

State of the University 2017

President Chuck Staben

Nov. 10, 2017

INTRODUCTION



Thank you for coming today, and thanks to those watching over the live stream.

We're here to talk about the state of our university – the progress we've made over the past year, the success we've had, and the challenges that remain in the future. We have much to celebrate, and the future looks very bright, though we have much to do if we are to realize our potential.

Before I begin, I want to note two things.

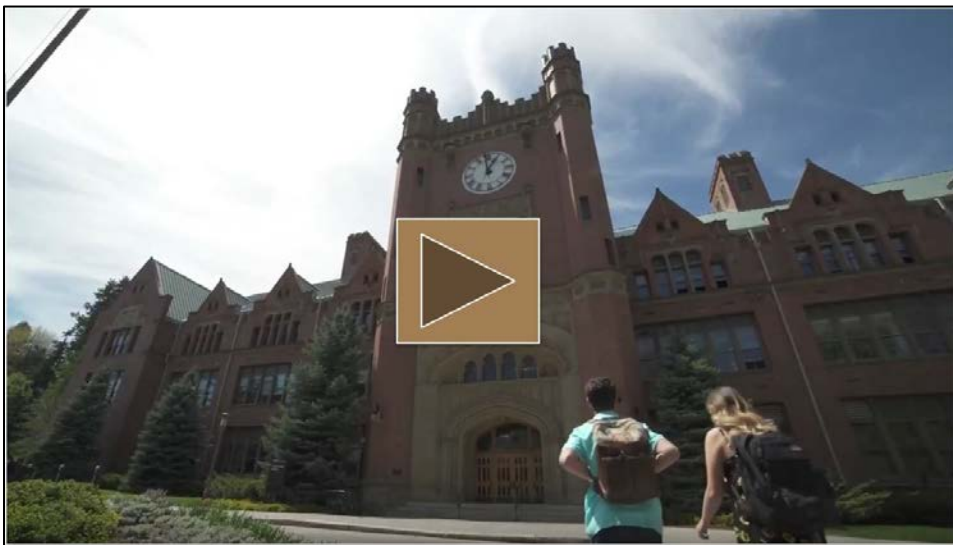
First, tomorrow is Veteran's Day. We have a strong tradition of military service at U of I. Earlier today I was fortunate to participate in a wreath-laying ceremony at Memorial Gym to honor those Vandals who have given their lives in service to our country.

So I want to thank our veterans, our men and women who have served. We appreciate your service.

Second, I want to acknowledge the distraction that I caused in the past couple weeks as a candidate at another institution. I don't want to spend too much time on that today, except to say that this university is the work of many people, not one. Any distraction from that success, and from your hard work, I regret. I don't want anyone to take away from our accomplishments or from a serious examination of the work ahead.

As we celebrate the year's progress and look ahead, I'll organize this discussion around our Strategic Plan. And you can find additional detail on progress in our revised plan and our 2017 Annual Report.

A SILVER AND GOLD YEAR



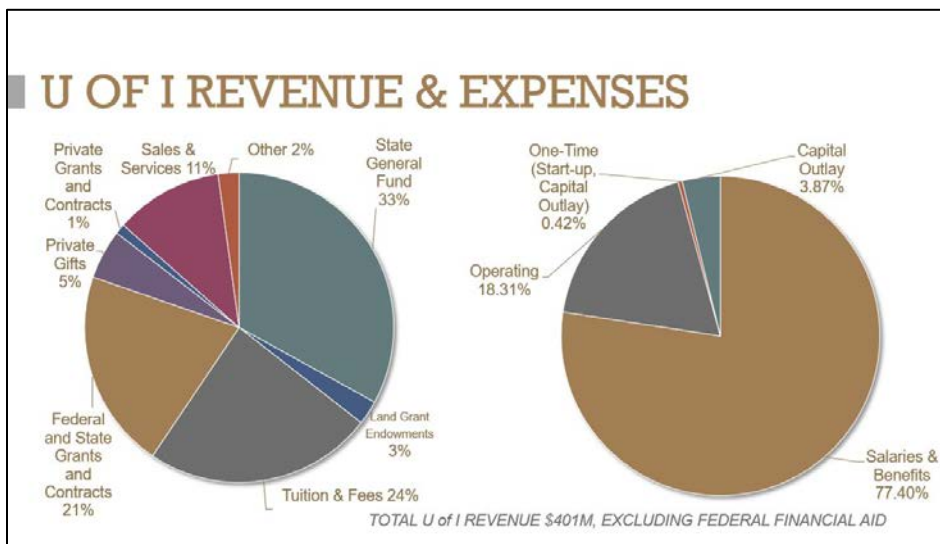
I'd like to begin with a quick video review of the year. This video touches on some of the specific successes we've had.

