University of Idaho
2008-2009 FACULTY COUNCIL AGENDA
Meeting #14

Tuesday, December 9, 2008, 3:30 p.m.
BRINK HALL FACULTY LOUNGE

Order of Business

I. Call to Order.

II. Minutes.
   - Minutes of the 2008-09 Faculty Council Meeting #13, December 2, 2008

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.

VI. Committee Reports.

   Commencement Committee (Bird)
   Affirmative Action & Disability Affairs - Gender Identity/Expression (Biller)
      FC-09-022: FSH 3200 – Policy of Nondiscrimination
      FC-09-023: FSH 3860 – Grievance for Classified Staff
      FC-09-024: FSH 3215 – Non Discrimination Sexual Orientation
      FC-09-025: FSH 3060 – Affirmative Action Equal Opportunity
   University Curriculum Committee
      FC-09-026: Final Exam Schedules
      FC-09-027: NOI: Engineering – Certificate of Nuclear Criticality Safety
      FC-09-028: NOI: CLASS – BS/BA Organizational Sciences major (full proposal in
      Faculty Secretary’s office)

VII. Special Orders.

VIII. Unfinished Business and General Orders.
   - COIA
   - Program Prioritization Process
     Review/Discussion of Departmental Data

IX. New Business.

X. Adjournment.

Professor Karen Guilfoyle, Chair 2008-2009, Faculty Council

Attachments: Minutes of 2008-2009 FC Meeting #13, December 2, 2008
FC-09-022-FC-09-025: Coversheet
FC-09-022: FSH 3200 – Policy of Nondiscrimination
FC-09-023: FSH 3860 – Grievance for Classified Staff
FC-09-024: FSH 3215 – Non Discrimination Sexual Orientation
FC-09-025: FSH 3060 – Affirmative Action Equal Opportunity
FC-09-026: Final Exam Schedules
FC-09-027: NOI: Engineering – Certificate of Nuclear Criticality Safety
FC-09-028: NOI: CLASS – BS/BA with major in Organizational Sciences major (full proposal in Faculty Secretary’s office)
COIA (distributed earlier)
University of Idaho
Faculty Council Meeting Minutes
2008-09 Meeting #13 Tuesday December 2, 2008

Present: Adams (for Hill, w/o vote), Baird, Baker (w/o vote), Battaglia, Chandler, Crowley, Eveleth, Fairley, Frey, Fritz, Guifoyle (chair), Holthaus, Holbrook, Huber, Machlis, Limbaugh, Miller, Murphy, Oman, Schmeckpeper, Schmiege, Sullivan, Wilson. Liaisons: Budwig (Boise), Newcombe (Coeur d’Alene), Crepeau (Idaho Falls); Absent: Das, Hill (w/o vote), Williams; Guests: 5

Minutes: It was moved and seconded (Miller, Murphy) to approve the minutes of the November 18th, 2008 as distributed. The motion carried unanimously.

Chair’s Report: The chair hoped that all the members of Council had had a good, rejuvenating Thanksgiving Break. She noted that, for future schedule planning, that there would certainly be a Faculty Council meeting next Tuesday, December 9th but that the leadership hoped that it would not be necessary to meet during finals week. She also reminded councilors that she had urged them to meet with their respective deans to see how the twin discussions of budget cutting (prompted by state holdbacks) and reallocation (prompted by program prioritization process) were being handled in the colleges and to what degree they involved widespread faculty participation. They would be asked to report on these discussions later in the meeting.

She thanked Professor Murphy and the University Budget and Finance Committee for their report. She also thanked Professor Douglas Adams for reprising his role as secretary to Faculty Council in the absence of Professor Hill (in Washington, DC on research business). (Several councilors, on seeing the new/old secretary, momentarily thought they had entered some time-warp and been transported back to an earlier, happier time.)

Provost’s Report: The provost noted, more than a little ruefully, that a lot had happened since council had last met. As a positive development he was happy to announce that an interim dean for the College of Engineering had been chosen, Don Blackketter. He thanked Howard Peavey for his service as acting dean while the search for an interim went on; he thanked the search committee for its efforts and for the other good candidates for their willingness to come forward. Less positively, he reminded council that the governor had just announced a new and greater holdback for the 2008-2009 fiscal year. Earlier he had announced a holdback of 1% and a reserve of another 1.5%. Yesterday he had changed those figures to 4% and 2% respectively. The governor had not made any mention of probable budgets for the next fiscal year but it was the perception of state higher education leaders that there would be no Change in Employee Compensation next year. In response to a question, he said that promotion increments would be maintained, if at all possible, though the source of those increments had yet to be decided. (Normally they are taken from the pool of money generated by an increased CEC.) As a result of the new holdbacks, the president had mandated a hiring freeze and a halt to non-essential travel.

With regard to the first he said that all hiring, even previously approved hiring, was frozen unless the search had reached the offer stage or required by a grant or contract. Other searches need to be re-authorized if they were to proceed. More details would be posted on his website in the next few days. With regard to the second he said the ban on non-essential travel did not extend to grant-supported travel but did extend to travel on gift-accounts (though the latter could be negotiated with the individual deans). The university needed to husband all cash reserves to meet the 4% holdback. Responding to a question, he said that conference travel, even for those already on the program as giving papers, was not defined as essential travel.

Budget targets for colleges in response to the new holdback would be communicated within the next week or two. Those targets would not necessarily be across the board.
Having quieted whatever exuberance might have snuck into the meeting, he turned to reviewing the Program Prioritization Process (PPP). He reminded councilors that the “initial review criteria” data had been collected from all departments some time ago. These criteria include: (1) number of X (state) budgeted faculty FTE, (2) student credit hours generated, (3) student credit hours/number of X (state) budgeted faculty, (4) number of graduates (bachelors, masters, doctorates), (5) graduates/number of X (state) budgeted faculty (at all three levels), (6) number of publications, (7) number of publications/number of X (state) budgeted faculty, (8) external funding, (9) external funding/number of X (state) budgeted faculty, (10) outreach expenditures. These data would be posted on his website, hopefully as early as the next day. With them would be posted, normative data, nationally comparative (Delaware database) or peers (if unavailable in Delaware database deans had solicited 4-5 peers). A councilor noted that some of these criteria, e.g., number of publications (X state budgeted faculty) should only be considered while taking into account position descriptions (a three-quarter teaching position should not be compared directly with a three-quarter research position).

In a Provost’s Council meeting, the deans had anonymously and without any prior discussion given their rankings to all departments in the university. After considerable discussion, the deans had agreed that it would be better to rank programs rather than departments but had not taken any second vote or further discussion, either on departments or programs. Lacking that crucial second vote and discussion, the Provost’s Council did not feel it appropriate to reveal the rankings generated by the earlier, pre-discussion, vote. He would be working with the individual deans over the course of the next two weeks on the deans’ plans for budget reduction, both short term and long term. After those discussions the provost will create a draft program reduction document which he will bring to the Provost’s Council on January 15th-16th and, perhaps revised from that meeting, to Faculty Council on its first spring semester meeting, January 20th. After discussion by Faculty Council, it will return to the Provost’s Council for final input and then recast into the form of several NOI’s for approval by the usual process in February. These NOI’s would go to the CAAP group (provosts of state institutions of higher education) on March 2nd and to the Board of Regents in June. In response to a question the provost recognized that this was a very tight time-line—driven by the need to get it to the Board for final action in June. Is there a Plan B? Yes, to get it all to the Board at its August meeting. However, delaying it does not help bridge the cash shortfall and the longer it is delayed the more difficult it becomes. Once approved these changes would probably show up in budgets for FY 2011 at the earliest. There will need to be abridging budgetary strategy in FY 2010.

Approval of the Fall 2008 Graduates: After a brief history on such approvals and their symbolic importance of the faculty’s responsibility for academic curricula by the secretary, it was moved and seconded (Miller, Schmiege) to approve the list of December graduates as prepared by the Registrar. The motion carried unanimously.

Advising, Assessment, Professional Development: Vice Provost for Academic Affairs Jeanne Christiansen reported to Faculty Council on initiatives the university had taken, was taking, or was planning to take in these areas. In each case a hard-working committee or task force had been assembled to discuss these issues and to make suggestions as to how the university might proceed in making improvements. Vice Provost Christiansen noted a number of initiatives that had grown out of these discussions, e.g., assessment strategies for advising, on-going attempts to devise ways of assessing quality in academic programs, creation of a preliminary budget request to fund professional development activities.

Responding to a question Vice Provost Christiansen was firm in saying the kind of program assessment her group was working on had nothing to do with the PPP. Responding to another question/issue, she said that the Teaching and Advising Committee was aware of its promise to return to council with further investigation and discussion of the response rate for the on-line student evaluation of teaching system. She would be happy to return to council at its convenience to discuss the matter again.
Program Prioritization Process: Professor Miller began the resumed discussion on the PPP by noting that Faculty Council had adopted “Detailed Review Criteria” at a previous meeting but had not had time to discuss them in detail. He wondered if it would be appropriate to take up that matter now. The general response was that a detailed discussion would be otiose until such time as there were actual programs to be considered according to these criteria. (Perhaps appropriately to a land-grant institution, the prevailing metaphor was of the goring of oxen.)

