

# Plant, Soil, and Entomological Sciences Department

## Strategic Plan

**1998**

*up-dated DRAFT August 1999*

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### Table of Contents

<b>Vision and Values</b>	1
<b>Goals</b>	
<i><b>Role and Mission Goals</b></i>	
1. Undergraduate and Graduate Student Education	2
2. Research	10
3. Extension and Outreach	12
<i><b>Infrastructure Goals</b></i>	
1. Personnel	15
2. Facilities	18
3. University Relations	20

## Vision and Values

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The Department of Plant, Soil, and Entomological Sciences (PSES) in the College of Agriculture at the University of Idaho is a department composed of 4 major disciplines; Plant Sciences (including plant breeding, agronomic and horticultural crop production, and weed sciences), Plant Pathology, Entomology, and Soil Science. Faculty are located at Moscow, Parma, Twin Falls, Kimberly, Aberdeen, Sandpoint, and Idaho Falls. We are part of a public learning institution integrating living, learning, scholarship, creative accomplishment, and service.

### ***Vision***

PSES will be a department that integrates education, research, extension and public service into programs at a discipline and interdisciplinary level.

PSES will provide a high quality undergraduate education in the plant, soil, and entomological sciences at the discipline and interdisciplinary level and contribute to the core curriculum at the University of Idaho.

PSES will be globally competitive in graduate, education, and research programs, including those that respond to economic and environmental challenges.

PSES will deliver creative extension, outreach, and distance educational programs that provide knowledge to meet the lifelong educational needs of our citizens.

### ***Values***

The Department of Plant, Soil, and Entomological Sciences values:

High standards, a ***tradition of excellence***, and commitment to learning, research, and access for the people of Idaho

***Citizenship***, expressed as public involvement, individual responsibility, personal integrity, and commitment to service

***Leadership*** that respects tradition, establishes vision, mobilizes action, facilitates collaboration, and solves problems

***Creativity*** and discovery in humanistic endeavor, and scientific activity

Our ***student-centered*** environment, which fosters an informal, friendly, and lasting community

Our ***people-oriented*** faculty, students, and staff, who are accessible, helpful, and friendly, bringing respect for others and an appreciation of ***diversity*** to our academic enterprise

## Goals

### *Role and Mission Goals*

## 1. Undergraduate and Graduate Student Education

**Goal** *Enhance the University of Idaho's undergraduate experience, and make the university a residential campus of choice<sup>1</sup> in Idaho and the West*

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<b>Objective 1</b>	<b>Contribute to the core curriculum<sup>2</sup> which broadens knowledge and fosters lifelong learning</b>
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### **PSES**

### **Action**

### **Strategies**

***Initiated in 1999***

Reward contributions to the core curriculum in the promotion and tenure process, and through release time, financial remuneration, or workload adjustments
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<b><i>Included contributions to core curriculum in promotion and tenure guidelines for the PSES Department- Ding Johnson Lead</i></b>
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*2000*

Contribute to University core curriculum through both discipline and interdisciplinary courses
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<b><i>Develop a core course in world food crops for the core curriculum in the science component to supplement the two existing core courses. - Bob Dwelle Lead</i></b>
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<b><i>Develop a core course in Insects, Humans, and the Environment for the core curriculum in the science component. – Ding Johnson Lead</i></b>
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*2001*

Increase the use effective (e.g., collaborative, inquiry-based) approaches to teaching and learning, with a focus on critical reading, writing, reasoning, problem solving, and other selected competencies, such as information literacy, diversity, and international understanding

Integrate critical thinking into existing PSES curriculum

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<sup>1</sup> A *residential campus of choice* is a community of learning that provides a diverse range of undergraduate students with a sense of place and a supportive environment within which they will expand their intellectual and social horizons. On a residential campus, learning and personal development take place both in and beyond the classroom, among students and teachers in community with one another.

<sup>2</sup> *Core curriculum.* A university education is preparation for both living and making a living. To this end, students working toward a baccalaureate degree must complete approximately one-fourth of their study in areas such as communication; natural and applied science; mathematical, statistical, and computer science; humanities; and social sciences, to broaden critical thinking skills and commitment to citizenship.

