University of Idaho
2015-2016 FACULTY SENATE AGENDA

Meeting #8

3:30 p.m. - Tuesday, October 20, 2015
Brink Hall Faculty-Staff Lounge & Scopia

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2015-16 Faculty Senate Meeting #7, October 13, 2015 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.

VI. Committee Reports.

   Committee on Committees:
   FS-16-008: FSH 3720 – Sabbatical Leave (Brandt)(vote)
   FS-16-009: FSH 1640.74 - Sabbatical Leave Committee (Brandt)(vote)

   University Curriculum Committee:
   FS-16-010: Education – PhD Specialization of Higher Education Leadership – Self-sustaining Fee Request (Mantle-Bromley)(vote)
   Percentage of program’s curricular requirements available via Distance Education (new reporting requirements)(Eveleth)(FYI)

VII. Special Orders.

   FS-16-011: APM 35.60 – Hazard Communication Program (Hicks)(FYI)
   FS-16-012: FSH 3320 – Form 2 – Administrator Evaluation Form (Teal)(initial discussion)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Randall Teal, Chair 2015-2016, Faculty Senate

Attachments: Minutes of 2015-2016 FS Meeting #6
FS-16-008-011 Curriculum Change Form
FS-16-012: Admin Form 2 – v1, Admin Form 2 – v2
Present: Anderson, Barbour, Boschetti, Brandt, Brewick, Brown, Caplan, Couture (Boise), Crowley (w/o vote), Flores, Folwell, Godfrey (Coeur d'Alene), Hiromoto (Idaho Falls), Hrdlicka, Jeffery, LaPrath, Latrell, Mahoney, Murphy, Nicotra, St. Claire, Stoll, Teal, Stevenson for Wiencek (w/o vote), Wolf. Absent: Adams, Chung, Foster, Perret, Royer, Wiencek (w/o vote) Guests: 4.

The Chair called meeting #7 to order at 3:30 p.m. A motion (Folwell/Jeffrey) to approve the minutes for the October 6, 2015 meeting of the Faculty Senate passed without objection.

Chair's report: Chair Teal reminded Senators that they should respond to the Benefits Advisory Group’s Survey, which is due on Oct. 21st. There is a faculty gathering on October 19th for the VIP Initiative at 4 p.m. in the Faculty-Staff Lounge. A reception will follow. He also announced that we will be looking for volunteers to test the training modules discussed by Brian Foisy last week. Ann will be sending out an email on this in the near future. The Bellwood Lecture series will be tomorrow 3:00 p.m. in the Pitman Center’s International Ballroom. The speaker will be Juan Guzmán who is the judge who presided over General Pinochet’s human rights trials. Vice Chair Brandt commented that Judge Guzmán should be quite compelling and also noted the very disturbing photography display relating to the Pinochet coup that is currently on display in the lobby of the law school.

Michael Murphy announced that this week is the 5th Annual Idaho Bach Festival. On Thursday at 12:30 p.m. in the Commons there will be student led performances of Bach in the Round. On Friday at 7:30 p.m. there will be a Gala concert featuring UI Music faculty and also this year’s Bach scholar Paul Max Tipton. On Saturday morning there will be lectures starting at 9:00 a.m. in the Lionel Hampton School of Music. The Festival will conclude Saturday night with a concert at 7:30 p.m. featuring Paul Max Tipton.

Provost’s Report: There was no Provost Report this week.

FS-16-008: FSH 3720-Sabbatical Leave. Professor Brandt explained that ConC was seeking to revise 3720 with regard to where a faculty member’s report should go at the end of the sabbatical. Previously these reports went to the chair of the Sabbatical Leave Evaluation Committee, but since these chairs change every year the suggestion is to send the reports to the provost’s office and the relevant dean and unit administrator.

There were questions asked about whether the provost’s office had agreed to this and whether there were any sanctions for not filing a report. Professor Brandt noted that ConC had consulted with the provost’s office and that the provost’s office provided most of the administrative support for this committee and thus was the logical place to maintain the post-sabbatical reports. She also pointed out that while there are no formal sanctions for not filing a report, the faculty member’s chair and dean were in the best position to take note of the failure to file a report. The proposed revision passed unanimously.

FS-16-009: FSH 1640.90-General Education Assessment Committee. This proposal is to slightly alter the composition of the newly created General Education Assessment Committee. Since there is no longer an Assistant Director of Institutional Research, ConC is recommending we change this to be the Director of Institutional Research, or designee. ConC also proposed to change the number of at-large faculty/staff from four to five, and to require that the majority of members be faculty. It was pointed out that in changing the number of faculty/staff members ConC had failed to adjust the total number of members
on the committee. A motion to amend (Wolf/Folwell) was introduced to correctly state the number of members on the committee. This amendment passed unanimously. The proposal as amended then passed unanimously.

**Committee Appointments:**

- **Scientific Misconduct Committee:** Professor Brandt announced that Sanford Eigenbrode has agreed to serve on this committee.
- **General Education Assessment Committee:** The list of faculty/staff who have agreed to serve on this committee are: Kenton Bird, Dale Pietrzak, Diane Prorak, Beth Price, Dean Panttaja, Daniel Campbell, Helen Joyner, Katie Schiffelbein.

These appointments passed unanimously.

**Conflicts of Interest/Consulting.** Chair Teal introduced Casey Inge from the Research Office to discuss the need for changes to our conflict of interest policies due to some issues relating to federal law compliance. Mr. Inge joined us from Boise. Thanks to a troubled Scopia connection his comments were a bit difficult to hear, but he graciously provided the Faculty Secretary's Office with his Power-Point summary.

Mr. Inge noted the significant changes in approaches to disclosure and management of conflicts of interest in recent years.

