University of Idaho
2016-2017 FACULTY SENATE AGENDA

Meeting #15

3:30 p.m. - Tuesday, January 31, 2017
Paul J. Joyce Faculty-Staff Lounge & Skype for Business
Order of Business

I. Call to Order.

II. Minutes.
   - Minutes of the 2016-17 Faculty Senate Meeting #14, January 17, 2017 (vote)

III. Chair’s Report.

IV. Provost’s Report.

V. Other Announcements and Communications.

VI. Committee Reports.
   - University Curriculum Committee (vote)
     • FS-17-030 (UCC-17-024) – J-1-b Upper-division credits and J-5-1 - Community College Credit Limitations (Chermak)
     • FS-17-032 (UCC-17-032) – Law 3+3 Bachelors and Juris Doctor Degrees (Dodge)

VII. Special Orders.
   - Efficiencies and Effectiveness Centralization Subcommittee (Fizzell)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Liz Brandt, Chair 2016-2017, Faculty Senate

Attachments: Minutes of 2016-2017 FS Meeting #14
FS-17-030, 032
EECS material
University of Idaho  
Faculty Senate Meeting Minutes  
2016-2017 Meeting #14, Tuesday, January 17, 2017

Present: Adekanmbi, Anderson (Mike), Anderson (Miranda), Barbour, Boschetti, Brandt, Brewick, Brown, Cannon (Boise), Caplan, Chung, Crowley (w/o vote), Donohoe, Fisher, Folwell, Hrdlicka, Johnson, Markuson, Morrison, Nicotra, Wilson, Payant, Pregitzer, Sixtos, Vella, Wiencek (w/o vote). Absent: Berven, Folwell, Godfrey (Coeur d’Alene), Hiromoto (Idaho Falls), Markuson. Guests: 5

The Chair called meeting #14 to order at 3:31. A motion (Hrdlicka/M. Anderson) to approve the minutes from November 29th passed unanimously.

Chair’s Report: Chair Brandt welcomed everyone back for the start of the spring semester. She commented that today’s meeting would end promptly at 4:30 in order to get the room ready for the dedication of the Paul J. Joyce Lounge. If the Senate has not finished all items on the agenda, she will ask for a motion to postpone discussion on those items until next week. In other announcements, Chair Brandt stated that Vice Chair Patrick Hrdlicka is resigning from BAG (Benefits Advisory Group) and the Vandal Strategic Loan Program. She asked for volunteers from the Senate to serve on either of these two committees. BAG is an advisory group that works closely with HR on health insurance benefits. The Vandal Strategic Loan Program exists to provide resources to departments and colleges. Members of the loan committee review grant applications twice a year to determine how to allocate the funds.

Provost’s Report: Provost Wiencek reported on budget requests to the state. Next week is education week and all the institutions of higher education will be making presentations to JFAC. Governor Otter has presented his proposed budget. The Governor’s proposal includes funding for the Coeur d’Alene Computer Science Program. The budget did not include base funding for the Library. The University of Idaho (UI) will continue to advance that proposal. The Governor’s budget includes funds for a dairy initiative even though the UI had not intended to make this request until next year. This is a university-wide proposal termed Idaho CAFE (Center for Agriculture, Food and the Environment). The CAFE request will have additional money coming in future years. These funds will accumulate in the Permanent Building Fund until the UI is prepared to come forward with a fully articulated plan. The Governor’s proposed budget included a comparable amount of infrastructure funding for other institutions. A proposed 3% CEC (change in compensation) was also included in the governor’s budget.

Provost Wiencek discussed recent developments involving program prioritization. This workgroup requested an extension before submitting their report. He expects them to be ready by the end of the month. The Provost’s intention is for the recommendations to be presented to the Senate and in open forums on campus and at the Centers. He emphasized that the recommendations will not be finalized until feedback is received from the Senate and the open forums.

Provost Wiencek also noted that we will once again participate in the “Great Places To Work For” survey. We intend to do oversampling so all employees will have the opportunity to participate. We will see if this provides us with any additional information. The Provost was asked about the breakdown of the CEC. Would all of it come from state funds? The Provost noted that typically state funded CEC’s only fund an increase for around half of our employees. In order to fund a CEC that covers all of our employees, we will have to use other sources of funds. We have been seeking to place more employees on state appropriated funds.
Strategic Enrollment Management: Chair Brandt introduced Dean Kahler as the new Vice Provost for Strategic Enrollment Management. Dr. Kahler noted that he has been on campus for three months and hopes this is the start of a continuing conversation with the Senate.

He explained that his position encompasses both recruiting and retention. He emphasized that recruitment is all about “relationship building” and we need to recruit students one at a time. There are various ways to do this. An important aspect of recruiting in our current context is that Idaho ranks near the bottom in terms of the rate at which high school students go on to college.

- We need to start with students early in high school to change their attitude towards college.
- We need to work with students and their families about financial planning.
- There are many opportunities to help make financing a college education reachable.
- Competition for students is fierce and no longer tied to a particular region. We not only need to defend our market but be able to go into other markets.
- We need to be able to differentiate “our brand” and talk about what is unique to the UI.
- We need to focus on strong academic quality, while framing this in a way that a 17 year-old student will relate.
- We will be expanding our WUE program to include Washington and Oregon high school students with at least a 3.2 GPA.
- He has met with the deans to discuss possible expansion of the Idaho Promise program.
- The NAVITAS program is an international pathway program that will be on our campus in February. This program will help us recruit international students.
- We have recently hired new student recruiters and are working on developing training programs that will emphasize goals and territory management.

Dr. Kahler also discussed retention efforts. Keeping our students here is easier than recruiting new students. A 1% increase in retention will increase our funds through tuition by $250,000. Having a better retention and graduate rate will allow us to tell better graduation stories. We have to develop ways to evaluate students who are struggling and provide ways to help. We also need to help our students understand their debt load. The debt load of our students ranks reasonably well nationally and the average salary earned by our students at mid-career is above average. The future success of UI students is something we can advertise to our prospective students. The Vandal Student Success Center is a great concept and he is developing a team to focus on how we are using our resources to better serve our students. Dr. Kahler emphasized the importance of developing strong academic advising networks, as well as strengthening Career Services used by students throughout their college careers and beyond. He also stressed the need to get students to graduate in four years. He expects his office to be data-driven to help better recruit and retain students.

A Senator asked how a program could access data that would help with recruiting. Dr. Kahler suggested that one start would be by identifying the exact problem that needs addressed. He would be willing to meet with departments to discuss how to market their programs. Another Senator asked about the proposed expansion of WUE since we had moved away from WUE in recent years. Dr. Kahler suggested that the cuts to WUE made financial sense several years ago and helped to stabilize the budget. However, when they looked at our tuition situation today, relative to the surrounding states, it became obvious that our ability to draw students from Washington and Oregon had diminished. Using WUE for Washington and Oregon students helps make us competitive again. Another Senator suggested that we look at students from the District of Columbia since these students apparently get a $10,000 grant for out-of-state tuition. Dr. Kahler stated that he would look into this and noted that there were other states, like California, that were exporting a lot of students.
FS-17-028 (UCC-17-006a) Education Name Change. Professor Allen Kitchel from the College of Education presented this proposal. The College of Education is requesting to change the name of “Occupational Education” to “Workforce Training and Development” to better address potential demand for this degree. This proposal passed unanimously.

FS-17-029 (UCC-17-006b) Political Science Teaching Minor. Professor Kitchel explained that changing the name of the Political Science teaching minor to American Government/Political Science Teaching Minor would better link this minor to the teaching endorsement needed by those teaching high school. This proposal also included a small change in the required curriculum. The proposal passed unanimously.

FS-17-031 (UCC-17-030) General Education Requirements. Professor Kenton Bird, Director of General Education, was invited to speak to the proposed changes to “J-3-a”. J-3-a discusses the general education requirements for Communication. These proposed changes fall into four categories:

1. Division of the single Communication category into two: Written Communication and Oral Communication. These match the General Education categories in the State Board of Education’s policy and align with the General Education Matriculation (GEM) designation of the Idaho Course Transfer Portal. http://idtransfer.org
2. English 101 and 102 are the only courses to fulfill the Written Communication requirement.
3. Four courses (Comm 101, Philosophy 102, English 313 and English 317) will meet the SBOE criteria for Oral Communication. UCGE reviewed the course descriptions and learning outcomes for these courses and approved their designation for Oral Communication.
4. Additional courses have been added to meet UI General Education criteria for Social Science and International courses.

Professor Bird also suggested a small edit which consisted of adding the word “test” before the word scores in the paragraph on written communication. This was accepted by the Chair as a minor edit.

A Senator wondered about the use of courses designated as Business Writing and English Writing as oral communication courses. Professor Bird noted that the course descriptions were changed to include oral communication even though the course titles remained the same. A Senator asked whether the total number of general education credits had changed. Professor Bird noted that the total number of credits required had not changed. With the hour getting short the Chair asked for a vote. The motion passed without objection.

Adjournment: Chair Brandt invited everyone to stay for the dedication of the faculty lounge as the Paul J. Joyce Faculty/Staff Lounge. A motion (Brewick/Morrison) to adjourn at 4:27 passed unanimously.

Respectfully submitted,

Don Crowley, Faculty Secretary &
Secretary to the Faculty Senate
Don’t Cancel Your Class!

Request a QPR Gatekeeper Training for your students while you are away.

QPR (Question, Persuade, Refer) is a 1-hour, evidence-based training program that teaches participants how to respond to someone in a mental health crisis and thinking about suicide.

Make a request online: www.uidaho.edu/dontcancelyourclass
Dear College UCC Representative,

The following two changes to UI Baccalaureate Degree requirements, highlighted in yellow below, have been proposed to UCC and will be taken up again for discussion at the Dec. 5 meeting.

The committee is requesting that UCC representatives circulate and request feedback from their colleges about the proposed changes, particularly regarding what impact, if any, they might have on degree programs.

To summarize:

J-5-a brings UI into conformity with SBOE language that strikes the limit of credits that can be transferred from 2-year colleges.

J-1-b, which would increase the minimum number of upper-division credits from 36 to 42, is being proposed as a way to assure rigor and depth in the UI undergraduate degree once the 70-credit lower-division transfer credit limit is removed. UI is presently at the low end of peer and nearby universities at its 36 upper-division credit requirement.

J - General Requirements for Baccalaureate Degrees

Candidates for baccalaureate degrees must fulfill the following requirements. (See the College of Graduate Studies section for the requirements for graduate degrees. See the College of Law section for the requirements for the degree of Juris Doctor.)

J-1. Credit Requirements.

J-1-a. Students must have earned a minimum of 120 credits to be granted a baccalaureate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

J-1-b. A minimum of 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

J-2. Residency Requirements. A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for independent study, bypassed courses, credit by examination, College Level Examination Program (CLEP), or experiential learning can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

and

J-5. Credit Limitations. A candidate may count toward a baccalaureate degree no more than:
J-5-a. Seventy credits earned at junior or community colleges, or one-half of the total credits required for a student's intended baccalaureate degree, whichever is the higher number.

J-5-b. Forty-eight credits in any combination of credits granted for the following types of courses: credit based on test scores (for CLEP, College Board advanced-placement tests, ACT, SAT, COMPASS), credit by examination (challenge), experiential learning, independent study, technical competence, vertically-related course credit, and vocational-technical or military school courses. This 48-credit limitation may be exceeded for good cause with the approval of the Academic Petitions Committee (file petition through dean's office). Note: credits earned through any combination of external study and technical competence cannot exceed a maximum of 32 of the allowable 48 credits.

J-5-c. Twelve credits earned under the pass-fail option (see B-11).
TO: Faculty Senate  
FROM: Patricia Hart, Chair, University Curriculum Committee  
Kenton Bird, Director, General Education  
RE: Catalog regulation J-1-b (Upper-division credit requirements)  
DATE: January 20, 2017

In conjunction with the request to delete Regulation J-5-a (the 70-credit ceiling on community college credits applied for a UI bachelor’s degree), the UCC recommends the following change to regulation J-1:

**J-1-b.** A minimum of 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

Adoption of this language would assure that all students earning a bachelor’s degree, regardless of major, from the University of Idaho:

- Complete sufficient upper-division courses that build on the foundation of lower-division courses taken at UI and elsewhere. (One-third of the credits for a 120-credit bachelor’s degree must be at the 300- or 400-level.)
- Develop in-depth knowledge of subject matter at an intermediate and advanced level.
- Acquire additional research, analytical and writing skills that are emphasized in the UI’s upper-division courses.

Without increasing the number of upper-division credits, UCC believes that repeal of the 70-credit limit on community college requirements leaves open the possibility that a student could apply up to 84 credits towards a bachelor’s degree. The additional four upper-division credits would still allow two-thirds (80 credits) of the coursework to be at the 100- and 200-level.

