University of Idaho
2011-2012 FACULTY SENATE AGENDA

Meeting #5

3:30 p.m. - Tuesday, September 27, 2011
BRINK HALL FACULTY LOUNGE – Moscow
IWC Room 390 – Boise
145c – Coeur d’Alene
TAB 321 IF4 – Idaho Falls

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2011-12 Faculty Senate Meeting #4, September 20, 2011

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • Formative Assessment of Teaching - FAsT (Lighty)
   • Enrollment Management (Neiheisel)

VI. Committee Reports.

UCC:
FS-12-004: Natural Resources – change Forest Ecology and Biogeosciences to Forest, Rangeland, and Fire Sciences (Pregitzer)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Kenton Bird, Vice Chair 2011-2012, Faculty Senate

Attachments: Minutes of 2011-2012 FS Meeting #4, September 20, 2011
FS-12-004
FAsT Material
Enrollment Management Material
University of Idaho
Faculty Senate Meeting Minutes
2011-2012 Meeting #4, Tuesday, September 20, 2011

Present: Aiken, Baillargeon, Baker (w/o vote), Barlow, Bathurst, Bird, Bowlick, Budwig (Boise), Corry, Dakins (Idaho Falls), Eckwright (w/o vote), Garrison, Goddard, Hartzell, Hasko, Hopper, Joyce (Chair), Marshall, Morra, Ostrom, Padgham-Albrecht, Pendegraft, Riesenberg, Safaii-Fabiano (Coeur d’Alene), Stark, Strawn

Absent: Friddle, Halloran

Guests: 7

A quorum being present, Senate Chair Joyce called the meeting to order at 3:30PM.

Minutes: It was moved and seconded (Marshall, Corry) to approve the minutes of meeting #3. Approved unanimously.

Chair’s Report. The Chair reported on the following items:

- Please observe and make use of the deadline for posting early warning grades, Wednesday, September 21, 2011.
- Follow-up on Senate Retreat questions regarding Transfer Students:
  - The Registrar’s office has completed a number of articulation agreements with state and regional community colleges. These are available at http://www.uidaho.edu/registrar/transfer/articulation.
  - Steve Neiheisel, Assistant Vice-President for Enrollment Management, will speak at next week’s Senate meeting. He will address enrollment plans, including questions regarding targeting transfer students for particular programs.
- The following contacts and resources are available for additional information:
  - Cori Planagan, Orientation Program Coordinator and Laura Hutchinson, Assistant Dean of Students, for information regarding UI transfer student orientations.
  - Mike Loehring, Director of Undergraduate Admissions, and the recruitment staff at Coeur d’Alene and Boise.
  - University of Idaho Academic Advising website: http://www.uidaho.edu/academicadvising.
  - For other questions email articulation@uidaho.edu.
- The University Committee for General Education (UCGE) is working with the UCC to develop a new CORE proposal and will be coming to Senate to report on the progress. UI currently has a stop-gap CORE in effect.
- Senate Leadership met with the Registrar to discuss a new cooperative listed courses agreement between UI and WSU. UI students taking cooperative courses listed at WSU will register at UI and pay any added fees for the WSU course; WSU students taking cooperative courses listed at UI will register at WSU and pay any added fees for the UI course. Cooperative courses will come into grades as transfer credit.

Chair Joyce introduced Vice-Chair Bird to complete the Chair’s Report, as the Vice-Chair attended several meetings in the Chair’s absence last week. Chair Bird attended the President’s Cabinet meeting which included:

- A preview of the benefit changes presented by Ron Smith, Vice-President for Finance and Administration.
An announcement of a pending revision to the Student Code of Conduct that will include a response to the Department of Justice directive on Title IX compliance including an opportunity for the university to extend its jurisdiction on some aspects of code to encompass conduct at off-campus Greek houses. These changes are working their way through the Office of Student Affairs and ASUI and will come to Senate in the future.

A brief report from Rob Spear, Athletic Director, regarding changes in NCAA academic progress reporting. Spear will be attending a future Senate meeting to explain these changes in greater detail.

