

# Year Seven Self-Evaluation



**University of Idaho**  
A LEGACY OF LEADING

March 10, 2015

<b>INSTITUTIONAL OVERVIEW .....</b>	<b>1</b>
<b>BASIC INSTITUTIONAL DATA.....</b>	<b>3</b>
<b>PREFACE .....</b>	<b>14</b>
INSTITUTIONAL CHANGES SINCE LAST REVIEW (SEPT. 2011) .....	14
RESPONSE TO TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION .....	15
<b>MISSION, CORE THEMES AND EXPECTATIONS.....</b>	<b>16</b>
EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3 .....	16
<i>Eligibility Requirement 2: Authority</i> .....	16
<i>Eligibility Requirement 3: Mission and Core Themes</i> .....	16
STANDARD 1.A MISSION.....	17
<i>Mission statement</i> .....	17
<i>Role</i> .....	17
<i>Interpretation of mission fulfillment</i> .....	17
<i>Articulation of an acceptable threshold, extent, or degree of mission fulfillment</i> .....	18
STANDARD 1.B CORE THEMES .....	19
<i>Core Theme One: Teaching and Learning</i> .....	19
<i>Core Theme Two: Scholarly and Creative Activity with National and International Impact</i> .....	22
<i>Core Theme Three: Outreach and Engagement</i> .....	25
<i>Core Theme Four: Purposeful, Ethical, Vibrant, and Open Community</i> .....	28
<b>RESOURCES AND CAPACITY .....</b>	<b>31</b>
EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4 THROUGH 21 .....	31
<i>Eligibility Requirement 4: Operational Focus and Independence</i> .....	31
<i>Eligibility Requirement 5: Non-Discrimination</i> .....	31
<i>ELIGIBILITY REQUIREMENT 6: INSTITUTIONAL INTEGRITY</i> .....	32
<i>Eligibility Requirement 7: Governing Board</i> .....	32
<i>Eligibility Requirement 8: Chief Executive Officer</i> .....	33
<i>Eligibility Requirement 9: Administration</i> .....	33
<i>Eligibility Requirement 10: Faculty</i> .....	33
<i>Eligibility Requirement 11: Educational Program</i> .....	34
<i>Eligibility Requirement 12: General Education and Related Instruction</i> .....	34
<i>Eligibility Requirement 13: Library and Information Resources</i> .....	35
<i>Eligibility Requirement 14: Physical and Technology Infrastructure</i> .....	35
<i>Eligibility Requirement 15: Academic Freedom</i> .....	35
<i>Eligibility Requirement 16: Admissions</i> .....	36
<i>Eligibility Requirement 17: Public Information</i> .....	36
<i>Eligibility Requirement 18: Financial Resources</i> .....	36
<i>Eligibility Requirement 19: Financial Accountability</i> .....	37
<i>Eligibility Requirement 20: Disclosure</i> .....	38
<i>Eligibility Requirement 21: Relationship With Accreditation Commission</i> .....	38
STANDARD 2.A – GOVERNANCE .....	38
STANDARD 2.B – HUMAN RESOURCES.....	63
STANDARD 2.C – EDUCATION RESOURCES.....	67
STANDARD 2.D – STUDENT SUPPORT RESOURCES.....	80
STANDARD 2.E – LIBRARY AND INFORMATION RESOURCES .....	92
STANDARD 2.F – FINANCIAL RESOURCES .....	96
STANDARD 2.G – PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE .....	109
<b>INSTITUTIONAL PLANNING.....</b>	<b>129</b>
STANDARD 3.A INSTITUTIONAL PLANNING.....	129

<b>CORE THEME PLANNING, ASSESSMENT AND IMPROVEMENT .....</b>	<b>136</b>
EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 22 AND 23 .....	136
<i>ELIGIBILITY REQUIREMENT 22: STUDENT ACHIEVEMENT .....</i>	<i>136</i>
<i>ELIGIBILITY REQUIREMENT 23: INSTITUTIONAL EFFECTIVENESS.....</i>	<i>136</i>
CORE THEME ONE: TEACHING AND LEARNING.....	137
3.B – Core Theme One Planning.....	137
4.A – Core Theme One Assessment .....	140
4.B – Core Theme One Improvement .....	155
CORE THEME TWO: SCHOLARLY AND CREATIVE ACTIVITY WITH NATIONAL AND INTERNATIONAL IMPACT .....	156
3.B – Core Theme Two Planning.....	157
4.A – Core Theme Two Assessment.....	158
4.B - Core Theme Two Improvement.....	169
CORE THEME THREE: OUTREACH AND ENGAGEMENT.....	170
3.B – Core Theme Three Planning .....	170
4.A – Core Theme Three Assessment .....	174
4.B – Core Theme Three Improvement.....	188
CORE THEME FOUR: PURPOSEFUL, ETHICAL, VIBRANT, AND OPEN COMMUNITY.....	189
3.B – Core Theme Four Planning .....	189
4.A – Core Theme Four Assessment .....	192
4.B – Core Theme Four Improvement.....	210
<b>MISSION FULLFILLMENT, ADAPTION, SUSTAINABILITY.....</b>	<b>214</b>
<i>ELIGIBILITY REQUIREMENT 24: SCALE AND SUSTAINABILITY .....</i>	<i>214</i>
STANDARD 5.A MISSION FULLFILLMENT .....	214
STANDARD 5.B ADAPTION AND SUSTAINABILITY .....	218
<b>CONCLUSION .....</b>	<b>223</b>
<b>TABLE OF FIGURES .....</b>	<b>225</b>
<b>APPENDICES.....</b>	<b>226</b>
APPENDIX A – CAPITAL PROJECTS OVER \$500K, 1990 TO PRESENT.....	226
APPENDIX B – CAPITAL PROJECT PRIORITIES.....	233
APPENDIX C - FISCAL YEAR 2016 CAPITAL PROJECTS SIX-YEAR PLAN.....	235
APPENDIX D - FISCAL YEAR 2016 PERMANENT BUILDING FUND REQUEST .....	236
APPENDIX E - 2013-2014 FOCUS FOR THE FUTURE FORMS .....	237
APPENDIX F - 2015 FOCUS FOR THE FUTURE FORMS .....	246

## **INSTITUTIONAL OVERVIEW**

Established in 1889, the University of Idaho is the state's land-grant university and enjoys constitutional status. The University of Idaho is the state's first university — preceding statehood itself — and during 2014, the University celebrated 125 years of service. A Carnegie High Research Doctoral University with over 12,000 students, the University of Idaho has graduated 110,006 students and conferred 117,952 degrees as of the end of the fall 2014 semester. Students represent all 50 states and more than 90 countries.

The University of Idaho's mission statement clearly emphasizes its role as one of 77 land-grant institutions in the country. With 70 locations across Idaho, the entire state is the University of Idaho's campus. The University's land-grant status, coupled with its historic role, defines the institution and its operation. During the period under review (September 2011-April 2015), the University of Idaho has emphasized sharpening its focus on its role and mission and increasing institutional effectiveness.

### **Mission**

The University of Idaho is the state's 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 society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching and 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, social sciences, arts, humanities, and the professions.

### **Vision**

We will be a leader among land-grant institutions in the 21st century by promoting an entrepreneurial spirit; embracing the contributions of multiple cultures, identities, and perspectives; and bringing together the talents and enthusiasm of faculty, staff, and students. We will be widely recognized as a creative university that is both environmentally and fiscally sustainable and an engaged partner in addressing the changing needs of our stakeholders in Idaho, the nation, and the world.

The University of Idaho Board of Regents/State Board of Education is the University of Idaho's governing body. It approved the University's mission and vision in 2012. Both align with the Regents' own 2012 strategic plan and the recently developed 2015-2019 current plan.

The academic colleges — Agricultural and Life Sciences; Art and Architecture; Business and Economics; Education; Engineering; Law; Letters, Arts, and Social Sciences; Natural Resources; and Science — are the core academic units of the institution. The College of Graduate Studies is responsible for graduate education across the University in conjunction with the faculty. The University offers 135 unique majors; 94 baccalaureate, 66 master, three specialist and 31 doctoral. The University has three regional centers (Coeur d'Alene, Boise, and Idaho Falls); 42 extension offices; research and extension centers in Aberdeen, Caldwell, Idaho Falls, Kimberly, Parma, and Twin Falls; the Hagerman Aquaculture Center; Taylor Wilderness Research Station; the McCall Field Campus; and the Nancy E. Cummings Ranch.

The University of Idaho is part of, and partner to, myriad associations and programs that reflect the breadth of our people's interests and abilities. For example, one of the collaborators in the University of Washington sponsored [WWAMI](#) (Washington, Wyoming, Alaska, Montana, Idaho) medical education program. The institution is home to the [Idaho Geologic Survey](#) and the Forest Utilization Research program. The University boasts 16 women's and men's NCAA athletic teams. The University has achieved selection to the [President's Higher Education Community Service Honor Roll](#) for eight consecutive years. The [Associated Students University of Idaho](#), the [Graduate and Professional Student Association](#), and the [Student Bar Association](#) sponsor over 200 student organizations that enhance all facets of students' academic, co-curricular and extra-curricular activities.

University of Idaho researchers expend close to \$100 million in funded research each year. Under the leadership of the Vice President for Research and Economic Development, the University of Idaho has redefined research centers and institutes and established a clear governing structure that includes assessment and evaluation. Our [University of Idaho Extension](#) programs serve more than 500,000 Idahoans each year. The University of Idaho has earned the Carnegie Foundation for the Advancement of Teaching's community engagement classification.

The 2,500 staff and faculty of the University of Idaho are committed to maintaining a culture and climate conducive to student learning. These individuals work to achieve the University's mission throughout Idaho.

The relationship between the Moscow community and University of Idaho is strong and of long standing. The two entities are engaged in a grant-funded branding effort designed to highlight the distinctive nature of the geographic area and the attractive features of the community and the campus. The University of Idaho Moscow campus is a residential, small-town, quintessential college community experience.

The state of Idaho is indeed the University of Idaho's campus. The institution is engaged throughout the state; is committed to addressing stakeholder needs; and provides educational programs that serve Idaho citizens, as well as citizens from around the world.



# Northwest Commission On Colleges and Universities

## BASIC INSTITUTIONAL DATA

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: University of Idaho

Address: 875 Perimeter Drive MS 3151

City, State, ZIP: Moscow, Idaho 83844-3151

Degree Levels Offered:  Doctorate  Masters  Baccalaureate  Associate  Other

If part of a multi-institution system, name of system: \_\_\_\_\_

Type of Institution:  Comprehensive  Specialized  Health-centered  Religious-based  
 Native/Tribal  Other (specify) \_\_\_\_\_

Institutional control:  Public  City  County  State  Federal  Tribal  
 Private/Independent ( Non-profit  For Profit)

Institutional calendar:  Quarter  Semester  Trimester  4-1-4  Continuous Term  
 Other (specify) \_\_\_\_\_

**Specialized/Programmatic accreditation:** List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Accountancy	GR	Association to Advance Collegiate Schools of Business	2009
Accounting	UG	Association to Advance Collegiate Schools of Business	2009
Advertising	UG	Accrediting Council for Education in Journalism and Mass Communications	5/1/2014
Agricultural Education	UG, GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013

Architecture	UG, GR	National Architecture Accrediting Board (NAAB)	2010
Art	UG, GR	National Association of Schools of Art & Design (NASAD)	2006-07
Art Education	UG	National Association of Schools of Art & Design (NASAD)	2006-07
Athletic Training	GR	Commission on Accreditation of Athletic Training Education for Master's level program (CAATE)	2009
Biological and Agricultural Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	08/2014
Biological Sciences	UG	National Council for Accreditation of Teacher Education (NCATE) and Idaho Professional Standards Commission (PSC)	Spring 2013
Broadcasting and Digital Media	UG	Accrediting Council for Education in Journalism and Mass Communications	5/1/2014
Business	UG	Association to Advance Collegiate Schools of Business	2009
Business Economics	UG	Association to Advance Collegiate Schools of Business	2009
Business Education	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Career and Technical Education	UG, GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Chemical Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	08/2014
Chemistry-professional option only is accredited	UG, GR	American Chemical Society; National Council for Accreditation of Teacher Education (NCATE) and Idaho Professional Standards Commission (PSC)	2011 (provisional); spring 2013
Child, Family and Consumer Studies	UG	National Association for the Education of Young Children (NAEYC); Association for Financial Counseling and Planning Education (AFCPE)	12/2012; 12/1/2010
Civil Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	08/2014
Computer Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	08/2014
Computer Science	UG	Accreditation Board for Engineering and Technology (ABET)	08/2013
Curriculum and Instruction	GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Early Childhood Development and Education	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator	Spring 2013

		Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	
Earth Science	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Economics	UG	Association to Advance Collegiate Schools of Business	2009
Educational Leadership	GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Electrical Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	08/2014
Elementary Education	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
English	UG, GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Entrepreneurship	GR	Association to Advance Collegiate Schools of Business	2009
Experimental Psychology	GR	Human Factors and Ergonomics Society	7/22/2013
Finance	UG	Association to Advance Collegiate Schools of Business	2009
Food and Nutrition	UG	Accreditation Council for the Education of Nutrition and Dietetics from the Academy of Nutrition and Dietetics (ACEND)	5/3/2013
Food Science	UG, GR	International Food Technology (IFT)	2014
Forest Resources	UG	Society of American Foresters (SAF)	3/2006
General Management (EMBA)	GR	Association to Advance Collegiate Schools of Business	2009
Geography	UG, GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Health Education	UG	Idaho Professional Standards Commission (PSC)	Spring 2013
Industrial Technology	UG	Association of Technology, Management, and Applied Engineering (ATMAE)	11/2014
Industrial Technology Education	GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013

Information Systems	UG	Association to Advance Collegiate Schools of Business	2009
Interior Design	UG	Council for Interior Design Accreditation (CIDA)	2009
International Business	UG	Association to Advance Collegiate Schools of Business	2009
Journalism	UG	Accrediting Council for Education in Journalism and Mass Communications; National Council for Accreditation of Teacher Education (NCATE) and Idaho Professional Standards Commission	5/1/2014; Spring 2013
Landscape Architecture	UG, GR	Landscape Architecture Accreditation Board (LAAB) and American Society of Landscape Architects (ASLA)	Spring 2012
Law	GR	American Bar Association	2011
Library Science	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Management and Human Resources	UG	Association to Advance Collegiate Schools of Business	2009
Marketing	UG	Association to Advance Collegiate Schools of Business	2009
Materials Science and Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	08/2014
Mathematics	UG, GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Mechanical Engineering	UG	Accreditation Board for Engineering and Technology (ABET)	08/2014
Music: Applied Music	UG	National Association of Schools of Music (NASM)	2001
Music: Business	UG	National Association of Schools of Music (NASM)	2001
Music: Composition	UG	National Association of Schools of Music (NASM)	2001
Music: History and Literature	UG	National Association of Schools of Music (NASM)	2001
Music: Instrumental Performance	UG	National Association of Schools of Music (NASM)	2001
Music: Theory	UG	National Association of Schools of Music (NASM)	2001
Music: Vocal Performance	UG	National Association of Schools of Music (NASM)	2001
Music Education: Instrumental	UG	National Association of Schools of Music (NASM)	2001
Music Education: Vocal	UG	National Association of Schools of Music (NASM)	2001
Music Education: Vocal-Instrumental	UG	National Association of Schools of Music (NASM)	2001
Musical Theatre	UG	National Association of Schools of Music (NASM)	2001

Operations Management	UG	Association to Advance Collegiate Schools of Business	2009
Outdoor Recreation Leadership	UG	Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)	2009
Physical Education	UG, GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Physical Sciences	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Physical Sciences - Life Sciences	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Physics	UG, GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Political Science	UG, GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Public Relations	UG	Accrediting Council for Education in Journalism and Mass Communications	5/1/2014
Rangeland Ecology and Management	UG	Society for Range Management	2012
Recreation	UG	Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)	2009
Rehabilitation Counseling and Human Services	GR	Council on Rehabilitation Education (CORE)	2006-2007
Renewable Materials	UG	Society of Wood Science and Technology	6/2005
Secondary Education	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Social Science	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Special Education	GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013

Speech	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Studio Art and Design	UG	National Association of Schools of Art & Design (NASAD)	2006-07
Technical Workforce Training	GR	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Technology Education	UG	National Council for the Accreditation of Teacher Education (NCATE) - In Transition to Council for the Accreditation for Educator Preparation (CAEP) and the Idaho Professional Standards Commission (PSC)	Spring 2013
Virtual Technology and Design	UG	National Association of Schools of Art & Design (NASAD)	2006-07

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: Divide Credit Hours at each level by the amount of Full-time credits-per-semester at appropriate level : UG = 15, GR = 12, Law = 14, WWAMI = headcount.)

**Official Fall 2014 (most recent year) FTE Student Enrollments**

Classification	Current Year Dates: OCT 15	One Year Prior Dates: OCT 15	Two Years Prior Dates: OCT 15
Undergraduate	7852.1	8185.6	8418.7
Graduate	1078.2	1084.5	115.4 1155.4
Professional	419.7	381.9	398.0
Unclassified	441.8	368.4	357.8
Total all levels	9791.8	10020.4	10329.9

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall 2014 (most recent year) Student Headcount Enrollments**

Classification	Current Year Dates: OCT 15	One Year Prior Dates: OCT 15	Two Years Prior Dates: OCT 15
Undergraduate	7607	7976	8177
Graduate	902	918	983
Professional	386	349	365
Unclassified	219	144	118
Total all levels	9114	9387	9643

**Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned.** Include only professional personnel who are primarily assigned to instruction or research.

**Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned**

Rank	Total Number		Number of Full Time (only) Faculty and Staff by Highest Degree Earned					
	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	275	12	4			50		221
Associate Professor	192	10	4			44		144
Assistant Professor	193	5	2		7	42		142
Instructor	34	2	2		5	22	1	4
Lecturer and Teaching Assistant	1	294						1
Research Staff and Research Assistant	142	285	106	1	25	9		1
Undesignated Rank	62	162	7		8	15		32

**Note: we don't collect and store Highest Degree data for employees other than Faculty. Therefore no degree data for Postdoctoral employees or Teaching Assistants is available..**

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	101985	20
Associate Professor	73765	12
Assistant Professor	62577	3
Instructor	46715	13
Lecturer and Teaching Assistant	35027	13
Research Staff and Research Assistant	43213	7
Undesignated Rank	63859	7

**Financial Information.** Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 – June 30

Reporting of income:	Accrual Basis	July 1- June 30	Accrual Basis	July 1- June 30
Reporting of expenses:	Accrual Basis	July 1- June 30	Accrual Basis	July 1- June 30

**BALANCE SHEET DATA**

<b>ASSETS</b>	<b>FY 2014</b>	<b>FY 2013</b>	<b>FY 2012</b>
<b>CURRENT FUNDS</b>			
Unrestricted			
Cash & cash equivalents	\$ 12,226,597	\$ 15,323,493	\$ 13,342,778
Investments	\$ 71,539,011	\$ 62,760,654	\$ 67,990,342
Accounts receivable gross	\$ 30,419,795	\$ 30,113,848	\$ 28,195,779
Less allowance for bad debts	\$ (358,798)	\$ (331,783)	\$ (293,000)
Inventories	\$ 1,648,353	\$ 2,298,645	\$ 2,923,300
Prepaid expenses and deferred charges	\$ 1,643,651	\$ 4,180,169	\$ 1,364,073
Interest receivable	\$ 485,631	\$ 579,381	\$ 494,282
Student loan receivable	\$ 1,588,150	\$ 1,598,188	\$ 1,566,780
Notes receivable	\$ 318,022	\$ 330,753	\$ 342,871
Due from state agencies	\$ 192,441	\$ 190,986	\$ 187,516
<b>Total Unrestricted</b>	<b>\$ 119,702,853</b>	<b>\$ 117,044,334</b>	<b>\$ 116,114,721</b>
Restricted			
Cash	\$ 11,078,962	\$ 9,973,941	\$ 2,267,824
Investments	\$ 601,282	\$ 601,940	\$ 1,804,008
Due from	\$ 0	\$ 0	\$ 0
<b>Total Restricted</b>	<b>\$ 11,680,244</b>	<b>\$ 10,575,881</b>	<b>\$ 4,071,832</b>
<b>TOTAL CURRENT FUNDS</b>	<b>\$ 131,383,097</b>	<b>\$ 127,620,215</b>	<b>\$ 120,186,553</b>
<b>ENDOWMENT AND SIMILAR FUNDS</b>			
Cash	\$ 0	\$ 0	\$ 0
Investments	\$ 0	\$ 0	\$ 0
Other (identify)	\$ 0	\$ 0	\$ 0
Due from	\$ 0	\$ 0	\$ 0
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>PLANT FUND</b>	\$ 0	\$ 0	\$ 0
Unexpended	\$ 0	\$ 0	\$ 0
Cash	\$ 0	\$ 0	\$ 0
Investments	\$ 0	\$ 0	\$ 0
Other (identify)	\$ 0	\$ 0	\$ 0
<b>Total unexpended</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
Investment in Plant			
Land	\$ 27,490,197	\$ 25,623,540	\$ 19,375,352
Land improvements	\$ 0	\$ 0	\$ 0
Buildings, net of depreciation	\$ 338,488,188	\$ 339,064,520	\$ 343,038,930
Equipment, net of depreciation	\$ 16,016,648	\$ 16,122,069	\$ 15,403,927
Library Materials, net of depreciation	\$ 17,908,877	\$ 17,410,655	\$ 16,559,550
Other: Capitalized collections	\$ 2,317,588	\$ 2,306,524	\$ 2,258,593
<b>Total investments in plant</b>	<b>\$ 402,221,498</b>	<b>\$ 400,527,308</b>	<b>\$ 396,636,352</b>
Due from	\$ 0	\$ 0	\$ 0
Other plant funds (identify)	\$ 0	\$ 0	\$ 0
<b>TOTAL PLANT FUNDS</b>	<b>\$ 402,221,498</b>	<b>\$ 400,527,308</b>	<b>\$ 396,636,352</b>
Student Loan Receivable	\$ 9,351,105	\$ 9,685,063	\$ 10,118,259
Net OPEB Asset	\$ 2,240,000	\$ 0	\$ 0
Assets Held in Trust By Foundations	\$ 0	\$ 0	\$ 74,859,032
Deferred Bond Financing Costs	\$ 0	\$ 0	\$ 1,425,558
Deferred Amounts of Refunding	\$ 4,400,291	\$ 4,737,207	\$ -
<b>Total Other Assets</b>	<b>\$ 15,991,396</b>	<b>\$ 14,422,270</b>	<b>\$ 86,402,849</b>
<b>TOTAL ASSETS</b>	<b>\$ 549,595,991</b>	<b>\$ 542,569,793</b>	<b>\$ 603,225,754</b>

**BALANCE SHEET DATA (continued)**

<b>Liabilities</b>	<b>FY 2014</b>	<b>FY 2013</b>	<b>FY 2012</b>
<b>CURRENT FUNDS</b>			
Unrestricted			
Accounts payable	\$ 4,898,768	\$ 3,041,758	\$ 2,484,563
Accrued liabilities	\$ 30,454,295	\$ 36,821,289	\$ 29,567,498
Students' deposits	\$ 853,184	\$ 762,451	\$ 735,164
Deferred credits	\$ 8,092,050	\$ 7,551,643	\$ 7,017,852
State Teachers Education Loan Advance	\$ 250,620	\$ 247,444	\$ 241,038
Other liabilities- Current	\$ 137,354	\$ 0	\$ 606,230
Due to	\$ 0	\$ 0	\$ 0
Fund balance	\$ 0	\$ 0	\$ 0
<b>        Total Unrestricted</b>	<b>\$ 44,686,271</b>	<b>\$ 48,424,585</b>	<b>\$ 40,652,345</b>
Restricted			
Accounts payable	\$ 0	\$ 0	\$ 0
Funds Held in Custody for Others	\$ 1,129,678	\$ 906,388	\$ 243,346
Due to	\$ 0	\$ 0	\$ 0
Fund balance	\$ 0	\$ 0	\$ 0
<b>        Total Restricted</b>	<b>\$ 1,129,678</b>	<b>\$ 906,388</b>	<b>\$ 243,346</b>
<b>TOTAL CURRENT FUNDS</b>			
<b>ENDOWMENT AND SIMILAR FUNDS</b>	\$ 0	\$ 0	\$ 0
Restricted	\$ 0	\$ 0	\$ 0
Quasi-endowed	\$ 0	\$ 0	\$ 0
Due to	\$ 0	\$ 0	\$ 0
Fund balance	\$ 0	\$ 0	\$ 0
<b>TOTAL ENDOWMENT AND SIMILAR FUNDS</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>PLANT FUND</b>			
Unexpended			
Accounts payable	\$ 0	\$ 0	\$ 0
Notes payable	\$ 0	\$ 0	\$ 0
Bonds payable	\$ 0	\$ 0	\$ 0
Other liabilities (identify)	\$ 0	\$ 0	\$ 0
Due to	\$ 0	\$ 0	\$ 0
Fund balance	\$ 0	\$ 0	\$ 0
<b>        Total unexpended</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
Investment in Plant			
Notes payable	\$ 730,556	\$ 2,458,210	\$ 5,301,487
Bonds payable	\$ 157,469,278	\$ 163,185,081	\$ 153,150,000
Mortgage payable	\$ 0	\$ 0	\$ 0
Obligations under Capital Leases	\$ 0	\$ 0	\$ 287,701
Due to	\$ 0	\$ 0	\$ 0
Other plant fund liabilities (identify)	\$ 0	\$ 0	\$ 0
<b>TOTAL INVESTMENTS IN PLANT FUND</b>	<b>\$ 158,199,834</b>	<b>\$ 165,643,291</b>	<b>\$ 158,739,188</b>
<b>OTHER LIABILITIES (IDENTIFY)</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>TOTAL OTHER LIABILITIES</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>
<b>TOTAL LIABILITIES</b>	<b>\$ 204,015,783</b>	<b>\$ 214,974,264</b>	<b>\$ 199,634,879</b>
<b>FUND BALANCE</b>	<b>\$ 345,580,208</b>	<b>\$ 327,595,529</b>	<b>\$ 403,590,875</b>

**CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES**

<b>Revenues</b>	<b>FY 2014</b>	<b>FY 2013</b>	<b>FY 2012</b>
Tuition and fees	\$ 83,361,394	\$ 82,657,950	\$ 78,338,457
Federal appropriations	\$ 4,399,634	\$ 5,386,942	\$ 3,893,046
State appropriations (incl Land Grand Endowment)	\$ 116,570,334	\$ 112,312,466	\$ 106,988,900
Local appropriations	\$ 0	\$ 0	\$ 0
Grants and contracts	\$ 94,902,407	\$ 95,034,583	\$ 99,187,365
Endowment income- UI Foundation	\$ 18,989,071	\$ 17,275,225	\$ 16,533,613
Auxiliary enterprises	\$ 31,218,731	\$ 35,453,721	\$ 34,042,492
Educational activities	\$ 11,642,661	\$ 10,235,562	\$ 10,178,009
Interest on loans receivable	\$ 321,056	\$ 327,202	\$ 286,986
Net investment income	\$ 2,063,988	\$ 1,215,985	\$ 1,415,725
Net increase (decrease) in FV of investments	\$ 2,019,084	\$ (2,242,474)	\$ 1,226,392
Change in value of assets held in trust	\$ 0	\$ 6,131,306	\$ (3,331,972)
Interest expense on Debt	\$ (7,285,783)	\$ (7,329,495)	\$ (8,084,679)
Capital grants and contracts	\$ 46,586	\$ 1,353,360	\$ 788,398
Projects with Idaho Dept. of Public Works	\$ 5,023,343	\$ 5,185,086	\$ 2,090,339
Capital gifts from UI Foundation	\$ 2,532,889	\$ 766,963	\$ 1,383,234
Other sources of income	\$ 13,058,394	\$ 4,147,999	\$ 5,361,849
Other sources	\$ 0	\$ 0	\$ 0
<b>Total Revenue Sources</b>	<b>\$ 378,863,789</b>	<b>\$ 367,912,381</b>	<b>\$ 350,298,154</b>
<b>EXPENDITURE &amp; MANDATORY TRANSFERS</b>			
Educational and General			
Instruction	\$ 96,599,708	\$ 99,897,678	\$ 94,332,305
Research	\$ 70,549,782	\$ 72,051,811	\$ 73,787,474
Public services	\$ 30,931,423	\$ 29,738,543	\$ 27,841,836
Academic support	\$ 14,857,699	\$ 13,932,134	\$ 12,237,329
Libraries	\$ 4,776,487	\$ 4,645,849	\$ 4,297,332
Student services	\$ 12,684,374	\$ 13,406,627	\$ 11,949,353
Institutional support	\$ 29,431,281	\$ 26,568,110	\$ 25,207,537
Operation and maintenance of plant	\$ 48,999,550	\$ 47,576,754	\$ 47,841,115
Scholarships and fellowships	\$ 15,126,391	\$ 14,389,880	\$ 11,944,669
Other (identify)	\$ 0	\$ 0	\$ 0
Mandatory transfers for:			
Principal and interest	\$ 0	\$ 0	\$ 0
Renewal and replacements	\$ 0	\$ 0	\$ 0
Loan fund matching grants	\$ 0	\$ 0	\$ 0
Other (identify)	\$ 0	\$ 0	\$ 0
<b>Total Educational and General</b>	<b>\$ 323,956,695</b>	<b>\$ 322,207,386</b>	<b>\$ 309,438,950</b>
Auxiliary Enterprises			
Expenditures	\$ 36,922,414	\$ 39,272,322	\$ 39,622,160
Mandatory transfers for:	\$ 0	\$ 0	\$ 0
Principal and interest	\$ 0	\$ 0	\$ 0
Renewals and replacements	\$ 0	\$ 0	\$ 0
<b>Total Auxiliary Enterprises</b>	<b>\$ 36,922,414</b>	<b>\$ 39,272,322</b>	<b>\$ 39,622,160</b>
<b>TOTAL EXPENDITURE &amp; MANDATORY TRANSFERS</b>	<b>\$ 360,879,109</b>	<b>\$ 361,479,708</b>	<b>\$ 349,061,110</b>
<b>OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)</b>			
<b>EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]</b>	<b>\$ 17,984,680</b>	<b>\$ 6,432,673</b>	<b>\$ 1,237,044</b>

**INSTITUTIONAL INDEBTEDNESS**

<b>Total Debt to Outside Parties</b>	<b>Last Completed FY Dates: FY2014 7/1/13 – 6/30/14</b>	<b>One Year Prior to Last Completed FY Dates: FY2013 7/1/12 – 6/30/13</b>	<b>Two Years Prior to Last Completed FY Dates: FY2013 7/1/11 – 6/30/12</b>
For Capital Outlay	\$ 158,199,834	\$ 165,643,291	\$ 158,739,188
For Operations	\$ 0	\$ 0	\$ 0

## PREFACE

### Institutional changes since last review (Sept. 2011)

#### Administrative appointments

- President Chuck Staben
- Interim Provost and Executive Vice President Katherine Aiken
- Vice Provost for Student Affairs and Enrollment Management Jean Kim
- University of Idaho Foundation Director Robert Weis
- College of Letters, Arts & Social Sciences Dean Andrew Kersten
- College of Law Dean Mark Adams
- College of Agricultural and Life Sciences Dean John Foltz (Term)
- College of Science Dean Paul Joyce
- College of Business Dean Mario Reyes
- Executive Director for Tribal Relations Yolanda Bisbee
- Boise Center Executive Officer Michael Satz
- WWAMI Director Jeff Seegmiller
- Assistant to the President for State Government Relations Joe Stegner

#### Current and planned searches at the time this report is submitted

- Provost and Executive Vice President
- Vice President for Finance
- Vice President for Advancement
- Dean of Agricultural and Life Sciences
- Executive Director of Marketing and Communications
- Center Executive, Idaho Falls

#### Actions

- The University [completed its largest capital campaign](#) to date, exceeding its goal of \$225 million and providing support for several vital University initiatives.
- The [revised general education curriculum](#) has been fully implemented, and the University of Idaho has participated with state colleges and universities in identifying common general education courses to facilitate course transfer across the institutions.
- The College of Law began offering a [second-year program in Boise](#) for fall 2014 (approved by the ABA), joining the third-year option that started in fall 2010.
- At the direction of the University of Idaho Board of Regents/State Board of Education, the University of Idaho engaged in a [program prioritization process during Fiscal Year 2014](#), resulting in structural, curricular, and process streamlining in several units of the University.

- The University has successfully competed and been awarded lead institution on large externally funded grants and contracts.
- The [Student Code of Conduct](#) was reviewed and revised, and student safety, a University priority, has been a point of focus.
- Funds are now allocated annually to improve instructional spaces (e.g., classrooms, auditoriums, and laboratories).
- Increased investment in — and focus on — [employee professional development](#) has resulted in internal program creation, specialized technical training opportunities on University systems, and access to external programs.
- The [Integrated Research and Interdisciplinary Center](#) building is under construction and the Education Building is being renovated.

### **Response to topics previously requested by the Commission**

#### **Recommendation from Year One Report, Fall 2011**

*Recommendation 1: The evaluation panel recommends that the University refine its indicators of achievement to ensure that the indicators are meaningful, direct measures of the objectives (Standard 1.B.2).*

*University of Idaho Response:* The University of Idaho has continued to review and refine the objectives and indicators of achievement since the Fall 2011 Year One Report. University actions resulted in refined objectives and, in some cases, fewer objectives. Adjustments to indicators of achievement reflect the changes in the objectives and provide well-developed measures that define mission fulfillment. A comparison of the Year One objectives and indicators of achievement with the Year Seven objectives and indicators of achievement is available for reviewers [here](#).

## MISSION, CORE THEMES AND EXPECTATIONS

### Executive Summary of Eligibility Requirements 2 and 3

#### Eligibility Requirement 2: Authority

THE INSTITUTION IS AUTHORIZED TO OPERATE AND AWARD DEGREES AS A HIGHER EDUCATION INSTITUTION BY THE APPROPRIATE GOVERNMENTAL ORGANIZATION, AGENCY, OR GOVERNING BOARD AS REQUIRED BY THE JURISDICTION IN WHICH IT OPERATES.

The University of Idaho was created by an [Act of the Territorial Legislature on January 30, 1889](#). The Territorial Act was incorporated into the [Constitution of the State of Idaho in Article IX Section 10](#). The University's authority to operate and award degrees stems from the Territorial Act, as incorporated into the state constitution.

Its Board of Regents (established under section 2 of the Territorial Act) governs the University. The University of Idaho Board of Regents/State Board of Education also serves as the governing board for the other state public higher education institutions.

#### Eligibility Requirement 3: Mission and Core Themes

THE INSTITUTION'S MISSION AND CORE THEMES ARE CLEARLY DEFINED AND ADOPTED BY ITS GOVERNING BOARD(S) CONSISTENT WITH ITS LEGAL AUTHORIZATION, AND ARE APPROPRIATE TO A DEGREE-GRANTING INSTITUTION OF HIGHER EDUCATION. THE INSTITUTION'S PURPOSE IS TO SERVE THE EDUCATIONAL INTERESTS OF ITS STUDENTS, AND ITS PRINCIPAL PROGRAMS LEAD TO RECOGNIZED DEGREES. THE INSTITUTION DEVOTES ALL, OR SUBSTANTIALLY ALL, OF ITS RESOURCES TO SUPPORT ITS EDUCATIONAL MISSION AND CORE THEMES.

The University of Idaho's current mission statement was approved by the University of Idaho Board of Regents/State Board of Education in 2011. It was updated by the following process: The updated mission for the University of Idaho was presented in draft form to the University's leadership group of more than 150 people in May 2011 for review and suggestions. That feedback was used to create a revised draft mission statement that was discussed with the University of Idaho Board of Regents/State Board of Education; the recommended mission statement was shared within the university community in the summer of 2011 and affirmed and approved internally by executive leadership. The University of Idaho Board of Regents/State Board of Education members discussed recommendations for changes to the mission statements at their June and August meetings and approved the proposed mission and role statements at their September 2011 meeting.

The mission statement provides direction for the University of Idaho in the design and delivery of degree programs; scholarly and creative activity of faculty, staff, and students; outreach to its communities and its partners in business, industry, and agencies; and its commitment to a diverse, efficient, and vibrant university community statewide. The University of Idaho's [Leading Idaho: Strategic Plan 2011-2015](#) is aligned with the mission statement and provides priority emphases consistent with our Core Themes. University resources are then aligned with

programs and services through a process of budget hearings and allocations. Consistent with its policy, the University of Idaho Board of Regents/State Board of Education reviews and approves the strategic plans for the four-year state public institutions each April.

## **Standard 1.A Mission**

### **Mission statement**

The University of Idaho is the state's 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 society. We deliver on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus, regional centers, extension offices, and research facilities throughout the state. Consistent with the land-grant ideal, our outreach activities serve the state at the same time they strengthen our teaching and 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, social sciences, arts, humanities, and the professions.

### **Role**

Our commitment to focused excellence includes developing and delivering pre-eminent statewide programs. These programs are delivered in the Morrill Act-mandated primary emphases areas in agriculture, natural resources, and engineering; and sustaining excellence in architecture, law, liberal arts, sciences, education, business and economics, and programs in medical and veterinary medical education, all of which shape the core curriculum and give meaning to the concept of a comprehensive university.

### **Interpretation of mission fulfillment**

The University of Idaho fulfills its mission through the integration of teaching and learning, scholarly and creative activity, and outreach and engagement. As a 21st century land-grant university, we focus on the intersection of these three functions, with a deep commitment to engagement that benefits students, communities, the region and beyond to address complex challenges. The University supports the University of Idaho Board of Regents/ State Board of

Education strategic plan that defines priorities and focus within the core themes. Our four core themes are developed to reflect these commitments and our support of the University mission.

The first, *Teaching and Learning*, reflects the importance of a land-grant university in recruiting and serving a diverse student body, providing opportunities for students to engage in active learning in and out of the classroom, and in preparing them to contribute to the solutions for society's challenges. The second, *Scholarly and Creative Activity with National and International Impact*, engages the University community in its imperative to develop, share, and apply new knowledge. The third core theme, *Outreach and Engagement*, is by definition essential to land-grant universities, and connects faculty, staff, and students in mutually beneficial partnerships with industry, public agencies, tribes, communities, and individuals to meet society's critical needs. The fourth core theme; *Purposeful, Ethical, Vibrant, and Open Community*, provides a focus on the strongly performing organization needed to fulfill our mission: a diverse community of students, staff, faculty, and administrators, supporting learning and development opportunities and continuously improving the processes and practices of the University.

#### **Articulation of an acceptable threshold, extent, or degree of mission fulfillment**

The four core themes reflect the essential mission areas and our commitment to the overall health of the University of Idaho. We have a long-standing history of success as a land-grant research university, and of adapting and responding to the changing needs of society as we fulfill our mission. [Leading Idaho: Strategic Plan 2011-2015](#) identifies focal areas within each of four goals (aligning closely with and in support of the four core themes). Metrics have been identified to document progress toward goals in the strategic plan, to meet institutional expectations outlined in the University of Idaho Board of Regents/State Board of Education strategic plan, and to document ways in which we fulfill the mission and core themes of the University of Idaho. We identified peer benchmarks and national norms, adjusted to the unique characteristics of the University of Idaho, to monitor our performance and evaluate the extent to which we fulfill our mission. Through the process of using these data to continuously refine our institutional performance, we demonstrate impact on student learning; meaningful contributions to knowledge and practice through scholarly and creative work; economic development and wellness through Idaho communities; and effective and efficient systems to support our work in promotion of mission fulfillment.

## Standard 1.B Core Themes

### Core Theme One: Teaching and Learning

#### *Description*

The University of Idaho is a distinctive intellectual community that values and supports diversity, creativity, and the academic, personal and professional development of its students. Our University learning outcomes challenge students to: 1) learn and integrate; 2) think and create; 3) communicate; 4) clarify purpose and perspective; and 5) practice citizenship through rich and diverse curricular, co-curricular, and extra-curricular opportunities. Students' lives are transformed through engagement with caring faculty and staff and substantive opportunities for service, leadership, and cultural enrichment. They develop intellectual capacity and social responsibility through service and engagement opportunities that extend beyond the classroom into organizations, industries, agencies, and communities.

We encourage curricular design and course delivery that support and stimulate interdisciplinary programs and collaborations and result in scholarly and creative activity among students, faculty, and stakeholders. Our programs of study help students develop new knowledge, skills, and techniques and prepare them to meet the changing needs of society. We are increasing opportunities for engaged student learning through partnerships with industry, public agencies including PK-12 schools, tribes, and communities.

Our faculty members are dedicated to advancing their fields and their continuous professional development in both content and pedagogy, and many of them are recognized regionally, nationally, and internationally for their expertise. Our work is at the intersection of teaching and learning, scholarly and creative activity, and outreach and engagement. Faculty members engage students academically, professionally, and personally as they support their progress toward degree completion.

We are committed to a culture of continuous improvement, one that recognizes assessment as a tool to improve the teaching and learning processes. Our processes engage students, staff, faculty, and administrators in continuous, data-driven, and efficient assessment that forms the basis for celebration of accomplishments and identifies areas for further improvement. Internal assessments are coupled with external input offered from accreditation agencies, professional organizations, external program reviews, advisory boards, alumni, and other stakeholders.

Core Theme One objectives and indicators of their achievement are described in the following table. (While we have arranged our core themes into four discrete categories, they overlap and reinforce each other as we work to fulfill our mission. As such, some of the measures will overlap across the themes.)

<b>Objectives</b>	<b>Indicators of Achievement</b>
<p>A. Provide learning, research, and performance environments that blend curricular, co-curricular, and extra-curricular learning experiences to promote attainment of the University’s learning outcomes.</p>	<ul style="list-style-type: none"> <li>i. Student academic success</li> <li>ii. Student attainment of learning outcomes</li> <li>iii. Student participation in interactive pedagogies and in engaged curricular and co-curricular learning</li> <li>iv. Faculty and staff recognition and awards</li> </ul>
<p>B. Build innovative, adaptive, and integrative curricula and pedagogies that are accessible and meet the changing needs of society.</p>	<ul style="list-style-type: none"> <li>i. Refinement of general education</li> <li>ii. Student engagement in interdisciplinary collaboration</li> <li>iii. Participation in distance learning offerings</li> </ul>
<p>C. Improve programs through robust and continuous assessment processes integrating internal and external input and participation.</p>	<ul style="list-style-type: none"> <li>i. Program improvements resulting from program assessment</li> <li>ii. Exit interviews and surveys</li> <li>iii. Stakeholder feedback</li> </ul>

Figure 1. Core Theme One objectives and indicators

**Rationale for indicators**

Teaching and learning are interactive processes that build and expand knowledge within the University community. Indicators of achievement were selected to provide meaningful information supporting our commitment to the continuous improvement of the student experience. The primary measures are described in more detail here.

Student engagement and success. Student learning and success are at the heart of this core theme. Examples of engaged student learning (e.g., student research, study abroad, community service, service learning, leadership opportunities, and student organizations) are gathered through surveys, interviews, syllabus analysis, program reports, and anecdotal information. A description of the use of assessment of student learning for program improvement is described under course and program improvement.

Faculty and staff. Recruitment and retention measures are addressed in Core Theme Four, Objective A. Documentation of faculty and staff recognitions and awards are gathered and reported centrally.

Course and program improvement. Faculty members engage annually in course and program assessment based on evidence of student learning. Direct and indirect data are gathered and student interviews are conducted in this process. The findings and actions are posted in a centrally-developed template for each undergraduate and graduate degree and certificate program. This serves as the basis for ongoing program and course improvement with the action items resulting from the assessment process (e.g., curricular changes) collated for reporting purposes.

Surveys and stakeholder feedback. We gather information from students through the Student Evaluation of Teaching system, Graduating Senior Survey, exit interviews, and alumni surveys. These indirect measures of the student experience and educational accomplishments are triangulated with student success and program improvement information. Surveys are managed centrally and disaggregated at the program level. The student data provide faculty and departments with students' perceptions of their experiences at the conclusion of the program and then again from an alumni perspective three to five years after degree completion.

## **Core Theme Two: Scholarly and Creative Activity with National and International Impact**

### ***Description***

As the state's public research institution, dedicated to our statewide land-grant mission, the University of Idaho engages in scholarly and creative activities to enhance the quality of life and build cultural awareness and understanding for our citizenry; our economic vitality; and the sustainability of human, natural, and technology systems within the state and beyond. Our endeavors include developing best practices in agriculture, engineering, architecture, business, education, natural resources, social sciences, and artistic creativity in the humanities and arts. Discoveries in the biophysical, ecological, social, and earth sciences help people understand and adapt to an ever-changing global environment, and to use policy, humanities, sciences, and law to enhance social justice and civil society.

We foster an organizational culture that supports scholarly and creative activity, pursued by teams of faculty, students, staff, and external collaborators seeking to deliver solutions to complex societal problems significant to the state, the nation, and the world. We have a networked infrastructure of statewide centers and extension locations, research and outreach entities, libraries, electronic databases, laboratories and classrooms, performance venues, field stations, sensing arrays, and collaborating communities. Active collaboration complements this infrastructure, including collaborations with national laboratories; governmental organizations; tribal governments; corporate and private sector enterprises; not-for-profit organizations; land and water management agencies; agricultural commissions; arts and service organizations; PK-12 schools; and partners in higher education throughout the world. Our approaches to creativity, discovery, and application are diverse, but directed by strategic choices, the active involvement of stakeholders, and our desire to advance the sciences, humanities, arts, social sciences and the professions.

<b>Objectives</b>	<b>Indicators of Performance</b>
<p>A. Contribute to knowledge created, extended, and verified through scholarly and creative work of students, staff, faculty, and collaborators.</p>	<ul style="list-style-type: none"> <li>i. Peer-reviewed scholarly and creative activities.</li> <li>ii. Scholarly and creative works expressed by doctoral students per year</li> <li>iii. Examples of the impact of scholarly and creative activities</li> <li>iv. Percentage of undergraduate research experiences</li> <li>v. Numerical ranking/rating by the National Science Foundation (NSF)</li> </ul>
<p>B. Increase grant and contract activity in numbers, types, and size of awards.</p>	<ul style="list-style-type: none"> <li>i. Total research expenditures as reported to NSF.</li> <li>ii. Number of multiple Principle Investigator (PI) proposals over \$400,000.</li> <li>iii. Number of graduate students supported by research assistantships.</li> <li>iv. Number of research staff.</li> </ul>
<p>C. Contribute to the economic development of Idaho.</p>	<ul style="list-style-type: none"> <li>i. Numbers of patents, technology transfers, and licenses produced annually.</li> <li>ii. Impact statements documenting other indicators of significant consequence at the state level or beyond.</li> </ul>

Figure 2. Core Theme Two objectives and indicators

**Rationale for indicators**

Research and creative activity is entwined with the Teaching and Learning, and Outreach and Engagement core themes. An integral requirement for graduate education, indicators of achievement were chosen to support our commitment to nationally and internationally relevant scholarly and creative activity that positively impacts the region, the nation and the world. The three primary measures are described in more detail below.

Scholarly and creative activity. Dissemination of creative activities through peer-reviewed publication or juried presentation validates scholarly activity while ensuring works are moved into the public domain where they add to the body of knowledge. We gather evidence of scholarly and creative activity through faculty annual performance evaluations, graduate student theses and dissertations (when developed in publication format), and the number of undergraduate students engaged in research. The National Science Foundation (NSF) rating is

public information. These forms of evidence are analyzed to determine performance on this aspect of the core theme.

Sponsored grant and contract activity. The [Office of Research and Economic Development](#) systematically gathers data on grants and contracts: number of proposals submitted; number of awards; types of awards; multi-principal investigator and interdisciplinary awards; amount of awards; faculty, staff, and students funded on projects; and total annual expenditures. These data provide information on the overall productivity of the University related to external funding.

Economic impact. The University administers the Association of Public and Land-grant Universities (APLU) survey on economic development to our internal and external constituents biennially. The numbers of patents and licenses are collected annually through the Office of Research and Economic Development. These are not only a measure of the number of projects that reach this end point but also an indicator of the relevance of the activity. Economic impact of the University also occurs through other channels such as workforce enhancement, university business development services, athletics and cultural events.

## **Core Theme Three: Outreach and Engagement**

### ***Description***

Our engagement vision is to serve Idaho with an interconnected system of people, programs, and facilities. Through this integrated system, we form active partnerships to address critical issues in Idaho and beyond. Our partners include industries, public agencies, tribal nations, communities, and individuals. Engagement at the University of Idaho includes integrating outreach, teaching and learning, and scholarly and creative activity; partnering with constituents for the mutually beneficial exchange of knowledge and resources; and working across disciplines as required to solve society's problems. Engagement helps make our research useful beyond the academic community, enables learning to occur outside the classroom, encourages the creation and dissemination of knowledge, and directly benefits our students and the public. For over a century, University of Idaho Extension has maintained its statewide presence. Extension partnerships with local residents; federal, state, and county agencies; and businesses and nonprofit organizations continue to be critical as the University community works to meet the state's needs and address community and regional priorities.

Our commitment to engagement is evident across the University. We initiate partnerships through many academic and student support units with implications for Idaho and beyond. We are making strategic connections between Extension and academic units and also among the diverse outreach and engagement activities across our university designed to address the needs of our society. The outcomes of these mutually beneficial partnerships include hands-on learning for students; practical learning for our partners that will change learners' practices and behaviors in the future; new knowledge created with, for, and by partners that also benefits the academy; and practical decision-making tools available to inform individuals, businesses, and governments as they strive to achieve their unique goals and objectives. When put into practice, the knowledge gained from our activities will improve economic, social and environmental conditions for our stakeholders, their communities, and their country.

<b>Objective</b>	<b>Indicators of Achievement</b>
A. Engage community partners in Idaho through Extension, providing information to improve practices and develop solutions for state and regional challenges	<ul style="list-style-type: none"> <li>i. Impact statements</li> <li>ii. Number of programs offered</li> <li>iii. Number of participants served</li> <li>iv. Summaries of feedback on state-wide presentations (qualitative)</li> </ul>
B. Engage University personnel with external partners to identify and address critical issues facing Idaho, the nation, and the world	<ul style="list-style-type: none"> <li>i. Number of faculty and staff positions descriptions with formal responsibility for engagement</li> <li>ii. Formal partnerships and audiences served (ie. Idaho Geological Survey, Forest Utilization Research, Experimental Forests)</li> <li>iii. Grant and contract funds</li> <li>iv. Scholarly contributions</li> <li>v. Communities, states, and nations served</li> </ul>
C. Support community initiatives and needs through service and service learning opportunities for students	<ul style="list-style-type: none"> <li>i. Service locations and participation</li> <li>ii. Courses with service-learning components</li> <li>iii. Impact on students engaged in service learning</li> <li>iv. Awards and recognition</li> </ul>

Figure 3. Core Theme Three objectives and indicators

**Rationale for indicators**

Effective outreach and engagement requires close working relationships with partners to determine priority needs and develop and implement effective plans of action. Engaged student learning and engaged scholarship are important components of our efforts. Indicators of achievement were selected to provide specific information on:

- a) the success of partnerships;
- b) the impact of engaged scholarship; and,
- c) the effect of student engagement on learning outcomes.

Success of partnerships. The defining feature of university engagement is that it involves mutually beneficial partnerships between a university and its communities. Measuring the success of these partnerships requires the partners to collaborate in defining goals, work plans, and timelines, and then to gauge accomplishment based on whether the terms of the partnership were met. The University of Idaho is piloting an assessment process to track success. Based on the outcome of this pilot, we will develop guidelines for all partnerships and subsequently track effects of partnerships based on a sample.

Impact of engaged scholarship. Engaged scholarship is intended to yield positive impact for community partners as well as for the university, i.e. impact beyond the academy. Our pilot assessment process to evaluate successful partnerships will include a component that specifically addresses the measurement of impact.

Effect of student engagement on learning outcomes. Engaged learning is both curricular and co-curricular and is intended to help students achieve several university-wide learning outcomes. It includes service-learning, internships, volunteerism, and cooperative education. The [Service-Learning Center](#) and Associated Students University of Idaho (ASUI) [Center for Volunteerism and Social Action](#) both track the number of students who have engaged learning experiences and the type of these experiences. However, some engaged learning activities take place outside the auspices of these two offices. The University of Idaho will develop a system to track all such activities.

## **Core Theme Four: Purposeful, Ethical, Vibrant, and Open Community**

### ***Description***

The University of Idaho is a community of learners enriched by the wide variety of experiences and perspectives of our faculty, staff, and students. Our goal is to advance a socially just learning and working environment by fostering a culture of inclusive excellence through diverse people, ideas, and perspectives.

The University of Idaho is committed to continuous improvement and excellence with sustainable work and learning opportunities resulting in a positive, dynamic, adaptable, and diverse organization. We invest in the development of our students, staff, and faculty through degree and professional programs and ongoing professional development. We are committed to ensuring that our university is responsive to, and positively impacts, community and economic development throughout the state.

The ability to address complex questions requires that individuals and units aim high, work across boundaries, and collaborate with unconventional partners. We assess our policies, practices, and structures to achieve these goals. We are committed to the ethical stewardship of our financial assets, infrastructure, and human resources.

Our mission illustrates a passion for knowledge, innovation, and creativity that is foundational to the achievement of our academic excellence and ethical standards. We welcome all members of our community, its constituents and stakeholders as full participants in fostering a climate that embraces participatory decision-making through shared governance, collaboration, open dialogue, and mutual respect. We support an environment where accomplishments are recognized and challenges are addressed as we celebrate and respect the distinctiveness of all individuals and their contributions to our community.

<b>Objectives</b>	<b>Indictors of Achievement</b>
A. Provide ongoing professional development learning opportunities to enhance staff and faculty skills and to include multicultural and international perspectives.	<ul style="list-style-type: none"> <li>i. Staff and faculty participation in University-sponsored programs</li> <li>ii. Number and type of programs</li> <li>iii. Implementation of support programs including intercultural awareness and cultural competency</li> </ul>
B. Facilitate student success through recruitment and retention of a diverse student body, staff, and faculty.	<ul style="list-style-type: none"> <li>i. Percentage of underrepresented students, staff, and tenure-track faculty</li> <li>ii. Retention of students, staff and faculty</li> </ul>
C. Refine processes and practices to enhance access, inclusion, collaboration and efficiency.	<ul style="list-style-type: none"> <li>i. Examples of process, practice, and/or service improvements</li> <li>ii. Examples of meaningful internal and external collaborations</li> </ul>

Figure 4. Core Theme Four objectives and indicators

**Rationale for indicators**

Community and culture are integral to the success of the University’s achievement of the four core themes and its strategic direction and initiatives. Focal points include an engaged learning community; recruitment and retention of faculty, staff and students; and institutional effectiveness and efficiency. The indicators selected for the three objectives provide evidence to support assessment and ongoing refinement as we look continuously at the composition and attributes of our students, staff and faculty; the culture and climate of the University community; and our overall access, inclusion, effectiveness and efficiency as an organization. The primary measures are described in more detail below.

Learning opportunities. The effectiveness of courses, programs, and degrees for students is assessed at the program level and included in Core Theme One: Teaching and Learning. [Human Resources](#) tracks the participation of staff in general University-hosted professional development, while individual units (e.g., research compliance, safety, colleges) maintain records of offerings and participation in unit-delivered and sponsored professional development. Intercultural and international perspectives are enhanced through ongoing programs and internal conferences. The [President’s Diversity Council](#), [Diversity and Human Rights](#), the [Division of Student Affairs](#), the [Human Resources Department](#), and the Office of the [Provost and Executive Vice President](#) all contribute information on the effectiveness of the University in meeting this objective.

Recruitment and retention. Recruitment and retention data are available through [Institutional Research and Assessment](#), Enrollment Management, [Human Resources](#), and the Office of the [Provost and Executive Vice President](#) for students, staff and faculty. A common data set is available to identify trends and changes in each identified group. Climate data are available

through two UCLA Higher Education Research Institute surveys, exit interviews, and the Graduating Senior Survey. A process to gather recognitions and awards centrally is in development. Student persistence data are gathered routinely through Institutional Research and Assessment and are available for analysis of progress in student academic success indicators (e.g., grade point average, retention, time to degree).

Process and practice effectiveness. Annual summaries of policy review, coordinated through the [Faculty Secretary's Office](#), provide the basis for this aspect of Objective Three.

## RESOURCES AND CAPACITY

BY DOCUMENTING THE ADEQUACY OF ITS RESOURCES AND CAPACITY, THE INSTITUTION DEMONSTRATES THE POTENTIAL TO FULFILL ITS MISSION, ACCOMPLISH ITS CORE THEME OBJECTIVES, AND ACHIEVE THE INTENDED OUTCOMES OF ITS PROGRAMS AND SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED. THROUGH ITS GOVERNANCE AND DECISION-MAKING STRUCTURES, THE INSTITUTION ESTABLISHES, REVIEWS REGULARLY, AND REVISES, AS NECESSARY, POLICIES AND PROCEDURES THAT PROMOTE EFFECTIVE MANAGEMENT AND OPERATION OF THE INSTITUTION.

### Executive Summary of Eligibility Requirements 4 through 21

#### Eligibility Requirement 4: Operational Focus and Independence

THE INSTITUTION'S PROGRAMS AND SERVICES ARE PREDOMINANTLY CONCERNED WITH HIGHER EDUCATION. THE INSTITUTION HAS SUFFICIENT ORGANIZATIONAL AND OPERATIONAL INDEPENDENCE TO BE HELD ACCOUNTABLE AND RESPONSIBLE FOR MEETING THE COMMISSION'S STANDARDS AND ELIGIBILITY REQUIREMENTS.

The University of Idaho is a post-secondary degree-granting institution providing undergraduate and graduate education. The University operates under the purview of the University of Idaho Board of Regents/State Board of Education policies and direction. The University complies with the Board policies and regulations, and the University structures its programs and processes consistent with the standards of the Northwest Commission on Colleges and Universities.

#### Eligibility Requirement 5: Non-Discrimination

THE INSTITUTION IS GOVERNED AND ADMINISTERED WITH RESPECT FOR THE INDIVIDUAL IN A NONDISCRIMINATORY MANNER WHILE RESPONDING TO THE EDUCATIONAL NEEDS AND LEGITIMATE CLAIMS OF THE CONSTITUENCIES IT SERVES AS DETERMINED BY ITS CHARTER, ITS MISSION, AND ITS CORE THEMES.

The University of Idaho meets both the intent and spirit of non-discrimination laws and regulations. Policy forbids discrimination for all protected classes plus sexual orientation, gender identity, and expression. Beyond non-discrimination requirements, the University has long-standing offices, programs, and services it offers to assist the educational needs of various constituencies as well as to build common ground and cultural competence and literacy for all. A representative sample includes: the [Veterans Assistance Program](#), [Disability Support Services](#), the [Women's Center](#), the [Office of Multicultural Affairs](#), the [Native American Student Center](#), the [LGBTQA Office](#), the [College Assistance Migrant Program](#), the [Office of Human Rights, Access and Inclusion](#), [Office of the Executive Director for Tribal Relations](#), the [Native Law Program](#), the [American Indian Studies Program](#), [Women's and Gender Studies](#), an academic certificate program in [Diversity and Stratification](#), the [International Programs Office](#), and the [International Studies](#) program.

## **ELIGIBILITY REQUIREMENT 6: INSTITUTIONAL INTEGRITY**

**THE INSTITUTION ESTABLISHES AND ADHERES TO ETHICAL STANDARDS IN ALL OF ITS OPERATIONS AND RELATIONSHIPS.**

The University is an educational agency of the state of Idaho. As such it is open and transparent in its operations, complying with all applicable state ethics laws including, but not limited to, the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §59-701 et. seq. and the Ethics in Government Act of 1990, Idaho Code §59-701 et. seq. The University is committed to ethical conduct in all that it does.

The University of Idaho Board of Regents/State Board of Education has established internal ethical standards under Board Policy [Section I.G](#) – Conflict of Interest. Ethical standards directed by the Board to University administrators, faculty and staff are found in Board Policy [Section II.Q](#) - Conflict of Interest and Ethical Conduct – All Employees. The University of Idaho Board of Regents/State Board of Education’s application of these policies is overseen through the Board’s general governance of the University as well as through the Board’s Audit Committee which is charged with “oversight ... for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.”

The University has established internal ethical standards through University policy found in *Faculty-Staff Handbook* [FSH 3170](#) (University Ethics), including the general mandate that the University must operate with integrity that includes, but is not limited to, operating in compliance with laws and regulations and its contractual obligations. Other specific University policies address such things as Conflicts of Interest and Commitment; Privacy and Confidential Information; Discrimination and Sexual Harassment; University Assets; and Reporting Unethical Behavior. A separate policy ([FSH 3205](#)) addresses Consensual Romantic or Sexual Relationships between Faculty or Staff and Students. The University’s application of these policies — as well as the overarching policies of the Board comes through the general governance of the University by the President as well as through various institution-wide bodies, including the President’s Ethical Guidance and Oversight Committee. In addition, ethical compliance is reviewed through the University’s Internal Auditor and Internal Audit Committee. Reporting of unethical behavior is a recognized responsibility of all University personnel and the University maintains an [anonymous reporting hotline](#) for those who wish to report in this fashion.

## **Eligibility Requirement 7: Governing Board**

**THE INSTITUTION HAS A FUNCTIONING GOVERNING BOARD RESPONSIBLE FOR THE QUALITY AND INTEGRITY OF THE INSTITUTION AND FOR EACH UNIT WITHIN A MULTIPLE-UNIT INSTITUTION TO ENSURE THAT THE INSTITUTION'S MISSION AND CORE THEMES ARE BEING ACHIEVED. THE GOVERNING BOARD HAS AT LEAST FIVE VOTING MEMBERS, A MAJORITY OF WHOM HAVE NO CONTRACTUAL OR EMPLOYMENT RELATIONSHIP OR PERSONAL FINANCIAL INTEREST WITH THE INSTITUTION.**

The University of Idaho Board of Regents/State Board of Education serves as the governing body for the University of Idaho. The Board approves the mission and role statement of the University; University of Idaho Board of Regents/State Board of Education policy includes an annual report on progress in meeting the University's mission and core themes. The Board consists of seven appointed members and the state superintendent of Public Instruction, an elected position. Board members are not employees of the University and they do not have financial interest in the University.

#### **Eligibility Requirement 8: Chief Executive Officer**

**THE INSTITUTION EMPLOYS A CHIEF EXECUTIVE OFFICER WHO IS APPOINTED BY THE GOVERNING BOARD AND WHOSE FULL-TIME RESPONSIBILITY IS TO THE INSTITUTION. NEITHER THE CHIEF EXECUTIVE OFFICER NOR AN EXECUTIVE OFFICER OF THE INSTITUTION CHAIRS THE INSTITUTION'S GOVERNING BOARD.**

The president is the chief executive officer of the University of Idaho and is appointed by the University of Idaho Board of Regents/State Board of Education. The President's full-time position is leading and overseeing all aspects of the University and its operations statewide. Seven members of the board are appointed by the governor and the eighth member is the elected state Superintendent of Public Instruction. The chair of the board is elected from these eight members.

#### **Eligibility Requirement 9: Administration**

**IN ADDITION TO A CHIEF EXECUTIVE OFFICER, THE INSTITUTION EMPLOYS A SUFFICIENT NUMBER OF QUALIFIED ADMINISTRATORS WHO PROVIDE EFFECTIVE LEADERSHIP AND MANAGEMENT FOR THE INSTITUTION'S MAJOR SUPPORT AND OPERATIONAL FUNCTIONS AND WORK COLLABORATIVELY ACROSS INSTITUTIONAL FUNCTIONS AND UNITS TO FOSTER FULFILLMENT OF THE INSTITUTION'S MISSION AND ACHIEVEMENT OF ITS CORE THEMES.**

In addition to the President, the University employs a Provost and Executive Vice President, a Vice President of Finance and Administration, a Vice President of Research and Economic Development, a Vice President of University Advancement, and an Executive Director of Planning and Budget. These positions are represented on the President's Cabinet and in the Vice Presidents Group. Both groups are central in leading and, along with other administrative positions, collaborating as they guide the primary functions of the University.

#### **Eligibility Requirement 10: Faculty**

**CONSISTENT WITH ITS MISSION AND CORE THEMES, THE INSTITUTION EMPLOYS AND REGULARLY EVALUATES THE PERFORMANCE OF APPROPRIATELY QUALIFIED FACULTY SUFFICIENT IN NUMBER TO ACHIEVE ITS EDUCATIONAL OBJECTIVES, ESTABLISH AND OVERSEE ACADEMIC POLICIES, AND ENSURE THE INTEGRITY AND CONTINUITY OF ITS ACADEMIC PROGRAMS WHEREVER OFFERED AND HOWEVER DELIVERED.**

The University of Idaho conducts national searches to attract well-qualified faculty who engage in the teaching, scholarly and creative activity, outreach, and service and leadership essential for a vibrant learning community. Faculty performance is evaluated

annually. Academic policies are established, monitored, and updated by Faculty Senate. Faculty members are engaged actively in the design, delivery, and assessment of student learning, and degree and certificate programs.

#### **Eligibility Requirement 11: Educational Program**

**THE INSTITUTION PROVIDES ONE OR MORE EDUCATIONAL PROGRAMS WHICH INCLUDE APPROPRIATE CONTENT AND RIGOR CONSISTENT WITH ITS MISSION AND CORE THEMES. THE EDUCATIONAL PROGRAM(S) CULMINATE IN ACHIEVEMENT OF CLEARLY IDENTIFIED STUDENT LEARNING OUTCOMES, AND LEAD TO COLLEGIATE-LEVEL DEGREE(S) WITH DEGREE DESIGNATION CONSISTENT WITH PROGRAM CONTENT IN RECOGNIZED FIELDS OF STUDY.**

The University of Idaho is authorized to offer undergraduate, graduate, and certificate programs. Each program has posted student-learning outcomes consistent with the University learning outcomes that serve as the basis for program assessment. Courses of study lead to approved degrees or certificates. In addition to meeting the standards of the Northwest Commission for Colleges and Universities, 28 programs are accredited by their specialized organization.

#### **Eligibility Requirement 12: General Education and Related Instruction**

**THE INSTITUTION'S BACCALAUREATE DEGREE PROGRAMS AND/OR ACADEMIC OR TRANSFER ASSOCIATE DEGREE PROGRAMS REQUIRE A SUBSTANTIAL AND COHERENT COMPONENT OF GENERAL EDUCATION AS A PREREQUISITE TO OR AN ESSENTIAL ELEMENT OF THE PROGRAMS OFFERED. ALL OTHER ASSOCIATE DEGREE PROGRAMS (E.G., APPLIED, SPECIALIZED, OR TECHNICAL) AND PROGRAMS OF STUDY OF EITHER 30 SEMESTER OR 45 QUARTER CREDITS OR MORE FOR WHICH CERTIFICATES ARE GRANTED CONTAIN A RECOGNIZABLE CORE OF RELATED INSTRUCTION OR GENERAL EDUCATION WITH IDENTIFIED OUTCOMES IN THE AREAS OF COMMUNICATION, COMPUTATION, AND HUMAN RELATIONS THAT ALIGN WITH AND SUPPORT PROGRAM GOALS OR INTENDED OUTCOMES. BACHELOR AND GRADUATE DEGREE PROGRAMS ALSO REQUIRE A PLANNED PROGRAM OF MAJOR SPECIALIZATION OR CONCENTRATION.**

Students seeking baccalaureate degrees complete a minimum of 120 credits, including a general education component. University learning outcomes guide the curriculum and serve as a basis for the assessment of this integral part of the baccalaureate degree. [General Education](#) requirements include courses in these categories: Communications; Natural and Applied Science; Mathematics, Statistics or Computer Science; Humanities and Social Sciences; American Diversity and International; and, Integrated Studies. In addition to general education, students complete a planned program of study with a major specialization (25-50 percent of total degree required credits, a minimum of 30 credits) for the major and may include an additional major(or majors) and/or minor(s) as part of the degree program. Curricular requirements for each major and minor are articulated in the University of Idaho *General Catalog* and can be accessed by students and advisors through the [Degree Audit](#).

Graduate degree programs are developed with a planned program of study. Students seeking a master's degree are required to complete a minimum of 30 credits; students

seeking a Ph.D./Ed.D. degree must complete at least 78 credits; 60 credits are required for an Ed. Spec. and 66 credits for a D.A.T. (Doctor of Athletic Training).

### **Eligibility Requirement 13: Library and Information Resources**

**CONSISTENT WITH ITS MISSION AND CORE THEMES, THE INSTITUTION MAINTAINS AND/OR PROVIDES ACCESS TO LIBRARY AND INFORMATION RESOURCES WITH AN APPROPRIATE LEVEL OF CURRENCY, DEPTH, AND BREADTH TO SUPPORT THE INSTITUTION'S PROGRAMS AND SERVICES WHEREVER OFFERED AND HOWEVER DELIVERED.**

The [University of Idaho Library](#) provides access to nearly 1.4 million titles and an additional 1.2 million government documents from its own collections. Through membership in the Orbis Cascade Alliance, it provides access to a consortia collection maintained by 37 academic libraries, expanding Idaho's holdings to more than 9.2 million items. This includes a shared collection of e-books, a program that is unique to this consortium. Students, staff, and faculty have access to nearly 60,000 full-text article databases that they utilize heavily (averaging over 560,000 article downloads per year). Physical items are delivered to users through a combination of courier and standard delivery systems. The Library collects and preserves archives and rare books in its Special Collections and Archives unit and, as part of its land-grant mission, has digitized and added geolocation data to popular collections. To support researchers, the Library serves as the state's geospatial repository, collecting and hosting geospatial data through INSIDE Idaho. Librarians have also built a local instance of VIVO, a research-focused discovery tool that enables collaboration across all disciplines at the University of Idaho. To support instructional faculty, a library liaison program connecting colleges and librarians, promotes development of collections and services, including library guides for subjects and courses embedded in the course management system.

