Academic Years 2013 – 2015

Specialty Track	2014	2015	2016	
			First time	Overall
Family NP	94% (17/18)	100% (21/21)	92% (23/25)	100%
Adult/Gerontology Acute Care NP	100% (12/12)	85.7% (6/7)	90% (9/10)	90%
Adult/Gerontology Primary Care NP	NS	100% (3/3)	0% (0/1)	0%
Neonatal NP	100% (1/1)	83% (5/6)	NS	NS
Nurse Midwifery	100% (5/5)	100% (11/11)	100% (4/4)	100%
Women's Health NP	100% (6/6)	100% (8/8)	100% (10/10)	100%
Pediatric NP	80% (4/5)	NS	NS	NS
Psychiatric/Mental Health NP	83% (5/6)	100% (3/3)	100% (5/5)	100%

(NS) not enough students took the boards to collect data and/or students were not available for query

Curriculum
During the past year, 10 new courses were approved, six courses were revised, and 10 courses were inactivated. Below is a listing of the courses:

New Courses:
NURS 6113   Postpartum/Newborn Management (summer 2016)
NURS 6114   Normal Intrapartum Management (spring 2016)

NURS 7344   Substance-Related and Addiction Disorder Therapy and Management (summer 2016)
NURS 7641   AGACNP Practicum I (summer 2016)
NURS 7661   Psychiatric/Mental Health Practicum I (summer 2016)
NURS 7662   Psychiatric/Mental Health Practicum II (summer 2016)
NURS 7663   Psychiatric/Mental Health Practicum III (summer 2016)
NURS 7664   Psychiatric/Mental Health Practicum IV (summer 2016)
NURS 7665   Psychiatric/Mental Health Practicum V (summer 2016)
NURS 7666   Psychiatric/Mental Health Residency (summer 2016)

Revised Courses:
NURS 6520   Issues in Women's Health (fall 2015)
NURS 6601   Management of Episodic Problems (spring 2016)
NURS 6603   Chronic Problems of Adults and Elders (summer 2016)
NURS 7110   Advanced Simulation for Nurse Midwives (fall 2015)
NURS 7206   Introduction to Grantsmanship (spring 2016)
NURS 7510   Social Determinants of Health (spring 2016)

Inactivated Courses:
NURS 6013   Clinical Instruction in Nursing Education (summer 2016)
NURS 6105   Postpartum/Newborn Management (summer 2016)
NURS 6111   Normal Intrapartum Management (spring 2016)
NURS 6320   Psychiatric/Mental Health Practicum I (summer 2016)
NURS 6325   Psychiatric/Mental Health Practicum II (summer 2016)
NURS 7320   Psychiatric/Mental Health Practicum I (summer 2016)
NURS 7361   Advanced Topics in Mental Health (spring 2016)
NURS 7505   Biostatistics (spring 2016)
NURS 7650   Adult Acute Care Practicum (spring 2016)
NURS 7920   Primary Care Advanced Community Engagement (spring 2016)

Table 13: DNP Alumni Survey (n=91), Academic Years 2013 – 2016

FACTOR Specialty Track Outcomes*	2013-2014 n=31	2014-2015 n=32	2015-2016 n=28
Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences to provide the basis for advanced nursing practice.	3.97	4.44	4.39
Provide, manage and evaluate care of individuals and populations using evidence-based concepts related to physiology, pathophysiology, pharmacology, as well as community, environmental, cultural, and socioeconomic dimensions of health.	3.84	4.41	4.46

FACTOR Specialty Track Outcomes*	2013-2014 n=31	2014-2015 n=32	2015-2016 n=28
Demonstrate advanced levels of clinical judgment and decision-making, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care.	3.9	4.34	4.39
Develop and evaluate initiatives that will improve the quality of care delivery.	3.81	4.41	4.29
Analyze and communicate critical elements necessary to the selection, use, and evaluation of healthcare information systems and patient care technology	3.81	4.22	4.14
Actively engage in interdisciplinary collaborations aimed at improving healthcare delivery, care coordination, and policy	4	4.41	4.54
Demonstrate professionalism, value lifelong learning, and recognize the need to adapt practice to changing social, political, and global healthcare environments	3.97	4.63	4.61

*Respondents rated how well the specialty track prepared them in each area above, where "1" indicated 'very ineffective' and "5" indicated 'very effective.'

Graduate Scholarships/Traineeships
The college awarded over $876,291 in funding for the year 2016-2017 to MS and DNP students. These funds provided 133 awards to 78 students over the academic year. Table 14 displays the breakdown of funding types. Table 15 shows the awarding of scholarships by program.

Table 14: MS and DNP Scholarships – College Development Funds, Academic Year 2016 – 2017

Funding Type	Amount
College of Nursing Development Funds	$585,500
Traineeships (HRSA: AENT)*	$280,792
External Scholarships/Fellowships**	$10,000
TOTAL	**$876,292**

*U.S. Health Resources and Services Administration (HRSA): Advanced Education Nursing Traineeship (AENT)

**The college either manages funds and recipients selected by outside entities or the college is given awarding authority but funds are managed outside of the institution.

Table 15: MS and DNP Scholarships – College Development Funds, Academic Year 2016 – 2017

Degree	Students Awarded	% of Total Cohort	Amount
MS	4	40%	$23,500
DNP	78	29%	$852,791.70

Trends in DNP Course and Instructor Evaluations
Figures 16 and 17 show the average DNP program instructor and course evaluation scores for each semester from fall of 2014 through summer of 2017. Evaluation scores are on a 0 to 6 scale, with higher scores reflecting more positive evaluations.
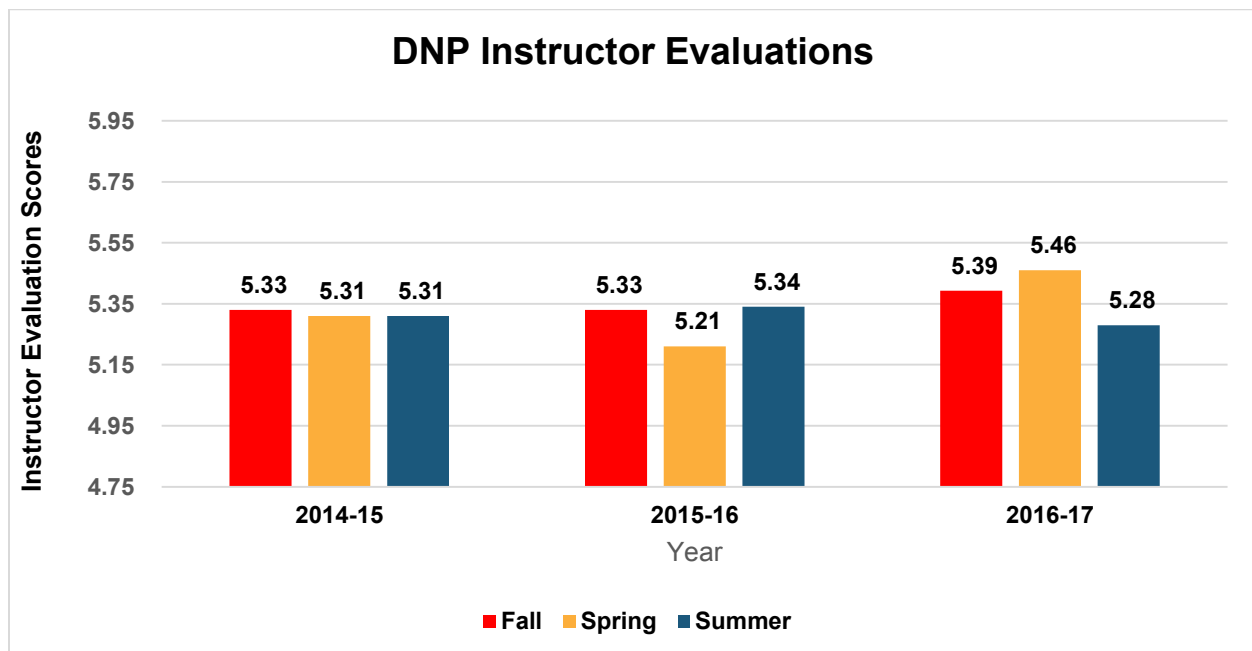
Figure 18: DNP Instructor Evaluations, Academic Years 2014 – 2017 (Scale 0-6)

DNP Course Evaluations
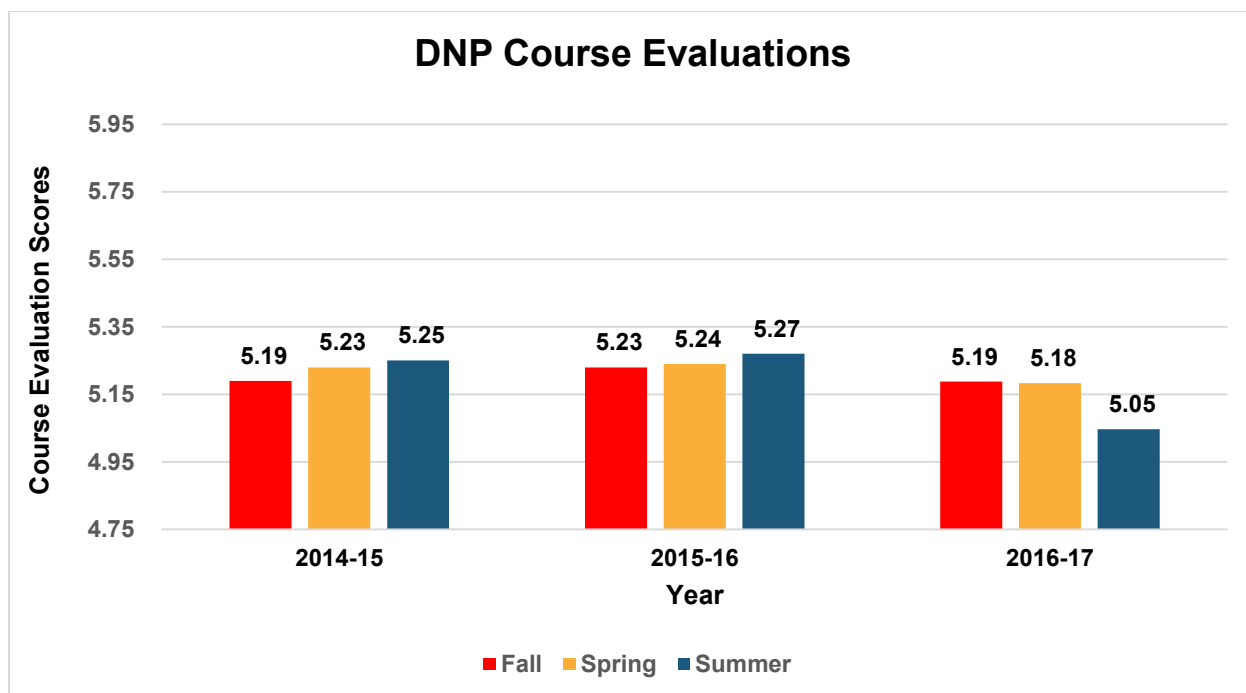
Figure 19: DNP Course Evaluations, Academic Years 2014 – 2017 (Scale 0-6)

Gerontology Interdisciplinary Program (GIP)

Accomplishments

The Gerontology Interdisciplinary Program (GIP) is in the final year of a $145,000 grant from the University of Utah's Teaching and Learning Technologies (TLT) to transform the Master of Science GIP program into an official UOnline program. Under the leadership of Program Director Dr. Kara Dassel, GIP faculty have revised the core and elective courses to meet best practices of online learning and the Association for Gerontology in Higher Education (AGHE) *Gerontology Competencies for Undergraduate and Graduate Education*. The final two elective courses will be fully revised by the end of fall 2017. In addition, GIP submitted the application for "Program of Merit" status with AGHE in May of 2017. We anticipate a final decision on "Program of Merit" and UOnline approval by fall semester 2017.

One of the college's strategic goals is increasing the number of students who declare a minor in gerontology. GIP faculty are working closely with college Student Services advisors and program managers to reach out to NEAP students, along with other pre-professional students. Faculty also are working with the University of Utah Council of Undergraduate Advisors to continue to educate academic advisors on main campus about options for a gerontology minor.

Program managers developed a GIP alumni email listserv and created and distributed an alumni survey to all graduates from the certificate, minor and master's program since 1985. Table 16 details the results of this survey. Such data provides important information regarding graduate employment opportunities, as well as feedback regarding program outcomes. The alumni listserv has been used to distribute bi-annual GIP newsletters and to inform alumni of GIP events and job opportunities.

Faculty also have focused on team building and cohesion through a variety of activities, including social events, group service projects and an annual retreat. A fall kick-off party, winter holiday party, and a spring social have fostered a community with students. In an effort to identify the needs of community partners, fall and spring events were organized to identify practicum experiences and marketing and outreach strategies. These events, "Communities of Interest," were well attended by GIP faculty and professionals working in community-based business, healthcare and aging services.

Enrollment
Figure 20 shows the numbers of students enrolled in the GIP master's, minor and certificate programs (undergraduate and graduate). Table 16 lists applicants and admitted students in the certificate program for 2013-2017. Table 17 details scholarships provided to gerontology students. Figure 21 provides graduation totals by program track. Table 18 shows alumni feedback about the program.
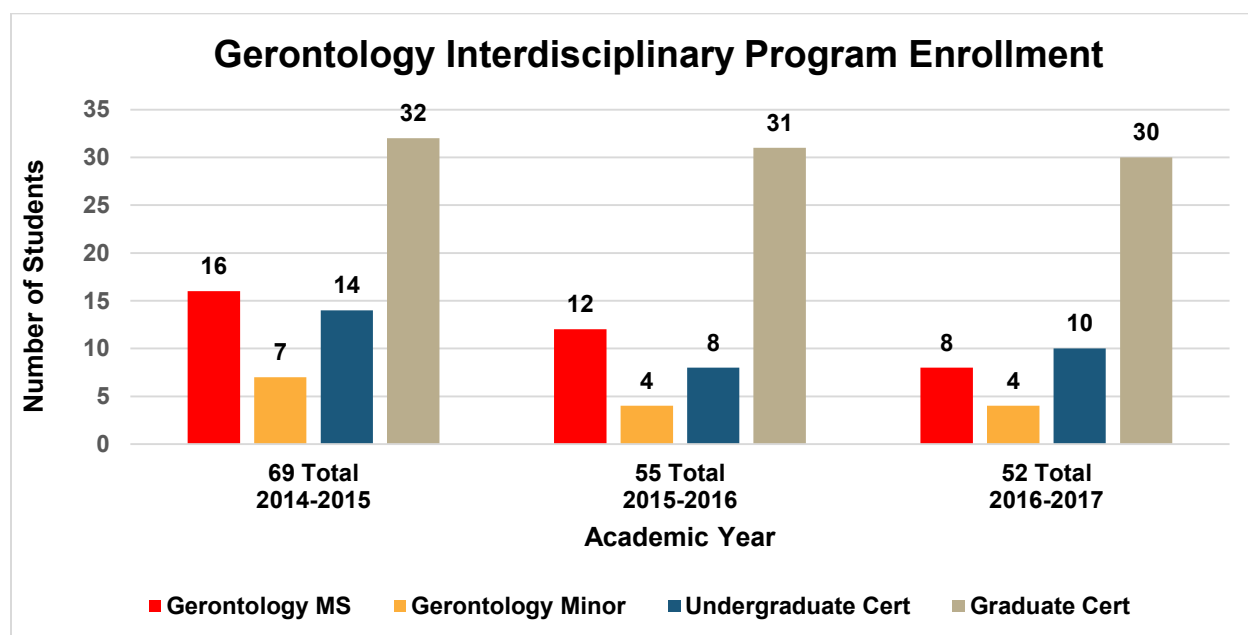
Figure 20: GIP Enrollment, Academic Years 2014 – 2017

Table 16: GIP Applications and Enrollment, Academic Years 2014 – 2017

Major SpecialtyTrack	Applications			Enrolled		
	2014-2015	2015-2016	2016-2017	2014-2015	2015-2016	2016-2017
MS	13	7	10	5	6	3
Minor	4	7	4	4	7	4
Undergraduate Certificate	2	0	0	2	0	0
Graduate Certificate	24	23	7	24	23	7

Scholarships

The college awarded over $21,000 in funding for the year 2016-2017 to gerontology students. These funds provided 12 awards to three students over the academic year. Table 17 breaks down the awarding of college-raised scholarships.

Table 17: GIP Award -- Scholarships

	Students Awarded	% of Total Cohort	Amount
Gerontology	3	100%	$21,750

* College Development Funds, Academic Year 2016 – 2017
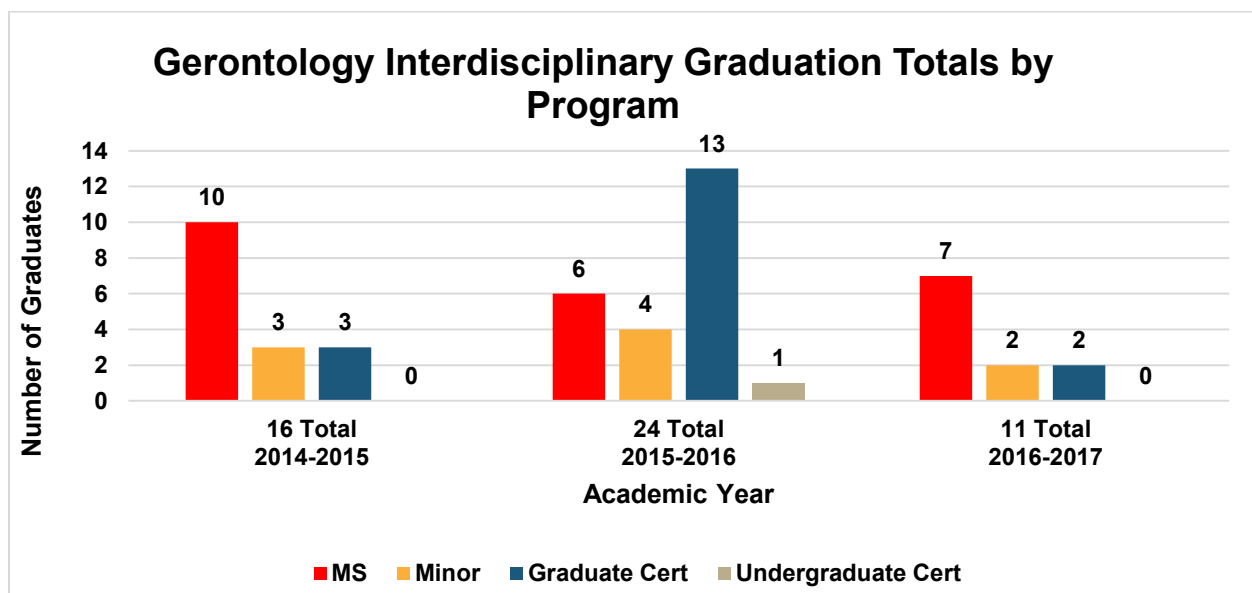
Figure 21: GIP Graduation Totals, Academic Years 2014 – 2017