- KPIs<sup>3</sup>**
  - Number of core courses developed by and involving PSES teaching faculty
  - Student satisfaction with PSES core courses
  - Summary of employer satisfaction surveys of recent PSES graduates (SBOE)<sup>4</sup>
  - Assessment of student competencies in critical reading, reasoning, problem solving, science, information literacy, and related areas

<b>Objective 2</b>	<b>Continuously improve the quality of undergraduate programs</b>
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**PSES  
Action  
Strategies**

***Initiated in 1999***

Reward curriculum work and advising in the promotion and tenure process, and through release time, financial remuneration, or workload adjustments

***Included contributions to curriculum and advising in promotion and tenure guidelines for the PSES Department- Ding Johnson Lead***

Develop interdisciplinary curricula in appropriate areas of study

***A curricula on Plant Protection (Maury Wiese – Lead) was developed***

Partner with the University to support a strong honors program to challenge qualified students

***A undergraduate honors course in biotechnology was developed. Wes Chun – Lead***

***2000***

Identify participatory faculty members and establish undergraduate research educational programs with hands on experience in laboratory and field research programs

***Establishment of PSES protocols for the development of undergraduate research program in Biotechnology and Host Plant Resistance (Phil Berger and Sanford Eigenbrode Co-lead)***

Ensure and reward high-quality teaching and advising in all residential and distance undergraduate programs

***Define measurement criteria for high quality in teaching and advising and evaluate teaching faculty using PSES defined measures for salary adjustment and other rewards Mike Weiss – Lead***

<sup>3</sup> *Key performance indicators (KPIs)* are specific measures monitored to determine productivity, effectiveness, and efficiency. The preliminary KPIs here will be evaluated and refined as the plan is implemented.

<sup>4</sup> The Idaho State Board of Education, or *SBOE*, serves as the UI Board of Regents. KPIs with the SBOE designation were adopted by the SBOE in 1998 and are used to measure the performance of all universities in Idaho's statewide system.

Evaluate the Department curricula for relevancy

***PSES curriculum committee will review all options and undergraduate major offerings in the department and make suggestions for change  
Bob Zemetra – Lead***

Identify learning outcomes and apply assessment findings to strengthen academic programs

***Establish an Educational Assessment Committee in PSES that addresses both classroom teaching, outreach, and extension  
Marc Klowden – Lead***

**2001**

Identify learning outcomes and apply assessment findings to strengthen academic programs

***Conduct a CSREES (Cooperative States Research, Extension, Educational Service) review  
Mike Weiss – Lead***

***Establish a formative peer review process for all courses  
Ding Johnson – Lead***

**KPIs**

Number of PSES courses and programs incorporating interdisciplinary approaches

External reviews of teaching program

Number of PSES program improvements resulting from the use of assessment data

Number of major external teaching awards and scholarships

Summary of PSES teaching evaluations

Changes in PSES curricula and courses offered in response to student needs

**Objective 3      Optimize the quality, size, and diversity of the undergraduate student enrollment**

**PSES  
Action  
Strategies**

***Initiated in 1999***

Continue to provide access for Idaho's students to UI

***Formed a student recruitment committee to increase the number of students in both campus and distance-based PSES programs  
Mike Weiss –Lead***

Partner with the University to develop a diverse<sup>5</sup> community of women and

<sup>5</sup> Diversity in higher education refers to the presence, inclusion, and appreciation within the university community of multiple ethnic and racial groups, and of those traditionally underrepresented in access to higher education, such as women, Americans with disabilities, and nontraditional students coming or returning to higher education. The desirability of diversity extends to the presence, inclusion, and appreciation of international students as well.

men representing different races, religions, geographic and national origins, socioeconomic backgrounds, and general character, through planned recruitment from special populations

Partner with the University to provide an open invitation to students with disabilities

2000

Continue to provide access for Idaho's students to UI

**Partner with the University to develop a comprehensive promotion/marketing approach to undergraduate recruiting Mike Weiss – Lead**

**Integrate alumni into recruitment activities Mike Weiss – Lead**

**Integrate Cooperative Extension faculty into student recruitment activities Phil Nolte – Lead**

Partner with the University to encourage female student enrollment in programs where they are underrepresented

**Establish PSES Undergraduate Ambassadors for the purpose of recruitment Mike Weiss – Lead**

**KPIs**

Head count of PSES students by demographic characteristics

Number of National Merit Scholars and average ACT/SAT score of PSES applicants and enrollees and of the top 25% of all new freshmen

Percentage of PSES programs meeting enrollment targets

Total number and dollar value of scholarships awarded annually in PSES as a ratio to College of Agriculture total

Head count of first-year student applications, admissions, and enrollments (SBOE)

Number of students transferring from Idaho and other educational institutions by institution (SBOE)

Number of credit hours taken by first year academic students (resident and nonresident) within one year of high school graduation and returning adults in remedial and/or developmental coursework (mathematics and English) and enrollment in and completion of next college level courses (SBOE)