The majority of the ensuing discussion concerned, in one way or another, the frustration many councilors felt concerning the lack of any list of programs that were to be scrutinized for possible downsizing or elimination (see above Provost’s Report). Under the time-line adumbrated by the provost, they would not be made public until January 20th’s Faculty Council meeting. Would stake-holders in these programs feel that they had adequate time to offer up appropriate rebuttals? Is transparency being lost?

The suggestion was strongly made that “taking tenured faculty off the table” would do much to reduce stress in the university community and greatly improve the chances of creating some sort of general (though of course not universal) agreement about program elimination.

In response to a question about non-academic units in the university, the provost said that all have been given the same targets for reduction. He would bring a report of what was being planned, or at least discussed, by the three vice presidents to the next Faculty Council meeting.

Report on council representatives’ meetings with their deans.

CLASS: it was a good meeting at which the dean’s anguish had been clearly apparent. She did not want to impinge on currently employed faculty and staff. Serious possibilities for change included the elimination of most graduate programs in the college, the institution of a college-wide three-three teaching load, and pulling college support from the CORE.

Engineering: the new dean’s recent appointment (December 1st) had made it impossible to schedule a meeting yet.

CNR: the dean wants to spare current employees. He is looking to alternative sources of funding for some programs currently on X-budgets (only 30% of the college’s total budget is from Gen Ed). He has at least mentioned the idea of involuntary furloughs.

B and E: the chairs and area coordinators have been brainstorming possible ideas for both budget-cutting and RFI.

Science: the dean was considering the possibility of combining departments and reducing staff. He wanted to be as creative as possible. Faculty as yet were not involved in the discussions.

CALS: discussions so far only at the administrative level.

Education: a committee of department heads and “regular” faculty were discussing possibilities.

The chair urged councilors to let their constituents know about the process and make sure that they are informed. She also urged council to make sure all faculty understood that they too have a responsibility to become more actively involved themselves by seeking out and participating in the discussions.

Adjournment: The time having reached 5:05 p.m., it was moved and seconded (Murphy, Schmeckpeper) to adjourn. The motion carried unanimously.

Respectfully submitted,

Douglas Q. Adams, Second Secretary to the Faculty Council
# POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions.)

<table>
<thead>
<tr>
<th>Faculty/Staff Handbook (FSH)</th>
<th>Addition</th>
<th>Revision*</th>
<th>Deletion*</th>
<th>Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter &amp; Title: 3215 NonDiscrimination Based on Sexual Orientation</td>
<td>3200 Policy of NonDiscrimination</td>
<td>3060 Affirmative Action &amp; Equal Opportunity</td>
<td>3860 Grievance Procedures for UI Classified Staff Employees</td>
<td></td>
</tr>
</tbody>
</table>

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):** April Preston  11/17/08  
(Please see FSH 1460 C)  
**Telephone & Email:** 885-3616 aprilp@uidaho.edu

**Policy Sponsor:** (If different than originator.)  
April Preston – as Interim Human Rights Compliance Officer  
**Telephone & Email:**

**Reviewed by General Counsel**  
X Yes ____No  Name & Date: Hoey Graham 11/20/08____

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

To demonstrate a more inclusive definition of diversity.

## II. Reason/Rationale:
Reason this addition, revision, and/or deletion is necessary, if different than above?  
Current policies do not address gender identity/expression

## III. Fiscal Impact:
What fiscal impact, if any, will this addition, revision, or deletion have?  
None

## IV. Related Policies/Procedures:
Describe other policies or procedures existing that are related or similar to this proposed change.  
Policy of Non-discrimination signed by President and Human Rights Compliance Officer  
Preamble of Faculty Staff Handbook

## V. 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: ___________________________________________
POLICY OF NONDISCRIMINATION

PREAMBLE: This section explains the University of Idaho nondiscrimination policy and was added to the Faculty Staff Handbook in January 2003. Further information on this policy and on the relevant federal and state laws lying behind it may be obtained from the Human Rights Compliance Office (208)-885-4212; Office of Diversity and Human Rights (208-885-9229); http://www.webs.uidaho.edu/hrco.

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, disability or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment.


Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in Faculty Staff Handbook (FSH) 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation and gender identity/expression, as stated in FSH 3215. The entire FSH can be accessed online at http://www.its.uidaho.edu/fsh.

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Special Assistant to the President for Diversity and Human Rights (885-9229); Director for Human Rights Compliance Officer (885-4212 or hrco@uidaho.edu); Coordinator of Disabled Student Services (885-7200); Regional Office for Civil Rights, U.S. Department of Education in Seattle 206-220-7900; Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco 415-848-6969. Complaints about discrimination or harassment should be brought to the attention of the UI Office of Diversity and Human Rights Compliance Officer (885-4212 or diversityhrco@uidaho.edu). Retaliation for bringing forward a complaint is prohibited by FSH 3810.
A. POLICY.

A-1. Purpose. The purpose of this policy is to provide clear processes through which UI classified employees may present grievances. As used in this policy “UI classified employees” includes UI classified employees and UI exempt classified employees. This policy aims to assist in maintaining a productive work environment and preventing minor complaints or problems from becoming major concerns. Unresolved grievances can result in a strained working environment, low morale, absenteeism, and diminished productivity.

A-2. Resolution at Lowest Level Possible.

a. Employees, supervisors, upper-level managers and administrators are encouraged to resolve job-related disputes at the lowest management level possible within UI. Before using the processes described below, an employee should make a reasonable attempt to meet with and resolve the matter(s) with his or her immediate supervisor. Advisors, except attorneys, are permitted at the informal meeting with the immediate supervisor. Employees and supervisors are strongly encouraged to engage in this informal meeting in order to identify the precise matter(s) at issue, discuss ways to resolve them and to resolve matters at the lowest level possible.

b. If an employee believes that meeting with his or her immediate supervisor would be futile, or if an issue is not adequately resolved, the employee is encouraged to contact the next higher administrator, Human Resources (HR) or the Ombuds Office. [ed. 9-06, rev. 2-07]

c. The ombuds’ office [FSH 3820] provides a confidential, informal mechanism to facilitate voluntary communications between individuals in dispute, to help clarify issues involved, and to suggest avenues for dispute resolution. An employee who wishes to use the services of the ombuds should do so before using the procedures discussed below. [ed. 9-06]

A-3. Financial Exigency. This policy does not apply under the circumstances described in FSH 3970, except as set forth therein.

A-4. Sexual Harassment, Illegal Discrimination or Retaliation. The processes in this policy should not be used when alleging sexual harassment or illegal discrimination. An employee alleging sexual harassment or discrimination based on race, color, sex, national origin, religion, age, sexual orientation, gender identity/expression or disability may file a complaint with the Human Rights Compliance Officer. That Office investigates such complaints, and handles their resolution with appropriate regard for confidentiality. An employee alleging retaliation is required to follow the process set forth in FSH 3810 before proceeding under this policy. The time period for appeal will begin to run upon completion of the process set forth in 3810. [FSH 3210, FSH 3215, FSH 3220] [ed. 9-06, rev. 7-07]

B. PROBLEM-SOLVING PROCEDURE.

B-1. Eligibility to Use the Problem-Solving Procedure. Any UI classified employee, including those with provisional or entrance probationary status, may file a grievance under the problem-solving procedure. The problem-solving procedure deals with all job-related matters except dismissals for cause, suspensions without pay, demotions, and
involuntary transfers. Further, the problem-solving procedure shall not apply to unsatisfactory performance during entrance probation or to compensation except alleged inequities in compensation within UI or a department. Upon mutual agreement of UI and the employee, time requirements or any intermediate step of the problem-solving procedure may be waived.

**B-2. Elements of the Problem-Solving Procedure.**

**a.** To begin the Problem-Solving Procedure employees are required to file the Problem-Solving Request Form (see the end of this policy) no later than ten (10) working days after becoming aware of any matter which may be handled through this Problem-Solving Procedure or after ending informal processes with the Ombuds Office without resolution, whichever date is later. The time limit for filing shall be extended due to the employee’s illness or other approved leave up to five (5) working days after returning to the job. UI may, but is not required to, accept a filing that is or appears to be filed late. Filing is made by hand delivering or mailing by first class mail, postage prepaid, to the assistant vice president executive director for human resources or designee, University of Idaho, Moscow, Idaho 83844-4332. Filing shall be deemed received on the date of hand-delivery or postmark. [rev. 2-07]

**b.** An employee is entitled to be represented by an advisor, who may be an attorney, in the problem-solving process. Two or more employees may join together to use the problem-solving procedure. Retaliation for using the problem-solving procedure or for participating as a witness or representative is expressly prohibited. An employee who believes that he or she is being retaliated against should review the University’s retaliation policy, FSH 3810, and notify HR. [ed. 9-06]

**c.** HR will arrange for the employee to meet with representatives of the unit or college who are best able to resolve the problem through a meeting with the employee. Because the goal of this procedure is to resolve problems at the lowest level possible, this meeting may involve the immediate supervisor and any additional people who may be helpful in resolving the issue(s) as determined by HRS. The department head, director, or equivalent may consult with the employee, immediate supervisor, college administration, others who participated in the problem-solving procedure and any other resources or persons in order to determine how best to resolve the issue. [ed. 9-06]

**d.** The employee will receive a written response to the issues raised from the department head, director, or equivalent no later than five (5) working days after the meeting.

