MEETING #2 OF THE FACULTY OF THE UNIVERSITY OF IDAHO

Tuesday, November 27, 2012 - 3:00-4:30 p.m. (PT), SUB Silver-Gold
Boise – 162; Coeur d’Alene – 241; Idaho Falls – IF1 (TAB350A); Twin Falls – B-66
President M. Duane Nellis Presiding

➢ Call to Order.
➢ In Memoriam.
➢ Minutes. Meeting #1, September 4, 2012
➢ Announcements.
➢ Special Orders.

Report of the Faculty Senate

[Hardcopies of all pertinent documents for this meeting can be accessed at the Faculty Senate Website at http://www.webs.uidaho.edu/facultycouncil/General_Faculty_Meetings/univ_faculty_meetings.htm]

I. Proposed Changes/Additions to the Faculty-Staff Handbook (FSH)

Group 1 – New policies
• FS-13-012: FSH 5650 – Disclosure of conflicts of interest (replaces emergency policy)

Group 2 – Other
• FS-13-009: FSH 3820 – Ombuds Office (change reporting line)

Group 3 - Informational
• FS-13-001: FSH 1565 – D-8 and F-1
• FS-13-002: FSH 3320 – Annual Evaluation Form (add V# to form)
• FS-13-003: FSH 1640 – University Committees
• FS-13-004: FSH 1560 – Faculty Organizational Chart (updated)
• FS-13-008: APM 50.16 – Background Checks
• FS-13-013: FSH 1640.89 – University Committee on General Education (restructure)

II. Proposed Changes to the University of Idaho Catalog

• FS-13-006 (UCC-13-003): Master’s Degrees General Requirements
• FS-13-007 (UCC-13-013): Final Exam Schedule for Fall 2013
• FS-13-010 (UCC-13-018): Law/Science Concurrent JD/PSM Degree
• FS-13-014 (UCC-13-026): CNR – Rename Resource Recreation and Tourism
• FS-13-015 (UCC-13-027): CALS – Ag Science, Communication, and Leadership major in SW Idaho
• FS-13-017 (UCC-13-029): A&A – Studio Art to Studio Art and Design
• FS-13-018 (UCC-13-031): CNR – Forest Products to Renewable Materials
• FS-13-019 (UCC-13-030): CALS/Science – Medical Technology to Food Science

➢ President’s Remarks.
➢ Adjournment.

Refreshments will be provided in Moscow.

Gail Z. Eckwright, Secretary of the Faculty
http://www.webs.uidaho.edu/facultycouncil, (885-6151)

NOTE: 95 faculty members (all campuses state-wide) constitute a quorum. Quorum and voting regulations can be viewed at FSH 1520 Article III with the goal to actively include off-campus faculty participation in faculty meeting. To determine your voting right as a faculty member please see FSH 1520 Article II Section I. Those who are recognized by the president for the purpose of speaking should identify themselves by name and discipline or position.

NOTICE: Off campus faculty will be receiving a separate email with a URL to access the meeting live. Also available at this site will be a streaming video link that can be viewed after the meeting for those unable to attend.
Call to Order: President M. Duane Nellis called the meeting to order at 3:33pm (Pacific) and welcomed all faculty in Moscow and throughout the state and noted that he looks forward to working with Senate Chair Kenton Bird, Vice-Chair Trish Hartzell and Gail Eckwright, returning secretary to faculty senate. President Nellis then invited Senate Chair Bird to the podium for the quorum count which revealed 109 faculty present, three short of a quorum. Faculty at the Coeur d’Alene, Boise and Idaho Falls Centers and at Twin Falls had a particularly strong showing with 21 total faculty present. Chair Bird pointed out that no business would be conducted at this meeting and therefore, the lack of a quorum would not hinder the proceedings. [NOTE: It was later ascertained that four naval science faculty members were present and had not been counted for the quorum; therefore, it was determined retrospectively that a quorum had been achieved.]

In Memoriam: President Nellis read the names and affiliations of faculty who had passed away since the April 2012 University Faculty Meeting. University of Idaho student Preston Vorhauer [who died Sept. 1, 2012] was also included in the list.

William P. Barnes
Professor Emeritus of Mechanical Engineering
-May 2012-

Rolph Ingermann
Professor Emeritus of Zoology
-May 2012-

William R. Biggam
Professor Emeritus of Industrial Education
Chair Emeritus of Industrial Education
-July 2012-

Robert W. Jones
Professor Emeritus of Geology
-July 2012-

Zaye Chapin
Professor Emerita of Sociology
-April 2012-

John J. Kolar
Research Professor Emeritus of Agronomy
-August 2012-

Lee W. Hamilton
Extension Professor Emeritus of Agricultural Education
-May 2012-

Roderick Sprague III
Professor Emeritus of Anthropology
-August 2012-

Gregory J. Halloran
Associate Professor of Dance

Edward Woolums
Professor Emeritus of Education
-June 2012-
Minutes: President Nellis asked for approval of the minutes from the April 24, 2012, meeting of the University Faculty. It was moved and seconded (Bird, Joyce) to approve the minutes. Motion carried.

Announcements: President Nellis announced the implementation of a temporary emergency policy regarding financial disclosure for public health service funding. The emergency policy, Financial Conflicts of Interest in Public Health Service Research, was recommended by Jack McIver, Vice-President for Research and Economic Development, and Kent Nelson, University of Idaho General Counsel, in order to comply with federal mandates that went into effect in August 2012. The emergency policy is in effect for 6 months and it is available at: http://www.webs.uidaho.edu/fsh/5650.htm

President Nellis then noted that the university is turning the corner in a positive way with the hiring of 47 new faculty. President Nellis invited Provost Baker to the podium to introduce the new faculty. Provost Baker began by noting that President Nellis had very graciously invited all new faculty to dinner at his home at the beginning of the semester, where they had the opportunity to meet one another and begin finding common areas for research and teaching collaborations. Provost Baker next introduced new administrators at the University of Idaho. He then invited each of the deans to the podium in turn to introduce their new faculty. Jeanne Christiansen, Vice-Provost of Academic Affairs, introduced the new members of the Faculty-at-Large, including military science and naval science.

Following the introductions, President Nellis commented that it was great to have so many new faculty joining us at one of the nation’s leading research universities and that the University of Idaho’s long-standing commitment to student success makes us unique in our ability to continue to attract outstanding faculty and students:

- We have 12 new National Merit Scholars enrolled this year, bringing the total number at U-Idaho up to 67. Last year we were ahead of every other university in the northwest (data not yet available for the current academic year).
- First-generation students last year represented 1/3 of the overall University of Idaho enrollment, an impressive figure and very appropriate to a university with a land-grant mission.
- Washington Monthly ranked the University of Idaho as one of the top national universities (of 281 included in the survey). The ratings focused on social mobility made possible by academic programs, research success and service opportunities provided by the universities surveyed. Idaho ranked 65th among the 281 national universities and 37th among the public institutions included in the survey – putting us ahead of Georgetown, Rutgers, Oregon State University, University of Oregon and University of Montana.
- A few examples of the many University of Idaho individual and collective success stories:
  - “Curiosity,” the Mars rover, is now providing information largely due to the data collection and instrumentation work of NASA engineer Matt Braley (U-Idaho,'05).
  - Tom Mueller (U-Idaho,’85), vice-president and engineer at SpaceX, the first non-governmental company to complete the successful launch of a rocket.
  - Alumna Kristin Armstrong (U-Idaho,’95) competed in the 2012 Summer Olympics and returned to Idaho with her 2nd gold medal in cycling.
Professor Craig McGowan, Biological Sciences, conducted research and testing on the carbon prostheses for double-amputee and Olympic competitor Oscar Pistorius (aka “Blade Runner”).

Professor Anne Kern, Curriculum & Instruction, recently was awarded a three-year $1.1 million NSF grant to fund the Innovative Technology Experiences for Students and Teachers (ITEST), Back to the Earth (BTTE) project.

Professor Kevin Van Den Wymelenberg, Architecture and Interior Design, leads the Integrated Design Laboratory (located in Boise), one of the two largest energy efficiency labs in the Northwest.

Professors Mark Warner and Stacey Camp, Sociology & Anthropology, recently led an archaeological dig in Boise’s Basque Block that garnered a large number of fascinating artifacts.

Clinical faculty member Spencer Martin has assumed directorship of the 180-strong marching band, “the sound and pride of Idaho.”

_National Jurist_ magazine ranked U-Idaho’s College of Law 13th nationally among “top law schools” in providing students with clinical opportunities. Other contenders in the rankings were Yale (#1), Stanford (#14) and Harvard (#20).

University of Idaho Library has had a 3rd faculty member selected to participate in the American Library Association’s prestigious Emerging Leaders program.

The annual Hemingway Festival, sponsored by the English Department and CLASS, begins today. U-Idaho’s English Department also publishes the *Hemingway Review*, the world's preeminent journal for Hemingway studies.

The purchase of a new $100,000 piano for the Administration Auditorium was made possible through the combined fundraising efforts of President Nellis and Katherine Aiken, dean of the College of Letters and Social Sciences.

Other noteworthy programs and ongoing achievements:

- National Research Council (NRC) ranks the College of Science’s Geography Department among the top 20 geography graduate programs in the country.
- The College of Natural Resources offers more fire science classes than any other U.S. institution, with more than $2 million in grants.
- Agricultural extension and research faculty provide research support to key agricultural industries and last year worked with more than 400,000 people throughout the state.
- The College of Graduate Studies oversees U-Idaho’s McNair Achievement program, funded by grants from the U.S. Department of Education, with a mission to increase the participation of low-income, first generation, and underrepresented students in doctoral study.
- CLASS leadership in delivering the general education (core) curriculum.
- Interdisciplinary studies, including Waters of the West and IBEST programs.
- College of Business and Economics nationally recognized and widely admired Integrated Business Curriculum (IBC).

These accomplishments and many others demonstrate the need for critical resources, which our “Inspiring Futures” capital campaign will help support. Pledges and gifts have reached the $166 million figure with the goal of the fundraising campaign $225 million by the end of 2014, the University of Idaho’s 125th anniversary year.

Key goals for this year:

- Stabilize the strategic plan in the context of accreditation through the Northwest Commission on Colleges and Universities (NWCCU).
- Move forward with new investments in the University of Idaho, whether through private or state resources.
We began the fiscal year with budget increase from the state after working on a nearly daily basis with the legislature last year.

Number one priority for this year is continued investment in faculty through increases and CEC (change in employee compensation).

- Continue to operationalize initiatives, including developing partnerships, instruction, research and outreach programs with institutions and businesses throughout the U.S.
- Expand WWAMI medical education program from 20 to 25 seats.
- Improve Idaho’s current status as the state with the lowest percentage of students attending college after completing secondary education.
- Continue to develop the College of Law’s (CoL) degree program in Boise by expanding from the current offering of only the 3rd year to include the 2nd year, as well.
- Ongoing commitment to a transformative learning environment by continuing to find ways to integrate dynamic learning activities inside and outside of the classroom.

President Nellis added that all of these goals are tied to the land-grant mission, a mission that was established in 1862 by President Abraham Lincoln with the signing of the Morrill Act. The University of Idaho has been accomplishing this vital mission since its inception in 1889 and the University of Idaho continues to play a crucial role in the state: we are faculty of great excellence and our future holds great promise.

U-Idaho continues to investigate athletic conference opportunities and we are presently negotiating with the Big Sky Conference for Olympic sports. We are exploring independent status for 1-2 years for our football program, while considering other options as well.

President Nellis then opened the meeting to questions.

A faculty member asked what the initial enrollment figures look like for this semester? President Nellis responded that the SBOE has changed its official reporting date for enrollment figures to October 15, which ensures a more accurate count. Early numbers show that U-Idaho is up by 31 freshmen, as of first-day figures. The numbers of transfers and graduate students are down, which is disappointing, but with dual enrollment figures, we expect to be up slightly overall from where we were last year.

There being no further questions, President Nellis thanked the faculty for their excellence and their great contributions to the university and noted that he looks forward to working with them this year. He invited the faculty to join him for refreshments in the courtyard adjoining the auditorium.

Adjournment: Meeting adjourned at 4:34 pm.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary
POLICY COVER SHEET

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

[Office Use Only]

Faculty/Staff Handbook [FSH] X Addition ☐ Revision* ☐ Deletion*
Minor Amendment ☐

Chapter & Title: FSH 5650: FINANCIAL CONFLICTS OF INTEREST IN PUBLIC HEALTH SERVICE RESEARCH FINANCIAL CONFLICTS OF INTEREST IN PUBLIC HEALTH SERVICE RESEARCH (Chapter 5) (Supplements/revises FSH 5600, Financial Disclosure Policy)

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): Polly Knutson, Director, Office of Sponsored Programs
(See please FSH 1460 C)
Name Date
pknutson@uidaho.edu

Policy Sponsor: John K. McIver, Vice President, Research and Economic Development
Name Date
jmciver@uidaho.edu

Reviewed by General Counsel _X_ Yes ____No  Name & Date: _Casey Inge, 8/22/2012______

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.

This policy is intended to replace the emergency version of this policy necessary to comply by, August 24, 2012, with the PHS regulations on Promoting Objectivity in Research (42 C.F.R. 50 and 42 C.F.R. 94) and supersedes application of FSH 5600 to financial conflicts of interest related to PHS-funded research. This version clarifies application of this policy to research funded by private sponsors that have adopted the PHS regulations.

FSH 5600 shall continue to govern financial conflicts of interest related to research funded by the National Science Foundation (NSF). This policy is intended to supplement University policies FSH 3170, University Ethics and FSH 6240, Conflicts of Interest or Commitment

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

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 January 1 or upon expiration of the emergency version of this policy previously approved by the Faculty Senate, whichever occurs sooner.

If not a minor amendment forward to: __________________________

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

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

Track # __________________
Date Rec.: ______________
Posted: t-sheet ______________
h/c ______________
web ______________
Register: __________________
(Office Use Only)
EMERGENCY POLICY

FINANCIAL CONFLICTS OF INTEREST IN PUBLIC HEALTH SERVICE RESEARCH

**PREAMBLE:** This emergency policy is intended to comply with substantial changes in Public Health Service regulations (42 C.F.R. 50 and 45 C.F.R. 94). Further information may be obtained from the Office of Research and Economic Development (208-885-4989).

**CONTENTS:**

A. Financial Conflicts of Interest in Research Policy
B. Policy and Procedure Applicable to Public Health Service Funding
C. Remedies Cumulative
D. Other Law

**A. FINANCIAL CONFLICTS OF INTEREST IN PUBLIC HEALTH SERVICE RESEARCH POLICY.**

**A-1. Purpose.** In order to promote objectivity in research and to foster compliance with federal regulations, the University of Idaho requires Investigators seeking research funding (including but not limited to grants, cooperative agreements, and contracts) from a component of the Public Health Service (PHS) or any other sponsor that requires compliance with PHS regulations on *Promoting Objectivity in Research*, to comply with the following policy on the disclosure of significant financial interests and the management and reporting of financial conflicts of interest. This policy is intended to comply with the PHS regulations on *Promoting Objectivity in Research* (42 C.F.R. 50 and 42 C.F.R. 94) and shall supersede application of FSH 5600 to financial conflicts of interest related to PHS-funded research and research funded by sponsors that mandates compliance with the PHS regulations. FSH 5600 shall continue to govern financial conflicts of interest related to research funded by the National Science Foundation (NSF). This policy is intended to supplement University policies FSH 3170, University Ethics and FSH 6240, Conflicts of Interest or Commitment.

**A-2. Responsible University Authority: Vice President for Research and Economic Development.** The vice president for research and economic development, or designee(s), shall be the university authority who: provides and monitors training of investigators required by federal regulations and/or policy; evaluates all disclosures by investigators made under this policy; determines whether a financial conflict of interest exists; develops and implements a management plan for financial conflicts of interest subject to this policy; performs retrospective review of potential instances of noncompliance with this policy; makes, as required by federal regulation, information on investigator financial conflicts of interest publicly available; and reports, as required by federal regulation, on University determination of the existence of a financial conflict of interest, University implementation of management plan for a financial conflict of interest, University determination of noncompliance, and the results of any retrospective review.

At his or her discretion, the vice president for research and economic development may recommend to the president the establishment of a committee, which shall be regarded as his or her designee under this policy, to fulfill the responsibilities of the vice president established by this policy. Members of such committee shall be nominated by the vice president for research and economic development and appointed by the president.

**A-3. Compliance with Financial Conflicts of Interest (FCOI) Requirements of PHS:**

* a. PHS FCOI Compliance. Any individual who performs, or proposes to perform, research or other activities supported by an awarding component of the Public Health Service or supported by a sponsor that mandates compliance with the PHS regulations, shall be subject to the requirements for the disclosure of significant financial interests and management of financial conflicts of interest set forth in Section B. of this policy. For
purposes of this policy, any sponsor that mandates compliance with the PHS regulations may be treated by the University in the same manner as a PHS awarding component.

b. Subrecipient/Subcontractor Reliance on UI Policy. UI may permit its subrecipients/subcontractors performing PHS-funded research to rely on this policy, when the subrecipient/subcontractor does not have established policies and procedures that comply with PHS regulations (42 C.F.R. 50 and 42 C.F.R. 94). Such reliance shall only be permitted by written authorization of the vice president for research and economic development, or designee, and when the subrecipient/subcontractor meets at least one of the following criteria:

1. subrecipient/subcontractor receives no funding as a prime awardee from PHS awarding component(s);
2. subrecipient/subcontractor receives less than $150,000 annually in subawards/subcontracts for PHS-funded research; or
3. subrecipient/subcontractor has fewer than three (3) PHS-funded subawards.

In the event that subrecipient/subcontractor reliance on this policy is authorized, subrecipient/subcontractor, and any subrecipient/subcontractor employees who meet the definition of Investigator (see B-1 below), shall agree, in writing, to comply with this policy; subrecipient/subcontractor shall be subject to all responsibilities and obligations established for Investigators by this policy.


1. When, because of existing funding and/or proposed research, an individual is subject to both the PHS and NSF FCOI requirements, the PHS requirements set forth in Section B. shall apply.
2. On a case by case basis, and when required by a prime awardee with obligations under PHS regulations, UI may agree to more stringent timeframes for disclosure of PHS SFI and reporting related to PHS FCOI. Investigators subject to more stringent timeframes for disclosure of PHS SFI will be notified by UI and will be responsible for disclosure consistent with such timeframes only with respect the award for which UI has agreed to accept disclosure and reporting standard that differ from those set forth in this policy.

d. Other FCOI Compliance Requirements. Any individual who is not performing, or proposing to perform, research or other activities supported by either PHS, or NSF funding governed by FSH 5600, shall comply with the COI requirements established by FSH 6240 and/or the external sponsor.

