University of Idaho
2012-2013 FACULTY SENATE AGENDA

Meeting #3

3:30 p.m. - Tuesday, September 11, 2012
Brink Hall Faculty Lounge
IWC Room 390 – Boise
213 – Coeur d’Alene
TAB 321B IF4 – Idaho Falls

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2012-13 Faculty Senate Meeting #2, August 28, 2012

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.
   • FS-13-001: FSH 1565 – D-8 and F-1 (FYI)
   • FS-13-002: FSH 3320 – Annual Evaluation Form (FYI)
   • FS-13-003: FSH 1640 – University Committees (FYI)
   • FS-13-004: FSH 1560 – Faculty Organizational Chart (FYI)
   • Senate Frequently Asked Questions (FAQs)
   • Program Proposal Form (PPF) Timeline

VI. Committee Reports.

VII. Special Orders.
   • FS-13-005: College of Law: Program Proposal Form (PPF) Second-Year Program in Boise
     (Burnett)
   • Overview of ITS, UI Portal & Videoconference Single System (Ewart)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Kenton Bird, Chair 2012-2013, Faculty Senate

Attachments: Minutes of 2012-2013 FS Meeting #2
                FS-13-001, 002, 003, 004 (FSH 1565, 3320, 1640, 1560)
                Senate FAQ
                PPF Timeline
                FS-13-005-PPF – Law
                ITS Overview
Present: Aiken, Baillargeon, Baker (w/o vote), Bathurst, Bird (Chair), Budwig (Boise), Cobb, Eckwright (w/o vote), Flores, Frey, Hartzell, Hasko, Hopper, Karsky, Manic (Idaho Falls), M. Miller, R. Miller, Ostrom, Pendegrift, Qualls, Safaii, Smith, Strawn, Stuntzner (Coeur d’Alene), Teal, Ytreberg  Absent: Goddard, Halloran, Morra  Guests: 4

A quorum being present, Senate Chair Bird called the meeting to order at 3:30PM. He welcomed all to the first senate meeting of the fall semester and he especially welcomed recently elected senators Alistair Smith, representing the College of Natural Resources, and Marty Ytreberg, representing the College of Science.

Minutes: It was moved and seconded (Hopper, Bathurst) to approve the minutes of meeting #26. Motion carried. It was moved and seconded (Cobb, Frey) to approve the minutes of meeting #1. Motion carried.

The minutes from the Senate Retreat and Committee Chairs’ Workshop, held on August 14, were distributed as an FYI only. The retreat and workshop were not official senate meetings and therefore do not require senate approval.

Chair’s Report. Chair Bird apologized in advance for the length of his report and pledged to be more concise in the future. The Chair then proceeded with the following items:

- Responsibilities of senators:
  o Attend all meetings.
  o Notify chair or faculty secretary of planned absence and of intent to send non-voting proxy.
  o Review senate packet in advance so as to be prepared for agenda items.
  o Communicate with constituencies through meetings or email.

- Senate meeting procedures:
  o Raise hand to be recognized; senators attending via videoconferencing may need to interrupt if the Chair does not see their hands.
  o Be sure to speak up; those who attend via videoconferencing may have difficulty hearing and/or seeing proceedings (Eckwright will wave sign to encourage senators in Moscow to speak up).
  o All senators wishing to speak may do so once before anyone speaks for a second time; guests speak only after all senators have spoken.
  o All recorded votes are through raising hands; abstentions only recorded if senator specifically requests the secretary to do so.
  o Goal is to finish at 5PM, unless the agenda is unusually long or complicated; motion to adjourn is not debatable.

- Challenges for 2012-2013 Senate:
  o See today’s minutes for a list of items from senate retreat brainstorming session.
    ➢ Contact Chair Bird, Vice-chair Hartzell, Faculty Secretary Eckwright with additional suggestions.
• 2011-2012 Senate Annual Report: this is an index to last year’s accomplishments, including but not limited to core curriculum improvements, dependent tuition benefit and plus-one benefits. President Nellis was consistently supportive of senate’s policy work this past year.
• Senate volunteers needed for two follow-up issues from last year’s senate: Vandal Community Hour; Process Improvement (also known as Continuous Improvement or Strategic Improvement).
• Senate volunteers are needed to serve on an upcoming University Judicial Council student appeal. Senators Cobb, Flores, Hopper, Qualls and Smith stepped forward to serve and will meet with Chair Bird after senate adjourns today.
• President Nellis has implemented an emergency policy FSH 5650, Financial Conflicts of Interest in Public Health Service Research (supersedes Public Health Service funded research regulations of FSH 5600 and supplements FSH 3170, 6240). The emergency policy is available at: http://www.webs.uidaho.edu/uipolicy/emergency_policies.htm
• Chair Bird noted that Greg Walters will be a guest at senate in a few weeks. The Chair assured senators that senate leadership will give as much notice as possible regarding scheduled speakers.

Provost’s Report. Provost Baker reported on the following items:
• University of Idaho welcomed 47 impressive new faculty this year.
• State Board of Education (SBOE) changed the reporting date for fall enrollments from the 10th day of the semester to October 15 (in spring it will be March 15). These later enrollment figures will be more accurate as the figures will include firefighters, dual-enrollment students and other late enrollees.
• University of Idaho held a memorial service on August 21 for graduate student Katy Benoit and dedicated a granite bench on the Administration Building east lawn in her memory.
• President Nellis appointed a blue ribbon panel last year to make recommendations regarding safety issues. Among the recommendations was a proposed safety forum, an event which will be held this year from September 19-27 in Moscow. All are encouraged to participate in the forum programs.
• Greg Walters is the new Executive Director of Human Resources. His previous experience includes human resources work with the State of Oregon and at Lewis & Clark College in Portland. He’s currently examining U-Idaho’s classification system and also the hiring process, including technology applications.
• The first football game of the season is on Thursday at 6PM at the Kibbie Dome.

Brink Lounge Advisory Committee (BLAC). Senator Flores, a member of the Brink Lounge Advisory Committee, gave a brief presentation on the committee’s plans for remodeling the lounge to create a Faculty/Staff Club:
• The remodeled space will allow for a common gathering place during university hours with the exception of Tuesdays from 3-5PM when Senate will continue to meet in the Brink Lounge.
• Flores shared interior design renderings by interior design student Debra Saul. Saul has worked with Professor Shauna Corry to create a redesign in a classic style that reflects the history of the lounge as well as incorporating contemporary updates.
• The planning committee recommends that coffee be made available in the remodeled space.
• Cost estimates for the project are $40,000 for the remodeling and $40,000 for furnishings.
Committee members recently met with Ron Smith, Vice President for Finance and Administration, to explore financing possibilities for the project.

- Senate will continue to meet in Brink Lounge until funding has been identified.
- Committee members include: Kenton Bird, Larry Chin, Shauna Corry, Gail Eckwright, Stephan Flores, Paul Joyce, Julia McIlroy, Ellen Schreiber, Irma Sixtos and Holly Wichman.

Chair Bird then explained the need to elect a secretary for Faculty Senate whose job is to take minutes at senate meetings. This role differs from the position of Secretary of the Faculty (aka, Faculty Secretary), which is a presidential appointment currently filled by Gail Eckwright. Traditionally, but not necessarily, the Faculty Secretary also serves as secretary to Faculty Senate. It was moved and seconded (Pendegraft, Baillargeon) to nominate Eckwright as secretary for Faculty Senate meetings. Nominations hastily were closed (Pendegraft, Cobb) and the motion to elect was approved by acclamation.

A number of senators serve on standing university-level committees as part of their service to senate (in designated “faculty senate” slots on the committees). Senators Hasko and Hartzell serve on the Campus Planning Advisory Committee and senators Budwig, Morra and Pendegraft serve on the University Budget and Finance Committee. The Benefits Advisory Group (BAG) has an opening for a senator and at our recent retreat Senator SeAnne Safaii expressed an interest in serving on this committee. It was moved that Safaii be elected to the vacancy on BAG. Motion carried unanimously.

The final agenda item was a request for approval of the list of faculty members recommended for sabbatical leave for 2013-2014. The list was edited to remove Steve Hollenhorst who has left the university. It was moved and seconded (Bathurst, Hasko) to approve the list. Motion carried with one abstention, Senator Randy Teal.