Trends in Evaluations of Gerontology Courses and Instructors
Figures 22 and 23 present instructor and course evaluations for each semester from fall of 2013 through summer of 2017. Evaluations are on a scale of 0 to 6, with higher scores reflecting more positive evaluations. Course and instructor evaluations are consistently very positive, with all means exceeding 5.0.
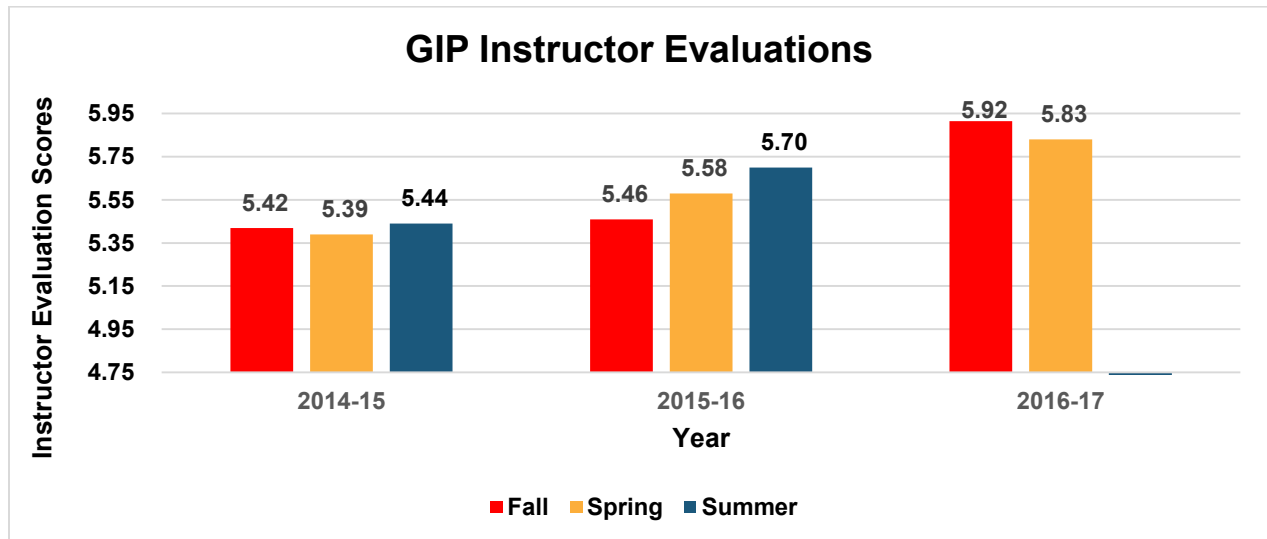
Figure 22: GIP Instructor Evaluations, Academic Years 2014 – 2017 (Scale 0-6)
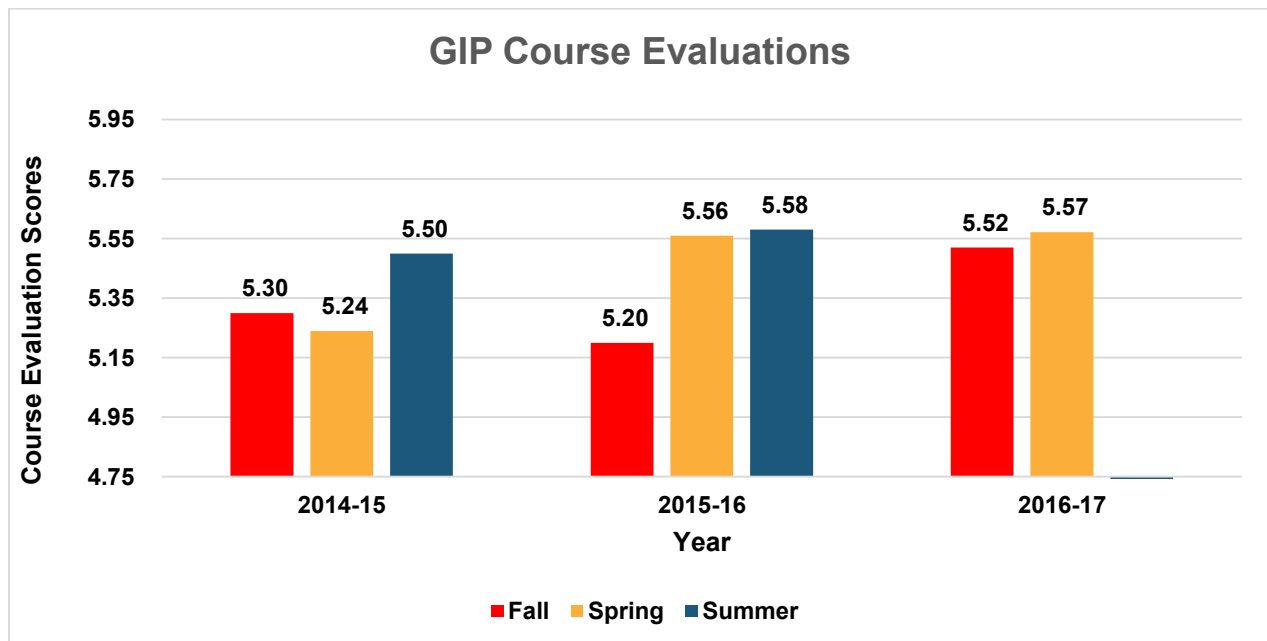
Figure 23: GIP Course Evaluations, Academic Years 2014 – 2017 (Scale 0-6)

Table 18: GIP Master's Alumni Survey (n=13), Academic Years 2013 – 2016

FACTOR GIP Outcomes*	2013-2014 n=1	2014-2015 n=7	2015-2016 n=5
Demonstrate an understanding of fundamental biological, psychological, and social dimensions of the aging process	2	4.29	3.8
Demonstrate an understanding of major concepts, theories and approaches to research in the study of the aging process, including the understanding of an interdisciplinary approach and the use of multi-methods in the study of the aging process	4	4.29	3.8
Demonstrate an understanding of healthy aging as a process involving the interplay of hereditary, behavioral, environmental, social and economic influences in conjunction, consisting of opportunities for continued development and growth, as well as the challenges associated with chronic conditions, frailty, and potentially stressful life transitions faced by some aging individuals	3	4.43	4.0
Demonstrate an understanding of the macro (e.g., social-demographic), meso (e.g., home and community), and micro (e.g., physiological/biological) influences on the aging process and the interaction among all levels through the use of the ecological conceptual model	2	4	3.6
Be able to identify, analyze and assess information from a variety of sources and perspectives and indicate the ability to apply technological advancements (e.g., social media) in the various domains of educational gerontology	2	3.86	4
Be prepared to work directly with older adults in a variety of service program settings, long-term care facilities, government agencies, community-based non-profit organizations, lifelong learning programs, and in private care management practice	2	3	3.8

*Respondents rated how well the program prepared them in each area above, where "1" indicated 'very ineffective' and "5" indicated 'very effective.'

Curriculum

One course's name changed in the 2016-2017 academic year. GERON 3005/5005 is no longer named "Diversity in Aging." The name was revised to "Diversity and Aging." The Teaching & Learning Technologies (TLT) grant was the catalyst for redevelopment of GIP courses in September 2015. Completion of all core and elective course development is scheduled for August of 2017. Table 19 shows the status of course development.

Table 19: Gerontology Interdisciplinary Program Courses in Development

Course	Title	Faculty	Development Status	UOnline Approval Status
GERON 5390/6390	Geriatric Care Management: Clinical Issues	Supiano	Begin Revisions July 1, 2017	-----
GERON 5235/6235	Successful Cognitive and Emotional Aging	Dassel	Completed March 2017	Under review
GERON 3220/5220	Caregiving and Aging Families	Felsted	Complete June 2017	Under review
GERON 3005/5005	Diversity and Aging	Felsted	Completed December 2016	Approved
GERON 5280/6280	International Dimensions of Lifelong Learning	Felsted	In Progress	-----
GERON 3001	Experiences of Aging: Challenges and Promise	Dassel	In Progress	-----
GERON 5320/6320	Death, Dying, and Bereavement	McLeskey	Completed December 2016	Approved
GERON 5392/6392	Geriatric Care Management: Legal, Financial, and Business Issues	Luther	In Progress	-----
GERON 5050/6050	Best Practices in Geriatric Care	McLeskey	Completed December 2016	Approved
GERON 5240/6240	Aging and the Arts	Eaton	Completed December 2016	Approved
GERON 5100/6100	Applications of Research in Aging	Eaton	Completed December 2016	Approved

Funds provided by TLT have provided faculty the opportunity to work one-on-one with instructional designers to explore new ways to present course content online and

leverage the latest technology available through Canvas. Course lectures have been filmed in the TLT film studio, resulting in high-quality lectures for students that also are closed-captioned. Additionally, all core and elective courses have been revised to meet the AGHE *Gerontology Competencies for Undergraduate and Graduate Education* requirements.

PhD Program

Accomplishments

The PhD Program continues to deliver education through the "Utah Model" of distance-accessible tele-education, using state-of-the-art teleconferencing platforms, including Acano, and technologically enhanced learning management systems like Canvas to deliver PhD education to students in the region and across the country.

Selected PhD Program accomplishments for the academic year 2016-2017 include:

- Five students received their PhD degrees, and an additional 5 students passed their final dissertation defense.
- PhD candidate Echo Warner was awarded a highly competitive F31 National Research Service Award (NRSA) from the National Cancer Institute. She also received an award for best student paper at the 2016 CANS meeting in Washington, D.C.
- PhD candidate Corinna Trujillo received the Elizabeth Fuhriman Gardner Prize for Outstanding Woman in the Health Sciences.
- PhD students Djin Lai and Ann Kuglin-Jones were selected as trainees and awarded scholarships to attend the upcoming 2017 Patient-Centered Outcomes Research Institute (PCORI) Annual Meeting.
- PhD student Ruth Tadesse was elected to the Western Institute of Nursing's Board of Governors as the Governor Representative of Student Members.
- PhD student Djin Lai received a competitive University of Utah Graduate Research Fellowship.
- Katarina Felsted received the Outstanding PhD Student Award at Convocation.
- Jenny Alderden received the Outstanding Dissertation Award at Convocation.
- A request for renewal/resubmission of the NIH T32 training grant Cancer, Aging and End of Life was submitted May 2017, with a refined focus on Interdisciplinary Cancer, Caregiving and End of Life.
- Dr. Margret Clayton applied for and was awarded $128,264 in Nurse Faculty Loan Program (NFLP) funds to support MS, DNP and PhD students who meet loan criteria in academic year 2017-2018.

Enrollment, Admissions, Progression and Graduation

Enrollment

A new cohort of nine pre-doctoral students started course work in fall 2016 (the Nove cohort) for a total of 47 PhD students and candidates currently enrolled in the PhD program. Four T32 pre-doctoral fellows continued in their second year of support. Two post-doctoral students continued into their second year of support. No new post-doctoral students were admitted this year due to the renewal submission.

Table 19 compares the characteristics of PhD program students enrolled in the 2016-2017 cohort (Nove) with those in the 2015-2016 cohort (SASS).

Table 19: PhD Admission Profile, Academic Years 2015-2016 and 2016-2017

Variable	2015-16 SASS Cohort n=4	2016-17 Nove Cohort n=9
Gender	4 Female	8 Female, 1 Male
Mean Age	50	45
Race	White = 3 African American = 1	White = 7 Asian = 1 Pacific Islander = 1
Hispanic or Latino/a	None	None*
Average GRE Scores	*Verbal*: 153 *Quantitative*:143 *Analytic writing*: 4.2	*Verbal*: 154 *Quantitative*:147 *Analytic writing*: 3.4
Average Grad GPA	3.97	3.84

*One student identifies as Brazilian, but not Hispanic or Latina

Figure 24 compares total student enrollment for the past four academic years. The swinging trend in enrollment is, in part, reflective of the fact that several long-term students achieved their final defense and/or graduated while the size of the college's 2016-2017 cohort is larger than the past two incoming cohorts.
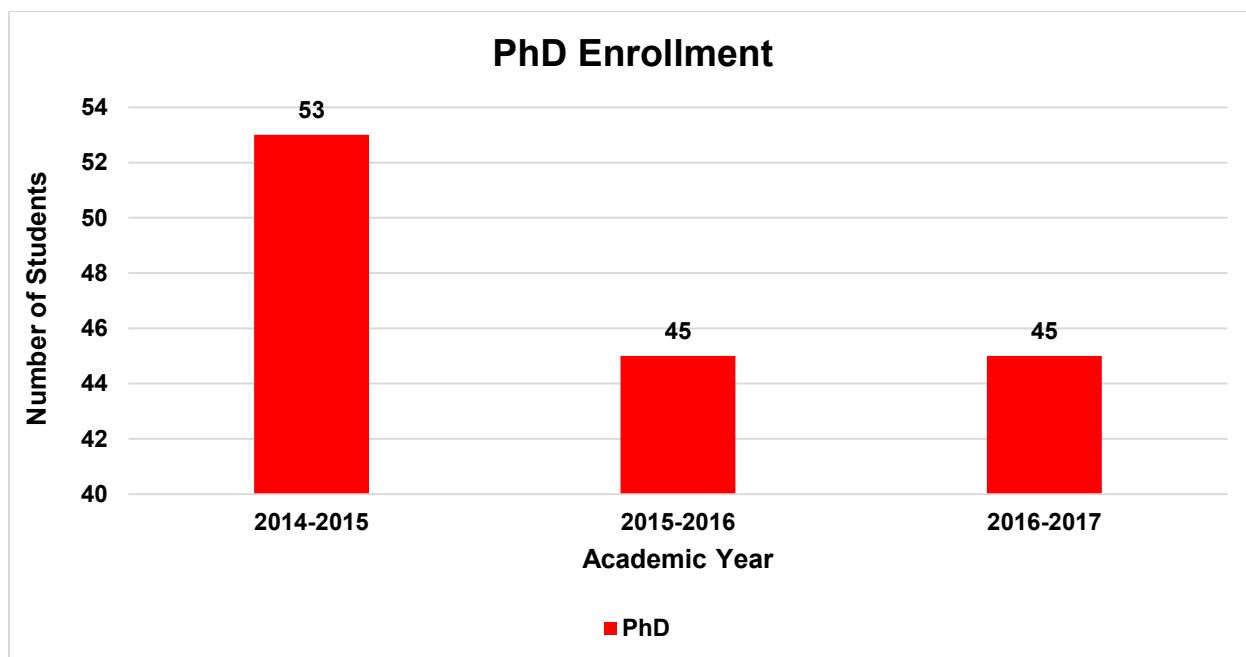
Figure 24: PhD Enrollment, Academic Years 2014 – 2017

Admissions

Figure 25 compares the number of PhD applications to enrollments for academic years 2014-2017. Feedback we continue to receive from both enrollees and those offered but declining admission is that attractive financial packages are a deciding factor in accepting admissions offers.

We followed the college's established protocol for admitting the 2016 cohort, including a January 15 deadline for applicants and an annual admissions meeting held in March.

In the first round of this process we reviewed 11 applications, offered admission to nine applicants, and four applicants accepted. In the second admissions cycle, we reviewed six applications, offered admission to six applicants, and six accepted, resulting in an incoming cohort of 10 students. Given these results, we will explore whether changes to the college's admissions cycles should be considered to promote enhanced recruitment, better timing for informing.

Table 20: PhD Applications, Offers and Enrollment, Academic Years 2016 – 2017

Category	Fall 2016 Admit	Fall 2017 Admit
Applications to PhD Program	21	17
Offers made to applicants	13	13
Applicant acceptances of offers	9	10
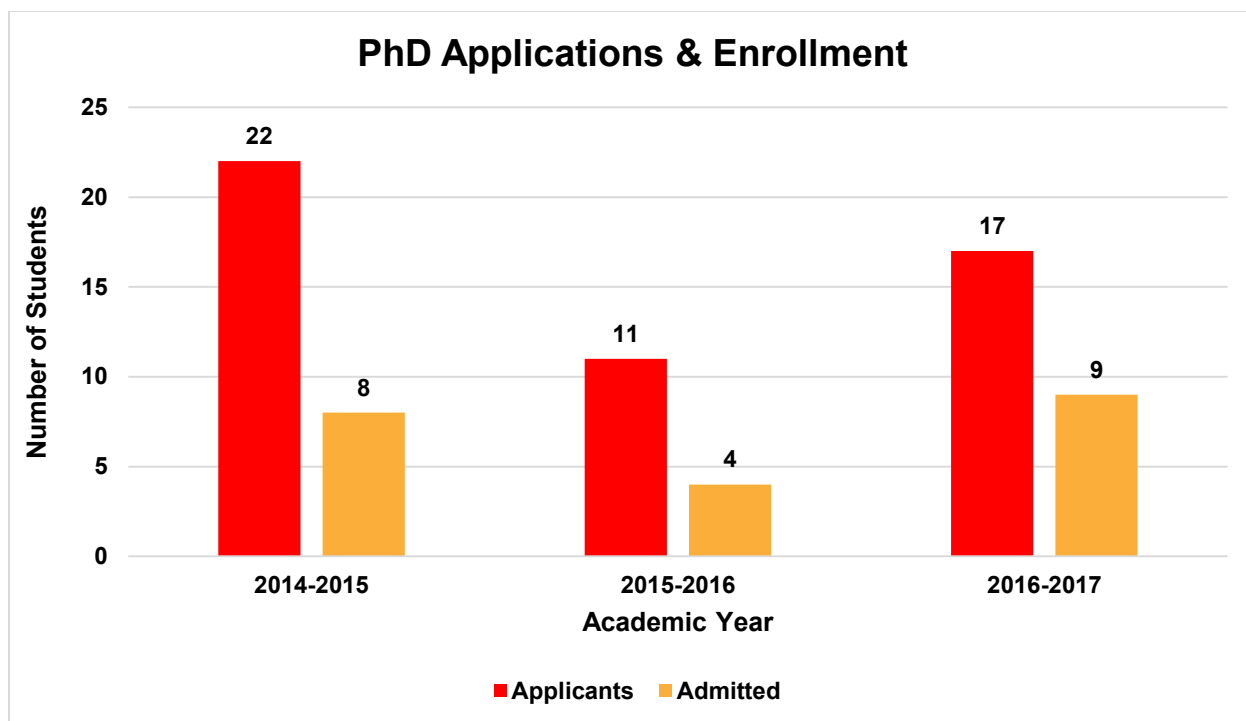
Figure 25: PhD Application and Enrollment, Academic Years 2014 – 2017

Progression

Table 21 compares the student progression data from 2014 to 2017. The notable increase in average time to completion for academic years 2016 – 2017 reflects the graduation of several candidates who spent exceptionally more time in the dissertation phase of their studies.

Table 21: PhD Student Progression Data, Academic Years 2014 – 2017

Category	2014-2015	2015-2016	2016-2017
Admitted to PhD Candidacy	2	5	7
Successful Dissertation Defenses	20	9	5
Thesis clearance and degree awarded	11	3	5
Withdrawn from program	2	0	2
Average time to degree (years)	5.8	5.8	9.4

Curriculum, Course Updates and Training Opportunities

Intensive campus- and conference-based learning
In September 2016, the college's students attended the annual Council for the Advancement of Nursing Science meeting in Washington, D.C. In April 2017, the college's students attended the Western Institute of Nursing (WIN) annual meeting in Denver, Colorado. Both of these events were scheduled as required conference-based learning activities for the cohorts in attendance. Required on-campus learning activities were held in the fall of 2016 (orientation for the 2016-2017 cohort) and spring of 2017 (the 2015-2016 and 2014-2015 cohorts.)

New electives
Program faculty developed two new electives: 1) NURS 7210, Seminar in Genomics and Personalized Healthcare; 2) NURS 7209, Individual Interviews and Focus Group Research.

Modifications to curriculum based on student feedback
Based on student feedback, a major adjustment was made to the PhD program curriculum for the 2016-2017 academic year. Students expressed a concern that foundational statistical concepts were being introduced later in the program than was optimal. Subsequently, NURS 7107, Principles of Qualitative Inquiry and Analysis I; and NURS 7203, Principles of Qualitative Inquiry and Analysis II, originally offered during the summer of the first year and in the fall of the second year, respectively, were moved later to spring and summer of the second year of the program. NURS 7201, Statistics I; and NURS 7202, Statistics II, originally offered in spring and summer of the second year, were moved to spring and summer of the program's first year. This will result in students completing their core statistical courses before taking the core qualitative series.

Research Immersion NURS 7780
This course, part of the curricular redesign launched in 2013, provides PhD students with hands-on opportunities to engage in intensive research activities and mentorship with PhD faculty. PhD program faculty oversee course organization and student placement. Students are required to complete a minimum of four credits of Research Immersion as part of their program of study, but often take more. This course provides exposure to a range of research activities, teams, methods and experiences, and student participation has resulted in co-authorship on faculty publications, conference presentations (symposia and posters) and students' gaining a better understanding of the role of PhD prepared nursing scientists. Eight students were enrolled in NURS 7780 in fall of 2016, nine in spring of 2017, and eight in the summer of 2017.

The College's Nursing Education Xchange (NEXus) Participation
The college continues to expand participation in the Nursing Education Xchange (NEXus) collaboration. NEXus was founded by WIN and is currently self-supporting.

NEXus enables member institutions to expand the capacity of U.S. doctoral programs in nursing by offering courses through collaborative efforts with other institutions, and thereby giving doctoral students greater access to high-quality education. Students from

the CON can take NEXus courses offered by other NEXus-approved universities, and students at other universities are eligible to take courses at the college.

Table 22 shows NEXus enrollment data for academic year 2016-2017. A total of 130 students from other universities have taken courses from the college through the NEXus collaboration.