- Federal regulations governing sponsored research and procurement have changed.
- We have a need for clarity and consistency in the University’s conflict of interest policies.
- We also have a need for effective and efficient review and management of the process.
- A task force is being developed to address these compliance concerns and suggest revisions to appropriate FSH policies.

A Senator suggested that the task force looking at these issues note the difference between sponsored research and other types of potential conflicts. In particular, we should be concerned about issues related to requiring disclosures from part-time faculty who come to the University periodically.

Chair Teal asked about the estimated timeline for these changes. Mr. Inge stated that he would hope to have much of this done by early next year. The task force could suggest changes to the FSH and ConC might develop a new committee that would have oversight responsibilities. There was a brief discussion about making sure that the task force has appropriate membership to ensure proper understanding of the compliance issues. Chair Teal agreed to help to obtain appropriate faculty representation on the task force.

**Adjournment:** With no further business to conduct the Chair stated that he would entertain a motion to adjourn at the early time of 4:00 p.m. The motion (Brewick/Murphy) to adjourn passed unanimously and the Senators departed to enjoy what was left of this unusually warm October afternoon.

Respectfully submitted,

Don Crowley, Faculty Secretary
and Secretary to the Faculty Senate
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

Faculty/Staff Handbook [FSH] □ Addition x □ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: FSH 1640.74 & 3720 Sabbatical Leave

Minor Amendment □

Chapter & Title: ________________________________

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

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

Originator(s): Anne Marshall, SLEC Chair 2014-15
(Please see FSH 1460 C)

Telephone & Email: ____________________________________________________________

Policy Sponsor: Liz Brandt, Chair Committee on Committees
(If different than originator.)

Telephone & Email: ____________________________________________________________

Reviewed by General Counsel ___Yes _X__No Name & Date: _________________________________

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
   1. To ensure any SLEC member who has submitted an application for sabbatical recuses themselves from evaluating others for the same period.
   2. To clarify where reports should be submitted upon return from sabbatical.

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

   No impact anticipated

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

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

If not a minor amendment forward to: ____________________________________________

Track # ____________ Date Rec.: _____________

Posted: t-sheet ______ h/c ______ web ______

Register: ______________ (Office Use Only)

Policy Coordinator Appr. & Date: ________________________________

[Office Use Only]

FSH Appr. ____________

FC ____________

GFM ____________

Pres./Prov. ____________

[Office Use Only]

APM F&A Appr.: ____________

[Office Use Only]

Pres./Prov. ____________

[Office Use Only]
SABBATICAL LEAVE

PREAMBLE: This section describes the terms of eligibility for sabbatical leave for UI faculty. The policy is derived from, and incorporates all of, the State Board of Education, Governing Policies and Procedures, II-G. 3 b. This section was an original part of the 1979 Handbook and has been changed in only editorial ways since. Except where explicitly noted, the text is as of July 1996. Further information is available from the current chair of the Sabbatical Leave Evaluation Committee. [ed. 6-09]

CONTENTS:

A. General Policy
B. Purpose
C. Period of Leave and Salary
D. Restrictions on Service and Salary
E. Annual Job Description
F. Changes in Sabbatical
G. Return
H. Application for Leave
I. Rating System
J. Procedure for Rating
K. Criteria Used in Evaluating Proposals

A. GENERAL POLICY. Members of the UI faculty [see 1520 II-1] with tenure at the time of sabbatical leave, and the rank of senior instructor or above, or the equivalent of such rank, may be granted sabbatical leave after six full academic years of service at UI or after six full academic years have elapsed since the faculty member’s most recent sabbatical leave at UI. Sabbatical leave is granted on the basis of application by the faculty member and recommendation by the Sabbatical Leave Evaluation Committee (SLEC) [see 1640.74] and upon approval by the Faculty Senate and the president or designee. Sabbatical leave applications by faculty members in the Cooperative Extension System (CES) are handled separately: conditions of leave for these faculty members are established and funding is provided by the CES and their applications are evaluated by a committee of the CES. [ed. 7-01, 7-02, 6-09]

B. PURPOSE. The primary purpose of a sabbatical leave is to enhance the faculty member’s value to UI. Specifically, a sabbatical leave is to be used for one or more of the following purposes:

B-1. Research, scholarship, or study intended to result in publication or invention.

B-2. Refresher courses or a program of study, work, or travel designed to keep the faculty member abreast of the latest developments in his or her area of specialization.

B-3. Work toward an advanced degree.

C. PERIOD OF LEAVE AND SALARY. A sabbatical leave is for either one-half academic or fiscal year at full pay or a full academic or fiscal year at half pay, depending on the type of appointment held by the faculty member. Note that those on full year sabbaticals must arrange for full year life insurance and disability benefits if so interested. [See APM 55.42] [ed. 1-11]

D. RESTRICTIONS ON SERVICE AND SALARY. The decision as to the acceptability of a proposal will not be based on whether additional remuneration may be received, but rather on the probability that the faculty member will enhance his or her value to UI. Teaching elsewhere or working in research laboratories of industry or government may be approved if such activities can be expected to contribute significantly to the acquisition of useful ideas and practices. In no case will leave be granted primarily for the purpose of augmenting the person’s income. The benefit to UI must be
 foremost in the consideration leading to approval of the leave.

E. ANNUAL JOB DESCRIPTION. The faculty member is expected to note sabbatical purpose and goals on the annual faculty job description. Performance evaluation will reflect the faculty member’s purpose and goals while on sabbatical.