B. POLICY AND PROCEDURE APPLICABLE TO PHS FUNDING

B-1. Definitions.

a. Institutional Responsibilities means, solely for the purposes of conflict of interest procedures applicable to PHS funding described in this Section B, the professional activities of an Investigator on behalf of UI, including but not limited to those activities that fall within the responsibility areas identified in FSH 1565-C and/or those activities Investigators are required to report and certify under APM 45.09.

b. Investigator refers to the project director, principal investigator, co-principal investigators, and any other person who is responsible for the design, conduct, or reporting of research funded by a component of the Public Health Service (PHS), including, but not limited to the National Institutes of Health (NIH), the Food and Drug Administration (FDA), Center for Medicare and Medicaid Services (CMS) and the Center for Disease Control and Prevention (CDC). (For a list of PHS components [HHS Operating Divisions] please refer to the FAQs maintained by OSP at www.uidaho.edu/osp/financial-conflicts-of-interest/faqs. In addition to UI faculty members, this definition may apply to staff, postdoctoral fellows, graduate students, and (as authorized by the vice president for research and economic development) subrecipient/subcontractor employees, when they assume independent responsibility for portions of the design, conduct, or reporting, of research of an Investigator’s proposed or funded project, or when they seek, as permitted by University policy, sponsored research funding subject to this policy.
c. Research is a creative endeavor or a systematic investigation, study, or experiment designed to develop or contribute to generalizable knowledge. The term encompasses basic and applied research (e.g., a published article, book or book chapter) and product development (e.g., a diagnostic test or drug).

d. Significant Financial Interest (PHS SFI), solely as it applies to conflict of interest procedures applicable to PHS funding, means:

(1) A financial interest consisting of one or more of the following interests of an Investigator (and those of the Investigator’s spouse, dependent children, and any financially interdependent adult living with Investigator [See e.g. FSH 3705, Expanded Health Benefits]) that reasonably appear to be related to the Investigator’s Institutional Responsibilities:

- With regard to any publicly traded entity, a significant financial interest exists if the value of any remuneration received from the entity within the twelve months preceding the disclosure and the value of any equity interest in the entity as of the date of disclosure, when aggregated, exceeds $5,000. For purposes of this definition, remuneration includes salary and any payment for services not otherwise identified as salary (e.g., consulting fees, honoraria, paid authorship); equity interest includes any stock, stock option, or other ownership interest, as determined through reference to public prices or other reasonable measures of fair market value;
- With regard to any non-publicly traded entity, a significant financial interest exists if the value of any remuneration received from the entity in the twelve months preceding the disclosure, when aggregated, exceeds $5,000, or when the Investigator (or the Investigator’s spouse or dependent children) holds any equity interest (e.g., stock, stock option, or other ownership interest);
- With regard to Intellectual Property rights and interests (e.g., patents, copyrights), a significant financial interest exists upon receipt of income related to such rights and interests.

(2) Any sponsored travel (i.e., that which is paid on behalf of the Investigator and not reimbursed to the Investigator so that the exact monetary value may not be readily available) or any reimbursed travel, related to the Investigator’s institutional responsibilities; provided, however, that this disclosure requirement does not apply to travel that is reimbursed or sponsored by a Federal, state, or local government agency, an institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an institution of higher education.

3) The term significant financial interest does not include the following types of financial interests:

- salary, royalties, or other remuneration paid by UI to the Investigator if the Investigator is currently employed or otherwise appointed by the UI, including intellectual property rights assigned to UI and agreements to share in royalties related to such rights;
- income from investment vehicles, such as mutual funds and retirement accounts, as long as the Investigator does not directly control the investment decisions made in these vehicles;
- income from seminars, lectures, or teaching engagements sponsored by a Federal, state, or local government agency, an Institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an Institution of higher education; or
- income from service on advisory committees or review panels for a Federal, state, or local government agency, an Institution of higher education as defined at 20 U.S.C. 1001(a), an academic teaching hospital, a medical center, or a research institute that is affiliated with an Institution of higher education.

e. Financial Conflict of Interest (PHS FCOI), solely as it applies to conflict of interest procedures applicable to PHS funding, means a Significant Financial Interest that could directly and significantly affect the design, conduct, or reporting of PHS-funded research.
f. **Business** refers to a corporation, partnership, sole proprietorship, trust or foundation, or to any other individual or organization carrying on a business, whether or not operated for profit.

g. **Intellectual Property** means ideas, inventions, technology, creative expression and embodiments thereof in which a proprietary interest may be claimed without limitation, patents, copyrights, trademarks, know-how, and biological materials. (See also FSH [5300](#) and [5400](#))

### B-2. Disclosure and Training

**a. Disclosure.** Prior to the submission of an application for funding from a component of PHS, each Investigator must disclose to UI all PHS SFI, as defined above, or affirm to UI that he or she has no PHS SFI to disclose. Any new Investigator, who, subsequent to the submission of an application for funding from a component of PHS or during the course of research funded by PHS, plans to participate in the proposed or funded research, must disclose any PHS SFI to OSP or affirm that he or she has no PHS SFI promptly and prior to participation in the proposed or funded research.

Each Investigator who is participating in PHS-funded research must submit an updated disclosure of PHS SFI at least annually during the period of the award. Such disclosure must include any information that was not disclosed initially to UI or in a subsequent disclosure of PHS SFI by the Investigator and must include updated information regarding any previously disclosed PHS SFI.

Each Investigator who is participating in PHS-funded research must submit an updated disclosure of PHS SFI within thirty (30) days of the discovery or acquisition of a new PHS SFI.

All required disclosures shall be submitted to UI through the Office of Sponsored Programs (OSP), using the disclosure mechanism made available by OSP and approved by the vice president for research and economic development.

The Principal Investigator or Project Director, upon consideration of an individual’s role and degree of independence in performing the proposed or ongoing PHS-funded research, shall be responsible for identifying to OSP all individuals involved in the research who meet the definition of Investigator.

**b. Training.** Investigators shall complete training on the UI financial conflict of interest policy, Investigator responsibilities with respect to disclosure of SFI, and PHS regulations on *Promoting Objectivity in Research* prior to engaging in any PHS-funded research, at least every four years thereafter, and immediately when any of the following circumstances apply:

- UI revises its financial conflict of interest policies or procedures in any manner that affects the requirements of Investigators;
- an Investigator is new to UI; or
- UI finds that an Investigator is not in compliance with this conflict of interest in research policy, or a management plan developed and implemented pursuant to this policy.

### B-3. Review of PHS SFI Disclosures and Determination of PHS FCOI

The vice president for research and economic development, or designee(s), shall timely review, as required by PHS regulations, all disclosed PHS SFI for funded research projects or for those projects for which UI has been notified by the agency that the application is to be funded, to determine whether the disclosed PHS SFI is related to the PHS-funded research of the disclosing Investigator and, if so, whether the disclosed PHS SFI rises to the level of a PHS FCOI, because it directly and significantly affects the design, conduct, or reporting of the PHS-funded research. With respect to sponsored or reimbursed travel disclosed as PHS SFI (See B-1(a)), the vice president for research and economic development may within the discretion afforded by the PHS regulations, elect to apply to all such disclosed SFI the $5,000 de minimis threshold, when aggregated by entity. The vice president for research and economic development may, at his or her discretion, seek additional information from an Investigator who has made a disclosure of PHS SFI.
B-4. Management of PHS FCOI. If a disclosed PHS SFI is determined to be PHS FCOI, the vice president for research and economic development shall determine the conditions or restrictions to be imposed and implemented as part of a formal management plan in order to manage or eliminate the conflict. Examples of conditions or restrictions that might be imposed include, but are not limited to:

- Public disclosure of financial conflicts of interest (e.g., when presenting or publishing the research);
- For research projects involving human subjects research, disclosure of financial conflicts of interest directly to participants;
- Appointment of an independent monitor capable of taking measures to protect the design, conduct, and reporting of the research against bias, resulting from the financial conflict of interest;
- Modification of the research plan;
- Change of personnel or personnel responsibilities, or disqualification of personnel from participation in all or a portion of the research;
- Reduction or elimination of the financial interest (e.g., sale of an equity interest); or
- Severance of relationships that create financial conflicts.

The vice president for research and economic development shall communicate this determination, and the means that he or she has identified for eliminating or managing the PHS FCOI, to the individual Investigator, the relevant Principal Investigator or Project Director (if applicable), the appropriate unit administrator and/or dean, the UI Committee on Ethical Guidance and Oversight, and, as necessary, the PHS awarding component.

Information regarding the existence and management of PHS FCOI may also be communicated to any University committees responsible for research compliance (including but not limited to the Institutional Review Board, the Institutional Animal Care and Use Committee, and the Institutional Biosafety Committee). Such committees may, consistent with their responsibilities, establish additional requirements with respect to any identified FCOI or may contribute, in satisfaction of their responsibilities related to financial conflicts of interest, contribute to management plans established under this policy.

No expenditures on PHS awards will be permitted until the Investigator has complied with the disclosure and training requirements of this policy and has agreed, in writing, to comply with any plan(s) determined to be necessary for the management of PHS FCOI.

B-5. Access to Information Related to PHS FCOI.

a. Public Access. Prior to expenditure of any funds under a PHS-funded research project, UI shall ensure public accessibility, via a publicly accessible web site or written response to any requestor within five business days of a request, of information concerning any significant financial interest disclosed to the Institution that meets the following three criteria:

1. The significant financial interest was disclosed and is still held by the senior/key personnel as defined by this subpart; and
2. The Institution determines that the significant financial interest is related to the PHS-funded research; and
3. The Institution determines that the significant financial interest is a financial conflict of interest.

Information regarding any PHS FCOI made publicly available by UI, whether by web site or written response, shall include, at a minimum:

- The Investigator’s name;
- The Investigator’s title and role with respect to the research project;
- The name of the entity in which each PHS SFI is held;
- The nature of each PHS SFI; and
- The approximate dollar value of each PHS SFI, in the following ranges:
  - $0-$4,999
b. Reporting to PHS Awarding Component and PHS Awarding Component Access to Information Related to PHS FCOI. Prior to the expenditure of any funds under a PHS-funded research project, UI shall provide to the PHS awarding component a report, compliant with PHS regulations, regarding any Investigator’s significant financial interest found by UI to be conflicting (i.e. PHS FCOI) and the corresponding plan established and implemented by UI to manage the PHS FCOI. With regard to an ongoing PHS-funded research project (including any extension with or without funds), UI shall provide for any PHS FCOI previously reported to a PHS awarding component an annual report that addresses the status of the previously reported PHS FCOI and any changes in the corresponding management plan.

For any PHS SFI that is identified as conflicting subsequent to an initial conflict report made by UI to a PHS awarding component during an ongoing PHS-funded research project (e.g., upon the participation of an Investigator who is new to the research project), UI will provide to the PHS awarding component, within sixty days, an FCOI report regarding the PHS FCOI and will ensure that a management plan has been established and implemented for the identified PHS FCOI.

For any failure to comply with this policy, as described in Section B-6 below, UI shall provide the PHS awarding component a report that describes any retrospective review performed and any mitigation plan established and implemented to eliminate or mitigate bias in the research related to a failure to comply with this policy.

B-6. Failure to Comply with Policy Applicable to PHS Funding and Sanctions.

a. When PHS SFI is not timely disclosed (within thirty [30] days of discovering or acquiring a PHS SFI) by an Investigator, an Investigator fails to comply with a management plan established by UI, or, for whatever reason, PHS SFI was not previously reviewed or, if determined to be PHS FCOI, managed by UI, UI shall within one hundred and twenty (120) days of UI’s determination of noncompliance, complete a retrospective review of the Investigator’s activities and the PHS-funded research project to determine whether any PHS-funded research, or portion thereof, conducted during the time period of the noncompliance, was biased in the design, conduct, or reporting of such research. If bias is found, UI shall develop and implement a plan to eliminate or mitigate the effect of the bias and shall submit a mitigation report, as required by regulation, to the PHS awarding component.

b. Failure to fully and timely disclose all PHS SFI (including but not limited to failure to submit a PHS SFI disclosure report, required updates to such disclosures, or submission of an incomplete, erroneous, or misleading initial, updated, or annual disclosure of PHS SFI), failure to comply with the conditions of a management or mitigation plan, or violations of this policy by an Investigator shall be considered a violation of university policy and regulations and shall result in a formal inquiry and an investigation by the vice president for research and economic development, or designee(s). The vice president for research and economic development, or designee(s), may recommend sanctions such as, but not limited to, the following:

1. disciplinary action up to and including suspension and dismissal;
2. requiring repayment of all financial benefits resulting from such violation;
3. freezing research funds or accounts;
4. rescinding contracts entered in violation of this policy, federal law, or state law;
5. bringing legal action to recover the amount of financial benefit received by an employee as a result of the employee’s violation of this policy;
6. disclosing FCOI in each public presentation of the results of research;
7. requiring an addendum related to FCOI for inclusion in previous publications or presentations.
Formal inquiry and investigation by the vice president for research and economic development, including any recommendations pursuant to such inquiry and investigation, shall not limit, delay, or supersede any actions undertaken by UI, including but not limited to the establishment and implementation of PHS FCOI management or mitigation plans and the reporting of noncompliance, deemed necessary by UI to ensure compliance with this policy and applicable regulations.

**B-7. RECORD RETENTION.** UI, through OSP, shall maintain all records relating to all Investigator disclosures of financial interests and UI’s review of, and response to, such disclosures (whether or not a disclosure resulted in the Institution’s determination of a financial conflict of interest) and all actions under this policy or retrospective review, if applicable, for at least three years from the date the final expenditures report is submitted to the PHS awarding component or, as applicable, for the retention period identified by other applicable federal regulations (including but not limited to 45 CFR 74.53(b) and 92.42(b)).

**C. REMEDIES CUMULATIVE.** The remedies provided and referenced herein are cumulative and shall be deemed to include any other remedies required or provided by applicable state or federal law.

**D. OTHER LAW.** This policy shall be deemed to include all requirements relating to conflicts of interest to which UI is subject under state or federal law. To the extent that requirements and standards under applicable state or federal law are more stringent than those identified in this policy, the more stringent requirements and standards shall take precedence.
NIH Provides Policy Clarification Concerning Disclosure Requirements for Reimbursed and Sponsored Travel - 42 CFR Part 50 Subpart F, "Responsibility of Applicants for Promoting Objectivity in Research for Which PHS Funding is Sought"

**Notice Number:** NOT-OD-13-004

**Key Dates**
**Release Date:** October 18, 2012

**Issued by**
National Institutes of Health (NIH)

**Purpose**

NIH is providing policy clarification concerning Investigator disclosure of reimbursed or sponsored travel under the Final Rule at 42 CFR Part 50 Subpart F, “Responsibility of Applicants for Promoting Objectivity in Research for Which PHS Funding is Sought.”

Consistent with NIH’s March 2012 policy clarification concerning disclosure requirements for reimbursed and sponsored travel (See Frequently Asked Questions E.1, posted on NIH’s Office of Extramural Research, Financial Conflict of Interest (FCOI) Web site), Investigators who are planning to participate in PHS-funded research must disclose their Significant Financial Interests (SFIs) over the previous twelve-month period to their Institution no later than at the time of application for PHS-funded research. As with other SFIs defined in 42 CFR 50.603, the Investigator must disclose his/her interests, as well as those of the Investigator’s spouse and dependent children, that reasonably appear to be related to the Investigator’s institutional responsibilities.

During the rule making process, we considered how to best balance the need for the Institution to have information on an Investigator’s reimbursed or sponsored travel versus the added burden on the Investigator to disclose the value of travel reimbursements. Particularly in the case of sponsored travel, which is paid on behalf of the Investigator, the exact monetary value may not be readily available to the Investigator. The Final Rule, therefore, does not require Investigators to disclose the monetary value of the sponsored or reimbursed travel; rather, it is the Institution’s responsibility to determine upon review if further information, such as the monetary value of the travel, is needed. Accordingly, the Final Rule does not impose a general requirement to apply the de minimis threshold to all reimbursed or sponsored travel disclosure. With that said, in response to requests for further clarification, we want to make clear that Institutions may, within the discretion afforded by the Final Rule, impose the $5,000 de minimis threshold to reimbursed or sponsored travel disclosure in their institutional policies which specify the disclosure details. For example, consistent with the requirement for other types of financial interests within the regulatory definition of SFI, Institutions could apply the de minimis threshold when aggregated per entity. Disclosure of reimbursed or sponsored travel is also subject to the exclusions described in 50.603(3). However, it remains NIH’s position that Investigators must disclose their SFIs, including reimbursed or sponsored travel, no later than at the time of application over the previous twelve-month period (initial disclosure), which is also the same disclosure requirement that applies to all other SFIs. The initial disclosure of SFIs over the previous twelve-month period provides baseline information that allows Institutions to take into account whether Investigators have an ongoing financial relationship with an entity providing a payment or reimbursement or whether the payment or reimbursement was limited in duration. Once Investigators have made their initial disclosure, they are required to update their disclosures within 30 days of discovering or acquiring a new SFI and annually during the period of award. We believe that these disclosure requirements provide Institutions with a comprehensive understanding of an Investigator’s SFIs related to the PHS-funded research project.

In addition to this Notice, NIH will post and update FAQs on the NIH Office of Extramural Research, Financial Conflict of Interest Web site for reference by the grantee community to capture the clarification provided.
Inquiries

Please direct all inquiries to:

Division of Grants Compliance and Oversight
Office of Policy for Extramural Research Administration
Office of Extramural Research
National Institutes of Health
6705 Rockledge Drive, Suite 350
Bethesda, MD 20892
Telephone: (301) 435-0949
FAX: (301) 435-3059
Email: FCOICompliance@mail.nih.gov

Weekly TOC for this Announcement
NIH Funding Opportunities and Notices

NIH . . . Turning Discovery Into Health

Note: For help accessing PDF, RTF, MS Word, Excel, PowerPoint, Audio or Video files, see Help
   Downloading Files.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)

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

Chapter & Title: Chapter 3: 3820 Ombuds Office

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): Ellen Schreiber
(Please see FSH 1460 C)
Name Date
Telephone & Email: 208-885-7668 schreibr@uidaho.edu

Policy Sponsor: (If different than originator.) Doug Baker
Name Date
Telephone & Email: 208-885-7919 dougbaker@uidaho.edu

Reviewed by General Counsel _X_ Yes ____No Name & Date: ___ C.H. Graham ______________

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 Ombuds serve at the pleasure of the President and are evaluated and reviewed by the President; however, the delegation to the Provost was inserted into policy (2005) creating a double reporting line. In addition, changes have been introduced that are consistent with practice standards in the field.

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

None – clarification of reporting line only.