Table 22: NEXus Enrollment, Academic Year 2016 – 2017

Semester	Courses at College of Nursing taken by students from member schools			Courses taken by University of Utah students at member schools		
	Course Enrollment	PhD Students	DNP Students	Course Enrollment	PhD Students	DNP Students
Fall 2016	6	6	0	0	0	0
Spring 2017	8	8	0	2	2	0
Summer 2017	1	0	0	0	0	0

Trends in PhD Course and Instructor Evaluations

Figures 26 and 27 present instructor and course evaluations for each semester, from fall of 2014 through the summer of 2017. Evaluations are on a 0-to-6 scale, with higher scores reflecting more positive evaluations.
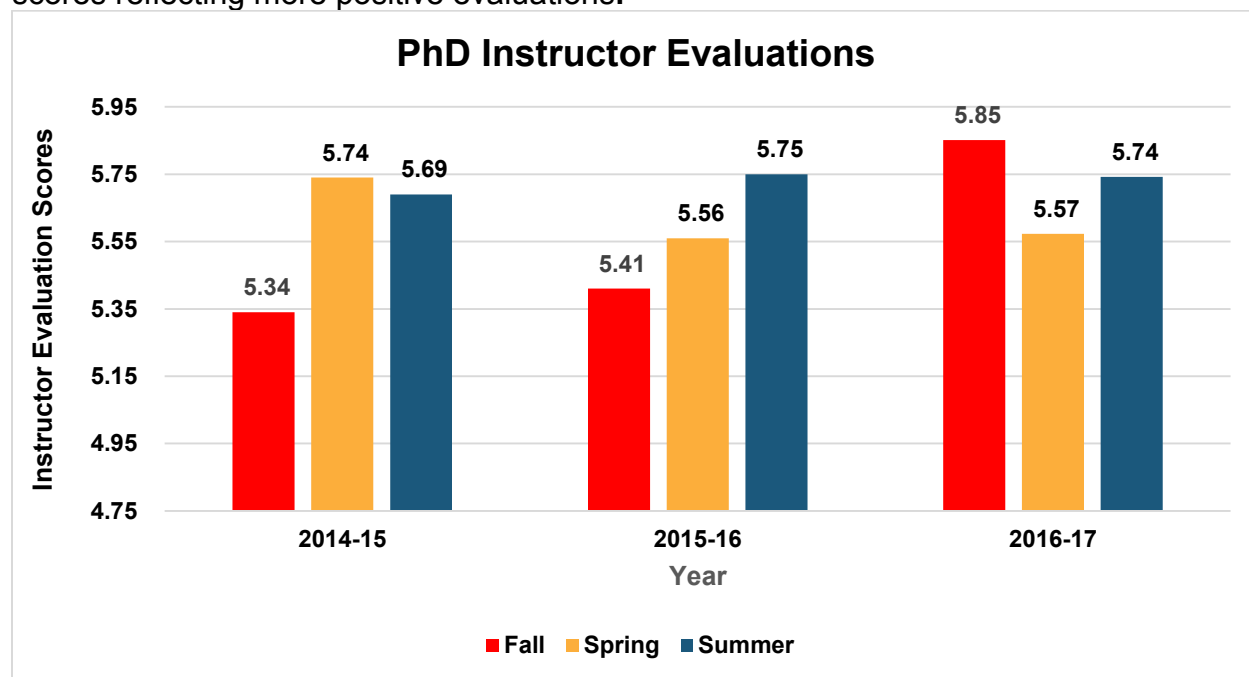
Figure 26: PhD Instructor Evaluations, Academic Years 2014 – 2017
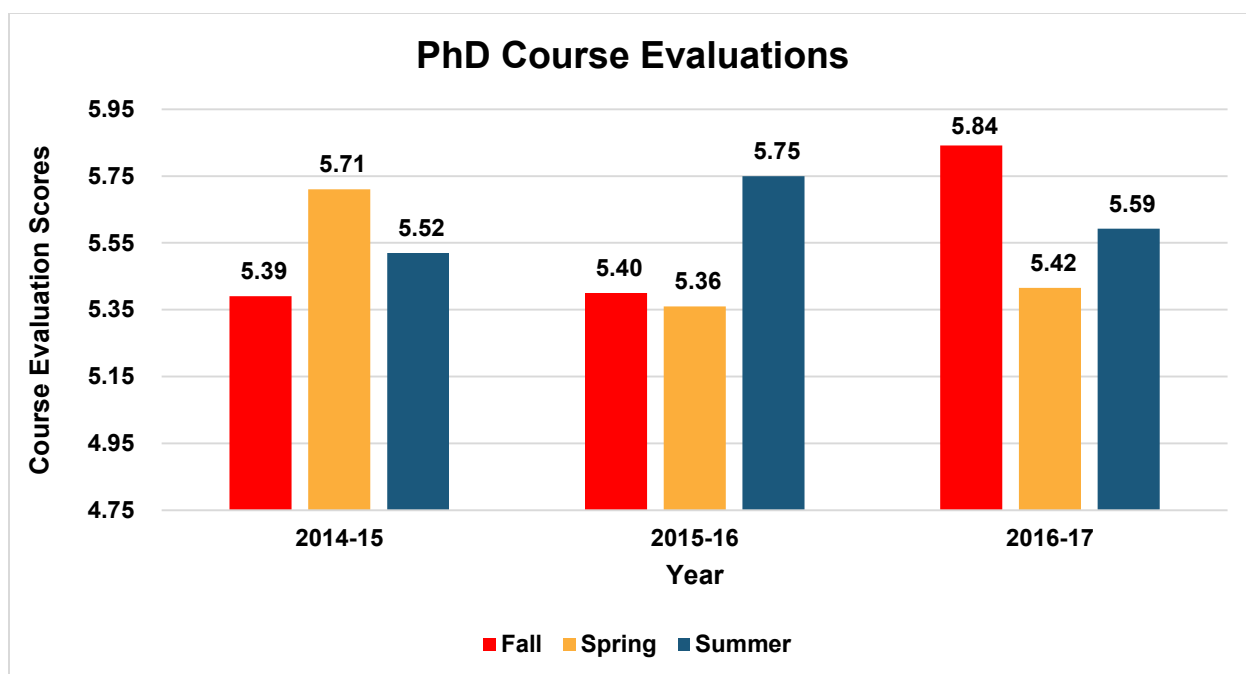
Figure 27: PhD Course Evaluations, Academic Years 2014 – 2017

PhD Program Alumni Survey Data

Consistent with the alumni surveys conducted for all programs at the college, alumni from the PhD Program were surveyed in spring of 2016. Results of that survey are listed in Table 23.

Table 23: PhD Alumni Survey (n=16)

FACTOR Program Outcomes*	2013-2014 n=2	2014-2015 n=12	2015-2016 n=2
Master in-depth knowledge in a substantive area	5	4.33	4.5
Appreciate the history and philosophy of science	4	4.33	4.5
Understand the evolving nature of the nursing discipline	3.5	4.08	4.5
Critique and integrate different science perspectives in the conduct of research	4	4.25	4

53

Generate new ideas based on a critical evaluation of existing knowledge	4.5	4.25	4
Conduct original research	5	4	4.5
Utilize professional and research ethics and judgment in the conduct of research	4	4.5	5
Assume leadership in the conduct of culturally competent scholarship to improve nursing practice	3.5	4	4
Communicate research findings to lay and professional audiences and identify implications for policy, nursing practice, and the profession	4.5	4.17	4
Integrate the components of scholarship: research, teaching, mentoring, and service to the profession	4	4	4
Communicate scholarship including peer-refereed publications and presentations for professional interdisciplinary audiences	4.5	3.67	3
Understand the evolving roles and responsibilities of a nurse scholar	3.5	4.25	5
Lead in advancing the profession	3.5	4.08	4.5
Conduct team science and participate and lead interdisciplinary research teams	4.5	3.25	4
Provide professional and research mentorship to others	4	3.75	3.5
Contribute to a global community of scholars	3.5	3.83	4
Contribute to the formal and informal education of future nurses through discovery, application, and integration	4	3.75	4.5

*Respondents rated their satisfaction, where "1" indicated 'very dissatisfied' and "5" indicated 'very satisfied'

PhD Scholarships/Traineeships
The college awarded over $288,000 in funding for the academic year 2016-2017 to PhD students. These funds provided 43 awards to 23 students over the academic year.

Table 24 displays the breakdown of funding types. Table 25 breaks out the awarding of college-raised scholarships.

Table 24: PhD Program: Funds Awarded, Academic Year 2016 – 2017

Funding Type	Amount
College Development Funds	$231,293.30
Traineeships (NIH: T32, F31)	$46,752
External Scholarships/Fellowships*	$10,000
TOTAL	**$288,045.30**

*The college either manages funds and recipients are selected by outside entities or the college has awarding authority but funds are managed outside of the institution.

Table 25: PhD Award – Scholarships

Degree	Students Awarded	% of Total Cohort	Amount
PhD	23	53%	$241,293.30

The Intermountain Healthcare Simulation Learning Center (IHSLC) is a state-of-the-art, simulated hospital and training center located on the first floor of the College of Nursing Annette Poulson Cumming Building. The IHSLC is in its seventh year of operation and is principally employed for educating the next generation of nurses and other healthcare professionals for Utah and the region. IHSLC managers are dedicated to facilitating state-of-the-art, high-quality simulation for the research and education of healthcare professionals to improve communication, patient outcomes and decrease medical errors.

The college mission includes delivering high-quality simulation education and research in a safe environment for students/learners, faculty, clinical staff and community partners through innovative simulation technology and programs. In addition, long-term goals include attaining national and international recognition for excellence in simulation methodologies, becoming self-sustaining, and increasing fidelity with realistic technologies.

Accomplishments

Operations
Hiring/Onboarding:

- Simulation Operations Specialist to increase coverage seven days a week
- Simulated Patient Program Manager to include training and development
- PRN Pool: Simulated Patients (completed)
- PRN Pool: Simulation Confederates (actors in roles other than patients)

Development/Training:

- Simulated Patient Program Manager completed Kronos training
- Standardized Patients and Confederates completed orientation training
- Executive Director of Simulation, Finance Manager and Simulated Patient Program Manager attended the International Meeting on Simulation in Healthcare (IMSH) conference
- Executive Director of Simulation attended the International Nursing Association for Clinical Simulation and Learning (INACSL) conference

Process Improvements:

- Reorganization included three Simulation Operations Specialists, allowing for center coverage seven day per week

- Webpages updated, including online scheduling requests
- Simulated Patient Program Manager created orientation and training
- Six-month evaluations implemented
- Policies and procedures reviewed and updated
- Simulation Center Marketing/Advertising plan implemented

Facilities Improvements:

- Upgraded Simulation Center Information Technology (IT) infrastructure, including all wiring to 4K capable and cameras to 1080P
- Doubled debriefing rooms with two new spaces to increase usability
- Added one new control room, doubling capacity
- Crestron upgrade of six facilitator stations
- Installed computers at each medication dispensing device to increase fidelity and match current patient safety guidelines
- Added phone capability at each nursing station and medication dispensing device to increase fidelity and match patient safety guidelines

Figure 28 details the Simulation Learning Center's usage in hours during Academic Years 2014 – 2016. College of Nursing (CON) users include undergraduate and DNP students. Health Sciences users include the School of Medicine, Critical Care, Transition to Residency and Occupational Therapy. University Hospital users include Burn Trauma Intensive Care Unit staffers, Clinical Staff Education, Huntsman Cancer Institute Oncology Nurse Residency students and AirMed. Western Governors University and Interprofessional Education students also use the college's SIM Center. Other users include Infectious Diseases, Interpreter Services, the Pace Program, Research and Development.
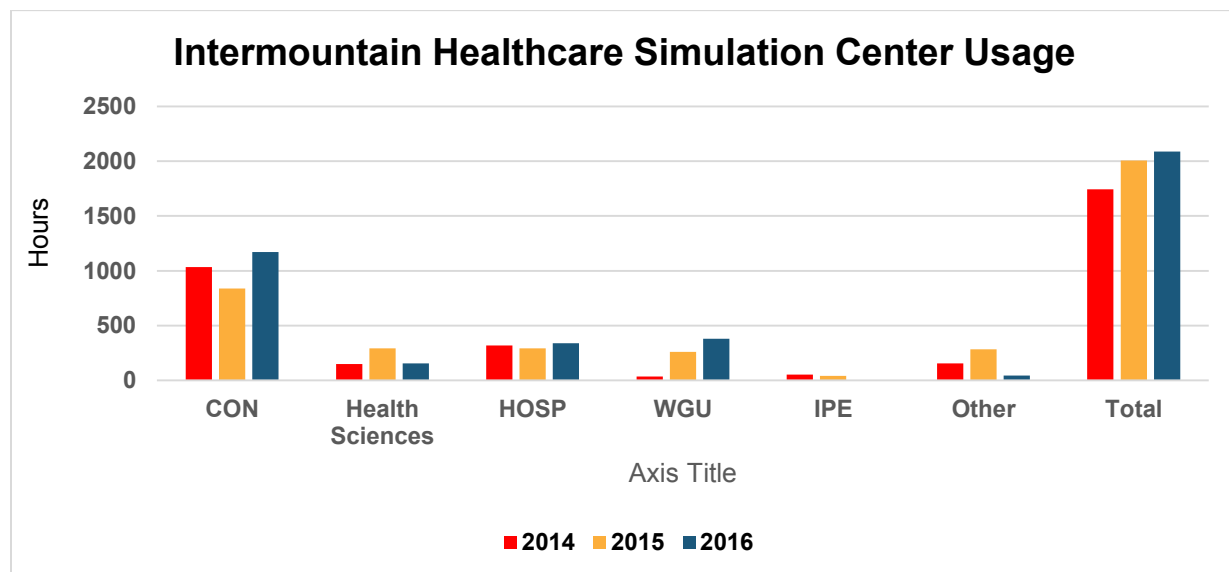
Figure 28: Intermountain Healthcare Simulation Learning Center Usage (Hours) by Program, Academic Years 2014 – 2016.

Programs

Education

- Undergraduate nursing simulation evaluations and updates for first-, second- and fourth-semester students
- Consultation with nursing MS and Doctor of Nursing Practice (DNP) programs for simulation integration

Community Partnerships

- Western Governors University Nursing Program
- Utah Simulation Coalition
- Laerdal Utah Simulation Group
- Intermountain Healthcare Simulation Facilitator Course

General Benchmarks

The Emma Eccles Jones Nursing Research Center achieved significant increases in the college's number of research grant awards and funding success rate during Fiscal Year 2016-2017. The number of faculty research grant awards has increased by 350 percent since Fiscal Year 2013, with four awards in Fiscal Year 2013 and 18 awards in Fiscal Year 2017. The number of grant submissions remains higher over Fiscal Year 2013 as well, with 30 applications in Fiscal Year 2013 and 53 applications in Fiscal Year 2017. These data appear in Figures 29 and 30. The college's funding success rate for grant submissions increased from 20 percent in Fiscal Year 2013 to 24 percent in Fiscal Year 2016 — the last year for which all grant submissions have been reviewed by sponsoring agencies.
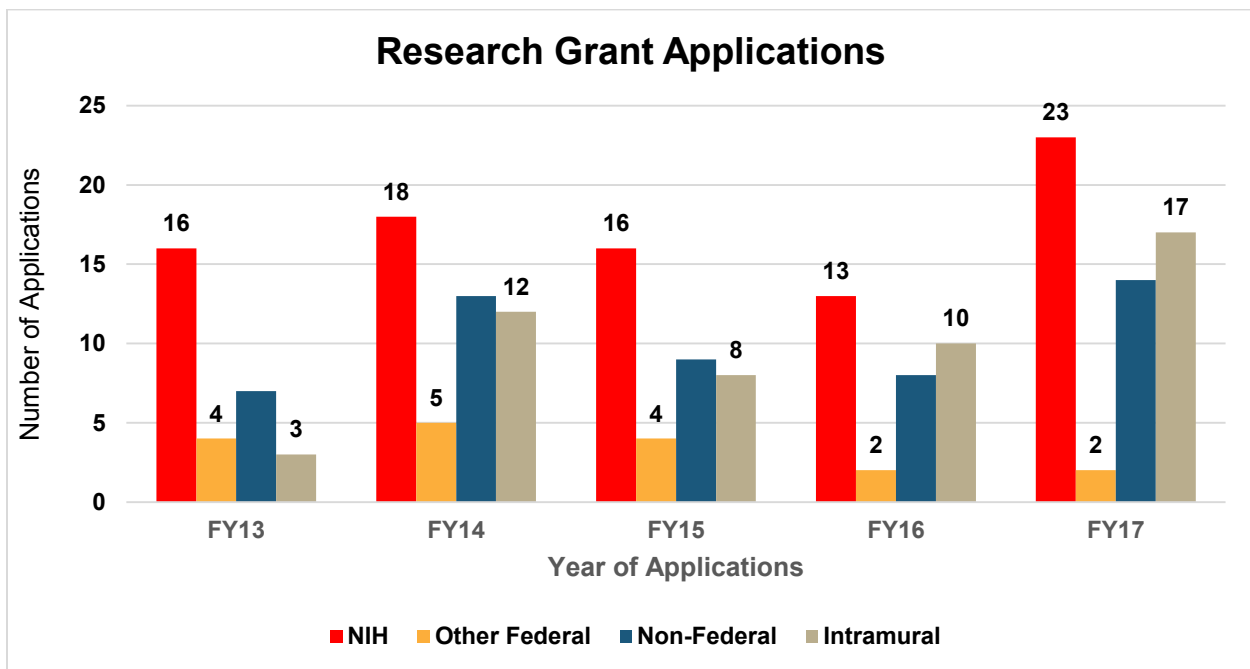
Figure 29: Number of Research Grant Applications, Fiscal Years 2013 – 2017
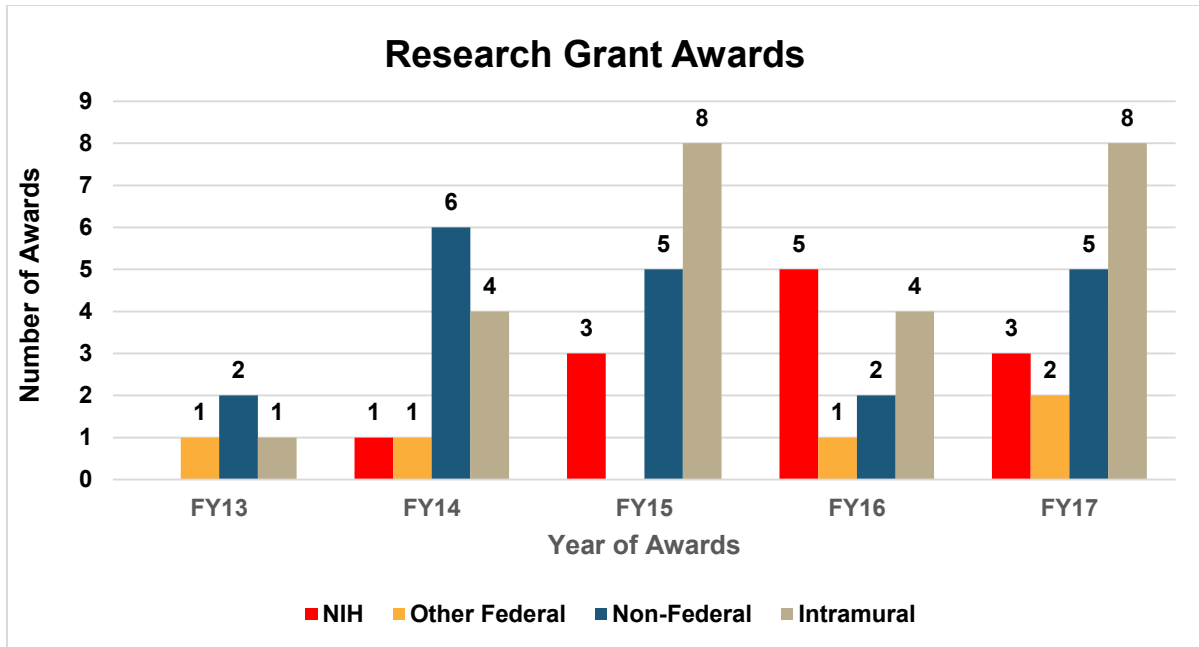
Figure 30: Number of Research Grant Awards, Fiscal Years 2013 – 2017

Direct costs for extramural research expenses have increased markedly, with expenditures of over $3 million in Fiscal year 2016 – 2017, shown in Figure 31.
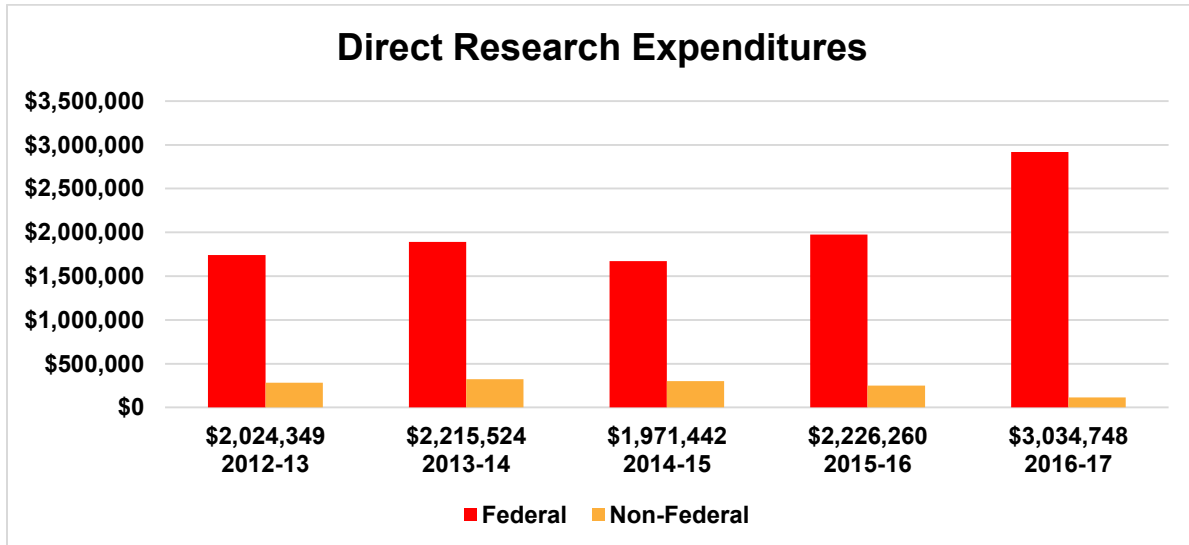
Figure 31: Direct Research Expenditures, Fiscal Years 2013 – 2017

The college's research program exceeded a strategic plan goal to increase research funding by 10 percent. The research portfolio grew by 32 percent in Fiscal Year 2017, as shown in Figure 32.
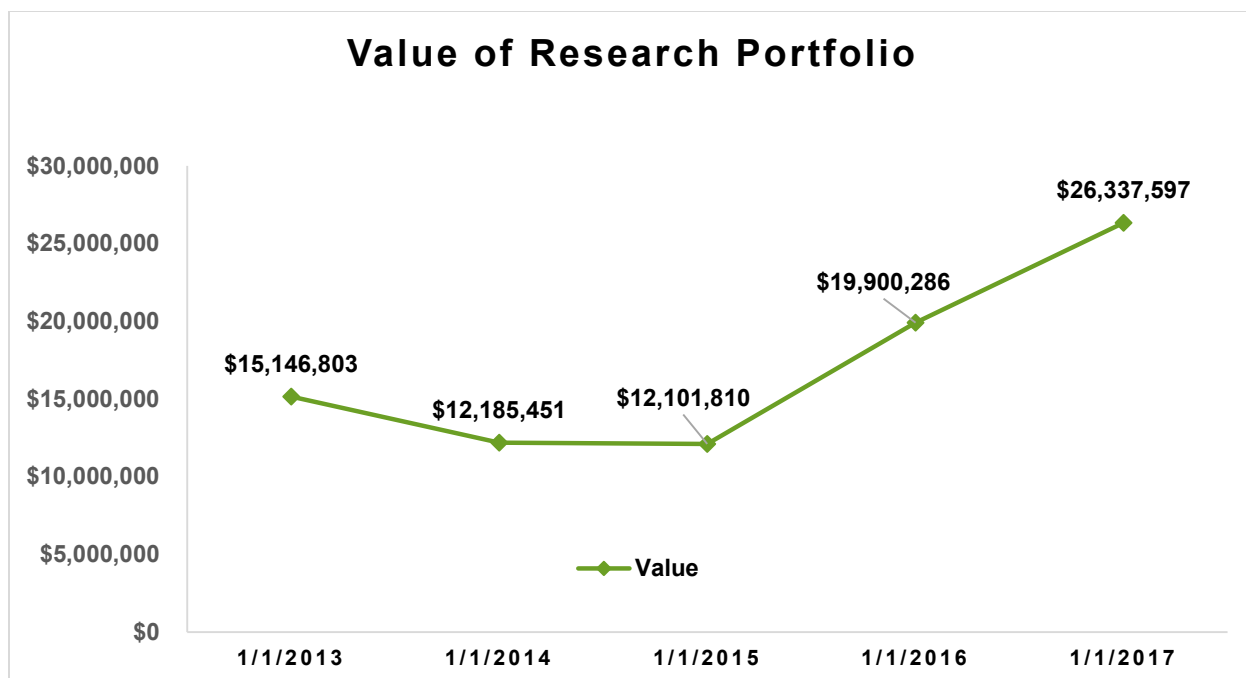
Figure 32: Value of Research Portfolio, Fiscal Years 2013-2017

The college's National Institutes of Health (NIH) ranking is No. 18 among schools of nursing (SON) nationwide for the 2016 federal fiscal year. This is in the top 25 percent of Blue Ridge Institute for Medical Research (BRIMR) ranked SONs, and with more than 1,900 SONs in the U.S., places the college in the top 1 percent of all schools of nursing. Awards from the Agency for Healthcare Research and Quality (AHRQ), Department of Veterans Affairs (VA), and Office of the National Coordinator for Health Information Technology (ONC) comprise the college's other sources of federal research funds. Non-federal grant funding included awards from: the Alzheimer's Association, American Academy of Pediatrics, and Colorado Foundation for Public Health and the Environment.