F. CHANGES IN SABBATICAL. If a faculty member must change the purpose, place, or time of the sabbatical leave, he or she must submit a written request, with recommendation from the dean and unit administrator, to the SLEC for approval. This request must state the rationale for the changes and document how the sabbatical leave plan will reflect these changes. Upon approval by the SLEC, any changes will be sent to the provost. [ed. 8-11]

G. RETURN. The faculty member is expected either to return to the active service of UI for at least one academic year after completion of the leave or to repay the money received from UI while on leave, unless the president approves a waiver of this requirement. Within six weeks after returning, the faculty member must submit to the provost’s office and to the faculty member’s dean and unit administrator, a complete report in PDF format of his or her activities while on leave. This report will be available to the SLEC chair to members of the SLEC, the provost, the faculty secretary, and the faculty member’s dean and unit administrator. [rev. 7-97, 7-02, 7-13, 12-15, ed. 8-11]

H. APPLICATION FOR LEAVE. An application is submitted to the SLEC with recommendation from the unit administrator and dean. Any SLEC member who submits an application for consideration must recuse themselves from reviewing all applications for that application period. The SLEC evaluates the proposal in accordance with subsections I, J, and K, below. Therefore, the application should present the merit of the proposed leave clearly and convincingly and should be prepared with the care and thoroughness of a paper submitted for publication. The application should consist of the following [rev. 7-97, 12-15, ed. 7-02, ed. 8-11]:

H-1. Cover Page. Include a title indicative of the proposed sabbatical activity, the period of requested leave, name and rank of the applicant, and signatures of the administrators approving the application.


H-3. Description of Proposed Sabbatical. Major headings should include a detailed statement of what the applicant plans to do while on sabbatical, the objectives and significance of the proposed activities, the value of these activities to the applicant’s UI obligations, the feasibility and methods of accomplishing the objectives, and the applicant’s qualifications pertinent to the proposed activities. This section should consist of not more than four single-spaced typewritten pages. [rev. 7-97]

H-4. Curriculum Vitae. Include a standard University of Idaho curriculum vitae.

H-5. Appendix. Evaluation of the proposal by college dean and unit chair, letters of acceptance from persons with whom the applicant plans to work, itinerary, and other supportive documentation should be appended to the application. [ed. 7-98, 7-02, ed. 8-11]

I. RATING SYSTEM. The application will be rated by the SLEC according to the following system:

I-1. Merit and feasibility of the proposal, 60 percent. [rev. 7-97]

I-2. Applicant’s record or potential for research, teaching, service and/or other pertinent activity, 25 percent. [add. 7-97]

I-3. Length of service to UI, up to 15 percent. Each year of service, counting from the faculty member’s initial appointment or from his or her most recent sabbatical leave, whichever is later, is assigned a weight of one point, limited to a maximum of 15. [ren. and rev. 7-97]

J. PROCEDURE FOR RATING. To give sufficient time for planning of sabbatical leaves, applications must be
submitted at least 10-17 months before the beginning of the academic year during which the leave is to be taken. The SLEC meets in April of each year to consider applications received by March 31 for the academic year beginning 17 months later. The committee rates the applications according to the rating system specified in I and makes recommendations to the Provost who notifies applicants of the university’s preliminary approval or disapproval. In this round of sabbatical applications the provost notifies no more applicants than a number equal to 60 percent of the sabbatical leaves expected to be available for the year under consideration. Faculty members who do not apply for sabbatical leave by March 31 may apply on or before November 1 for the academic year beginning 10 months later. The SLEC meets in November to consider new applications (and reconsider resubmitted applications). The SLEC again makes recommendations to the provost who submits a list of those faculty members recommended by the SLEC and proposed by the provost in both April and November to Faculty Senate for final approval. If there is substantial change in an applicant’s plans, he or she must submit a new plan through the unit administrator, dean, and the SLEC for approval. If the new plan is not approved, the applicant may request leave without pay. [rev. 7-97, ed. 7-00, 6-09, ed. 8-11]

K. CRITERIA USED IN EVALUATING PROPOSALS.

K-1. Preparation, Thought, and Documentation: Organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, preliminary work done on the project in addition to the planning, letters of appointment and acceptance, other documents supportive of the proposal, and the applicant’s plans for travel, if that is an integral feature of the proposal. [rev. and ren. 7-97]

K-2. Benefit to UI and to Applicant: Contribution to applicant’s knowledge and understanding, contribution to teaching or other assigned duties at UI, publications or other scholarly works resulting from the project, enhancement of professional status, recognition for UI, and contribution to special projects or to UI programs. [rev. and ren. 7-97]

K-3. Applicant’s Record of or Potential for Research, Teaching, Service and/or Other Pertinent Activity: Publications, performances, grants, postdoctoral fellowships, leaves, participation in relevant professional organizations, record of achievement on previous grants and leaves, evaluation by unit administrator and dean, and evidence of excellence in teaching, service, or other evidence of contribution to the university. [rev. and ren. 7-97; ed. 7-98, ed. 8-11]
SABBATICAL LEAVE EVALUATION FORM [rev. 7-97]

APPLICANT’S NAME ____________________________________________________________

SEMESTER(S) APPLIED FOR ____________________________________________________

PURPOSE OF LEAVE __________________________________________________________

I--VALUE OF PLAN (Maximum 60 points)

A. Preparation, Thought, and Documentation (where appropriate) (30 points)

(For preparation and thought, consider the following: organization of the proposal, originality of the idea, thoroughness, specificity, feasibility, and preliminary work begun on project beyond planning; for documentation consider the following: itinerary, letters of appointment, letters of acceptance, and other supportive documentation if applicable.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7

Points ____

B. Benefit to University and Individual (30 points)

(Consider the following: contribution to applicant’s knowledge and understanding, contribution to teaching or other assigned duties at university, publications or other scholarly works resulting from project, enhancement of professional status, recognition for university, contribution to special projects or programs within university.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7

Points ____

II. APPLICANT’S RECORD OR POTENTIAL FOR RESEARCH, TEACHING, SERVICE AND/OR OTHER PERTINENT ACTIVITY (Maximum 25 points) (25 points)

(Consider the following: publications, performances, grants, post-doctoral fellowships, leaves, participation in relevant organizations, record of achievement of previous grants and leaves, evaluation by unit administrator and dean, including their assessment of the proposal and annual evaluation forms, evidence of excellence in teaching, service, or other evidence of contributions to the university, as required by the applicant’s position description.) [ed. 8-11]

Excellent 23-25; Good 19-22; Average 13-18; Poor 8-12; Unacceptable 0-7

Points ____

III--SERVICE (Maximum 15 points)

(One point awarded for each year of service to university since the last sabbatical leave to a maximum of 15 points.)

