MEETING AGENDA
Wednesday, March 9, 2016. 9:00 to 11:00 a.m. Idaho Commons Crest
Off-Site Connection: Lync access available via emailed invitation

I. Call to Order………………………………………………………………………………………………………Fizzell
II. Staff of the month……………………………………………………………………………………………..Howard
III. Guest Presentation…………………………………………………..Dean of Students, Dr. Blaine Eckles
IV. Strategic Plan Goal 4: Leadership within the University of Idaho governance structure
   Presentation (pp. 34-64)........................................................................................................Summer Howard – Faculty Senate
V. Roll Call; Quorum Determination................................................................................................Cornwall
VI. Approval of Minutes (pp. 2-33)....................................................................................................Fizzell
VII. Executive Committee Reports
   a. Off-Campus..........................................................................................................................Sowers
   b. Communications..................................................................................................................Howard
   c. Treasurer..............................................................................................................................Todish
   d. Secretary...............................................................................................................................Cornwall
   e. Technology............................................................................................................................Kearney
   f. Vice Chair..............................................................................................................................Miller
   g. Chair.........................................................................................................................................Fizzell
VIII. Advisory/Other Reports
   a. Faculty Senators....................................................................................................................Mahoney/Brewick
   b. Finance & Administration.......................................................................................................Foisy
   c. Human Resources................................................................................................................TBD
   d. Professional Development & Learning..................................................................................Keim
IX. Subcommittee/UI Committee Reports
   a. Staff Awards........................................................................................................................Howard
   b. Strategic Plan Goal 2: Staff empowerment update...............................................................Hammes
X. New Business
   a. Appoint Maria Ortega as Boise representative (Vote)
   b. FSH 3710 Policy Updates (pp. 65-70)- (pp. 64-83)
XI. Old Business
XII. Good of the Order
XIII. Adjournment
February 2016 Meeting
Wednesday, February 10th, 2015
8:52 AM

Called to order 9:00 AM

Recognition – Staff of the Month
Mary Ellen Brewick, International Programs Office. “Mary Ellen always has a positive, can do attitude that boosts the moral of the office. She is an extremely supportive supervisor. She also is highly engaged in different activities around campus. She’s a great, all around team player.”

Approval of Minutes
February 10th meeting minutes

Motion to approve meeting minutes as written by Sue Branting, 2nd by Summer Howard.
Vote: Approved unanimously.

Roll Call, Determination of Quorum

Executive Committee Reports
Communication – Summer Howard
Thank you to Kristin Strong for volunteering to help with the web edits. Our own Amber Wilson received a nice Kudos. “Amber, Kristy and Kelli were fantastic as they helped me navigate how to hire student employees! I had no knowledge coming in, and they answered all my questions, gave good advice and made everything easy to understand. Amber especially has continued to be a great help throughout the process. I appreciate the whole team’s responsiveness, patience and openness.”

Treasurer – Janice Todish
Funding from the President’s Office coming in for the awards ceremony.

Question: Have we heard back on the budget request? Or when will be hear back? We have not heard back yet, but will find out.

Off-Campus Rep – Angie Sowers
Nothing to report

Secretary – Laila Cornwall
We have received a nomination for an off-campus rep and I would like to entertain a motion to have Stephanie Fox fill this open position.

Motion to nominate Stephanie Fox by Janice Todish, 2nd by Lisa Miller.
Vote: Approved unanimously.

Technology – Darren Kearney
Not present, nothing to report
**Vice Chair – Lisa Miller**

Faculty Senate Leadership with Brian Foisy – Classification Task Force, would like to see it go in a new direction. Will send out an email with update when we hear back.

Timeline – there has been discussion on postponing until the new Director of HR is in place. Faculty Senate strongly suggested that we continue to meet. Working on setting up a training for the task force. Want to look at market-based classification.

Name change to the compensation task force – Faculty Senate will vote on the name change in their next meeting.

The ombuds position – recommendation to hire was given to the president, but have not heard anything back yet.

**Chair – Greg Fizzell**

We will be hearing about the Strategic Plan from the Provost today.

**Advisory/Other Reports**

**Faculty Senate Rep – Andrew Brewick & Brian Mahoney**

This last semester discussions have been geared toward academics.

Looking into video streaming options. Questions is whether there is funding or not for a technology classroom. The Faculty/Staff lounge now has a nice new 80” TV monitor.

**Question:** Centralized vs decentralized video conferencing? IT wants to move to more of a departmental, not planning to make it IT.

Current video conferencing software: Scopead – has not worked as hoped.

The position for the university wide scheduler was eliminated. Was not expecting the fall back and is now trying to get this position refilled.

Discussion on a tuition lock – incoming freshmen tuition for that student would be staying the same for four years – for full-time students only. This does not eliminate the university being able to increase/raise the tuition every year. This discussion came down from the state board.

**Question:** what would the hit on revenue look like? Should not be a hit if it comes with increased enrollment. This is directly related to the “Go On” Initiative.

**Question:** What about a tuition lock for transfer students? The note said incoming freshmen, but there was discussion on a possible 2 year lock for transfer students.

Had an in-depth discussion on the mandatory trainings. There has been a lot of complaints that they are too long and not relevant to their positions. Concerns are being taken into account for future trainings, but everyone still needs to complete the current trainings as mandated. Concerns will be address in future trainings.
Leave policy – very heated debate. Approval of removal of footnote – same sex partners to be included due to supreme court ruling, so no longer needed.

Parenting – FMLA – change proposed was not just about parenting but included FLMA so did not pass and was denied. It was decided to move forward with the parenting portion of the suggested changes and to look at the FMLA portion separately.

Question: Will Staff Council see the proposed changes before it moves on?

The current FMLA mandate is 12 weeks. Wanted to allow staff to opt to take no pay with maintaining leave still available. We should ask constituents – if you have leave you can take it when you want – perception, whereas leave (parenting/sick) must be approved first. Leave without pay and comp time must be approved.

Question: if leave is planned, could they save it? If all leave was used up, then would benefits be covered? It is being discussed in upper administration.

A way to elongate the funding to help staff in this situation make it through. It would be comforting to know that you would have the flexibility.

Working through parenting leave plan that is a lot better than what it used to be. Will go before the board in April.

**Guest Presentation: Strategic Plan and Process - Dr. John Wiencek, Provost & Executive Vice President**

Handouts – attached to the meeting minutes

The strategic plan will also be posted on the website. Plan to go through 2025 - that is 9 years. Things may look different in 5 years, but the intent is to put a framework in place in 3 3-year plan stages/segments/waypoint.

Large plan with broader perspective going from university as a whole, to areas, to departments to units.

Strategic plan in place by next fall. Very well articulated plan with major goals and objectives

Will embrace a missing statement and institutional values. Vision is articulated by the president and is currently trying to get them down to single sentences to capture the heart of the vision.

- Goals – teaching, research
- Extension and outreach
- Building the team
- Being inclusive
- Living up to our values

Plan summary – confusion on mission versus vision. The mission statement has been approved by the State Board, so no changes will be made to this. The UI Vision is currently in draft form and is articulated by the president.
Matrix 5 – maps to each goal. Plan is not strategic if you do not have benchmarks and a way to measure success. It is intended to help us focus our attention in the right places, which includes enrollment.

Principles and values – discussion on what defines a value. We have four major goals – described by one word.

1st waypoint (2017-2019)
2nd waypoint (2020-2020)
3rd waypoint (2023-2025)

We will have annual processes in place to measure progress. Why include enrollment in goals – enrollment is fundamental to our success. Long-term results – we will be 6 years into the plan before we can start reviewing changes that are implemented now. Enrollment, accreditation etc. all has to be rolled into the plan. This does not work if we do not work together across units – integrative planning.

Question: Cultivate – using chronicle surveys? Chronicle surveys are surveys that evaluated six relevant categories benchmark and evaluate against other peer institutions.

Opportunity to brand – curious to see where we are at now, so we can put directed effort into what we need to focus on. It is a delicate balance to embrace and include everyone.

It is a national survey that universities choose to take. There are plenty of schools like us and plenty that we aspire to be like.

Plan to do the free survey, to see if the data we will get will help us. We want to see what we are getting, before paying for it. It will be a good first step for us. Analytically look at data that will help us narrow down what we want to accomplish.

“Great Colleges to Work For” – over 1,000 institutions participate.

Question: Will the report be available for Staff Council to look at? Yes, all data will be posted, strong believer in transparency. The advantage is that there is a lot of positive pressure from this that will help us up our game to get the “BBB stamp of approval”.

Question: Suggested topics for waypoints? Do we need to propose it or include it into our own strategic plan? Less central to the core concepts – more for larger audience to show ideas of what we have in mind.

State Board will have to approve it so it has to be done by March. Goes in front of the State Board in April.

Question: Overall Strategic Plan Approval? Yes, will have to put together a rubric showing where we match up with the State Board Strategic Plan.

Key points heard – focus on excellence.
**Question:** How has it been accepted so far? Overall, pretty good. Measure of terminal degrees, question is to include master’s degrees as well. Master’s degrees are an important part of the eco system.

**Question:** State Board Education Plan? At their last meeting, they voted on some changes. They already have a plan in place. UI brings in 2/3 of the research dollars in the state.

**Question:** What Carnigy level are we at? Level R2, which is based on what kind of degrees are offered, quantity and quality of research. We are within striking distance of level R1; we are on the high end. PhD. Degrees, the more research expenditures you have the better. We have about 75 PhD’s right now, We need to have more like 200 PhD’s. We are ahead of the game in the STEM field areas, but behind in the social sciences and humanities area. We want to be high in research.

**Advisory/Other Reports – continued**

**Human Resources – Brian Foisy**

Nothing to report

**Professional Development and Learning – Elissa Keim**

Diversity Council – Literacy and Competency 1-day training coming up

New resources coming online in May including YouTube segments on conflict Management and Customer Services.

Linda.com – working on bringing to campus. Difficult time to narrow pilot program. Still trying to find out if it is the right fit for the University of Idaho.

2016 Trainings – 50% of all employees has completed the mandatory trainings, just under 50% for the supervisory trainings. Modules will be off-line for about three hours this coming Friday for updates. Feedback has been pretty positive overall.

**Question:** Faculty 0 supervisory training? Hard to determine whether someone is truly a supervisor. Definition rolled out, did not take into account approval of timesheets, etc. If you have people reporting to you, you really should be taking the supervisory training. Resource Lead versus supervisor.

**Staff Awards – Summer Howard**

Nomination pages are now live – thanks to Chad Neilson. March 11 is the due date. President’s office is picking up the cost of the room, food, etc. Prizes will be set to one item per category, no choices this year.

**Question:** are nominations open? Should be going out today. The all staff/faculty email has been initiated.

**Question:** Cost of food, etc? More money for prizes? No, just because the President’s office picked up the cost for food this year, we do not know what it will look like next year.

**Question:** Increase awards? The $6,000 from the President’s office is not a cost savings, but is in addition to funding we already have. The changes are for the lunch. Awards and longevity both. HR will do the calculations now.
Luncheon is scheduled for April 27th from 11:30-1:30 PM in Ballroom. The goal is to make the ceremony nicer.

Want to stress that the RSVP is mandatory to get a better idea of ordering food.

Everyone will get a certificate along with the prize this year.

**New Executive member Communications – Greg Fizzell**

Would like to entertain a motion to elect Summer Howard as the newest Executive member of Staff Council in the role of Communications, 2nd by Marlene Wilson.

**Vote:** Approved unanimously.

**Strategic Plan Workgroups – Greg Fizzell**

Time to work as a group – do we need to set off times to meet outside the regular monthly meetings?

Feedback from groups is that is should not be needed.

The Invest in People Group (AA3) – do we need to assign a new lead? Greg will look at the membership list to see who are not assigned a group yet, and propose a new chair.

**Good of the Order**

Nothing

**Meeting adjourned** at 10:59 am.
University of Idaho
Strategic Plan and Process
(V 5.3)
2016-2025

"I believe that research universities prepare their students not just with today’s knowledge, but with the ability to discover new knowledge, to solve novel problems, to lead and thereby to construct the future. The University of Idaho is Idaho’s major public research university, serving a land-grant mission in support of Idaho’s economy and society by educating students at the undergraduate, graduate and professional levels to meet the needs of Idaho and our region; by conducting research, scholarship and creative activity of impact and purpose (basic and applied); and by engaging statewide to improve the lives of Idahoans.

UI will serve any qualified student, with a focus on enabling all qualified Idaho students access to education at a research university. Our resident students will be a cross-section of Idaho in ethnic, socioeconomic, and demographic terms. Education at the University of Idaho is not simply the transmission of knowledge, but the preparation to become a problem solver and lifelong learner.

The university will be a purpose-driven organization, a vibrant intellectual community that attracts, retains, and develops great faculty and staff. We can achieve this by generating additional resources and by using our resources effectively, improving our physical and professional environment."

President Chuck Staben
Charge to Provost to Lead Strategic Planning Efforts
August 17, 2015
Plan Summary

Our journey to the highest level of excellence

Unlike many contemporary university strategic plans, this plan seeks a longer view of our future with a timeline. This plan has many interesting parallels with the “Plan for Tomorrow” developed by the University of Idaho under the direction of President D.R. Theophilus for the time period of 1960-70. Both plans allude to goals of a 50 percent increase in enrollment with appropriate increases in research and graduate programs, increases in staff and faculty retention, and improved efficiency. The pace of change continues to accelerate which makes the implementation process a vital ingredient that will ensure the success of this plan.

The philosophy of this strategic plan can be metaphorically compared to a journey: as we move from here to there, can we walk only on the ground? Or can we swim oceans and fly through the air as well?

Our university’s mission statement defines the space in which we move and the landscape in which we thrive and grow:

[To be finalized via poll]

For more than 125 years, the University of Idaho has shaped the future through education, discovery and engagement with communities.

Within that landscape and our ability to transverse it, our vision describes where we plan to arrive in the next decade:

[To be finalized via poll]

The University of Idaho will expand enrollment by 5,000 students, yield an economic impact for the state in excess of $2 billion, and increase research excellence and productivity to become a Carnegie Research Very High institution.

The successful completion of our journey requires organizing and aligning our activities through overarching goals and objectives. We will move through our journey in phases, seeking arrival to key landmarks or waypoints along the way. These waypoints will be three year focused tactical plans that seek to make headway in specific areas of focus. The tactical plans, or cascaded plans, will be developed and implemented in all units within the university and will become embedded within our annual budget process. Given the focus and inherent diversity of the many units within our university, the cascaded plan from any given unit will likely focus on a few of the goals rather than attempting to spread the effort across all four goals. Our institutional “navigation” will be provided by an inclusive implementation committee that will overlay this current plan with ongoing budgeting, resource allocation, planning and prioritization processes that are vital to the university’s continued evolution toward excellence.
Our Mission

[To be finalized via poll ... placeholder below]

For more than 125 years, the University of Idaho has shaped the future through education, discovery and engagement with communities.

The University of Idaho is the state’s only land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal, and cultural assets of our state, and to develop solutions for complex problems facing our society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices, and research facilities across 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.

Our teaching and learning includes undergraduate, graduate, professional, and continuing education offered through both resident instruction and extended delivery. Our educational programs are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students, and staff.

Our scholarly and creative activities promote human and economic development, global understanding, and progress in professional practice by expanding knowledge and its applications in the natural and applied sciences, engineering, social sciences, arts, humanities, and the professions.
UI Vision/2025

[To be finalized via poll ... placeholder below]

The University of Idaho will expand enrollment by 5,000 students, yield an economic impact for the state in excess of $2 billion, and increase research excellence and productivity to become a Carnegie Research Very High institution.

Large research universities, such as the University of Idaho, prepare their students not just with today's knowledge, but with the ability to discover new knowledge, to solve novel problems, to lead, and thereby to construct the future. We educated students at the undergraduate, graduate, and professional levels to meet the needs of Idaho and our region. We create knowledge and impact through our research, scholarship, and creative activity. We improve lives in Idaho and beyond.

As Idaho's land grant university, UI will maintain its current leadership in research and engagement with Idaho communities. Putting new knowledge into action, requires continued growth in the creation and the execution of ideas that matter. We will continue to provide leading graduate and professional education, including enhanced production of doctoral, masters, and professional degrees. The University of Idaho will become a Carnegie "Research Very High" institution known for select programs of impact and excellence, and recognized for interdisciplinary research.

UI will serve any qualified student, providing access to education at a research university. The University will enroll a mix of resident and non-resident (including international) students at the graduate and undergraduate levels. Our resident students will be a cross-section of Idaho in ethnic, socioeconomic, and demographic terms. Education at UI is not simply the transmission of knowledge, but the preparation to become a problem solver and lifelong learner.

The University will excel in student success as measured by the transformative educational experience and the achievement of student learning outcomes as well as in readily quantifiable measures such as higher-than-predicted retention and graduation rates for the students UI admits; employment/career outcomes for its students; other measures of student engagement and learning, including NSSE and internal measures. The University will lead in helping Idaho achieve its goal of 60 percent postsecondary attainment. To achieve this goal, undergraduate enrollment and graduates will increase to 150 percent of current enrollment and graduates. The University will engage across the state to enhance postsecondary attainment.

The University will be a purpose-driven organization, a vibrant intellectual community that attracts, retains, and develops great faculty and staff. We can achieve this by generating additional resources and by using our resources effectively, improving our physical and professional environment.
Making the Plan Strategic

We will use metrics to guide our efforts and prioritization of tasks. Each of the major goals that follow has an articulated list of metrics which will be the focus of the cascaded plans. But each goal also has one or two key metric(s) which will guide the evolution of the strategic plan from an institutional level. These key metrics are shown in the following table:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>July 2017</th>
<th>July 2018</th>
<th>July 2019</th>
<th>Waypoint 2 July 2022</th>
<th>Final Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>12,000</td>
<td>12,000</td>
<td>12,200</td>
<td>12,500</td>
<td>15,000</td>
<td>18,000</td>
</tr>
<tr>
<td>Educational Parity Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest degrees in given field (PhD, MFA, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Societal Impact (Go-On)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Great Colleges to Work For” Survey Score</td>
<td>n/a</td>
<td>Baseline</td>
<td></td>
<td></td>
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</tbody>
</table>
Principles and Values

Excellence

Individual commitment to excellence is central to the values we promote. We value the purposeful pursuit of knowledge that improves our communities and prepares us for a lifetime of service. We believe in a culture of leadership and promotion of excellence that passionately educates those seeking knowledge and celebrates success when that knowledge is applied to address societal challenges.

Respect

Central to our productivity and morale is a climate that is considerate and respectful. The University of Idaho is an extensive and diverse community of people from varied backgrounds and beliefs. We welcome the viewpoints and contributions of everyone in our community. We believe that an institution is only as strong as its ability to include diverse perspectives, as we all contribute to the University of Idaho’s mission.

Integrity

We believe that adherence to and a shared understanding of ethical principles is necessary for effective collaboration within an educational community. The University of Idaho is committed to internal congruence as well as openness and transparency in decision-making and leadership.

Perseverance

The University of Idaho is a community that is brave and bold in our pursuit of higher aspirations, always pushing to offer the best opportunities and environment for our students, faculty and community. We are confident in our ability to succeed and have demonstrated a long-term discipline to achieve our goals.
Goal 1: Innovate

Scholarly and creative work with impact

**Aim:** Scholarly and creative productivity at the highest level, resulting in designation as a Carnegie Research Very High (RVH) Institution.¹

*Objective A:* Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Indicators: Increases in above RVH measures driven by partnerships.

*Objective B:* Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Indicators: Increase number of terminal degrees in each disciplinary class to RVH levels.

*Objective C:* Grow reputation by increasing the range, number, type and size of external awards, exhibitions, performances, contracts, commissions and grants.

Indicators: Increase in above measures to RVH levels.

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¹ Definition: Measures include doctorates in all fields, research expenditures in all fields, Science & Engineering research staff (postdoctoral appointees and other non-faculty research staff with doctorates). See methodology as described on the Carnegie Foundation website [http://carnegieclassifications.iu.edu/](http://carnegieclassifications.iu.edu/). For all other units, accepted measures of scholarly / creative work will conform to disciplinary norms and the terminal degree used in lieu of the PhD degree. All units will be benchmarked on these measures against RVH public institutions.
First Waypoint 2016/17-2018/19

The leading indicator for this goal is the number of conferred “highest degrees in field” or terminal degrees. Research expenditures are typically highly correlated to advanced degrees conferred, since funding is required to support advanced graduate student work. Our mission is knowledge production and dissemination which is most appropriately enforced through terminal degree measures as opposed to research expenditures. We also highly value the contribution of applied research generated through Master’s degrees and creative activity generated through MFA and professional degrees. The lead and other measures follow in the table below:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>July 2017</th>
<th>July 2018</th>
<th>July 2019</th>
<th>Waypt 2 2022</th>
<th>Final Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest degrees in given field (PhD, MFA, etc.)</td>
<td>101+</td>
<td>109+</td>
<td>127+</td>
<td>145+</td>
<td>230+</td>
<td>325+</td>
</tr>
<tr>
<td>Humanities Doctorates</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Social Science Doctorates</td>
<td>7</td>
<td>8</td>
<td>10</td>
<td>15</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>STEM Doctorates</td>
<td>71</td>
<td>75</td>
<td>85</td>
<td>90</td>
<td>120</td>
<td>150</td>
</tr>
<tr>
<td>Other Doctorates</td>
<td>23</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>Other terminal degrees (MFA, etc.)</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>S&amp;E Research/ Support Staff (e.g. Postdocs, Lab Directors)</td>
<td>70</td>
<td>75</td>
<td>80</td>
<td>90</td>
<td>120</td>
<td>150</td>
</tr>
<tr>
<td>Science and Engineering (S&amp;E) Research Expenditures per faculty</td>
<td>$165,500</td>
<td>$168,000</td>
<td>$172,000</td>
<td>$175,000</td>
<td>$190,000</td>
<td>$200,000</td>
</tr>
<tr>
<td>Non-S&amp;E Research Expenditures per faculty</td>
<td>$5,510</td>
<td>$6,500</td>
<td>$8,000</td>
<td>$10,000</td>
<td>$15,000</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

Potential cascaded plan proposal topics for first waypoint (2016/17 – 2018/19)

- Foster the participation of UI practitioners as leaders and participants in regional, national and international collaborative scholarly and research activities.
- Support increased numbers of undergraduate and graduate students in research and creative activities; this includes representation at professional meetings and formal inclusion in research/creative activity programs.
- Promote the formation of interdisciplinary scholarly and creative activity teams to include 3-4 different disciplines and 2-5 new partners annually.
- Encourage student and faculty participation in industry and other external constituents’ research, creative activity and internships.
Goal 2: Engage

Outreach that inspires innovation and culture

**Aim:** Make meaningful contributions to societal needs, global issues and advancement of culture (e.g. Go-On rates in Idaho).²

**Objective A: Identify.** Inventory and continuously assess engagement activities and select new opportunities and methods to make meaningful contributions.

Indicators: Number of requests for new involvement and assistance. Issues to be addressed will be determined through a variety of statewide needs assessments across multiple dimensions of the University of Idaho including, but not limited to, Extension.

**Objective B: Act.** Build and enhance collaborations that maximize the university’s contributions to and visibility in the communities it serves.

Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement. Finally, some unbiased measure of impact of the response/programs put in place (e.g. client surveys before/after response).

**Objective C: Support.** Engage alumni, friends and collaborators in support of the strategic mission in meaningful and beneficial ways.

Indicators: Service learning opportunities, donor and benefactor’s contributions of time, treasure and talent.

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² Clarification: New projects addressing societal challenge will be added during each waypoint. Measures of success will be customized for each new challenge. For example, this first waypoint will focus on the Go On rates and our focus will be on increasing the number of in-state students that choose to go on to the University of Idaho. We will seek to increase the number of students who might not have gone on to college at all in absence of our efforts.
First Waypoint 2016/17-2018/19

The Go-On initiative of the State Board of Education and Idaho’s Governor will be the first societal issue we will address and will frame the leading indicator for this goal. In parallel, we seek input on other critical issues facing the citizens of Idaho with the aim of defining the second societal issue prior to the end of this first waypoint. The lead and other measures follow in the table below:

<table>
<thead>
<tr>
<th>Metric</th>
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<th>July 2017</th>
<th>July 2018</th>
<th>July 2019</th>
<th>Final Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact (UI Enrollment that increases Go-On³)</td>
<td>n/a</td>
<td>baseline</td>
<td></td>
<td></td>
<td>50% increase</td>
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<tr>
<td>Number of UI units involved in engagement</td>
<td></td>
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<tr>
<td>Number of ongoing engagement programs in Idaho, including cultural events</td>
<td></td>
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<tr>
<td>Programs addressing Grand Challenges</td>
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<td>Service Learning</td>
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<td>Opportunities and Internships for Students</td>
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<td></td>
</tr>
<tr>
<td>Alumni Giving Participation Rate</td>
<td>9%</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>Economic Impact</td>
<td>$1.1 Billion</td>
<td></td>
<td></td>
<td></td>
<td>$2.0 Billion</td>
</tr>
</tbody>
</table>

Potential cascaded plan proposal topics for first waypoint (2016/17 – 2018/19)

- Strengthen communities through domestic and global service learning and internship opportunities.
- Increase the Idaho Go-On rate while maintaining or increasing graduation rates.
- Address challenges from the Grand Challenges lists established by national organizations (e.g. DOE, Global, NAE, NIH, NSF) that are aligned with UI’s strengths.
- Participation on advisory boards (cascading).
- Increase the number of new donors.
- Increase the number of employee partnerships.
- Increase the number of gifts greater than $25,000.
- Number of individuals, businesses, and communities incorporating best management practices.