Nearly two-thirds of tenure- and research-line faculty members' salaries — 61 percent, or 19 of 31 faculty — are supported by extramural research funding. An additional four faculty are funded with training grants.

As with most colleges of nursing today, a major barrier to attracting additional tenure-line faculty is the national shortage of nurse-scientists. During 2017, the college employed 28 tenured and tenure-line faculty (three of whom are on a phased retirement plan) and three research faculty. Forty-three percent of the tenure-line faculty, who have the primary responsibility of implementing the research mission are pre-tenure. Additionally, 25 percent are interdisciplinary faculty without a nursing background, consistent with national trends toward an increasing portion of scientists in schools of nursing representing diverse multidisciplinary backgrounds and smaller portions with nursing backgrounds. This does restrict access to some forms of funding limited to nurses and other healthcare practitioners.

61

Among PhD-granting schools of nursing in the U.S., Academic Analytics ranked the scholarly accomplishments of college faculty at or substantially above the median in all areas, as shown in Figure 33. CON faculty members especially excelled in the areas of citations and book publications from 2012 to 2015.

Value of Research Portfolio
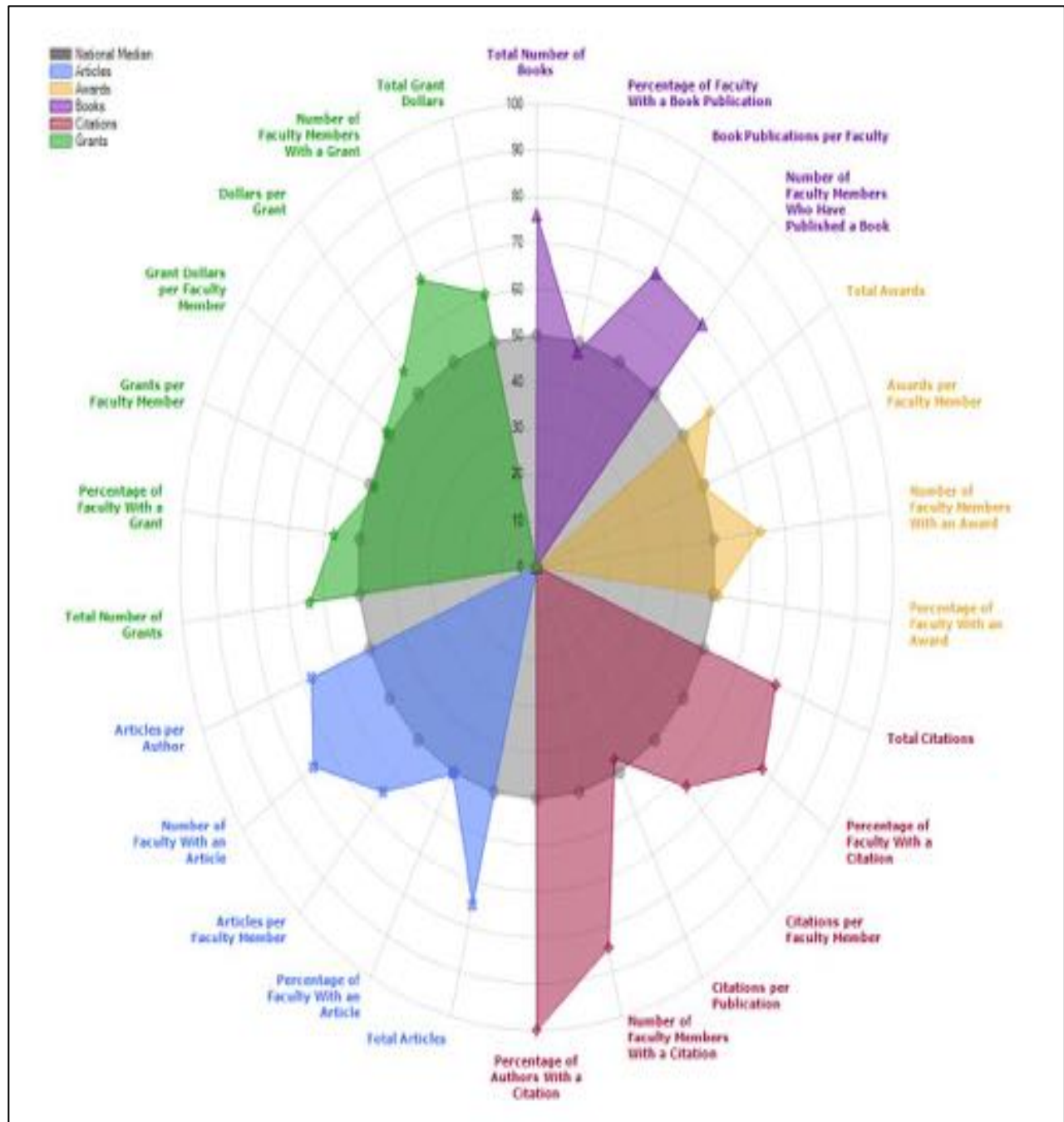
Figure 33: Academic Analytics Data, Academic Years 2012 – 2015

Table 27 is a comprehensive list of all active funded research awards for the past fiscal year.

Table 27: Active Funded Research Awards, Fiscal Year 2017

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
07/01/2016 – 06/30/2017	Allen	Colorado Foundation for Public Health and the Environment/Patient Centered Outcomes Research Institute	Community Partnership for Patient Centered Outcomes Research in Hispanics with Type 2 Diabetes	$49,998
07/01/2013 - 06/30/2018	Beck/ Pepper	National Institutes of Health – National Institute of Nursing Research, T32NR013456	Interdisciplinary Training in Cancer, Aging and End-of-Life Care	$1,716,427
08/01/2014 - 07/31/2016	Carpenter	National Institutes of Health – National Institute of Nursing Research, F31NR014608	Follow-Through of Palliative Care After Nursing Home Admission	$83,536
12/01/2014 - 11/30/2017	Cohen	University of California-San Francisco/Bill and Melinda Gates Foundation, 8529SC	Improving Maternal and Neonatal Health in Bihar	$152,000
09/30/2013 - 09/29/2018	Cummins	Agency for Healthcare Research and Quality, R01HS021472	Electronic Exchange of Poisoning Information	$1,249,994
10/01/2013 - 09/30/2016	Cummins	Department of Veterans' Affairs	Current Evidence and Early Warning Indicators of Homelessness Risk Among Veterans – Intergovernmental Personnel Act (IPA)	$122,794
07/27/2015 - 07/26/2017	Cummins	Utah Health Information Network/ Office of the National Coordinator for Health Information Technology, 901X0003/01	Collaboration for Healthier Communities	$294,108
03/16/2017 - 06/30/2017	Eaton, J	EngAGE Utah	Creative Aging in Utah: Implementation	$3,381
09/01/2015 - 08/31/2016	Eaton, L	American Nurses Foundation, 5215	Hypnosis for Pain Management with Cancer Survivors	$5,000
07/01/2013 - 06/30/2018	Ellington/ Mooney	National Institutes of Health – National Institute of Nursing	Interdisciplinary Training in Cancer, Aging and End-of-Life Care	$1,722,725

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
		Research, T32NR013456		
07/20/2016 - 04/30/2020	Ellington	National Institutes of Health – National Institute of Nursing Research, R01NR016249	Cancer Caregivers Interactions with the Hospice Team: Implications for End of Life and Bereavement Outcomes	$2,252,243
03/01/2015 - 08/31/2016	Guo	University of Utah Research Committee	Using Cognitive Interviewing to Enhance Translation Equivalence of the Mandarin Version of Pain Care Quality (PainCQ) Surveys	$6,000
07/01/2016 - 06/30/2018	Guo	Primary Children's Hospital Foundation	Automatic Self-Monitoring for Adolescent Depression (ASAP)	$50,000
01/01/2016 - 12/31/2017	Kepka	National Institutes of Health – National Cancer Institute R03CA202566	Analysis of Contextual Factors that Relate to HPV Vaccination among Girls and Boys in the United State	$163,204
11/19/2016 - 08/31/2017	Kepka	American Academy of Pediatrics (AAP)	District Hub and Spoke Initiative Focused on Improving HPV Vaccination Rates	$8,000
12/01/2016 - 12/31/2017	Kepka	American Academy of Pediatrics (AAP)	AAP Adolescent Vaccinations and Wellness Grant Program for Chapters	$4,000
01/01/2017 - 12/31/2017	Kepka/ Kirchhoff	University of Utah Huntsman Cancer Institute Cancer Control and Population Sciences	Geographic Disparities in HPV Vaccination for Survivors of Pediatric and Adolescent Cancer in Utah	$11,000
05/01/2017 - 04/30/2018	Kepka/ Beckerle	National Institutes of Health – National Cancer Institute, P30CA042014-28S6	Cancer Center Support Grant: HPV Supplement	$75,709
10/01/2016 - 09/30/2017	Lai	University of Utah Consortium for Families and Health Research	A Feasibility Study: Dyadic Coping and Concordance of End of Life Decisions in Home Health Patients and Their Family Caregivers	$1,000
09/25/2014 - 07/31/2018	Linder	National Institutes of Health – National Institute of Nursing Research, K23NR014874	Engaging School-Age Children with Cancer in Designing a Symptom Assessment App	$385,528
	Linder	Oncology Nursing Society Foundation	Adolescents and Young Adults Medication	$25,000

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
01/15/2015 - 01/15/2017			Adherence Smartphone Application	
01/01/2017 - 12/31/2017	Linder	University of Utah Center for Medical Innovation	University of Utah NSF I-Corps 2016 Application	$3,000
06/01/2016 - 05/31/2017	Litchman	University of Utah Academy of Health Science Educators	The Fakebetes Challenge: A High-Fidelity Diabetes Simulation for Nurse Practitioner Students	$2,910
05/19/2010 - 04/30/2017	Mooney	National Institutes of Health – National Cancer Institute, P01CA138317	Enhancing End of Life and Bereavement Outcomes Among Cancer Caregivers	$6,961,671
04/01/2016 - 03/31/2021	Mooney	National Institutes of Health – National Cancer Institute, R01CA206522	SymptomCare@Home (SCH): Deconstructing an Effective, Technology-Assisted, Symptom Management Intervention	$4,647,229
03/06/2015 - 02/28/2018	Rothwell	National Institutes of Health – National Institute of Child Health and Human Development, R21HD083832	Improved Genetic Screening Decision Making Through Interactive Technology	$407,887
09/01/2015 - 05/31/2019	Rothwell/ Botkin	National Institutes of Health – National Institute of Child Health and Human Development, R01HD082148	The Effect of Electronic Informed Consent Information (EICI) on Residual Newborn Specimen Research	$1,985,443
04/01/2017 - 03/31/2018	Rothwell	University of Utah Research Committee	Patient Experiences and Attitudes Concerning Developmental Uncertainty in Prenatal Genomic Testing	$4,440
04/01/2016 - 03/31/2017	Sanchez-Birkhead	University of Utah Health Sciences Office of the Associate Vice-President Health Equity & Inclusion	Hispanic Women's Breast Cancer Disparities in the Continuum of Care: Pilot Study	$17,137
05/01/2017 - 02/15/2018	Simonsen	March of Dimes Utah Chapter	One Key Question for Utah Women	$8,000
03/01/2014 - 08/31/2016	Supiano	Alzheimer's Association, 2014NIRG305569	Complicated Grief Group Therapy (CGGT) for Bereaved Dementia Caregivers	$99,999

Funding Period	PI	Agency and Award Number	Title	Funds Awarded
06/01/2017 - 05/31/2020	Supiano	Alzheimer's Association, AARG-17-503706	Group Therapy for Dementia Caregivers at Risk for Complicated Grief	$149,998
09/30/2015 - 09/29/2019	Sward/ Facelli	National Institutes of Health – National Institute of Biomedical Imaging and Bioengineering	PRISMS Informatics Platform – Federated Integration Architecture	$5,629,484
07/01/2015 - 06/30/2017	Towsley	National Palliative Care Research Center	Me & My Wishes-A Resident Centered Video Communicating Care Preferences	$154,000
10/01/2016 - 09/30/2017	Trujillo	University of Utah Consortium for Families and Health Research	Posttraumatic Growth Among Older Adults with Age Related Macular Degeneration	$1,000
07/01/2016 - 06/30/2018	Wilson	Agency for Healthcare Research and Quality, R03HS024607	Labor and Delivery Nurse Staffing: A Patient Safety Intervention	$99,998
10/01/2016 - 09/30/2017	Yang	University of Utah Consortium for Families and Health Research	Fear of Falling in Older Adults and Corresponding Fears in Family Caregivers: Dyads Coping with Fall Risks	$1,000

Grant Submission Activity and Funding Prospects

During Fiscal Year 2017, 56 research grant applications were submitted by college faculty and students to outside agencies, as shown in Table 28. Nearly half, 23 of these applications, were submitted to the National Institutes of Health (NIH). Forty-nine of these applications have been reviewed to date; 37 percent of those have been funded. Seven applications have yet to be reviewed. Faculty reported 16 additional collaborative submissions where they are participating as key personnel on research projects, detailed in Table 29.

Table 28: Research Grant Applications Submitted July 1, 2016 – June 30, 2017

Date	PI	Agency	Title	Funds Requested
10/24/2016	Clark	University of Utah Imagine Perfect Care	Clinical Assessment of Health-Related Quality of Life (HRQoL) among Patients at the Autism Spectrum Disorder Clinic	$48,290
11/05/2016	Clark	University of Colorado, Denver/		$166,480

Date	PI	Agency	Title	Funds Requested
		National Institutes of Health	Factors Influencing Screen Media Use in Low-Income Mexican American Toddlers	
06/05/2017	Clark	University of Colorado, Denver/ National Institutes of Health	Factors Influencing Screen Media Use in Low-Income Mexican American Toddlers	$174,310
03/01/2017	Cloyes/ Ellington	National Institutes of Health – National Institute of Nursing Research	Promoting Inclusion of Sexual and Gender Minority (SGM) Caregivers in Hospice Communication Research	$100,000
03/15/2017	Cohen	University of California, San Francisco/ Bill & Melinda Gates Foundation	Improving Quality of Obstetric and Neonatal Care Through Mentoring and Simulation Training: A Collaboration in Bihar	$350,000
10/04/2016	Cummins	Utah Science Technology and Research Initiative (USTAR)	SNOWHITE IMP: Information Management for Poisonings	$492,274
02/23/2017	Cummins	USTAR	SNOWHITE IMP: Information Management for Poisonings	$546,652
11/14/2016	Eaton	University of Utah Tanner Humanities Center	Caregiver Training through Portrait of a Caregiver Rehearsal	$7,500
02/15/2017	Eaton	University of Utah Research Committee	Implementing Portrait of a Caregiver as High Fidelity Simulation within Caregiver Training	$8,634
02/16/2017	Eaton	National Institutes of Health - Office of Behavioral and Social Sciences Research	The Dissemination and Implementation of Family Caregiver Intervention Research in Community-Based Settings	$152,085
03/27/2017	Eaton	EngAGE Utah	Creative Aging in Utah: Implementation	$3,380
05/25/2017	Ellington/ Mooney	National Institutes of Health – National Institute of Nursing Research	Interdisciplinary Training in Cancer, Caregiving and End-of-Life Care	$2,109,912
08/22/2016	Felsted	University of Utah Research Committee	Comparing Mindfulness-Based Stress Reduction with the Health Enhancement Program in the Treatment of Urinary	$35,000

Date	PI	Agency	Title	Funds Requested
			Urge Incontinence in Older Adult Women: A Pilot Feasibility and Randomized Controlled Trial	
08/19/2016	Guo	University of Utah Center for Clinical and Translational Science	Automatic Self-Monitoring for Adolescent Depression (ASAP)	$225,000
10/31/2016	Guo	University of Utah Imagine Perfect Care	An Animation-Based Instrument for Depression Evaluation (AIDE)	$48,307
09/25/2016	Kepka	City of Hope National Medical Center/ National Institutes of Health	Using Message Framing Directed at Parents Combined with Provider and Clinic Staff Prompts to Enhance Providers' Success in HPV Vaccination	$20,675
11/20/2016	Kepka	American Academy of Pediatrics	AAP Adolescent Vaccinations and Wellness Grant Program for Chapters	$4,000
12/15/2016	Kepka/ Kirchhoff	University of Utah Huntsman Cancer Institute	Geographic Disparities in HPV Vaccination for Survivors of Pediatric and Adolescent Cancer in Utah	$10,000
04/01/2017	Kepka/ Beckerle	National Institutes of Health - National Cancer Institute	Cancer Center Support Grant: HPV Supplement	$75,709
06/05/2017	Kepka	National Institutes of Health - National Cancer Institute	Multi-Level Primary Care Intervention to Link Provider Recommendation to Adolescent HPV Vaccine Uptake	$1,905,628
09/01/2016	Lai	University of Utah Consortium for Families and Health Research	A Feasibility Study: Dyadic Coping and Concordance of End of Life Decisions in Home Health Patients and Their Family Caregivers	$1,000
10/04/2016	Latendresse	National Institutes of Health – National Institute of Nursing Research	Tribal Nations Community Engagement: Evaluating Environmental Exposures and Promoting Wellness	$2,495,261
06/05/2017	Latendresse	National Institutes of Health – National Institute	Early Screening and Distance-Delivered Intervention for the	$1,624,185

Date	PI	Agency	Title	Funds Requested
		of Nursing Research	Prevention and Treatment of Maternal Depression	
08/19/2016	Linder	St. Baldrick's Foundation	Improving Supportive Care Trial Access for Remote Pediatric Cancer Patients	$52,000
10/19/2016	Linder	University of Utah Center for Medical Innovation	University of Utah National Science Foundation (NSF) I-Corps 2016 Application	$3,000
12/01/2016	Linder	Sigma Theta Tau International	Development and Evaluation of an Electronic Daily Activity Tracking Mechanism for School-Age Children with Cancer	$9,988
08/12/2016	Litchman	University of Utah Diabetes and Metabolism Center	RCT of Online Peer Health in Individuals with Type 1 Diabetes: A Pilot Study	$39,802
11/14/2016	Litchman	University of Utah Tanner Humanities Center	Professors Off Campus	$7,500
03/06/2017	Litchman	University of Utah Diabetes and Metabolism Center	An Online Peer Health Intervention in Adults with Type 1 Diabetes: A Pilot Study	$29,978
09/25/2016	Mooney	National Institutes of Health - National Cancer Institute	Sustaining Caregiver Health and Well-Being: The Cancer Caregiver Study II	$16,820,810
01/25/2017	Morse	Agency for Healthcare Research and Quality	Reconfiguring the Patient Room as a Fall Protection Strategy to Increase Patient Stability During Ambulation	$1,994,799
11/01/2016	Pett	National Institutes of Health – Eunice Kennedy Shriver National Institute of Child Health and Human Development	Nothing About Us, Without Us: A Digitized Self-Reported Patient-Centered Health-Related Quality of Life (HRQoL) Assessment Measure for Persons with Intellectual and Developmental Disabilities (IDD)	$3,331,474
10/31/2016	Rothwell	University of Iowa/ National Institutes of Health	Unresolved Issues in Expanded Newborn Screening: Assessing Post-Screening Harms	$500,741
02/05/2017	Rothwell	National Institutes of Health – Eunice Kennedy Shriver National Institute	A Decision Aid to Improve Pregnant Couples' Decision Making about Expanded Carrier Screening	$3,175,678