Vice-Chair Bird filled-in for Chair Joyce at the President’s Fall Address and the University Faculty Meeting (UFM), both held on September 14. New faculty, administrators and the inaugural class of University Distinguished Professors were introduced at the UFM. Vice-Chair Bird expressed disappointment in the lack of a quorum at the UFM, but noted that the UI Centers were well-represented. He suggested Senators could take the lead in encouraging faculty from their colleges to attend future UFMs.

Provost’s Report. Provost Baker reported on the following items:

- As reported a few weeks ago, the SBOE approved UI’s mission as submitted. The SBOE pledged to come back and spend more time looking at mission statements, as there is a welcome desire among board members to ensure universities have appropriate missions.
- UI mission statement was a key piece of the Standard 1 report sent last week to our major accrediting organization NWCCU (Northwest Commission of Colleges and Universities). The statement includes our mission, the core themes we derive from that mission (which resemble the four goals from the Strategic Plan) and the metrics for measuring our performance. The Standard 2 Report is due next year and asks if we have the right “stuff” for accomplishing our mission – do we have the right policies, procedures, fiscal resources, facilities, faculty, library resources, etc.
- Leadership Academy: Jeanne Christiansen and others have organized this effort. There are 15 participants nominated by their administrators.
- The Provost had been asked for an update on the case filed on behalf of the university by Kent Nelson, General Counsel, to request the release of Professor Ernesto Bustamante’s personnel records. The hearing is on October 3 with Judge John Stegner. The judge’s decision generally follows about 30 days after the hearing.
- The SBOE is interested in pursuing a new federal government goal to have 60% of the people nationally between the ages of 25-34 hold a degree or certificate by 2020. SBOE has asked all of the schools to address how they will approach accomplishing this goal and UI is in the first year of a four-year-study relating to it. Idaho and the rest of the country are at about half of that goal. Idaho is among the highest in the country in high school graduation rates and among the lowest in the country for students pursuing higher education. In Idaho 70% percent of the people in that cohort are already out of high school. There is a role for us, and especially long-term, to increase recruitment, retention and graduation rates.
- Tim Egan, author of *The Big Burn*, spoke last night as part of the Common Read program for UI freshmen.
- Tonight is the 25th anniversary celebration for the Auditorium Chamber series, beginning at 6PM on the Administration lawn with a white tent reception, followed by the program at 7:30PM. This has been a wildly successful program for 25 years and all are encouraged to attend.
- All nominees to the College of Business and Economics Dean search committee have accepted the appointment to the committee, with one exception. One nominated external candidate for the committee needed to check for potential conflicts before committing to participate.
Benefits Advisory Group (BAG): Representatives from BAG, including Sue Clark, Karrie Dence, Niki Jones, Holly Wichman, Mark McGuire and Ron Smith, Vice-President for Finance and Administration, presented their 2012 Benefit Recommendations (distributed earlier to Senators). Open enrollment runs from October 31 through November 28. Jones listed the plan’s funding sources: UI gets a set amount from the state; UI employees and retirees make contributions; and UI Auxiliaries and self-funded groups pay for their employees. She highlighted BAG’s findings and recommendations, including:

- “Benefits holidays” in FY2011 and FY2012 resulted in a UI benefits plan shortfall.
- Need to use reserves and increases in contributions to cover loss of funding.
- Increases in deductibles for both PPO plan and High Deductible Health Plan (HDHP) for 2012.
- Change in formula for calculating HSA employer match contribution in 2012.
- Suggestions for 2012 employee bi-weekly rates for both the PPO and HDHP to move toward “actuarial ‘perfection’.”

Senators asked questions relating to the following areas of interest:

Is UI the only agency in state government that was affected by the state’s “benefits holiday”? Are we able to negotiate with the state regarding the “benefits holiday”? Will our benefit costs go down if there is no “benefits holiday” next year?
Three higher education institutions were affected by the “benefits holiday”: North Idaho College, College of Western Idaho and the University of Idaho; and there may be other state agencies that were also affected. UI is not able to negotiate with the state regarding “benefits holidays.” UI made the decision many years ago to have our own plan and in the past we have benefited from this choice; we could join the state’s plan, but our plan is much richer. Actual costs are likely to continue to rise, so future costs to employees are unlikely to decrease. The national trend has been for 9-10% increase in benefits costs per year; UI increases have been 5-6%.