³ Measured via survey of newly enrolled students, we will seek to estimate the number of new students that were not anticipating attending college a year earlier.
Goal 3: Transform

Educational experiences that improve lives

**Aim:** Advance our educational impact.

*Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.*

Indicators: Total number of enrolled students and number of students by desired categories (e.g., residential, non-traditional, transfer, graduate, international).

*Objective B: Develop systems to promote curricular innovation and evolution.*

Indicators: Availability and use of innovation-enabling services, number of offerings of fully on-line and hybrid courses, offerings for distance learners, and student satisfaction scores (e.g., NSSE).

*Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.*

Indicators: Measures of student involvement (e.g., NSSE HIP Metric), performance and educational parity, reflecting such things as extracurricular activities, academic performance, undergraduate research, progression, graduation and career placement outcomes across major demographics (all students vs focal group).
First Waypoint 2016/17-2018/19

Improving educational impact ultimately rests on increasing the number, quality and relevance of conferred degrees. To accomplish this goal, we must grow enrollment, improve retention and persistence so we attain an increased number of graduates. We will focus on enrollment growth in the first waypoint with the intention of shifting our focus to increasing the number of graduates as the primary measure by the final waypoint. The quality of life after college is greatly enhanced when graduates have sufficient exposure to enriching experiences in college. Thus, secondary goals will include the number of high impact practices our students secure before graduation as well as the total number of degrees awarded. The lead and other measures follow in the table below:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>July 2017</th>
<th>July 2018</th>
<th>July 2019</th>
<th>Final Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>12,338 (needs updated)</td>
<td>-2%</td>
<td>0%</td>
<td>+3%</td>
<td>18,000</td>
</tr>
<tr>
<td>Educational Parity&lt;sup&gt;4&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduates (All Degrees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NSSE HIP Metric</td>
<td>67</td>
<td>69</td>
<td>71</td>
<td>75</td>
<td>&gt;95</td>
</tr>
<tr>
<td>Career Outcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Potential cascaded plan proposal topics for first waypoint (2016/17 – 2018/19)**

- Support academic departments and faculty to develop unique and collaborative curricula that combine multiple fields of study not offered by our peers/competitors.
- Disseminate the successes of our unique, blended, collaborative curricula.
- Invest in capital programs that renovate, update and create academic learning environments (e.g. TEAL Classrooms, DOCEO Center, etc.);
- Provide more opportunities for faculty and students to participate in educational experiences beyond the classroom.
- Invest in infrastructures that provides safe, comfortable, efficient environments conducive to learning and collaboration.
- Continuously improve the technology and data environment on campus and at the extension sites and centers.
- Support research activities with clear connections to classroom teaching and learning.
- Expand affordable educational and academic opportunities that reflect diverse perspectives.
- Increase student financial support to make UI attractive to the broader Idaho and world community.
- Modify curriculum and instruction as needed to increase enrollment and graduation success across all demographics.

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<sup>4</sup> Cumulative GPA at end of first year for given demographic vs entire student population.
Goal 4: Cultivate

A valued and diverse community

**Aim:** Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.

*Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.*

Indicators: Recruit and retain a diverse faculty, staff and student body.

*Objective B: Enhance the University of Idaho’s ability to compete for and retain outstanding scholars and skilled staff.*

Indicators: Competitive compensation and benefits including career development opportunities to promote continuous skills improvement and augmentation.

*Objective C: Improve efficiency, transparency and communication.*

Indicators: Invest resources wisely to enhance end user experiences (i.e. more customer service oriented) and improve morale.
First Waypoint 2016/17-2018/19

The University of Idaho is a purpose-driven organization. Our people invest their hearts and souls into providing a nurturing environment for all. We seek adjustments in culture, compensation and behavior consistent with our high aspirations. The lead and other measures follow in the table below:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>July 2017</th>
<th>July 2018</th>
<th>July 2019</th>
<th>Final Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronicle Average Survey Score</td>
<td>n/a</td>
<td>Baseline</td>
<td>?</td>
<td>?</td>
<td>65%</td>
</tr>
<tr>
<td>Multicultural Student Recruitment and Retention</td>
<td>?</td>
<td></td>
<td></td>
<td></td>
<td>+11%</td>
</tr>
<tr>
<td>International Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty, and Staff Recruitment and Retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural Faculty and Staff Recruitment and Retention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Potential cascaded plan proposal topics for first waypoint (2016/17 – 2018/19)

- Develop a career ladder/promotion system for staff.
- Retention programs aimed at decreasing turnover.
- Integrate professional development into UI’s operations by creating responsive programs and recognition of success, including opportunities for growth and promotion of employees.
- Seek opportunities to improve the user experience, especially in terms of administration and student services (excellence in service).
- Improve/promote recruiting and hiring practices that support diversity.
- Increased cultural competency for all employees.
- Bring employee compensation to market standards by 2025.
- Energize the community and foster commitment to university-wide endeavors by communicating our successes while increasing systemic, productive responses.
- Continued diligence to complete exit interviews and periodically review the supplied feedback.
Plan Implementation
Resourcing the Strategic Plan via Integrated Planning

The strategic plan presented here is just one piece of a larger puzzle and cannot be pursued as an independent undertaking. Indeed, the incorporation of the strategic plan into other important university functions is vital to this plan’s success. The strategic plan must be connected to our budget process, our enrollment planning, our accreditation process, our mandated program prioritization process, our hiring process, our capital construction planning and our fundraising goals. The resources to meet our goals will come from multiple sources, including targeted investments from our donors and from the State of Idaho. The bulk of the new resources will come from tuition revenue generated from enrollment growth, which fundamentally underpins this strategic plan. Growing our enrollment from our current 12,000 students to over 18,000 in the next nine years will yield several tens of millions of dollars which will be an important contribution to resourcing the strategic plan.

The University of Idaho values the role faculty and university leadership share in the growth and nurturing of our mission, vision and enterprise. As we move forward together, we will need to harmonize the numerous processes outlined above via an institutional planning and effectiveness committee. This committee will advise the President and the Board on a variety of matters and will coordinate the multiple processes in a way that ensures progress toward meeting the goals and aspirations of the overarching strategic plan. The strategic plan itself will required additional detail. This detail, via cascaded plans, will be provided by units across the University of Idaho. The cascaded plans will detail the utilization of current resources in support of the strategic plan as well as propose new concepts and ideas that can accelerate our progress towards achieving key strategic objectives and metrics. The duration of the first phase of planning, or first waypoint, will be three years. The Institutional Planning and Effectiveness (IPE) committee will be formed and launched in late spring 2016 and will provide a structure for the collection, implementation and monitoring of cascaded plans. In addition, the IPE committee will start interfacing with the various subcommittees handling other key processes such as enrollment management, budget, and capital planning and fundraising.
Mapping of University of Idaho Plan to the State Board of Education Plan
(Forthcoming)
STRATEGIC PLAN OVERVIEW

WHAT IS STRATEGIC PLANNING, REALLY?

ERICA OLSEN  MYSTRATEGICPLAN.COM

Plan
Strategic Advantage
Engagement/Cascading
Organizational Transformation

University of Idaho
PLAN STRUCTURE

Mission, Values – Enduring (Why you exist, How you do things)

Vision (What mountain do you need to climb now? Where are you going?)

Themes and Objectives (Breaking Vision Down to Planks and Major Lines of Activity)

Tasks/Strategies/Specific Things to do

Cascaded Planning

University of Idaho
**TIMELINE**

**Committee Formation and Launch**  
10/30/2015 - 11/6/2015

**Subcommittee Work**  
11/6/2015 - 12/14/2015

**Draft Framework**  
11/30/2015 - 12/2/2015

**Feedback**  
12/1/2015 - 12/11/2015

**Town Halls**  
12/1/2015 - 12/6/2015

**Development of Metrics**  
11/30/2015 - 12/11/2015

**Feedback on Draft Plan**  
12/14/2015 - 3/3/2016

**Finalizing the Document**  

---

**University of Idaho**
HOW TO ENGAGE....
Goal 1: Innovate
Scholarly and creative work with impact
Aim: Scholarly and creative productivity at the highest level, resulting in designation as a Carnegie Research Very High (RVH) Institution.

Goal 2: Engage
Outreach that inspires innovation and culture
Aim: Make meaningful contributions to societal needs, global issues and advancement of culture (e.g. Go-On rates in Idaho).

Goal 3: Transform
Educational experiences that improve lives.
Aim: Advance our educational impact.

Goal 4: Cultivate
A valued and diverse community
Aim: Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.
2015 Carnegie Basic Classification*

- Doctoral Universities
- Master's Colleges and Universities
- Baccalaureate Colleges
- Baccalaureate/Associate's Colleges
- Associate's Colleges
- Special Focus Institutions
- Tribal Colleges

- Doctoral Universities
- >20 research doctoral degrees (not including professional practice)
  - R1: Highest research activity
  - R2: Higher research activity
  - R3: Moderate or limited research activity

Research Activity – Methodology

Two indices of research activity

• Aggregate
  – Science and Engineering (S&E) R&D expenditures
  – Non-S&E R&D expenditures
  – S&E research staff (postdoctoral appointees and non-faculty research staff with doctorates)
  – Doctoral conferrals by broad disciplinary area (humanities, social sciences, STEM fields, and other fields);

• Per capita (by the number of full-time faculty)
  – S&E R&D expenditures
  – Non-S&E R&D expenditures
  – S&E research staff
INTEGRATED PLANNING

Enrollment Plan
Budget
Strategic Plan
Prioritization
Fundraising
Accreditation

University of Idaho
PLAN OVERSIGHT COMMITTEE

Form in May 2016
Define path to cascade plans
  • Proposed concept ... Waypoint plans from Colleges and VP areas
    (three 3 yr plans)
  • Integrate SP into budget process, enrollment planning, academic planning
Define dashboards
Define assessment tools and methodologies
Survey on engagement

1. Are you interested in participating in staff involvement or UI volunteer activities?
   a) Yes
   b) No
   c) Undecided

2. What would motivate you to participate in these opportunities?

3. Do you actively seek opportunities to participate in staff involvement or UI volunteer activities?
   a) Yes
   b) No

4. Please tell us how you find these opportunities – select all that apply
   a) Email
   b) Argonaut
   c) word of mouth
   d) flyers
   e) website
   f) UI’s Daily Register
   g) other

5. How would you like to receive information about these opportunities?

6. Please rate your interest in volunteering for the following opportunities – select all that apply
   a) Serving on Staff Council
   b) Volunteering for Staff Council events
   c) Temporary service on Staff Council committees
   d) Health Fair
   e) Women’s Conference
   f) Lionel Hampton Jazz Festival
   g) Annual Student Residence Hall Move-In
   h) UI committees such as Parking, Ubuntu, Arts, Campus Planning

7. In relation to staff involvement/volunteer activity during work hours, my supervisor:
   a) Actively encourages participation
   b) Neither encourages or discourages participation
   c) Discourages participation