Date	PI	Agency	Title	Funds Requested
		of Child Health and Human Development		
02/05/2017	Rothwell	National Institutes of Health - National Cancer Institute	Gaming and Building Ethical Engagement (GABEE) in Cancer Cohort Research	$5,189,494
02/15/2017	Rothwell	University of Utah Research Committee	Patient Experiences and Attitudes Concerning Developmental Uncertainty in Prenatal Genomic Testing	$4,440
06/05/2017	Rothwell	National Institutes of Health - National Human Genome Research Institute	Prenatal Screening Gaming Technology	$3,093,944
07/08/2016	Sanchez-Birkhead	Avon Breast Cancer Crusade	"Soul to Soul": Navigation and Support for Hispanic Women with Metastatic Breast Cancer	$65,000
12/30/2016	Sanchez-Birkhead	University of Utah Huntsman Cancer Institute	Juntas Avanzamos! Using the Komen Breast Cancer Education Toolkit for Hispanic/Latino Communities to Train Community Health Workers	$30,128
03/08/2017	Simonsen	Robert Wood Johnson Foundation	Utah Youth Education and Advocacy to Promote Healthy Relationships and Prevent Sexual Violence in Communities of Color	$350,000
03/24/2017	Simonsen	March of Dimes Utah Chapter	One Key Question for Utah Women	$8,000
06/30/2017	Simonsen	Patient Centered Outcomes Research Institute	Patient-Centered Reproductive Health Care for Underserved Utah Communities	$49,999
10/21/2016	Sobko	PMR, LLC/ National Institutes of Health	Electronic Care Coordination for Oncology: ECCO	$50,000
03/08/2017	Sobko	Robert Wood Johnson Foundation	Developing and Sustaining Community Networks for Cancer Survivors	$350,000
09/30/2016	Supiano	National Institutes of Health –	Complicated Grief Group Therapy (CGGT) for Older Adults: A Hybrid Type 2	$684,750

Date	PI	Agency	Title	Funds Requested
		National Institute of Mental Health	Effectiveness-Implementation Study	
11/11/2016	Supiano	Alzheimer's Association	Group Therapy for Dementia Caregivers at Risk for Complicated Grief	$150,000
11/15/2016	Supiano	American Foundation for Suicide Prevention	A Feasibility Analysis of Complicated Grief Group Therapy Implementation for Survivors of Suicide	$30,000
01/31/2017	Supiano	Cambia Foundation	Grief Support Groups for Frontier and Rural Utah: A Pilot Study to Develop and Evaluate Tele-Health Distance Technology to Provide Grief Support and Develop the Bereavement Care Professional Workforce in Utah	$127,660
06/16/2017	Supiano	National Institutes of Health – National Institute on Aging	(Complicated Grief Group Therapy) CGGT for Dementia Caregivers	$419,063
09/09/2016	Sward/ Facelli	National Institutes of Health – National Institute of Biomedical Imaging and Bioengineering	PRISMS Informatics Platform – Federated Integration Architecture: Supplement	$99,821
02/16/2017	Towsley	National Institutes of Health – National Institute on Aging	Me & My Wishes: An Efficacy Trial of Long Term Care Residents with Alzheimer's Using Videos to Communicate Care Preferences with Caregivers	$407,471
09/01/2016	Trujillo	University of Utah Consortium for Families and Health Research	Posttraumatic Growth Among Older Adults with Age Related Macular Degeneration	$1,000
10/31/2016	Wallace	University of Utah Imagine Perfect Care	Translation of the Going Home Toolkit: Imagine Creating the Perfect Support Network for Each Patient	$152,581
12/08/2016	Warner	National Institutes of Health - National Cancer Institute	The Role of Social Media in Social Support Acquisition for Young Adult Informal	$170,243

Date	PI	Agency	Title	Funds Requested
			Cancer Caregivers: A Mixed-Methods Study	
10/12/2016	Xu	National Institutes of Health – National Institute of Nursing Research	Mobilizing Family Support for Busy Employed Caregivers of Advanced Cancer Patients	$192,933
09/01/2016	Yang	University of Utah Consortium for Families and Health Research	Fear of Falling in Older Adults and Corresponding Fears in Family Caregivers: Dyads Coping with Fall Risks	$1,000

Table 29: Research Grant Applications Submitted Collaboratively, July 1, 2016 – June 30, 2017

Date	CON Key Personnel	Agency	Title	PI
11/09/2016	Allen	National Institutes of Health	A Novel Design for Avatars to Motivate Diabetes Self-Management	Bryan Gibson Dept. of Biomedical Informatics
02/15/2017	Allen	Boston University/National Institutes of Health	Exercise Self-Management and Care Partner Engagement in Parkinson Disease	Leland Dibble Dept. of Physical Therapy and Athletic Training
03/01/2017	Allen	Community Pharmacy Foundation	Qualitative Research into the Barriers for Effective Patient Self-Management of Comorbid Diabetes and Asthma	Michael Feehan Dept. of Pharmacotherapy
05/09/2017	Allen	National Institutes of Health	Pragmatic Approaches to Detecting Cognitive Impairment	Norman Foster Alzheimer's Center
02/06/2017	Clark	National Institutes of Health	A New Self-Management Model for Children with Complex Medical Conditions	Flory Nkoy Dept. of Pediatrics
02/15/2017	Clark	National Institutes of Health	A Couples Focused Health Lifestyle Intervention for Diabetes Prevention	Katherine Jane Williams Baucom Dept. of Psychology

Date	CON Key Personnel	Agency	Title	PI
03/04/2017	Cloyes / Morse	National Institutes of Health	What Makes Health Happen: A Patient-Centered Clinical Causal Discovery System for Enhancing Integrated Care for Veterans with Chronic Pain	Yoshio Nakamura & Gary Donaldson Dept. of Anesthesiology
06/19/2017	Cummins/ Sward	Centers for Disease Control	OpenFurther: A Service Oriented Architecture-based Semantically Consistent Multi-scale Multi-model Integration Platform for Genomic Enhanced Public Health Surveillance	Julio Facelli Dept. of Biomedical Informatics
12/19/2016	Ellington	Patient Centered Outcomes Research Institute	Shared End of Life Care Choices Leads to Congruent Care (SELECT-Care)	Anna Beck Dept. of Oncology
10/02/2016	Kepka	American Academy of Pediatrics	American Academy of Pediatrics District Hub and Spoke Initiative Focused on Improving HPV Vaccination Rates Chapter Application	William Cosgrove Dept. of Pediatrics
10/16/2016	Kepka	National Institutes of Health	Health Disparities in Rural vs. Urban Endometrial Cancer Survivors	Mia Hashibe Dept. of Family and Preventive Medicine
05/15/2017	Kepka	National Institutes of Health	Utah Center of Excellence of Data Integration for Rural and Frontier Health Equity	Ana Maria Lopez Health Equity and Inclusion
09/23/2016	Morse	National Institutes of Health	Hybrid Mobility Model	Andrew Merryweather Dept. of Mechanical Engineering
10/16/2016	Morse	Agency for Healthcare Research and Quality	Patient Centered Safety and Mobility Assistance Using a Robotic Sitter to Reduce Falls	Andrew Merryweather Dept. of Mechanical Engineering
02/05/2017	Morse	National Institutes of Health	Improving Patient Safety: Passive Fall Protection and Injury Prevention for Elderly Frail Patients, by	Andrew Merryweather

Date	CON Key Personnel	Agency	Title	PI
			Reconfiguring the Patient Room	Dept. of Mechanical Engineering
03/01/2017	Morse	Veterans' Administration	Improving Patient Safety: Passive Fall Protection and Injury Prevention for Elderly Frail Patients, by Reconfiguring the Patient Room	Kenneth Foreman Dept. of Physical Therapy and Athletic Training
03/17/2017	Morse	University of Utah Center on Aging	Enhancing Mobility by Cohabiting with an Intelligent Mobility Enhancement Robot	Andrew Merryweather Dept. of Mechanical Engineering
04/21/2017	Morse	National Institutes of Health	Developing a Program for Sustaining Physical Activity in Older Adults with Chronic (Medullary Sponge Kidney) MSK Conditions	Anne Thackery Dept. of Physical Therapy and Athletic Training
08/12/2016	Simonsen	Bayer Pharmaceuticals	Long Acting Reversible Contraception and Preterm Birth in the Intermountain West: A Retrospective Review	Jessica Sanders Dept. of Obstetrics & Gynecology
12/16/2016	Simonsen	National Institutes of Health	Community Health Workers as Information Brokers to Link Diabetics and Libraries	Ana Maria Lopez Health Equity and Inclusion
04/07/2017	Simonsen	Office on Women's Health	Prevention of Opioid Misuse in Utah Women and Girls	Kathleen Digre Dept. of Obstetrics & Gynecology
05/15/2017	Simonsen	National Institutes of Health	A Novel Mobile App to Reduce Physical Activity Barriers via Social Support for Rural Adolescent and Young Adult Cancer Survivors	Anne Kirchhoff Dept. of Pediatrics
08/17/2016	Sward	National Institutes of Health	Utah Trial Innovation Center: Administrative Supplement	J. Michael Dean Dept. of Pediatrics
03/17/2017	Sward	Society of Family Planning	Development of a Framework to Improve Pregnancy Risk Assessment and Contraceptive	Lori Gawron Dept. of Obstetrics & Gynecology

Date	CON Key Personnel	Agency	Title	PI
			Documentation in the Electronic Health Record	
04/03/2017	Sward	National Institutes of Health	Utah Center for Precision Pediatric Asthma Care (UCPPAC)	Christopher Reilly Dept. of Pediatrics
04/14/2017	Sward	National Institutes of Health	(CTSA Program Center for Data to Health) CD2H Coordinating Center Consortium	Julio Facelli Dept. of Biomedical Informatics
02/01/2017	Wallace	National Institutes of Health	Integrated Primary Care Visits for Depression and Diabetes	Lisa Gren Dept. of Family and Preventive Medicine
08/05/2016	Wilson, A	National Institutes of Health	Using Clinical Sequencing to Improve Care of Underserved Families in the Intermountain West	Elaine Lyon Dept. of Pathology

Intramural Funding and Support

The Research Committee awarded funds to faculty for pilot projects and other small projects as shown in Table 30. These awards span one year. There are five ongoing projects from the previous funding cycle.

Table 30: Research Committee Funding Awards, 2016-2017

Award Date	PI	Title	Amount
03/24/2017	Clark	Psychometric and Field Testing of the Health-Related Quality of Life (HRQoL) Assessment Measure for Persons with Intellectual and Developmental Disabilities (IDD)	$7,000
06/20/2017	Clark	Pregnancy and Disability: Support and Readiness for Motherhood	$19,991
06/20/2017	Dassel*	Measuring End-of-Life Care Preferences for Alzheimer's Disease and Related Dementias	$27,074
11/08/2016	Latendresse	Tribal Nations Community Engagement: Research to Action Pilot	$3,360
11/04/2016	Linder	Adolescents and Young Adult Medication Adherence Smartphone Application	$3,000

		Refining the 'Color Me Healthy' App: Adding an Electronic Daily Activity Tracking Mechanism	
05/01/2017	Linder*	and Evaluating its Usability	$19,985
06/20/2017	Mooney*	Population-Based Description of Familial Clustering of Chemotherapy Induced Peripheral Neuropathy	$2,246
12/26/2017	Morse	Observational Identification of Fall-Proneness	$2,975
06/20/2017	Simonsen	Postpartum Contraception, Interpregnancy Interval, and Subsequent Outcomes in High Risk Women	$20,000
05/01/2017	Wallace	Social Determinants of Health: Testing an Academic-Community-Based Assessment and Referral Infrastructure	$19,595
		Total:	**$125,226**

*Funded with a gift by Dick and Timmy Burton

Research Initiatives
Research program managers launched several new programs this year to further research performed by college faculty. These initiatives include:

- With support funds provided by the Senior Vice President for Health Sciences, a program to support the submission of manuscripts and publications was launched whereby the college pays for editing services on behalf of a faculty member.
- A reassessment of the Research Innovation Teams (RITe) was conducted in collaboration with the Associate Dean for Research and the PhD Program, the college's Research Committee, RITe leaders and faculty input. This reassessment resulted in a restructuring of the RITe program, which enhances opportunities for RITes and faculty to have greater flexibility in forming and joining RITe teams.
- The statistics core in the research center was restructured to allow for a greater depth and variety of statistical support in order to meet the varied and diverse research needs of the college's faculty and students. While retaining the college's statistics faculty, research administrators also formed a new collaboration with the university's Center for Clinical & Translational Science (CCTS) Study Design & Biostatistics Center.

Postdoctoral Program
The college is one of 30 nursing schools nationwide with a T32 training grant. During year four of this five-year program, four pre-doctoral students and four post-doctoral trainees were appointed to begin their research careers in nursing. Drs. Susan Beck and Ginette Pepper passed administration of this grant on to Drs. Lee Ellington and Kathi Mooney, who now advise and lead the program. (Drs. Beck and Pepper both retired in 2017). This program includes a Seminar in Cancer, Aging, and End of Life, a bi-weekly journal club, and research experiences tailored by individual mentors.

Post-doctoral fellows – Drs. Jennifer Hulett (Missouri); Lindsey Miller (Oregon); Meagan Whisenant (Texas); and Jiayun Xu (Maryland) – have elected to complete their post-doctoral training using distance learning. Post-doctoral researchers remain in their home states and are in contact with their mentors and research teams via electronic communication. They also spend several intensive weeks on campus meeting with their mentors and research teams, including an annual site visit meeting in May, where pre-doctoral and post-doctorate fellows present their annual reports to members of the internal and external advisory committees. The site visitor this year was Susan McMillan, PhD, ARNP, FAAN, Distinguished Professor at the University of South Florida. Drs. Hulett and Xu completed their post-doctoral training and accepted Assistant Professor positions with the University of South Carolina and Purdue University, respectively.

Research Innovation Teams (RITe) Initiative
Four RITe teams were active during 2017, the fifth year of the CON's RITe initiative. The unifying themes of the four innovation team pre-centers are summarized in Table 31. A summary from each RITe team's annual report follows:

Communication, Decision-Making, and Informatics (CDMI) – (Team Leader, Dr. Alexa Doig). During 2016-2017, each member of college's RITe submitted at least one extramural grant application as either a Principal Investigator (PI) or Co-Investigator, and some members were awarded funding. Dr. Nancy Allen received a Patient-Centered Outcomes Research Institute (PCORI) Tier III grant titled, "Community Partnership for Patient Centered Outcomes Research in Hispanics with Type 2 Diabetes"*;* Dr. Katherine Sward received an administrative supplement grant, "Pediatric Research Using Integrated Sensor Monitoring Systems (PRISMS) Informatics Platform - Federated Integration Architecture." Moreover, Dr. Lee Ellington mentored her PhD student, Echo Warner, who was awarded a National Institute of Nursing Research (NINR) F32 project titled, "The Role of Social Media in Social Support Acquisition for Young Adult Informal Cancer Caregivers: A Mixed-Methods Study." All members published multiple manuscripts and presented research findings at many national and international conferences.

Transitions and Health (Delta) – (Team Leader, Dr. Michael Caserta). Activities included 15 external grant submissions, 49 manuscript submissions, and numerous presentations at scientific meetings. Several extramural grant submissions are planned for the 2017-2018 fiscal year as well, with plans to continue a sustained level of dissemination through presentations and publications. Among the noted strengths of the group has been and continues to be a sense of collegiality, peer support and encouragement of all the members, as well as role modeling and mentoring on the part of those more senior to those earlier in their academic careers.

Health Equity, Resilience, and Education (RITe HERE) – (Team Leader, Dr. Lauren Clark). The RITe worked to support members' personal research growth and goal attainment, advance research funding and publish research on health equity, resilience, and disabling and chronic conditions. Highlights of the team's accomplishments include:

Dr. Michelle Litchman was a semi-finalist for the Stanford Medicine X Symplur Challenge. This work was focused on examining social media applications (#wearenotwaiting and #OpenAPS) to better understand how patients are taking health into their own hands by "hacking" their way to better health. Drs. Margaret Pett, Lauren Clark and Jia-Wen Guo submitted NIH grant applications as investigators. Drs. Lauren Clark, and Sara Simonsen each received intramural research funding.

Women, Infants, and Newborns (WIN RITe) – (Team Leader, Dr. Erin Rothwell). Team member Dr. Barbara Wilson received the Salt Lake Community College Health Sciences and Division of Nursing's Outstanding Community Partner Award. Dr. Deanna Kepka received several awards, including the NIH's Geographic Management of Cancer Health Disparities – Region 6, Research Scholar Rising Star Award. Dr. Kepka continued her leadership of the Intermountain West HPV Vaccination Coalition. Dr. Erin Rothwell was named a fellow in the university's Academy of Health Sciences and received the university's Top Researcher Award. Dr. Gwen Latendresse was named Peer Reviewer of the Year by the *Journal of Midwifery & Women's Health*.

Research Associates
The RITe initiative and support from the college's two research associates have been critical to increasing the numbers of faculty researchers' NIH grant applications. The primary responsibility of the research associates is to support faculty prior to an award. This includes offering support during faculty members' planning stages for their research program and, particularly, support in writing and submitting faculty members' research grant applications. During fiscal year 2017, the research associates also supported education and training grants.

The unifying themes of the four RITe pre-centers are summarized in Table 31.

Table 31: Names and Foci of Research Innovation Teams

RITe Name	Conceptually coherent, innovative purpose	Grant Applications	
		NIH	Other
Communication, Decision-Making, and Informatics (CDMI) Leader: Dr. Alexa Doig Chartered: May 2012	Approaching healthcare from a systems perspective, the interaction and collective forces of communication, decision-making and informatics on health outcomes are elucidated.	4	7
Health Equity, Resilience, and Education Leader: Dr. Lauren Clark Chartered: May 2012	Investigation of factors that enhance quality of life and daily functioning for those with (or at risk of) disabling conditions.	3	2
Transitions and Health (Delta) Leader: Dr. Mike Caserta Chartered: May 2012	Examination and facilitation of health and quality of life outcomes associated with transitions over the life span.	3	6

RITe Name	Conceptually coherent, innovative purpose	Grant Applications	
		NIH	Other
Women, Infants, and Newborns (WINRITe) Leader: Dr. Erin Rothwell Chartered: October 2013	Research is focused on improving the health of women, infants, and newborns. The purpose of WINRITe is to provide infrastructure, support, and mentorship to maximize members' research productivity.	9	8

Rigor and Reproducibility

With the NIH's concentration on rigor and reproducibility in research, the Emma Eccles Jones Nursing Research Center provided educational opportunities for the college's faculty related to this topic. Dr. Andrew Wilson, Director of Applied Statistics, and Hollie Fuhrmann, Research Associate, led the college's faculty in discussions and training on how to plan research project methodology to incorporate reproducibility into the decision-making and analysis process. They also coached the faculty on incorporating this methodology into their NIH grant applications for competitive and successful grant submissions.

The College of Nursing Research Committee

This year, the research committee's major accomplishments included:

- Revision of Research Committee funding and application process to include the Burton and Synergy funding announcements.
- Restructuring the RITe team program.
- Reviewing and providing feedback on the faculty needs assessment conducted with tenure- and research-line faculty.
- Conducting scientific review and funding recommendations for 16 grant applications.
- Awarding funds to 10 grants totaling more than $125,000. These funds included larger grants made possible by a gift from Dick and Timmy Burton, as well as quality funds from the Senior Vice President for Health Sciences.

Other Research Activities

The Emma Eccles Jones Nursing Research Center supported activities to enhance the scholarly environment and dissemination of information about research conducted by college faculty and students:

- The center promoted collaboration through the initiation of research teas, where faculty and staff gather monthly in an informal setting to talk with a guest speaker about subjects relevant to research at the university.
- Training programs of four post-doctoral fellows and four pre-doctoral students in cancer, aging, or end-of-life care was facilitated by research center faculty and staff. The research center hosted visiting scholar Marla DeJong, PhD, CCNS,

FAAN, and Colonel USAF. Colonel DeJong is the Associate Dean for Research at the Daniel K. Inoue Graduate School of Nursing and Director of the Faye Glenn Abdellah Center for Military and Federal Health Research.

- Dr. Mollie Cummins participated in faculty governance and administration of the research mission of the university, including the Health Sciences Research Advisory Council and the Committee on Research Operations and Policy.
- College researchers' participation in the Center for Clinical and Translational Science (CCTS) continued with Dr. Erin Rothwell's leadership appointment as Co-Investigator, Executive Leadership Team and CCTS Evaluator and Dr. Mollie Cummins' position as Biomedical Informatics Lead, as well as continued representation on the Internal Advisory Committee.
- The research center worked comprehensively to implement the goals of the college's strategic plan, with much success. In addition to the accomplishments discussed above (appointment of new Associate Dean, RITe teams restructuring, faculty needs assessment, redesign of statistical support model, editing support and increased grant applications, awards, and portfolio), the research center assessed the college's staffing structure in order to best meet the grant support needs. This included adding a post-award administrator and a part-time student social media coordinator to the research center team. The social media coordinator assisted in launching a successful social media campaign to promote and market faculty research and scholarship excellence.
- Additionally, Drs. Susan Chase-Cantarini and Sara Simonsen were appointed as champions for advancing faculty scholarship within the college.