Points ____

EVALUATOR _______________________________________________________________

DATE ________________________________ Total Points ____
1640
COMMITTEE DIRECTORY

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 deletion of obsolete committees or the addition of new ones.

1640.74  SABBATICAL LEAVE EVALUATION COMMITTEE

A. FUNCTION. To review applications for sabbatical leave, to make recommendations to the Faculty Senate for approval and referral to the president, to review the reports of those returning from sabbatical leave, and to evaluate annually the results of the program. [See also 3720.] [ed. 7-00, 7-09]

B. STRUCTURE. Five faculty members (with at least one representative each from the humanities, natural sciences, and social sciences) and vice provost of academic affairs, or designee (w/o vote). A member selected to serve on this committee who is planning on applying for a sabbatical shall recuse themselves from participating the semester in which they apply. [rev. 7-06, 2-09].

1640.90  General Education Assessment Committee

A. FUNCTION.

A-1. General Education Assessment Committee (GEAC) serves as the body for oversight of general education assessment. The Director of General Education and the Assistant Director of Institutional Research and Assessment, or designee, will provide coordination and leadership.

A-2. The GEAC meets to norm and score assessment artifacts, and to review assessment findings and make recommendations based on its findings to UCGE.

[Information on general education assessment can be accessed at the general education website: http://www.uidaho.edu/class/general-education]

B. STRUCTURE AND MEMBERSHIP. The committee is composed of nine ten members as follows: Director of General Education as Chair, Assistant Director of Institutional Research and Assessment, or designee, one UCGE member, two undergraduate students, and four five members (faculty/staff, the majority of the members must be faculty) to include one with interdisciplinary experience and the remaining three four selected to ensure a broad representation across the eight colleges that offer baccalaureate programs. All members, except students, serve on three year staggered terms. The Director of General Education is responsible for the selection of committee members.
UNIVERSITY OF IDAHO

SUBJECT
Self-sustaining Fee Request for Education Ph.D. Specialization of Higher Education Leadership

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section V.R.3.b.v Self-Support Academic Program Fees (you can delete the lines that reference Idaho Code and Idaho Administrative Code)

BACKGROUND/DISCUSSION
The University of Idaho (UI) began offering a Ph.D. specialization of Higher Education Leadership in the mid-1980s. The specialization was of great interest, especially to upper-level staff and administrators in higher education. Most students in the program were eligible for fee waivers, resulting in a program that was essentially subsidized since very few tuition dollars were brought into the University for the program’s support. During the recession and accompanying budget reductions, we first reduced course offerings and ultimately stopped accepting students into the specialization.

We have not admitted new students to this doctoral specialization for more than six years. Inquiries into the program specialization have remained steady, however, and have actually increased in recent years. We have a waiting list of interested students from BYUI, various community colleges, and the University of Idaho. There is no program in Eastern Washington and we believe we could recruit from there as well. In order to serve this need and interest without additional state resources, we propose to offer the specialization on a self-sustaining budget, relying solely on student fees to deliver the program. While the program is not new, we have redesigned its delivery to better meet potential students’ needs. The deliver model includes the following:

- A new cohort of 18-25 students accepted every two years
- Part-time enrollment (5 courses per year), assuming most students will be working professionals
- Program completion, including dissertation, in four years
- Two required summer residency experiences plus one winter experience
- Research internship with major professor
- Hybrid course delivery (mixture of face-to-face and on-line)
- Fee inclusive of tuition, on-line fees, textbooks, some meals during summer residency, materials, instruction
- Fee does not cover housing, dinners, or travel for residency experiences

IMPACT
All of Idaho’s post-secondary institutions are working to increase post-secondary education attainment of Idaho’s citizens. Increased leadership and research skills of those in higher education positions will contribute to new approaches to recruitment, retention, student services, and many other offices on higher education campuses.

This program will recruit and serve those seeking to make significant impact in the running of post-secondary institutions. All supporting funds will come from the program fee. We are requesting no new funds from the state or the university.

ATTACHMENTS
Attachment 1 – Proposed Budget

STAFF COMMENTS AND RECOMMENDATIONS
This section will be completed by Board staff.

BOARD ACTION
I move to approve the request by the University of Idaho to offer the Higher Education Leadership Ph.D. specialization on a self-sustaining budget, with the student fee set at $36,000 for the four-year program.

Moved by___________Seconded by___________Carried Yes No _____
**Program Resource Requirements.** 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 subsequent pages where budget explanations are provided. 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).