The Annual Report also highlights areas of significant achievement. Copies of that are available in this room and in many other locations.

Thanks to our University Communications and Marketing group and the Video Production Center for that great video.

We will use this video in many settings; I think it is important that we all see how we are being represented.

U OF I REVENUE & EXPENSES



One of the most important tasks of your leadership is to ensure that we have the resources to fuel our aspirations.

We aspire to be an institution that holds the door open for more students, that conducts research and scholarship at the highest levels, and that makes an impact for economic prosperity and the public good here in Idaho and beyond.

Achieving those goals takes resources. ***We cannot achieve the next level of excellence on the basis of the status quo.***

Therefore, I want to ensure common understanding of where our money comes from and what we spend it on. That understanding will make clear why we must grow enrollment.

As you can see on the left-hand graph, we get most of our money from five sources: state funds, tuition and fees, research grants, sales and services (primarily to students in terms of residence halls and food service), and private gifts. Understanding the differences in these sources and the probable growth in them is important to understanding our resources.

Nationally, state general funds have decreased over the last 20 years, with a sharp decrease in Idaho during the 2008 recession. I will continue to advocate for significant state investment in the University of Idaho and across higher education, but we must accept the probability of constant, perhaps even declining funding, from that source.

Research grants support one of our main missions, but these restricted funds support only the purpose for which they were granted. Research grants, even those bearing our full facilities and administration rate, do not support even the entire cost of research, though the value of that scholarship is undeniable and a vital part of the University of Idaho's mission.

Sales and services grow with student number, but again, is primarily a break-even operation.

Of course, educating more students is our primary mission. But, tuition and fees augmented by private giving, is also the piece of this pie that we can grow to fund initiatives we all agree on. Both educating more students and generating more tuition revenue are critical to our success.

An example of an initiative that we all value is market-based compensation. You can see on the right-hand graph that 80 percent of our expenses are salaries and benefits. Therefore, when we talk about market-based compensation, we are growing the largest expense sector. And, as we prioritize expenditures, this investment in our people is key to our success.

I will return to enrollment as we move through the goals in the Strategic Plan. But I want to take the goals in order, so will start by looking at our “Innovate” progress. Keep this slide in mind as we go.

INNOVATION SUCCESS



Research continues to be at the center of the University of Idaho's mission.

It is the 125th anniversary of the Idaho Agricultural Experiment Station, now the research umbrella for CALS, which was born out of the Hatch Act, landmark legislation in the development of the land-grant, public research university system. Before the University even started classes, in 1892, we had a dairy on campus as part of the station, and we will see a return to a dairy theme later in this presentation.

2017 also marks the 100th anniversary of the College of Natural Resources. The college continues to excel with cutting-edge, science-based knowledge, technology and leadership, supporting Idaho industry.

Across the university, we have had several stand-out examples of individual and team success.

CALS researchers Greg Moller, Dan Strawn and Martin Baker recently saw their innovative water treatment technology advance their research team to the second stage of the \$10 million George Barley Water Prize, an international competition to reduce water pollution linked to toxic algae blooms.

In another milestone for the university, we opened our Integrated Research and Innovation Center, or IRIC, in January, 2017. One of the research programs there is the Center for Modeling Complex Interactions.

This August, Marty Ytreberg, associate professor in our physics department and a part of the center, won a \$6 million grant from the National Science Foundation. Marty's research will use computer simulations and experiments to determine how amino acid changes modify the way that proteins interact with other molecules.