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

None

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: ____________________________________________

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

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

Track # ______________
Date Rec.: ______________
Posted: t-sheet ______________
h/e ______________
web ______________
Register: ______________
(Office Use Only)
PREAMBLE: This section describes the office and duties of the Ombuds Office. Under its original title, “Faculty Ombudsman,” it was added to the Handbook in July of 1992 and, as its title suggested, was restricted to faculty. In July 1999 the section was rewritten, and retitled, so as to include the entire university community. In July 2005 the section was revised to reflect national standards of practice and current terminology. In 2009 the section was again revised to include students. Unless otherwise noted, the text is as of July 1999. More information may be obtained from the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-05, 1-09]

CONTENTS:
A. Introduction
B. Duties of the Ombuds Office
C. Qualification and Nature of the Appointment
D. Nomination and Selection Process
E. Evaluation and Renewal

A. INTRODUCTION.
A-1. The establishment of an ombuds office is predicated on the following premises: (1) disagreements are inevitable in human organizations; (2) unresolved conflict inhibits productive enterprise and disrupts interpersonal relationships; and (3) an impartial third party may afford insights and informal processes for conflict resolution. [rev. and ren. 7-99, rev. 7-05]

A-2. The office is staffed by two ombuds: one ombuds that is an exempt position, and may also include one part-time position appointed from the tenured faculty ranks, and one part-time exempt position. Both ombuds report to the provost/president. [add. 7-99, rev. 7-05, 1-09]

A-3. The office provides a voluntary, informal mechanism to facilitate communications between individuals in dispute, to help clarify issues involved, and to suggest avenues for dispute resolution. Alternative avenues for resolving conflicts are available through other university offices and resources (e.g., Human Resources, Office of the Dean of Students, University Residences, Counseling and Testing Center and the Employee Assistance Program). The office’s role complements existing formal procedures. The processes initiated by the office do not substitute for or become part of other institutional processes. Individuals retain their right to use any formal procedures ordinarily available to them [see FSH section 3.8]. Ombuds are not authorized to accept notice on behalf of the university, and contact with the office does not constitute nor is it regarded as notice to the university. [rev. and ren. 7-99, rev. 7-05]

A-4. The ultimate success of the office is highly dependent on the assurance of impartiality, independence, informal processes and procedures, confidentiality, accessibility, expertise in mediation, and integrity. The environment in which an ombuds can be effective is one where administrators, faculty, staff and students recognize and respect the appropriateness and usefulness of the ombuds’ role in enhancing the goals of the individual members of the university community. [rev. 7-05, 1-09]

A-5. The university prohibits any employee from discouraging or limiting another employee or student from accessing the office, or intimidating, threatening, coercing, retaliating, or discriminating against any individual because that individual raised an issue or participated in dispute resolution through the office. [see 3810]. Employees will be allowed reasonable time away from work to access the office. The university also prohibits any employee or student from, intimidating, threatening, coercing, retaliating, or discriminating against the ombuds, or their staff for performing the duties of the office. [rev. and ren. 7-99, rev. 7-05, 1-09]
B. DUTIES OF THE OMBUDS OFFICE.

B-1. The ombuds listens to concerns of any employee or student at the UI and uses informal means to facilitate resolution of disputes. The ombuds do not act as advocates for a single party. Rather, they seek to find a reasonable and equitable solution for all parties to a problem or conflict situation in pre-mediation. Any employee or student in the UI community can bring a concern to the office, so long as it relates to the role and experiences of the workplace or university life. [rev. 7-99, 7-05, 1-09, ed. 7-01]

B-2. The office conducts discussions, makes inquiries and keeps quantitative identifying information about caseloads in a confidential manner, and is discreet in dealing with comments or inquiries from those not involved in the dispute or its resolution. With respect to confidentiality, all contacts, conversations, and information exchanged with the office are confidential to the fullest extent allowed by law, unless release is authorized by all parties involved as well as the involved ombuds person. There are limits to confidentiality, such as when necessary to protect someone from harm, or as otherwise required by law. No case records, documents, or copies of documents are kept, unless doing so is legally mandated. Working notes, which are regarded as confidential and ephemeral, are shredded along with documents at approximately two week intervals or at the conclusion of a case, whichever comes first, unless retaining these documents is legally mandated. In order to preserve the confidentiality and impartiality so essential to the successful conduct of the ombuds function, the standards and practices of the profession preclude participation by ombuds staff as witnesses in formal proceedings on or off campus, unless subject to a subpoena or other order from a court of competent jurisdiction. [rev. 7-99, 7-05, 1-09]

B-3. The office is impartial and its primary purpose is to help employees and students find resolutions to problems affecting or involving them. The office is well versed in the policies, procedures, and processes that exist at the university for handling complaints or concerns. The office will listen to the concern, make appropriate inquiries, involve appropriate other parties, make suggestions to the employee(s), student(s) and other parties involved (including but not limited to formal and informal procedures that could be used), and conduct mediation as needed. The office has the authority to make reasonable arrangements for meetings of appropriate people involved in a dispute to try to achieve a resolution. Ombuds may attend these informal meetings to help facilitate communication among the parties through mediation. Ombuds may serve as designated neutral observers at formal meetings and may provide recommendations regarding processes and procedures. [rev. 7-99, 7-05, 1-09]

B-4. The role of the office is not to make judgments on the merits of a particular situation or complaint, but rather to create an environment in which the individual concerned and the others directly involved come to a clearer understanding of the situation and reach reasonable and mutually satisfying agreements. The office is neither an advocate for any party nor a final judge of a situation, rather it facilitates a resolution determined by the parties. In specific instances, the ombuds may offer opinions and recommendations and may comment on a process or procedure when they believe it is not functioning well. [rev. 7-99, 7-05, 1-09]

B-5. The ombuds staff will have access to the Office of General Counsel for legal counsel and representation. Upon request by the ombuds staff to the Office of General Counsel, the university may provide access to independent counsel for their consultation and representation. [add. 7-05, ed. 1-09]

B-6. The ombuds are encouraged to comment on policies, procedures, and processes with an eye to positive future change. These observations should be shared with the administrators and bodies with jurisdiction over those policies, procedures, and processes. The ombuds author an annual report including aggregate data on the types of matters handled and narrative reflecting the character of the year’s activities. The report is submitted to the president, provost, faculty senate, and staff affairs committee on or before September 30 of each year. The annual report and other educational programs are means for proffering advice and comment on policies and procedures. [rev. 7-99, 1-10, rev. and ren. 7-05]

C. QUALIFICATIONS AND NATURE OF THE APPOINTMENT.

C-1. The ombuds will be an exempt position appointed by the president. A second ombuds may be selected
from among the tenured faculty at the UI (a faculty member in a non-tenure track position, or who has not achieved tenure, may be considered for the position under exceptional circumstances). Another ombuds will be an exempt staff position. Both serve at the pleasure of the president, but considerable independence and autonomy, confidentiality, impartiality, and informality are afforded to ensure the ombuds’ effectiveness in keeping with national standards for the office. The ombuds positions are part time. The term of service is for 2 years and is renewable upon evaluation and review by the president. The terms of the ombuds will be staggered so as to ensure there is always an experienced incumbent in the office. [rev. 7-99, 7-05, 1-09]

C-2. The qualifications of the successful candidate for ombuds should include:

   a. excellent communication and interpersonal skills,
   b. characteristics which lend themselves to facilitating problem solving,
   c. demonstrated ability to handle confidential information and use discretion in sensitive matters,
   d. demonstrated experience in mediation and conflict resolution processes,
   e. respect of his or her colleagues for professionalism and integrity,
   f. familiarity with university policies and procedures, especially those pertaining to grievances and records. [rev. 7-99, 1-09, ed. 7-05]

D. NOMINATION AND SELECTION PROCESS.

D-1. Ombuds selection.

   a. The chair and vice chair of the Faculty Senate propose to the council for appointment two Faculty Senate members to serve on a nine-member ombuds committee. The chair and vice chair of the Staff Affairs Committee (Staff Affairs) propose two Staff Affairs members to the Staff Affairs for appointment. The president and vice president of ASUI select two students, one graduate and one undergraduate. The committee is composed of the provost, the director of Human Resources, the six aforementioned members and the outgoing ombuds (without vote), and has the responsibility for nominating people for the ombuds position. [rev. and ren. 7-99, ed. 7-05, rev. 1-10]

   b. The advertisement is drafted by the committee and reviewed and approved by the president. The committee advertises the position, accepts and solicits applications and nominations, and interviews candidates. The committee functions in a confidential manner. [rev. and ren. 7-99]

   c. The committee provides a list of at least two nominees to the Faculty Senate, Staff Affairs and ASUI, forwards the list to the president along with a portfolio and statement of rationale for each nominee. The president reviews the files and interviews the nominees. The president selects the ombuds from that list. [rev. and ren. 7-99, rev. 7-05, 1-10]

E. EVALUATION AND RENEWAL.

E-1. Ombuds review. The president conducts an annual review of the ombuds. During the latter half of the second year of each two-year term, an in-depth evaluation is conducted by the president. Included in the evaluations are assessments by the provost, the Faculty Senate, Staff Affairs, ASUI and a self-evaluation by the ombuds. These confidential evaluations are submitted to the president for review and discussion with the incumbent by February 15 in the second year of service. Renewal of the appointment of the exempt ombuds and renewal of the ombuds will be based on these evaluations and requires mutual consent of the Faculty Senate, Staff Affairs and the president. [rev. and ren. 7-99, ed. 7-06, rev. 7-05, 1-10]
PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under ‘G. Temporary Faculty’ moved to ‘D. University Faculty’ as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12]

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

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

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor\(^1\) is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship\(^2\), outreach, and service. The rank will be held for the remainder of the recipient’s active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly

\(^1\) As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor’s name may be added to the title. [ed. 7-12]

\(^2\) Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.
fields at the University. University Distinguished Faculty will receive a stipend of at least $5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President. [add. 7-10, rev. 7-12, 8-12]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member’s primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has
a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

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

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

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

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

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

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

f. Appointment.

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

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

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

F-2. no changes from here on.
(FSH 3320)
ANNUAL PERFORMANCE EVALUATION FORM 1: EVALUATION OF FACULTY
(INCLUDES DISCLOSURE OF CONFLICTS FSH 6240)
(Confidential) [ed. 106-102]
For Period of Review: January thru December ___

Name: ____________________________________  Evaluator(s): ____________________________________

Unit(s): ____________________________________  ____________________________________

Administrative Title (if applicable): ____________________________________

Employee V#: ____________________________

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

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

**Scoring Example:**

<table>
<thead>
<tr>
<th>PD%</th>
<th>Numeric Score</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Advising 50%</td>
<td>4</td>
<td>.50 x 4 = 2.0</td>
</tr>
<tr>
<td>Scholarship 35%</td>
<td>2</td>
<td>.35 x 2 = .7</td>
</tr>
<tr>
<td>Outreach &amp; Extension 10%</td>
<td>3</td>
<td>.10 x 3 = .3</td>
</tr>
<tr>
<td>Univ. Service &amp; Leadership 5%</td>
<td>3</td>
<td>.05 x 3 = .15</td>
</tr>
</tbody>
</table>

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

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

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

Unit Administrator Signature/DATE

Unit Administrator (joint appointments if applicable)/DATE

Faculty Comments:

Faculty Signature/DATE

Dean Signature/DATE

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

Second Faculty Signature (if applicable)/DATE

FSH 6240 Required Disclosure of Conflicts

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

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

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

Your signature below certifies that you have reviewed FSH 6240 regarding disclosure of conflicts, and that the information that you provide regarding disclosure of any conflict is accurate to the best of your knowledge as of the date of this document, and you commit to providing an update if a material change occurs in the information you have provided.
Subsections

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

Only committees with changes are included.
administrative officers in identifying and ensuring compliance with applicable laws, regulations and best practices, as well as regents’ policy.

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

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

1640.28
COMMITTEE ON COMMITTEES

A. FUNCTION.

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

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

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

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

1640.56
INTELLECTUAL PROPERTY COMMITTEE

A. FUNCTION.

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

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

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

1640.87
TEACHING AND ADVISING COMMITTEE

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

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

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

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

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

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

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

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

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

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

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

1640.89 UNIVERSITY COMMITTEE FOR GENERAL EDUCATION

A. FUNCTION.

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

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

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

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

[Information on the University Core Curriculum can be accessed at the core website: http://www.uidaho.edu/class/core] [ed. 11-11]
1640.91 UNIVERSITY CURRICULUM COMMITTEE

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

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

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

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

B. STRUCTURE. One faculty member from each college except Law and Graduate Studies, of whom at least one must be a member of the graduate faculty and at least one of whom must have experience in an interdisciplinary area; one faculty member at large, one faculty member from the library, two upper-division undergraduate students; one graduate student; and the following without vote: vice provost of academic affairs, registrar, secretary of the faculty (or their designees), and the Core Director of General Education as a non-voting member of the University Curriculum Committee. To assure a quorum alternates for the faculty positions are appointed by the chair of the University Curriculum Committee from a list of those who have previously served on the Committee from that college. If there should be no such alternates available from a particular college, the chair of that college’s curriculum committee is the designated alternate. [rev. 7-98, 7-06, 7-08, 7-10, ed. 8-12]

1640.94 UNIVERSITY MULTI-CAMPUS COMMUNICATIONS COMMITTEE

[Created 2009]

A. FUNCTION.

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

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

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

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

B. STRUCTURE AND MEMBERSHIP. Secretary of the Faculty who serves as chair, one faculty member who resides at the Moscow campus, the Executive Director of Information Technology or designee (w/o vote), and one faculty member from each designated remote site (see FSH 1540 A-1) who serves as the secretary’s delegate at faculty meetings. [rev. 7-98, 7-06, 7-08, 1-09, ed. 8-12]
selected. Committee members are appointed by the university's Committee on Committees and serve a three-year period.

[rev. 8-12]
Faculty members in biological & agricultural engineering hold joint appointments in agriculture and engineering. For representation on Faculty Senate, they are included in the engineering constituency.
POLICY COVER SHEET
(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
[3/09]

<table>
<thead>
<tr>
<th>Faculty/Staff Handbook [FSH]</th>
<th>□ Addition □ Revision* □ Deletion* □ Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter &amp; Title:</td>
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<tbody>
<tr>
<td>Chapter &amp; Title:</td>
<td>50.16 Criminal Background Check Procedures for Job Applicants, Employees and Volunteers</td>
</tr>
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</table>

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

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

<table>
<thead>
<tr>
<th>Originator(s): Greg Walters 9/5/2012</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>885-3478 <a href="mailto:gregwalters@uidaho.edu">gregwalters@uidaho.edu</a></td>
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<tr>
<th>Policy Sponsor: (If different than originator.)</th>
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<tr>
<th>Reviewed by General Counsel</th>
<th><strong>Yes</strong> <strong>X</strong> No (only briefly discussed with Kenton)</th>
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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 is to respond the President Nellis’ requirement to conduct background checks in significantly more circumstances than present. Additional changes include shortening the title, reflecting our imminent move to online background check requests and to better comply with the Equal Employment Opportunity Commission in how background checks are evaluated and applied.

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

Approximate increase of $40,000 in background check fees charged back to departments and one additional staff person (level H) – dollar amount is in development.

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

FSH 3065  APM 50.01 and 50.02. All three refer to APM 50.16.

IV. **Effective Date:** This policy shall be effective immediately upon final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: ________ Kent Nelson __________________________

---

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

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

APM
F&A Appr.:  
[Office Use Only]

Track # _____________
Date Rec.: _____________
Posted: t-sheet  
h/c  
web  
Register: _____________  
(Office Use Only)
A. General. Criminal background checks confirm an individual’s suitability relative to the requirements of their employment or volunteer service at the University of Idaho (UI). The UI requires criminal background checks on the successful candidate(s) for each faculty (including temporary faculty) and staff position recruitment, internal or external. UI also requires criminal background checks for non-student hourly employees (temporaries), student workers, interns and volunteers if their work will involve significant contact with minors and also recommends checks for individuals considered for positions where the hiring authority determines the work to be security-sensitive, or positions where the work has been deemed security sensitive by the Assistant Vice President for Human Resources or designee. UI will conduct criminal background checks on current employees as required for reclassifications and promotions that involve an individual potentially hired or moving into a position considered security sensitive. Security sensitive may include access to restricted facilities, resources, finances, data, confidential information or research as determined by the hiring authority, including volunteers, for positions that are listed as being subject to a criminal background check. The positions listed in Appendix A (Job Titles Subject to Criminal Background Checks) currently are subject to criminal background checks. These positions involve significant contact with minors or have been deemed security sensitive by the Assistant Vice President for Human Resources or designee. This list is not exhaustive, and the University reserves the right to add or delete positions at any time without prior notice.

B. Procedures for Criminal Background Checks on Candidates. Effective immediately, the University will conduct criminal background checks on the successful candidate(s) for each faculty and staff position recruitment, internal and external and every potential new employee or volunteer when their work involves significant contact with minors. Hiring authorities may and are encouraged to request criminal background checks for non-student hourly employees, student workers, interns, volunteers, reclassifications and promotions that involve an individual potentially hired or moving into a position considered security sensitive.
B-1. **Required Notification of Criminal Background Checks.** All advertisements, notices, and postings for positions listed as requiring a background check will state: “This position is subject to the successful completion of a criminal background check.” Successful candidates for these positions will be offered the position contingent on a satisfactory criminal background check. No candidate for a position requiring a background check shall commence employment until a satisfactory criminal background check has been received.

For volunteer positions and other positions for which a search was not necessary or waived, for example a change in position description, reclassification, promotion, or exception to search, the hiring authority will notify the individual candidate in writing of the criminal history background check requirement prior to offering the position. The candidate must not begin the new responsibilities until satisfactory results are received by Human Resources. [add. 10-07]

B-2. **Required Authorization for Criminal Background Check.** The hiring authority will contact HR by email at crimcheck@uidaho.edu to request a background check on the final candidate(s) including: candidate(s) name, email address; position title/position number; and job vacancy announcement number. HR will contact the candidate(s) via email to initiate the background check. The candidate submits his or her personal information at a secure website and electronically signs the Disclosure to Consent form. The candidate will receive a summary of rights under the Fair Credit Reporting Act (FCRA). Once the candidate has submitted his or her personal information and electronically signs the Disclosure and Consent form, the background check will be ordered. The third party consumer reporting agency will provide the background check results to HR. Upon receipt of the information pertaining to the background check, HR determines if the individual meets the criteria for the position and will notify the hiring authority by email. All candidates being considered for positions requiring criminal background checks will be presented with the Disclosure for Criminal History Background Check to read and sign (Disclosure Form). The hiring authority will give the candidate a copy of the signed form and keep the original. In addition, candidates will complete the Authorization for Criminal Background Check (Necessary Forms). Once an offer has been made, the hiring authority will forward this form to the University’s Human Resources (HR). Based on the information provided by the individual, HR will submit the form to a designated consumer reporting agency or appropriate state police office for a criminal background check.
Costs associated with criminal background checks will be charged to the hiring unit.

B-3. **Contingent Offer of Employment.** If circumstances require that a job offer be made quickly to a candidate, prior to the completion of the background investigation, the offer must be in writing and include the following statement: “This offer is contingent upon the completion of a satisfactory criminal background investigation.” Although the offer may be made, the employee may not begin work in any capacity, including attending New Employee Orientation, for the University without a completed satisfactory background investigation.

B-4. **Prior Criminal Background Check Qualifies.** If the candidate has had a criminal background investigation completed by the UI within the last 12 months and the results are satisfactory for the position for which s/he is applying, a subsequent investigation may be waived at the discretion of the Executive Director for Assistant Vice President for Human Resources or designee. If the candidate can show satisfactory results of a check completed by another employer within the last 6 months, that covers all the current places of residence, those results may be used at the discretion of the Assistant Vice President for Human Resources or designee. [rev. 10-07]

B-5. **Day Care Centers Must Comply with I.C. § 39-1105.** This policy does not apply to employees or volunteers at day care centers who have direct contact with children. These individuals are subject to the criminal history check procedures set forth in I.C. § 39-1105, which are conducted by the day care centers in conjunction with the appropriate state agencies.

B-6. **UI College of Agricultural and Life Sciences Unique Requirements.** The University’s College of Agricultural and Life Sciences (CALS) has implemented its own criminal background check procedures for volunteers who have significant contact with minors. Students and volunteers of CALS may be subject to additional screening requirements pursuant to that policy. [rev. 10-07]

C. **Procedures for Criminal Background Checks for Security Purposes.** If the Executive Director Assistant Vice President for Human Resources has reasonable grounds to believe that an employee or volunteer may represent an immediate threat to the safety and security of the University community or to the public, s/he or designee may conduct a criminal background check through the Idaho State Police or other appropriate agency. The written
authorization of the employee to conduct this check will be obtained in most cases; however, circumstances may exist in which obtaining a written authorization is not possible or feasible, in which case a limited background check through the Idaho State Police or other appropriate agency may be done. Any information obtained through this process will be used solely for the purpose of maintaining the safety and security of the UI community and will be shared strictly on a "need to know" basis.