### I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th>FY</th>
<th>FTE</th>
<th>Headcount</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>14</td>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td>18</td>
<td>14</td>
<td>18</td>
<td>72</td>
</tr>
<tr>
<td>19</td>
<td>28</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

A. New enrollments

B. Shifting enrollments

### II. REVENUE

<table>
<thead>
<tr>
<th>FY</th>
<th>On-going</th>
<th>One-time</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>$10,000.00</td>
<td>$10,000.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>18</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>19</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

1. Appropriated (Reallocation)*

2. Appropriated (New)

3. Federal

4. Tuition

5. Student Fees

6. Other (Specify)

**Total Revenue**

* Allocated only if needed

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

* One-time is defined as one-time funding in a fiscal year and not part of the base.
### III. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>FY 17</th>
<th>FY 18</th>
<th>FY 19</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Personnel Costs</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. FTE</td>
<td>1.1</td>
<td>1.1</td>
<td>2.2</td>
<td>4.40 0.00</td>
</tr>
<tr>
<td>2. Faculty</td>
<td>$21,000</td>
<td>$21,000</td>
<td>$42,000</td>
<td>$84,000 $0.00</td>
</tr>
<tr>
<td>3. Administrators</td>
<td>14,500</td>
<td>14,500</td>
<td>14,500</td>
<td>$43,500 $0.00</td>
</tr>
<tr>
<td>4. Adjunct Faculty</td>
<td>21,000</td>
<td>$21,000</td>
<td>42,000</td>
<td>$84,000 $0.00</td>
</tr>
<tr>
<td>5. Instruction Assistants</td>
<td></td>
<td></td>
<td>30,000</td>
<td>$30,000 $0.00</td>
</tr>
<tr>
<td>6. Research Personnel</td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>7. Support Personnel</td>
<td>12,000</td>
<td>12,000</td>
<td>12,000</td>
<td>$36,000 $0.00</td>
</tr>
<tr>
<td>8. Fringe Benefits</td>
<td>23,975</td>
<td>23,975</td>
<td>49,175</td>
<td>$97,125 $0.00</td>
</tr>
<tr>
<td>9. Other</td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td><strong>Total FTE Personnel and Costs</strong></td>
<td>$92,475</td>
<td>$0.00</td>
<td>$92,475</td>
<td>$0.00 $189,675</td>
</tr>
</tbody>
</table>
### B. Operating Expenditures

<table>
<thead>
<tr>
<th></th>
<th>FY 17</th>
<th>FY 18</th>
<th>FY 19</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-going</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>$12,000.00</td>
<td>$12,000.00</td>
<td>$15,000.00</td>
<td>$39,000.00</td>
</tr>
<tr>
<td>Professional Services</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Other Services</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Communications</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$9,000.00</td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Materials and Supplies</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$10,000.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Rentals</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$1,000.00</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Materials &amp; Goods for Manufacture &amp; Resale</td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td>Textbooks</td>
<td>$7,200.00</td>
<td>$7,200.00</td>
<td>$14,400.00</td>
<td>$28,800.00</td>
</tr>
<tr>
<td>On-line course fee</td>
<td>$11,340.00</td>
<td>$11,340.00</td>
<td>$22,680.00</td>
<td>$45,360.00</td>
</tr>
<tr>
<td>Technology Support</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$4,000.00</td>
<td>$8,000.00</td>
</tr>
<tr>
<td>Residency Expenses</td>
<td>$3,000.00</td>
<td>$3,000.00</td>
<td>$6,000.00</td>
<td>$12,000.00</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td>$44,540.00</td>
<td>$44,540.00</td>
<td>$76,080.00</td>
<td>$165,160.00</td>
</tr>
<tr>
<td>C. Capital Outlay</td>
<td>FY 17 On-going</td>
<td>FY 17 One-time</td>
<td>FY 18 On-going</td>
<td>FY 18 One-time</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------</td>
<td>---------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>1. Library Resources</td>
<td>$5,000.00</td>
<td>5,000</td>
<td>$5,000.00</td>
<td></td>
</tr>
<tr>
<td>2. Equipment</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td></td>
</tr>
<tr>
<td><strong>Total Capital Outlay</strong></td>
<td><strong>$7,000.00</strong></td>
<td>$0.00</td>
<td><strong>$7,000.00</strong></td>
<td>$0.00</td>
</tr>
</tbody>
</table>

| D. Capital Facilities                  |                |               |                |                |                |                |                  |
| Construction or Major Renovation       |                |               |                |                |                |                |                  |

| E. Indirect Costs (overhead)           | $16,200.00     | $16,200.00    | $32,400.00     | $64,800.00     |                |                |                  |

**TOTAL EXPENDITURES:** $160,215.00 $160,215.00 $305,155.00 $625,585.00 $0.00

**Net Income (Deficit):** $1,785.00 $10,000.00 $1,785.00 $10,000.00 $18,845.00 $0.00 $22,415.00 $20,000.00
Budget Explanation
Higher Education Ph.D. Emphasis, Self-Sustaining Budget Proposal
September 10, 2015; September 16, 2015 edits
CMB File: U: Leadership & Counseling/Higher Education

Page 1

Planned Enrollments. Headcount: 18

I put in the minimum number of students to make the program viable—18. We will recruit for 25, expecting some attrition over time.

FTE. To get to student FTE, I used 54 credits X 18 students = 1,008 credits/18 credits (2 semesters of 9 credits each = full time grad student) = 56. Divide that by 4 years = 14 FTE per year for 1 cohort.

No shifting enrollment. All new.

II. Revenue. $36,000 per student over 4 years. Accepting a new cohort every two years, so in Year 3 and beyond, there will be two cohorts running simultaneously. We’ll need to build in a charge for any student requiring more than 4 years to complete the degree. $36K / 4 years = $9K per year X 18 students = $162,000 per year for Years 1&2; $324,000 after that per year for 2 cohorts.

I’ve added in $10,000 for Years 1&2, as one-time reallocated dollars, for a cushion to get the program started, as the budgets will be tight until we get two cohorts going. These funds will be reallocated only if needed.

Page 2

III Expenditures

A. Personnel

Assuming 5 classes per year. 3 taught by permanent faculty (3 X $7,000 or 10% average of salary) for .3 FTE. Equivalent of 3 (2 + summer immersion experiences) taught by adjuncts (3 X $7,000) for .3 FTE. Administration: 10% or .1 FTE for program administration; .05% or .05 FTE for summer immersion planning, implementation; .05% or .05 FTE for department chair administration oversight. Administrative assistant at .3 FTE for total FTE of 1.1 Years 1&2. Starting Year 3, Instruction doubles, administration and administrative assistance stay constant. Add in .5 teaching assistant for total FTE of 2.2.