We also continue to build on the proud history of the Idaho Agricultural Experiment Station. In July, Jodi Johnson Maynard, soil scientist in CALS, led a team that earned a \$3.4 million USDA grant to explore the use of winter legumes and cover crops with cattle grazing. Building on findings from the REACCH project, the research is a collaboration with the USDA, WSU and Oregon State University, and is an excellent example of Idaho impact for our research.

Inquiry extends well beyond bench science. Denise Bennett, assistant professor in the School of Journalism and Mass Media, is leading a project chronicling the lives of lesbian, gay, bisexual and transgender people in Idaho titled "Idaho's LGBTQ Community." This project won her a \$30,000 National Endowment for the Humanities matching grant and other financial support. And I think it's a great interdisciplinary project that connects with our Library and engages the statewide community to tell deeply meaningful stories about who we are.

One important way we measure the scale of our research enterprise is through annual expenditures reported to the NSF, represented on this graph.

U of I has been on the upswing, reaching \$102 million for FY16. We were proud to break that \$100 million barrier last year.

But today I can tell you that our FY17 numbers are even higher – a new U of I record of \$109.5 million in annual expenditures, a very significant, 7 percent year-over-year increase, at a time when other universities are seeing declining expenditures in a tough federal funding environment.

I want to congratulate Vice President Janet Nelson and her team for facilitating this progress, and thank the faculty researchers who are driving that success in the colleges. Would any faculty, staff, or student engaged in research or scholarship-and I know that is many of you-please stand to be recognized? Thank you.

Looking ahead, the Strategic Plan describes significant enhancements in our research enterprise, with a key indicator being ascension to R1 “Highest Research Activity” status.

The Carnegie Classification has several broad indices of research activity: The aggregate index includes science and Engineering (S&E) R&D expenditures; non-Science R&D expenditures; science and Engineering research staff, including postdoctoral appointees; doctorates by broad disciplinary area, including the humanities, social sciences, as well as STEM fields. Carnegie also considers many of these on a per-faculty basis.

In very rough terms, after comparing ourselves to current R1 institutions, we need to increase our research about 50 percent. Research is primarily conducted by faculty, so can we plan for a 50 percent increase in faculty? Remembering our budget slides, I want us all to understand that we cannot increase faculty by that number and achieve our other goals under the financial scenarios that we can reasonably anticipate.

We can achieve increased research by effective cluster hiring, such as our College of Agricultural and Life Sciences recently effected when they hired Shirley Luckhart and Ed Lewis, recruited from UC Davis by Dean Parrella. Professors Luckhart and Lewis established the Center for Health in the Human Ecosystem here at U of I. A main priority of the center will be to better understand manmade changes that can create insect-borne disease problems and find ways to prevent them.

We must look for similar opportunities to optimize faculty productivity in all units.

CENTER FOR AGRICULTURE, FOOD AND THE ENVIRONMENT

RESEARCH RESOURCE FOR KEY INDUSTRIES

- Serve Idaho's emerging industries
- The largest research dairy in the United States
- An interdisciplinary project led by CALS but supported by other units



University of Idaho

As we look at our Innovate goals and impact, I want to highlight one initiative in particular, the Center for Agriculture, Food and the Environment, to be based in southern Idaho. Thanks to Dean Parrella for leadership in this university-wide project. On the slide you can see some conceptual images, very preliminary, of such a facility.

This project is important for several reasons.

The Idaho economy relies heavily on dairy herds and on food processing. Livestock-based production accounts for over 60% of agricultural cash receipts in Idaho. In southern Idaho, dairy herds have tripled in the past 25 years. Idaho milk production is fourth nationally.

Idaho food processing has grown quickly, with cheese and yogurt production, led by major companies like Chobani and Glanbia. I was at a ground-breaking for a new facility yesterday in Twin Falls. The Magic Valley has even been called the Silicon Valley for food innovation. This sector has enormous research potential and *employment potential* for our citizens – U of I has a mission to drive that success.