**e.** Optional Mediation Step. At any time during the Problem-Solving Procedure, UI and the employee may mutually agree to engage in mediation. If both UI and the employee agree to engage in mediation, the other steps and time limitations (except for the initial filing deadline) of the Problem-Solving Procedure will be put on hold pending mediation. UI will pay for the costs of mediation. UI and the employee must also agree upon a mediator. The mediator cannot be a current or former employee of UI. The outcome of the mediation may include, at the mediator’s discretion, a written document of the resolution.

**C. DUE PROCESS PROCEDURE**

**C-1. Subject Matter; Eligibility; Basic Elements.** The due process procedure deals with dismissals for cause, suspensions without pay, demotions, and involuntary transfers. UI Classified employees, except those with provisional or entrance probationary status are entitled to due process before UI makes any decision to dismiss for cause, suspend without pay, demote, or involuntarily transfer. Due process requires that the employee receive notice and an opportunity to be heard before a decision is made.

**C-2. Elements of the Due Process Procedure.**

**a.** Notice. Before taking action to dismiss, suspend without pay, demote, or involuntarily transfer an employee covered by this policy, UI will provide a Notice of Contemplated Action containing the following information:

(1) Notice of the Contemplated Action. UI will provide the employee with written notice of the contemplated action(s). For example, the notice may state that dismissal is the contemplated action. It may also set forth alternative forms of discipline, such as demotion or suspension.
(2) Notice of the Basis for the Contemplated Action. UI will provide the basis or reason for the contemplated action. The “basis” of the contemplated action is the for-cause reason and should include corresponding citation to applicable policy or law that supports disciplinary action against an employee.

(3) Explanation of the Evidence. UI will provide a written explanation of the information or evidence pertinent to the contemplated action. This could include an explanation of statements made by other employees, an explanation of documents, and/or an explanation of events leading to the notice. All supporting documentation relied on by UI in considering the contemplated action will be provided to the employee.

(4) Opportunity to Respond. The notice will inform the employee that he or she has the opportunity to respond and will provide a deadline for that response (see “Opportunity to Respond,” below).

(5) Mailing or Delivery. The Notice of Contemplated Action shall be hand-delivered to the employee or mailed by first class mail, postage prepaid, to the employee’s last known address on file with HR. A Notice of Contemplated Action is deemed received by the employee on the day it is delivered or three (3) working days after it is mailed.

b. Opportunity to Respond.

(1) An employee who receives a Notice of Contemplated Action is entitled to an opportunity to respond in person or in writing. It shall be the employee’s decision whether to respond in person or in writing. This is the employee’s opportunity to present his or her reason(s) why the contemplated action should not be taken. The employee may accept the opportunity and respond within the time period stated in the Notice of Contemplated Action, may waive the opportunity by failing to respond within that time period, or may waive the opportunity in writing.

(2) The Notice of Contemplated Action will contain a time period within which an employee may respond. This time period shall be no shorter than five (5) and no longer than ten (10) working days after the employee has received notice unless both UI and the employee agree in writing. UI will make the final decision on the contemplated action after the employee has responded, failed to respond, or otherwise waived in writing the opportunity to respond.

(3) An employee may be represented by an attorney, or other person of the employee’s choosing.

c. UI’s Decision. UI will notify the employee of its decision no later than three (3) working days after the employee has responded, failed to respond, or otherwise waived in writing the opportunity to respond. This three (3) working day period may be extended by UI. UI’s decision will be mailed or hand-delivered to the employee, HRS, and the Provost, Vice President, Executive Director, or other similar individual in charge of the employee’s unit. A decision to dismiss an employee is final and effective on the date set forth in the notice. A dismissed employee shall be provided two (2) weeks pay in lieu of two (2) weeks notice of dismissal. If a sanction is imposed, the employee may have the right to appeal UI’s decision under section D of this policy.

d. Optional Mediation Step. At any time during the Due Process Procedure, UI and the employee may mutually agree to engage in mediation. If both UI and the employee agree to engage in mediation, the other steps and time limitations of the Due Process Procedure will be put on hold pending mediation. UI will pay for the costs of mediation. UI and the employee must also agree upon a mediator. The mediator cannot be a current or former employee of UI. The outcome of the mediation may include, at the mediator’s discretion, a written document of the resolution.

e. Retaliation for responding or participating as a witness or representative in the Due Process Procedure is expressly prohibited. An employee who believes that he or she is being retaliated against should review the University’s retaliation policy, FSH 3810, and notify the Human Rights Compliance Officer (HRCO). [ed. 9-06]
D-1. These procedures apply to appeals from the Problem-Solving Procedure and the Due Process Procedure. After completing the problem-solving procedure, an employee may appeal only the UI’s failure to provide a right or benefit to which the employee is entitled by law. The filing of an appeal does not extend the effective date of the decision being appealed.

a. Filing of Appeal and Appearances. Appeals from decisions made under the Due Process Procedure are filed with the assistant vice president executive director for human resources or designee. Every appeal filed shall be written and shall state, at a minimum, the decision being appealed, the grounds for the appeal, the action requested, and the name, address, and telephone number of the employee’s attorney if the employee is represented. HR shall provide a copy of the appeal to the administrator whose decision is being appealed, the Provost, Vice President, Executive Director or other similar individual in charge of the employee’s unit, and the chair of the Staff Affairs Committee (SAC). [ed. 9-06]

b. Time Period for Filing An Appeal. An appeal from a decision made under the Due Process Procedure must be received or postmarked within ten (10) working days after receipt of the written notice of final decision being appealed. The notice of final decision is deemed received on the date personally delivered, or three (3) working days after deposited in the United States mail, postage prepaid.

c. Upon receiving an appeal, the chair of SAC shall appoint three current or former members of SAC to serve as the Staff Affairs Hearing Board (SAHB). The SAC chair will appoint one (1) member of the SAHB as its chair. Current or former members of the SAC who wish to be eligible to serve on the SAHB are required to participate in periodic training sessions conducted by the Office of University Counsel to ensure their understanding of due process requirements. Only those members of the SAC who attend training sessions are qualified to hear appeals. UI supervisors shall provide members of SAC paid time away from their jobs to attend these periodic training sessions and other meetings associated with handling a grievance under this policy.

d. Once a grievance has been filed and an SAHB has been formed, the SAHB may meet as needed to prepare for the hearing and to handle other issues that arise related to the grievance.

e. Setting of Hearing. Within ten (10) working days after receiving the appeal from HR, the chair of the SAHB shall consult with the parties and thereafter shall set a mutually agreeable date for the hearing. The chair has discretion to change the date of the hearing. The SAHB shall also set the date by which UI’s response to the appeal shall be filed. [ed. 9-06]

f. Filing of Documents. Once an appeal is referred to the chair of the SAHB, all documents shall be filed directly with the chair of the SAHB during the pendency of the appeal. Copies of all documents submitted shall be provided to the staff member and the administrator who made the decision being appealed.

g. Recommendation of the SAHB. The SAHB shall issue a written recommendation to the President or his or her designee within ten (10) working days after the hearing is concluded. If the President has a conflict of interest, the recommendation shall be made to the Provost and if the Provost also has a conflict of interest the recommendation shall be made to the Vice President for Finance and Administration who shall complete the process as described below. The chair of the SAHB shall provide a copy of the recommendation to the employee, the employee’s representative if any, the assistant vice president for human resources, and the administrator whose decision is being appealed.

h. The President or his or her designee shall issue a written decision to the employee within ten (10) working days after receipt of the recommendation. If the decision is materially different from the recommendation of the SAHB, the reason(s) for the difference(s) shall be set forth in the decision. A copy of the decision shall be provided to the employee, the employee’s representative if any, the SAHB, the assistant vice president executive director for human resources, and the administrator whose decision is being appealed. The decision of the President or his or her designee is final.

D-3. Other Procedures.

a. Hearings, generally, are held in Moscow. Employees who use the appeals process whose work locations are not in Moscow may request the chair of the SAHB to arrange for a video or telephone conference assisted
hearing for the convenience of the employee appealing or, when feasible, to move the hearing to the location where the employee works.

b. Scope of SAHB’s Authority. The SAHB has no authority to declare a statute or regulation unconstitutional or to interpret a statute or regulation. In all appeals, the SAHB shall determine whether the employee has proven the matter at issue by a preponderance of the evidence.

c. Closed Hearing. Every hearing shall be closed and only those participating may attend, unless the parties agree otherwise in writing. A party may be represented by a person of his or her choice. The representative may be an attorney.

d. UI shall provide the employee with all records relied on in making the decision being appealed.

e. The chair of the SAHB, in consultation with the parties and except as provided in this policy, shall have the authority to set rules to govern the conduct of the appeal process and hearing. The hearing itself shall be conducted in an informal manner. The chair of the SAHB, with or without objection, may exclude evidence that is irrelevant, unduly repetitious, or protected by a privilege recognized in the courts of Idaho. All other evidence may be admitted if it is of a type commonly relied upon by prudent persons in the conduct of their affairs.

f. Settlement negotiations are confidential and shall not be disclosed, unless all participants in the negotiation agree to the contrary in writing. Facts disclosed, offers made, and all other aspects of settlement negotiations (including agreements reached) are not part of the file maintained by HR following a hearing. [ed. 9-06]

g. If the employee fails to appear at the hearing, the chair of the SAHB shall dismiss the employee’s appeal. Such dismissal may be rescinded only for good cause shown as determined by the chair of the SAHB.

h. The SAHB chair has responsibility for retrieving all documents used in the hearing process from all members of the SAHB and the UI. The chair shall deliver the documents used in and generated by the hearing process to HR. HR shall maintain a complete set of these documents for seven (7) years from the date of the decision of the President and thereafter shall destroy them. [ed. 9-06]

D-4. This policy shall be liberally construed to secure just, speedy and economical determination of all issues presented. The Idaho Rules of Civil Procedure and the Idaho Rules of Evidence do not apply to these proceedings.
Problem Solving Request Form
This form should be filed within 10 working days after the events that the employee would like resolved.