Fringe is calculated at mid-range of 35% of salary estimates to account for lower fringe for faculty, but higher for adjuncts and assistants.

B. Operating Expenses

a. Travel for off-campus faculty and administrators to spend immersion experiences in Moscow, CdA, or Boise. (travel, lodging, per diem for dinners only)

b. Communications-program marketing for recruitment

c. Textbooks: $1600 per student, divided over 4 years of program. $1600 X 18 students / 4 years = $7200 expense per year, doubles for two cohorts.
d. On-line course fee: $35/credit X 18 credits per year X 18 students = $11,340

e. Residency/summer expenses: $25 per day (breakfast and lunch) per person X 5 days per year X 24 people (includes students and instructors/guests = $3,000 per year

Residency expenses do not cover students’ transportation, lodging, or dinners Speaker fees can come from adjuncts, materials, faculty expenses, depending on costs
Proposed Ph.D Higher Education Specialization Purpose and Program Learning Outcomes
September 2015

The purpose of the Ph.D./HED program is to prepare individuals for leadership roles in a variety of postsecondary educational settings.

Program Learning Outcomes

At the end of this program, students will be able to:
1. Conduct and disseminate original research that extends the theoretical knowledge base of higher education practices and answers meaningful questions.
2. Develop policies and practices to resolve issues of governance, finance, and law consistent with emerging trends in higher education.
3. Communicate effectively with stakeholders through oral and written mediums.
4. Articulate and address social justice matters through competent policy analysis, formulation, and revision, as well as individual actions.
5. Analyze and synthesize information to create policy briefs in the field of higher education.
6. Demonstrate a self-regulatory code of ethics.
7. Exhibit analytical thinking and sound judgement in the application of leadership practices, skills, and behaviors.
Program Overview – September 2015

The self-sustaining Ph.D. specialization in higher education program is scheduled to begin Summer, 2016. Areas of focus include organization development and change, leadership, and social justice. The course rotation is designed over a four year period; three years to complete coursework and the final year [12 credits] for the dissertation. A cohort model has been selected to enhance collaboration among students and faculty. Courses will be delivered in a hybrid format incorporating both synchronous and asynchronous class sessions. Two week-long summer residency courses and one three-day Winter residency course are required. The program features a 6 credit research internship with the major professor. Candidates will be recruited statewide and regionally. The impact of this program has potential to not only reach across UI colleges and programs, but also statewide. Many graduates from our past program now hold positions in other Idaho institutions of higher education. Restarting the program is also a way of increasing enrollment.
### Program of Study

Prerequisite[s] Master’s Degree [Up to 28 credits from the Master’s degree may be applied to the 84 required.]

#### Required Content Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED Organization Development &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td>HED Leadership in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED Social Justice in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED Law and Ethics in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED Finance and Budgeting Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED Governance and Public Policy in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED Stewardship of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>HED Contemporary Issues in Higher Education</td>
<td>5</td>
</tr>
</tbody>
</table>

This course is designed to meet a residency requirement by attending two, week-long sessions in the summers of 2016 and 2017. The 2016 session will be held on the Moscow campus. The 2017 session will be held on the Coeur d’Alene campus. During Spring semester of 2018, students must attend a three-day session on the Boise campus.

#### Research

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED Foundations of Research</td>
<td>3</td>
</tr>
<tr>
<td>ED Introduction to Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>ED Introduction to Quantitative Research</td>
<td>3</td>
</tr>
<tr>
<td>HED Internship</td>
<td>6</td>
</tr>
<tr>
<td>ED [One additional Qualitative/Qualitative]</td>
<td>3</td>
</tr>
<tr>
<td>HED Program Evaluation in Higher Education [optional]</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Dissertation

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
</table>

#### Total Credits: 56 + 28 From Masters = 84
### Proposed Course Rotation [Based upon a 4-year cycle, starting Summer 2016]

#### Year One 2016-2017

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemp. Issues [1 cr]</td>
<td>Organizational Devel/Chng [3cr]</td>
<td>Law &amp; Ethics [3cr]</td>
</tr>
</tbody>
</table>

#### Year Two 2017-2018

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intro to Quant [3]</td>
<td>Quant or Qual. [3]</td>
</tr>
</tbody>
</table>

#### Year Three 2018-2019

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
</table>

#### Year Four [2019-2020]

<table>
<thead>
<tr>
<th>Summer</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
</table>
Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar’s Office for review by the University Curriculum Committee (UCC). Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

<table>
<thead>
<tr>
<th>College:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit:</td>
</tr>
<tr>
<td>Dept/Unit Approval Date:</td>
</tr>
<tr>
<td>College Approval Date:</td>
</tr>
</tbody>
</table>

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

<table>
<thead>
<tr>
<th>Degree:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major:</td>
</tr>
<tr>
<td>Minor:</td>
</tr>
<tr>
<td>Academic Certificate:</td>
</tr>
<tr>
<td>Teaching Major/Minor:</td>
</tr>
</tbody>
</table>

| Curriculum:                    |
To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

<table>
<thead>
<tr>
<th></th>
<th>Yes**</th>
<th>No</th>
</tr>
</thead>
</table>

**If Yes, can 100% of the curricular requirements of this program be completed via distance education?**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

*Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.*

**Geographical Area Availability**

Identify the geographical area(s) this program can be completed in:

- Moscow
- Coeur d’Alene
- Boise*
- Idaho Falls*
- Other**

**Location(s):**

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See Idaho Statute 33-2101 for more information on the regions. Contact the Office of the Provost for additional information.*

**Note: If Other is selected identify the specific area(s) this program will be offered.*

**Assessment**

Summarize how the learning outcomes will be assessed for the proposed curriculum.
Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

Office of the Registrar Information

<table>
<thead>
<tr>
<th>Date Received by UCC Secretary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCC Item Number:</td>
</tr>
<tr>
<td>UCC Approval Date:</td>
</tr>
<tr>
<td>General Curriculum Report Number:</td>
</tr>
</tbody>
</table>
POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

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

Chapter & Title: __________________________________________

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

Chapter & Title: 35.60 Hazard Communication Program

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

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

Originator(s): Tom Hicks 10/9/15
(Please see FSH 1460 C)

Telephone & Email: thicks@uidaho.edu 208-885-2883

Policy Sponsor: (If different than originator.)