### **Eligibility Requirement 14: Physical and Technology Infrastructure**

**THE INSTITUTION PROVIDES THE PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE NECESSARY TO ACHIEVE ITS MISSION AND CORE THEMES.**

The University operates in 70 locations in Idaho. The main campus of the University, located in Moscow, serves the state through three centers (Boise, Coeur d'Alene, and Idaho Falls), 42 extension locations serving the 44 counties in Idaho, and research locations around the state. The overarching responsibility for facilities and technology resides with the Assistant Vice President, Facilities, and the Assistant Vice President and CIO, Information Technology Services. The overall infrastructure is in place for each area to support the facilities and technology needed to meet the mission and core themes of the University statewide, and planning processes support the prioritization and use of space and technology.

### **Eligibility Requirement 15: Academic Freedom**

**THE INSTITUTION MAINTAINS AN ATMOSPHERE IN WHICH INTELLECTUAL FREEDOM AND INDEPENDENCE EXIST. FACULTY AND STUDENTS ARE FREE TO EXAMINE AND TEST ALL KNOWLEDGE APPROPRIATE TO THEIR**

**DISCIPLINE OR AREA OF MAJOR STUDY AS JUDGED BY THE ACADEMIC/EDUCATIONAL COMMUNITY IN GENERAL.**

The *Faculty-Staff Handbook* ([FSH 3160](#)) affirms the academic freedom, rights, and responsibilities of teachers and researchers. This is consistent with the University of Idaho Board of Regents/State Board of Education policy affirming its beliefs that academic freedom is essential for the protection of the rights of faculty members in teaching and of students in learning; that freedom in research and teaching is fundamental to the advancement of truth; that, therefore, academic freedom should not be abridged or abused; and that academic freedom carries with it responsibilities correlative with rights. Faculty and students are encouraged to engage in rich dialogue to extend the development and exploration of ideas.

**Eligibility Requirement 16: Admissions**

**THE INSTITUTION PUBLISHES ITS STUDENT ADMISSION POLICY WHICH SPECIFIES THE CHARACTERISTICS AND QUALIFICATIONS APPROPRIATE FOR ITS PROGRAMS, AND IT ADHERES TO THAT POLICY IN ITS ADMISSIONS PROCEDURES AND PRACTICES.**

Admission information is published in the University of Idaho *General Catalog* and on the [Admissions](#) website. Policies and criteria guiding admissions decisions, including appeals processes, are defined and articulated for undergraduate and graduate students. Admission of undergraduate students is processed through the Admissions Office; the [College of Graduate Studies](#) is responsible for admission of students seeking master, specialist, and doctoral degrees.

**Eligibility Requirement 17: Public Information**

**THE INSTITUTION PUBLISHES IN A CATALOG AND/OR ON A WEBSITE CURRENT AND ACCURATE INFORMATION REGARDING: ITS MISSION AND CORE THEMES; ADMISSION REQUIREMENTS AND PROCEDURES; GRADING POLICY; INFORMATION ON ACADEMIC PROGRAMS AND COURSES; NAMES, TITLES AND ACADEMIC CREDENTIALS OF ADMINISTRATORS AND FACULTY; RULES AND REGULATIONS FOR STUDENT CONDUCT ; RIGHTS AND RESPONSIBILITIES OF STUDENTS; TUITION, FEES, AND OTHER PROGRAM COSTS; REFUND POLICIES AND PROCEDURES; OPPORTUNITIES AND REQUIREMENTS FOR FINANCIAL AID; AND THE ACADEMIC CALENDAR.**

The University of Idaho publishes a [General Catalog](#) annually and communicates information online. The *General Catalog* provides information for prospective students and the general University community on matters such as admission requirements, academic program requirements, faculty names and information, and academic policies and procedures. The Student Code of Conduct ([FSH 2300](#)) is published in the *Faculty-Staff Handbook*. General rights and responsibilities are included in the *General Catalog* and the *Faculty-Staff Handbook* on the web.

**Eligibility Requirement 18: Financial Resources**

**THE INSTITUTION DEMONSTRATES FINANCIAL STABILITY WITH SUFFICIENT CASH FLOW AND, AS**

**APPROPRIATE, RESERVES TO SUPPORT ITS PROGRAMS AND SERVICES. FINANCIAL PLANNING REFLECTS AVAILABLE FUNDS, REALISTIC DEVELOPMENT OF FINANCIAL RESOURCES, AND APPROPRIATE RISK MANAGEMENT TO ENSURE SHORT-TERM SOLVENCY AND LONG-TERM FINANCIAL SUSTAINABILITY.**

Tuition and fees provide a large infusion of cash into the institution at the start of each semester. Approximately \$42 million in tuition and fee revenues are realized in September and again in January. The other major resources providing cash to the institution include the state appropriation, and research-related grant and contract activity. Adequate short-term funds are kept in liquid sources to meet the operational obligations of the institution. Excess cash is invested in longer-term investment opportunities to yield a higher income and is used for other annual financial needs of the University. Currently, the University has a reserve of 18 percent of annual operating expenditures to meet unexpected financial needs or to fund strategic initiatives of the institution.

Annually, the University of Idaho Board of Regents/State Board of Education reviews reports with an expectation of a debt ratio (debt service obligations/operation expenditures) of less than 8 percent and a Consolidated Financial Index ratio above the industry standard of 3 percent.

#### **Eligibility Requirement 19: Financial Accountability**

**FOR EACH YEAR OF OPERATION, THE INSTITUTION UNDERGOES AN EXTERNAL FINANCIAL AUDIT, IN A REASONABLE TIMEFRAME, BY PROFESSIONALLY QUALIFIED PERSONNEL IN ACCORDANCE WITH GENERALLY ACCEPTED AUDITING STANDARDS. RESULTS FROM THE AUDIT, INCLUDING FINDINGS AND MANAGEMENT LETTER RECOMMENDATIONS, ARE CONSIDERED IN A TIMELY, APPROPRIATE, AND COMPREHENSIVE MANNER BY THE ADMINISTRATION AND GOVERNING BOARD.**

The University undergoes an annual audit performed by an independent auditing firm to attest to operational results and financial standing for the current fiscal year (ending June 30). The review is done in accordance of Generally Accepted Auditing Practices as prescribed by the Governmental Accounting Standards Board. Audited financial statements, along with any findings and suggested management issues, are provided to the University's administrative leadership team upon completion. Subsequently, they were presented to, and discussed by, the Audit Committee of the State Board of Education each October or November. The annual audited financial statements are reviewed as a regular agenda item, with the recommendation of the Audit Committee for acceptance, by the University of Idaho Board of Regents/State Board of Education each December.

In addition, the University prepares quarterly, unaudited financial statements including a full Management Discussion and Analysis (MD&A) section and presents these reports to the Audit Committee of the State Board of Education approximately 10 weeks beyond each quarter end. These interim reports are shared with our external audit firm along with bond credit rating agencies (Moody's and S&P) on an "as requested" basis.

### **Eligibility Requirement 20: Disclosure**

**THE INSTITUTION ACCURATELY DISCLOSES TO THE COMMISSION ALL INFORMATION THE COMMISSION MAY REQUIRE TO CARRY OUT ITS EVALUATION AND ACCREDITATION FUNCTIONS.**

The University of Idaho regularly reviews NWCCU policies and procedures and works with NWCCU staff to assure communication and reporting functions support the work of the University and are consistent with the expectations of the Commission. The University has internal systems to track requirements and provide reports and updates in a timely manner. The Office of the Provost and Executive Vice President manages these systems.

### **Eligibility Requirement 21: Relationship With Accreditation Commission**

**THE INSTITUTION ACCEPTS THE STANDARDS AND RELATED POLICIES OF THE COMMISSION AND AGREES TO COMPLY WITH THESE STANDARDS AND POLICIES AS CURRENTLY STATED OR AS MODIFIED IN ACCORDANCE WITH COMMISSION POLICY. FURTHER, THE INSTITUTION AGREES THAT THE COMMISSION MAY, AT ITS DISCRETION, MAKE KNOWN THE NATURE OF ANY ACTION, POSITIVE OR NEGATIVE, REGARDING THE INSTITUTION'S STATUS WITH THE COMMISSION TO ANY AGENCY OR MEMBERS OF THE PUBLIC REQUESTING SUCH INFORMATION.**

The University of Idaho adheres to the standards and policies of the Northwest Commission on College and Universities (NWCCU). As NWCCU modifications occur, the University adjusts its practices to ensure that internal processes are consistent with the expectations of the Commission. The University acknowledges that Commission actions are public and results of accreditation processes are posted and accessible to the various constituents served by the University and the Commission.

## **Standard 2.A – Governance**

**2.A.1 THE INSTITUTION DEMONSTRATES AN EFFECTIVE AND WIDELY UNDERSTOOD SYSTEM OF GOVERNANCE WITH CLEARLY DEFINED AUTHORITY, ROLES, AND RESPONSIBILITIES. ITS DECISION-MAKING STRUCTURES AND PROCESSES MAKE PROVISION FOR THE CONSIDERATION OF THE VIEWS OF FACULTY, STAFF, ADMINISTRATORS, AND STUDENTS ON MATTERS IN WHICH THEY HAVE A DIRECT AND REASONABLE INTEREST.**

The territorial legislature established the University of Idaho in 1889. The University enjoys constitutional standing in Idaho, and celebrated its 125th year in 2014. By Constitutional language the University of Idaho is governed by the University of Idaho Board of Regents who also sit as the State Board of Education, governing state-supported higher education and the public school system. Among its responsibilities, the University of Idaho Board of Regents/State Board of Education appoints the

University of Idaho President and approves the mission, role, and responsibilities of the University.

[Faculty Senate](#) and [Staff Affairs](#) develop and recommend policies and processes for consideration; proposals are then reviewed and acted on by the appropriate processes and units and, ultimately, reviewed and acted on by the President and the University of Idaho Board of Regents/State Board of Education. The three student governing organizations — the [Associated Students University of Idaho](#), the [Graduate and Professional Student Association](#), and the [Student Bar Association](#) — have processes for presenting their views on, and engaging in, policy and procedure development. Examples of student participation include: service on Faculty Senate and selected Faculty Senate committees and consultation and collaboration during the annual fee setting process, including specific student matters (e.g., distribution of fees for student organizations).

The organizational structure provides opportunities for faculty, staff, and students to participate in University decision processes. Examples include the President’s Cabinet, the Vice Presidents Group (convened by the Provost and Executive Vice President), Provost’s Council, and the President’s Roundtable.

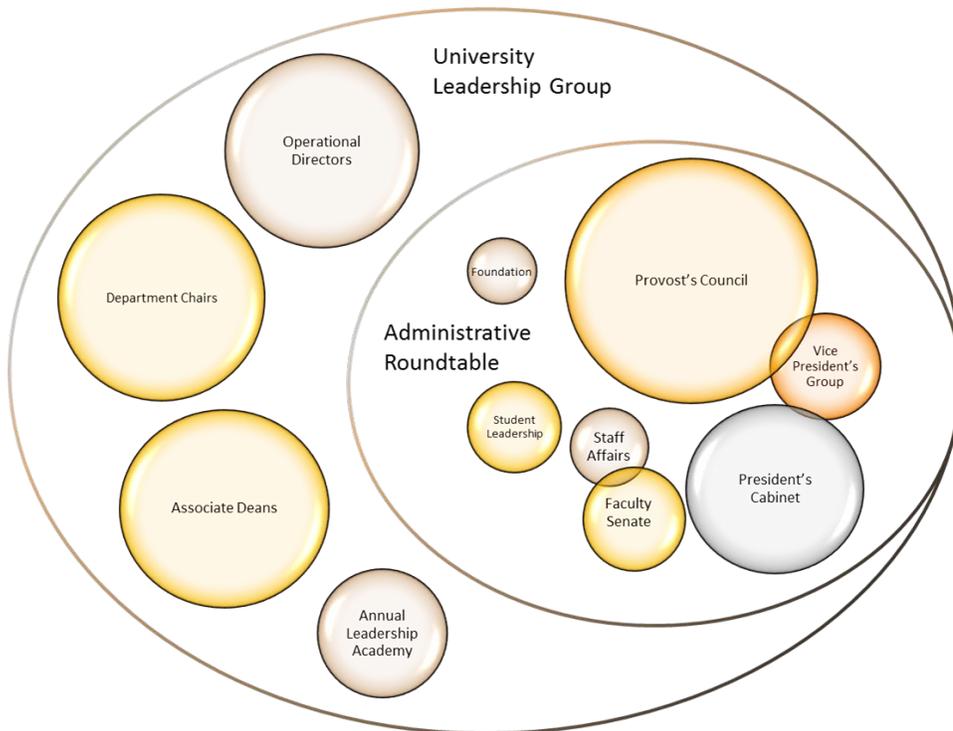


Figure 5. Relationship of University leadership groups

**2.A.2 IN A MULTI-UNIT GOVERNANCE SYSTEM, THE DIVISION OF AUTHORITY AND RESPONSIBILITY BETWEEN THE SYSTEM AND THE INSTITUTION IS CLEARLY DELINEATED. SYSTEM POLICIES, REGULATIONS, AND PROCEDURES CONCERNING THE INSTITUTION ARE CLEARLY DEFINED AND EQUITABLY ADMINISTERED.**

The University of Idaho Board of Regents/State Board of Education governs the University of Idaho. The University of Idaho Board of Regents/State Board of Education is responsible for the policies, regulations, and procedures that govern the University. The University of Idaho Board of Regents/State Board of Education operates through a system of committees and in consultation with the Council of Presidents. The committees are: Instruction, Research and Student Affairs (IRSA); Planning, Policy, and Governmental Affairs; Business Affairs and Human Resources (BAHR); Audit; and, Athletics. The committees develop/revise policies and procedures and recommend actions. Following University of Idaho Board of Regents approval, the University implements policies, regulations, and procedures. Policies and procedures are reviewed, developed/revise, and recommended for action by the University of Idaho Board of Regents/State Board of Education at scheduled meetings. Once approved, the policies, regulations, and procedures are implemented consistent with University of Idaho Board of Regents/State Board of Education actions.

**2.A.3 THE INSTITUTION MONITORS ITS COMPLIANCE WITH THE COMMISSION'S STANDARDS FOR ACCREDITATION, INCLUDING THE IMPACT OF COLLECTIVE BARGAINING AGREEMENTS, LEGISLATIVE ACTIONS, AND EXTERNAL MANDATES.**

Compliance with the standards of the Northwest Commission for Colleges and Universities is addressed in several ways. The Accreditation Liaison Office monitors the work of the Commission, attending annual meetings and working with Commission staff as needed. University systems assure that University of Idaho Board of Regents/State Board of Education policies and processes are implemented in concert with Commission reporting and fee requirements.

**GOVERNING BOARD**

**2.A.4 THE INSTITUTION HAS A FUNCTIONING GOVERNING BOARD CONSISTING OF AT LEAST FIVE VOTING MEMBERS, A MAJORITY OF WHOM HAVE NO CONTRACTUAL, EMPLOYMENT, OR FINANCIAL INTEREST IN THE INSTITUTION. IF THE INSTITUTION IS GOVERNED BY A HIERARCHICAL STRUCTURE OF MULTIPLE BOARDS, THE ROLES, RESPONSIBILITIES, AND AUTHORITY OF EACH BOARD—AS THEY RELATE TO THE INSTITUTION—ARE CLEARLY DEFINED, WIDELY COMMUNICATED, AND BROADLY UNDERSTOOD.**

The University of Idaho Board of Regents/State Board of Education is the governing Board for the University. This Board also serves as the Board of Trustees for the other three public four-year institutions in Idaho as well as the Board for Professional-Technical Education for a stand-alone technical college. The Board consists of eight members, seven appointed to five-year terms by the Governor and one who is the elected Superintendent of Public Instruction. Board conduct is governed by Idaho Code

and Board policy, which carefully restricts conflicts of interest. The Board rarely has any member with a contractual, employment or financial interest in the institution and any such relationship that does develop is disclosed and carefully vetted with Idaho code and Board policy.

**2.A.5 THE BOARD ACTS ONLY AS A COMMITTEE OF THE WHOLE; NO MEMBER OR SUBCOMMITTEE OF THE BOARD ACTS ON BEHALF OF THE BOARD EXCEPT BY FORMAL DELEGATION OF AUTHORITY BY THE GOVERNING BOARD AS A WHOLE.**

The University of Idaho Board of Regents/State Board of Education establishes its annual meeting schedule; it meets as a whole at regularly scheduled and special meetings to act on Board agenda items. Committees of the Board bring recommendations to the Board for its consideration and action. All decisions made on behalf of the institution are made by the entire Board or specifically delegated by the entire Board through Board action.

**2.A.6 THE BOARD ESTABLISHES, REVIEWS REGULARLY, REVISES AS NECESSARY, AND EXERCISES BROAD OVERSIGHT OF INSTITUTIONAL POLICIES, INCLUDING THOSE REGARDING ITS OWN ORGANIZATION AND OPERATION.**

The University of Idaho Board of Regents/State Board of Education is the designated policy-making body for the institutions and agencies under its governance, and has all of the powers and duties established by the Constitution of the State of Idaho and the statutes appearing at Title 33 et seq. of the Idaho Code, as may be amended. Assisted in its deliberations by the Executive Director, the chief executive officers, and other institutional or agency constituencies, the University of Idaho Board of Regents/State Board of Education undertakes policy-making decisions in areas such as the following: 1) Consideration of policy proposals of the Office of the State Board of Education, chief executive officers, employees, and other interested parties in accordance with established Board procedures; 2) Adoption of policies to ensure the effective internal management of the institutions or agencies, and to encourage the highest quality of service by University of Idaho Board of Regents/State Board of Education employees; 3) Review of and action on the goals and objectives, including the statements of role and mission, of each institution and agency; 4) Evaluation of the administration and execution of University of Idaho Board of Regents/State Board of Education policies; and 5) Approval or disapproval of other policy matters requiring [action by the Board](#).

All University policies fall within a hierarchy of laws, statutes and regulations. University policies are subject to compliance with laws and regulations instituted by higher governing authorities in the following order of hierarchy: Federal laws and regulations, State laws and regulations, University Board of Regents policies and procedures, University-wide policies and procedures, college policies and procedures (including centers/institutes), and unit policies and procedures.

University of Idaho leadership participates actively in [boards/committees](#) to provide input and discussion and to assist in the review and development of policy and procedures through the President’s Council, the Council on Academic Affairs and Programs (CAAP), Instruction, Research, and Student Affairs (IRSA) and other formal and informal bodies associated with the Board.

**2.A.7 THE BOARD SELECTS AND EVALUATES REGULARLY A CHIEF EXECUTIVE OFFICER WHO IS ACCOUNTABLE FOR THE OPERATION OF THE INSTITUTION. IT DELEGATES AUTHORITY AND RESPONSIBILITY TO THE CEO TO IMPLEMENT AND ADMINISTER BOARD-APPROVED POLICIES RELATED TO THE OPERATION OF THE INSTITUTION.**

The University of Idaho Board of Regents/State Board of Education oversees the search and appoints the chief executive officer, the President, of the University of Idaho. Although the Board is responsible for ensuring that its policies and procedures are followed, it does not participate in the details of internal management of its institutions and agencies. The Board delegates to the chief executive officer the full power and responsibilities, within the framework of the Board’s [Governing Policies and Procedures](#), for the organization, management, direction, and supervision of the university and holds the chief executive officer accountable for the successful functioning of the institution in all of its units, divisions, and services. The chief executive officer is evaluated annually by the full Board.

**2.A.8 THE BOARD REGULARLY EVALUATES ITS PERFORMANCE TO ENSURE ITS DUTIES AND RESPONSIBILITIES ARE FULFILLED IN AN EFFECTIVE AND EFFICIENT MANNER.**

The University of Idaho Board of Regents/State Board of Education conducts an annual self-evaluation pursuant to Board policy [I.M.6](#). The results of the self-evaluation are reviewed annually by the Board at the Board Retreat. The results of the survey and the discussion during the retreat are used to further refine the Board’s strategic goals, objectives and strategies for continuous improvement of the Board’s governance and oversight. In addition to the annual self-evaluation, the Board annual reviews the progress made on the Board’s strategic plan and the institutions’ strategic plan through the evaluation of performance measures and established benchmarks during their regular October Board meeting. The results are also made publicly available through the [Board’s website](#) and are used to direct future initiatives and strategic planning.

## **Leadership and Management**

**2.A.9 THE INSTITUTION HAS AN EFFECTIVE SYSTEM OF LEADERSHIP, STAFFED BY QUALIFIED ADMINISTRATORS, WITH APPROPRIATE LEVELS OF RESPONSIBILITY AND ACCOUNTABILITY, WHO ARE CHARGED WITH PLANNING, ORGANIZING, AND MANAGING THE INSTITUTION AND ASSESSING ITS ACHIEVEMENTS AND EFFECTIVENESS.**

The President provides leadership for the University, working internally and externally on behalf of the University. The system of University leadership includes:

- [President's Cabinet](#)
- Vice Presidents Group
- [President's Roundtable](#)
- [Provost's Council](#)
- [Faculty Senate](#)
- [Staff Affairs](#), and
- Student government including the:
  - [Associated Students University of Idaho](#) (ASUI)
  - The [Graduate Professional Students Association](#) (GPSA) and
  - The [Student Bar Association](#) (SBA).

In addition, faculty, staff, and students are represented on the President's Roundtable and Faculty Senate. Each governance body is staffed to support its function and to report to the greater community as guided by the University's internal processes and the University Constitution.

**2.A.10 THE INSTITUTION EMPLOYS AN APPROPRIATELY QUALIFIED CHIEF EXECUTIVE OFFICER WITH FULL-TIME RESPONSIBILITY TO THE INSTITUTION. THE CHIEF EXECUTIVE OFFICER MAY SERVE AS AN EX OFFICIO MEMBER OF THE GOVERNING BOARD, BUT MAY NOT SERVE AS ITS CHAIR.**

The President of the University of Idaho is the full-time chief executive of the University. The University of Idaho Board of Regents/State Board of Education appoints the president following a competitive search process. The President is responsible for the implementation of Board policies and the oversight of the management of the institution including strategic direction, mission fulfillment, and fiscal stewardship. The Board of Regents evaluates the President each year at the June board meeting. The President does not hold an appointment on the Board.

[President Chuck Staben](#) took office as the 18<sup>th</sup> president of the University of Idaho on March 1, 2014.

**2.A.11 THE INSTITUTION EMPLOYS A SUFFICIENT NUMBER OF QUALIFIED ADMINISTRATORS WHO PROVIDE EFFECTIVE LEADERSHIP AND MANAGEMENT FOR THE INSTITUTION'S MAJOR SUPPORT AND OPERATIONAL FUNCTIONS AND WORK COLLABORATIVELY ACROSS INSTITUTIONAL FUNCTIONS AND UNITS TO FOSTER FULFILLMENT OF THE INSTITUTION'S MISSION AND ACCOMPLISHMENT OF ITS CORE THEME OBJECTIVES.**

The internal work of the University is led and managed by the provost and three vice presidents: [Provost and Executive Vice President](#), [Vice President for Finance and Administration](#), [Vice President for Research and Economic Development](#), and [Vice President for University Advancement](#). The [Executive Director for Planning and Budget](#) is a member of this central leadership body. The executive leadership team represents all the major functions of the University and typically meets weekly to address the

University strategic plan and its full implementation across the units of the University, the coordination of major functions and initiatives across impacted areas, the alignment of resources to achieve the major objectives of the University, assessment of progress on strategic initiatives, and mission fulfillment.

## **Policies and Procedures**

### *Academics*

#### **2.A.12 ACADEMIC POLICIES — INCLUDING THOSE RELATED TO TEACHING, SERVICE, SCHOLARSHIP, RESEARCH, AND ARTISTIC CREATION — ARE CLEARLY COMMUNICATED TO STUDENTS AND FACULTY AND TO ADMINISTRATORS AND STAFF WITH RESPONSIBILITIES RELATED TO THESE AREAS.**

The [Faculty Secretary](#), selected from the tenured academic faculty and emeritus faculty, serves as the policy coordinator for the University. [Policy review](#) is conducted through a series of committees, as appropriate, with broad representation from across the University and with input from affected constituent groups as a means of effective communication and inclusive development of policy. Information related to the status of policy review is published on the [Faculty Senate](#) website throughout the process. Upon approval, information is distributed through an internal communication to the University community and is published on the Senate website. The membership of Faculty Senate includes representation from students and staff for the purpose of communication and input.

#### **2.A.13 POLICIES REGARDING ACCESS TO AND USE OF LIBRARY AND INFORMATION RESOURCES — REGARDLESS OF FORMAT, LOCATION, AND DELIVERY METHOD — ARE DOCUMENTED, PUBLISHED, AND ENFORCED.**

Library faculty and staff have developed websites and other informational tools to inform faculty, staff, and students about conditions of use and licensing restrictions for electronic resources. Library staff work with vendors of licensed content to ensure the University of Idaho has uninterrupted access to these resources. In rare instances of misuse of electronic resources, library faculty and staff work with other University officials to provide additional instruction on the proper use of these resources.

The policies are published on the [Library's website](#).

At the request of General Counsel's office, Library faculty and staff developed an extensive set of [resources regarding copyright](#).

The Chief Information Officer is currently acting as the University's agent designated to enforce copyright infringements and takes this responsibility very seriously. These policies apply to all faculty, staff, and students regardless of location or the nature of coursework delivery.

**2.A.14 THE INSTITUTION DEVELOPS, PUBLISHES WIDELY, AND FOLLOWS AN EFFECTIVE AND CLEARLY STATED TRANSFER-OF-CREDIT POLICY THAT MAINTAINS THE INTEGRITY OF ITS PROGRAMS WHILE FACILITATING EFFICIENT MOBILITY OF STUDENTS BETWEEN INSTITUTIONS IN COMPLETING THEIR EDUCATIONAL PROGRAMS.**

The University of Idaho publishes detailed information on its [transfer credit policies](#) in the University of Idaho *General Catalog* each year. In addition to the transfer credit policies in the University of Idaho *General Catalog*, the Office of the Registrar provides detailed information regarding the University's transfer credits policies and practices on its [Transfer Credit](#) webpage. The Idaho State Board of Education promotes [statewide articulation](#) that facilitates the transfer of students among institutions within the state. The University of Idaho is a key participant.

Over the last three years, faculty from Idaho's state-funded institutions, working under the auspices of the University of Idaho Board of Regents/State Board of Education, have developed a set of competencies and rubrics in Written Communication, Oral Communication, Math, Science, Social Science and Humanities. These competencies provide the framing for all the state-funded college and university [General Education](#) curricula in these six areas. Each institution can also develop General Education curriculum unique to its role and mission, called the "Institutional Designated Area." In addition to the six shared areas, the University of Idaho has added the American Diversity requirement, an International requirement, and the Integrated Studies (ISEM 101, ISEM 301 and Senior Experience) areas, as our Institutional Designated Area. Each area has a unique set of competencies and rubrics.

These competencies and rubrics, reflecting University of Idaho Learning Outcomes, are now being used in conjunction with University of Idaho's University Committee on General Education curriculum criteria, to guide General Education requirements. These competencies also form the basis for a statewide articulation for transferability of the General Education courses (known as GEM courses, for General Education Matriculation) from these six areas to each of the state-funded institutions. In addition to inclusion in each institution's catalog, a State Board of Education web-based portal is being developed to render the identified GEM articulated courses accessible to students. Finally, these competencies, in conjunction with a rubric designed for the University of Idaho's learning outcomes based on The Association of American Colleges and Universities' VALUE (Valid Assessment of Learning in Undergraduate Education) rubric, are being used as the basis for ongoing assessment of the University's General Education curriculum.

*Students*

**2.A.15 POLICIES AND PROCEDURES REGARDING STUDENTS' RIGHTS AND RESPONSIBILITIES—INCLUDING ACADEMIC HONESTY, APPEALS, GRIEVANCES, AND ACCOMMODATIONS FOR PERSONS WITH DISABILITIES—ARE CLEARLY STATED, READILY AVAILABLE, AND ADMINISTERED IN A FAIR AND CONSISTENT MANNER.**

[Students' academic appeal rights](#) are outlined in the University of Idaho *General Catalog* in the introduction to the section "General Requirements and Academic Procedures." Students may petition the appropriate committee for exceptions to the administrative and academic regulations of the University. Petitions are submitted to the Academic Petitions Committee, the Academic Hearing Board, or the Administrative Hearing Board, depending on the nature of the petition. The appeals process is also documented in this section of the University of Idaho *General Catalog*.

During Academic Year 2013-14, the Faculty Senate (with consultation from a broad group of stakeholders) reviewed and revised the [Student Code of Conduct](#) (also in the *Faculty-Staff Handbook*, [FSH 2300](#)) in an effort to align the Code with best practices. Substantive changes included an expansion of the Code to off-campus situations and less emphasis on punishment with a corresponding greater emphasis on counseling and teaching.

The University of Idaho is committed to providing, for individuals with disabilities, equal and integrated access to all the academic, social, cultural, and recreational programs it offers. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and embodies the University's historic determination to ensure the inclusion of all members of its communities. Students are asked to contact [Disability Support Services](#) as soon as possible to discuss disability-related concerns and needs. Services include, but are not limited to: alternate text, assistive technology information, readers, note takers, sign language interpreters, real-time captioning, campus housing arrangements, campus accessibility and disability parking information, priority registration assistance, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs.

**2.A.16 THE INSTITUTION ADOPTS AND ADHERES TO ADMISSION AND PLACEMENT POLICIES THAT GUIDE THE ENROLLMENT OF STUDENTS IN COURSES AND PROGRAMS THROUGH AN EVALUATION OF PREREQUISITE KNOWLEDGE, SKILLS, AND ABILITIES TO ASSURE A REASONABLE PROBABILITY OF STUDENT SUCCESS AT A LEVEL COMMENSURATE WITH THE INSTITUTION'S EXPECTATIONS. ITS POLICY REGARDING CONTINUATION IN AND TERMINATION FROM ITS EDUCATIONAL PROGRAMS—INCLUDING ITS APPEALS PROCESS AND READMISSION POLICY — ARE CLEARLY DEFINED, WIDELY PUBLISHED, AND ADMINISTERED IN A FAIR AND TIMELY MANNER.**

The University of Idaho has established [admission criteria](#) for undergraduate students based on historical information concerning the academic success of prior students. First-year student admission criteria combine the completion of high school core classes, high school grade point average, ACT or SAT test scores, and graduation from a regionally accredited high school. Transfer admission criteria combine credits completed at regionally accredited institutions and the cumulative grade point average earned in all transferable courses attempted. International applicants must meet the admission

criteria as well as show English language proficiency. Students who do not meet these criteria can petition admission through the Admissions Committee. This committee may admit students based on special circumstances and the students' demonstrated probability of academic success.

Admissions criteria for graduate students are set by the University Graduate Council and applied through the office of [Graduate Admissions](#) in the College of Graduate Studies. Potential graduate students must submit official transcripts of all previous collegiate work and must meet the minimum GPA of 3.0. Three letters of recommendation are required as well as a statement of career objectives and a current resume/CV. International applicants whose education was not in an English-speaking country must submit scores from an approved English language proficiency examination as well as all documents required by the United States government for the issuance of a visa. Students who do not meet the minimum GPA requirement may be accepted if their GPA shows steady improvement, if they have taken post-bachelor's coursework and received A or B grades, if they scored at the 75 percentile or above on the GRE or other required examination, or if they have been out of school for more than five years and have at least one year in the field of their proposed graduate major. Departments review and make admissions decisions on all applicants. Departments can specify additional requirements and/or higher GPAs or language scores.

The University of Idaho *General Catalog* section titled "[General Requirements and Academic Procedures](#)" notifies students of academic performance expectations and states "Undergraduate students are considered to be in good academic standing when they have a semester and a University of Idaho cumulative grade-point average of 2.00 or higher." Graduate students must maintain a University of Idaho grade-point average of 3.00 or higher as outlined in the [College of Graduate Studies](#) portion of the University of Idaho *General Catalog*. College of Law students must maintain a cumulative GPA of 2.00 as outlined in the Law Student Handbook. Procedures for continuance and reinstatement are also outlined in these documents. The Office of the Registrar has created procedures to notify students, colleges, and advisors of students in academic difficulty and the procedures to follow. Students are also encouraged to meet with their advisor to discuss academic success plans.

**2.A.17 THE INSTITUTION MAINTAINS AND PUBLISHES POLICIES THAT CLEARLY STATE ITS RELATIONSHIP TO CO-CURRICULAR ACTIVITIES AND THE ROLES AND RESPONSIBILITIES OF STUDENTS AND THE INSTITUTION FOR THOSE ACTIVITIES, INCLUDING STUDENT PUBLICATIONS AND OTHER STUDENT MEDIA, IF OFFERED.**

The University of Idaho maintains and publishes policies that state its relationship to co-curricular activities and its students through websites, formal policy statements and university regulations. We define these relationships on the [Student Affairs](#) website, Faculty Staff Handbook website, the Department of Student Involvement website and the [Associated Students of the University of Idaho](#) website. These websites describe programs and services that are part of the co-curricular experience at the University of

Idaho as well as expectations for student groups. [University Learning Outcomes four and five](#) also express our expectation that students will engage in a range of activities to clarify purpose and perspective and practice citizenship. While many academic experiences will support these learning outcomes, they will be significantly connected to co-curricular activities such as Alternative Service Break projects, leadership opportunities in living groups and student governance activities, internships and international study opportunities. Students can access information about these activities, through the following resources:

- [ASUI governing documents](#)
- [Student Organizations](#)
- [Statement of Student Rights \(FSH 2200\)](#)

### *Human Resources*

#### **2.A.18 THE INSTITUTION MAINTAINS AND PUBLISHES ITS HUMAN RESOURCES POLICIES AND PROCEDURES AND REGULARLY REVIEWS THEM TO ENSURE THEY ARE CONSISTENT, FAIR, AND EQUITABLY APPLIED TO ITS EMPLOYEES AND STUDENTS.**

[Human Resources](#) (HR) policies and procedures are routinely reviewed, updated and maintained under the direction of the Faculty Secretary. Once the HR policies and procedures are approved, they are published in [Faculty-Staff Handbook](#) (FSH) and the [Administrative Procedures Manual](#) (APM). They are also published at the appropriate points on the Human Resources Department website. Employment-related procedures and guidance documents not required to be posted in the FSH or APM are published on HR's website.

Policy and procedure changes are communicated to employees by email. Faculty, staff and managers are trained on policies relevant to their responsibilities through online modules, one-on-one consultations, and/or workshops. With respect to HR policies, the Provost's Office has oversight for compliance and accountability for policies that apply specifically to faculty. Human Resources has responsibility for the rest of the University employees.

#### ***Human Resources Review Process***

Relevant policies are routinely reviewed and updated as appropriate. Policy and procedure audits can be triggered by external and internal conditions, and by a variety of offices, including the [Office of General Counsel](#), the [Office of the Provost and Executive Vice President](#), and [the Human Resources Department](#). For instance, UI policies or practices (i.e. legal compliance) are reviewed in response to changes in regulatory conditions. Internal conditions, such as the hiring process or how leadership interprets policies, can also initiate policy review to ensure policies and procedures are implemented consistently.

**2.A.19 EMPLOYEES ARE APPRISED OF THEIR CONDITIONS OF EMPLOYMENT, WORK ASSIGNMENTS, RIGHTS AND RESPONSIBILITIES, AND CRITERIA AND PROCEDURES FOR EVALUATION, RETENTION, PROMOTION, AND TERMINATION.**

Faculty and FLSA (Fair Labor Standards Act) exempt staff are issued a salary agreement at the beginning of employment and annually to coincide with the start of each fiscal year thereafter. The agreement details terms and conditions of employment.

Each University of Idaho employee has a position description that includes the duties, responsibilities and qualifications for that position. Supervisors set goals and objectives and outline performance expectations at least annually. Employees participate in an annual review of their position descriptions, including an in-depth discussion of current job responsibilities. The University of Idaho conducts annual performance reviews for all employees with the position description as the guiding document, along with established goals and objectives.

Required regulatory and compliance posters are posted in the entryway of the Human Resources Building, and at various places around the University where employees gather (main offices, break rooms, etc.). The Human Resources Department publishes [online resources](#) to help employees navigate Human Resources processes. Educational programs are designed to create employee awareness about more complex topics and training is provided for University of Idaho employees with management and supervisory responsibilities. Functional training related to reasonable accommodations for employees with disabilities; employee retention; and employee relations, promotion, and discipline is provided. The Human Resources Department offers both management and staff one-on-one consultations that are private and confidential. These consultations are designed to coach, educate, resolve conflict, and/or inform employees of their rights. Upcoming initiatives include specific management/supervisory training in the legal aspects of managing people, performance management, and selection and hiring. Human Resources generalists (titled HR Business Partners) from the Human Resources Department are assigned to work with a designated portfolio of colleges and departments.

**2.A.20 THE INSTITUTION ENSURES THE SECURITY AND APPROPRIATE CONFIDENTIALITY OF HUMAN RESOURCES RECORDS.**

Employee files and records are held at two secure locations: the [Human Resources Department](#) and the [Office of the Provost and Executive Vice President](#). The Human Resources Department is responsible for securing and protecting the confidentiality of all staff employee records, and the Office of the Provost and Executive Vice President is responsible for maintaining and securing the confidentiality of all academic faculty records. Working files may also be held at the department and college level, with final materials forwarded to Human Resources for staff and the Office of the Provost and Executive Vice President for faculty. All personnel information other than employment

history, classification, pay grade and step, longevity, gross salary and salary history, status, workplace and employing agency is required to be maintained as exempt from disclosure in accordance with Idaho's Public Records Law.

### *Institutional Integrity*

**2.A.21 THE INSTITUTION REPRESENTS ITSELF CLEARLY, ACCURATELY, AND CONSISTENTLY THROUGH ITS ANNOUNCEMENTS, STATEMENTS, AND PUBLICATIONS. IT COMMUNICATES ITS ACADEMIC INTENTIONS, PROGRAMS, AND SERVICES TO STUDENTS AND TO THE PUBLIC AND DEMONSTRATES THAT ITS ACADEMIC PROGRAMS CAN BE COMPLETED IN A TIMELY FASHION. IT REGULARLY REVIEWS ITS PUBLICATIONS TO ASSURE INTEGRITY IN ALL REPRESENTATIONS ABOUT ITS MISSION, PROGRAMS, AND SERVICES.**

The University of Idaho provides consistent representation of the University through all media sources (University of Idaho *General Catalog*, website, marketing material, news releases, digital media, social media, and publications). Language utilized is consistent throughout, and a description of the University is incorporated into all media releases.

Academic intentions, programs, and services are described through all media sources (*General Catalog*, website, marketing material, news releases, digital media, social media and publications). Academic programs are clearly outlined and maintained in the *General Catalog* and through the University's electronic [Degree Audit](#) system. The University of Idaho Board of Regents/State Board of Education's Five-Year Plan guides the University of Idaho's academic intentions and informs communication.

The University of Idaho reviews and assesses all media sources yearly against current strategic plan goals to incorporate updates and ensure consistency.

**2.A.22 THE INSTITUTION ADVOCATES, SUBSCRIBES TO, AND EXEMPLIFIES HIGH ETHICAL STANDARDS IN MANAGING AND OPERATING THE INSTITUTION, INCLUDING ITS DEALINGS WITH THE PUBLIC, THE COMMISSION, AND EXTERNAL ORGANIZATIONS, AND IN THE FAIR AND EQUITABLE TREATMENT OF STUDENTS, FACULTY, ADMINISTRATORS, STAFF, AND OTHER CONSTITUENCIES. IT ENSURES COMPLAINTS AND GRIEVANCES ARE ADDRESSED IN A FAIR AND TIMELY MANNER.**

The University of Idaho incorporates its expectations of faculty, staff, and students for ethical conduct in policies, training, and communications. It ensures fair and equitable treatment of all members of the University of Idaho community through employee grievance and appeal processes and a student judicial system.

1. Statutory and Policy-based Standards

The University operates under a hierarchy of state statutes, University of Idaho Board of Regents/State Board of Education policies, and the University's *Faculty-Staff Handbook* and *Administrative Procedures Manual*.

- a. **Statutory framework**  
Under Idaho’s Ethics in Government Act, [Idaho Code §§ 59-701](#) et seq. (“Act”), public officials, including University faculty, students, and staff, hold positions of public trust. The Act’s purposes are to protect the integrity of government; to assure independence, impartiality and honesty; to require that citizens be informed of personal interests that may present a conflict of interest; to prevent public office from being used for personal gain contrary to the public interest; to prevent the undue influence of special interests; and to assure that the policies and functions of government reflect the public interest.
- b. **University of Idaho Board of Regents/State Board of Education policies**  
The Act is incorporated in the [Policies and Procedures](#) of the University of Idaho Board of Regents/State Board of Education. Board policies establish general principles of ethical conduct; define and require disclosure of actual or potential conflicts of interest; require the University to adopt grievance and appeal procedures for its employees; set detailed requirements for the tenure review process; and with respect to students, require a statement of student rights, student code of conduct, and procedures for fair treatment of students charged with violating the student code.
- c. ***Faculty-Staff Handbook***  
The University’s [Faculty-Staff Handbook](#) (FSH) includes ethics and conflicts of interest policies, policies governing reporting of waste or violations of the law, scientific misconduct policies, requirements for financial disclosure by researchers and management of potential conflicts of interest, and grievance policies for faculty and staff. It also contains University policies governing student affairs and the policies and procedures for conduct of the student judicial system.
- d. ***Administrative Procedures Manual***  
The [Administrative Procedures Manual](#) (APM) provides specific requirements for financial stewardship, handling of fraud allegations, internal audits, and cooperation with external audit reviews. The purpose of these provisions is to ensure proper financial stewardship, reporting and investigation of fraud, and compliance with statutory and regulatory authority in the conduct of all University functions. The APM also establishes appeal processes for job reclassification decisions and parking citations.
- e. **Other sources of guidance and procedural protections**  
Individual units within the University may adopt or operate under additional policies and practices to ensure adherence to standards of

ethical conduct and to ensure fair treatment in the event of a complaint or charge of misconduct. Examples are the policies of the [Institutional Review Board](#) and the [Institutional Animal Care and Use Committee](#); the process for review of recommendations of the [Office of Human Rights, Access, and Inclusion](#) following investigations of sexual harassment or discrimination complaints; the practices of University Housing in addressing performance shortcomings of student temporary employees; and, the College of Law [Honor Code](#) and Honor Court.

## 2. Ethical guidance and oversight

Ethical guidance and oversight are accomplished through several university-level committees, the Institutional Review Board, and the [Internal Audit Services](#) office.

The Committee on Ethical Guidance and Oversight is appointed by the President and is charged with reviewing management plans prepared under the University's Conflicts of Interest or Commitment policy, [FSH 6240](#).

The Scientific Misconduct Committee, established under [FSH 3230](#), makes the preliminary evaluation of evidence of scientific misconduct to determine if it warrants an investigation. After affording the respondent an opportunity to review and comment, the committee submits its report to the Research Integrity Officer, who then transmits it to the Provost and Executive Vice President for a decision on whether to proceed with an investigation.

The Institutional Animal Care and Use Committee (IACUC) and the Institutional Review Board (IRB) are required by federal law. They ensure ethical treatment of animals and of human participants in research, respectively.

Internal Audit Service's functions include assisting in maintaining public confidence by performing independent and objective reviews of University activities for compliance with ethical practices and applicable laws, regulations, policies, and procedures; promoting effective internal controls; and, reporting known or suspected irregularities. Internal Audit maintains a confidential fraud hotline to encourage reporting. Internal Audit reports directly to the President several times each year.

## 3. Procedural Fairness

The [Dismissal Hearings Committee](#), [Faculty Appeals Hearing Board](#), and [Staff Affairs](#) Hearing Board provide due process to faculty members and employees faced with disciplinary action or dismissal. Student employee grievances are heard by the [Grievance Committee for Student Employees](#).

The [Academic Hearing Board](#) hears academic grievances and decides appeals of college decisions. The [Administrative Hearing Board](#) hears appeals by students and employees from administrative decisions in such matters as residency for tuition purposes, financial aid determinations, assessment of fees and charges, and disputes involving interpretation of policies.

Student rights are established in the Statement of Student Rights, [FSH 2200](#), which includes procedural protections in the disciplinary hearing process conducted through the Student Disciplinary Review Board, [FSH 2400](#).

Appeal processes are also established, either in the *Administrative Procedures Manual* or the *Faculty-Staff Handbook*, for parking citations (heard by the University Parking Committee), position reclassifications, recall of faculty senators, position descriptions, and denial of leave.

#### 4. Training

The University of Idaho provides all employees with an overview of ethical obligations as part of the New Employee Welcome orientation. Ethics and financial stewardship are key elements of the program conducted each year for new unit administrators – chairs, deans, and directors.

In addition, the University develops focused training in ethics and accountability, including requirements governing research, as the need arises and as laws or regulations change. For example, the University provides training for researchers and administrators regarding NIH regulations governing financial conflicts of interest. The University of Idaho recently implemented “Our Inclusive Workplace,” a required program on workplace behavior and responsibilities.

#### 5. Communications

The University of Idaho uses University-wide communications to address emerging issues. Messages can be sent as individual email messages in mass to all employees, or they can be included in the Daily Register, the institution’s e-newsletter for communicating with employees. For example, recently a communication was sent to all employees regarding the use of purchasing cards, which included a statement of the law and University policy and included a “frequently asked questions” section.

**2.A.23 THE INSTITUTION ADHERES TO A CLEARLY DEFINED POLICY THAT PROHIBITS CONFLICT OF INTEREST ON THE PART OF MEMBERS OF THE GOVERNING BOARD, ADMINISTRATION, FACULTY, AND STAFF. EVEN WHEN SUPPORTED BY OR AFFILIATED WITH SOCIAL, POLITICAL, CORPORATE, OR RELIGIOUS ORGANIZATIONS, THE INSTITUTION HAS EDUCATION AS ITS PRIMARY PURPOSE AND OPERATES AS AN ACADEMIC INSTITUTION WITH APPROPRIATE AUTONOMY. IF IT REQUIRES ITS CONSTITUENCIES TO CONFORM TO SPECIFIC CODES OF CONDUCT OR SEEKS TO INSTILL SPECIFIC BELIEFS OR WORLDVIEWS, IT GIVES CLEAR PRIOR NOTICE OF SUCH CODES AND/OR POLICIES IN ITS PUBLICATIONS.**

The University of Idaho is a public institution of the state of Idaho established under the state constitution. It is not supported by, or affiliated with, any social, political, corporate, or religious organization within the context of the second sentence of Standard 2.A.23. As a public institution of the state, the University of Idaho does not require adherence to any specific codes of conduct nor does it seek to instill specific beliefs or worldviews within the context of the third sentence of Standard 2.A.23.

The University of Idaho adheres to policies prohibiting conflict of interest on the part of the University of Idaho Board of Regents/State Board of Education, as well as all employees of the Office of the State Board of Education. For the University these include general policies for faculty and staff addressing ethical conduct, conflicts of interest and commitment, and nepotism and personal relationships. The University also has policies specific to federally funded research to meet the specific requirements of federal funding agencies. Board policies include policies specific to the Board of Regents/State Board of Education and its staff as well as supporting policies for the institutional conflict policies. All of these policies are further supported by state law governing ethics in government and conflicts and use of public position for personal gain.

#### *University Policies for Faculty and Staff*

The University adheres to an ethics policy found in the *Faculty-Staff Handbook (FSH)* at [FSH 3170](#), University Ethics, “to establish and maintain high standards of honesty, integrity, and quality of performance for all employees of the University of Idaho” ([FSH 3170B](#)). University business is to be conducted in conformance with applicable legal requirements, including contractual commitments undertaken by individuals authorized to bind the university to such commitments ([FSH 3170 B-2](#)).

Conflicts of interest and commitment for University employees are addressed in [FSH 3170 B-3](#). Employees are expected to avoid such conflicts unless the conflicts are disclosed and managed in accordance with the university policies. Disclosure and management of conflicts are addressed in [FSH 6240](#). University employees concerned with contracts and pecuniary transactions, or who influence the allocation of business or exercise administrative decision making authority, are further cautioned to be particularly careful to avoid actions that create the appearance of favoritism or that may adversely affect the university’s reputation for impartiality and fair dealing. These employees may not accept any pecuniary benefit from persons interested in or likely to become interested in such action ([FSH 3170 B-11](#)).

Management of conflicts of interest is addressed in [FSH 6240](#). Employees are expected to devote their primary professional, time and energy to the University and to the mission of teaching, research and public service ([FSH 6240 B](#)). Employees are required to avoid situations that may result in a conflict of interest or commitment with the

potential to directly and significantly affect the University's interests, compromise objectivity in carrying out University responsibilities, or otherwise compromise the performance of University responsibilities ([FSH 6240 B-1](#)), and to disclose conflicts of interest in compliance with the policy ([FSH 6240 B-2](#) and [D-1](#)). Once conflicts are recognized and disclosed, the University has a process for analyzing whether the conflict can be managed appropriately ([FSH 6240 D-1.b](#)). Conflict management plans are prepared by the employee and supervisor, approved by the dean or other unit head and submitted to the University's Committee on Ethical Guidance and Oversight for review and recommendation to the President whether to allow the situation to proceed under the management plan. The Committee may work with the employee and supervisor as needed in this analysis and referral process, after which the President or president's designee makes the final University decision.

### *Nepotism and Personal Relationships*

University employees may not give preferential treatment to individuals based on familial or other relationships, nor participate in institutional decisions involving a direct benefit to a family member ([FSH 3170 B-6](#)). Relationships between/among University employees a) who are legally related by blood, marriage, or adoption; or b) who share or intend to share a household, or who have duties to and do provide financial support for one another; or who share the same legal residence; or c) who are engaged in a domestic partnership, or who intend to marry, or who are dating or who have another similar personal relationship in which objectivity might be impaired, may not be placed or permitted to remain under the direct supervision, control, or line of supervision without an approved nepotism management plan ([FSH 6241](#)); disclosure of consensual romantic or sexual relationships between a supervisor and employee is required under the provisions of [FSH 3205](#), which mandates immediate action to end any relationship of authority between the parties to a sexual or romantic relationship. The university may alter supervisory or reporting lines of either the supervisor or subordinate, and in other relationships of authority, may take such action necessary to change the position of authority ([FSH 3205](#)). All employees are further barred from any romantic or sexual relationship with a student over which the employee exercises academic, administrative, supervisory, evaluative, counseling or other authority ([FSH 3205 B](#)).

### *Research Conflict Policies*

In response to recent actions by various federal funding agencies — most notably the National Science Foundation (NSF), National Institutes of Health (NIH), and Public Health Service (PHS) — the University has implemented, through the Office of the Vice President for Research and Economic Development, policies addressing the specific requirements with respect to research funded by those agencies. These policies also apply to any other funded research projects accepted by the University where the funding entity requires adherence to the NSF, NIH or PHS conflict practices. These policies have mandatory financial interest disclosure elements consistent with both the

National Science Foundation Investigator Financial Disclosure Policy (Vol. 60 Fed. Reg. 132, July 11, 1995 pp 35820-35823), and the Public Health Service Policy (Vol. 60 Fed. Reg. 132, pp 35809-35819, and Vol. 60 Fed. Reg. 142, pp 39076-39077. Financial disclosures are analyzed by the Vice President for Research and determinations are made whether the financial interest creates a conflict with the proposed project, and if so whether the project should proceed with a management plan or otherwise. The funded project may not proceed until approved by the Vice President for Research and Economic Development or his/her designee.

The University, like many research-intensive institutions, has invested significant resources in a system for reporting and analyzing the mandatory financial interest disclosures required by federal funding agencies relating to funded research. To maximize the benefit of this investment, the University is planning to combine the general conflict reporting process into the newer research financial interest reporting process as a means of streamlining the overall process and maximizing the utility of our investment. We anticipate this transition to take place during the 2015 calendar year.

*University of Idaho Board of Regents/State Board of Education Policies for University Employees*

University of Idaho Board of Regents/State Board of Education policies support the policies outlined above. See [Regents/SBOE Policy II.Q](#) - Conflict of Interest and Ethical Conduct – All Employees; and [Policy II.J](#) – Grants and Contracts, Paragraph 3.

*University of Idaho Board of Regents/State Board of Education Policies for regents and staff*

The University of Idaho Board of Regents/ State Board of Education maintains conflict policies applicable to the Regents of the University as well as to officers and staff. All decisions of the Board of Regents/State Board of Education, administrators, and employees are to be made solely on the basis of a desire to promote the best interests of the institution, school or agency and the public good. ([SBOE/Regents Policy I. G.1](#)) The policy of the Board requires disclosure of conflicts prior to consideration of any transaction for an institution, school or agency. Disclosure is required as well for relationships and business affiliations that could reasonably give rise to a conflict of interest involving an institution, school or agency. (SBOE/Regents Policy I. G.2) Regents disclose to the Board of Regents/State Board of Education and administrators and employees disclose to his or her supervisor. ([SBOE/Regents Policy I. G.1](#)) State statutes including the Bribery and Corrupt Influences Act, Idaho Code §18-1351 et. seq. and the Ethics in Government Act of 1990, Idaho Code §59-701 et. seq. and the Ethics in Government Act of 1990, Idaho Code §59-701 et. seq. must then be complied with as applicable.

## *Supporting State Statutes*

Idaho laws supporting the institutional and University of Idaho Board of Regents/State Board of Education conflicts and ethics policies include:

- Idaho Code Title 18, Chapter 13 – Bribery and Corrupt Influence Act
  - §18-1352 which prohibits paying a pecuniary benefit for action by a state employee within the employee’s official function, as well as prohibiting a state employee from receiving such pecuniary benefit. This applies to compensation for past official behavior as well. Idaho Code §18-1354.
  - §18-1356(2) which prohibits gifts to state employees by those subject to their jurisdiction (including those seeking contracts over which the state employee has any discretionary function with respect to performance or granting of the contract).
  - §18-1359 which prohibits use of a public position for personal gain.
  - §18-1360 which imposes criminal penalties including misdemeanor, fines and forfeiture of office for violations of Chapter 13
- Idaho Code Title 59 Chapter 2 - Prohibitions Against Contracts with Officers:
  - §59-201 – baring state employees from being interested in a contract made by them in their official capacity or by any body or board of which they are members.
  - §59-203 - Any such contract is itself to be avoided by the contracting state agency.
  - §59-208 - The violating employee is subject to criminal misdemeanor prosecution.
- Idaho Code Title 59 Chapter 7 – Ethics in Government Act
  - §59-704 requiring disclosure of any conflict by state employees prior to any official act or formal decision on the matter.
  - §59-705 which provides for civil penalties for violations of the Act.

### **2.A.24 THE INSTITUTION MAINTAINS CLEARLY DEFINED POLICIES WITH RESPECT TO OWNERSHIP, COPYRIGHT, CONTROL, COMPENSATION, AND REVENUE DERIVED FROM THE CREATION AND PRODUCTION OF INTELLECTUAL PROPERTY.**

The University of Idaho maintains policies on intellectual property that are consistent with its rights and obligations under federal and state laws, including but not limited to those applicable to patents and copyrights, and with the policies of the University of Idaho Board of Regents/State Board of Education. University policy [FSH 5300](#), Copyrights, Protectable Discoveries, and Other Intellectual Property Rights, is the primary policy through which the University claims ownership of certain intellectual property, establishes the institutional mechanisms for the transfer of rights and/or commercialization of University-owned intellectual property, and provides for the allocation and distribution of a portion of revenue derived from commercialization of University-owned intellectual property to the inventors or authors.

This University recently revised this policy, [FSH 5300](#), to be fully consistent with changes made by the University of Idaho Board of Regents/State Board of Education to its intellectual property policy, University of Idaho Board of Regents/State Board of Education Policies and Procedures Section V. Financial Affairs, Subsection M. Intellectual Property. The revised University policy was formally approved by the University of Idaho Board of Regents/State Board of Education in June 2013. It was presented to the University Intellectual Property Committee and will be presented to the University Faculty Senate. The primary change to the University policy, required by University of Idaho Board of Regents/State Board of Education policy, was the incorporation of a present assignment by individuals subject to the policy of rights in intellectual property to which the University and University of Idaho Board of Regents/State Board of Education claim ownership. This change does not substantially alter the obligations of individuals subject to the University policy to assign rights in certain intellectual property to the University; it does alter the time at which a required assignment occurs in the eyes of the law. A copy of the University of Idaho Board of Regents/State Board of Education-approved policy can be provided, upon request.

Other University policies directed to intellectual property include [FSH 5700](#), Research Data, through which the University claims ownership of research data and tangible research products, and [FSH 6620](#), use of the University's name and symbols, through which the University controls the use of its marks.

**2.A.25 THE INSTITUTION ACCURATELY REPRESENTS ITS CURRENT ACCREDITATION STATUS AND AVOIDS SPECULATION ON FUTURE ACCREDITATION ACTIONS OR STATUS. IT USES THE TERMS "ACCREDITATION" AND "CANDIDACY" (AND RELATED TERMS) ONLY WHEN SUCH STATUS IS CONFERRED BY AN ACCREDITING AGENCY RECOGNIZED BY THE U.S. DEPARTMENT OF EDUCATION.**

The University of Idaho is accredited by the Northwest Commission on Colleges and Universities. Additionally, 28 programs and/or colleges are accredited through disciplinary specialized accreditations. The University takes care to use the appropriate description for the level of approval accredited programs hold. This is reflected in the University of Idaho *General Catalog*, on the University website (scroll to the bottom of [this page](#)), print, promotional materials, and presentations.

**2.A.26 IF THE INSTITUTION ENTERS INTO CONTRACTUAL AGREEMENTS WITH EXTERNAL ENTITIES FOR PRODUCTS OR SERVICES PERFORMED ON ITS BEHALF, THE SCOPE OF WORK FOR THOSE PRODUCTS OR SERVICES—WITH CLEARLY DEFINED ROLES AND RESPONSIBILITIES—IS STIPULATED IN A WRITTEN AND APPROVED AGREEMENT THAT CONTAINS PROVISIONS TO MAINTAIN THE INTEGRITY OF THE INSTITUTION. IN SUCH CASES, THE INSTITUTION ENSURES THE SCOPE OF THE AGREEMENT IS CONSISTENT WITH THE MISSION AND GOALS OF THE INSTITUTION, ADHERES TO INSTITUTIONAL POLICIES AND PROCEDURES, AND COMPLIES WITH THE COMMISSION'S STANDARDS FOR ACCREDITATION.**

Contracting within the role and mission of the University, and in a fashion intended to result in clear terms that accomplish the goals and needs of the institution, with

integrity and accountability, is assured through a combination of policies, processes and oversight outlined below.

### *University of Idaho Board of Regents/State Board of Education Policies*

Policies begin with the University's governing Board of Regents. The University of Idaho Board of Regents/State Board of Education establish the statements of role and mission for the University (Board [Policy III.I.2](#)). The University of Idaho Board of Regents/State Board of Education delegate executive and administrative authority and responsibility to the University President through whom all such authority then flows to the relevant institutional administrator (Board [Policies I.E.2](#) and [V.A.6](#)). The Board retains indirect (through the Boards' Executive Director) and direct oversight for contracts and transactions that exceed certain thresholds. Generally, Executive Director approval is required for transactions between \$500,000 and \$1 million, and Board of Regents/State Board of Education approval is required for transactions in excess of \$1 million. These thresholds apply to acquisition and disposal of property with the exception that all sales of institution real property regardless of the amount require approval of the University of Idaho Board of Regents/State Board of Education ([Board Policy V.I.](#)).

The University of Idaho Board of Regents/State Board of Education also retains oversight for capital construction projects. Executive Director approval is required where the project budget is greater than \$500,000 and less than \$1 million, and Board of Regents/State Board of Education approval is required for major projects with budgets exceeding \$1 million ([Board Policy V.K.1](#)). In addition, the Board requires a planning process under which a six-year capital construction plan is submitted and approved by the University of Idaho Board of Regents/State Board of Education annually. Major capital projects with a budget in excess of \$1 million must first be included in an approved six-year plan ([Board Policy V.K.2](#)). Further, Board policy requires a three-step approval process for each major capital project beginning with initial approval for project planning and design, followed by approval of the project budget and financing plan (only after completion of the planning and design), and a third approval for any required debt financing for the project ([Board Policy V.K.3 & 4](#)).

All actions of the University of Idaho Board of Regents/State Board of Education with respect to the approvals discussed above take place in open public meetings in compliance with the state's open meeting laws.

### *Institutional policies and processes*

Institutional policies and processes provide further assurance. University policy on ethics and ethical conduct references requirements for adherence to applicable law, responsible stewardship of university resources and following the institutions contracting requirements ([FSH 3170](#) B-2, B-7 & B-9 respectively). Financial stewardship responsibilities are further addressed in institution processes found in *Administrative*

*Procedures Manual* ([APM 25.01](#)). Unit administrators of the University's financial resources are identified as financial stewards. They are responsible for implementing, maintaining and following proper administrative and accounting procedures, and for complying with all relevant governmental and regulatory requirements ([APM 25.01 A](#)).

Institution contracting and acquisition (including contracting and acquisition under sponsored program grants) is controlled through a central office of Purchasing Services ([APM 60.02](#)). All purchase orders exceeding \$5,000, for all service contracts, must be processed through Purchasing Services ([APM 60.03 B-7](#)). Purchasing criteria set forth in APM 60.02 include employee ethics; requirements for proper approval of transactions; and prudent procurement practices ([APM 60.02 B](#)). Responsibilities specifically allocated to Purchasing Services include approval of, and documentation for, any waivers of purchasing processes; development and updating of standard contracting provisions and forms; review and approval of contract and purchasing specifications; issuance of purchase orders exceeding \$5,000; execution of all service contracts; solicitation and opening of Requests for Bids and Requests for Proposals; and analyzing bids and proposals for compliance with specifications and other requirements ([APM 60.03](#)).

Purchasing Services establishes the general terms and conditions for all university procurement activity to be used in all instances except where changes are authorized by Purchasing Services or General Counsel ([APM 60.06](#)). Additionally, specific processes are established by, and conducted through, Purchasing Services for Requests for Quotations ([APM 60.10](#)), Requests for Bids ([APM 60.11](#)), and Requests for Proposals ([APM 60.12](#)). Embedded in these are requirements for clearly defined specifications or technical requirements, use of the General Terms and Conditions, required delivery or completion schedules, and such other provisions deemed necessary by Purchasing Services.

The University uses a contract approval matrix ([APM 60.20](#)) sheet to guide documents through the approval and execution process to ensure proper vetting of the contract through the University administration, and proper approvals for each transaction. University administrators with authority for final approval of contracts are tasked with ensuring the transactions are within the role and mission of the University ([FSH 3170](#) and [APM 25.01](#)).

#### *Additional Oversight*

Additional assurance is provided by the University's General Counsel ([FSH 1420 C-1](#)) and by the University's Internal Auditing Services. The Office of General Counsel provides legal representation and advice to the President and all members of the University administration. The Office of General Counsel meets regularly with Purchasing Services and is available at any time for consultation and advice. Purchasing Services is subject to examination by Internal Audit Services, which carries out an independent appraisal and consulting function responsible for examining and evaluating University activities.

Internal Audit reports directly to the President as well as to the Audit Committee of the University of Idaho Board of Regents/State Board of Education.

### *Academic Freedom*

**2.A.27 THE INSTITUTION PUBLISHES AND ADHERES TO POLICIES, APPROVED BY ITS GOVERNING BOARD, REGARDING ACADEMIC FREEDOM AND RESPONSIBILITY THAT PROTECT ITS CONSTITUENCIES FROM INAPPROPRIATE INTERNAL AND EXTERNAL INFLUENCES, PRESSURES, AND HARASSMENT.**

Policy related to Academic Freedom contained in the University's *Faculty-Staff Handbook*, Section 3160, affirms the rights and responsibilities of teachers and researchers. The University of Idaho Board of Regents/State Board of Education has affirmed its beliefs that academic freedom is essential for the protection of the rights of faculty members in teaching and of students in learning; that freedom in research and teaching is fundamental to the advancement of truth; that, therefore, academic freedom should not be abridged or abused; and that academic freedom carries with it responsibilities correlative with rights (Idaho State Board of Education, [Governing Policies and Procedures, III.B](#)).

**2.A.28 WITHIN THE CONTEXT OF ITS MISSION, CORE THEMES, AND VALUES, THE INSTITUTION DEFINES AND ACTIVELY PROMOTES AN ENVIRONMENT THAT SUPPORTS INDEPENDENT THOUGHT IN THE PURSUIT AND DISSEMINATION OF KNOWLEDGE. IT AFFIRMS THE FREEDOM OF FACULTY, STAFF, ADMINISTRATORS, AND STUDENTS TO SHARE THEIR SCHOLARSHIP AND REASONED CONCLUSIONS WITH OTHERS. WHILE THE INSTITUTION AND INDIVIDUALS WITHIN THE INSTITUTION MAY HOLD TO A PARTICULAR PERSONAL, SOCIAL, OR RELIGIOUS PHILOSOPHY, ITS CONSTITUENCIES ARE INTELLECTUALLY FREE TO EXAMINE THOUGHT, REASON, AND PERSPECTIVES OF TRUTH. MOREOVER, THEY ALLOW OTHERS THE FREEDOM TO DO THE SAME.**

The strategic plan of the University devotes an entire goal (Goal Four) to the purpose of building and supporting a community that is, among other things, ethical and open. The context statement for the goal indicates in part:

“We value all members for their unique contributions, innovation, and individuality. Our community and culture must adapt to change, seek multiple perspectives, and seize opportunity. We are committed to a culture of service, internally and externally. We value a diverse community for enhanced creativity, cultural richness, and an opportunity to apply our full intellectual capacity to the challenges facing Idaho, the nation, and the world.”

In addition to the clear language in the strategic plan, the University of Idaho Board of Regents/State Board of Education ([Governing Policies and Procedures III.B](#)) and the University of Idaho ([FSH 3160](#)) have articulated policies that support the rights and responsibilities of faculty as they meet the teaching and research expectations in their position descriptions. These concepts are included in related University policies such as

[FSH 1565](#) which include this language: “The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.” And [FSH 3520](#) includes the following: “Tenure has as its fundamental purpose the protection of academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. A tenure policy strengthens the capability of a university to attract and retain superior teachers and scholars as members of the faculty.” These tenets are imbedded in the culture of the University and underpin the teaching and research conducted with colleagues and students and other partners in the dissemination of knowledge and the search for new knowledge.

**2.A.29 INDIVIDUALS WITH TEACHING RESPONSIBILITIES PRESENT SCHOLARSHIP FAIRLY, ACCURATELY, AND OBJECTIVELY. DERIVATIVE SCHOLARSHIP ACKNOWLEDGES THE SOURCE OF INTELLECTUAL PROPERTY, AND PERSONAL VIEWS, BELIEFS, AND OPINIONS ARE IDENTIFIED AS SUCH.**

The *Faculty-Staff Handbook* [FSH 3160](#), regarding academic freedom, further outlines that:

“Teachers are citizens, members of learned professions, and representatives of their institutions. When they speak or write as citizens, they should be free from institutional censorship or discipline. However, as members of the academic community and as representatives of their institutions, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they do not officially speak for the institution.”

In concert with the discussion provided in Standard 2.A.28, faculty members integrate scholarly work in their teaching, research, and outreach functions. Faculty members take seriously their responsibilities to provide credit for scholarly work referenced in their faculty functions, and they instruct students on the appropriate referencing of scholarly work and the difference between scholarship and opinion.

**2.A.30 THE INSTITUTION HAS CLEARLY DEFINED POLICIES, APPROVED BY ITS GOVERNING BOARD, REGARDING OVERSIGHT AND MANAGEMENT OF FINANCIAL RESOURCES—INCLUDING FINANCIAL PLANNING, BOARD APPROVAL AND MONITORING OF OPERATING AND CAPITAL BUDGETS, RESERVES, INVESTMENTS, FUNDRAISING, CASH MANAGEMENT, DEBT MANAGEMENT, AND TRANSFERS AND BORROWINGS BETWEEN FUNDS.**

The University adheres to and follows the University of Idaho Board of Regents/State Board of Education Financial policies as promulgated in the published Policies and Procedures manual, [Section V, subsections A through Y](#). University policies supporting

Board policies are posted in the [Administrative Procedures Manual](#), providing additional internal guidance for employees.

## **Standard 2.B – Human Resources**

### **2.B.1 THE INSTITUTION EMPLOYS A SUFFICIENT NUMBER OF QUALIFIED PERSONNEL TO MAINTAIN ITS SUPPORT AND OPERATIONS FUNCTIONS. CRITERIA, QUALIFICATIONS, AND PROCEDURES FOR SELECTION OF PERSONNEL ARE CLEARLY AND PUBLICLY STATED. JOB DESCRIPTIONS ACCURATELY REFLECT DUTIES, RESPONSIBILITIES, AND AUTHORITY OF THE POSITION.**

The University of Idaho routinely tracks its turnover rates for faculty and staff. Recruitment, hiring, and selection processes vary by type of position but all comply with principles of affirmative action/equal opportunity in employment. Qualifications for each position are detailed in the position descriptions and in job postings.