Do we self-insure and have we considered getting bids from commercial vendors? Do we periodically reassess our plans and test the market?
We do self-insure and we have reinsurance for large claims. In general, self-insurance will pay claims and administration fees because we are able to spread the risk out over 2,300 people. We have not typically gone out for bids, but we will take this as a suggestion to do so in the future. Third-party administrators routinely look at contracts as they come up and another insurance company did approach UI, so we may pursue that in the future.

How much will the Y accounts be charged to pay for benefits? Will faculty summer salary be impacted by these recommended changes?
All departments currently pay about $270/pay period or $7,040 annually. This will change for Y accounts beginning January 1 this information will come from the Budget Office. This applies only to those employees paid on Y accounts and more information would come from the Budget Office. Rates for faculty on summer salary will not change whether they are on spread or non-spread pay.

Some of the figures on the charts don’t seem to add up?
The plan is funded on a fiscal year basis, but runs on a calendar year, so some figures on the charts will not add up.

Are we healthier than others nationally? Do we have any evidence we are taking advantage of the increased emphasis on wellness and prevention? What’s happened with the wellness program?
UI asked a consultant who found our year-over-year increase in pay-outs is lower than the national average. This could be interpreted two ways: people are already sick; or we’re healthier than average. It would take an analysis of employees’ costs to determine this. There was an uptick in wellness and prevention in 2010, but for 2011 we’re falling behind a bit which could be due to wellness screening benefits that employees use only once in 5 or 10 years. The wellness program at UI was part of the benefits package in years past. Some employees loved it, some hated it. Last year the wellness program was removed from the benefits plan. There is a Blue Cross wellness program which hasn’t been marketed yet that allows employees to take a health risk assessment and then receive follow-up with a health coach.

What is the current split between employees enrolled in the PPO versus those enrolled in the HDHP? With “actuarial perfection” is it a goal for all employees to pay the same percentage? Is the university interested in pursuing a family friendly plan with families paying less? Approximately 70% of UI employees enroll in the HDHP and 30% in the PPO. The custom choices plans from a few years ago resulted in relatively high costs to families and recently that has been leveled out. Other institutions nationally range from charging families 70% of the benefits’ costs to charging them 100% of the costs. We are working at getting all employees to contribute on a percentage basis while at the same time not causing employees’ costs to skyrocket.

Jones noted UI is working with a different website provider that will link directly through MyUIIdaho portal or VandalWeb where employees can enroll utilizing Single Sign On technology. Life-style changes may also be made directly through these sites. Senators were profoundly grateful for this much needed change, as many “thank-yous” rang throughout the room.

Vice-President for Finance & Administration: Chair Joyce introduced Ron Smith, Vice-President for Finance & Administration. Smith briefly described his career prior to his return to UI in July 2011 (his first “tour of duty” at UI was as associate internal auditor in 1987). He talked about major UI initiatives and his role in working with them, including:

- Increasing student head count to 16,000 by 2020 has implications for infrastructure, distance learning, recruitment, etc.
- Increasing research expenditures to $150 million by 2020 will require more research faculty and facilities.
- Paying attention to the overall financial stability of the institution, building reserves and being prepared for the ups-and-downs of the economic cycles.
- Becoming more entrepreneurial as an institution and not pinning our future on state appropriations.

Senators asked the following questions:

The current freshman class shows an increase of in-state students which likely relates to the changes to the Western Undergraduate Exchange (WUE) program. Do we plan to tweak our attractiveness to out-of-state students?
It’s politically important to keep the trend of attracting in-state students because it shows we are the institution of choice in the state and it speaks well for our quality. We can use that same quality to attract WUE and other out-of-state students. We may add a little bit to the WUE program, but we don’t want to be losing dollars on the out-of-state students.