8. How much monthly time commitment will your supervisor support?
   a) 1 hour
   b) 2 hours
   c) 4 hours
   d) other

9. Please tell us why your supervisor discourages participation.

10. Do you feel UI encourages staff to volunteer for university opportunities?
    a) Yes
    b) No
    c) Unsure

11. Please tell us why not.
<table>
<thead>
<tr>
<th>City</th>
<th>State/Region</th>
<th>Q2 - What would motivate you to participate in these opportunities?</th>
<th>Q5 - How would you like to receive information about these opportunities?</th>
<th>Q8d - monthly time commitment with supervisor support</th>
<th>Q9 - Please tell us why your supervisor discourages participation.</th>
<th>Q11 - Please explain your response.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moscow ID</td>
<td></td>
<td>Yes please.</td>
<td>What ever is needed.</td>
<td>Unknown</td>
<td>It is not discussed at staff meetings.</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Paid time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Free food or prizes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Email</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Dependent on commitment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Not interested at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Email</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Money</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Depends on the opportunity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Email</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>More time in the day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WA</td>
<td>Learning more about them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boise ID</td>
<td>Not interested at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>What the activities included, and where located.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>If it was paid with lunch benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>depending on what they were, time commitment involved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>It is not discussed at staff meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>I have never been asked to participate in anything outside of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>He is very supportive as long as my job is done, I can commit what I need</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>Unless you read about volunteer options in the register I do not know how you would find out about opportunities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>There is not consistency across campus for whether it is work time or not. Some volunteer jobs would be OK as work time, but others not.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>I think it would not be considered work time. As long as I take time off, it would be supported.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>There have only been on staff here at U of I for a few weeks, so am still both learning about how things work, and also super busy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>I haven’t heard about any volunteer opportunities—I am not even sure what you mean by this</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State/Region</td>
<td>Q2 - What would motivate you to participate in these opportunities?</td>
<td>Q5 - How would you like to receive information about these opportunities?</td>
<td>Q8d - monthly time commitment with supervisor support</td>
<td>Q9 - Please tell us why your supervisor discourages participation.</td>
<td>Q11 - Please explain your response.</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Moscow ID</td>
<td></td>
<td>The event vs the other stuff that I have to do. Intersted Yes. Participation is iffy.</td>
<td>Email</td>
<td>Never discussed it as time based.</td>
<td>There are barely enough hours in the day to get our daily tasks complete, that volunteering may cause us not to complete work and have to work overtime. Some departments are so short staffed it is not even a possibility.</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td></td>
<td></td>
<td>Email or phone call</td>
<td>Depends</td>
<td>It really depends on the department and the supervisor. I think the fact that we are spread so thin in so many departments discourages volunteerism.</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td></td>
<td>I do not feel this is a productive use of my time and I have work to do.</td>
<td>pending</td>
<td></td>
<td>I think my new supervisor is much more supportive of professional development and volunteerism. A consistent University-wide policy would be helpful in encouraging employees to volunteer.</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td></td>
<td>I have been on the Staff Affairs Committee before, so I do know what I am missing. That said, my current department is understaffed and I don't have time for involvement during work hours.</td>
<td>Email or phone call</td>
<td>Not sure</td>
<td>I'm not aware of having received encouragement to volunteer, outside of emails from Staff Affairs Council. If my supervisor were to encourage this type of activity, I would be more likely to get involved.</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td></td>
<td></td>
<td>By email and in the UI Daily Register</td>
<td>Not sure</td>
<td>Never hear much either way</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td></td>
<td>More information about the programs</td>
<td>encouragement from supervisor</td>
<td>unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idaho Falls ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td></td>
<td></td>
<td>Email and Daily Register</td>
<td>unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lewiston ID</td>
<td></td>
<td></td>
<td>Email or carrier pigeon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State/Region</td>
<td>Q2 - What would motivate you to participate in these opportunities?</td>
<td>Q5 - How would you like to receive information about these opportunities?</td>
<td>Q8d - monthly time commitment with supervisor support</td>
<td>Q9 - Please tell us why your supervisor discourages participation.</td>
<td>Q11 - Please explain your response.</td>
</tr>
<tr>
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<td>--------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Emmett</td>
<td>ID</td>
<td></td>
<td></td>
<td></td>
<td>I am off-campus staff. The opportunities for me to participate are fairly limited.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>If it made a difference</td>
<td>Don’t know</td>
<td></td>
<td>Many staff have to big of load to participate.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td></td>
<td></td>
<td>Depends on the department.</td>
<td></td>
</tr>
<tr>
<td>Boise</td>
<td>ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pullman</td>
<td>WA</td>
<td>Email</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td></td>
<td>unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td></td>
<td>Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Having time. Right now I work 6 or 7 days a week. Doesn’t leave much free time.</td>
<td></td>
<td>don’t know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
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<td>Moscow</td>
<td>ID</td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Time</td>
<td></td>
<td>unk</td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td></td>
<td>Email, Facebook</td>
<td>depends on what it is</td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
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<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Having more information before getting involved—in my experience, one never knows how much time and effort will be involved until you’re in over your head. I would be more inclined to take on specific tasks rather than commit to 2-3 years of ongoing service.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td></td>
<td>Email</td>
<td></td>
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<tr>
<td>City</td>
<td>State/Region</td>
<td>Q2 - What would motivate you to participate in these opportunities?</td>
<td>Q5 - How would you like to receive information about these opportunities?</td>
<td>Q8d - monthly time commitment with supervisor support</td>
<td>Q9 - Please tell us why your supervisor discourages participation.</td>
<td>Q11 - Please explain your response.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>My job requires me to be on daily during University hours as I am the first point of contact for our office. My evening and weekend hours are for myself to exercise and be with my family.</td>
<td>It is not physically possible, due to the role at my office.</td>
<td>Unknown</td>
<td>Not sure what opportunities are available for staff</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Get paid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Having less of a workload.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Tangible reward/comp time in return</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>not sure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Feeling like my input would matter</td>
<td></td>
<td></td>
<td>I don't feel like the university reaches out to enough people from enough different areas to participate in the university experience</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>We are way off the Moscow campus. Do participate at the IF campus.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I just don't have time available at this point.</td>
<td></td>
<td></td>
<td>It is difficult to know what the opportunities are. It would be nice if there was a place within the University website that had links for new staff, training, a breakdown of the different departments, list of the listservs, current events, department happenings, etc. At this point, you go to the HR page for one thing, PDL for another, etc. Everything is all over.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I don’t hear about these opportunities very often. I've also never volunteered my time for anything, so I'm unsure what I could do to be helpful.</td>
<td></td>
<td></td>
<td>There is always a lot going on at UI, so it is difficult to keep up with all of the events around campus. Sometimes events mention that they need volunteers in emails or the register, but usually I just don’t read or hear about these things.</td>
<td></td>
</tr>
<tr>
<td>Boise</td>
<td>ID</td>
<td></td>
<td></td>
<td></td>
<td>Extension faculty supports it when I volunteer, but doesn’t necessarily bring it up first.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Incentives that are relevant to me.</td>
<td></td>
<td></td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Genesee</td>
<td>ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>City</td>
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<td>Q11 - Please explain your response.</td>
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<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>I am in a service position at work and have no staff to cover for me when I am absent from my location. Until I have support staff, I cannot address more situations that will take me away from my office or from getting my work done.</td>
<td>Even if my supervisor supported it, I don't know.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>Being paid for my time.</td>
<td>No clue, ask him.</td>
<td></td>
<td></td>
<td>This is the first I'm hearing of it.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>What would be the point other than taking time away from working in a single staff office?</td>
<td>Never asked, but I'm sure he'd make it work, if reasonable request.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>Timing</td>
<td>Work in single staff office so when not there the work does not get done. Students and public complain to the chair and college that the office is always closed.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>I think the UI might support it, but different supervisors have different opinions on it. It would be nice if there was a top-down approach to telling supervisors they should support staff volunteer efforts.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>Am retiring soon.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td><em>ui Daily Register</em></td>
<td>Don't know</td>
<td></td>
<td></td>
<td>I don't see information on how to volunteer at events. I only see invitations to events to attend.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>I have participated in the past and only got the feeling that the administration really did not care what you thought as a staff member.</td>
<td></td>
<td></td>
<td></td>
<td>Until the UI shows that your opinions and participation matters why should Staff waste their time volunteering?</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>We are short handed so more free time would.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>knowing topic, overall goals of activities</td>
<td>have not ever discussed</td>
<td></td>
<td></td>
<td>unsure what is meant by university opportunities</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>Depends on the activity, the time commitment, and institutional support for the activity.</td>
<td>Depends on the frequency and activity.</td>
<td></td>
<td></td>
<td>This is the same question as &quot;were your professors good, bad, or fair&quot;. I had good professors and poor ones. The UI does encourage volunteering for some activities and not for others. It all depends on the activity.</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State/Region</td>
<td>Q2 - What would motivate you to participate in these opportunities?</td>
<td>Q5 - How would you like to receive information about these opportunities?</td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>My low-vision keeps me from driving, and I will be retiring from UI in less than a year.</td>
<td>Email I did contact staff council about participating and received a vague response about how to get involved. I am not sure how to join a committee...</td>
<td>Unsure, but there would be supported time</td>
<td>I am not aware of UI staff volunteer opportunities. How do we hear about them? I might participate if I knew where volunteers are needed.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Time. I am in a service role and have no staff support. If I am away from my location I cannot serve those in need. If I am away, there is no one to take care of things, prevent things from going from a minor problem to a bigger problem.</td>
<td>Email and Daily Register</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Depends on the activity and how much free time I have.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>The ones checked below not sure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>mostly fitting in the time that works for me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email and Daily Register</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boise</td>
<td>ID</td>
<td>I’m in Caldwell when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I have 6 kids’ schedules to keep up with right now and so my life is already busy enough.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email, flyers posted in the office</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email or daily news</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boise</td>
<td>ID</td>
<td>Email or daily news</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I don't think staff are aware of what is out there to volunteer for or how to find such groups that staff can serve on.

No mention has been made by supervisors or other staff about volunteering or campus involvement.

My office is located in Meridian.
<table>
<thead>
<tr>
<th>City</th>
<th>State/Region</th>
<th>Q2 - What would motivate you to participate in these opportunities?</th>
<th>Q5 - How would you like to receive information about these opportunities?</th>
<th>Q8d - monthly time commitment with supervisor support</th>
<th>Q9 - Please tell us why your supervisor discourages participation.</th>
<th>Q11 - Please explain your response.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>time</td>
<td>Register</td>
<td>dependent on work-load</td>
<td>unknown</td>
<td>I think the University encourages it, however each unit can choose a different path and many units discourage participation or penalize that choice.</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Register</td>
<td>Panel</td>
<td>not sure</td>
<td>I am at UI Boise and we have opportunities to help in our community. Mostly my participation is to bring food, clothing, books, or whatever in for food/clothes/books efforts. We work a lot of extra hours and I need to be sure I am doing my job and taking care of my family. Unfortunately, that usually takes up most of my energy!</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I have participated on Staff Affairs in the past. I am hoping others will take the opportunity to serve because it is a valuable experience, especially for new staff members.</td>
<td>I think it could be negotiated but probably only a couple of hours a month</td>
<td>I have had three jobs at the UI and have never been encouraged to volunteer for any university opportunities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I have too many work duties to even consider participating in staff involvement activities. Completing this survey has already set me further behind in completing the work tasks I have.</td>
<td>Unknown, he doesn’t bring it up except to join EMS.</td>
<td>It’s part of a faculty member’s job description to have university committee involvement. Why not make it an available part of a staff’s job description?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I don’t have the time.</td>
<td>I don’t know what is meant by “university opportunities.”</td>
<td>I don’t have the time.</td>
<td>I don’t have the time.</td>
<td>I don’t know what is meant by “university opportunities.”</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>free food, recognition, close to campus, supporting causes like helping students/employees, low income, disabilities, non profit</td>
<td>I don’t have the time.</td>
<td>I don’t have the time.</td>
<td>I don’t have the time.</td>
<td>I don’t have the time.</td>
</tr>
<tr>
<td>Post Falls</td>
<td>ID</td>
<td>More time in the day!</td>
<td>Likely as much as I ask for. He is very flexible.</td>
<td>Likely as much as I ask for. He is very flexible.</td>
<td>Likely as much as I ask for. He is very flexible.</td>
<td>Likely as much as I ask for. He is very flexible.</td>
</tr>
<tr>
<td>City</td>
<td>State/Region</td>
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<td>Q5 - How would you like to receive information about these opportunities?</td>
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<td>Q9 - Please tell us why your supervisor discourages participation.</td>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Resources - is it in name only or is there resources behind it?</td>
<td>Email</td>
<td>Most of the time, UI is just asking for me to donate money. My work allows me to do events with students.</td>
<td>It only comes up as a topic if someone is abusing it.</td>
<td>Resources - is it in name only or is there resources behind it?</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Seeing a benefit. Seems like a way to get people to do more work and not get paid. Or, do this work and still do too much work in their paid position.</td>
<td>monthly time commitment with supervisor support</td>
<td>I think the University expects way too much work out of individuals in their own areas and doesn't want to pay their employees well enough or get new employees to do the volume of work. So, in that way, they do not encourage staff to volunteer for university opportunities.</td>
<td>It does not come across as an important activity.</td>
<td>See my response to Q2.</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Getting to attend activities at a reduced or free rate</td>
<td>Email</td>
<td>No I don't know if it states in the staff handbook anything about volunteering. Is it paid or non paid? I work at a service center &amp; we have to justify our hours.</td>
<td>No I don't know if it states in the staff handbook anything about volunteering. Is it paid or non paid? I work at a service center &amp; we have to justify our hours.</td>
<td>Getting to attend activities at a reduced or free rate</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Approval from administration and acknowledgement that we are overworked and need time to help with volunteer activities</td>
<td>Email</td>
<td>There isn't a clear line of communication to convey opportunities.</td>
<td>There isn't a clear line of communication to convey opportunities.</td>
<td>Approval from administration and acknowledgement that we are overworked and need time to help with volunteer activities</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I usually find them in the emails. Unsere</td>
<td>Email</td>
<td>No explanation necessary after my other answers.</td>
<td>No explanation necessary after my other answers.</td>
<td>I usually find them in the emails. Unsere</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I don't have time for other activities. I wouldn't be participating.</td>
<td>Email</td>
<td>No explanation necessary after my other answers.</td>
<td>No explanation necessary after my other answers.</td>
<td>I don't have time for other activities. I wouldn't be participating.</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Approval from administration and acknowledgement that we are overworked and need time to help with volunteer activities</td>
<td>Email</td>
<td>No explanation necessary after my other answers.</td>
<td>No explanation necessary after my other answers.</td>
<td>Approval from administration and acknowledgement that we are overworked and need time to help with volunteer activities</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I have plenty of motivation — I just simply don't have the time during my work day. Got no clue</td>
<td>Email</td>
<td>No explanation necessary after my other answers.</td>
<td>No explanation necessary after my other answers.</td>
<td>I have plenty of motivation — I just simply don't have the time during my work day. Got no clue</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email and word of mouth (staff meetings, announcements, etc.)</td>
<td>Email</td>
<td>No explanation necessary after my other answers.</td>
<td>No explanation necessary after my other answers.</td>
<td>Email and word of mouth (staff meetings, announcements, etc.)</td>
</tr>
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</tr>
<tr>
<td>Post Falls</td>
<td>ID</td>
<td>Via email works wonders for me. I love to be notified when a position that meets my qualifications and education becomes available. I often check the job board at the UI website as well. Being notified is the best format to learn about a position that I may apply for.</td>
<td>10-20 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>More experience with the university. I've only been here for six months but do plan to become more involved as I gain knowledge and experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Probably email is best</td>
<td>Not sure</td>
<td></td>
<td></td>
<td>I am new and don’t have much exposure to campus events.</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td>Depends on if I can get my desk covered</td>
<td></td>
<td></td>
<td>My supervisor has never mentioned volunteering opportunities to me, and I mostly unaware of them in general, so I’m not sure if I feel encouraged or not.</td>
</tr>
<tr>
<td>Sandpoint</td>
<td>ID</td>
<td>I already participate in local events at our center. I’m not interested in the 100 mile drive to Moscow.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>If there were more volunteer opportunities that focused on the Moscow community or a directed way for us to be more actively involved in bettering our community I would want to do that kind of thing. I’m not as interested in volunteering my time to university activities since I already work here.</td>
<td></td>
<td></td>
<td></td>
<td>It would depend on the activity</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Whatever time I want to give</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Times that fit in my schedule and money</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email Daily Register Flyers</td>
<td>1-2 days</td>
<td></td>
<td></td>
<td>I’m not on campus and really can’t say.</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email Daily Register Flyers</td>
<td>1-2 days</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email</td>
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<td></td>
<td></td>
</tr>
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<td>Q8d - monthly time commitment with supervisor support</td>
<td>Q9 - Please tell us why your supervisor discourages participation.</td>
<td>Q11 - Please explain your response.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>I have previously and it was enjoyable. Simply put, I’m OK not to be involved for awhile. It’s great personal and professional development and I HIGHLY recommend it for anyone new to the University of Idaho.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>A change in attitude of administration so staff matters and that they are important to the survival of the University.</td>
<td></td>
<td></td>
<td></td>
<td>Treat staff as third class and expect volunteerism. Something is wrong here.</td>
</tr>
<tr>
<td>Pullman</td>
<td>WA</td>
<td>Via webpage</td>
<td></td>
<td></td>
<td></td>
<td>They don’t talk about it. So how would I know what is going on or their experience</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>an invitation to be a part of a project that resonates with my interests and skill set.</td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>more knowledge about opportunities, supervisor encouraging participation, awareness of different things that are done around campus by staff volunteers</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Emails seem to work. Right? I’m doing this after all. It hasn’t been brought up, so I don’t know.</td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>E-mail ListServ</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Idaho Falls</td>
<td>ID</td>
<td>Email</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>email word of mouth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State/Region</td>
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<td>Q5 - How would you like to receive information about these opportunities?</td>
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</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>The UI Daily Register seems like a good avenue.</td>
<td>Unknown</td>
<td>I have not asked for parameters before. Less is possible during the start and end of the term.</td>
<td>This is highly dependent on the department. It is really tough to volunteer if your boss will not allow that time to count toward regular work hours. I feel that this keeps people from volunteering and does not foster an encouragement of such activities.</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>If I have time and had interest in the cause, I would be more willing to participate.</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>Having more time between classes and work.</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>Time and place</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>Email</td>
<td>Supportive of time required</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>Through the broader University Administration and public acknowledgement of the activities.</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>I have not asked for parameters before. Less is possible during the start and end of the term.</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>what works within my work load/schedule</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>Selective e-mails</td>
<td>I'm a retiree working PT-have some flexibility</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>Email</td>
<td>I don't know</td>
<td>I haven’t experienced any encouragements</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>Cut out of tier insurance though told originally I was Tier II, eligible to retire any time I can afford to now with PERSI rule of 90 but only eligible as UI Honored Staff Retiree, and at this point, nothing will motivate me to volunteer.</td>
<td>She’s new--don’t know yet about her encouragement level</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Moscow ID</td>
<td>ID</td>
<td>Email</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State/Region</td>
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<td>Q5 - How would you like to receive information about these opportunities?</td>
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<td>Q9 - Please tell us why your supervisor discourages participation.</td>
<td>Q11 - Please explain your response.</td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I want to be involved in a committee that gets things done. I get tired of sitting in meetings and committees that could have been an email or end with plans to hold another meeting to discuss more of the same thing over and over and not come to any useful conclusion.</td>
<td>email</td>
<td>not sure</td>
<td>I haven't heard of any exclusive staff opportunities, just student, because I am a student as well as work study.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>As long as it doesn't interfere with my priorities at work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I stay very busy, and have a hard time finding additional time to volunteer.</td>
<td></td>
<td></td>
<td>I don't know.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>My workload</td>
<td></td>
<td></td>
<td>I haven't press for any as of yet.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>City</th>
<th>State/Region</th>
<th>Q2 - What would motivate you to participate in these opportunities?</th>
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<th>Q11 - Please explain your response.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email and Daily Register</td>
<td>Probably as much I wanted but my job already demands 50-60 hrs/week.</td>
<td></td>
<td>I would guess that many of our best would-be volunteers are already overloaded with work commitments. Supervisors know this and are hesitant to encourage volunteerism.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>email</td>
<td>my time is limited it depends on the timing of the event</td>
<td></td>
<td>My workload is so high I cannot imagine having time for these things. When I see others working at events and volunteering it makes me wonder how they could possibly have time during their work days.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td></td>
<td></td>
<td>There are activities to participate in but there is not a ton of marketing for them.</td>
<td></td>
</tr>
<tr>
<td>Salt Lake City</td>
<td>UT</td>
<td>Having free time.I do lot of volunteer stuff.</td>
<td>not sure.never talked about it</td>
<td></td>
<td>I do not know.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Free food or money</td>
<td></td>
<td></td>
<td>I do not know.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>not sure</td>
<td>This type of activity would not be supported during &quot;his&quot; time.</td>
<td></td>
<td>My volunteer time goes towards our community rather than just specifically to the UI.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Fewer work obligations.</td>
<td>Don’t know</td>
<td></td>
<td>I’m still new here, I haven’t been here long enough to be sure.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Nothing or money</td>
<td>I don’t know</td>
<td></td>
<td>I am a new employee and I did not received any information about these volunteer activities.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I have no information about those activities if I am not informed of them</td>
<td>I do not know</td>
<td></td>
<td>UI does provide many opportunities. However, with fewer staff, those still here have to take up the slack due to job cutbacks. HRS also makes it very difficult to hire qualified staff because of their stance of providing jobs at the lowest end of a position salary range.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td></td>
<td></td>
<td>Some people are enthusiastic participants, and some aren’t. I don’t know if UI does (or can/should) do anything to affect that dynamic. I would hope, though, that all supervisors recognize that volunteer activities are important to some people, and do benefit the UI community as a whole (even lazy sods like me who are most certainly <em>not</em> good volunteers).</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I’m learning a new classified staff position and am not yet done with my six-month probation.</td>
<td></td>
<td></td>
<td>Not sure at this time.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
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<td></td>
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<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Nothing. I’m a terrible volunteer :-);</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>State/Region</td>
<td>Q2 - What would motivate you to participate in these opportunities?</td>
<td>Q5 - How would you like to receive information about these opportunities?</td>
<td>Q8d - monthly time commitment with supervisor support</td>
<td>Q9 - Please tell us why your supervisor discourages participation.</td>
<td>Q11 - Please explain your response.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I'm pretty new here.</td>
</tr>
<tr>
<td>Portland</td>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
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<tr>
<td>Boise</td>
<td>ID</td>
<td></td>
<td>It would be nice to get emails about stuff off campus. I know that there has to be things going on in Nampa, Caldwell area but never hear about anything other than what our group does. I do do things like Festival of Trees that allows me to put my work name on at least</td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td>Tight daily work schedule with few staff members in position to cover combined with an inability to reschedule tasks to another day.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Seeing administration act to better the university.</td>
<td></td>
<td></td>
<td>There seems to be a disconnect between administration and faculty and staff.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email, Daily Register</td>
<td></td>
<td></td>
<td></td>
<td>New to UI</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>probably only on own time</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Having adequate coverage of the office while away at events/meetings/activities.</td>
<td></td>
<td></td>
<td>Haven't worked here long enough to know.</td>
<td></td>
</tr>
<tr>
<td>Lynnwood</td>
<td>WA</td>
<td></td>
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<tr>
<td>Moscow</td>
<td>WA</td>
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<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>A much higher pay grade, and people on an administrative level who were more concerned with the actual learning process than the ease of lining their own pockets.</td>
<td></td>
<td></td>
<td>It only encourages staff to volunteer in opportunities that it sees as valid. And those appear to be how the University can make more money and exploit people.</td>
<td></td>
</tr>
<tr>
<td>Colton</td>
<td>WA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I feel that my work load precludes involvement. I work hard to complete my job during work hours. If I don’t do it it won’t get done.</td>
</tr>
<tr>
<td>City</td>
<td>State/Region</td>
<td>Q2 - What would motivate you to participate in these opportunities?</td>
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</tr>
<tr>
<td>Colton</td>
<td>WA</td>
<td>$</td>
<td>Haven’t asked</td>
<td></td>
<td>I feel that my work load precludes involvement. I work hard to complete my job during work hours. If I don’t do it it won’t get done.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>More information. I have no idea what sort of UI volunteer activities are available.</td>
<td>0</td>
<td></td>
<td>This is the first I have heard of it.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Depends on what is going on.</td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>email/Register</td>
<td></td>
<td></td>
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<tr>
<td>McCall</td>
<td>ID</td>
<td>I like reading the register. It keeps me informed and since I am off campus, I tend to volunteer locally and am limited by my ability to get up to the main campus on a regular basis.</td>
<td></td>
<td></td>
<td>I have always had great support, but do not feel that I am able to speak for the rest of campus.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I am way overworked and underpaid. No time or energy left to participate</td>
<td></td>
<td></td>
<td>No one ever mentions it in my department.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>lots of free hard cider</td>
<td>0</td>
<td></td>
<td>UI is such a generic term, the real question should be does my supervisor encourage participation. It doesn't matter how much the “UI” encourages participation, it’s really just lip-service.</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Closer to campus, time away from duties to participate.</td>
<td>unknown</td>
<td></td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td></td>
<td>Unknown. We have never been encouraged. I did not know this was an option.</td>
<td></td>
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<tr>
<td>Coeur D'Alene</td>
<td>ID</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pullman</td>
<td>WA</td>
<td>if I had time to participate, I would</td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
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<td>Moscow</td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>If I had some free time.</td>
<td>UI Daily Register</td>
<td>Unknown</td>
<td>I have seldom seen a call for volunteers during my employment at UI</td>
<td>UI allocates too many 'other duties as assigned' responsibilities into already full workloads; this overload of work (with most offices understaffed) does not allow for a person to feel good about missing work, even if it is for a good volunteer opportunity. Allowing fair hiring rates to increase departmental staff would allow for other staff members to be able to volunteer more time.</td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Sufficient compensation for my time.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Difficult to find time when work load is so ridiculous.</td>
<td></td>
<td></td>
<td>I have seldom seen a call for volunteers during my employment at UI</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I'm off campus, so I'm not sure.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>If my workload was manageable and the time commitment wouldn't cause me to fall further behind, I would be interested in participating in opportunities.</td>
<td></td>
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</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>If I was closer to campus. I work remotely and that makes it difficult.</td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Same way</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Email</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I'm definitely interested in participating in activities related to academics (eg tutoring, helping with meetings, etc), but not anything outside of that. I'm more likely to participate if my labmates or department-mates are participating.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>I really don't know what kind of opportunities you're referring to</td>
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<td>City</td>
<td>State/Region</td>
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<td>Moscow ID</td>
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<td>The administration wants to include staff but no one actively recruits staff except other staff members. There is no carrot or stick to serve. I spent 6 years on staff affairs and 6 years on a University level committee. I received little thanks or recognition. The committee was AHB and it was a killer of a committee. I am burnt out.</td>
<td>a variety of ways works</td>
<td>varies - depends on scheduling</td>
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<tr>
<td>Moscow ID</td>
<td></td>
<td>Making sure my work load could handle my departure.</td>
<td>Unknown</td>
<td></td>
<td></td>
<td>Not sure what qualifies as university opportunities.</td>
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<td>Moscow ID</td>
<td></td>
<td>being a staff member</td>
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<td>Moscow ID</td>
<td></td>
<td>By email</td>
<td>Whatever I need</td>
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<tr>
<td>Moscow ID</td>
<td></td>
<td>Email, Word of mouth, UI Daily Register.</td>
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<td>Sebring FL</td>
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<td>seeing my time that I volunteer being appreciated or amounting to something of substance</td>
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<td>Moscow ID</td>
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<tr>
<td>Renton WA</td>
<td></td>
<td>Interest in specific topic</td>
<td>Unsure</td>
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<tr>
<td>Seattle WA</td>
<td></td>
<td>Not sure</td>
<td>Don’t know</td>
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<td>Moscow ID</td>
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<td>I think the way everything is advertised already</td>
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I haven’t really seen many volunteer announcements besides resident hall move in day. I also think that having UI still pay for the hours that the person is volunteering their physical assistance would be helpful and would support more volunteering.