Telephone & Email: __________________________________________

Reviewed by General Counsel ___Yes ___No Name & Date: __________________________________________

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. The purpose of this policy is to encourage the dissemination and comprehension of chemical safety information, and to promote compliance with Idaho Division of Building Safety requirements.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? No fiscal impact is anticipated, though some departments may incur an expense of less than $25.00 if they choose to purchase 3-ring binders for Safety Data Sheet (SDS) storage.

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change. APM 35.61 – Safety Data Sheets is related but unaffected.

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

If not a minor amendment forward to: __________________________________________

Track # ____________ Date Rec.: _____________

h/c ___________ web ___________

Register:  ______________ (Office Use Only)

Policy Coordinator
Appr. & Date: ________________________________________ [Office Use Only]

FSH
Appr. ____________
FC ____________
GFM ____________
Pres./Prov. ____________
[Office Use Only]

APM
F&A Appr.: ____________ [Office Use Only]
Administrative Procedures Manual
35.60 – Hazard Communication Program
October 9, 2015

A. General. The University of Idaho is committed to creating, maintaining, and promoting a safe and healthful environment for all students, employees, and visitors. A critical component of the university's environmental health and safety commitment is ensuring personnel are aware of, and know how to properly respond to, all hazards of their workplaces including chemical hazards, using practices such as those described in this Hazard Communication (HazCom) Program.

B. Scope. In order to comply with state regulations and protect employees, this policy statement concerning the Hazard Communication Program has been established for the University of Idaho. All campuses, colleges, schools, and administrative offices are incorporated within this program. This policy statement applies to all university employees at all university locations including the Moscow main campus and any branch campuses, Research and Extension Centers, all other university-owned property, university-leased space, and temporary field locations and field trips that are under the control of university operations and staff.

B-1. Exceptions. This policy statement does not apply to:

- Any chemical waste, including hazardous waste (see APM 35.40);
- Biological hazards (see APM 35.11);
- Ionizing or nonionizing radiation (see APM 35.81);
- Any consumer product that is used for its intended purpose, and the use results in a duration and frequency of exposure which is not greater than the range of exposures that could reasonably be experienced by consumers;
- Labeling of any pesticide as defined in the Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA).

C. University of Idaho Compliance Responsibility. Unit administrators are responsible for the health and safety performance in their respective units (see APM 35.33). This responsibility can neither be transferred nor delegated.

C-1. Environmental Health and Safety. Environmental Health and Safety (EHS) is responsible for developing university-wide hazard communication policies and programs. Program requirements are described in the HazCom Program Guidance Manual on the EHS Website. EHS maintains the necessary documentation and provides technical assistance to units in establishing procedures and conducting activities to comply with the HazCom Program.

C-2. Unit Administrators. All units must follow the compliance procedures in this policy and the supporting HazCom Program Guidance Manual on the EHS website. Units may document in writing their own methods for meeting the requirements of the HazCom Program but the methods must be approved by EHS. Responsible individuals through first-level supervisors in all units are responsible for implementing the required activities within their units, as described in the compliance guide. Critical components of the program include:

- Identifying and listing hazardous chemicals in use by employees;
• Preparing a written program;
• Ensuring chemical containers are labeled;
• Ensuring employees have access to SDSs;
• Informing and training employees; and
• Maintaining documentation.

C-3. Employee Responsibility. Employees are required to:

• Follow established policies and procedures regarding safe chemical handling;
• Participate in applicable training programs;
• Read and apply SDS information;
• Notify a supervisor if no SDS is available for a hazardous chemical or if an unlabeled chemical container is discovered.

C-4. Contracting with Non-University of Idaho Employers for Onsite Work. All University of Idaho units purchasing work or services from non-university employers must advise the employers (such as contractors performing work on university work sites) of any ongoing University of Idaho operations which cannot be stopped or remediated, and include a description of the hazardous chemicals to which the contractor’s employees may be exposed.

Non-university employers (contractors) shall be informed that they must provide a description of any hazardous chemicals brought into the workplace to which University of Idaho employees may be exposed. Contact EHS or email safety@uidaho.edu if there are any questions about the potential risks that could be associated with these hazards.

D. Compliance Requirements. Procedures for complying with the university's Hazard Communication Program are described on the EHS website. This policy statement and the related procedures comply with requirements in Idaho Division of Building Safety General Safety & Health Standards, Hazard Communication 301 and Laboratories and Chemical Storage Safety Rules 111 requirements in chemical laboratory areas. Federal OSHA requirements are incorporated where it is helpful for clarification.