Date ________________________ Department ________________________________

Employee Seeking Problem Solving __________________________________________

Employee’s Job Title ________________________________________________________

1. I seek resolution of the following job-related matter(s): (Attach additional sheets if necessary)

2. My suggested solution(s) is/are: (Attach additional sheets if necessary)

3. I wish the following people to attend problem-solving meetings: (Please include name and telephone number)

Employee’s signature and date

__________________________________________
Signature

Please file this form with the assistant vice president or executive director for human resources by hand delivery or first class mail to HR, University of Idaho, Moscow, ID 83844-4332. [ed. 9-06]
Employee Grievance and Appeal

This form may be used for appeals being filed pursuant FSH 3860 (classified employees) or FSH 3890 (non-faculty exempt employees).

Date_________________________________ Department________________________________________________

Employee’s Name and Title__________________________________________________________________________

Please indicate whether you are a Classified or a Non-Faculty Exempt employee: _______________________________

Name and Title of Person (s) Grievance is being filed against________________________________________________

Brief Description of Employee’s duties (or attach HR position description): [ed. 9-06]

State the decision being appealed:

State grounds for appeal (use additional sheet if required):
When completing this section of the Staff Employee Grievance and Appeal of Due Process Final Decision form, please attach a copy of the applicable policy or regulation (Faculty-Staff Handbook). Also include any relevant documentation or references that support your grievance.

Requested Action:

Will you be represented in this proceeding Yes_______ No_________
If you will be represented provide person’s name and telephone number.

Unless the employee requests otherwise, the Staff Affairs Committee/ Staff Affairs Hearing Board will send all correspondence and notices regarding this matter to an employee’s representative. If you wish to have all correspondences and notices sent to you, the employee, rather than your representative please state so.

Employee’s Signature and date:

________________________________________________________________________________________

Staff Affairs Hearing Board Chair’s signature and date:

__________________________________________________________________________

Completed Staff Employee Grievance and Appeal of Due Process Final Decision forms must be submitted to Human Resources either in person or by mail. The HR mailing address is: PO Box 444332 Moscow, ID 83844-4332. An appeal from a decision made under the Due Process Procedure (FSH 3860) must be received or postmarked within 10 working days after receipt of the written notice of Final decision being appealed. The notice of final decision is deemed received on the date personally delivered or three working days after deposited in the United States mail, postage prepaid. [ed. 9-06]
NON-DISCRIMINATION ON THE BASIS OF SEXUAL ORIENTATION AND GENDER
IDENTITY/EXPRESSION

PREAMBLE: This section was added to the Handbook in January of 1995. For further information, contact the Affirmative Action Officer (208-885-6591).

A. The University of Idaho regards discrimination on the basis of sexual orientation and gender identity/expression to be inconsistent with its goal of providing an discrimination-free atmosphere in which students, faculty, and staff may learn, work, and live. The University of Idaho values the benefits of cultural diversity and pledges to students, prospective students, employees and the public that it will defend pluralism in the academic community, and warmly welcomes all men and women of good will without regard to sexual orientation or gender identity/expression.

B. Practices or regulations that discriminate on the basis of sexual orientation or gender identity/expression are neither condoned nor permitted. This policy applies to only the following University of Idaho operations:

   B-1. personnel decisions;

   B-2. student admissions and evaluation;

   B-3. student disciplinary regulations;

   B-4. student housing, however this policy shall not affect the discretion of the university housing office to reallocate rooms and room assignments based on the needs of individual students nor UI housing policies which offer housing on the basis of parenthood or the existence of a legally recognized marriage;

   B-5. use of dining halls, classrooms, or other facilities; or

   B-6. in the provision of educational services, by its employees.

C. The University of Idaho will apply this policy consistently with its obligation to continue to provide Reserve Officer Training Corps (ROTC) programs under federal law. To the extent this policy conflicts with federal regulations of the ROTC program, the requirements of the federal program will prevail.

D. To the extent this policy conflicts with contractual obligations or state or federal laws or regulations, those obligations and laws or regulations will prevail.

E. In determining whether a breach of this policy has occurred, a person claiming discrimination must show that the challenged action would not have occurred but for the person’s sexual orientation or gender identity/expression. The University’s anti-retaliation policy, FSH 3810, applies.

F. Nothing in this policy affects UI policies implemented on the basis of legally recognized marriage.
AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

PREAMBLE: This section outlines the university's responsibilities vis-à-vis affirmative action and equal opportunity. This section appeared in the 1979 Handbook; it has been changed in minor ways several times since, always to reflect current federal statutes and regulations. Unless otherwise noted, the text is as of July 1996. More information may be obtained from the Affirmative Action Office-Human Rights Compliance Office (208-885-4212/6591). [See also 6010 and 3065 B.J [ed. 7-00]

CONTENTS:
A. Statement of Intent on Equal Opportunity
B. Statement of Policy on Equal Employment and Educational Opportunity and Affirmative Action
C. Principles of Equal Employment Opportunity and Affirmative Action
D. Non-Dilution of Standards
E. Statement of Responsibility

A. STATEMENT OF INTENT ON EQUAL OPPORTUNITY. The University of Idaho recognizes that previous discrimination in employment based upon race, color, national origin, religion, sex, sexual orientation, gender identity/expression, age, disability, or status as a Vietnam-era veteran has foreclosed economic opportunity to a significant number of people in the United States. To correct this inequity and to afford everyone the opportunity to participate without discrimination, UI pledges to eliminate all vestiges of policy that tended, intentionally or otherwise, to discriminate on the grounds proscribed by federal and state laws, and to take affirmative action to recruit, employ, and promote qualified members of those groups formerly excluded.

B. STATEMENT OF POLICY ON EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITY AND AFFIRMATIVE ACTION.

B-1. It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, and other federal and state statutes and regulations, and university commitments.

B-2. It is also UI policy not merely to refrain from employment discrimination as required by the various federal and state enactments but to take positive affirmative action to realize full equal employment opportunity for women, ethnic groups, persons with disabilities, and Vietnam-era veterans and to increase substantially the numbers of women and ethnic-group members in positions where traditionally they have not been employed.

C. PRINCIPLES OF EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION. In furtherance of this policy, UI will:

C-1. Recruit, hire, train, and promote people in all job classifications without regard to race, color, national origin, religion, sex, sexual orientation, gender identity/expression, age, disability, or status as a Vietnam-era veteran. (An applicant's sex may be a “bona fide occupational qualification,” as that term is narrowly construed pursuant to the Civil Rights Act of 1964. Consideration of an applicant's sensory, mental, or physical handicap that would prevent performance of duties essential to a given position is not prohibited.)
C-2. Base employment decisions on the principles of equal opportunity.

C-3. Ensure that promotion decisions are in accord with principles of equal opportunity by imposing only valid requirements for promotional opportunities.

C-4. Ensure that all personnel matters, such as compensation, benefits, transfers, layoffs, returns from layoff, leave, UI-sponsored training, education, tuition assistance, and social and recreational programs, are administered without regard to the factors specified in C-1.

C-5. Ensure that access to and use of facilities are administered without regard to the factors specified in C-1. Such facilities as dormitories, locker rooms, and restrooms must be comparable for both sexes.

C-6. Take affirmative action on behalf of women, ethnic groups, persons with disabilities, and Vietnam-era veterans to eliminate the continuing effects of past discrimination in employment; actively recruit members of these groups for employment; ensure that, in the process of recruitment for and appointment to the work force, no permanent appointment will be made until women, ethnic-group members, persons with disabilities, and Vietnam-era veterans have been sought out and encouraged to apply; and develop a work force that reflects a distribution of women and ethnic-group members consistent with the availability of such persons within the appropriate labor market. [ed. 7-00]

C-7. Provide prompt, fair, and impartial consideration of all complaints of discrimination arising in UI.

C-8. Identify and analyze problems inherent in employment of women, ethnic-group members, and persons with disabilities, and establish result-oriented procedures (including numerical goals when appropriate) for the elimination of such deficiencies; provide a detailed program indicating specific steps toward these ends and timetables for the prompt achievement of the goals in accordance with the spirit of the law; and take affirmative action to eliminate problems and to achieve the goals (“goals” are defined by federal higher education guidelines as “not rigid and inflexible quotas which must be met, but . . . targets reasonably attainable by means of applying every good faith effort to make all aspects of the entire affirmative action program work”).

C-9. Provide reports on the affirmative action program to the appropriate federal and state agencies and to the university community.

D. NON-DILUTION OF STANDARDS. Nothing in this policy requires UI to eliminate or dilute standards that are necessary to the successful performance of its educational and research functions. The affirmative action concept does not require that UI employ or promote any person who is less qualified than another person with whom he or she is competing for a particular position or promotion. The concept does require, however, that any standards or criteria that have had the effect of excluding women, minorities, or persons with disabilities be eliminated, unless UI can demonstrate that such criteria are conditions of successful performance in the particular position involved.

E. STATEMENT OF RESPONSIBILITY.

E-1. Authority and responsibility for implementing, maintaining, and monitoring affirmative action and equal opportunity at UI lie primarily with the president and the affirmative action officer.

E-2. Although the president exercises, in consultation with the affirmative action officer, ultimate authority and responsibility for affirmative action and equal opportunity at UI, the provost and vice presidents are responsible for monitoring and controlling activities within their respective areas of responsibility to ensure full implementation of this policy and program. Deans, directors, departmental administrators, and other officers are similarly responsible within their areas of jurisdiction.
E-3. The Affirmative Action Committee [see 1640.10] has the major faculty responsibility for monitoring and advancing the affirmative action and equal opportunity programs at UI. The committee works closely with administrative officers and attempts to identify relevant rules and regulations pertaining to specific affirmative action and equal opportunity problems at UI and periodically reports on its activities to the Faculty Council. In areas in which it appears that discretion is permitted in the implementation, application, or operation of a specific program, the committee makes appropriate recommendations to the Faculty Council. [ed. 7-00]

E-4. Finally, it is the responsibility of each and every member of the academic community to assist in achieving the aims of this policy and to make equal opportunity a functioning condition of life at UI.
Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar’s Office. In order to avoid conflicts, rooms must be reserved in the Registrar’s Office for “common final” exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. No quizzes or exams shall be given in lecture-recitation periods during the week before the final examination week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted that week. Announcements of time and room should be made by the instructor for all exams. Instructors must meet their classes during the exam period for which they are scheduled in the final exam week, either for an exam or a final class session. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

**EXAMINATION DAY AND HOUR FOR CLASSES MEETING:**

<table>
<thead>
<tr>
<th>Examination</th>
<th>Monday December 14</th>
<th>Tuesday December 15</th>
<th>Wednesday December 16</th>
<th>Thursday December 17</th>
<th>Friday December 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m. to</td>
<td>8:30 a.m. MTWRF</td>
<td>7:30 a.m. MTWRF</td>
<td>7:30 a.m.</td>
<td>9:30 a.m. TR</td>
<td>8:30 A.M. TR</td>
</tr>
<tr>
<td>9:30 a.m.</td>
<td>MTRF</td>
<td>MTRF</td>
<td>T</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>MWF</td>
<td>MWF</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td></td>
<td>MW</td>
<td>MW</td>
<td>MF</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 a.m. to</td>
<td>10:30 a.m. TR</td>
<td>11:30 a.m. MTRF</td>
<td>11:30 a.m. TR</td>
<td>9:30 a.m. MTRF</td>
<td>10:30 a.m. MTRF</td>
</tr>
<tr>
<td>12:00 noon</td>
<td>T</td>
<td>T</td>
<td>R</td>
<td>MTRF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R</td>
<td></td>
<td>MF</td>
<td>MF</td>
<td></td>
</tr>
<tr>
<td>12:30 p.m. to</td>
<td>12:30 p.m. MTWRF</td>
<td>2:30 p.m. TR</td>
<td>12:30 p.m. TR</td>
<td>1:30 p.m. MTRF</td>
<td>1:30 p.m. TR</td>
</tr>
<tr>
<td>2:30 p.m.</td>
<td>MTRF</td>
<td>T</td>
<td>T</td>
<td>MTRF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MWF</td>
<td>R</td>
<td>R</td>
<td>MWF</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MW</td>
<td></td>
<td>MF</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00 p.m. to</td>
<td>3:30 p.m. MTWRF</td>
<td>4:30 p.m. TR</td>
<td>3:30 p.m.</td>
<td>4:30 p.m. TR</td>
<td>2:30 p.m. Conflicts</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>MTRF</td>
<td>T</td>
<td>4:30 p.m.</td>
<td>T</td>
<td>2:30 p.m. MTWRF</td>
</tr>
<tr>
<td></td>
<td>MWF</td>
<td>R</td>
<td></td>
<td>R</td>
<td>MTRF</td>
</tr>
<tr>
<td></td>
<td>MW</td>
<td></td>
<td></td>
<td>MF</td>
<td>MWF</td>
</tr>
<tr>
<td></td>
<td>MF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:00 p.m. to</td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
<td>COMMON</td>
</tr>
<tr>
<td>9:00 p.m.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students with more than two finals in one day are permitted, at their option, to have the excess final(s) rescheduled to the conflict period or at a time arranged with the instructor of the course. Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time. Online classes, which have in person finals, will have the final examination the Saturday following the final exam week. For courses starting on the hour, final examinations should be scheduled using the earlier half-hour start time.
Final Examination Schedule

Spring 2009-10

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar’s Office. In order to avoid conflicts, rooms must be reserved in the Registrar’s Office for “common final” exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. No quizzes or exams shall be given in lecture-recitation periods during the week before the final examination week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted that week. Announcements of time and room should be made by the instructor for all exams. Instructors must meet their classes during the exam period for which they are scheduled in the final exam week, either for an exam or a final class session. Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.

EXAMINATION DAY AND HOUR FOR CLASSES MEETING:

<table>
<thead>
<tr>
<th>Examination</th>
<th>Monday May 10</th>
<th>Tuesday May 11</th>
<th>Wednesday May 12</th>
<th>Thursday May 13</th>
<th>Friday May 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>8:30 A.M.</td>
<td>8:30 a.m.</td>
<td>7:30 a.m.</td>
<td>7:30 a.m.</td>
<td>9:30 a.m.</td>
</tr>
<tr>
<td>to 9:30 a.m.</td>
<td>TR</td>
<td>MTRF</td>
<td>TR</td>
<td>T</td>
<td>TR</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>MTRF</td>
<td>MTRF</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td></td>
<td>R</td>
<td>MWF</td>
<td>MWF</td>
<td>R</td>
<td>R</td>
</tr>
</tbody>
</table>

| 10:00 a.m.  | 10:30 a.m.   | 11:30 a.m.     | 11:30 a.m.       | 9:30 a.m.       |
| 12:00 noon  | MTRF         | MTRF           | MTRF             | MTRF            |
|             | MWF          | MWF            | MWF              | MWF             |
|             | MW           | MW             | MW               | MW              |
|             | MF           | MF             | MF               | MF              |

| 12:30 p.m.  | 1:30 p.m.    | 2:30 p.m.      | 12:30 p.m.       |
| 2:30 p.m.   | TR           | TR             | TR               |
|             | T            | T              | T                |
|             | R            | R              | R                |

| 3:00 p.m.   | 2:30 p.m.    | 4:30 p.m.      | 3:30 p.m.        |
| 5:00 p.m.   | MTRF         | MTRF           | TR               |
|             | MWF          | MWF            | T                |
|             | MW           | MW             | R                |
|             | MF           | MF             | R                |

| 7:00 p.m.   | COMMON       | COMMON         | COMMON           | COMMON          |
| 9:00 p.m.   |              |                |                  |                 |

Students with more than two finals in one day are permitted, at their option, to have the excess final(s) rescheduled to the conflict period or at a time arranged with the instructor of the course. Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time. Online classes, which have in person finals, will have the final examination the Saturday prior to the final exam week. For courses starting on the hour, final examinations should be scheduled using the earlier half-hour start time.
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: University of Idaho
Name of College, School, or Division: College of Engineering & College of Education
Name of Department(s) or Area(s): Nuclear Engineering Program

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X  Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Certificate of Nuclear Criticality Safety

(Degree or Certificate)

Proposed Starting Date: Summer 2009

For New Programs:

Program (i.e., degree) Title & CIP 2000

For Other Activity:

Program Component (major/minor/option/emphasis)
Off-Campus Activity/Resident Center
Instructional/Research Unit
Addition/Expansion
Discontinuance/consolidation
Contract Program
Other

College Dean (Institution) Date

Deans’ signatures on file 7/14/08 & 8/8/08

College Dean (Institution) Date

Chief Fiscal Officer (Institution) Date

Chief Academic Officer (Institution) Date

President Date

VP Research & Graduate Studies Date

State Administrator, SDPTE Date

Chief Academic Officer, OSBE Date

SBOE/OSBE Approval Date

Revised 8/9/06
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

The Certificate of Completion in Nuclear Criticality Safety is a new program that will offer students in Nuclear Engineering or Industrial Safety the opportunity to gain expertise in Criticality Safety. All but one of the courses already exists in either Nuclear Engineering or Industrial Safety.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** (Use additional sheets if necessary.).

The Idaho National Laboratory is experiencing a shortage of Nuclear Criticality Safety workers. The Lab has indicated that this shortage is a national condition in the nuclear industry. Nationally, only one other program has been located.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

The courses in this sequence are part of the existing nuclear engineering or industrial safety curriculum, and therefore, have already met SBOE requirements, and where appropriate the requirements of the College of Engineering for ABET and regional accreditation. Only one new course is planned.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

Currently, there are no other known criticality safety certificates or degrees available at BSU, CSI, EITC, ISU, LCSC, NIC, or in the region.

Enrollment and Graduates (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 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Degrees offered by school/college or program(s) within disciplinary area under review

<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>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution (i.e., centrality).

These certificate courses will be delivered by a combination of “live” instruction and Web-supported DVD media at the Idaho Falls Center. This “hybrid” approach will meet the needs of outreach students as well as center students seeking coursework in the focus area of Nuclear Criticality Safety.

6. Is the proposed program in the 8-year Plan? Indicate below.
   Yes  No  x 

If not on 8-year plan, provide a justification for adding the program.

As the nation turns to nuclear technologies to supply the energy needs of the nation, nuclear criticality safety is increasing in significance, both regionally and nationally. Because of faculty expertise and existing UI courses and programs, UI is uniquely positioned to offer a certificate in this area. UI (and other state universities) have received a federal appropriation from DOE to enhance nuclear education and research capabilities within Idaho. This program will help UI fulfill the commitments of the appropriation.

8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

   Estimated Fiscal Impact   FY _____   FY _____   FY _____   Total _____
A. Expenditures

1. Personnel
2. Operating
3. Capital Outlay
4. Facilities

TOTAL:

B. Source of Funds

1. Appropriated-reallocation
2. Appropriated – New
3. Federal
4. Other:

TOTAL:

B. Nature of Funds

1. Recurring *
2. Non-recurring **

TOTAL:

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

NUCLEAR CRITICALITY SAFETY ACADEMIC CERTIFICATE

Students who wish to earn an academic certificate in Nuclear Criticality Safety have two possible tracks that can be used to complete this certificate. Students who are majoring within the Program in Nuclear Engineering are encouraged to complete the first track and students who are majoring within the Department of Adult, Career and Technology Education are encouraged to complete the second track. Students interested in this academic certificate should contact the Program Director of Nuclear Engineering.

Note: A grade of ‘B’ or higher is required in all coursework for this academic certificate.

Track 1:

NE 450 Principles of Nuclear Engineering (3 cr)
NE 535 Nuclear Criticality Safety I (3 cr)
NE 555 Nuclear Criticality Safety II (3 cr)
One of the following (3 cr):
   NE 525 Neutron Transport Theory (3 cr)
   NE 533 Monte Carlo Methods (3 cr)*
   NE 554 Radiation Detection and Shielding (3 cr)
   Upper-Division or Graduate level Mathematics course (3 cr)
Credits to total 12 for this Academic Certificate

*Note: Students are encouraged to complete NE 533 Monte Carlo Methods.

OR

Revised 8/9/06
Track 2:

PTTE 512 Fundamental Concepts of Nuclear Science or NE 450 Principles of Nuclear Engineering (3 cr)
PTTE 513 Nuclear Criticality Safety (3 cr)
PTTE 514 Nuclear Safety or NE 470 Nuclear Reactor Safety (3 cr)
PTTE 516 Nuclear Rules and Regulations (3 cr)

Credits to total 12 for this Academic Certificate
IDAHO STATE BOARD OF EDUCATION
ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION
NOTICE OF INTENT
To initiate a
New, Expanded, Cooperative, Discontinued, program component or Off-Campus Instructional Program or Instructional/Research Unit

Institution Submitting Proposal: UNIVERSITY OF IDAHO
Name of College, School, or Division: College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s): College of Letters, Arts, & Social Sciences (Program in Organizational Sciences)

Indicate if this Notice of Intent (NOI) is for an Academic or Professional Technical Program
Academic X Professional - Technical

A New, Expanded, Cooperative, Contract, or Off-Campus Instructional Program or Administrative/Research Unit (circle one) leading to:

Bachelor of Science or Bachelor of Arts with a major in Organizational Sciences
(Degree or Certificate)

Proposed Starting Date: August 15, 2009

For New Programs:
Organizational Sciences
Program (i.e., degree) Title & CIP 2000

For Other Activity:
☐ Program Component (major/minor/option/emphasis)
☐ Off-Campus Activity/Resident Center
☐ Instructional/Research Unit
☐ Addition/Expansion
☐ Discontinuance/consolidation
☐ Contract Program
☐ Other

Dean’s signature on file 10/8/08
College Dean (Institution) Date
Chief Fiscal Officer (Institution) Date
Chief Academic Officer (Institution) Date
President Date

For Other Activity:
VP Research & Graduate Studies Date
State Administrator, SDPTE Date
Chief Academic Officer, OSBE Date
SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G. Program Approval and Discontinuance.

1. Briefly describe the nature of the request e.g., is this a new program (degree, program, or certificate) or program component (e.g., new, discontinued, modified, addition to an existing program or option).

In the early part of the last century, many managers and their academic colleagues became concerned that there was little formal analysis of behavior in organizations. It was becoming increasingly evident that many problems in the workplace were the result of relationship failures. Examples of such failures included conflict between managers and employees, conflict between employees and other employees, conflict between groups within organizations, poor communication between organizations and the communities they serve, lack of proper coordination of efforts, lack of proper understanding of worker capabilities and training needs, lack of concern for both employee and manager professional development, and the inability of both managers and employees to understand that organizational success depends on leaders and workers keeping the natural tension between them from becoming destructive.

The movement that emerged was called the Human Relations Movement. Movement fare included some of the standard business school issues of the day, but went farther to draw from the behavioral and social sciences. Organizations of interest included, of course, private sector for-profit businesses. However, Movement leaders recognized that organizational relations problems affected all purpose-driven organizations, i.e., political organizations (e.g., legislative bodies, political parties, PACs), not-for-profit organizations (e.g., health care companies, charities, volunteer agencies), and public and private boards (e.g., boards of education, homeowners associations, church boards), to mention but a few. This breadth guaranteed that the Movement would be interdisciplinary, drawing on Business, Industrial/Organizational Psychology, Communication, Public Administration, Industrial Sociology, Educational Leadership and other disciplines.

The Movement grew and has now become mainstream. Elements of it can be found in any curriculum that focuses on organizations. It is not uncommon, for example, for business students to pursue relevant electives in organizational psychology and public administration, or for students in educational leadership to take courses in business and public administration. This is very manageable on campuses of comprehensive universities. It can be a problem for distance students, or students at satellite campuses. We are proposing a degree program to address both needs. The proposed degree will be the Bachelor of Science and Bachelor of Arts with a major in Organizational Sciences. The program will draw content from existing courses in many of the disciplines mentioned above. Having such a program will give guidance to students who are currently seeking similar interdisciplinary content and training through existing Bachelor of General Studies and BS/BA in Interdisciplinary Studies programs.

The General Studies degree is very useful for students who are happy to have their diploma reflect a very broad arts and sciences background. The Interdisciplinary BS and BA can be very helpful for students who wish to work with an advisor to tailor a very focused hybrid background that draws from more than one discipline (e.g., a professional writing program cobbled together from Journalism and English courses). Students interested in organizational relations have sometimes suggested to us that they want their diploma to be indicate a concentration in organizational relations and similar themes, but with the flexibility in choice of courses to pick those most relevant to their long-term goals or current needs.
We envision a degree program that is not only interdisciplinary, but that is able to bend and stretch (1) as external markets change, (2) as the departments offering the courses develop new areas of expertise, and (3) as other departments develop new courses that are potentially relevant. Currently, we project specializations in Organizational Science-General, Workplace Relations, and Not-for-profit/Community Development. The first two of these play on strengths already in place with our Organizational Dynamics Certificate. The Not-for-profit/Community specialization is particularly interesting because it has arisen in response to a student-driven initiative. A fourth specialization in Social Ecology that takes advantage of the university’s expertise in natural resources and sustainable communities may be added in the future.

2. Provide a statement of need for program or a program modification. Include student and state need, demand, and employment potential. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. (Use additional sheets if necessary.).

As noted above skill sets that can be drawn from multiple disciplines are valuable. Most workplace problems (and opportunities) are human relations problems (and opportunities). The Not-for-Profit/Community option, in particular, was driven by a request from the Associate Students of the University of Idaho (ASUI) to develop just such a program. We expect the program to have a modest major count of 50-75 students. Because the courses are already routinely offered to serve other majors, the program will be very cost effective (e.g., there will be no standing faculty, no unique offices, and no unique administrative costs). This is not a distance education program; we believe most students will be in Moscow, with a few at the UI Coeur d’Alene Center. Supporting coursework in Communications and Business is available in CdA from sister institutions, NIC and LCSC.

Using this data, the decision was made to develop a certificate of completion in organizational leadership, called “Organizational Dynamics”, using 400 level courses. With sufficient interest in the certificate, a masters degree could be developed.

3. Briefly describe how the institution will ensure the quality of the program (e.g., accreditation, professional societies, licensing boards, etc.).