Relevant policies and procedures for the selection of employees are routinely reviewed and updated as appropriate. Policies and procedures for recruitment and hiring are detailed in the [Faculty-Staff Handbook](#) and the [Administrative Procedures Manual](#). University of Idaho Job Descriptions (UIJD) are analyzed at several critical touch points to determine their validity and legal compliance. This analysis can occur during the search and recruiting process, during the performance evaluation process, and during a position reclassification. In each case, UIJDs are audited to determine whether they make clear both the criteria for effective performance and the minimum qualifications for applying for the position. There is a separate review by the Human Rights, Access, and Inclusion Office at the advertisement, interview and hire points to ensure thoughtful and careful application of Affirmative Action/ Equal Employment Opportunity principles to aid in the University of Idaho goal of diversifying our faculty and staff bodies.

### **2.B.2 ADMINISTRATORS AND STAFF ARE EVALUATED REGULARLY WITH REGARD TO PERFORMANCE OF WORK DUTIES AND RESPONSIBILITIES.**

The goal and purpose of the University's staff performance evaluation process is to increase employee productivity, support professional growth, promote meritorious salary increases, and strengthen communication between employees and supervisors, consistent with the University's vision and strategic direction.

Staff performance evaluations are completed during the December through February cycle annually consistent with the *Faculty Staff Handbook*, [FSH 3340](#) Performance Evaluation of Staff Employees. Instructions for conducting evaluations and due dates are circulated annually by Human Resources. Evaluations are interactive, and staff members are afforded the opportunity to provide written comment on their evaluations. The final evaluation includes a review of what is expected of the employee and goals for the

upcoming review period. A plan is developed to support opportunities for improvements or areas where professional growth may be achieved. The final evaluation is forwarded to Human Resources where it is centrally maintained.

To assist supervisors, Human Resources and the Professional Development and Learning staff provide training in the performance appraisal process and workshops in critical feedback techniques. This training occurs prior to the start of the annual evaluation process.

**2.B.3 THE INSTITUTION PROVIDES FACULTY, STAFF, ADMINISTRATORS, AND OTHER EMPLOYEES WITH APPROPRIATE OPPORTUNITIES AND SUPPORT FOR PROFESSIONAL GROWTH AND DEVELOPMENT TO ENHANCE THEIR EFFECTIVENESS IN FULFILLING THEIR ROLES, DUTIES, AND RESPONSIBILITIES.**

[Professional Development and Learning](#) (PDL), a unit of Human Resources, is charged with identifying employees' needs for continuous learning and providing ongoing opportunities for individual and professional development. University-wide learning opportunities are provided for all employees. Examples include [New Employee Orientation](#), the [Supervisory Excellence Program](#), the [Leadership Academy](#), a [Women's Leadership Conference](#), and a variety of online compliance training modules, workshops, and webinars on a variety of topics. Additionally, other University units — including Public Safety, Environmental Health, and Research and Economic Development — produce and administer their own programs specific to regulatory or compliance-related topics in those areas. Most faculty and staff have the opportunity to attend conferences and workshops specific to their professions. The University offers educational opportunities specific to certain roles such as managerial training in supervision, legal responsibilities, performance management, selection and hiring, communication skills, conflict of interest and ethics, conflict management, the budget process, ethics, legal issues, and learning styles. The Division of Academic Affairs and the Office of General Counsel conduct training for new faculty and department chairs.

Human Resources has dedicated personnel available to coach and counsel employees and supervisors one-on-one, in small groups, or by department, on issues specific to employee' success and effectiveness in fulfilling their duties and responsibilities. [Diversity and Human Rights](#) has a broad arc of faculty, staff and student diversity education offerings.

**2.B.4 CONSISTENT WITH ITS MISSION, CORE THEMES, PROGRAMS, SERVICES, AND CHARACTERISTICS, THE INSTITUTION EMPLOYS APPROPRIATELY QUALIFIED FACULTY SUFFICIENT IN NUMBER TO ACHIEVE ITS EDUCATIONAL OBJECTIVES, ESTABLISH AND OVERSEE ACADEMIC POLICIES, AND ASSURE THE INTEGRITY AND CONTINUITY OF ITS ACADEMIC PROGRAMS, WHEREVER OFFERED AND HOWEVER DELIVERED.**

Faculty assignments are developed to meet the needs of the disciplinary and interdisciplinary work of programs and units and in support of performance expectations for the University's promotion and tenure standards. To identify

anticipated vacancies and to facilitate interdisciplinary connections, the Provost and Executive Vice President conducts an annual retreat where college deans share anticipated openings, discuss potential synergies, and identify potential efficiencies. This information is used in the review process to authorize searches to fill vacancies.

Each dean works closely with the Provost and Executive Vice President to identify and fill vacancies critical to programs and departments. Vacancy announcements are developed to address instructional and advising, research and scholarly, outreach and engagement, and service and leadership expectations for the unit. National searches are conducted to develop pools from which highly qualified faculty can be hired.

The Faculty Senate is active in the development and/or approval of academic policies. Senate members are elected consistent with college by-laws and under the Constitution of the University Faculty. The Faculty Secretary facilitates policy development and implementation.

Faculty members are actively engaged in the development, monitoring, and refinement of academic programs. Curricular actions are developed at the department level, processed through the college, and then forwarded to the University Curriculum Committee and Faculty Senate for approval. Departments and programs have sufficient faculty for the robust discussion needed to assure program quality. The mix of faculty positions is monitored carefully to assure that student learning, research, scholarly and creative activity, and outreach and engagement goals and expectations are routinely met within the program, department, college, and University.

#### **2.B.5 FACULTY RESPONSIBILITIES AND WORKLOADS ARE COMMENSURATE WITH THE INSTITUTION'S EXPECTATIONS FOR TEACHING, SERVICE, SCHOLARSHIP, RESEARCH, AND/OR ARTISTIC CREATION.**

Responsibility and expectations for faculty are outlined in the *Faculty Staff Handbook* (FSH). Specifically, [FSH 3050](#) provides information on the annual position description; [FSH 3120](#) describes the obligations of faculty during their period of appointment (academic or fiscal year); and [FSH 3160](#) addresses academic freedom, rights, and responsibilities.

Department administrators are responsible for the development of annual position descriptions for faculty in the context of the expectations for the overall unit and individual assignments. The position description describes the context for the teaching and advising, scholarship and creative activities, outreach and extension, and University service and leadership expectations for the faculty member during a calendar year. Faculty will typically have responsibility in each of these four categories. The specific allocation of time in each area of responsibility will vary by the rank, type, college, discipline, and individual role. The position description may be modified within the annual period to reflect changes in work (e.g., grant award, special project, teaching assignment).

**2.B.6 ALL FACULTY ARE EVALUATED IN A REGULAR, SYSTEMATIC, SUBSTANTIVE, AND COLLEGIAL MANNER AT LEAST ONCE WITHIN EVERY FIVE-YEAR PERIOD OF SERVICE. THE EVALUATION PROCESS SPECIFIES THE TIMELINE AND CRITERIA BY WHICH FACULTY ARE EVALUATED; UTILIZES MULTIPLE INDICES OF EFFECTIVENESS, EACH OF WHICH IS DIRECTLY RELATED TO THE FACULTY MEMBER’S ROLES AND RESPONSIBILITIES, INCLUDING EVIDENCE OF TEACHING EFFECTIVENESS FOR FACULTY WITH TEACHING RESPONSIBILITIES; CONTAINS A PROVISION TO ADDRESS CONCERNS THAT MAY EMERGE BETWEEN REGULARLY SCHEDULED EVALUATIONS; AND PROVIDES FOR ADMINISTRATIVE ACCESS TO ALL PRIMARY EVALUATION DATA. WHERE AREAS FOR IMPROVEMENT ARE IDENTIFIED, THE INSTITUTION WORKS WITH THE FACULTY MEMBER TO DEVELOP AND IMPLEMENT A PLAN TO ADDRESS IDENTIFIED AREAS OF CONCERN.**

Faculty performance is reviewed and evaluated annually and is, primarily, the responsibility of the faculty member and his/her unit administrator as prescribed in *Faculty-Staff Handbook* [FSH 3320](#). Faculty members provide an annual report to their unit administrator that contains at least the following information: (1) current curriculum vitae; (2) University of Idaho Faculty Position Description for annual performance review; (3) written detailed summary report of faculty activity for the period of the annual performance review that compares accomplishments to expectations in the Position Description for the period under review; and (4) other materials necessary to document efforts and accomplishments for the period under review. These summaries typically include evidence of faculty work in teaching and advising, research and scholarly activity, outreach and engagement, and service and leadership. Per policy, results of student evaluations for teaching are carefully weighed and used as a factor in the evaluation. The evaluation is completed by the unit administrator using the approved evaluation form. In the event that the faculty member has a shared appointment, the primary administrator seeks input from the other administrator(s) (e.g., interdisciplinary group, joint appointment). The annual review is based on the annual report and position description(s) in effect for the calendar year under review. Additionally, faculty members have the opportunity to develop a self-evaluation using the same approved form unit administrators use for the annual review process.

The administrator must provide the faculty member with the opportunity to meet and discuss the annual performance review the unit administrator has completed. The discussion includes suggested areas of growth and strategies for implementing improvements if necessary. Performance ratings may be modified as a result of the discussion. The administrator provides the faculty member with the final evaluation for signature. Policy includes processes for addressing disagreements that might occur as a result of the annual performance review process. The review is typically conducted between early January and mid-February and is due in the office of the Provost and Executive Vice President by the end of February.

Performance levels range from Exceptional Performance (score of 5) to Unacceptable Performance (score of 1). When a performance level of Below Expectations (2) or lower

in any evaluative area is identified, the administrator offers to meet with the faculty member to discuss strategies and resources available to support growth in the area(s) of identified weakness. In the case of an overall score of Below Expectations or lower, a mentoring committee is assigned to assist the faculty member. In each case, specific actions are outlined to assist and support the faculty member as provided in [FSH 3320](#).

Faculty promotion and tenure criteria and processes are outlined in the *Faculty Staff Handbook*, specifically in [FSH 3520](#) Faculty Tenure, [FSH 3530](#) Non-Tenure Track Faculty, [FSH 3560](#) Faculty Promotions, and [FSH 3570](#) Professional Portfolio. FSH 3520 and 3560 provide definitions; schedule for review; bases for evaluations; unit, college, and administrative reviews; and, in the case of promotion, review by the University Promotion committee. Typically, faculty members are considered for tenure no earlier than their fourth year and no later than the sixth year of appointment. Faculty members are typically considered for promotion to associate rank by the end of their sixth year and before the end of the seventh year for promotion to professor.

In addition to the materials available in the *Faculty-Staff Handbook*, the Provost and Executive Vice President website provides information on [tenure and promotion](#), including an [annual calendar of deadlines](#), links to *Faculty-Staff Handbook* policies, and examples of professional portfolios. Annual workshops are provided for faculty engaging in the third year review, tenure, and promotion processes.

Post-tenure review procedures are included in [FSH 3320](#) Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators, section C (Performance below Expectations of Tenured Faculty Members). Post-tenure reviews are triggered by three annual reviews below Meets Expectations, which may result in a decision by the Provost of one of the following actions: (1) continuing the status quo; (2) mentoring to address area(s) of concern; (3) termination for cause; (4) consideration of other recommended resolution(s). In the event that performance concerns develop during a review period, the unit administrator uses similar strategies developmentally to address concerns in a timely period.

Pertinent documents, forms, and policies are maintained by the [Provost and Executive Vice President](#).

## **Standard 2.C – Education Resources**

**2.C.1 THE INSTITUTION PROVIDES PROGRAMS, WHEREVER OFFERED AND HOWEVER DELIVERED, WITH APPROPRIATE CONTENT AND RIGOR THAT ARE CONSISTENT WITH ITS MISSION; CULMINATE IN ACHIEVEMENT OF CLEARLY IDENTIFIED STUDENT LEARNING OUTCOMES; AND LEAD TO COLLEGIATE-LEVEL DEGREES OR CERTIFICATES WITH DESIGNATORS CONSISTENT WITH PROGRAM CONTENT IN RECOGNIZED FIELDS OF STUDY.**

Consistent with its land-grant and research mission, the University of Idaho offers a strong program of general education for undergraduate degree-seeking students, undergraduate majors reflecting the breadth and depth of a comprehensive university, selected graduate degrees, and certificates in areas requiring specialized knowledge and skills. A list of current programs is provided in the University of Idaho [General Catalog](#).

Student [learning outcomes](#) are articulated for degree and certificate programs. Student learning is assessed throughout each program to assure that students acquire essential knowledge, skills, and dispositions prior to completion of the program. A degree check is completed in the final semester of the attendance to assure that all degree requirements have been met.

Degrees are awarded at the [undergraduate and graduate levels](#). The faculty develops curricular requirements, consistent with the level of degree and reflecting disciplinary and interdisciplinary studies in support of the mission of the University.

**2.C.2 THE INSTITUTION IDENTIFIES AND PUBLISHES EXPECTED COURSE, PROGRAM, AND DEGREE LEARNING OUTCOMES. EXPECTED STUDENT LEARNING OUTCOMES FOR COURSES, WHEREVER OFFERED AND HOWEVER DELIVERED, ARE PROVIDED IN WRITTEN FORM TO ENROLLED STUDENTS.**

[University learning outcomes](#) are presented in the annual University of Idaho *General Catalog*, posted online, and form the basis for program assessment. Learning outcomes are articulated for each degree and certificate program, listed on the same web location, and form the basis for program assessment. Course learning outcomes are included in course syllabi made available to students at the beginning of the semester.

**2.C.3 CREDIT AND DEGREES, WHEREVER OFFERED AND HOWEVER DELIVERED, ARE BASED ON DOCUMENTED STUDENT ACHIEVEMENT AND AWARDED IN A MANNER CONSISTENT WITH INSTITUTIONAL POLICIES THAT REFLECT GENERALLY ACCEPTED LEARNING OUTCOMES, NORMS, OR EQUIVALENCIES IN HIGHER EDUCATION.**

Credits are awarded consistent with University of Idaho Board of Regents/State Board of Education policies ([III.E](#)) and University regulations (University of Idaho *General Catalog*, "[Rights Reserved to the University](#)"). These policies and regulations are consistent with academic standards, and form the basis for courses and programs offered through on-site, hybrid, and online instructional formats. Degree and certificate information is available for students and academic advisors through internal degree tracking systems for undergraduate and graduate students, providing end-of-semester and end-of-program information and records.

**2.C.4 DEGREE PROGRAMS, WHEREVER OFFERED AND HOWEVER DELIVERED, DEMONSTRATE A COHERENT DESIGN WITH APPROPRIATE BREADTH, DEPTH, SEQUENCING OF COURSES, AND SYNTHESIS OF LEARNING. ADMISSION AND GRADUATION REQUIREMENTS ARE CLEARLY DEFINED AND WIDELY PUBLISHED.**

Undergraduate degree programs consist of general education, disciplinary and/or interdisciplinary major(s), and minor, elective, and certificate courses to meet degree requirements. Typically, programs include courses with horizontal and vertical sequencing and may have a dedicated capstone course in the final year. Graduate programs build on content expertise to expand knowledge and to provide specialization in fields of study. Graduate programs have a culminating experience — usually a project, thesis, or dissertation — designed to demonstrate overall knowledge and synthesis in the disciplinary, interdisciplinary, and or professional field of study.

The requirements for admission to the University of Idaho are consistent with University of Idaho Board of Regents/State Board of Education policy ([III.Q](#)) and are available in the *General Catalog* (under “[Admission to the University](#)”) and on the [Admissions](#) page of the University of Idaho website.

Graduation requirements are established for all programs. Minimum requirements for degrees are established by the University of Idaho Board of Regents/State Board of Education ([III.E](#), 8/11-12/2010 Meeting Notes on “[Instruction, Research & Student Affairs](#)”) and provide a guide for University of Idaho policies and expectations. Students seeking an undergraduate degree must successfully complete all program requirements and a minimum of 120 semester credit hours (a program may exceed the 120 credit minimum for degree). Students seeking a master’s degree must meet all program requirements and a minimum of 30 credits. Students seeking a Ph.D./Ed.D. degree must complete at least 78 credits; 60 credits are required for a Ed. Spec. and 66 credits for a D.A.T. (Doctor of Athletic Training) See *General Catalog*, “[College of Graduate Studies](#)” for general and specific requirements. Academic advisors and students track student progress towards degree through University’s electronic [Degree Audit](#) system and a sub-feature called Degree Planner.

**2.C.5 FACULTY, THROUGH WELL-DEFINED STRUCTURES AND PROCESSES WITH CLEARLY DEFINED AUTHORITY AND RESPONSIBILITIES, EXERCISE A MAJOR ROLE IN THE DESIGN, APPROVAL, IMPLEMENTATION, AND REVISION OF THE CURRICULUM, AND HAVE AN ACTIVE ROLE IN THE SELECTION OF NEW FACULTY. FACULTY WITH TEACHING RESPONSIBILITIES TAKE COLLECTIVE RESPONSIBILITY FOR FOSTERING AND ASSESSING STUDENT ACHIEVEMENT OF CLEARLY IDENTIFIED LEARNING OUTCOMES.**

Faculty members have authority and responsibility for the University of Idaho curriculum. Changes in the curriculum are developed at the program and department level and follow the college curriculum approval process. The college submits curricular items (course, degree, certificate, and minors) to the University Curriculum Committee; once approved, the curricular item is sent to the Faculty Senate for review and vote. Actions of the University Curriculum Committee and of the Faculty Senate are circulated in general curriculum-policy reports and are considered to have the necessary faculty approvals unless petitioned through the process described in the *Faculty-Staff Handbook*, [FSH 1540](#). The entire report is submitted to the President for approval and

transmittal to University of Idaho Board of Regents/State Board of Education if board-level action is required.

Each academic unit is responsible for the ongoing assessment of academic programs. Unit faculty members identify program learning outcomes and strategies for assessment of student learning. Faculty members discuss the results of the assessment and determine what, if any, adjustments are recommended to improve courses, the program, and/or related activities such as student advising. Information on the assessment process, findings, and actions, as well as documentation of the evidence gathered and faculty discussion, is managed by the [Office of Institutional Research and Assessment](#).

**2.C.6 FACULTY WITH TEACHING RESPONSIBILITIES, IN PARTNERSHIP WITH LIBRARY AND INFORMATION RESOURCES PERSONNEL, ENSURE THAT THE USE OF LIBRARY AND INFORMATION RESOURCES IS INTEGRATED INTO THE LEARNING PROCESS.**

The University of Idaho Library, through its liaison program, collaborates with faculty to provide information literacy instruction in a variety of courses from the first year through graduate level. Each college has a library faculty liaison who communicates with the college faculty regarding library resources as well as teaching collaboration.<sup>1</sup> Library faculty recently completed a mapping project that matched courses containing library instruction to national information literacy standards. It was found that there was significant library instruction and collaboration at upper division levels, as well as several at lower division levels, and that the recommended standards were being taught throughout these levels (The mapping document is available on request). In addition to direct library faculty instruction in courses, many students are served by availability of library [research guides](#) for their course or discipline. Teaching faculty members are made aware of these online guides for their students, which provide instruction and tips for effective access to available library resources in particular subjects.

Library and general education faculty collaborate in the general education program, especially in the first-year Integrated Seminar ([ISEM 101](#)) courses. Library faculty work with students in classes when they are assigned a research project and often create online research guides for the students' use. The University of Idaho Library collaborated with General Education to assess library instruction in Fall 2013. A faculty team used rubrics to rate pre- and post- instruction essays and bibliographies from first-year seminars. Mean essay ratings rose from 1.16 to 1.55 and bibliography ratings rose from 1.73 to 2.5, showing that students improved in their research and writing skills during the semester.

---

<sup>1</sup> The College of Law has its own library and is not included in the general library liaison program but receives similar services.

The Library Coordinator of Instruction and the Director of General Education work closely on integrating information literacy into general education at the University of Idaho. As the revised general education program is implemented at the upper levels, information literacy skills will be extended into additional courses.

In English 102, a freshman composition course, library faculty meet with each section during a week when students are conducting research for their major research paper. During this week, students learn about library resources as well as skills for finding and evaluating information of any kind. Assessment has shown students learn research skills as well as developing a constructive connection to library faculty.

At upper levels, library instruction is provided by library faculty college liaisons. Through outreach to teaching faculty in their college, library faculty participate in teaching or providing assistance to students in courses that require research in the literature in the field. This participation is by request, but the number of students in upper-level courses participating has been growing in recent years as library faculty have been increasing emphasis on information literacy instruction.

Finally, library faculty are well-integrated into the university faculty through participation in many committees, faculty governance and events. Teaching faculty work with librarians in other roles, which leads to collaboration and education regarding the need for students to improve information literacy skills.

**2.C.7 CREDIT FOR PRIOR EXPERIENTIAL LEARNING, IF GRANTED, IS: A) GUIDED BY APPROVED POLICIES AND PROCEDURES; B) AWARDED ONLY AT THE UNDERGRADUATE LEVEL TO ENROLLED STUDENTS; C) LIMITED TO A MAXIMUM OF 25% OF THE CREDITS NEEDED FOR A DEGREE; D) AWARDED ONLY FOR DOCUMENTED STUDENT ACHIEVEMENT EQUIVALENT TO EXPECTED LEARNING ACHIEVEMENT FOR COURSES WITHIN THE INSTITUTION'S REGULAR CURRICULAR OFFERINGS; AND E) GRANTED ONLY UPON THE RECOMMENDATION OF APPROPRIATELY QUALIFIED TEACHING FACULTY. CREDIT GRANTED FOR PRIOR EXPERIENTIAL LEARNING IS SO IDENTIFIED ON STUDENTS' TRANSCRIPTS AND MAY NOT DUPLICATE OTHER CREDIT AWARDED TO THE STUDENT IN FULFILLMENT OF DEGREE REQUIREMENTS. THE INSTITUTION MAKES NO ASSURANCES REGARDING THE NUMBER OF CREDITS TO BE AWARDED PRIOR TO THE COMPLETION OF THE INSTITUTION'S REVIEW PROCESS.**

The University evaluates petitions for [credit for prior learning](#) through procedures established by the Office of the Registrar, and in the University of Idaho *General Catalog*. Students must compile a comprehensive and thorough portfolio of the experiences for which they wish to receive credit. This material is reviewed by the appropriate teaching faculty and approved by the department and the University Registrar before credit is approved. The [Council for Adult and Experiential Learning Standards](#) are used for reviewing the portfolios for determining approval for credit. If approved, the credit is recorded on the transcript with a notation of "Experiential Learning" and with a grade of "pass." Policies regarding review of credit for prior learning are recorded in the catalog as follows:

**I-2-b. Experiential Learning Credit.** With the approval of an ad hoc committee consisting of representatives from the colleges and departments involved (convened by the University Registrar) and payment of the applicable fees (see [Special Fees](#) for extramural credits), an undergraduate may be awarded lower-division and/or upper-division (100-499 series) credit in recognition of university-level knowledge or competence gained in work and life situations outside of UI's jurisdiction, mass media, and independent reading and study. Examples of work and life situations outside UI's jurisdiction include knowledge or competence gained in business, industry, government, or community agencies; or through travel or private study; or while studying at a proprietary or non-accredited institution. Petitions for such credit must be approved by the student's departmental administrator and academic dean, and must be supported by such evidence as is needed to provide a sound basis for evaluating the student's achievements. Credits granted under this regulation are recorded as experiential learning and a grade of P is assigned. The department through which the degree is to be granted will determine the applicability of credits earned through experiential learning toward the satisfaction of specific degree requirements. Petition forms for experiential learning credit are available on the [Office of the Registrar's website](#).

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

This policy is currently under review by a statewide committee of the University of Idaho Board of Regents/State Board of Education, and may be revised in light of a recent reduction in the minimum number of credits needed to graduate from 128 to 120.

**2.C.8 THE FINAL JUDGMENT IN ACCEPTING TRANSFER CREDIT IS THE RESPONSIBILITY OF THE RECEIVING INSTITUTION. TRANSFER CREDIT IS ACCEPTED ACCORDING TO PROCEDURES WHICH PROVIDE ADEQUATE SAFEGUARDS TO ENSURE HIGH ACADEMIC QUALITY, RELEVANCE TO THE STUDENTS' PROGRAMS, AND INTEGRITY OF THE RECEIVING INSTITUTION'S DEGREES. IN ACCEPTING TRANSFER CREDIT, THE RECEIVING INSTITUTION ENSURES THAT THE CREDIT ACCEPTED IS APPROPRIATE FOR ITS PROGRAMS AND COMPARABLE IN NATURE, CONTENT, ACADEMIC QUALITY, AND LEVEL TO CREDIT IT OFFERS. WHERE PATTERNS OF STUDENT ENROLLMENT BETWEEN INSTITUTIONS ARE IDENTIFIED, THE INSTITUTION DEVELOPS ARTICULATION AGREEMENTS BETWEEN THE INSTITUTIONS.**

[Course articulations](#) from regionally accredited domestic institutions are based on the review of the course description and syllabus from the period when the student completed the course at the transfer institution. While the final decision on the articulation of transfer courses is that of the faculty, the Office of the Registrar articulates most lower-division general education courses with consultation from faculty when needed. Upper-division and discipline-specific transfer courses are referred to the faculty of the appropriate department at the University for review and articulation.

Coursework from non-regionally accredited institutions is not accepted by the University. Students who do have coursework from non-regionally accredited institutions may petition through the Office of the Registrar and the University Curriculum Committee to receive credit for this coursework. The Office of the Registrar gathers the appropriate course descriptions, syllabi, and other institution information and coordinates its evaluation with the corresponding University departments. The Office of the Registrar then submits the department's recommendations and supporting materials to the University Curriculum Committee for review and approval.

Coursework from an international institution must be reviewed by an academic credential evaluation service before the courses are evaluated for transfer. Based on the recommendation of the academic credential evaluation service, the Office of the Registrar will articulate the courses in accordance with University transfer policies and procedures.

### *Undergraduate Programs*

**2.C.9 THE GENERAL EDUCATION COMPONENT OF UNDERGRADUATE PROGRAMS (IF OFFERED) DEMONSTRATES AN INTEGRATED COURSE OF STUDY THAT HELPS STUDENTS DEVELOP THE BREADTH AND DEPTH OF INTELLECT TO BECOME MORE EFFECTIVE LEARNERS AND TO PREPARE THEM FOR A PRODUCTIVE LIFE OF WORK, CITIZENSHIP, AND PERSONAL FULFILLMENT. BACCALAUREATE DEGREE PROGRAMS AND TRANSFER ASSOCIATE DEGREE PROGRAMS INCLUDE A RECOGNIZABLE CORE OF GENERAL EDUCATION THAT REPRESENTS AN INTEGRATION OF BASIC KNOWLEDGE AND METHODOLOGY OF THE HUMANITIES AND FINE ARTS, MATHEMATICAL AND NATURAL SCIENCES, AND SOCIAL SCIENCES. APPLIED UNDERGRADUATE DEGREE AND CERTIFICATE PROGRAMS OF THIRTY (30) SEMESTER CREDITS OR FORTY-FIVE (45) QUARTER CREDITS IN LENGTH CONTAIN A RECOGNIZABLE CORE OF RELATED INSTRUCTION OR GENERAL EDUCATION WITH IDENTIFIED OUTCOMES IN THE AREAS OF COMMUNICATION, COMPUTATION, AND HUMAN RELATIONS THAT ALIGN WITH AND SUPPORT PROGRAM GOALS OR INTENDED OUTCOMES.**

General Education curriculum requirements were most recently approved and effective with the 2011-2012 University of Idaho *General Catalog*. Requirement include ISEM 101 Integrated Seminar, ISEM 301 Great Issues, American Diversity, and Senior Experience. The full implementation and offering of the ISEM 301 Great Issues seminar and Senior Experience will be by 2014-2015 and 2015-2016 respectively. See section [J – General Requirements for Baccalaureate Degrees](#) of the *General Catalog* or the [Undergraduate General Education website](#) for a description of the entire curriculum. The curriculum

was approved through university faculty governance and is sponsored by all eight baccalaureate-granting colleges.

The General Education curriculum emphasizes a multi-year, broad, liberal education and is based on the five [University learning outcomes](#). It is a curriculum conceptually and pedagogically integrated, beginning with the ISEM 101 Integrated Seminars, which bridges into the five skills and perspectives of the curricular components of Communication, Science, Math, Humanities and Social Science, and American Diversity and International courses typically taken between the first and third years. The integration is then reiterated with the ISEM 301 Great Issues seminars and culminates with the Senior Experience. The Integrated Studies component of ISEM 101, ISEM 301 and Senior Experience are intentionally designed to meet educational points of General Education integration. The General Education curriculum provides a foundation for, and complements major fields of study, and is an integral part of the educational experience.

A curriculum that is truly integrated must be reflected in the educational experiences and cognitions of the students. This is accomplished in the University of Idaho General Education curriculum through intentional and explicit language used with students and by providing examples across courses to support their students' ability to understand and articulate this integrated approach. General Education faculty identify on their syllabi that their course is a) part of the General Education curriculum and b) includes the UI Learning Outcomes associated with the course. Faculty also discuss with their students how these particular courses and their learning outcomes are positioned within an integrated General Education, as well as a major/minor field of study. The [General Education webpage](#), linked with the Office of the Registrar and Academic Advising Center's webpages, further disseminates General Education philosophy and requirements, with support resources for students and faculty.

With the implementation of new course requirements, embedded in an already established curriculum, regular assessment of the curriculum is critical to provide an evaluative basis to improve the General Education learning experience for students. A rigorous General Education Assessment Strategy has been developed, in coordination with the faculty and the Office of Institutional Research and Assessment. A pilot assessment of the ISEM 101 Integrative seminars (using two assessment artifacts, a start-of-the-semester and end-of-the-semester essay; student and faculty focus groups; and syllabi review) was implemented in the 2013-2014 academic year. Volunteer faculty teams normed and scored the artifacts, using the UI Learning Outcomes framed within the Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics developed by the Association of American Colleges and Universities. Faculty teams also gathered information through faculty and student focus groups. In addition, a random sample of course syllabi were drawn from the fall and spring semesters' General Education offerings for review. Results from the assessments conducted in the 2013-2014 academic year provide evidence that first-year student skills increased over the

course of the semester in which they participated in the ISEM 101 course. Data for the fall 2014 is being analyzed and will be available at the time of the team visit. A detailed summary of the process and results is available on the General Education website as [Information for Faculty & Advisors: Assessment](#).

**2.C.10 THE INSTITUTION DEMONSTRATES THAT THE GENERAL EDUCATION COMPONENTS OF ITS BACCALAUREATE DEGREE PROGRAMS (IF OFFERED) AND TRANSFER ASSOCIATE DEGREE PROGRAMS (IF OFFERED) HAVE IDENTIFIABLE AND ASSESSABLE LEARNING OUTCOMES THAT ARE STATED IN RELATION TO THE INSTITUTION'S MISSION AND LEARNING OUTCOMES FOR THOSE PROGRAMS.**

The University of Idaho General Education program is based on the University of Idaho Learning Outcomes. [University/General Education Learning Outcomes](#) reflect the unique [mission and role](#) of the University of Idaho, and were inspired by the Essential Learning Outcomes of [LEAP](#) (Liberal Education and America's Promise). These Learning Outcomes are embedded in the varied courses of the entire curriculum and faculty discuss them with their students.

General Education assessment is conducted using faculty developed [Learning Matters – Measurement Rubrics](#). The rubric provides learning competency measurements for each University/General Education Learning Outcome. The Learning Matters rubrics were adopted with modifications from the Association of American Colleges and Universities (AAC&U) VALUE Rubrics (Valid Assessment of Learning Undergraduate Education) by a team of faculty (October 20, 2012), with subsequent faculty modifications. The rubrics are applied to score each assessment artifact in the ISEM 101, ISEM 301 and Senior Experience and provides the framework for developing questions for the student and faculty focus groups and evaluating General Education course syllabi.

**2.C.11 THE RELATED INSTRUCTION COMPONENTS OF APPLIED DEGREE AND CERTIFICATE PROGRAMS (IF OFFERED) HAVE IDENTIFIABLE AND ASSESSABLE LEARNING OUTCOMES THAT ALIGN WITH AND SUPPORT PROGRAM GOALS OR INTENDED OUTCOMES. RELATED INSTRUCTION COMPONENTS MAY BE EMBEDDED WITHIN PROGRAM CURRICULA OR TAUGHT IN BLOCKS OF SPECIALIZED INSTRUCTION, BUT EACH APPROACH MUST HAVE CLEARLY IDENTIFIED CONTENT AND BE TAUGHT OR MONITORED BY TEACHING FACULTY WHO ARE APPROPRIATELY QUALIFIED IN THOSE AREAS.**

The University offers 35 certificate programs. Each certificate program has identified learning outcomes that form the basis for the assessment of student learning to continuously improve the program. Individual courses may also contribute to degree programs; in these cases, learning outcomes and assessment processes are in place for the degree program and in place for the elements of the degree that constitute the certificate program. Whether courses are in place for a degree program, or offered

specifically for a certificate program, teaching faculty are well qualified in the subject of study.

The University of Idaho does not offer applied degree programs.

### *Graduate Programs*

**2.C.12 GRADUATE PROGRAMS ARE CONSISTENT WITH THE INSTITUTION’S MISSION; ARE IN KEEPING WITH THE EXPECTATIONS OF THEIR RESPECTIVE DISCIPLINES AND PROFESSIONS; AND ARE DESCRIBED THROUGH NOMENCLATURE THAT IS APPROPRIATE TO THE LEVELS OF GRADUATE AND PROFESSIONAL DEGREES OFFERED. THEY DIFFER FROM UNDERGRADUATE PROGRAMS BY REQUIRING GREATER DEPTH OF STUDY AND INCREASED DEMANDS ON STUDENT INTELLECTUAL OR CREATIVE CAPACITIES; KNOWLEDGE OF THE LITERATURE OF THE FIELD; AND ONGOING STUDENT ENGAGEMENT IN RESEARCH, SCHOLARSHIP, CREATIVE EXPRESSION, AND/OR APPROPRIATE HIGH-LEVEL PROFESSIONAL PRACTICE.**

University of Idaho graduate programs are an integral part of the land-grant mission of the university and are recognized through the University’s role and mission established by the University of Idaho Board of Regents/State Board of Education. The institution recognizes the importance of graduate education through distinct degrees separate from undergraduate degrees. The institution offers 15 master’s degrees (66 majors), three specialist degrees, and four doctoral degrees (31 majors).

Graduate degrees, whether research or professional, are designed to prepare the students with extraordinary depth and breadth in the field of study. Research degrees engage students in cutting edge basic research while professional degrees engage students in practical and applied research. Graduate degrees in the creative arts require juried performances or exhibitions. Scholarship demonstrated through publications is expected of students completing theses and dissertations and a period of professional practice or engagement in the field of study is expected of students earning professional degrees.

The institution recognized the distinctiveness of graduate education when it created the [College of Graduate Studies](#), which supports and ensures high quality graduate education across all colleges. The College of Graduate Studies awards graduate faculty status to faculty who demonstrate the ability to deliver graduate-level courses and manage research or other creative activities. The College of Graduate Studies maintains a Graduate Council (*Faculty-Staff Handbook*, [FSH 1700, Article VI](#)), which serves as the policy-making, assessment, and review body. The University of Idaho Graduate Council also serves as the approval body for new graduate programs and provides guidance to the College of Graduate Studies.

**2.C.13 GRADUATE ADMISSION AND RETENTION POLICIES ENSURE THAT STUDENT QUALIFICATIONS AND EXPECTATIONS ARE COMPATIBLE WITH THE INSTITUTION’S MISSION AND THE PROGRAM’S REQUIREMENTS. TRANSFER OF CREDIT IS EVALUATED ACCORDING TO CLEARLY DEFINED POLICIES BY FACULTY WITH A MAJOR**

**COMMITMENT TO GRADUATE EDUCATION OR BY A REPRESENTATIVE BODY OF FACULTY RESPONSIBLE FOR THE DEGREE PROGRAM AT THE RECEIVING INSTITUTION.**

The College of Graduate Studies houses a unit dedicated to graduate admissions. The University of Idaho Graduate Council determines University-wide requirements for admission to graduate programs. The minimum undergraduate GPA for admission to a graduate program is 3.0. Faculty responsible for degree programs determine specific requirements unique to each program. The [Graduate Admissions Office](#) applies all criteria to each applicant and forwards those meeting both program and university minimums to the program for review. Trained admissions personnel evaluate transfer credit and the graduate admissions office has a dedicated international transcript specialist who calculates international student GPAs and equivalency. Transfer credit is only accepted from regionally accredited institutions with a similar graduate program. Program or departmental faculty review graduate student applications and send their acceptance or denial decisions to Graduate Admissions, which then communicates the decision to the applicant.

**2.C.14 GRADUATE CREDIT MAY BE GRANTED FOR INTERNSHIPS, FIELD EXPERIENCES, AND CLINICAL PRACTICES THAT ARE AN INTEGRAL PART OF THE GRADUATE DEGREE PROGRAM. CREDIT TOWARD GRADUATE DEGREES MAY NOT BE GRANTED FOR EXPERIENTIAL LEARNING THAT OCCURRED PRIOR TO MATRICULATION INTO THE GRADUATE DEGREE PROGRAM. UNLESS THE INSTITUTION STRUCTURES THE GRADUATE LEARNING EXPERIENCE, MONITORS THAT LEARNING, AND ASSESSES LEARNING ACHIEVEMENTS, GRADUATE CREDIT IS NOT GRANTED FOR LEARNING EXPERIENCES EXTERNAL TO THE STUDENTS' FORMAL GRADUATE PROGRAMS.**

Graduate credit is awarded and encouraged for co-curricular engagement and field experiences directly related to the graduate program of study and to established learning outcomes. Professional programs depend on internships and clinical practicums and award appropriate credit based on number of hours and accreditation policies. Graduate internships, practicums, and clinical experiences are designed to advance student learning, provide appropriate exposure to the field, gain pre-determined hours for licensure, and, often, sit for a licensure examination. Graduate policy allows 12 credits of non-matriculated coursework from accredited graduate degree granting institutions to be applied to a graduate program. Credit is not given or provided for "life experience." The University has [common course numbers](#) for internship, practicum, and non-thesis research.

**2.C.15 GRADUATE PROGRAMS INTENDED TO PREPARE STUDENTS FOR RESEARCH, PROFESSIONAL PRACTICE, SCHOLARSHIP, OR ARTISTIC CREATION ARE CHARACTERIZED BY A HIGH LEVEL OF EXPERTISE, ORIGINALITY, AND CRITICAL ANALYSIS. PROGRAMS INTENDED TO PREPARE STUDENTS FOR ARTISTIC CREATION ARE DIRECTED TOWARD DEVELOPING PERSONAL EXPRESSIONS OF ORIGINAL CONCEPTS, INTERPRETATIONS, IMAGINATION, THOUGHTS, OR FEELINGS. GRADUATE PROGRAMS INTENDED TO PREPARE STUDENTS FOR RESEARCH OR SCHOLARSHIP ARE DIRECTED TOWARD ADVANCING THE FRONTIERS OF KNOWLEDGE BY CONSTRUCTING AND/OR REVISING THEORIES AND CREATING OR APPLYING KNOWLEDGE. GRADUATE PROGRAMS INTENDED TO PREPARE STUDENTS FOR PROFESSIONAL PRACTICE ARE DIRECTED TOWARD**

**DEVELOPING HIGH LEVELS OF KNOWLEDGE AND PERFORMANCE SKILLS DIRECTLY RELATED TO EFFECTIVE PRACTICE WITHIN THE PROFESSION.**

Goal Two of the current University strategic plan supports efforts promoting excellence in scholarship, research, professional programs and creative activity. Idaho has a blend of programs that prepare students for research, professional practice and artistic creation. The programs are distinct in the degrees offered. The Ph.D., M.A. and M.S. degrees are offered as primarily research-focused degrees. The M.F.A and M.Mus. degrees are offered in the creative arts. Professional degrees are awarded through the M.A.T., M.Acct., M. Arch., M.B.A., M.Ed., M.Engr., M.L.A., M.Mus., M.N.R., M.P.A., M.S.A.T., P.S.M., Ed. Spec., D.A.T., and Ed.D. degrees. Both thesis and non-thesis options are available in some M.A. and M.S. degrees. Departments review faculty for appropriate qualifications to direct graduate students and programs. Once approved at the department level, the graduate faculty candidate is forwarded for consideration as graduate faculty to the College of Graduate Studies, which, upon further review, determines graduate faculty status.

*Continuing Education and Non-Credit Programs*

**2.C.16 CREDIT AND NON-CREDIT CONTINUING EDUCATION PROGRAMS AND OTHER SPECIAL PROGRAMS ARE COMPATIBLE WITH THE INSTITUTION’S MISSION AND GOALS.**

Continuing education units (CEUs) are offered as supplemental to academic classes as well as independently for professional offerings to enhance learning experience of current students as well as industry professionals.

**2.C.17 THE INSTITUTION MAINTAINS DIRECT AND SOLE RESPONSIBILITY FOR THE ACADEMIC QUALITY OF ALL ASPECTS OF ITS CONTINUING EDUCATION AND SPECIAL LEARNING PROGRAMS AND COURSES. CONTINUING EDUCATION AND/OR SPECIAL LEARNING ACTIVITIES, PROGRAMS, OR COURSES OFFERED FOR ACADEMIC CREDIT ARE APPROVED BY THE APPROPRIATE INSTITUTIONAL BODY, MONITORED THROUGH ESTABLISHED PROCEDURES WITH CLEARLY DEFINED ROLES AND RESPONSIBILITIES, AND ASSESSED WITH REGARD TO STUDENT ACHIEVEMENT. FACULTY REPRESENTING THE DISCIPLINES AND FIELDS OF WORK ARE APPROPRIATELY INVOLVED IN THE PLANNING AND EVALUATION OF THE INSTITUTION’S CONTINUING EDUCATION AND SPECIAL LEARNING ACTIVITIES.**

The corresponding academic college reviews and approves course content for each continuing education unit (CEU) offering. Upon approval of content, the college dean or his/her designee signs a [CEU Course Request form](#). This request form is then routed to the Office of the Registrar for creation of a course record for registration.

**2.C.18 THE GRANTING OF CREDIT OR CONTINUING EDUCATION UNITS (CEUs) FOR CONTINUING EDUCATION COURSES AND SPECIAL LEARNING ACTIVITIES IS: A) GUIDED BY GENERALLY ACCEPTED NORMS; B) BASED ON INSTITUTIONAL MISSION AND POLICY; C) CONSISTENT ACROSS THE INSTITUTION, WHEREVER OFFERED AND**

**HOWEVER DELIVERED; D) APPROPRIATE TO THE OBJECTIVES OF THE COURSE; AND E) DETERMINED BY STUDENT ACHIEVEMENT OF IDENTIFIED LEARNING OUTCOMES.**

The University of Idaho grants CEUs in accordance with the guidelines set forth by the national Task Force on the Continuing Education Unit, which defines that each continuing education unit is expected to require 10 contact hours of participation. Reasonable allowances may be made for activities such as required reports, lab assignments, field trips, and supervised study. Students may not receive academic credit and continuing education units for the same learning activity (see the University of Idaho *General Catalog* [General Requirements and Academic Procedures, regulation D-5](#) for the definition of a Continuing Education Unit.)

Continuing education units include all instructional and organizational learning experiences in organized formats that impart non-credit education to post-secondary learners. These properties of continuing education units are applied equally under the system regardless of the teaching-learning format, program duration, source of sponsorship, subject matter, level, audience, or purpose. Course material and content is approved by the college dean or designee and the units offered are determined by the contact hours of participation with 10 contact hours equal to 1 CEU.

Students who fulfill the requirements of a continuing education unit offering are graded as *Satisfactory (S)* by the instructor of record and granted the proper units determined by the contact hours of participation for the course. The course instructor and/or sponsoring agency determines the requirements required to earn continuing education units, which is approved by the college dean or designee.

**2.C.19 THE INSTITUTION MAINTAINS RECORDS WHICH DESCRIBE THE NUMBER OF COURSES AND NATURE OF LEARNING PROVIDED THROUGH NON-CREDIT INSTRUCTION.**

The Office of the Registrar creates a course section record for each continuing education unit (CEU) offering each semester, as approved by the corresponding academic college, in the database. CEU courses have a distinct course number of 001 to designate as non-academic credit. Each participant submits a registration form to initiate his/her individual record. Registration forms are scanned and retained in the University's Oracle imaging system; prior to 2010 registration forms were maintained as hard copy and retained for two years. All registrations are entered into the student database creating a permanent registration record. A transcript is generated for each CEU participant who completes a course, and is maintained as a permanent educational record.

## Standard 2.D – Student Support Resources

### **2.D.1 CONSISTENT WITH THE NATURE OF ITS EDUCATIONAL PROGRAMS AND METHODS OF DELIVERY, THE INSTITUTION CREATES EFFECTIVE LEARNING ENVIRONMENTS WITH APPROPRIATE PROGRAMS AND SERVICES TO SUPPORT STUDENT LEARNING NEEDS.**

Faculty and staff have created effective learning environments consistent with our land-grant mission and our Core Themes. The majority of our educational programs are delivered from our residential campus in Moscow, but some are delivered at educational centers in Boise, Coeur d'Alene, Idaho Falls, Extension Centers, and through distance education courses. Engaged learning takes place in well-maintained classrooms, laboratories, studios, and many out-of-classroom settings. Effective learning environments include service-learning sites, internships, living groups and volunteer service projects. Students also engage in deep learning through internships, study abroad experiences, and national student exchange programs. Army, Navy, and Air Force Reserve Officers' Training Corps (ROTC) programs also create learning environments as they develop leadership and management skills. Our students are able to study and learn at locations throughout the world.

University-level Learning Outcomes guide faculty and staff as they design courses and other learning activities and then assess them. The five expected and desired outcomes are: 1) learn and integrate, 2) think and create, 3) communicate, 4) clarify purpose and perspective, and 5) practice citizenship.

Services to support learning needs are provided back to faculty and staff in the form of academic advising, student counseling service, academic assistance programs, student disability support services, financial aid, academic theme residence halls, and orientation programs. Other programs that promote and support learning include a high-quality [Honors Program](#) and targeted support programs for first-generation students.

### **2.D.2 THE INSTITUTION MAKES ADEQUATE PROVISION FOR THE SAFETY AND SECURITY OF ITS STUDENTS AND THEIR PROPERTY AT ALL LOCATIONS WHERE IT OFFERS PROGRAMS AND SERVICES. CRIME STATISTICS, CAMPUS SECURITY POLICIES, AND OTHER DISCLOSURES REQUIRED UNDER FEDERAL AND STATE REGULATIONS ARE MADE AVAILABLE IN ACCORDANCE WITH THOSE REGULATIONS.**

The University of Idaho has established a significant number of safety and security initiatives over the last four years. Many of those are described in the following list:

- A Campus Safety Week started in 2012 and runs annually early in the fall semester. This program includes presentations about relationships, interpersonal violence, suicide prevention, alcohol screening and includes the Katie Benoit Safety Forum.

- The “I Got Your Back” bystander intervention program was introduced in August 2012. The program is an ongoing campaign to promote the idea of Vandals taking care of Vandals. A [video](#) was locally produced and is used at campus safety programs.
- The [Green Dot program](#) was adopted in the 2012 and is being more broadly introduced to the University community. This bystander intervention program challenges faculty, staff and students to take action when they see someone in distress.
- [Mental Health First Aid](#) certification program is being offered to faculty and staff to help them identify persons who are in distress and make appropriate referrals.
- Student Services secured a three-year, \$300,000 grant to promote suicide prevention strategies. The primary focus of this work is teaching [Question, Persuade and Refer](#) (QPR) intervention techniques throughout our community.
- In the spring of 2013, a campus alcohol task force evaluated risk factors associated with the abuse of alcohol and other drugs. The task force submitted its report to then-President Duane Nellis and the University of Idaho Board of Regents/State Board of Education. Many recommendations from that report have been implemented, including the hiring of an alcohol education/prevention specialist.
- The [Student Code of Conduct](#) was revised during the academic year 2013-14 and jurisdiction of the Code was extended to off-campus behavior.
- [Title IX](#) protocols have been significantly redesigned. A team of Student Affairs staff have received substantial training in Title IX investigations and improved support responses to victims.
- A [Threat Assessment and Management Team](#) has been formed, trained and used when needed.
- A Greek Life Task Force was formed spring 2013 to define the relationship between the University and its fraternity/sorority system. The task force created a mechanism that allows the University to take disciplinary action against groups if substantial hazards occur.
- All new students are required to complete an online safety program called “[Think About It.](#)” This program addresses alcohol abuse, sexual assault prevention and bystander intervention strategies.
- An orientation program called “Red Cups, Red Flags and Real Vandals” is presented to each new student prior to the first day of classes in fall semester.
- Presentations are made to English Writing instructors, teaching assistants, and new faculty to teach intervention and referral strategies for students who are in distress.
- The University of Idaho Greek system holds a hazing prevention week each September.
- [Safe Zone](#) training is presented to the University community each semester.

- The [Stop the Hate](#) program was adopted and presented to reduce hate crimes and bias incidents on campus. A team of faculty and staff have been trained to give presentations throughout the University community.

The University of Idaho's [public safety and security programs](#) are designed to protect students, employees, and the assets of the University. The entire University community shares responsibility for security on all its campuses; the goal is a safe and secure working and learning environment.

**Asset and Information Security:** The University of Idaho maintains clear policies for building access control. Information Technology Services and computer services in colleges and divisions focus on adequate protection of university data and computing capacity through access controls, computer use policies, and sensitive personal information controls.

**Campus Security Officers:** The University of Idaho has been contracting with Allied-Barton Security Services since October 2010 for non-sworn, unarmed security officers who enforce University policy and promote security and safety on campus. Security officers perform 24-hour foot patrols, circulating throughout the entire campus, observing and reporting hazardous conditions or security violations, responding to safety alarms, providing safe walk services, reducing vandalism by their presence, and providing a 24-hour information and assistance.

**Law Enforcement:** The Moscow Police Department provides sworn officers detailed and dedicated to the University of Idaho. Services include law enforcement, community policing, staffing the campus police office during specified hours, responding to criminal activity reports or incidents, conducting investigations, and tactical response.

**Clery Act:** In compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, UI has developed, implemented and annually discloses campus security policies. The University of Idaho also alerts the campus community through timely warnings of serious or continuing threats to safety, maintains a daily crime log, and reports crime statistics to the U.S. Department of Education annually. Timely warning is accomplished through use of multi-modal notification systems; the University is capable of delivering campus-wide notifications through phone calls, emails, text messages, smart classroom technology, and media releases.

**Emergency Preparedness & Response:** UI maintains a comprehensive, National Incident Management-compliant, Emergency Management Plan that is posted online along with training videos, personal preparedness information and resources, and Risk and Emergency Management contact information. As part of the effort to develop improved institutionalized capacity to respond to and manage emergency situations, UI applied for and received an Emergency Management for Higher Education (EMHE) Grant in July

2010 to improve safety for nearly 14,000 students, faculty, and staff at the University of Idaho.

**2.D.3 CONSISTENT WITH ITS MISSION, CORE THEMES, AND CHARACTERISTICS, THE INSTITUTION RECRUITS AND ADMITS STUDENTS WITH THE POTENTIAL TO BENEFIT FROM ITS EDUCATIONAL OFFERINGS. IT ORIENTS STUDENTS TO ENSURE THEY UNDERSTAND THE REQUIREMENTS RELATED TO THEIR PROGRAMS OF STUDY AND RECEIVE TIMELY, USEFUL, AND ACCURATE INFORMATION AND ADVISING ABOUT RELEVANT ACADEMIC REQUIREMENTS, INCLUDING GRADUATION AND TRANSFER POLICIES.**

Enrollment Management, a unit within the Student Affairs division, provides a comprehensive full service [Undergraduate Admissions](#) Office, including a team of undergraduate recruiters and application processing staff with appropriate leadership and support. In June 2014, an on-site transfer student admission coordinator was hired in Admissions, as well as a transfer enrollment specialist in the Office of the Registrar. Graduate admissions is supported through the College of Graduate Studies.

Admissions standards have been defined at both undergraduate and graduate levels. Standard were selected to indicate a student's ability to succeed, and include necessary levels of academic preparation and experience. These are communicated through web-based resources, incorporated into recruitment materials and relayed verbally as part of advising and campus-visit activities.

Working with Academic Affairs and the Enrollment Management team, The Director of Academic Advising helps coordinate advising services for new and continuing undergraduates. Most incoming undergraduates participate in [Vandal Friday](#) programs, which include extensive academic information about requirements and policies as well as initial advising and registration. Graduate students and those undergraduates not participating in Vandal Friday have direct contact with advisors for initial enrollment and for learning about academic requirements and policies.

Strategic enrollment planning activities remain a primary focus for the University of Idaho. Recently, the University has placed even greater emphasis on using historical data trends to provide University leadership information at a greater depth to establish specific goals and strategies for the future. Outside consultancies also help evaluate historical enrollment data and identify areas of opportunities to help both enroll and retain students. Financial aid policies continue to be evaluated and will be a crucial element in our recruitment and retention work.

A comprehensive and full service Admissions Office reporting to a Director of Admissions exists to provide more consistent and timely information and service. The coordination in planning and implementing Vandal Friday programs has been improved among Academic Affairs, Student Affairs, and Enrollment Management.

Recruiting Coordination Workgroups comprised of recruiters based in Admissions and recruitment staff organizationally based in colleges and other enrollment units, coordinate activities and cross-training in an effort to improve accuracy of information. Efforts have been made to provide recruitment staff in colleges with specific templates for communication with students at different stages of the enrollment process from “inquiry” to “enrolled.”

Increased efforts to support and expand both international and multi-cultural recruitment continue with additional staffing, improved coordination, and expanded information in both print and electronic /web media (including increased bilingual material). The Enrollment Management team helps support the International Programs Office in recruitment, training, and technological support for communications and student tracking.

**2.D.4 IN THE EVENT OF PROGRAM ELIMINATION OR SIGNIFICANT CHANGE IN REQUIREMENTS, THE INSTITUTION MAKES APPROPRIATE ARRANGEMENTS TO ENSURE THAT STUDENTS ENROLLED IN THE PROGRAM HAVE AN OPPORTUNITY TO COMPLETE THEIR PROGRAM IN A TIMELY MANNER WITH A MINIMUM OF DISRUPTION.**

The University of Idaho follows the University of Idaho Board of Regents/State Board of Education policy in proposing the discontinuance of an academic program. Unit and college faculty review the proposal before the University Curriculum Committee and the University Faculty Senate approve it. The Provost and Executive Vice President then evaluates the proposal before submitting it to the Board of Regents/State Board of Education for final adoption. As part of this process, units and colleges supply information regarding the number of students the discontinuation will potentially impact and proposed plans for assisting any students who may not be able to complete their current degree program.

The University of Idaho *General Catalog*, General Requirements and Academic Procedures, [“Rights Reserved to the University”](#), notifies students that changes in programs may be made and states “[i]n particular, when an instructional program is to be withdrawn, the University will make every reasonable effort to ensure that students who are within two years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program that is to be withdrawn.” To support these procedures and to assure that students and advisors are aware of changes, the Office of the Registrar tracks all approved program closures and notifies students who are enrolled in these programs. Students are sent an email each semester notifying them of the last date they may complete this program and encouraging the students to meet with their advisor(s) to discuss academic plans.

**2.D.5 THE INSTITUTION PUBLISHES IN A CATALOG, OR PROVIDES IN A MANNER REASONABLY AVAILABLE TO STUDENTS AND OTHER STAKEHOLDERS, CURRENT AND ACCURATE INFORMATION THAT INCLUDES:**

- a. INSTITUTIONAL MISSION AND CORE THEMES;**

- b. ENTRANCE REQUIREMENTS AND PROCEDURES;
- c. GRADING POLICY;
- d. INFORMATION ON ACADEMIC PROGRAMS AND COURSES, INCLUDING DEGREE AND PROGRAM COMPLETION REQUIREMENTS, EXPECTED LEARNING OUTCOMES, REQUIRED COURSE SEQUENCES, AND PROJECTED TIMELINES TO COMPLETION BASED ON NORMAL STUDENT PROGRESS AND THE FREQUENCY OF COURSE OFFERINGS;
- e. NAMES, TITLES, DEGREES HELD, AND CONFERRING INSTITUTIONS FOR ADMINISTRATORS AND FULL-TIME FACULTY;
- f. RULES, REGULATIONS FOR CONDUCT, RIGHTS, AND RESPONSIBILITIES;
- g. TUITION, FEES, AND OTHER PROGRAM COSTS;
- h. REFUND POLICIES AND PROCEDURES FOR STUDENTS WHO WITHDRAW FROM ENROLLMENT;
- i. OPPORTUNITIES AND REQUIREMENTS FOR FINANCIAL AID; AND
- j. ACADEMIC CALENDAR.

The University of Idaho [General Catalog](#) includes (in the order they appear in the *General Catalog*):

- The University's academic calendar (j)
- Mission statement and core themes (a)
- Information on admission requirements (b)
- Tuition and fees (g)
- Student fee refund policies (h)
- Financial aid (i)
- Student rights, conduct, and records (f)
- Academic regulations of the University including grading policies (c)
- Information on each academic unit of the university along with the requirements of the academic programs (degree, major, minor, academic certificate) in the department (d)
- Course descriptions for all of the courses offered by the University (d)
- Listing of the faculty of the University to include the faculty member's current rank, the year they joined the University; and highest degree held, awarding institution, and awarded year(s) (e)

**2.D.6 PUBLICATIONS DESCRIBING EDUCATIONAL PROGRAMS INCLUDE ACCURATE INFORMATION ON:**

- a. **National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;**
- b. **Descriptions of unique requirements for employment and advancement in the occupation or profession.**

The University of Idaho [General Catalog](#) has sections that provide general information about programs at the college and unit levels. Within each of these sections the colleges and the units provide detailed information regarding state licensure requirements for students. The colleges and units also provide information regarding professional examination opportunities and requirements for students pursuing programs with specialized assessments.

Within the sections of the *General Catalog*, each unit provides a description of the programs they offer and include information about opportunities available to students in these programs. The units also provide information regarding professional examinations or additional courses students could complete to improve their career and advancement opportunities.

**2.D.7 THE INSTITUTION ADOPTS AND ADHERES TO POLICIES AND PROCEDURES REGARDING THE SECURE RETENTION OF STUDENT RECORDS, INCLUDING PROVISION FOR RELIABLE AND RETRIEVABLE BACKUP OF THOSE RECORDS, REGARDLESS OF THEIR FORM. THE INSTITUTION PUBLISHES AND FOLLOWS ESTABLISHED POLICIES FOR CONFIDENTIALITY AND RELEASE OF STUDENT RECORDS.**

The University of Idaho retains student records according to the schedule set by the State of Idaho's Department of Administration and AACRAO's (American Association of Collegiate Registrars and Admission Officers) guidelines. Records are maintained safely electronically (secure backed up server), in paper format (locked cabinets and vaults), and in an imaged state (secure backed up server). Records are destroyed securely based on the retention schedule. FERPA (Family Education Rights and Privacy Act of 1974) governs access to student records. Faculty and staff attend training sessions prior to receiving access to student records. Faculty and staff may also reference the *Faculty-Staff Handbook* [FSH 2600](#) or the Office of the Registrar's [website](#). Students are informed of their rights through publication in the *General Catalog* and the Office of the Registrar's website highlights the [student's rights and provides links to additional information](#).

**2.D.8 THE INSTITUTION PROVIDES AN EFFECTIVE AND ACCOUNTABLE PROGRAM OF FINANCIAL AID CONSISTENT WITH ITS MISSION, STUDENT NEEDS, AND INSTITUTIONAL RESOURCES. INFORMATION REGARDING THE CATEGORIES OF FINANCIAL ASSISTANCE (SUCH AS SCHOLARSHIPS, GRANTS, AND LOANS) IS PUBLISHED AND MADE AVAILABLE TO PROSPECTIVE AND ENROLLED STUDENTS.**

Financial aid of approximately \$115 million is disbursed to students each year, of which approximately \$25 million is from institutional resources. Funding allows financial access to students from all economic backgrounds and students receive their funds in a timely manner to allow their payment of educational costs. Scholarships are provided to attract and retain quality students in all academic programs. Information about financial aid programs is published and made available to all students through printed materials, web sites and other electronic means.

The financial aid process for students continues to be simplified. Participation in the federal Quality Assurance Program reduces the number of students required to provide additional application materials. Analysis is taking place to better utilize institutional scholarships to promote enrollment and retention. The scholarship program is continually monitored to assure it assists students while also meeting the financial goals of the institution.

To handle students' increasing need for financial aid services, several processes have been automated, and information from the office of [Financial Aid and Scholarships](#) is available to any interested party. Automating general information and publishing material in response to frequently asked questions, allows additional counseling time with students who have special circumstances. Financial aid counselors are first point of contact at the office's front counter to provide one-stop immediate support for students improving service to students.

**2.D.9 STUDENTS RECEIVING FINANCIAL ASSISTANCE ARE INFORMED OF ANY REPAYMENT OBLIGATIONS. THE INSTITUTION REGULARLY MONITORS ITS STUDENT LOAN PROGRAMS AND THE INSTITUTION'S LOAN DEFAULT RATE.**

The institution provides student loan information to students both prior to enrollment and once they graduate. Students are encouraged to limit the amount they borrow to funds needed for their educational expenses. After graduation, the Financial Aid Office continues providing guidance related to loan repayment options to reduce the chance of graduates defaulting on loans.

Loans are the last option of financing provided to students. The institution monitors the federal student loan default rate with the most recent official three-year cohort default rate at 8.3 percent, which is below the national average. The Financial Aid Office continues to provide students with updated information on all student loan programs, and encourages students needing to borrow, to borrow first from the federal programs prior to considering private student loans.

The University is involved in encouraging improved federal loan programs for students by playing a leadership role nationally in the financial aid profession.

The United State Department of Education conducted a formal program review audit of all federal financial aid programs. This was the first federal program review conducted at the University of Idaho in over 30 years and consisted of a detailed review of an institution's compliance with federal requirements. The review demonstrated a quality financial aid program at the University of Idaho and has been successfully closed without any institutional liability or sanctions.

**2.D.10 THE INSTITUTION DESIGNS, MAINTAINS, AND EVALUATES A SYSTEMATIC AND EFFECTIVE PROGRAM OF ACADEMIC ADVISEMENT TO SUPPORT STUDENT DEVELOPMENT AND SUCCESS. PERSONNEL RESPONSIBLE FOR ADVISING STUDENTS ARE KNOWLEDGEABLE OF THE CURRICULUM, PROGRAM REQUIREMENTS, AND GRADUATION REQUIREMENTS AND ARE ADEQUATELY PREPARED TO SUCCESSFULLY FULFILL THEIR RESPONSIBILITIES. ADVISING REQUIREMENTS AND RESPONSIBILITIES ARE DEFINED, PUBLISHED, AND MADE AVAILABLE TO STUDENTS.**

Students are required to meet with an academic advisor every semester before registration. Faculty and staff advisors utilize print and online resources to ensure consistent and appropriate guidance on degree progression, career preparation, and response to general questions. These resources cover all aspects of the advising interaction and provide clear information on the general core curriculum, student placement practices, course sequencing, and student registration processes. In addition to available resources, academic advisors utilize the knowledge and expertise of colleagues by participating in the University of Idaho [Academic Advising Association](#) (an affiliate of the National Academic Advising Association), the annual advising symposium, and departmental training sessions.

In 2009, the University of Idaho created a Director of Advising Services position to increase institutional attention to advising. This position focuses on faculty and staff professional development, creates tools and resources to ensure university outcomes are fulfilled, and represents the interests of advisors on campus committees.

The University of Idaho continually refines its academic advising program to better support the institutional mission and core themes. In fall 2010, two assessment instruments were used to study the advising culture on campus. The first instrument assessed student satisfaction with advising. Data collected from this self-study are being used to design new initiatives and resources that will support high quality advising across campus. The second survey was administered to faculty and staff advisors to assess resource and training needs. Survey responses helped shape the academic advising website that acts as a storehouse for all advising-related materials.

Major advising initiatives underway include: annual [Advising Symposium](#) (a joint venture with the University of Idaho and Washington State University), a collaborative event offering valuable professional development opportunities for academic advisors and a University of Idaho-specific curriculum to train new advisors; faculty trainings on general advising practices and core curricular requirements; the [Student Options Advising Retreat](#) (SOAR) event for first-year students who go on probation after their first semester; and continued attention to the academic advising website as a valuable resource for advisors and students.

**2.D.11 Co-CURRICULAR ACTIVITIES ARE CONSISTENT WITH THE INSTITUTION'S MISSION, CORE THEMES, PROGRAMS, AND SERVICES AND ARE GOVERNED APPROPRIATELY.**

Co-curricular activities are consistent with the University of Idaho mission, core themes and services that are largely but not exclusively offered in a residential campus setting. To enhance the learning environment, many co-curricular activities are designed to achieve one or more of the University-level learning outcomes.

Major venues for co-curricular learning are: campus living groups, student governance systems, student clubs and organizations, intramural sports, outdoor programs, and

volunteer service through the Office of Civic Engagement. Other important co-curricular venues include the performing arts and student organizations associated with academic programs. With few exceptions, first- year students are required to live on campus to be more closely connected to their learning environment.

Numerous student organizations perform governance functions and provide service to student constituents. Each association is governed by its own by-laws and constitution. The primary student governance organizations include the [Associated Students University of Idaho— ASUI](#) (undergraduate students); the [Graduate and Professional Student Association – GPSA](#) (graduate students); the [Student Bar Association – SBA](#) (law students); the [Residence Hall Association—RHA](#); [Interfraternity — IFC](#) and [Panhellenic – PHC](#) Councils; and [UNITY](#) (multicultural student groups). They select their own officers and conduct their business with advice from advisors. Each organization exercises authority over a span of issues and actively plays a role in campus life. Each also has a voice in aspects of the shared governance for the institution.

Student leaders are invited to be active participants in the student fees setting process, and both the ASUI and GPSA presidents are members of the President’s Roundtable.

**2.D.12 IF THE INSTITUTION OPERATES AUXILIARY SERVICES (SUCH AS STUDENT HOUSING, FOOD SERVICE, AND BOOKSTORE), THEY SUPPORT THE INSTITUTION’S MISSION, CONTRIBUTE TO THE INTELLECTUAL CLIMATE OF THE CAMPUS COMMUNITY, AND ENHANCE THE QUALITY OF THE LEARNING ENVIRONMENT. STUDENTS, FACULTY, STAFF, AND ADMINISTRATORS HAVE OPPORTUNITIES FOR INPUT REGARDING THESE SERVICES.**

[Auxiliary Services](#) at the University of Idaho is comprised of University Housing, Campus Dining Services, the VandalStore (bookstore), Parking and Transportation Services, and the Golf Course. These entities serve a broad cross-section of constituencies. As such, products and services are focused on not only students’ needs, but also on faculty, staff, alumni, parents, prospective students, and community members.

As a self-sustaining unit, Auxiliary Services is focused on student success and retention. Programs include:

- [University Housing](#) – focus on student academic success by implementing the MAP Works program to identify those students who are struggling early on in the academic term. Student success classes, resident life programming, and service learning opportunities also contribute to meeting social needs and aiding transition to college life.
- [Vandal Dining Services](#) – partners with University Housing to support study events such as the Finals Week Late-Night Pancake Feed.
- [VandalStore](#) – affordability of textbooks and academic content is a high priority. As such, we have implemented three alternatives to purchasing new texts: used textbook purchase, textbook rental, and digital textbooks. In the new and used textbook arena, we also offer buy-back opportunities to help reduce net textbook costs.

- [University of Idaho Golf Course](#) – in partnership with the College of Business and Economics, the Golf Course provides facility and expertise to function as a PGA accredited lab facility for the Professional Golf Management degree program.

Campus community members are actively engaged in our departmental planning and fee processes. Some of the opportunities are as follows:

- The VandalStore Advisory Board is comprised of students, faculty, and staff members. This board discusses a variety of topics ranging from affordability of textbook options to merchandise offerings.
- In 2011, a Transportation Advisory Board was charged with developing a Transportation Improvement Plan to better coordinate campus mobility needs with campus priorities and to plan future capital investments. As part of the Board's feedback process, the draft plan was shared with the Associates Students of the University of Idaho, Faculty Senate, and Staff Affairs for comment and feedback. Although not currently an active committee, similar campus-wide representation will be sought in the development of future transportation planning cycles.
- Each year, University Housing and Campus Dining engage residential students in providing feedback through rate hearings prior to recommending next year's rates to campus leadership.
- Parking and Transportation Services has community-wide fee hearings prior to recommending parking permit fee changes to campus leadership.

All of these opportunities provide a mechanism for active campus discussion and feedback regarding services, products, and fees charged by Auxiliary Services.

**2.D.13 INTERCOLLEGIATE ATHLETIC AND OTHER CO-CURRICULAR PROGRAMS (IF OFFERED) AND RELATED FINANCIAL OPERATIONS ARE CONSISTENT WITH THE INSTITUTION'S MISSION AND CONDUCTED WITH APPROPRIATE INSTITUTIONAL OVERSIGHT. ADMISSION REQUIREMENTS AND PROCEDURES, ACADEMIC STANDARDS, DEGREE REQUIREMENTS, AND FINANCIAL AID AWARDS FOR STUDENTS PARTICIPATING IN CO-CURRICULAR PROGRAMS ARE CONSISTENT WITH THOSE FOR OTHER STUDENTS.**

In June of 2008, the [Department of Athletics](#) completed a self-study that focused on nine core areas of athletic department operations. As part of this study, the academic program services offered by the Department of Athletics were reviewed along with the academic and graduation success of student athletes.

Intercollegiate athletics at the University of Idaho operates under the same admission requirements, degree requirements, and financial aid award requirements as all other University of Idaho units. A 2006 presidential task force on athletics eligibility recommended the creation of an athletics liaison position in the Office of the Registrar following an extensive review of processes related to eligibility. As a result, the University of Idaho has appointed an Assistant Registrar for Athletic Compliance who

reports to the University Registrar. The University of Idaho Department of Athletics utilizes a NCAA database and the services of the Assistant Registrar for Athletic Compliance to determine and certify a student athlete's academic eligibility. The Assistant Registrar for Athletic Compliance also provides degree progress projections and forecasting to the UI Department of Athletics.

The Department of Athletics must also comply with the NCAA Academic Progress Rate (APR). The APR is a report that measures eligibility, retention, and graduation of student athletes on athletics scholarships. Each academic year, every student athlete is eligible to earn four points (two each semester): two for being eligible and two for being retained by the institution. For example, if a student-athlete was both eligible and retained for the first semester and only retained and not eligible the second semester, this student athlete would earn three out of the four possible points (75 percent). The NCAA requires every school to achieve a 930 (93 percent) average four-year APR rate for all their programs. Fourteen of sixteen of University of Idaho intercollegiate sport programs meet this requirement, with thirteen currently maintaining a four-year APR average of at least 940. Two programs, football and men's golf, fall below the 930 threshold; actions have been taken to meet the threshold in these sports. The overall average for all sports is 953.

University of Idaho student athletes' six-year graduation rate is 60 percent, which is 4 percentage points higher than the institution's graduation rate. The UI Athlete graduation success rate is 78 percent, which is within 4 percentage points of the Division I average.

The Department of Athletics continues to increase resources dedicated toward student athlete academic support. In 2006, athletics academic support staff was limited to one FTE. Currently the Department of Athletics has a Director of Academic Services, two full-time Academic Coordinators, and two full-time Graduate Assistant positions. The primary duties of these positions focus on facilitating one-on-one meetings with at-risk student athletes. The Associate Athletic Director for Compliance and Eligibility has oversight of the academic support unit and serves as a liaison with University admissions and staff of the Office of the Registrar, and works closely with staff in NCAA rules interpretations affecting athletes' academics and eligibility. In order to strengthen institutional control over compliance and eligibility, the Associate Athletic Director for Compliance and Eligibility reports directly to the University's General Counsel.

Future initiatives will require the Department of Athletics to identify and implement cost-effective solutions for providing services to a growing population of at-risk and learning-disabled student athletes. The current Athletics Academic Support Services staff meets with approximately 55 student athletes weekly to discuss academic progress and to assess and assign support services. This group represents only the most at-risk members (2.5 GPA or below) participating in our athletic programs. All student athletes receive support for scheduling, progress toward degree, and tutoring services. The

population of student athletes requiring academic monitoring is exceeding the current capacity of the Athletics Academic Support Unit. Of further note, academic resources University-wide are also operating at maximum capacity, and our ability to test and assist our incoming student athlete population is dependent on these resources as well. As a result, the Athletic Department will no longer test all incoming football student athletes for learning disabilities; only student athletes who display a need for testing will receive this service.

The Department of Athletics continues to pursue mentoring and tutoring opportunities for our student athletes from faculty, graduate students and targeted undergraduate students associated with relevant academic curriculums (e.g. education, psychology, counseling, etc.). These efforts, however, do not address the limitations of the current staffing levels of the Athletics Academic Support Services unit. A priority needs to be placed on increasing the number of trained academic personnel within the Athletics Academic Support Services unit to match levels at peer institutions.

**2.D.14 THE INSTITUTION MAINTAINS AN EFFECTIVE IDENTITY VERIFICATION PROCESS FOR STUDENTS ENROLLED IN DISTANCE EDUCATION COURSES AND PROGRAMS TO ESTABLISH THAT THE STUDENT ENROLLED IN THE DISTANCE EDUCATION COURSE OR PROGRAM IS THE SAME PERSON WHOSE ACHIEVEMENTS ARE EVALUATED AND CREDENTIALLED. THE INSTITUTION ENSURES THE IDENTITY VERIFICATION PROCESS FOR DISTANCE EDUCATION STUDENTS PROTECTS STUDENT PRIVACY AND THAT STUDENTS ARE INFORMED, IN WRITING AT THE TIME OF ENROLLMENT, OF CURRENT AND PROJECTED CHARGES ASSOCIATED WITH THE IDENTITY VERIFICATION PROCESS.**

The University of Idaho uses accepted practices for identification of students enrolled at a distance. Students enrolled in our online classes use secure logins and passwords as accepted identity verification. Student taking courses in the [Engineering Outreach](#) program are required to use a proctor to administer exams. The instructions and form for this process are available [here](#).

### **Standard 2.E – Library and Information Resources**

**2.E.1 CONSISTENT WITH ITS MISSION AND CORE THEMES, THE INSTITUTION HOLDS OR PROVIDES ACCESS TO LIBRARY AND INFORMATION RESOURCES WITH AN APPROPRIATE LEVEL OF CURRENCY, DEPTH, AND BREADTH TO SUPPORT THE INSTITUTION’S MISSION, CORE THEMES, PROGRAMS, AND SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED.**

The [University of Idaho Library](#) is the largest and oldest research library in the state. It serves the University’s statewide mission to be a high research activity, land-grant institution committed to undergraduate and graduate research education. Offering extension services responsive to Idaho and the region’s business and community needs, the Library blends [traditional services](#) with [innovative programs and collections](#). The Library, in order to achieve the University’s vision to be a leader among land-grant

institutions in the 21st century, has aligned its [vision and mission](#) in order to present the best of Idaho to the world and the best of the world to Idaho.

### *Resources*

The [University of Idaho Library](#), together with the [University of Idaho Law Library](#), provides services to the University community as well as the state and beyond. The university allocates \$9.34 million to libraries, or 5.69 percent of the University's general education funds. Of this amount, the Library receives approximately \$6.25 million and the Law Library receives nearly \$2 million, with the balance held centrally for fringe benefits. These libraries, while separately administered, share a catalog and membership in the Orbis Cascade Alliance and fully participate in resource sharing within the consortium. The Law Library is accredited under the American Bar Association.

With 1.5 FTE administrators, 17.50 FTE faculty and 26 FTE classified staff and 9.42 FTE student employees, the Library offers on-site access to resources and services for 105 hours per week during the academic year. The Law Library, under the independent direction of the College of Law, employs 4 FTE faculty and 5 FTE classified staff, supplemented by .85 FTE student employees. The Library faculty hold faculty rank and tenure. The Library purchases approximately 38,000 serials and 5,000 monographs annually. It is a regional U.S. government documents depository library. The facility comprises 190,000 square feet. In 2010, a \$217,000 project added over 3,728 linear feet of compact storage, the first installation of several planned. This project, coupled with an aggressive reduction of bound periodical volumes that are available electronically, permits the Library to create more collaborative learning space as well as to grow collections for the foreseeable future.

### *Budget and expenses*

The University of Idaho Library base budget for Fiscal Year 2015 is approximately \$6.25 million from state appropriated funds supplemented by endowment income, sales and fees, and annual giving, which averages about \$250,000 annually. The total state funds for libraries are split between the Law Library and the Library on a 30-70 percent basis. The libraries receive funding for non-standard periodical inflation from central administration.

### *Collaborations*

The Library views partnerships, internal and external, as important vehicles by which it can achieve its mission of service to the University community and its vision to shape modern academic librarianship through collaboration.

The Library has two advisory boards. One, the [Library Affairs Committee](#), is a function of faculty governance; it consists of faculty members representing different disciplines and undergraduate and graduate students. The second is the Library Advisory Board, a newly organized committee of external stakeholders to identify and acquire resources for the library, provide external views about library services, and serve as advocates for the library and its programs. These two stakeholder organizations provide important feedback to inform Library plans.

The University of Idaho Library is a member of several cooperative agreements designed to enhance services through leveraged spending. It belongs to the Orbis Cascade Alliance, currently as the sole Idaho academic library represented in the 37 member consortia. Within the Alliance, innovative purchasing of electronic databases, shared e-book collections, and adherence to limited item purchases help individual libraries collectively build collections that support unique University programs.

The University of Idaho is a member of LiLI (Libraries Linking Idaho Libraries), utilizing and contributing to LiLI-U for resource sharing and LiLI-D, the statewide database collection. The LiLI-D database collection provides access to a suite of 39 products, including EBSCO, the Gale Virtual Reference Library, and other encyclopedias and guides. The Library also coordinates statewide academic cooperative purchases for the American Chemical Society and the Institute of Electrical and Electronics Engineers.

The Library is a founding member and active contributor to the Northwest Digital Archives (NWDA), a consortium of 41 archives and special collections in Idaho, Washington, Oregon, Montana, and Alaska. NWDA provides enhanced access to archival and manuscript collections through a union catalog of Encoded Archival Description (EAD) finding aids. These finding aids provide valuable access to special collections for global researchers working with regional research interests.

The Library is a member of the Coalition for Networked Information; Western Regional Storage Trust; and OCLC, the world's largest library cooperative. The Library is currently investigating membership in the Greater Western Library Alliance, a consortium of 33 research libraries located in the central and western United States. This membership is seen as an opportunity for the University of Idaho to connect with research libraries addressing similar issues.

### *Leadership*

The Provost Council added the Dean of Library Services to its membership in 2007 and in 2014, the Dean's position was renamed Dean of University Libraries. This reorganized structure and new title allows the Dean to effectively administer Library programs.

**2.E.2 PLANNING FOR LIBRARY AND INFORMATION RESOURCES IS GUIDED BY DATA THAT INCLUDE FEEDBACK FROM AFFECTED USERS AND APPROPRIATE LIBRARY AND INFORMATION RESOURCES FACULTY, STAFF, AND ADMINISTRATORS.**

Formal University-wide strategic plans as well as unit-level were developed in 2005. The Library's initial plan was created by the library faculty and staff, with broad participation by internal and external stakeholders. The Library's vision statement boldly declared a new direction: to be Idaho's leading academic research library. This vision reframed the Library's programs.

The Library developed an internal collaborative structure and process to support the implementation of goals. The planning process goals were reflected in position descriptions and evaluations.

[The University of Idaho Library 2011-2015 Strategic Plan](#) was created using the same process for engagement of external and internal stakeholders.

The Library engages in regular assessment of its programs, using LibQual+ to measure user satisfaction with Library services generally on a five-year cycle. Additionally, the Library has implemented student learning outcomes assessment of its instruction program. The Library participated in the first cohort of the American Library Association's Assessment in Action program (2014) and is using the University's assessment program to aid in continuous improvement of instruction.

**2.E.3 CONSISTENT WITH ITS MISSION AND CORE THEMES, THE INSTITUTION PROVIDES APPROPRIATE INSTRUCTION AND SUPPORT FOR STUDENTS, FACULTY, STAFF, ADMINISTRATORS, AND OTHERS (AS APPROPRIATE) TO ENHANCE THEIR EFFICIENCY AND EFFECTIVENESS IN OBTAINING, EVALUATING, AND USING LIBRARY AND INFORMATION RESOURCES THAT SUPPORT ITS PROGRAMS AND SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED.**

The Library's instruction program is heavily weighted to meet the needs of incoming first-year students, and is a key component in General Education, including English 102 (College Writing and Rhetoric). Through the liaison program, Library faculty work with academic department-based faculty to provide discipline specific instruction in upper division courses. University-wide programs, such as the Research Colloquium series, are offered to promote new thinking about library resources and faculty work. Additionally, librarians teach seminars for the College of Graduate Studies program for teaching assistants. Presentations to staff, faculty, and students are arranged by request, and individual Faculty Research Assistance Program ([FRAP](#)) sessions are available.

The reference desk is staffed 56 hours per week during the academic year for one-on-one instruction in research techniques and source evaluation for students, faculty, staff and the general public. Additionally, video tutorials, research guides, and other instructional materials are available through the Library's webpages.

**2.E.4 THE INSTITUTION REGULARLY AND SYSTEMATICALLY EVALUATES THE QUALITY, ADEQUACY, UTILIZATION, AND SECURITY OF LIBRARY AND INFORMATION RESOURCES AND SERVICES, INCLUDING THOSE PROVIDED THROUGH COOPERATIVE ARRANGEMENTS, WHEREVER OFFERED AND HOWEVER DELIVERED.**

The Library began assessing services in 2004 in preparation for the NWCCU's accreditation visit. The use of the LibQual+™ survey in 2004 provided benchmark information about user experience for future surveys. This nationally normed library survey was again administered in 2009, providing us with updated (if similar) results.

The qualitative data gathered from this survey guided Library planning. Comments about the Library website and OPAC resulted in user-tested web redesigns. The Library has not added substantially to book or journal collections but has, through the Orbis Cascade Alliance, offered access to significantly more material.

The expressed need for training and communications about resources led to a new program, Savvy Skills for Researchers, which provided information about new products as well as topics of universal interest, such as bibliometrics. It was replaced by the Research Colloquium series. To ensure Library collections matched the interests of the faculty, the collections committee was reconfigured as the college liaison program.

The Library created a student learning outcomes-based instruction program. The assessment of Library instruction in Core Discovery and English 102 resulted in numerous innovations in pedagogy. As part of the university-wide student learning outcomes program assessment, the Library creates annual action plans, iteratively building upon formative assessment of the previous year's actions. A Library Assessment team formed in 2011 as part of the Library's strategic implementation has focused its assessment efforts on the instruction program.

**Standard 2.F – Financial Resources**

**2.F.1 THE INSTITUTION DEMONSTRATES FINANCIAL STABILITY WITH SUFFICIENT CASH FLOW AND RESERVES TO SUPPORT ITS PROGRAMS AND SERVICES. FINANCIAL PLANNING REFLECTS AVAILABLE FUNDS, REALISTIC DEVELOPMENT OF FINANCIAL RESOURCES, AND APPROPRIATE RISK MANAGEMENT TO ENSURE SHORT-TERM SOLVENCY AND ANTICIPATE LONG-TERM OBLIGATIONS, INCLUDING PAYMENT OF FUTURE LIABILITIES.**

The University of Idaho is financially stable with sufficient cash flow and reserves to support its programs and services. One of the key indicators of financial stability is the Consolidated Financial Index, or CFI, which is an industry-wide standard way of looking at an institutions overall financial health. The CFI scores for the last four years are shown below. As the reader will note, our CFI has varied over the last four years and is currently (end of Fiscal Year 2014) above the target score of 3.0. The University has made an effort to improve the financial ratios and the financial stability of the

institution by analyzing the benefit reserves, refinancing existing debt to lower debt service obligations and rethinking the way we invest our institutional cash assets that have yielded a higher investment income for little or no increase in risk.

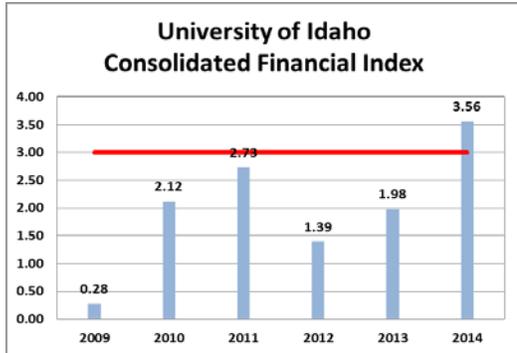


Figure 6. UI Consolidated Fringe Ratio

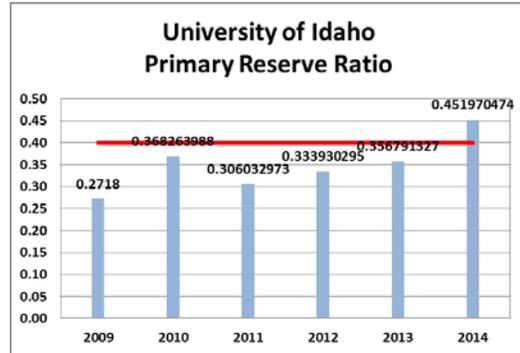


Figure 7. UI Primary Reserve Ratio

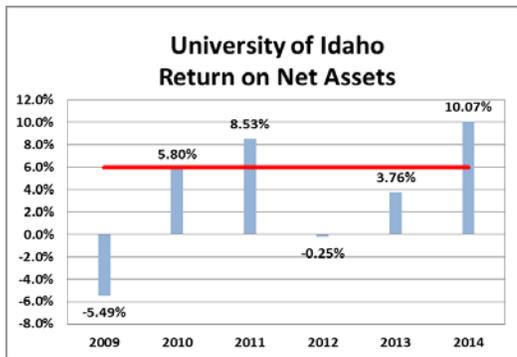


Figure 8. UI Return on Net Assets

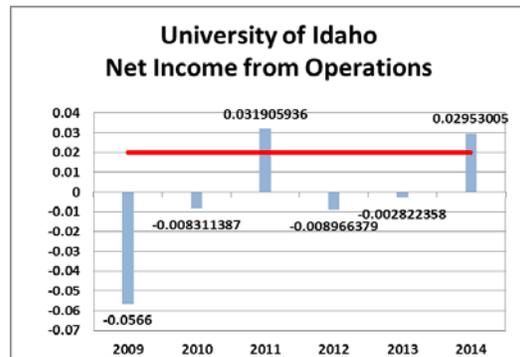


Figure 9. UI Net Income from Operations

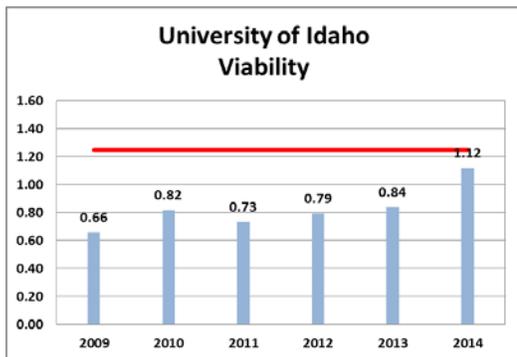


Figure 10. UI Financial Viability Ratio

The institution shows approximately \$65 million in unrestricted net assets in its Fiscal Year 2014 annual audited financial statements (there was a substantial restatement in Fiscal Year 2012 from much lower levels in prior year financial statements). Approximately \$10 million of this is a de facto working capital fund to maintain ongoing operations and payroll cash flow. A large portion of these unrestricted assets reside in thousands of individual accounts throughout the rest of the university.

The University of Idaho takes advantage of these funds in a flexible manner by operating the Vandal Strategic Loan Fund (VSLF). The VSLF enables units throughout the university to borrow against the financial assets in these many individual accounts – much as a credit union enables individuals to borrow against the assets held by the credit union for thousands of depositors. A VSLF Loan Committee with faculty, staff, and student representation reviews the loans and a VSLF Board of Directors, which includes a representative from the Faculty Senate and from the Staff Affairs Council, provides program management. The appropriate vice president or dean co-signs each loan indicating a guarantee that loan payments will be made in full and on time. The loans are generally for relatively short periods of time: three to four years. The current loan cap is \$4.5 million – a relatively modest amount relative to the total unrestricted net assets of the institution. At the end of Fiscal Year 2014, the amount of outstanding loans was \$2.2 million.

In Fiscal Year 2010 and again in Fiscal Year 2011, the University Education and General budget required a pre-planned use of \$2.6 million in one-time central reserves in order to balance the initial budget. For fiscal years 2011-12 and 2012-13, a balanced General Education budget was produced without the use of one-time reserves. In Fiscal Year 2013 the University again relied upon one-time central reserves to balance the budget. Permanent base reductions of \$2.7 million were made for the starting point of the Fiscal Year 2014 General Education budget and a balanced budget was again prepared without the need for one-time funds. However, Fiscal Year 2014 fell short of tuition revenue projections by \$1.7 million. This shortfall was covered by reducing expenditures within the year and these expenditure reductions were made permanent for the projected Fiscal Year 2015 budget. The institution Net Operating Revenues Ratio was negative for both Fiscal Year 2012 and Fiscal Year 2013.

Although many states allowed their public institutions of higher education to substantially increase tuition rates during the recession (Fiscal Year 2009 – Fiscal Year 2012) in order to mitigate, or completely eliminate, the impact of reduced state funding, that did not occur in Idaho. Resident undergraduate tuition at the University of Idaho ranks 47th out of 50 among flagship institutions in the 50 states. For Fiscal Year 2014 the University of Idaho Board of Regents/State Board of Education approved a 5 percent increase in resident tuition and fees. For Fiscal Year 2015 our request was for a 4.7 percent increase in resident tuition and fees and the University of Idaho Board of Regents/State Board of Education approved a 4 percent increase. The University of Idaho Board of Regents/State Board of Education focuses their attention on the undergraduate resident student tuition and fee package, and provides greater flexibility in setting the tuition and fee rates for nonresident students and for graduate students.

Formal long-term liabilities continue to be appropriately supported – our external Trust fund for our self-insured medical plan is above state-required and actuarial recommended levels and our GASB liability trust is funded at the annual required levels. Funding requirements for new and on-going debt service are built on a plan that

requires no increase in the facility fee rate, nor an increase in enrollment. The funding levels, as they stand today, provide adequate resources for additional debt as early as Fiscal Year 2016, with additional substantial new debt in Fiscal Year 2021. These can be achieved without any increase in current base institutional commitments to debt service. This is a source of future strength as the University strives to grow enrollment and provide for the space needs of new instructional styles and new endeavors. During a recent bond refinancing, both Moody's and Standard and Poor's reaffirmed our positive bond rating (AA3 Stable and A+ Stable respectively). In doing so they cited as University strengths: "Robust growth of net tuition revenue and net tuition per student," "growing research programs in bioscience, agriculture and wildfire," and "good debt service coverage" with a solid operating cash flow margin for Fiscal Year 2014.

**2.F.2 RESOURCE PLANNING AND DEVELOPMENT INCLUDE REALISTIC BUDGETING, ENROLLMENT MANAGEMENT, AND RESPONSIBLE PROJECTIONS OF GRANTS, DONATIONS, AND OTHER NON-TUITION REVENUE SOURCES.**

In the fall 2011 state elections, voters passed a constitutional amendment that enabled the University of Idaho to charge tuition. Prior to that passage, the University could only charge "fees" and revenue from these fees could not be used to fund instruction. Passage of the constitutional amendment has created more flexibility in University budgeting. In order to accommodate Idaho requirements, the University centrally budgets two separate fund groups: the so called "General Education" funds and the "Centrally Allocated" funds, which, together constitute what many institutions would consider their overall "Education and General" budget. Centrally Allocated funds include revenues from Facilities and Administration (F&A) recoveries; interest earned from invested cash; and General and Administrative (G&A) charges against institutional cash funded operations, including auxiliaries. The G&A fee ranges from 5-10 percent of cash revenues and the charge is levied in order to pay for the central administrative functions that are provided in support of these externally funded activities.

Several significant revenue and expenditure changes have been made in the last four years in order to stabilize Education and General funding. The funding distribution for Summer Session revenues and Outreach instruction (distance courses as well as regular face-to-face instruction in our three centers in Idaho Falls, Boise and Coeur d'Alene) has been restructured. Changes were essential in order to bring the revenue dollars into the formal budgeting process. In addition, institutionally funded financial aid, at both the graduate and undergraduate levels, were restructured and fringe benefit costs and charges were examined. This later change has resulted in a planned move to a consolidated fringe benefit rate beginning in Fiscal Year 2016. Education and General fringe benefit funding is managed centrally with a plan to cover annual actual expenditures. The result has been an ability to reduce the base budget commitment to those benefit costs by more than \$3 million over the last four years.

From 2000 through 2010, the University embarked on a very aggressive use of tuition discounts in order to recruit non-resident students. This was primarily through the use of the Western Undergraduate Exchange, or WUE, program in which nonresident students from Western Interstate Commission for Higher Education (WICHE) states pay only 150 percent of resident tuition rates. In addition, the University of Idaho Board of Regents/State Board of Education created policy that allowed each institution to discount tuition by further providing tuition waivers up to an equivalent of 6 percent of the total student FTE. In Idaho, state approved “waivers” are simply state permission to forgo the revenue – the state does not back the waivers with state funds. By Fiscal Year 2010, with approximately 1,900 nonresident undergraduates enrolled, 1,645 were in the WUE program and another 200 were receiving full nonresident tuition waivers, paying only resident tuition (waiving the difference between resident and nonresident tuition and fees). In this nonresident enrollment strategy, nonresident undergraduate students were providing only 30-35 percent of the financial resources brought by resident students. Overall, nonresident undergraduates lowered the net revenue per student. Starting with Fiscal Year 2011 the University sharply curtailed the use of the WUE program and restructured the use of University of Idaho Board of Regents/State Board of Education nonresident tuition waivers. This resulted in substantially increased net revenue per nonresident student and increased overall net tuition revenue, even in the face of some decline in nonresident enrollment. These trends have continued through Fiscal Year 2015 – with increased overall net tuition revenue and increased net revenue per student.

Enrollment continues to be a challenge for the institution. The University implemented a change in the credit hours required for the bachelor’s degree – moving from a required minimum of 128 credit hours to a minimum of 120 credit hours for a majority of undergraduate programs. The impact of this change on graduation timing was first observed in the spring of 2013 – with 250 students receiving their bachelor’s degree with more than 120 credit hours and fewer than 128 credits; in Spring 2014, that number increased to nearly 300 students. This accelerated graduation change has resulted in reduced levels of continuing students for the following fall term and the size of these groups of earlier graduates is larger than any increase in new student enrollment – resulting in overall undergraduate enrollment declines. The increase in the number of students graduating is certainly a positive educational outcome. Four-year graduation rates have reached 30 percent of the entering class, up from 23 percent just four years ago.

President Staben has placed increased regular student enrollment at the top of his list of priorities, and has acted decisively to make changes necessary to accomplish that goal. The University has hired a consultant as the Interim Director of Enrollment Management who has begun the process of review and change needed to meet these enrollment management goals. The institution has also hired a Noel-Levitz team as outside advisors on our enrollment management operations. We have licensed the Noel-Levitz Enrollment Resource Management System to analyze and model our undergraduate

financial aid plans, and will make appropriate changes to that plan to optimize both enrollment and net tuition revenue. We have also changed the vendor for both our sophomore/junior search and our senior search system to TWG PLUS. Dr. Jean Kim joined the University in January 2015 to oversee this area as well as Student Affairs. Multiple changes in the scholarship program and recruitment process are underway.

The Budget Office works closely with the Office of Sponsored Programs to determine appropriate budget levels for collected overhead funds from grants and contracts, which are pooled in the General budget. Colleges receive funds equivalent to approximately 25percent of the overhead generated in their college, which is subsequently distributed further through college-specific processes. The Education and General budget plans do not rely on a projected increase in overhead returns as we are cautious about future federal funding of research.

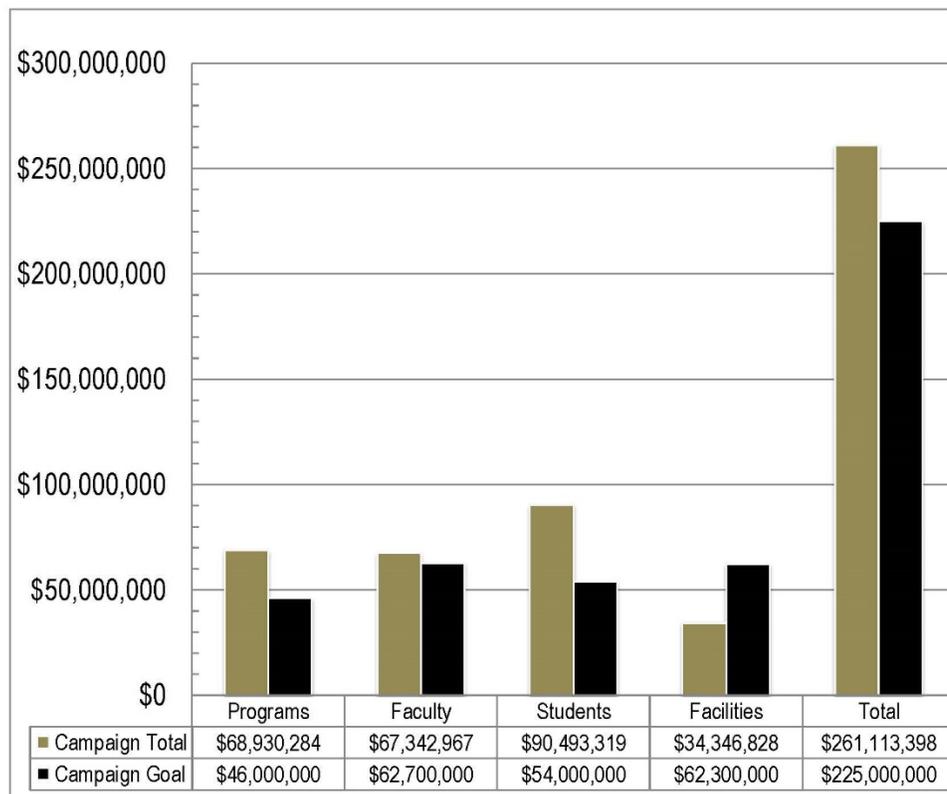


Figure 11. Capital Campaign Fundraising by Goal Category

The University recently completed its capital campaign, “Inspiring Futures,” raising more than \$260 million, well above the goal of \$225 million. As the graph above indicates, the campaign exceeded its goals in every category but facilities, with particular success in meeting the student goals. While these funds will not, in general, provide relief to the operating budgets of the University, they will provide a much-needed “margin of excellence” for colleges and academic units.

**2.F.3 THE INSTITUTION CLEARLY DEFINES AND FOLLOWS ITS POLICIES, GUIDELINES, AND PROCESSES FOR FINANCIAL PLANNING AND BUDGET DEVELOPMENT THAT INCLUDE APPROPRIATE OPPORTUNITIES FOR PARTICIPATION BY ITS CONSTITUENCIES.**

One of the budgeting challenges the university faces is the existence of multiple budget processes that are dependent on both external agencies as well as internal input and process. One process and timeline is established by the state of Idaho Division of Financial Management (DFM) which, in turn, is supported by University of Idaho Board of Regents/State Board of Education budget policies and timelines. Some component parts of this budget process are for standard items that are addressed centrally at DFM and do not require separate action from each higher education institution. For example, a requested change in employee compensation (CEC – a salary raise) is automatically considered by DFM. DFM also automatically considers some standard operating budget increases. The University of Idaho Board of Regents/State Board of Education generally determines the number and financial scope of any line item budget requests that would come from the individual institutions to the legislature. For Fiscal Year 2014 and Fiscal Year 2015, each institution has been limited to no more than two institutional line item requests. The University of Idaho Board of Regents/State Board of Education also requests line item funding for one or more Board initiatives – for example, a request for base funding for the calculated increases due to the University of Idaho Board of Regents/State Board of Education Enrollment Workload Adjustment formula; recent (unsuccessful) requests to fund a Performance Funding Initiative; funding for Complete College Idaho initiative (an Idaho version of the Complete College America nationwide initiative); and requests for line item support to bring more “equity” to the funding of individual institutions. In addition, the University of Idaho submits line item requests for each of its separately funded agencies: Agricultural Research and Extension Services (ARES); Idaho Geological Survey (IGS); Forest Utilization Research (FUR); the Washington-Idaho Veterinary Medicine Program (WI); and Idaho WWAMI – the collaborative medical training program with the University of Washington Medical School which includes the states of Washington, Wyoming, Alaska, Montana, and Idaho.

The DFM and University of Idaho Board of Regents/State Board of Education processes have clear timelines, precise formats, and prescribed data elements to submit. The University of Idaho Board of Regents/State Board of Education works through their part of the process during regularly schedule agenda items, starting with the April board meeting and culminating with the August board meeting. Approved line item requests are sent on to DFM for the Governor’s consideration in his January budget request to the legislature. The State Board of Education and the university present their requests directly to the legislative Joint Finance and Appropriations Committee (JFAC) in January. JFAC makes its first budget recommendations by mid-March and begins the process of resolving the final budget numbers for completion in May.

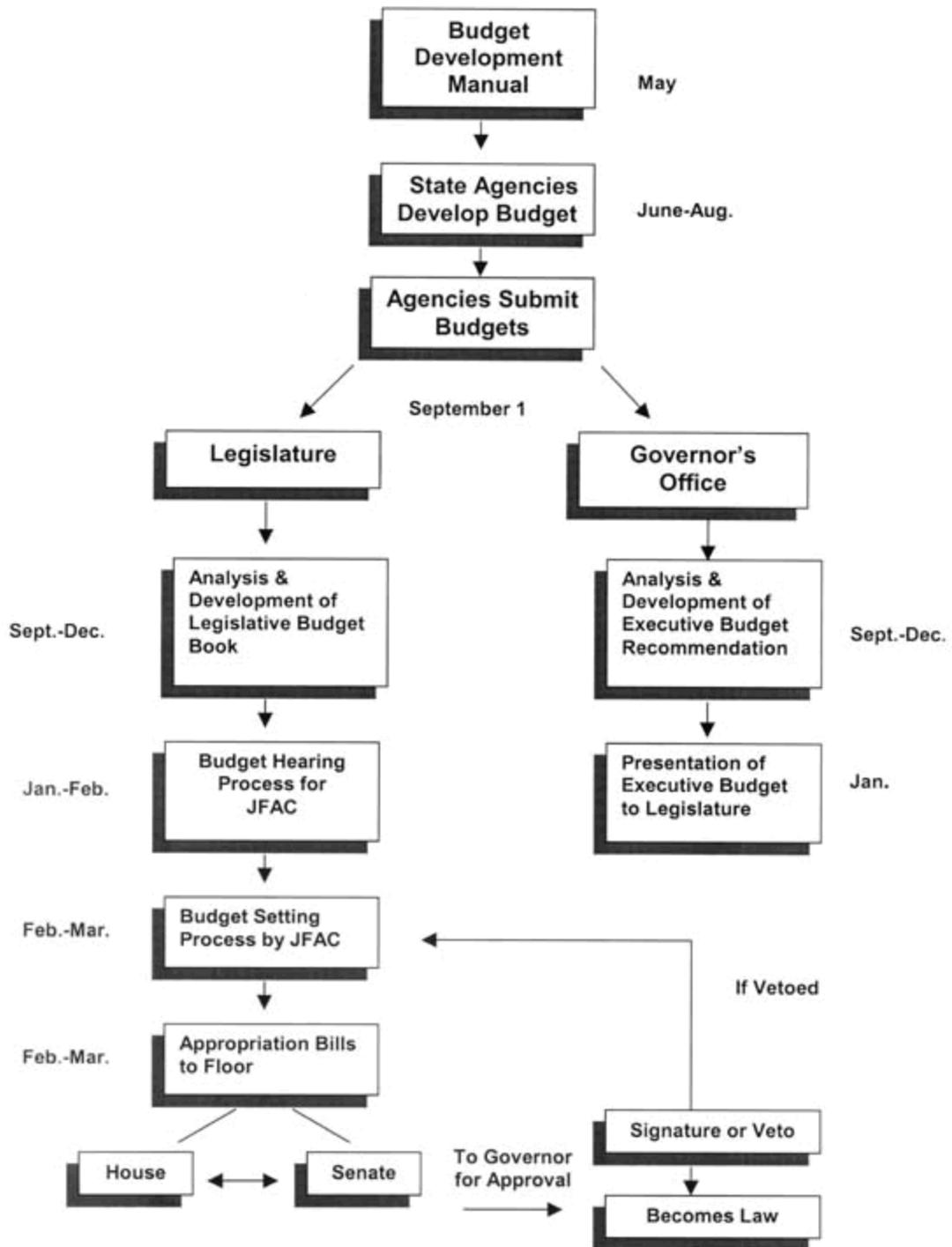


Figure 12. Annual State of Idaho Budget Process

The internal budgeting process focuses primarily on the overall General Education budget. The process begins in February with presentations. Attending the presentations are the academic deans; the vice provosts; the Provost and Executive Vice President and

his/her financial officer; the Director of Athletics; the University Budget Director; the vice presidents, and the Executive Director of Planning and Budget. This presentation process has been in place for three years with positive feedback. The scope of attendance has been limited to the group identified above in order to encourage and ensure candid and confidential discussion of the budget issues each presenter may wish to bring forward. For the Fiscal Year 2016 budget cycle, this process has been expanded to include a broader discussion of capital planning in order to incorporate financial planning for these critical components of the campus into the overall financial planning process.

A key component of each presentation is the case to be made for that unit's specific request for additional base or one-time funding for the coming fiscal year. After presentations are completed, the Provost and Executive Vice President, the Executive Director of Planning and Budget and the vice presidents meet to begin to prioritize the budget requests, develop follow-up questions, and explore the potential for collaborative connections between and among the various funding requests.

At the point of the presentations, the resources that might be available to meet coming year budget requests must be inferred from probable legislative actions and predicted fall enrollments. By late March, there is a sense of the revenue decisions that will be made by the Joint Finance and Appropriations Committee of the legislature. The University of Idaho Board of Regents/State Board of Education approves tuition and fee rate change requests at its mid-April board meeting. With state appropriation and tuition parameters in place, the executive leadership team reviews the prioritized requests, along with any previous base and one-time funding commitments and determines the extent to which the institution can fund budget requests for the coming year.

The timing of final decisions on state appropriations and tuition setting often means that final internal budget decisions are not in place before the end of the academic year and faculty dispersal for the summer. Consequently, the final Education and General budget is communicated to the deans and vice presidential units in June. The overall outcome of the budget is communicated to a broad representation of campus leadership at the President's Fall Leadership Retreat – a full day gathering that brings together approximately 150 members of the university academic and administrative leadership.

**2.F.4 THE INSTITUTION ENSURES TIMELY AND ACCURATE FINANCIAL INFORMATION THROUGH ITS USE OF AN APPROPRIATE ACCOUNTING SYSTEM THAT FOLLOWS GENERALLY ACCEPTED ACCOUNTING PRINCIPLES AND THROUGH ITS RELIANCE ON AN EFFECTIVE SYSTEM OF INTERNAL CONTROLS.**

The University of Idaho produces timely and accurate financial information through the deployment of various policies, procedures, and financial transactions that are processed through the University's enterprise-wide integrated accounting and financial

reporting system, Banner. The University first began implementing Banner applications in 1995 and has worked collectively with the software vendor, Ellucian, to customize various modules over the past 20 years to ensure accurate reporting of key accounting, financial, student, enrollment, and other critical business; and to report statistical information in a timely manner consistent with internal University of Idaho management, the state of Idaho, and other external reporting entity objectives.

An effective system of internal controls is deployed across the University through a series of comprehensive policies and procedures, both inside and outside the Banner accounting system. These controls are implemented by competent and qualified staff and are continuously monitored to ensure strict compliance with all known rules and regulations. The University also employs a qualified team of [Internal Audit](#) staff members whose job is to ensure independent verification of key operational controls and procedures. The Internal Audit staff report internally to the President and externally to the University of Idaho Board of Regents/State Board of Education Internal Audit Committee. The results of each internal audit review are disseminated formally in a report to University management as completed. The results are also presented to the University of Idaho Board of Regents/State Board of Education Internal Audit Committee semi-annually. Further, a summary of all internal audit reports generated throughout the fiscal year are made available to our external auditors, Moss Adams LLP, for their review and consultation.

The Banner accounting system, and the staff dedicated to maintaining its operational efficiency and effectiveness, deploy key steps and action items on a regular basis that help maintain the financial integrity of the data contained within the financial reporting system. Examples of such internal control steps include:

- 1) Daily reporting of key financial statistics to ensure the accounting system remains in collective balance.
- 2) Hourly reporting of critical transactional posting and approvals processing.
- 3) Customized exception reports, as requested from various departments, generated on a daily, weekly, and monthly basis to monitor specific processes and data exceptions.
- 4) Maintenance of all Banner critical applications and systems controls by a central IT office team.
- 5) Required approval of all financial transactions posted in Banner by an appropriate level of authority.
- 6) External system audit performed by external auditors, Moss Adams LLP, as part of, and prior to, financial audit to determine reliance on system for financial statement and A-133 audits.
- 7) Maintenance of a three-step application development and deployment process to ensure appropriate testing of new processing and reporting changes are thoroughly examined before being placed into the live production environment.

- 8) Deployment of strict information security measures to ensure all key system databases and applications are properly protected on a private network and not accessible from unauthorized outside access.

In addition, other compensating measures are put in place to offer additional oversight to ensure timely and accurate financial reporting is performed and that critical internal controls remain in place. Examples include:

- 1) Quarterly financial statements, including Management Discussion and Analysis (MD&A), are presented and discussed with the University of Idaho Board of Regents/State Board of Education Audit Committee Members. These reports are also shared with our external auditors, Moss Adams LLP.
- 2) An external audit of the University's financial statements is performed each year by Moss Adams LLP. Included in audit procedures each year is a review of existing internal controls in key financial areas of the University. In the last five years, there have been no audit findings identifying key weaknesses in the operational and financial internal controls in place at the University.
- 3) Additional external audits and internal control procedural reviews are performed by various federal, state, & private granting agencies on a periodic basis to ensure proper compliance with grant and contract rules and regulations.

**2.F.5 CAPITAL BUDGETS REFLECT THE INSTITUTION'S MISSION AND CORE THEME OBJECTIVES AND RELATE TO ITS PLANS FOR PHYSICAL FACILITIES AND ACQUISITION OF EQUIPMENT. LONG-RANGE CAPITAL PLANS SUPPORT THE INSTITUTION'S MISSION AND GOALS AND REFLECT PROJECTIONS OF THE TOTAL COST OF OWNERSHIP, EQUIPMENT, FURNISHING, AND OPERATION OF NEW OR RENOVATED FACILITIES. DEBT FOR CAPITAL OUTLAY PURPOSES IS PERIODICALLY REVIEWED, CAREFULLY CONTROLLED, AND JUSTIFIED, SO AS NOT TO CREATE AN UNREASONABLE DRAIN ON RESOURCES AVAILABLE FOR EDUCATIONAL PURPOSES.**

Each June, the University submits a Capital Budget Request for the coming fiscal year. This request fulfills part of the capital budget planning review process for the University of Idaho Board of Regents/State Board of Education and is structured to meet the annual requirements of the [Idaho Department of Administration, Division of Public Works](#). The document seeks multi-year funding from the Idaho Permanent Building Fund, as administered by the Permanent Building Fund Advisory Committee (PBFAC). The document addresses requests for funding for new buildings and major renovation projects, includes an annual list of Alteration and Repair projects, and ADA compliance projects, and provides an overall six-year capital improvement plan for the University. These requests are generally addressed by the PBFAC in the fall of that year, for funding in the next fiscal year. Alteration and Repair projects are generally funded for the University of Idaho in the range of \$2-\$3 million annually to address our most immediate and strategic deferred maintenance needs.

The planning process for this capital request is driven by a semi-annual meeting of the President, Provost and Executive Vice President, vice presidents and the Executive

Director of Planning and Budget with the Assistant Vice President for Facility Management and the Director of Architectural and Engineering Services. These meetings focus on creating, maintaining, and prioritizing a list of planned or potential capital construction needs and projects. The meetings also include a review of proposed requests for Alteration and Repair (A&R) funding, including reprioritizing these requests if there is an opportunity to match an A&R request with a gift-funded project. This year, for the first time, future capital facilities requests were discussed as part of the budget hearing process. The intent was to broaden awareness of future needs and to seek possible synergies and collaborations.

Capital project discussions also occur in the Vice Presidents Group meetings (Provost and Executive Vice President, the vice presidents, the Executive Director of Planning and Budget and, often, the President), which take place on a regular basis.

The University's planned long-term debt is also reviewed at the Vice Presidents Group meetings, with a ten-year look at annual debt service obligations and the annual resources committed to meet those obligations. The specific resources include funding commitments from Auxiliaries; from some cash-funded programs; from a dedicated student Facility Fee; and from the Education and General budget. The presentation enables the group to examine the possibility for new bonded debt in the future, including timing of the debt issuance and the existing resources available to meet those new debt service requirements. At present, without any increase in enrollment, without an increase in the Facility Fee and without any additional commitment of Education and General funds, the University can support new bonded debt of \$48 million by Fiscal Year 2018 – a timeline that would enable the institution to begin planning projects within the coming fiscal year.

The University of Idaho Board of Regents/State Board of Education has delegated approval authority for capital projects under \$500,000 to the individual institutions. Based on this, the University of Idaho normally has 40 to 60 active small capital projects in any given fiscal year with budgets ranging from \$5,000 up to the Board-approved \$500,000 limit. Facilities Management and the Budget Office set up and manage these projects. The institution requires up-front funding from the unit prior to establishing the project in the accounting system. The Budget Office reviews these project balances periodically throughout the year to address any deficit balances, to ensure that projects have not exceeded the Board-approved limit, and to close out completed projects in a timely manner.

**2.F.6 THE INSTITUTION DEFINES THE FINANCIAL RELATIONSHIP BETWEEN ITS GENERAL OPERATIONS AND ITS AUXILIARY ENTERPRISES, INCLUDING ANY USE OF GENERAL OPERATIONS FUNDS TO SUPPORT AUXILIARY ENTERPRISES OR THE USE OF FUNDS FROM AUXILIARY SERVICES TO SUPPORT GENERAL OPERATIONS.**

[Auxiliary Services](#) is comprised of the Auxiliary Services Business Technologies, Auxiliary Services Business Services, University of Idaho Golf Course, VandalStore (bookstore),

University Housing, and Vandals Dining. The financial relationship between Auxiliary Services and the general operations of the University falls into four general categories:

1. Funds from Auxiliary Services to central University administration as General & Administrative (G&A) charges
2. Funds from Auxiliary Services to general University operations for an employee salary working in Professional Development and Learning
3. Funds from general University operations to Auxiliary Services for rental of International Program offices from University Housing
4. Funds from general University operations to Auxiliary Services as one-time capital projects.

Transfers to Central						
	FY09	FY10	FY11	FY12	FY13	FY14
Auxiliary Services G&A	\$ 1,126,188	\$ 968,725	\$ 960,197	\$ 1,056,187	\$ 1,206,130	\$ 1,277,535
Salary Payment	\$ -	\$ -	\$ -	\$ 55,539	\$ 55,539	\$ -
<b>Total</b>	<b>\$ 1,126,188</b>	<b>\$ 968,725</b>	<b>\$ 960,197</b>	<b>\$ 1,111,726</b>	<b>\$ 1,261,669</b>	<b>\$ 1,277,535</b>
Transfers from Central						
	FY09	FY10	FY11	FY12	FY13	FY14
<b>Housing</b>						
IPO Payment	\$ 46,900	\$ 46,544	\$ -	\$ 6,172	\$ 12,344	\$ -
<b>Projects</b>						
WCP886 Wallace Elevator from PAU002	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ -
WCP891 Golf Course Bunkers from PAU002	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -
WCP888 Wallace Roof from PAU002	\$ 133,000	\$ -	\$ -	\$ -	\$ -	\$ -
WDP517 Bookstore HVAC from PAU002	\$ -	\$ 30,000	\$ -	\$ -	\$ -	\$ -
WCP981 Apartment Painting	\$ -	\$ -	\$ -	\$ 26,000	\$ -	\$ -
WCP991 Housing DBS Repairs	\$ -	\$ -	\$ -	\$ 22,750	\$ -	\$ -
<b>Total</b>	<b>\$ 259,900</b>	<b>\$ 76,544</b>	<b>\$ -</b>	<b>\$ 54,922</b>	<b>\$ 12,344</b>	<b>\$ -</b>

Figure 13. Six-year Recap of financial activities to and from Auxiliary Services

**2.F.7 FOR EACH YEAR OF OPERATION, THE INSTITUTION UNDERGOES AN EXTERNAL FINANCIAL AUDIT, IN A REASONABLE TIMEFRAME, BY PROFESSIONALLY QUALIFIED PERSONNEL IN ACCORDANCE WITH GENERALLY ACCEPTED AUDITING STANDARDS. RESULTS FROM THE AUDIT, INCLUDING FINDINGS AND MANAGEMENT LETTER RECOMMENDATIONS, ARE CONSIDERED IN A TIMELY, APPROPRIATE, AND COMPREHENSIVE MANNER BY THE ADMINISTRATION AND THE GOVERNING BOARD.**

The University of Idaho engages an external audit firm each year to audit its financial statements. Moss Adams LLP, has been hired by the University of Idaho Board of Regents/State Board of Education to audit all the four-year colleges and universities in the state of Idaho since 2005. Prior to Moss Adams LLP, Deloitte was engaged to perform the external audit of the University of Idaho.

Each year as part of the normal audit engagement, the external audit firm reviews the University's financial statements and various internal control systems in place to ensure the accuracy and integrity of the financial information included in the published annual

audit report. If material weaknesses exist, management letter recommendations are issued to University senior leadership and also shared with the University of Idaho Board of Regents/State Board of Education Audit Committee. The University of Idaho has not received a management letter comment from its external auditors identifying a material weakness in its internal controls over financial reporting and operations in the past 10 years.

Any findings and/or recommendations that do not meet the criteria of material weakness, but which warrant management's attention, are communicated each year to both University management and the University of Idaho Board of Regents/State Board of Education Audit Committee. Immediate attention and a thorough analysis by University management are given to each recommendation, and appropriate policy and procedural changes are implemented to strengthen the internal controls surrounding the issue. In the subsequent audit period, verification procedures are performed by the external auditors to ensure appropriate actions are taken to prior year recommendations.

**2.F.8 ALL INSTITUTIONAL FUNDRAISING ACTIVITIES ARE CONDUCTED IN A PROFESSIONAL AND ETHICAL MANNER AND COMPLY WITH GOVERNMENTAL REQUIREMENTS. IF THE INSTITUTION HAS A RELATIONSHIP WITH A FUNDRAISING ORGANIZATION THAT BEARS ITS NAME AND WHOSE MAJOR PURPOSE IS TO RAISE FUNDS TO SUPPORT ITS MISSION, THE INSTITUTION HAS A WRITTEN AGREEMENT THAT CLEARLY DEFINES ITS RELATIONSHIP WITH THAT ORGANIZATION.**

Through its Advancement division, the University of Idaho conducts a wide range of fundraising activities to generate private philanthropic investment in support of the University's mission. These efforts are implemented with the highest ethical standards as articulated by the [Council of Advancement and Support of Education](#) (CASE). Fundraising efforts are in full compliance with state and federal requirements.

Institution fundraising is done in collaboration with the University of Idaho Foundation, Inc., a separate independent charitable organization under Internal Revenue Code Section 501(c)(3). The mission of the University of Idaho Foundation, Inc. is to "secure, manage, and distribute private support to enhance the growth and development of the University of Idaho." The University of Idaho and the University of Idaho Foundation, Inc. operate under the terms of an Operating Agreement and a service agreement that details activities, costs, and responsibilities of each organization.

## **Standard 2.G – Physical and Technological Infrastructure**

**2.G.1 CONSISTENT WITH ITS MISSION, CORE THEMES, AND CHARACTERISTICS, THE INSTITUTION CREATES AND MAINTAINS PHYSICAL FACILITIES THAT ARE ACCESSIBLE, SAFE, SECURE, AND SUFFICIENT IN QUANTITY AND QUALITY TO ENSURE HEALTHFUL LEARNING AND WORKING ENVIRONMENTS THAT SUPPORT THE INSTITUTION'S MISSION, PROGRAMS, AND SERVICES.**

The main campus in Moscow is sited on approximately 1,500 acres, including operating farms, dairy operations, and two arboreta. The main campus includes buildings (comprising roughly 4 million square feet) serving educational, administrative, research, residential, and retail needs. The majority of academic programs are within a 10-minute walking core of the campus. It is a residential campus, with roughly 30 percent of the students on the main campus housed in University Housing or in the privately owned and operated Greek community. University facilities are maintained through a combination of in-house and contracted support.

The University also operates dozens of other locations throughout the state, comprising a variety of facilities, both leased and owned. The largest centers are operated in [Boise](#), [Idaho Falls](#), and [Coeur d'Alene](#). The Idaho Water Center in Boise is a mid-rise building in downtown Boise operated by the University on behalf of the state and is occupied by commercial, state, and federal entities. The University is in a lease-to-own arrangement and will eventually own roughly half the 200,000 square foot building. The building maintenance is outsourced to a local commercial property manager.

The University jointly occupies spaces in buildings owned by other state entities in Idaho Falls; the buildings are maintained by Idaho State University. In Coeur d'Alene, the University operates in both owned and leased facilities. Facilities are maintained through a combination of in-house and contracted support.

The Idaho Agricultural Research and Extension Service operates 13 strategically located [Research and Extension Centers](#), comprising 4,122 acres across the state. This includes the 1,044-acre cattle ranch at the [Nancy M. Cummings Research, Extension and Education Center](#) in Salmon and the [Caine Veterinary Teaching Center](#) in Caldwell, and centers focused on plant sciences at Moscow, Parma, Kimberley, Aberdeen, and Teton. The total value of buildings and equipment at these sites is over \$66.5 million.

#### *Reinvestment Needs and Resources*

This substantial physical plant requires adequate ongoing maintenance and repairs, as well as reinvestment through major repairs, renewal, renovations, modernization, demolition, and new construction. In most cases, such needs are far beyond those that local, routine operating and maintenance budgets can support. In these cases, the University looks to alternative funding sources, such as grants, loans, bonding, and private giving. The University has been highly successful in developing and aligning funding for major projects in recent years. The table below shows the relative support among fund sources for major projects (exceeding \$500,000) statewide since 1990.

<b>University of Idaho Major Capital Construction, 1990 through Present</b>				
	Funding/Cost			
	State Funding	Federal Funding	Other/Private Bond, etc.	Total Project Funding/Cost
Moscow	\$ 89,431,516	\$ 35,834,713	\$243,235,364	\$368,501,593
Statewide	\$ 7,525,000	\$ 4,438,500	\$ 49,562,000	\$ 61,525,500
<b>TOTALS</b>	<b>\$ 96,956,516</b>	<b>\$ 40,273,213</b>	<b>\$292,797,364</b>	<b>\$430,027,093</b>
<b>Funding Category Total Expressed as a Percentage of Total Funding</b>	<b>22.5%</b>	<b>9.4%</b>	<b>68.1%</b>	

Figure 14. Summary of capital construction funding 1990 to present

A list of major capital projects implemented since 1990 is provided as Appendix A for informational purposes.

State sources represent approximately 22 percent of the funding for major projects. The support provided is through the State’s Permanent Building Fund (PBF) for both new construction and major repair/renewal projects. In recent history, state funding for new construction has been limited for higher education as available resources are allocated annually to meet the needs for all state agencies, other than Transportation and PK-12 schools.

Similarly, the PBF allocates resources to help meet major repair and renewal needs for these same state agencies. National benchmark standards suggest owners should spend anywhere from 1.5-3 percent of a building’s current replacement value in repairs and renewal annually. For the Moscow campus alone, this would suggest \$10-\$20 million should be spent annually for these repair and renewal needs in general education spaces. Approximately \$3 million annually is provided toward these needs from state resources, up slightly in recent years from the historic average of \$2.3 million. The University has allocated approximately \$3 million annually through central administration accounts and departmental resources, in addition to funds specifically earmarked by the State Permanent Building Fund.

The University has established a list of capital renewal needs in priority order to assure prudent investment in renewal projects that best provide for institutional needs. The highest priority capital renewal projects are found in Appendix B. The first list shows those major capital (new construction) and alteration/repair (capital renewal) needs, as presented to state officials in seeking state funding support in Fiscal Year 2013. The second list in Appendix B is a university priority list to include projects to be funded through a variety of fund sources. Lastly, Appendix C includes the six-year capital plan as recently presented to state officials.

### *Routine Maintenance and Repair*

The University continues to provide facilities and grounds that support an exceptional residential student experience. For example, the University recently compared our facilities-related expenditures to those of other institutions, benchmarking against 19 other older public research institutions, as well as against national averages reported through the Association of Physical Plant Administrators' (APPA) Facilities Performance Indicator survey. Results were compiled for staffing and expenditures, with a focus primarily on building maintenance, custodial, and grounds keeping activities. The results consistently showed the University of Idaho is able to operate with fewer resources when compared to the average of peer institutions and to the national APPA average.

Below are the overall figures, which compare facility operations expenditures (\$) to plant current replacement value (CRV), gross institutional expenditures (GIE), and gross square feet maintained (GSF):

	University of Idaho	Peer average	National APPA average
\$/CRV	1.11%	1.9%	2.3%
\$/GIE	2.97%	4.9%	7.3%
\$/GSF	\$3.37	\$5.12	\$5.08

*Figure 15. Facility operation expenditures compared to peer and national averages*

These figures show the University spends approximately 60-65 percent in support of its facilities, as compared to the peer and national averages.

### *Occupancy Costs*

The state established an occupancy cost formula, intended to provide proper funding levels for routine operations and maintenance, as well as routine minor repairs of state operated facilities. The funding formula is driven by two key factors: Current Replacement Value (CRV) of the facility, and the gross square footage (GSF).

Cost Element	Formula
Building Maintenance	1.5% CRV
Custodial Support	Salary & Benefits for 1 FTE/26,000GSF plus \$0.1/GSF
Utilities	\$1.75/GSF
IT, Safety, Security	\$0.77/GSF
Landscape, Insurance	0.08% CRV

*Figure 16. State occupancy cost formula*

For typical new buildings, the formula would provide roughly \$8/GSF for annual operations and maintenance.

Using this formula, the state attempts to fund operations of “new” general education space, increasing base budgets to account for building maintenance, utilities, custodial, and other minor costs. Although the state recognizes the need for occupancy costs for building operations, the challenging economic environment in recent years has resulted in some delays in allocating these funds. The state sometimes is unable to provide requested funding; agencies annually seek new and past unfunded occupancy costs. The University of Idaho currently seeks approximately \$300,000 annually for occupancy costs.

In response to the State’s limited funding of basic occupancy costs, the University has sharpened its focus on ongoing maintenance and repair for new campus spaces. For example, the University currently prioritizes the ability to find additional or alternative sources to address occupancy costs when analyzing proposed new facilities on campus.

### *Growing Resources*

The University implemented several policies with the intent of establishing alternative resources to meet the growing capital renewal needs. In the *Administrative Procedures Manual*, [APM 40.06](#) addresses privately funded capital projects, assessing a 10 percent fee against gift proceeds. These funds are placed into Facility Maintenance Endowment. [APM 40.07](#) established separate endowments for Auxiliary and General Education spaces, with proceeds to augment routine maintenance budgets and to serve wider campus needs, not just the facility for which the funds were raised. These endowments as yet do not generate substantial income, but will grow with future fundraising efforts in support of capital projects.

There is also a policy to increase the variety of giving associated with capital projects. [APM 40.08](#) supports donations of products or services, rather than cash, for capital projects. Donations supported include architectural and engineering design services, as well as construction materials or services.

### *Accessibility*

The University undertook a major study of accessibility needs for the campus in the early 1990s, identifying several project needs to improve compliance with the Americans with Disabilities Act (ADA). This report was reviewed and updated in 2004. Among the many major projects undertaken since that time, the University has had great success in adding elevators and accessible entrances to our stock of older buildings. The state has historically made roughly \$800,000 available annually to address ADA needs in buildings statewide for all state agencies. The University has often received one-fourth to one-half the total state ADA budget in a given year to install a new elevator. As seen in Appendix D, the university received \$412,000 from the state in Fiscal Year 2015 to create an accessible entry lobby to classroom Agricultural Sciences 106, a large capacity lecture hall in which many 100 and 200 level courses occur.

Constructed in 1951, it currently has universal accessible seating at the rear of the hall, but it lacks accessible pathways for seating and instructors to the front of the hall. The project funded by the state in Fiscal Year 2015 is currently in design with an anticipated construction period beginning during the summer of 2016. The university's top funding priority for the Fiscal Year 2016 ADA Compliance Category request is \$88,000 necessary to complete the funding for the Agricultural Sciences 106 Accessible entrance project. In 2008, two main projects resulted and were identified and completed: improved signage directing users to accessible building entrances and the installation of compliant curb drops.

Funds are set aside annually from within local operating budget to address emerging/urgent ADA compliance needs. An example of a minor project accomplished under local funding is the establishment of an ADA-compliant restroom in a particular academic building where a student with physical limitations was taking a class. Campus-wide, additional ADA needs remain, which will be addressed as state and local funding permit.

The University established the [Vandal Access Shuttle](#) in 2009. This established a transit service for the Moscow campus community with accessibility needs. The service is operated by University Parking and Transportation Services throughout the academic year. It serves the main campus on a fixed route, which is adjusted from one semester to the next, depending on the clientele's course schedules and locations.

### *Safety*

University of Idaho facilities, statewide, are inspected annually by the Idaho Division of Building Safety (DBS). Safety discrepancies identified by DBS have dropped approximately 50 percent in the past five years. This improvement is the result of increased emphasis and collaboration on workplace safety, as well as a more thorough and prompt response in addressing discrepancies as they arise. Unit and college safety plans and safety committees have furthered this effort.

The University continues to have favorable results in the Workers Compensation Insurance Program. The 2013 year had the second lowest loss ratio on record. Overall claim costs and serious accidents continue to trend down. Continued efforts with training, safety and support have helped with this trend.

The University has established a Unit Safety Program and a [Safety and Loss Control Committee](#). These programs, in conjunction with the Environmental Health and Safety Office, assist units in building safety programs, establishing unit safety committees, and addressing safety hazards. These efforts have contributed to the improvements noted above, and in reducing safety discrepancies and reducing accidents.

The University of Idaho has a program in place to conduct fire and life safety upgrades for major university buildings and residence halls. Over time, many major academic buildings as well as the [Kibbie ASUI Activity Center](#) (Kibbie Dome) have had major life safety upgrades. These upgrades include installation of fire alarm and detection systems, fire sprinkler systems, exiting improvements, and emergency lighting. Residence hall improvements have included new fire alarm and detection systems, fire sprinkler systems, elevator renovations, and replacement of older residence halls. Many of the projects listed in Appendix A include life safety improvements. Ongoing state funded projects include life safety improvements in Buchanan Engineering Lab and a seismic survey of our many older campus buildings. Of special note are the improvements effected at the Kibbie Dome. Over \$25 million in life safety improvements were identified, planned, designed, and completed during a five-year period (2006 – 2011) through a combination of state and local funding, correcting code deficiencies in this high-use public assembly building. In addition to fire sprinkler and smoke exhaust systems, work included the replacement of the combustibile end walls with non-combustible wall systems featuring steel trusses and translucent, rated fiberglass panels.

Fire and life safety systems throughout University buildings are maintained and inspected routinely. These systems include fume hoods; safety showers and eye wash stations; fire alarm and detection systems; fire sprinkler systems; emergency lighting and backup generator systems; exit lights; and, fire extinguishers. These efforts, along with the many life safety improvement projects, contribute to the safety of the buildings and support healthful learning and working environments.

### *Space Quantity and Quality*

The current physical structure is adequate for the current level and distribution of research at the University of Idaho. There is limited room for growth in areas that would require labs with controlled environments. In addition, there is no existing space that could be used to house major instrumentation that requires a controlled environment. Although physical space could be found, major renovations to that space would be required. Finally, accessing space where major research projects, such as EPSCoR and REACCH, can be co-located with their support staff, has proved difficult. Increasing the research expenditures will necessitate creation of new laboratory space, new space for major instrumentation, and contiguous office space for large research programs.

Priorities for creating new physical space are tied closely with strategic faculty hires and major program initiatives, such as the institution's designated [signature areas](#) of transition of landscapes and the structures they support from wilderness to urbanization; the nexus of energy production and use, agriculture and the environment; real-time evolution, science, technology, engineering and math; and human communities. Economies are to be gained by hiring faculty in related areas, thus permitting shared use of some space. Likewise, future purchases of major equipment

will be tied to strategic needs, with instruments of similar function co-located to reduce the need for construction of specialized space. Co-location of current equipment in core facilities could free up some space while reducing operating costs.

In spring 2014, the University of Idaho broke ground on the [Integrated Research and Innovation Building](#) (IRIC). IRIC will include 70,000 square feet of dedicated research space. The Education Building is undergoing a major renovation that will result in state of the art classrooms and modern office space for College of Education students, faculty, and staff. This is one project in a multi-year program of classroom improvements. Initial investments included creating a high-technology classroom (Teaching and Learning Center 023) and renovating Renfrew Hall 125 and 126, two larger classroom spaces. This was followed by a major renovation of Agricultural Science 106, a large auditorium, as well as improvements in seven other classrooms in five other buildings. Six projects have been approved for the current year, with one pending.



*IRIC Building*

These improvements range from new carpet and paint to major equipment installations. A priority future project is renovation of laboratory space. A summary of this investment is provided by the [Classroom Strategic Planning Workgroup](#).

Currently, efforts are underway to create core facilities around certain functions such as genome sequencing, biological informatics, and optical imaging. These efforts continue and are a high priority for the coming year.

During the last 12 months we have completed a major renovation of the Nicolls Building that included significant improvements in teaching and laboratory space related to Family and Consumer Science; The Tom and Teita Reveley Building on the Parker Farm, College of Natural Resources, has received awards for its use of Idaho wood products; the Vandal Ballroom in the Bruce M. Pitman Center; new north campus entry gateways; and a major traffic calming project in between the bookstore and the Pitman Center.

The expected growth of the campus will also strain the current office and administrative space capacities of the campus. Older campus buildings are frequently not configured appropriately to provide efficient modern offices. Further, traditional higher education offices are quiet, contemplative, and private spaces, and do not readily lend themselves to the open, collaborative, corporate-type spaces which generally achieve much greater space efficiency. The College of Art & Architecture is testing the concept of a "faculty studio" in which participating faculty give up private offices to operate in a more open environment, with access to shared private "hotel" space. Private conversations or

student counseling will occur in these hotel spaces, while routine office activities take place in the more open environment. Faculty, students, and staff will evaluate the success of this concept.

**2.G.2 THE INSTITUTION ADOPTS, PUBLISHES, REVIEWS REGULARLY, AND ADHERES TO POLICIES AND PROCEDURES REGARDING THE SAFE USE, STORAGE, AND DISPOSAL OF HAZARDOUS OR TOXIC MATERIALS.**

The University engages in activities that use hazardous chemicals, radioactive materials, and biohazardous materials.

*Hazardous Chemicals*

The University maintains a [Hazardous Materials Management and Disposal Policy and Procedures](#) manual on the [Environmental Health and Safety](#) website. This manual describes procedures for proper disposal of hazardous materials, hazardous waste minimization practices, hazard information, chemical storage guidelines, and hazardous materials spill response information.

[Section 35.40](#) of the *Administrative Procedures Manual* requires employees and students to comply with rules, regulations, policies and procedures regarding hazardous waste management and to attend a hazardous waste management training course every five years.

The Environmental Health and Safety Office offers a hazardous waste management training course that covers the procedures for proper hazardous waste identification, collection, storage, labeling, and submittal for disposal. Further, the University has established the position of Hazardous Materials Specialist who manages the hazardous materials use and disposal program, oversees compliance with rules and regulations, provides training and technical guidance, and recommends policies and procedures.

*Radioactive Materials*

The University maintains a broad-scope radioactive materials license with the U.S. Nuclear Regulatory Commission. The license delegates authority for managing a radiation safety program to the University's [Radiation Safety Committee](#) and [Radiation Safety Officer](#).

The University maintains a [Radiation Safety Manual](#) on the [Environmental Health and Safety](#) website. This manual covers all use of radioactive materials, and includes procedures for applying to use radioactive materials; how to obtain radioactive materials; inventory, disposal, survey, and training requirements; user responsibilities and safety information; and individual isotope information. The Environmental Health and Safety Office offers an online radiation safety orientation training course and an advanced five-hour radiation safety training lecture course.

**2.G.3 THE INSTITUTION DEVELOPS, IMPLEMENTS, AND REVIEWS REGULARLY A MASTER PLAN FOR ITS PHYSICAL DEVELOPMENT THAT IS CONSISTENT WITH ITS MISSION, CORE THEMES, AND LONG-RANGE EDUCATIONAL AND FINANCIAL PLANS.**

The University's [Long Range Campus Development Plan](#) (LRCDP) was initially established in the late 1990s and revised in 2000 in support of the Strategic Plan. Even with the recent renewal of the campus Strategic Plan, the LRCDP's guiding principles and development "roadmap" continue to align well with University objectives. The LRCDP and associated Illustrative Plan are found on the [Facilities Services](#) website. The illustrative plan is updated frequently to reflect capital project development and emerging capital project priorities.

The LRCDP includes nine key goals, supported by 200 objectives and implementation/action strategies. Roughly one-fourth of these objectives have been completed, one-half represent ongoing concerns, and another one-fourth are yet to be addressed.

The LRCDP serves as a "master" planning framework. It has informed, as well as has been augmented and enhanced by, a number of supporting plans:

- Good Stuff Bonding Plan
- Outdoor Lighting Master Plan (1984)
- North Campus Neighborhood Master Plan (1999)
- Sweet Avenue District Master Plan (1999)
- Administration Building Preservation Master Plan (2000)
- ADA Transition Plan
- Comprehensive Housing Study
- Planned Campus Community Study
- Feasibility study — alumni retirement community
- Sports Fields Master Implementation Plan (2001)
- Parking Improvement Plan (2001)
- Vandal Athletic Center Master Plan (2000)
- Visual Identity Guide (2000)
- Life Sciences South Improvement Plan (2003)
- ASUI Kibbie Activity Center Master Plan (2007)
- Energy Saving Performance Contracting Technical Assessment (2007)
- Arboreta Master Plan (2007)
- Utility Master Plan (2008)
- Wayfinding and Signage Master Plan (2009)
- Paradise Creek Relocation, North Campus Entry Plan (2010)
- Transportation/Mobility Plan (ongoing)
- Agricultural Properties Master Plan (desired)
- Review of capital project needs

- Campus call for projects
- Campus Planning Advisory Committee process/engagement
- Executive team review

**2.G.4 EQUIPMENT IS SUFFICIENT IN QUANTITY AND QUALITY AND MANAGED APPROPRIATELY TO SUPPORT INSTITUTIONAL FUNCTIONS AND FULFILLMENT OF THE INSTITUTION’S MISSION, ACCOMPLISHMENT OF CORE THEME OBJECTIVES, AND ACHIEVEMENT OF GOALS OR INTENDED OUTCOMES OF ITS PROGRAMS AND SERVICES.**

The [Asset Accounting](#) unit oversees the tracking and reporting of the variety of furnishings and equipment on behalf of the University.

The University research enterprise has sufficient equipment. Some equipment is aging and will eventually require replacement. Equipment maintenance funds should be enhanced, and new equipment purchases may require enhanced physical space.

The University of Idaho has adopted a two-pronged strategy related to equipment. First, no proposal for new equipment can be submitted unless the proposers can show that a strategic need for the instrument extends beyond their immediate research. This is an attempt to ensure that any new equipment will be used extensively and will provide a return on the investment. Secondly, there are plans to incorporate most major instruments into core facilities, thereby providing easier access for all researchers, reducing the amount of specialized space needed to support a suite of instruments, and providing a source of income to offset operational costs through charges for use.

The former has just been established so it is too early to tell if it will work. The latter has been in the works for a little over a year. So far, two core facilities have been established: a [genome sequencing core](#) and an [optical imaging core](#). The process of establishing core facilities faces three major hurdles: faculty buy-in, identification of suitable space, and finding funds to complete the necessary renovations.

The most successful approach to developing instrument cores has been to address one instrument cluster at a time as needed to support high priority research grant.

Metrics are again under development. To date the most useful have been:

- The number of operational core facilities
- The recovered cost per instrument in a core facility
- The number of internal users and their distribution among academic units.
- The amount of dollars spent on instrument maintenance and operation

**2.G.5 CONSISTENT WITH ITS MISSION, CORE THEMES, AND CHARACTERISTICS, THE INSTITUTION HAS APPROPRIATE AND ADEQUATE TECHNOLOGY SYSTEMS AND INFRASTRUCTURE TO SUPPORT ITS MANAGEMENT AND OPERATIONAL FUNCTIONS, ACADEMIC PROGRAMS, AND SUPPORT SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED.**

University of Idaho [Information Technology Services](#) (ITS) leadership manages a diverse suite of services designed to meet current and evolving needs of its constituents. Highlights of the most critical technological systems and infrastructure and how they are continually adapting are:

#### 1. Network

The University of Idaho was one of the first higher education institutions in the nation with a multi-gigabit backbone in the late 1990s. The core network is a Cisco-based 10 Gbps infrastructure, with 10 Gbps, 1 Gbps and 100 Mbps edge switches. Projects in 2014-15 will upgrade the network to Power over Ethernet (POE) switches in preparation for a University-wide rollout of a Voice over IP (VoIP) telephone communication system. A Cisco-based 802.11x wireless network, upgraded in 2014, is comprised of over 900 wireless access points and supporting controllers and covers 97 percent of all academic areas and the majority of administrative spaces — utilizing the highest levels of security available with 802.11x authentication. In 2007, the University of Idaho helped found the [Idaho Regional Optical Network](#) (IRON), which links higher education, research, and health organizations throughout the state of Idaho. In 2010, the University migrated completely onto that network for its primary connectivity and, through an NSF CC-NIE grant in 2013-2014, completed a 10 Gbps connection across Idaho to high performance computing resources at the [Idaho National Laboratory](#).

The three large UI instructional centers — Boise, Coeur d’Alene, and Idaho Falls — are connected to the main campus via gigabit Ethernet through IRON. Connectivity to smaller locations across the state is provided at varying speeds by IRON and independent carriers. UI also maintains an 800 Mbps redundant backup link through a local Internet service provider (ISP). Due to the high quality of the UI network design, by ITS and IRON, the latency (signal delay) between UI centers is so low that it is almost impossible for a user to notice the difference in Internet speed when at the Moscow campus or at a facility hundreds of miles away.

#### 2. Data Centers

ITS maintains two data center facilities, one on the main floor of the Administration Building and another in the basement of the Library. Several recent projects in the Library, including improvements in HVAC and installation of a diesel-powered generator, have caused ITS to swap the historical primary/secondary site roles — the Library is now considered the primary site with backup services for critical applications residing in the Administration Building. The extensive use of virtualization and SAN-based storage has assisted considerably in significantly reducing the power and cooling consumption.

### 3. Academic and Instructional Technology

Technology is used extensively in fulfilling the University of Idaho's educational mission of instruction, outreach, and research. Seventy-five "smart classrooms" (over 60 percent of the total classrooms on the Moscow campus) have a consistent yet broad mix of presentation technologies including document cameras, computer, and DVD and are controlled by AMX — a nationally-recognized management system. ITS employs a staff of six people to maintain and upgrade these classrooms and also write the control software that allows faculty to utilize any of these rooms through a consistent and easy-to-use interface. In 2013-2014, these classrooms were updated to the latest HD projectors and rewired to improve quality. Many other classrooms across UI locations have presentation and video conferencing capabilities.

Touch panel-operated control systems were selected as the user interface in each classroom. The touch panels were chosen so the user interface would maintain a uniform look and feel from room to room and be easily updated as needs changed. Each standardized classroom has the ability to project a large image onto a screen through installed projectors from a lectern-based PC, DVD, document, camera, laptop, or external video source. These standardized rooms have sound reinforcement systems incorporated as part of the technology package as well.

Before the adoption of control systems, users contended with separate remote controls for each piece of equipment. The type of remote control varied by room and functioned differently for each brand of equipment. Retraining was necessary each time there was an equipment upgrade or an instructor was assigned to a new room. Now, regardless of the type of projector, DVD, etc., the touch panel interface looks and functions the same in every room. The control codes behind the scenes are different, but remain transparent to the users. Although the touch panel operation is quite intuitive, there is a link from the ITS [Classroom Technology Services](#) webpage that describes individual page and button functions in detail. Touch panel graphical layout was customized to incorporate the features most wanted by instructors. Instructors made it clear that they did not want to search through an array of 30 buttons on remote controls to find the four buttons that they routinely used. Programming of both the user interface and the backend monitoring was done in-house. Having an in-house, AMX-certified, programmer allows for quick reprogramming when equipment needs upgrading or additional features are required.

[BBLearn](#) by Blackboard is the UI's centrally-supported learning management system (LMS) that provides for the delivery and instruction of online courses, for the digital and multimedia delivery for face-to-face courses, for examinations and testing, for the assessment and reporting grades, for the facilitation of student and faculty communications, and for many other functions. [Distance and Extended Education](#) (DEE) staff, a department under the Vice Provost for Academic Affairs, directly

support faculty in the development of online-based courses using the BBLearn LMS. The LMS is hosted offsite by the vendor.

Over 500 desktop computers, 50 laptops, 75 software applications, and 24 high-volume printers form the foundation of the student computing labs system. These resources are distributed around the Moscow campus in 17 locations, which serve the computing needs of over 11,000 unique users (students, faculty and staff) and print more than 3 million pages each year. Students have access to 100 computer kiosks, distributed around campus, where they are able to check email, print assignments, or access the Internet. In 2013, ITS implemented [VLab](#), a virtual lab environment accessible over the Internet. All students are able to run the software they need for classroom assignments and projects from anywhere with an Internet connection.

#### 4. Administrative Applications

Traditional administrative applications (including file, print, and email) are hosted and maintained centrally by the University. SunGard's Banner ERP product performs the functions of payroll, finance, human resources, budget, student records, alumni, and financial aid for the UI. Other critical UI administrative applications such as document imaging, campus card ([VandalCard](#)), and facilities management ([FAMIS](#)) use the same infrastructure and resources that support the Banner application.

Other applications provided by the UI include Star Rez (student housing), Talisma (CRM), Sunapsis (international student tracking), SiteCore (a content management system supporting the University's web presence) and Net Learning (computer-based training). In addition, many smaller administrative database applications are hosted on Oracle and SQL Server platforms which are managed and maintained by ITS.

The University of Idaho has also implemented a number of cloud-based software solutions to support specific functionality. These include, but are not limited to: Microsoft Office 365, providing student and employee email and collaboration tools; PeopleAdmin, providing employee recruitment functionality; and, 25Live, providing event calendaring, resource scheduling and space management.

#### 5. Voice and Video Communications

Voice services are currently contracted with Frontier (formerly Verizon) and smaller carriers throughout the state. During the 2014 – 2015 academic year, ITS will lead a project to replace the current systems with a modern telecommunications systems. Video conferencing services, including bridging, scheduling, dedicated classrooms and over 60 codecs around the state are currently under institutional review and planning.

## 6. Security

in April 2013 The University of Idaho engaged with expert consultants from Indiana University to conduct an independent information security assessment. The consultants researched our technology, policies and processes before coming to the University of Idaho on April 21 – 23, 2013. While on campus, they met with 45 individuals from across the University, toured the campus and worked with ITS staff on a deeper technology review. The assessment resulted in a comprehensive report delivered in September 2013, a copy of which is available upon request. The report found that the general state of information security and privacy at the University was “fair.” The report contains 113 recommendations ranging from simple changes in physical security to complex policy and cultural changes. Of the recommendations, 20 are considered priority 1 and represent excellent places to start in improving security. Beginning in 2014, the University of Idaho began strategically implementing the recommendations contained in the report. Successful changes includes the creation of an Information Security Office, the hiring on an Information Security Officer, the creation of an incident response plan, the establishment of a security advisory board, changes to password policies, annual security scans and a number of technical changes. An institution-wide security plan is currently under development, and upon its implementation there are plans for a follow-up visit from the consultants to review progress and update recommendations.

### **2.G.6 THE INSTITUTION PROVIDES APPROPRIATE INSTRUCTION AND SUPPORT FOR FACULTY, STAFF, STUDENTS, AND ADMINISTRATORS IN THE EFFECTIVE USE OF TECHNOLOGY AND TECHNOLOGY SYSTEMS RELATED TO ITS PROGRAMS, SERVICES, AND INSTITUTIONAL OPERATIONS.**

The ITS Customer Support Help Desk handles most of the day-to-day needs of students, faculty, and staff with respect to desktop/laptop equipment and administrative applications support. In January 2009, the ITS Help Desk implemented an IT service management tool — Numara’s Footprints — to track issues, projects, and operations within ITS. Since implementation, the Help Desk has closed on average 30,000 trouble tickets per year. FootPrints allows the day-to-day operation to be more efficient and effective by streamlining the operation, as well as capturing a history of and tracking the work performed. Another excellent feature of the FootPrints tool is the request for feedback on the Help Desk services. The feedback is imperative to ITS to align itself with the Information Technology Infrastructure Library (ITIL) framework of continual service improvement review to focus on changes and new ideas for advancements to ITS services.

In 2012, ITS Customer Support joined in the [TechQual Project](#) from Pepperdine University, a survey and reporting tool for IT services of higher education. ITS is able to gather metrics, benchmarks, and performance indicators critical for IT organizations when faced with decision of an overall strategy, while also having the comparisons of our IT peers.

The demand for applied knowledge of computer security for university personnel has become increasingly apparent. In the summer of 2007, ITS Customer Support developed a day-long [Computer Security Awareness Symposium](#) (CSAS) for the UI community to attend. The symposium offered keynote speakers as well as security tricks and tips for all computer users. This event has been well received and has been offered every year since 2007. The University of Idaho's CSAS program was recognized by the State of Idaho with an IT Achievement Award from the state Information Technology Resource Management Council in 2010. The University of Idaho continues to improve security awareness through trainings, videos, FAQs and campaigns on particular subjects like phishing and malware.

[Customer Support](#) greets each new employee of the University of Idaho during New Employee Orientation. At this time, the new employee receives their computer accounts and passwords with instructions for the use of their accounts. An online informative video developed by Customer Support is compact and yet explains the computer use policy, and demonstrates how to choose secure passwords; be a good network neighbor; recognize phishing attempts; report any technology concerns; and ask for help. This educational video was awarded the State of Idaho 2011 IT Achievement Award from the Information Technology Resource Management Council.

As our student population is migrating to social media, ITS Customer Support integrated the Help Desk webpages with several social media sites. This offers dynamic templates, social media integration and online editing. Streamlining password changes or account management and delivering frequently asked questions (FAQ) to the University of Idaho community enables the UI to offer quality computer support.

The [ITS Classroom Technology Services](#) department handles the training of faculty in the use of the "smart" classrooms. Classroom Technology Services is committed to helping plan and implement appropriate media service strategies and to ensure adequate equipment, facilities, and resources are available to support teaching and learning for the University of Idaho.

All use of University of Idaho general classrooms must be scheduled through the Registrar's Office. After Registrar's approval, users contact ITS Classroom Support Services for training and classroom equipment access. Training generally takes place at the Classroom Technology Services' office complex, but can also be done in specific rooms upon request. Media equipment support specialists provide equipment orientations through the use of a training station that is a fully functioning replica of the multimedia equipment used in the standardized general use classrooms. Training sessions are tailored to each user, taking from 15 minutes to an hour to complete, depending on the user's experience and abilities.

With only a few technicians to oversee many rooms, it became necessary for ITS Classroom Technology Services to adopt new support strategies to ensure that the classrooms remained well supported and reliable. The ITS Classroom Technology Services department built a highly effective support program by integrating a few key components into each classroom. AMX Netlinx controllers were chosen for their ability to provide equipment control as well as their ability to be controlled and monitored from the IP network. Coupled with a server for hosting a custom web application to serve as a monitoring dashboard, the control system provides a mechanism for remote gathering of critical information in support of operations.

AMX touch panels were selected as the user interface in each classroom. Touch panels were chosen so the user interface would maintain a uniform look and feel from room to room and can be easily updated as needs changed. The touch panel pages were designed and programmed by ITS Classroom Technology Services with features that would allow users to report problems to or request assistance from classroom support services via an E-help button on the touch panel.

The touch panels can be remotely controlled by support technicians. Systems are actively monitored by technicians in the office, in the field, and at home via a web-based status page, email, and text alerts.

Constant monitoring provides early warning and enables support technicians to repair, replace, or provide a workaround to a problem quickly so classes rarely have to be cancelled due to equipment problems.

Multiple parameters are monitored, including ping status for IP-controlled devices, projector on/off, filter hours, lamp hours, current user logged into system, last user logged into system, log-in date and time, PC status, and server status. The support web page also has links to archived information, maintenance journals, system drawings, and inventory data. Anomalies will trigger email and text messages to be sent to support technicians' workstations and cellphones. A mobile version of the status page is viewable in the field for the techs that carry Windows Mobile devices or iPhones. Touch panels, controllers, and integrated systems can be fully controlled from anywhere that technicians have Internet connectivity via secure VPN access.

IP addressable power controllers make it possible to remotely power-cycle an entire system in the case where a simple reboot isn't effective. The status information gathered from monitoring is valuable for formulating preventive maintenance strategies.

In addition to monitoring current status, collected data is used to spot trends. These can be user trends or equipment trends. The tracked information can be utilized to make budget adjustments, staffing adjustments, etc. The information can be used to create

profiles that lend insight to user habits and needs or equipment performance and utilization.

Due to heavy scheduling of the rooms during the day, most of the routine/preventive maintenance has been shifted to the night shift when the classrooms are not being heavily used. Filter cleaning, lamp changing and software updates are the most common activities that occur during the night shift. The control and monitoring system reminds technicians when it is time to clean a projector filter and indicates how many hours remain until the next scheduled cleaning. The information gathered from monitoring is augmented by regular visual verification in the field. Comprehensive inspections and testing are done during spring break, Thanksgiving break, and before each semester begins.

The design of the backend status-monitoring component adhered to the same principle that was used to design the user interfaces: there are no unused or unwanted status indicators and everything that the technicians want to monitor is available at a glance. Costs are reduced and efficiency is improved through preventive maintenance practices. The useful and reliable lifetime of the equipment is extended through regularly scheduled maintenance activities such as filter and lamp changes.

Spotting trends in the monitored data can be useful for optimizing equipment replacement cycles. For example, projector lamp stock can be adjusted down or up to coincide with room usage. Lightly utilized rooms may not need to have the equipment replaced at the same interval as heavily used rooms.

Utilizing available control and monitoring tools, technicians are able to make quick interventions to prevent lost class time. When necessary, support technicians can remotely operate equipment for users who need assistance.

An effective classroom technology support plan has the added benefit of fostering good relations with users who notice and appreciate that support personnel are responsive. It has the potential to help retain faculty and students. Less down time could result in increased satisfaction, which may lead to higher retention rates.

[Distance and Extended Education](#) (DEE) supports the design and development of programs and courses that offer quality, innovative, and student-centered experiences in which students and instructors participate in highly interactive and engaging learning activities that leverage web-based technologies to achieve program and University learning objectives. DEE provides training and support for course design, pedagogical strategies, available technologies, active student engagement, and assessment strategies. Staff members assist instructors as they design and create web-based classes in the BbLearn course management system and using various web-based technologies. Faculty can access workshops, peer presentations, and individual appointments to develop and refined their knowledge and skills in online learning environments. The

quality of instruction and support provided for course development was recognized with a [2014 Blackboard Catalyst Award for Exemplary Course Design](#), awarded to Dr. Eva Strand for her course, Landscape and Habitat Dynamics.

**2.G.7 TECHNOLOGICAL INFRASTRUCTURE PLANNING PROVIDES OPPORTUNITIES FOR INPUT FROM ITS TECHNOLOGY SUPPORT STAFF AND CONSTITUENCIES WHO RELY ON TECHNOLOGY FOR INSTITUTIONAL OPERATIONS, PROGRAMS, AND SERVICES.**

ITS conducts an annual strategic planning process in collaboration with constituents across the institution. The goal of the process is to align technology efforts with the needs of the university. While strategic planning is critical, UI also addresses this standard through its multi-tier advisory strategy.

- Faculty-led [Information Technology Committee](#) — This formal committee, under the jurisdiction of Faculty Senate, traditionally addresses concerns related to instruction. Members are appointed by Faculty Senate from the faculty body with ex-officio roles of ITS Executive Director/CIO, DEE, Registrar, and Vice President for Research and Economic Development.
- [Advisory Group for IT](#) (AGIT) — This committee, which advises the Provost and Executive Vice President, Financial Vice President, and ITS Executive Director/CIO, addresses specific topics and issues with focus on the areas of instruction, research, administration, and infrastructure. The goal of the group is to ensure that projects are positioned for success through a robust technical, resource, and financial planning process. Members of the steering committee include directors, deans and assistant vice presidents as well as student and faculty representation.
- Technology Security Advisory Council (TSAC) — this new committee, formed in 2014, advises the new University Information Security Officer as to the potential impacts of security initiatives and provides advice on the best ways to communicate security issues to University constituents.

ITS Customer Support also organizes regular information sessions/meetings for a group of system administrators (SysAds) representing many discrete departments from around the campus and the centers across the state. Although an agenda is followed for specific topics, there is always an opportunity to share information and to ask questions of ITS or each other. Each meeting is set up as a video conference for face-to-face interactions.

**2.G.8 THE INSTITUTION DEVELOPS, IMPLEMENTS, AND REVIEWS REGULARLY A TECHNOLOGY UPDATE AND REPLACEMENT PLAN TO ENSURE ITS TECHNOLOGICAL INFRASTRUCTURE IS ADEQUATE TO SUPPORT ITS OPERATIONS, PROGRAMS, AND SERVICES.**

ITS utilizes a lifecycle replacement model of approximately five years for enterprise hardware (such as servers, backbone network, SAN, etc.) and a four-year life cycle on desktop hardware. Software assets follow a different strategy and are less predictable

as release dates are seldom known with any certainty more than six months in advance, and impacts upon users can vary widely. Technology updates and replacement plans outside of ITS vary widely across colleges and the centers.

ITS Customer Support's [Technical Support Services](#) (TSS) offers in-office systems support to all faculty and staff. Initially developed to be a hardware support group, TSS often supports the implementation of a new tool or software to meet the customer expectations of technology. This service is a full cost recovery unit designed to eliminate down time and to keep production time/resources moving forward. Many colleges and departments have entered into an annual Memo of Understanding for TSS services because of the high quality and timeliness of the service provided.

## INSTITUTIONAL PLANNING

### Standard 3.A Institutional Planning

THE INSTITUTION ENGAGES IN ONGOING, PARTICIPATORY PLANNING THAT PROVIDES DIRECTION FOR THE INSTITUTION AND LEADS TO THE ACHIEVEMENT OF THE INTENDED OUTCOMES OF ITS PROGRAMS AND SERVICES, ACCOMPLISHMENT OF ITS CORE THEMES, AND FULFILLMENT OF ITS MISSION. THE RESULTING PLANS REFLECT THE INTERDEPENDENT NATURE OF THE INSTITUTION'S OPERATIONS, FUNCTIONS, AND RESOURCES. THE INSTITUTION DEMONSTRATES THAT THE PLANS ARE IMPLEMENTED AND ARE EVIDENT IN THE RELEVANT ACTIVITIES OF ITS PROGRAMS AND SERVICES, THE ADEQUACY OF ITS RESOURCE ALLOCATION, AND THE EFFECTIVE APPLICATION OF INSTITUTIONAL CAPACITY. IN ADDITION, THE INSTITUTION DEMONSTRATES THAT ITS PLANNING AND IMPLEMENTATION PROCESSES ARE SUFFICIENTLY FLEXIBLE SO THAT THE INSTITUTION IS ABLE TO ADDRESS UNEXPECTED CIRCUMSTANCES THAT HAVE THE POTENTIAL TO IMPACT THE INSTITUTION'S ABILITY TO ACCOMPLISH ITS CORE THEME OBJECTIVES AND TO FULFILL ITS MISSION.

**3.A.1 THE INSTITUTION ENGAGES IN ONGOING, PURPOSEFUL, SYSTEMATIC, INTEGRATED, AND COMPREHENSIVE PLANNING THAT LEADS TO FULFILLMENT OF ITS MISSION. ITS PLANS ARE IMPLEMENTED AND MADE AVAILABLE TO APPROPRIATE CONSTITUENCIES.**

The [mission and role of the University of Idaho](#) are clearly articulated, disseminated broadly, and approved by the University of Idaho Board of Regents/State Board of Education. These statements provide the foundation for planning and for the articulation of the four core themes of the University, and they guide the development, implementation, and assessment of the University strategic plan. The mission and role statements were communicated throughout the University community; input was sought and integrated into the mission and role prior to Board review and approval.

Planning is a continuous process informed by the goals, objectives, and benchmarks articulated in the University of Idaho Board of Regents/State Board of Education [Strategic Plan](#), national trends and best practices, priorities of University leadership, and internal aspirations, goals, and responsibilities. Planning initiatives over the past decade have included the report from the Vision and Resources Task Force (Summer 2004), the 2005-2010 Strategic Action Plan (Vision, Values, and Directions), Program Prioritization (2008), the Strategic Innovations Initiatives (2009), Leading Idaho: Strategic Plan 2011-2015, and the recent Focus for the Future (initiated May 2013). The University will initiate the articulation of the next University strategic plan in 2015 to be guided by the incoming Provost and Executive Vice President. Consistent with the background and leadership President Staben brings to the University, the next plan will provide strategic direction with focus on integrated academic and financial planning and continuous assessment in support of University priorities, with attention to constituent needs and financial resource development and allocation. The plan will provide the strategic direction for the next five years with the flexibility for mid-course adjustments when indicated through articulated assessment processes. The University strategic plan serves

as the overarching document for unit planning; the plan is available through print copies and [online](#).

### **3.A.2 THE INSTITUTION'S COMPREHENSIVE PLANNING PROCESS IS BROAD-BASED AND OFFERS OPPORTUNITIES FOR INPUT BY APPROPRIATE CONSTITUENCIES.**

In preparation for this next cycle of strategic planning, President Staben has emphasized the importance of input from constituents, on and off campus. He traveled throughout Idaho in the summer of 2014 to collect input from various constituents including legislators, statewide employees, business and industry leaders, and alumni. He is available through his office hours to listen to members of the University community, and he began to articulate his vision and priorities for the University through a series of events in fall 2014: the fall Convocation, the Inauguration, and the initiation of a State of the University address.

Planning occurs through interconnected pathways at the University of Idaho. Work related specifically to the core themes, as defined in Standard One and developed in Standards Three and Four, occurs through the articulation of University priorities, consistent with the mission and role of the University of Idaho, the University of Idaho Board of Regents/State Board of Education Strategic Plan, and expressed through the University strategic plan. The initial draft of the strategic plan is developed by a working group that includes representatives from faculty and staff, students, alumni, and constituents who reflect the diversity of units, operations, voices, and so forth among the University community. The working draft is distributed widely and available electronically to gather input and suggestions from the University community prior to formalizing a draft for consideration by the President. The proposed plan is reviewed by the President's Cabinet, the Vice Presidents Group, Provost Council, President's Roundtable, Faculty Senate, Staff Affairs, student government and constituents, and the plan is posted on the web with a dedicated input site. Additionally, announcements are made through various University media including mailing lists, [Today's Register](#), and direct internal communications. Comments and suggestions are summarized; the President affirms the final version and recommends it to the University of Idaho Board of Regents/State Board of Education for approval.

The strategic plan forms the umbrella for unit plans — at the University, vice president, college, and department levels. Units use these plans to direct resources and inform their work to provide internal consistency on those action items that are central to the current plan. Units gather information to determine their effectiveness and to refine practice based on the evidence collected and analyzed in support of the plan. In this way, planning and assessment occur both horizontally and vertically; that is, there is consistency in implementation and analysis of the articulated goals and objectives included in the strategic plan. The strategic plan can be accessed [online](#), and booklets are available to and disseminated throughout the University community.

**3.A.3 THE INSTITUTION’S COMPREHENSIVE PLANNING PROCESS IS INFORMED BY THE COLLECTION OF APPROPRIATELY DEFINED DATA THAT ARE ANALYZED AND USED TO EVALUATE FULFILLMENT OF ITS MISSION.**

University planning is informed by data used to assess core themes as described in Standard One and in the detailed summaries following in this section for each core theme and in the review of resources and capacity required to support the mission and role of the University. The University also tracks standard reports required internally and externally as it assesses its progress and performance and as described in Standard Two. These reports include information about each of the operational areas (e.g., advancement budget and planning, finance and administration, and research and economic development). Data are identified, benchmarks and targets are established where appropriate, summaries are posted, and evaluation leads to recommendations. This information is available for use throughout the University community, and members of the University community are expected to participate in defining next steps and initiatives based as assessment findings are integrated in the planning cycle. Planned investments in [Institutional Research and Assessment](#) will increase the accessibility and usability of assessment information for planning, assessment, and decisions. Processes are in place to assess the meaningfulness and quality of data periodically to assure that the most current and “best” information is available and accessible to the University community to shape decisions and initiatives in support of the mission of the University.

The University community works at the intersection of data gathered to analyze each core theme and the operational areas that support the whole of the University enterprise. This interactive process is illustrated below.

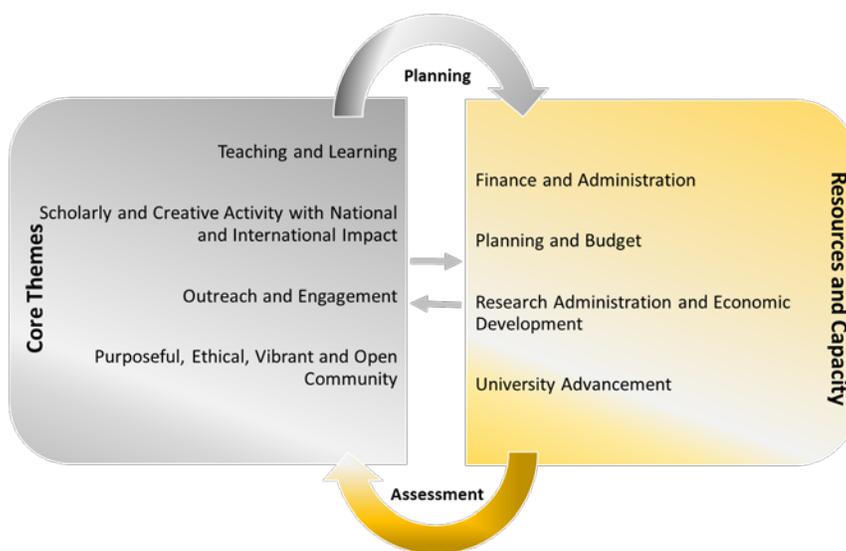


Figure 17. University planning cycle

### **3.A.4 THE INSTITUTION'S COMPREHENSIVE PLAN ARTICULATES PRIORITIES AND GUIDES DECISIONS ON RESOURCE ALLOCATION AND APPLICATION OF INSTITUTIONAL CAPACITY.**

University priorities, established through the planning process described in Standard 3.A.1, are articulated in the University's [Strategic Plan](#), and reviewed and updated based on periodic assessment using the data analysis process described in Standard 3.A.3. Decision processes are guided by and support the mission and core themes of the University.

The Vice Presidents Group (convened by the Provost and Executive Vice President) and the President's Cabinet consider recommendations from the University community. Recommended adjustments resulting from assessment finding are made to the President for consideration. Decisions are implemented, assessment processes continue and/or are modified, if needed, and the cycle continues. The decision path for planning, resource allocation, and analysis of capacity takes into consideration the calendar for fee setting and resource development annually.

University leadership participates in an annual budget process described in Standard Two, identifying priority needs by academic and administrative unit. The session precedes the development for the budget for the next fiscal year; allocations are prioritized and disbursed after tuition has been set and the legislature has acted on overall funding for higher education.

Communication with University leadership occurs through the President's Roundtable and the President's Leadership Series, which consists of two retreats annually and typically three breakfasts each semester. These sessions focus on presentation of University priorities, interaction and feedback on planning and implementation of initiatives, policy and procedure professional development, and capacity development.

#### **University Planning Example**

A current example of the process described above is the University-wide goal of increasing enrollment through recruitment and retention. As stated in Goal 1, the University of Idaho Board of Regents/State Board of Education Strategic Plan has a focus on a well-educated citizenry. Performance measures throughout the plan include benchmarks such as dual credit enrollments, first year retention, percent of Idahoans with college degrees and certificates, student body diversity, and participation in high impact practices (internships and undergraduate research).

The mission of the University of Idaho includes the following statement: "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." This is supported by Goal One of [Leading Idaho: Strategic](#)

[Plan 2011-2015](#) and is further articulated in Core Theme One with emphasis included in each of the other three core themes as well.

President Staben established a goal of increasing the undergraduate student body by 50 percent over the next 10 years with focus on recruitment of students new to the University (serving Idaho and beyond) and increasing overall yearly retention and graduation rates. Recruitment planning has included engaging an external consultant to lead undergraduate recruitment during the 2014-2015 academic year to evaluate and improve recruitment practices and initiatives. Consistent with the University of Idaho Board of Regents/State Board of Education Strategic Plan, data for assessment include Idahoans enrolling in the University of Idaho, diversity of the student body reflecting the diversity of Idaho, and dual credit enrollments. University analyses also include implementation of practices such as an enrollment deposit, refinements of student recruitment events, financial aid awards, and changes to the New Student Orientation. Data and feedback gathered, from each initiative and collectively, will inform changes annually.

Retention, the recruitment partner in student degree and certificate completion, reflects elements of the University of Idaho Board of Regents/State Board of Education Strategic Plan and the University strategic plan. Retention is a shared responsibility between Academic and Student Affairs. Examples of current areas of focus include robust program delivery as assessed through student performance on program learning outcomes, University-wide implementation of Complete College America/Idaho ([CCA](#), [CCI](#)) initiatives (e.g., 15 to Finish, guided pathways/academic maps), investment in high-impact practices (e.g., undergraduate research), continuing support of student engagement activities, and review of policies and practices supporting student success. Assessment of data on first-year retention and four- and six-year graduation rates, with attention to student body diversity, as well as data and feedback on each initiative as it influences overall retention and graduation, will inform modifications and next steps in achieving University goals.

Several actions have been implemented to support this University-wide focus. A consulting enrollment specialist was employed to develop and increase capacity in enrollment management (e.g., recruitment and financial aid processes, practices, and technical support). The Vice Provost for Student Affairs position was re-defined to include Enrollment Management; and a four-month overlap of the new vice provost and the enrollment specialist provided a seamless transition in leadership. Resources were allocated to review and refine financial aid and scholarship practices. A state grant provided an internal pilot for the CCA initiatives currently underway. Time and effort have been allocated and re-allocated to support the technical and data needs inherent in assessment.

Data are gathered for both the recruitment and retention components of the enrollment imperative that inform decisions as faculty and staff work is in progress.

Data are also used annually to track entering student composition and numbers, year-to-year retention, and graduation rates. These data are used in decisions regarding allocation and re-allocation of resources to achieve the recruitment and retention goals.

As a University-wide function, the engagement of faculty, staff, and students is essential. Communication occurs through the structures illustrated above including in the President's Cabinet, the Vice Presidents Group, the President's Roundtable, and the University President's Leadership Series. Additionally, close coordination occurs through Provost Council, between Academic and Student Affairs and Enrollment, and through associate dean and department administrator groups.

**3.A.5 THE INSTITUTION'S PLANNING INCLUDES EMERGENCY PREPAREDNESS AND CONTINGENCY PLANNING FOR CONTINUITY AND RECOVERY OF OPERATIONS SHOULD CATASTROPHIC EVENTS SIGNIFICANTLY INTERRUPT NORMAL INSTITUTIONAL OPERATIONS.**

The University of Idaho engages in four phases of emergency management to ensure that it is well prepared in case a catastrophic event affects the campus. The Office of Public Safety & Security is involved in ongoing *mitigation, preparedness, response, and recovery* actions. The efforts include risk identification and assessment, comprehensive planning, stakeholder training, and collaboration with internal and external partners.

The University has a [Comprehensive Emergency Management Plan](#) (CEMP), developed to respond to the needs of the University during an emergency; it may be activated when an incident reaches proportions beyond the capacity of routine procedures. The CEMP meets the need of the entire institution, including locations across the state. To assist the campus community in recognizing emergent situations, and to facilitate taking proper actions to reduce exposure to risk and harm in case of an emergency, the University has developed recommendations that address: terrorism, bomb threats, suspicious packages, hazardous materials, active shooter situations, criminal activity, campus evacuation or closure, building evacuation, fire or explosion, medical emergency, and power outages. The CEMP and other detailed response information are available through the University of Idaho's Office of [Emergency Management](#).

In support of the CEMP and applicable to a number of different situations in which the university is unable to operate in its normal mode, Information Technology Services (ITS) maintains technology-related disaster recovery and business continuity plans. Plans are currently being reviewed and updated. When updates are complete, public components of the plans will be made available on the university website. Full plans are available upon request for the accreditation review team.

The University has a multi-modal mass notification system, [Vandal Alert](#), used to provide critical information to all members of the University of Idaho community in the event of an emergency, through voice, email and text messages. All faculty, staff and

students are encouraged to visit the UI Vandal Alert website to ensure their contact information is updated and correct.

## CORE THEME PLANNING, ASSESSMENT AND IMPROVEMENT

### Executive Summary of Eligibility Requirements 22 and 23

#### ELIGIBILITY REQUIREMENT 22: STUDENT ACHIEVEMENT

THE INSTITUTION IDENTIFIES AND PUBLISHES THE EXPECTED LEARNING OUTCOMES FOR EACH OF ITS DEGREE AND CERTIFICATE PROGRAMS. THE INSTITUTION ENGAGES IN REGULAR AND ONGOING ASSESSMENT TO VALIDATE STUDENT ACHIEVEMENT OF THESE LEARNING OUTCOMES.

Faculty have identified learning outcomes for each degree and certificate program that serve as the basis for program assessment. The learning outcomes are listed in the [University of Idaho General Catalog](#), posted [on the web](#), and included in the University web summary for [program assessment](#). Departments engage in assessment and program discussion annually regarding student performance relative to program learning outcomes; areas of strength and areas for refinement are reviewed. Summaries of findings and action items are posted in an [electronic system](#).

#### ELIGIBILITY REQUIREMENT 23: INSTITUTIONAL EFFECTIVENESS

THE INSTITUTION SYSTEMATICALLY APPLIES CLEARLY DEFINED EVALUATION AND PLANNING PROCEDURES, ASSESSES THE EXTENT TO WHICH IT ACHIEVES ITS MISSION AND CORE THEMES, USES THE RESULTS OF ASSESSMENT TO EFFECT INSTITUTIONAL IMPROVEMENT, AND PERIODICALLY PUBLISHES THE RESULTS TO ITS CONSTITUENCIES. THROUGH THESE PROCESSES IT REGULARLY MONITORS ITS INTERNAL AND EXTERNAL ENVIRONMENTS TO DETERMINE HOW AND TO WHAT DEGREE CHANGING CIRCUMSTANCES MAY IMPACT THE INSTITUTION AND ITS ABILITY TO ENSURE ITS VIABILITY AND SUSTAINABILITY.

University planning processes are congruent with the University of Idaho Board of Regents/State Board of Education strategic plan and policies, and the approved mission and role of the University, and shaped by the current University strategic plan ([Leading Idaho: Strategic Plan 2011-2015](#)). Overall institutional planning occurs at the President and Cabinet level; unit plans reflect identified University priorities and the results of implementation are used to monitor, assess, and adjust practices needed to meet the mission and role of the University. Mid-course corrections are made based on the variety of inputs available for that particular decision. The University provides an annual report to the Board; stakeholders and constituents are engaged in the planning, monitoring, and analysis of specific University and unit programs and services.

#### Planning and Implementation

THE INSTITUTION ENGAGES IN ONGOING, PARTICIPATORY PLANNING THAT PROVIDES DIRECTION FOR THE INSTITUTION AND LEADS TO THE ACHIEVEMENT OF THE INTENDED OUTCOMES OF ITS PROGRAMS AND SERVICES, ACCOMPLISHMENT OF ITS CORE THEMES, AND FULFILLMENT OF ITS MISSION. THE RESULTING PLANS REFLECT THE INTERDEPENDENT NATURE OF THE INSTITUTION'S OPERATIONS, FUNCTIONS, AND RESOURCES. THE INSTITUTION DEMONSTRATES THAT THE PLANS ARE IMPLEMENTED AND ARE EVIDENT IN THE RELEVANT ACTIVITIES OF ITS PROGRAMS AND SERVICES, THE ADEQUACY OF ITS RESOURCE ALLOCATION, AND THE EFFECTIVE APPLICATION OF

INSTITUTIONAL CAPACITY. IN ADDITION, THE INSTITUTION DEMONSTRATES THAT ITS PLANNING AND IMPLEMENTATION PROCESSES ARE SUFFICIENTLY FLEXIBLE SO THAT THE INSTITUTION IS ABLE TO ADDRESS UNEXPECTED CIRCUMSTANCES THAT HAVE THE POTENTIAL TO IMPACT THE INSTITUTION'S ABILITY TO ACCOMPLISH ITS CORE THEME OBJECTIVES AND TO FULFILL ITS MISSION.

### Core Theme One: Teaching and Learning

#### 3.B – Core Theme One Planning

**3.B.1 PLANNING FOR EACH CORE THEME IS CONSISTENT WITH THE INSTITUTION'S COMPREHENSIVE PLAN AND GUIDES THE SELECTION OF PROGRAMS AND SERVICES TO ENSURE THEY ARE ALIGNED WITH AND CONTRIBUTE TO ACCOMPLISHMENT OF THE CORE THEME'S OBJECTIVES; AND**

**3.B.2 PLANNING FOR CORE THEME PROGRAMS AND SERVICES GUIDES THE SELECTION OF CONTRIBUTING COMPONENTS OF THOSE PROGRAMS AND SERVICES TO ENSURE THEY ARE ALIGNED WITH AND CONTRIBUTE TO ACHIEVEMENT OF THE GOALS OR INTENDED OUTCOMES OF THE RESPECTIVE PROGRAMS AND SERVICES.**

Consistent with the mission and role of the University of Idaho and articulated in [Leading Idaho: Strategic Plan 2011-2015, Goal 1: Teaching and Learning](#), planning for Core Theme One: Engaged Student Learning and Discovery engages faculty, staff, and students in the ongoing delivery of programs and services to support the student experience in and out of the classroom and through student support services. This is consistent with and promotes the University of Idaho Board of Regents/State Board of Education [Strategic Plan](#). The plan includes benchmarks for students enrolled in STEM programs, participation in internships, and engaging in undergraduate research. The University strategic plan focus includes 1) building adaptive, integrative curricula and pedagogies, and 2) developing integrative learning activities that span students' entire university experiences. Academic Affairs and Student Affairs sponsor and often co-develop programs and services in support of the student experience and work with representative groups in the University community to development new and improve continuing programs.

Planning for Core Theme One engages faculty, staff, and students in the selection of programs and services. Representative examples of roles and responsibilities include:

- Curriculum: As noted in Standard Two, faculty members have responsibility for the curriculum. Curricular planning typically initiates within a unit department and then follows an approval process that includes college curriculum committee approval and [University Curriculum Committee](#) (with faculty staff, and student representation) approval. Additional approvals may be needed from the general faculty, University of Idaho Board of Regents/State Board of Education, and the Northwest Commission on Colleges and Universities.

- [Regulation changes](#) that impact student learning may be developed at a local level, then vetted with the Associate Dean group (faculty and staff representation) as they are developed, recommended, and assessed.
- Faculty and staff in both Student Affairs and Academic Affairs propose programs impacting student success (notably early contact and retention). The selection of the services is often a result of a collaborative analysis prior to implementation and then a coordinated approach to the delivery and assessment of the effectiveness of the specific service or program. Examples include the Counseling and Testing Center's [Alcohol & Other Drugs Program](#) and University Housing's [Student Success Center](#).

These examples provide a description of the engagement of the University community in the selection and development of programs and services within and across units.

In each type of review, the alignment of the specific recommendation/change with the mission of the University and the objectives and strategies in the strategic plan is considered. Data are gathered to help determine the impact of the recommendation over time. A recommendation for a program or service may be made by an external source. In those situations, the request is evaluated in terms of the mission and core theme aligned with the request. An example of a program developed externally is [Raven Scholars](#), a support services and network for students on the autism spectrum.

Planning for University-wide initiatives impacting the overall student experience occurs at the unit, department/college, and University levels. Major initiatives in support of undergraduate students have resulted from externally and internally driven retreats and the development, implementation, and evolution of initiatives impacting the student experience and student success. These include participation at three Association of American Colleges & Universities (AAC&U) summer institutes, several internally sponsored retreats, and internal conferences for faculty and staff. Each of these resulted in planning, articulation of intended outcomes, and implementation strategies and analysis. Planning for University-wide initiatives supporting graduate students can occur at various academic unit levels but are primarily supported and coordinated through the [College of Graduate Studies](#). The College of Graduate Studies recognizes the uniqueness of each campus center and coordinates programming with center staff.

While many of the identified program and service changes/improvements occurred prior to the focus on systematic alignment of core themes, programs and services, and intended outcomes, the components selected were nonetheless aligned with the University strategic plan and/or externally driven best practices. The congruence of Core Theme One and the recent Strategic Plan Goal One resulted in the development of tools and information that informed the alignment of programs and services for undergraduate and graduate students.

The coordinated approach used to align programs and services with intended outcomes can also be attributed to the coordination that occurs between and across academic programs, Academic Affairs, and Student Affairs. Each and all of these areas have a vested interest in student learning, engagement, and success and work across units to achieve the recruitment, retention, education, and engagement goals in place for students.

**3.B.3 CORE THEME PLANNING IS INFORMED BY THE COLLECTION OF APPROPRIATELY DEFINED DATA THAT ARE ANALYZED AND USED TO EVALUATE ACCOMPLISHMENT OF CORE THEME OBJECTIVES. PLANNING FOR PROGRAMS AND SERVICES IS INFORMED BY THE COLLECTION OF APPROPRIATELY DEFINED DATA THAT ARE USED TO EVALUATE ACHIEVEMENT OF THE GOALS OR INTENDED OUTCOMES OF THOSE PROGRAMS AND SERVICES.**

The University regularly gathers data, develops reports, and disseminates information on student success, engagement, and perceptions using quantitative and qualitative data sources available commercially and developed internally. The Office of Admissions shares data routinely with colleges and departments to support academic programs as they interface with prospective students and advise the next entering class of students. Data on first- and second-year retention are reported and are used to support initiatives designed to increase overall student retention. Time to degree completion is reported for students in graduate programs. An analysis of academic program effectiveness based on student learning outcomes and performance occurs annually within academic units. Student self-reported data are gathered by [Institutional Research and Assessment](#) through the Graduating Senior Survey, the Alumni Survey, the newly developed and implemented Graduate Student Survey, the National Survey of Student Engagement (NSSE), and data sets developed internally as new initiatives are developed, implemented, and reviewed.

These data, individually and in concert, are used to determine the strengths and areas for refinement in the student academic experience, engagement out of the classroom, and overall success in degree program completion. For example, the University used retention data from year one to year two for undergraduate students to develop an intervention program for students on academic probation after their first semester ([SOAR](#)). The continuing analysis of student performance data resulted in a University of Idaho *General Catalog* change to a first disqualification after the first semester for first year students with [less than a 1.0 grade point average](#). In its first year of implementation, the effect of this change is being monitored to determine the effect on student retention and success. This process is representative of the strategies used when assessing the student experience and Core Theme One. (See also Core Theme Four for information on these strategies.)

Annual reports and summaries are developed for distribution and use at unit, college, and University levels. Most reports are provided through Institutional Research and Assessment; this office serves as the repository for internal assessments and nationally

prepared data (e.g., IPEDS). Dashboards for data routinely available for Core Theme One are located in the [survey](#) and [common data](#) set files at the Institutional Research and Assessment [website](#).

### **Effectiveness and Improvement**

**THE INSTITUTION REGULARLY AND SYSTEMATICALLY COLLECTS DATA RELATED TO CLEARLY DEFINED INDICATORS OF ACHIEVEMENT, ANALYZES THOSE DATA, AND FORMULATES EVIDENCE-BASED EVALUATIONS OF THE ACHIEVEMENT OF CORE THEME OBJECTIVES. IT DEMONSTRATES CLEARLY DEFINED PROCEDURES FOR EVALUATING THE INTEGRATION AND SIGNIFICANCE OF INSTITUTIONAL PLANNING, THE ALLOCATION OF RESOURCES, AND THE APPLICATION OF CAPACITY IN ITS ACTIVITIES FOR ACHIEVING THE INTENDED OUTCOMES OF ITS PROGRAMS AND SERVICES AND FOR ACHIEVING ITS CORE THEME OBJECTIVES. THE INSTITUTION DISSEMINATES ASSESSMENT RESULTS TO ITS CONSTITUENCIES AND USES THOSE RESULTS TO EFFECT IMPROVEMENT.**

#### **4.A – Core Theme One Assessment**

**4.A.1 THE INSTITUTION ENGAGES IN ONGOING SYSTEMATIC COLLECTION AND ANALYSIS OF MEANINGFUL, ASSESSABLE, AND VERIFIABLE DATA—QUANTITATIVE AND/OR QUALITATIVE, AS APPROPRIATE TO ITS INDICATORS OF ACHIEVEMENT—AS THE BASIS FOR EVALUATING THE ACCOMPLISHMENT OF ITS CORE THEME OBJECTIVES; AND**

**4.A.2 THE INSTITUTION ENGAGES IN AN EFFECTIVE SYSTEM OF EVALUATION OF ITS PROGRAMS AND SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED, TO EVALUATE ACHIEVEMENT OF CLEARLY IDENTIFIED PROGRAM GOALS OR INTENDED OUTCOMES. FACULTY HAVE A PRIMARY ROLE IN THE EVALUATION OF EDUCATIONAL PROGRAMS AND SERVICES.**

The University gathers information relative to Core Theme One in several ways. Both quantitative and qualitative data are used in the evaluation of the core theme objectives. These include the following:

#### *Quantitative measures*

- Student retention rates
- Student graduation rates
- Students in STEM majors
- MapWorks (currently for University Housing students only)
- Program assessment
- Student engagement (e.g., service learning, internships, undergraduate research)

#### *Qualitative measures*

- Program assessment
- Graduating Senior Survey
- Alumni Survey
- Graduate Student Survey

- NSSE Survey
- Focus groups

In addition to these data gathered and summarized annually, ad hoc reports are made available to provide information on specific questions that may be separate from, or a subset in, one or more of the standard reports.

These data serve as the consistent basis for evaluating the effectiveness of meeting core theme objectives; they may be supplemented with other information if/as needed in a given period of review. Standard reports are accessed through the [Institutional Research and Assessment](#) (IRA) office. Program assessment information is available on the [Assessment](#) webpage (a password will be provided onsite).

Evaluation of programs and services typically occurs annually. Reports are generated and posted on the Institutional Research and Assessment website. Historical information (e.g., reports from previous years) can be accessed by contacting IRA.

Primary responsibility for the evaluation of degree programs and certificates resides with the faculty. Department administrators and/or assessment coordinators lead the review and assessment of academic programs, including delivery at all locations and through all delivery methods, with an expected annual reporting of the results of program assessment and improvement. The results of the assessment and supporting documentation are posted on a [dedicated web location](#).

In addition to the program assessment described in the preceding paragraph, the University engages in [External Program Review](#) on a seven-year cycle. Units develop a report consistent with University guidelines, identify external reviewers (typically three), host a site visit, and receive a reviewers’ report describing program strengths and areas for improvement. Reports and action items are also posted on the assessment site; departments work with their administrator to determine specific action items and report periodically to the Provost on action items and progress.

Objective	Indicators of Achievement
A. Provide learning, research, and performance environments that blend curricular, co-curricular, extracurricular learning experiences to promote attainment of the university learning outcomes.	i. Student academic success ii. Student attainment of learning outcomes iii. Student participation in interactive pedagogies and in engaged curricular and co-curricular learning iv. Faculty and staff recognition and awards

**Student Academic Success**

Academic success is measured in several ways, including student retention and completion, performance as measured by grade point average (GPA), attainment of learning outcomes, and average GPA at graduation.

Undergraduate student retention is consistent with that of peer universities. (See also specific retention figures presented in Core Theme Four). Graduate student retention and graduation rates exceed nationally reported averages. At the University of Idaho the one-year retention rate for master's students is 81 percent; for doctoral students the retention rate is 78 percent. The six-year graduation rate for master's students is 84.3 percent (14.5 percent stop out/drop out) and for doctoral students the rate is 65 percent (24 percent stop out/drop out).

### **Student Attainment of Learning Outcomes**

Faculty in academic departments responsible for undergraduate and graduate degree and certificate programs annually review student attainment of program learning outcomes. Programs and courses are reviewed and, based on assessment evidence, may be modified and/or refined. (See also Core Theme One, Standard 4.A.3 below; evidence of program assessment is available through [Institutional Research and Assessment](#).)

Graduate students employed as teaching assistants or research assistants are required to attend a College of Graduate Studies-sponsored [teaching institute](#). The institute covers topics related to understanding the college student, student development, teaching and assessment strategies, instructional responsibilities, and student safety on campus. The institute is delivered through a hybrid method in order to reach teaching/research assistants who are not on the Moscow campus.

International graduate students who have a teaching assistant (TA) appointment are required to register for and attend a [one-credit course](#) along with the COGS sponsored teaching institute. This additional course is designed to assist international TAs in understanding the American college student, processing University requirements for teaching and assessment, and developing strategies that are effective for success in their classrooms or laboratories.

### **Co-curricular and Experiential Learning**

The University of Idaho established five [University Learning Outcomes](#), recognizing the mission and role of the University, its land-grant mission, and a collective interest in the student experience in and out of the classroom. These learning outcomes include two with a particular focus on the development of the person:

- Learning Outcome Four: Clarify purpose and perspective — Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives; and,

- Learning Outcome Five: Practice citizenship — Apply principles of ethical leadership, collaborative engagement, socially responsive behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

These two learning outcomes in particular guide and support co-curricular and extra-curricular student experiences.

Year	Internships <sup>2</sup>	Service Learning	Study Abroad
2010-2011	1,635	3,800	292
2011-2012	1,545	3,424	314
2012-2013	1,548	3,151	276
2013-2014	1,326	2,026	281

Figure 18. Count of Student internships, service learning and study abroad experiences by year

Undergraduate students complete the University Graduating Senior Survey at the time they apply for degree. Students report on a variety of aspects of their undergraduate experience. Graduating Senior Survey results for internships show students reporting that 32 percent (2010-2011), 32 percent (2011-2012), and 29 percent (2012-2013) engaged in internship experiences (some may be non-credit bearing). Students indicate that they were engaged in service learning activities and projects as follows: 75 percent (2010-2011), 64 percent (2011-2012), and 37 percent (2012-2013). Results for student participation in international exchange/study abroad programs shows the following self-report percentages: 14 percent (2010-11), 15 percent (2011-12), and 15 percent (2012-13).

The University participated in the National Survey of Student Engagement (NSSE) survey in 2011 and again in 2014. In most categories, the overall mean scores for each of the categories surveyed at the freshman and senior levels are similar to the peer mean scores. In the 2014 report, engagement indicators were similar to or above peer institutions with the following as areas for review and potential modification: higher order learning, discussions with diverse others, and supportive environment.

Internships are an integral part of some curricula (and required in some cases, e.g., Theatre BFA, MFA and teacher preparation programs). Internship development in other disciplines is facilitated through the Career Center and through college and departmental placement. For example, 90 percent of the graduate students enrolled in the Landscape Architecture and Architecture programs have an opportunity to be placed in architecture and design firms where they apply classroom learning in real-life projects. Students may also participate in internships developed with a mentor or sponsor to gain experience in course- and program-related settings. Students value

---

<sup>2</sup> internships bearing credit

these experiences, which provide a venue in which to practice the knowledge and skills developed in courses and programs.

Students participate in formal [Study Abroad](#) opportunities through 400 institutions in over 70 countries. Examples include semester- and year-long programs abroad, faculty-led trips (generally of less than a semester duration and often over traditional break periods), and international service breaks. Some programs require an experience abroad (e.g., International Studies, Modern Languages). The University is interested in increasing the number of students who study abroad annually and has set this as an institutional goal.

Service-learning engages students with the content and skills taught through course instruction. Connecting the course material with experiences outside the classroom can provide students with hands-on application of concepts, processes, and analyses. Annually, service-learning has been used in 80 courses, engaging 3,100 students with 226 community partners (data was averaged over the last four years). Some of these relationships have been in place for several years. Recently, oversight of the [Service Learning Center](#) transitioned from Student Affairs to Academic Affairs in a reorganization of the Career Center. Coordination with the [Center for Volunteerism and Social Action](#) continues. (Note: see also “student engagement through service” in Core Theme Three: Outreach and Engagement.)

The University is in the process of enhancing undergraduate student access to research opportunities. According to the most recent NSSE survey, research with faculty is one of six high impact practices for the retention of students. Following a yearlong examination, the University of Idaho is creating an Office of Undergraduate Research. The .25 FTE director will engage with the campus community to create authentic research opportunities for undergraduate students. The office has funding to facilitate this process. (Note: see also “undergraduate research” in Core Theme Two: Scholarly and Creative Activity with National and International Impact.)

Student Affairs staff developed a survey to assess student engagement linked to the University Learning Outcomes. The survey, piloted in 2009 and administered in 2010 and 2011, provides information on student engagement and the impact of engagement in student perceptions of their college experience. Typically, students who are actively engaged find more meaning in their University experience, connect their experience to University of Idaho learning outcomes, and have more interactions with faculty and peers. Summary reports are available for reviewers [here](#).

Graduate students typically complete a thesis/dissertation, project, internship, or period of professional practice as a component of the degree program. A newly designed exit survey for graduate students was developed in 2014. Administration of the instrument started in fall of 2014 and will continue each spring and fall term. The findings from the instrument will provide data to departments and administrators for the assessment of

student satisfaction, employment, and engagement. These data will be used to analyze the graduate student experience and provide information for departments as they assess and continuously improve their programs.

Examples of student engagement follow.

### [Engineering Students Fine-Tune Clean Snowmobiles: Impacting Industry Through Clean Technology](#)

Students on the University of Idaho's Clean Snowmobile team have done their school proud for years at the annual Society of Automotive Engineers International Clean Snowmobile Challenge. Each year an elite team of engineering students re-engineers an existing snowmobile to reduce emissions and noise, presenting the resulting cleaner vehicle for the challenge. Since the first contest in 2000, the University of Idaho team has garnered three first place prizes (2002, 2003 and 2007) and has consistently ranked in the top three since 2007.

The 2015 team has worked on three primary tasks to address fuel economy, emissions, and sound challenges. Their innovative techniques produced a powerful machine that still manages to be environmentally conscious, meeting high National Park Standards. The team also managed to produce this more efficient, more environmentally friendly machine for under \$200 in parts (but countless hours in labor).



*Clean Snowmobile*

The modifications that students make to snowmobiles on campus today are finding their way onto the showroom floor for tomorrow's snowmobiles. The Clean Snowmobile team's research and designs help set noise and emission standards for recreational vehicles in national parks and on public lands. The University of Idaho Clean Snowmobile Team is part of a strong tradition of hands-on learning opportunities in the College of Engineering. A [daily update](#) from faculty advisor Dan Cordon expands on the successes and challenges experienced by the 2014 team. This year's machine — the [Vandal Voodoo Sled](#) — lives up to the high standards set in previous years.

### [Fire Ecology and Management: Sparking Careers](#)

Over Spring Break 2013, eleven University of Idaho students participated in a service-learning course and fire training exercise on the Nature Conservancy's Niobrara Valley Preserve in Nebraska. The students participated with fire students from two other universities, fire professionals from nine different states and 12 local, state, federal and private organizations to conduct prescribed burns on the preserve and on a Nebraska Game and Parks Wildlife Management Area. The fuel treatments were conducted for

ecological objectives. Prescribed burns are also key to fighting the encroachment of invasive species, such as eastern red cedar, that are of concern to local ranchers.

Learning to work effectively with diverse partners was a big part of the experience, as was communication. “Communication is a common theme in the fire world,” said Megan Fitzgerald, then a Natural Resources graduate student who has several years of experience as a wildland firefighter. On many large wildland fires, she explained, a mix of people from different organizations are brought together to fight them. Each organization has a different style and learning how to bridge potential communication gaps is crucial.

These kinds of training experiences can also lead to jobs. Former University of Idaho student Steve Gisler eventually interned with the Nature Conservancy. He helped plan and prepare for the training exchange. He will soon complete his internship and return to Idaho to begin work as a seasonal firefighter for the Coeur d’Alene Hot Shot Crew. Another UI alumnus, Eric Molten, also joined the Nature Conservancy. Because he participated in the training exercise twice, he knew the job existed, and he had the contacts and the references needed to get the job.

The University of Idaho has been recognized for more than 35 years as a national leader in teaching fire ecology, conducting fire research and educating practicing fire professionals. The Wildland Fire Program offers more courses focused on fire than any other natural resources school in the country, and as the long-term climate challenges in the West change, the University of Idaho’s graduates are well-equipped to meet those new challenges.

#### **[Basque Archaeological Project, Boise](#)**

In the summer of 2012, University of Idaho students and faculty unearthed approximately 10,000 artifacts at the Cyrus Jacobs-Uberuaga House, a 150-year-old house in Boise’s historic Basque district. Anthropology and archaeology students excavated a well at the house, recovering artifacts such as dishes, bottles and tins that tell the story of what life was like in Boise’s early days. The project, which was UI’s first large-scale public archaeology project, attracted more than 1,000 visitors. In addition to excavating artifacts, UI students helped visitors explore the site and understand why their discoveries were important.

When the onsite portion of the project was complete, the anthropology and archaeology students returned to Moscow to identify, catalog, and study the items they found. Chemistry students joined in as well to analyze contents of containers found at the site.

#### **[Vandal Innovation and Enterprise Works program](#)**

The Vandal Innovation and Enterprise Works program (VIEW) is a highly touted experiential learning program housed in the College of Business and Economics, but

with participation from across the University. It is designed to prepare students to be entrepreneurial leaders. Working in multi-disciplinary teams, students develop business ideas and compete in an elevator pitch competition and a business plan competition. Wells Fargo bank provides support for this program. March 4-7, 2015, six teams of entrepreneurs from the VIEW program represented the University of Idaho at the inaugural Zions Bank Idaho Entrepreneur Challenge held at Boise State University and competed for \$100,000 in prize money. UI students won three of the top five prizes and brought home \$80,000 of the available prize money. Randy Gentry, Tallie Gentry, and Zak Garrett won the top prize for MotoTrax, their patent-pending snow bike design. VIEW provides students with the opportunity to apply their business and entrepreneurial skills.

### **Faculty and Staff Recognition and Awards**

The quality and reputation of the faculty influence student-learning opportunities. The influence of faculty, through classroom and applied learning opportunities and settings, is significant in student success as they complete degree programs and in the opportunities they have once they complete their degree.

One measure of program quality is reflected in student evaluations of instruction. Student feedback is consistent over time with an average rating of 3.4 (out of 4) for overall instructor performance and for overall quality of course.

Recognition of faculty quality is also reflected in awards and recognitions received by faculty through internal recognitions and regional, national and international awards. Examples of recent faculty awards include the 2014 CASE Idaho Professor of the Year, Dr. Karen Launchbaugh and the 2014 USDA National Excellence in College and University Teaching Award, Dr. Greg Möller.

University of Idaho faculty and staff awards can be accessed [here](#).

### **Alternative Service Breaks**

The Alternative Service Break (ASB) program gives students a chance to challenge themselves and combat societal inequalities while developing as leaders. Students come together to help communities across the United States and internationally through service grounded in social justice issues, such as rural and urban poverty, "white flight," racism, domestic violence, access to housing and health care, homelessness, food insecurity, sustainability, education reform, and disaster recovery. By engaging students in hands-on service to others, ASBs allow individuals to reflect on the impact they can have on communities. The ASB program places a heavy emphasis on critical thinking and reflection, turning a passion for volunteering and "doing" into a lifelong commitment to civic engagement.

The ASB program began in 2001 with a spring ASB trip to Seattle. In subsequent years, teams of University of Idaho students served in communities across the West. The program saw immense growth since its response to the devastation caused by Hurricane Katrina in August of 2005. In the spring of 2006, more than 60 students traveled to Waveland, Mississippi to help that community rebuild. In the spring of 2007, the ASB program expanded dramatically, and the first international trip took place in the winter of 2007-2008 to Cai Cay, Peru. Since then, hundreds of students, faculty, and staff have participated in Alternative Service Breaks in communities across our state, the nation, and the world. Vandals have now served in over 25 states, the District of Columbia, and 12 countries on five continents.

An important development in recent ASB programming has been the focus on serving communities within our own region and state. Beginning in the spring of 2012, the first Idaho service teams traveled to three communities across the state. This focus on serving the needs of our state respects the University of Idaho's unique role as the Idaho land-grant institution.

In winter 2014, six ASB teams served in El Balsamo and Sanata Julia, Nicaragua; Cai Cay and Los Molinos, Peru; Atlanta, Georgia; Charleston, South Carolina; and Pittsburgh, Pennsylvania;. In spring 2015, four teams will serve in Idaho Fall, Ririe, and Boise, and Lima, Montana.

In summary, the University engages in recognized high-impact practices and has the infrastructure to provide opportunities that enrich the student experience in and out of the classroom. Participation in these practices is similar to peers as presented in the 2014 NSSE data. Internal data show that student participation has decreased in some areas in the past year; additionally, the University has set objectives to increase access to and participation in study abroad programs and internship opportunities to increase career readiness. A continuing focus on these areas is consistent with and in support of the University of Idaho Board of Regents/State Board of Education Strategic Plan Goal 1: A Well Educated Citizenry, Objective D: Transitions.

Objective	Indicators of Achievement
B. Build innovative, adaptive, and integrative curricula and pedagogies that are accessible and meet the changing needs of society.	<ul style="list-style-type: none"> <li>i. Refinement of general education</li> <li>ii. Student engagement in interdisciplinary collaboration</li> <li>iii. Participation in distance learning offerings</li> </ul>

## General Education

University of Idaho faculty members have been engaged in a continuous process of refining general education requirements and in the design of assessment that supports continuous improvement of the general education experience. Additionally, faculty members participate in a statewide University of Idaho Board of Regents/State Board of Education-coordinated collaboration called GEMS that creates a relatively seamless system for the transfer of general education courses among the community colleges, college, and universities of the state.

The [Integrated Seminars](#) (ISEM) component of the [General Education](#) curriculum focuses on interdisciplinary integration of content, ways of thinking, and expression of ideas. This critical aspect of the University of Idaho's General Education curriculum includes [ISEM 101 Integrated Seminar](#), [ISEM 301 Great Issues Seminar](#), and the [Senior Experience](#). This component reflects AAC&U high-impact best practices using first-year seminars to provide a common intellectual experience through the [Common Read](#) and the Senior Experience with research projects. Many of the integrated studies courses are writing-intensive and provide undergraduate research and service learning opportunities.

The assessment of General Education focuses on this Integrated Studies component (ISEM 101, ISEM 301 and Senior Experience); it was begun during the Fall Semester 2013 in its current form, and will be fully implemented in Spring Semester 2016. Applying a VALUE Rubric designed for this purpose, the direct measure assesses the level of student competency in a written artifact (essay) designed to measure the University's five Learning Outcomes. The results for the ISEM 101 (2013-2014) indicate that students in ISEM 101 (fall 2013 data) increased their skills over the course of the semester as measured through the ISEM assessment, greater than students who had not taken the ISEM 101 their fall semester (spring 2014 data). The direct measure essays for the ISEM 301 (2014-2015) assessment will be gathered at the end of the spring 2015 semester and will be normed and scored for fall semester 2015. The assessment will be extended to the Senior Experience for 2015-2016, thus providing three assessment points for General Education across the undergraduate experience.

## **Interdisciplinary Engagement**

Undergraduate students experience interdisciplinary engagement in ISEM 101 followed by the ISEM 301 and the Senior Experience. As noted above, students have exposure to several disciplines when completing the general education component of their program. Many majors in fact include courses from other disciplines as part of the student experience. Notable undergraduate interdisciplinary programs include [Environmental Science](#), [Diversity and Stratification](#), [Ecology and Conservation Biology](#), [General Studies](#), [International Studies](#), and [Organizational Sciences](#). In the 2013 Graduating Senior Survey, undergraduate students responded that interdisciplinary work should remain the same (48.4 percent) or be increased (32.2 percent). When responding to a question

on “integrate learning across disciplinary lines,” 78.1 percent indicated that their capacity was enhanced moderately or greatly. This is an area for continuing focus to assure that students have these productive integrated and interdisciplinary opportunities.

Graduate students are also engaged in interdisciplinary programs. Examples of programs provided at the graduate level include [Bioinformatics and Computational Biology](#), [Bioregional Planning](#), [Environmental Science](#), and [Water Resources](#). Graduate students can also work with their major professor and/or committee to enhance interdisciplinary opportunities in the design of their study plan.

### **Distance Learning**

The University has offered courses and some undergraduate and graduate majors through distance delivery strategies (e.g., online and hybrid courses and programs, compressed video, correspondence). A current focus is the development of market-ready major and degree programs accessible to Idaho residents, and nationally and internationally, in areas of strength where there is also a market interest. A recent example of program development is the master’s of Natural Resources option in Fire Science and Ecology. A call for proposals resulted in a current investment in an online undergraduate major in Environmental Science.

The investment in the expansion of online programs has included several changes in approach to increase online programs. A one-year interim director was hired to lead the University in the development of a strategic direction in online learning, consistent with the University of Idaho Board of Regents/State Board of Education strategic goals of increasing the education levels of Idahoans, and action plans consistent with the land-grant and research mission of the University. The director leads and manages the [Distance and Extended Education](#) team who support faculty in the design and delivery of high-quality courses and programs consistent with the learning outcomes of the University. The budget model for these initiatives was tested previously and is the basis for current online program development resourcing.

An area for further development is building expertise in the initial analysis of need for, and interest in, online programs including potential audiences, current competition, potential pricing/fee structures, and internal expertise. Other infrastructure initiatives include analyzing student admission, enrollment, and degree completion processes; student services; instructional support; and, program capacity and impact. Initial development of some programs will be in partnership with two-year colleges in Idaho to meet the needs of an educated citizenry in Idaho, consistent with the University of Idaho Board of Regents/State Board of Education Strategic Plan.