CAFE will be the largest and best research dairy in the U.S. I think it is critical that UI identify areas of local importance that have global impact. We are not simply milking cows ... we are finding a way to provide protein to the world in a sustainable fashion. Current plans are for a 2,000-cow dairy relying on robotic milking machines. We plan to have approximately 1,000 acres of associated cropland.

This is currently estimated to be a \$45 million project. We have \$10 million from the Idaho Legislature and are likely to receive \$5 million more this year. We have higher education partners in the College of Southern Idaho and BYU-Idaho, who are enthusiastic about this project. We have recruited industry partners.

This is a university-wide, interdisciplinary effort. We need the support of all our university units to build momentum for the project.

I hope we all see the value in this project across the university.

OUTREACH THAT INSPIRES

GOAL: ENGAGE

OUTREACH THAT INSPIRES

INNOVATIVE APPROACHES & EXPERIENCES

- Enhancing enrollment
 - Vandal Ideas Project programs
 - Continued partnership in go-on measures
 - Dual-credit participation
- Economic impact
- Record year for fundraising



University of Idaho

Enhancing enrollment in postsecondary education is one of our key engagement initiatives-and you can see that we are taking multiple innovative approaches

We have 2,300 great faculty and staff and 12,000 students. Last year we used the Vandal Ideas Project: Engage – our second iteration of VIP calling on our entire academic community for their ideas to address important challenges. These are interdisciplinary efforts, seven different pilot projects, that see U of I researchers on the ground, connecting with the community to impact the go-on rates from the K-12 system to higher education.

One project, as an example, is the “Engage Pre-College Outreach Project” to improve postsecondary readiness with 40 Idaho Hispanic eighth through tenth-graders in Jerome, a multiyear project that integrates and enhances U of I services to address the needs of minority and rural students.

I want to thank Barbara Petty, Extension Director, and Ali-Carr Chelman, dean of the College of Education, Health, and Human Sciences, and I applaud the work of all participants in the VIP: Engage program, including especially the student-led projects. Please stand if you play a role in an Engage Project. Thank you.

We are also continuing to partner with the State Board on go-on initiatives. This year the State Board launched the “Apply Idaho” common application – a one-stop application to all Idaho public schools. We are also in the third year of our Direct Admissions program, and continue to refine that process.

Dual-credit participation has been a focus of the governor and the state. Dual-credit participation, as I’ll describe in a moment, increased dramatically for Fall 2017. The benefits of dual-credit participation are multiple: Dual-credit programs expand the pipeline from the K-12 system into higher education. That facilitates on-time graduation. Dual-credit students are more prepared for their coursework, and they make a positive impact on the higher education environment.

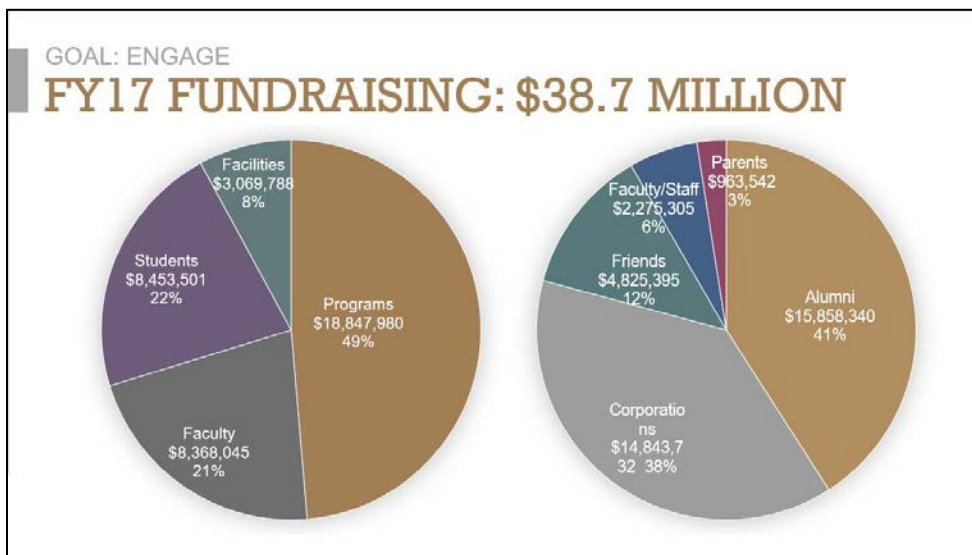
There are challenges with dual-credit. The coursework can vary in rigor from setting to setting. Another challenge of dual-credit is in reaching more students who might not otherwise come to college. We can work through those challenges, though. Our Vandal Ideas Project: Engage programs may present a way forward. The “Becoming Brave and Bold” program led by Shawna Bertlin and Erin Doty in CLASS offers a dual-credit transition course that enhances student self-efficacy and preparation for college.