E. Additional Information. Questions regarding the Hazard Communication Program should be directed to EHS at (208) 885-6524 or by sending email to safety@uidaho.edu. Various manuals, brochures, and other documents in support of the Hazard Communication Program are available on the EHS website.
Confidential Administrator Performance Feedback Form – v1
(to replace FSH 3320: Form 2)

1. Your first and last name (optional):

2. Your email address (optional):

3. You are:
   - [ ] student
   - [ ] staff
   - [ ] faculty
   - [ ] in an administrative role as either faculty or staff
   - [ ] a stakeholder, alumni, and/or friend of the university/college or unit

4. Where are you located
   - [ ] on the Moscow campus
   - [ ] off the Moscow campus
   - [ ] in the community, state and/or other location (non-university employee)

5. College or Unit of the administrator being reviewed by you.
   [DROPOUT]

6. Name of administrator being reviewed by you:
   [DROPOUT]

7. Your V-number (for U-Idaho Employees) or your organization (for non-university reviewers).
   (This information will be used only to verify that it is appropriate for you to review the selected administrator. Once verified this information will be removed from the feedback. You may also fill out the form without submitting a V# but the feedback would not included as part of an administrator’s official record.)

8. Please select only one to indicate the frequency of your interactions with this administrator
   - [ ] daily or almost daily
   - [ ] once/twice a week
   - [ ] once/twice a month
   - [ ] occasionally, every few months
   - [ ] rarely or never, once/twice a year or less

9. Type of administrator review
   - [ ] Periodic review
   - [ ] Annual performance, upward feedback

10. LEADERSHIP
    - Frames and promotes a shared vision
    - Demonstrates a commitment to education
    - Supports scholarship activity
    - Advocates for students, faculty and staff
    - Respectful of colleagues and subordinates
    - Proactive
    - Balances short and long term goals
    - Thinks both globally and locally
    - Involves others
    - Acts with integrity
    - Utilizes the strengths of others

   strongly agree  agree  disagree  strongly disagree  N/A
• Has credibility
  (internally and externally)
• Challenges and inspires others

11. MANAGEMENT
• Serves as a mentor for administrators, faculty, and staff
• Supports continuous improvement of university programs and services
• Delegates effectively
• Demonstrates effective problem solving skills
• Manages and accounts for the budget
• Effective management of human resources
• Encourages personal and professional development
• Appropriately decisive
• Proactive
• Provides support for those seeking Promotion and Tenure
• Follows through on decisions and actions
• Understands, accurately applies, enforces and promotes compliance with policies, and procedures
• Effective use of meetings

12. COMMUNICATION
• Develops and maintains lines of open, honest communication with colleagues, staff, students, and others
• Communicates effectively in speaking and writing
• Actively listens to others’ suggestions, ideas, and beliefs
• Maintains objectivity and demonstrates effective conflict resolution skills
• Responds well to constructive feedback
• Provides information in a timely fashion
• Creates and promotes strong working relationships inside the organization
• Creates and promotes strong working relationships outside the organization

13. GENERAL
• Possesses the knowledge, skills, and understanding to carry out the responsibilities of the position
• Possesses good knowledge of university resources to make appropriate referrals
• Operates efficiently and effectively
• Responds to people and/or completes projects in a timely manner
• Consistently displays awareness of and
concern for university needs

14. STRATEGIC ACTION

- Promotes teaching and learning
- Promotes scholarly and creative activity
- Promotes outreach and engagement
- Develops a healthy culture and climate
- Encourages diversity
- Engages constituents
- Effective in fundraising
- Effective in recruiting and retaining new faculty, staff and students

15. Areas from questions 10-14 above or other examples in which this administrator is especially accomplished:

16. Areas from questions 10-14 above or other examples in which this administrator may seek improvement (suggestions for improvement):

17. Additional Comments:
Confidential Administrator Performance Feedback Form – v2
(to replace FSH 3320: Form 2)

1. Your first and last name (optional):

2. Your email address (optional):

3. You are:
   □ student
   □ staff
   □ faculty
   □ in an administrative role as either faculty or staff
   □ a stakeholder, alumni, and/or friend of the university/college or unit

4. Where are you located
   □ on the Moscow campus
   □ off the Moscow campus
   □ in the community, state and/or other location (non-university employee)

5. College or Unit of the administrator being reviewed by you.
   [DROPDOWN]

6. Name of administrator being reviewed by you:
   [DROPDOWN]

7. Your V-number (for U-Idaho Employees) or your organization (for non-university reviewers).
   (This information will be used only to verify that it is appropriate for you to review the
   selected administrator. Once verified this information will be removed from the feedback.
   You may also fill out the form with out submitting a V# but the feedback would not
   included as part of an administrator’s official record.)

8. Please select only one to indicate the frequency of your interactions with this administrator
   □ daily or almost daily
   □ once/twice a week
   □ once/twice a month
   □ occasionally, every few months
   □ rarely or never, once/twice a year or less

9. Type of administrator review
   □ Periodic review
   □ Annual performance, upward feedback

10. LEADERSHIP            strongly agree  agree  disagree  strongly disagree  N/A
    • Frames and promotes a shared vision
    • Demonstrates a commitment
to education
    • Supports scholarship activity
    • Advocates for students, faculty and staff
    • Respectful of colleagues and subordinates
    • Acts with integrity
    • Challenges and inspires others

    Additional Comments:

11. MANAGEMENT            strongly agree  agree  disagree  strongly disagree  N/A
- Serves as a mentor for administrators, faculty, and staff
- Supports continuous improvement of university programs and services
- Manages and accounts for the budget
- Manages human resources
- Understands, accurately applies, enforces and promotes compliance with policies, and procedures

Additional Comments:

12. COMMUNICATION
- Develops and maintains lines of open, honest communication with colleagues, staff, students, and others
- Maintains objectivity and demonstrates effective conflict resolution skills
- Responds well to constructive feedback
- Provides information in a timely fashion
- Creates and promotes strong working relationships

Additional Comments:

13. GENERAL
- Possesses the knowledge, skills, and understanding to carry out the responsibilities of the position
- Possesses good knowledge of university resources to make appropriate referrals
- Operates efficiently and effectively

Additional Comments:

14. STRATEGIC ACTION
- Encourages diversity
- Engages constituents
- Effective in fundraising
- Effective in recruiting and retaining new faculty, staff and students

Additional Comments: