University of Idaho  
2014-2015 FACULTY SENATE AGENDA  

Meeting #11  

3:30 p.m. - Tuesday, November 4, 2014  
Brink Hall Faculty-Staff Lounge  
IWC Room 390 – Boise  
213 – Coeur d’Alene  
TAB 350a IF1 – Idaho Falls  

Order of Business  

I. Call to Order.  

II. Minutes.  
   • Minutes of the 2014-15 Faculty Senate Meeting #10, October 28, 2014 (vote)  

III. Chair's Report.  

IV. Provost's Report.  

V. Committee Reports.  

   University Curriculum Committee:  

VI. Other Announcements and Communications.  

   • University Promotions Committee (Ytreberg)  
   • Athletics (Spear)  
   • Ombuds Annual Report (Schreiber)  
   • FS-15-017: APM 95.12 – Firearm (Weapons) (Dorschel)(FYI)  

VII. Special Orders.  

VIII. Unfinished Business and General Orders.  

IX. New Business.  

X. Adjournment.  

Professor Marty Ytreberg, Chair 2014-2015, Faculty Senate  

Attachments: Minutes of 2014-2015 FS Meeting #10  
University Promotions Committee material  
FS-15-016; 017  
Ombuds Annual Report
The Chair called the meeting to order at 3:31. A motion (Smith/Folwell) to approve the minutes passed unanimously.

Chair’s Report: Next week the Athletic Director Rob Spear will be at the Senate. We will also review the annual report from the Ombuds office. Two weeks from now the entire meeting will be devoted to a brainstorming session of benefits and non-monetary forms of compensation. Chair Ytreberg encouraged Senators to contact their constituents for any ideas they might have related to this issue.

This Thursday (October 30) at 7:00 p.m. in the Law School Courtroom the Robert B. and Floretha F. Austin Distinguished Lecture in Science will be presented by Dr. Richard A. Feely from the NOAA Pacific Marine Environmental Laboratory. The title of Dr. Feely’s lecture will be “Ocean Acidification: A Global Problem with Local Impacts.”

Also, this Friday (October 31) is the deadline for Sabbatical Applications.

Provost Report: Provost Aiken also called our attention to the Austin Lecture mentioned above. It is a good opportunity to pursue the type of interdisciplinary connections we encourage. Scientists as well as non-scientists will benefit from the lecture.

She also reiterated her comments from last week regarding the importance of the start of student advising. There is nothing more important to retaining our students and insuring their success than having a genuine advising session that is attentive to their academic progress.

Finally, President Staben will be having a Halloween party at 6 p.m. at the President’s house (or at least what we used to call the President’s House). So come, wear a costume and have fun.

Larry Stauffer, the Dean of the College of Engineering, reminded all of the monthly faculty reception that is also this Friday. The gathering will start at 3:30 here in the Brink Hall Faculty-Staff Lounge.

**FS-15-005 (UCC-15-014): Science - New Bioinformatics and Computation Biology.** This proposal involves a graduate level certificate. Senator Foster stated that this certificate was recommended by the external advisory board and has been enthusiastically received. There was a question as to whether this was on the five year plan. It isn’t, but the Provost noted that given the Focus for the Future there has been a temporary hiatus to the State Board Five Year Plan and this program can easily be added as a result of the prioritization process. The Certificate was approved unanimously.

**FS-15-006 (UCC-15-015): Law - Concurrent JD and MBA Program with Boise State University.** Senator Brandt speaking for the Law School stated that the program fits the business focus of the Law Schools program in Boise. It will allow students to finish both a JD and a MBA in four years by cross-counting credits. This was approved unanimously.
FS-15-014 (UCC-15-027): CLASS - Theatre Art name changes: This proposal involves a name change in two minors in Theatre Arts. The Chair of Theatre Arts Dean Panttaja explained that the previous “technical theatre” minor will change to Theatre Design and Technology Minor and the “theatre arts” minor will now be called the Theatre Performance Minor. These changes will make the minors more focused and the titles will more clearly express the content of the minors. This proposal also was unanimously approved.

FS-15-015 (UCC-15-028): CLASS - Jazz Studies minor. Professor Leonard Garrison from the Lionel Hampton School of Music (LHSOM) explained that the proposed minor was designed to allow those with an interest in Jazz to have it reflected on their transcripts which was not currently the case. The LHSOM does not have a major in Jazz and the existing emphasis did not meet state requirements for a minor and as such was not reflected on a student’s transcript. A Senator wondered about majoring and minoring in the same program. It was stated that there is a precedent for this in music. Another question was directed at the number of credits required (26) for this minor. Since some of the courses required for the major are included in the minor than the size of the Jazz Minor isn’t really that large. Since this is already something a lot of music students are already doing it will not be that much extra work for them. This new minor was approved unanimously.

Human Resource Policies and Practices: The Chair introduced Greg Walters the Executive Director of Human Resources. He has been invited to discuss HR practices & policies. Mr. Walters did not make any opening comments but indicated that he would be happy to answer questions.

- Last year a senator noted he served on a committee with the HR Director working on internal hiring and promotion policies. What is the status of that committee and will that process get started again? Walters stated that the process had stalled. He suggested that he was hesitant to reinvigorate this inquiry since the University Leadership team was working on compensation issues. He felt they should have time to formulate their ideas before going much further with formalizing policies related to staff hiring and promotion. He did note that the idea of having just internal postings for some positions is something that could be carved out and acted upon. Chair Ytreberg pointed out that there was a group, headed by Ron Smith, being created to look at streamlining internal searches as well as looking at possible longevity increases. It was requested that the documentation from last year’s staff group that discussed these issues be made available to the Senate Chair so he would have a better sense of where they had gotten to and why the discussions had stalled. Mr. Walters stated that he did have the most recent version and would provide that to the Chair.

- What percentage of UI employees are at grade 1 or 2 and below $20,000. At the end of the classification study there weren’t many employees in grade 1 and they were moved up to grade 2. There is a minimum threshold for hiring regular staff at $10.75. This would be around $22,000 annually. While noting that the numbers might not be exact he believed that there were less than ninety employee’s earning less than $12.00 an hour.

- Perhaps we should eliminate grade 1 since nobody is now in it and it potentially has a negative effect on morale? Mr. Walters suggested that while it made sense to start counting at 1 that this probably could be done. They were being careful to not hire anyone below the $10.75 an hour rate. A Senator suggested that there may be reasons to keep the degree of skills required for grade 1 as long as the salary range for grade 1 was adjusted upward to reflect the actual compensation.

- A slightly different issue was raised related to streamlining the HR process. We seem to be losing staff at twice the rate of our peers which puts us in a position of filling positions on short notice. The current hiring process makes it almost impossible to hire talented people in key positions.
Greg Walters responded that the current staff turnover rate is around 14-15% and that organizations seek to be under 10%. He believed that the biggest reason for this high turnover rate related to compensation levels.

- **Current policy is that we cannot offer someone above one-third of the salary range for that grade level although sometimes special permission is given to hire at one-half of the salary range. How were these decisions made?** These decisions are made at the Provost and Vice President level.

- **In some cases it was nearly impossible to hire a person of the necessary caliber at the current classification and pay range. Is there any process to re-evaluate a classification when someone leaves?** Mr. Walters stated that generally open positions are not reclassified although there have been a couple of situations that have sparked a reclassification. This has occurred when we have been unable to attract qualified applicants despite going through at least two rounds of advertising. One position remained unfilled for over a year.

- **A couple of Senators suggested that it shouldn’t be necessary to wait a year to know whether it is necessary to raise the compensation level in order to attract a qualified candidate.** Walters responded that the larger question regarding compensation levels should be directed to the President and Vice Presidents. There are many situations where the pay ranges are very low and it will be difficult to hire a qualified person.

- **Going a long period of time without being able to hire someone led to a loss of productivity and added significant stress to the department.** Walters stated that departments can request a reclassification and HR has streamlined their response time to reclassification requests.

- **There were situations where someone had been asked to take on responsibilities of another classification level for people who were out on leave but the added compensation level for the additional responsibility was limited to 5%. This he noted was unfair and led to people leaving their position.**

- **A similar complaint was raised about specialist positions. A person went to a lower responsibility job at a neighboring institution for a significant pay increase while we would not be able to find a qualified person for this position under current policies.**

- **Has anyone inquired into how much last year’s reclassification exercise cost the University in terms of lost employee’s, declining morale, and a belief that the University did not respect its employees?** Mr. Walters responded that HR does routinely hear from supervisors detailing the reasons people have left the University. There is a very high number who leave for higher paying jobs. Some people have mentioned the classification study but talk about compensation levels, lack of opportunity for advancement are more often mentioned. More generally Walters noted that in his time at the University leadership changes, lack of pay increases, and increased workloads, have all played a role in providing employees motivation to look elsewhere. He agreed that there was certainly a high cost to the number of people that we are losing.

- **Have the problems classifying certain scientific support staff made it completely through the appeals process?** There have been workgroups that have looked at these research related classifications. A final decision has not been made regarding the appropriate classifications but when the review is complete employees will still have the opportunity to appeal if they are not satisfied with the classification.

- **In cases where the supervisor might have been part of the problem why an employee leaves, does the University have a good system for determining this?** Walters noted that HR does take concerns about supervisors seriously and has been willing to use the Ombuds office to facilitate communication when appropriate.

- **How has the reclassification process affected people moving from one job to another within the University?** When a person moves to another job that is within the same classification their pay
will stay the same. The Chair noted that this decision should be revisited and is inconsistent with the plan to open up positions for internal hires.

- **Is there a possibility of bonuses?** Mr. Walters said there was a mechanism in policy but it was rarely used.

- **Is there training and development programs available for staff?** Walters noted that HR does have professional development programs and interested people should go to their website to see what is available at: [http://www.uidaho.edu/pdl_portal](http://www.uidaho.edu/pdl_portal). The emphasis recently has been on compliance related training like the new online program on sexual harassment prevention. There are other training programs available ranging from performance management, evaluations, hiring, and affirmative action.

- **What of the viability of the current evaluation process?** Mr. Walters noted that a lot of organizations have not done a good job of tailoring their performance evaluations to meet their needs. There is a desire to improve our performance management system in the coming years.

- Several Senators commented on frustration with our current evaluation system and the Chair noted that there is a Senate Committee working on evaluations and this issue will be back to us in the near future.

- **During the reclassification process, what percentage of HR employees versus other university staff received a mandatory raise because they were not at the minimum in their classification level?** Mr. Walters responded that he did not have these numbers. However, he noted that he provided this information last year to Trish Hartzell at her request.

**Adjournment:** On that note the Chair accepted a motion (Miller/Mahoney) to adjourn at 4:44 p.m. which passed unanimously.

Don Crowley, Secretary to Faculty Senate
Faculty Secretary/Policy Coordinator
During the reclassification process, what percentage of HR employees versus other university staff received a mandatory raise because they were not at the minimum in their classification level? Mr. Walters responded that he did not have these numbers. However, he noted that he provided this information last year to Trish Hartzell at her request.