#### **4.A.3 THE INSTITUTION DOCUMENTS, THROUGH AN EFFECTIVE, REGULAR, AND COMPREHENSIVE SYSTEM OF ASSESSMENT OF STUDENT ACHIEVEMENT, THAT STUDENTS WHO COMPLETE ITS EDUCATIONAL COURSES,**

**PROGRAMS, AND DEGREES, WHEREVER OFFERED AND HOWEVER DELIVERED, ACHIEVE IDENTIFIED COURSE, PROGRAM, AND DEGREE LEARNING OUTCOMES. FACULTY WITH TEACHING RESPONSIBILITIES ARE RESPONSIBLE FOR EVALUATING STUDENT ACHIEVEMENT OF CLEARLY IDENTIFIED LEARNING OUTCOMES.**

Objective	Indicators of Achievement
C. Improve programs through robust and continuous assessment processes integrating internal and external input and participation.	<ul style="list-style-type: none"> <li data-bbox="894 394 1398 464">i. Program improvements resulting from program assessment</li> <li data-bbox="894 470 1317 499">ii. Exit interviews and surveys</li> <li data-bbox="894 506 1252 535">iii. Stakeholder feedback</li> </ul>

The assessment of academic programs occurs through annual reviews of programs, assessing student learning and initiating program improvements based on student learning. Programs engage in an overall process of review and analysis through the External Program Review process. Both are described here.

**Program Assessment**

The University Faculty Senate adopted [five learning outcomes](#) that serve as the basis for academic program assessment. The process for review of academic degree and certificate programs begins with each program articulating its learning outcomes and indicating their relationship to the University learning outcomes. Course learning outcomes, consistent with and supporting program learning outcomes are stated in course syllabi. The chair and dean review course syllabi, which are distributed to students at the start of the semester and are also available in each college office. Faculty develop course and program learning outcomes. Faculty monitor program assessment and address requisite refinements. The process includes assessment of the efficacy of general education in fostering student development related to general education (as described previously).

The cycle of program assessment begins with the definition of the program learning outcomes; identification of direct and indirect measures including qualitative input from students; and, benchmarks/targets. Data are gathered throughout the academic year based on student performance and student feedback. As a standard practice, faculty at the University can customize student evaluations of teaching semester by semester and course by course to specifically address the stated learning outcomes of each individual course and guide curricular content.

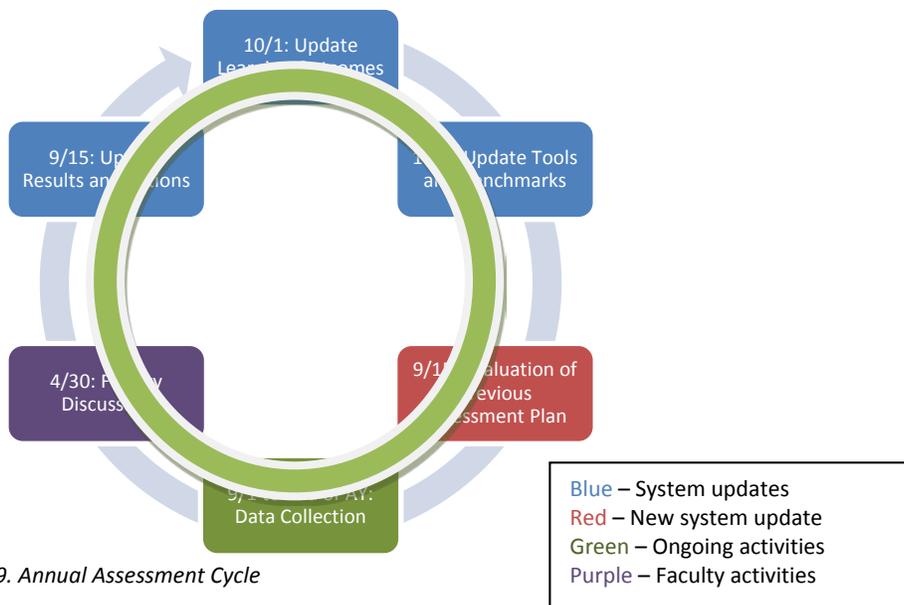


Figure 19. Annual Assessment Cycle

Faculty review the information gathered, typically early in fall semester and make recommendations on program refinements suggested in the analysis of the inputs received. Faculty also report on the effectiveness of recommendations developed and implemented in the previous year.

The Director of Institutional Research and Assessment provides support, oversees the process, monitors progress, and provides input and reports for program assessment. Records of program assessment are located on the [Institutional Research and Assessment](#) website ([password protected](#)) which includes the specific review and actions taken as well as supporting documentation for the recommendations and decisions. Reports are provided to colleges on the level and quality of program assessment.

A summary of the impact of program assessment on the student experience is analyzed annually (i.e., effect of program assessment on the student experience). Examples of change resulting from the Student Learning Outcome assessment and evaluative process, University-wide, include:

- The College of Art and Architecture has instituted college-wide portfolios to ensure a higher standard in both writing and design/art presentation in the portfolio.
- Art Education has added newer studio art and design courses to allow students to have greater competencies in teaching and personal expression. Increased art history offerings provide students the background for passing the PRAXIS competency test.
- The College of Business and Economics created a more integrated curriculum throughout all four years of the student’s learning experience.

- The College of Letters, Arts, and Social Sciences is improving co-curricular and interdisciplinary offerings college wide.
- The College of Natural Resources has launched a new undergraduate degree program, Natural Resource Conservation, replacing their previous Resource Recreation and Tourism degree program. It has refined course offerings to better deliver the new program. In addition, it uses the college's assessment process to guide the department's response to its recent External Program Review process.
- The Department of English bifurcated the Writing Minor into two distinctive minors—professional writing and creative writing.
- Geography restricted Geography 475 (Intermediate GIS) in response to student feedback that there was too large a gap between Geography 385 (Introductory GIS) and the former Geography 475 (Advanced GIS)
- Mathematics revised Math 215 to include a first exposure to some abstract foundational concepts such as equivalence relations in response to assessment data that students did not feel prepared for the abstraction in Math 461
- Biological Sciences substantially revised laboratory content in the Cell and Molecular Biology course and the Genetics course

University of Idaho programs are actively using assessment data to guide refinements to curriculum, staffing, and facilities.

The University continues to seek ways to enhance program assessment; a description of identified next steps follows.

- The Director of Institutional Research and Assessment will continue to advance best program assessment practices and reach out to units that are missing learning outcomes, benchmarks/targets or tools by using both personal contact and by offering additional training and workshops needed to further strengthen Learning Assessment. In particular, assessment training is in order for all Student and Academic Affairs program leaders.
- The Director of Assessment and Accreditation will more clearly articulate the visibility of the evaluative step on the entry portal website (a.k.a. "Closing the Loop"). Since the online link is easy to miss visually, this will be corrected. The Director will also stress this important evaluative step in all communications reminding program directors about the entry deadline and how this evaluative step is key to discerning improvement.
- The University will continue to stress the posting of Student Learning Outcomes and Assessment results and findings in a timely manner. Discussion is underway regarding how to more clearly tie timely completion of annual evaluative processes to annual performance evaluations of faculty and their administrators.
- Additional institutional bookkeeping regarding course offerings is necessary to ensure that deactivated programs and courses slated to be deactivated, are removed by appropriate University processes in a timely manner so that the data is more reflective of current offerings.

## External Program Review and specialized accreditation

In addition to Student Learning Outcomes and Assessment and [Student Evaluation of Teaching](#) inputs, the University of Idaho is engaged in [External Program Review](#) (EPR) for each University program on a seven-year cycle. The EPR process is to conduct a self-inventory of mission, values, curriculum, faculty, facilities, and departmental data (e.g., fiscal allocation, graduation rates, and enrollment trends), select an external response team, and conduct an on-site evaluative process with the selected review team. The Provost and Executive Vice President, Vice Provost for Academic Affairs, dean, and chair are involved in the oversight of the process and discussion of the findings. Many programs with national accrediting bodies work in tandem by using the external program review process as an evaluative step in pre-, post-, or concurrent-accreditation reviews.

**4.A.4 THE INSTITUTION EVALUATES HOLISTICALLY THE ALIGNMENT, CORRELATION, AND INTEGRATION OF PROGRAMS AND SERVICES WITH RESPECT TO ACCOMPLISHMENT OF CORE THEME OBJECTIVES; AND**

**4.A.5 THE INSTITUTION EVALUATES HOLISTICALLY THE ALIGNMENT, CORRELATION, AND INTEGRATION OF PLANNING, RESOURCES, CAPACITY, PRACTICES, AND ASSESSMENT WITH RESPECT TO ACHIEVEMENT OF THE GOALS OR INTENDED OUTCOMES OF ITS PROGRAMS OR SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED.**

As one of the three primary legs of a land-grant university, and consistent with University of Idaho Board of Regents/State Board of Education Strategic Plan, teaching and learning are integral to the recruitment, retention, and graduation of undergraduate and graduate students. As noted throughout the University's core themes, the interaction of teaching and learning, research and scholarly activity, and outreach and engagement are essential to meet the mission of the University.

Recruitment, retention, and graduation initiatives are identified, initiated, and assessed through the collaborative network of the Division of Academic Affairs, Enrollment Management, and the Division of Student Affairs. Examples of resource allocations include an allied health advising position (for pre-med or pre-health programs), robust support for Honors program advising and scholarship programs, funding for student safety initiatives, and retention tools such as MapWorks.

A model of continuous assessment and annual reporting of student success relative to program and University learning outcomes (as outlined in 4.A.3) is in place to analyze program quality and student success.

University staff has focused on internships (as outlined in 4.A.2) and career readiness for undergraduate students to increase student access and open employment opportunities.

A review of study abroad opportunities (outlined in 4.A.2, under Co-Curricular and Experiential Learning) is underway with a goal of reaching the peer average of students engaging in learning abroad through established consortia, exchanges, and faculty-led programs.

The University has committed resources to classroom improvements, first through one-time funding and now permanently budgeted. A committee of faculty and staff analyze needs and make recommendations for the next classroom improvement initiatives.

**4.A.6 THE INSTITUTION REGULARLY REVIEWS ITS ASSESSMENT PROCESSES TO ENSURE THEY APPRAISE AUTHENTIC ACHIEVEMENTS AND YIELD MEANINGFUL RESULTS THAT LEAD TO IMPROVEMENT.**

The process of reviewing objectives, indicators, and benchmarks/targets is used to determine that meaningful results are generated for analysis and improvement. This is expressed through the data gathered and the use of the data to effectively ascertain the effectiveness of University progress for each objective. Processes are in place to review and refine the objectives and indicators based on the evidence gathered through assessment.

Institutional Research and Assessment provides the overarching support for institutional data.

**4.B – Core Theme One Improvement**

**4.B.1 RESULTS OF CORE THEME ASSESSMENTS AND RESULTS OF ASSESSMENTS OF PROGRAMS AND SERVICES ARE: A) BASED ON MEANINGFUL INSTITUTIONALLY IDENTIFIED INDICATORS OF ACHIEVEMENT; B) USED FOR IMPROVEMENT BY INFORMING PLANNING, DECISION MAKING, AND ALLOCATION OF RESOURCES AND CAPACITY; AND C) MADE AVAILABLE TO APPROPRIATE CONSTITUENCIES IN A TIMELY MANNER. AND,**

**4.B.2 THE INSTITUTION USES THE RESULTS OF ITS ASSESSMENT OF STUDENT LEARNING TO INFORM ACADEMIC AND LEARNING-SUPPORT PLANNING AND PRACTICES THAT LEAD TO ENHANCEMENT OF STUDENT LEARNING ACHIEVEMENTS. RESULTS OF STUDENT LEARNING ASSESSMENTS ARE MADE AVAILABLE TO APPROPRIATE CONSTITUENCIES IN A TIMELY MANNER.**

The indicators identified for the core theme provide a basis on which to evaluate University performance in areas consistent with NWCCU Core Theme One and Goal One of the University of Idaho Strategic Plan, and the University of Idaho Board of Regents/State Board of Education Strategic Plan. Benchmarks and targets have been identified for each objective and indicator to provide a basis for analysis and evaluation. Indicators are consistent with best practice in student experiences in and out of the classroom.

Decisions have been made based on results of this continuous process of assessment and improvement. Examples of changes already made include the following:

- Continue full implementation of general education and the assessment process to determine students' learning over their University experience.
- Curricular changes have been recommended and approved based on evidence of student learning.
- The developing strategic plan and direction for online learning programs positions the University to more fully meet the University of Idaho Board of Regents/State Board of Education's Strategic Plan to increase the number of Idahoans attending and completing college.
- Continue to enhance tools and processes and the use of meaningful assessment to continuously improve student learning.

Next steps include the following action items:

- Increase student participation in structured internship experiences and career readiness development.
- Increase study abroad participation up to the peer average.
- Formalize University retention processes to include Complete College America practices University-wide, enhance student engagement at college and department levels, and enhance internal communication and professional development to support these initiatives.
- Review past Student Affairs surveys and decide on a survey that will inform us of the quality of student experiences and engagement in campus.

The University provides an integrated web location for program assessment results. The site is available through University log-in (access will be provided to reviewers onsite).

## **Core Theme Two: Scholarly and Creative Activity with National and International Impact**

### **Description**

As a public research institution, dedicated to our statewide land-grant mission, the University of Idaho engages in scholarly and creative activities to enhance the quality of life and build cultural awareness and understanding, and to improve economic vitality and the sustainability of human, natural and technology systems within the state and beyond. Our endeavors include developing best practices in agriculture, engineering, architecture, business, education, natural resources, social sciences, and artistic creativity in the humanities and arts. They also include discoveries in the biophysical, ecological, social, and earth sciences helping people understand and adapt to an ever-changing global environment by using policy, humanities, sciences, and the law to enhance social justice and civil society.

We foster an organizational culture that supports scholarly and creative activity, pursued by teams of faculty, students, staff, and external collaborators seeking to deliver solutions to complex societal problems significant to the state, the nation, and the world. We have a networked infrastructure of statewide centers and extension locations, research and outreach

entities, libraries, electronic databases, laboratories and classrooms, performance venues, field stations, sensing arrays, and collaborating communities.

This infrastructure is complemented by active collaboration with national laboratories; governmental organizations; tribal governments; corporate and private sector enterprises; nonprofits; land and water management agencies; agricultural commissions; arts and service organizations; PK-12 schools; and partners in higher education throughout the world. Our approaches to creativity, discovery, and application are diverse, but directed by strategic choices, the active involvement of stakeholders, and our desire to advance the sciences, social sciences, humanities, arts, and the professions.

As the comprehensive research university in Idaho, we are in a unique position to support the University of Idaho Board of Regents/State Board of Education [Strategic Plan Goal 2](#): Critical Thinking and Innovation, Objective A: Critical Thinking, Innovation, and Creativity benchmarks. Performance measures include expenditures from federally funded (\$112 million) and competitive industry grants (\$7.2 million), private sector sponsored projects (10 percent increase), and total research expenditures (20 percent increase). The extent to which the University meets these benchmarks will be described in Core Theme Two.

### **3.B – Core Theme Two Planning**

The [Office of Research and Economic Development](#) is initiating (current fiscal year) a university-wide comprehensive planning activity to prioritize research and related activities. This planning activity, which is expected to take a year, will identify University-wide research themes; develop strategies to resource these themes; and, improve policies to enable cutting-edge research. The planning process will address seven key interrelated components required to build and sustain research-based programs and other scholarly activities, namely purpose, priorities, plans, people, partners, processes, and place (facilities).

- Purpose: Defining the role that research plays in the overall University mission helps identify the resources that are available to support research programs. Defining this role also provides a purpose to all staff and faculty that support and advance research and scholarly programs at the University of Idaho.
- Priorities: Preeminence requires focus. The ability to focus promotes thoughtful resource allocation; an appropriate mix of broader, center-based research and more specific principle investigator-driven research; consideration of the diverse research interests of faculty; and their associated resource and revenue profiles.
- Plans: Good planning is a process that provides institutional unity and focus, enabling effective allocation of resources. Facilitating the involvement of faculty and staff in leading planning activities helps generate the wide “buy-in” needed for successful implementation.
- People: University research (scholarly and creative activities) is ultimately proposed and conducted by faculty supported by staff and students. Based on normal faculty and staff attrition and turn over, significant focusing and prioritization can be accomplished with

minimal new resources through collaborative management of the recruiting and hiring process.

- **Partners:** Partnerships can maximize economic benefit by ensuring that research is relevant, meets the needs of industry and the community, and provides opportunities for students to interact with future employers. Partnerships with institutions with complementary strengths allow for greater focus and increased success in more programs.
- **Processes:** Effective processes enable the efficient, effective, safe, and compliant conduct of research. In addition to internal operational processes, streamlined approaches are needed to enhance collaboration with external partners, ease the contracting complexities for working with industry, and manage technology transfer and intellectual properties to the mutual benefit of all partners.
- **Places:** Exceptional places (i.e. well-equipped research space) enable exceptional research. In addition to physical places, robust virtual spaces are needed to support research data management, advanced computations, and visualization.

#### 4.A – Core Theme Two Assessment

<i><b>Objectives</b></i>	<i><b>Indicators of Performance</b></i>
A. Contribute to knowledge created, extended, and verified through scholarly and creative work of students, staff, faculty, and collaborators.	<ul style="list-style-type: none"> <li>i. Peer-reviewed scholarly and creative activities.</li> <li>ii. Scholarly and creative works expressed by doctoral students per year.</li> <li>iii. Examples of the impact of scholarly and creative activities.</li> <li>iv. Percentage of undergraduate research experiences.</li> <li>v. Numerical ranking/rating by the National Science Foundation (NSF).</li> </ul>
B. Increase grant and contract activity in numbers, types, and size of awards.	<ul style="list-style-type: none"> <li>i. Total research expenditures as reported to NSF.</li> <li>ii. Number of multiple Principle Investigator (PI) proposals over \$400,000.</li> <li>iii. Number of graduate students supported by research assistantships.</li> <li>iv. Number of research staff.</li> </ul>
C. Contribute to the economic development of Idaho.	<ul style="list-style-type: none"> <li>i. Numbers of patents, technology transfer, and licenses produced annually.</li> <li>ii. Impact statements documenting other indicators of significant consequence at the state level or beyond.</li> </ul>

Figure 20. Core Theme Two Objectives and Indicators

## Rationale for indicators

Research and creative activity is entwined with the teaching and learning and outreach and engagement core themes. An integral requirement for graduate education, indicators of achievement were chosen to support our commitment to nationally and internationally relevant scholarly and creative activity that positively impacts the region, nation and world. The three primary measures are described in more detail below.

### ***Objective 2.A Contribute to knowledge created, extended, and verified through scholarly and creative work of students, staff, faculty, and collaborators.***

<p>A. Contribute to knowledge created, extended, and verified through scholarly and creative work of students, staff, faculty, and collaborators.</p>	<ul style="list-style-type: none"> <li>i. Peer-reviewed scholarly and creative activities.</li> <li>ii. Scholarly and creative works expressed by doctoral students per year.</li> <li>iii. Examples of the impact of scholarly and creative activities.</li> <li>iv. Percentage of undergraduate research experiences.</li> <li>v. Numerical ranking/rating by the National Science Foundation (NSF).</li> </ul>
---	---

## Rationale for indicators

Dissemination of creative activities through peer-reviewed publication or juried presentation validates scholarly activity while ensuring works are moved into the public domain where they add to the body of knowledge. We gather evidence of scholarly and creative activity through faculty annual performance evaluations, graduate student theses and dissertations (when developed in publication format) and the number of undergraduate students engaged in research. The NSF rank is public information. These forms of evidence are analyzed to determine performance on this aspect of the core theme.

### ***Indicator 2.A.i Peer-reviewed scholarly and creative activities.***

Data on faculty peer-reviewed scholarly and creative activities are gathered based on a common metric applied in conjunction with the annual performance review process, which is conducted on a calendar year basis (e.g., results reported for fiscal year 2014 [July 2013 through June 2014] are for calendar year 2013). The data are summarized across colleges and reported as totals as per capita for purpose of this reporting.

	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Count</b>	1,435	1,411	1,875
<b>Per Capita</b>	2.68	2.59	3.44

Figure 21. Peer-Reviewed scholarly and creative activities per capita

**Indicator 2.A.ii Scholarly and creative works of graduate students expressed by graduated doctoral degrees per year.**

Data on awarded doctoral degree are collected annually and reported to the Integrated Postsecondary Education Data System (IPEDS). The number of degrees awarded in Science, Technology, Engineering and Math (STEM), Social Science, Humanities, and other disciplines are summarized below. Awarded doctorate degrees are metrics used to develop the Carnegie Classification and a measure of the contribution of the University’s research to society. Based on information tabulated by Carnegie and adjusted for research expenditures, the expectation for combined STEM and Social Science doctorates is 70 per year in comparison to an average (2012-2014) of 64 for the University of Idaho. The number of expected doctorate degrees awarded in the humanities and others based on the University’s level of non-Science and Engineering (S&E) research expenditures is 33 per year in comparison to an average (2012-2014) of 25 for the University of Idaho.

	2010	2011	2012	2013	2014
<b>STEM</b>	41	35	40	65	71
<b>Social Sciences</b>	4	4	3	6	7
<b>Humanities</b>	0	0	0	2	0
<b>Other</b>	28	24	18	33	23

Figure 22. Doctoral degrees conferred annually

**Indicator 2.A.iii Examples of scholarly and creative activities’ impact.**

- The University of Idaho is home to the [Institute for Bioinformatics and Evolutionary Studies](#), or IBEST. IBEST provides an environment for cross-disciplinary, University-wide research and education related to real-time evolution and computational biology from the molecular level to the landscape level. Students, faculty and staff connected to IBEST collaborate on research projects and grants, share top-of-the-line equipment and laboratory space, and meet for scholarly discussions with guests from around the world. Research connected to IBEST investigates some of today’s most pressing issues, such as the viral evolution, antibiotic resistance, the characteristics of the human microbiome, and the [ecology and evolution of multi-drug resistant plasmids](#)
- Researchers in the University of Idaho College of Agricultural and Life Sciences are [developing genomic-assisted tools](#) for testing the quality of newly developed wheat breeds. Prior to this development, those who wanted to determine wheat qualities usually tested new varieties by grinding the grain into flour and baking it. In addition to improving quality measurement methods, University of Idaho scientists are honing methods to develop stronger, tastier and more pest-resistant wheat varieties. These new varieties, as well as research determining the best growing methods, support Idaho’s vital wheat industry.
- The [Integrated Design Laboratory](#) (IDL), located in Boise and operated by the College of Art and Architecture, provides professional designers with design education, research, resources, and other services to promote the development of high-

performance, sustainable buildings in Idaho and Eastern Oregon. Over the last 10 years, 80 percent of the LEED (Leadership in Energy & Environmental Design) rated buildings in Boise and the surrounding area engaged the University of Idaho College of Art and Architecture Integrated Design Lab to provide research on energy efficiency.

- For 48 years at the University of Idaho, the [Lionel Hampton Jazz Festival](#) has brought jazz masters together with elementary, junior high, high school and college students to share and celebrate a truly American form of music. Due to the event's immense success and popularity, the Lionel Hampton Jazz Festival has grown from a one-day event to a four-day experience. The Jazz in the Schools program, which began in 1995, takes visiting musicians to elementary schools in northern Idaho and eastern Washington to introduce students to the art of jazz.
- The University of Idaho's creative writing program hosts the annual [Hemingway Festival](#) in honor of novelist Ernest Hemingway's connection to Idaho. The multi-day event includes a reading from the winner of the year's PEN/Hemingway award, a national recognition given to an American author who has not previously published a book of fiction. The winner meets with students, faculty and the community to talk about his or her work and writing process. The festival also includes events designed to ignite interest in Hemingway, his work and his legacy in the state of Idaho.
- University of Idaho anthropology programs are bringing history to life for Idahoans. Students and staff in the Department of Sociology and Anthropology have conducted digs at a [Japanese internment camp in Kooskia](#) that was nearly lost to history; at one of Boise's oldest homes and [Basque cultural sites](#); at early settlement sites in Sandpoint; and on [University of Idaho's own Moscow campus](#). Through public outreach programs, these researchers share their findings with local residents, as well as teach them about archaeological techniques. The department also operates the [Alfred W. Bowers Laboratory of Anthropology](#), which hosts public outreach and educational programs and is home to materials such as UI's extensive collection of Asian-American artifacts.
- The University of Idaho's [Martin Institute](#) is a teaching, research and outreach center dedicated to understanding the causes of war, the conditions necessary for peace and the international system. The Martin Institute brings top-caliber speakers to Moscow to lecture on international issues and meet with students and community members through the Martin Forums, and also partners with the [Borah Foundation and Symposium](#), at which global problem-solvers discuss world peace. The institute contributes to the University of Idaho [International Studies Program](#), supporting the program's curriculum and providing internship and ambassadorship opportunities for students who go on to represent Idaho on the international stage.
- The University of Idaho's [Native Law Program](#) gives students a foundation in [tribal law, federal Indian law and the intersection of state law](#). Law students have the opportunity to serve in externships with Idaho tribes, complete skills training in a Tribal Court CASA program, participate in an annual Native American Law conference, and interact with practitioners in the field through guest lectures in the

Native Law courses. The program aims to train law students to practice this vital law specialization and encourage Native Americans in particular to enter the field.

**Indicator 2.A.iv Percentage of undergraduate research experiences**

Information on student perspectives on undergraduate research is gathered each semester through the Graduating Senior Survey and collated annually. Results of student input on these research experiences are presented in the table below. Currently the data for this indicator is self-reported and reflects the experience of graduating seniors and not the entire undergraduate community. The [Office of Research and Economic Development](#) plans to implement formal tracking of all undergraduate research experiences.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
<b>Research Experience</b>	70%	75%	73%	67%
<b>Laboratory Computational</b>	40%	38%	36%	37%
<b>Field Studies</b>	40%	38%	37%	37%
<b>Original Writing</b>	46%	43%	40%	42%
<b>Publication</b>	14%	12%	13%	15%

*Figure 23. Undergraduate research experiences as reported on the Graduating Seniors Survey*

Graduating seniors reported that there should be more emphasis on undergraduate research (44.5 percent). Students indicated that the quality of the research experience was good or excellent (48 percent) and 66.8 percent indicated they were satisfied or very satisfied with opportunities to engage in research individually or with faculty. In light of this assessment data, the University of Idaho launched a new initiative designed to further emphasize the importance of undergraduate research. The President and Provost and Executive Vice President have committed funding for a Director of Undergraduate Research and will provide operating funds that will lead to expanded opportunities. As this report is being submitted, a search is underway, and appointment of a director is expected prior to the arrival of the review team.

**Indicator 2.A.v Numerical ranking by the National Science Foundation**

The National Science Foundation (NSF) published an annual ranking of universities based on total research expenditures. Rankings for the University of Idaho are shown below. Total research expenditures are a function of the research productivity per faculty member (described below) and the total number of full-time faculty (a function of the size — enrollment — of a university). In the early 2000s the UI ranking was about 130. As a result of two economic downturns and associated faculty retirements, the ranking has dropped to (and stabilized at) about 150. Keys to improvement in our ranking are increasing faculty number and maintaining faculty research productivity.

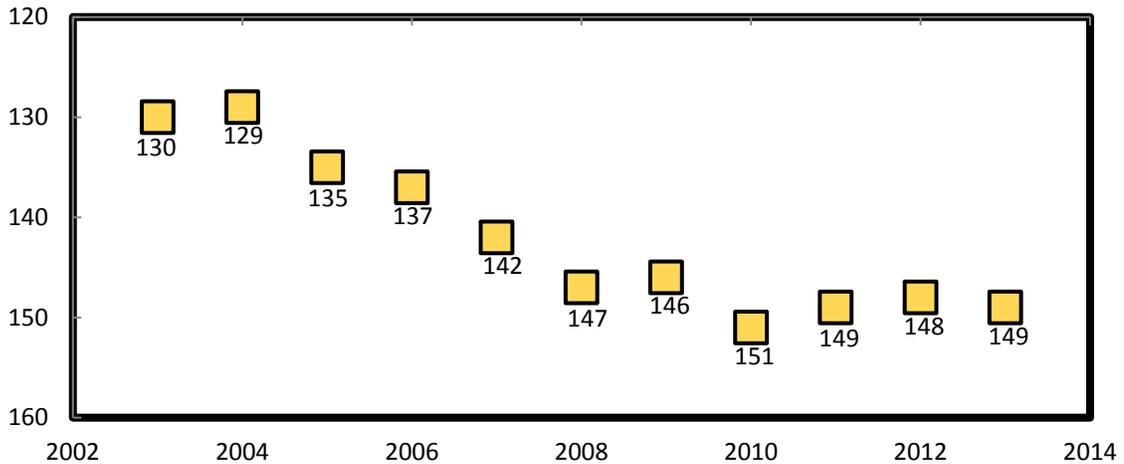


Figure 24: University of Idaho Ranking (expenditures) by the National Science Foundation

**Objective 2.B Increase grant and contract activity in numbers, types, and size of awards.**

<p>B. Increase grant and contract activity in numbers, types, and size of awards.</p>	<ul style="list-style-type: none"> <li>i. Total research expenditures as reported to NSF.</li> <li>ii. Number of multiple Principle Investigator (PI) proposals over \$400,000.</li> <li>iii. Number of graduate students supported by research assistantships.</li> <li>iv. Number of research staff.</li> </ul>
---	---

**Rationale for indicators**

The [Office of Research and Economic Development](#) systematically gathers data on grants and contracts: number of proposals submitted; number of awards; types of awards; multi-Principal Investigator and interdisciplinary awards; amount of awards; faculty, staff, and students funded on projects; and total annual expenditures. These data provide information on the overall productivity of the University on external funding.

**Indicator 2.B.i Total research expenditures.**

Total research expenditures are a function of the research productivity per faculty member (described below) and the total number of full time faculty (a function of the size — enrollment — of the university). Total Expenditures and per capita expenditures are reported below. NSF reports that nationally, total university research expenditures are approximately 95 percent Science and Engineering (S&E) and 5 percent non-S&E. This compares to University of Idaho average (2011-13) expenditures of 98 percent S&E and 2 percent non-S&E.

	<b>UI Average</b>	<b>High Average</b>	<b>Very High Average</b>
<b>Average / Capita S&amp;E</b>	\$175,000	\$65,200	\$212,600
<b>Average Non-S&amp;E</b>	\$ 3,500	\$12,600	\$ 20,100

Figure 25. Per capita S&E and Non-S&E

Average per capita S&E and non-S&E research expenditures average (2011-2013) \$175,000 and \$3,500, respectively. These compare with mean per capita expenditures of \$65,200 and \$12,600 respectively for the High Research Activity Universities and \$212,600 and \$20,100, respectively for Very High Research Activity. Per capita S&E expenditures could be increased by the hiring of more non-faculty Ph.D. research staff (e.g., post docs).

In comparison with mean values for High and Very High Research Activity Universities, the UI non-S&E expenditures are significantly lower (this is also reflected in the low number of doctoral degrees offered in the humanities).

	<b>Board Benchmarks</b>	<b>UI 2009</b>	<b>UI 2013</b>	<b>Total Gain</b>
<b>Federal Expenditures</b>	\$ 112M	\$ 46.3M	\$ 54M	+ 15%
<b>Total Expenditures</b>	20% Increase	3.1%	24.9%	+ 21.8%

Figure 26. Federal Funded and Total Research

The University of Idaho Board of Regents/State Board of Education Strategic Plan (Fiscal Years 2015-2019) Goal 2: Critical Thinking and Innovation, Objective-A performance measures include both federally funded research expenditures (\$112 million benchmark) and total research expenditures (20 percent increase benchmark). As these benchmarks are system wide, they are shared among UI, Boise State University and Idaho State University. From 2010 through 2012 UI was responsible for approximately 60 percent of the state of Idaho's annual federal research expenditures, which were \$91.2 million in 2012. From 2009 to 2013, the University of Idaho's federal research expenditures increased 24.9 percent from \$46.3 million to \$54 million including one-time American Recovery and Reinvestment Act of 2009 (ARRA) stimulus funds. Not including ARRA funds, the 2013 federal expenditures were \$52.6 million, or a 21.8 percent increase from 2009. During the same period of time, total research expenditures for the University increased 7.5 percent from \$89.2 million (2009) to \$95.9 million (2013).

	2010	2011	2012	2013	2014
<b>S&amp;E</b>	\$85,575	\$94,345	\$95,327	\$93,941	\$92,512
<b>Per Capita</b>	\$156.83	\$176.02	\$175.23	\$172.37	\$165.50
<b>Non-SE</b>	\$1,732	\$1,884	\$1,900	\$1,950	\$3,082
<b>*Per Capita</b>	\$3.18	\$3.51	\$3.49	\$3.58	\$5.51
<b>Total</b>	\$87,207	\$96,229	\$97,227	\$95,891	\$95,594
<b>*Per Capita</b>	\$160.01	\$179.53	\$178.73	\$175.95	171.01
<b>UI Federal</b>	\$46,303	\$54,243	\$55,115	\$53,986	\$50,638
<b>State Total</b>					
<b>Federal</b>	\$75,562	\$90,203	\$91,280	\$83,309	\$77,214
<b>UI fraction of State Total</b>	61.3%	60.1%	60.4%	64.8%	65.6%
*Per Capita based on Full-Time Faculty					

Figure 27. Research expenditures by fiscal year

**Indicator 2.B.ii Number of multiple Principle Investigator (PI) proposals over \$400,000.**

The [Office of Sponsored Programs](#) tracks the numbers and values of proposals submitted each year. Of particular interest is the submission of large (defined here as greater than \$400,000) multi-investigator proposals because they represent a significant portion of potential expenditures. For example, in 2014, large proposals represented slightly more than 10 percent of all submissions, but almost 40 percent of dollar value for all awards in 2014. A goal of the university is to increase the percentage of large proposals submitted and ultimately awarded.

	2010	2011	2012	2014	2013
<b>Large – Submitted</b>	95	74	78	100	83
<b>Total – Submitted</b>	1,081	1,029	1,024	895	973
<b>% Large</b>	8.8	7.2	7.6	11.2	8.5
<b>Large – Awarded</b>	N/A	21	16	18	20

Figure 28. Number and percentage of large research proposals submitted

A decline in total number of grants submitted represents a conscious decision to focus efforts on larger, more complex proposals as a strategy for increasing the research enterprise with existing faculty and staff resources.

**Indicator 2.B.iii Number of graduate students supported by research assistantships.**

One of the functions of creative and scholarly activities is to provide research-based graduate educational opportunities to students. Below are the total and the per capita number of research assistantships (excludes WWAMI and Law). For each of the last 10

years, the University has been able to support approximately one-third of all full-time graduate students with research assistantships.

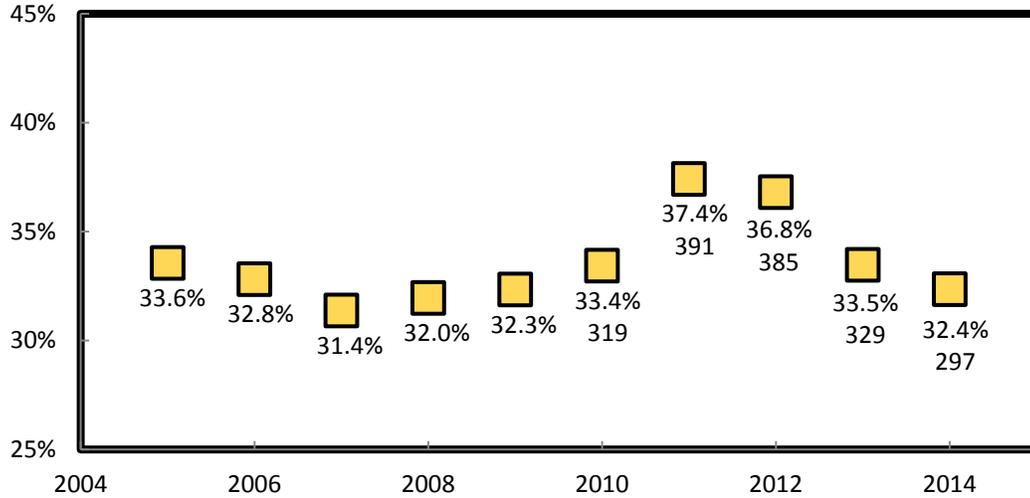


Figure 29. Percentage of graduate students supported by Research Assistantships (RAs)

**Indicator 2.B.iv Number of research staff.**

The total number and per capita number of non-faculty Ph.D. research staff (e.g., post docs) are reported below. The average total (2010-2014) and per capita are 61 and 0.11, respectively. The per capita value compares to mean values of 0.058 and 0.35 for Carnegie High and Very High Research Activity Universities. In addition, based on information tabulated by Carnegie and adjusted for research expenditures the expectation for per capita research staff is 0.10.

	2014	2013	2012	2011	2010
<b>Post-Docs</b>	70	69	65	58	59
<b>Per Capita</b>	0.125	0.127	0.119	0.108	0.108

Figure 30. Postdoctoral Fellows per capita based on full-time faculty

**Objective 2.C Contribute to the economic development of Idaho.**

<p>C. Contribute to the economic development of Idaho.</p>	<ul style="list-style-type: none"> <li>i. Numbers of patents, technology transfer, and licenses produced annually.</li> <li>ii. Impact statements documenting other indicators of significant consequence at the state level or beyond.</li> </ul>
--	--

**Rationale for indicators:** The numbers of patents and licenses are collected annually through the [Office of Research and Economic Development](#). These are not only a measure of the number of projects that reach this point but also an indicator of the relevance of the activity. Economic impact of the University also occurs through other

channels such as workforce enhancement and university business development services.

***Indicator 2.C.i Numbers of patents, technology transfer, and licenses produced annually.***

The numbers of patents, technology transfers, and licenses produced annually as well as industry-sponsored expenditures are presented below. The number of disclosures received by the technology transfer office indicates the ability of researchers to identify research outcomes that have commercial application. The number of issued patents is an indication of the novelty of the research results and their ability to provide public benefit. Issued patents are subjected to a process much like peer-reviewed journal articles. The number of technology transfer agreements is an indication of the ability of the technology transfer function to identify potential commercialization outlets for the technologies and the real ability of the technologies to compete successfully in the marketplace.

The national university technology commercialization “industry” has used one disclosure per \$2 million in research expenditures as a benchmark. This is derived from the average of the number of disclosures and the total research expenditures reported in the annual Association of University Technology Managers (AUTM) survey report. Those data include medical schools and institutions with medical schools, which typically have a greater number of disclosures than institutions without medical schools. Historically, our ratio is closer to 0.3 to 0.5 disclosures per \$2 million research expenditures. Our target is 0.5. The conversion of the disclosures to patents and commercial application depends on many circumstances beyond the control of the institution.

Industry funded research and development is a measure of the impact the University of Idaho has on economic development. The average (2011-2013) industry funded expenditures are \$2.3 million per year. The National Science Foundation reports that nationally, industry funded research represents 5 percent of total university research expenditures. This compares to 2.4 percent of total research expenditures funded by industry for the University of Idaho. We have changed our Intellectual Property (IP) policies to enhance our interactions with industry and anticipate positive outcomes in the coming years. These changes, in which we agree to assign IP rights, facilitated major contracts with Schweitzer Engineering and Idaho Power Company.

The Idaho State Board of Education Strategic Plan (Fiscal Years 2015-2019) [Goal 2: Critical Thinking and Innovation, Objective A](#) performance measures include competitive industry grants (\$7.2 million benchmark) and private sector sponsored projects (10 percent increase benchmark). As these benchmarks are system wide, they are shared among University of Idaho, Boise State University and Idaho State University. In 2012, UI was responsible for approximately 62 percent of the State’s annual \$3.6 million Industry Research Expenditures, or one-half of the 2009 benchmark. From 2009 to 2013 UI Industry Funded Research Expenditures increased 260 percent from \$0.72 million to

\$2.60 million. From 2011 to 2014, the number of industry sponsored projects increased by 40 percent.

	2011	2012	2013	2014
<b>Number of disclosures</b>	29	28	17	17
<b>Number of US IP protection applications</b>	19	26	19	16
<b>Number of Technology Transfer Agreements</b>	6	8	8	7
<b>Industry sponsored research projects</b>	50	49	76	70
<b>Industry funded research expenditures (thousands \$)</b>	\$2,144	\$2,250	\$2,604	\$2,121

Figure 31. Commercialization activity by fiscal year

**Indicator 2.C.ii Impact statements documenting other indicators of significant impact at the state level or beyond.**

- University of Idaho scientists with the [Center for Advanced Energy Studies](#) (CAES) are working in collaboration with research partners to move Idaho and the nation toward a future of sustainable energy. CAES is a partnership among UI, Boise State University, Idaho State University and the federal government through the Department of Energy and its Idaho National Laboratory. Ongoing research at CAES includes [investigating ways to harness the abundant hot water flowing beneath Idaho as a clean, reliable power source](#); studying methods to make nuclear power more efficient, affordable and safe; and developing systems to improve energy efficiency in buildings, transportation systems and other areas. This collaboration has resulted in a significant increase in UI energy related research as demonstrated by a 330 percent increase in U.S. Department of Energy funding from pre-CAES levels of \$1.4 million (average 2003 to 2006) to current levels of \$5.9 million (average 2011 to 2014).
- University of Idaho researchers in multiple disciplines are [exploring biofuels](#), including for use as jet fuel. Research in the College of Agricultural and Life Sciences investigates using new canola and oilseed varieties to produce oil, some of which will be tested for suitability as the base for biofuel for U.S. Navy jets. These specially produced industrial oil plants are high in acids that make them unpalatable to people but boost their value as a lubricating oil. The seeds have high economic potential as biofuels because they are easy to process and produce high yields, and the meal left after processing for fuel is valuable as livestock feed.
- The College of Natural Resources collaborates on more than [\\$55 million of biofuels research](#), developing new markets for dead trees and waste woody biomass, impacting our rural communities and increasing economic revenue, fuel sustainability and reducing greenhouse gas emissions. The \$35 million grant [Northwest Advanced Renewables Alliance](#) (NARA) grant for biofuels research looks at the possibilities of developing aviation biofuels, with the goal of increasing efficiency in forest operations through conversion processes. Highly collaborative, it includes eight other universities, private corporations, including biofuel leader Gevo.

- As part of yet another \$10 million collaboration with the U.S. Forest Service, universities and private industry, the College of Natural Resources is studying the use of bark beetle and wildfire killed trees to develop drop-in liquid biofuels.
- The University of Idaho College of Art and Architecture's [Urban Design Center](#) in downtown Boise allows students to engage in sustainable urban design in the Boise Valley's rapidly evolving urban landscape. Students and faculty at the Urban Design Center work in an office-like environment where they connect with design professionals, developers, engineers, business owners, and more. The Urban Design Center complements the college's [Integrated Design Lab](#) in Boise, where research, education and outreach efforts help designers work toward developing high-performance, energy-efficient buildings in the Intermountain West.
  - University of Idaho's [award-winning researchers](#) have developed a unique microscopic material that is easy to make in large quantities and at a reasonable cost, unlike most nanoscale materials. Nanosprings are coils of silica that are about 200 nanometers thick – about 500 times thinner than a human hair. Researchers around the world now are experimenting with marketable uses for nanosprings. The University of Idaho has licensed the technology to two companies, including one founded by a UI alumnus who uses the springs as a support structure for [bone construction on veterinary prosthetics](#). University researchers continue to experiment with nanosprings applications in biofuels, composite materials and fuel cells, and to support catalysts for research in chemistry.
  - The [Executive MBA program](#) was developed in response to industry request for executive training and retention in North Idaho/ Eastern Washington/Western Montana.

#### **4.B - Core Theme Two Improvement**

The faculty and staff of the University of Idaho engagement in scholarly and creative activities and the dissemination of created knowledge continues to be an important contribution to the state, region, nation and world. Recently, the University has begun to track at a central level the creative and scholarly output of its faculty. Over the past decade plus, UI has experienced the impacts of two financial downturns. During this period, the research expenditure ranking of the University has declined and then stabilized at approximately 150. To maintain or improve this ranking, the University needs to grow its research expenditures, at minimum, equal to the rate that total national expenditures increase. This growth will be realized by a combination of:

- Increasing the average research productivity of the faculty from its current per capita value of approximately \$175,000 per year toward values in excess of \$200,000 seen at Very High Research Activity universities.
- Increasing the total number of faculty as the university moves toward its publicly stated enrollment goals of 15,000 undergraduate students.

Increasing per capita research expenditures will be accomplished by a combination of increasing the number of faculty that participate in funded research and increasing the expenditures of funded faculty through the increased involvement of post docs and other non-faculty researchers. The development and implementation of University-wide research foci addressing topics of regional and national need, resulting from the ongoing planning research prioritization described earlier, will guide the hiring of new faculty and enhance the collaborative research of existing faculty. This will result in an increase in the number of collaborative, large, multi-investigator proposals submitted and ultimately funded. Because the total number of faculty members is primarily driven by undergraduate enrollment, and the desire to maintain the historic student-faculty ratio in the high teens, growth in scholarly and creative activities is inextricably linked to enrollment growth. The combination of increased number of faculty members resulting from enrollment growth and increased per capita expenditures will result in increased total research expenditures.

Increased scholarly and creative activities, with their associated increase in research expenditures, will provide expanded opportunities for undergraduate students to participate in research<sup>3</sup> and provide funds to support a larger number of full-time graduate students through research and teaching assistantships leading to more graduate (Ph.D.) degrees awarded. The University of Idaho contributes to competitiveness of the state of Idaho through the delivery of programs and services that provide education of current and future workforce; research and innovation that provide the basis for new or expanded products; and by enhancing the resilience of communities.

As University of Idaho succeeds in economic development, the communities and regions we serve become increasingly attractive to entrepreneurs and innovative businesses, because those businesses find locales that are suitable for their successful growth and hospitable to the attraction and retention of high-skill employees. In addition to continued monitoring of technology transfer activities, the University is currently reviewing its role in regional competitiveness and economic development to include measures that consider: education of current and future workforce; research and innovation that provide the basis for new or expanded products; and, services that enhance community resilience.

### **Core Theme Three: Outreach and Engagement**

#### **3.B – Core Theme Three Planning**

**3.B.1 PLANNING FOR EACH CORE THEME IS CONSISTENT WITH THE INSTITUTION’S COMPREHENSIVE PLAN AND GUIDES THE SELECTION OF PROGRAMS AND SERVICES TO ENSURE THEY ARE ALIGNED WITH AND CONTRIBUTE TO ACCOMPLISHMENT OF THE CORE THEME’S OBJECTIVES; AND**

---

<sup>3</sup> The university is exploring expanded alternatives to the Graduating Senior Survey to track undergraduate research experiences to better understand the portion of students that engage annually in these activities.

**3.B.2 PLANNING FOR CORE THEME PROGRAMS AND SERVICES GUIDES THE SELECTION OF CONTRIBUTING COMPONENTS OF THOSE PROGRAMS AND SERVICES TO ENSURE THEY ARE ALIGNED WITH AND CONTRIBUTE TO ACHIEVEMENT OF THE GOALS OR INTENDED OUTCOMES OF THE RESPECTIVE PROGRAMS AND SERVICES.**

The mission of the University of Idaho, consistent with the role of the state's comprehensive land-grant institution, interfaces with all aspects of the state. Faculty, staff, and students work at the intersection of teaching and learning, research and scholarly activity, and outreach and engagement to develop solutions to the complex problems facing the state, region, and world. The Morrill Act's primary emphases include agriculture, natural resources, engineering, and military science; the University interface also includes outreach in architecture, law, liberal arts, social sciences, education, business and economics, and multi-state programs in veterinary and medical education. An overview of three primary approaches the University uses to meet these needs provides a context for this core theme.

**Extension**

The University of Idaho has an extensive network of locations and partners throughout Idaho. [University of Idaho Extension](#) provides reliable, research-based education and information to help people, businesses, and communities solve problems, develop skills, and build a better future. Through the statewide network of faculty and staff, the University works collaboratively with individuals, businesses, and communities to transform knowledge into solutions that work. Extension faculty and staff focus on contemporary topics that matter to citizens and communities, including small- and large-scale sustainable agriculture, home horticulture, natural resources, health and nutrition, food safety, personal financial management, youth development, and community development. Three statewide centers, located in Boise, Coeur d'Alene, and Idaho Falls, provide direct access to educational programs, research, and community connections and outreach.

Program managers and evaluators use the [Logic Model](#) to plan for and describe the effectiveness of their programs. The model describes linkages among program resources, activities, outputs, audiences, and short-, intermediate-, and long-term outcomes related to a specific problem or situation. Once a program has been described in terms of the Logic Model, critical measures of performance are identified. Logic models are narrative or graphical depictions of processes in real life that communicate the underlying assumptions upon which an activity is expected to lead to a specific result. Logic models illustrate a sequence of cause-and-effect relationships — a systems approach to communicate the path toward a desired result.

The use of this formal planning process provides consistency and predictability in the planning for, and alignment of, programs and services, consistent with the priorities of extension and the mission of the University.

## External Partners

External partnerships occur through long-standing mutually developed relationships and through opportunities that present themselves when mutual interests are identified. In each case, planning occurs through the identification of shared goals and objectives, development of an action plan, statement of outcomes with performance measures, and analysis of the success of the plan.

Long-term partnerships exist with the [Idaho Geological Services](#), Forest Utilization Research, and the [Experimental Forest](#). Extension faculty and staff have long-term partnerships with Idaho Departments of Health & Welfare, Agriculture, and Lands; Idaho Dairy, Wheat, Barley, Bean, & Potato Commissions; Idaho Beef Council and Dairy Council; USDA-NIFA, USDA-ARS, USDA-RMA, and USDA-FNS; National Institute for Standards and Technology, Washington State and Oregon State universities; the Idaho Nursery and Landscape Association; the Nez Perce, Coeur d'Alene, and Shoshone-Bannock tribes; Western SARE (Sustainable Agricultural Research and Education); American Forest and Paper Association; and many others. Funded by a variety of state and national agencies, planning for these initiatives is a collaborative process between University and agency partners.

Shorter-term partnerships develop through mutually identified interests. Planning for these partnerships typically begins with a University program identifying an outreach interest and/or an agency, business, or organization seeking a partner to meet an interest or need. A similar approach to planning includes the identification of shared goals and objectives, a plan to meet the goals, analysis of the outcomes, and next steps. Examples of shorter term partnerships include the development of a water park at Cascad; the Micron STEM outreach project; Better Together, the Western Youth Financial Literacy project; Master Forest Stewards; Food Smart Families and Eat Smart Idaho Latino Outreach projects; Farmway Village and numerous other after-school projects (in partnership with schools and school districts); IDAH<sub>2</sub>O Master Water Stewards; Beef Quality Assurance; PNW Pest Alert.net; Desert Sage Xeriscaping; Gem Community Food Hub; Annie's Project; Beaver Creek and Coeur d'Alene Watershed projects; Preserve@Home; 4-H Teen Talk; and more than a dozen school and community gardens.

## Service and Community Outreach

Service is an integral part of the student experience at the University of Idaho. Many first-year students engage in a day of service ([Serve Your New Community](#), or SYNC) as part of the New Student Orientation. Additional service opportunities are planned throughout the academic year; students and staff participate in [Days of Service](#), [Alternate Service Breaks](#) (winter and spring), and other service initiatives. Service projects are identified by staff in the [Center for Volunteerism and Social Action](#) in concert with community partners; student interns are integral to the design and

development of these initiatives. These service opportunities reflect University Learning Outcomes 4, Clarify Purpose and Perspective, and 5, Practice Citizenship, and they align with the extension and outreach role of the University. Planning includes developing goals and purpose, implementation plans, and assessment of the activities through student and staff input and feedback.

The University interfaces with the local community and throughout the state to engage pre-college students, community groups and organizations, and business and industry through University programs and events. Moscow community members participate in University task forces and vice versa; the University and the city of Moscow work to foster a town-gown relationship that supports the goals of each. Examples of youth programs include annual [4-H](#) and [FFA](#) conferences held on the Moscow campus, summer sport camps, the annual [Lionel Hampton Jazz Festival](#), [Festival Dance](#), the [Idaho Repertory Theatre](#), the [Borah Symposium](#), and summer pre-college programs. Businesses, industry and professional groups engage with the University through programs like the [2014 McClure Forum on Science and Public Policy](#) “Building Trust in Science: Is Idaho Getting it Right with Sage Grouse?” sponsored by the University of Idaho’s [James A. and Louise McClure Center for Public Policy Research](#) and National Science Foundation-[IGERT Program](#) and participation in economic development forum.

#### *President’s Higher Education Community Service Honor Roll*

The University of Idaho was named to the President's [Community Service Honor Roll](#) for eight consecutive years, and was recognized with distinction in 2012 and 2013. The honor roll is comprised of colleges and universities throughout the United States that engage in solving community problems as well as promote lifelong commitments to civic engagement among their students.

#### *Community Engagement Scholarship Awards*

In the last five years, the University of Idaho has received national recognition for outreach and community service by the Association of Public and Land-grant Universities (APLU) through the prestigious W.K. Kellogg Foundation Community Engagement Scholarship and the C. Peter Magrath Community Engagement Award programs. The APLU awards recognize programs that demonstrate how colleges and universities have redesigned their learning, discovery, and engagement functions to become even more involved with their communities.

- 2013: The [McCall Outdoor Science School](#) (MOSS), an outreach program of the University of Idaho College of Natural Resources, was the Western regional winner and national finalist for its success in creating a learning environment that promotes engagement and discovery in the community.
- 2012: The University of Idaho [Lionel Hampton Jazz Festival](#) was honored with a University Community Engagement Exemplary Program Award.
- 2010: The University was the Western regional winner and a national finalist for “Better Together,” a partnership with the Coeur d’Alene Tribe and its communities.

**3.B.3 CORE THEME PLANNING IS INFORMED BY THE COLLECTION OF APPROPRIATELY DEFINED DATA THAT ARE ANALYZED AND USED TO EVALUATE ACCOMPLISHMENT OF CORE THEME OBJECTIVES. PLANNING FOR PROGRAMS AND SERVICES IS INFORMED BY THE COLLECTION OF APPROPRIATELY DEFINED DATA THAT ARE USED TO EVALUATE ACHIEVEMENT OF THE GOALS OR INTENDED OUTCOMES OF THOSE PROGRAMS AND SERVICES.**

Assessment of Extension, partnership, and service and community outreach is accomplished in several ways. The planning of programs and services includes the intended outcomes and strategies to assess and analyze the effectiveness of the outreach and engagement process and outcome(s). Examples of evidence gathered to support the decision processes include outcomes met, research results, number of participants, participant feedback through surveys, documentation of student learning, and focus groups. Data are used to determine the effectiveness of the work in meeting partner needs and to provide a basis to document that the initiative met its goals, potential next steps, and/or design of next initiative.

More detailed descriptions of the evidence base for each area are provided in response to Standard 4.A.

**4.A – Core Theme Three Assessment**

**4.A.1 THE INSTITUTION ENGAGES IN ONGOING SYSTEMATIC COLLECTION AND ANALYSIS OF MEANINGFUL, ASSESSABLE, AND VERIFIABLE DATA—QUANTITATIVE AND/OR QUALITATIVE, AS APPROPRIATE TO ITS INDICATORS OF ACHIEVEMENT—AS THE BASIS FOR EVALUATING THE ACCOMPLISHMENT OF ITS CORE THEME OBJECTIVES; AND**

**4.A.2 THE INSTITUTION ENGAGES IN AN EFFECTIVE SYSTEM OF EVALUATION OF ITS PROGRAMS AND SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED, TO EVALUATE ACHIEVEMENT OF CLEARLY IDENTIFIED PROGRAM GOALS OR INTENDED OUTCOMES. FACULTY HAVE A PRIMARY ROLE IN THE EVALUATION OF EDUCATIONAL PROGRAMS AND SERVICES.**

Objectives and indicators provide the basis for the assessment of the effectiveness of Core Theme Three, Outreach and Engagement. Data are summarized for each objective with an analysis of the results based on the data gathered.

Objectives	Indicators of Performance
A. Engage community partners in Idaho through Extension, providing information to improve practices and develop solutions for state and regional challenges	<ul style="list-style-type: none"> <li>v. Impact statements</li> <li>vi. Number of programs offered</li> <li>vii. Number of participants served</li> <li>i. Summaries of feedback on state-wide presentations (qualitative)</li> </ul>
B. Engage University personnel with external partners to identify and address critical issues facing Idaho, the nation, and the world	<ul style="list-style-type: none"> <li>i. Number of faculty and staff positions descriptions with formal responsibility for engagement</li> <li>i. Formal partnerships and audiences served (ie. Idaho Geological Survey, Forest Utilization Research, Experimental Forests)</li> <li>ii. Grant and contract funds</li> <li>iii. Scholarly contributions</li> <li>i. Communities, states, and nations served</li> </ul>
C. Support community initiatives and needs through service and service learning opportunities for students	<ul style="list-style-type: none"> <li>i. Service locations and participation</li> <li>ii. Courses with service-learning components</li> <li>iii. Impact on students engaged in service learning</li> <li>ii. Awards and recognition</li> </ul>

**Extension**

Objectives	Indicators of Achievement
A. Engage community partners in Idaho through Extension, providing information to improve practices and develop solutions for state and regional challenges	<ul style="list-style-type: none"> <li>i. Impact statements</li> <li>ii. Number of programs offered</li> <li>iii. Number of participants served</li> <li>iv. Summaries of feedback on state-wide presentations (qualitative)</li> </ul>

As the state land-grant University, the role of Extension is critical in the interface with all communities in Idaho. Federal, state, and county funds support the initiatives and activities developed to meet the goals of Idaho and of the 44 counties in Idaho. Evidence of connections through the network of county offices and research stations, the impact

of the initiatives and the value added in communities and counties provides evidence needed to determine the effectiveness of programs and state, county, and community impact.

<b>Year</b>	<b>Position descriptions</b>	<b>Publications</b>	<b>Participants served</b>
2010-2011	119	97	338,523
2011-2012	115	105	358,227
2012-2013	121	157	375,350
2013-2014	126	167	357,062

*Figure 32. Extension activity by academic year*

Extension education programs are evaluated using program-specific survey instruments to gauge whether learner objectives were met. From these surveys, learners report significantly improved understanding of problems and solutions related to their priority issues. Motivation for learners to adopt recommended practices and technologies is also verified through surveys, and learners report their intentions to adopt relevant practices that meet their needs and circumstances. Motivation for learners to adopt recommended practices and technologies is verified through surveys through which learners report their intentions to adopt relevant practices that meet their needs and circumstances. Knowledge of actual adoption rates could be highly valuable to improve program effectiveness, and represents an area where University of Idaho Extension could potentially increase the impact on people’s lives.

Collaborative projects such as on-farm field trials and demonstrations, community action councils, and individual business consultations have resulted in more measurable impacts. Representative outcomes include widespread adoption of water conservation practices (such as drip irrigation for onions), community development investment (such as hiring of grant-writers), and creation of new jobs (through business development or expansion).

University of Idaho Extension establishes programmatic priorities through a variety of stakeholder input processes. Stakeholder input has recently promulgated growth in family financial management programming, health and fitness, and food security. One area currently experiencing increased investment is related to local food systems. Changes in stakeholder priorities will continue to impact both staffing and programmatic emphases for Extension.

Examples of Extension programs are described below.

### **Community Gardens Help Feed the Hungry**

The number of Idahoans who require food assistance has grown dramatically during the recent recession. In 2014, the Idaho Foodbank distributed more than 14.9 million pounds of food to more than 131,487 people each month, and more than 13 percent of Idahoans received food stamps. University of Idaho Extension and University of Idaho Master Gardeners have been a driving force behind dozens of community gardens that are sprouting up across the state to feed Idaho's hungry. Since UI Extension hosted the 2010 Treasure Valley Community Garden Conference, neighborhood gardens sponsored by churches and civic organizations have been established around the region.

In Canyon County, University of Idaho Master Gardeners co-founded the non-profit Trinity Community Gardens, Inc. Over the past five years, that organization has distributed more than 350,000 pounds of produce raised on their network of community gardens. In Ada County, a 13-year collaboration between University of Idaho Advanced Master Gardeners and the Vineyard Christian Fellowship, has evolved into the Garden Of Feedin' where 200 volunteers worked on the two-thirds acre community garden. The Garden Of Feedin' harvest exceeded 31,300 pounds of produce. These two programs contributed more than \$200,000 of produce delivered to low-income families in the Treasure Valley in one year.

### **Support for Small Businesses**

At any given time, the UI Food Technology Kitchen in Caldwell helps some 60 start-up companies to process and package local food products for regional distribution. Costs are kept low for food entrepreneurs to use the commercial kitchen and to learn the business of food manufacturing because of revenue generated by the University of Idaho Food Pilot Plant next door. The pilot plant conducts research for large agribusiness clients and also contracts with those companies for testing of food products, enabling the entire food technology center to remain self-supporting.

Other Extension programs that support local entrepreneurs are in evidence elsewhere in Idaho, including small business workshops in Plummer, Moscow, and Lapwai. Small business owners in Teton, Bear Lake, Oneida, Franklin and Caribou Counties attended 12-hours of training to use QuickBooks to learn skills ranging from managing inventory and sales records to paying sales taxes and making payroll. Youth entrepreneurship training is also taking place in locations around Idaho, including Nez Perce County, where older 4-H youth are preparing to be future business owners.

Small farm owners across the state are receiving management training through University of Idaho Extension, including classes in small farm business planning, [Cultivating Success](#) (a 12- to 14-week course in small farm management), and an array of programs to promote community supported agriculture and local food systems.

### **Promoting Local Foods, Supporting Idaho Agriculture**

Across the state, University of Idaho Extension educators have partnered with local schools, with the Idaho State Department of Agriculture (ISDA), the Idaho Department of Education, and with community food advocates to bring University of Idaho resources to the local food table. Extension faculty members have been engaged in a wide variety of activities to support these community efforts. Some Extension educators have worked with local organizations to conduct food-shed assessments and feasibility studies for sourcing local food products. Numerous UI Extension faculty members have worked with community gardens, school gardens, and backyard agriculture to generate enthusiasm for locally-grown healthy foods, including supplying Master Gardener mentors to support ISDA-sponsored school gardens in 11 Idaho towns. In eastern and northern Idaho, UI Extension continues work to develop and disseminate technologies that will extend the growing season for produce farmers, including installation of high-tunnels (hoop houses) on small farms and community gardens, and work with short-season vegetable varieties and growing practices.

The importance of forage crops has been growing in Idaho for a decade to support both dairy and beef industries. With cash receipts exceeding \$526 million in 2012, hay has become Idaho’s third most valuable crop. UI Extension helps forage growers learn about new practices and technologies through the annual forage schools delivered across the state. Participants in these schools attest to the value of learning how to improve yields and quality through their irrigation, pest management, and harvesting practices. New studies with dual-purpose cover crops have proven useful for Magic Valley growers who are planting forages for fall grazing that can be turned-under as soil-building green manure the following spring. Concurrent work using composted dairy manure to fertilize organic alfalfa and barley crops is showing that composted manure is economically competitive with commercial fertilizers and can have a significant impact on waste management challenges faced by dairies.

Through use of the [Logic Model](#), and planning to meet statewide needs, priority programs and services are developed and implemented to serve Idaho citizens. Programs have identified outcomes and input is gathered to assess the effectiveness of the program in meeting the identified needs of stakeholders. Assessment information is used to determine the effectiveness of programs and services, refine them as appropriate, and then identify next initiatives in support of articulated needs. Program participants typically indicate that they learned from the programs and the programs are of high quality.

**External Partners**

Objective	Indicators of Achievement
B. Engage University personnel with external partners to identify and address critical issues facing Idaho, the nation, and the world	i. Number of faculty and staff positions descriptions with formal responsibility for engagement

	<ul style="list-style-type: none"> <li>ii. Formal partnerships and audiences served (i.e. Idaho Geological Survey, Forest Utilization Research, Experimental Forests)</li> <li>iii. Grant and contract funds</li> <li>iv. Scholarly contributions</li> <li>v. Communities, states, and nations served</li> </ul>
--	--

Faculty and staff partner with stakeholders, communities, and state entities in ways that complement the work of Extension. The University works with agencies, businesses, special interest groups, and other entities to address local and state need and interests. A focus on community partnerships was developed in the [2011-2015 University Strategic Plan](#), Goal Three: Outreach and Engagement; the formation of an Outreach and Engagement Council and an Office of Community Partnerships provided a University focus on the strengths of University partnerships in meeting community needs. Most recently, the council has been merged with the [President’s Diversity Council](#) Committee on Community and Statewide Engagement, and initiatives fostered through the Office of Community Partnerships continue through Extension and the [James A. and Louise McClure Center for Public Policy Research](#).

The University has a strong commitment to its interface with the Moscow community, Latah County, and Idaho. This commitment is evidenced in the initiatives that engage external partners in addressing interests and needs through partnerships, shared programs, educational studies, and dispute resolution.

University of Idaho Extension touches every county in Idaho. This work is supported by state-appropriated funding during the following years 2011: \$9,850,000; 2012: \$9,882,000; 2013: \$10,349,558; 2014: \$10,455,693; and 2015: \$11,213,879. This ongoing commitment, with examples of services and initiatives provided earlier in Core Theme 3, is a constant in the presence of the University statewide and in support of the external partnerships that are essential to the mission of the University.

In addition to the significant community programs offered through Extension, the University supports the state and region through various partnerships. A brief summary of several programs is provided here to illustrate the breadth and depth of interface with communities, organizations, and program and the impact of the work on Idaho and the region.

## Humanities and Arts

### Festival Dance

Festival Dance represents a partnership between a local nonprofit arts organization and the University of Idaho. Last year Festival Dance sponsored performances in 18 rural communities in the Moscow vicinity.

### DDD

Dancers, Drummers, and Dreamers is a high energy performance/event that includes instrumental, vocal, and dance performances. University of Idaho professors Dan Bukvich and Diane Walker created DDD as a way of including students and community members in the creative process. Last year DDD performances in Moscow and McCall; Wenatchee, Cashmere and Kennewick, Washington; and LaGrande, Oregon provided opportunities for local students to perform with University of Idaho students and faculty.

### Lionel Hampton Jazz Festival

For almost 50 years, the University of Idaho's Lionel Hampton Jazz Festival has exemplified the engagement work of the institution. The first jazz festival in the United States named for an African-American jazz musician, the Lionel Hampton Jazz Festival brings thousands of students to the University of Idaho campus each February. The Lionel Hampton Jazz Festival received the President's Medal for the Arts in 2004 — the first public university to be so honored. In 2009, the festival received honorable mention in the [Magrath Exemplary Program Award](#) competition. The highly acclaimed Jazz in the Schools program takes jazz artists to local schools for performances and workshops. Under the artistic directorship of Grammy-winning bassist John Clayton, the Lionel Hampton Jazz Festival provides educational opportunities for band directors, students, and the general public.

## Human and Social Sciences

### **Better Together: The University of Idaho and the Coeur d'Alene Reservation**

Building on the work of the Northwest Area Foundation-funded Horizons Program, University of Idaho faculty, staff, and students have partnered with the Coeur d'Alene Tribe to focus on issues related to poverty in four reservation communities — Plummer, Worley, Tensed, and Desmet. With focused work on the part of the Landscape Architecture faculty and students, this partnership has resulted in over \$2.5 million in HUD grants for wastewater treatment and to build affordable housing. This work was a finalist for the [C. Peter Magrath University/Community Engagement Award](#) in 2010.

### **Archaeological Digs**

Beginning in the summer of 2013, the University of Idaho Department of Sociology/Anthropology has sponsored a unique series of public summer archaeological programs. The initial project was a response to a request from the Boise Basque

Museum for assistance in [excavating a pioneer home](#) on its property. University of Idaho archaeologists met with Museum personnel to plan a weeklong public project. The site is located in the heart of downtown Boise and over 1,000 community members visited the dig. Students created and administered pre- and post-visit instruments designed to measure knowledge of basic archaeological concepts. Artifacts were catalogued at the University of Idaho and now the entire dig and the artifacts are central parts of a Basque Museum exhibit. During summer of 2014, a similar project at the Old Penitentiary in Boise (located in a suburb of Boise) attracted over 400 community members. On the University of Idaho campus, [a field school conducted a public dig](#) at the site of a new interdisciplinary science building (construction began Aug.15). Over 1,000 community members observed and/or participated in this excavation.

### **Psychology Addictions Program**

The University of Idaho [Addictions Program](#) is a member of the Idaho Educators in Addictions Studies (IDEAS!) Consortium. This group includes members from the University of Idaho, Idaho State University, Boise State University, Lewis Clark State College, the College of Southern Idaho, Idaho Department of Health and Welfare, Idaho State Addictions Licensing Board, and Treatment Providers. The goal of this group is to develop a unified curriculum across Idaho State and provide quality training to individuals who wish to pursue addictions training.

### **[Alfred W. Bowers Laboratory of Anthropology](#)**

The Laboratory of Anthropology, part of the Department of Sociology and Anthropology, is the Northern Repository for Idaho archaeological artifacts and records. The lab was founded specifically for the purpose of giving students the opportunity to practice anthropology and archaeology in a controlled environment before entering the professional community. Students collaborate with faculty on a variety of projects, ranging from artifact analysis and conservation to archival research. In addition, the laboratory is also committed to serving the public through interactive educational programs, interpretive displays, guest presentations, public volunteering programs, lab tours, and many other options.

### **Science, Technology, Engineering, and Mathematics (STEM) fields**

#### **[MOSS](#)**

The University of Idaho's McCall Outdoor Science School (MOSS) offers place-based, collaborative educational opportunities within the context of Idaho's land, water, and communities. Located on the shore of Payette Lake, MOSS is the only publicly operated K-12 outdoor school in the state. Each year, more than 4,000 Idaho students and teachers are part of this engagement effort. MOSS was the Western regional winner and a finalist for the national [C. Peter Magrath University/Community Engagement Award](#) in 2013.

### [Micron STEM Outreach](#)

With support of \$1.2 million from the MICRON Foundation, the University of Idaho's Micron STEM project combines social science research with educational innovations—both designed to foster greater participation and persistence in STEM education. The project included focus groups in 12 Idaho communities (six urban and six rural) designed to gain information from students, teachers, parents, and community members regarding their perceptions of STEM education. Several statewide surveys were also part of the ground-breaking research design. The research data informed a statewide STEM Innovations conference in May of 2014 as well as several pilot innovation programs. One example involved Lewiston students creating videos to aid them in imagining themselves as members of STEM professions. A Post Falls project helps parents to gain confidence and skills that allowed them to provide a higher level of mathematics homework assistance. A three-day camp in Jerome helped 3- to 5-year-old Head Start participants be better prepared for mathematics and science student success.

### **Professions other than Engineering**

#### [DOCEO Center](#)

Through a grant from the J.A. and Kathryn Albertson Foundation, the University of Idaho DOCEO Center for Teaching Innovation and Technology Integration provides partnerships and engagement opportunities for teachers throughout Idaho. During the last year, the center conducted 138 seminars for almost 2,000 participants. The center's website has had more than 12,000 hits.

#### [Kelly's Whitewater Park, Cascade](#)

University of Idaho Extension and students and faculty from other UI units, especially the College of Art & Architecture, engaged in a redevelopment project in rural Cascade (population about 900). One result of the project was the community-based project to create a whitewater park. Kelly's Whitewater Park opened in 2010 and has enjoyed increased attendance and economic impact in the years since.

#### [Snake River Basin Adjudication](#)

In one of the most comprehensive assessments of water rights in history, faculty and students from the University of Idaho College of Law have engaged in outreach and scholarship related to this project for the last five years. United States Supreme Court Justice Anton Scalia delivered the keynote address at a conference noting the completion of the adjudication and featuring panels and presentations on the Adjudication and related water resource questions the College of Law co-sponsored in August 2014.

#### [Utility Executives and the Legislative Horizons Institute](#)

The College of Business has been delivering the Utility Executives Program since 1954. It is the Industry leader in developing future leaders in the energy industry. More than 60 utility corporations participate every year. The Legislative Energy Horizons Institute

provides state legislators in the U.S. and Canada knowledge and framework regarding national energy issues. Courses and curriculum are the result of advice from a national advisory committee.

**Community and Service Outreach**

Objective	Indicators of Performance
C. Support community initiatives and needs through service and service learning opportunities for students	<ul style="list-style-type: none"> <li>i. Service locations and participation</li> <li>ii. Courses with service-learning components</li> <li>iii. Impact on students engaged in service learning</li> <li>iv. Awards and recognition</li> </ul>

Service to community is a hallmark of the University. Service had long been a tradition for University of Idaho students; the [Center for Volunteerism and Social Action](#) was formally established in 2007. Since its inception, the center has provided avenues for student service — locally, in Idaho, nationally and internationally. Consistent with the mission of the University and Learning Outcomes Four and Five, staff and students have been engaged in the planning, implementation, and assessment of programs in service of our community, state, and nation.

Year	Number of service locations	Number of UI students participating	Number of participants served	Community programs available	Graduating senior survey % self-reported participation
2010-2011	51	1,408	85	143	54%
2011-2012	53	1,772	81	141	53%
2012-2013	56	1,886	91	153	46%
2013-2014	57	2,006	89	152	47%

Figure 33. Service learning by academic year

**Service**

A theme and commitment of the University of Idaho is service to the community. The [Center for Volunteerism and Social Action](#) promotes 1) challenging injustices & advocating for change, and 2) growth and exploration through service. The Volunteer Center aims to foster a lifelong commitment to service and build awareness of civic responsibility. The approach to service is to do things "with" people, not "for" people. By connecting Vandals with local, domestic, and worldwide communities through hands-on

learning, students receive transformational experiences that educate and develop leadership skills capable of creating positive change for the common good.

Examples of service programs include the following:

- **Days of Service**: Days of service are scheduled each month throughout the academic year and include [Make a Difference Day](#), [MLK Jr. Day of Service](#), [Saturday of Service](#), [STP: Serving the Palouse](#), and, [SYNC: Serving Your New Community](#).
- **Vandal Food Pantry**: At the state level, Idaho ranks 49th in per capita personal income and has a poverty level higher than the national average. Approximately 48 percent of our undergraduate students qualify for Pell Grants, indicating that they come from low-income backgrounds. Furthermore, we are in the top 25 percent of four-year public institutions in enrolling low-income students. When it comes to aid, 80 percent of our undergraduates demonstrate need and 25 percent of students cannot find enough resources, even with aid and loans, to pay for college. For this reason, the Center for Volunteerism and Social Action runs a food pantry on campus. The “pantry” functions by having cabinets stocked with food in various locations around campus that are available for anybody to use with no questions asked.

### **President’s Honor Roll**

At a national level, the University of Idaho has been named to the President's Higher Education Community Service Honor Roll for eight consecutive years, twice with Distinction. This list is comprised of colleges and universities throughout the United States that engage in solving community problems as well as promote lifelong commitments to civic engagement among their students.

### **Shared Programs and Events**

The University of Idaho hosts events annually that serve the communities of Idaho and particularly the Moscow and Latah County area. Examples of programs that engage the community include the following:

#### **Powwow**

For the past 15 years the [Native American Student Center](#) has presented the University of Idaho’s [Tutxinmepu Powwow](#). We see the event as a great recruitment and retention tool, as well as, a business and communication skill builder for our Native Students. Non-Native students and community members benefit from attending and volunteering at the Powwow as they see firsthand the strength and vitality of the Native culture.

### [Cesar Chavez Celebration](#)

The life and legacy of Mexican-American labor activist and community organizer Cesar Chavez is honored in March at the University of Idaho through an annual celebration sponsored by the [College Assistance Migrant Program](#) (CAMP). This celebration has served as an excellent example of student initiative and has benefited from a rich history of student involvement.

### [The Borah Foundation and Symposium](#)

The Borah Symposium introduces audiences to the most contemporary global problem solvers of our time. Held every year since 1948, this UI event proffers their new ideas for overcoming the obstacles to world peace. The symposium honors the legacy of former U.S. Senator from Idaho William Edgar Borah (1864-1940) by considering the causes of war and the conditions necessary for peace in an international context. Themes and speakers for the annual events are selected by the faculty-student Borah Foundation committee, with administrative and fiscal support provided by the staff of the [Martin Institute](#). Each symposium adopts an interdisciplinary, non-partisan focus in an effort to reach as many members of the university and community as possible. The William Edgar Borah Outlawry of War Foundation, a separately endowed entity at the University of Idaho, was established by the University of Idaho Board of Regents/State Board of Education using funds donated by Salmon O. Levinson in 1929.

[The Sharon and Rich Allen Ethics and Leadership initiative](#) in the College of Business and Economics brings speakers to Boise and Coeur d'Alene to discuss topics of relevance to business and community leaders. On Oct. 29, 2013, Mike Zychinski, Chief Ethics and Compliance Officer, Deloitte LLP spoke an audience of 280 in Boise. Continuing Education Credit was available for CPAs. On Dec. 4, 2014, Dr. Mary Gentile, founder and Director of Giving Voice to Values at Babson College spoke to an audience of 170 in Coeur d'Alene. This program also provided Continuing Education Credit for CPAs.

[The Bellwood Lecture](#) has been in existence for 18 years and brings well-known speakers such as United States Supreme Court Chief Justice Roberts to both Boise and Moscow.

[Denton Darrington Speaker Series](#) brings speakers of interest to the Boise Bench and Bar. The most recent speaker, Jeffrey Rosen, drew an audience of 110. This lecture series is a collaboration with the Idaho State Supreme Court and the Idaho Bar and Law Foundation.

The annual [Native American Law Conference](#) is free to the public. The day –long session includes information on Tribal Sovereignty and other issues of interest. This year's topic is Food and Culture.

The Coeur d'Alene Center has established the [Dig'n IT](#) outreach program related to high tech. The camp for middle school girls focuses on increasing interested in coding and STEM disciplines in general. The program includes outreach training for teachers.

**4.A.3 THE INSTITUTION DOCUMENTS, THROUGH AN EFFECTIVE, REGULAR, AND COMPREHENSIVE SYSTEM OF ASSESSMENT OF STUDENT ACHIEVEMENT, THAT STUDENTS WHO COMPLETE ITS EDUCATIONAL COURSES, PROGRAMS, AND DEGREES, WHEREVER OFFERED AND HOWEVER DELIVERED, ACHIEVE IDENTIFIED COURSE, PROGRAM, AND DEGREE LEARNING OUTCOMES. FACULTY WITH TEACHING RESPONSIBILITIES ARE RESPONSIBLE FOR EVALUATING STUDENT ACHIEVEMENT OF CLEARLY IDENTIFIED LEARNING OUTCOMES.**

See Core Theme One.

**4.A.4 THE INSTITUTION EVALUATES HOLISTICALLY THE ALIGNMENT, CORRELATION, AND INTEGRATION OF PROGRAMS AND SERVICES WITH RESPECT TO ACCOMPLISHMENT OF CORE THEME OBJECTIVES;**

**4.A.5 THE INSTITUTION EVALUATES HOLISTICALLY THE ALIGNMENT, CORRELATION, AND INTEGRATION OF PLANNING, RESOURCES, CAPACITY, PRACTICES, AND ASSESSMENT WITH RESPECT TO ACHIEVEMENT OF THE GOALS OR INTENDED OUTCOMES OF ITS PROGRAMS OR SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED; AND**

**4.A.6 THE INSTITUTION REGULARLY REVIEWS ITS ASSESSMENT PROCESSES TO ENSURE THEY APPRAISE AUTHENTIC ACHIEVEMENTS AND YIELD MEANINGFUL RESULTS THAT LEAD TO IMPROVEMENT.**

### **Extension**

The University of Idaho's Core Theme Three: Outreach and Engagement is central to the mission of land-grant universities with statewide responsibility for serving the people of the state. The objective and indicators are in line with the essential functions of robust extension programs. University of Idaho Extension and outreach are goals within the current and past strategic plans, and they provide the connections needed statewide to meet the needs of constituents and stakeholders.

As noted in the narrative describing Extension, planning occurs annually by identifying desired programs and outcomes, determining strategies to meet the learning outcomes, implementing the programs, and analyzing the results for continuous refinement and improvement. Measures of performance include numbers of programs offered, numbers of citizens served, feedback on how well programs met identified needs, and observations about potential improvements. Resources supporting these activities are provided through Smith-Lever funds (via the USDA), Research and Extension (R&E), county appropriations, contracts and grants, and general revenue.

Program planning includes determining the nature and type of work, alignment of programs with qualified personnel, budget allocations to support the identified outcomes, and analyses to determine that the goals of each program are satisfied. Input and feedback are gathered from county administrators, advisory groups, and state

experts to assure that the needs of the counties and state are met. Faculty expertise, an essential part of program success, is monitored and adjusted as needed, to ensure the needs of counties and constituents are met effectively.

As noted earlier, the [Logic Model](#) includes planning, assessment, and improvement elements. The results of the overall plan and for each community/county/state component are assessed using the evidence gathered through impact and quality of programs. Assessments are developed specifically for each initiative.

### **External Partners**

Outreach initiatives are developed in concert with agencies, communities, and other external partners. In each case, whether it be a grant application and project or a community engagement, the principle parties determine mutual objectives and identify anticipated outcomes. Typically, the plan is developed for the lifespan of the project with specific outcomes and strategies articulated for accomplishing the outcomes. Mid-course adjustments are made, as needed, to provide the best opportunity to meet the articulated goals and outcomes.

Resources are allocated to these external partnerships in several ways: funding from external grant sources, contractual agreements with organizations and/or communities, and research initiatives. Most of these partnerships are time-limited by funding cycles and are relatively short in duration (typically from one to five years). In the situation where a partnership becomes part of the ongoing work of the University, it is integrated into the overall planning and funds are allocated or reallocated to address funding and facility needs.

Each of these projects has a final report articulating the outcomes of the initiative, including goals and targets met, areas that need additional attention, and potential next steps.

### **Community and Service Outreach**

Programs and activities included in community and service outreach tend to be annual events hosted by University of Idaho units with interactions with the community/communities served. Planning occurs on an annual basis, and community partners are engaged annually in the design and delivery of programs on cooperative initiatives.

Staff members in the [Center for Volunteerism and Social Action](#) evaluate the effectiveness of programs offered, using input from student feedback and participation and the extent to which community partner needs have been addressed. These results are used to plan activities for the next academic year.

Student engagement in service is a value of the University. Resources are provided to support programs through funding from Student Activity Fees. Student participation in service initiatives is increasing in terms of actual numbers, as presented in the data provided above. Some programs are at capacity with additional student interest. For example, the number of winter Alternate Service Break trips has grown from two to six in just the past decade. More students applied for the winter trips than could be served with current resources and staffing.

Community events such as the Jazz Festival and the Borah Symposium provide examples of ongoing University programs available for University and community members. Each event gathers information annually for planning purposes and to analyze the extent to which the goals of the event meet its purposes and objectives. Feedback is used to refine and improve the events.

#### **4.B – Core Theme Three Improvement**

##### **4.B.1 RESULTS OF CORE THEME ASSESSMENTS AND RESULTS OF ASSESSMENTS OF PROGRAMS AND SERVICES ARE:**

**A) BASED ON MEANINGFUL INSTITUTIONALLY IDENTIFIED INDICATORS OF ACHIEVEMENT; B) USED FOR IMPROVEMENT BY INFORMING PLANNING, DECISION MAKING, AND ALLOCATION OF RESOURCES AND CAPACITY; AND C) MADE AVAILABLE TO APPROPRIATE CONSTITUENCIES IN A TIMELY MANNER. AND,**

##### **4.B.2 THE INSTITUTION USES THE RESULTS OF ITS ASSESSMENT OF STUDENT LEARNING TO INFORM ACADEMIC AND LEARNING-SUPPORT PLANNING AND PRACTICES THAT LEAD TO ENHANCEMENT OF STUDENT LEARNING ACHIEVEMENTS. RESULTS OF STUDENT LEARNING ASSESSMENTS ARE MADE AVAILABLE TO APPROPRIATE CONSTITUENCIES IN A TIMELY MANNER.**

#### **Extension**

Using the [Logic Model](#), Extension faculty and staff have a continuous cycle of planning, assessment, and improvement. Extension programs are typically consumer-driven with attention paid to the needs of county commissioners and constituents. Evidence provided confirms that the needs of constituents are being met with quality programs and services. Impact statements and professional publications provide evidence of the impact on communities and individuals and contribute to the body of knowledge through publications.

Alignment of Extension resources to address constituent needs is assessed and verified through negotiations among County Commissioners, local stakeholders, and University of Idaho Extension administration each time a County Educator position is created or refilled. As examples, during this accreditation cycle, UI Extension has redirected resources to meet stakeholder-expressed needs for family finance education by hiring two new Extension Educators and an Extension Specialist to focus on family finances. When local needs were identified to be quite similar across contiguous counties, UI Extension responded by shifting positions to increase multi-county capacity in water quality (in 2012) and in cropping systems (in 2013) and by creating two new area positions in community food systems (in 2013 and 2015). When local needs were

identified to be quite similar across contiguous counties, UI Extension recently responded by shifting positions to increase multi-county capacity in water quality, cropping systems and community food systems. As the Eat Smart Idaho program has continued to demonstrate real impacts on adult and youth dietary behaviors, the Health and Nutrition program has grown and has become more integrated with other program areas, including 4-H Youth Development, Horticulture, and Community Food Systems.

A next level of interest is to extend the analyses of impact to adoption rates and changes in stakeholder use and perceptions. The shaping of this next level of analysis may result in refinement of indicators of performance in the future.

Overall, communities and constituents are positive about the Extension programs and services, established collaboratively and in concert with current funding models and sources. Annual reports are developed to document the initiatives and the outcomes are available [here](#).

### **External Partners**

Partnerships with external parties are typically single events; that is, a finite common purpose and resource base is identified and, once completed, the relationship ends. End of project reports are submitted with summaries of accomplishment, areas for continuing development (interest and outside funding dependent), and/or additional new projects. The reports include information consistent with the indicators noted in terms of results and impact.

### **Community and Service Outreach**

Information gathered on community and service outreach provides the basis for analysis of programs and forms a basis for discussion about the interest, need, and value of these activities and programs. The indicators identified for programs supporting this objective provide information to address the effectiveness, capacity, and next steps. An area for analysis is the potential to expand the winter alternate service breaks to accommodate increasing student interest in this program.

## **Core Theme Four: Purposeful, Ethical, Vibrant, and Open Community**

### **3.B – Core Theme Four Planning**

**3.B.1 PLANNING FOR EACH CORE THEME IS CONSISTENT WITH THE INSTITUTION’S COMPREHENSIVE PLAN AND GUIDES THE SELECTION OF PROGRAMS AND SERVICES TO ENSURE THEY ARE ALIGNED WITH AND CONTRIBUTE TO ACCOMPLISHMENT OF THE CORE THEME’S OBJECTIVES; AND**

**3.B.2 PLANNING FOR CORE THEME PROGRAMS AND SERVICES GUIDES THE SELECTION OF CONTRIBUTING COMPONENTS OF THOSE PROGRAMS AND SERVICES TO ENSURE THEY ARE ALIGNED WITH AND CONTRIBUTE TO ACHIEVEMENT OF THE GOALS OR INTENDED OUTCOMES OF THE RESPECTIVE PROGRAMS AND SERVICES.**

The tri-part mission and role of the University of Idaho is dependent on an environment that promotes and supports the success of employees and students. This also reflects [Goal 3: Effective and Efficient Delivery Systems](#) of the Strategic Plan of the University of Idaho Board of Regents/State Board of Education to increase access to and completion of postsecondary education supported by well-developed programs and services. The recruitment and retention of a diverse student body and workforce, continuing commitment to the development of personnel, and robust processes to support instruction, research, and outreach and engagement are essential. Consistent with the intentions of Goal 4 of [Leading Idaho: Strategic Plan 2011-2015](#), the University has identified priority areas for development, implementation, and analysis to achieve the objectives included in the University's Core Theme Four: Purposeful, Ethical, Vibrant, and Open Community.

**Recruitment and Retention of a Diverse Student Body and Work Force**

Central to the University are the students. As part of its land-grant role, the University serves "the people of Idaho." Although a relatively high percentage of students in Idaho graduate from high school, only 47 percent go on to postsecondary education. Of the students who choose the University of Idaho, about one-third are first-generation students, and about 17 percent represent ethnic or racial diversity.

The University has implemented programs and practices to recruit and retain a student body of diverse students. Included in these efforts are the [College Assistance Migrant Program](#) (CAMP), student support through the [Native American Student Center](#), development of the [LGBTQA Office](#), [Academic Support and Access Programs](#), career development through the [Career Center](#), the [Women's Center](#), the [University Honors Program](#), and international engagement through the [International Programs Office](#). Policies and procedures have been revised in support of student success. The Office of Multicultural Affairs (OMA) is home to the [Diversity Scholars](#) program, a high-touch, high-impact retention program. A statewide process resulted in increased transferability of general education requirements, and dual credit offerings are offered to accelerate college access and completion.

The [College of Graduate Studies](#) (COGS) has primary responsibility for graduate student recruitment. The University enrolled 1,884 graduate students in fall 2014. International students made up 11 percent of the graduate student population and 10.6 percent were students representing racial and ethnic diversity. Since 2009, COGS has focused on recruiting and retaining a more diverse graduate student population by actively recruiting at events such as the California Forum for Diversity, the National Name

Exchange Graduate Diversity Recruitment Fair, the National Society of Black Engineers, and other regional and national events focused on recruitment of diverse students.

The recruitment and retention of faculty and staff is essential to provide the leadership and support to fully implement the mission and role of the University. Staff and faculty vacancies are filled consistent with best practices designed to develop a candidate pool of highly qualified and diverse individuals. Search processes are facilitated and monitored by [the Human Resources Department](#) and the office of [Human Rights, Access, and Inclusion](#). Programs are offered to support staff and faculty as they develop in their positions. Additionally, the University has made a commitment to begin to close the current salary gap with annual increases in employee compensation. All faculty members have the ability to participate in workshops on management techniques and multiculturalism in the classroom.

### **Faculty and Staff Development**

Culture and climate are signals of the health of an organization. Over the past several years, the University has increased and formalized professional development and learning opportunities for University employees. [New Employee Orientation](#) provides employees with an introduction to the University and an orientation to University expectations and aspirations. Additional orientation programs are provided for new faculty and new department administrators and are followed by other programs through the year. Leadership development is facilitated through the [Leadership Academy](#) and [Professional Development and Learning](#) programs. A reinvestment in employee development has resulted in internally developed programs and an array of externally accessible products. Employee development extends to participation in programs in support of student safety as well. Of particular note is the investment in multicultural and international cultural competence and other programs, with an annual program to strengthen faculty, staff, and student knowledge and skills; recommendations for programs may also come from the President's Diversity Council and from input from International Programs. Units such as Environmental Health and Safety, Research and Economic Development, Human Rights Access and Inclusion, and the College of Graduate Studies provide programs to meet specialized skill development and compliance-based training needs.

### **Processes and Practices to Enhance Collaboration and Efficiency**

The University reviews processes and practices periodically and often annually. Examples of annual review of processes and practices can be found in Standard 3.A, Institutional Planning (e.g., campus master plan, budget process, University advancement). A newly-developed classification system and a new management system for employee hiring have been implemented. Feedback systems are in place to review and continue to improve the new personnel management system. Most recently, all programs and services were reviewed and recommendations developed through the

University of Idaho Board of Regents/State Board of Education program prioritization process, named [Focus For the Future](#) (FFF) at the University of Idaho. Two examples of process improvement for efficiency are the current re-organization of ITS services and consolidation of compliance processes. Additionally, the University pharmacy was closed as a result of the FFF review. These changes were implemented after broad University review; results of the changes will be assessed to assure the interests and needs of the University continue to be met.

**3.B.3 CORE THEME PLANNING IS INFORMED BY THE COLLECTION OF APPROPRIATELY DEFINED DATA THAT ARE ANALYZED AND USED TO EVALUATE ACCOMPLISHMENT OF CORE THEME OBJECTIVES. PLANNING FOR PROGRAMS AND SERVICES IS INFORMED BY THE COLLECTION OF APPROPRIATELY DEFINED DATA THAT ARE USED TO EVALUATE ACHIEVEMENT OF THE GOALS OR INTENDED OUTCOMES OF THOSE PROGRAMS AND SERVICES.**

Assessment of Core Theme Four is accomplished in several ways. Planning of programs and services occurs, in some cases, in concert with institutional planning, and in other areas, within units and cross-unit teams. Intended outcomes are identified and measures of success are established to support periodic review, analysis, and improvement. Examples of evidence gathered to support the decision processes include: employee feedback and evaluations regarding ongoing professional development; annual student, staff, faculty recruitment and retention information; focus group input; and observed the impact of changes in processes, procedures, and services. Data are used to determine the effectiveness of the work in meeting partner needs and to provide a basis to document that the initiative met its goals, potential next steps, and/or design of next initiative.

More detailed descriptions of the evidence base for each area are provided in response to Standard 4.A.

**Effectiveness and Improvement**

**The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.**

**4.A – Core Theme Four Assessment**

**4.A.1 THE INSTITUTION ENGAGES IN ONGOING SYSTEMATIC COLLECTION AND ANALYSIS OF MEANINGFUL, ASSESSABLE, AND VERIFIABLE DATA—QUANTITATIVE AND/OR QUALITATIVE, AS APPROPRIATE TO ITS**

**INDICATORS OF ACHIEVEMENT—AS THE BASIS FOR EVALUATING THE ACCOMPLISHMENT OF ITS CORE THEME OBJECTIVES; AND**

**4.A.2 THE INSTITUTION ENGAGES IN AN EFFECTIVE SYSTEM OF EVALUATION OF ITS PROGRAMS AND SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED, TO EVALUATE ACHIEVEMENT OF CLEARLY IDENTIFIED PROGRAM GOALS OR INTENDED OUTCOMES. FACULTY HAVE A PRIMARY ROLE IN THE EVALUATION OF EDUCATIONAL PROGRAMS AND SERVICES.**

Objectives and indicators provide the basis for the assessment of the effectiveness of Core Theme Four: Purposeful, Ethical, Vibrant, and Open community. Data are summarized for each objective with an analysis of the results based on the data gathered.

***Professional Development for Faculty and Staff***

Objective	Indicators of Achievement
<p>A. Provide ongoing professional development learning opportunities to enhance staff and faculty skills and to include multicultural and international perspectives.</p>	<p>i. Staff and faculty participation in University-sponsored programs                      ii. Number and type of programs                      iii. Implementation of support programs including intercultural awareness and cultural competency</p>

The University of Idaho is committed to continuously developing the skills of its workforce. As a result of decisions made in the early 2000s, limited opportunities were available for access to internal professional development programs. A task force was appointed in 2008-2009 to recommend next steps in the investment in an internal [Professional Development and Learning](#) unit in Human Resources. A director was hired in 2010; examples of services provided include a training program for supervisors, improved training in University-specific skills (e.g., Banner, travel), access to commercial webinars, and specialized programs.

In 2014, the University of Idaho launched the delivery of a coordinated three-year University online compliance training initiative through the Professional Development and Learning training portal. Stewardship of University Resources was the first module (June 2014), followed by Our Inclusive Workplace: Discrimination and Sexual Harassment Prevention Training for University of Idaho Employees (November 2014). Online modules under development/update include: Campus Security Authority/Clery Act Training (due for update in 2015), Protecting Minors (due for update in 2015), FERPA (due for 2015), Cultural Competency (2015), Human Resource Topics (including managing employee performance, employment issues and the hiring process – 2015), Purchasing Card Training (due for update in 2016) and Travel Training (due for update in 2016).

Concurrently, led by Academic Affairs, faculty and administrator development programs have been enhanced and expanded to support faculty, department administrators, and deans. These include the New Faculty Orientation, New Department Administrator Orientation, Department Administrator Series, and the President’s Leadership Group breakfasts and retreats.

*Leadership Development and Communication*

President’s Leadership Group breakfasts and retreats provides University leadership (deans, department chairs, unit directors and members of the President’s Cabinet) with information and input into the planning, implementation, and refinement of University initiatives. Group activities typically include retreats at the beginning and end of each academic year and two to three breakfasts in each semester and include engagement of leaders in the work of the University and an opportunity for input into current initiatives. A list of past meeting topics can be viewed [here](#).

The [Leadership Academy](#) was initiated in fall 2010; the program is open to faculty and staff. Members are selected through an application process and participate in a yearlong program through the Office of the Provost and Executive Vice President and led by the Vice Provost for Academic Affairs and colleagues. To date, 65 faculty and staff have participated in the program. Twenty-four of the members now serve in a different assignment at the University or in positions with increased responsibility outside the University. There are 13 members in the 2014-2015 cohort.

*Professional Development and Learning*

[Professional Development and Learning](#) (PDL) is dedicated to advancing the University of Idaho's mission and potential by providing and encouraging applicable learning opportunities over the span of individuals’ employment. As a learning organization, the ongoing involvement of employees in their development supports the organization and models the environment essential for a learning community. Opportunities include programs developed at the University and access to webinars and series external to the University. Programs include New Employee Welcome Program, Supervisory Excellence Program, Banner Training Program, and the current Compliance Training Program.

	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014<sup>4</sup></b>
<b>In Person Offerings</b>	41	65	78	28
<b>Web-Cast Offerings</b>	11	85	90	58
<b>Statewide Webinars</b>	No Data	NA	85	55
<b>Participants</b>	424	1453	1702	1170
<b>Contact Hours</b>	99	2880	2094	1578

---

<sup>4</sup> Partial data for year

Figure 34. Professional Development and Learning offerings and participation by calendar year

<b>Supervisory Excellence Program</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014<sup>5</sup></b>
<b>Participants</b>	No Data	50	95	129
<b>Graduates / Year</b>	No Data	12	35	13
<b>Sessions / Offering</b>	No Data	2/35	3/52	1/6

Figure 35. supervisory Excellence program activity by calendar year

<b>Banner Training</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014<sup>6</sup></b>
Training / Year	99	196	554	475	709
Employees / Live Training	366	392	497	243	239
Employee / Online Training	No Data	No Data	147	232	471

Figure 36. Banner training by calendar year

### Compliance and Safety

Teaching, research, and service are the University of Idaho’s core functions. It is UI policy that employees conform to established ethical standards in the conduct of their research and creative activities consistent with the University’s position as a land-grant institution and preeminent center for research-oriented graduate programs. Programs and required trainings (through the [Office of Research and Economic Development](#)) include [Responsible Conduct of Research](#), [Animal Care and Use](#), [Biosafety](#), [Export Control](#), and [Environmental Health and Safety](#). Each area provides on-time programs to assure that University is in compliance with federal, state, and University expectations and requirements.

	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014<sup>7</sup></b>
<b>Training for NIH Awards</b>	175	213	300	400	25
<b>CITI Training for NSF Awards</b>	20	41	24	90	194
* partial year data					

Figure 37. Responsible Conduct of Research training by calendar year

### Intercultural Competence

A University-wide emphasis is increasing knowledge, skills, and dialogue in intercultural competence. As the diversity of students, staff, and faculty increases, opportunities have been developed to foster a welcoming environment through programs that increase awareness and provide information and strategies to support the teaching,

<sup>5</sup> Partial data for Year

<sup>6</sup> Partial data for Year

<sup>7</sup> Partial data for year

research, outreach, and community mission and goals of the University. Examples of programs led by Diversity and Human Rights include the biennial [Women’s Leadership Conference](#); speakers including Jesse Jackson, and Gloria Steinem; internal groups, including [Ubuntu](#), the [President’s Diversity Council](#), [Native American Advisory Board](#) and [Advisory Council](#). This year, a new presidential advisory body, the Latino Advisory Council was formed to further develop ties with this fastest growing demographic of the state. Other examples are the [International Programs Office](#), and [Campus Safety Week](#). University leadership retreats and follow up programs have been presented to foster understanding and build skills to support students, staff, and faculty through increased cultural awareness and skill development. In addition to these offerings, the University hosts and sponsors an array of programs that enhance cultural awareness and are described in Core Theme Three: Outreach and Engagement, Objective Three.

*Programs for Specific Audiences*

In addition to these University-wide programs, the University offers professional development for specific audiences. Examples include the [New Faculty Orientation](#) (Academic Affairs), New Department Administrator Orientation and Series (Academic Affairs), and a Teaching Assistant (TA) and Research Assistant (RA) Institute (College of Graduate Studies).

The University recognized a need for 1) increased support of employees as they joined the University, 2) identified areas for growth to enhance job expectations and performance, and 3) addressing on-going safety and compliance regulations. The investment in the programs described in the self-study document has addressed many of the gaps that existed previously and supports current regulatory and safety initiatives and expectations. The types of programs now consistently in place and the levels of participation reflect the commitment of the University. The current focus, adding to and complementing programs and services, has an emphasis on compliance – those topics that all employees need to understand and follow over the course of their employment at the University.

**Recruitment and Retention of Students, Staff, and Faculty**

Objective	Indicators of Achievement
B. Facilitate student success through recruitment and retention of a diverse student body, staff, and faculty.	<ul style="list-style-type: none"> <li data-bbox="899 1560 1396 1667">i. Percentage of underrepresented students, staff, and tenure track faculty.</li> <li data-bbox="899 1675 1382 1749">ii. Retention of students, staff and faculty</li> </ul>

Both quantitative and qualitative analyses are used to assess the effectiveness of recruitment and retention initiatives at the University. Benchmarks are established for

some indicators, typically based on peer and/or aspirational peer performance. In the case of indicators where peer data are not accessible, targets consistent with University goals are established. The majority of the student data are benchmarked with peer data; benchmarks and targets are used to assess how well we meet our staff and faculty recruitment and retention goals.

Year	Undergraduate students <sup>8</sup>			Graduate students		
	Majority	Diversity	Intn'l	Majority	Diversity	Intn'l
2010-2011	85%	14.6%	1%	78%	11%	11%
2011-2012	82%	16%	2%	81%	9%	10%
2012-2013	81%	17%	2%	81%	10%	9%
2013-2014	70%	17%	3%	77%	12%	11%

Figure 38. Diversity of recruited students by academic year

Year	Staff			Faculty		
	Majority	Diversity	Intn'l	Majority	Diversity	Intn'l
2010-2011	88%	5%	7%	88%	9%	3%
2011-2012	89%	5%	6%	87%	10%	3%
2012-2013	89%	5%	6%	87%	10%	3%
2013-2014	89%	6%	5%	86%	10%	4%

Figure 39. Diversity of faculty and staff by academic year

---

<sup>8</sup> first-time full-time new first year students

Year	Student first to second year	Graduation		Staff
		4 year	6 year	
2010-2011	79.6%	24.9%	51%	85.5%
2011-2012	76%	27.7%	55%	85%
2012-2013	78.6%	29.1%	56%	84.5%
2013-2014	77.4%	30%	58%	84%

Figure 40. Student retention rates by academic year

The University of Idaho is committed to best practice strategies for the recruitment and retention of students, staff, and faculty. University-wide initiatives have been implemented to address recruitment and retention goals; the results of these initiatives are discussed for undergraduate and graduate students, staff, and faculty.

#### *Undergraduate Student Recruitment*

The undergraduate student recruitment process begins as early as the sophomore and junior years of high school. University of Idaho purchases names from a variety of different vendors including ACT, SAT and NRCCUA (National Research Center for College and University Admissions), focusing primarily on students in the Northwest region as well as some secondary markets including California and Colorado. The marking/communications plan for students throughout the enrollment process is robust, including electronic, print, and radio campaigns and a variety of social media outlets. Admission counselors recruit students using a territory management approach, attending college fairs and visiting high schools throughout the year encouraging students to apply and visit campus. Campus visit opportunities include individual as well as group visit days such as Envision, Avanza for multicultural students, and Sneak Peek for sophomores and juniors. In the spring, the University hosts two admitted student events known as Vandal Friday to provide admitted students with an opportunity to register for their fall classes as well as meet with academic department representatives. Strategically, the Admission office relies on a data-based approach for planning and implementation of process and programming throughout the enrollment cycle.

Digging more deeply into the data supporting the summaries presented in the tables above, University faculty and staff have implemented strategies to increase the number of new students recruited to the University and to improve retention. The following examples are illustrative of the initiatives and of the results. As part of its land-grant mission and its commitment to a diverse student body, the University of Idaho has developed programs to connect with and recruit Hispanic and Native American students from Idaho and the region.

### *Hispanic Student Recruitment*

Recruitment efforts for students from underrepresented groups are coordinated between offices within the [Division of Diversity and Human Rights](#) and Enrollment Management and include outreach to targeted communities, organized campus visits, and segmented communication to prospective students. Key strategies include the establishment of an [Hispanic Business Students Association](#), the newly formed Latino Advisory Council, and their efforts in helping recruit Hispanic students, utilization of current University of Idaho students for high school visits (in addition to those of professional staff); bilingual parent night presentations informing with focus on admissions and financial aid processes; building relationships with members of local churches; and developing and fostering important contacts with partnering agencies such as the [Community Council of Idaho](#), [Migrant Education Program](#), [Idaho Commission on Hispanic Affairs](#), and with regional community colleges. Transportation to recruitment and enrollment events is provided for multicultural students with limited financial resources. A steady pipeline of incoming new students to the University of Idaho developed through these strategic partnerships with communities and families. The trend in recruitment of new first-year cohort of Hispanic students who entered the UI is increasing as shown through these numbers: 2010-2011: 8 percent, 2011-2012: 9 percent, 2012-2013: 10 percent, 2013-2014: 10 percent.

### *Native American Student Recruitment*

Native American student recruitment is conducted within the 10 [Memorandum of Understanding](#) (MOU) Tribal Regions of the University of Idaho. It is through this MOU Agreement that the University of Idaho works to address the specific academic and support needs for the Native American Student population it serves. In addition to high school visits, recruitment initiatives are led by the University of Idaho [Native American Student Center](#) Director and Executive Director of Tribal Relations to assure culturally responsive outreach to students and families. Recruitment activities include high school fairs that target the Native American student population, education and tribal conferences that have high Native American student participants, and collaboration efforts with Undergraduate Admissions in the Vandal Friday events. A more rigorous recruitment initiative will begin in 2015 and includes an increase in high school visits, involvement for current Native students for fall and winter break high school visits, and strategic recruitment during the Spring 2015 Powwow. At present, Native American students represent 1 percent of the student body, consistent from 2010-11 through this academic year. President Staben has recently committed to extending out-of-state tuition waivers to all students enrolled with the 10 active MOU tribal partners.

### *Graduate Recruitment*

The [College of Graduate Studies](#) (COGS) hires and supports a graduate recruiting specialist with responsibility for creating visibility for University of Idaho graduate programs worldwide, and for aligning COGS and program-level recruiting efforts.

The University of Idaho received a National Science Foundation-funded (through EPSCoR) grant to promote [Indigenous STEM](#) education at the graduate level (I-STEM) and COGS has received an Alliance for Graduate Education in the Professorate – Transformation (AGEP-T) grant to specifically recruit and retain American Indian and Alaska Native graduate students at the doctoral level. The I-STEM and AGEP-T projects are working together to establish the University of Idaho as a lead institution in recruiting, retaining, and graduating Native American and Alaska Native graduate students. Recruitment and retention of a diverse population of graduate students remain a focus of COGS’ on-going recruitment efforts.

## **Student Retention**

### *Academic Advising*

A number of programs and services are available to support student success and retention at the University of Idaho. Academic advising is provided for all students by professional advisors and faculty; there are mixed models across the colleges that include student service suites, professional advisors for years one and/or two with a transition to faculty advisors for the last two years, and faculty advisors for the entire degree program. Advising is guided and supported through the [University Advising Services](#), an office that interfaces with areas such as the Registrar’s Office, New Student Orientation, and academic support units to coordinate and foster continuing best practice in student success initiatives. Specific to multicultural students is the previously mentioned Diversity Scholars program.

### *Academic Support Services*

Academic support services are provided through [Academic Support and Access Programs](#). The University of Idaho is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural, and recreational programs it offers. This commitment is consistent with legal requirements, and embodies the University’s historic determination to ensure the inclusion of all members of its communities. The University of Idaho [Student Support Services/TRiO](#) program, funded by the U.S. Department of Education, provides eligible undergraduate students with individual academic and personal support to assist them in making satisfactory progress through graduation. [Tutoring and College Success](#) (TCS) encourages and enables student success by providing a variety of services to University of Idaho students including supplemental instruction and tutoring, and college success courses. The [Career Center](#) brings highly qualified Idaho students together with local, regional and national employers for internships, jobs, and career experiences. Career Center services are available to Idaho students and alumni for a lifetime. Within Diversity and Human Rights; the Women’s Center, Office of Multicultural Affairs and the Native American Center have mentoring programs. Both the Office of Multicultural

Affairs and the Native American Student Center have required study table and academic programming.

### *University Honors Program*

The [University Honors Program](#) offers a stimulating course of study and the advantages of an enriched learning community for over 400 high achieving students from all colleges and majors. The UHP's diverse curriculum, including special topic courses and innovative seminars, serves a variety of needs and interests. Beyond the classroom, the program's extracurricular opportunities include concerts, plays, films, lectures, leadership retreats and other off-campus excursions that foster cultural enrichment, friendship, and learning. The University has two honors living groups, one for first-year students and another for upper-division students.

### *Retention of Hispanic Students*

Retention programs are in place to support multicultural students. Offices such as the [College Assistance Migrant Program](#) (CAMP), [Office of Multicultural Affairs](#) (OMA), and the [Native American Student Center](#) provide high-touch, high-impact academic support for multicultural students. Student support includes building and strengthening skills for student success, transition for credit seminar courses, academic and cultural workshops, and multiple study sessions with access to academic tutoring, and monthly grade checks. Students are connected with the [Writing Center](#), the [Counseling and Testing Center](#), and/or [Academic Support and Access Programs](#) tutoring services, as needed. Student engagement in leadership opportunities, campus-wide cultural programs and initiatives, and peer mentoring programs provide opportunities to build relationships with other multicultural students. Lastly, diversity scholarships, awarded through the OMA, provide financial assistance to multicultural students; recipients are required to participate in a retention program. Recent student retention ranged thus: 2010-2011, 73 percent; 2011-2012, 70 percent; and, 2012-2013, 83 percent. These retention efforts described above and offered through CAMP and OMA yield rates of over 85 percent from first year to second year to those participating in these programs.

### *Native American Student Retention*

Upon admission to the University of Idaho, UI Native American Students are contacted and connected with the [Native American Student Center](#) (NASC) Support Services and are enrolled in the NASC Freshman Transition Course for the fall semester and enrolled in the NASC Orientation Program, both important retention tools that promote community within the First Year Student cohort. In addition, NASC is actively implementing a Diversity Scholars Program modeled after that of the Office of Multicultural Affairs. The program provides scholarship funding tied to a contract that includes detailed and specific academic, cultural, and social support services to the student. Examples of these support services include: study table; tutoring; monthly

grade checks; secondary advising; monthly leadership workshops; campus socials; and cultural activities. Initial results are showing positive results: the NASC diversity scholar class of 2013-2014 had 94 percent retention (26 students, eight first year and 18 continuing students). The 2014-2015 academic year cohort is 40 students, including seven first year, five new transfers, and 28 continuing students. This is an increase of 14 students in one year. The NASC serves approximately 46 students on a weekly basis. First-year retention for Native American students are: 2009-2010: 70 percent, 2010-2011: 68 percent, 2011-2012: 86 percent, 2012-2013: 56 percent, 2013-2014: 94 percent.

### *Graduate Student Retention*

Overall graduate student retention and six-year graduation rates align with national peer averages. One-year retention rates at the master's level are 75 percent and at the doctoral level is 86 percent. Six-year graduation rates are at 84.3 percent at the master's level (with 1.3 percent of students in master's programs enrolled beyond the six-year mark) and 65 percent at the doctoral level, with 11.1 percent of tracked students still enrolled in their programs. Full-time, first-year graduate student retention at the master's level is 80 percent and 82 percent at the doctoral level. Part-time graduate student retention is 66 percent and 84 percent at the master's and doctoral level, respectively. The nine-year graduation rate for all graduate programs is 85 percent for full-time students and 71 percent for part-time students.

### **University Initiatives Supporting Student Success**

In addition to these ongoing programs, the University has invested in several initiatives in support of student success:

- [120 credits for degree completion](#). The State Board of Education/University of Idaho Board of Regents changed the minimum number of credits for an undergraduate degree from 128 to 120 in 2012. The University of Idaho changed the minimum number of credits for degree to 120 in in the 2012 – 2013 University of Idaho *General Catalog*, consistent with the Board policy change. Many departments changed the minimum number of credits for degree to 120 at that time. This change resulted in 250 students in spring 2013 and 293 students in spring 2014 who were able to meet degree requirements and graduate earlier than initially planned. We expect this to even out as the next classes of student complete their degrees.
- [First to second-year retention](#). The University has implemented and/or refined several practices in support of student success and degree completion with an emphasis on first year success.
- [Early Warning](#). Faculty members are prompted to provide four-week and mid-term grades for first year and all students, respectively. Systems are in

place to provide reports to colleges to engage intrusively with students who are at risk academically at each of these points.

- [Student Options Advising Retreat \(SOAR\)](#). SOAR is a program for first-year students who faced significant academic difficulty during their first semester and need additional support to ensure academic success in the spring. The SOAR program takes place at the beginning of spring semester and provides students with tools and resources to help students evaluate fall semester, alter spring course registration, take action to improve grades, and build a strong foundation for a more successful spring semester.
- [MAP-Works](#). MAP-Works is an early risk identification survey that is sent to all first-year students living within University Housing residence halls. Through student responses, indicators in the following categories can be measured: academic and social integration, academic abilities, expectations of the college experience, and financial concerns. Students that are identified as at risk meet with student and professional staff members who can provide guidance and referrals as needed.
- [Live-On Requirement](#)  
The University implemented a First-Year Live-on Requirement in 2008. New students are expected to live on campus during their first year and can choose from residence hall communities, Greek chapters, and a women’s cooperative. Living on campus leads to a more successful transition into a university education and a more engaged learning experience. Research shows that students who live on campus during their first year are more likely to return for their sophomore year and are more academically successful. In fall 2014, 79.96 percent of first-year students who lived in residence halls and the Greek system returned to the University of Idaho, while only 59.8 percent of new students who lived off campus returned to the University of Idaho as compared to the previous year.

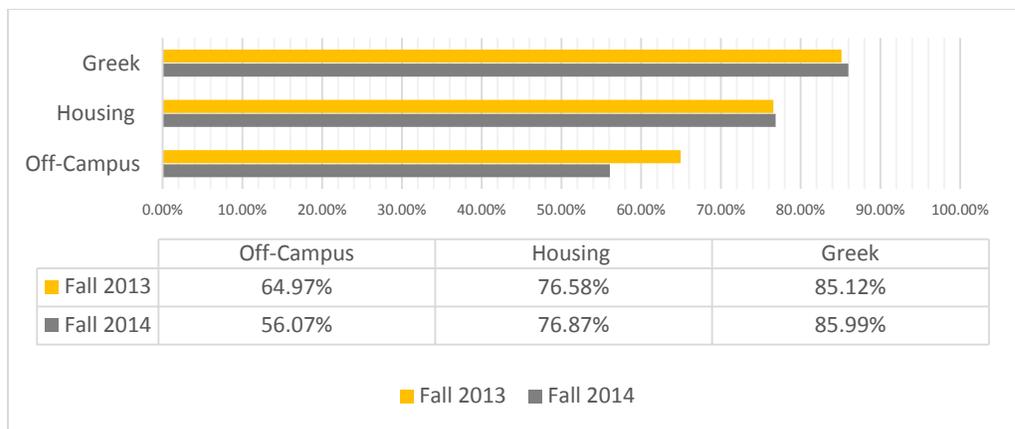


Figure 41. Fall-to-fall retention of first-year students

- [University regulation change](#). The University made a recent change in the probation and disqualification status for first year students. After evaluating student performance and later success, University of Idaho *General Catalog* Regulation L was changed; students at the end of the first semester with less than a 1.0 grade point average are placed on academic disqualification rather than academic probation. Students can petition for reinstatement for the spring term or can return the following fall without petition. We are analyzing the data gathered in this first year of implementation and will determine the effectiveness of this approach as we work with students academically at risk.
- [Idaho STEM science grant](#). The University of Idaho is the lead institution on a statewide STEM grant with focus on Complete College America (Idaho is a member state) practices. Program elements are being implemented in STEM disciplines; data on student success and completion will be reported as the implementation is more fully developed.

### **Staff Recruitment and Retention**

[Human Resource Services](#) oversees and manages staff recruitment to the University of Idaho. Staff positions are developed using a results oriented job description. Vacancies are announced regionally and/or nationally, depending on the level and type of positions. Processes are in place for the advertising of positions, committee review of applications, interviews, and the selection process. The process is managed through [PeopleAdmin](#), a leading talent management system.

The University recently completed a classification study designed to analyze all classified and exempt positions, categorize them by job level and skills, and increase consistency across positions. A companion to this process was an analysis of compensation practices, now identified with each of the classification bands.

Several recognition programs are provided for staff members. Examples of these include the annual Staff Awards, Staff Appreciation Fair, and Employee Week of Learning. An [Athena Woman of the Year](#) award is dedicated to a staff member who has demonstrated clear and sustained dedication to women's professional enhancement at the University of Idaho. The [Dr. Arthur Maxwell Taylor Excellence in Diversity Awards](#) for faculty and staff are bestowed annually at the University Excellence Banquet to recognize commitments to diversity and inclusion.

Overall, employee compensation has lagged behind that of other employers in the region, most notably [Washington State University](#), located seven miles west of the University of Idaho. Staff members move back and forth across the state line as vacancies occur; the difference in compensation for similar work has some impact on staff retention. Improvement to employee compensation is a priority of the University.

## Faculty Recruitment and Retention

The office of the [Provost and Executive Vice President](#) oversees recruitment and retention of faculty. Colleges and departments administer searches designed to recruit faculty nationally. Job descriptions are developed for each position and processed through the People Admin system and advertised nationally. The [Office of Human Rights, Access, and Inclusion](#) meets with each search committee to provide best practice information for searches, a recent initiative to increase diversity in recruitment pools.

Programs are in place to support faculty through tenure and/or promotion. The expanded [New Faculty Orientation Program](#) welcomes and orients new faculty to the University and introduces new faculty to teaching, scholarly, and outreach expectations and recommendations from continuing faculty, typically award winning faculty. The annual performance review and the third year review provide non-tenured faculty with information on their progress to tenure and promotion. Additionally, new faculty receive their first formal University of Idaho diversity education opportunity through a hands-on workshop provided by Diversity and Human Rights. Annual workshops on promotion and tenure provide guidance to faculty, department administrators, and staff supporting the processes.

Compensation and partner accommodations impact successful closure on some searches. The University has made employee compensation a priority, and is developing additional strategies to address partner accommodations to increase both recruitment and retention of faculty seeking and continuing employment at the University of Idaho.

### Effective and Efficient Processes, Practices, and Services

Objectives	Indicators of Achievement
C. Refine processes and practices to enhance collaboration and efficiency.	<ul style="list-style-type: none"><li>i. Examples of process, practice, and/or service improvements</li><li>ii. Examples of meaningful internal and external collaborations</li></ul>

As a learning organization, the University seeks to integrate strategies, processes, and systems that improve the performance of the organization. Recognizing that improvements are made regularly as part of the everyday work of the University, the summary here reflects significant changes in the way the University conducts its business and an assessment of the effect of the change overall.

### Collaborations and Efficiencies

The University of Idaho is committed to internal review and improvement in its programs and services. Streamlining processes and organizing for greatest efficiency has

been an objective over the past several years. Process improvement techniques have been fostered and developed through workshops and application to improve University efficiency and effectiveness. In most cases, process improvement is dependent on units work together for the best results for the University.

The University selects areas for focus as processes and services are identified for improvement. A brief history of initiatives includes academic program prioritization, streamlining travel authorization and reimbursements, 2008 Kaizen training, point events applied to specific processes, and administrative structure changes. Recent systems changes have occurred in employee classification and compensation, hiring processes and system, and program and service prioritization through [Focus for the Future](#). The recent changes in classification and compensation, hiring processes, and results of Focus for the Future are relatively new; immediate improvements have been made as a result of user suggestions. Each system is evaluated and will be modified based on inputs received. The current re-organization of Information Technology Services (ITS) is the next major system and process under review.

Several examples of recent initiatives follow:

- [Focus for the Future](#) is a University of Idaho Board of Regents/State Board of Education process for program prioritization. Through the University process, all programs, academic and administrative were reviewed and prioritized based on the work of Robert Dickeson. The process resulted in the following types of actions: program closure, program consolidation, academic and administrative services re-structured, closure of services (e.g., pharmacy), and re-organization (e.g., compliance functions, ITS).
- **Staff Classification Study (2012-2013)** The University embarked on developing a new staff position classification system that grouped positions performing work at similar levels and included FLSA exempt staff. A compensation study was conducted to establish our compensation levels compared to relevant labor market; the University was able to establish a salary table covering all staff position, and compensation planning processes are underway. All regular staff job descriptions were evaluated and have been updated and loaded into the PeopleAdmin system to facilitate job postings, reclassification requests and other job description changes. Improvements included streamlined position classification and reclassification processes, HR employee training, and reduced processing time. The next steps are to further develop our compensation philosophy, goals and objectives.
- [PeopleAdmin Online Applicant and Applicant Tracking System](#) was launched in mid-2014 providing multiple process improvements. Job descriptions are housed and maintained in the system and automatically loaded into job postings on request. Internal approval processes moved from paper to electronic systems

with email notifications, speeding up the approval and posting process. Job posting functionality, applicant tracking, and reporting have significantly improved and support more accountable processes necessary to make good hiring decisions and meet compliance requirements. The applicant experience finding and applying for a job is simpler, more intuitive and quicker than in the past. Applicant materials are easily reviewed by committee members and the system makes note-taking and documentation easier.

- **Career Pathing and Employee Development and Advancement** is under development, the next initiative in Human Resources. A committee is working to develop a formalized career pathing process for most staff positions. When successful, staff will be better able to identify a logical career path within the University, know the qualifications and competencies necessary for success in the higher level positions, have better access to training and other learning opportunities, including on-the-job training and experiences to help close skills/competency and experience gaps, and have improved supervisory and institutional support toward these goals. This effort should improve employee morale, reduce turnover and increase productivity as we will do a better job developing employee skills. The next steps include identifying positions and classification to include in the career ladders, conduct a gap analysis (skills, experience and competencies needed by staff to move to the next level), develop and implement the skills training and then track our success.
- **Rebalancing Information Technology Services** Technology plays an important role in fulfilling our mission and will be a critical component of our future success. It is vital that technology resources be utilized in the most impactful ways possible in order to meet the goals of the strategic plan for the university. One result of the Focus for the Future process was a recommendation to “consolidate select IT functions including technology/electronics purchases,” with a goal to have a plan created in 2014-2015. The initiative that resulted from this recommendation is entitled “[Rebalancing Technology Investments](#).” *Rebalancing* refers to finding the optimal balance between distributed and central technology services in order to best use existing resources to meet current and future needs at both institutional and unit levels. Rebalancing is not intended to centralize all technology personnel, budgets and activities. Instead, it is intended to reduce costs to provide current IT services, allow for improved planning of technology investments, reduce the risk from security and compliance issues, reduce the reliance on a single employee to provide key services, provide new opportunities for technology employees to advance their skills and their careers while working for the UI, and to improve service to faculty and students. Faculty, researchers, students and administrators continue to find new and creative ways to utilize technology, and technology support must evolve to provide the type of activities necessary to support creativity and innovation.

In order to accomplish these goals, it is likely that some technological, organizational, process and policy changes will be required. A thorough and inclusive analysis, led by the Chief Information Officer but involving stakeholders from across the institution, will provide the basis for making recommendations for how to address technology utilization, needs and resources across the entire institution. The evaluation will include all locations, units and positions (vacant or filled) for which technology support is part of the job responsibilities.

The success of the rebalancing initiatives will be measured in a number of ways:

- Improved understanding of UI's technology spending
- Prioritized list of technology projects to undertake
- Prioritized list of security and compliance related issues
- Proposal for the allocation of technology funding and personnel between units and ITS
- Recommendations for technology and support investments over the next 5 years
- Implementation of a new technology governance structure, including institutional project prioritization
- Implementation of centralized technology purchasing, technology standards and inventory tracking
- Metrics by which to measure the success of the rebalancing initiative, including:
  - Reduction in costs of commonly purchased items
  - Reduction in equivalent year university-wide technology expenditure
  - Reduction of duplicative technology (servers, storage, software licenses, etc.)
  - Reduction in the number of employees without any cross-trained support
  - Increase in number of personnel training opportunities and internal promotions
  - Increased performance on the annual TechQual survey
  - Increased percentage of technology projects completed on time and on budget
  - All projects of a predetermined size being reviewed through a governance process
  - Improved benchmarking against the Educause data survey results for comparator institutions
  - Other metrics will be determined in the analysis phase of the rebalancing initiative

The rebalancing initiative will be challenging but offers the possibility of a positive transformation of technology support and utilization at UI.

**4.A.3 THE INSTITUTION DOCUMENTS, THROUGH AN EFFECTIVE, REGULAR, AND COMPREHENSIVE SYSTEM OF ASSESSMENT OF STUDENT ACHIEVEMENT, THAT STUDENTS WHO COMPLETE ITS EDUCATIONAL COURSES, PROGRAMS, AND DEGREES, WHEREVER OFFERED AND HOWEVER DELIVERED, ACHIEVE IDENTIFIED COURSE, PROGRAM, AND DEGREE LEARNING OUTCOMES. FACULTY WITH TEACHING RESPONSIBILITIES ARE RESPONSIBLE FOR EVALUATING STUDENT ACHIEVEMENT OF CLEARLY IDENTIFIED LEARNING OUTCOMES.**

See Core Theme One.

**4.A.4 THE INSTITUTION EVALUATES HOLISTICALLY THE ALIGNMENT, CORRELATION, AND INTEGRATION OF PROGRAMS AND SERVICES WITH RESPECT TO ACCOMPLISHMENT OF CORE THEME OBJECTIVES; AND**

**4.A.5 THE INSTITUTION EVALUATES HOLISTICALLY THE ALIGNMENT, CORRELATION, AND INTEGRATION OF PLANNING, RESOURCES, CAPACITY, PRACTICES, AND ASSESSMENT WITH RESPECT TO ACHIEVEMENT OF THE GOALS OR INTENDED OUTCOMES OF ITS PROGRAMS OR SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED; AND**

**4.A.6 THE INSTITUTION REGULARLY REVIEWS ITS ASSESSMENT PROCESSES TO ENSURE THEY APPRAISE AUTHENTIC ACHIEVEMENTS AND YIELD MEANINGFUL RESULTS THAT LEAD TO IMPROVEMENT.**

Each of the areas identified in Core Theme Four are articulated in the University strategic plan and are central to the success of students, staff, and faculty and support the continuous improvement essential for colleges and universities in a period of rapid change. As the University merges the strategic planning process with the cycle for accreditation, areas of priority will continue to be identified in support of Core Theme Four.

University plans are developed, analyzed, and shaped annually. In the case of Core Theme Four, each of the objectives is linked to priority initiatives of the University: an environment that supports the work of all employees through onboarding and ongoing professional development; increased enrollment with attention to student success, and continuous improvement of processes for increased efficiency. Examples of the process for achieving the articulated objectives are provided:

- Provide ongoing professional development learning opportunities to enhance staff and faculty skills and to include multicultural and international perspectives. As noted above, a coordinating body meets to offer input and observations on initiatives developed through [Professional Development and Learning](#). University resources have been allocated to support the development of programs and services for staff and faculty. Program assessment is used to refine and improve programs, if/as needed, based on feedback.
- Student success, recruitment, and retention are monitored through Enrollment Management, the [Office of the Registrar](#), and [Institutional Research and Assessment](#). Data are provided to track the enrollment funnel and effects of

current practices on increasing enrollment, to support advisor intervention with students struggling academically, and to inform next recruitment and retention initiatives in support of student success and completion. Resources have been dedicated through re-allocation of time and effort, allocation of new resources, and changes in staffing patterns.

- Process improvement, by its nature, yields efficiencies and typically requires collaboration across units. [Focus for the Future](#), as one example, engaged members from across the University community in planning, identifying mutual goals (academic, and programs and services), analyzing impacts of potential actions, addressing resource implications, and forming next steps. The work occurred at unit levels, and decisions were developed after University input and dialogue.

Each of these examples provides information on Core Theme Four objectives and indicators. Information is provided to executive groups to integrate in planning at the central level for planning and budgeting. (See also Standard 3.A.1 description of University planning and analysis.)

Additionally, the University benefitted from a [Washington State University ADVANCE](#) grant (e.g., partner accommodation, participation in work sessions and conferences). Discussions included employee-friendly policies, including the “employee + 1” approach to benefits and coordinating the use of FMLA and sick leave for new parents.

Results are measured throughout the process, when appropriate, and over time to analyze the effect of the changes. The action items that support each objective and the indicators are documented and used to inform progress and improvement. Objectives and indicators are modified (and may be replaced) as objectives are met and priorities realigned. In the event that data gathered in support of objective(s) or indicator(s) of performance, the information gathered is modified to provide more complete information on which to base the analysis and success of the work.

[Institutional Research and Assessment](#) maintains data sets associated with Core Theme Four and provides a periodic review of the effectiveness of the evidence gathered in support of each indicator and objective and makes recommendations for improvement, if/as needed.

#### **4.B – Core Theme Four Improvement**

##### **4.B.1 RESULTS OF CORE THEME ASSESSMENTS AND RESULTS OF ASSESSMENTS OF PROGRAMS AND SERVICES ARE:**

**A) BASED ON MEANINGFUL INSTITUTIONALLY IDENTIFIED INDICATORS OF ACHIEVEMENT; B) USED FOR IMPROVEMENT BY INFORMING PLANNING, DECISION MAKING, AND ALLOCATION OF RESOURCES AND CAPACITY; AND C) MADE AVAILABLE TO APPROPRIATE CONSTITUENCIES IN A TIMELY MANNER. AND,**

##### **4.B.2 THE INSTITUTION USES THE RESULTS OF ITS ASSESSMENT OF STUDENT LEARNING TO INFORM ACADEMIC AND LEARNING-SUPPORT PLANNING AND PRACTICES THAT LEAD TO ENHANCEMENT OF STUDENT LEARNING**

**ACHIEVEMENTS. RESULTS OF STUDENT LEARNING ASSESSMENTS ARE MADE AVAILABLE TO APPROPRIATE CONSTITUENCIES IN A TIMELY MANNER.**

The planning, assessment, and improvement cycle resulted in the following changes in areas of focus in Core Theme Four and identified objectives:

**Objective 1: [Professional Development and Learning for Faculty and Staff](#)**

Opportunities for onboarding and orientation to the University and professional development and growth have expanded significantly in the past three years. Sessions offered and staff and faculty participation continue to increase, and participant feedback is positive. The indicators of performance for this objective provide data to understand participation in and satisfaction.

This unit is relatively new; funds were allocated within Human Resources to reinstate the professional development function, including staff positions and technology support. Dedicated space for the unit is located in the Administration Building; technology upgrades provide statewide access to programs and services.

Programs such as the President's Leadership Series, the [Leadership Academy](#), Intercultural Competence, and TA/RA development are budgeted through the administrative unit with program responsibility.

Individuals with lead responsibilities for the development of faculty and staff can access current best practices, review assessment information, and continuously refine the quality of programs and services. Areas that have been identified as next initiatives include: 1) development of compliance and regulatory topics defined internally and by externally driven expectations, 2) expanded offerings to support career pathing, and 3) enhanced support for faculty in a) fostering students learning through use of a variety of approaches, and b) with a continuing focus on assessment of student learning at course and program levels. As other initiatives are identified, internal prioritization is needed to provide the personnel and fiscal support to meet the needs and interest of the University and its employees.

**Objective 2: Recruitment and Retention of Students, Staff, and Faculty**

Increasing student enrollment is a goal of the University of Idaho, consistent with University goals and with the University of Idaho Board of Regents/State Board of Education Strategic Plan. As noted above, overall student enrollment has remained fairly steady the past 10 years, with growth in some areas.

The University is committed to supporting the goals of the University of Idaho Board of Regents/State Board of Education Strategic Plan and has implemented the following strategies to increase student FTE and to support student success and completion:

### *Leadership*

An internal interim appointment was made when the previous Assistant Vice President for Enrollment accepted a position in another state. President Staben authorized and dedicated resources to contract with Noel Levitz to provide an enrollment specialist, on contract for one year, to strengthen processes and increase enrollment for Fiscal Year 2016. Results of this investment will be tracked and reported in subsequent accreditation up-dates. Beginning January 2015, leadership in enrollment management will be provided by the Vice Provost for Student Affairs and Director of Enrollment Management, a newly configured position filled by Dr. Jean Kim.

### *Program Access*

The University invested \$400,000 in the development of programs and degrees offered online to increase access for place-bound community college students (developing 2+2 articulations for baccalaureate degree completion) and to reach adult learners seeking degree completion and/or access to postsecondary baccalaureate degrees. The University of Idaho has offered a master's of Nature Resources (M.N.R.) both online and in the classroom since the mid-2000s, and it was first offered at the University the 1998-1999 academic year. Currently, this graduate program is being formalized through the Idaho State Board of Education and NWCCU for bifurcation into options. The original coursework will remain as one option and a new option (Fire Ecology and Management) will be available. The graduate program with both options will remain available in the classroom and on-line. Other programs are in earlier stages of development and formalization for eventual conversion. A strategic plan for distance education is in development and will provide focus for next steps to expand online program offerings at the University.

### *Undergraduate Student Retention*

University of Idaho first-year student retention and six-year graduation percentages are 77 percent and 56 percent, respectively. This is consistent with the same measures at peer institutions; the benchmark established by the University of Idaho Board of Regents/State Board of Education is 85 percent retention, and the University is refining retention initiatives to work to meet this benchmark.

The University is committed to serving the diverse populations of Idaho using strategies that prove effective are noted above. The University of Idaho Regents/State Board of Education Strategic Plan includes a benchmark of serving postsecondary education populations reflecting those of the state; the University student demographic is similar to that of the state.

The University of Idaho is also committed to continuing work to increase diversity in staff, faculty, and leadership positions. Data show that progress has been made; this is an area of continuing focus for the University.

### **Effective and Efficient Processes, Practices, and Services**

As noted, the University has engaged in reviews of processes, practices, and services. These reviews follow a similar planning and implementation process: recognize that room for improvement exists; complete a needs assessment; develop an action plan; implement the plan; assess to make mid-course adjustments, if needed; and assess overall impact. The results of each of the process initiatives were described herein including the impact on people and resources commitments.

### **Summary**

In summary, the evidence gathered has informed decisions about each of these Core Theme Four objectives and indicators. The data have formed the basis for decisions regarding resources and capacity and the next steps needed when objectives have not been met fully.

## MISSION FULLFILLMENT, ADAPTION, SUSTAINABILITY

### ELIGIBILITY REQUIREMENT 24: SCALE AND SUSTAINABILITY

**THE INSTITUTION DEMONSTRATES THAT ITS OPERATIONAL SCALE (E.G., ENROLLMENT, HUMAN AND FINANCIAL RESOURCES AND INSTITUTIONAL INFRASTRUCTURE) IS SUFFICIENT TO FULFILL ITS MISSION AND ACHIEVE ITS CORE THEMES IN THE PRESENT AND WILL BE SUFFICIENT TO DO SO IN THE FORESEEABLE FUTURE.**

The University regularly evaluates its ability to fulfill its mission through the lenses of the approved mission and role, the University of Board of Regents/State Board of Education Strategic Plan, and the University strategic plan, [Leading Idaho: Strategic Plan 2011-2015](#). The internal infrastructure is in place to support and sustain the work of the University, including leadership, faculty, and staff committed to the mission of the University; multiple sources of revenue to address the teaching, scholarly and creative, and outreach commitments of the state's founding and land-grant University; long- and short-range strategies to engage students through recruitment, retention, and graduation; and fostering an environment that welcomes intellectual curiosity and diversity. Regular assessment — of personnel, programs, services, and environment — provides evidence to understand current needs and successes and to shape next initiatives in line with enrollment, resources and capacity, and infrastructure.

### Standard 5.A Mission Fulfillment

**5.A.1 THE INSTITUTION ENGAGES IN REGULAR, SYSTEMATIC, PARTICIPATORY, SELF-REFLECTIVE, AND EVIDENCE-BASED ASSESSMENT OF ITS ACCOMPLISHMENTS; AND**

**5.A.2 BASED ON ITS DEFINITION OF MISSION FULFILLMENT, THE INSTITUTION USES ASSESSMENT RESULTS TO MAKE DETERMINATIONS OF QUALITY, EFFECTIVENESS, AND MISSION FULFILLMENT AND COMMUNICATES ITS CONCLUSIONS TO APPROPRIATE CONSTITUENCIES AND THE PUBLIC.**

The University of Idaho engages in multiple kinds of assessments on a regular basis and uses those assessments to determine quality, effectiveness and mission fulfillment. The University communicates conclusions and results internally and to the public. The strategic planning process itself includes widespread faculty, staff, and student participation. [Leading Idaho: Strategic Plan 2011-2015](#) involved over 12 months of meetings; draft readings by over 2,500 students, faculty and staff; and specific suggestions for improvement from over 400 individuals. Each unit developed their own strategic plans based upon the University strategic plan and the University's Core Themes.

To ensure that our assessments are aligned with our mission, the University develops assessments based on its Strategic Plan and Core Themes. Both university-wide assessments and unit specific processes are in place. Two key processes are specialized

accreditation and our external program reviews. For programs with intensive, specialized accreditation we merge the accreditation and external program review when appropriate. In addition, the University of Idaho Board of Regents/State Board of Education directed the University to engage in a comprehensive program prioritization process — Focus for the Future. This project exemplifies systematic, participatory, self-reflective and evidence based assessment of accomplishments. The institution's shared governance tradition dictated the University of Idaho's approach, which included broad participation from various constituencies representing the more than 70 University locations around the state of Idaho. Here we provide an example of each kind of assessment and how the process improved the program. Results from these processes are publicly available.

### **Specialized accreditation**

University of Idaho Board of Regents/State Board of Education policy articulates an expectation that programs seek specialized accreditation when available. Twenty-eight programs across seven colleges are accredited by their professional bodies. Information and recommendations shared through these processes are integrated in the program planning and assessment process. Results are posted in the [Program Assessment](#) web for continuing review and update (password protected; access will be provided onsite).

As an example, [ABET accreditation](#) for engineering focuses on continuous improvement and ongoing assessment. The University of Idaho's Biological and Agricultural Engineering program provides an illustration of the process. The program was designed to satisfy both the Biological Engineering and Agricultural Engineering ABET criteria and included five options within the B.S. degree program. The 2014 ABET review team expressed concern regarding the complexity of this curriculum and challenged the University to revise its curriculum. In response, University of Idaho faculty redesigned the curriculum and removed the options. The faculty decided to concentrate only on Biological Engineering and those changes are awaiting University of Idaho/Idaho State Board of Education approval. ABET removed this concern from their final report.