D. Results of Criminal Background Checks. If the criminal background check identifies convictions, with the exception of D-1 below, determinations of suitability for employment will be based on factors that include the nature and details of the conviction, the length of time that has passed since the conviction, how the crime relates to the job in question, evidence of rehabilitation and other factors. When current employees with convictions are considered for new positions or potentially reclassified or promoted into a security sensitive position, the Executive Director for Human Resources or designee, in consultation with the hiring authority, will determine whether to exclude the candidate or initiate potential personnel action against a current employee. If these cases, the Executive Director for Human Resources or designee, in consultation with the Risk Management Officer and Unit Manager, will determine what personnel action if any, should be taken. In making this determination, the following factors should be taken into consideration: the nature and details of the conviction, the length of time that has passed since the offense occurred, how the crime relates to the individual’s job responsibilities, and any evidence of rehabilitation. The Executive Director for Human Resources may ask for a written explanation of the offense from the employee.

D-1. Disqualifying Employment Convictions. For positions involving significant contact with minors, a record of any of the following convictions will result in automatic exclusion of the candidate or termination of a current employee:

i) Conviction of any crime against a child or vulnerable adult (including but not limited to child abuse, abandonment, neglect, and statutory rape);

ii) Conviction of any crime of violence;

iii) Conviction of any crime of a sexual nature, including but not limited to lewd conduct, sexual battery, sexual exploitation, rape, and statutory rape;
iv) Conviction of any crime involving unlawful use or possession of an unlawful weapon or firearm.

D-2. "Convictions" Defined. For purposes of this policy, the term "conviction" will be interpreted broadly and will include pleas of no contest, deferred adjudications, and similar dispositions. If a criminal history report indicates pending criminal charges that, if a conviction resulted, would result in exclusion from employment, the candidate will be excluded from employment until final disposition of the charges.

E. Communication of Results and Employee Rights

E-1. Consumer Reporting Agency. Procedures when the report has been provided by a consumer reporting agency (e.g., PeopleWise).

i) If a determination has been made that a candidate should be excluded, or that adverse action should be taken against a current employee, based on an unsatisfactory criminal background check, HR shall, prior to taking any adverse action against the individual, provide a Pre-Adverse Action Disclosure that (1) notifies the individual in writing of the unsatisfactory result, (2) provides the candidate or employee with a copy of the report, and (3) provides the candidate or employee with a written description of his or her rights under the Fair Credit Reporting Act.

ii) After the adverse action has been taken, HR will provide the candidate with an Adverse Action Notice, which includes (1) the name, address, and phone number of the consumer reporting agency that supplied the report; (2) a statement that the consumer reporting agency that supplied the report did not make the decision regarding the adverse action and cannot provide the reasons for the adverse action; and (3) a notice of the individual's right to dispute the accuracy or completeness of any information the agency has furnished, and his or her right to an additional free consumer report from the agency upon request within 60 days.

iii) A candidate or employee who has received an initial unsatisfactory result and who has sought correction of his or her report under the Fair Credit Reporting Act is not eligible for a listed position until the Executive Director Assistant Vice
President for Human Resources or designee has confirmed the correction and determined that the result is satisfactory. The University has no obligation to hold a position open to allow a candidate or employee to correct his or her report.

E-2. Government Reporting Agency. Procedures when the report has been provided by a governmental agency (e.g., Idaho State Police) are as follows:

i) If a decision has been made to exclude a candidate, or initiate action against a current employee, based on an unsatisfactory background check, HR shall (1) notify the individual in writing of the unsatisfactory result, and (2) provide the candidate or employee with a copy of the report.

F. Record Keeping. Criminal history information collected under this policy shall be kept electronically with the third party vendor in a confidential file within Human Resources. The information will be used solely for the purpose of maintaining the safety and security of the University of Idaho community and will be disclosed only as permitted or required by law. [rev. 10-07]
UNIVERSITY COMMITTEE FOR GENERAL EDUCATION

A. FUNCTION.

A-1. Perform on-going review and assessment of the core curriculum. Within the framework adopted by the faculty, University Committee for General Education serves as the curriculum body for general education by soliciting and approving establishes criteria for the solicitation, initial approval, and assessment of proposals and courses to be included in the Core Curriculum. The committee also engages in program review and makes recommendations for the continuous refinement of general education in conjunction with the Director of General Education and the Assistant Director of Institutional Research and Assessment. Recommendations for change will be forwarded to UCC, Faculty Senate, and the general university faculty. For information and/or action, in the program will be directed to UCC for possible approval by the Senate and faculty. [rev. 4-11]

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

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

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

[Information on the University Core Curriculum General Education can be accessed at the core-general education website: http://www.uidaho.edu/class/corehttp://www.uidaho.edu/class/general-education] [ed. 11-11]

B. STRUCTURE AND MEMBERSHIP. Director of General Education (w/o vote), College of Letters, Arts and Social Sciences Dean, or designee (w/o vote), College of Science Dean, or designee (w/o vote), Registrar, or designee (w/o vote), Assistant Director of Institutional Research & Assessment, or designee (w/o vote), and a minimum of 12 faculty members selected by the Committee on Committees, one of whom serves as chair, and two undergraduate students, appointed by ASUI, representing different colleges. The faculty members shall include at least one member from each college (except Graduate Studies and Law), and shall represent faculty involved in Core Discovery courses, Integrated Science courses, natural and applied sciences, humanities, and social sciences. In addition, a member of the Library faculty may be appointed the Colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, and Natural Resources and from the Library, and two members from the Colleges of Letters, Arts, and Social Sciences and Science. The student members shall also be chosen to represent two different colleges. [rev. 7-06, 7-08, 7-10, ed. 8-12]
Transfer, Correspondence Study, Non-degree Credit, and Over-aged Credit Limitation. The combined total of transfer credits, correspondence credits, non-degree credits, credits moved from an undergraduate transcript that were not used toward an undergraduate degree, and approved credits more than eight years old at the time the degree is awarded shall not exceed 12 credits for master's programs designated as requiring 36 or fewer credits, and shall not exceed one-third of the total credits in designated programs requiring more than 36 credits. The student's program may set a lower limitation. Credits can be transferred to UI, with the consent of the student's committee and the dean of the College of Graduate Studies, only if the institution from which the course credits are being transferred has a graduate program in the course's discipline or, should there be no graduate program in the course's discipline, if an exception has been granted by the dean of the College of Graduate Studies. All credits used toward graduate degrees must be from regionally accredited American institutions or from non-US institutions recognized by the appropriate authorities in their respective countries. Transfer credits are subject to all other Graduate College rules and regulations. Also refer to Subsequent Graduate Degree section.

Rationale: Currently, students are allowed to use up to 9 credits that were not used toward an undergraduate degree. This change would include these credits under the “12 credits rule” and treat them the same as other pre-graduate matriculation credits.
TO: University Curriculum Committee  
FROM: Office of the Registrar  
RE: 2013-2014 Final Examination Schedules  
DATE: September 19, 2012

Note: These are being presented to the University Curriculum Committee as an informational item.

**Final Examination Schedule**  
**Fall 2013-14**

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

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

<table>
<thead>
<tr>
<th>Examination</th>
<th>Monday December 16</th>
<th>Tuesday December 17</th>
<th>Wednesday December 18</th>
<th>Thursday December 19</th>
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Students with more than two finals in one day are permitted, at their option, to have the excess final(s) rescheduled to the conflict period or at a time arranged with the instructor of the course. Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time. Online classes, which have in person finals, will have the final examination the Saturday following the final exam week. For courses starting on the hour, final examinations should be scheduled using the earlier half-hour start time.

Final Examination Schedule
Spring 2013-14

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

BETWEEN THE UNIVERSITY OF IDAHO COLLEGE OF LAW
AND
THE UNIVERSITY OF IDAHO PROFESSIONAL SCIENCE MASTERS GRADUATE PROGRAM

TO ESTABLISH A CONCURRENT JD/PSM DEGREE

Effective Spring 2013

Introduction:

With this agreement, the University of Idaho College of Law (henceforth the “College of Law”) and the University of Idaho Professional Science Masters Program within the University Wide Programs reporting structure (henceforth the “PSM Program”) form a concurrent degree agreement wherein students can be concurrently admitted to the College of Law and the PSM Program. Students concurrently enrolled may take courses in the College of Law and the PSM Program, enabling them to earn both the Juris Doctor (“J.D.”) and Professional Science Masters (“PSM”) degrees.

Except as otherwise provided in this agreement, each degree program continues to operate separately, maintaining its own academic standards. A student must satisfy the requirements of each college, as well as the requirements of the Concurrent J.D./PSM program as outlined in this agreement, to receive both degrees. Students are subject to all policies and procedures outlined in the College of Law’s Student Handbook, the College of Law Honor Code, the PSM Graduate Student Handbook, the University of Idaho Student Code of Conduct, and the University of Idaho’s Catalog, except as noted herein.

1. Administration:

The Associate Dean for Students and Administration (or designee) in the College of Law (the “Law Associate Dean”) and the PSM Program Director serve as “Program Advisors” and administer the concurrent program. The Program Advisors are responsible for overall coordination of the concurrent program and for providing advice and recommendations to the deans and faculty of both colleges and programs concerning curricular issues and operations. Each Program Advisor administers her/his respective separate degree requirements and serves as a liaison to her/his respective college or program for notices and updates to this agreement.
2. **Admission:**

A student must apply separately and be admitted to both the College of Law and the PSM Program in order to be eligible for this Concurrent Program. In addition, the student must be accepted by the College of Law and College of Graduate Studies for admission to the Concurrent Program. A student may apply for admission to the Concurrent Program at any time prior to receipt of either degree. However, we recommend students either (1) obtain admission to both the J.D. and the PSM Programs prior to beginning either program, or (2) apply to the PSM Program and the Concurrent Program during their first year of law school.

3. **Tuition and Fee Policies:**

Students pay normal tuition and fees to the University of Idaho.

During the first three years of study in the Concurrent Degree Program, students pay the additional law student professional fee but do not pay the PSM student professional fee.

During all subsequent years of study in the Concurrent Degree Program, students pay the additional PSM student professional fee, if any, but do not pay the law student professional fee.

The Law Associate Dean will coordinate with the Registrar to ensure that the law student professional fee is not assessed after the third year of the program.

4. **Course of Study:**

A student enrolled in the Concurrent Program may commence studies in either the College of Law or the PSM Program, but no credits earned in the PSM Program prior to the completion of the first year of study in the College of Law will apply towards the J.D. degree. This limitation is required by American Bar Association accreditation standards and cannot be waived.

Up to twelve (12) PSM graduate school credits are allowed towards the J.D. degree. To receive this credit, a student must receive a grade of B or higher in a course approved by the Law Associate Dean of Students or the College of Law faculty for law credit. For all such courses, a grade of P, rather than the actual grade, will appear on the student’s law school transcript. A student will be required to complete the Concurrent Program, as well as the requirements for receipt of both degrees, for the College of Law to count twelve credits towards satisfaction of the graduation requirements for the J.D. If a student fails to receive the PSM, a maximum of six semester credits earned in the PSM Program can count towards satisfaction of the graduation requirements for the J.D. with the approval of the Law Associate Dean. Upon approval by the Law Associate Dean or law faculty, the student must complete and submit a “Course Level Adjustment Form” indicating which non-law courses will be used toward the J.D. degree. This form should be submitted during the semester in which the course is taken.

Up to six (6) law school credits are allowed toward the PSM degree for all concurrent degree students (see paragraph 5 for the list of courses approved as part of this agreement).
It is recommended that students begin the Concurrent Program by first completing the first year of study at the College of Law. The first year of study at the College of Law must be taken as designed by the College of Law for all entering law students. Subsequent years of the Concurrent degree program can be designed by the individual student and the student’s faculty advisor, subject to any restrictions or required classes noted herein.

By the end of the first year in the program, students must complete a study plan with the advice and approval of both the PSM and Law faculty advisors.

5. **Opportunity for Credit Toward the PSM Degree for Courses Taken in the J.D. Program:**

As indicated in paragraph 4, up to six (6) law school credits are allowed toward the PSM degree for all concurrent degree students. JD/PSM students can use Law classes to satisfy any two of the subgroups as part of the Professional Skills Courses Requirement.

Law School courses approved for credit toward the PSM degree:

- Law 906 Natural Resources Law Seminar
- Law 907 Administrative Law
- Law 934 Land Use Law and Planning
- Law 939 Law and Science
- Law 937 Wildlife Law and Policy
- Law 938 International Environmental and Water Law
- Law 939 Natural Resource and Environmental Law and Science Seminar
- Law 942 Water Law I
- Law 946 Water and Energy Policy Seminar
- Law 947 Environmental Law
- Law 948 Introduction to Natural Resources Law
- Law 949 Native American Law
- Law 951 Environmental Policy
- Law 969 Water Law II
- Law 979 Native American Natural Resources Law

Additional courses in the law school may be used toward the PSM degree with the approval of the student’s PSM advisor and the PSM Program Director.
6. **Academic or Other Discipline; Termination of Concurrent Degree Enrollment:**

Students enrolled in the Concurrent Program will be subject to the UI College of Law Honor Code, the University of Idaho Student Code of Conduct, and all other applicable codes of conduct at the University of Idaho. Each College and Program agrees to notify the other if a student enrolled in the Concurrent Program is disciplined, suspended, expelled or put on probation for academic or other reasons. If a student is officially disciplined by either College or Program for any reason, the Program Advisors will review these actions and make a decision whether the student will be dropped from the Concurrent Program. Students enrolled in the Concurrent Program must agree to waive their right to confidentiality to the extent necessary to effectuate this provision.

7. **Effective Date**

This Agreement will be effective Spring 2013.

8. **Notices.**

In the event either the UI College of Law or the PSM Program effects any change to its curriculum which affects the Concurrent Program, or in the event that any action by the University of Idaho affects any aspect of the Concurrent Program, notice of such event shall be given to the other party in writing by the following means:

To the College of Law:

By email to the email address of the Law Associate Dean, with a paper copy mailed by U.S. Post to:

University of Idaho College of Law  
875 Perimeter Drive MS 2321  
Moscow, Idaho 83844-2321  
Attention: Associate Dean for Administration and Students.

To the PSM Program:

By email to the email address of the PSM Program Director, with a paper copy mailed by U.S. Post to:

University of Idaho  
Professional Science Masters Program  
875 Perimeter Drive MS 3006  
Moscow, ID 83844-3006  
Attention: Program Director
The University of Idaho College of Law, Professional Science Masters Program, and the College of Graduate Studies approve this Agreement to create a concurrent J.D./PSM degree in Law and Profession Science Masters.

For the University of Idaho, Office of the Provost

____________________________    ______________________
Douglas D. Baker      Date
Provost and Executive Vice President

For the University of Idaho, College of Graduate Studies

____________________________    ______________________
Jie Chen       Date
Dean, College of Graduate Studies

For the University of Idaho College of Law

____________________________    ______________________
Donald D. Burnett      Date
Dean, College of Law

For the University of Idaho Professional Science Masters Program

____________________________    ______________________
Jan Boll       Date
Program Director, Professional Science Masters
# Idaho State Board of Education

Proposal for Other Academic Program Activity and Professional-Technical Education

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>7/30/2012</th>
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<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Natural Resources (CNR)</td>
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<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Department of Conservation Social Sciences (CSS)</td>
</tr>
</tbody>
</table>

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

| Title: | Resource Recreation and Tourism |
| Degree: | B.S. Res.Rc. |
| Method of Delivery: | On-Campus |
| CIP code (consult IR /Registrar) | 03.0207 |
| Proposed Starting Date: | Fall 2012 |

Indicate if the program is:

- [x] Regional Responsibility
- Statewide Responsibility

Indicate whether this request is either of the following:

- [x] New Program (minor/option/emphasis or certificate)
- Discontinuance of an Existing Program/Option
- New Off-Campus Instructional Program
- Consolidation of an Existing Program
- New Instructional/Research Unit
- Expansion of an Existing Program
- Contract Program/Collaborative
- Other: Change degree title and add two options

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<thead>
<tr>
<th>College Dean (Institution)</th>
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<tbody>
<tr>
<td>Vice President for Research (as applicable)</td>
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<td>Graduate Dean (as applicable)</td>
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<td>State Administrator, SDPTE (as applicable)</td>
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<td>Chief Fiscal Officer (Institution)</td>
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<td>Academic Affairs Program Manager</td>
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<td>Chief Academic Officer (Institution)</td>
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<td>Chief Academic Officer, OSBE</td>
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<td>President</td>
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</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

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

1. Change the name of the major Resource Recreation and Tourism (RRT) to Natural Resource Conservation.
3. Create two new options: (1) Conservation Planning and Management, and (2) Conservation Science. Current students in the RRT program will be able to switch to the Conservation Planning and Management option in the Natural Resource Conservation degree program. New students will enter the Natural Resource Conservation degree program and will then self-select one of the two new options.
4. To properly reflect the intent of the degree and describe the classification of instruction, change the CIP code from 03.0207 to **03.0101**

**Detail for CIP Code 03.0101**

**Title:** Natural Resources/Conservation, General.

**Definition:** A general program that focuses on the studies and activities relating to the natural environment and its conservation, use, and improvement. Includes instruction in subjects such as climate, air, soil, water, land, fish and wildlife, and plant resources; in the basic principles of environmental science and natural resources management; and the recreational and economic uses of renewable and nonrenewable natural resources.

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

The College of Natural Resources (CNR) Department of Conservation Social Science (CSS) is a national leader in the human dimensions of natural resource management and conservation, meeting the practical career needs of students and leading the University of Idaho in interdisciplinary and engaged scholarship to address emerging natural resource problems. CSS addresses the question: “How do human communities and institutions manage their relationship with the state’s tremendous wealth of ecological resources?”

The objective of this modification to the current B.S. degree program is to better prepare undergraduate students for 21st century careers in the human dimensions of natural resource conservation and management.

**Expected student learning outcomes and achievements include the following:**

**Evaluate and Use Basic Science Research:** Gather, critically evaluate and use appropriate scientific research materials (e.g., scientific sources, secondary socio-demographic data) and employ selected methodologies (e.g., survey research, experimentation, and observation) specific to the conservation aspects of natural resources.

**Recognize Conservation Policy:** Identify and understand the development of policy and the application of regulations used in conservation planning and management at various landscape
levels (e.g., land parcel, community, region, ecosystem, watershed, or a cultural landscape).

**Use Planning and Management Principles to solve problems:** Use sound management skills and processes (e.g., appropriate theoretical and applied frameworks, decision making, and strategic planning) to productively address conservation problems and deliver results.

**Communicate Sensibly:** Create and practice effective oral, written, and graphic communication with diverse audiences, especially stakeholders in conservation.

**Use Hard and Soft Technological Applications:** Analyze, interpret, respond to, and be able to use current technologies (e.g., GPS, GIS, statistical packages, environmental and social assessment techniques, and word processing software) in creating, managing, and delivering conservation programs.

**Use Ecological Principles to solve problems:** Use sound ecological skills and processes to productively address conservation problems and deliver results.