**Adjournment**: It was moved and seconded (Pendegraft, Baillargeon) to adjourn at 4:18PM. Approved unanimously.

Respectfully submitted,

Gail Z. Eckwright
Secretary to Faculty Senate and Faculty Secretary
ACADEMIC RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of 'postdoctoral fellow' (J-5), 'graduate assistant' (K-3) and 'research fellow' (K-4) were revised in July 1996. Section J-I, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under ‘G. Temporary Faculty’ moved to ‘D. University Faculty’ as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12]

CONTENTS:
A. Introduction
B. Definitions
C. Responsibility Areas
D. University Faculty
E. Emeriti
F. Associated Faculty
G. Temporary Faculty
H. Non-Faculty
I. Qualification of Non-faculty Members for Teaching UI Courses

A. INTRODUCTION. [rev. 7-98] Changes begin in D-8, thus A-D7 are not included.

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor1 is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship2, outreach, and service. The rank will be held for the remainder of the recipient’s active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly

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1 As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor’s name may be added to the title. [ed. 7-12]
2 Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.
fields at the University. University Distinguished Faculty will receive a stipend of at least $5,000 per year for five
years to be used to enhance salary or support professional activities (e.g., professional travel, student support,
equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the
number of appointments in a given year resides with the President. [add. 7-10, rev. 7-12, 8-12]

a. Selection Criteria: In general, University Distinguished Professors will have received national and
usually international recognition. They will have brought distinction to the University through their work.
[ed. 7-12]

University Distinguished Professors will have achieved a superior record in the following areas: scholarly,
creative, and artistic achievement; breadth and depth of teaching; and University service and service involving
the application of scholarship, creative, or artistic activities to addressing the needs of one or more external
distinctive areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and
service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external
publics. [rev. 7-12]

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who
have attained the rank of Professor and have completed a minimum of seven years of service at the University,
typically at the rank of Professor. [rev. 7-12]

b. Selection Process: University Distinguished Professorships will be awarded by the President upon
recommendation of The University Distinguished Professorship Advisory Committee a standing committee
composed of four faculty members and three deans. The committee members should reflect all dimensions
of diversity in the university community. They will be appointed by the Provost to serve three-year terms on
a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation
with faculty and administrators of units. Committee members must be tenured professors who themselves
have outstanding records of teaching, research and/or outreach. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, and unit administrators annually.
[rev. 7-12]

2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
a. A nominating letter with a brief summary of the candidate’s achievements; [rev. 7-12]
b. The candidate’s curriculum vitae, including a list of any significant previous awards;
c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The
candidate may also include a maximum of three additional letters of support, as appropriate, from
students, colleagues at the University of Idaho, and/or other institutions. Letters should describe
the impact of the nominee on her/his field, evidence of external recognition, and the context of
her/his work over the course of her/his employment. [rev. 7-12]

3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes
recommendations to the Provost for transmittal to the President. [rev. 7-12]

4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is
possible that in a given year no candidates will be selected. [ed. 7-12]

5. The applications of nominees who are not selected in the first year of nomination will remain active
for a total of three years. Nominators will have the opportunity to update their nomination during
subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum,
laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are
appropriate for professional disciplines having strong applied and/or clinical elements or those serving university
units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a
recognition of the appointee’s scholarly contributions and professional accomplishments, and confers
responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted
to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11]

a. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment
responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a
collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of
academic freedom [see 3160] are extended to members of the clinical faculty. They have the same
responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]
Clinical faculty members perform administrative, analytical, and research functions that complement UI’s mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]

2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

c. Promotion. Clinical faculty members are eligible for promotion after completion of time in rank comparable to that for tenure-track faculty, and upon evaluation by departmental, college and university promotion committees. Each unit will develop criteria for promotion of its clinical faculty. The promotion process will be consistent with that followed by the unit, college and university for tenure-track faculty. [See FSH 3560] [add. 7-11]

d. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university’s strategic goals than a tenure-track position. [add. 7-11]

E. EMERITI. (FSH 1520 II-2) NO changes were made in E.

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave. [ed. 1-10]

F-1. AFFILIATE FACULTY: [ren. 7-98, 1-08, rev. 7-10]

a. General. The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection e below, and authorizes assignment of service functions as described in subsection e-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. [ed. 7-00, 1-10, rev. 7-10]

b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency’s units or programs that is officially associated with the university. [rev. 7-10]

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member’s primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has
Section 1565: Academic Ranks and Responsibilities

a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [ren. 1-10, rev. 7-10, ed. 7-11]

Affiliate faculty members perform administrative, analytical, and research functions that complement UI’s mission in teaching, research, and service. [rev. 7-10]

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees (with approval by the dean of vice president for research and graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10, ed. 7-12]

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [rev. 7-10]

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] [ed. 1-10, rev. 7-10]

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [ed. 7-00, rev. 1-10, 7-10]

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the General Catalog. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [rev. 7-10]

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee’s immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a “Personnel Action” form. [rev. 7-10]

F-2. no changes from here on.
ANNUAL PERFORMANCE EVALUATION FORM 1: EVALUATION OF FACULTY  
(INCLUDES DISCLOSURE OF CONFLICTS FSH 6240)  
(Confidential) [ed. 106-102]  

For Period of Review: January thru December ___

Name: ________________________________  Evaluator(s): ________________________________

Unit(s): ________________________________  _____________________________________

Administrative Title (if applicable):_____________________________________________________________________________________________________

Employee V#: ____________________________

NOTE: Faculty and administrator(s) are to review and address the objectives as stated on the previous year’s position description.

<table>
<thead>
<tr>
<th>Position Description (PD) Responsibilities</th>
<th>PD %</th>
<th>Numeric Score*</th>
<th>PD% x score = total</th>
<th>COMMENTS INCLUDING ACCOMPLISHMENTS and IMPACTS WHEN APPLICABLE (Use back if necessary)</th>
</tr>
</thead>
</table>
| TEACHING AND ADVISING  
  (FSH 1565 C-1; Strategic Action Plan Goal 1) |      |                |                     |                                                                                           |
| SCHOLARSHIP and CREATIVE ACTIVITIES  
  (FSH 1565 C-2; Strategic Action Plan Goal 2) |      |                |                     |                                                                                           |
| OUTREACH and EXTENSION  
  (FSH 1565 C-3; Strategic Action Plan Goal 3) |      |                |                     |                                                                                           |
| UNIVERSITY SERVICE & LEADERSHIP  
  (FSH 1565 C-4, 1420E;, Strategic Action Plan Goal 4) |      |                |                     |                                                                                           |

*Scoring Key
5 = Exceptional performance  
4 = Above expectations  
3 = Meets expectations  
2 = Below expectations  
1 = Unacceptable performance

<table>
<thead>
<tr>
<th>Unit Administrator Score</th>
<th>College Dean Score</th>
</tr>
</thead>
</table>

**Scoring Example:**

<table>
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<tr>
<th>PD%</th>
<th>Numeric Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Advising 50%</td>
<td>4</td>
<td>$0.50 \times 4 = 2.0$</td>
</tr>
<tr>
<td>Scholarship 35%</td>
<td>2</td>
<td>$0.35 \times 2 = 0.7$</td>
</tr>
<tr>
<td>Outreach &amp; Extension 10%</td>
<td>3</td>
<td>$0.10 \times 3 = 0.3$</td>
</tr>
<tr>
<td>Univ. Service &amp; Leadership 5%</td>
<td>3</td>
<td>$0.05 \times 3 = 0.15$</td>
</tr>
</tbody>
</table>

Unit Adm. Score (transfer total to box below) = 3.15 = 3.2

Unit administrators and college deans may extend the weighted score one decimal place.  
**Rounding:** .5 and above round up; .4 and below round down.
Interdisciplinary/Center Activities: The unit administrator is responsible to solicit, discuss and consider evaluative comments from those interdisciplinary/center administrators listed in the faculty narrative attached to the position description used for this evaluation. All solicited comments are to be attached to this form. (FSH 3050 B-2, 3320 A-1 d, 3520 E-1, G-3, G-4c, and 3560 C,E-2d).

Unit Administrator’s Attachment: A narrative on progress towards tenure, promotion, and/or continued satisfactory performance is to be completed by all evaluators for all faculty using separate pages and attach to this form (if there is a disagreement, see FSH 3320 A-1 e&f). Include the following areas, as appropriate: advancement, interdisciplinary activity, activity at centers, professional development and professional service (FSH 1565 B). If the narrative(s) is/are not attached the form will be returned to the unit by the college.

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Unit Administrator Signature/DATE

Unit Administrator (joint appointments if applicable)/DATE

Faculty Comments:

Faculty Signature/DATE

Dean Signature/DATE

Dean’s Attachment: If there are any differences in any category of scoring between the department chair and college dean, a narrative shall be attached stating the reasons for these differences. The form with attachments must be returned to the faculty member for a second signature (if there is a disagreement, see FSH 3320 A-1 f). If the narrative is not attached the form will be returned to the College by the provost.

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Second Faculty Signature (if applicable)/DATE

FSH 6240 Required Disclosure of Conflicts

You must complete this disclosure annually with your performance evaluation. If you have a conflict to disclose then you also will need to complete Form FSH 6240A. Likewise, if there is any change in your circumstance that may give rise to potential conflicts or eliminate potential conflicts previously disclosed, then you will need to complete Form FSH 6240A within 30 days of the change. University of Idaho FSH Policy 6240 Conflicts of Interest or Commitment is available at http://www.webs.uidaho.edu/fsh/6240.html. If you have any questions about the form or about specific potential or actual conflicts of interest, please contact your unit administrator or the Chair of the university’s Ethical Guidance and Oversight Committee. Disclose outside employment for compensation of more than 20 hours/week by completing FORM 6240 B – Disclosure of Outside Employment or Consulting for Compensation.

☐ I have reviewed FSH 6240 and DO NOT have any conflicts of interest, conflicts of commitment or apparent conflicts to report. Please sign and date below.

☐ I have reviewed FSH 6240 and DO have conflicts of interest, conflicts of commitment or apparent conflicts to report. Please, sign below, and fill out form FSH 6240A. Submit completed FSH 6240A to your unit administrator along with separate pages describing a plan to manage each conflict or apparent conflict.

Your signature below certifies that you have reviewed FSH 6240 regarding disclosure of conflicts, and that the information that you provide regarding disclosure of any conflict is accurate to the best of your knowledge as of the date of this document, and you commit to providing an update if a material change occurs in the information you have provided.
PREAMBLE: This section contains statements of the function and structure of each university-level standing committee. The names of persons appointed to serve on each such committee are published at the beginning of each academic year by the Committee on Committees, and copies of this publication are available from the Office of the Faculty Secretary (208-885-6151). This section, dating to the 1979 edition of the Handbook, has been frequently revised as necessitated by the changing mission or membership of existing committees or the addition of new ones.

Subsections

.02 Academic Hearing Board
.04 Academic Petitions Committee
.06 Administrative Hearing Board
.08 Admissions Committee
.10 Americans with Disabilities Act Advisory
.12 Institutional Animal Care and Use Committee
.14 Institutional Biosafety Committee
.18 Borah Foundation Committee
.20 University Budget & Finance Committee
.22 Campus Planning Advisory Committee
.24 Classified Position Appeal Board
.26 Commencement Committee
.28 Committee on Committees
.34 Provost Council
.36 Dismissal Hearings Committee
.40 Facilities Scheduling Policy Committee
.42 Faculty Affairs Committee
.43 Faculty Appeals Hearing Board
.44 Faculty Senate
.46 Arts Committee
.48 Graduate Council
.50 Grievance Committee for Staff Employees
.51 Grievance Committee for Student Employees
.53 Honors Program Committee
.54 Institutional Review Board
.55 Information Technology Committee
.56 Intellectual Property Committee
.58 Ubuntu
.60 Library Affairs Committee
.64 Officer Education Committee
.66 Parking Committee
.69 Promotions Review Committee
.70 Publications Board
.71 Radiation Safety Committee
.72 Research Council
.74 Sabbatical Leave Evaluation Committee
.76 Safety and Loss-Control Committee
.77 Scientific Misconduct Committee
.80 Staff Affairs Committee
.84 Student Financial Aid Committee
.86 Teacher Education Coordinating Committee
.87 Teaching and Advising Committee
.89 University Committee for General Education
.91 University Curriculum Committee
.92 University Development Council
.93 University Judicial Council
.94 University Multi-Campus Communications Committee

A. FUNCTION.

A-1. To advise the Director of Human Rights, Access and Inclusion on all matters relating to disability, including universal access and design of university facilities, websites, and programming; accommodation of students, faculty and staff with disabilities; full compliance with the Americans With Disabilities Act as amended, Idaho Human Rights Act, Rehabilitation Act of 1974, and Fair Housing Act; and to discharge such other functions as may be assigned by the Faculty Senate or by the president or the president’s designee.

A-2. To fulfill the major faculty responsibility for monitoring and advancing UI’s commitment to ensuring that its facilities, programs, activities and services are accessible to all persons with learning, sensory, physical and other disabilities, and to serve the needs of these members of the university community. The committee works closely with
administrative officers in identifying and ensuring compliance with applicable laws, regulations and best practices, as well as regents’ policy.

A-3. To submit periodic reports on its activities to the Director of Human Rights, Access and Inclusion, who will distribute them to the Faculty Senate along with recommendations for appropriate program or policy changes.

B. STRUCTURE AND MEMBERSHIP. Three (one from the library, one academic administrator, and the third should have experience in or possess knowledge of persons with disabilities) of whom are selected by the Committee on Committees, ITS Director (or designee), Facilities Director (or designee), Executive Director for Human Resources (or designee), Director of Disability Support Services, Director of Housing, Director of Human Rights, Access and Inclusion (who also serves on Ubuntu), two staff members, two students (undergraduate and graduate), and the following without vote: Parking and Transportation Services, Center on Disabilities and Human Development, Public Risk Management, Safety & Security Services (or designee), and Office of General Counsel [ed. 8-12].

1640.28 COMMITTEE ON COMMITTEES

A. FUNCTION.

A-1. To appoint members to and fill vacancies on all university-level faculty standing committees, subject to confirmation by the Faculty Senate. [ed. 7-09]

A-2. To conduct a continuing study of UI’s committee structure and of the function and structure of individual standing committees, and to make recommendations to the Faculty Senate. [ed. 7-09]

A-3. This committee traditionally meets on Wednesdays [Fridays] at 2:30 p.m. [add. 7-08, rev. 8-12]

B. STRUCTURE. Six faculty members, vice chair of the Faculty Senate (chair), Faculty Secretary (w/o vote) and the following or their designees: provost and executive vice president and ASUI president. [rev. 7-05, ed. 7-06, 7-09]

1640.56 INTELLECTUAL PROPERTY COMMITTEE

A. FUNCTION.

A-1. To consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of maskworks and copyrightable and patentable materials, and (2) allegations of unauthorized use of copyright infringement of UI sponsored materials.

A-2. To present annually to the Faculty Senate and the president a report on any problems regarding intellectual property at UI and to make recommendations. [ed. 7-09]

B. STRUCTURE AND MEMBERSHIP. The committee consists of five faculty members, one of whom is a departmental administrator, and at least a majority of whom are from disciplines which historically have given rise to substantial numbers of copyrights, maskworks, and patents. In addition, two faculty members are appointed as alternates from a list of those who have previously served on the committee, to serve, as appropriate, when a principal member is deemed to have a conflict of interest and the director of Technology Transfer, or designee (w/o vote). The chair of the committee is chosen by the Committee on Committees. [rev. 7-06, 7-08, 5-12].

1640.87 TEACHING AND ADVISING COMMITTEE

A. FUNCTION. This committee will serve in an advisory capacity to the Vice Provost of Academic Affairs. The specific functions of this committee are. [rev. 7-08]
A-1. To promote a faculty and administrative culture dedicated to the enhancement of teaching and advising.

A-2. To advise and assist in organizing university-wide forums, seminars, and capacity building programs that introduce new innovations or share proven ways to promote the enhancement of teaching and advising.

A-3. To review and make recommendations concerning policies and procedures, which affect teaching, advising, and the assessment of student learning outcomes.

A-4. To monitor the processes and content of Student Teaching Evaluations and Student Learning Outcomes, and to advise on the design/content of reports to the Vice Provost, Faculty Senate, Deans, Unit Leaders, and Faculty. [ed. 7-09]

A-5. To oversee the annual orientation activities for new faculty, which sets out among other things the role of, and expectations for, faculty and staff that teach, advise, and mentor students.

A-6. To publicize awards, review proposals, and select recipients for the Teaching and Advising Excellence Awards.

A-7. To maintain a Web presence dedicated to the enhancement of teaching, advising, and other student mentoring activities.

A-8. To serve as an advisory resource for the Registrar to address the prioritization of the classroom use, maintenance, and improvements.

A-9. To work in conjunction with Faculty Senate’s Information Technology Committee to advise CTI and the Director of IT on electronic hardware and software needs to support teaching, advising, and mentoring. [ed. 7-08, 7-09]

A-10. This committee traditionally meets on Thursdays at 3:30 p.m. [add. 7-08]

B. STRUCTURE. Six faculty members, some of whom have received university-level teaching and advising awards, an associate dean or college level advisor, a departmental staff advisor, the director of general education, an undergraduate or graduate student, non-voting members from the Office of Instructional Research Assessment, Academic Advising Center, and the VP for Academic Affairs, or designee. [rev. 7-08, ed. 8-12]

1640.89 UNIVERSITY COMMITTEE FOR GENERAL EDUCATION

A. FUNCTION.

A-1. Perform on-going review and assessment of the Core Curriculum. Within the framework adopted by the faculty, UCGE establishes criteria for the solicitation, initial approval, and assessment of courses to be included in the Core Curriculum. Recommendations for change in the program will be directed to UCC for possible approval by the Senate and faculty. [rev. 4-11].

A-2. Discuss and make recommendations on issues relating to general education at the university. [ren. 4-11]

A-3. Report periodically (at least once a year) to the Faculty Senate and to the Provost Council on the status of the core curriculum. [ed. 7-06, 7-09, ren. 4-11].

A-4. This committee traditionally meets on Thursdays at 3:30 p.m. [add. 7-08, ren. 4-11]

[Information on the University Core Curriculum can be accessed at the core website: http://www.uidaho.edu/class/core] [ed. 11-11]
Section 1640: Committee Directory

**B. STRUCTURE AND MEMBERSHIP.** Core Director of General Education (w/o vote), College of Letters, Arts and Social Sciences Dean (w/o vote), Registrar, or designee (w/o vote), Assistant Director of Institutional Research & Assessment, or designee (w/o vote), and a minimum of 12 faculty members selected by the Committee on Committees, one of whom serves as chair, and two undergraduate students, appointed by ASUI, representing different colleges. The faculty members shall include at least one member from each college (except Graduate Studies and Law), and shall represent faculty involved in Core Discovery courses, Integrated Science courses, natural and applied sciences, humanities, and social sciences. In addition, a member of the Library faculty may be appointed. [rev. 7-06, 7-08, 7-10, ed. 8-12].

**1640.91 UNIVERSITY CURRICULUM COMMITTEE**

**A. FUNCTION.** [See 1540 B and C and also 4110 and 4120.] [ed. 7-98]

A-1. To act on catalog changes involving the curriculum, including changes in the general requirements and academic procedures, and to coordinate curricular matters among UI’s major academic divisions.

A-2. To recommend policies and procedures concerning the matriculation, advising, and registration of students.

A-3. This committee traditionally meets on Mondays at 3:30 p.m. [addl. 7-08]

**B. STRUCTURE.** One faculty member from each college except Law and Graduate Studies, of whom at least one must be a member of the graduate faculty and at least one of whom must have experience in an interdisciplinary area; one faculty member at large, one faculty member from the library, two upper-division undergraduate students; one graduate student; and the following without vote: vice provost of academic affairs, registrar, secretary of the faculty (or their designee), and the Core Director of general education as a non-voting member of the University Curriculum Committee. To assure a quorum alternates for the faculty positions are appointed by the chair of the University Curriculum Committee from a list of those who have previously served on the Committee from that college. If there should be no such alternates available from a particular college, the chair of that college’s curriculum committee is the designated alternate. [rev. 7-98,7-06,7-08,1-09, ed. 8-12]

**1640.94 UNIVERSITY MULTI-CAMPUS COMMUNICATIONS COMMITTEE**

[Created 2009]

**A. FUNCTION.**

A-1. To coordinate the orderly conduct of General Faculty Meetings at multiple sites across the state.