We were unable to locate any information sent to the Senate last year that directly addressed the above question. We did find a chart sent to Trish Hartzell that provided the number of appeals heard and the number of appeals accepted.
Idaho State Board of Education
Proposal for Other Academic Program Activity and Professional-Technical Education

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th></th>
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<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Natural Resources</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Forest, Rangeland, and Fire Sciences</td>
</tr>
</tbody>
</table>

Program Identification for Proposed New, Modified, or Discontinued Program:

<table>
<thead>
<tr>
<th>Title:</th>
<th>Master of Natural Resources:</th>
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<tbody>
<tr>
<td></td>
<td>Option 1: Natural Resources-Integrated Natural Resources</td>
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<td></td>
<td>Option 2: Natural Resources-Fire Ecology and Management</td>
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<tr>
<td>Degree:</td>
<td>Master of Natural Resources (M.N.R.)</td>
</tr>
<tr>
<td>Method of Delivery:</td>
<td>Traditional and On-line availability (no change)</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar)</td>
<td>Major: 30.201 (no change)</td>
</tr>
<tr>
<td>Proposed Starting Date:</td>
<td>Summer 2015</td>
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<tr>
<td>Indicate if the program is:</td>
<td>Regional Responsibility x Statewide Responsibility</td>
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Indicate whether this request is either of the following:

- [ ] New Program (minor/option/emphasis or certificate)
- [ ] Discontinuance of an Existing Program/Option
- [ ] New Off-Campus Instructional Program
- [ ] Consolidation of an Existing Program
- [ ] New Instructional/Research Unit
- [ ] Expansion of an Existing Program
- [ ] Contract Program/Collaborative
- [x] Other – Bifurcation of existing Major into 2 options

<table>
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<tr>
<th>College Dean (Institution)</th>
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<tr>
<td>Vice President for Research (as applicable)</td>
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<td>Graduate Dean (as applicable)</td>
<td>Date</td>
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<td>State Administrator, SDPTE (as applicable)</td>
<td>Date</td>
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<td>Chief Fiscal Officer (Institution)</td>
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<td>Academic Affairs Program Manager</td>
<td>Date</td>
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<td>Chief Academic Officer (Institution)</td>
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<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
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<tr>
<td>President</td>
<td>Date</td>
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<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
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1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. *If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.*

The following request is to bifurcate the existing Master of Natural Resources program into two identifiable options. Currently the single major exists as Natural Resources. We will not change the major or the degree but will differentiate the curriculum to allow for two options. The end result will be two options within the Master of Natural Resources major (M.N.R.):

Master of Natural Resources-Integrated Natural Resources  
Master of Natural Resources-Fire Ecology and Management

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

Natural Resource issues dominate today’s ecological and economic landscape. The University of Idaho has long been a leader in Natural Resources graduate education. The evolution of degrees and courses is critical to meet the needs of modern graduates and stakeholders. In this instance, the traditionally offered M.N.R. continues to meet those needs as an Integrated Natural Resources option. Idaho’s $5.7 billion natural resources industry, including forestry, forest products, livestock forage, hunting, fishing, wildlife watching, and outdoor recreation, requires an inflow of well-trained graduates who are critical thinkers and able to inform and make decisions based on current and traditional knowledge and needs. The addition of a track focusing on Fire Ecology and Management allows for detailed work to address the extreme challenges faced by society regarding the approximate annual 7,000,000 acres of wildfire (and 75,000 fires that occur).

**M.N.R Natural Resources**  
This is an interdisciplinary, course-based, graduate program designed for professionals who wish to enhance their educational experience in natural resource issues. To this end, the specific learning outcomes are designed around the needs of each individual student, within the context of a professional degree setting. Learning outcomes for the M.N.R. include:

- Defining and applying sustainable management in natural resources as ethical, socially responsible practice; understanding ethical dilemmas and making ethical choices  
- Demonstrating oral, written and visual techniques to communicate complex natural resource ideas  
- Mastering and integrating information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource issues  
- Synthesizing ideas and information to identify, analyze and problem-solve natural resource issues – into a systems view of natural resource issues  
- Understanding diverse viewpoints and perspectives to assist graduates develop credentials and skills making them effective natural resource managers; demonstrate reflection and expanded understanding as applied to one’s professional goals in relation to global
perspectives

The Integrated Natural Resources option provides a broad understanding of the suite of natural resources issues faced in a rapidly changing landscape and:

- Aims to integrate and scale various perspectives – ecological, the human dimension, planning and law, and practical tools – into a systems view of natural resource issues
- Provides mid- and executive-level professionals unique educational opportunities for career advancement
- Is suitable for persons without a natural resource background who want a new career dealing with environmental issues, or persons in a natural resource field who want to upgrade career options, e.g., in management or administrative positions in a variety of natural resource management fields

The Fire Ecology and Management option uses the same concept of course-based learning at an advanced level to provide both the breadth of understanding of natural resource issues but also:

- Provides a basis for understanding the role of wildland fire in a diversity of global ecosystems through processing scientific knowledge to address science and management issues
- Engages students in practices that develop effective teamwork to solve problems related to issues including quantifying and interpreting fire behavior and effects at multiple temporal and spatial scales
- Demonstrating critical thinking skills by formulating logical arguments based on objective evaluations of information

The bifurcation of this program from a single major allows the University of Idaho to continue meeting the state-wide responsibility for delivery of natural resource education in the concentration areas currently identified in SBOE Policy III.Z. There is no change in concentration areas or in the degrees awarded. The additional coursework and option for a M.N.R.-Fire Ecology and Management option builds on the expertise currently used to offer a BS Fire Ecology and Management and the graduate certificate in Fire Ecology, Management, and Technology Certificate. The current CIP code will continue to accurately represent the program of study after the bifurcation.

3. Briefly describe how the institution will ensure the quality of the program (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. This question is not applicable to requests for discontinuance.

The Master of Natural Resources major will ensure that the quality of the program meets the expectations of a graduate degree at the University of Idaho through a) use of qualified faculty to develop courses, b) periodic program review and continuous improvement based on student learning by faculty, students, and stakeholders, and c) integration of a new system of course peer-review (initially focused on courses related to the Fire Ecology and Management).

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.

New courses have been developed in a manner that allows for the completion of the M.N.R. Fire Ecology and Management option. These, along with courses that have been significantly revised to allow for inclusion in the M.N.R. options, will allow for students to complete the Fire Ecology and Management component. Theses courses also strengthen the current offerings available for students in the Integrated Natural Resources option.
FOR5xx Advanced Fire Behavior (3CH). This course is an online course only. Understand the processes that control fire behavior in forest and rangelands, including combustion, emissions and heat release, and related fire effects. Use theory and advanced knowledge with scientific literature and case studies to critically assess the assumptions and limitations of limitations of surface and crown fire models, including the varying influences of fuels, terrain, and environmental conditions. Credit not allowed for both FOR 450 and this course.

FOR5xx Science Synthesis and Communication (3CH). This course is an online course only. Critically review science literature and write both brief and in-depth syntheses to address applied questions in science and management. Learn best practices for summarizing and communicating science effectively. Discuss challenges for application of science in management. Examples will focus on wildland fire science and management.

FOR554 Air Quality, Pollution, and Smoke (3CH). Assessment of the controls and drivers of emission processes and impacts on air quality from fires, industry, and other natural sources. Overview of the combustion and emission process, how these emissions impact the ‘quality of air’, and what models exist to monitor the emission. Other topics to include: recent EPA and other guidelines for smoke management planning, attainment issues, atmospheric transport and deposition processes . (J454, Additional work required for graduate credit).

FOR587 Wildland Fire Policy (2CH). This course is an online course only. Relationships between fire science and management and the federal laws and regulations that affect fire management in wildland ecosystems; the politics of wildland fire; and the effects of wildland fire on wildland-urban interface (WUI) communities. Recommended preparation is an upper division course in natural resource, environmental policy, or FOR 584. (Fall only)

REM507 Landscape and Habitat Dynamics (3CH). Students explore landscape change occurring a variety of spatial and temporal scales, including global change, succession, disturbance events, and change induced by humans. Via scientific readings, models and spatial analysis students will learn how to quantify landscape change and how a change in environmental conditions and disturbance regimes may affect the composition of landscapes, specifically plant and animal habitats. Recommended Preparation: courses in ecology, statistics, and GIS.

5. Please provide the program completion requirements and attach to this proposal as Appendix A. *This question is not applicable to requests for discontinuance.*

M.N.R.-Integrated Natural Resources

| Credit hours required in major: | 22 |
| Credit hours required in minor: |
| Credit hours in institutional general education or core curriculum: |
| Credit hours in required electives: | 8 |
| **Total credit hours required for completion:** | 30 |

M.N.R.-Fire Ecology and Management

| Credit hours required in major: | 30 |
| Credit hours required in minor: |
| Credit hours in institutional general education or core curriculum: |
| Credit hours in required electives: |
| **Total credit hours required for completion:** | 30 |
6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
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<td>Master</td>
<td>Forest Resources</td>
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7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

Enrollment projections are based on current M.N.R. enrollment, applicants to the MS program inquiring about Fire Ecology and Management, and stakeholder sessions.

**Enrollment and Graduates.** Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

We anticipate that the student population will grow quickly, with approximately 20 new students in year 1 and growth by an increase in 10 students annually to year 3 having an increase by 40 over present enrollment. We expect that the graduation rate should approach the 86% of current M.N.R. students and that it will take an average of 3 years for students to complete this degree.

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.
### Institution | Relevant Enrollment Data | Number of Graduates | Graduate Rate
---|---|---|---
| BSU | Current 2013 | Year 1 Previous 2012 | Year 2 Previous 2011 | Current 2014 | Year 1 Previous 2013 | Year 2 Previous 2012
| CSI | | | | | | |
| CWI | | | | | | |
| EITC | | | | | | |
| ISU | | | | | | |
| LCSC | | | | | | |
| NIC | | | | | | |
| UI | 32 | 37 | 36 | 11 | 16 | 14 | 86%
| Unv. W | 105 | 105 | 112 | N/A | 37 | 43 | |

*This is the 6 yr graduation rate and enrollment data for our existing M.N.R program ONLY.*

While there are professional Master’s degrees focused on Natural Resources at other institutions, there are no comparable options regarding the emphasis area of Fire Ecology and Management.

The numbers from the University of Washington include all comparable majors to Natural Resources. Only two years of degree awarded information was provided and they had not yet calculated degrees awarded for 2013-14 at the time of the request.

The data was requested from all of the regionally identified institutions but there were no other responses.

8. **Will this program reduce enrollments in other programs at your institution?** If so, please explain.

   No, this program is unique within the University.

9. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

   Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation). Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*

<table>
<thead>
<tr>
<th>Region</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
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<td>State</td>
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<tr>
<td>Nation</td>
<td>1,200</td>
<td>1,232</td>
<td>1,264</td>
<td>3,696</td>
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</tbody>
</table>
a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

In place of a formal survey, discussions were held with numerous stakeholders including potential students, employers, and colleagues. Currently, graduates completing M.N.R. and Master of Science programs at the University of Idaho are successfully finding employment in their fields of study and crediting their graduate degree as a major factor in this success. A rough estimate of the data generated by USAjobs.gov (~300 open positions at time of this writing and assuming that that same number is open quarterly) provides an approximate present opening total of 1200. The US Bureau of Labor Statistics estimates 10 year job growth of approximately 3% (bls.gov).

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

The bifurcation of the M.N.R. program will contribute to the state economy by a) providing specific skills needed by job seekers to become critical thinkers and advance in their positions, b) increase the number of graduate degree-holders in Idaho’s workforce. Specific to the Fire Ecology and Management option, an increase in the number of personnel who manage and lead wildfire science, policy, and management projects in Idaho and the region will improve the capacity for agencies and communities to manage, prepare for, and protect during fire seasons.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

In addition to the direct gains outlined above, the coursework and increase in skilled graduates will aid in improving Idaho’s ability to prepare community development and emergency response plans, increase the ability to maximize values generated from forests and rangelands, and provide a broader understanding of how natural resources can be effectively managed.

10. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.

The M.N.R. program will continue as a major and degree that can be completed entirely via online courses, campus-based courses, or a combination of online and resident courses. There is no change in delivery method. Students of either option will be assigned a major professor/academic advisor with a knowledge set relevant to the student’s interests. For those who choose online pathways to completing the degree, library resources will be extensively used through online portals. Most courses have at least some component delivered through BB learn as well.

11. Describe how this request is consistent with the State Board of Education’s strategic plan and institution’s role and mission. This question is not applicable to requests for discontinuance.

The Idaho State Board of Education’s Strategic Plan envisions “an accessible, seamless public education system that results in a highly educated citizenry” with a mission to transform Idaho’s education system to improve quality of life for Idaho citizens, and to increase competitiveness on
the global scale. The bifurcation of the existing Master of Natural Resources degree into two options is consistent with the three goals outlined within the Idaho Board of Education’s Strategic Plan:

SBOE Strategic Plan Goal 1. A Well Educated Citizenry: The Masters of Natural Resources major is designed to enhance the experience of students by providing professional experience and support within a multi-dimensional higher education framework. Students seeking an interdisciplinary program, looking to enhance their education in natural resource issues, can pursue the M.N.R.- Integrated Natural Resources option. Students seeking a professional graduate degree allowing for a broad understanding of wildland fire science issues can pursue the M.N.R.- Fire Ecology and Management option. Both paths provide the student with wide range of skills and career options.