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

All current departmental and college quality control mechanisms will remain in place. No specialized accreditation system exists for such programs.

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses.  
   
   **Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests.** This question is not applicable to requests for discontinuance.

No new courses are proposed. All courses in the current RRT degree program will be included in the Conservation Planning and Management option. Requirements for the Conservation Science option will be drawn from existing CSS, CNR, and University of Idaho courses and approved by the standard university curriculum review process.

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** This question is not applicable to requests for discontinuance.

No changes in credit hour requirements are proposed. See attached “Degree Requirements”

| Credit hours required in major: | 38 |
| Credit hours required in minor: |     |
| Credit hours in institutional general education or core curriculum: | 38 |
| Credit hours in required electives: | 44 |
| **Total credit hours required for completion:** | **120** |

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

**Degrees/Certificates offered by school/college or program(s) within disciplinary area under review**
The proposed change will allow for better differentiation between the current RRT degree and the Recreation degree offered in the College of Education, Department of Movement Studies.

7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. *This question is not applicable to requests for discontinuance.*

A survey of peer programs was completed in the spring of 2012, which revealed: Colorado State Univ. has 183 majors in Natural Resources Management; University of Montana has 102 majors in Resource Conservation; and Oregon State Univ. has 365 majors in Natural Resources and the Environment. Attached in Appendix B is a report from a national study of “Undergraduate Enrollment Trends in Natural Resources at NAUFRP Institutions: An Update.”

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

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>42</td>
<td>49</td>
<td>65</td>
<td>85</td>
<td>105</td>
</tr>
<tr>
<td>Part-time</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Fall 2011-12</td>
<td>Year 1 Previous Fall 2010-09</td>
<td>Year 2 Previous Fall 2009-08</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CWI</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>EITC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISU</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FT= Full time enrollment; PT= Part time enrollment
*The graduation rate has been provided by the UI Institutional Research Office. It is calculated using the 2005-06 cohort which began in fall of 2005. This is the most recent six year graduation rate.

9. Will this program reduce enrollments in other programs at your institution? If so, please explain.
While the degree name change may attract some current students in other College of Natural Resource Degree programs (i.e. Fish and Wildlife, Forest Resources, Ecology and Conservation Biology, etc.) our main focus is on attracting new resident and non-resident students.

10. Provide verification of state workforce needs such as job titles requiring this degree.
Include State and National Department of Labor research on employment potential. This question is not applicable to requests for discontinuance.

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

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>State</td>
<td>27,000</td>
<td>27,270</td>
<td>27,542</td>
<td>27,821</td>
</tr>
<tr>
<td>Nation</td>
<td>550,000</td>
<td>605,000</td>
<td>665,500</td>
<td>732,050</td>
</tr>
</tbody>
</table>

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

State workforce employment was estimated from the Idaho Department of Labor Statistics (http://www2.labor.idaho.gov/workforceglance/LongTermIndustries). Since no category exists for this field, estimates were developed from a portion of employment in several sectors: Forestry and Logging, Fishing/Hunting, Support Activities for Agriculture and Forestry, Scenic and Sightseeing, Transportation Support Activities for Transportation, Performing Arts, Spectator Sports, and Related Industries. Museums, Historical Sites, and Similar Amusement, Gambling, and Recreation Industries, Federal Government Employment State Government, Excluding Education and Hospitals, Local Government, Excluding Education and Hospitals.

National workforce employment was estimated from the Idaho Department of Labor Statistics (http://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm). Since no category exists for this field, estimates were developed from a portion of employment in several sectors: Recreation Workers, Conservation Scientists and Foresters, Agricultural and Food Scientists, Environmental Science and Protection Technicians, Forest and Conservation Technician, Forest and Conservation Workers.
Sector trends varied widely, with Recreation Workers increasing at a rate of nearly 2% annually, and other natural resource field staying flat or decreasing slightly. Therefore an annual rate of 1% was used to estimate employment growth.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

This name change will have a minimal effect on the state economy, except in that we expect enrollment to double over the next 3 years, and more state workers will be recruited from these graduates as opposed to out-of-state institutions.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

As stated above, the objective of this modification to the current B.S. degree program is to better prepare undergraduate students for 21st century careers in the human dimensions of natural resource conservation and management.

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

Not at this time, but the department will explore distance education opportunities for some of the undergraduate courses now offered in Moscow. Currently four graduate courses are offered on-line.

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

This degree program already is in operation, and no major changes beyond the name change are planned. Human dimensions of natural resources conservation and management fall under UI’s statewide mandate. UI serves a critical role in addressing, How do Idaho citizens and institutions manage their relationship with the state’s tremendous wealth of ecological resources?

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

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Teaching and Learning: Enable student success in a rapidly changing world.</td>
<td>No change, degree title change will better communicate the profession to prospective students.</td>
</tr>
</tbody>
</table>
14. Is the proposed program in your institution’s Five-Year plan? Indicate below. This question is not applicable to requests for discontinuance.

Yes  X  No _____

This program is in the University of Idaho’s Five-Year Plan of Proposed Programs approved by the SBOE. It is a component of a long-established degree program in the College of Natural Resources.

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

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

The College of Natural Resources has created a Student Service Center (SSC) with four staff members (Associate Dean, Center Director, 2 recruiter/advisor staff) charged with increasing undergraduate enrollment and retention. In the first year of operation, the SSC was instrumental in increasing college enrollment by 10%, compared to -2% for the institution overall. This was accomplished through intensive recruiting efforts with Idaho high schools and community colleges nation-wide. We also improved our web presence and use of social media.

The SSC and CSS Department have jointly been charged with the goal of doubling enrollment in the undergraduate program within 3 years. We believe that this rebranding of the program and marketing it to prospective students and their families will be highly effective.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. 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).

No additional resources are requested. This is a degree title change and all resources will remain the same. Tuition revenues on attached spreadsheet reflect revenues from new enrollment resulting from rebranding efforts.
**Program Resource Requirements.** Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

### A. REVENUE

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th></th>
<th>FY 2014</th>
<th></th>
<th>FY 2014</th>
<th></th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td></td>
</tr>
<tr>
<td>1. Appropriated (Reallocation)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Appropriated (New)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>3. Federal</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>4. Tuition</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$182,696.00</td>
<td>$0.00</td>
<td>$252,120.00</td>
<td>$0.00</td>
<td>$434,816.00</td>
</tr>
<tr>
<td>5. Student Fees</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Other (Specify)</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$182,696.00</td>
<td>$0.00</td>
<td>$252,120.00</td>
<td>$0.00</td>
<td>$434,816.00</td>
</tr>
</tbody>
</table>

*note: tuition revenues reflect estimated enrollment increases (not current enrollment revenues) with 50% being resident and 50% non-resident students.*

### B. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th></th>
<th>FY 2014</th>
<th></th>
<th>FY 2014</th>
<th></th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td></td>
</tr>
<tr>
<td>1. Personnel</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Operating</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>3. Equipment</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>4. Facilities</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>5. Other (Specify)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$182,696.00</td>
<td>$0.00</td>
<td>$252,120.00</td>
<td>$0.00</td>
<td>$0.00</td>
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</table>

**Net Income (Deficit)**

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<thead>
<tr>
<th></th>
<th>FY 2013</th>
<th></th>
<th>FY 2014</th>
<th></th>
<th>FY 2014</th>
<th></th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
<td>$182,696.00</td>
<td>$0.00</td>
<td>$252,120.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

*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.*
APPENDIX A

College of Natural Resources
Department of Conservation Social Sciences

B.S. in NATURAL RESOURCE CONSERVATION

With 2 Emphasis Areas:
1. CONSERVATION PLANNING AND MANAGEMENT (A revision of the current CSS-RRT major)
2. CONSERVATION SCIENCE (A new CNR “generalist” emphasis)
Resource Recreation & Tourism (B.S.Res.Rc.) Natural Resource Conservation (B.S. NRC)

Students must select any academic minor (including those in the Department of Conservation Social Sciences) and attend one, two-week long field studies course during summer session. Special fees are required for this and a few other courses. To graduate a student must earn an average GPA of 2.30 or higher in all CSS courses.

Required Course work includes the university requirements (see regulation J-3) and:

- CSS 235 Society and Natural Resources (3 cr)
- CSS 287 Foundations of Conservation Leadership and Management (taken simultaneously with NR 101) (3 cr)
- CSS 383 Natural Resource and Ecosystem Service Economics (3 cr)
- CSS 387 Environmental Communication Skills (3 cr)
- Econ 202 Principles of Economics (3 cr)
- Eng 102 College writing and Rhetoric (3 cr)
- For 221 Ecology or REM 221 Ecology (3 cr)
- For 375 Introduction to Spatial Analysis for Natural Resource Management (3 cr)
- Math 143 Pre-calculus Algebra and Analytic Geometry or Math 160 Survey of Calculus or Math 170 Survey of Calculus II (3-4 cr)
- NR 101 Exploring Natural Resources (taken simultaneously with CSS 287) (1 cr)
- Stat 251 Statistical Methods (3 cr)
- ISEM, Integrated Seminar (3 cr)
- Approved Humanities (6 cr)
- Approved UI international class or a 200+ foreign language class (3 cr)

One writing course, such as Engl 207, Engl 208, Engl 313, Engl 316, Engl 317 (3 cr)

Students must select one of the following 2 Emphasis Areas:

**EMPHASIS IN CONSERVATION PLANNING AND MANAGEMENT**

Students must select any academic minor (including those in the Department of Conservation Social Sciences) and attend one, two-week long field studies course during summer session. Special fees are required for this and a few other courses. To graduate a student must earn an average GPA of 2.30 or higher in all NRC courses.

- Biol 102, 102L Biology and Society and Lab OR Biol 115 Cells and the Evolution of Life (4 cr)
- Comm 101 Fundamentals of Public Speaking OR one semester of a foreign language (2-4 cr)
- CSS 304 Conservation Social Sciences Field Studies (3 cr)
- CSS 310 Social Research Methods in Conservation (4 cr)
- CSS 385 Conservation Management and Planning I (4 cr)
- *CSS 386 (4XX) Conservation Management and Planning II (4 cr)—Renumber as Senior Experience
- CSS 486 Public Involvement in Natural Resource Management (3 cr)
- CSS 489 Personalities and Philosophies in Conservation (3 cr)
One of the following (3 cr):
   PolS 101 Intro to Political Science and American Government OR PolS 275 American State and Local Government

One of the following (4 cr):
   Chem 101 Introduction to Chem I OR Chem 111 Principles of Chem I OR Geol 101, 101L Physical Geology and Lab

One of the following (2-3 cr):
   CSS 364 Politics of the Environment (3 cr)
   CSS 462 Natural Resource Policy (3 cr)
   For 484 Forest Policy and Administration (2 cr)

One of the following (3 cr):
   For 426 Fire Ecology and Management (3 cr)
   REM 440 Wildland Restoration Ecology (3 cr)
   REM 459 Rangeland Ecology (2 cr) AND REM 460 Rangeland Ecology Current Topics and Field Studies (1 cr)
   WLF 314 Wildlife Ecology I (3 cr)

Two of the following (6 cr):
   CSS 490 Wilderness and Protected Area Management (3 cr)
   CSS 493 International Land Preservation and Conservation Systems (3 cr)
   For 429 Landscape Ecology (2 cr)
   Larch 480 The Emerging Landscape (3 cr)
   WLF 440 Conservation Biology

Two of the following (6 cr):
   Anth 100 Introduction to Anthropology (3 cr)
   Psyc 101 Introduction to Psychology (3 cr)
   Soc 101 Introduction to Sociology (3 cr)

14-15-12 credits (if not chosen above) from the following, in at least 2 disciplines with at least 2 courses in one discipline:
   AgEc 477 Law, Ethics, and the Environment (3 cr)
   Anth 329 North American Indians (3 cr)
   Anth 410 Research Methods in Anthropology (3 cr)
   Anth 428 Social and Political Organization (3 cr)
   Anth 462 Human Issues in International Development (3 cr)
   BUS 321 Marketing (3 cr)
   Comm 335 Intercultural Communication (3 cr)
   Comm 410 Conflict Management (3 cr)
   Comm 433 Organizational Communication Theory, Research, and Application (3 cr)
   CSS 364 Politics of the Environment (3 cr)
   CSS 462 Natural Resource Policy (3 cr)
   CSS 481 Conservation Leadership (3 cr)
   CSS 487 Environmental Education (3 cr)
   CSS 490 Wilderness and Protected Area Management (3 cr)
CSS 492 Ecotourism Principles and Issues (3 cr)
CSS 496 Monitoring Human Impacts in Wilderness (3 cr)
CSS 493 International Land Preservation and Conservation Systems (3 cr)
CSS 498 Internship (3-6 cr)
Econ 385 Environmental Economics (3 cr)
Econ 407 Public Finance (3 cr)
Econ 441 Labor Economics (3 cr)
Econ 447 Economics of Developing Countries (3 cr)
EnvS 479 Introduction to Environmental Regulations (3 cr)
EnvS 482 Natural Resource Policy and Law (3 cr)
For 408 Community/Urban Forestry (2 cr)
For 484 Forest Policy and Administration (2 cr)
Geog 330 Urban Geography (3-4 cr)
Geog 350 Geography of Development (3-4 cr)
Geog 360 Population Dynamics and Distribution (3-4 cr)
Geog 420 Land, Resources, and Environment (3 cr)
Hist 423 Idaho and the Pacific Northwest (3 cr)
Hist 424 American Environmental History (3 cr)
JAMM 350 Public Relations Writing and Production (3 cr)
JAMM 444 Mass Media and Public Opinion (3 cr)
JAMM 452 Public Relations Campaign Design (3 cr)
JAMM 458 Public Relations Case Studies and Issues Mgmt (3 cr)
Phil 452 Environmental Philosophy (3 cr)
Phil 472 Social and Political Philosophy (3 cr)
PolS 275 American State and Local Government (3 cr)
PolS 333 American Political Culture (3 cr)
PolS 428 American Political Thought (3 cr)
PolS 440 International Organizations and Law (3 cr)
PolS 451 Public Administration (3 cr)
PolS 453 Public Management Techniques (3 cr)
PolS 454 Public Organization Theory (3 cr)
PolS 473 Sustainable Community Development Planning (3 cr)
PolS 480 Politics of Development (3 cr)
Psyc 305 Developmental Psychology (3 cr)
Psyc 320 Introduction to Social Psychology (3 cr)
Psyc 325 Cognitive Psychology (3 cr)
Soc 311 Development of Social Theory (3 cr)
Soc 313 Collective Behavior (3 cr)
Soc 340 Social Change & Globalization (3 cr)
Soc 343 Political Sociology (3 cr)
Soc 423 Social Class & Stratification (3 cr)
Soc 424 Sociology of Gender (3 cr)
Soc 427 Racial and Ethnic Relations (3 cr)
Soc 450 Dynamics of Social Protest (3 cr)

Courses to total 120 credits for this Degree & Emphasis
EMPHASIS IN CONSERVATION SCIENCE

To graduate a student must earn an average GPA of 2.00 or higher in all courses taught in CNR and complete an approved professional work experience in natural resources.

Biol 115 Cells and the Evolution of Life OR Biol 116 Organisms and Environments (4 cr)
Senior Experience (3-4 cr)
CSS 364 Politics of the Environment (3 cr) OR CSS 462 Natural Resource Policy (3 cr)
CSS 385 Conservation Management and Planning I (4 cr) OR CSS 490 Wilderness and Protected Area Management (3 cr)
One of the following (4 cr):
   Chem 101 Introduction to Chem I (4 cr) OR Chem 111 Principles of Chem (4 cr)

Restricted Electives: Natural Resource Science: 33 credits (at least 15 must be at the 400 level)

6 credits Fishery Science from among:
   Fish 314 Fish Ecology (3 cr)
   Fish 315 Fish Ecology Lab (1 cr)
   Fish 316 Principles of Population Dynamics (2 cr)
   Fish 415 Limnology (4 cr)
*Fish 418 Fisheries Management (4 cr)
   Fish 422 Concepts in Aquaculture (3 cr)
   Fish 424 Fish Health Management (4 cr)
   Fish 430 Riparian Ecology and Management (3 cr)

3 credits in Fire Ecology and Management from among:
   For 426 Fire Ecology and Management (3 cr)
   For 433 Science-Based Fuels Management Planning (2 cr)
   For 450 Fire Behavior (3 cr)
   For 454 Air Quality and Smoke Management (3 cr).

6 credits in Forestry from among:
   For 320 Dendrology (4 cr)
   For 324 Forest Regeneration (3 cr)
   For 330 Forest Ecosystem Processes (3 cr)
   For 373 Forestry Sampling Methods (2 cr)
*For 424 Forest Dynamics and Management (4 cr)
   For 425 Forest and Soil Nutrient Cycling (3 cr)
   For 462 Watershed Science and Management (3 cr)
   For 468 Forest and Plant Pathology (2 cr)
   For 472 Remote Sensing of the Environment (4 cr)
   ForP 430 Forest Engineering and Harvesting (3 cr)
   ForP 432 Designing Forest Access (3 cr)
   ForP 434 Forest Tractor and Cable Systems (4 cr)

* Senior Experience course
6 credits in *Renewable Materials* from among:
ForP 321 Renewable Materials Anatomy and Properties (3 cr)
ForP 365 Wood Building Technology (3 cr)
ForP 436 Biocomposites (3 cr)
ForP 438 Introduction to Lignocellulosic Chemistry (1 cr)
ForP 444 Primary Wood Products Manufacturing (3 cr)
ForP 450 Biomaterials Deterioration and Protection (2 cr)
ForP 491 Biomaterial Product and Process Development Lab (2 cr)
*ForP 495 Product Development and Brand Management (3 cr)

6 credits in *Rangeland Ecology and Management* from among:
REM 341 Systematic Botany (3 cr)
REM 357 Ecological Monitoring and Analysis (4 cr)
REM 410 Principles of Vegetation Measurement and Assessment (2 cr)
REM 440 Wildland Restoration Ecology (3 cr)
REM 452 Western Wildland Landscapes (2 cr)
*REM 456 Integrated Rangeland Management (3 cr)
REM 459 Rangeland Ecology (2 cr)
REM 460 Rangeland Ecology Current Topics and Field Studies (1 cr)
REM 472 Remote Sensing of the Environment (3-4 cr)

6 credits in *Wildlife Science* from among:
WLF 314 Wildlife Ecology I (3 cr)
WLF 315 Wildlife Ecology I Laboratory (1 cr)
WLF 316 Wildlife Ecology II (4 cr)
WLF 440 Conservation Biology (3 cr)
WLF 448 Fish and Wildlife Population Ecology (4 cr)
WLF 482 Ornithology (4 cr)
*WLF 492 Wildlife Management (4 cr)

Courses to total 120 credits for this Degree & Emphasis
26 September 2012

Dr. Shafii Bahman, Chair,
University Curriculum Committee
University of Idaho

Professor Bahman,

On behalf of the College of Education, I am pleased to offer this letter in support of the College of Natural Resources’ proposal to rename the degree in Resource, Recreation, and Tourism to *Natural Resources Conservation—with emphasis areas in Conservation Management and Planning and Conservation Science*. The proposed changes align directly with the President’s efforts to promote opportunities for students to have degree flexibility and to increase student enrollment by targeting areas of potential growth. Similar general conservation programs at some of our peer institutions have proved especially popular—Oregon State, for example, has near 400 students in its program, while the University of Montana now has over 100. Moreover, the College of Natural Resources is the only college of its type that does not offer a conservation-themed degree.

Programs like the one proposed are increasingly in demand with prospective employers. Research conducted by CNR as it developed the proposed changes suggests employers are seeking generally trained natural resource managers prepared to deal with the challenge of an evolving natural and human landscape.

The College of Education has a long-standing relationship with the College of Natural Resources. The proposed degree, which will be comprised of courses offered by the College (with the exception of the University core), will have a limited effect on our recreation program. It has, rather, the potential to support the College of Education by strengthening greatly the Conservation Social Science department, which offers a number of courses taken by our own students. In fact, faculty members of both colleges have discussed how to collaborate without duplication of effort and these discussions are a part of the CSS proposal. CSS also serves a vital role in providing a critical source of social science research, public policy, and planning and management expertise in Idaho, supporting the U-Idaho land-grant mission.

Finally, it is important to note the University of Idaho has a SBOE appointed core mission in the areas of natural resources and conservation—something that is largely the responsibility of the College of Natural Resources.
Enhancing the College's ability to carry out this mission will have sizeable long-term benefits as the University seeks to serve its statewide land grant mission.

Sincerely,

Corinne Mantle-Bromley
Dean
September 20, 2012

Dr. Shaffii Bahman, Chair
University Curriculum Committee
University of Idaho

Dear Professor Bahman,

I am writing in support of the College of Natural Resources’ proposal to rename the degree in Resource, Recreation, and Tourism to “Natural Resources Conservation—with emphasis areas in Conservation Management and Planning and Conservation Science”. The proposed changes align well with the President’s efforts to promote opportunities for students to have degree flexibility and to increase student enrollment by targeting areas of potential growth.

Programs like the one proposed are increasingly in demand with prospective employers, as researched by CNR, who are seeking generally trained natural resource managers prepared to deal with the challenge of an evolving ecological and human landscape.

The proposed degree, which will be comprised of courses almost completely offered by the College (and with the exception of the University core), will have a limited effect on the EnvS program. The proposed changes also have the potential to offer courses to EnvS students by strengthening the CSS department.

Finally, it is important to note the University of Idaho has a SBOE appointed core mission in the areas of natural resources and conservation—something that is largely the responsibility of the College of Natural Resources. Enhancing the College’s ability to carry out this mission will have sizeable long-term benefits as the University seeks to serve its statewide land grant mission.

Sincerely,

Jan Boll, Ph.D.
Director, Environmental Science, Water Resources & PSM Programs
Professor, Biological and Agricultural Engineering
UNDERGRADUATE ENROLLMENT TRENDS IN NATURAL RESOURCES AT NAUFRP INSTITUTIONS: AN UPDATE

Terry L. Sharik  
Robert J. Lilieholm

8th Biennial Conference on University Education in Natural Resources  
Blacksburg, VA, March 26, 2010
Undergraduate Enrollments in Natural Resources by Region for NAUFRP Institutions, 1980-2009

- Similar trends across all regions
- Peaks in early 1980s & mid 1990s
- Increasing since 2003-2004
- Overall decrease of 13% since 1980
“Natural Resources & Environment” eclipsing more traditional programs
Undergraduate Enrollments in Low-enrollment Fields, NAUFRP Institutions, 1980-2009

![Graph showing undergraduate enrollments in natural resources by field of study for those fields with relatively low enrollments, NAUFRP institutions, 1980-2009.](Image)
Proportion of Undergraduate Enrollments by Field of Study

Proportion of undergraduate enrollments in various fields of study in natural resources for 1980, 1990, 2000 and 2009

- **1980**
  -undeclared (UND): 17.7%
  -Soils and Geology (SG): 13.3%
  -Natural Resources and Environment (NR/ENV): 46.7%
  -Wildlife and Fisheries (WF): 16.3%

- **1990**
  -undeclared (UND): 24.2%
  -Soils and Geology (SG): 19.7%
  -Natural Resources and Environment (NR/ENV): 31.8%
  -Wildlife and Fisheries (WF): 28.2%

- **2000**
  -undeclared (UND): 21.1%
  -Soils and Geology (SG): 23.4%
  -Natural Resources and Environment (NR/ENV): 32.6%
  -Wildlife and Fisheries (WF): 12.9%

- **2009**
  -undeclared (UND): 29.1%
  -Soils and Geology (SG): 32.3%
  -Natural Resources and Environment (NR/ENV): 22.5%
  -Wildlife and Fisheries (WF): 16.2%
Degree Classifications

- **Forestry** (forestry, forest science, forest ecosystem science, forest resources, forest management, urban forestry, forest engineering/operations)
- **Wood Science/Products** (wood science, wood products, wood technology, forest products, paper science)
- **Fisheries & Wildlife**
- **Recreation** (recreation, tourism, parks, interpretation, communications)
- **Watershed Science/Management** (watershed science, watershed management, hydrology)
- **Range Science/Management** (range science, range management, rangeland resources)
- **Natural Resources/Environmental Management** (natural resources management; planning, policy, and economics; environmental management and science; environmental conservation; environmental studies; conservation management; conservation biology; restoration ecology/management; applied ecology; geography)
- **Soils & Geology**
- **Other** (landscape architecture, GIS, land surveying, spatial science, biotechnology, etc.)
- **Undeclared**
<table>
<thead>
<tr>
<th>Natural Resources/Management/Studies</th>
<th>Natural Resources &amp; Conservation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Resources (17)</td>
<td>Natural Resources Conservation (1)</td>
</tr>
<tr>
<td>Natural Resources Management (7)</td>
<td>Natural Resources Conservation &amp; Management (1)</td>
</tr>
<tr>
<td>Natural Resources Ecology &amp; Management (1)</td>
<td>Resource Conservation (2)</td>
</tr>
<tr>
<td>Natural Resources Science &amp; Management (1)</td>
<td>Resource Conservation &amp; Restoration Ecology (1)</td>
</tr>
<tr>
<td>Natural Resources Development (1)</td>
<td>Conservation &amp; Resource Studies (1)</td>
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<tr>
<td>Natural Resource Studies (1)</td>
<td></td>
</tr>
<tr>
<td>Natural Resources Stewardship (1)</td>
<td></td>
</tr>
<tr>
<td><strong>Natural Resources &amp; Environment</strong></td>
<td><strong>Conservation &amp; Environment</strong></td>
</tr>
<tr>
<td>Natural Resources &amp; Environmental Management (1)</td>
<td>Forest Conservation &amp; Environmental Studies (1)</td>
</tr>
<tr>
<td>Natural Resources &amp; Environmental Science (1)</td>
<td>Environmental Conservation Studies (1)</td>
</tr>
<tr>
<td>Environmental Resource Management (1)</td>
<td></td>
</tr>
<tr>
<td>Environmental &amp; Natural Resources (1)</td>
<td></td>
</tr>
<tr>
<td>Environmental Science &amp; Resource Management (1)</td>
<td>Applied Ecology &amp; Environmental Studies (1)</td>
</tr>
<tr>
<td><strong>Environmental Science/Management/Studies (34)</strong></td>
<td>Conservation &amp; Restoration Ecology (1)</td>
</tr>
<tr>
<td><strong>Ecosystems</strong></td>
<td></td>
</tr>
<tr>
<td>Ecosystem Management (1)</td>
<td></td>
</tr>
<tr>
<td>Terrestrial Ecosystems (1)</td>
<td></td>
</tr>
<tr>
<td>Forest Ecosystem Science &amp; Conservation (1)</td>
<td>Ecosystem Science (1)</td>
</tr>
</tbody>
</table>
Factors affecting Overall Trends in Natural Resource Enrollments

- Complex (multivariate)
- Trends differ from overall higher ed enrollments (which tract college age population)
Gender and Enrollment

U.S. enrollment, male and female
Total U.S. college age population male and female (age 20-24)

Population (millions)

Enrollment (millions)

Year


1 U.S. Department of Education 2010, 2 U.S. Department of Education 2010
Enrollment trends may be associated with larger trends in the economy...
Possible Reasons for 1995-2003 Decline in Natural Resource Enrollments

1. Weak & uncertain job market
2. Low salaries compared to other professions
3. Increasing “disconnect” between natural resources & an urbanizing society (especially among young adults)
4. Tendency of minorities to avoid academic programs perceived as tangential to important issues affecting their communities
5. Negative public perceptions of forestry & related natural resource professions
6. Perception of curricula being too narrow & rigid
7. Increased “science phobia” on the part of students
8. Increasing number of similar degree programs outside colleges of forestry & natural resources
9. Relatively long period beyond a B.S. degree needed to obtain a terminal professional degree
10. Lack of intellectual leadership & charisma nationally in forestry & related natural resources areas
11. Limited public awareness regarding social benefits of forestry & related natural resource professions

Surveys of undergraduate forestry students lend some support for hypotheses 1, 2, 5, 7 & 11 (Sharik & Frisk 2008, 2010).
Reasons for Especially Sharp Declines in Forestry Enrollments

- Diversification of degree offerings in Natural Resources Colleges due to:
  - Changing public values towards forests (shift from utilitarian/economic view, to a broader array of ecosystem values) (Xu & Bengston 1991, MEA 2005)
  - Association of forestry with the utilitarian/economic perspective (Wellman 1987, Luckert 2006, Sharik & Frisk 2008 and 2010)
  - Inflexible curricula bound by accreditation standards compared to other natural resource fields
  - Declining harvest levels on National Forests – a resource typically managed by foresters
Forestry Enrollments & Logging Employment

Relativized NAUFPRP forestry undergraduate fall enrollments, average annual logging employment, 1980-2009

Conclusions

- Enrollments have varied significantly across time, but overall have decreased since 1980
- Trends experienced across all U.S. regions
- Reasons for changes in NR enrollments over time are complex, likely involving a number of demographic, economic & social factors
- NAUFPRP institutions and public & private sector employers need a better understanding of the factors affecting:
  - Undergraduate & graduate enrollments
  - Job & career opportunities, both now and over the long-term
References Cited

Acknowledgements

Becky Hirst
Department of Environment and Society

Wanda Lindquist
Department of Wildland Resources
Contact Information

- **Terry L. Sharik**
  Professor of Forest Ecology
  Departments of Wildland Resources and Environment and Society
  College of Natural Resources
  Utah State University, Logan, UT 84322-5230
  Email: terry.sharik@usu.edu

- **Robert J. Lilieholm**
  E.L. Giddings Associate Professor of Forest Policy
  The University of Maine, School of Forest Resources
  243 Nutting Hall, Orono, ME 04469-5755
  Email: roblilieholm@gmail.com
  http://www.forest.umaine.edu/faculty-staff/directory/rob-lilieholm/
Idaho State Board of Education  
Proposal for **Baccalaureate** Degree Program

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Agricultural Life Sciences</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Agricultural Education and 4-H Youth Development</td>
</tr>
</tbody>
</table>

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

| Title: | Agricultural Science, Communication and Leadership |
| Degree: | B.S.Ag.L.S. |
| Method of Delivery: | In person; videotape; video conference; on-line |
| CIP code (consult IR /Registrar) | 01.0802 |
| Proposed Starting Date: | Fall 2013 |

Indicate if the program is:

| Regional Responsibility | x | Statewide Responsibility |

Indicate whether this request is either of the following:

- [ ] New Program/major
- [ ] Expansion of an Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Discontinuance of an Existing Program
- [ ] Contract Program/Collaborative
- [x] Other – at additional off-campus location
- [ ] Consolidation of an Existing Program

**Signatures:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Dean (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Vice President for Research (as applicable)</td>
<td>Date</td>
</tr>
<tr>
<td>Graduate Dean (as applicable)</td>
<td>State Administrator, SDPTE (as applicable)</td>
</tr>
<tr>
<td>Chief Fiscal Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Academic Affairs Program Manager</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer (Institution)</td>
<td>Date</td>
</tr>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
</tr>
<tr>
<td>President</td>
<td>Date</td>
</tr>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>
1. **Describe the nature of the request.** Will this program be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. If this is request to discontinue an existing program, provide the rationale for the discontinuation. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.

The College of Agriculture and Life Sciences (CALS) of the University of Idaho (UI) proposes to expand the delivery of the third and fourth year of its existing B.S. in Agricultural Science, Communication and Leadership to students in the southwest region of Idaho. The degree will build upon the Associate of Science Degree in Agricultural Science at the College of Western Idaho and will be delivered through the University of Idaho - Boise Center (please see Appendix C for a letter of support from CWI).

The Agricultural Science, Communication & Leadership B.S.Ag.L.S. is an existing degree program offered in Moscow in a traditional classroom style and in the southeast region of Idaho combining both classroom offerings combined with distance education technologies. Students in the southeast region have been able for 19 years, to take classes at Twin Falls in person, on videotape, by videoconference and online. The program has been a collaboration between the UI and the College of Southern Idaho (CSI). This request is to expand the availability of the degree program to serve the students located in the southwest region. Enhancements to the curriculum to modernize the degree program are being incorporated to better meet the University of Idaho’s responsibility in providing agricultural education.

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

This proposal is essentially an articulation agreement that allows qualified students from the CWI Associate of Science program to transfer to the B.S. Agricultural Science, Communication and Leadership degree program offered by the University of Idaho College of Agricultural and Life Sciences. CALS will use 70 junior college credits, courses offered through videoconferencing from WSU, video recorded courses, courses offered by on-site UI faculty, UI online courses, Independent Study in Idaho courses, and courses offered by UI faculty delivered via videoconferencing to allow students to complete the degree.

**Expected student learning outcomes and achievements for existing program**

- **ASCL Students possess the technical agriculture knowledge and skills to be successful in the food, fiber, and natural resources industry.**
- **ASCL majors develop communication skills which allow them to communicate agricultural information using verbal, non-verbal, and written communication skills.**
- **ASCL majors develop and possess interpersonal leadership skills which allow them to successfully enter careers in the food, fiber, and natural resources system.**
- **ASCL majors develop a comprehensive knowledge of business, accounting, and economics principles.**
- **ASCL majors apply their technical agriculture knowledge, psychomotor skills, and affective dispositions in field-based industry internships in the food, fiber, and natural resources system.**

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation.
The College of Agricultural and Life Sciences at the University of Idaho will ensure the quality of the program by maintaining the following articulation standards:

1. For all CWI credits, a 2.0 cumulative GPA must be attained in order to transfer to the UI Agricultural Science, Communication and Leadership degree program and students must meet any other UI transfer requirements.
2. A maximum total of 70 junior college credits will transfer from community colleges to the UI.
3. The UI Agricultural Science, Communication and Leadership degree requires a minimum of 36 upper division, 300-level or above credits.
4. The UI Agricultural Science, Communication and Leadership degree requires a minimum of 30 upper division credits as resident (University of Idaho) credits.
5. Students will meet the State Board Core Requirements or the UI General Education Core requirements.
6. A total of 128 credits will be required for the UI B.S. degree in Agricultural Science, Communication and Leadership.

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

New courses will not be created for this existing degree program. Existing courses at the University of Idaho have been identified as appropriate electives. The addition of these courses for students to self-select will better prepare them for their particular interest in industry. The additional courses are specifically identified in Appendix B.

5. **Please provide the program completion requirements, to include the following and attach a typical four-year curriculum to this proposal as Appendix A.** *For discontinuation requests, will courses continue to be taught?*

<table>
<thead>
<tr>
<th>Credit hours required</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours in institutional general education or core curriculum:</td>
<td></td>
</tr>
<tr>
<td>Credit hours in required electives:</td>
<td></td>
</tr>
<tr>
<td><strong>Total credit hours required for degree program:</strong></td>
<td>128</td>
</tr>
</tbody>
</table>

6. **Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.** *This question is not applicable to requests for discontinuance.*

Students completing the Agricultural Science, Communication and Leadership degree will complete a field-based capstone internship experience (AgEd 498-10 credits max), which is limited to junior and senior level students with at least a 2.00 CGPA. Prior to enrolling in the internship, students must complete the following: (1) submit and receive approval of an internship proposal (complete with all required signatures), and (2) submit a request to enroll in AgEd 498. An approved proposal must be on file prior to submitting the request to enroll in AgEd 498.

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

There is a similar program offered between the University of Idaho and the College of Southern Idaho. This program expansion will enable the University to serve students in the southwest region of the state and produce an educated citizenry to fill important roles in the agricultural industry.
Degrees/Certificates offered by school/college or program(s) within disciplinary area under review

<table>
<thead>
<tr>
<th>Institution and Degree name</th>
<th>Level</th>
<th>Specializations within the discipline (to reflect a national perspective)</th>
<th>Specializations offered within the degree at the institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSU</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CSI</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CWI</td>
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<tr>
<td>EITC</td>
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<td></td>
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<tr>
<td>ISU</td>
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<tr>
<td>LCSC</td>
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<td></td>
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<td>NIC</td>
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<td></td>
<td></td>
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<tr>
<td>UI</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

The demand for educational opportunities including degree programs at locations away from campus is increasing. This demand is created by students who are place-bound or placed by choice because of employment and/or family obligations and they have a need for continuing education and life-long learning. The proposed degree offering provides a mechanism for CWI associate degree students to continue their education and to satisfy their needs for continued education. Students earning this degree are generalists and should be able to find employment in a variety of local and regional agribusiness and food processing industries prominent in the state and region.

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

**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current Fall 2011</td>
<td>Year 1 Previous Fall 2010</td>
<td>Year 2 Previous Fall 2009</td>
</tr>
<tr>
<td>BSU</td>
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<tr>
<td>ISU</td>
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<tr>
<td>UI</td>
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<td>M=6</td>
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<tr>
<td></td>
<td>TF=8</td>
<td>TF=8</td>
<td>TF=2</td>
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</tbody>
</table>

CSI
CWI
M= students participating in Moscow
TF= students participating in southeast region
*The graduation rate has been provided by the UI Institutional Research Office. It is calculated using the 2005-06 cohort which began in fall of 2005. This is the most recent six year graduation rate.

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

It is anticipated that enrollment will increase because the program will be available more broadly within the state.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local</td>
<td>6,127 total jobs</td>
<td>6,218 total jobs</td>
<td>6,530 total jobs</td>
</tr>
<tr>
<td>State</td>
<td>21,910 total jobs</td>
<td>22,239 total jobs</td>
<td>22,573 total jobs</td>
</tr>
<tr>
<td>Nation</td>
<td>54,500 new jobs/year</td>
<td>54,500 new jobs/year</td>
<td>54,500 new jobs/year</td>
</tr>
</tbody>
</table>

Sources:
http://www.bls.gov/ooh/a-z-index.htm

a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

Current employment in the agricultural industry was gathered from the Idaho Department of Labor website. Projected job openings (national) were gathered from a recent United States Department of Agriculture study.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

Adding this degree program in the southwest region will stimulate the regional and state economy by providing more qualified employees, who are more highly productive.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.
In addition to employment needs the Agricultural Science, Communication and Leadership degree and courses are beneficial for students interested in service and lifelong learning.

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

The majority of the courses delivered for the off-campus ASCL program will be delivered through videoconferencing and online. UI instructors will utilize services provided by the Office of Distance and Extended Education (DEE). DEE helps answer questions about the design and creation of web-based classes for the Blackboard BbLearn course management system, and offers training and workshops for faculty looking to expand their use of online teaching resources. They are committed to offering quality, innovative, and student-centered courses and programs in which students and instructors participate in highly interactive and engaging learning activities that leverage Web-based technologies to achieve program and university learning objectives. The DEE website is a valuable marketing tool as it showcases distance delivered courses and programs. The College of Agricultural and Life Sciences will work with DEE to ensure that the off-campus programs are included on the DEE website.

13. **Describe how this request is consistent with the State Board of Education's strategic plan and institution's mission, core themes, and primary emphasis areas.** This question is not applicable to requests for discontinuance.

Expanding the Agricultural Science, Communication and Leadership program is consistent with the Idaho State Board of Education 2013-2017 Strategic Plan, specifically Goal 1: A WELL EDUCATED CITIZENRY, under Objective B: Higher Level of Educational Attainment- Increase the educational attainment of all Idahoans through participation and retention in Idaho's educational system. The implementation of this program directly affects the percent of Idahoans (ages 25-34) who have a college degree or certificate. (Benchmark: 60% by 2020).

Expanding this program is consistent with the University's mission, core themes, and primary emphasis areas. The University of Idaho is committed to enhancing the scientific, economic, social, legal, and cultural assets of our state, and developing solutions for complex problems facing society. UI delivers this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching as well as scholarly and creative capacities.

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

This request fits with the University's 2011-2015 Strategic Plan under Goal 1: Teaching and Learning; Objective A: Build adaptable, integrative curricula and pedagogies. Specifically, under Strategy seven: Develop increased learning opportunities for underserved or underrepresented communities

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
15. Is the proposed program in your institution’s 5-year plan? Indicate below. This question is not applicable to requests for discontinuance.

Yes  x  No  

If not on your institution’s 5-year plan, provide a justification for adding the program.

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

The College of Western Idaho Agricultural faculty and Advising Center will play a key role in promoting this program to current and potential students. Program promotion will be by word-of-mouth, online promotion, various marketing forums (posters, flyers, email, media sources) from student ambassadors enrolled in the program and from student graduates. In addition, the University of Idaho can assist with program promotion through various advertising avenues and through Extension outreach. It’s anticipated that some students will transfer from institutions other than CWI and UI so a strong online presence is essential for transfer students to learn about the program.

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

a. Personnel Costs

The personnel needs to cover the CWI program will be covered by an internal reallocation of current personnel. The courses delivered will be taught by instructors who are currently teaching. In addition, there is a technician on staff who can monitor the videoconferencing courses.

Dr. Allison Touchstone, instructor in the Department of Agricultural Education and 4-H Youth Development, is housed at the Boise Center. She will assist with the delivery and management of this program. She will help to coordinate the printing of exams, quizzes, and materials, hand them out to students and arrange for: proctoring of exams, send completed exams to instructors, and give handouts to students in class. Dr. Touchstone will draw on assistance from Amanda Moore Kriwox, who has administered this program in Twin Falls for the past 8 years.

Faculty and Staff Expenditures

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

**Administrative Expenditures**

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

<table>
<thead>
<tr>
<th>Name, Position &amp; Rank</th>
<th>Annual Salary Rate</th>
<th>FTE Assignment to this Program</th>
<th>Projected Student Credit Hours Yr. 1</th>
<th>Yr. 2</th>
<th>Yr. 3</th>
<th>Value of FTE Effort to this Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison Touchstone</td>
<td>$63,252.80</td>
<td>10 %</td>
<td>72*</td>
<td>120</td>
<td>240</td>
<td>3</td>
</tr>
<tr>
<td>Amanda Moore Kriwox</td>
<td>$33,592.00</td>
<td>5%</td>
<td>72</td>
<td>120</td>
<td>240</td>
<td>3</td>
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</tbody>
</table>

* Assuming 12 credit hours per student/semester

b. **Operating Expenditures**

Briefly explain the need and cost for operating expenditures (travel, professional services, etc.)

The cost for operating expenditures for travel and professional services, etc. should be very limited. The cost associated with delivering a course will be the responsibility of the College of Agricultural and Life Science’s Academic Programs Office at the University of Idaho. Decisions made will be closely tied to student enrollment.

c. **Capital Outlay**

(1) Library resources

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

University of Idaho students can use the College of Western Idaho library. CWI will be provided a list of University of Idaho students each semester and these students will have access to the library. In addition, UI students can use the UI library, including interlibrary loan, by accessing online resources and UI library resources can be mailed directly to their homes.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

There will be no additional costs for personnel, space, equipment, monographs, journals, and materials for this program.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

Students can utilize both College of Western Idaho and University of Idaho libraries. Off-campus students have access to UI library books through online resources and library resources can be mailed directly to them.
(2) Equipment/Instruments

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

There are several required courses that are offered through videoconferencing. These courses can be offered at the University of Idaho- Boise Center where the equipment and technicians are already available. If there is a need for laboratory use for a course, UI and CWI faculty can work together to arrange for space, equipment and assistance in a lab at CWI.

d. Revenue Sources

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

As indicated above, it is anticipated that this program will be administered utilizing a reallocation of existing state appropriated funds. It is not anticipated that this program will have a detrimental effect on any of CALS programs.

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

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

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

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

OUTSIDE THE CLASSROOM

INTERN. Our practical experience. Complete a planned internship of at least 10 weeks in an area related to your career goals. We assist you toward opportunities with farms and ranches, agricultural businesses, livestock breed associations, university agricultural experiment stations, the United States Department of Agriculture, and the USDA Agricultural Research Service.

STUDY ABROAD. Deepen your understanding of your major—and the world. Go abroad to gain valuable knowledge of world agriculture, international business, environmental sustainability, political issues, and cultural diversity. Both EURASIA and the university's International Programs Office offer a variety of opportunities that last from a few weeks to several months.

GET INVOLVED. Network on the farm. Interact with other students, faculty, and advisors in student organizations. You can make new friends and make a difference on campus and in the community. COLLEGE offers a wide variety of clubs. You can also organize local career development events, offer livestock judging events, prepare leadership development workshops, and assist with state and national leadership conferences.

CAREER OPPORTUNITIES

Our graduates are highly sought after by employers, with starting salaries of up to $45,000 in government agencies, corporate organizations, and businesses. Here are a few possibilities:

EXTENSION EDUCATOR. An employee of a state university, provides teaching and programming in agriculture, horticulture, family and consumer sciences, and environment. The Extension Educator will help you land a job in agriculture, even if you do not have a degree in agriculture.

YOUTH DEVELOPMENT EDUCATOR. Provides leadership opportunities for 4-H youth development programs on local, county, regional, or state levels.

FIND OUT MORE ABOUT THE UNIVERSITY OF IDAHO AGRICULTURAL SCIENCE, COMMUNICATION, AND LEADERSHIP MAJOR.

AGRICULTURAL SCIENCE, COMMUNICATION, AND LEADERSHIP

FRESHMAN

Fall

Sophomore

Junior

Senior

Total

FRESHMAN

Ag 180

Ag 279

Ag 429

Ag 640

2

Elective

2

Elective

3

Elective

3

2

TOTAL

4

15

15

15

Sophomore

Ag 180

Ag 279

Ag 429

Ag 640

Elective

Elective

Elective

Elective

2

2

2

2

Elective

Elective

Elective

Elective

6

6

6

6

3

3

3

3

15

17

15

15

Junior

Ag 180

Ag 279

Ag 429

Elective

1

Elective

1

Elective

1

1

4

4

4

4

TOTAL

16

15

15

16

Senior

Elective

Elective

Elective

Elective

1

1

1

1

TOTAL

3

3

3

3

TOTAL

18

15

15

16

Appendix A

FARM AND RANCH MANAGER. Manage the operations of farms and livestock ranches.

PUBLIC RELATIONS SPECIALIST. Provide public relations campaigns and media materials for agricultural firms, organizations, government agencies, and other entities.

FIELD REPRESENTATIVE. Sell products and services to customers on your assigned territory.

MANAGER. Provide leadership in agricultural firms, commodity organizations, livestock breed associations, state and federal agriculture, and natural resources agencies.

JOIN THE UNIVERSITY OF IDAHO AGRICULTURAL SCIENCE, COMMUNICATION, AND LEADERSHIP MAJOR.

TO LEARN MORE, CALL 1.888.554.2176 www.idaho.edu

ASSISTANT DIRECTOR, COLLEGE OF SCIENCE and CULTURE, 208.885.3318

DEPARTMENT OF AGRICULTURAL EDUCATION & 4-H YOUTH DEVELOPMENT

University of Idaho
College of Agricultural and Life Sciences

October 9, 2012
Page 10
Appendix B

As mentioned in question 4, existing courses at the University of Idaho have been identified as appropriate electives. Offering a variety of courses to off-campus students would enable students to self-select courses that will better prepare them for their particular interest in industry. The existing UI courses listed below could be offered at a distance to help serve the off-campus programs and students:

Table 1

Existing courses to offer to off-campus ASCL programs

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plsc 407</td>
<td>Field Crop Production</td>
<td>3 credits</td>
</tr>
<tr>
<td>Plsc 338</td>
<td>Weed Control</td>
<td>3 credits</td>
</tr>
<tr>
<td>Plsc 408</td>
<td>Cereal Science</td>
<td>3 credits</td>
</tr>
<tr>
<td>AVS 305</td>
<td>Animal Nutrition</td>
<td>3 credits</td>
</tr>
<tr>
<td>AVS 471</td>
<td>Animal Disease Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Appendix C

John Foltz, Associate Dean for the College of Agricultural and Life Sciences
University of Idaho
Agriculture Science Building
605 Rayburn Street
Moscow, ID
83844-2331

October 12, 2012

Dear Dr. Foltz:

College of Western Idaho enthusiastically supports University of Idaho’s proposal to offer an Agricultural Science and Communication Leadership baccalaureate program in the Treasure Valley. CWI and UI currently have a 2+2 agreement for students transferring from CWI’s Agriculture Science program to the Agriculture Science and Communication Leadership program in Moscow. To have this baccalaureate degree offered on the CWI campus, or in close radius, would be a tremendous benefit to students of southwestern Idaho, many of whom are established in family farming and ranching operations. We believe that this population of students, already immersed in agricultural life, could be better served in this area. This program will help meet that need.

Please know that CWI will assist UI in any way we can to help facilitate a smooth transition for students continuing on this degree pathway. The community college partnership with the four-year universities in the state is extremely important to our mission, and we look forward to the opportunity for collaboration with UI on this project and future projects.

Sincerely,

David Shellberg
Vice President of Instruction and Student Services
College of Western Idaho
**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>2013</th>
<th>FY</th>
<th>2014</th>
<th>FY</th>
<th>2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
</tr>
<tr>
<td>A. New enrollments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Shifting enrollments</td>
<td></td>
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<td></td>
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</tbody>
</table>

### II. REVENUE

<table>
<thead>
<tr>
<th>FY</th>
<th>2013</th>
<th>FY</th>
<th>2014</th>
<th>FY</th>
<th>2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
</tr>
<tr>
<td>1. Appropriated (Reallocation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Appropriated (New)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Tuition</td>
<td>$18,636.00</td>
<td></td>
<td>$32,302.40</td>
<td></td>
<td>$67,089.60</td>
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</tr>
<tr>
<td>5. Student Fees</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. Other (Specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>$18,636.00</td>
<td>$0.00</td>
<td>$32,302.40</td>
<td>$0.00</td>
<td>$67,089.60</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

*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>A. Personnel Costs</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FTE</td>
<td>8005.0</td>
<td>8005.0</td>
<td>8005.0</td>
<td>24015.00</td>
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<tr>
<td>2. Faculty</td>
<td>$0.00</td>
<td>$0.00</td>
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<td>$0.00</td>
</tr>
<tr>
<td>3. Administrators</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>4. Adjunct Faculty</td>
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<td>5. Instructional Assistants</td>
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<td>6. Research Personnel</td>
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<td>7. Support Personnel</td>
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<td>8. Fringe Benefits</td>
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<td>9. Other</td>
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</table>

**Total FTE Personnel and Costs**

<table>
<thead>
<tr>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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</tbody>
</table>
### B. Operating Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>FY On-going</th>
<th>FY One-time</th>
<th>FY On-going</th>
<th>FY One-time</th>
<th>FY On-going</th>
<th>FY One-time</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>2. Professional Services</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>3. Other Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>4. Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>5. Utilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>6. Materials and Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>7. Rentals</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>8. Repairs &amp; Maintenance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>9. Materials &amp; Goods for Manufacture &amp; Resale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td>10. Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00 $0.00</td>
</tr>
<tr>
<td><strong>Total Operating Expenditures</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$0.00 $0.00</strong></td>
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<tr>
<td></td>
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<td>FY</td>
<td>FY</td>
<td>FY</td>
<td>Cumulative Total</td>
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<tr>
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<tr>
<td></td>
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<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
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</tr>
<tr>
<td><strong>C. Capital Outlay</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>1. Library Resources</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Equipment</td>
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</tr>
<tr>
<td><strong>Total Capital Outlay</strong></td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>

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

| **E. Indirect Costs** |       |       |       |       |       |       |

**TOTAL EXPENDITURES:**

<table>
<thead>
<tr>
<th></th>
<th>FY</th>
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<th>FY</th>
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<tr>
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**Net Income (Deficit)**

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<th></th>
<th>FY</th>
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</table>
Articulation Agreement between

College of Southern Idaho
and
the University of Idaho

To create a clear pathway for students of College of Southern Idaho to transfer to and complete their baccalaureate degree at the University of Idaho (UI), this transfer agreement outlines transfer requirements, and provisions. This agreement does not guarantee admission to the university or to a specific program/major.

1. Upon completion of the Associate of Arts (A.A.), Associate of Science (A.S.), Associate in Arts and Sciences (A.A.S.), or other Associate Direct Transfer Agreements at College of Southern Idaho, accepted students will enter UI at junior status (58 semester credits or more).

2. Only non-remedial courses with a grade of D or better will be awarded credit by UI, but all coursework will be recorded on the student's transcript. Some UI programs may require a higher grade than D to receive credit for certain courses or requirements.

3. In completing the degree(s) specified above, students will have met all general education requirements at UI.

4. International Students who complete an A.A.S.-DTA, A.A., or A.S. will have met the English proficiency admission requirements of UI.

5. A baccalaureate degree requires a minimum of 120 semester (180 quarter) credits, and a student may count no more than 70 semester (105 quarter) community college credits toward the degree.

6. Students who matriculate at UI within 3 years of matriculating at College of Southern Idaho would be eligible to follow the articulation agreements in force when they attended College of Southern Idaho, subject to paragraph 8. Students are urged to maintain close contact with a UI advisor due to frequent changes in the programs and in the curriculum.

7. At least one administrative or faculty member from each institution will be appointed to act as agents for the implementation of this agreement, to speak for the institutions and to communicate changes to respective faculty members, advisors, counselors, and others to whom the information is pertinent. Both parties agree to communicate annually any changes in their respective programs that may affect this articulation agreement.
8. This agreement will remain in effect until a mutually agreed-upon change is deemed necessary. Occasionally conditions will arise and cause an agreement, or certain sections of an agreement, to be inoperative. These conditions could include, but not be limited to, changes in state law, changes in State Board of Education policy, changes in accreditation policy, changes or discontinuances in programs or other changes taking place at either institution. If such conditions arise, the unaffected paragraphs of this agreement will remain in full force and effect.

This agreement may be terminated by the UI or College of Southern Idaho with appropriate written notification. Each institution agrees to provide termination notice one year prior to the intended change.

The University of Idaho and College of Southern Idaho officially authorize this agreement on August 7, 2012, with the agreement becoming effective immediately.

Signed  
Provost

Signed  
Vice Provost

Signed  
Registrar

College of Southern Idaho

Signed  
Date:

Signed  
Date:

Signed  
Date:
Articulation Agreement between

College of Western Idaho

and

the University of Idaho

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Signed ____________________________ Date: 8-9-12

Provost

Signed ____________________________ Date: 08/07/12

Vice Provost

Signed ____________________________ Date: 7/26/12

Registrar

College of Western Idaho

Signed __________________________________ Date: ______________________

Signed __________________________________ Date: ______________________

Signed __________________________________ Date: ______________________

Signed __________________________________ Date: ______________________
<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>August 20, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Business and Economics</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Department of Business</td>
</tr>
</tbody>
</table>

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

| Title: | Marketing Minor |
| Degree: | Minor |
| Method of Delivery: | On-campus and Web-based |
| CIP code (consult IR/Registrar): | 52.1401 |
| Proposed Starting Date: | Fall 2013 |

**Indicate if the program is:**

- [X] Regional Responsibility
- [ ] Statewide Responsibility

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

- [X] New Program (minor/option/emphasis or certificate)
- [ ] Discontinuance of an Existing Program/Option
- [ ] New Off-Campus Instructional Program
- [ ] Consolidation of an Existing Program
- [ ] New Instructional/Research Unit
- [ ] Expansion of an Existing Program
- [ ] Contract Program/Collaborative
- [ ] Other

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for Research (as applicable)</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Dean (as applicable)</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Administrator, SDPTE (as applicable)</td>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chief Fiscal Officer (Institution)</th>
<th>Date</th>
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<tbody>
<tr>
<td>Academic Affairs Program Manager</td>
<td>Date</td>
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<table>
<thead>
<tr>
<th>Chief Academic Officer (Institution)</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Chief Academic Officer, OSBE</td>
<td>Date</td>
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</table>

<table>
<thead>
<tr>
<th>President</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>SBOE/OSBE Approval</td>
<td>Date</td>
</tr>
</tbody>
</table>
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

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

   This request is for the creation of a marketing minor that will be managed by the Department of Business in the College of Business and Economics. The minor utilizes existing courses offered by a variety of programs, but the minor is not directly tied to any existing program. The purpose of the minor is to offer students an opportunity to broaden their major by incorporating formalized marketing coursework into their degree program. The minor would be available to all students at the University of Idaho.

   The proposed marketing minor would broaden the number of business-related minors available to students pursuing undergraduate degrees at the University of Idaho. Currently, the University of Idaho offers business-related minors in the following:
   - **Accounting** (available to all University of Idaho students)
   - **Advertising** (available to all University of Idaho students)
   - **Agribusiness** (available to all University of Idaho students)
   - **Business** (not available to students majoring within the College of Business and Economics or other college business options such as foreign language/business option)
   - **Economics** (available to all University of Idaho students; offered by the College of Letters, Arts and Social Sciences with coursework delivered predominantly by the College of Business and Economics),
   - **International Business** (available only to students majoring in the College of Business and Economics).
   - **Public Relations** (available to all University of Idaho students)

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

   The marketing minor would be available to all students at the University of Idaho. The discipline of marketing focuses on processes that organizations use to identify and serve the needs and wants of consumers.

   The objectives of the marketing minor include:
   1. Provide students with the fundamental understanding of how marketing strategies are planned, implemented, and monitored for effectiveness.
   2. Gain understanding and skills in specific functional areas of marketing, such as marketing research, sales and promotions, pricing, products, distribution, among others.

   The minor has the potential to enhance career prospects for students whose major incorporates dimensions of marketing.

   With regard to meeting specific “industry needs," marketing is a critical component of successful entrepreneurship. Thus, increasing the marketing knowledge base of college graduates has the potential to increase entrepreneurial activity in the State of Idaho.
From a broader perspective, the expected learning outcomes and achievements for students pursuing a marketing minor will be very similar to those for all College of Business and Economics academic programs, which include:

1. Critical Thinking. Students pursuing the minor will develop capacities for inquiry, abstract logical thinking, inductive and deductive reasoning, and critical analysis as it relates to marketing management.
2. Problem Solving. Students pursuing the minor will learn to deal with uncertainty and ambiguity and be able to identify and solve structured and unstructured problems in a variety of business settings.
3. Time Management. Students pursuing the minor will develop the ability to set priorities, cope with limited resources, and organize work to meet tight deadlines.
4. Moral/Ethical Reasoning. Students pursuing the minor will be able to identify ethical issues and apply a value-based reasoning system to ethical questions, including ethical problems relevant to business.

Learning outcomes and achievements specific to the discipline of marketing that will be expected of students pursuing a marketing minor include:

1. Students pursuing the minor will understand the fundamental concepts of marketing and the role of marketing as it applies to both organizations (e.g., businesses, nonprofits, governmental agencies) and society.
2. Students pursuing the minor will develop an understanding of the ethical, legal, social, and technological forces that impact decision making in marketing.
3. Students pursuing the minor will know how to develop marketing strategies and tactics based on the integration of product, price, promotion, and place objectives.
4. Students pursuing the minor will gain the capacity to formulate marketing strategies that incorporate demographic, psychological, and sociological factors that influence target groups.
5. Students pursuing the minor will develop a capability to collect, process, and analyze relevant market data to make informed decisions.
6. Students pursuing the minor will understand marketing issues and problems and provide alternative solutions based on examination of relevant marketing information.

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

The undergraduate degree programs in the College of Business and Economics at the University of Idaho are accredited by the Association to Advance Collegiate Schools of Business (AASCB). Less than five percent of the world’s 13,000 business programs have earned AACSB accreditation. AACSB standards require regular, on-going assessment of academic programs. AACSB, however, does not accredit minors. Thus, the proposed marketing minor will be closely monitored by CBE faculty and administration ensure program quality.

4. List new courses that will be added to curriculum specific for this program. Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.

The marketing minor will not require the addition of any new courses. The minor is structured on the use of existing and regularly offered marketing-oriented courses.
5. Please provide the program completion requirements and attach to this proposal as Appendix A. This question is not applicable to requests for discontinuance.

See attached Appendix A for Marketing Minor completion requirements.

| Credit hours required in major: |  |
| Credit hours required in minor: | 18 |
| Credit hours in institutional general education or core curriculum: |  |
| Credit hours in required electives: |  |
| **Total credit hours required for completion:** |  |

6. Identify similar programs offered within Idaho or in the region by other colleges/universities. If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

The proposed marketing minor is similar to marketing minors offered by Boise State University, Idaho State University, and Lewis-Clark State College. Though the proposed minor is similar to marketing minors offered elsewhere in the state, it is generally not the practice of students to enroll into a particular institution because of the availability of an academic minor; rather, students typically choose a academic institution based (to some extent) on the degree (i.e., major) that they intend to pursue.

The proposed marketing minor differs from marketing minors offered by peer state institutions in that it is composed of an interdisciplinary curriculum; namely, the proposed marketing minor consists of several marketing-oriented courses offered outside of the College of Business and Economics.

The rationale for offering a marketing minor at the University of Idaho, which is consistent with peer state institutions offering a marketing minor, is to provide an academic program area that can be used to complement existing degrees (i.e., majors) offered at the institution, thereby making graduates more competitive when pursuing employment in the workforce.

| Degrees/Certificates offered by school/college or program(s) within disciplinary area under review |
| Institution and Degree name | Level | Specializations within the discipline (to reflect a national perspective) | Specializations offered within the degree at the institution |
| BSU | B.B.A.; Minor | None | General Marketing |
| CSI | A.A. in Bus. | None | General Marketing |
| CWI | A.A.S.; A.T.C.; T.C. | None | Marketing Management |
| EITC | A.A.S. | None | Marketing & Management |
| ISU | B.B.A.; Minor | None | None |
| LCSC | Minor | None | General Marketing |
| NIC | Not Applicable | Not Applicable | Not Applicable |
| UI | B.S. | None | Marketing – General Emphasis Marketing-Entrepreneurship Emphasis Marketing – PGA Option |
7. **Describe the methodology for determining enrollment projections.** If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

Enrollment projections were determined utilizing two methods, one being external and the other internal. The external-based method consisted of directly contacting the appropriate representatives at BSU, ISU, and LCSC to request the total number of students enrolled in their respective marketing minors. The total number of students reportedly enrolled in these institutions’ marketing minor was as follows:

- **BSU:** 60 (non-Business students only; based on Spring 2012 enrollment)
- **ISU:** 15 (based on average of Fall 2010 and Fall 2011 enrollments)
- **LCSC:** 69 (based on Fall 2011 enrollment)

The internal-based method consisted contacting the administrators and coordinators of five programs at the UI that are academically allied to the marketing program. These individuals were asked to provide an estimate the number of freshman through senior students in their respective programs would likely enroll in the proposed marketing minor. Their estimates were as follows:

- Agricultural Economics and Rural Sociology: 10
- Career and Technical Education: 8
- Family and Consumer Sciences: 5
- Food Science: 5
- Journalism, Advertising, and Mass Media: 30

Using the number of students enrolled in the accounting minor and economics minor as a gauge, we expect approximately 20 students in the College of Business and Economics would pursue the proposed marketing minor. Therefore, given the above information, we believe that the total enrollment in the proposed marketing minor at the end of year four will be within the range of 55 to 80 students.

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

An estimate of full-time enrollment in the marketing minor from the time of implementation and the following three years is expected to be approximately:

- **Year 1:** 25-35 enrolled
- **Year 2:** 35-45 enrolled, 5-10 graduates
- **Year 3:** 45-55 enrolled, 11-14 graduates
- **Year 4:** 55-80 enrolled, 14-20 graduates

Given information provided by Boise State University’s Institutional Assessment Office, the graduation rate for the BSU marketing minor is approximately 40 percent, which is 12 nominal percentage points higher and 42 percent higher than their institutional graduation rate of 28 percent. We expect the graduation rate for the proposed marketing minor to be similar in nature to those experienced by Boise State University. Specifically, the graduation rate for the marketing minor is expected to be, at a minimum, equal to the overall graduate rate at University of Idaho, which is reported by the institution to be 53 percent. It is more likely, however, that the graduation rate will approach 70 percent.
**Discontinuations.** Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relevant Enrollment Data</th>
<th>Number of Graduates</th>
<th>Graduate Rate</th>
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<tr>
<td></td>
<td>Current Year 1 Previous</td>
<td>Year 2 Previous</td>
<td>Current Year 1 Previous</td>
</tr>
<tr>
<td>BSU</td>
<td>60</td>
<td>138</td>
<td>88</td>
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<tr>
<td>CSI</td>
<td>NA</td>
<td>NA</td>
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</tr>
<tr>
<td>CWI</td>
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<td>NA</td>
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<tr>
<td>EITC</td>
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<tr>
<td>ISU</td>
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<td>11</td>
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<tr>
<td>LCSC</td>
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<td>NIC</td>
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<tr>
<td>UI</td>
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</tr>
</tbody>
</table>

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\(^a\) Averaged over three years of data provided.

\(^b\) Data requested either not tabulated by institution or not provided upon request.

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

The proposed marketing minor is not expected to negatively impact enrollments of any undergraduate degree programs at the University of Idaho; a similar minor offered by our peer institution, Boise State University, has had no impact on enrollments in their undergraduate degree programs. The proposed marketing minor could slightly reduce the enrollments in other minors offered by the University of Idaho. However, the proposed marketing minor is not expected to affect the viability of other minors with respect to enrollment numbers.

The proposed marketing minor could assist the University of Idaho in achieving its enrollment goals by offering students that have an interest in marketing but wish to pursue a degree (i.e., major) in another college a pathway to achieve their academic goals.

10. **Provide verification of state workforce needs such as job titles requiring this degree.** Include State and National Department of Labor research on employment potential. *This question is not applicable to requests for discontinuance.*

Not applicable. This notice of intent request is for the creation of a marketing minor and not a program that grants a degree (i.e., a minor is not defined as a degree). As stated previously, one purpose of the proposed marketing minor is to enhance/supplement existing degree programs being granted by the University of Idaho – especially those degree programs most closely aligned to the discipline of marketing.

Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. *This question is not applicable to requests for discontinuance.*
a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

### 11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe.

This question is not applicable to requests for discontinuance.

The proposed marketing minor will not be delivered exclusively through distance education, though several courses composing the minor are currently offered through distance education. The following courses included in the proposed minor that are currently offered through distance education are:

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Summer Semester</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus 321</td>
<td>Bus 321</td>
<td>Bus 321</td>
</tr>
<tr>
<td>CTE 413</td>
<td>Bus 324</td>
<td>Stat 422</td>
</tr>
<tr>
<td>Econ 272</td>
<td>CTE 413</td>
<td>Econ 202</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FCS 448</td>
</tr>
</tbody>
</table>

### 12. Describe how this request is consistent with the State Board of Education's strategic plan and institution's role and mission.

This question is not applicable to requests for discontinuance.

The proposed marketing minor is consistent with the Strategic Plan of the State Board of Education’s (SBOE) in that the minor is fully expected to provide opportunities for individual advancement [SBOE Strategic Plan Goal 1] and “foster the development of individuals who are entrepreneurial, broadminded, think critically, and are creative” [SBOE Strategic Plan Goal 3].

The proposed marketing minor is consistent with the University of Idaho’s role and mission in that it is geared to “promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in … the professions.” Through the pursuit of a marketing minor, students enrolled in allied undergraduate degree programs will be able to better contribute to economic development by understanding the role of marketing as it applies to their degree discipline and/or career. In addition, students majoring in programs outside the College of Business and Economics will increase classroom diversity (i.e., discipline diversity) within existing courses composing the marketing minor. It is expected that this increase of discipline diversity will have a long-term positive influence with respect to the careers of graduates obtaining the minor, as well as a positive impact in the classroom learning environment.
13. Describe how this request fits with the institution’s vision and/or strategic plan. This question is not applicable to requests for discontinuance.

<table>
<thead>
<tr>
<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Teaching &amp; Learning</td>
<td>The proposed marketing minor is primarily focused toward those students seeking undergraduate degrees in allied curriculums (i.e., those undergraduate degree programs that lead to professions with a strong relationship with the marketing discipline).</td>
</tr>
<tr>
<td>Objective A: Build adaptable, integrative curricula and pedagogies.</td>
<td>Strategy 5: Expand opportunities for professional education.</td>
</tr>
<tr>
<td>Strategy 5: Expand opportunities for professional education.</td>
<td></td>
</tr>
<tr>
<td>Goal 1: Teaching &amp; Learning</td>
<td>The proposed marketing minor will increase the number of students in marketing courses that are not majoring in marketing within the College of Business and Economics. This will enhance student learning in marketing courses by increasing the diversity of degree programs students represent within the classroom.</td>
</tr>
<tr>
<td>Objective B: Develop integrative learning activities that span students' entire university experience.</td>
<td>Strategy 5: Increase opportunities for student interaction and interdisciplinary cooperation.</td>
</tr>
<tr>
<td>Strategy 5: Increase opportunities for student interaction and interdisciplinary cooperation.</td>
<td></td>
</tr>
<tr>
<td>Goal 4: Community &amp; Culture</td>
<td>The proposed marketing minor is expected to result in a increase the level engagement between academic programs across the University of Idaho campus that consist of a marketing element in their curriculum.</td>
</tr>
<tr>
<td>Objective C: Be a community committed to productivity, sustainability, and innovation.</td>
<td>Strategy 2: Develop and promote activities to increase collaboration with new and unique partners.</td>
</tr>
<tr>
<td>Strategy 2: Develop and promote activities to increase collaboration with new and unique partners.</td>
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</tr>
</tbody>
</table>

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

Yes ____ No X____

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

Note that this NOI request began its approval process prior to final presentation and approval of each states institution’s Five-Year Plan (Final Five-Year Plans are to be presented to the SBOE full board on August 22-23, 2012). The proposed marketing minor does not appear on the University of Idaho’s Five-Year Plan.

Despite the marketing minor’s absence on the University of Idaho’s Five-Year Plan, we believe there is strong justification for approving this NOI request. First, the demand for a marketing minor at the University of Idaho is strong.

Second, the additional resources required to support a marketing minor are very minimal:
- No new courses are needed to successfully deliver the minor.
- No new classroom or administrative office resources are required to deliver the minor.
- No new faculty are required to deliver the minor.
- No new faculty or staff are required to manage the minor. The advising responsibilities for the minor will reside with one faculty member within the marketing area of the College of Business and Economics.

Third, the advantages of offering the marketing minor are numerous, including:
- The minor provides a point of differentiation for students entering the job market.
- The minor increases the capacity utilization rate of classrooms (i.e., reduction in “empty seats”).
The minor increases the visibility of the College of Business and Economics across the University of Idaho campus.

The minor creates partnerships across various units on the University of Idaho campus (e.g., AgEcon, CTE, JAMM, FCS)

The minor provides an “attraction factor” for students interested in marketing but wanting to pursue a degree (i.e., major) in another discipline.

In the process of obtaining enrollment figures from peer institutions within the state, we received unsolicited written support for the University of Idaho marketing minor NOI from individuals managing the marketing minors offered by Boise State University (“I think offering the [marketing] minor is a great idea”) and Idaho State University (“it is a good long-term strategy for servicing the rest of campus”). Thus, it appears that the proposed marketing minor is not perceived to be in competition with the marketing minors offered by peer institutions – rather it is viewed as a program to service and enhance other units on the University of Idaho campus.

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

Like the majority of minors offered on the University of Idaho campus, the proposed marketing minor will be marketed predominantly within the institution through direct contact with faculty and administrators of programs most closely allied to the marketing discipline in order to create awareness of the minor. Informational fliers/checksheet will also be prepared – one for advisors and another for students – providing information concerning requirements of the minor and the opportunities that a marketing minor creates. Given the number of inquiries that the College of Business and Economics advising team and marketing faculty receive concerning whether or not a marketing minor is offered by the college, we do not believe there will be a challenge in building the marketing minor into a viable, self-sustaining program.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. 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).

The proposed marketing minor requires no additional resources apart from what is already allocated by the institution to deliver current marketing degree curricula. In addition, no existing resources would have to be reallocated to deliver the proposed marketing minor. Specifically:

- No new faculty/instructors are required to deliver the proposed marketing minor.
- No new courses will need to be created and staffed to deliver the proposed marketing minor since the minor will utilize existing courses.
- No additional administrative support will be required to deliver the proposed marketing minor.
- No physical laboratory space or research-related equipment is required to deliver the proposed marketing minor.
### Program Resource Requirements

Provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

#### A. REVENUE

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#### B. EXPENDITURES

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*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.*
APPENDIX A

Marketing Minor

Econ 202  Principles of Economics or
Econ 272  Foundations of Economic Analysis (3-4 cr)

Bus 321  Marketing (3 cr) or
Bus 345  Business Operating Decisions (3 cr)

Four courses selected from the following (12 cr):
AgEc 302  Agricultural Economics II (3 cr)
AgEc 333  Introduction to Sales (3 cr)
Bus 324  Buyer Behavior (3 cr)
Bus 420  Promotional Strategy (3 cr)
Bus 421  Marketing Research and Analysis (3 cr)
Bus 422  Personal Selling and Sales Force Management (3 cr)
Bus 424  Pricing Strategy and Tactics (3 cr)
Bus 425  Retail Distribution Management (3 cr)
Bus 426  Marketing Channels Management (3 cr)
Bus 427  Services Marketing (3 cr)
Bus 495  Product Development and Brand Management (3 cr)
CTE 413  Retail Merchandising and Market Education (3 cr)
Econ 453  Econometrics (3 cr)
FCS 323  Evaluation of Apparel and Textiles (3 cr)
FCS 448  Consumer Economic Issues (3 cr)
ForP 425  Forest Products Marketing (3 cr)
FS 489  Food Product Development (3 cr)
JAMM 452  Public Relations Campaign Design (3 cr)
JAMM 466  Advertising Campaign Strategy (3 cr)
Stat 422  Sample Survey Methods (3 cr)
DATE: 10/17/12

TO: Provost Doug Baker

FROM: Dean Mark Elison Hoversten, FASLA, AICP

SUBJECT: Name Change Proposal for BFA Studio Art

The faculty of Art and Design have proposed changing the name of the BFA degree from BFA in Studio Art to BFA in Studio Art and Design to better reflect the actual course offerings and degree. I completely support their proposal.

Currently BFA students can pursue a studio emphasis in painting, sculpture, printmaking, photography/digital imaging, graphic design, or interaction design. Approximately ½ of the BFA students are currently working in the design areas. Therefore it is important to add design to the degree name.

This will also help with recruiting as many students interested in the field of graphic design and interaction design have difficulty locating the major under studio art and therefore do not know that graphic design is offered at the University of Idaho.

We have checked with our accrediting agency, NASAD the national Association of Schools of Art and Design and understand that this change will be in compliance with their regulations.

The College Curriculum committee voted and approved this change on 10/8/12

Sincerely,

Mark Elison Hoversten, FASLA, AICP
October 15, 2012

Dr. Douglas Baker
Provost’s Office
University of Idaho
Moscow, ID 83844-3152

Dear Dr. Baker,

Last spring the State Board of Education approved a name change for the Forest Products undergraduate program to Renewable Materials. This change is reflected in the current University of Idaho catalog. At this time, we would like to request that the name of the minor associated with the program also be changed from “Minor in Forest Products” to “Minor in Renewable Materials” to reflect the new undergraduate program name.

The University Curriculum Committee will be receiving a Curriculum Change Request from CNR that asks to reduce the number of credits in the Forest Products minor from 20 credits to 18 credits, to reflect the new University policy on credit requirements. It is our wish that the name be changed at this time, as well. No other changes are requested for this minor.

Thank you for your consideration of this request. I believe that the name change to Renewable Materials will best describe the intent and content of the minor.

Sincerely,

Thomas Gorman
Associate Dean and Renewable Materials Program Leader
October 9, 2012

To: Doug Baker
   Provost and Executive Vice President

From: John Hammel, Paul Joyce and John Foltz
   Provost and Executive Vice President

Subject: Correction of program misalignment

The College of Agricultural and Life Sciences would like to request correction of a misalignment that occurred as a part of the move of the Microbiology, Molecular Biology and Biochemistry program to the Department of Biological Sciences in the College of Science during 2010. The Medical Technology Program was moved as a part of that restructuring as were faculty lines between departments of both the College of Agricultural Life Sciences (CALS) and the College of Science. The misalignment has occurred due to the fact that the primary faculty member in charge of the program remains in the College of Agricultural Life Sciences, but the program moved to the College of Science.

In 2008, the MMBB department (which was a part of CALS at that time), in collaboration with the UI Coeur d’Alene campus, and the North Idaho Rural Health Consortium invested $20,000 to fund two laboratory benches and associated equipment to allow the Spokane based Providence Sacred Heart Medical Center (PSHMC) program to provide two positions specifically for University of Idaho students in the Medical Technology program. This investment was geared toward meeting the increasing demand for Medical Technologists available to rural hospitals in northern Idaho.

The University of Idaho is requesting only to administratively move the existing Medical Technology program back to the College of Agricultural Life Sciences from the College of Science to correct this misalignment. No other changes will be made to the program and students will be better served from the program being housed within the college of the primary support faculty.

Thank you for your consideration of this request.