Research Mentoring
Three faculty members participated in the Senior Vice President's Clinical and Translational (VPCAT) research mentoring program. Drs. Jia-Wen Guo and Michelle Litchman participated as faculty scholars, and Dr. Janice Morse served as a mentor.

Overview

Information Technology (IT) is threaded throughout the CON's vision and strategic plan. The college's IT team supports education, research, practice and college administration/operations. To do this, IT managers employ state-of-the-art information and communications hardware as well as technical support for information management, systems updates and technology procurement. The IT team collaborates with academic programs to support distance teaching and education with up-to-date technology. Pedagogy, teaching "best practices" and multimedia creation are supported through Academic Programs. Key activities for 2016-2017 are outlined below.

Information Technology Staff Addition
In response to the college's growing distance education program, as well as faculty demand to utilize the services provided by the Multimedia Creation Station, the IT department is adding a new audio-visual specialist to its staff. The new position will be responsible for monitoring and troubleshooting synchronous online classes, as well as assisting faculty in creating and editing videos, recording audio, preparing PowerPoint presentations, creating desktop capture demonstrations, and other multimedia-related tasks to enhance course content.

Videoconference Enabled Classrooms
The IT team maintains seven video conference classrooms. Audiovisual and distance education equipment in the Ryberg (CNB 2400) and Dumke (CNB 2600) Lecture Hall were upgraded during the summer of 2017. The projects added high-definition sound and video capabilities to improve the video-conferencing experience of college graduate students. This project also included the installation of two high-quality laser projectors, new podium equipment and a large, 70-inch screen at the rear of each room. Faculty and students now can experience a consistent technology experience while teaching in any of the college's three large lecture halls.

In addition, rooms 2525, 2530, 2515, and 2520, now are equipped with digital-capable projectors and audio technology.

The college IT team provides technical support for all classrooms in the College of Nursing Building (CNB). The IT department also supports college classes held in room 4100C in the Health Sciences Education Building (HSEB). Eccles Health Sciences Library IT staff support all other HSEB classrooms.

Videoconferencing (Telemedicine/Bridge) Infrastructure
The college has been recognized as a leader in teaching with technology. This method of providing synchronous online courses has become nationally known as "The Utah Model" for doctoral nursing education. Over the past year, PhD and Doctor of Nursing

Practice (DNP) distance education programs continued to use the Utah Education Network for video conference bridge services. In keeping with parallel efforts throughout the University of Utah, college IT staff moved all synchronous distance education courses to the Acano bridging system. This move has significantly improved the overall experience of the distance education programs. The Inter-Professional Education (IPE) tele-health program will continue using Utah Telehealth Network (UTN)-paid services.

The IT team purchased and installed a recording and streaming server during fiscal year 2017. The addition of this server enables the IT department to stream live events and record and archive video recordings of classes and seminars.

Meeting space upgrades
To help improve collaboration, the IT team has started updating meeting spaces throughout college. In fiscal year 2017, CNB 4250 and CNB 5225 were upgraded with new meeting and display technology. This update allows faculty and staff to collaborate face-to-face, as well as bringing in distance participants. Both rooms are now equipped with touch control panels that allow users access to control room technology and to request help from the IT team during meetings. Conferencing equipment in each room allows users to connect to outside participants using the meeting software of their choice. In fiscal year 2018, college IT staff will upgrade three additional meeting spaces.

Other Technologies for Teaching and Research

IT/Computer Equipment and Support
Support Services: The college IT office continues to work with the University Information Technology (UIT) department for centrally provided technical support services, including the Help Desk, network management, phone systems and data storage. College IT Director Rebwar Baesmat works directly with UIT to keep abreast of changes and ensure the college remains in compliance with health sciences and university IT policies.

The college IT team has started phased deployment of the latest Microsoft Windows 10 operating system and Microsoft Office 2016. One-third of the college's computers have been upgraded to the latest software package. The remainder is scheduled to be updated in fiscal year 2018.

- *Equipment:* To improve services within the college, during the past 12 months, 120 desktop workstations were upgraded to the highest computer models available.

- *Software:* The university's Office of Software Licensing signed a licensing agreement with Adobe Systems Inc. Adobe Creative Cloud products now are available to all employees and students at no cost.

College IT Efficiency

Several innovations were adopted to help improve the effectiveness of IT services. Computer client management servers within the college have been upgraded to support this new technology and continue to support imaging PCs, operating system patching, and software update control. The IT department is implementing a new and more robust client management solution. Historically, the IT group has only provided support for Windows computers. The new software will allow the college to provide support and management for Windows, Mac, and mobile clients from a single server. Mobile device management will be one of the new information security regulations in the coming years. This will help the college to plan and be prepared.

Information Security

In compliance with directives from the University Information Security Office, the college continues encrypting all portable computers and portable data storage devices. The IT department distributed encrypted USB drives to all faculty and staff to encourage the use of secure Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) compliant portable data storage units. The IT department continues scanning and searching the college network environment to address any potential HIPAA and FERPA compliance issues.

The college is implementing new generation computing devices, such as Microsoft Surface tablets, following trends in computer usage and tracking the impact of regulations on the use of such devices.

Information Management

The IT team has been supporting information management in the college based on a semi-federated model. The IT team collaborates with administrative information coordinators for the "Dashboard" (a workload and course management database). The Dashboard application is reaching its end of life. To keep data accessible, the IT team coordinated an upgrade of the application. Development of a robust, web-based version of Dashboard has been planned for fiscal year 2018.

The Faculty Annual Report (FAR), Mission Based Management (MBM), and faculty web pages (faculty profile) are managed in collaboration with division support staff. The faculty annual review is implemented via a web-based system developed by health sciences human resources information technology team.

Overview

The College of Nursing's faculty practice and practice sites are essential to the college's academic, clinical and research missions. Faculty practice exists to showcase excellence in advanced practice nursing, support financial viability, provide scholarship opportunities and maintain sites for student placements to enhance clinical learning. The figure below shows a six-year trend since 2012 in the college's overall operating revenue for faculty practice.
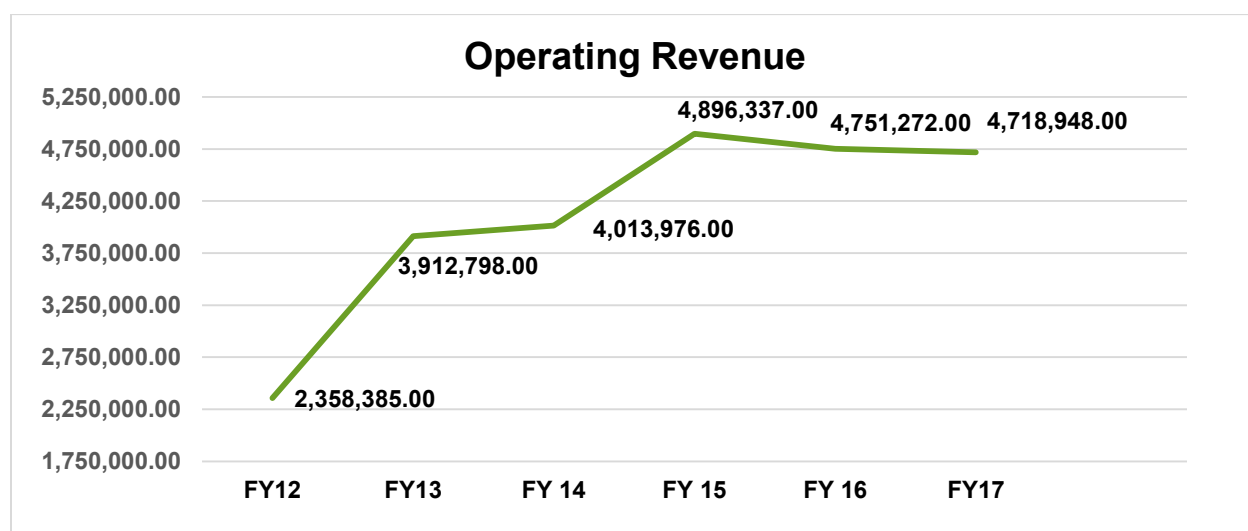
Operating Revenue

Figure 34: Six year operating revenue comparison for Faculty Practice Faculty, Fiscal Years 2012-2017

Faculty Practice Profile

There are 28.6 provider full-time equivalent (FTE) positions allocated to Faculty Practice, represented by 56 individuals who are primarily career-line faculty, and some full-time adjunct faculty:

- 9.26 FTE – Primary Care (16 individuals)
- 7.4 FTE – Psychiatric Nurse Practitioners (13 individuals)
- 11.49 FTE – Certified Nurse Midwives (CNM) & Women's Health Nurse Practitioners (WHNP) (24 individuals)
- 0.3 FTE – Clinical Nurse Specialists (CNS)/PhD (two individuals)
- 0.15 – Licensed Clinical Social Workers (LCSW)/PhD (one individual)

Additionally, Faculty Practice employs 30 registered nurses in both clinical and clinical leader roles, a team of four dedicated administrative staff, and two part-time administrative staff.

Faculty Practice Summary

Faculty Practice has four major arenas for expenses and revenue:

- **Juvenile Justice Services (JJS) —** This 18-year contract with the State of Utah provides healthcare services to incarcerated youth across the Wasatch Front.
- **Primary Care Services**: These include multiple small clinical contracts both internal to UUHC and in the community at large.
- **Psychiatric Mental Health Nurse Practitioner (PMHNP) Services** — The college began building PMHNP services four years ago. There is a severe shortage of psychiatric providers and the college has committed to increase enrollment to meet community demand. In order to educate more students, practice sites are needed to provide clinical instruction and mentoring.
- **BirthCare HealthCare (BCHC) —** This nurse midwifery and women's health practice began in April of 1982 and is celebrating 35 years of service to University of Utah Health patients in six outpatient locations. BCHC can proudly promote a lower primary Caesarean section rate of 8.9 percent, compared to 22 percent nationally, as well as patient satisfaction that runs 98-99 percent.

Utah Department of Human Services: Division of Juvenile Justice Services
Since 1999, the college has maintained a contract to provide healthcare services for 10 Juvenile Justice Services (JJS) facilities across the Wasatch Front. Over this past fiscal year, faculty and staff have continued the process of standardizing protocols across all 10 facilities. Some examples include: influenza treatment, isolation and concussion protocols. Additionally, all staff receives training about Utah laws for reporting abuse and neglect and best practice recommendations for care of abused patients, including abuse, neglect, sexual violence and human trafficking.

Through this contract, nursing faculty have been able to present and publish several research projects:

- Dr. Jennifer Clifton and Jennie Noren, MSN, presented "Collaboration with Nursing Colleges as an Innovative Approach to Care" at the National Commission on Correctional Health Leadership Conference.
- Dr. Clifton, Dr. Andrew Wilson and Seth Latimar collaborated on a poster titled "Screening for Gonorrhea and Chlamydia in Utah's Juvenile Justice Population" which Dr. Clifton presented at the annual National Association of Pediatric Nurse Practitioners (NAPNAP) conference.
- Dr. Clifton, Dr. Wilson and Dr. Leissa Roberts collaborated on the presentation "High Risk Sexual Behaviors and Targeted Therapies Among Utah's Incarcerated Youth," which Dr. Clifton presented at the Western Institutes of Nursing (WIN) conference.

The JJS Practice provides unique learning opportunities for nursing students. The practice employed two graduate assistants in fiscal year 2017, providing registered nurses enrolled in graduate programs at the college with tuition waivers, tuition reimbursement (summer) and an hourly wage. Nursing encounters with residents of the 10 JJS facilities totaled 22,963.

Table 32: Juvenile Justice System Statistics, Fiscal Years 2011 - 2017

	FY11	FY12	FY13	FY14	FY15	FY 16	FY17
Average Residents / day	219	215	195	227	290	294	216
New Admissions	3,310	3,144	2,950	3,482	4,578	3,716	2,873
Sick Calls	10,138	9,984	10,507	10,688	13,566	10,794	7,488
Physical Exams	715	697	694	886	854	715	530
Acute Care Visits					576	501	326
Psychiatric NP visits				621	905	1,021	873
Patients sent to the Emergency Department	22	20	20	41	62	70	23

Contracted Positions

For fiscal year 2017, the college faculty practice has contracted positions at 13 sites — four external to the university — which provide faculty practice opportunities and education experiences for students. Contracts are written to cover base and market faculty salary and benefits, as well as administrative and overhead costs. Faculty practice clinical contracts are shown in Table 33.

RedMed, the University Employee Health Clinic, is located on the ground floor of the Union Building. College nurse practitioners provide individualized patient care by assessing and treating work-related injuries and other non-emergency medical conditions at this walk-in clinic. In fiscal year 2017, the clinic provided 1,466 visits to university employees. Business is booming — the average number of patients per month from July – December 2016 was 101, whereas the average number of patients per month from January – June 2017 was 144.

In keeping with the education and scholarship missions of the college, Dr. Nancy Allen is working in the Neurology Divisions Cognitive Disorders Clinic, where she mentors Geriatric Psychiatric Doctor of Nursing Practice (DNP) students. Dr. Allen serves on the Alzheimer's and Other Dementia State Task Force and has been asked to join the Alzheimer's Association Board.

Table 33: FY17 Clinical Contracts

Clinical Contracts Agencies	FTE
Marathon Health, Inc. – Family Nurse Practitioner (FNP), DNP	0.2
West Ridge Academy – Psychiatric Mental Health Nurse Practitioner (PMHNP)	0.4
Department of Pediatrics – Division of Pediatric Pulmonary and Sleep Medicine	0.6
Department of Pediatrics – General Pediatrics – FNP, DNP	0.6
Primary Children's Medical Center – Service Agreement – RN, PhD	0.2
Wasatch Homeless Health Care, Inc, (4th St. Clinic) – PMHNP	0.8
Department of Internal Medicine- Division of Endocrinology at the Utah Diabetes and Endocrinology Center – FNP, PhD and Diabetes Researchers	1.0
Department of Internal Medicine – Division of Gastroenterology – FNP, DNP	0.9
Department of Neurology – Cognitive Disorders Clinic – FNP, PhD	0.2
Department of Psychiatry University Neuropsychiatric Institute (UNI) HOME, PMHNP. EdD	0.4
Department of Psychiatry Polizzi Clinic, PMHNP, DNP	0.4
University of Utah Campus HR – RedMed, Primary Care Nurse Practitioner	1.2
University of Utah Health Plans – Health Risk Assessment (Provides Graduate Assistant Employment Opportunities) Registered Nurses (RN)	>3.0

Caring Connections: A Hope and Comfort in Grief Program
Caring Connections is a bereavement care program located in the college with the mission of providing excellent evidence-based bereavement care to grieving persons in the Intermountain West through clinician-facilitated support groups; and, in keeping with the academic mission of the university and the College of Nursing, to provide opportunity for clinical education in grief and loss to students in the healthcare professions, and to conduct research which promotes greater understanding of loss, grief and bereavement.

The program provides clinician-facilitated grief support groups in four locations that address a variety of losses. The cost of an eight-week grief support group is $50, with scholarships being offered to those who cannot afford this cost. Larkin Mortuary has generously underwritten the cost of these scholarships and is recognized in publicity flyers for this gift. About 60 percent of the participants are assisted with a scholarship. Caring Connections has over 6,000 personal contacts per year and serves over 400 group participants yearly.

To fulfill the college's education mission, Caring Connections staff distributes a quarterly newsletter to 600 mailing and 3,200 electronic email addresses per issue. Caring Connections provides two public education and grief support events each year — "Grief

and the Holidays" in December, and "Seeds of Remembrance" in May. In addition, Caring Connections hosts the annual Hospice Foundation of America-Living with Grief teleconference for hospice and palliative care professionals.

Caring Connections has received financial support from the Ray & Tye Noorda Foundation, the Carter Family Foundation, the Probst Family and the Short Family, in addition to ongoing support from Larkin Mortuary.

Dr. Katherine Supiano is the director of Caring Connections and the faculty practice of psychotherapy serving the university community and specializing in grief and trauma. She takes referrals from the Employee Assistance Program (EAP) and from University Neuropsychiatric Institute and other psychiatric providers.

Psychiatric / Behavioral Health
The college has worked to increase practice sties for Psychiatric Mental Health Nurse Practitioners (PMHNP) faculty in an effort to increase clinical sites for the ever-growing PMHNP student class size.

- The college was able to recruit two additional PMHNPs to serve in teaching and clinical roles: Marie Thrasher, PMHNP, MSN, who has a wealth of experience with multiple cognitive therapy modalities; and Sarah Webb, PMHNP, MSN, whose experience lies in medication management. PMHNP faculty continue to provide behavioral health services for incarcerated youth in seven centers along the Wasatch Front.
- The college's psychiatric faculty practice has partnered with the Polizzi Clinic to provide no-cost behavioral health services for uninsured patients in the Salt Lake Valley. In fiscal year 2016-2017, 1,413 free patient visits were provided.
- Sean Erickson, PMHNP, MSN, was appointed director of behavioral health at the Fourth Street Clinic, where he precepts graduate students in the practice of community psychiatric nursing practice.
- Dr. Samuel Vincent, in his work with homeless veterans at the George E. Wahlen Veterans Affairs medical center, was able to reduce the wait time for psychiatric evaluations for homeless veterans from over one month to under one week.
- Dr. Ann Hutton maintains a psychiatric/mental health nursing practice. She provides individual and family counseling services and learning experiences for second- and third-year psychiatric nurse practitioner students. Dr. Katherine Supiano maintains a counseling practice for those patients experiencing grief and loss. Together, these providers completed 675 visits in fiscal year 2017. This practice generated $87,911 in total net payments for fiscal year 2017, a 19 percent increase from fiscal year 2016.

The South Jordan Health Center PMHNPs practice has completed its second year of services with the college, providing 2,325 patient visits in fiscal year 2017. The clinic provides an excellent educational opportunity for PMHNP students with the modalities of therapy, medication management and mental health integration. This practice generated $282,740 in total net payments for fiscal year 2017, a 19 percent increase

from fiscal year 2016. Psychiatric faculty practice continues to participate in discussions with potential future partners and anticipates practice expansion into tele-health, rural clinics and addiction treatment.

Student Health Center
Four faculty members practice at the University of Utah Student Health Center with direct salary support provided by the Vice President for Student Affairs. The center provides many services, including acute and chronic care, sexually transmitted disease screening, immunizations for foreign travel, tuberculosis testing and screening for depression, with referrals for low-cost counseling as needed. The Student Health Center is an interdisciplinary practice with Dr. Mark Pfitzner as Medical Director, Internal Medicine and Sports Medicine physician consultation, and five family nurse practitioners. The advanced practice nursing faculty at the student health center provide high-quality care for students and their family members. Additionally, the Student Health Center provides Advanced Practice Registered Nurse (APRN) student training for family and pediatric primary care nurse practitioner students. Some of the team's accomplishments include:

- Improving Adherence to US Preventive Services Task Force (USPSTF) Recommendations on Obesity Screening/Referral through use of an electronic medical record (EMR) alert and Healthy Lifestyle Resource Guide. Provider adherence to recommendations increased from 25 percent to 91 percent. (State date: 12/2016. End date: 4/2017).
- Improving rates of HPV vaccination among male college students through the use of an Electronic Medical Record (EMR) alert. The baseline vaccine initiation rate among eligible males was 5.2 percent and post-intervention vaccine initiation rate among eligible males was 25.1 percent. This surpassed the college's performance goal of 20 percent. This project earned the 2016 Accreditation Association for Ambulatory Health Care (AAAHC) Bernard A. Kershner Award. A manuscript has been submitted to the *Journal of American College Health*.
- Faculty conducted a qualitative study on international students' perceptions on health maintenance and healthcare experiences before and after studying in the U.S. during this academic year. A related manuscript has been accepted for future publication in the *Journal of The American Association of Nurse Practitioners*.

BirthCare HealthCare (BCHC)
The college's Certified Nurse-Midwifery (CNM) and Women's Health Nurse Practitioner (WHNP) faculty provide obstetrical and women's healthcare services at six university and university partner clinics. Their mission is: to support women, nurture communities, promote health and educate new providers. The midwifery specialty in the Doctor of Nursing Practice (DNP) program affiliated with the BCHC faculty practice is ranked number 9 in the nation.

BCHC faculty pride themselves on practicing the art and philosophy of midwifery while promoting evidence-based models of healthcare. Quality maternal healthcare is

enhanced by midwifery-led continuity of care, minimal interventions, and integration within the health system. BCHC faculty have collegial relationships enhancing shared respect and trust with the faculty members in the University of Utah Health/School of Medicine Department of Obstetrics and Gynecology. Highlights of this collaboration include:

- BCHC is participating in a water birth study at University of Utah Hospital. Presently, 36 percent of BCHC birthing mothers participate in this study with a success rate of 23 percent. There were a total of 201 patients enrolled, 42 of whom had successful water births.
- The practice's epidural rate is 52 percent.
- BCHC provided over 6,840 hours of DNP/CNM student supervision in clinical settings, at no additional cost to the college. This is a savings of 4.7 FTE (approximately $575,000 in salary and benefits).
- BCHC providers completed 556 births and 10,057 outpatient visits in fiscal year 2017. Through these services, BCHC produced $1,722,453 in net payments.

Quality metrics for BCHC are listed in Table 34, and the BCHC payer mix is listed in Figure 35.

Table 34: BCHC Quality Metrics

Metric Rates	United States	Utah	University Hospital	BCHC Midwives
Primary C-section	25.8%	16.8%	16.8%	8.9%
Vaginal Birth after Cesarean Section (VBAC) % Attempted Successful		22.2%		79%

Source: Centers for Disease Control (CDC) 2015 National Vital Statistics Report Jan 5, 2017; US Department of Health and Human Services. University of Utah statistics from internal quality measure.

FYTD Charge BCHC Payer Mix FY 2017

COMMERCIAL 65%
MEDICAID 18%
SELF PAY
MEDICARE 0%
MISC GOVERNMENT 0%
NON-GOVERNMENT MISC 0%
WORKERS COMP 0%
OTHER** 0%

SELF PAY POINT OF SERVICE 5%
COLLECTION AGENCY* 3%
SELF PAY Bill Office 9%

Legend:
- COMMERCIAL
- MEDICAID
- MEDICARE
- MISC GOVERNMENT
- NON-GOVERNMENT MISC
- WORKERS COMP
- OTHER**
- SELF PAY Bill Office
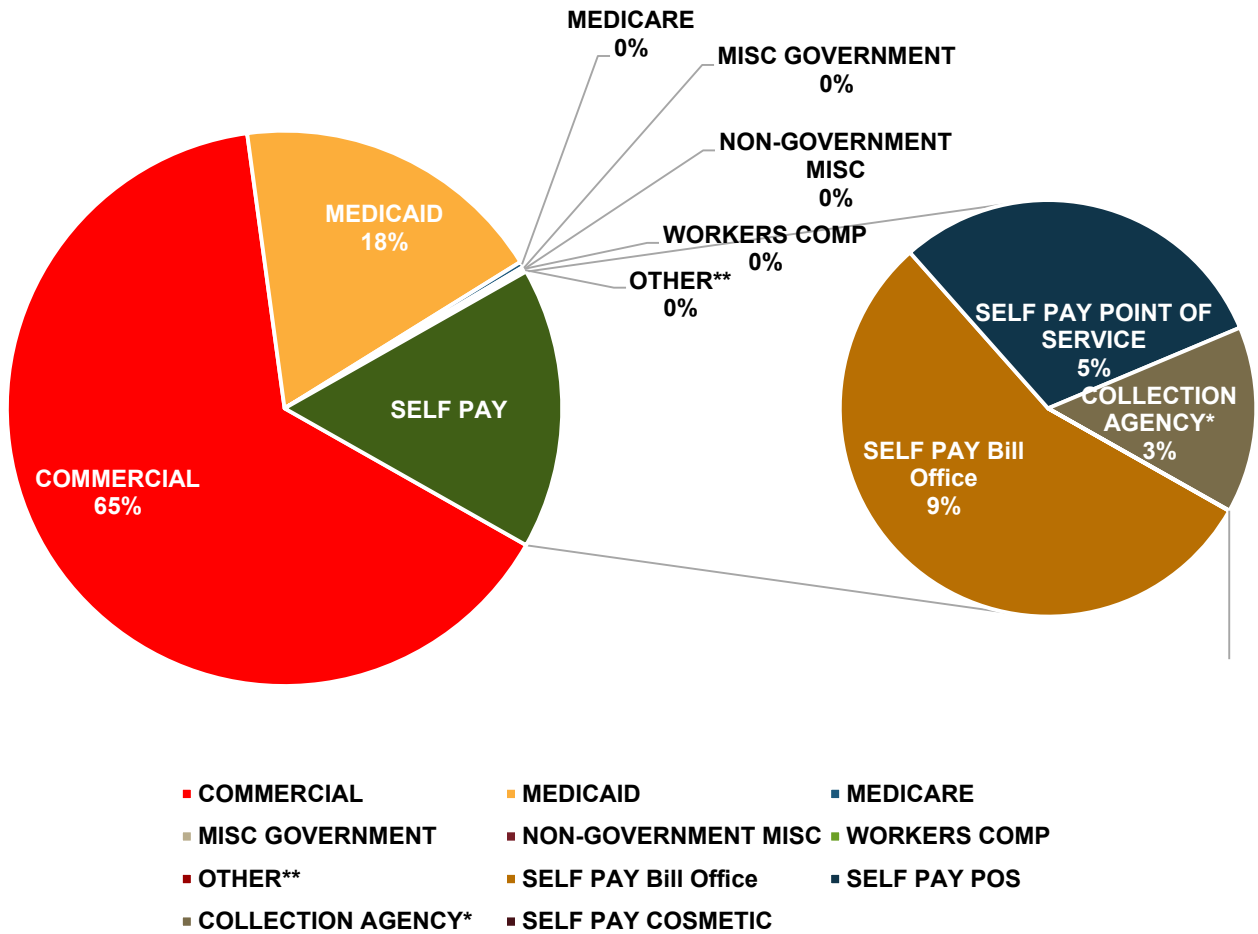- SELF PAY POS
- COLLECTION AGENCY*
- SELF PAY COSMETIC

Figure 35: BCHC Payment Payer Mix, Fiscal Year 2017

Overview

Advancement is charged with creating awareness and understanding of the College of Nursing and with seeking support from various constituencies in order to secure resources and to advance the mission of the college. This charge is accomplished through fundraising, stewardship, communications and partnerships with alumni and friends.

Development, Alumni Relations and Communications

Activities of Advisory Council and Development Board

During 2016-2017, the advancement team held the annual Joint Advisory Council and Development Board meeting. Members met at the college for a reception and presentation by Dinny Trabert, Senior Director, who reviewed the accomplishments of the previous year, and then Dean Patricia Morton presented the college's goals for fiscal year 2018.

Development

In response to the concern and support from donors and family foundations, the college took the lead on organizing a nursing consortium comprised of all of the publicly funded nursing education institutions in order to increase enrollment in all nursing programs throughout Utah. The Utah Nursing Consortium (UNC) not only began to take shape this year, but made some real progress in informing legislators and community leaders about the nursing shortage. Dr. Teresa Garrett was hired as project director to lead the UNC and did a great job of collecting important data and compiling it in a message that was both compelling and concise. She united the deans and worked with each of them to craft messages to their own institutions' presidents and legislators. Throughout the session, a few legislators asked why private institutions such as Bingham Young University and Westminster College were not included in the UNC. Dr. Garrett visited with both deans and they did say that they would like to be a part of the UNC. By the end of the academic year, the decision was made to include BYU and Westminster in the UNC. Dean Morton represented the UNC and made a formal presentation to the Utah Higher Education Appropriations Committee in February 2017.

Along with working on the UNC, Dean Morton and Director Trabert continued to speak to groups and individuals about the need for faculty in order to increase student enrollment. Asking for money to fund faculty salaries has been a difficult campaign. The need for faculty is an issue nationwide for nursing education institutions. Faculty are retiring en masse. Meanwhile, the salary gap between those who teach and those who practice is widening. In spite of this, the advancement team was able to raise $6.5 million for faculty support over the last four years.

At the same time, the college's generous donors and foundations provided $2.5 million in funding during the 2016-2017 fiscal year. Highlights include:

- Claire Dumke Ryberg – $450,000 (gift agreement in process for presidential endowed chair)
- Lawrence T. and Janet T. Dee Foundation – $250,000 (faculty support)
- Emma Eccles Jones Foundation – $250,000 (endowed chair)
- Frederick Q. Lawson Foundation – $227,000 (fellowships and endowed chair)
- Dick and Timmy Burton – $160,000 (faculty support, scholarships, seed grants, professional development)
- George S. and Dolores Dore Eccles Foundation – $150,000 (fellowships)
- Joanne S. McGillis – $70,000 (faculty support)
- C. Scott and Dorothy Watkins Foundation – $65,000 (scholarships)
- Janet Quinney Lawson Foundation – $65,000 (endowed chair)
- Barbara Burnett Endowed Scholarship – $25,000 (scholarships)
- Ruth Eleanor Bamberger and John Ernest Bamberger – $24,000 (scholarships)
- Mary Short to the Wagner Scholarship – $10,000 (scholarships)
- W.E. and Harriet Rasmussen Foundation – $10,000 (scholarships)

Meetings and Events

In a busy year, the advancement team:

- Held two Women Interested in Nursing (WIN) events – one in the fall "Vaccinations: Not Just for Kids!" presented by Dr. Julie Balk, Executive Director for the Family Nurse Practitioner Programs; another in the spring, "How to Become an Empowered Healthcare Consumer" presented by Dr. Barbara Wilson, Associate Dean for Academic Programs.
- Held the Desert Dames luncheon on March 13, 2016, in Palm Desert, California at the McCallum Theatre, hosted by Fran Muir. The advancement team challenged the Desert Dames to raise $50,000 and Dames Founder Joanne McGillis generously matched it with another $50,000 to raise a total of $100,000 to support faculty salaries.
- Elected a new chair-elect for the Development Board – Bonnie Newman. Newman will be chair-elect for 2017-2018 and chair for 2018-2020.
- Helped with two Caring Connections' Events – Grief and the Holidays and Seeds of Remembrance.

Alumni Relations

Alumni Board of Directors

The mission of the Alumni Board of Directors is to foster lifelong relationships among alumni, students and faculty with opportunities to learn, network, be recognized and give back to the College of Nursing and nursing profession.

Alumni events and engagement opportunities included:

- Presented Nancy Godfrey, RN, PhD, Class of '81, (with special recognition of her mother Athleen Godfrey) with the 2016 Distinguished Alumni Award. She also delivered the Bonnie and Vern Bullough Endowed Lectureship.
- Invited all those who graduated during the 1980s to a reunion for the decade. Approximately 40 alums attended.
- Held graduation celebrations for each graduating class and cohort.
- Honored over 200 nurses and raised over $35,000 for student scholarships at the 23rd Annual Honors for Nursing.
- Elected a president-elect for the Alumni Board – Christopher Johnson.

Communications

Publications
The College of Nursing releases three major publications each year:

- Annual Magazine—This 40-page publication featured stories about significant college initiatives, researchers, students, alumni and donors. It was mailed to more than 7,000 alumni, 100 deans and 20 peers at colleges throughout the University of Utah.
- Research Report—This 12-page publication focuses exclusively on the work of the college's researchers. The college mails it out to 2,000 nurse leaders across the country, as well as administrators at peer nursing institutions. It also is used for recruitment of prospective PhD students.
- Annual Report—This 90-page report is produced each year to document annual benchmarks, including enrollment and faculty/course evaluation, the college's research grant portfolio, and faculty practice revenue. Two dozen copies are printed and distributed to Development Board members as well as university leadership.

Digital Communications
The College of Nursing maintains a web page as well as multiple social media sites:
- College of Nursing Website (http://nursing.utah.edu)-- The website features regular photo and text updates throughout the site and writing and posting of news blogs. Upcoming student, alumni and Sigma Gamma Rho events are featured on this platform, which serves as a registration site as well.
- Social Media – The college's Facebook page is a less formal platform for posting news and photos for approximately 1,500 followers. The Twitter account, @uofunursing, serves as a news "feed" about researchers' work, upcoming events and policy discussions. Instagram, a photo platform, is growing and currently reaches about 125 followers.
- Electronic Newsletters – The college's nearly 9,000 alumni receive a quarterly digital newsletter. Research-focused newsletters are sent to peers within the university and at nursing institutions across the country at regular intervals.

Division Chair: Dr. Alexa Doig
As of July 1, 2016, the Acute and Chronic Care (ACC) Division had 50 faculty.
Full Time: 41 – Tenure Line: 6; Career Line: 29 (Clinical Track: 27; Research Track: 2)
Part Time: 9 –Career Line: 6 (Clinical Track: 2)
Teaching Adjuncts: 13

Division faculty retirements and resignations:
- Susan Beck, Phd, RN, FAAN   Professor   Retirement
- Ginette Pepper, PhD, RN, FAAN   Professor   Retirement
- Marsha Tadje, MS, RN   Assistant Professor   Retirement
- Gerrie Barnett, PhD, RN   Associate Professor   Retirement
- Paul Olavson, MS, RN   Instructor   Retirement

Division faculty changes in rank or status:
- Connie Madden, PhD, RN   to Associate Professor (Clinical)
- Rebecca Wilson, PhD, RN, CHSE   to Associate Professor (Clinical)
- Lee Ellington, PhD   to Professor
- Lauri Linder, PhD, APRN, CPON   to Associate Professor with Tenure
- Ann Hutton, PhD, APRN   from Tenure Line to Career Line

Division faculty new hires:
- Andrea Wallace, PhD, RN, Associate Professor (Tenure Line)
- Kim Friddle, PhD, RN, Assistant Professor, Clinical (Career Line)

Teaching
Division faculty members continue teaching across academic programs and in clinical, simulation, laboratory and didactic settings.

Research and Scholarship
Three forms of division support for faculty research and scholarship were sustained this year. Support included funding for travel to professional meetings, nomination and/or support for faculty recognition and awards (see below), and mentoring.

According to division travel fund disbursement, 19 requests were filled for faculty travel to professional meetings to present their scholarly work.

Table 35 summarizes the awards and recognitions of faculty in the division.

Table 35: Faculty Awards and Recognitions in Calendar Years 2014 – 2016

Name & Credentials	Name of Award	Organization
Susan Beck, PhD, RN, FAAN	Excellence in Research Award	Sigma Theta Tau International, Gamma Rho Chapter
Alexa Doig, PhD, RN	Appointed as University of Utah My University Signature Experience (MUSE) Professor	University of Utah MUSE Program
Tamara Ekker, MS, RN	2017 Interprofessional Education Team Award	Academy of Health Science Educators
Lee Ellington, PhD	Member on National Consensus Project's (NCP) Steering Committee	NCP
Lynn Hollister, MS RN	Clinical Laboratory Science (CLS) Distinguished Author Award	CLS
Deanna Kepka, PhD	Honored in Fueling the Fire: Fostering Women in Science-Algorithms for Innovation for her role as director and work in health disparities	Intermountain West HPV Vaccination Coalition
Connie Madden, PhD, RN	Outstanding Emerging Nurse Leader	Utah Hospital Association (UHA)
Connie Madden, PhD, RN	CLS Distinguished Author Award	CLS
Kathi Mooney, PhD, RN, FAAN	Participated on the Implementation Science Working Group	VP Biden National Cancer Moonshot
Beverly Patchell, PhD, APRN, PMH-BC	Appointed as Member of Advisory Committee on Minority Health	U.S. Department of Health and Human Services
Ginny Pepper, PhD, RN, FAAN	2016 Sigma Theta Tau International Gamma Rho Chapter Mentoring Award	Sigma Theta Tau
Ana Sanchez-Birkhead, PhD, RN	Member of Multidisciplinary Steering Committee, American College of Obstetricians and Gynecologists' (ACOG's) program	U.S. Department of Health and Human Services Health Resources and Services Administration (HRSA)

Carolyn Scheese, MS, RN	CLS Distinguished Author Award	Clinical Laboratory Science
Katherine Supiano, PhD, LCSW	Lifetime Achievement Award	Utah Aging Alliance
Sam Vincent, DNP, PMHNP	Excellence in Community Service Award	Utah Nurse Practitioners

Table 36 details the scholarship of division faculty. Publications include items published, in press and accepted for publication; in books; and book chapters. Those in preparation, submitted and in review are not included. Total numbers of publications and presentations reflect counts by author, allowing for duplicate entries for publications or presentations with more than one division member with listed authorship. Data for 2017 will be available after January 1, 2018.

Table 36: Faculty Scholarship Activities in Calendar Years 2014 – 2016

ACC Division Faculty Scholarship Activities	2014	2015	2016
Faculty authors/co-authors on journal publications	91	76	87
Faculty authors/co-authors on presentations & posters	126	120	86
Faculty authors/co-authors on books or book chapters	9	5	2

Note: data aggregated from year-end, faculty-entered Faculty Activity Reports (FAR).

Faculty Mentorship and Development
All pre-tenure faculty members met with the Division Chair monthly for mentoring. Informal mentoring continued in the division, with individuals seeking consultation from division members with editorial and writing expertise. Access to a manuscript editor was provided for faculty submitting manuscripts to professional journals. The University of Utah offered leadership programs for faculty in senior leadership as well as those new to a leadership position or preparing for leadership in the college or university.

The Health Systems Community-Based Care and Acute and Chronic Care Division Chairs offered monthly orientation brown-bag lunches to new faculty that provided detailed introductions to the college, Health Sciences Center and University of Utah infrastructure, programs and faculty resources.

The Health Systems Community-Based Care and Acute and Chronic Care Divisions supported faculty to attend the Center for Teaching and Learning Excellence (CTLE) Summer Bootcamp and were referred to the CTLE for seminars and evaluation of their course(s) or individual consultation.

Faculty from both college divisions provided leadership and participated in activities through the Academy of Health Science Educators (AHSE). The goals of the AHSE are to enhance and advocate for quality academic programs, inspire teaching innovations,

foster educational scholarship, provide superior faculty development educational services, and honor and promote exceptional teachers. The AHSE offered a monthly academic workshop series titled "Tools for Success" and an annual, full-day education symposium that college faculty attended. Dr. Susan Chase Cantarini led an inter-professional team of educators, including faculty from both college divisions that was awarded the Inter-professional Team Education Award by AHSE.

HEALTH SYSTEMS AND COMMUNITY-BASED CARE DIVISION

Division Chair: Dr. Linda S. Edelman
As of July 1, 2016, the Health Systems and Community-based Care (HSCBC) Division had 54 faculty, excluding adjunct faculty
Full Time: 51 – Tenure Line: 8; Tenure Track: 6; Career Line: 37 (Clinical Track: 36; Research Track: 1)
Part Time: 3 – Tenure Line: 1; Career Line: 8 (Clinical Track: 8; Research Track: 0);

Division faculty retirements and resignations:
- Gerrie Barnett, PhD, RNC -- Associate Professor, Retirement
- Andrew Black, MBA, PhD – Assistant Professor (Clinical), Resignation
- Scott Wright, PhD – Associate Professor (Phased retirement, 2018)

Division faculty changes in rank or status:
- Christina Elmore, MSN, RN, CNM – Promoted to Assistant Professor (Clinical)
- Rebecca Wilson, PhD, RN – Promoted to Associate Professor (Clinical)

Division faculty new hires:
- Teresa Garrett, DNP, RN, APHN-BC – Assistant Professor (Clinical)
- Sara Simonsen, PhD, CNM, MSPH, BSN – Associate Professor (Tenure)
- Heather Sobko, PhD, RN, APRN, CRRP – Associate professor (Clinical)

Teaching
Division members continue to teach across academic programs and in clinical, simulation, laboratory and didactic settings. As a result of extramurally-funded teaching projects, faculty members integrated tele-health, interdisciplinary geriatric competencies and palliative care into their teaching activities, including:

- Gerontology Interdisciplinary Program faculty completed curriculum revisions and course redesigns supported by a grant from the University of Utah Teaching and Learning Technologies for UOnline programs.
- Dr. Lauren Clark received a university teaching grant to create podcasts to enrich student learning in NURS4510, Global Public Health.
- Dr. Sara Hart received support from the National Center for Interprofessional Practice and Education and the Robert Wood Johnson Foundation; the Gordon and Betty Moore Foundation; the John A. Hartford Foundation; and the Josiah Macy Jr. Foundation for the Utah Health and Homes Collaborative project that uses inter-professional hot-spotting immersions to foster student development of core competencies for Interprofessional Collaborative Practice (IPEC) while addressing community-identified needs.
- Dr. Debra Penney, Dr. Susanna Cohen, Catherine Hatch Schultz and Amy Cutting received the Global Learning Across the Disciplines (GLAD) grant award of $10,000 for their project titled proposal "Bridging Gaps in Global Learning and Leadership" to incorporate global into the curriculum.

Table 37 summarizes the awards and recognitions for division faculty.