SBOE Strategic Plan Goal 2. Critical Thinking and Innovation: Along the lines of SBOE’s goals, the University of Idaho’s College of Natural Resources provides an environment conducive to the development of learning, new ideas, and entrepreneurial spirit. The M.N.R.- Integrated Natural Resources option focuses on the integration of multiple perspectives and understanding of the dynamic issues surrounding natural resources. Students in the M.N.R.- Fire Ecology and Management option will seek to synthesize scientific knowledge in order to address scientific and management issues within local, regional, and global ecosystems. Both options offer the opportunity for innovation, critical and creative thinking, and development of logical evaluation skills that benefit society.

SBOE Strategic Plan Goal 3. Effective and Efficient Delivery Systems: The use of existing, qualified faculty ensures the appropriate development of curriculum for each degree. Program review by students, faculty, and additional stakeholders ensures that the M.N.R. program uses educational resources efficiently, will contribute to increased productivity over time, and is cost-effective.

The bifurcation of the existing Master of Natural Resources degree into two options is consistent with the University of Idaho’s Role and Mission.

- The University of Idaho is committed to focused excellence, delivered in the Morrill Act-mandated emphasis areas in agriculture, natural resources, and engineering. The bifurcation of the Master of Natural Resource degrees offers innovative growth in the area of natural resources.
- The University of Idaho’s Mission states its commitment to enhancing the scientific, economic, social, legal and cultural assets of our state. This includes the development of solutions for complex problems facing society. The bifurcation of the M.N.R. program into two options is dedicated to the enhancement of scientific assets of Idaho. Students will learn in a diverse educational environment, gaining knowledge from professionals and using these skills to collaborate and innovate. Graduates of the program, either option, can work to promote human and economic development, management of resources, and contribute to the expansion of knowledge in the natural sciences.

12. Describe how this request fits with the institution’s vision and/or strategic plan. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Teaching and Learning</td>
<td>The bifurcation of M.N.R. into two options will streamline curricula pertinent to the student’s</td>
</tr>
<tr>
<td>Goal 1: Student Success</td>
<td>Enable student success in a rapidly changing world.</td>
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<td>------------------------</td>
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<tr>
<td>Goal 2: Scholarly and Creative Activity</td>
<td><strong>Promote excellence in scholarship and creative activity to enhance life today and prepare us for tomorrow.</strong></td>
</tr>
<tr>
<td>Goal 3: Outreach and Engagement</td>
<td>Meet society’s critical needs by engaging mutually beneficial partnerships.</td>
</tr>
<tr>
<td>Goal 4: Community and Culture</td>
<td>Be a purposeful, ethical, vibrant, and open community.</td>
</tr>
</tbody>
</table>

14. **Is the proposed program in your institution’s Five-Year plan? Indicate below.** *This question is not applicable to requests for discontinuance.*

Yes  
No  

*March 16, 2012*
Please note that the full UI 5 year plan indicated that we intended to create a new degree and major related to Fire Science. It was determined institutionally that the better approach was to create options within the existing major and degree.

If not on your institution’s Five-Year plan, provide a justification for adding the program.

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

We have consulted with a broad stakeholder group including agency leaders, former and prospective students, and many others, and assessed online advertising done by others. The MyMNR.net website serves as a portal to the degree and will highlight recruitment materials. The degree will be advertised extensively within the Natural Resources community which includes myriad websites and listserves. Informational sessions will be developed and offered to interested employers and potential students. Marketing/recruitment includes diverse elements, including but not limited the following:

- A flyer will be used in face-to-face contacts and widely distributed electronically, e.g. through emails to key contacts, and to students who have taken our online courses
- Face-to-face contact at regional, national and international professional meetings, including “Intertribal Timber Council” and “Large Wildland Fires: Social, Political & Ecological Effects”, International Union of Forest Research Organizations, and regional meetings
- Internet advertisement, including Google ads, and ads on FRAMES and other fire training web sites
- Joint Fire Science Program (www.jfsp.gov) has agreed to distribute information through their wide network
- An article is planned for Fire Management Today (widely read by fire managers)
- Announcements are planned via newsletters of International Association of Wildland Fire, national Association for Fire Ecology, regional fire science consortia
- Selected social media

Students will be sought from across Idaho as part of our statewide mission but also expected to participate from national (due to the importance of fire from Georgia through California) and International (Australia, China, Europe, and the Middle East are all constantly dealing with wildfire issues) audiences as well.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

One new, teaching-intensive, faculty position will be added to deliver courses needed for the Fire Ecology and Management option. Additionally, adjunct faculty will be used to deliver a course
each year. Teaching assistants will provide support to the faculty members involved in course delivery (2 ½-time positions). Travel will be to promote the degree regionally and nationally. Supplies, a computer, and associated software will be purchased.

To project revenue, the following assumptions were made:
- Students will enroll in 6CH per semester and not in the summer for a total of 12CH annually
- Projections are based on the current tuition rate of $438 per CH, at a growth of 2% annually
- Web credits will be charged at the current rate of $35 per CH
Appendix A: M.N.R. Degree requirements (30CH required for completion).

1. Curriculum: M.N.R.-Integrated Natural Resources option (Additional graduate courses to total ≥30 credits; Final program must have ≥18CH numbered 500 or above). ≥Five credits from each of four M.N.R. program categories – Ecology and Management; Human Dimensions in Natural Resources; Policy, Planning, and Law; and Tools & Technology, eight elective course credits from the MNR curriculum, and two credits for a case study project):

**Ecology and Management (≥5CH required):**

- BAE450 Environmental Hydrology (3CH). This course is designed for non-engineers in the fields of environmental science, natural resources, geography, soil science, and other related sciences. The overall objective of this course is to provide a comprehensive understanding of hydrologic processes associated with environmental processes and to develop initial conceptual evaluations that are part of most assessments.

- FOR426* Global Fire Ecology (3CH). Integrated fire-related ecological effects of fire on vegetation, soils, and air quality; natural and changing role of fire in forests, woodlands, shrublands and rangelands; influence of global change including climate and invasive species; fire as a management tool; application to current issues. (Fall only). *credit only given for FOR426 or FOR526

- FOR526* Advanced Fire Ecology (3CH). Fire-related ecology of plant and animal species in wildlands; effects of fire occurrence and suppression on physical environment, landscapes, and processes in both natural and managed ecosystems. Two days of field trips. (Alt/ynrs). *credit only given for FOR426 or FOR526

- REM560 Ecophysiology (3CH). Functional responses and adaptations of individual species to their environment, emphasizing the physiological mechanisms that influence the interactions between organisms and the major environmental factors (e.g., solar radiation, energy balance, temperature, water and nutrients, climate), and how this affects the interactions among species and their growth and survival (e.g., competition, herbivory, and allelopathy). Interactive computer-based learning materials are used extensively.

- REM440 Wildland Restoration Ecology (3CH). Ecological principles and management practices involved in restoring and rehabilitating wildland ecosystems after disturbance or alteration to return damaged ecosystems to a productive and stable state. (Spring only).

- REM459 Rangeland Ecology (2CH). Application of ecological principles in rangeland management; stressing response and behavior of range ecosystems to various kinds and intensity of disturbance and management practice. Web only [www.cnr.uidaho.edu/range459bunting/]. Recommended Preparation: courses in general ecology (e.g., REM 221), technical writing (e.g., Engl 317), and vegetation assessment (e.g., REM 411 or For 274) or Permission.

- FISH540 Wetland Restoration (3CH). This web-based course contains modules covering wetland science, restoration ecology, freshwater restoration, coastal restoration, and monitoring/maintenance. The emphasis is on the science of wetland ecosystems and the applied
ecology/practice of restoration, with additional consideration of cultural and socio-political contexts. Extensive readings, an assignment, and a study guide are required for each module. Students apply their learning in and contribute relevant professional experience to weekly online discussions. Students are also responsible for obtaining documentation of at least one wetland restoration site in their region and conducting a site visit in order to evaluate the success of the restoration project. A final exam (re-design of a failed restoration project) is administered online, with partial credit earned through discussion with an interdisciplinary team of classmates and the remaining credit earned through individual analysis and synthesis.

**Human Dimensions in Natural Resources (≥5CH required):**

ENVS552 Environmental Philosophy (3CH). Philosophical examination of various ethical, metaphysical, and legal issues concerning humans, nature, and the environment; issues covered may include biodiversity and species protection, animal rights, radical ecology, environmental racism, wilderness theory, population control, and property rights. Additional projects/assignments required for graduate credit.

CSS572 Human Dimensions of Restoration Ecology (3CH). An in-depth investigation of multi-dimensional human considerations, including economic, social, and cultural values and the role they play in maintaining, restoring, or sustaining ecosystems. Explores the major premise that projects designed for the restoration and sustainable management of ecosystems and associated resources must be ecologically sound, economically viable, and socially desirable to be successful. Web course. (Spring only)

NR507 Moral Reasoning in Natural Resources (3CH). Exploration of the practical aspects of moral reasoning on current issues in natural resources. The purpose of the course is to discover the essence of reasoning, rationality, and reflection on moral and ethical dilemmas with regard to current issues in natural resources.

ENVS536 Principles of Sustainability (3CH). Presented as online doculectures, covering topics such as: Origins of Sustainability, Standards of Sustainability, Culture of Waste, Built Environment, Industrial Sustainability, Energy Sustainability, Water Resources, Measuring Sustainability, Sustainable Impact Assessment, and Our Sustainable Future. Readings and homework are assigned with each topic. Learning assessment will be from homework, exams and written papers. Additional work is required for graduate credit. Cooperative: open to WSU degree-seeking students. (Fall only)

**Policy, Planning, and Law (≥5CH required):**

CSS504 Environmental Politics and Policy (3CH). This course explores the complex, multi-faceted issues and institutional structures that shape environmental politics in the United States. It examines the role of various institutional actors (Congress, President, Courts) in environmental policymaking, considers the relationship between politics and science, and the role of the market solutions to environmental protection challenges. Specific topics include energy and environmental politics, global issues and questions (population, food, climate change), and the future of American environmentalism.
FOR584 Natural Resource Policy Development (3CH). The development of natural resource policy with emphasis on the policy process at the federal level in the U.S.; the role of and interrelationships between staff, committees, agencies and elected officials; the relationship of science and scientists with policy and politicians in the development of natural resource policy, including preparation of testimony related to natural resource science and policy issues; implementation of policy within the natural resource agencies and judicial interpretation of major natural resource policies in the U.S.

FOR587 Wildland Fire Policy (2CH). This course is an online course only. Relationships between fire science and management and the federal laws and regulations that affect fire management in wildland ecosystems; the politics of wildland fire; and the effects of wildland fire on wildland-urban interface (WUI) communities. Recommended preparation is an upper division course in natural resource, environmental policy, or FOR 584. (Fall only)

REM456 Integrated Rangeland Management (3CH). Management strategies for integrating grazing with other natural resource values such as wildlife, water, timber, recreation, and aesthetics; emphasis on herbivore ecology including ecological impacts of grazing, ways to manage grazing, and nutritional relationships between plants and free-ranging ungulates on rangeland, pastureland, and forest ecosystems. Students are required to participate in a one one-week field trip.

CSS573 Planning & Decision Making for Watershed Management (3CH). Focus on ecological and human factors in process-oriented approaches to watershed analysis and planning for effective decision-making; emphasis on practical applications of current tools and approaches, e.g., GIS, MAU Theory, collaborative management. (Fall only)

CSS580 Restoration Ecology Practicum (2CH). Capstone experience in the Restoration Ecology Certificate Program. Students work independently to develop plan for implementing and assessing the success of ecological restoration; plan must synthesize literature, concepts, and challenges; plan shall be written with graphics and electronic submission for possible Internet publication.