I feel encourage to participate in activities my supervisor likes but not other activities.

I’m not sure that UI staff really remember or care to inform students about volunteer opportunities. Usually it comes from a student traveling from classroom to classroom to advertise for their certain group.

Looks like the encouragement is selective to me. Same as the staff awards. A deserving person that is in a small unit is never going to get an award even though they are deserving.
<table>
<thead>
<tr>
<th>City</th>
<th>State/Region</th>
<th>Q2 - What would motivate you to participate in these opportunities?</th>
<th>Q5 - How would you like to receive information about these opportunities?</th>
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<th>Q9 - Please tell us why your supervisor discourages participation.</th>
<th>Q11 - Please explain your response.</th>
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</thead>
<tbody>
<tr>
<td>Boise</td>
<td>ID</td>
<td>time availability. If the U of I wants to hire me then I could and would be able to but in the position I currently hold I will not be able to attend many of the functions the U of I offers.</td>
<td>Whatever is needed depending on my time</td>
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<td>Fort Collins</td>
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<td>CA</td>
<td></td>
<td>Maybe being on campus</td>
<td>Not sure, never talk about it</td>
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<td>I have never been encouraged or have heard any of my colleagues being encouraged to do so</td>
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<td>Supervisors do not promote opportunities, and when we do volunteer for events, it has to be done our own time (taking annual leave time).</td>
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<td>Seattle</td>
<td>WA</td>
<td>I want to help sometimes but I am already giving much of my time in my job and anything extra is just too much.</td>
<td>not sure - I haven’t approached my supervisor to ask</td>
<td>I believe many supervisors encourage staff to volunteer but schedules are often so hectic that there is no time to volunteer. Any volunteering is secondary to job requirements.</td>
<td>I'm not sure that staff volunteers very much!</td>
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<td>Seattle</td>
<td>WA</td>
<td>Free stuff, food, free Vandal gear</td>
<td>Don’t know</td>
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<tr>
<td>Seattle</td>
<td>WA</td>
<td>Email is fine</td>
<td>as much as needed</td>
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<td>CO</td>
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<td>Email, flyers in campus mail</td>
<td>Don’t know</td>
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<tr>
<td>City</td>
<td>State/Region</td>
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<td>Q9 - Please tell us why your supervisor discourages participation.</td>
<td>Q11 - Please explain your response.</td>
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<td>Moscow</td>
<td>ID</td>
<td>As a lower pay employee, I tend to not do things outside my job (beyond a small number of things).</td>
<td>Unknown</td>
<td>0</td>
<td>Perhaps for some positions, yes. But, in our department, we are busy doing what we do.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Quit treating staff as second class</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>feeling that my opinion would Really matter</td>
<td>don't know</td>
<td></td>
<td>being at an extension I don't feel we really matter that much.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Completion of cleanup tasks after migrating to a new system.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Don't know.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Getting paid. I have a family and other obligations outside of work, I don't have the time or energy to work even more for no return.</td>
<td>I don't know, that would be up to her.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Having a president, vice presidents and upper management who actually care about the lowly working class and not just &quot;yes&quot; men, with no action or decisions taken</td>
<td>doesn't really care</td>
<td></td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>This is for the question below - with the exception of serving on Staff Council, how are off-campus staff considered in this question?</td>
<td>no idea</td>
<td></td>
<td>My supervisor never discusses this with team</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>It just depends on what the activity is and where it is</td>
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<td>Moscow</td>
<td>ID</td>
<td>The event. Strengthening the university or community charity.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Knowing more about the involvement or activities and the support of my supervisor</td>
<td>No idea</td>
<td></td>
<td>Supervisor has in the past used &quot;voluntold&quot; rather than supporting my choice of volunteer activities</td>
<td></td>
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<tr>
<td>City</td>
<td>State/Region</td>
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<td>Moscow</td>
<td>ID</td>
<td>Action. I don’t want to sit in meetings every week to just talk. If positive change is made regularly, I’d consider it.</td>
<td>via word of mouth</td>
<td></td>
<td>I have a good supervisor who lets me volunteer, but I don’t feel like service for staff is advocated throughout the university. I always am ALLOWED to go volunteer but I’m never encouraged to. So, for me, its fine. But, I feel like I have a ‘good model’ compared to others (even though its not great).</td>
<td></td>
</tr>
<tr>
<td>Nampa</td>
<td>ID</td>
<td>Location (I work at a county Extension office so I’m not near campus), type of activity, and availability</td>
<td>getting new supervisor so not known</td>
<td></td>
<td>I don’t recall being offered the opportunity to volunteer during work hours.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Support of supervisor</td>
<td>unsure</td>
<td></td>
<td>Is volunteerism encouraged by the President Staben? I don’t know that he has addressed this among staff.</td>
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<tr>
<td>Boise</td>
<td>ID</td>
<td>If the participation would actually help the environment at work.</td>
<td></td>
<td></td>
<td>I do not know if the person that signs my time sheet would want me to volunteer. I have just had a different supervisor assigned to me.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>I do not have much available time during the week, so I would need to be assured that the benefit to others outweighs other work I could be doing.</td>
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<td></td>
<td>I am not aware of any efforts by UI to encourage staff to volunteer for these opportunities, and I am not aware of any place where staff can find such opportunities.</td>
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<tr>
<td>Pocatello</td>
<td>ID</td>
<td>Nothing, I’m off campus</td>
<td>0</td>
<td></td>
<td>Off campus.</td>
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<tr>
<td>Moscow</td>
<td>ID</td>
<td>Just don’t feel like I have time right now. Only one of me here in the office.</td>
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<tr>
<td>City</td>
<td>State/Region</td>
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<tr>
<td>Moscow ID</td>
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<td>If our institution could permanently hire positions offering competitive wages, and add graduate student positions we all would be able stop treading water and get involved more. It seems as though we all have been asked to take on more duties and we get bogged down in day-to-day. That's the real road block.</td>
<td>likely if I get my work done he will let us, but he is also interim so it would likely change</td>
<td>All of the above work well for me.</td>
<td>As much as needed as long as my work is completed.</td>
<td>If I have someone to cover my area</td>
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<td>Moscow ID</td>
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<td>If it was something I was interested in, some kind of hobbies i like.</td>
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<td>Moscow ID</td>
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<td>A colleague or someone i know. A better understanding of the needs/commitment.</td>
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<td>City</td>
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<td>Q2 - What would motivate you to participate in these opportunities?</td>
<td>Q5 - How would you like to receive information about these opportunities?</td>
<td>Q8d - monthly time commitment with supervisor support</td>
<td>Q9 - Please tell us why your supervisor discourages participation.</td>
<td>Q11 - Please explain your response.</td>
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<td>Boise ID</td>
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<td>If activities were in my area (Caldwell)</td>
<td>i dont know. We’ve never discussed it.</td>
<td></td>
<td>i didn’t know there was a program. There probably isn’t a program for staff in satellite “campuses” like the Caine Center. I bet the reader of this response doesn’t even know what the Caine Center is. It seems like U of I forgets that we exist at all.</td>
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<td>Not working 50 hour weeks and still falling behind in my job.</td>
<td>no clue</td>
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<td>“UI” is pretty general. It really comes down to individual departments. I don’t even know what volunteer opportunities there are, unless they are posted in the daily register, and more often than not I don’t have time to even read that. I’m scrambling all day to get my work done.</td>
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<td>I’ve never been asked to involve in a volunteer opportunity. While working for UI I didn’t even know we had volunteering opportunities.</td>
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<td>If I had the time</td>
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<td>Having more time (I have two jobs which total about 50 hours per week)</td>
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<td>I feel like the current staffing levels at our institution do not allow supervisors to advocate for staff involvement in university opportunities. People are (for the most part) expected to sit at their desks, do their work, and go home. Of course this is the expectation for any job, but it makes for poor morale in one’s office. Also, there seems to be a disconnect in Student Services supervisory staff regarding the value of such volunteer opportunities. Staff are discouraged from applying for Alternative Service Break trips, campus committee involvement, Staff Council participation, etc. This also leads to poor morale, which directly affects effectiveness of employees and ultimately, puts into jeopardy the culture of excellence that UI conveys to the campus community, and UI constituents near and far.</td>
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<td>Currently is seems as if staff volunteering is encouraged for pretense of staff engagement and in the long run does not actually account for anything of substance. Administration already has a decision in mind before the committee meets and the time is wasted on providing recommendations that do not come to fruition.</td>
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<td>I already have a very busy schedule that I can barely keep up with, if I were to volunteer I may find out that I do not have the time to continue.</td>
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<td>It would depend on our work schedule, which changes often.</td>
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<td>Q2 - What would motivate you to participate in these opportunities?</td>
<td>Q5 - How would you like to receive information about these opportunities?</td>
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<td>Location of events. I am located in Post Falls, and I have not seen many opportunities in my area.</td>
<td>Daily Register, Email</td>
<td>unknown</td>
<td>Are announcements the same thing as encouragement? The announcements are generally visible in enough ways/media if you look for them, so that’s good.</td>
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<td>one main portal</td>
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<td>unknown</td>
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<td>Pullman</td>
<td>WA</td>
<td>All of the above listed options are great!</td>
<td>Daily Register, Email</td>
<td>unknown</td>
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<td>Moscow</td>
<td>ID</td>
<td>I am in Twin Falls, off campus, so not able to participate.</td>
<td></td>
<td>unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turrialba</td>
<td>2</td>
<td>Most opportunities are great!</td>
<td></td>
<td>unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>I am in Twin Falls, off campus, so not able to participate.</td>
<td></td>
<td>unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>HOW DOES STAFF INVOLVEMENT (VOTING, RECOMMENDING, ASKING, ETC.) CHANGE MANAGEMENT / UPPER MANAGEMENT DECISIONS ???</td>
<td></td>
<td>NEVER TESTED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>Just having time outside of the other community involvement I am already committed to.</td>
<td></td>
<td>Likely flexible as long as work commitment is fullfilled.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twin Falls</td>
<td>ID</td>
<td>If I could do it during office hours.</td>
<td></td>
<td>none</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>easy to participate in, easy access, not extracurricular</td>
<td></td>
<td>unspecified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>easy access, location, timing, not extracurricular</td>
<td></td>
<td>unspecified</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>A workload that could still be managed while participating in other activities.</td>
<td></td>
<td>Morale seems to be low.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarkston</td>
<td>WA</td>
<td>No motivation needed, already participate in quite a bit, have to limit my time somehow.</td>
<td></td>
<td>UI not so sure about, but supervisor yes am sure, very supportive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>If I had time. Workload and family obligations currently take up all my time.</td>
<td></td>
<td>Volunteer opportunities are there, but I haven’t been encouraged to participate in them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>ID</td>
<td>If I had time. Workload and family obligations currently take up all my time.</td>
<td></td>
<td>I haven’t approached him on the subject.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Are you interested in participating in staff involvement or UI volunteer activities?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40.0%</td>
<td>172</td>
</tr>
<tr>
<td>No</td>
<td>25.6%</td>
<td>110</td>
</tr>
<tr>
<td>Undecided</td>
<td>34.4%</td>
<td>148</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>430</td>
</tr>
</tbody>
</table>

3. Do you actively seek opportunities to participate in staff involvement or UI volunteer activities?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55.1%</td>
<td>59</td>
</tr>
<tr>
<td>No</td>
<td>44.9%</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>167</td>
</tr>
</tbody>
</table>
4. Please tell us how you find these opportunities – select all that apply.