Could you please clarify the recent memo from your office regarding “Facilities Support to Research Operations”?
This memo addresses the need for UI to recover costs relating to facilities use for research operations. Due to budget cuts in the past two years, UI no longer has the resources to provide maintenance and support for equipment purchased strictly for research. Most research units have been paying for maintenance and repair in the past; and this payment system now applies to all facilities, spaces, equipment, and systems serving solely research needs.

On a more personal note, what did you miss most about the UI during your 17-year absence and what surprised you the most at your return?

I missed the people and the seasons. I didn’t miss the political interaction with the board and legislature, but I’m getting up to speed with that and I’m enjoying the challenge. I was most surprised by the change in the budgeting and funding structure, with the move to RCM budgeting system; also, the brilliant faculty senate.

FS-12-002: NOI – Law: Business Law & Entrepreneurship Emphasis. After a brief discussion and with information provided by Senator Hasko, the seconded motion from the University Curriculum Committee was approved by unanimous vote.

FS-12-003: NOI – CLASS: History – Discontinue Minor in Classics. There are only five students enrolled in the minor. Senators regretted the loss of the classics minor and asked about the teach-out for those students currently enrolled. Senator Aiken reported those students will have 2 years to complete their minor and if they are unable to do so, they will be given other options. In the future UI will likely offer only the first year of Latin. Most other institutions are also eliminating Latin from their curricula. The seconded motion from the University Curriculum Committee was approved with one opposed and two abstentions.

Domestic partners’ benefits: As a piece of “old business,” Chair Joyce returned to the subject of using “partner” rather than “spouse” for policies relating to benefits. A recent 9th Circuit of Appeals court decision in a case originating in Arizona has ruled that Defense of Marriage laws and other similar acts may not be used to deny benefits to domestic partners. This was discussed and revisited by Senate on three occasions, most recently during the 2010-2011 session when Senate voted to use “partner” language for UI benefits’ policies. President Nellis did not support this change because it was in opposition to current Idaho state laws. A senator suggested FAC create a blanket statement in policy that would cover all policies currently relating to spousal benefits to extend those benefits to partners. Provost Baker suggested we ask Hoey Graham, Senior Associate General Counsel, to provide an interpretation of the 9th Circuit’s ruling. Senators agreed to send this back to the Faculty Affairs Committee (FAC) for further review and to ask the FAC to develop a policy that would extend benefits to “partners.” It was moved and seconded (Garrison, Marshall) that Senate refer this matter to FAC. Approved unanimously.

Adjournment: It was moved and seconded (Leonard, Marshall) to adjourn at 5PM. Approved unanimously.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary

Quote of the meeting: “If you stay then we’ll have issues about your judgment.”
INSTITUTIONAL RESEARCH - Formative Assessment of Teaching

Purpose
Formative Assessment of Teaching (FAsT) has one purpose:

- To assist individual instructors in their efforts to continuously improve and refine their teaching skills.

FAsT is a survey tool designed to be used by individual instructors during the semester to create customized, anonymous surveys to gather information from their students. Questions and responses are only visible to the instructor creating a survey for their own course and student responses are anonymous.

Creating a Survey

- Select a course from your list and click 'Create Survey.'
- Choose the end-date for the survey window.
- Create Likert- and comment-type questions (up to 5 of each).
- Click "Save Draft."
- Edit email introduction if you wish.
- Click "Send" to email the U of I students registered for your class.

Likert questions are on a scale of 0 to 4. The email sent to students can be edited by the instructor and surveys may be edited until the first student responds to the survey. A window of about 1 week is recommended for each survey. Surveys may be copied and edited, then used again for the same or another course.

Responses
The FAsT homepage will show you how many students have responded to your survey and a response rate. Once there is at least one response, a "View Report" link will show next to the Response Rate.