A-2. To design, review and recommend for approval by Faculty Senate, operating protocols with respect to conducting faculty meetings with active participation of faculty across the state. Focus points include methods of recording and reporting of votes, recognition of members and other logistical issues.

A-3. To work in collaboration with the Information Technology Committee (see 1640.55) to review and make recommendations to Faculty Senate on appropriate communication technologies to maintain high-quality faculty meetings.

A-4. To report annually to the Faculty Senate on faculty satisfaction with communications during faculty meetings.

**B. STRUCTURE AND MEMBERSHIP.** Secretary of the Faculty who serves as chair, one faculty member who resides at the Moscow campus, the Executive Director of Information Technology or designee (w/o vote), and one faculty member from each designated remote site (see FSH 1540 A-1) who serves as the secretary’s delegate at faculty meetings. To assure a quorum and remote site participation of one alternate faculty member from each designated remote site will be
Committee members are appointed by the university's Committee on Committees and serve a three-year period.

[rev. 8-12]
*Faculty members in biological & agricultural engineering hold joint appointments in agriculture and engineering. For representation on Faculty Senate, they are included in the engineering constituency.
Faculty Senate FAQs

Appointment of Secretary (officer) to Senate:

“FSH 1520, Article V, Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate.

When and who initiates and handles the elections for FS members going off Senate?
Elections are to be finalized before April 15th. Typically it is up to the current FS members from each respective college/unit to consult and assign someone who will handle the process. Check with your respective college/unit as most colleges/units should have procedures set out in their by-laws (see FSH 1520, Section 6 below). If it is not addressed in the by-laws, it is fine for the FS member to solicit the assistance of the dean's office in sending out secret ballots. However, keep in mind that FS elections should be driven by faculty and all faculty within each college should be involved and have vote.

“FSH 1520, Article V, Section 6. Elections. Regular elections for representatives on the Senate are held before April 15 of each year in which an election is to be held. All elections for members of the Senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.”

How long is my term on Faculty Senate?

“FSH 1520, Article V, Section 4. Terms of Office. Elected faculty members of the Senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the Senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the Senate may shorten the initial term of office of faculty representatives elected to fill new positions on the Senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. No elected faculty member of the Senate may serve an immediately ensuing term [but see 1580 III-3].”

What if I will be gone for one month, or for more than four months?

“FSH 1520. Article V, Section 7. Vacancies. Clause A. If it is necessary for a member of the Senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate on the Senate with full vote. If
it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the Senate member returns, he or she resumes the position on the Senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the Senate in writing that he or she intends to participate fully in the activities of the Senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.”

What is the Center Senator’s Role?

“1520 Article V. Section 2. Structure. A (2). University Centers. The resident faculty of the university centers in Boise, Coeur d’Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific.

What if I have replaced a member from my college who resigned from Faculty Senate, can I serve again?

“1580 Article III, Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that member’s normal term of office is ineligible for membership on the Senate until one year has elapsed.”

Can you send someone in your place, with vote, if you will miss a meeting?
You can send someone in your stead, but not with vote. Anyone you send to attend in your stead, if it is less than one month, would be considered an alternate (see FSH 1580, V-7 below).

“FSH 1580, Article V, Section 7. Alternates. Alternates participate in meetings of the Senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor.”

Are proxy votes allowed? No
How are abstentions handled?

“FSH 1580, Article V. Section 11. Voting. Voting on motions is by raising a hand. Proxy votes are not allowed.” (According to a standing rule of the senate, the chair does not ask how many members abstained from voting on a particular motion, and abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.)
2012-13 OPTIMAL TIMELINE FOR ACADEMIC PROGRAM APPROVAL AND DISCONTINUANCE

Please note this timeline provides colleges/units time to prepare and vet quality program proposals in order to achieve approval in time for inclusion in the catalog and other considerations such as marketing. You are highly encouraged to submit your proposals earlier than October 11. It is also strongly recommended that you work closely with the Provost’s Office, Graduate School, and Registrar’s office to seek guidance on preparing proposals.

Proposals received by the Provost’s Office after October 11 to implement programs for 2013-14 and meet the registration deadline may not have sufficient time for review and approval internally or at the Office of the State Board of Education. This includes proposals returned for editing.

<table>
<thead>
<tr>
<th>DATE</th>
<th>MEETING/ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 11</td>
<td>Recommended submission date to the Provost’s Office for all Program Proposals and other curricular proposals to be <strong>effective summer 2013</strong></td>
</tr>
<tr>
<td></td>
<td>To the UCC Secretary to begin internal approval process</td>
</tr>
<tr>
<td>October 17</td>
<td>Graduate Council meeting day if applicable to program request</td>
</tr>
<tr>
<td>October 22</td>
<td>University Curriculum Committee meeting day</td>
</tr>
<tr>
<td>October 30</td>
<td>Faculty Senate meeting day</td>
</tr>
<tr>
<td>November and</td>
<td>General Policy Report and/or University Faculty Meeting</td>
</tr>
<tr>
<td>December</td>
<td>CAAP  30 day review period and recommendation to IRSA</td>
</tr>
<tr>
<td>January</td>
<td>IRSA membership recommendation</td>
</tr>
<tr>
<td>January 22</td>
<td>Forwarded to Executive Director for approval if applicable</td>
</tr>
<tr>
<td>February 20-21</td>
<td>Meeting agenda deadline for SBOE approval if applicable</td>
</tr>
<tr>
<td></td>
<td>SBOE meeting for items requiring board approval</td>
</tr>
</tbody>
</table>
Idaho State Board of Education
Proposal for **Graduate and Doctoral** Degree Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>August 31, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Law</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>n/a</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Title:</th>
<th>Law Second-Year Curriculum in Boise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>J.D.</td>
</tr>
<tr>
<td>Method of Delivery:</td>
<td>In person and some distance education</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar)</td>
<td>22.0101</td>
</tr>
<tr>
<td>Proposed Starting Date:</td>
<td>August 2014</td>
</tr>
<tr>
<td>Indicate if the program is:</td>
<td>Regional Responsibility</td>
</tr>
</tbody>
</table>

**Indicate whether this request is either of the following:**

- [ ] New Graduate Program
- [ ] New Doctoral Program
- [ ] New Off-Campus Graduate Program
- [ ] New Off-Campus Doctoral Program
- [ ] Expansion of an Existing Graduate/Doctoral Program
- [ ] Consolidation of an Existing Graduate/Doctoral Program
- [ ] Discontinuation of an Existing Graduate/Doctoral Program

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
<th>Vice President for Research (as applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
<td>Academic Affairs Program Manager</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>

*Institutional Tracking No.: FS-13-005 FY 2012-13 Law (2)*

*March 16, 2012 Page 1*
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. If this is request to discontinue an existing program, provide the rationale for the discontinuation. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.

   In August 2008, the University of Idaho sought approval from the Board of Regents/State Board of Education to establish a branch location of the College of Law as a second place for delivery of the Juris Doctor degree. In response, the State Board passed the following motion:

   “A motion to authorize the University of Idaho to expand its offerings in Boise to a full third year curriculum and to include a legislative appropriation in the FY 2010 budget for this expansion. The Regents recognize the statewide mission of the University of Idaho for legal education. The University is instructed to re-visit the issue of funding and support for a full dual location model, including a full three year branch curriculum in Boise, to continue collaboration with the Idaho Supreme Court on the Idaho Law Learning Center with respect to those programs to be delivered in Boise, and return to the Regents for further discussion.”

   This document contains the University’s request to broaden the approved third-year law curriculum in Boise by adding a second-year curriculum.

   The proposed second-year law curriculum in Boise is not a new program; rather, it is an addition of second-year courses to the third-year curriculum currently delivered in Boise pursuant to the foregoing action of the Board. There would be one Juris Doctor degree program offered by the University of Idaho, with the full three-year curriculum delivered in Moscow and two years of the curriculum also available in Boise. Students who elected to take courses in the Boise law curriculum would complete the course work for their first year of the three year law program in Moscow and would then be able to complete both the second year and third year of law school in Boise through a highly structured and focused curriculum.

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

   The delivery of second-year courses in Boise is intended to enable law students to pursue their upper-division (second- and third-year courses) in the location that offers the greatest comparative advantage for them. Boise, as a metropolitan location and state capital, offers a comparative advantage in business law and entrepreneurship, international business, economic development, intellectual property, and certain aspects of regulatory law. Increased teaching, scholarship, and outreach in Boise will also enhance the University of Idaho College of Law’s service to the state (and state government) and the University’s fulfillment of its Board-assigned statewide mission in legal education.

   The second-year curriculum will advance these key objectives in the following ways:
   - Meet the demand for legal education in the Treasure Valley by extending the time students may be engaged in study there from one to two years.
   - Provide high quality, “real world” service learning and placement opportunities in the Treasure Valley while meeting the need of state government and other public and non-profit entities for
legal research and clinical legal services.

- Deepen and expand the College of Law’s Business expertise by expanding course offerings and research in that area.
- Provide public service clinical legal services to small business and state and local governmental entities through the Small Business Legal Clinic and the Economic Development Clinic in Boise
- Continue the incremental expansion of the College of Law’s delivery of legal education in Boise, under the guidance and approval of the Board.