6. Please indicate your interest in volunteering for the following opportunities – select all that apply.
Value | Percent | Count
---|---|---
Serving on Staff Council | 36.5% | 50
Volunteering for Staff Council events | 43.8% | 60
Health Fair | 30.7% | 42
Women's Conference | 39.4% | 54
Lionel Hampton Jazz Festival | 29.2% | 40
Annual Student Residence Hall Move-In | 27% | 37
UI committees such as Parking, Ubuntu, Arts or Campus Planning | 40.9% | 56

Total | 137

7. In relation to staff involvement/volunteer activity during work hours, my supervisor:

- Actively encourages participation 33.3%
- Neither encourages or discourages participation 63.4%
- Discourages participation 3.3%
8. How much monthly time commitment will your supervisor support?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>9.6%</td>
<td>35</td>
</tr>
<tr>
<td>2 hours</td>
<td>24.0%</td>
<td>87</td>
</tr>
<tr>
<td>4 hours</td>
<td>16.5%</td>
<td>60</td>
</tr>
<tr>
<td>Other - Write In</td>
<td>49.9%</td>
<td>181</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>363</td>
</tr>
</tbody>
</table>

Statistics

<table>
<thead>
<tr>
<th>Value</th>
<th>Sum</th>
<th>Average</th>
<th>StdDev</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>449.0</td>
<td>2.5</td>
<td>1.1</td>
<td>4.0</td>
</tr>
</tbody>
</table>

10. Do you feel UI encourages staff to volunteer for university opportunities?
<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46.2%</td>
<td>195</td>
</tr>
<tr>
<td>No</td>
<td>22.5%</td>
<td>95</td>
</tr>
<tr>
<td>Unsure</td>
<td>31.3%</td>
<td>132</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>422</strong></td>
</tr>
</tbody>
</table>
PREAMBLE: This section describes the various kinds of leaves that are available for all UI employees. (See section 3720 for Sabbatical Leaves limited to faculty members.) This section and the following one were original parts of the 1979 Handbook. The most substantive changes since that time have been the addition (under Governor Andrus) and subsequent deletion (under Governor Batt) of service leave for children at school and changes to subsection L that reflect changes in federal regulations. In 2002 extensive changes were made to subsection K that reflected Regent policy and current practice. In 2008 extensive changes to this policy were approved following many years of committee work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change. In July 2010 a section R was added to address the Fiscal Year 2010 Furlough and in July 2011 section R was removed and a new policy, FSH 3450, was created to address employment actions such as temporary furloughs. Unless explicitly noted, the text is as of July 1996. Further information is available from Human Resources (208-885-3609). [ed. 7-97, 7-05, rev. 7-98, 7-02, 2-08, 7-10, 7-11]

CONTENTS:
A. General
B. Annual Leave
C. Sick Leave
D. Holidays
E. Parenting Leave
F. Military Leave
G. Leave for Court Required Service and Voting
H. Leave for Campaigning for or Service in Public Office
I. Administrative Leave
J. Academic Transitional Leave
k. Terminal Leave
L. Shared Leave
M. Family Medical Leave
N. Servicemember Family and Medical Leave [add. 2-08]
O. Personal Leave
P. Extended Family Medical Leave
Q. Leave for Professional Improvement
R. Exceptions

A. GENERAL.

A-1. The university (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [R; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230] [ed. 2-08, 7-10]

A-2. The term “leave” refers to an employee’s absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

A-3. Unless otherwise noted, for purposes of this policy, “immediate family member” includes: your spouse, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse*, and for whom the employee or the individual has had financial
responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent.

*Due to the 2006 “marriage amendment” to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships. [ed. 1-10]

A-4. Separation from employment or the term terminating employee refers to an employee’s separation from all employment.

A-5. A break in State of Idaho service is defined as job termination that is separated by at least three (3) business days prior to re-employment with the university or any other State of Idaho employer.

A-6. Full and part-time employees are eligible for some or all leaves discussed in this policy.

   a. Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

   b. Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five (5) months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

A-7. Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period. [rev. 7-15]

A-8. Leave may not be taken on an employee’s first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

A-9. All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

   a. completing application for leave and providing medical evidence and other requested information;

   b. abiding by any and all return-to-work restrictions; and

   c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

A-10. Employees who are exempt from overtime accrual or payments may be absent from work for approved periods of less than ½ work day without charge to sick or annual leave. Sick, annual or other paid time off must be charged in ½-day increments when ½ day of work or more is not performed, except when alternative work has been performed in conjunction with an approved flexible schedule.

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

A-11. Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [J], or in some circumstances during administrative leave [H-5]. An employee typically will not be given such credit for any periods of unpaid leave.
A-12. No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

A-13. Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.08. The Banner system and Human Resources records are the official university leave records. [ed. 7-10]

A-14. Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09] [ed. 7-10]

B. ANNUAL LEAVE.

B-1. Employees receive annual leave based on their classification of employment. [FSH 3080]

a. Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGPP II.E.3; FSH 3080; APM 55.08 and 55.09] [ed. 7-10]

b. Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09] [ed. 7-10]

c. Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee’s dean. [FSH 3120]

B-2. Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee’s classification [B-1]. No annual leave is accrued for less than half-time service.

B-3. Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .0462 times hours worked within each bi-week, however leave is not earned until the benefit qualification period has been satisfied. Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee’s supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.

Leave Accrual Example:
Annual leave accrues based only on hours worked.
62 hours worked times .0462 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.

B-4. Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

B-5. Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.
B-6. Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; during terminal leave [K]; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

B-7. At the employee’s option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. [RGPP II.I.2.b.]

B-8. Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor’s written approval. Both the employee’s vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09].
   a. Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.
   b. An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave with approval from his/her supervisor. Documentation to support the use of sick leave may be required.

B-9. Leave balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [IC 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees separating upon the expiration or termination of a grant will be required to use annual leave before the last day of employment.

In the event of an employee’s death, payment is made to his or her estate.

The effective date of the employee’s separation is the last day on which he or she reports to work for the university, unless the Assistant Vice President (AVP) for Human Resources or designee has approved a written request for alternative termination arrangements that are in the best interests of the university.

A termination extended through the use of accrued annual leave must be approved in advance, in writing, by the AVP for Human Resources or designee and unit administrator and shall be treated as terminal leave. [J and APM 50.20]

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources, or designee.

B-10. Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

B-11. Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

B-12. Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.
C. SICK LEAVE.

C-1. Employees that work at least 40 hours in a bi-weekly pay period for at least five (5) consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

C-2. Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .0462 for each hour worked.

C-3. Sick-leave may be accumulated without limit.

C-4. Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid. If sick leave or other types of paid leave are available for an approved absence of any duration, time-off must be taken using available paid leave and may not be taken as unpaid leave, unless such absence has been approved as a personal leave [N] without pay in accordance with the guidelines of this policy [Fed. 2-08].

C-5. Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used; during terminal leave; and/or during academic transitional leave [I].

C-6. Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

C-7. Sick leave may be taken only as follows:

   a. Illness of Employee. An employee’s own illness [injury, or pregnancy including childbirth that prevents the employee from performing his or her assigned duties, or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

   b. Illness of an Immediate Family Member. When the illness or injury of an immediately family member as defined in [A-3] of this policy requires the attendance of another, the employee may use his or her own available sick leave.

   c. Death of an Immediate Family Member. In the event of a death of an immediate family member as defined in [A-3] of this policy; up to fifteen (15) days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and the AVP for Human Resources or designee may approve an extension of leave for up to a total of thirty (30) days of sick leave.

   d. Death of a Family Member. Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of five (5) days of sick leave immediately following the event.

   e. Medical Appointments. Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided satisfactory arrangements have been made with the employee’s supervisor. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month-to-month.

   f. Parenting/Adoption. All employees are entitled to use sick leave for parenting-adoption and follow the same leave use and benefits as described under E. Parenting Leave. If the employee has been determined to be incapacitated due to pregnancy, they shall, immediately upon return [Regardless of Family Medical Leave Act (FMLA) eligibility requirements, see E. The employee’s leave may be suspended until the employee returns to work, see FSH 3060].

Commented [TA(1)]: FAC 11/18/15: Remove - creates confusion, see L-2 & N-2.

Commented [TA(2)]: FAC: Returned to “childbirth” for clarification purposes to clarify that a birth mother can use sick leave.

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Commented [TA(3)]: FAC inserted for clarification purposes allowing use of sick leave.

Commented [TA(4)]: Clarifying that both parents are UI employees, only one eligible.

Commented [TA(5)]: To ensure this does not affect Faculty's tenure probationary period which is 5 years, should not interfere with the tenure process already established in FSH 3520.

Commented [TA(6)]: Provost’s comment about someone trying to get past their probationary period.
C-8. Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance. Supervisors have the right to set attendance standards and require medical evidence to support absences that exceed these standards. Absences that occur during an approved family medical leave [L] are exempt from these requirements.

C-9. The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee’s own illness, work-related injuries, or an illness of a family member is covered by FML. In these circumstances, sick leave must be used before unpaid FML is taken [L-2].

C-10. An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [L-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five (5) consecutive workdays or longer by providing the employee with an absence questionnaire and FML application. A failure to comply with a request to complete the absence questionnaire and/or the FML application (if applicable) may result in absence without pay and/or disciplinary action, up to and including dismissal from employment as provided in relevant university policies [FSH 3910, 3920 and 3930].

C-11. Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three (3) years after separation, sick leave forfeited at the time of separation will be reinstated.

C-12. Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the unused portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 C] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

C-13. An employee who retires under the eligibility conditions for retirement or disability retirement as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39] [ed. 7-10]

D. HOLIDAYS.

D-1. The university is closed at least eleven (11) holidays each fiscal year. [3460 F-2]

D-2. Board-appointed employees [FSH 3080] and temporary help employees participating in PERSI [FSH 3090] are eligible to receive holiday pay. [ed. 2-08]

D-3. Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight (8) hours for each holiday. An employee who works a compressed work schedule to include more than eight (8) hours each day, such as four (4) ten-hour workdays in one week, will still receive only eight (8) hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two [2] hours in this example) through a flexible work schedule within the same work week [FSH 3460]; or may use accrued compensatory time or annual leave, or take the time as unpaid.
D-4. Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five (5) days. For example:

- 20 hours per week / 5 = 4 hours of holiday pay
- 25 hours per week / 5 = 5 hours of holiday pay
- 30 hours per week / 5 = 6 hours of holiday pay

D-5. The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with his or her own religious beliefs and practices when the day is not consistent with the university’s official holidays, provided advance notice is given. Pay for these absences are as follows:

a. Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.

b. Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

D-6. Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave.

E. PARENTING LEAVE. [add. 7-15]

E-1. Employees who meet FMLA eligibility requirements (see FSH 3710 M-3) are entitled to 16 1/2 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter. All Parenting Leave allowed under this Section E is considered Family Medical Leave.

Son or daughter means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and "incapable" of self-care because of a mental or "physical disability;" at the time of the FMLA leave request.

E-2. If both parents are employees of the university each is entitled to take the same amount of parenting leave as allowed for a single employee. However, employees should coordinate their requests with their supervisors to ensure the university's compliance with federal FMLA requirements.

E-3. Employees can choose to use a combination of accrued paid leave or unpaid leave. However, employees must first use accrued sick leave (see FSH 3710 M-2) and any accrued annual leave or compensatory time they have in excess of 80 hours before going on leave without pay. The remainder of the job protected leave will be unpaid, except in very rare circumstances where the employee chooses to use a combination of accrued annual leave, or compensatory time.

E-4. Employees are encouraged to familiarize themselves with FMLA guidelines before requesting or granting Parenting Leave. The Parenting Leave described in this section E. is intended to encompass the University’s obligation to provide Family Medical Leave under the federal Family Medical Leave Act for the birth or placement of a son or daughter for foster care or adoption as described in subsections M-1.a and M-1.b of this policy. Parenting Leave under this Section E. may exceed the requirements and benefits for the Family Medical Leave described under subsections M-1.a and M-1.b of this policy, but Parenting Leave must, at a minimum, comply with the requirements of the Family Medical Leave Act as set out in Section M of this policy.

E-5. Leave may not be used for both foster care and adoption consecutively if foster placement leads to that adoption of the son or daughter.
F-1. Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to fifteen (15) working days in a twelve (12) month period for active duty or military training. Leave for State of Idaho military duty or training is limited to fifteen (15) days within a calendar year. Employees who are in board-appointed positions [FSH 3080] are eligible for paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. This is accomplished by full pay during an approved military leave. The employee must provide documentation of military pay received during leave, within ninety (90) days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue during the fifteen (15) working days of military leave and eligibility for employee health benefits will continue whether military leave is requested with or without pay. An employee at their own option may instead request annual leave on the same basis as any other vacation or other time off and if approved, may use annual leave and retain full military pay. [APM 55.09 and 55.38] [ed. 7-10]

F-2. Any employee who is called to active duty and/or is required to serve more than fifteen (15) working days is eligible for up to five (5) years of military leave. Eligibility for employee health coverage will continue at a minimum through the first thirty (30) calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for his/her dependents.

F-3. An employee may use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits before commencement of military leave.

F-4. Military leave beyond the first fifteen (15) working days is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first thirty (30) days of service. However, coverage for his/her dependents may continue for up to an additional six (6) months, provided that the employee has made arrangements with Benefit Services to pay the full cost of coverage, on at least a monthly basis. In this instance, any other coverage provided by U.S. military programs will be primary.

F-5. When on military leave or when his/her dependents are not eligible for coverage elsewhere, the employee or his/her dependents, individually or as a family, may be eligible to continue health care coverage through COBRA.

F-6. An employee may elect to continue group life insurance benefits in effect for the employee or his/her dependents on the date the employee is called to active duty for a maximum period of thirty (30) days. However, the employee must self-pay the full cost, based on rates and eligibility rules afforded to others who are actively at work. Benefits from these programs generally exclude losses resulting from participation in a military organization or from an act of war. An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

F-7. Upon reinstatement, the employee’s health plan will resume as if their employment had not been interrupted.

F-8. In accordance with state and federal law, an employee upon return will be reinstated to his/her former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five (5) years from departure date from the university.

a. In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the
person’s employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of his/her job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

b. Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person’s application for reemployment is timely and that the person’s discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by Department of Labor’s Veterans’ Employment & Training Services (VETS) (www.dol.gov/vets.)