Please note:
- No surveys may extend into the last 5 weeks of the course. We do not wish to create a conflict with the official Student Evaluation of Teaching System that takes place at the end of each semester.
- This system draws its data from Banner. Thus, students listed in Banner as currently enrolled both at the University of Idaho and in each class will be sent your survey via email. The email address used will be the official University of Idaho email assigned to the student. You may want any other students to fill out a hardcopy.
- Use for instructional improvement does not need IRB approval. If there is potential use for research and publication, IRB approval is required.

Begin Creating your FAsT Survey Here

FAQs here

IMPORTANT: Netscape and Firefox web browsers or Macintosh computers may have trouble with the FAsT system. For best results, use a recent version of Internet Explorer on a PC platform.
Dear Christine,

Welcome to the Formative Assessment of Teaching (FAst) system. This system was designed for you to create customized, anonymous surveys for your students. You are the only one who will see the results of the surveys created within this system. It is hoped that the information gathered will be useful during the semester in your efforts to continuously improve and refine your teaching skills.

Please note: No surveys may extend into the last 5 weeks of the course and conflict with the official Student Evaluations of Teaching.

To create a survey, select a course from the list on the left, click CREATE SURVEY and you will have the opportunity to create up to five likert scale questions and up to five open ended questions.

<table>
<thead>
<tr>
<th>Course</th>
<th>Open until midnight on</th>
<th>Emails sent to students?</th>
<th>Response Rate</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 492.01</td>
<td>February 02, 2010</td>
<td>No</td>
<td>0%</td>
<td>Edit and Send Emails Edit Survey Copy Survey</td>
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<tr>
<td>ACCT 201.01</td>
<td>February 02, 2010</td>
<td>No</td>
<td>0%</td>
<td>Edit and Send Emails Edit Survey Copy Survey</td>
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</tbody>
</table>

Completed Surveys

No completed surveys

Hints for Designing a Survey
(Opens a PDF in a new window)
Select a date to end your survey, create your questions below, then click the "Preview Survey" button.

Feb 02, 2010

*The latest date to end your survey is April 09, 2010. Formative Assessment Surveys are not allowed during the last 5 weeks of the course, so they do not conflict with the official Student Evaluations of Teaching.

**Create up to five likert questions**

1. Customize the likert introduction

Rate the following (highest rating is 4)

2. Create up to five likert questions

how many homework assignments are optimum?

**Create up to five essay questions**

There is a limit of 500 characters for each question.

At what point in this course did you realize it had changed your life?
Dear student first name,

Your instructor, [instructor name], is asking for your participation in this survey for [course name]. The purpose of this survey is to gather information to improve instruction this semester.

Please be assured your responses are completely confidential. Once you hit the submit button your University of Idaho ID is no longer connected to your responses.

Please report any technical issues to ir@uidaho.edu.

Rate the following (highest rating is 4)

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<th>0</th>
<th>1</th>
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<td>how many homework assignments are optimum?</td>
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</table>

Please answer the questions below. There is a limit of 1000 characters for each answer.

At what point in this course did you realize it had changed your life?
Getting to Today

ENROLLMENT MANAGEMENT – UNIVERSITY OF IDAHO

In the Beginning

2007-08
1. Division established
2. Retention (Snowbird Conference) and articulation initiatives

2008 – 09 and 2009-10
1. Developed Mission, Vision and Values statement
2. Freshmen growth initiatives
3. Identified other enrollment growth opportunities and priorities
4. Purchased and began implementation of CRM
5. Initiated infrastructure -- EM Strategic Planning Workgroup and EM Review and Advisory Board
6. Individual outreach workshops with all colleges and enrollment units

FOCUS AREAS (from President Nellis)
- Quantity
- Quality
- Diversity
- Net revenue

MISSION STATEMENT

ENROLLMENT MANAGEMENT is an on-going institutional process that enables and supports the land grant, research, and outreach mission and strategic plans of the institution. Through broad university collaboration and engagement enrollment management provides leadership and support to:
- Identify, achieve and maintain optimum enrollment (e.g. size, quality and characteristics) while contributing to the financial well-being of the institution
- Achieve excellence in levels of student access, transition, persistence and graduation
- Deliver top quality services to all constituents
- Establish and support an infrastructure of internal and external data, analytic tools, distributed information, and staff resources for informed decision-making relative to enrollment.