**Objective 4**      **Strengthen retention efforts to assist students with the transition to college life, career decision making, progress to degree completion, and employment**

**PSES  
Action  
Strategies**

**Initiated in 1999**

Partner with the University to establish programs within each college to advise new and transfer students and to assist faculty advisers at all UI locations statewide

Evaluate and reward advising in the promotion and tenure process, and through release time, financial remuneration, or workload adjustments

**Included contributions to core curriculum in Promotion and Tenure guidelines for the PSES Department- Ding Johnson Lead**

**2000**

Involve retired faculty advising and retention programs

**Establish an student mentoring program using emeritus faculty Mike Weiss - Lead**

**2001**

Require on- and off-campus orientation and more frequent, first-semester advising for all students

Require advising for students who become probationary or fail to meet department requirements for admission to upper division coursework in their majors

**KPIs**

Student satisfaction with advising in PSES

Degrees and certificates awarded in PSES (SBOE)

Graduation rates in 100%, 125%, and 150% of catalog program length, as defined through credit hours, of first-time, full-time, first-year students and total credits earned by bachelor's degree-seeking graduates (SBOE)

Retention of new first-time, full-time degree-seeking students to the second year (SBOE)

**Objective 5 Integrate the undergraduate educational experience with the residential experience**

**PSES**

**Action**

**Strategies**

**Initiated in 1999**

Partner with the University to create more career development activities, including service learning and internship opportunities

Partner with the University to increase on-campus employment opportunities for students

**Designated a Coordinator for student internships and other employment opportunities Maxine Cole – Lead**

**KPIs**

Student satisfaction with PSES services (i.e., advising, employment)

Number of internships, cooperative education, and on-campus employment opportunities provided annually by PSES

**Objective 6 Broaden opportunities for multicultural<sup>6</sup> populations in the undergraduate experience**

**PSES**

<sup>6</sup> *Multicultural* refers to historically underrepresented groups, particularly Native American, African American, Asian American, and Hispanic populations.

**Action Strategies**

**2000**

Partner with the University to recruit multicultural students and support their success

Partner with the University to integrate multicultural perspectives into the core and general curricula

Partner with the University to support involvement with professional organizations and communities that serve multicultural populations

**KPIs**

Numbers of and retention rates for multicultural students in PSES programs

Number of PSES courses offered and taken that include multicultural dimensions

**Objective 7**

**Broaden exposure to the international community in the undergraduate experience**

**PSES Action Strategies**

**Initiated in 1999**

Partner with the University to encourage PSES faculty to gain international experience that can be integrated into the undergraduate curriculum

**Support international sabbaticals for faculty to incorporate knowledge into teaching programs Mike Weiss - Lead**

**2000**

Partner with the University to integrate the study of issues pertaining to international populations into the core and general curricula

**2001**

Partner with the University to integrate international students and U.S. students with international experience into the teaching and learning activities of the curriculum

**KPIs**

Numbers of and retention rates for international graduate and undergraduate students in PSES

Number of international exchange programs, and number of students from PSES

Number of PSES courses offered and taken that include international dimensions

Number of PSES faculty and staff involved in international programs

**Objective 8**      **Implement technologies which support, maintain, and improve the living and learning environment of the university**

**PSES  
Action  
Strategies**

***Initiated in 1999***

Reward PSES faculty for their investments in technology-based instruction

Recognize in promotion and tenure guidelines that the development of multimedia courses is a form of scholarship

***Include contributions to the use of technology in teaching in promotion and tenure guidelines for the PSES Department- Ding Johnson Lead***

Partner with the University to maintain up-to-date laboratory equipment

Partner with the University to improve access through technology to campus programs and services

***Utilize the Teaching Resources Committee to determine technology needs in PSES teaching programs Marc Klowden – Lead***

***2000***

Partner with the University to train and support PSES faculty in more effective use of instructional technologies

Provide training opportunities for PSES faculty with new teaching technologies

***Identify opportunities for appropriate uses of technology in departmental curricula Marc Klowden – Lead***

**KPIs**  
courses in PSES

Number of student credit hours generated using technology enhanced

Number of PSES classrooms equipped for teaching technology-enhanced courses

Student satisfaction with technology-based instruction in PSES courses

**Goal**

***Be a regionally competitive center for high-quality graduate programs***

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**Objective 1**      **Ensure that the graduate program is academically strong, and enhance prominence in selected areas**

**PSES  
Action  
Strategies**

***Initiated in 1999***

Establish academic standards for PSES graduate programs

Demand intellectual rigor and prepare students for the rapidly changing workplace