**Tools and Technology (≥5CH required):**

GEOG524 Applications of GIS and remote sensing (3CH). Concepts of area-based hydrologic modeling and assessment and the various types of spatially distributed information commonly used in these activities, such as topographic data, vegetation cover, soils and meteorologic data. Hands-on experience in manipulating these types of data sets for hydrologic applications. Recommended Preparation: Watershed Science and Management (FOR 462), Fundamentals of Hydrologic Engineering (BAE 355 or CE 325), or equivalent. Prerequisites: An introductory course in GIS (e.g., Geog 385) or equivalent work experience.

REM507 Landscape and Habitat Dynamics (3CH). Students explore landscape change occurring a variety of spatial and temporal scales, including global change, succession, disturbance events, and change induced by humans. Via scientific readings, models and spatial analysis students will learn how to quantify landscape change and how a change in environmental conditions and disturbance regimes may affect the composition of landscapes, specifically plant and animal habitats. Recommended Preparation: courses in ecology, statistics, and GIS.
BUS552 Management of Scientific Innovation (3H). Study of business and economic principles needed to manage scientific innovation with emphasis on strategy, organizational leadership, and marketing concepts. Course topics include the role of innovation in strategy, the development of systems and processes that support innovation, the management of technical teams, the commercialization and regulation of scientific innovation, and the protection of intellectual property.

REM410 Principles of Vegetation Measurement and Assessment (2CH). On-line course designed to give an overview of vegetation measurement techniques for grasslands, shrublands, woodlands, and forests. Students will gain a solid understanding of how to assess and monitor vegetation attributes relative to wildlife habitat, livestock forage, fire fuel characteristics, watershed function, and many other wildland values. Recommended Preparation: A basic statistics course and understanding of how to use computer spreadsheets such as Excel. (Fall only)

POLS553 Public Management Techniques (3CH). Public management is a profession, with a set of principles, techniques and skills. The purpose of this course is to introduce students to the basic principles, techniques, and their application to the context of public sector. This course is designed to serve both the needs of those interested in pursuing a public service career and the interests of those embarked on understanding more about public management. This is primarily a “tools” course or a “how-to” course on public management. So, an important feature of this course is the use of hands-on activities for innovative problem solving in the context of public management. Some class meetings will be devoted to the application of public management techniques.

CSS593 Public Relations and Communications for Resource Management Professionals (3CH). This course focuses on key concepts, principles and practices of good public relations and social marketing - and in particular, their application for more effective resource management. Ensuring clear communications, good public relations, and positive, constructive dealings with both internal publics (organization employees) as well as external publics (clients, special interests, the general public) is critical for sound resource management, results-oriented planning, and productive policy development.

NR504 Scientific Graphics Design (3CH). Principles of graphics design for science, including the graphical presentation of data for printed and electronic journals, poster presentations, and oral presentations. Students will analyze published scientific graphics as well as learn to design their own graphs based on data from their graduate research or other sources.

2. Curriculum: M.N.R.-Fire Ecology and Management option (Additional graduate courses to total ≥30 credits; Final program must have ≥18CH numbered 500 or above):

Fire Science and Management Core Courses (15 cr):

FOR426* Global Fire Ecology (3CH). Integrated fire-related ecological effects of fire on vegetation, soils, and air quality; natural and changing role of fire in forests, woodlands, shrublands and rangelands; influence of global change including climate and invasive species; fire as a management tool; application to current issues. (Fall only). *credit only given for
FOR426 or FOR526

FOR526* Advanced Fire Ecology (3CH). Fire-related ecology of plant and animal species in wildlands; effects of fire occurrence and suppression on physical environment, landscapes, and processes in both natural and managed ecosystems. Two days of field trips. (Alt/yr). *credit only given for FOR426 or FOR526

FOR451 Fuels Inventory and Management (3CH). Tools, quantitative analysis, and approaches for inventory and management of fuels for wildland fires over large, diverse areas in forests, woodlands, shrubland, and grasslands. Critically review and synthesize relevant scientific literature.

FOR5xx Advanced Fire Behavior (3CH). This course is an online course only. Understand the processes that control fire behavior in forest and rangelands, including combustion, emissions and heat release, and related fire effects. Use theory and advanced knowledge with scientific literature and case studies to critically assess the assumptions and limitations of limitations of surface and crown fire models, including the varying influences of fuels, terrain, and environmental conditions. Credit not allowed for both FOR 450 and this course.

FOR5xx Science Synthesis and Communication (3CH). This course is an online course only. Critically review science literature and write both brief and in-depth syntheses to address applied questions in science and management. Learn best practices for summarizing and communicating science effectively. Discuss challenges for application of science in management. Examples will focus on wildland fire science and management.

FOR587 Wildland Fire Policy (2CH). This course is an online course only. Relationships between fire science and management and the federal laws and regulations that affect fire management in wildland ecosystems; the politics of wildland fire; and the effects of wildland fire on wildland-urban interface (WUI) communities. Recommended preparation is an upper division course in natural resource, environmental policy, or FOR 584. (Fall only)

NR599 Non-thesis Master's Research (cr. arr.)
Research not directly related to a thesis or dissertation.

Ecology Course Group (2-3 cr):

REM507 Landscape and Habitat Dynamics (3CH). Students explore landscape change occurring a variety of spatial and temporal scales, including global change, succession, disturbance events, and change induced by humans. Via scientific readings, models and spatial analysis students will learn how to quantify landscape change and how a change in environmental conditions and disturbance regimes may affect the composition of landscapes, specifically plant and animal habitats. Recommended Preparation: courses in ecology, statistics, and GIS.

REM440 Wildland Restoration Ecology (3CH). Ecological principles and management practices involved in restoring and rehabilitating wildland ecosystems after disturbance or alteration to return damaged ecosystems to a productive and stable state. (Spring only).
REM459 Rangeland Ecology (2CH). Application of ecological principles in rangeland management; stressing response and behavior of range ecosystems to various kinds and intensity of disturbance and management practice. Web only [www.cnr.uidaho.edu/range459bunting/]. Recommended Preparation: courses in general ecology (e.g., REM 221), technical writing (e.g., Engl 317), and vegetation assessment (e.g., REM 411 or For 274) or Permission. (Fall only)

Tools and Technology Course Group (4 cr):

REM407 GIS Application in Fire Ecology and Management (2CH). Introduces applications of GIS in fire ecology, research, and management including incident mapping, fire progression mapping, GIS overlay analysis, remote sensing fire severity assessments, fire atlas analysis and the role of GIS in the Fire Regime Condition Class concept and the National Fire Plan. Additional assignment/projects required for graduate credit. (Spring only)

REM410 Principles of Vegetation Measurement and Assessment (2CH). On-line course designed to give an overview of vegetation measurement techniques for grasslands, shrublands, woodlands, and forests. Students will gain a solid understanding of how to assess and monitor vegetation attributes relative to wildlife habitat, livestock forage, fire fuel characteristics, watershed function, and many other wildland values. Recommended Preparation: A basic statistics course and understanding of how to use computer spreadsheets such as Excel. (Fall only)

REM411 Ecological Monitoring and Analysis (2CH). Field and data analysis course where students collect, analyze, and report ecological data related to scientific research, wildlife habitat, fire, grazing, and land management practices. Class field trips required. Recommended preparation: Ability to use excel.

FOR554 Air Quality, Pollution, and Smoke (3CH). Assessment of the controls and drivers of emission processes and impacts on air quality from fires, industry, and other natural sources. Overview of the combustion and emission process, how these emissions impact the ‘quality of air’, and what models exist to monitor the emission. Other topics to include: recent EPA and other guidelines for smoke management planning, attainment issues, atmospheric transport and deposition processes . (J454, Additional work required for graduate credit).

Policy, Planning and Law Course Group (3 cr):

CSS573 Planning & Decision Making for Watershed Management (3CH). Focus on ecological and human factors in process-oriented approaches to watershed analysis and planning for effective decision-making; emphasis on practical applications of current tools and approaches, e.g., GIS, MAU Theory, collaborative management. (Fall only)

FOR584 Natural Resource Policy Development (3CH). The development of natural resource policy with emphasis on the policy process at the federal level in the U.S.; the role of and interrelationships between staff, committees, agencies and elected officials; the relationship of science and scientists with policy and politicians in the development of natural resource policy, including preparation of testimony related to natural resource science and policy issues; implementation of policy within the natural resource agencies and judicial interpretation of
major natural resource policies in the U.S.

**Human Dimensions Course Group (3 cr):**

CSS572 Human Dimensions of Restoration Ecology (3CH). An in-depth investigation of multi-dimensional human considerations, including economic, social, and cultural values and the role they play in maintaining, restoring, or sustaining ecosystems. Explores the major premise that projects designed for the restoration and sustainable management of ecosystems and associated resources must be ecologically sound, economically viable, and socially desirable to be successful. Web course. (Spring only)

NR507 Moral Reasoning in Natural Resources (3CH). Exploration of the practical aspects of moral reasoning on current issues in natural resources. The purpose of the course is to discover the essence of reasoning, rationality, and reflection on moral and ethical dilemmas with regard to current issues in natural resources.

ENVS536 Principles of Sustainability (3CH). Presented as online doculectures, covering topics such as: Origins of Sustainability, Standards of Sustainability, Culture of Waste, Built Environment, Industrial Sustainability, Energy Sustainability, Water Resources, Measuring Sustainability, Sustainable Impact Assessment, and Our Sustainable Future. Readings and homework are assigned with each topic. Learning assessment will be from homework, exams and written papers. Additional work is required for graduate credit. Cooperative: open to WSU degree-seeking students. (Fall only)
**Program Resource Requirements.** Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### A. REVENUE

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<th>FY 17</th>
<th>FY 18</th>
<th>Cumulative Total</th>
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<td>On-going</td>
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<tr>
<td>1. Appropriated (Reallocation)</td>
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<td>2. Appropriated (New)</td>
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<td>4. Tuition</td>
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<td>6. Other (Specify)</td>
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<td><strong>Total Revenue</strong></td>
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### B. EXPENDITURES

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*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*

*One-time is defined as one-time funding in a fiscal year and not part of the base.*
An interdisciplinary course-based graduate program designed for mid- and executive-level professionals who wish to enhance their educational credentials for a career in natural resources. The fundamental objective of the MNR graduate program is to integrate and scale various perspectives – ecological, the human dimension, planning, policy, and law, and practical tools – into a systems view of natural resources.