To receive the Bachelor’s degree, students will need to meet existing University requirements for the degree (as approved by the Board and specified in the UI Catalog) by selecting from the courses listed later in this document. The Organizational Dynamics program is interdisciplinary and, with few exceptions (an Introduction course, OrgS 210, a new course in methodology, OrgS 444, and application/practicum/capstone courses, OrgS 310 and 410), will rely on courses that are already being offered successfully to meet needs within specific disciplines. As they are now, all the courses will be staffed by trained, qualified professors or instructors, and the courses are offered through accredited departments.

4. Identify similar programs offered within the state of Idaho or in the region by other colleges/universities. If the proposed request is similar to another program, provide a rationale for the duplication. This may not apply to PTE programs if workforce needs within the respective region have been established.

We are unaware of any similar programs in the State of Idaho higher education system. Idaho State University recently submitted an NOI for an academic minor that overlaps conceptually with this proposal. However, that minor is far less comprehensive, and is closer in structure to the existing Leadership and Organizational Dynamics Certificates at UI, already approved.
Enrollment and Graduates (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 2 previous years

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Previous Year</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degrees offered by school/college or program(s) within disciplinary area under review

<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>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Describe how this request is consistent with the State Board of Education's policy or role and mission of the institution. (i.e., centrality).

The university has a mandate to provide continuing education, distance, and life-long learning opportunities to meet the needs of select, yet diverse constituencies in the state and region. The business and professional communities are a part of our constituency. We believe the program will provide individuals of all ages and abilities access to education, training, and information/research services to develop their skills, knowledge and social awareness in order to be globally competitive workers, responsible citizens, and life-long learners. (8-year plan, Vision and Mission, page 13)

6. Is the proposed program in the 8-year Plan? Indicate below.
   Yes  X  No 

   The program is currently being added to the newest revision of the 8-year plan.
### 8. Resources--Faculty/Staff/Space Needs/Capital Outlay. (Use additional sheets if necessary.):

<table>
<thead>
<tr>
<th>Estimated Fiscal Impact</th>
<th>FY 10</th>
<th>FY 11</th>
<th>FY 12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
<td>14,300</td>
<td>8,800</td>
<td>8,800</td>
<td>31,900</td>
</tr>
<tr>
<td>2. Operating</td>
<td>2,200</td>
<td>2,200</td>
<td>2,200</td>
<td>6,600</td>
</tr>
<tr>
<td>3. Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Facilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>16,500</td>
<td>11,000</td>
<td>11,000</td>
<td>38,500</td>
</tr>
</tbody>
</table>

| **B. Source of Funds**  |       |       |       |       |
| 1. Appropriated-        | 0      | 0     | 0     | 0     |
| reallocation            |       |       |       |       |
| 2. Appropriated – New   | 0      | 0     | 0     | 0     |
| 3. Federal              |       |       |       |       |
| 4. Other: (Outreach)    | 16,500 | 11,000| 11,000| 38,500 |
| **TOTAL:**              | 16,500 | 11,000| 11,000| 38,500 |

| **B. Nature of Funds**  |       |       |       |       |
| 1. Recurring *          | 11,000 | 11,000| 11,000| 33,000 |
| 2. Non-recurring **     | 5,500  |       |       | 5,500  |
| **TOTAL:**              | 16,500 | 11,000| 11,000| 38,500 |

* Recurring is defined as ongoing operating budget for the program, which will become of the base.
** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

**NOTE:** OrgS 210 is proposed as a 1-credit course; development costs are expected to be $1100, one time. OrgS 444, a 4-credit course, will require one-time initial course development funds of $4400. The funds for both of these courses will be seeded by existing outreach revenues. Once established, the 444 course will generate income to support instructor stipends, or to compensate a department for a faculty member’s effort or time.

Because they involve oversight of individual student projects, OrgS 310 and 410 will not require the development efforts (or development funds) needed for a typical content or methods course. OrgS 310 and 410 staffing will be part of faculty members’ advising obligations (just as similar courses are now in traditional majors). No additional revenues are needed (although small amounts of money may be needed on occasion to support student clerical or travel needs). The remaining courses for the program already exist and are already being offered. Modifications in location and delivery format (included as “operating expenses”) will have to be made, and these will be funded by course and outreach fees generated by the courses. The revenue source figures above assume enrollments of 20 students per semester in 444. The outreach fee should produce $24 per credit hour, and the program’s share of regular course fees will be approximately $40-100 per credit hour, depending on the students’ full- or part-time status (we will be conservative here and assume $45, based on our recent experiences with outreach courses).
Addendum to NOI for B.S./B.A. in Organizational Science

Required Coursework

1. **OrgS 210** (1 cr.) **Introduction to Organizational Sciences.** An orientation course for students interested in pursuing the Bachelors Degree in Organizational Sciences. The goal of the course is to expose students to the major specializations offered by the degree program: General Organizational Science, Workplace Relations, and Nonprofit Community Organizations. Prerequisite: Completion of at least 15 credit hours of college level course work.

2. **OrgS 444** (4-cr.) **Methods and Analysis in Organizational Science** (4 cr). Overview of the many tools of data gathering and analysis in the applied social sciences. Includes coverage of surveys, study design, analysis, online and bibliographic resources and archives, etc. Recommended preparation: STAT 251.

3. **Complete a minor or a certificate in one of the following areas:**

   **Minors:**
   - Aging Studies (possible)
   - American Studies
   - American Indian Studies
   - Business Administration
   - Communication Studies
   - History
   - International Studies
   - Justice Studies
   - Psychology
   - Political Science
   - American Govt./Public Law
   - Public Administration & Policy
   - Religious Studies
   - Sociology
   - Women’s Studies
   (Minors from other disciplines may be substituted with advisor approval, e.g., Agribusiness, Rangeland Ecology and Management, Public Relations, etc.)

   **Certificates:**
   - Diversity & Stratification
   - Organizational Dynamics
   - Entrepreneurship
   - Leadership

4. **Complete 4 courses from the following:**

   - ANTH 101 Introduction to Anthropology
   - BUS 101 Introduction to Business Enterprises
   - COMM 111 Introduction to Communication Studies
   - JAMM 100 Media & Society
   - PSC 101 Introduction to Political Science and American Government
   - PSYC 101 Introduction to Psychology
SOC 101  Introduction to Sociology

5.  **OrgS 310** (1-6 cr, max 6.) **Application/Experience in Organizational Sciences.** Hands-on experience with a business, governmental agency, community or nonprofit organization. Students will be expected to provide a written account of their experience that both documents the time spent, and that relates the experience to other coursework. Prerequisite: Permission of Instructor.

6.  **Orgs 410** (1-6 cr, max 6.) **Capstone Project in Organizational Sciences.** Completion of a project with a business, governmental agency, community or nonprofit organization. The project can be research or service-based. Students will be expected to provide a final document that details all aspects of the project. Approval of a project proposal by the student’s advisor should be sought before requesting permission to enroll. Prerequisite: Permission of Instructor.

7.  **Pick a specialization from one of the following areas; select 6 courses, from at least 3 disciplines, from the courses listed for that specialization.**

**Organizational Studies-General**
- ADOL 410 Foundations of Human Resource Development
- AmSt 301 Studies in American Culture
- BUS 311 Introduction to Management
- BUS 413 Leadership and Organizational Behavior
- COMM 235 Organizational Communication
- COMM 331 Conflict Management
- COMM 433 Organizational Communication Theory and Research
- FCS 445 Issues in Work & Family Life
- JAMM 340 Cultural Diversity and the Media
- JS 333 White Collar Crime
- PHIL 361 Professional Ethics
- POLS 451 Public Administration
- PSYC 320 Social Psychology
- PSYC 345 Group Dynamics
- PSYC 416 Industrial/Organizational Psychology
- PSYC 404 Social Psych. in the Workplace
- SOC 250 Social Conflict
- SOC 301 Introduction to Diversity & Stratification (ANTH 301)
- SOC 313 Collective Behavior
- SOC 340 Social Change & Globalization

**Workplace Relations**
- ADOL 410 Foundations of Human Resource Development
- ADOL 473 Foundations of Adult Education & Adult Development
- ANTH 327 Belief Systems
- BUS 311 Introduction to Management
- BUS 413 Leadership and Organizational Behavior
- COMM 235 Organizational Communication
- COMM 331 Conflict Management
- COMM 335 Intercultural Communication
- COMM 492 The Dark Side of Communication
HIST 425 Immigration and Ethnicity in the United States
PSYC 315 Psychology of Women
PSYC 320 Social Psychology
PSYC 345 Group Dynamics
PSYC 404 Social Psych. in the Workplace
PSYC 419 Adult Development & Aging
PSYC 470 Introduction to Chemical Addictions
POLS 423 Politics, Policy, & Gender
POLS 451 Public Administration
SOC 250 Social Conflict
SOC 301 Introduction to Diversity & Stratification (ANTH 301)
SOC 313 Collective Behavior
SOC 423 Social Class & Stratification
SOC 424 Sociology of Gender

Non-Profit and Community Organization
ADOL 410 Foundations of Human Resource Development
BUS 311 Introduction to Management
BUS 413 Leadership and Organizational Behavior
BUS 414 Entrepreneurship
COMM 347 Persuasion
COMM 404 Non-profit Fundraising (JAMM 404, OrgS 404)
COMM 431 Applied Business & Prof. Communication
CSS 481 Conservation Leadership
CSS 486 Public Involvement in Natural Resource Management
JAMM 252 Principles of Public Relations
JAMM 325 Publications Editing
JAMM 350 Public Relations Writing and Production
JAMM 444 Mass Media & Public Opinion
JAMM 452 Public Relations Campaign Design
POLS 335 American Interest Groups & Social Movements
POLS 423 Politics, Policy, & Gender
POLS 450 Nonprofit Organization & Management
POLS 451 Public Administration
POLS 452 Public Management Techniques
PSYC 320 Social Psychology
SOC 301 Introduction to Diversity & Stratification (ANTH 301)
SOC 315 Community Service Learning
FCS 448 Consumer Economic Issues

An additional specialization (or specializations) may be developed that takes advantage of the University’s strategic initiatives in areas of Sustainability, Natural Resources, Technological Innovation and Transfer. Coursework will be drawn from the courses above, with additional courses from the College of Natural Resources and the College of Agriculture and Life Sciences (e.g., Social Ecology).