***Reviewed academic standards for PSES graduate programs Matt Morra – Lead***

Ensure high-quality teaching in all graduate programs

***Established a formative peer review process for all instructors in all courses Ding Johnson - Lead***

Partner with the University to build strong collaborative programs with Washington State University and other research institutions

***Developed a program for plant cropping systems with WSU Mike Weiss - Lead***

Provide teaching experience for graduate students

***Provided opportunities for all interested graduate students to act as teaching assistants in PSES undergraduate laboratories***

Reward curriculum work in the promotion and tenure process, and through release time, financial remuneration, or workload adjustments

***Included contributions to curriculum in promotion and tenure guidelines for the PSES Department- Ding Johnson Lead***

Reward positive graduate student mentoring, advising and recruitment in the promotion and tenure process

***Included contributions to graduate student mentoring, advising, and recruitment in Promotion and Tenure guidelines for the PSES Department- Ding Johnson Lead***

***Partnered with the University to initiate a development effort to recruit funds to enhance the research and graduate student programs Mike Weiss - Lead***

## **2000**

Ensure high-quality teaching in all graduate programs

***Partner with the University to build strong reciprocal relationships with business, industry, professional organizations, government agencies, and communities Mike Weiss – Lead***

***Identify learning outcomes and apply assessment findings to strengthen graduate academic programs Matt Morra - Lead***

Reward positive graduate student mentoring, advising and recruitment in the promotion and tenure process

***Partner with the University to initiate a development effort to recruit funds to enhance the research and graduate student programs Mike Weiss - Lead***

## **2001**

***Conduct a CSREES (Cooperative States Research, Extension, Educational Service) review in partnership with a Graduate School review Mike Weiss – Lead***

### **KPIs**

Number of peer-reviewed publications, awards in regional, national and international competitions, prizes, fellowships in international and national societies, and memberships in national academies

Number of graduate students supervised per PSES faculty member and number of graduate student advisory committees served on by PSES faculty

Number of graduate degrees awarded in PSES

Number of students participating in research projects in PSES

Summary of student teaching evaluations

Number of external reviews of programs conducted

Placement data and summary of employer satisfaction surveys for recent graduates (SBOE)

<b>Objective 2</b>	<b>Optimize the quality, size, and diversity of the graduate student enrollment</b>
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**PSES  
Action  
Strategies**

**Initiated in 1999**

<p>Partner with the University to fund recruitment efforts for highly qualified domestic and international graduate students, with special attention to American multicultural students</p> <p><b>Continue \$3,000 Departmental Scholarship program for recruitment and retention and establish a faculty advisory committee to identify students</b> <b>Mike Weiss - Lead</b></p> <p>Partner with the University to offer internships and other practical experience via business partners and other collaborators</p> <p>Partner with the University to ensure a diverse community of women and men representing different races, religions, geographic and national origins, socioeconomic backgrounds, and general character through planned recruitment from special populations</p> <p>Partner with the University to provide an open invitation to students with disabilities Increase funding for scholarships, fellowships, and assistantships in PSES</p> <p>Increase funding for scholarships, fellowships, and assistantships in PSES</p>
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**2000**

<p>Partner with the University to recruit international students to a variety of disciplines and support their success</p> <p><b>Establish an international graduate student recruitment program with WSU for Plant and Entomological Sciences Nilsa Bosque-Perez – Lead</b></p>
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**KPIs**

Head count of total students by gender

Average test scores on standardized tests (e.g., GRE) of entering students

Percentage of PSES graduate programs meeting enrollment targets

Total number of graduate fellowships and assistantships available in PSES

## 2. Research

**Goal**            ***Be a globally competitive center for high quality research programs***

<b>Objective 1</b>	<b>Increase the university's contribution to disciplinary knowledge, consistent with that of a competitive Carnegie Research University I<sup>7</sup>, and to the application of knowledge, consistent with our land-grant<sup>8</sup> university mission</b>
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**PSES  
Action  
Strategies**

**Initiated in 1999**

Partner with the University to aggressively pursue federal, state, industry, private, and foundation funding

Partner with the University to continually upgrade research infrastructure by improving library, computing, and laboratory facilities, acquiring modern equipment, and providing greater technical support

Partner with the University to support new faculty with start-up funds and seed grants in partnership with the University

**Research positions are provided with a minimum of \$50,000 in start-up funds from the department Mike Weiss – Lead**

Partner with the University to support professional development

**KPIs**

Number of patents and plant variety licenses awarded

Number of peer-reviewed publications, awards in regional, national and international competitions, prizes, fellows in professional societies, and memberships in national academies