By comparison, other regional universities, including several peer institutions, have the following requirements for upper-division and in-residence credits. UI is presently at the low end of peer and nearby universities with a 36 upper-division credit requirement.

**Undergraduate upper-division and in-residence requirements**  
for B.A./B.S.

<table>
<thead>
<tr>
<th>Upper-division credit requirements</th>
<th>Credits in residence requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI</td>
<td>UI 30</td>
</tr>
<tr>
<td>BSU</td>
<td>BSU 30</td>
</tr>
<tr>
<td>ISU</td>
<td>ISU 28</td>
</tr>
<tr>
<td>Montana State</td>
<td>Montana State 30</td>
</tr>
<tr>
<td>WSU</td>
<td>WSU 30</td>
</tr>
<tr>
<td>Utah State</td>
<td>Utah State 20</td>
</tr>
<tr>
<td>Colorado State</td>
<td>Colorado State 30</td>
</tr>
<tr>
<td>Montana</td>
<td>Montana 30 *</td>
</tr>
</tbody>
</table>

* 30 of the last 45 credits must be earned at the University of Montana

UCC approved both catalog changes (J-1-b and deletion of J-5-a) in a single motion at its Dec. 5 meeting. Thank you for your consideration of these proposals.
UNIVERSITY CURRICULUM COMMITTEE
2016-17 Meeting #10, December 05, 2016

Present: Patricia Hart, Dan Eveleth, Rick Stoddart, Don Crowley, Kenton Bird, Dinara Storfer, Tara Hudiburg, Jeanne Stevenson, Robert Heinse, Joe Law, Heather Chermak
Absent: Austin Blacker, Ankan Guria, Brianna Larson, Matthew Brehm, Jerrold Long
Others present: Grace Miller, Dwaine Hubbard, Rebecca Frost, Diane Kelly-Riley

Call to order: A quorum being present, the Chair called the meeting to order at 3:30 PM in the Idaho Commons Crest Room. Don noted a correction to the November 28 minutes: “offer upper-division credits in ‘related fields’” should read “require upper-division credits as ‘related fields.’” The minutes were approved unanimously, as amended.

New Business:

UCC-17-030 OFFICE OF THE REGISTRAR

Kenton Bird introduced the changes. He explained that in the online GEM portal, the University’s communication courses are all designated as “oral” as opposed to “written.” Joe Law asked what changed at the State Board level that now requires this change and Kenton responded that the changes come from the state-wide General Education committee. Heather noted that prior requirements were not broken down this specifically.

Diane Kelly-Riley noted that the Engl 101 and 102 sequence is standard for all UI students. Kenton noted that there are a couple universities with different “written” requirements. It was moved and seconded to approve the changes, but no vote took place.

Joe noted that adding an additional 3 credits of Written Communication makes most engineering majors 131 credits. Kenton responded that in the process of transcribing high test scores, the credits for 101 are automatically awarded. Heather Chermak noted that many students go directly into 102, so the proposal is not changing much of the current language. Diane noted that Boise State University’s General Education requirements feature the following language in their Written Communication requirement: “3-6 credits depending on placement.” Joe noted that many students do take more than 6 credits of written communication courses, but the problem is with requiring a higher number. He also noted that adding Engl 317 as an alternate second part of the 101/102 sequence would allow the College of Engineering to maintain their majors’ current credit limits.

The committee elected to use the same language as BSU and reinset “the requirement is proficiency.” Kenton informed the committee that he would send a summary of the proposed changes to Grace Miller if the committee approved them as friendly amendments.

Regarding the Oral Communication requirement, Kenton noted that 1) the changes are appearing before the State Board in February 2017 and 2) in order to have the necessary courses listed in GEM, the committee needs to approve them and send them on to Senate. Pat noted that these courses appeared last year and UCC asked that descriptions be updated.

Dan Eveleth asked if a college could propose a General Education course and Kenton responded that any proposed course would need to pass UCGE. Rick Stoddart asked whether there were any concerns that
fewer students would take 207, 208, or 316 after they are removed from the Oral Communication list. Diane responded that fewer students may take 316, but 207 and 208 typically see high enrollment. She noted that the courses’ content did not fulfill the requirements.

Kenton summarized the remaining changes—adding courses with the General Education designation and re-lettering the requirements for consistency.

The motion on the table passed unanimously, including suggested changes to the proposed language.

**Old Business:**

**UCC-17-024 OFFICE OF THE REGISTRAR**

Pat Hart suggested increasing the upper-division credit requirement in J-1-b to 42 credits (UCC-17-030) in conjunction with striking J-5-a. She identified other universities with the same credit requirement. Dan moved to amend the requirement from 36 to 40 credits, rather than 42. It was seconded and the motion passed unanimously.

Jeanne Stevenson noted that they are two different issues; one is State Board policy, the other is University policy. She noted: “they don’t really have a relationship.”

It was moved and seconded to approve the changes to J-5 jointly with the approved change to J-1-b. The motion carried.

Chairperson Hart closed the meeting at 4:47 PM. UCC will reconvene on January 23, 2017.

Grace Miller

UCC Secretary
To: Heather Chermak, Registrar, and University Curriculum Committee

From: Jeffrey A. Dodge, Associate Dean, College of Law

RE: 3+3 Program with Bachelors and Juris Doctor Degrees

I’m writing to request the reactivation of the University of Idaho’s 3+3 program between the baccalaureate and Juris Doctor degrees. This long-standing collaboration slid off from the list of active programs and has been in a dormant state ever since. There is increased interest by a number of baccalaureate degree advisors who support undergraduate students beginning their Juris Doctor degree early. Moving the 3+3 program from the dormant list of programs back into an active status will enhance our ability to recruit undergraduate students seeking to enroll in law school and retain them for their law degrees. The College of Law has active 3+3 degree programs with BYU Idaho, College of Idaho, and Boise State University, so the moving of the program back into active status is also about ensuring our own undergraduate students have this opportunity. The College of Law faculty adopted the 3+3 program years ago. The 3+3 program still carries the support of the College of Law faculty and the move to the dormant programs list was done administratively. At a recent faculty meeting, I notified the College of Law faculty that we are pursuing reactivation of the 3+3 program.

About the 3+3 Program
The American Bar Association’s accreditation standards permit law schools to enroll students still in the process of completing their baccalaureate degrees so long as it will be completed by the end of the first year in the Juris Doctor degree. As a result of this standard, many law schools have 3+3 programs that allow undergraduate students, with the permission of their major advisor, to count up to 30 credits of the first year law curriculum toward the completion of the baccalaureate degree. A qualified student would complete three years of the baccalaureate degree and finish the remaining credits through the courses in the first year curriculum of the law degree. The law degree takes three years to complete, thus the 3+3 program title. The combined curriculum takes a year off a of student’s schooling.

The conditions that must be met for a 3+3 degree student to receive serious consideration from the College of Law Admissions Committee are: (1) demonstration of outstanding ability by a cumulative grade point average at the most recently entered class median or higher, currently a 3.24 GPA; (2) demonstration of excellent aptitude for law study by a score on the LSAT at the most recently entered class median or higher, currently a 152; and (3) submission of a letter from the undergraduate major department attesting to the fact that the applicant will receive the baccalaureate degree after the successful completion of up to 30 credits of law study.

Result of Reinstatement
Students may be approved for admission to the College of Law after successful completion of 90 semester credits of undergraduate study. University of Idaho students who receive the approval of their undergraduate department major may use up to 30 credits of the first year law degree towards their baccalaureate degree. The College of Law Admissions Office will advise students on the law school admissions requirements. University of Idaho degree programs may decide individually if this opportunity works for their students and advise accordingly.
Efficiencies and Effectiveness via Centralization Subcommittee

Purpose

To make recommendations on:

1. Whether a substantial improvement in University of Idaho functions (e.g., IT, HR, Finance, Development, Communications/Marketing, Research Support, etc.) can be achieved via a shift from highly distributed managerial oversight to a more centralized approach.
2. What functions to centralize (if any), whether it should be wholesale or partial centralization, and projected impact on the University of Idaho (i.e., what will change, who will be affected, and how would the transition best be handled).

Committee Members

Greg Fizzell (Chair), Andrew Kersten (Dean, CLASS), Ben Hunter (Associate Dean, Library), Kathy Canfield-Davis (Department Chair, Leadership and Counseling), Philip Scruggs (Department Chair, Movement Sciences), Bernhard Stumpf (Faculty, Physics), Patrick Wilson (Faculty, CNR), Deb Eisinger (Staff, Finance), Chad Neilson (Staff, Web Communications & Operations).

Scope

The subcommittee is approaching this as an informal, initial step towards understanding what different individuals and constituent groups across the institution perceive to be the relative advantages and disadvantages of distributed managerial oversight versus a more centralized approach. We will sample a broad cross-section of the University using various methods.

Methods and Constituent Groups

The methods and constituent groups identified below represent our initial strategy. As interviews and focus groups are conducted, additional methods, individuals and constituent groups might be identified as important supplements.

Personal Interviews

1. VP for Finance
2. VP for Infrastructure
3. VP for Advancement
4. VP for Research and Economic Development

Focus Groups

1. Provost’s Council
2. Faculty Senate
3. Staff Council
4. Marketing and Communications Team
5. Web Team
6. Affirmative Action Coordinators (AACs)
7. Council of the University Business Officers (CUIBO)
8. Distributed IT staff that do not report to central ITS
**Deliverables**

1. Identify advantages and disadvantages of centralizing certain University functions per various constituent groups across the institution.
2. Provide recommendations for centralization and potential impacts.
3. Qualitative summary of interview and focus group results

**Definitions/Assumptions**

**Improvement**: something that enhances value or excellence.

Assumption: What might be considered an improvement by one party or entity, may not be considered an improvement by another, even if money is saved, the function is more efficient etc.

**Centralization**: to bring to center: consolidate <centralize all the data in one file>. To concentrate by placing power and authority in a center or central organization <centralize several functions in a single agency>.

Assumption: Certain functions could be partially centralized. For example, IT professionals could be trained and managed by central ITS, but embedded in units to ensure a high level of service.

**Timeline**

**January & February 2017 - Data collection**

As of 1/26 the committee has conducted personal interviews with the VPs. Focus groups begin the week of January 23 and continue into February.

**March 2017 - Data compilation and report preparation**

**March 27, 2017** - Report submitted to Institutional Planning and Effectiveness Committee
Ad Hoc Subcommittee: Efficiencies and Effectiveness via Centralization

Objective: Make a recommendation on whether a substantial improvement in University of Idaho functions (IT, HR, Finance, Development, Advising, Communications/Marketing, Research Support etc.) can be achieved via a shift from highly distributed managerial oversight to a more centralized approach. Make a recommendation of what functions to centralize (if any), whether it should be wholesale or partial centralization, and projected impact on the University of Idaho (i.e. what will improve, what will change and how would the transition best be handled).

Committee Members: Greg Fizzell (Chair), Andrew Kersten (Dean, CLASS), Ben Hunter (Associate Dean, Library), Kathy Canfield-Davis (Department Chair, Leadership and Counseling), Philip Scruggs (Faculty, Movement Sciences), Bernhard Stumpf (Faculty, Physics), Patrick Wilson (Faculty, CNR), Deb Eisinger (Staff, Finance), Chad Neilson (Staff, Web Communications & Operations).

This Subcommittee shall

1. Invite each VP and Presidential direct reports to discuss whether there are opportunities to improve effectiveness (not necessarily cost savings, but also improved quality and consistency of service) via centralization or other means. If so, sketch out a proposed range of possible change scenarios and anticipated benefits
2. Meet with the Deans, Directors and key administrators as a group to discuss the relative merits and challenges with centralizing some of these service areas as well as the relative preferences on which areas make sense for centralization (if any)
3. Meet with other key constituents such as faculty and those staff that might be impacted by centralization

Final report:

Provide a final report for review by the IPEC by March 27, 2017. The report will be forwarded to President Staben after IPEC review. IPEC may add its thoughts on the report in a cover letter sharing the report with the President. Fundamentally, the report should summarize discussion on the above points, and make a recommendation on whether to pursue centralization of some or all of the proposed areas and, if needed, suggested next steps to start a process that would result in centralization of services that are deemed to be best managed centrally.
University of Idaho
Institutional Planning & Effectiveness Committee

Efficiencies and Effectiveness via Centralization Subcommittee

Focus Group Questions

Preamble: Our subcommittee has been charged with making a recommendation on whether a substantial improvement in University of Idaho functions (e.g. IT, HR, Finance, Advancement, MARCOMM) can be achieved via a shift from highly distributed managerial oversight to a more centralized approach.

Your answers to the following questions will help us make our recommendations.

1. Please describe “distributed managerial oversight” within your unit.
2. Do you see any advantages in the current models?
3. What are some of the challenges of the current model?
4. Will centralizing managerial oversight improve efficiency and effectiveness?
5. Do you have suggestions for implementing those changes?
6. Closing comments?