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

The College of Law is accredited by the American Bar Association and has received ABA approval (known as "acquiescence" for delivery of the third-year curriculum in Boise. The expansion of the College’s curriculum in Boise to include second-year courses presumably will require ABA review and approval in advance of offering the courses. Once approved, the second-year curriculum in Boise will be reviewed as part of the ABA’s annual and 7-year accreditation review. The College is in active communication with the ABA and will formally seek whatever approval is necessary as soon as the State Board authorizes the second-year curriculum and funding for delivery of the curriculum is identified.

4. **List new courses that will be added to your curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *This question is not applicable to requests for discontinuance.*

No new courses will be added to the College of Law curriculum as a result of this proposal. Rather the proposal adds a new location in which the existing College of Law curriculum will be offered. As new faculty are hired to support the second location, it is likely that new courses will be developed to take advantage of the expertise these faculty will bring to the College of Law. However, those courses are not required for this proposal and cannot be fully anticipated in advance of the program. In all likelihood, because of the business and entrepreneurship focus of the Boise program, any new courses that are added will be in the area of business law, commercial development of intellectual property, and business-related regulatory law.

5. **Please provide the program completion requirements curriculum to this proposal as Appendix A. For discontinuation requests, will courses continue to be taught?**

The information in Appendix A comes directly from the Law Student Handbook and sets forth, in detail, the requirements for the JD degree:

<table>
<thead>
<tr>
<th>Credit hours required:</th>
<th>88</th>
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<tbody>
<tr>
<td>Credit hours required in support courses:</td>
<td></td>
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<tr>
<td>Credit hours in required electives:</td>
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<tr>
<td>Credit hours for thesis or dissertation:</td>
<td>0</td>
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<tr>
<td><strong>Total credit hours required for completion:</strong></td>
<td>88</td>
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</tbody>
</table>

The requirements for completion of the JD Degree are not changed by this proposal. The requirements for the degree do not include any supportive courses from outside the College of Law, although students may take a limited number of such courses with the approval of the Associate Dean and may count the credits toward the requirements for the JD degree. The JD Degree does not have "required electives," nor is a thesis or dissertation required.
6. Describe additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above. This question is not applicable to requests for discontinuance.

The requirements for the JD degree are not changed by this proposal. Those requirements may be satisfied, in part through field placement and clinical legal education courses. The requirements for the JD are provided in Appendix A.

7. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication.

The University of Idaho has the exclusive statewide mission in public legal education. There are no other JD degree programs at public universities in Idaho. Each contiguous state has a public law school offering the JD degree, plus several private schools. An out-of-state institution, Concordia University of Oregon, is starting a private law school in Boise; it is currently unaccredited but may seek accreditation after two years of operation.

<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>
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<td>CSI</td>
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<td>UI</td>
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8. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

As part of its strategic planning in 2007-08, the College of Law conducted extensive market research on the demand for, and impact of, an expansion of its course offerings in Boise. As explained at length in the 2008 proposal, the research disclosed that the establishment of a Boise campus, complementing the Moscow campus, would have the following effects:

- The College of Law would receive applications from an even greater proportion of the Idahoans who apply to law school each year than the College did then -- and does now. Currently, without the ability to offer more than one year of opportunity in Boise, the College has seen the number of applications by Idaho residents fall from 202 (30% of the total
applicant pool) in 2007 to 179 (27% of the pool) in 2011.

- The total number of Idahoans who apply to a law school would increase, as place-bound residents in southern Idaho would apply to the College of Law if they saw an opportunity to receive 2 or all 3 years of their legal education on a Boise campus.

- The College of Law would enroll a higher percentage of applicants among those who apply and are accepted. (In a 2007 survey of students who applied to, and were accepted by, the College of Law, but who then decided not to pursue a legal education at the University of Idaho, 64% of the non-enrollees said they would have been more likely to attend the University of Idaho if the College of Law had been located in both Boise and Moscow; this included 17% who said they would have been “much more likely to attend.” Among Idaho resident non-enrollees, the survey results were even more striking: 79% said they would have been more likely to attend, including 31% who said they would have been “much more likely” to do so.

- The College of Law would also get more applications from non-residents than it does now, and it would enroll a higher percentage of the non-residents to whom it offers admission. A 2008 survey of potential law school applicants in Idaho and surrounding states showed an 84% increase in expressions of interest in the University of Idaho College of Law if it were to offer legal education at both Moscow and Boise. The nonresident population is important because many non-residents have personal or family connections to Idaho. Moreover, they contribute to the quality of the law school because they bring a wider range of experiences and diversity of backgrounds than would exist in a class consisting exclusively of one state’s residents. They also enhance the educational opportunities for College of Law graduates, not only by paying out-of-state tuition (which helps keep in-state tuition down), but also by spreading the reputation of the College of Law among lawyers and other professionals outside Idaho who then employ Idaho law graduates or refer cases in Idaho to them. Furthermore, many non-resident law students stay in Idaho after graduation from the College of Law, enriching the Idaho legal profession and making other valuable contributions to the state. Their College of Law education trains them in Idaho law and acculturates them to the high standards of professionalism of the Idaho bar and the broader professional community of which the state bar is a part.

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

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years, to include number of graduates and graduation rates.
<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current 2011-12</td>
<td>Year 1 Previous 2010-11</td>
<td>Year 2 Previous 2009-10</td>
</tr>
<tr>
<td>BSU</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>UI</td>
<td>M=334</td>
<td>B=30</td>
<td>M=322</td>
</tr>
<tr>
<td></td>
<td>B=30</td>
<td>B=0</td>
<td>B=0</td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NIC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M=Moscow campus; B=Boise campus. Please add M and B for total enrollment and degrees awarded for the academic years presented.

*The graduation rate has been provided by the UI Institutional Research Office. It is calculated using the 2005-06 cohort which began in fall of 2005. This is the most recent six year graduation rate.

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

There is only one law program in Idaho. This proposal only anticipates the addition of a location at which a portion of the curriculum would be offered. We do not anticipate that enrollment at the College of Law will change as a result of offering second-year courses in Boise. To the extent it changes we anticipate some incremental increase in enrollment because some of the students in Boise will be transfer students from other law schools who wish to finish their legal education in a metropolitan location.

11. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential.

All jobs in the United States requiring a law license entail passage of a bar examination, and, in turn, qualification to sit for a state bar examination requires – in nearly all states including Idaho – a Juris Doctor degree earned from an accredited law school. In addition, many jobs either require or favor a JD degree even if they do not separately require a law license.

Although the availability of law license jobs has softened nationwide, especially in very large firms, Idaho graduates have not been as adversely affected as their national counterparts. Many Idaho graduates pursue careers in small- to medium-sized firms, where employment levels are holding steady or improving. In 2010, 21% of the nation’s law graduates went to work at firms with more than 500 attorneys, down from 26% the previous year. In contrast, 39% took jobs in small firms of 2-10 attorneys, up from 32% the previous year, and the fraction of graduates entering solo practice rose from 3% to 6%. Moreover, demand for the Juris Doctor degree goes beyond the practice of law.
JD degree provides a valuable advantage in business and entrepreneurship; human resources; public administration; teaching and educational administration; nonprofit entity management, social services; mediation and other forms of facilitated dispute resolution; military service; and other fields. National statistics indicate that as many as 30% of JD degree holders find careers outside the traditional practice. Such jobs often provide attractive compensation along family-friendly working hours. Even if the focus is limited to traditional law jobs, the impact of the “Great Recession” on the “legal sector,” as measured by the U.S. Bureau of Labor Statistics, has been modest in comparison to employment categories generally. The lawyer unemployment has varied only from approximately 2% to 2.5% during the “Great Recession.” This is because the legal profession is restructuring from very large firms to smaller firms.

Demand for a program of public legal education that offers both rural and urban learning opportunities will remain strong, especially if it is coupled with a cost advantage. In 2011-12, tuition at private law schools in the Northwest and Intermountain West (other than BYU) ranged from $33,960 to $39,210 per year. Even at public law schools in this region, Idahoans would pay non-resident tuition ranging from $25,245 to $41,050. In contrast, the University of Idaho College of Law in 2011-12 charged Idaho residents $14,404. Even our non-resident tuition level in 2011-12 ($26,560) compares favorably to the tuition levels in other states. The benefit of a cost-effective legal education is realized not only by the students, also by their eventual clients who will not have to pay fees leveraged upward by their attorneys’ high educational debts.

The market for Idaho law graduates will remain strong as Idaho continues to be a net importer of legal talent. The Idaho Department of Labor in 2011 estimated that Idaho is expected to have 91 job openings per year for lawyers and judicial clerks. Because approximately 65% of Idaho’s graduates typically take jobs within the state, and up to 30% find their way into careers outside the practice of law and the judiciary, the data would suggest that approximately 45 of the University of Idaho’s law graduates in 2011 were seeking those 91 jobs. The Department of Labor also has projected that employment opportunities in law are expected to evolve at about the same rate as employment in the economy as a whole. Moreover, Idaho ranks 49th among the 51 states and District of Columbia in lawyers per capita; that is why Idaho is a net importer of legal expertise. In fact, from 2009 to 2011, fewer than one-third of the new lawyers admitted to practice in Idaho, including reciprocal admissions from other states, were graduates of the University of Idaho College of Law.

In addition, the legal profession is aging. A survey in 2011 by the Idaho State Bar disclosed that more than half of all Idaho lawyers are fifty years of age or older. A similar survey in Washington, where our College of Law places the second-highest number of its graduates, showed that 71% of lawyers are fifty years of age or older, that 21% more than 60 years of age, and that 21% plan to retire within the next five years.