F-9. Retirement benefit contributions are suspended while the employee is on unpaid military leave. Upon reinstatement after military leave, reenrollment in the retirement plan will be immediate.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three (3) times the length of the military leave, up to a maximum of five (5) years.

c. The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the fifteen (15) days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

F-10. The university will not discharge an employee without cause, as that term is defined by federal USERRA regulations, who is reinstated under the provisions of the USERRA and has served thirty-one (31) to one hundred and eighty (180) days without cause for six (6) months following reinstatement. If the length of military service was more than one hundred and eighty (180) days, but less than five (5) years, the employee will not be discharged without cause for one (1) year following reinstatement.

E-11. This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING. [ren. 7-15]

G-1. Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in F-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGPP H15.4.a.2; APM 55.09] [ed. 7-10]

G-2. An employee must request annual leave or personal leave without pay for the following:
a. appearing as a party in a non-job-related proceeding involving the employee;

b. appearing as an expert witness when the employee is compensated for such appearance; or

c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGPP II.I.5.a.]

G-3. Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE. [ren. 7-15]

H-1. The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGPP II. I.5.c.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

H-2. It is the Board of Regent’s intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGPP II.I.5.c.2.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

I. ADMINISTRATIVE LEAVE. [ren. 7-15]

I-1. Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (Terminal leave (J) and academic transitional leave (I) are not considered administrative leave.)

I-2. At the discretion of the president or his/her designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGPP II.I.5.d; 3470 B] [ed. 7-10]

I-3. Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees’ Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

I-4. With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President’s Office or Provost’s Office, as appropriate must be notified.

I-5. In all cases involving administrative leave with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, hours attributed to administrative leave shall be coded as “ADL” on the time/leave record and in the payroll system.

I-6. In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee’s services are required or he/she is otherwise requested to return to work.

I-7. Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.
J. ACADEMIC TRANSITIONAL LEAVE, [ren. 7-15]

J-1. Academic transitional leave may apply when an academic administrator steps down from his/her administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

J-2. There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by the AVP for Human Resources or designee.

K. TERMINAL LEAVE, [ren. 7-15]

K-1. Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer’s discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

K-2. During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee’s share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee’s pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

K-3. The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

L. SHARED LEAVE, [ren. 7-15]

L-1. University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave. [ed. 7-10, rev. 7-15]

L-2. Eligibility. Benefit eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. [rev. 7-15]

   a. Qualifying Events. If any benefit-eligible employee [A-6. a.] who has a health condition [L-2.a.1] or whose immediate family member [A-3] has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave when time away from work is a qualified absence as described below (L-2.a.1) but will not be compensated by paid leave or wage replacement programs such as disability and workers’ compensation benefits.

      1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [M] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.
2. An applicant for shared leave who has used his or her own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave typically is not eligible for leave from the shared leave pool. Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations. [ren. 7-15]

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient. [ren. 7-15]

b. Prerequisites. An employee must have used all other available leave such as sick leave, annual leave, and compensatory time to qualify as a recipient of shared leave.

c. Disability Income. To be eligible for shared leave for the employee’s own medical condition, employees must first apply for wage replacement benefits that may be available through workers’ compensation or disability coverage. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs.

L-3. Donating Shared Leave.

a. Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient. [rev. 7-15]

b. Shared leave donations are restricted to direct donation when the donor’s annual leave balance is less than forty (40) hours from the maximum leave accumulation limit. In this instance only, the amount of leave actually used by the recipient will be deducted from the donor’s account before any balance is taken from the shared leave pool. Donated leave not used by the recipient will be returned to the donor’s account or forfeited if the maximum accrual has been reached. Donors can choose to designate any unused direct donations to be added to the general shared leave pool. [ed. 7-11]

c. Leave donations made for a specific individual will be drawn from donors’ accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor’s annual leave account as the time is transferred and used by the recipient. No leave donation in excess of the recipient’s shared leave needs will be taken, unless contributions to the shared leave pool have been authorized, except as noted above in section b., when donations to the shared pool are restricted.

d. Leave donations may be made in any amount of not less than ½-hour (.50) increments.

e. Shared leave donations may not cause the donor’s annual leave balance to fall below forty (40) hours at the time the donation is processed, unless the donor is terminating active employment from the University. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). [rev. 7-15]

L-4. Shared Leave Benefits.

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling twelve (12) month period. Shared leave hours that are granted will be reflective of the employee’s regular percentage of appointment.

b. Shared leave requests are reviewed and granted by the Director of Benefit Services or designee in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request
for shared leave. Appeals must be made in writing to the AVP for Human Resources within thirty (30) days from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. The AVP for Human Resources will respond to appeals within thirty (30) days.

L-5. Funding and Conversion.

a. Donation Conversion. Hours of donated shared leave are multiplied by the hourly rate of the donor; that amount is recorded as a deposit to the shared leave pool or the directed recipient’s account and subtracted as hours from the donor’s annual leave balance.

b. Recipients Conversion. The recipient’s hours of shared leave need is multiplied by the recipient’s hourly rate and subtracted from the shared leave pool.

Sick leave is a liability that is funded only through base salary. Funding for a full year of base salary is provided for most positions. If an employee is absent without pay the department typically has received funding for the duration of the employee’s full appointment and would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the pay its employee will receive during leave from shared leave donations.

c. Donors may donate annual leave regardless of their salary-funding source. The department or sponsored research project gains the hours the employee would have taken for annual leave when their employee makes a donation.

M. FAMILY MEDICAL LEAVE. [rev. 7-15]

M-1. Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a son or daughter of the employee and in order to care for such son or daughter; [rev. 7-15]

b. the placement of a son or daughter with the employee for adoption or foster care; [rev. 7-15]

c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [M-5] of this policy;

d. because of the employee’s own serious health condition [M-5]; or

e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section M-1 for a birth or placement of a son or daughter is encompassed in the Parenting Leave described in Section E, of this policy. All leave taken under Section E, Parenting Leave shall be considered Family Medical Leave. [add. 7-15]

M-2. Family medical leave and/or servicemember family medical leave is leave without pay. However, when the absence also qualifies for the use of sick leave, if available, sick leave must be used first in conjunction with family medical leave before any period of unpaid absence. Once sick leave has been exhausted or when the type of absence does not qualify for the use of sick leave, the entire absence or remainder of the approved family medical leave will be unpaid. However, if an employee has more than 80 hours of accumulated annual leave or compensatory time, they may use these hours first before going on leave without pay. Unless the Employee chooses to use any combination of compensatory time, annual leave, or shared leave (if eligible, as before going on leave without pay to reduce their total balance to 80 hours. [rev. 2-08]

M-3. Eligibility. If the employee has been employed by the university for a minimum of twelve (12) months and has worked at least 1250 hours during the previous twelve (12) month period prior to the requested leave, the employee is...
eligible for family medical leave. This eligibility requirement does not apply to Parenting Leave (see section C 7-f. of this policy) for a parent's caregiver. However, if both parents are employees, only one employee is eligible to take advantage of being the primary caregiver. Any probationary period the employee has must be suspended until such time that the employee returns to work. [rev. 7-15]

M-4. Length of Leave. A maximum of up to twelve (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling twelve (12) month period. Eligible part-time employees may be granted up to twelve (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a twelve (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. [rev. 7-15]

M-5. Definitions. [rev. 7-15]

a. “Serious health condition” is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer’s, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

M-6. Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee’s share of cost for health coverage is the amount that is typically payroll-deducted for the employee’s own coverage and/or coverage for his/her dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

M-7. All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

M-8. If there are reasonable circumstances to support that an employee’s absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

M-9. When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least thirty (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an
employee may not claim an absence as a qualified family medical leave event unless done so within the first two (2) days of return from an absence.

M-10. When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee’s intermittent or reduced leave schedule.

M-11. Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to-work release from the health care provider is required before an employee absent due to his or her own serious health condition may return to work.

M-12. Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

M-13. Family medical leave requests for parenting must be approved in advance and completed within twelve (12) months of the birth, adoption, or foster care placement of a child.

a. Shared leave (if granted) may be used for the disability period related to childbirth. [rev. 7-15]

b. Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

M-14. Family medical leave taken by two (2) university employees to care for a family member who has a serious health condition consists of a maximum twelve (12) weeks of leave for each employee. Family medical leave for parenting is addressed in FSH 3710 E. [rev. 7-15]

M-15. If the university obtains information from a credible source, such as the workers’ compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

a. revoke leave;

b. not grant leave;

c. require new evidence to support the leave request;

d. require the employee to return to work if the leave is not substantiated; and/or

e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

M-16. Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Reassignment must be coordinated with Employment Services and approved by the AVP for Human Resources or designee. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

M-17. Family medical leave is not intended for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least thirty (30) days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage
provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position. The employee is responsible for contacting Employment Services to arrange for an exit interview.

N. SERVICEMEMBER FAMILY AND MEDICAL LEAVE. The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family member’s service in the Armed Forces (Servicemember Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee’s rights and obligations to servicemember family and medical leave are governed by the general family medical leave policy. [add. 2-08, ren. 7-15]

N-1. Definitions: The following definitions are applicable to this section of the policy.

a. “Eligible employee” is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
b. “Next of kin” is the nearest blood relative of a family member who is in the Armed Forces.
c. “Covered family member” means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.

N-2. Leave Entitlement: Eligible employees are entitled to take servicemember family and medical leave for any one, or for a combination of the following reasons:

a. Any “qualifying exigency” (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a “contingency operation,” and/or
b. To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member’s office, grade, rank or rating.

N-3. Duration of servicemember family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.
b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.
c. Concurrent leave: servicemember family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

O. PERSONAL LEAVE. [ren. 2-08, 7-15]

O-1. Any employee not covered by another university leave type within this policy may request a personal leave of absence.

O-2. Personal leave is leave without pay and without benefits. However, the supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an
exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38] [ed. 7-10]

O-3. Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

O-4. All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee’s time record as LWB. The president or his/her designee (i.e., provost) must approve a personal leave which exceeds three (3) working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

O-5. The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one (1) calendar year, with extensions not to exceed a total of three (3) successive calendar years [RGPP II.1.5.c.1]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee’s unit or program.

O-6. When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

O-7. During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

O-8. An employee who has received approval from the president or his/her designee for a personal leave without pay without paid benefits may continue to contribute toward and receive the benefits of the institution’s insurance and retirement programs, if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGPP II.1.5.c.3]. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38] [ed. 7-10]

O-9. Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38] [ed. 7-10]

O-10 Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

P. EXTENDED FAMILY MEDICAL LEAVE. [ren. 2-08, 7-15]

P-1. Extended family medical leave (EFML) extends job protection and health benefits beyond the expiration of family medical leave. EFML is intended for the following:

a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or

b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.
P-2. EFML and other options for an employee’s return to work following an approved family medical leave must be coordinated through Benefit Services, approved by the supervisor, and are granted at the discretion of the university, but are not guaranteed. EFML may not exceed nine (9) consecutive months. [ed. 2-08]

P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EFML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.

P-4. If there is not a prognosis to return to work as defined above [O-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EFML leave will be extended through the earlier of: [ed. 2-08]

   a. the date in which all sick leave will be exhausted; or
   b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.

All sick leave is forfeited upon separation from employment, except as provided in O-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency. [ed. 2-08]

P-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EFML. EFML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used.

P-6. An employee with a sick leave balance who separates from employment upon the expiration of EFML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree’s share of the cost for their own university medical coverage. [FSH 3730]

P-7. Health benefits will continue during an approved EFML in the same manner afforded to any employee of the same classification who is actively at work.

   a. The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EFML that is unpaid.
   b. Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.
   c. Short and/or long-term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Family Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks www.hr.uidaho.edu/benefits]

P-8. Employees who have been granted EFML are required to provide documentation to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

P-9. During EFML, the university may require reasonable periodic re-certification and updates regarding the employee’s medical condition, prognosis for improvement, and fitness for duty. A release to return-to-work
from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

**P-10.** When an employee’s own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

**P-11.** If at the expiration of the EFML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EFML and begin job separation when the medical prognosis ceases to support a return to work within EFML limits. [FSH 3910, 3920 and 3930]

**Q. LEAVE FOR PROFESSIONAL IMPROVEMENT.** [ren. 2-08, 7-15]

**Q-1.** Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period of more than two (2) weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

**Q-2.** Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant’s administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

   a. To participate in this plan, the faculty or staff member must have completed four (4) years of service before the time the leave is to begin.

   b. Generally, at least two (2) years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five (5) years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

**Q-3.** The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three (3) months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

**Q-4.** Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

**Q-5.** The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

**Q-6.** The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit his or her participation in a program of professional improvement.

**R. EXCEPTIONS.** [ren. 2-08, 7-15]

**R-1.** Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regent policies and procedures, and are considered in the best interest of the university. The respective unit administrator, the AVP for Human Resources or designee, and the president or
designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to the AVP for Human Resources for further consideration of all approvals.