**MNR Graduate Program: Highlights**

- **Delivery:** Entirely via online courses, on-campus courses, or a combination of both
- **Student profile:** Mid-career professionals in the field of natural resources and related biological sciences, and professionals who desire a change in career.
- **Current enrollment:** Approximately 70 students (about 90% are off-campus students)
- **Completion time:** Three semesters at full course load or self-paced
- **MNR curriculum:** A comprehensive list of online courses that consolidates all pertinent information for students (course description, course internet site and delivery method, term offered, instructor name and contact information, course preparation recommendations, etc.). Such comprehensive course information does not exist in one online site for any other curriculum at the University of Idaho.
- **Advising in the digital age:** Intelligent computer-based advising: Interactive Advisor, an interactive online advising program replaces the static printed or web-based guidebooks. This interactive advising program guides students through each phase of their graduate program, and will better accommodate additional students as our program grows in the future.
- **Highly cost-effective online graduate program:** All phases of the program are digital - from the application, evaluation for admission, to advising, online courses, and project defense.
- **Comprehensive digital library:** All final project presentations are recorded for on-demand viewing (about 80 presentations). This comprises the most extensive library of graduate presentations in the CNR and UI.
- **Electronic online exit interview surveys:** Indicate that (1) prominent “one-click” access to options, (2) common course listing – but with option codes for easy study plan design, (3) Marketing & branding – specialized for option, but common entry point

**MyMNR.net**

- [MNR@uidaho.edu](mailto:MNR@uidaho.edu)  |  208-885-7404

**Student profile:**
- **Mid-career professionals in the field of natural resources and related biological sciences, and professionals who desire a change in career.**

**Programmatic issues**
- 1. Annual program assessment & accreditation
- 2. Web site and interactive advising
- 3. Summer continuity
- 4. Course coordination, development, & adoption
- 5. Address any problems with rapid resolution
- 6. Formal letter of acceptance or denial

**Admission requirements & evaluation**
- 1. Program requirements
- 2. Digital and secure
- 3. Continuous evaluation and admissions
- 4. Routing to appropriate evaluating faculty
- 5. Rapid evaluation and admission decisions
- 6. Formal letter of acceptance or denial

**Common to all options**

- Eco/Bio Science & Management
- Tools & Technology
- Planning, Policy & Law
- Human Dimensions
- Ecology & Management
- Final project
- Fire Science & Management
- Elder of the Future

**Option 1: Integrated Natural Resources**

- Restoration: Synthesis and integration
- Fire Science & Management
- Tools & Technology
- Human Dimensions
- Ecology & Management
- Final project

**Option 2: Fire Ecology & Management**

- Fire Science & Management
- Tools & Technology
- Human Dimensions
- Ecology & Management
- Final project

**Option 3: Restoration Ecology**

- Restoration: Synthesis and integration
- Fire Science & Management
- Tools & Technology
- Human Dimensions
- Ecology & Management
- Final project

**Additional future options may include:**
- Communication & Outreach
- Environmental Science & Education
- Natural Resource Policy & Law
- Systems Modeling of Natural Resources

**Credits per category may be revised prior to final approval of option 2**
MEMORANDUM

Date: October 30, 2014  
To: Marty Ytreberg, Chair, Faculty Senate
From: Katherine G. Aiken, Interim Provost and Executive Vice President
Subject: Selection of Members for University-Level Promotion Committee

It is time to ask the Faculty Senate for nominations to fill the vacancies on this year’s University-Level Promotions Committee. I have selected one third of the committee from last year’s members and am awaiting confirmation from those individuals. In accordance with Faculty Staff Handbook, Section 3560 H-2, the nominations from Faculty Senate should include the following:

<table>
<thead>
<tr>
<th>College/Unit</th>
<th>Number of Nominees</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Letters, Arts &amp; Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>College of Art &amp; Architecture</td>
<td>2</td>
</tr>
<tr>
<td>College of Business &amp; Economics</td>
<td>2</td>
</tr>
<tr>
<td>College of Education</td>
<td>2</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>2</td>
</tr>
<tr>
<td>College of Natural Resources</td>
<td>2</td>
</tr>
<tr>
<td>College of Law</td>
<td>2</td>
</tr>
<tr>
<td>College of Science</td>
<td>2</td>
</tr>
<tr>
<td>College of Agricultural &amp; Life Sciences</td>
<td></td>
</tr>
<tr>
<td>Faculty w/≥50% Teaching &amp; Research</td>
<td>2</td>
</tr>
<tr>
<td>Faculty w/≥50% University Extension</td>
<td>2</td>
</tr>
<tr>
<td>Faculty at Large</td>
<td>2</td>
</tr>
</tbody>
</table>

Some colleges/units will have representation from individuals who served last year so we may not need to use nominees from these areas; however we would appreciate having names to use as backup should we need to make a substitution. Please join me in asking Faculty Senate representatives to work within their colleges/units to identify nominees. They can submit the names of nominees by completing the attached form and sending it to Lodi Price in my office by November 12. I will schedule a meeting with you to discuss the formation of the committee.

Please ask the Senators to consider the broad cross section of academic duties for the professorate—scholarly work via teaching, research/creative activity, outreach, and service—when making nominations. It is important to have a committee that on the whole is representational of these major pursuits. I encourage you to nominate professors who are seen as leaders in their colleges and departments. The responsibilities of the committee collectively are to understand and implement the university’s policies regarding promotion. Thank you.
Nominations for University Level Promotions Committee

College Nominee_______________________________________________________________

Name       Rank

Department ___________________________________________________________________

Work Mailing Address___________________________________________________________

Phone Number_________________________________________________________________

Email Address_________________________________________________________________

College Nominee_______________________________________________________________

Name       Rank

Department ___________________________________________________________________

Work Mailing Address___________________________________________________________

Phone Number_________________________________________________________________

Email Address_________________________________________________________________

Nominating Faculty Senate Representative___________________________________________________

Name

Please return completed nomination form to Lodi Price,
Campus Zip 3152; lodi@uidaho.edu or
885-6558 (fax) by November 12, 2014
Thank you!
University Promotions Committee FAQs

The Provost is requesting Faculty Senate to seek nominees from their college for any vacancies on this committee for their college (see memo which ones and number needed).

- **1. If there are 2, 3, or 4 reps on senate, do all four seek nominees or is one designated to take charge?** Everyone should seek nominees. However, there may be requests for 0 to 2 nominees per college/unit so those with several FS reps should coordinate with each other who will take over the responsibility of returning two (or the number requested) nominees on the form for your college.

- **2. Is it okay to ask for assistance from the Dean's Office?** Although nominations are submitted by the senate, it is expected that you, as Faculty Senate representatives, solicit nominees from your college faculty following the by-laws in your college, if any. The intent is that the nominees come from the faculty within your college and senator(s) shall submit two names (or the amount requested on the form) per college/unit.

- **3. If five names are nominated by a college who makes the final selection?** Put them in order of preference and explain what each brings to the table to assist the Provost, chair and vice chair of senate in making their selection (see FSH 3560 H-2 a.).

- **4. Do college by-laws include this process; if not, should they?** Each college should decide what is best.

- **5. Does it have to be a full professor could it be assoc. or asst.?** See excerpt below:

  Excerpt from Provost letter:

  “Please consider the broad cross section of academic duties for the professorate -- scholarly work via teaching, research/creative activity, outreach, and service -- when making nominations. It is important to have a committee that on the whole is representational of these major pursuits. I encourage you to nominate professors who are seen as leaders in their colleges and departments. The responsibilities of the committee collectively are to understand and implement the university’s policies regarding tenure and promotion.”
The Ombuds Office 2013-2014 Annual Report

UNIVERSITY OF IDAHO

July 1, 2013 – June 30, 2014

PREPARED BY
R. ELLEN SCHREIBER, M.ED.
OMBUDS

September 24, 2014
Acknowledgements

Change and transition were the hallmark of the university during 2013-2014. In May 2013, Provost and Executive Vice President Doug Baker left the university to assume the presidency of Northern Illinois University, and College of Letters, Arts and Social Sciences Dean Katherine Aiken was appointed interim provost and executive vice president. Shortly thereafter, President M. Duane Nellis also left the university to become president of Texas Tech University, and in early June, former College of Law Dean Donald Burnett took office as interim president. The Board announced the permanent appointment of President Chuck Staben in November 2013, and President Staben took office in March 2014.

While new leadership was settling into the new 2013-14 fiscal year, two university-wide initiatives were also underway -- a university-wide review of programs and functions mandated by the State Board of Education, called Focus for the Future, and a new employee classification system was announced, revised and implemented.

Change is not surprising nor unusual in university life; and the University of Idaho has encountered its share in recent years. As the university moved through the transitions of 2013-14, and despite the challenges that can accompany co-occurring changes in leadership and major changes in systems, there were countless examples of continuing commitment and expressions of good will from across the university.

I want to extend my appreciation to former Interim President Donald Burnett for his commitment to and support of the independence, neutrality, informality and confidentiality of the ombuds role, the ombuds and the problem resolution process. This commitment demonstrated great respect for those who sought assistance through the Ombuds Office. I also want to acknowledge the support of the Ombuds Office by President Staben since his arrival on campus.

Additionally, I thank administrators, faculty, staff and students from across all colleges and divisions for their continuing commitment to sustaining a safe and respectful workplace and learning community. These commitments, together with their trust, cooperation and constructive efforts contributed to the successful resolution of many challenging issues throughout the year.
History of the University of Idaho Ombuds Office

The Ombuds Office at the University of Idaho is now in its twenty-second year of service. The first University of Idaho ombudsman office was created in 1992 by President Elizabeth Zinser and operated under the title of Office of Faculty Ombudsman. The office was originally staffed by a half-time faculty member whose sole charge was to serve the faculty. In response to a growing need for staff ombudsman services, Carol Hahn was appointed interim staff ombudsman in 1994, and served for one year. The following year, the faculty ombudsman’s services were formally expanded to include staff. As the case load increased, President Robert Hoover approved the addition of a half-time, non-faculty assistant ombudsman, and Roxanne “Ellen” Schreiber was appointed to the position in 1998.

The University of Idaho Ombudsman Office and the role of the ombudsman continued to evolve over the next decade. In 2000, to more accurately reflect the role and responsibilities of the position, the original title of assistant ombudsman was changed to associate ombudsman. This title was further modified in 2009, once again to more accurately reflect the role and responsibilities of the position, and the designation of associate was eliminated from the job title. In 2005, in keeping with a growing national trend to emphasize the gender neutrality of the office and ombuds position, the Faculty Senate approved a request to change the office name and position titles to Ombuds Office and ombuds. In spring 2009, and consistent with most university ombuds offices across the nation, the Ombuds Office expanded its services to include both undergraduate and graduate students. In January 2010, upon the retirement of then co-Ombuds James Fazio, Ombuds R. Ellen Schreiber was assigned to the Ombuds Office on a full time basis, thus becoming the university’s first full time ombuds.

University of Idaho Ombuds 1992-present:

- David J. Walker, Dept. of Agricultural Economics/Rural Sociology, 1992-1999
- Thomas V. Trotter, Dept. of Counseling and School Psychology, Special Education, and Educational Leadership, 1999-2003
- Charles Morrison, Counseling and Testing Center, 2003-2005
- Roxanne “Ellen” Schreiber, 1998-present

Mission, Purpose and Function

The University of Idaho Ombuds Office’ mission is to support a positive and productive working, learning and living environment for faculty, staff and students by promoting mutual respect, ensuring fairness and resolving problems that emerge within the university. The primary purpose of the Ombuds Office is to resolve problems or conflicts informally and at the lowest possible level by providing a safe place where employees and students can speak confidentially and candidly about their issues of concern and receive assistance in identifying and applying options to address them. The office also serves as an agent of positive change by helping to prevent problems by identifying issues of concern, and by providing timely feedback.
The Ombuds Office’ mission and purpose are accomplished by the following:

- listening to concerns non-judgmentally
- analyzing problems and exploring possible response options
- providing information about policies and services
- providing individual and group/unit conflict coaching
- facilitating dialogue between individuals and groups
- mediating disputes
- providing leadership consultation
- referring to campus and community resources
- coordinating with other university offices
- providing training in human relations, communication and conflict resolution
- noting trends and impacts
- bringing systemic problems to the forefront
- recommending changes in policy, processes and/or procedures

In fulfilling its purpose, the Ombuds Office adheres to and operates by the Standards of Practice and the Code of Ethics established by the International Ombudsman Association and the following tenets:

**Independence.** To ensure objectivity, the office operates independent of all university entities and reports to the highest possible level of the organization.

**Confidentiality.** All contacts, conversations and information exchanged with the ombuds remain confidential and are not disclosed without the consent of all parties involved and the ombuds. Limits to confidentiality exist when disclosure is necessary to protect someone from imminent harm and when otherwise required by law.

**Neutrality and Impartiality.** An ombuds is a designated neutral on behalf of all members of the university community. As such, the ombuds remains impartial and unaligned. An ombuds does not take sides, represent or advocate on behalf of any party or the university. Rather, it is the role of the ombuds to consider the facts, rights, interests, and safety of all parties involved in a search for a fair resolution to a problem. An ombuds promotes and advocates only for fairness and justice.

**Informality.** Consultations are conducted ‘off the record’ and do not constitute notice to the university in any way. No personal information is retained or used for subsequent formal proceedings. An ombuds will not serve as a witness nor offer testimony in any formal proceeding unless required by law. Although the process is informal, individuals using the services of the Ombuds Office retain their rights to all formal procedures ordinarily available to them.

**Year in Review**

While the university was in considerable transition and underwent a number of significant changes during FY 2013-14, it was a year of stability for the Ombuds Office. Staffing, facilities and services remained unchanged, and visitors continued to access ombuds’ services in numbers comparable to previous years.