Looking at another “Engage” performance measure, economic impact, is in many ways the proof of our university’s engagement with individuals, business, industry, agencies and communities, and is often the most persuasive point with stakeholders like our legislators.

Two years ago EMSI measured that impact, pinning it at an annual \$1.1 billion. Since then, we’ve continued to offer a great experience that leads to great jobs for our alumni, one crucial piece of economic impact, but we’re also focused on direct economic development activities.

I'm particularly pleased that we now have restructured to include an Office for Technology Transfer, led by Director Jeremy Tamsen, and an Office of Economic Development, led by Executive Director Jana Jones, based in Boise.

FY17 FUNDRAISING: \$38.7 MILLION



I want to look in more detail at our success in Advancement. Fundraising, like tuition, is an area under our control, and it provides a critical margin of excellence. It is both a measure of engagement with our alumni and community members and an important resource.

Vandal donors contributed to a new record — nearly \$39 million in total gifts for the fiscal year. That generosity supports multiple pillars of Vandal excellence.

More than \$8 million fuels student scholarships. Another \$8 million augments research and faculty support. \$3 million helps build and maintain top-notch facilities. Nearly \$19 million supports outstanding programs that help U of I excel as the state's research leader. Fundraising is an important indicator about the enthusiasm for the university's progress, so this is a strong endorsement of our position and a vote of confidence in our work.

On the right, you see the breakdown of donors: 10,046 individual contributions—from alumni, industry partners, friends of the university, faculty and staff, and parents.

One story illustrates the abiding belief our alumni and friends have in this institution. This spring the University of Idaho Foundation marked the creation of its 1,500th endowment. That milestone 1500th endowment was established by the late Shirley A. Wentz, a lifelong Vandal supporter and dedicated educator.

Originally from Caldwell, Wentz earned her bachelor's degree in education from U of I in 1971 and dedicated her career to educating young minds in the Mountain Home and Boise school districts as an elementary and kindergarten teacher.

Wentz's pride in U of I and love of the Vandals didn't waver throughout her life. According to her family's report, shortly before Wentz passed away, her doctor asked her to say something to test her breathing. In what would be her last words, Wentz said, we are told, "Go Vandals!" That's a powerful testament to the Vandal experience.

More importantly, Shirley's endowment will help future educators enjoy the rewards she received from introducing young readers to the power of books and reading.

Endowments like this are invested over the long term to support students, faculty, research and university programs. The 1,500 endowments amount to more than \$300 million that provided \$10.2 million in scholarship and program support each year — and \$165 million distributed since 1959. That endowment is very literally an investment in the bright futures of Idaho's young people. We are very grateful for it and for all the other support of the University of Idaho Foundation.

Looking ahead, we are thinking about our upcoming capital campaign. Realistically, what might that campaign bring UI?

In facilities, we can probably target about \$100 million. Our Arena project is estimated to be a \$45 million target. The Center for Agriculture, Food and the Environment will require another \$15 million. I believe we can raise funds for one academic facility, likely \$40 to \$50 million.

Current gifts can result in approximately \$100 million. I believe an endowments target could also be \$100 million. If we add \$100 million to the endowment, it would bring our total from \$300M to \$400 million, resulting in about an additional \$4 million per year in income, much of which would support scholarships and faculty excellence, including endowed chair professorships.