At the College of Law, job placement figures have shown the effect of the “Great Recession” but appear to be rebounding: (a) In the Class of 2009, 80.43% of graduates surveyed had found employment (65.22% full-time) within 9 months of graduation—a time period that includes taking, and receiving the results of, a state bar examination. In 2010, at the nadir of the “Great Recession,” the percentage reporting employment had decreased slightly to 79.78% (64.04% full-time). In 2011, the percentage reporting employment increased to 85.71% (73.47% full-time). Some graduates were not looking for employment because they were pursuing additional graduate-level academic degrees. The average starting salary, for all categories of public and private sector jobs, rose from $49,349 for the class of 2009 to $50,359 for the class of 2010 and to $51,229 for the class of 2011.

Barriers to entry in legal education include significant regulatory requirements (in particular, the rigorous multi-year accreditation process of the American Bar Association) as well as the financial challenges of operating a quality, nationally accredited JD degree program. Nonetheless, seeing the opportunity in Idaho, a private institution from Oregon has entered the Boise market for legal
education, with the announced intent to enroll a class in 2012 and to attain accreditation. The University of Idaho, by establishing a second-year curriculum in Boise and ultimately a full three-year JD degree program in Boise, complementing the Moscow program, will better serve Idaho’s students, better serve the state through faculty and students working and studying in the state capital, and better fulfill the statewide mission in legal education assigned to the University by the Board of Regents/State Board of Education.

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

In the following chart, state figures are used because the University of Idaho has a statewide mission, the Idaho Department of Labor provides statewide data, and opportunities for JD degree holders are not limited to a particular region or locality. As explained above, the Department of Labor in 2011 estimated 91 job openings per year in Idaho for lawyers and judicial clerks, which are traditional jobs in practice and the clerkship gateway to practice. U.S. Department of Labor estimates show that traditional law jobs are expected to grow at about the same rate as the national economy (approximately 2%). As further noted above, the NALP (After the JD Degree studies I and II) has shown that more than 30% of JD degree holders go into jobs outside these traditional areas. Of those seeking traditional jobs, 65% on average search in Idaho; the other 35% to out of state. Thus 45 members of the graduating Class of 2011, which can be used as a baseline year would have been looking for these traditional jobs. An enrollment increase of approximately 14% in the entering classes of 2010 and 2011, over the entering class of 2008 that produced the graduating class of 2011, will result in about 14% more job seekers, as reflected below. However, in 2012, as the College of Law maintained its admissions standards notwithstanding a dip in applications, the enrollment level returned to pre-2010 levels and the eventual number of traditional job seekers from that cohort of students will subside accordingly. The proposed second-year curriculum in Boise will provide an advantage to those students to seek to focus in business law and/or to locate their families and careers in the Boise area or elsewhere in southern Idaho.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local (Regional)</td>
<td>91 jobs</td>
<td>93 jobs (up 2%)</td>
<td>95 (up 2%)</td>
</tr>
<tr>
<td>State</td>
<td>45 seeking from UI</td>
<td>51 seeking from UI</td>
<td>51 seeking from UI</td>
</tr>
<tr>
<td>Nation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C. The estimates shown above are extrapolations of Idaho Department of Labor data for traditional law jobs.

a. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc. The curricular focus in Boise on business law and entrepreneurism will equip students to use their JD degrees as enablers of commerce and investment; moreover, some graduates will go into business for themselves, either right out of law school or eventually.
b. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale. The Boise curriculum also enables students to work, and later use their experiences to obtain employment, in government agencies in Idaho’s capital city and to secure externship opportunities in a wide array of private, public, and nonprofit settings.

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

Some interactive video will be used to deliver courses from Boise to students in Moscow and visa-versa. Distance Learning will not constitute a significant portion of the curriculum. Currently ABA accreditation standards preclude counting more than 12 distance learning credits toward the JD degree.¹ Thus while the curriculum in Moscow and in Boise will be enhanced through distance education, most courses in both locations will be delivered through traditional in person instruction.

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

The University of Idaho has the exclusive state wide mission for legal education in Idaho. In 2008, the State Board of Education authorized the University of Idaho to develop a third-year law curriculum in Boise in order to better meet the needs of all Idahoans for legal education and to better serve the needs of the state (particularly state government) for legal expertise. This proposal constitutes a logical development of the existing Boise curriculum. The proposal advances specific elements of the State Board’s strategic plan as follows:

- The State Board’s Goal 1 (“A Well Educated Citizenry”) will be advanced at Objective A (“Access”) through the increased accessibility of a cost-effective public legal education made possible by the second-year program in Boise. One of the performance measures for that objective, achieving diversity in attainment of postsecondary education, also will be advanced by increased accessibility of public legal education in Idaho’s largest metropolitan area. Moreover, a “well educated citizenry” will be enhanced through the civic education outreach programs developed by the College of Law at the Idaho Law Learning Center.

- The State Board’s Goal 2 (“Critical Thinking and Innovation”) will be advanced at Objectives A and B (“Critical Thinking, Innovation and Creativity”) through the research, outreach, and service performed by law faculty and upper-division law students, especially in the curricular emphasis area of business law and entrepreneurism. Objective C (“Quality Instruction”) will be advanced by the academic rigor of an American Bar Association-approved law school’s program, delivered in the state capital.

- The State Board’s Goal 3 (“Effective and Efficient Delivery Systems”) will be advanced at Objective A (“Cost Effective and Fiscally Prudent [Programs]”) and Objective C (“Administrative

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1 Standard 306. Distance Education

(a) A law school may offer credit toward the J.D. degree for study offered through distance education consistent with the provisions of this Standard and Interpretations of this Standard. Such credit shall be awarded only if the academic content, the method of course delivery, and the method of evaluating student performance are approved as part of the school’s regular curriculum approval process.

* * *

(d) A law school shall not grant a student more than four credit hours in any term, nor more than a total of 12 credit hours, toward the J.D. degree for courses qualifying under this Standard.
Efficiencies”) by achieving economies of scale and capitalizing upon the comparative advantages of both a land-grant campus location and a metropolitan location, by delivering legal education through complementary programs at Moscow and Boise by a unified, statewide law faculty and administration. These objectives also will be advanced through the cost-effectiveness and synergy of linking the JD degree instruction offered by the University of Idaho with concurrent MBA and Masters of Accountancy degree opportunities at Boise State University.

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

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Idaho Strategic Plan Goal 1 (“Teaching and Learning – Enable Student Success in a Rapidly Changing World”)</td>
<td>This goal will be advanced at Objective A (“Build Adaptable, Integrative Curricula and Pedagogies”) through the development and delivery of complementary curricula at Moscow and Boise, with distinctive areas of emphasis that utilize the advantages of the land-grant campus in Moscow and the metropolitan location in Boise.</td>
</tr>
<tr>
<td>University of Idaho Strategic Plan Goal 2 (“Scholarly and Creative Activity – Promote Excellence in Scholarship and Creative Activity to Enhance Life Today and Prepare Us for Tomorrow”)</td>
<td>Goal 2 will be advanced at Objective A (“Strengthen All Scholarly and Creative Activities Consistent with the University’s Strategic Missions and Signature Areas”) through the research and outreach, particularly in the field of business law and entrepreneurism, of faculty and upper-division students in Boise. Expanding the Boise program from a third-year to a combined second-and-third year program (and ultimately a full three-year branch program) will enable the University carry out more effectively its Board-assigned statewide mission in legal education. In addition, Objective B (“Enable Faculty, Student, and Staff Engagement in Interdisciplinary Scholarship and Creative Activity) will be advanced through interactions between and among the University of Idaho’s Boise program, the business-related concurrent degree programs at Boise State University, the business enterprises and nonprofit entities of southern Idaho, and the sources of interdisciplinary expertise residing at federal and state regulatory agencies in and near Boise.</td>
</tr>
</tbody>
</table>
University of Idaho Goal 3 ("Outreach and Engagement – Meet Society’s Critical Needs by Engaging in Mutually Beneficial Partnerships")

Goal 3 will be especially advanced at Objective B ("Strengthen and Expand Mutually Beneficial Partnerships with Stakeholders in Idaho and Beyond") through the University’s collaboration with the Idaho Supreme Court on the Idaho Law Learning Center, through concurrent degree programs offered with Boise State University, through cooperative projects undertaken with the Idaho’s legal and business communities, and through increased interaction with -- and service provided by law faculty and students to -- government agencies in and near Idaho’s capital city.

University of Idaho Goal 4 ("Community and Culture – Be a Purposeful, Ethical, Vibrant, and Open Community")

Goal 4 will be advanced by enhancing enhanced access for, and inclusion of, diverse populations in legal education at a metropolitan location; by strengthening the viability and statewide relevance of the legal education program in Moscow through its connections to a complementary program in Boise; and by the enhancing the statewide visibility of the College of Law, which will benefit students in both Boise and Moscow who are in competition with graduates of other law schools in seeking and finding employment in and near Idaho’s major center of population, commerce, and government.

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

   Yes  X  No ____

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

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

   Students will be informed of the second-year-in-Boise opportunity prior to admission to the College of Law through all the marketing information currently developed by the College’s admission office to promote the JD program in general. Once admitted all students will be counseled about the College curricular offerings in Boise through faculty mentorship, the College’s Academic Support programs, the College’s website and the Law Student Handbook.
17. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as Appendix D.

N/A

18. Program Resource Requirements. Using the Excel spreadsheet\(^2\) provided by the Office of the State Board of Education indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first three fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reconcile budget explanations below. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

a. Personnel Costs

**Faculty and Staff Expenditures**

Project for the first three years of the program the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

<table>
<thead>
<tr>
<th>Name, Position &amp; Rank</th>
<th>Annual Salary Rate</th>
<th>FTE Assignment to this Program</th>
<th>Projected Student Credit Hours</th>
<th>FTE Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time tenure track</td>
<td>$136,000(^3)</td>
<td>1.0, 1.0, 1.0</td>
<td>420 FY14, 420 FY15, 420 FY16</td>
<td>35, 35, 35</td>
</tr>
<tr>
<td>associate professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time tenure track</td>
<td>$136,000</td>
<td>1.0, 1.0, 1.0</td>
<td>420 FY14, 420 FY15, 420 FY16</td>
<td>35, 35, 35</td>
</tr>
<tr>
<td>associate professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

<table>
<thead>
<tr>
<th>New Boise Personnel</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Business</td>
<td>$0</td>
<td>$0</td>
<td>$66,000</td>
</tr>
<tr>
<td>Manager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>$66,000</td>
<td>$66,000</td>
<td>$66,000</td>
</tr>
<tr>
<td>Assistant Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Manager</td>
<td>$0</td>
<td>$59,000</td>
<td>$59,000</td>
</tr>
<tr>
<td>IT Staff/classroom</td>
<td>$0</td>
<td>$45,000</td>
<td>$45,000</td>
</tr>
<tr>
<td>support</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Support</td>
<td>$0</td>
<td>$44,800</td>
<td>$44,800</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearly Total</td>
<td>$66,000</td>
<td>$214,800</td>
<td>$280,800</td>
</tr>
</tbody>
</table>

\(^2\) The attached spreadsheet varies from the SBOE template but has been deemed adequate by SBOE staff for purposes of this proposal as it provides more detail than required by the standard template.

\(^3\) Annual salary rate is calculated as a $90,000 base salary, plus fringes, research stipend, professional development costs and miscellaneous fees.

\(^4\) Calculated at 12 credit hours per academic year, multiplied by 35 full-time students.

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*March 16, 2012*

*Page 12*
Administrative Expenditures
Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

<table>
<thead>
<tr>
<th>Name, Position &amp; Rank</th>
<th>Annual Salary Rate</th>
<th>FTE Assignment to this Program</th>
<th>Value of FTE Effort to this Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The College of Law will utilize existing administrative structure for the program, supplemented by the new Boise personnel noted in the previous section. The program will not require the involvement of other departments, colleges, or other institutions.

Operating Expenditures
Briefly explain the need and cost for operating expenditures (travel, professional services, etc.) - Operating expenditures for the existing 3rd year curriculum will be sufficient.

b. Capital Outlay

(1) Library resources

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

The College will be required to support and maintain a law library that meets the needs of the College’s teaching, scholarship, research, and service programs for the 2nd and 3rd year classes, as well as provide competent staff in sufficient numbers.

The College meets the needs of the 3rd year curriculum in Boise through its management of the State Law Library located on the 5th Floor of the Idaho Water Center and adjacent to the College of Law’s student and faculty areas. The 5th floor law library is a collaboration between College of Law and the Idaho State Judiciary in which the College of Law has taken over management of the State Law Library and then supplemented the State Law Library with an academic collection in support of the 3rd year curriculum, as well as funded substantial updates to the practitioner and public collections.

The 5th floor collection currently has about 30,000 volumes and volume equivalents. In addition, selected federal, state, and Idaho archival materials are located in the basement of the Supreme Court Building. The Law Library has four computer terminals with public access to WESTLAW Next, and access to all of the databases currently subscribed to by the College of Law.

The library needs of 2nd year students will not be the same as those of existing 3rd year students. The College of Law Library has consulted with Westlaw regarding the level of funding that would be required to support the slate of courses to be offered during a 2nd year program. In addition, we have calculated the cost of non-Westlaw titles that would be needed to support a 2nd year. Accordingly, we have budgeted that amount to purchase treatises, practice materials, and loose-leaf services to support those courses. Additional funding would be used to cover the cost of adding monographs, loose leaves, and periodicals to the collection to support the UDWR and the expanded research needs of faculty. We believe that the existing library space at the Idaho Water Center can accommodate the addition of these materials.
(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program. See below.

(c) For off-campus programs, clearly indicate how the library resources are to be provided. The existing State Law Library collection will be supplemented as follows:

<table>
<thead>
<tr>
<th>Library – Boise</th>
<th>FY14</th>
<th>FY15</th>
<th>FY16</th>
</tr>
</thead>
<tbody>
<tr>
<td>TT Librarian (JD - 12 month)</td>
<td>$0</td>
<td>$66,000</td>
<td>$66,000</td>
</tr>
<tr>
<td>Materials with Continuations</td>
<td>$140,000</td>
<td>$140,000</td>
<td>$140,000</td>
</tr>
<tr>
<td>Monographs</td>
<td>$50,000</td>
<td>$50,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>Online Services</td>
<td>$140,000</td>
<td>$140,000</td>
<td>$140,000</td>
</tr>
<tr>
<td><strong>Yearly Total</strong></td>
<td><strong>$330,000</strong></td>
<td><strong>$396,000</strong></td>
<td><strong>$396,000</strong></td>
</tr>
</tbody>
</table>

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

Capital budget items are detailed on the attached budget spreadsheet under the “Cap Budget Detail” sheet.

**d. Revenue Sources**

(1) If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The central administration of the University of Idaho will continue a $300,000 annual investment that was used to start the third-year curriculum in Boise and now will be used to add the second-year curriculum. This investment will be reviewed annually.

(2) If the funding is to come from other sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when funding ends?

Private funds will be used to enhance adjunct instruction, student scholarships, faculty research, co-curricular activities, and outreach initiatives at the Boise location.

(3) If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

The University of Idaho is requesting a new State appropriation of $400,000/year and will seek the funding in the upcoming legislative session if approved and submitted to the Governor and Legislature by the State Board.

(4) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A
(5) Provide estimated fees for any proposed professional or self-support program.

Additional program funding will be provided by student professional fees. We estimate that, in addition to the $400,000/year in new state appropriation, we need approximately $300,000/year from student fees to start the Board-authorized third-year program in Boise.
B. Requirements for the J.D.

You must meet all the following requirements to receive the J.D.:

- Pass all required courses;
- Fulfill the Upper Division Writing Requirement;
- Complete at least 90 semester hours of credit;
- Complete at least 86 classroom credits;
- Complete six semesters in residence at ABA-accredited law schools;
- Complete the last two semesters and 26 credits at the College;
- Satisfy the professional skills requirement with at least two hours of skills training;
- Perform at least 40 hours of law-related pro bono service; and
- Fulfill all requirements within six years of the date you entered law school.

1. Required Courses

The following are the required courses for the Class of 2014:

1L courses:
- 805 Introduction to Law and Procedure
- 806 Procedure II
- 807 Property
- 809 Torts
- 812 Criminal Law
- 813 Contracts
- 815 Legal Research and Writing
- 816 Constitutional Law I
- 820 Legislation and Regulation

2L courses:
- 905 Constitutional Law II
- 962 Professional Responsibility.

The following are the required courses for the Classes of 2012 and 2013:

1L courses:
- 805 Introduction to Law and Procedure
- 806 Procedure II
- 807 Property I
- 808 Property II
- 809 Torts I
- 810 Torts II
- 812 Criminal Law
- 813 Contracts I
- 814 Contracts II
- 815 Legal Research and Writing.

2L courses:
- 902 Constitutional Law I
- 905 Constitutional Law II
- 962 Professional Responsibility.
2. Upper Division Writing Requirement

You must satisfy the Upper Division Writing Requirement (UDWR) by completing a major writing project between the end of I year and graduation. After you have fulfilled the requirement, you are responsible for having the supervising faculty member sign the Certification of Upper Division Writing Requirement (found on the forms carousel outside the Deans’ Office) and ensuring the certification is turned in to the Deans’ Office. Do not assume your supervising faculty member will turn in the certification— it is your responsibility to make sure the Deans’ Office receives the signed certification.

Normally the writing project must be supervised and graded by a member of the full-time faculty of the College of Law. With the prior written approval of the Dean of Faculty, visiting, affiliate, or adjunct faculty may be permitted to supervise and grade a major writing project when it is conducted as part of a seminar that faculty member teaches. Never assume a paper you write will fulfill the UDWR.

You can only fulfill the UDWR by writing for a law school course. Any of the following ways may suffice, but all require the instructor’s agreement to supervise the writing project under UDWR requirements:

- Preparing a paper for a regularly scheduled course or seminar in which the instructor agrees to accept papers for satisfaction of the UDWR;
- Conducting independent research and writing under the supervision of a full-time faculty member in Law 983 (Directed Study);
- Completing the writing requirement for membership in the Idaho Law Review (Law 982) or the crit (Law 981);
- Preparing a major brief in Law 974 (Legal Aid Internship); or
- Preparing the problem and bench brief for the McNichols Competition (Law 955, Appellate Advocacy Program) under the supervision of the faculty member supervising the competition.

Please note: Writing a brief for the McNichols Competition, Law 955, does not fulfill the UDWR.

Whether you write for a paper course, directed study, law journal, Clinic, or McNichols, you must be the exclusive author of the paper you write for the UDWR. You may not obtain any aid in the research, organization, writing, or any other aspect of the paper except for research and editorial assistance expressly approved by the supervising faculty member.

Your writing project must be a paper of at least 20 double-spaced pages exclusive of footnotes, evidencing significant legal or empirical research and thoughtful, well-drafted writing. The paper must reflect your ability to explore, on the basis of significant research in legal sources, the interrelationship of issues presented in a complex context. You must produce a minimum of two drafts. The supervising faculty member will review the paper and provide you with a detailed critique. In your subsequent draft, you must respond to and remedy the criticisms included in the supervising faculty’s initial critique.

Receiving a passing grade in the course for which you write your UDWR paper does not mean you have satisfied the UDWR— the supervising faculty member must independently certify that the writing project satisfies the UDWR. Depending on the quality of your drafts, some faculty members may require more than two drafts before certifying that you have satisfied the UDWR. Because of the faculty’s rigorous standards in certifying papers as satisfying the UDWR, you should strive to complete the UDWR by the end of the fifth semester.

3. Total Credits

Students must complete a minimum of 90 semester hours of credit in the College of Law, by transfer from a law school on the approved list of the American Bar Association, or through approved graduate-level courses outside the law school.
4. Classroom Credits

Of the 90 credits needed to graduate, 86 must be classroom credits, or “class hours” as defined by the American Bar Association’s Standards for Approval of Law Schools. You are not limited in the number of “non-classroom credits” you can take, but, if you have only 90 total credits, you may use no more than four “non-classroom credits” toward the credits required to graduate. Most College courses, including the Legal Aid Internship (“Clinic”) and most externships, provide classroom credits. However, the following courses provide only non-classroom credits:

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Name</th>
<th>Term(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>955</td>
<td>Appellate Advocacy Program (McNichols)</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>981</td>
<td>Critical Legal Studies Journal</td>
<td>Fall/Spring</td>
<td>1-4</td>
</tr>
<tr>
<td>983</td>
<td>Directed Study</td>
<td>Fall/Spring Summer</td>
<td>1-2</td>
</tr>
<tr>
<td>982</td>
<td>Law Review</td>
<td>Fall/Spring</td>
<td>1-4</td>
</tr>
<tr>
<td>972</td>
<td>Legal Externship</td>
<td>Fall/Spring Summer</td>
<td>1</td>
</tr>
<tr>
<td>956</td>
<td>Moot Court</td>
<td>Fall/Spring</td>
<td>1-2</td>
</tr>
<tr>
<td>973</td>
<td>Public Service Externship, Non-Classroom Credit</td>
<td>Fall/Spring Summer</td>
<td>1-10</td>
</tr>
</tbody>
</table>

5. Semesters and Credits in Residence

You must complete six semesters or their equivalent “in residence” (engaged in the fulltime study of law) at a law school on the approved list of the American Bar Association. The “semesters in residence” graduation requirement is not related in any way to the establishment of Idaho state residency.

In addition, you must take the last two semesters and the last 26 credits at the College of Law, unless the Dean of Students waives this requirement for good cause.

For spring and fall semesters, “in residence” means that you are enrolled for at least 10 credit hours during the semester, and that you pass at least nine of those hours. For summer session, you must be enrolled for five or more credits to receive credit for 1/2 semester in residence.

If you are enrolled for fewer than 10 credits during fall or spring semesters, you will receive residence credit in the ratio that the hours for which you are enrolled bear to 10. If you fail to pass at least nine credit hours, you will receive residence credit in the ratio that the hours passed bear to nine. In the event that both ratios apply to a given case, the lower ratio controls.

The College faculty may specify that specific courses do not satisfy all or part of a semester “in residence” requirement. If the faculty decides that a course does not satisfy the “in residence” requirement, that fact will be prominently noted in the Law Student Handbook (for permanently numbered courses) or in official communications from the College administration (for one-time special seminars and courses). Please note that credits earned in the Northwest Institute for Dispute Resolution do not count toward credits in residence.
6. Professional Skills Requirement

Students must earn at least two credits in courses designed to teach professional legal skills. You can satisfy the professional skills requirement by earning at least two credits from the following list of courses.

<table>
<thead>
<tr>
<th>No.</th>
<th>Course Name</th>
<th>Type</th>
<th>Term(s)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>970</td>
<td>Advanced Legal Research</td>
<td>Simulation</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>967</td>
<td>Advanced Legal Writing</td>
<td>Simulation</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>955</td>
<td>Appellate Advocacy Program (McNichols)*</td>
<td>Competition</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>912</td>
<td>Civil Mediation</td>
<td>Simulation</td>
<td>Summer</td>
<td>2</td>
</tr>
<tr>
<td>977</td>
<td>Clinical Labs</td>
<td>Live Client</td>
<td>Fall/Spring</td>
<td>1-3 (6 max)</td>
</tr>
<tr>
<td>914</td>
<td>Dispute Resolution</td>
<td>Simulation</td>
<td>Summer</td>
<td>1</td>
</tr>
<tr>
<td>913</td>
<td>Family Mediation</td>
<td>Simulation</td>
<td>Summer</td>
<td>2</td>
</tr>
<tr>
<td>986</td>
<td>Judicial Clerkship Seminar</td>
<td>Simulation</td>
<td>Spring</td>
<td>1</td>
</tr>
<tr>
<td>987</td>
<td>Law Practice Management</td>
<td>Simulation</td>
<td>Spring</td>
<td>1</td>
</tr>
<tr>
<td>971</td>
<td>Lawyering Process</td>
<td>Simulation</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>974</td>
<td>Legal Aid Internship (Clinic)</td>
<td>Live Client</td>
<td>Fall/Spring</td>
<td>1-3 (6 max)</td>
</tr>
<tr>
<td>965</td>
<td>Legal Drafting</td>
<td>Simulation</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>957</td>
<td>Mock Trial</td>
<td>Competition</td>
<td>Spring</td>
<td>2</td>
</tr>
<tr>
<td>956</td>
<td>Moot Court</td>
<td>Competition</td>
<td>Fall/Spring</td>
<td>1-2</td>
</tr>
<tr>
<td>917</td>
<td>Negotiation and ADR</td>
<td>Simulation</td>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>975</td>
<td>Public Service Externship, Classroom Credit</td>
<td>Externship</td>
<td>Summer</td>
<td>1-5 (10 max)</td>
</tr>
<tr>
<td>976</td>
<td>Semester in Practice</td>
<td>Externship</td>
<td>Spring</td>
<td>1-12 (12 max)</td>
</tr>
<tr>
<td>973</td>
<td>Small Business Legal Clinic</td>
<td>Live Client</td>
<td>Fall/Spring</td>
<td>1-3 (6 max)</td>
</tr>
<tr>
<td>958</td>
<td>Trial Advocacy</td>
<td>Simulation</td>
<td>Fall</td>
<td>2</td>
</tr>
<tr>
<td>954</td>
<td>Trial Skills</td>
<td>Simulation</td>
<td>Fall</td>
<td>3</td>
</tr>
</tbody>
</table>

* Only students who compete in the quarter finals of the Appellate Advocacy Program (McNichols Competition) can use the course to satisfy the skills requirement.

7. Pro Bono Service Requirement

Students must perform a minimum of 40 hours of pro bono legal service. The service can normally start any time after the first semester; however, students on academic probation during the first year may not start fulfilling the pro bono service requirement until after the end of the second semester. The service requirement must be completed by the start of the sixth semester. The service must be provided without compensation, academic credit, or other tangible benefit.

The pro bono service requirement may be met by providing legal services to any of the following recipients enumerated in ABA Model Rule 6.1:

(a) persons of limited means;
(b) charitable, religious, civic, community, governmental, and educational organizations in matters that are designed primarily to address the needs of persons of limited means;

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(c) individuals, groups, or organizations seeking to secure or protect civil rights, civil liberties, or public rights; and
(d) charitable, religious, civic community, governmental, and educational organizations of limited means for furthering their organizational purposes; or by
(e) participation in activities for improving the law, the legal system or the legal profession.

Students may initiate their own pro bono projects or select from pre-approved projects. All self-initiated projects must be approved in advance by the Pro Bono Program Director to qualify for pro bono credit. For more information, visit the Pro Bono Program website.

8. Six Year Requirement
You must fulfill all the above requirements within six years of entering law school. If you must take leave of absence from the College, work closely with the Dean of Students to ensure you will meet this requirement.
1. **Overview of ITS**  
   a. Dan Ewart – CIO since February 2012  
   b. Org Chart (see Appendix A)  
      i. CTO Position will not be refilled, reused for technical positions  
      ii. **New Areas or Areas Requiring a Different Focus:**  
          1. Security (hardware, software, applications  
          2. IT Policies  
          3. External Communications  
          4. Research Computing  
          5. Project Management Office  
          6. Centers Liaisons  
          7. Mobile Application Development  
          8. Desktop Management  
   c. Currently 10 open positions – difficulties in hiring  
   d. Strategic planning effort  
      i. Begun in March 2012, rolled out in July 2012  
      ii. Results and current status of initiatives available at [www.uidaho.edu/its/strategic-plan/initiatives](http://www.uidaho.edu/its/strategic-plan/initiatives)  
   e. Desire is to find the right budget models so that ITS does not have to charge for services and can instead focus on delivering high quality services.  

2. **UI Portal “MyUidaho” Shutdown**  
   a. Reasons for shutdown  
      i. Older technology  
      ii. Vision for the portal never fully implemented  
      iii. Highly labor intensive for maintenance and support  
      iv. Functionality available in other locations (primarily VandalWeb)  
   b. Shutdown scheduled for Friday, October 5th, 2012  

3. **UI-Wide Videoconferencing system**  
   a. Currently at least 4 different video conferencing systems  
   b. Current technology in ITS-supported rooms needs to be replaced, as does much of the equipment at the Centers.  
   c. ITS loses approximately $150k per year, even when charging for services  
      i. $15/hour/location charges for credit courses suspended for AY 2013  
         1. Assumes no significant increase in the number of courses utilizing video  
      ii. $25/hour/location for UI meetings and non-credit courses  
      iii. $50/hour/location for non-UI events
4. I am available to answer any questions on other topics
   a. AGIT
   b. Email replacement for faculty/staff
   c. Strategic planning items
   d. Mobile applications
   e. Others

Appendix 1: Current ITS Org Chart