**Staffing.** The Ombuds Office was staffed by a full time professional ombuds. Ombuds R. Ellen Schreiber has served as a university ombuds for 16 years and is an experienced mediator, facilitator and trainer. Services were available throughout the year to all university employees and students statewide during regular business hours and offered during extended hours, whenever necessary to accommodate work shifts and special needs. The assistant to the faculty secretary provided part time administrative assistance.

**Facilities.** Ombuds Office facilities include a private office and a small, adjacent waiting room. Both spaces are adequately furnished. The adjacent large meeting room was renovated and reopened as the new Carol
R. Brink Faculty and Staff Lounge. Special measures to ensure confidentiality and privacy for the Ombuds Office were included in the renovation. These measures, which included the construction of a secondary wall along the common wall, added sound-proofing, and installation of a sound resistant, self-closing door, successfully addressed all concerns. No complaints regarding privacy or confidentiality were received following the renovation.

**Case Load.** For the purpose of reporting, a ‘case’ is any new or recurrent issue (after a previous case closure) that is brought to the ombuds’ attention by one or more individuals seeking assistance. It can also be an issue of which an ombuds becomes aware and takes ombuds-initiated action. Cases vary from a single informational visit to highly complex interventions involving multiple parties and meetings, and requiring considerable time. The Ombuds Office addressed 219 cases in 2013-14, an increase of nine cases over the previous year (Figure 1). The total number of cases reported in any year is always a conservative figure since numerous contacts occur informally and spontaneously in the course of doing ombuds business, such as during informational sessions, training workshops, and as the result of periodic unit visits across the university statewide. While some of these encounters do result in case entries, others are part of the ombuds’ routine function and are not counted.

![Figure 1: Total number of ombuds cases by year.](image)

Similar to previous years, the number of new cases by month fluctuated modestly across the months of the year. August, October and March had the highest numbers of new cases for the year. The increased number of cases in August was due to the roll out of the new employee classification system; while no exceptional issues were noted for the larger number of cases in October. March numbers continued to coincide with the completion of the annual performance evaluation period and subsequent employment actions, such as the beginning of nonrenewal decisions which continued into May. As in the previous year, the lowest number of new cases occurred in January, with 10 new cases (Figure 2).
Nature of Visitors and Contacts. Ombuds offices typically refer to those seeking services as ‘visitors’ rather than clients. This term is used to distinguish ombuds’ services from those that are based on advocacy and alignment with the party or parties involved. The majority of visitors to the Ombuds Office in 2013-14 were females (53%). This represents a decrease from 67% in the previous year. Sixty-nine per cent of visitors sought ombuds’ assistance on their own initiative, and approximately one third (31%) were referred by others (administrators, supervisors, advisors, HR and coworkers/peers). The modest increase in self-referrals is best attributed to the ongoing campus-wide efforts to promote awareness and understanding of the Ombuds Office.

Affiliation/Constituency. The Ombuds Office provides services to all faculty, staff and students of the university. The ‘Other’ category includes temporary help, consultants and, with limited services, retirees, former students, student/employment applicants and visitors, as long as an issue pertains to a current experience with the university. In academic settings, case affiliation is tied to the party initiating an individual case. The affiliation of each party within a case is not currently gathered or reported. Table 1 shows the distribution of cases based on the initiators’ university affiliation. Visitor affiliations continued to represent proportions similar to their respective numbers among employee categories, and they remained largely consistent with normal fluctuations in previous years. The largest increase in usage from last year was in cases initiated by tenure-track faculty, which accounted for 20% of cases in 2013-14 as compared to 14% in 2012-13. Sixteen cases were initiated by undergraduate students during the year and remained fairly consistent with 18 cases for the previous year. No trends or patterns were identified for any of these fluctuations (see table 1).
### Table 1: Affiliation by Percentage of Cases

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>35</td>
<td>37</td>
<td>34</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>Faculty (tenure track)</td>
<td>18</td>
<td>15</td>
<td>22</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>Faculty (non-tenure track)</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Administrator</td>
<td>15</td>
<td>18</td>
<td>17</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Exempt</td>
<td>9</td>
<td>13</td>
<td>13</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Graduate Assistants (TA/RA)</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Retiree</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Seventy-five per cent of cases in 2013-14 directly involved one person. This figure indicates that for these cases there were no other parties presenting the concern or who were directly involved with addressing the problem, although in most cases there was at least one other person of concern. This percentage is typical for most ombuds’ offices. The remaining cases involved multiple parties who were directly involved in the problem. Among these cases, two-party cases continued to be most common (Table 2).

[Note: When responding to unit or department-wide cases the number of ‘parties’ counted for reporting purposes was determined by the degree to which the ombuds was directly involved with individual parties and does not reflect the actual number of persons within the unit. In many instances, services provided to entire units or departments (such as when serving as a neutral, facilitation or training) involved much larger numbers than included below (ranging from approximately 4-58 persons).]

### Table 2: Number of Individuals (Parties) per Ombuds Case

<table>
<thead>
<tr>
<th>Individuals Involved</th>
<th>No. of Cases</th>
<th>Total Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>165</td>
<td>165</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>72</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

**Total Parties/Individuals**

324

Seventy-nine per cent of cases were delivered through face-to-face consultation, which is encouraged whenever possible. Face-to-face consultations remained the preferred contact option, and visitors routinely expressed appreciation for the opportunity to discuss concerns and explore options in a personal, confidential and helpful manner. Visitors often cited this as being one of the most helpful features of the
Ombuds Office. The use of video call consultation for non-Moscow-based or traveling parties continued to be used whenever face-to-face consultation was not feasible or timely; and visitors expressed satisfaction for having this option available. This year 17% of cases were addressed through telephone-only consultations. Email or other written modes of communication (letters, notes, etc.), although highly discouraged due to confidentiality concerns, accounted for 3% of cases.

Cases vary significantly in the amount of ombuds involvement needed; this involvement is reported as ‘number of contacts.’ Twelve percent of cases involved only one visit or contact with no further ombuds/visitor/other direct involvement. This single contact may involve several hours of consultation and brief follow-up activities. The remaining cases involved multiple consultations or contacts, either with the visitor alone (the person bringing the case) and/or with others involved, such as with multi-party mediations or with those who were essential resources for addressing concerns (e.g., administrators, supervisors, General Counsel, Human Resources, Human Rights, Access and Inclusion, etc.). The number of contacts for 2013-14 was 795 and represents a substantial increase from 667 contacts the previous year. While differences in presenting issues and the number of contacts needed usually account for normal year-to-year fluctuations, 2013-14 seemed to be a year of numerous complex issues requiring more ombuds involvement. Table 3 shows the distribution of contacts per case.

<table>
<thead>
<tr>
<th>No. of Ombuds Contacts</th>
<th>No. of Cases</th>
<th>Total No. Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>58</td>
<td>116</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
<td>135</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>56</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>

Total Contacts 795

*Nature of Problems.*

Recognizing that every organization will have concerns or problems that emerge within the normal process of conducting business, the University of Idaho provides multiple resources in addition to the Ombuds Office to help members of the community address their issues and problems constructively. It is the confidential, informal and impartial features of the Ombuds Office that most often prompt visitors to seek ombuds’ services, especially as an initial resource. While contact with the Ombuds Office is confidential, issues are tracked. Noting the nature of problems presented to the Ombuds Office can inform the university of areas requiring attention. Most fluctuations in the number of cases among the types of problems in 2013-14 were not
surprising and did not reflect new patterns or trends. Figure 3 shows the distribution of problem categories received by the Ombuds Office in 2013-14. Each category is then discussed in greater detail.

**Figure 3: Problem type by year brought to the Ombuds Office**

Discrimination: There was one case of religious discrimination brought directly to the Ombuds Office during 2013-14. There were again cases in which individuals were referred to the Ombuds Office for follow-up assistance with non-discrimination issues after their issues were assessed for discrimination. The low number of discrimination cases brought to the Ombuds Office in recent years, suggests that members of university community are well-informed about the formal channels for addressing discrimination issues.

Harassment: Most incidents of harassment perceived as due to age, disability, race/ethnicity/origin, religion and sex made their way directly to the appropriate formal office. Three cases of harassment came to the Ombuds Office. One case involving religious harassment and one case involving sexual harassment were referred to the appropriate formal office.

The one remaining harassment case pertained to general harassment or ‘bullying’, which is a decrease from the six complaints of bullying in the previous year. Whenever perceptions of ‘bullying’ are present, they are often accompanied by strong emotional intensity, and at times, concerns about personal safety and professional/reputational security. Despite these risks, fear of retaliation often leads some visitors to choose inaction over actively reporting and addressing such behavior.

Benefits: There were nine cases during the year attributed to benefit issues. Four cases were related to sick/annual leave, and three cases involved student health insurance issues. One other case involved administrative leave and a final case was related to travel.

Advancement: Of the ten cases related to advancement, half of the cases involved concerns about salary. Perceptions of salary inequities and complaints of significant disparities among
pay increases were at the heart of these issues. Promotion/tenure and non-reappointment issues accounted for most of the remaining advancement cases. While salary was the specified presenting complaint in these five cases, salary disparity and perceived inequity issues were frequent and contributed to tensions in many of the other categories.

Employment: Employment is the largest problem category with 25 ‘specifiers’ or specific areas of concern; and as such, it continues to be the largest category of problems brought to the Ombuds Office. There were 51 cases that fell into this category in 2013-14, which decreased minimally from the previous year. For 2013-14, the most frequent specifier within the employment category, and the specifier with the greatest increase—up 10 cases—was ‘job description’ with 13 cases. Nearly all complaints were about job classification changes, titles, salary bands and disparities between positions and in and between units. ‘Hiring process’ was another area of significant complaint, increasing by four cases over the previous year. Specifically, complaints involved the hiring process used for some positions. On a positive note, management complaints were significantly lower than the previous year. Evaluation complaints, which are commonly one of the higher employment problem specifiers, remained consistent with the preceding year, with eight cases. With the exception of the job description and hiring categories small shifts in the numbers of cases among other specifiers, did not reflect any trends. The number of cases in each specifier or subcategory is shown in Table 4 along with the change from last year.

### Table 4: Breakdown of Cases in ‘Employment’ Category

<table>
<thead>
<tr>
<th>Area</th>
<th>Cases</th>
<th>Change from last year</th>
<th>Cases</th>
<th>Change from last year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluations</td>
<td>8</td>
<td>-1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Management</td>
<td>4</td>
<td>-7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Job Description</td>
<td>13</td>
<td>+10</td>
<td>1</td>
<td>+1</td>
</tr>
<tr>
<td>Reassignment</td>
<td>0</td>
<td>-2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Probation (performance)</td>
<td>2</td>
<td>-6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Working Conditions</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Workload</td>
<td>5</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Flex time/Location</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>+1</td>
</tr>
<tr>
<td>Resignation</td>
<td>3</td>
<td>-1</td>
<td>2</td>
<td>+1</td>
</tr>
<tr>
<td>Salary</td>
<td>1</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Hiring Process</td>
<td>4</td>
<td>+4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Reclassification</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>+1</td>
</tr>
<tr>
<td>Reorganization</td>
<td>0</td>
<td>-6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Although some of the categories listed above show zero, it does not mean that the topic was not part of any visitor’s reason for using the Ombuds Office.
Interpersonal: Interpersonal conflicts are predictable within any organization, and with 53 cases in 2013-14, it was the highest category of cases received by the office. This number sustains the significant increase reported in the previous year. Tensions and disputes between individuals in the workplace and in the learning environment ranged from singular incidences, to persistent annoyances between individuals, some of which became intensely disruptive and distressful and impacted multiple parties and non-parties (co-workers, supervisors, etc.). The year’s cases involved perceptions of incivility, reputational insults, hurtful, offensive or mis-communication, and, in some cases, intentional intrusion or interference. Interpersonal disputes between a member of the university and ‘Others’ (visitors, non-students, parents, employee applicants, etc.) increased by six cases for a total of 12 cases. Interpersonal cases where the other party was a faculty member (in their faculty role) increased by only two cases to nine cases this year. This small increase reflects no pattern or trend. Of the 53 interpersonal dispute cases received, the visitor’s dispute directly involved one or more individuals in the categories below:

- Administrator: 3 cases
- Co-worker: 9
- Supervisor: 11
- Supervisee: 7
- Faculty: 9
- Student: 2
- Others: 12 (temporary help, non-student, former student, job applicants, parent, etc.)

Ethical Concerns: There were 28 cases involving ethical concerns during the reporting year. This represents a 33% increase over last year. Consistent with the previous year, concern for health and safety on campus—and the responsibility to bring potential problems to the university’s attention—continues to be strongly felt across the university. Twelve cases involved a range of health and safety concerns, including alcohol and drug use, mental health concerns, threatening, angry or volatile behavior, and anticipated changes in the firearms policy. Of the 11 cases counted under the ‘Other’ specifier, some examples of those complaints include perceived inappropriate processes used during formal meetings or in the process of decision-making, conduct during meetings, breaches of confidentiality (inappropriate disclosure of confidential information), inappropriate discussion (influencing), university investigation process/report, retaliation, and disclosure of job/offer. There are eight specifiers in the ethical concerns category; actual cases were distributed only in the following areas:

- Authorship: 1
- Deception/misrepresentation/theft: 2
- Health/safety: 12
- Records management: 2
- Other: 11

Other: Visits to the Ombuds Office frequently involve multiple issues. However, for data management purposes, only the predominant or precipitating reason for contact is used. As such, many categories could have much larger numbers or may not be
counted as zero. On the other hand, some cases defy placement in any of the established categories. These cases are recorded as “Other” and are shown below.

Sixty-one cases did not fit into the defined major categories. The most significant change, and one worth noting, is the increase in cases relating to unit-wide or department function. In 2013-14 there were 11 cases presented with issues relating primarily to this problem type as compared to four cases in the preceding year. Some concerns were brought directly to the Ombuds Office by the unit administrator, and others were brought forward by one or more members of a department or unit or on behalf of their unit. Unit-wide cases are often complex, require considerable time to work through, and have a significant impact on the individuals or groups involved. Unit-wide problems were often related to leadership/management expectations or changes, conflicting priorities, personality differences or interpersonal upsets. Many such issues are long-standing and seemingly intractable. While it is not always possible to remedy all of the issues within distressed groups, often interventions helped to restore the function of the unit and prevent further escalation or deterioration. Examples of ‘Other’ case issues for 2013-14 include: return-to-work, department incivility, morale/discouragement, problems with major professor, communication, professional boundaries, policy questions, and leadership coaching. General descriptions within the ‘other’ category, along with the number of cases, are shown below.

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/unit function</td>
<td>11</td>
</tr>
<tr>
<td>Committee function</td>
<td>2</td>
</tr>
<tr>
<td>Academic issues</td>
<td>13</td>
</tr>
<tr>
<td>Department head (misc. problems)</td>
<td>3</td>
</tr>
<tr>
<td>Disciplinary action</td>
<td>9</td>
</tr>
<tr>
<td>Financial aid</td>
<td>1</td>
</tr>
<tr>
<td>Facilitation (case-related)</td>
<td>1</td>
</tr>
<tr>
<td>Training (case-related)</td>
<td>1</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>20</td>
</tr>
</tbody>
</table>

Resolution of Problems. Ombuds use a variety of processes to assist visitors with addressing concerns and resolving problems. Most cases involve multiple actions, so categories are not mutually exclusive. The types of ombuds’ actions taken once again remained fairly consistent with previous years, with the exception of information (providing information on policy, university resources, procedures, etc.), which decreased from the previous year. Four basic categories of ombuds’ actions are summarized in Table 5.

<table>
<thead>
<tr>
<th>Action</th>
<th>Cases</th>
<th>Percentage of Cases*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem exploration</td>
<td>211</td>
<td>96</td>
</tr>
<tr>
<td>Information</td>
<td>132</td>
<td>60</td>
</tr>
<tr>
<td>Intercession</td>
<td>56</td>
<td>26</td>
</tr>
<tr>
<td>(e.g., mediation, shuttle diplomacy, facilitation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referrals</td>
<td>108</td>
<td>49</td>
</tr>
<tr>
<td>(e.g., EAP, HR, Human Rights, Access and Inclusion, deans, supervisors, advisors)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Most cases involve multiple actions, so categories are not mutually exclusive and therefore exceed 100%.
**Outreach and Other Services.** In addition to providing direct problem resolution services to members of the university community, the Ombuds Office also contributes to Goal Four: Community and Culture of the university’s Strategic Plan 2011-2015 in multiple ways.

**New Employee Orientation.** During 2013-14 all new university employees attending New Employee Orientation were introduced to the Ombuds Office role and resources at monthly employee orientation sessions. These brief presentations not only served to inform employees about university problem solving and conflict resolution resources, but also introduced and emphasized the university’s cultural values and commitment to providing a safe, respectful and satisfying workplace. During each of these sessions, the ombuds reached out to new employees and invited them to visit or contact the ombuds to briefly follow up on their initial experience and progress with the university. In response, approximately 23 employees followed up individually either by coming to the office or by engaging the ombuds in conversations on campus or during visits to off-campus sites. These informal follow-up contacts are not included in the annual data as cases. New employees who were encountering problems were identified and provided timely assistance, and these contacts are represented as contacts. While these activities take time, the early opportunity to establish a positive relationship with new employees and address any problems early on have demonstrated positive impacts.

**Employee and Student Development.** The ombuds was once again called upon to provide employee professional development, departmental in-service trainings and presentations to academic classes and student groups. These sessions covered various human relations topics and skills focused on civility, interpersonal communication, conflict management, change, collaboration and group work. Throughout the year, the ombuds provided nine professional development/training sessions (not case-related) totaling 16 presentation hours. Additionally, the ombuds facilitated two unit workflow mapping sessions and two statewide university question and answer sessions (classification system forums), and served as a neutral/process observer for three specialized committees (post-tenure review, promotion and tenure, and search committees) to support respectful and constructive dialogue and established process.

**University Service.** The ombuds engaged in service to the broader university through continuing participation on the Benefits Advisory Group, and the Professional Development Coordinating Committee.

**Professional Service.** The ombuds is actively involved with the ongoing development of the organizational ombudsman profession and the International Ombudsman Association (IOA). In 2013-14 the ombuds was elected to and served on the IOA Board of Directors, served as chair of the Membership Committee and with the Leadership Coordinating Group. The ombuds presented/co-presented two concurrent sessions at the International Ombudsman Association (IOA) annual conference in Denver, CO, Due Diligence: Safety and Security in the Ombuds Office and was a panelist for Spirituality, Faith and Ombudsing.

**Professional Development.** The ombuds is committed to continuous professional development and engaged regularly in reflective practice with other experienced academic ombuds through video conferencing and telephonic consultation. The ombuds participated in six hours of professional development during the IOA annual conference (Infusing Positive Psychology During the Conflict Transformation Process, Mapping Ombudsman Conversations, Understanding Conflict Causation and Escalation, Promoting a Respectful Workplace). Other professional development included: Thomas Kilman Conflict Style Inventory seminar, Mental Health First Aid, QPR Suicide Prevention, Assessing and Managing Suicide Risk, UI Diversity Symposium, and Transgender 101. Additionally, the ombuds completed 33 hours of continuing mental health education in maintenance of her professional counselor license. Much of this continuing education content is relevant and helpful to ombuds practice.
Safety/Security Audit. In light of the responsibility to provide the safest environment possible in which to offer problem solving and conflict resolution services, the ombuds requested a safety audit of the Ombuds Office by a campus police officer.

Effectiveness of the Ombuds Office. Being heard and understood is a powerful intervention. Visitors to the Ombuds Office frequently report how valuable it is to them—even when no resolution options or remedies are available—to have a ‘safe’ place and an impartial person in which to share their concerns. Being able to ‘do their thinking out loud’ without judgment or fear and being assisted with sorting out issues and response options is the most common and highly appreciated benefit reported directly to the ombuds and in written feedback. When solutions or resolutions are available or achieved, many of those directly and indirectly involved report that they: are better able to focus on their work or studies, are relieved to experience improvements in their workplace and learning environments, and have successfully repaired important relationships. It continues to be generally much easier and more satisfying for all parties to resolve issues informally before issues escalate, whenever possible.

Assessing benefits and overall effectiveness, impacts and outcomes of ombuds services poses a challenge for ombuds offices. Results are difficult to measure or report since confidentiality precludes the use of many of the usual forms of evaluation, and visitor perceptions of outcomes are often tied to factors outside of an ombuds’ role (an ombuds cannot reverse decisions, change a grade, or adjudicate complaints, etc.). Helping visitors and all parties to be effective, constructive, fair and respectful in seeking solutions to their concerns, reducing harmful tensions or hostility, and thereby contributing to the overall well-being of the university community, is considered a successful outcome in the perspective of the Ombuds Office.

The Ombuds Office uses two methods to assess the outcomes and impacts of services. The first is based on the ombuds’ self-analysis of completed cases using a scale ranging between ‘satisfactory’ and ‘unsatisfactory’ resolution of cases; it is not a measure of visitor satisfaction but is used as an element of reflective practice. The scale attempts to help the ombuds evaluate the outcome and impact of each case as objectively as possible. Table 6 describes the outcome identifiers that fall within each range and that are used to guide the ombuds’ appraisal.

For 2013-14, the ombuds’ self-appraisal of case outcomes placed 86% of case outcomes within a range considered ‘resolved satisfactorily.’ Thirteen percent of cases fell within the ‘neutral’ outcome range, and approximately one per cent were considered ‘unsatisfactory’ outcomes. The sizeable number of cases gauged to be positive outcomes reflects the ombuds’ observation that working through an issue or problem with an impartial skilled listener, developing a broader perspective on the problem, identifying relevant policies and procedures, developing constructive response options and having difficult conversations mediated, generally contributed to more positive and less destructive outcomes in most issues, even when a visitor or the university’s irrevocable actions have already occurred. Despite not attaining a full resolution, an adverse situation that stabilizes and does not decline further, may still be considered a satisfactory or, at the least, neutral outcome. The ombuds self-appraisal of cases for 2013-14 is summarized in Table 6 (due to rounding, subcategories do not add up to 100%).
### Table 6: Self-Appraisal of Outcomes/Impacts Ombuds Cases, 2013-14

<table>
<thead>
<tr>
<th>Outcome Category</th>
<th>Percentage of Cases (N=219)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resolved satisfactorily with Ombuds Office assistance</strong></td>
<td>86%</td>
</tr>
<tr>
<td>Agreement/compromise reached through mediation; formal action avoided; visitor given another chance or situation otherwise satisfactorily resolved.</td>
<td>6%</td>
</tr>
<tr>
<td>Conflict resolved short of mediation; may involve ‘shuttle diplomacy’ or similar intervention, workshops with entire unit, or other techniques; formal action not taken.</td>
<td>13%</td>
</tr>
<tr>
<td>Ombuds served, by invitation or suggestion, as neutral observer; may involve role as moderator, but not mediator; party(ies) satisfied with outcome; formal action not taken.</td>
<td>3%</td>
</tr>
<tr>
<td>Information only was provided by Ombuds; and/or helps party to self-advocate; visitor satisfied.</td>
<td>60 %</td>
</tr>
<tr>
<td>Action resulted in policy or system modification/improvement</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Neutral Outcome (Ombuds Office had no direct impact)</strong></td>
<td>13%</td>
</tr>
<tr>
<td>Ombud’s role was primarily as a neutral listener; little or no ‘coaching’ or additional information was provided. Visitor already had or did not need information, but needed ‘someone to listen;’ may have received confirmation of ideas/plans, but nothing new added by Ombuds.</td>
<td>11%</td>
</tr>
<tr>
<td>Visitor initiated and then canceled or ‘vanished’ after setting appointment or before follow-up action was completed.</td>
<td>0%</td>
</tr>
<tr>
<td>Situation ‘unrepairable’ upon arrival (e.g. temporary help, already terminated, tenure was denied for appropriate reason, or visitor resigned).</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>&lt;1%</td>
</tr>
<tr>
<td><strong>Results Unsatisfactory</strong></td>
<td>1%</td>
</tr>
<tr>
<td>Visitor disgruntled with Ombuds efforts and discontinued visits or contacts.</td>
<td>0%</td>
</tr>
<tr>
<td>Visitor disregarded advice/solution and suffered consequences.</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Unfair practice or situation not resolved nor corrected due to lack of cooperation.</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Ombuds Office Visitor Feedback Form.** The Ombuds Office provides a voluntary opportunity for visitors to provide anonymous feedback on services and outcomes. While the feedback form provides general information on the ombuds’ effectiveness and visitor satisfaction, the instrument was designed primarily to support the ombuds’ continuous improvement and is not intended as a formal outcomes measure. Use of visitor satisfaction and outcomes assessments pose known challenges, including consistently lower than desired evaluation return rates, and an understanding that a visitor’s role in the case as well as their expected or desired outcomes likely influence perceptions. Despite these and other known limitations, such feedback is welcome and useful, especially when paired with the ombuds’ self-appraisal of outcomes and impacts, and contributes to strengthening the delivery of services.