Table 37: Faculty Awards and Recognitions in Calendar Years 2014 – 2016

Name & Credentials	Name of Award	Organization
Nancy Allen, PhD, ANP-BC	2016 Excellence in Research State Award	Utah Nurse Practitioners
Julie Balk, DNP, APRN, FNP-BC	2016 State Excellence Award	Utah Nurse Practitioners
Sue Chase-Cantarini*, DNP, MS, RN, CHSE, Terry Box, MD, Troy Andersen, PhD, LCSW, Laura Shane-McWhorter, PharmD, Jean Zancanella, RN, CD, Susan Hall*, DNP, APRN, WHNP, Julie Balk*, DNP, APRN, FNP-BC, Valerie Flattes*, MS, APRN, ANP-BC, Denise Ward, DNP, ACNP-BC, FNP-BC, Tamara, Ekker, RN, MS (*Denotes HSCBC Faculty)	2017 Interprofessional Education Team Award	Academy of Health Science Educators
Sue Chase-Cantarini, DNP, MS, RN, CHSE	Teaching Professor Award	Desert Dames
Lauren Clark, PhD, RN, FAAN	"Patriotic Employer" Recognition (2017)	Office of the Secretary of Defense, Employer Support of the Guard and Reserve
Lauren Clark, PhD, RN, FAAN	Excellence in Peer Review (2016)	Journal of Nutrition Education & Behavior
Jennifer Clifton, DNP, FNP-BC, CNE, CCHP	Nurse Leader Fellow	Duke-Johnson & Johnson
Jennifer Clifton, DNP, FNP-BC, CNE, CCHP	2017 Faculty Recognition Award	University of Utah Career Services
Mollie Cummins, PhD, RN, FAAN, FACMI	Presidential Scholar (2016)	University of Utah Health Sciences, Senior Vice President's Office
Mollie Cummins, PhD, RN, FAAN, FACMI	Fellow (2016)	American College of Medical Informatics
Mollie Cummins, PhD, RN, FAAN, FACMI	Appointed Chair	Board of Scientific Counselors for the Lister Hill National Center for Biomedical Communications

		Association for Gerontology in Higher Education
Kara Dassel, PhD	Fellow (2016)	Association for Gerontology in Higher Education
Kara Dassel, PhD	Fellow (2017)	Gerontological Society of America
Christina Elmore, MSN, CNM	Excellence in Service Award (2016)	
Valerie Flattes, MS, APRN, ANP-BC	Inclusive Excellence Award (2016)	University of Utah Health Sciences
Sara Hart, PhD, RN	Fellow (2016)	University of Utah Health Sciences Academy
Tek Kilgore, DNP, APRN	Excellence in Teaching Award (2016)	College of Nursing
Gwen Latendresse, PhD, CNM	Excellence in Faculty Practice Award (2016)	College of Nursing
Nanci McLeskey, DNP, MCG, RN-BC, CHPN, FNGNA	End of Life Nursing Education Consortium (ELNCE) Award Winner (2016)	
Leissa Roberts, DNP, CNM	Fay W. Whitney Distinguished Alumni Award (2016)	University of Wyoming
Erin Rothwell, PhD	Fellow (2017)	Academy of Health Sciences Educators
Katherine Sward, PhD, RN	Fellow (2017)	American Academy of Nursing
Katherine Sward, PhD, RN	Reed Gardner Award For Faculty Excellence (2017)	University of Utah Departments of Biomedical and Nursing Informatics
Barbara Wilson, PhD, RNC-BC	Outstanding Community Partner Award (2016)	Salt Lake Community College Nursing Division

Research and Scholarship

Three forms of division support for faculty research and scholarship were implemented this year. Support included funding for travel to professional meetings, nomination and/or support for faculty recognition and awards (see above), and mentoring.

According to division travel fund disbursement, 27 requests were filled for faculty to travel to professional meetings to present their scholarly work. Table 38 summarizes the scholarship activities of the division faculty.

Table 38: Faculty Scholarship Activities in Academic Years 2014 – 2016

HSCBC Division Faculty Activities and Productivity*	2014	2015	2016
Faculty authors/co-authors on journal publications	52	74	65
Faculty authors/co-authors on presentations & posters	119	131	93
Faculty authors/co-authors on books or book chapters	16	5	9

*Note: data aggregated from year-end faculty-entered FAR reports. Publications are inclusive of published, in press, and accepted journals, books, and book chapters, and exclusive of in-preparation, submitted, and in-review contributions. Total numbers of publications/presentations reflect counts by author, allowing for duplicate entries for publications or presentations with more than one division member with listed authorship. Data for 2017 will be available after January 1, 2018.

Faculty Mentorship and Development
The university offered leadership programs for faculty in senior leadership as well as those new to a leadership position or preparing for leadership in the college or university. A number of HSCBC faculty participated in Leadership I, II, III or Senior Leadership courses this year. Dr. Jia-Wen Guo continued as a Vice President's Clinical and Translational (VPCAT) Research Scholar, and was joined by Dr. Michelle Litchman, who was awarded the VPCAT designation in 2016.

The Health Systems Community-Based Care Division hosted the College of Nursing Lunch and Lecture series for 2016-2017 that showcased faculty research in eight seminars held before monthly College Council meetings.

The Health Systems Community-Based Care and Acute and Chronic Care Division Chairs also provided monthly orientation brown-bag lunches for new faculty.

The Health Systems Community-Based Care and Acute and Chronic Care Divisions supported faculty to attend the Center for Teaching and Learning Excellence Summer Bootcamp and faculty were referred to the Center for Teaching and Learning Excellence Program for seminars, an evaluation of their course(s) or individual consultation.

Faculty from both divisions provided leadership and participated in activities through the Academy of Health Science Educators (AHSE). AHSE's goals include enhancing quality academic programs, providing superior faculty development, and honoring and promoting exceptional teachers. The AHSE offered a monthly academic workshop series and an annual, full-day education symposium for faculty. Sue Chase Cantarini led an interprofessional team of educators, including faculty from both College of Nursing divisions that was awarded the Interprofessional Team Education Award by AHSE. Dr. Erin Rothwell was inducted as an AHSE Fellow in 2017.

COLLEGE OF NURSING BOARDS

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*Therese Aschkenase
Vanessa Laurella

*2016-2017
New Board Members*

STAFF NEW HIRES

Tara Cox-Barnett	Clinical Nurse	Faculty Practice
Heidi Cochran	Medical Assistant	Faculty Practice
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Catherine Collins	Coordinator, Admin Programs	Academic Programs
Denizio Cushing	Executive Assistant	Student Services
Rebecca Dick	Academic Advisor	Gerontology Center
Shelley Gabriel	Manager, Program(s)	Research
Kristen Mahoney	Academic Program Manager	Student Services
Savannah Manwill	Academic Program Manager	Student Services
Sumiko Martinez	Project Administrator	Student Services
Mary Neville	Administrative Assistant	Advancement
Janae Resendiz	Clinical Nurse	Faculty Practice
Sydney Roberts	Administrative Assistant	Faculty Practice
Heather Saldivar	Executive Secretary	ACC Division
Candace Smith	Executive Secretary	HSCBC Division
Angela Swensen	Research Associate	Research
Danny Trujillo	Program Manager	Research
Rebecca Walsh	Assoc. Dir. PR/Communications	Advancement
Cole Wandler	Web Content Specialist	Advancement

Revenue

Figure 36 shows major revenue sources as a percentage of total College of Nursing revenue. Overall, the college saw 2.5 percent growth in revenue from fiscal year 2017. The majority of the revenue increases occurred in grants and contracts (9.1 percent increase over fiscal year 2016) and University Hospital Support (19.1 percent over fiscal year 2016).
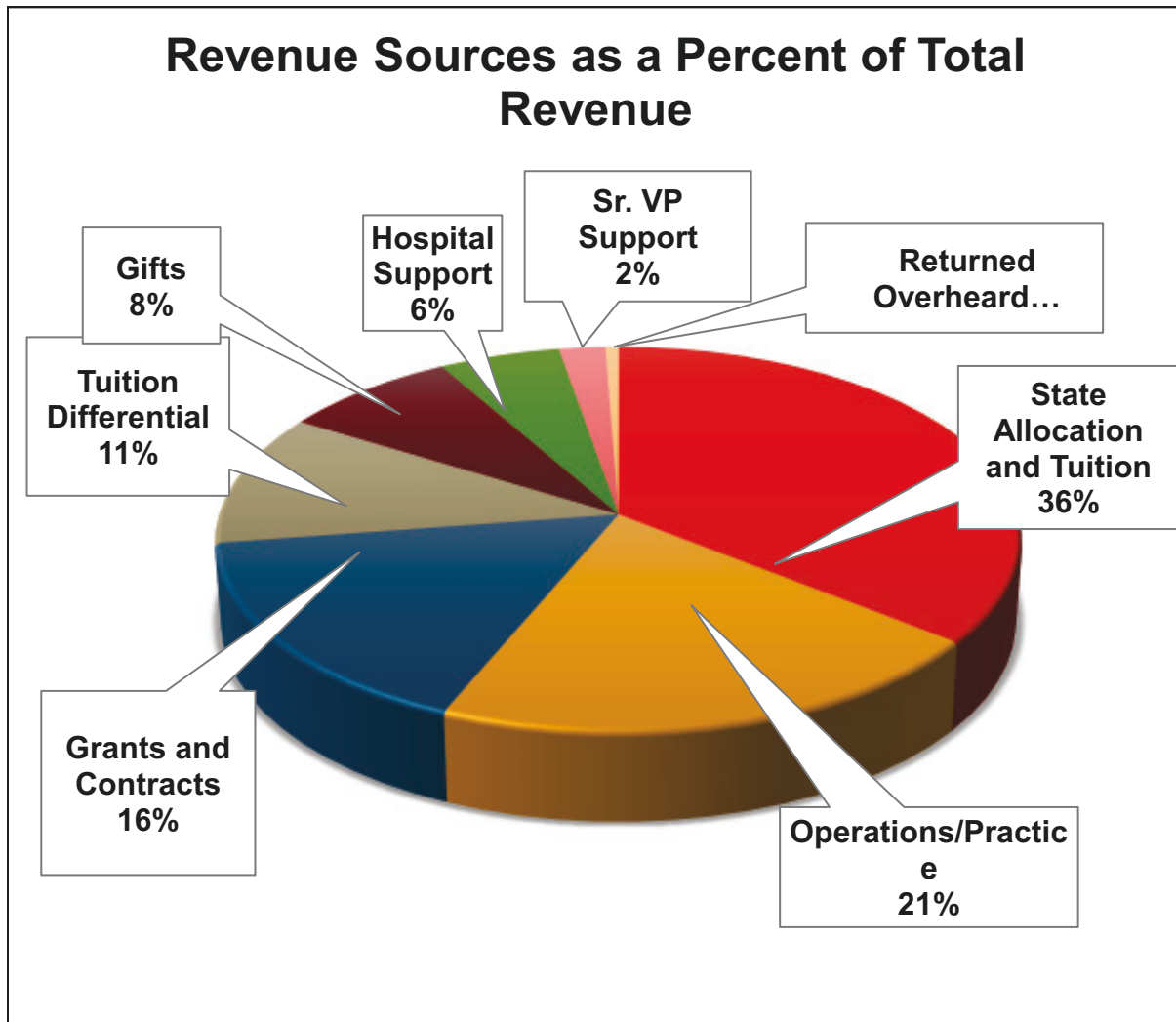
Revenue Sources as a Percent of Total Revenue

- Sr. VP Support 2%
- Hospital Support 6%
- Gifts 8%
- Returned Overheard…
- Tuition Differential 11%
- State Allocation and Tuition 36%
- Grants and Contracts 16%
- Operations/Practice 21%

Figure 36: College of Nursing Revenue Sources, Fiscal Year 2017

Expenditures

Figure 37 shows major expense categories as a percentage of all college expenses. Fiscal Year 2017 saw an overall expense increase of 11 percent, with salaries and benefits increasing 6.7 percent over the previous fiscal year, and a 255 percent

increase, from 0.7 percent to 2.2 percent, in administration costs of subcontracts related to grants and contracts.
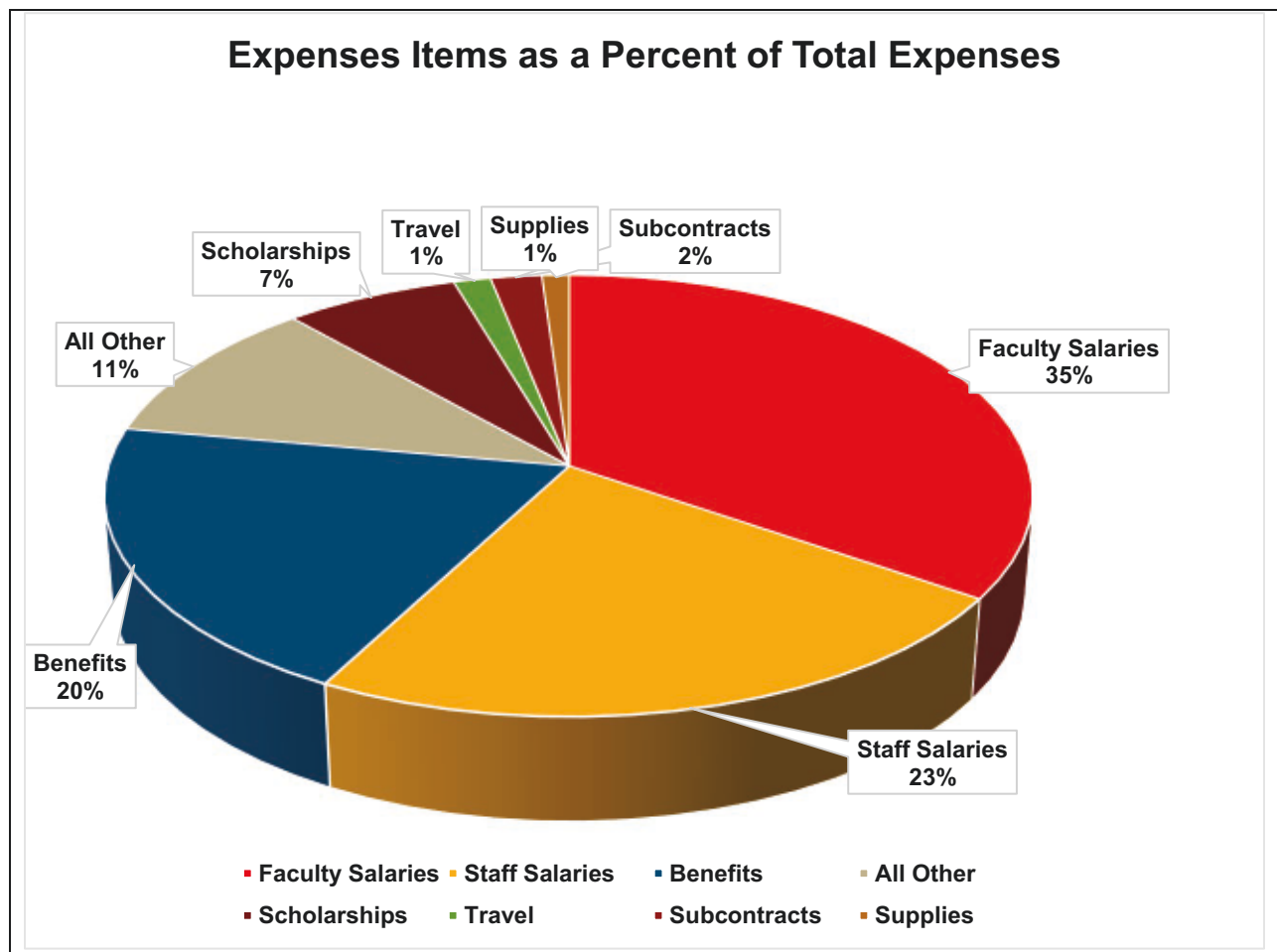
Expenses Items as a Percent of Total Expenses

Travel 1%

Supplies 1%

Subcontracts 2%

Scholarships 7%

All Other 11%

Faculty Salaries 35%

Benefits 20%

Staff Salaries 23%

Legend: Faculty Salaries · Staff Salaries · Benefits · All Other · Scholarships · Travel · Subcontracts · Supplies

Figure 37: College of Nursing Expenditure Items, Fiscal Year 2017

COLLEGE OF NURSING DONORS

$100,000+
Lawrence T. and Janet T. Dee
Foundation
Claire Dumke-Ryberg and Stephen M.
Ryberg
Emma Eccles Jones Foundation
Rick Q. Lawson
Frederick Q. Lawson Foundation
The Ray and Tye Noorda Foundation

$24,000-$99,999
McGillis Charitable Foundation
Joanne S. and Richard L. McGillis
C. Scott and Dorothy E. Watkins
Foundation
Janet Q. Lawson Foundation
Dr. Ezekiel R. & Edna Wattis Dumke
Foundation
Auxiliary Nursing Care Trust
Thomas D. Dee III and Candace
Cartwright Dee
Thomas & Candace Dee Family
Foundation
Barbara R. Burnett Charitable
Remainder Annuity Trust
Ted* and Barbara R.* Burnett
Bamberger Memorial Foundation
Fidelity

$5,000-$24,999
Bamberger Memorial Foundation
R. Harold Burton Foundation
Nancy W. and Nicholas J. Ward
The Marriner S. Eccles Foundation
Kathie M. and Mark C. Miller
W.E. and Harriet R. Rasmussen
Suzanne M. and D. Brent* Scott
John H. & Mary Wilkes Short Family
Foundation
Mary Wilkes Short and John H. Short*
Smith Family Foundation
Gordon and Marcia Olch Trust
The Mark & Kathie Miller Foundation

Cheryl D. Smith
Barbara L. and Norman C.* Tanner
Gordon M. and Marcia* Olch
Allan M. and Kay W. Lipman Jr.
IASIS Healthcare
Utah Nursing Consortium
MountainStar Healthcare
Intermountain Healthcare
University of Utah Hospitals & Clinics
Patricia and John S. Morton
Vanessa Brown Laurella and Carl L.
Laurella
Robert S. Carter Foundation, Inc.
Deon T. Hilger
Clark L. Tanner Foundation
Hazel M. Robertson Trust
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Lamb, Sr.
Margaret P. and Joseph S. Viland
Hazel M. Robertson*
William K. and Julia D. Reagan

Gifts up to $4,999
Larkin Mortuary
Betty B. and Howard S. Clark
Sue R. and M. Walker Wallace
The Castle Foundation
Herbert I. & Elsa B. Michael Foundation
The Helen Zsohar Trust
Helen Zsohar
Gary W. Rodgers and Chris Filtz
Bonnie Barry
Razoo Foundation
Linda Kay Amos
C and G Venizelos, LLC
Maysie E. Watts
Janice M. and Richard L. Corbin
University Hospital Foundation

Utah Nurses Association
Merit Medical Systems, Inc.
United HealthCare Group
Savage Services Companies
Richard S. and Lori Boyer
American Endowment Foundation
David Gregory and Sarah Jean Wolach
R. Paul* and Elise K. Hutchings
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Carolyn H. and Richard A. Scheese
Barbara L. Wilson
Katherine P. and Mark A. Supiano
Lisa K. and Mori B. Paulsen
Robert and Caroline Kanner
Alicia B. and John Derk Wharton
Agnes Gardner Kirchgasler
Joan Mason Trust
Gulf Coast Community Foundation
Anthony G. Skedros Charitable
Foundation
Teresa and Greg J. Curtis
Brian T. and Janice E. Ruggles
Rodney* and Barbara H. Aamodt
Karen B. and D. Michael Edson
Joan J. Mason
Joan Jensen Mathews
Gregory J. and Jenny P.* Skedros
Keith Maurice* and Susan R. Warshaw
Merrill S. and Edward C. Wall
James Lee and Krista Sorenson
Craig W. Anderson and Denise A.
Dragoo
Harriett M. and Raymond F. Gesteland
Susan L. Beck
Diane Kiuhara
Lauren Clark and Marc J. Morse
Darryl P. and Ann L. Butt
George E. Caine* and Linda M.
Fontenot
Frances P. Muir Revocable Family Trust
Katherine A. Welkie
Jackie Aileen Smith
Pamela F. Cipriano
Robert D. Ross

BMW of Murray
Robert H. and Katharine B. Garff
Anna G. Dresel
Norma W. and Scott M.* Matheson
Frances P. and Richard W.* Muir
Saundra Snyder
Lauree Ann White and Michael K. Imes
Kathy L. McCance and John A. Wolfer
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Joseph Pierce
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Brenda Lou and Blake Luther
Alexa Kristine Doig
Eric David Kenney
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Baring-Gould
M. Marlene Kiernat-Yaeger and Gerald
Yaeger*
Marsha T. and Robert B. Tadje
Robert R. and Dale J. Dimock
Sarah Patterson and Jeffrey K. Scott
George Venizelos
John and Sandra Powell Family Trust
Alice C. and John H.* Hannahs
Jolie A. Coleman and Brad D. Hardy
Sandy and John Palmer Powell
Georgene Dee and Van L. Heare
Anonymous
G. Sue and Obed I. Onwuegbu
Ann P. and L. Grant* Hutton
C. Victor and Barbara J.* Maw Jr.
Catherine F. and Barry J. Angstman
Janet H. and Arthur Z. Mueller
Janzell Luika Kim and Ben Fonoimoana
Tutor
Cheryl Lynne Brohard
Sylvia L. and Todd S.* Eagar
Anmy Tran Mayfield
Judith N. and Armin P. Blaufuss
Bonnie B. Shepherd Living Trust
Ned J.* and Bonnie B. Shepherd
Kevin C. and Robyn E. Martin
Mary E. Heller

John A. and Lisa R. Adams
Barbara Dayton and L. Tom* Perry
Diane L. Lowe
Connie Lynn and Lawrence J. Madden
Janice R. Kukuk
Athlen O. and Daniel C. Keller
Julie P. and Mark A. Balk
Carrie L. Radmall
Joe Wade Knowlton
Dianne Stewart
Janice E. Christensen
Kristin E. and Douglas Bruce Cannon
Jenneth Beloy Doria
Valerie Jean Flattes
Wendy A. Long
Mollie R. Cummins
Joseph and Shayla DeGooyer
Matthew N. Gerber
Nancy A. Allen
Lee Ellington
Kevin Runolfson
Jodi M. Groot
Evelyn G. Hartigan
Karen Levine
Brett L. Hayes
Jocelyn Susan Yale
Jill M. Johnson
The Award Group, Inc.
Diane Tadehara
Jen Wagenaar
Marguerite C. Adair
Dean Jarman
Cathy E. Wyatt
Katherine Ward
Elizabeth Dolan Winter and Dan K.
Lundergan
Amy B. and Bill M. Cutting
T. Edward 'Ted'* and Elizabeth B.
Wilder
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Kimberlee Henrichsen
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Laura A. Keating
John F. Fralick* and Kathy L. Chapman
Philip and Audrey A. Jiricko
Rebecca Kline Burt
Mandalyn Musselman
Salt Lake City School District
Snow, Christensen & Martineau
Harold L. Koch and Barbara Pence
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