PLANNING FUNDAMENTALS
- The annual rate of institutional revenue growth related to enrollment exceeds the rate of enrollment growth
- The development of institutional enrollment and revenue targets links unit capacities and plans with institutional opportunities and priorities.

Updated 09/20/11 -- SRN
Financial Aid

Restructured institutional scholarship and waiver programs including over past 2 years:

1. **Reduced aid** awarded to new students by $2.3 million (reduced by $1.65 million from Fall 2010)
2. **28% increase** in financial aid funds (to $125 million)
3. **26% increase** in FAFSAs (to over 15,600)

Information and Tools

New, improved and expanded use to support and inform decision-making and enrollment efforts

1. **Recruitment expansion/outreach**: Royall Senior Search and Opportunity Application
2. **Predictive modeling/analytics** -- admitted students 'graded' as 'likely to enroll'
3. **CRM** (Constituent Relationship Management) system

Collaboration and Engagement

Broadened and expanded campus collaboration and engagement efforts.

1. **EM Strategic Planning Workgroup** -- input/collaboration on initiatives, workshops, and projections
2. **Undergrad Coordinating Recruitment Workgroup** -- focus on coordination, travel, and training
3. **Workshops** -- Five campus-wide workshops updating and informing front-line faculty and staff
4. **Vandal Fridays** -- Multiple programs and improved reservation and tracking processes
5. **Admitted Not Registered campaign** -- Systematic follow-up and tracking

Service and Communications

Continued to provide quality fundamental services and better define and deliver institutional message.

1. **University Brand** -- served as initial platform for implementation
2. **SMART Communications** -- extensive training
3. **E-Handbook** -- introduction of new tool
2012 -- What’s Next

ENROLLMENT MANAGEMENT – UNIVERSITY OF IDAHO

For Fall 2012

Target Spring 2012 Growth
1. Follow-up from large, non-enrolling pool of admits
2. Targeted financial aid with distinct timelines and resources
3. Retention and service delivery -- focus across campus

Financial Aid
1. Adjust packaging guidelines based on analytics for new programs – targeting improved yield while maximizing revenue.
2. Define distinct timelines, deadlines and cycles for transfers and for Spring admits
3. No major changes in new program guidelines

Information and Tools
1. Increase and improve use of analytics
   a. Yield analysis for improved financial aid packaging (see above)
   b. Predictive modeling and grading for both prospects and admits with fiscal information
   c. Web-based services and communication campaign analytics
   d. Expanded use of analytics from communication campaigns
2. Increase and expand use of CRM
   a. Increased segmenting and selected targeting
   b. Expanded program use

Collaboration and Engagement
1. EM Strategic Planning Workgroup – initiate long – term planning
2. Undergrad Coordinating Recruitment Workgroup -- focus on coordination, travel, and training
3. Workshops – continue as needed - target is informing and training front-line faculty and staff
4. Vandal Fridays – return to Kibbie for 2 programs;
5. Initiate new student summer program and explore virtual program options
6. Admitted Not Registered campaign – improve based on analytics, CRM, and coordination.

Service and Communications
2. Consistent messaging and identification of institutional brand
3. Implement new Web design
4. Continue use of SMART communication
5. Web-based services - continue to improve and focus for efficiency and accuracy
Getting to 16 X 20

ENROLLMENT MANAGEMENT – UNIVERSITY OF IDAHO

16,000 students by 2020

An average growth of at least 400 headcount is needed each year to achieve 16,000 students by 2020
(Assuming current retention and graduation rates)

Task and timeline -- By Fall 2012 develop strategic institutional enrollment management plans for:

1. 2013 – 2016 (detailed)
2. 2017-2020 (outlined)
3. Targets, timelines, initiatives, resources and responsibility are defined in each plan