Annual dollar amount expended on and obligated for externally funded research and other external grants and contracts (SBOE)

<b>Objective 2</b>	<b>Expand research partnerships with business and industry, communities, and private and public institutions</b>
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**PSES  
Action  
Strategies**

**Initiated in 1999**

Partner with the University to expand partnerships with federal and state agencies, businesses, industries, and professional organizations

**Established an initiative for a Center of Focus for Potato Research,**

<sup>7</sup> The *Carnegie Foundation for the Advancement of Teaching* classifies 125 U.S. universities as research universities. Depending on minimum annual federal support, they are ranked as either Research II (\$15.5 million minimum) or Research I (\$40 million minimum). UI is a Research II university, annually awarding 60-70 Ph.D.s and receiving approximately \$20 million in federal support.

<sup>8</sup> *Land-grant* colleges or universities have been designated by their state legislatures to qualify for the benefits of the Morrill Acts of 1862 and 1890. The mission of these institutions, as set forth in the first Morrill Act, was to provide a broad segment of the population with the opportunity to receive a liberal, practical education. The land-grant mandate was expanded by the Hatch Act of 1887 to include responsibility for agricultural experiment station programs, and by the Smith-Lever Act of 1914 to offer educational programs beyond campuses through cooperative extension efforts with state and local communities.

**Education, and Extension Mike Weiss Jeff Stark Gale Kleinkopf – Co-lead**

**Partnered with WSU and ARS to develop funding proposal to develop conservation farming technologies and systems that reduce soil erosion and sustain or enhance soil productivity and quality, farm profitability, and environmental quality Roger Vegseth Mike Weiss –Co-Lead**

Increase the involvement of statewide centers in research

**Facilitated increase in interactions between Moscow based PSES faculty and those based at Research and Extension Centers Mike Weiss - Lead**

Partner with the University to collaborate with external partners in science, outreach, and education

**Partnered with the University to build strong collaborative research programs with Washington State University and other research institutions with plant, soil and entomological sciences Mike Weiss - Lead**

## **2000**

Partner with the University to expand partnerships with federal and state agencies, businesses, industries, and professional organizations

**Partner with other departments and colleges to establish the Idaho Center for Agricultural Resources and Environment (ICARE) Mike Weiss and Bob Mahler – Co-lead**

Partner with the University to strengthen support for and the effectiveness of technology transfer

**Improve process of identification of extension/outreach issues by county educators Mike Weiss and Charlotte Eberlein - Co-lead**

## **KPIs**

Number of PSES students and faculty participating in professional activities and internships with external partners

Number of UI patents and plant varieties licensed

### 3. Extension and Outreach

**Goal** *Expand the capacity and delivery of extension and outreach<sup>9</sup> programs and services in keeping with the University of Idaho's land-grant mission*

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<b>Objective 1</b>	<b>Provide the infrastructure needed to plan, coordinate, and implement university-wide extension and outreach programs and services</b>
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**PSES  
Action  
Strategies** **2000**

<i>Evaluate needs and capacity for extension and outreach programs and services in mission-related areas Bob Mahler, Craig Baird, and Michael Colt Co-lead</i>
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**KPIs** Number of systematic evaluations of extension/outreach programs and services completed annually

<b>Objective 2</b>	<b>Deliver high-quality undergraduate, graduate, and continuing professional education curricula, courses, and other educational programs to distant learners</b>
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**PSES  
Action  
Strategies** **Initiated in 1999**

<p>Develop and implement an innovative distance learning curriculum in selected programmatic areas</p> <p><b>Developed and will offer Plant Science BS degree at Idaho Falls Jeff Stark - Lead</b></p> <p>Partner with the University to expand the delivery of in-service and professional education, community-based student internships, and support services</p> <p>Partner with the University to expand participation in the Western Governors University<sup>10</sup></p> <p><b>Submit Potato Science course to the Western Governors University Bob Dwelle - Lead</b></p>
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<sup>9</sup> *Outreach* is the transfer and exchange of knowledge and experience between the university and society. Outreach permeates all parts of the university's mission of teaching, research, and extension/public service. It provides knowledge and leadership to enhance the growth and development of individuals, communities, businesses, and the greater society, and in turn provides society a means to communicate its needs to the university.

<sup>10</sup> The *Western Governors University (WGU)* was formed in 1996 by the governors of the western U.S. to share higher education distance learning resources and deliver courses to a dispersed population of students who might not otherwise have access to higher education, and to those needing workplace training.