The Ombuds Office ensures the anonymity of the responding party, and no identifying information is requested on the feedback form. Visitors receive feedback forms at case closure and send their completed forms directly to the Office of the President for processing by a staff member assigned to manage administrative evaluations. A feedback summary report is reviewed with the ombuds as a part of the
annual performance evaluation process. Feedback summaries are based on the calendar year and not synchronized with the periods covered by the annual report.

While the intent is to receive feedback from all initiating case visitors, these efforts are not always successful. Some cases do not always have a defined endpoint, some visitors choose not to participate, some have left the university or are otherwise difficult to contact, and others simply lose track of mailing in their forms, despite communicating their best intentions. Despite a low return rate, those received were positive overall and most comments reaffirmed that ombuds’ services are a helpful and valued university resource.

Visitor feedback form comments...

- My meeting was very helpful! I now have great tools to better address my issue in the workplace. I feel I can now do this in a professional, respectful manner.
- This was my first experience speaking with Ellen on an issue. She was extremely helpful and gave me really good advice on how to approach an issue.
- I was on the verge of almost complete burn-out and was seriously thinking about becoming a barista. I received so much insight into how to ask for what I need and figuring out what that is!
- My concerns were multi-dimensional, complex, and very sensitive. The Ombuds addressed my issues very effectively.
- This is the second time/issue that I have come to the Ombuds. I returned because of positive/helpful experience and it helps me learn skills needed to approach workplace challenges effectively. So helpful!
- ... She gives straight forward advice with examples. My situation seems so much more manageable after talking to her.
- Very nice to deal with. Just didn’t have many specific answers for me.
- Our Ombuds is an invaluable resource. I have returned to her for advice and know that I can do so again at any time in the future.

Ombuds Observations and Comments

In the spirit of continuous improvement and in accordance with the provisions of the Faculty-Staff Handbook FSH 3820 B-6 (FSH), the ombuds may identify issues that might warrant further attention, and make recommendations, when appropriate.
The ombuds are encouraged to comment on policies, procedures and processes with an eye to positive future change. These observations should be shared with the administrators and bodies with jurisdiction over those policies, procedures, and processes. (FSH 3820 B-6)

Most concerns or problems brought to the Ombuds Office, are situational, or specific to a set of circumstances or individuals rather than emerging from systemic problems. However, when issues are specific to a systemic issue within a particular responsibility area, they are brought directly to the attention of the respective administrator for immediate attention. On other occasions, the ombuds’ may share observations, perceptions, and offer additional comment, or highlight opportunities for improvement. Selected ombuds observations, perceptions and comments for 2013-14 are noted below:

New employee classification system. Numerous comments and concerns as well as complaints regarding the new employee classification system were brought to the ombuds’ attention, both in anticipation of the roll out as well as after the fact. Before the presentation of the new system, some employees questioned the motivation for the change; and when problems within the new classification system surfaced, that uncertainty gave way to hurt, anger and distrust. It was a particularly painful time for many employees. In retrospect, it is worth asking, “What worked?” Despite continuing dissatisfaction over some classification categories, the ombuds heard, nevertheless, from many employees that they appreciated the administration’s consideration of and responsiveness to their concerns.

Leave reporting practices. Inconsistencies in leave reporting practices was one area of systemic focus during the year. There were multiple and recurring complaints involving different units that related to sick and annual leave reporting practices for exempt employees. These issues contributed to considerable personal and workplace distress and dissatisfaction. This problem was recently addressed, and hopefully, fully resolved by means of a recent campus-wide clarification and reaffirmation of university policy. This corrective action is appreciated.

Salary/wage increases. Multiple complaints were received, and others were (and continue to be) openly expressed across the university, about perceived disparities in pay raises over the most recent and previous few years. Differences in raises (when comparing percent of raises) ranged from nominal to significant among units, positions and some like positions. This has been confusing, at best, and at worst, it is a significant source of dissatisfaction. Clarifying and communicating the processes that ensure fair and equitable distribution of raises is essential.

Employee wellbeing. (continuing issue) Over the year, an increased number of employees have reported significant problems of well-being related to workplace and work life concerns. An increased number of employees in the past years also voiced concerns about what they perceived to be signs of distress among some of their coworkers.

Workplace culture and climate (continuing issue). Although the ombuds observes progress in this area, especially within some units, there is a continuing opportunity for the university to help prevent unnecessary discord by better communicating its expectations for professional conduct to all members of the community and by establishing clear processes for responding to persistent uncivil behavior. Uncivil behaviors that are left unaddressed are inconsistent with the university’s expressed values and set an improper standard for the workplace and for students.
The Year Ahead

The Ombuds Office will continue to provide a confidential, informal and impartial place for all members of the university community to bring university-related concerns and get help with resolving them. The ombuds will expand outreach efforts off-campus to introduce new employees, supervisors, administrators and students located away from the Moscow campus to the Ombuds Office and its services. The ombuds will also continue to actively reach out to new supervisors and administrators, student leadership, residence life staff, and student groups on campus. The ombuds will continue to partner with Professional Development and Learning (PDL) to provide workshops on communication, change, conflict management and support supervisor training and development; and the ombuds invites requests for onsite in-service training, meeting support and facilitation. The ombuds welcomes opportunities to provide preventative and early problem consultations as well as problem management for more advanced issues.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy) [3/09]

**Faculty/Staff Handbook [FSH]**
- □ Addition
- □ Revision*
- □ Deletion*
- □ Emergency

**Chapter & Title:**

**Administrative Procedures Manual [APM]**
- □ Addition
- X Revision*
- □ Deletion*
- □ Emergency

**Chapter & Title:** 95.12 - Weapons

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

---

**Originator(s):** Matt Dorschel October 27, 2014

(Please see FSH 1460 C)

**Telephone & Email:** Name Date

5-7209 / mdorschel@uidaho.edu

**Policy Sponsor:** (If different than originator.)

**Telephone & Email:**

Reviewed by General Counsel  

**Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

The purpose of this revised APM is to add necessary changes to UI policy to include restrictions on dangerous weapons other than firearms that may pose a danger to the UI Community.

**Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None

**Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

None

**Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: __________________________________________

Track # ____________ Date Rec.: _____________

Posted: t-sheet ________ h/c __________ web ___________

Register: ______________ (Office Use Only)
95.12 – **Firearms**

**Weapons**

July 1, 2014

**Preamble:** Idaho Code Effective July 1, 2014, Section 18-3309, Idaho code permits qualified retired law enforcement officers and individuals who have obtained an Idaho enhanced concealed weapon license, to possess a concealed firearm on public college and university property; with the exception of carrying within student dormitories or residence halls and at public entertainment/sporting facilities with a seating capacity of greater than 1,000.

**A. General.** The University of Idaho recognizes that a safe and secure environment is critical to maintaining a climate that is conducive to learning. The University of Idaho **Firearms** policy is consistent with State of Idaho law and The Governing Policies and Procedures of the Board of Regents of the University of Idaho.

**B. Definitions:**

**B-1. “Firearm”** as used in this policy means any instrument used in the propulsion of shot, shell, bullets, or other harmful objects by the action of gunpowder exploded within it, by the action of compressed air within it, by the power of springs and including what are commonly known as air rifles, BB guns, and pellet guns.

**B-2. “Concealed Carry”** means carrying a firearm in a fashion so that the firearm is not discernible by ordinary observation, and is in such close proximity to the person that it is readily accessible for prompt use.

**B-3. “Weapon” as used in this policy means:**

a. Any instrument used in the propulsion of shot, shell, bullets, or other harmful objects by the action of gunpowder exploded within it, by the action of compressed air within it, by the power of springs and including what are commonly known as air rifles, BB guns, and pellet guns;

b. Any knife, other than an ordinary pocket knife with a blade less than 4 inches long, or sword;

c. Billy, nightstick, or club;

d. Blackjacks or slapjacks;

e. Nunchaku karate sticks;

f. Shuriken or death star;

g. Artificial knuckles made from metal, plastic, or other similar hard material;

h. Any bow and arrow.

i. Prop, “facsimile”, or fake weapons, except those used as part of an academic program or University activity and approved by the Executive Director of Public Safety & Security, or designee supervised by a University employee.

**Commented [CG1]:** Alternatively, we could require written authorization by Campus Safety & Security.

I’m thinking that we may use prop weapons in theater productions or certain courses and want to ensure that we are not making their use violate our policy.
C. Policy: The University of Idaho allows the concealed carry of firearms and ammunition by holders of licenses described in section 18-3309(2), Idaho Code under the conditions and limitations set out in that section. Any other possession of firearms, including open carry, on University property is prohibited under the authority granted in Idaho Code section 18-3309 (1), Idaho Code, unless specifically approved by the Executive Director of Public Safety & Security or as specified in this policy.

C-1. Exceptions.

a. ROTC/Memorial Gym Firing Range. Firearms may be brought onto campus for use in the ROTC/Memorial Gym Firing Range in accordance with ROTC Firing Range rules. Firearms must be transported to the range unloaded, encased, with a trigger lock attached or otherwise rendered inoperable.

b. University Experimental Forests. Certain University Experimental Forests are open to hunting, therefore possession of hunting firearms on those University properties is allowed. For more information about hunting access and/or firearm possession on University Experimental Forests, contact the College of Natural Resources, (208) 885-8981 or visit http://www.uidaho.edu/cnr/research-outreach/facilities/Experimental-Forest/recreation.

C-2. Concealed Carry License Status. Authorized permit holders are not required to disclose their status to anyone other than a law enforcement officer. The University will not maintain a list of concealed carry license holders, this information is not a matter of public record. University of Idaho employees may not, under any circumstances, require students or other employees to disclose their concealed carry license status.

C-3. Firearm Storage.

a. The University of Idaho operates a weapons storage service on the Moscow campus for the convenience of students and employees. This is the only authorized location for storing a firearm on University property, with the exception of ROTC. For more information about storing firearms, contact the Office of Public Safety and Security: www.uidaho.edu/public-safety-and-security; e-mail: campus-security@uidaho.edu.

b. Firearms must be delivered to the weapons storage facility attendant unloaded, encased, with a trigger lock attached or otherwise rendered inoperable.

C-4. Public Entertainment/Sporting Facilities with a seating Capacity of Greater than 1,000. Authorized permit holders may not carry a concealed firearm in any of the following locations: (i) the ASUI Kibbie Dome Complex, (ii) the Memorial Gym, or (iii) the Student Union Building (SUB). The University has signage that specifies this restriction as set out in Idaho Code section 18-3309 (2), Idaho Code.

C-5. Student Dormitory or Residence Hall. Authorized permit holders shall not carry a concealed firearm within student dormitories or residence halls. *Student
“dormitory or residence hall” means a university owned building located on or within the campus area designated to house persons residing on campus as students.

D. Contact Information. For questions regarding this policy, contact The Office of Public Safety & Security: www.uidaho.edu/public-safety-and-security; e-mail: campus-security@uidaho.edu.