Current foundational and contributing factors

1. Institutional directions and guides - Strategic Plan; Institutional Brand; Research Themes; Core Themes – Accreditation
2. Enrollment Management directions and guides -- Mission, Vision, and Values; Growth Opportunities and Priorities (in alphabetic order) : Diversity; Fiscal policies; Freshmen; Graduate; International; On-line; Regionals; Retention; Transfers; Summer

Tasks and steps in developing long-term plans

1. Define the desired enrollment profile of the university in 2020 and 2016:
   a. Define the current state for each (e.g. plans, goals, initiatives, timelines, resources)
   b. Develop data profiles of peer institutions and selected competitors
   c. Define and develop other data to inform/guide decision-making (e.g. demographic trends/projections)
   d. Define /select specific targets for each of the growth opportunities and priorities based on current state, profile data , supplemental data, and institutional guidelines and directions

2. Develop the plans -- for each year of the plan:
   a. Define/select the ‘drivers’ -- growth opportunities and priorities (or intersections) that will be the primary source of enrollment growth for each year
   b. Define the specific contribution planned for/targeted in that year
   c. Define the initiatives and resource needs to support the selected drivers and the defined growth in the defined timeline.
   d. Develop the necessary plans and budgets to support the initiatives and resource needs for the targeted growth.

Structure

1. EM Strategic Planning Workgroup -- leading the effort -- includes selected campus representatives from Enrollment Management; Budget and Planning; University Communications and Marketing; and campus leaders for each of the Growth Opportunities and Priorities
2. Campus Community -- for input, feedback, and approval – through existing organizational and management/governance units. Possible retreat(s) to allow integration and connection of issues and ideas.
3. College / Enrollment Units – planning and preparation - contributing to targeted growth opportunities and priorities by identifying those areas and targets that they can link to and contribute to.
TO: University Curriculum Committee
FROM: College of Natural Resources
RE: Change of name for an existing academic department [Summer 2012]
DATE: September 2, 2011

The College of Natural Resources is requesting that the Department of Forest Ecology and Biogeosciences be changed to the Department of Forest, Rangeland, and Fire Sciences.
To: Provost Doug Baker
From: Kurt Pregitzer, Dean
College of Natural Resources

Jo Ellen Force, Head
Department of Forest Ecology & Biogeosciences

Date: August 31, 2011

Subject: New name for Department of Forest Ecology & Biogeosciences

We are requesting that the Department of Forest Ecology & Biogeosciences be re-named to the Department of Forest, Rangeland, and Fire Sciences. The Department’s 26 faculty approved this name at the end of spring semester 2011 by a vote of 20 in favor, 2 not in favor, and 4 abstentions. The new name is more consistent with the undergraduate degree programs being offered in the Department. There are no changes in the names of the degree programs. The name change has been discussed and supported in the CNR Leadership Council and in other CNR department meetings. The CNR By-Laws do not require additional actions within the College.

Many of our students and stakeholders reacted negatively to the Forest Ecology & Biogeosciences name when the College of Natural Resources was re-organized and two departments eliminated in 2009. The absence of “Rangeland” in the Department’s name was of great concern as the BS in Rangeland Ecology and Management is one of the few in the US. The addition of “Fire” to the name also provides recognition to our BS Fire Ecology and Management degree, which is the only one in the US. Thus, the new Department name recognizes the over a century of forestry education at the University of Idaho as well as the Rangeland program and our unique Fire program. All programs are a strength to the University of Idaho and critical components of the University’s mission for natural resource education.

We also acknowledge that several programs and departments across campus include Ecology in their programs. “Biogeosciences” is a 21st century name for the research of many of our faculty. However, it is not a well-defined term for degree programs at this time and was also an unknown term to many of our stakeholders.

With this new name, we will be providing strong identity for the degree programs within the department. This will increase our visibility for recruiting students and obtaining stakeholder support across all our activities.

We hope that you will approve this name change as quickly as possible. It is important that this name be in the 2012 catalog and that we can use this new name in the recruiting materials we are developing this fall. Please let us know if you need more information to proceed with approval. We would like to announce our new name as soon as possible.

Thank you for considering this request.

Kurt S. Pregitzer
Jo Ellen Force

approved pending internal review processes.