Partner with the University to cooperate with other universities through University Place<sup>11</sup> programs to deliver high-quality academic offerings and strengthen Resident Instruction Center programs at key locations throughout the state

Partner with the University to develop curricula for high-demand careers to be delivered in various regions of the state

**Added a BS degree in horticulture to PSES curriculum with partnerships with Ricks College and Boise State University Bob Tripepi - Lead**

Partner with the University to provide advising and academic support services to all students in distance learning programs

**Provide teaching dollars to distant sites where degrees are offered to provide incentive for student advising by PSES faculty at those sites Mike Weiss - Lead**

**KPIs**  
statewide

Number of declared majors in distance programs and at all UI sites

Number of degrees awarded in distance programs and at all UI sites statewide

Number of faculty and staff developing and conducting professional and occupational programs

Number of and enrollment in extension non-credit programs (i.e., workshops, short courses) and other life-long learning programs

Number of collaborative programs with other universities

Undergraduate and graduate credits earned at locations other than Moscow, by delivery method (traditional, telecommunications, and correspondence) (SBOE)

One-page summary of outreach and public service programs and executive assessment of outcomes (include the number of K-12 partnerships and average number of teachers/students per partnership) (SBOE)

Number of extension publications produced using web-based technology

**Objective 3**      **Develop incentives and funding models for colleges and units in support of outreach**

**PSES**  
**Action**  
**Strategies**

**Initiated in 1999**

Reward outreach curriculum work in the promotion and tenure process, and through release time, financial remuneration, or workload adjustments

<sup>11</sup> *University Place* programs provide common infrastructure and support in specific geographic regions for distant institutions to deliver educational services.

***KPIs***

Number of PSES faculty participating in outreach programs

<b>Objective 4</b>	<b>Link the university's education and research programs to Idaho's economic and social needs and the well-being of its citizens</b>
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**PSES  
Action  
Strategies**

***Initiated in 1999***

Partner with the University to collaborate with communities, business and industry, agricultural interests, natural resource groups, and educational institutions (including K-12) in Idaho and the region to develop, deliver, and seek joint funding for distance education programs and services
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**KPIs**

- Number of people involved in PSES extension programming
- Number of contracts with companies
- Value added to economy per dollar expended on outreach
- Number of university-sponsored conferences and events throughout the state or region serviced by C & E
- One-page summary of outreach and public service programs and executive assessment of outcomes (SBOE)

*Infrastructure Goals—to support UI's teaching, research, and outreach goals*

## 1. Personnel

**Goal** *Attract, retain, reward, and develop a high-quality faculty and staff*

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<b>Objective 1</b>	<b>Provide competitive salaries</b>
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**PSES  
Action  
Strategies**

***Initiated in 1999***

<p><b><i>Partner with the University to fully implement a salary model<sup>12</sup> incorporating across-the-board, promotion/advancement, merit, and equity increases Mike Weiss - Lead</i></b></p> <p><b><i>Partner with the University to correct any structural inequities in salary of PSES faculty and staff Mike Weiss - Lead</i></b></p>
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**KPIs**

Percentage of employees whose salaries are at or above the predicted salary level

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<sup>12</sup> The *salary model* describes faculty and staff compensation policies and practices at UI. The goals set by university administration are as follows: Develop an institutional salary model for all employees; recognize market value and performance; encourage professional growth; and provide balance among all employee groups.

Comparative salary data

<b>Objective 2</b>	<b>Increase incentives and opportunities for professional development and training</b>
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**PSES  
Action  
Strategies**                    **2000**

<b><i>Partner with the University to train all employees in the effective use of technology Mike Weiss - Lead</i></b>
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**KPI**                    Number of new and current faculty, staff, and graduate assistants who participate in employee training/education programs

<b>Objective 3</b>	<b>Create equitable systems by which faculty and staff can advance their careers within the university</b>
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**PSES  
Action  
Strategies**                    **Initiated in 1999**

Continue discussions of the tenure and promotion system at the Department level to achieve a fair faculty advancement policy
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<b><i>Established an ad hoc faculty committee to develop PSES promotion and tenure guidelines Ding Johnson - Lead</i></b>
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<b><i>Review annually the status of temporary employees to ensure compliance with relevant policies Mike Weiss - Lead</i></b>
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**KPIs**                    Number of faculty who rate the tenure and promotion system fair and equitable on regular surveys of employees

Number of employees who feel satisfied with their influence in university governance and their opportunities for advancement (promotion career paths) on regular surveys of employees