Right now the administration, especially Vice President McFadden, Provost Wiencek, and our deans are in the study and planning stages of that campaign, so these are just the broad possible outlines.

But we have already begun a major fundraising effort that will complement the growth strategies at the university and our ability to deliver education, scholarship, and programmatic excellence.

ENROLLMENT SUCCESS

GOAL: TRANSFORM
ENROLLMENT SUCCESS

GREATER ACCESS TO OPPORTUNITY

- Total enrollment tops 12,000 for first time in five years
- Second consecutive year of overall increase
- Gains in key areas: international students, out-of-state students, members of underrepresented groups, dual-credit participants

KEY ENROLLMENT RESULTS

- 2.4 percent overall increase
- International students up 7.3 percent
- Dual-credit participation up 23 percent
- First-to-second year retention rate up 5 percent from 77 percent to 82 percent

University of Idaho

If enrollment is the center of our target, how are we doing?

This is the second consecutive year we've had an enrollment increase in terms of headcount. You can see some of the specific points of success on the slide – increases in international students, in dual-credit participants, in our first-to-second year retention rate, and more.

Those increases are in the face of national trends that are going the other direction, as the economy has improved and people work more readily coming right out of high school or with a certificate.

You hear me say this often, but even with an economy that offers employment after high school, a college degree is the best bet for a great life and an engaged citizenry. Multiple statistical studies bear this out — our task is to help our citizens understand this important issue.

We have built on our enrollment success of last year with an increase in retention. Our first-to-second year retention rate has gone from 77 percent to 82 percent this fall, a leadership position among public institutions in the state.

This is due to coordinated efforts across all of the colleges and especially Strategic Enrollment Management offices. Thank you advisors, faculty, associate deans, and students for helping us realize this significant improvement.

Our Vandal Student Success initiative will contribute to enhanced student success, from recruitment through career. We're also investing in technologies like the Starfish platform — called Vandal Star by the Associated Students of UI – that will help our staff support students at scale.

We've recently made a move to centralize some key services like recruitment and advising. I know that those moves have caused some concern, but we must come together to work them out. Students have been very interested in centralizing services, which tells me it's a positive move, and I know it is a best practice that we must embrace.

We have to take the optimistic view of our college-going landscape. We have multiple areas of opportunity in which to foster growth: We have an untapped traditional college-age population: probably at about 48 percent Go-On this year. In Idaho we often hear about being the last or near the bottom in such rankings, but we are better served to look at the glass as being half-full, and embrace the opportunity to reach the other half of our state's graduating high school students who need a great education. There is no shortage of young women and men who are qualified to attend and succeed at our institution.

We have a significant unserved nontraditional (distance) population: The largest segment of our adult population has some college, but no degree. How can we bring those people back into higher education, and provide a path to enhanced career and personal success?

We also continue to seek out and value international students, and we made progress this year with our Navitas partnership, the Global Student Success Program. The first cohort of GSSP students arrived on campus and are doing great.

LIFE-CHANGING EDUCATION

GOAL: TRANSFORM

LIFE-CHANGING EDUCATION

- Enrollment focus
 - Recruitment approaches
 - WUE expansion
 - International outlook
- Retention increase
 - Student Success initiative
 - Centralizing services
- Center for Excellence in Teaching and Learning
- Curricular development



University of Idaho

I want to look in somewhat more detail at how we bring more people into higher education and how we deliver a life-changing educational experience.

We're continuing to enhance our recruitment approaches. Dean Kahler and his team are working hard at things like expanding and improving our Envision events and Meet the Vandals events. Recruitment staff are armed with more concrete information describing the academic excellence of our programs. We're continuing our aggressive implementation of Direct Admissions and Apply Idaho programs.

We've expanded our Western Undergraduate Exchange program to Washington, Oregon, and now Alaska. These are states we felt we could be competitive with respect to their in-state tuition. We needed to get WUE under control some years ago, but the pendulum may have swung too far in the direction of being too conservative in our tuition discounting, and we are swinging back slowly.