Program Learning Outcomes/Co-curricular Activities (if any)

1. Students who complete the Bachelors degree in OrgS should understand interpersonal workplace dynamics, including workplace conflict, workplace aggression, and factors that
affect workplace cooperation and competitiveness. They should understand the process, relationship, and financial issues that affect the development of successful community organizations.

2. They should understand the unique aspects of employment in both the private and public sectors in terms of the relative emphasis on entrepreneurial activities and public service. Relevant issues include budgeting, public/private decision-making, managerial norms and ethics, and public relations.

3. They should understand the fundamentals of leadership, i.e., personality characteristics that make great leaders, trainable skills that potential leaders can master, and situational factors that contribute to leadership success and failure.

4. They should understand the importance of team building and team member selection. They should be able to develop skills that would allow them to develop individual and team training programs.

5. As many of the students are expected to be “at work” in their communities, there will be ample opportunity to present and evaluate “real world” examples and case studies.

Measures of Success
See “Program effectiveness”, below.

Assessment

Course effectiveness. Because the courses in the program are already offered routinely and successfully, assessment of the effectiveness of each course will follow procedures each of the departments already has in place for course and instructor evaluation.

Program effectiveness. This will be assessed by the following means:

1. Enrollment growth and eventual enrollment sustainability are, of course, critical measures. Enrollments in these courses have been strong on our main campus and in trial offerings off-campus. We believe a major count of 50-75 would serve student interests without stressing course enrollments. We anticipate that the bulk of these students will be Moscow-based, with the UI Coeur d’Alene Center serving most of the remainder.

2. A process will be established that allows us to follow those who complete the degree. Their success in the public and/or private sector, and their sense that the program contributed to that success, will be assessed.

3. This will be a work and community-oriented program, and another measure of its value could be reports from employers and community leaders.

Relevance to UI Strategic Plan Goals

1. TEACHING AND LEARNING GOAL: Engage students in a transformational experience of discovery, understanding, and global citizenship. Especially relevant: Objective A (Build and sustain competitive advantages through innovative curricula of distinction.), strategies 3, 4, 6, and 7. Objective B (Develop effective integrative learning activities to engage and expand student minds.), strategies 3, 5, and 7.

3. OUTREACH AND ENGAGEMENT GOAL: Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity. Especially relevant: Objective A (Build upon, strengthen, and connect the University of Idaho Extension with other parts of the University to engage in mutually beneficial partnerships with stakeholders.), strategies 3, 4, and 6. Objective B (Deliver undergraduate, graduate, continuing
professional education, and Extension programs and opportunities for life long learning), strategies 2 and 3.

Undergraduate Curricular Requirements

ORGANIZATIONAL SCIENCES (B.A. or B.S.)

Required course work includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree, and:

- OrgS 210 Introduction to Organizational Sciences (1 cr)
- OrgS 310 Applications/Experience in Organizational Sciences (1-6 cr)
- OrgS 410 Capstone Project in Organizational Sciences (1-6 cr)
- OrgS 444 Methods and Analysis in Organizational Science (4 cr)

Complete four of the following courses (12 cr):
- Anth 100 Introduction to Anthropology (3 cr)
- Bus 101 Introduction to Business Enterprises (3 cr)
- Comm 111 Introduction to Communication Studies (3 cr)
- JAMM 100 Media and Society (3 cr)
- PolS 101 Introduction to Political Science and American Government (3 cr)
- Psyc 101 Introduction to Psychology (3 cr)
- Soc 101 Introduction to Sociology (3 cr)

Choose a specialization from one of the following areas; select 6 courses from at least 3 different disciplines from the courses listed for that specialization (18 cr):

**Organizational Studies - General**
- AdOL 410 Foundations of Human Resource Development (3 cr)
- AmSt 301 Studies in American Culture (3 cr)
- Bus 311 Introduction to Management (3 cr)
- Bus 413 Leadership and Organizational Behavior (3 cr)
- Comm 235 Organizational Communication (3 cr)
- Comm 331 Conflict Management (3 cr)
- Comm 433 Organizational Communication Theory and Research (3 cr)
- FCS 445 Issues in Work and Family Life (3 cr)
- JAMM 340 Cultural Diversity and the Media (3 cr)
- JS 333 White Collar Crime (3 cr)
- Phil 361 Professional Ethics (3 cr)
- PolS 451 Public Administration (3 cr)
- Psyc 320 Introduction to Social Psychology (3 cr)
- Psyc 345 Group Dynamics (3 cr)
- Psyc 404 Special Topics (3 cr)
- Psyc 416 Industrial/Organizational Psychology (3 cr)
- Soc 250 Social Conflict (3 cr)
- Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
- Soc 313 Collective Behavior (3 cr)
- Soc 340 Social Change & Globalization (3 cr)

**Workplace Relations**
- AdOL 410 Foundations of Human Resource Development (3 cr)
- AdOL 473 Foundations of Adult Education and Adult Development (3 cr)
- Anth 327 Belief Systems (3 cr)
- Bus 311 Introduction to Management (3 cr)
- Bus 413 Leadership and Organizational Behavior (3 cr)
- Comm 235 Organizational Communication (3 cr)
- Comm 331 Conflict Management (3 cr)
- Comm 335 Intercultural Communication (3 cr)
- Comm 492 Dark Side of Communication (3 cr)
- Hist 425 Immigration and Ethnicity in the United States (3 cr)
- PolS 451 Public Administration (3 cr)
- Psyc 315 Psychology of Women (3 cr)
- Psyc 320 Introduction to Social Psychology (3 cr)
- Psyc 345 Group Dynamics (3 cr)
- Psyc 404 Special Topics (3 cr)
- Psyc 419 Adult Development and Aging (3 cr)
- Psyc 470 Introduction to Chemical Addictions (3 cr)
- Soc 250 Social Conflict (3 cr)
- Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
- Soc 313 Collective Behavior (3 cr)
- Soc 423 Social Class & Stratification (3 cr)
- Soc 424 Sociology of Gender (3 cr)

**Non-Profit and Community Organization**
- AdOL 410 Foundations of Human Resource Development (3 cr)
- Bus 311 Introduction to Management (3 cr)
- Bus 413 Leadership and Organizational Behavior (3 cr)
- Bus 414 Entrepreneurship (3 cr)
- Comm 347 Persuasion (3 cr)
- Comm 404 Special Topics (3 cr)
- Comm 431 Applied Business and Professional Communication (3 cr)
CSS 481 Conservation Leadership (3 cr)
CSS 486 Public Involvement in Natural Resource Management (3 cr)
FCS 448 Consumer Economic Issues (3 cr)
JAMM 252 Principles of Public Relations (3 cr)
JAMM 325 Publications Editing (3 cr)
JAMM 350 Public Relations Writing and Production (3 cr)
JAMM 404 Special Topics (3 cr)
JAMM 444 Mass Media and Public Opinion (3 cr)
JAMM 452 Public Relations Campaign Design (3 cr)
OrgS 404 Special Topics (3 cr)
PolS 450 Nonprofit Organization and Management (3 cr)
PolS 451 Public Administration (3 cr)
PolS 452 Administrative Law and Regulation (3 cr)
Psyc 320 Introduction to Social Psychology (3 cr)
Soc 301 or Anth 301 Introduction to Diversity and Stratification (3 cr)
Soc 315 Community Service Learning (3 cr)

One academic minor* or academic certificate chosen from the following (12-20 cr):

Academic Minors:
  Aging Studies
  American Indian Studies
  American Studies
  Communication Studies
  History
  International Studies
  Justice Studies
  Psychology
  American Government/Public Law
  Public Administration and Policy
  Religious Studies
  Sociology
  Women's Studies

Academic Minors from other disciplines may be substituted with advisor's approval

Academic Certificates:
  Diversity and Stratification
  Entrepreneurship
  Organizational Dynamics
  University of Idaho Leadership Certificate

Electives to total 128 cr for the degree

*Note: If an academic minor is used to satisfy this requirement, the area of emphasis or academic minor required for the CLASS general B.S. requirements is also considered satisfied.