<b>Objective 4</b>	<b>Assist and support faculty, staff, administrators, and supervisors in carrying out their responsibilities</b>
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**PSES  
Action  
Strategies**                    **Initiated in 1999**

<b><i>Improved position descriptions, performance evaluations, workload expectations, and the compensation system PSES Administration - Lead</i></b>
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<b><i>Evaluated all faculty, staff, and administrators annually PSES Administration - Lead</i></b>
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<b><i>Partnered with the University to continue development of family-friendly work policies PSES Administration - Lead</i></b>
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**Partnered with the University to establish the importance of friendly, helpful interactions with students, parents, and others as a priority PSES Administration - Lead**

**Partnered with the University to provide similar professional development opportunities at all university locations statewide PSES Administration - Lead**

**Partnered with the University to dedicate resources to adapt the workplace to the needs of employees with disabilities PSES Administration - Lead**

**KPIs** Percentage of employees satisfied with the support they receive in carrying out their responsibilities, as measured on regular employee surveys

**Objective 5 Improve recruitment and retention of a diverse university community**

**PSES**

**Action**

**Strategies**

**Initiated in 1999**

**Partnered with the University to develop and communicate a university-wide understanding of and policy on diversity PSES Administration - Lead**

**Partnered with the University to increase opportunities for women and minority tenured faculty to qualify for administrative positions PSES Administration - Lead**

**Partnered with the University to make a determined effort to recruit and retain more women and minorities PSES Administration - Lead**

**KPIs** Number of persons hired and retained in all positions, and as a percentage within classifications, consistent with the objectives of the policy on diversity  
Number of actions taken that fulfill the objectives of the policy on diversity

**Objective 6 Empower faculty and staff in decision making through consultation and communication**

**PSES**

**Action**

**Strategies**

**Initiated in 1999**

Empower employees through development of strong staff and faculty leadership

Keep employees informed about the mission of the department

**Quarterly faculty meetings, bi-monthly support staff meeting with on and offcampus support staff Mike Weiss - Lead**

Improve the quality and availability of information

**Maintain the web-page for the Department Joan Klingler - Lead**

Facilitate informal interactions among faculty, staff, and students

**KPI** Percentage of employees who are satisfied with communication from the university about goals, mission, policy changes, and current initiatives



<b>Objective 7</b>	<b>Implement practices and policies to recruit nationally competitive employees</b>
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**PSES  
Action  
Strategies**

**Initiated in 1999**

Partner with the University to improve employment offers, including compensation, start-up funds, benefits, family considerations, and relocation expenses

**Provide a maximum of \$5,000.00 for relocation expenses of new faculty and staff Mike Weiss - Lead**

Market the quality of life in Idaho communities as a benefit of working for the university

**KPI**

Number of applicants turning down offers or withdrawing from searches because of compensation packages offered or other documented reasons

Percentage of faculty/staff who leave the university for reasons other than retirement

Summary of reasons faculty/staff leave the university based on exit interviews

## **2. Facilities**

**Goal** *Plan, develop, manage, and maintain buildings, grounds, and physical infrastructure of the university*

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<b>Objective 1</b>	<b>Develop all UI locations in support of UI's strategic plan and the Long Range Campus Development Plan (LRCDP)<sup>13</sup></b>
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**PSES  
Action  
Strategies**

**Initiated in 1999**

**Partnered with the University to provide safe, accessible, well-maintained, and attractive facilities PSES Administration - Lead**

**Partnered with the University to provide for funding to support infrastructure plan elements PSES Administration - Lead**

**2000**

**Partner with the College and University to complete 6<sup>th</sup> greenhouse classroom Mike Weiss - Lead**

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<sup>13</sup> The LRCDP is a policy framework developed by UI for land use and transportation decisions to guide the growth and change of the physical campus to accommodate emerging and future university programs.

**KPIs** Perception of and satisfaction with UI attributes by freshmen, graduates, faculty, staff, and the public  
 Number and capacity of PSES technology-enabled classrooms  
 Funding allocated to infrastructure improvements each year

**Objective 2 Increase the university's property assets and optimize land use**

**PSES Action Strategies** *Initiated in 1999*

**Establish an ad hoc planning committee for the development of both Parker and Kambitch farms Stephen Guy - Lead**

**KPIs** Acreage and value by categories of land use  
 Acreage acquired each year in support of the strategic plan

**Objective 3 Ensure strategic development of all UI facilities statewide to meet expanding program and service needs**

**PSES Action Strategies** *Initiated in 1999*

**Partner with the University to establish relationships with business, industry, and other educational entities for joint use of all facilities PSES Administration – Lead**