Located in the College of Education building, the recently established Center for Excellence in Teaching and Learning offers a centralized location for faculty and instructors to explore new technology, build their existing skills and collaborate with other instructors. This approach leverages our internal expertise to help our people grow and thrive and contribute to the success of university goals. I'm looking forward to seeing the center excel in that mission.

We're also focused on curricular development that meets the expectations of students and the demand of the marketplace. Our medical sciences degree is an example of meeting a need; we found that we can offer a clearer pathway toward medical education or related fields. I was encouraged to see a new program out of our College of Letters, Arts and Social Sciences, the radio/television production degree, and I know that CLASS has also put together a number of fully online programs to reach that non-traditional population. We're also excited about our computer science degree in Coeur d'Alene, with its new home in the Innovation Den downtown. That region is seeing strong growth in technology-driven careers, so this meets that need. Thanks to Charles Buck and Dean Larry Stauffer for their leadership.

We want to tap our U of I community's expertise again this year, so today I am announcing our next Vandal Ideas Project: Transform. For FY19, we will focus on the transformative education offered at UI. I've asked Vice Provost Cher Hendricks and Dean Ginger Carney to lead this project – but I expect the entire campus – students, faculty, and staff – to participate and to get behind this initiative.

We have 15,000 people here, a deep reservoir of good ideas. Expect to see more details and information coming very soon.

A VALUED & DIVERSE COMMUNITY

GOAL: CULTIVATE

A VALUED & DIVERSE COMMUNITY

DIVERSITY AND VALUE

- Growth in international students
- Growth in diversity
- Internal improvements and commitment



University of Idaho

As part of our commitment to cultivating a valued and diverse community, I want to note a couple key areas of progress.

First, we should be aware of enrollment gains in international students – up 7.3 percent. These students help diversify and enrich our campus.

I want to also highlight gains in diversity – we have seen some key increases among Hispanic and Native American students. U of I, as a public land-grant, should aspire to be a “cross-section of Idaho.” We continue to work through our Latino Advisory Council to serve that Hispanic population. The President’s Diversity Council has also been an invaluable partner in serving our diverse faculty, staff and students. We’re focused on our tribal relationships, and just concluded a summit with our 10 MOU tribal partners this week. We unveiled new artwork just this week in our Tribal Nations Lounge.

We’re also focused on internal improvements for our community.

Market-based compensation, facilitated in part by program prioritization, has not been an easy process; thank you to HR Director Wes Matthews, Provost Wiencek and the Staff Council and Faculty Senate committees for shepherding that work. Equitable compensation is critical to all of us.

We recently released our Great Colleges to Work For survey results, with a slight overall improvement this year. I think that gaining confidence in process and progress will take multiple years, but we are committed to serving our people better, and we will see results. Yolanda Bisbee, executive director of Equity and Diversity, has agreed to lead a workgroup that will develop a cascaded plan to define key actions to improve workplace satisfaction for our faculty and staff across the state. Thank you to all the workgroup members: Yolanda Bisbee, Patrick Hrdlicka, Patricia Baker, Rula Awwad-Rafferty, and Ro Afatchao. *We really appreciate your service.*

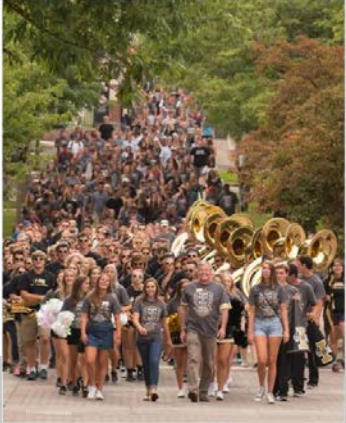
Looking ahead at this goal, we have to make continued, steady progress on market-based compensation, and we must have that driven by enrollment rather than reallocation.

You may be asking, “How do we reach 50 percent more students with only 10 percent more faculty?” We need to look at some thoughtful changes in the professoriate. Provost Wiencek has had initial conversations with Faculty Senate on issues of differentiation in our professoriate, with perhaps more flexible distribution of effort for our tenured faculty, and maybe an expanded teaching track to increase our reach.