### **External program review**

[External program review](#), as it is widely used across the nation, is evaluation aimed at building quality, delivering cost-effective programs, responding to needs and constraints, and thereby enhancing an institution's fulfillment of its mission. The primary purpose of program review is self-assessment. Using a set of criteria and performance indicators, insights are shared and recommendations are made relative to program centrality, quality, need/demand, and cost-effectiveness. These results are used to guide strategic planning for the programs. External program review is scheduled on a seven-year cycle

The 2012 [Journalism & Mass Media](#) (JAMM) external program review provides an example of this process, its role in assessment and continuous improvement, and its results. The University of Idaho External Review Program allowed JAMM to write to accreditation standards for the external review. The external review team made recommendations designed to assist the School of Journalism & Mass Media in gaining Accrediting Council on Education in Journalism and Mass Communications accreditation. The major recommendations were to improve the computer laboratory and to increase the number of full-time faculty. Through private gifts and re-allocations within the College of Letters, Arts & Social Sciences (academic home of JAMM), the computer lab was updated and two additional tenure track lines added. According to the School of Journalism & Mass Media Director, the external program review served as a “dress rehearsal” for the accreditation process. In 2014, the School of Journalism & Mass Media met all nine ACEJMC standards and became the first accredited school of journalism in Idaho and one of only four in the Northwest. There are 114 fully accredited programs.

### **Focus for the Future**

The University of Idaho’s Focus for the Future program prioritization process featured a comprehensive gathering of evidence and assessment that is unprecedented at the institution. A total of 358 academic and non-academic programs were evaluated. Program stakeholders engaged in conversations regarding appropriate metrics and units reflected upon their work, evaluation methodology, and national best practices and benchmarks. The criteria applied, a timeline of the process, and a complete list of actions can be found [here](#).

Attached are seven documents developed for the initial process (Appendix E):

1. Program Scoring Rubric
2. Summary Report for Academic Departments
3. Summary Report for Academic Programs
4. Summary Report for All Colleges
5. Summary Report for All Programs
6. Summary Report for Sub-Units
7. Summary Report for All Units

This comprehensive assessment process resulted in significant changes including:

- Instituted new employee classification system designed to address salary compression and fairness issues
- Implemented the PeopleAdmin talent management system
- Closed the campus pharmacy
- Closed the Office of Community Partnerships
- Transferred the Student Sustainability Center to Facilities
- Moved Bioinformatics and Computational Biology to the College of Science

- Moved Bioregional Planning to the College of Art & Architecture
- Re-examined our options for funding our Other Post-Employment Benefits (OPEB)
- Discontinuation of three certificate programs in the College of Engineering
- Movement of Biological and Agricultural Engineering Programs from the College of Agricultural and Life Sciences to the College of Engineering
- Redesign of the Biological and Agricultural Engineering curriculum
- Refocusing of the Department of Conservation Soil Sciences in the College of Natural Resources
- A complete redesign of curriculum in the Lionel Hampton School of Music to streamline degree programs and advising

In addition, due to Focus for the Future data and assessment, the University of Idaho has launched initiatives to examine and refine various processes. The anticipated completion date for this work is June 30, 2015.

- Assess electronic purchasing/procurement practices for potential savings
- Consolidate selected IT functions including technology/electronics purchases (described in Core Theme Four, Standard 4.A.2)
- Evaluate institutionally based financial aid
- Develop a plan to fully fund the Vandal Scholarship Fund through private sources

One complete example of the process and its results follows:

The Focus for the Future process found the degree programs in the Lionel Hampton School of Music (LHSOM) should be consolidated. Faculty submitted a plan to consolidate selected separate undergraduate majors into a smaller number of majors, each with several program options or emphases. In the end, nine majors in the LHSOM were converted into three majors and one new minor. These changes will aid not only with assessment of student learning but also help redirect resources into areas of student interest and faculty excellence.

Existing Curricular Structure	New Curricular Structure or Curricular Action
B.Mus. Music Education: Instrumental B.Mus. Music Education: Vocal B.Mus. Music Education: Vocal-Instrumental	B.Mus. Music Education w/ emphasis in: · Instrumental · Instrumental-Vocal · Vocal-Voice · Vocal-Keyboard
B.A./B.S. Applied Music B.A./B.S. Music: History & Literature B.A./B.S. Music: Theory	B.A./B.S. Music w/ emphasis in: · Applied · History and Literature · Theory
B.Mus. Music: Vocal Performance B.Mus. Music: Instrumental Performance	B.Mus. Music: Performance w/ options in: · Keyboard · Instrumental · Vocal
B.F.A. Musical Theatre	Discontinue Major and add Minor Musical Theatre

Figure 42. Curricular changes as a result of Focus for the Future

For 2015, the more than 300 academic and non-academic programs updated their metric reports. This allowed units to view change over time and continued the comprehensive gathering of evidence and assessment initiated in 2014. Units utilized the data to update action plans, thus ensuring continuous improvement.

### National Rankings

Various national rankings allow the University of Idaho to monitor its status among its peers and provide public communication regarding mission fulfillment:

*The Princeton Review* consistently recognized the University of Idaho as one of the best public colleges in America — among only 15 percent of the nation’s colleges listed as **“Best 368 Colleges.”** Other public national rankings include:

- *Kiplinger’s* listed Idaho in its **“Best 100 Values in Public Colleges”** in recognition of our academic strengths and affordability
- *The Princeton Review* recognized the University of Idaho one of the **“Top 286 Green Colleges”** in recognition of environmental responsibility
- *Washington Monthly* magazine’s College Guide again this year ranked the University of Idaho among the top 100 national universities for social mobility, research and service

### Standard 5.B Adaption and Sustainability

**5.B.1 WITHIN THE CONTEXT OF ITS MISSION AND CHARACTERISTICS, THE INSTITUTION EVALUATES REGULARLY THE ADEQUACY OF ITS RESOURCES, CAPACITY, AND EFFECTIVENESS OF OPERATIONS TO DOCUMENT ITS ONGOING POTENTIAL TO FULFILL ITS MISSION, ACCOMPLISH ITS CORE THEME OBJECTIVES, AND ACHIEVE THE GOALS OR INTENDED OUTCOMES OF ITS PROGRAMS AND SERVICES, WHEREVER OFFERED AND HOWEVER DELIVERED.**

The University of Idaho has acted to institutionalize the systematic, participatory, self-reflective, and evidence-based assessment processes developed under the auspices of Focus for the future. Academic and non-academic units are utilizing the data gleaned during the Focus for the Future process to create improvement plans. Every University of Idaho unit is engaging in this work, regardless of its rating during the earlier process. Renewed emphasis on recruitment, retention, and scholarly/creative activity productivity is evident in this process. Units will update the data each year in January. By March 1, each academic and non-academic unit will utilize their assessment evidence to formulate an action plan for the next year. Forms for this process may be found in Appendix F. The entire process is tied to the University of Idaho's mission, its strategic plan, and its core them objectives.

**5.B.2. THE INSTITUTION DOCUMENTS AND EVALUATES REGULARLY ITS CYCLE OF PLANNING PRACTICES, RESOURCE ALLOCATION APPLICATION OF INSTITUTIONAL CAPACITY, AND ASSESSMENT OF RESULTS TO ENSURE THEIR ADEQUACY, ALIGNMENT, AND EFFECTIVENESS. IT USES THE RESULTS OF ITS EVALUATION TO MAKE CHANGES, AS NECESSARY, FOR IMPROVEMENT.**

The University of Idaho community has worked to incorporate strategic planning into the fabric of the institution. The 2007—2011 strategic plan *Vision, Values and Direction*, established the four areas of institutional focus that are reflected in the 2011-2015 plan, [Leading Idaho](#) and in the institution's four core themes. Following careful assessment of the 2007-2011 plan, the new plan did not include goals that had been achieved completely. Some goals and objectives were modified in the light of assessment data. The University's strategic plan and core themes are in alignment with the University of Idaho Board of Regents/State Board of Education strategic plan and with the Board's strategic initiatives such as Complete College Idaho. The institution is poised to begin a new strategic planning cycle to cover the period 2015-2020. A parallel process will revisit the core themes and the University objectives and goals. All of this work will align with the University of Idaho Board of Regents/State Board of Education objectives and goals.

Program assessment in terms of both process and results, is scrutinized with care. A group of faculty and staff developed a rubric for evaluating the quality of assessment processes and committees within each unit utilized the rubric to evaluate assessment plans and efforts to use assessment data as a key element for program planning. These committees suggested improvements in process when warranted and were particularly attentive to the question of "closing the loop" — using assessment information as the basis for programmatic change. The Director of Assessment provides university leadership with an annual report of assessment activity. Coupled with the action plans related to program prioritization, the university community is in a position to engage in wide-ranging conversations regarding institutional effectiveness.

The University of Idaho budget process aligns well with planning and assessment activities. Each year the academic deans meet in a two-day retreat to discuss hiring plans for the following academic year. These discussions focus on resources, making certain that hires support the core themes and the strategic plan, and seek to explore possible synergies among academic units. Cost effectiveness is one of the program prioritization/Focus for the Future metrics.

Under the leadership of the Executive Director for Budget, the University of Idaho has established a budget process that is consistent and aligned with mission. The University Budget and Finance Committee is a Faculty Senate appointed committee that meets on a weekly basis to discuss University financial issues and to provide advice and input. Budget hearings provide an opportunity for every unit at the University of Idaho to present budget plans and request funds for new initiatives. The vice presidents and the President meet to make final budget decisions and to ensure that budget allocations support the University mission, strategic plan objectives and the core themes.

One example of this involves planning for the implementation of an upcoming change to employee compensation (CEC). The Executive Director for Budget has provided scenarios for varying amounts of CEC: 1 percent, 2 percent, and 3 percent. The University Budget and finance Committee met for several weeks and agreed upon suggested guidelines for the CEC. The Committee presented their recommendations to the Faculty Senate. The Senate agreed and forwarded the recommendations to President Staben. President Staben and his cabinet formulated CEC guidelines based upon this input.

The University has a facilities [master plan](#) for the Moscow campus. Classroom and laboratory renovations are a current priority with \$200,000 set aside each year for this purpose. Faculty, staff, and students have been engaged in decisions regarding these investments.

The University engages in a collaborative process to develop the annual recommendations for tuition and student fees. The Associated Students of the University of Idaho (ASUI) hold a series of open forums where proposals for dedicated student fees are vetted. Following these hearings, the ASUI president forwards the student requests to the University president. The University leadership constantly updates ASUI leadership regarding tuition proposals. This collaborative process results in an overall understanding of fiscal goals and needs that supports the University's efforts to balance resources with anticipated needs.

At its February 2014 meeting, the University of Idaho Board of Regents/Idaho State Board of Education expressed concerns regarding the University of Idaho's Consolidated Financial Index. The Board's benchmark is 3.00 and the University of Idaho was at 1.98 so the Board asked the institution develop a plan for addressing the situation. The University did that, and in 2014 the Consolidated Financial Index was 3.56—well above

the benchmark. The Board publishes these numbers on its web site and presents them at the public board meeting in February.

**5.B.3 THE INSTITUTION MONITORS ITS INTERNAL AND EXTERNAL ENVIRONMENTS TO IDENTIFY CURRENT AND EMERGING PATTERNS, TRENDS, AND EXPECTATIONS. THROUGH ITS GOVERNANCE SYSTEM IT USES THOSE FINDINGS TO ASSESS ITS STRATEGIC POSITION, DEFINE ITS FUTURE DIRECTION, AND REVIEW AND REVISE, AS NECESSARY, ITS MISSION, CORE THEMES, CORE THEM OBJECTIVES, AND GOALS OR INTENDED OUTCOMES OF ITS PROGRAMS AND SERVICES, AND INDICATORS OF ACHIEVEMENT.**

The University of Idaho Board of Regents/State Board of Education plays a pivotal role in establishing system wide objectives that serve the interests of Idahoans. The State Board of Education's "Complete College: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State" is an example. The board is committed to a goal that 60 percent of Idahoans ages 24-34 will have a post-secondary degree or certificate by 2020. The board identified strategies to meet this goal and directed institutions to tie line item funding requests to the Idaho legislature to these strategies. Idaho Governor C.L. "Butch" Otter has included two major requests related to these goals in his 2016 budget proposal to the Idaho State Legislature — career readiness and intensive advising.

President Staben has initiated a clear process for communicating his assessment of strategic position and his future direction. He has continued the practice of providing this information at the regularly scheduled general faculty meetings. He delivered his first "State of the University" address in October and will make that a yearly event. Each of the academic colleges has a highly functional advisory board. In addition, several other University of Idaho entities have advisory boards—Library, Operation Education, the James A. and Louise McClure Center for Public Policy Research, the Lionel Hampton Jazz Festival—to name a few. These boards offer advice and insights into the external environment.

For the past three years, the University of Idaho has hosted an "All Advisory Board Weekend." Events include individual advisory board meetings, presentations of student work and faculty scholarly and creative activity, and a general meeting where the University president discusses institutional quality, effectiveness, and mission fulfillment. This weekend is designed to communicate to a significant constituency.

The University of Idaho Alumni Association, in collaboration with Development and the Office of the President, has created the University Ambassadors program. Representatives from each of Idaho's 35 legislative districts meet to provide advice and provide a venue for the president and other university leaders to monitor the external environment.

President Staben has made it a point to use the University of Idaho Foundation Board (the Foundation is a separate 501(c)(3)) as both a sounding board and in an advisory

capacity. The Foundation Board members are prominent business and community leaders and are invested in making certain that the University of Idaho is on the cutting edge of change.

## CONCLUSION

The cornerstone of the University of Idaho Administration Building (1907) proclaims that Idaho constructed the building “for the training of her future citizens to their highest usefulness in private life and public service.” What was true over 100 years ago continues to be true today and will be true in the future. The University of Idaho’s role as Idaho’s comprehensive, historic, land-grant, research university brings with it considerable responsibilities that the University takes seriously and will continue to meet in the future.

Providing access to higher education for Idahoans is certainly the foremost task. The 18th President of the University of Idaho, Chuck Staben has made increasing enrollment his number one priority. The University of Idaho will emphasize educational excellence and the career opportunities available to graduates.

University of Idaho faculty research has broad impact on the state, the nation, and the world. Much of that research is directed towards Idaho industries such as agriculture and natural resources. Other centers of excellence, such as bioinformatics, have attracted international attention and praise. Producing quality research in both the applied and theoretical realms continues to be a University priority.

As is true of other public institutions, the economic reset of 2008 created funding challenges for the University of Idaho. Despite state budget reductions of great magnitude, the University of Idaho continued to offer excellent undergraduate and graduate student experiences, to facilitate significant scholarly and creative activity, and to positively impact the economic status of the State of Idaho. Professional programs in law, architecture, agriculture and natural resources are available only at the University of Idaho and are essential for the state’s progress. The WWAMI program provides the only training for physicians in the state. Board of Regents/State Board of Education financial indicators demonstrate significant financial improvement.

The statewide reach of the University of Idaho allows it to serve Idaho’s citizens. Over a half million people in Idaho participate in University of Idaho Extension programs. Extension is poised for another successful one hundred years of service to the state.

Inspiring Futures, the University of Idaho’s capital campaign, raised over \$250 million — the largest philanthropic campaign in Idaho history. The success of this campaign is a testament to alumni and friends’ conviction that the University of Idaho is making a difference. These funds will enhance University programs and facilitate the work of faculty, staff, and students. The successful completion of this campaign during the greatest economic downturn since the Great Depression portends a bright future.

Since 2010, the University of Idaho has expended energy increasing institutional effectiveness and has been successful in that venue. At the same time, the institution has improved culture and climate and emphasized ethical practices. We have established processes and procedures

that mandate assessment in service of continuous improvement, and broad participation among University community members. We have established processes and procedures that mandate assessment in service of continuous improvement and broad participation among University community members. Focus for the Future provides a comprehensive structure for this work. The University of Idaho is well positioned to educate Idahoans, to foster economic development, and to create and disseminate knowledge that improves the lives of Idahoans and the rest of the world.

The University of Idaho effectively and successfully fulfills its mission: “We will be a leader among land-grant institutions in the 21st century by promoting an entrepreneurial spirit; embracing the contributions of multiple cultures, identities, and perspectives; and bringing together the talents and enthusiasm of faculty, staff, and students. We will be widely recognized as a creative university that is both environmentally and fiscally sustainable and is an engaged partner in addressing the changing needs of our stakeholders in Idaho, the nation, and the world.”

## TABLE OF FIGURES

FIGURE 1. CORE THEME ONE OBJECTIVES AND INDICATORS .....	20
FIGURE 2. CORE THEME TWO OBJECTIVES AND INDICATORS .....	23
FIGURE 3. CORE THEME THREE OBJECTIVES AND INDICATORS .....	26
FIGURE 4. CORE THEME FOUR OBJECTIVES AND INDICATORS .....	29
FIGURE 5. RELATIONSHIP OF UNIVERSITY LEADERSHIP GROUPS .....	39
FIGURE 6. UI CONSOLIDATED FRINGE RATIO .....	97
FIGURE 7. UI PRIMARY RESERVE RATIO .....	97
FIGURE 8. UI RETURN ON NET ASSETS.....	97
FIGURE 9. UI NET INCOME FROM OPERATIONS .....	97
FIGURE 10. UI FINANCIAL VIABILITY RATIO.....	97
FIGURE 11. CAPITAL CAMPAIGN FUNDRAISING BY GOAL CATEGORY .....	101
FIGURE 12. ANNUAL STATE OF IDAHO BUDGET PROCESS .....	103
FIGURE 13. SIX-YEAR RECAP OF FINANCIAL ACTIVITIES TO AND FROM AUXILIARY SERVICES .....	108
FIGURE 14. SUMMARY OF CAPITAL CONSTRUCTION FUNDING 1990 TO PRESENT.....	111
FIGURE 15. FACILITY OPERATION EXPENDITURES COMPARED TO PEER AND NATIONAL AVERAGES .....	112
FIGURE 16. STATE OCCUPANCY COST FORMULA.....	112
FIGURE 17. UNIVERSITY PLANNING CYCLE.....	131
FIGURE 18. COUNT OF STUDENT INTERNSHIPS, SERVICE LEARNING AND STUDY ABROAD EXPERIENCES BY YEAR .....	143
FIGURE 19. ANNUAL ASSESSMENT CYCLE.....	152
FIGURE 20. CORE THEME TWO OBJECTIVES AND INDICATORS .....	158
FIGURE 21. PEER-REVIEWED SCHOLARLY AND CREATIVE ACTIVITIES PER CAPITA.....	159
FIGURE 22. DOCTORAL DEGREES CONFERRED ANNUALLY .....	160
FIGURE 23. UNDERGRADUATE RESEARCH EXPERIENCES AS REPORTED ON THE GRADUATING SENIORS SURVEY .....	162
FIGURE 24: UNIVERSITY OF IDAHO RANKING (EXPENDITURES) BY THE NATIONAL SCIENCE FOUNDATION .....	163
FIGURE 25. PER CAPITA S&E AND NON-S&E .....	164
FIGURE 26. FEDERAL FUNDED AND TOTAL RESEARCH .....	164
FIGURE 27. RESEARCH EXPENDITURES BY FISCAL YEAR.....	165
FIGURE 28. NUMBER AND PERCENTAGE OF LARGE RESEARCH PROPOSALS SUBMITTED .....	165
FIGURE 29. PERCENTAGE OF GRADUATE STUDENTS SUPPORTED BE RESEARCH ASSISTANTSHIPS (RAs).....	166
FIGURE 30. POSTDOCTORAL FELLOWS PER CAPITA BASED ON FULL-TIME FACULTY .....	166
FIGURE 31. COMMERCIALIZATION ACTIVITY BY FISCAL YEAR .....	168
FIGURE 32. EXTENSION ACTIVITY BY ACADEMIC YEAR .....	176
FIGURE 33. SERVICE LEARNING BY ACADEMIC YEAR .....	183
FIGURE 34. PROFESSIONAL DEVELOPMENT AND LEARNING OFFERINGS AND PARTICIPATION BY CALENDAR YEAR .....	195
FIGURE 35. SUPERVISORY EXCELLENCE PROGRAM ACTIVITY BY CALENDAR YEAR.....	195
FIGURE 36. BANNER TRAINING BY CALENDAR YEAR.....	195
FIGURE 37. RESPONSIBLE CONDUCT OF RESEARCH TRAINING BY CALENDAR YEAR .....	195
FIGURE 38. DIVERSITY OF RECRUITED STUDENTS BY ACADEMIC YEAR .....	197
FIGURE 39. DIVERSITY OF FACULTY AND STAFF BY ACADEMIC YEAR .....	197
FIGURE 40. STUDENT RETENTION RATES BY ACADEMIC YEAR .....	198
FIGURE 41. FALL-TO-FALL RETENTION OF FIRST-YEAR STUDENTS .....	203
FIGURE 42. CURRICULAR CHANGES AS A RESULT OF FOCUS FOR THE FUTURE .....	218

**University of Idaho Major Capital Construction, 1990 through Present\***

	Project Description	Year of Completion	Total Project Cost	Project Implementation				
				A/E		Delivery Methodology	Construction Contractor	
				Firm	Location		Firm	Location
1	Construct Addition to UI Library & Renovate Existing Library	1990	\$ 11,919,000	Integrus / Ellis Feeney	Spokane, WA / Lewiston, ID	CM	MK	Boise, ID
2	Construct Business Technology Incubator	1990	\$ 1,500,000	Architects West	Coeur d'Alene, ID	Traditional	Panco	Spokane, WA
3	Construct Bookstore	1990	\$ 1,700,000	NAC	Spokane, WA	Traditional	Walker Construction	Spokane, WA
4	Purchase & Renovate HRS & Accounts Payable Building	1990	\$ 721,000	Associated Architects	Moscow, ID	Traditional	Walker Construction	Spokane, WA
5	Construct Aquaculture Wet Lab	1991	\$ 921,000	Dale Hickman	Post Falls, ID	Traditional	Simplot Construction	Nampa ID
6	Renovate Renfrew Hall, Phase I & II (1991)	1991	\$ 4,110,000	MW Engineers / Ellis Feeney	Spokane, WA / Lewiston, ID	Traditional	Ramsey Plumbing	Spokane, WA
7	Construct Central Campus Chilled Water Production Plant	1991	\$ 1,500,000	MW Engineers	Spokane, WA	Traditional	Ramsey Plumbing	Spokane, WA
8	Various Water Distribution Improvement Projects	1991	\$ 2,500,000	CH2M Hill	Boise, ID	Traditional	Germer Const. / ML Albright & Sons / Motley & Motley	Moscow, ID / Lewiston, ID, Pullman WA
9	Construct Underground Primary Power Distribution System	1993	\$ 4,400,000	CH2M Hill	Boise, ID	Traditional	Intermountain Electric	Spokane, WA
10	Construct Early Childhood Center	1993	\$ 650,000	ORB Organization / Michael & Lakeman	Seattle, WA / Portland OR	Design/Build	Walsh Construction	Portland, OR
11	Construct South Hill Vista Family Housing Apartments	1993	\$ 8,500,000	ORB Organization / Michael & Lakeman	Seattle, WA / Portland OR	Design/Build	Walsh Construction	Portland, OR
12	Renovate Student Union Building (SUB)	1994	\$ 1,250,000	Ellis Feeney / Chessier	Lewiston, ID / Portland, OR	Traditional	A & R Construction	Lewiston, ID
13	Construct Garage/Motor Pool Complex	1994	\$ 1,151,000	Architects West	Coeur d'Alene, ID	Traditional	Hazen & Clark	Spokane, WA
14	Golf Course Irrigation System Upgrades	1995	\$ 1,000,000	Office of Robert Perron	Portland OR & Spokane, WA	Traditional	Germer Const.	Moscow, ID
15	Construct McClure Hall for College of Mines	1995	\$ 11,000,000	Zabala Giltzow Albanese / ADP	Boise, ID / San Francisco, CA	Traditional	Ormond Builders, Inc.	Idaho Falls, ID
16	Renovate Systems at ASUI Kibbie Activity Center	1995	\$ 1,500,000	MW Engineers	Spokane, WA	Traditional	Various Vendors	
17	Renovate North Campus Center, Create Graduate Student Housing	1995	\$ 2,400,000	Ellis Feeney	Lewiston, ID	Traditional	Leone & Keeble	Spokane, WA
18	Renovate Exterior of Life Sciences South	1995	\$ 1,065,000	Associated Architects	Moscow, ID	Traditional	KOP Construction	Spokane, WA
19	Renovate HVAC Systems of Life Sciences South, Phase I	1995	\$ 795,000	MW Engineers	Spokane, WA	Traditional	Citadel Construction	Spokane, WA
20	Construct Research Laboratories in Life Sciences South	1995	\$ 962,000	Ellis Feeney	Lewiston, ID	Traditional	Citadel Construction	Spokane, WA
21	Renovate Renfrew Hall - Phase III, IV, & V (1995-98)	1995	\$ 1,478,000	MW Engineers / Ellis Feeney	Spokane, WA / Lewiston, ID	Traditional	Citadel Construction / PBI Construction	Spokane, WA / Spokane, WA

**University of Idaho Major Capital Construction, 1990 through Present\***

	Project Description	Year of Completion	Total Project Cost	Project Implementation				
				A/E		Delivery Methodology	Construction Contractor	
				Firm	Location		Firm	Location
22	Construct UI/ISU Classroom Bldg, Idaho Falls	1995	\$ 7,875,000	Call Neilson Bodily	Idaho Falls, ID	Traditional	Commercial General Builders	Idaho Falls, ID
23	Telecommunication Infrastructure Project	1996	\$ 10,450,000	UI in House ITS / GTE Northwest	Moscow, ID / Coeur d'Alene, ID	Design/Build	GTE Northwest / Intermountain Electric	Coeur d'Alene, ID / Spokane, WA
24	Construct Engineering/Physics Building	1996	\$ 11,400,000	NBBJ / Trout-Young	San Francisco, CA / Boise, ID	Traditional	Swank Enterprises	Kalispell, MT
25	Renovate McConnell Hall Residential Facility	1996	\$ 2,646,000	Ellis Feeney	Lewiston, ID	Traditional	Contractors Northwest, Inc.	Coeur d'Alene
26	Renovate Morrill Hall & Add Elevator	1996	\$ 984,000	Castellaw Kom	Lewiston, ID	Traditional	PBI Construction	Spokane, WA
27	Life Safety Improvements, UI Administration Building	1996	\$ 778,000	Gordon Longwell	Hayden Lake, ID	Traditional	Eric Brown Construction	Spokane, WA
28	Reconstruct & Renovate 6th Street Greenhouses	1997	\$ 1,902,000	BCS	Seattle, WA	Traditional	Citadel Construction	Spokane, WA
29	Life Safety Improvements & Add Elevator, Psychology (Art & Arch)***	1998	\$ 950,000	Castellaw Kom	Lewiston, ID	Traditional	Contractors Northwest, Inc. / Kenatson Corp.	Coeur d'Alene / Lewiston, Idaho
30	Renovate Art & Architecture East	1999	\$ 855,000	In-House Design / Associated Architects	Moscow, ID	Traditional	A & R Construction /	Lewiston, ID /
31	Life Safety Improvements, Brink & Phinney Halls	2000	\$ 2,530,000	Castellaw Kom	Lewiston, ID	Traditional	Walker Construction	Spokane, WA
32	Renovate Gauss-Johnson Engineering Complex	2000	\$ 9,900,000	Armstrong Architects	Boise, ID	Traditional	Swank Enterprises	Kalispell, MT
33	Construct Idaho Commons	2000	\$ 20,000,000	YGH / Design West Architects	Portland, OR / Nampa, ID & Pullman, WA	CMAR	Hoffman Construction	Portland, OR
34	Construct Facility Services Complex	2000	\$ 8,081,000	Architects West	Coeur d'Alene, ID	In-House CM / Fast Track	T.W. Clark	Spokane, WA
35	Renovate Sweet Avenue & Sweet Ave District	2000	\$ 3,000,000	David Evans & Associates	Spokane, WA	Traditional	ACI	Spokane, WA
36	Construct Vandal Enrollment Services Center @ SUB	2000	\$ 5,500,000	Hummel	Boise, ID	Traditional	Ormond Builders, Inc.	Idaho Falls, ID
37	North Campus Chilled Water Production Plant, Phase 2	2000	\$ 900,000	MW Engineers	Spokane, WA	Traditional	RM Mechanical	Boise, ID
38	Construct Agricultural Biotechnology Laboratory	2001	\$ 15,750,000	SRG / Ellis Feeney	Portland, OR / Lewiston, ID	Traditional	Ormond Builders, Inc.	Idaho Falls, ID
39	North Campus Chilled Water Production Plant, Phase 3	2001	\$ 900,000	MW Engineers	Spokane, WA	Traditional	3-H Mechanical	Coeur d'Alene, ID
40	Construct Vandal Athletic Center, Element 1	2001	\$ 2,281,000	LCA / Opsis	Boise, ID / Portland, OR	Traditional	T.W. Clark	Spokane, WA
41	Construct Greenhouse/Headhouse, Kimberley	2001	\$ 875,000	Zabala Giltzow Albanese	Boise, ID	Traditional	Harris Brothers Contractors, Inc.	Pocatello, ID
42	Construct First Bldg, UI Research Park, Post Falls	2002	\$ 3,950,000	Pasold Mathews / Architects West	Post Falls, ID / Coeur d'Alene, ID	Traditional	KOP Construction / Paras Builders	Spokane, WA / Spokane, WA

**University of Idaho Major Capital Construction, 1990 through Present\***

	Project Description	Year of Completion	Total Project Cost	Project Implementation				
				A/E		Delivery	Construction Contractor	
				Firm	Location	Methodology	Firm	Location
43	Life Safety Improvements, Agricultural Sciences	2002	\$ 972,000	Ellis Feeney	Lewiston, ID	Traditional	Citadel Construction	Spokane, WA
44	Replace Roof At ASUI Kibbie Activity Center	2002	\$ 1,386,000	Associated Architects	Moscow, ID	Traditional	Cobra Corp.	Spokane, WA
45	Improvements to HVAC Systems, Administration Building	2002	\$ 1,500,000	MW Engineers	Spokane, WA	Traditional	Kenaston, Corp.	Lewiston, ID
46	Construct Video Production Space @SUB	2002	\$ 550,000	Hummel	Boise, ID	Traditional	Kenaston, Corp.	Lewiston, ID
47	Construct New Parking Lots 15, 62, 40, & 66	2002	\$ 900,000	HatchMueller	Coeur d'Alene, ID	Traditional	ACI / ML Albright & Sons / Willms Corp.	Spokane, WA / Lewiston, ID / Spokane, WA
48	Construct Student Recreation Center	2002	\$ 16,350,000	NAC	Spokane, WA	Traditional	Ormond Builders, Inc.	Idaho Falls, ID
49	Construct J.A. Albertson Building for the College of Business & Economics	2002	\$ 14,820,000	Design West Architects / YGH / Walker Architecture	Nampa, ID & Pullman WA / Portland, OR / Seattle, WA	Traditional	Swank Enterprises	Kalispell, Montana
50	Construct Food Innovation Center	2004	\$ 2,679,000	Ellis Feeney	Lewiston, ID	Traditional	Leone & Keeble	Spokane, WA
51	Renovate Life Sciences South, NIH Infrastructure Grant Project, Phases 0, 1 & 2	2004	\$ 953,000	MW Engineers / Ellis Feeney	Spokane, WA / Lewiston, ID	Traditional	A & R Construction / Teel Construction / Kenaston Construction	Lewiston, ID
52	Construct Vandal Athletic Center, Element 2, Speed & Strength Center	2004	\$ 3,922,000	LCA / Opsis	Boise, ID / Portland, OR	Traditional	Western States Construction / A & R Construction / Kenaston Construction	Spokane, WA / Lewiston, ID
53	Construct Living Learning Center	2004	\$ 34,500,000	URS / Design West Architects	Seattle, WA / Nampa, ID & Pullman WA	Design/Build	Hoffman Construction	Portland, OR
54	Construct Idaho Water Center, Boise	2004	\$ 42,000,000	NBBJ / Zabala Giltzow Albanese	Seattle, WA / Boise ID	Construction Manager	Turner / McAlvain	Seattle, WA / Boise, ID
55	Renfrew Hall HVAC Upgrades & Improvements, Phase 1	2005	\$ 863,000	MW Engineers / Ellis Feeney	Spokane, WA / Lewiston, ID	Traditional	RM Mechanical	Boise, ID
56	Construct Teaching and Learning Center	2005	\$ 12,929,000	Design West Architects / Opsis	Nampa, ID & Pullman WA / Portland OR	Construction Manager	Hoffman Construction	Portland, OR
57	Replace Roof At Administration Building	2005	\$ 675,000	Associated Architects	Moscow, ID	Traditional	Burton Construction	Spokane, WA
58	Construct Student Activities Fields - Filled Turf Project, Kibbie East Phase	2005	\$ 1,395,000	Hatchmueller	Coeur d'Alene, ID	Traditional	Motley & Motley and Sprinturf	Pullman, WA
59	Construct Elevator, Continuing Education Building	2006	\$ 552,000	Castellaw Kom	Lewiston, ID	Traditional	Arnzen Building & Cnstruction	Cottonwood, ID

**University of Idaho Major Capital Construction, 1990 through Present\***

	Project Description	Year of Completion	Total Project Cost	Project Implementation				
				A/E		Delivery Methodology	Construction Contractor	
				Firm	Location		Firm	Location
60	Renfrew Hall Improvements, Phase 6	2006	\$ 926,000	Ellis Feeney / MW Engineers	Lewiston, ID / Spokane, WA	Traditional	Contractors Northwest, Inc.	Coeur d'Alene
61	Renfrew Hall HVAC Upgrades & Improvements, Phase 2	2006	\$ 743,000	MW Engineers / Ellis Feeney	Spokane, WA / Lewiston, ID	Traditional	RM Mechanical	Boise, ID
62	Reroof Brink and Phinney Halls	2006	\$ 660,500	Associated Architects	Moscow, ID	Traditional	Gillespie Roofing	Walla Walla, WA
63	Life Sciences South / Gibb Hall NIH Science Infrastructure Improvements Project	2006	\$ 5,970,000	MW Engineers / Ellis Feeney	Spokane, WA / Lewiston, ID	Traditional	KOP Construction	Spokane, WA
64	Construct Collaborative Center for Applied Fish Science, Hagerman	2006	\$ 3,440,000	Erstad Thornton Architects	Boise, ID	Traditional	Harris Brothers Contractors, Inc.	Pocatello, ID
65	Teaching and Learning Center Build-Out, Academic Enrichment Suites	2007	\$ 1,177,000	Design West Architects	Nampa, ID & Pullman WA	Traditional	Brown Construction, Reiber Construction, KOP Construction	Spokane, WA
66	Replace Turf, Provide Convertible In-Fill Turf System, ASUI Kibbie Activity Center	2007	\$ 1,200,000	Opsis Architects	Portland, OR	Traditional	Hellas Construction / A & R Construction	Dallas, Texas / Lewiston, ID
67	PEB / Swim Center Fire Damage Restoration	2008	\$ 557,000	N/A	N/A	Traditional	Belfour Construction Services	Spokane Valley, WA
68	CNR Fish & Aquaculture Chiller Modifications	2008	\$ 500,000	L & S Engineers	Spokane, WA	Traditional	3-H Mechanical	Coeur d'Alene, ID
69	Life Safety Elevator Modifications, Phases 1 & 2 / Student Health Center Elevator Modifications	2008	\$ 993,248	Castellaw Kom	Lewiston, ID	Traditional	Golis Construction / A & R Construction	Eagle, ID / Lewiston, ID
70	College of Law, Menard Law Building Moot Courtroom & Classroom 104 Improvements	2008	\$ 1,332,000	ALSC	Spokane, WA	Traditional	KOP Construction	Spokane, WA
71	Theophilus Tower Repair Masonry Exterior and Replace Roof	2008	\$ 660,400	Associated Architects	Moscow, ID	Traditional	Pioneer Waterproofing / Summit Roofing	Spokane, WA / Missoula, MT
72	Vandal Athletic Center Training Room Improvements	2008	\$ 1,402,000	Lombard Conrad Architects	Boise, ID	Traditional	Reiber Construction	Missoula, MT
73	Administration Building Historic Renovations: North Entry, South Entry, Mail Center, NOC Heat Evacuation, Executive Offices	2008	\$ 538,500	Design West Architects	Nampa, ID & Pullman WA	Traditional	Golis Construction	Eagle, ID
74	Beef Research Center Historic Barns, Reside all Barns and Reroof Barn No 2	2008	\$ 510,000	Associated Architects	Moscow, ID	Traditional	A & R Construction	Lewiston, ID
75	LSS HVAC Improvements, Phase 2	2008	\$ 989,100	MW Engineers	Spokane, WA	Traditional	Hobson Fabrication	Boise, ID
76	Proposed Science and New Technologies Building Feasibility Study	2008	\$ 918,450	NBBJ	Seattle, WA	N/A	N/A	N/A
77	Marshall Potato Center Reroof and HVAC Improvements, Aberdeen	2008	\$ 1,190,000	Castellaw Kom Architects	Lewiston, ID	Traditional	Eagle Rock Timber	Pocatello, ID
78	Construct Legacy Pointe T1 at the Idaho Water Center	2009	\$ 875,000	Erstad Thornton Architects	Boise, ID	Negotiated	Colliers International	Boise, ID

**University of Idaho Major Capital Construction, 1990 through Present\***

	Project Description	Year of Completion	Total Project Cost	Project Implementation				
				A/E		Delivery Methodology	Construction Contractor	
				Firm	Location		Firm	Location
79	Janssen Engineering Building HVAC Improvements, Phase 1 & 2	2009	\$ 2,245,900	MW Engineers	Spokane, WA	Traditional	RRACO	Spokane, WA
80	Reclaimed Water System Improvements, Distribution, Pumping, Chlorination	2009	\$ 567,000	Adams & Clark Engineers / McClure Engineering	Spokane, WA / Twin Falls, ID	Traditional	M.L. Albright & Sons / Golis Construction	Lewiston, ID / Eagle, ID
81	Wood Chip Storage & Drying Facility	2009	\$ 5,100,000	McKinstry Essention	Spokane, WA	ESCO	McKinstry Essention	Spokane, WA
82	Lighting System Upgrades in 34 Buildings	2009	\$ 2,550,000	McKinstry Essention	Spokane, WA	ESCO	McKinstry Essention	Spokane, WA
83	Building HVAC Control Upgrades, Campus Wide	2009	\$ 1,580,000	McKinstry Essention	Spokane, WA	ESCO	McKinstry Essention	Spokane, WA
84	SUB Ballroom Improvements	2009	\$ 1,337,500	Castellaw Kom	Lewiston, ID	Traditional	Golis Construction	Eagle, ID
85	ASUI Kibbie Activity Center Life Safety, Phase 1	2009	\$ 10,000,000	Opsis	Portland, OR	CMAR	Walsh Construction	Portland, OR
86	Martin Laboratory Replace Roof and Repair Clerestorys	2009	\$ 617,400	Associated Architects	Moscow, ID	Traditional	Reiber Construction	Missoula, MT
87	Art & Architecture South Life Safety	2009	\$ 1,310,600	Ellis-Feeney	Lewiston, ID	Traditional	Golis Construction	Eagle, ID
88	Life Sciences South Replace Roof	2009	\$ 997,800	Associated Architects	Moscow, ID	Traditional	CMR Construction	Indianapolis, IN
89	Idaho Avenue Utility and Infrastructure Improvements	2009	\$ 1,886,000	McKinstry Essention	Spokane, WA	ESCO	McKinstry Essention	Spokane, WA
90	ARC / CEB Demolish Fire Escape Slides / Towers	2009	\$ 534,600	Castellaw Kom	Lewiston, ID	Traditional	Golis Construction	Eagle, ID
91	Swim Center HVAC Improvements	2010	\$ 622,500	MW Engineers	Spokane, WA	Traditional	3H Mechanical	Coeur d'Alene, ID
92	Memorial Gymnasium Exterior Masonry Renovations and Repairs	2010	\$ 551,300	Associated Architects	Moscow, ID	Traditional	Pioneer Masonry	Portland, OR
93	ASUI Kibbie Activity Center Life Safety, Phase 1 - PBFAC/DPW	2010	\$ 2,000,000	Opsis	Portland, OR	CMAR	Walsh Construction	Portland, OR
94	Stadium Drive Extension, Paradise Creek Street to State Highway 8	2010	\$ 1,799,700	Keller Engineering	Meridian, ID	Traditional	Motley & Motley	Pullman, WA
95	Reclaimed Water System Lagoon Replacment & Improvements	2010	\$ 875,000	T O Engineers	Coeur d'Alene, ID	Traditional	Wright Brothers	Boise, ID
96	ARC (Hays Hall) Install Elevator	2010	\$ 601,200	Castellaw Kom	Lewiston, ID	Traditional	Wimer Construction	Cottonwood, ID
97	Life Sciences South Exterior Masonry Repairs	2010	\$ 750,000	Associated Architects	Moscow, ID	Traditional	Pioneer Waterproofing	Seattle, WA
98	Gibb Hall HVAC Improvements, Ph 1	2010	\$ 1,203,900	MW Engineers	Spokane, WA	Traditional	3H Mechanical	Coeur d'Alene, ID

**University of Idaho Major Capital Construction, 1990 through Present\***

	Project Description	Year of Completion	Total Project Cost	Project Implementation				
				A/E		Delivery Methodology	Construction Contractor	
				Firm	Location	Firm	Location	
99	Thermal Energy Storage Tank & Chilled Water Production and Pumping Plant	2010	\$ 7,000,000	McKinstry Essention	Spokane, WA	ESCO	McKinstry Essention	Spokane, WA
100	LHSOM Recital Hall Renovations	2010	\$ 1,233,200	ALSC	Spokane, WA	Traditional	Wright Brothers	Boise, ID
101	Wallace Residence Center Fire Alarm Improvements	2010	\$ 1,186,500	MW Engineers	Spokane, WA	Best Value Procurement	KOP Construction	Spokane, WA
102	Paradise Creek Ecosystem Restoration	2010	\$ 6,824,713	McMillen Engineering	Boise, ID	Design-Build	McMillen Engineering	Boise, ID
103	East Campus Steam and Chilled Water Distribution System Improvements & Expansion	2010	\$ 1,750,000	McKinstry Essention	Spokane, WA	ESCO	McKinstry Essention	Spokane, WA
104	Ridenbaugh Hall Heating System and DWV System Repairs and Replacement	2010	\$ 735,000	MW Engineers	Spokane, WA	Traditional	McClintock & Turk	Spokane, WA
105	ASUI Kibbie Activity Center Life Safety, Phase 3	2011	\$ 11,000,000	Opsis	Portland, OR	CMAR	Walsh Construction	Portland, OR
106	ASUI Kibbie Activity Center Seating Enhancements	2011	\$ 5,310,000	Opsis	Portland, OR	CMAR	McAlvain Construction	Boise, ID
107	Dan O'Brien Outdoor Track Renovations & Improvements	2011	\$ 2,500,000	BWA Architects	Spokane, WA	Traditional	Golis Construction	Eagle, ID
108	Brink/Phinney Window Replacement	2011	\$ 1,045,500	Associated Architects	Moscow, ID	Traditional	Guho Construction	Eagle, ID
109	Vandal Store Starbucks Installation	2011	\$ 530,000	Design West Architects	Pullman WA	Traditional	KACI Contractors	Pullman, WA
110	Rayburn Street Utility Improvements	2011	\$ 905,000	Castellaw Kom	Lewiston, ID	Traditional	M.L. Albright & Sons	Lewiston, ID
111	Theophilus Tower Elevator Upgrades	2011	\$ 651,000	Castellaw Kom	Lewiston, ID	Best Value Procurement	Golis Construction	Eagle, ID
112	Janssen Engineering Building Student Services Center Renovation	2011	\$ 735,000	Design West Architects	Pullman WA	Traditional	Brown Construction	Spokane, WA
113	Renfrew Hall Emergency Generator	2011	\$ 852,000	MW Engineers	Spokane, WA	Traditional	Twin City Electricians	Lewiston, ID
114	College of Natural Resources Replace Roof	2012	\$ 569,100	Associated Architects	Moscow, ID	Traditional	RMR Construction	Moscow, ID
115	University Avenue Steam Tunnel Lid Replacement (Ph 1.: 2010, Ph 2.: 2012)	2012	\$ 527,650	Castellaw Kom	Lewiston, ID	Traditional	Golis Construction	Eagle, ID
116	Buchanan Engineering Lab Life Safety (Ph 1.: 2011, Ph. 2: 2012)	2012	\$ 511,200	Johnson Architects	Boise, ID	Traditional	Golis Construction	Eagle, ID
117	Memorial Gymnasium Tower Structural Repairs	2012	\$ 572,000	Associated Architects	Moscow, ID	Traditional	Golis Construction	Eagle, ID
118	Engineering Vehicle Research Facility	2012	\$ 669,000	Design West Architects	Pullman WA	Traditional	Ginno Construction	Coeur d'Alene, ID
119	Administration Building HVAC Improvements, FY 12	2012	\$ 984,200	MW Engineers	Spokane, WA	Traditional	Ginno Construction	Coeur d'Alene, ID



# Major Capital Projects

as of Feb 2015

Project

Project	Status				Occupy	Fund Source (\$M)								Total \$M	
	funding	concept	design	construct		Bonding	Loan	State PBF	Federal	Student			Other		TBD
										Initiative	Aux	Private			
funding plan secure; expected occupancy															
Campus signage/monuments/ped xings	x	x	x	u	Sum-14/15	1.8									1.8
Life Sciences South Classroom 277 Impv	x	x	u		Summer-15								0.8		0.8
Aquaculture Research Lab	u	x	u		tbd								1.4		1.4
Ada County Courthouse/Idaho Law Ctr	x	x	x	u	Fall-15			6				1.6			7.6
McCall Bathhouse	x	x	u		Fall-15								0.47		0.47
Executive Residence	x	x	u		tbd							1.3	0.65		1.95
Education Bldg Abatement/Renovation	x	x	x	u	Fall-16	7.5		7				2.3	0.3		17.1
Integrated Research & Innovation Ctr	x	x	x	u	Fall-16	44		5	0.9				2.8		52.7
funding plan and occupancy uncertain															
Northern Idaho Collaborative Facility	u							4.42				2			6.42
Research and Classroom Facility						12		8	1			3			24
Library Improvements	u	x											1.4		1.4
Graduate Housing, Phase 1			u					3							3
Basketball Arena		x												TBD	0
WWAMI Expansion														TBD	0
National Dairy Research Center														TBD	0
additional capital campaign priorities															
CALS labs, RE centers, classroom Impvmnts	u											1			1
Chemistry/Physics Lab Improvements	u											1			1
Golf Practice Facility	u	x										0.1	TBD		
Hartung Theater Improvements	u	x										2.5			2.5
JAMM Lab renovations in Ad Bldg	u											0.25			0.25
Law Bldg Improvements Moscow	u											1.1			1.1
Leila Old Collection Improvements	u											0.7			0.7
Library Special Collections and Archives	u	x										1	3.4		4.4
<b>Totals</b>						65.3	3	30.42	1.9	0	0	17.85	3.4		129.59

h = on hold  
u = underway  
x = completed

future projects

Project	Status				Occupy	Fund Source (\$M)										Total \$M
	funding	concept	design	construct		Student										
						Bonding	Loan	State PBF	Federal	Initiative	Aux	Private	Other	TBD		
Academic/Research/Other																
A&A Interdisciplinary Studio Complex	u		h									3.5			3.5	
Admin Bldg Auditorium Renovation														tbd		
Admin Bldg Classroom/Office renovation						15									15	
Alumni Center	h	x										13.3			13.3	
Arboretum North Entrance	u	h										0.03			0.03	
Brink-Phinney Remodel						25									25	
CNR building rehabilitation														6.5	6.5	
Collections/Archival Facility														tbd		
Forney Hall Renovation/Reuse						3									3	
Hartung Theater Improvements, ph 2												1.75			1.75	
Hays Hall Renovation/Reuse						3									3	
Integrated Rsch & Innovation Ctr II						25						12			37	
Library Commons (full)	h	x												16.2	16.2	
McCall Campus Improvements														tbd	0	
North Campus Frontage Improvements												1		1	2	
Northern Idaho Exec Education Ctr												1.15			1.15	
Parking and Mobility Improvements														5	5	
Playfield Improvements														5	5	
Research Utility Improvements						20									20	
ROTC Facility															3	
School of Music Building Addition	h		h					0.3						18	18.3	
School of Music Building Renovation	h		h					0.3						14	14.3	
Statewide signage needs												2		2	4	
Student Recreation Center, Phase 2														28	28	
WWII Structures - Replace														3	3	
Housing																
Housing--graduate, phase 2		u										3			3	
Housing--undergrad, phase 1						36									36	
Housing--undergrad, phase 2						38									38	
Housing--Family/Grad						50									50	
Housing--undergrad, phase 3						40									40	
Athletics																
Athletics Capital Improvements												1				
Kibbie-Seating Expansion														27	27	
Kibbie-Lower field/Add track&tennis												20		19.1	39.1	
Vandal Athletic Center Improvements												12			12	
Totals						255	0	0	0.6	0	3	64.23	0	148	466.63	

**SET C: SIX YEAR CAPITAL IMPROVEMENT PLAN (Major Capital Projects)**

**FY 2016 THROUGH FY 2021**

(\$ in 000's)

**Institution: University of Idaho**

Project Title	Est.		FY 2016			FY 2017			FY 2018			FY 2019			FY 2020			FY 2021			
	Cost	Fund.	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	PBF	Other	Total	
Integrated Research and Innovation Center	49,800	49,800	In Bid Status as of 1 Jul 14																		
Education Building Renovation and Asbestos Remediation	17,160	17,160	In Bid Status as of 1 Jul 14																		
Aquaculture Research Facility	1,400	1,400	In Design as of 1 Jul 14																		
Idaho Law Learning & Justice Center, Boise *	7,600	7,600	In Design as of 1 Jul 14																		
Admin Bldg Entry Foyer & Stair Life Safety Imp & Renovations	948	948	In Design as of 1 Jul 14																		
Janssen Engineering Building HVAC Upgrades, Ph 3	957	957	In Design as of 1 Jul 14																		
Northern Idaho Collaborative Education Facility	6,421	421	4,000	2,000	6,421																
Research and Classroom Facility	24,000	0	4,000		4,000	4,000	16,000	20,000													
Buchanan Engineering Lab Life Safety Improvements, Phase 2	902	0	902		902																
Life Sciences South Standby & Emergency Generator (Life Safety)	835	0	835		835																
Executive Residence	tbd	0		tbd	tbd																
Swim Center Replace Pool Gutters	560	0				560		560													
Graduate Student Housing, Phase 1	3,000	0					3,000	3,000													
National Dairy Research Center	35,000	0					35,000	35,000													
Life Sciences South HVAC Upgrades, Phase 3	1,124	0							1,124		1,124										
Administration Building Exterior Envelope Repair	984	0							984		984										
Gibb Hall HVAC, Phase 2	1,122	0							1,122		1,122										
Administration Building HVAC, Phase 2	1,178	0										1,178		1,178							
Janssen Engineering Building HVAC, Phase 4	589	0										589		589							
Gibb Hall HVAC, Phase 3	1,178	0										1,178		1,178							
Idaho Avenue Extension Repairs and Repaving	844	0													844		844				
Domestic Water System Replace AC Mains, Phase 1	670	0													670		670				
Campus Drive / Administration Circle Repairs, Phase 1	742	0													742		742				
Steam Plant Emergency Generator	927	0													927		927				
Perimeter Drive Replace Paradise Creek Undercrossing	850	0																850		850	
Undergraduate Housing - Phase 1	36,000	0																			
Art & Architecture Interdisciplinary Studio Facility #	3,500	0																			
CALS Labs, Classroom & RE Improvements #	1,000	0																			
Coll. of Law Expansion & Improvements, Moscow #	1,100	0																			
Chemistry & Physics Lab Improvements #	1,000	0																			
Library Special Collections and Archives #	1,000	0																			
McCall Campus Improvements	tbd	0																			
Research and Classroom Facility II	tbd	0																			
Varsity Soccer Pitch Upgrade	2,000	0																			
ROTC Facility	3,000	0																			
ASUI Kibbie Activity Center Seating Expansion #	27,000	0																			
Events Pavilion #	30,000	0																			
	197,431	11,326	9,737	2,000	12,158	4,560	54,000	58,560	3,230	0	3,230	2,945	0	2,945	3,183	0	3,183	850	0	850	

S:\Facilities\CapitalPlanning\Capital Budget\FY 16 State Request\Six Year Plan (Set C)\FY 2016 Six Year Plan.\*

\* PBF Request is under auspices of Department of Administration

# Project is a component of the current Capital Project Development Campaign. Project schedule is TBD and dependent upon fundraising success.

**University of Idaho**  
**Office of the State Board of Education**  
**FY16 Permanent Building Fund Request**  
**Summary of Projects by Category by Priority (\$ in 000's)**

Final Submittal, July 1st, 2014

Project Category/Priority/Project Title/Description Priority	Previous PBF Funds Provided	PBF Funds Requested FY16	Total Project Funding	
			Non-PBF Funding	PBF & Other Sources
<b>Capital Requests:</b>				
1 Northern Idaho Collaborative Education Facility	420.8	4,000.0	2,000.0	6,420.8
2 Research and Classroom Facility	0.0	4,000.0	16,000.0	24,000.0
<b>Subtotal</b>	<u>420.8</u>	<u>8,000.0</u>	<u>18,000.0</u>	<u>30,420.8</u>
<b>Alteration and Repair Projects:</b>				
1 Administration Building Repair North Entry Steps and Mosaic Tile, Deferred from FY15	0.0	281.5	0.0	281.5
2 BEL Life Safety Improvements, Phase 2 (Life Safety)	0.0	901.8	0.0	901.8
3 Life Science South Standby & Emergency Power Generator (Life Safety)	0.0	834.7	0.0	834.7
4 Lionel Hampton School of Music Building Replace Steep Slope Roof	0.0	169.7	0.0	169.7
5 7th Street Pedestrian Improvements	0.0	436.2	0.0	436.2
6 Sixth Street Greenhouses Life Safety Improvements (Life Safety DBS)	0.0	163.9	0.0	163.9
7 KUID Building Engineering Shop and Storage Addition	0.0	173.9	0.0	173.9
8 Emergency Eye Wash Stations & Emergency Showers, Phase 2 (Life Safety, DBS)	0.0	159.1	0.0	159.1
9 Art & Architecture Main Replace Roof	0.0	121.5	0.0	121.5
10 Campus Sidewalks, Stadium Drive and Blake Avenue	0.0	175.0	0.0	175.0
11 Central Chilled Water System Improvements	0.0	250.0	0.0	250.0
12 Menard Law Building Replace Roof	0.0	491.7	0.0	491.7
13 Swim Center Replace Pool Gutters	0.0	560.0	0.0	560.0
14 Menard Law Building Repair and Renovate East Entry Steps and Planters	0.0	347.8	0.0	347.8
15 Agricultural Biotechnology Laboratory Replace Roof	0.0	288.4	0.0	288.4
16 Life Sciences South HVAC Upgrade, Phase 3	0.0	1,123.5	0.0	1,123.5
17 Administration Exterior Envelope Repair	0.0	984.4	0.0	984.4
18 Gibb Hall HVAC, Phase 2	0.0	1,121.6	0.0	1,121.6
19 Administration Building HVAC, Phase 2	0.0	1,177.8	0.0	1,177.8
20 Janssen Engineering Building HVAC Upgrade, Phase 4	0.0	588.8	0.0	588.8
21 Gibb Hall HVAC, Phase 3	0.0	1,177.8	0.0	1,177.8
22 Idaho Avenue Extension Repairs and Repaving	0.0	844.1	0.0	844.1
23 Domestic Water System Replace AC Mains, Phase 1	0.0	669.5	0.0	669.5
24 Campus Drive / Administration Circle Repairs, Phase 1	0.0	741.6	0.0	741.6
25 Steam Plant Emergency Generator	0.0	927.0	0.0	927.0
26 Perimeter Drive Replace Paradise Creek Undercrossing	0.0	849.8	0.0	849.8
<b>Subtotal</b>	<u>0.0</u>	<u>15,561.1</u>	<u>0.0</u>	<u>15,561.1</u>
<b>Asbestos Abatement Projects:</b>				
<b>Subtotal</b>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
<b>Demolition Projects:</b>				
<b>Subtotal</b>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
<b>Americans with Disabilities Act Compliance:</b>				
1 Ag Science 106 Universal Accessible Entrance to Lower Level (Supplement to FY 15 Funding)	412.0	88.0	0.0	500.0
2 Food Research Center New Elevator & Entrance and Main Stair Renovations	0.0	424.4	0.0	424.4
3 University of Idaho Main Campus Universal Accessible Curb Ramps	0.0	355.0	0.0	355.0
<b>Subtotal</b>	<u>412.0</u>	<u>867.4</u>	<u>0.0</u>	<u>1,279.4</u>
<b>Total FY 16 Request:</b>	<u>832.8</u>	<u>24,428.5</u>	<u>18,000.0</u>	<u>47,261.3</u>

### Focus for the Future Program Scoring Rubric

Poor Alignment	Moderate Alignment	Good Alignment	Strong Alignment	Highest Alignment
1	2	3	4	5
The program <b>does not effectively support</b> the criterion statement	The program <b>moderately supports some</b> of the characteristics in the criterion statement	The program <b>generally supports</b> the characteristics of the criterion statement	The program <b>strongly supports nearly all</b> of the characteristics of the criterion statement	The program <b>convincingly supports all</b> of the characteristics of the criterion statement

Criteria	Wt	Data and Program Comments Supporting the Score (150 words max per criterion)	Program Self Review	Unit Lead Review	% Wt	Program Weighted Score	Unit Lead Weighted Score
1	5	Program Comments:			13.9%	0	0
		Unit Lead Comments:					
2	4	Program Comments:			11.1%	0	0
		Unit Lead Comments:					
3	4	Program Comments:			11.1%	0	0
		Unit Lead Comments:					
4	5	Program Comments:			13.9%	0	0
		Unit Lead Comments:					
5	3	Program Comments:			8.3%	0	0
		Unit Lead Comments:					
6	3	Program Comments:			8.3%	0	0
		Unit Lead Comments:					
7	4	Program Comments:			11.1%	0	0
		Unit Lead Comments:					
8	4	Program Comments:			11.1%	0	0
		Unit Lead Comments:					
9	4	Program Comments:			11.1%	0	0
		Unit Lead Comments:					
					100.0%	0	0

## Focus for the Future Academic Department Report

Academic Department \_\_\_\_\_

College Containing Department \_\_\_\_\_

Department Lead \_\_\_\_\_

### Summary

Overview of the academic department describing programs, facilities, etc. (75 words max)

How the department promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

Metrics for Programs in the Department					
Program1				Program Criteria Score	
Common Metrics	2010 –2011	2011 – 2012	2012 – 2013	Self	Dean
Number of Students					
FTE in Major					
Program2					
Number of Students					
FTE in Major					
Program3					
Number of Students					
FTE in Major					
Program4					
Number of Students					
FTE in Major					

Metrics for the Academic Department	Academic Yr	Academic Yr	Academic Yr
Common Metrics	2010 –2011	2011 – 2012	2012 – 2013
Total Number of Undergraduate Students			
Total Number of Undergraduate Credits			
Total Number of Master’s Students			
Total Number of Certificate Students			
Total Number of Ph.D. Students			
Total Number of Graduate Credits			
Total Credit Hour Production – Department wide			
Number Tenure Track Faculty			
Total Tenure Track Faculty FTE			
Number non-Tenure Track Faculty (including instructors)			
Total non-Tenure Track Faculty FTE (including instructors)			
Student to Tenure Track Faculty Ratio			

Student to Total Faculty Ratio			
Number of TA's			
Total Number of Technical Personnel (scientist, engineers, etc.)			
Total Number Publications			
Expenditures - Salaries			
Expenditures – Instruction			
Expenditures – Research			
Expenditures – Public Service			
Total Department Expenditures			
Instruction Expenditures per Tenure Track Faculty FTE			
Research Expenditures per Tenure Track Faculty FTE			
Public Service Expenditures per Tenure Track Faculty FTE			
<b>Optional Department Metrics</b>			

<Insert Excel File Here: *Program Scoring Rubric* >

## Focus for the Future Program Report

**Program** \_\_\_\_\_  
**Department Containing Program** \_\_\_\_\_  
**Program Lead** \_\_\_\_\_

**Summary**

**Overview of the program describing purpose, stakeholders, etc. (50 words max)**

**Summary of how the program promotes the 9 criteria (200 words max)**

Metrics for the Program			
Common Metrics	2010 –2011	2011 – 2012	2012 – 2013
Number of Students			
FTE in Major			
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric* >

## Focus for the Future Academic College Report

Academic College \_\_\_\_\_

Dean \_\_\_\_\_

### Summary

**Overview of the college describing departments, programs, facilities, etc. (100 words max)**

**How the college promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)**

College of	Academic Yr	Academic Yr	Academic Yr
Metrics	2010 – 2011	2011 – 2012	2012 – 2013
Total Number of Undergraduate Students			
Total Number of Undergraduate Credits			
Total Number of Master’s Students			
Total Number of Certificate Students			
Total Number of Ph.D. Students			
Total Number of Graduate Credits			
Total Credit Hour Production – College wide			
Number Tenure Track Faculty			
Total Tenure Track Faculty FTE			
Number non-Tenure Track Faculty (including instructors)			
Total non-Tenure Track Faculty FTE (including instructors)			
Student to Tenure Track Faculty Ratio			
Student to Total Faculty Ratio			
Number of TA’s			
Total Number of Technical Personnel (scientist, engineers, etc)			
Total Number Publications			
Expenditures - Salaries			
Expenditures – Instruction			
Expenditures – Research			
Expenditures – Public Service			
Total College Expenditures			
Effective F&A Rate, %			
F&A recovered, \$			
Instruction Expenditures per Tenure Track Faculty FTE			
Research Expenditures per Tenure Track Faculty FTE			
Public Service Expenditures per Tenure Track Faculty FTE			
<b>Optional College Metrics</b>			

<Insert Excel File Here: *Program Scoring Rubric* >

## Focus for the Future Program Report

Program \_\_\_\_\_

Unit or Sub-unit Containing Program \_\_\_\_\_

Program Lead \_\_\_\_\_

### Summary

Overview of the program describing purpose, stakeholders, etc. (50 words max)

Summary of how the program promotes the 9 criteria (200 words max)

Metrics for the Program			
Common Metrics	2010 –2011	2011 – 2012	2012 – 2013
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric* >

## Focus for the Future Sub-unit Report

Sub-unit \_\_\_\_\_

Unit Containing Sub-unit \_\_\_\_\_

Sub-unit Lead \_\_\_\_\_

**Summary**

Overview of the sub-unit describing services, facilities, etc. (75 words max)

How the sub-unit promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

Metrics for Programs in the Sub-unit					
Program1				Program Criteria Score	
Common Metrics	2010 –2011	2011 – 2012	2012 – 2013	Self	Unit Lead
Program2					
Program3					
Program4					

Metrics for the Sub-unit	Academic Yr	Academic Yr	Academic Yr
Common Metrics	2010 –2011	2011 – 2012	2012 – 2013
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric* >

## Focus for the Future Unit Report

Unit \_\_\_\_\_

Unit Lead \_\_\_\_\_

**Summary**

**Overview of the unit describing sub-units, programs, facilities, etc. (100 words max)**

**How the unit promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)**

Metrics for the Unit	Academic Yr	Academic Yr	Academic Yr
Common Metrics	2010 – 2011	2011 – 2012	2012 – 2013
Optional Metrics			

<Insert Excel File Here: *Program Scoring Rubric* >

**Focus for the Future**  
**2015 Action Plan**

**Action plan for:** \_\_\_\_\_  
 Mark one:    \_\_\_ Academic Program    \_\_\_ Academic Department    \_\_\_ College

**Enrollment:**  
 Describe the current status of enrollment activities and your plans for increasing enrollment (both recruitment and retention) for your program, department or college in the next year.

Action Item	Due date	Operational lead

**Scholarly and Creative Activity:**  
 Describe the current activity and plans for increasing scholarly and creative activity associated with your program, department or college in the next year.

Action Item	Due date	Operational lead

## Focus for the Future

### 2015 Action Plan for Non-Academic and Academic Support Units

Action plan for: \_\_\_\_\_

#### Enrollment:

Describe the current status of enrollment activities for your unit and your plans that will aid the institution in increasing enrollment (both recruitment and retention) in the next year.

--

Action Item	Due date	Operational lead

#### [2<sup>nd</sup> Area of Focus]:

Based on findings from the 2014 Focus for the Future cycle, select an area of focus for 2015. Describe current activity and plans for improvement or enhancement in 2015

--

Action Item	Due date	Operational lead

**Focus for the Future Summary Report March 2015  
For Academic Support and Non-Academic Units**

**Program/Unit:** \_\_\_\_\_ **Lead:** \_\_\_\_\_  
**Department/Division:** \_\_\_\_\_ **Administrator:** \_\_\_\_\_

**Summary**

**Overview of the program/unit describing purpose, stakeholders, etc. (50 words max)**

[Insert narrative from the previous report and update as appropriate]

**Summary of how the program promotes the 9 criteria (200 words max)**

[Insert narrative from the previous report and update as appropriate]

**Metrics:**

[Insert metrics/assessment data from the previous report and add a column for the new year of data]

**Observations and comments regarding changes or trends in the data:**

[Response]

## Focus for the Future Academic Department Report March 2015

Academic Department \_\_\_\_\_

College Containing Department \_\_\_\_\_

Department Lead \_\_\_\_\_

### Summary

Overview of the academic department describing current programs, facilities, etc. (75 words max)

How the department promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

Metrics for Programs in the Department				
Program1				
Common Metrics	2010 –2011	2011 – 2012	2012 – 2013	2013-2014
Number of Students				
FTE in Major				
Graduation Rate				
Program2				
Number of Students				
FTE in Major				
Graduation Rate				
Program3				
Number of Students				
FTE in Major				
Graduation Rate				
Program4				
Number of Students				
FTE in Major				
Graduation Rate				

Metrics for the Academic Department	Academic Yr	Academic Yr	Academic Yr	Academic Yr
Common Metrics	2010 –2011	2011 – 2012	2012 – 2013	2013 - 2014
Total Number of Undergraduate Students				
Total Number of Undergraduate Credits				
Total Number of Master’s Students				
Total Number of Certificate Students				
Total Number of Ph.D. Students				
Total Number of Graduate Credits				
Total Credit Hour Production – Department				

wide				
Number Tenure Track Faculty				
Total Tenure Track Faculty FTE				
Number non-Tenure Track Faculty (including instructors)				
Total non-Tenure Track Faculty FTE (including instructors)				
Student to Tenure Track Faculty Ratio				
Student to Total Faculty Ratio				
Number of TA's				
Total Number of Technical Personnel (scientist, engineers, etc.)				
Total Number Publications				
Expenditures - Salaries				
Expenditures – Instruction				
Expenditures – Research				
Expenditures – Public Service				
Total Department Expenditures				
Instruction Expenditures per Tenure Track Faculty FTE				
Research Expenditures per Tenure Track Faculty FTE				
Public Service Expenditures per Tenure Track Faculty FTE				
<b>Optional Department Metrics</b>				

**Observations and comments regarding changes or trends in the data:**

## Focus for the Future Academic College Report March 2015

Academic College \_\_\_\_\_

Dean \_\_\_\_\_

**Summary**

Overview of the college describing current departments, programs, facilities, etc. (100 words max)

How the college promotes the mission, role, and vision of the UI and the 9 criteria (300 words max)

College of	Academic Yr	Academic Yr	Academic Yr	Academic Yr
Metrics	2010 – 2011	2011 – 2012	2012 – 2013	2013 - 2014
Total Number of Undergraduate Students				
Total Number of Undergraduate Credits				
Undergraduate Graduation Rate				
Total Number of Master’s Students				
Total Number of Certificate Students				
Total Number of Ph.D. Students				
Total Number of Graduate Credits				
Graduate level Graduation Rate				
Total Credit Hour Production – College wide				
Number Tenure Track Faculty				
Total Tenure Track Faculty FTE				
Number non-Tenure Track Faculty (including instructors)				
Total non-Tenure Track Faculty FTE (including instructors)				
Student to Tenure Track Faculty Ratio				
Student to Total Faculty Ratio				
Number of TA’s				
Total Number of Technical Personnel (scientist, engineers, etc)				
Total Number Publications				
Expenditures - Salaries				
Expenditures – Instruction				
Expenditures – Research				
Expenditures – Public Service				
Total College Expenditures				
Effective F&A Rate, %				
F&A recovered, \$				
Instruction Expenditures per Tenure Track				

Faculty FTE				
Research Expenditures per Tenure Track Faculty FTE				
Public Service Expenditures per Tenure Track Faculty FTE				
<b>Optional College Metrics</b>				

**Observations and comments regarding changes or trends in the data:**

**Focus for the Future Report March 2015  
For Academic Support and Non-Academic Units**

**Program/Unit:** \_\_\_\_\_ **Lead:** \_\_\_\_\_  
**Department/Division:** \_\_\_\_\_ **Administrator:** \_\_\_\_\_

**Summary**

**Overview of the program/unit describing purpose, stakeholders, etc. (75 words max)**

*(insert narrative from previous report and update as appropriate)*

**Summary of how the unit promotes the mission, role, and vision of the UI (200 words max)**

*(Insert narrative from the previous report and update as appropriate)*

**Metrics:**

*(Insert metrics/assessment data from the previous report and add a column for the new data)*

**Observations and comments regarding changes or trends in the data:**

*(Response)*