**2000**

**Partner with the University to increase the number of technology-enabled classrooms at all locations statewide PSES Administration - Lead**

**Partner with the University to provide academic computing support for faculty at all locations statewide PSES Administration - Lead**

**KPIs** Satisfaction of PSES clientele served from statewide locations  
 Utilization of PSES programs, services, and facilities at statewide locations

**Objective 4 Maximize utilization of existing university space for instructional, research, and support needs**

**PSES Action Strategies** *Initiated in 1999*

**Optimize the use of classroom and instructional laboratory space assigned to PSES**

***Developed a space plan for PSES classrooms, laboratory, and farms  
Mike Weiss - Lead (classrooms and laboratories) Stephen Guy – Lead (farms)***

**KPIs** Facility utilization relative to adopted standards  
 Surveyed satisfaction level regarding adequacy of spaces

#### **4. University Relations**

**Goal** *Strengthen understanding of the university such that public opinion and support increase in a manner consistent with the strategic plan*

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**Objective 1** **Gain support for university programs, services, and strategic initiatives through strengthening public opinion about the university**

**PSES  
Action  
Strategies**

***Initiated in 1999***

***Partnered with the University to develop, implement, and monitor a public relations and communications plan that supports UI in general, the College of Agriculture and the department PSES Mike Weiss - Lead***

**KPIs** Based on external market survey(s):  
 —Perception of the PSES image  
 —Awareness of UI as a statewide university through PSES programs  
 —Percentage of opinion leaders and taxpayers who recognize the benefit of PSES research to the Idaho economy  
 —Percentage of general public that would recommend UI to college-bound youth, post-baccalaureate adults, and professional colleagues

**Objective 2** **Maximize financial support from state and federal governments as well as agencies and commissions in order to strengthen UI programs and services**

**PSES  
Action  
Strategies**

***Initiated in 1999***

***Partnered with the University to communicate economic benefits UI provides to the state and region Mike Weiss - Lead***

***Partnered with the University to develop a comprehensive, coordinated legislative strategy for both state and federal lawmakers PSES Administration - Lead***

***Partnered with the University to increase the number of visits to UI facilities by federal, state, and local officials Mike Weiss - Lead***

***Partnered with the University to assist federal, state, and local officials through the involvement of UI faculty, staff, and physical resources Mike***

**KPIs**

Total federal and state dollars obligated and expended for use by UI

**Objective 3**      **Increase the number and amount of private financial contributions to the university in order to strengthen UI programs and services**

**PSES**

**Action**

**Strategies**

***Initiated in 1999***

Partner with the University to implement a capital campaign, including research and prospect development, to support UI strategic objectives

***Developed positive relationships with the appropriate industries to assist in development of strategic objectives of PSES, College of Agriculture, and UI Mike Weiss - Lead***

***2000***

Partner with the University to develop geographically distributed fundraising capability

***Host an annual recognition barbecue at the Parma, Twin Falls/Kimberly, and Aberdeen Research and Extension Centers for alumni, faculty, staff, and friends of the University Mike Weiss – Lead***

**KPIs**

Total number and dollar value of contributions to UI Foundation from plant industries

Percentage of alumni who make financial contributions to the university

Number of plant industries donors to UI Foundation, and dollars contributed

**Objective 4**      **Increase support for the university and its programs and services by building relationships with key constituency groups**

**PSES**

**Action**

**Strategies**

***Initiated in 1999***

Encourage participation of faculty and administration in key government, public, and industry groups

***2000***

Increase or maintain involvement of advisory boards

***Establish an external advisory group of clientele of PSES that meets 4 times per year to provide input into our programs Mike Weiss - Lead***

**KPIs**

Attendance and participation of board members at advisory board meetings

Involvement of UI faculty and staff in appropriate external groups

Increased recognition of UI's statewide role and its importance to the economic health of Idaho

<b>Objective 5</b>	<b>Involve faculty, staff, students, parents, and alumni so that they become ambassadors for the university</b>
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**PSES**

**Action**

**Strategies**

***Initiated in 1999***

Create and utilize plans to enhance internal communications

***Established an internal advisory committee for the department consisting of faculty, staff, and students Mike Weiss – Lead***

Increase communications with parents of current students

***Send a summer newsletter to all current students and their parents Mike Weiss - Lead***

Develop orientation materials to establish a baseline knowledge of the UI for new faculty and staff

***Developed an orientation packet for all new faculty, staff, and students Mike Weiss - Lead***

**KPIs**

Increased knowledge of and advocacy for the university by faculty, staff, students and parents