THE FUTURE IS WITHIN OUR CONTROL

THE FUTURE IS WITHIN OUR CONTROL

- Research: restricted funds, self-supporting
- Auxiliaries support much of their own growth
- Endowment/gifts: support students, faculty excellence, academic and athletic buildings
- State appropriations: static
- Net tuition growth fuels our future
 - Increase wages 20 percent
 - Increase operating expenses 50 percent
 - Increase staffing only about 5-10 percent



University of Idaho

Having moved through the Strategic Plan, let's step back and review.

The excellence of our university is predicated on enrollment and research growth. We can serve more students, and contribute to their success and to the prosperity of our world – worthy goals in of themselves – while generating the resources we need to move to the next levels of excellence.

We must return to our budget to understand how our future is within our control.

In brief, in theory, U of I could remain about 12,000 students, receive small inflationary increases in tuition and in state appropriations, and continue at our current compensation, about 80 percent of market rates for staff.

In another scenario, U of I could pay competitive salaries and still serve about 12,000 students, but that would necessitate faculty and staff contraction by 20 percent. In this scenario, we also would risk severe increasing competition in all of our missions from some of our sister universities.

I don't believe we want either of those scenarios.

Alternately, we can grow by about 50 percent in research and in students, fueling much of our growth on net tuition revenue. In that scenario, we can afford market compensation, understanding that we would limit faculty and staff growth to about 10 percent. This approach requires focus and efficiency – in all our missions – and especially in education and in research.

That is the road forward to becoming a better, stronger institution, remaining Idaho's premier research university, and joining the ranks of Carnegie R1 peers. I believe that is the path we should take.

KEY TASKS FOR 2017-2018

KEY TASKS FOR 2017-2018

- Recruit/retain/educate students from Idaho and beyond
- Continue internal progress to cultivate a dynamic environment
- Executive critical projects, including CAFE and Idaho Arena



Every person in this audience has a critical role to play in a future that starts right now, with important tasks for 2017-2018. Some of these tasks will be ongoing, but we must tackle these this year to make the progress we need to reach our objectives for 2025. I recognize that our plate is very full!

Enrollment – not just recruitment, but retention through a great educational experience through graduation – must remain the center of our target.

We have to stay focused on our internal progress.

Market-based compensation is a difficult process, and this year was funded by a challenging program prioritization effort.

We are in the midst of refreshing the U of I brand, carefully crafting a refined visual and messaging approach to telling the story of our outstanding university.

We have key projects. I've mentioned CAFE, but the Arena project remains a top priority. With more complete design estimates in hand, we understand that that is likely a \$45 million project.

We are going to continue to fundraise over the next year and a half and I am confident of success. U of I deserves an outstanding facility, one that appropriately reflects the excellence of our university and one that highlights sustainable Idaho industry. One of our alums recently asked me if it will be “stunning.” We deserve STUNNING.

LEADERS



Our story and our values are rich. We are exploring a new way to tell our story – the story of a university whose proud history informs a bright future. Honoring our 128-year history, we’re revitalizing our brand to tell the story of a university committed to taking on new challenges, stronger than ever.

What is the Vandal story? How do we stay true to our mission while adapting and evolving? What do we tell people about our great institution?

We start with who we are. At the University of Idaho, we are Explorers. We’re also a university and community that is: Inclusive. Authentic. Curious. Confident. Agile. Innovative. Open. Intelligent. Take all of those strengths together – we are Leaders.

Remaining true to our mission, but adapting and evolving to face the challenges of today and the goals of our institution, let’s renew our belief in our leadership position. Let’s tell that story to Idaho and to the world. Let’s infuse that spirit of leadership into our classrooms, our offices, our laboratories, and all our endeavors as Vandals. Be excited about the story of this university. We have made great progress, and are positioned to lead the way in education, research, and engagement for years to come.

So I want to thank all of you for leading in that work. Our progress has been and will continue to be a university-wide effort. Go Vandals!

At this time I will take any questions from faculty, staff and students. For members of the media, we have set aside time in the Chiefs Room for you to ask your questions immediately following faculty and staff questions. Thank you for your understanding.