

**2023 – 2024 Faculty Senate – Pending Approval****Approved at Mtg #13  
November 14, 2023**Meeting # 11

Tuesday, October 31, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, Miller, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Roberson, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals.

**Absent:** McKenna

**Guests/Speakers:** Trevor White, Karen Humes, Erin James, Chandra Ford, Sean Quinlan, Michael Parrella

**Call to Order:** Chair Gauthier called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2023-24 Meeting #10, October 24, 2023, were approved as distributed.

**Chair's Report:**

- Happy Halloween if this suits you!  
I would like to acknowledge that there are several conflicts across the world — some going on at the same time. We need to keep in mind that social media are bringing these conflicts very close to us and the people around us, with a new level of polarization and disturbing content. As we never know what people are individually experiencing -let's please be sensitive to each other and our students - knowing this can be a difficult time for many.

**Provost's Report:**

- Last week, the college of EHHS hosted a great faculty gathering. Thanks to Dean Blevins. The next one will be Tuesday, November 14, 4:30 – 6:30, in the Vandal Ballroom, hosted by CLASS and Dean Quinlan.
- We need to assemble the University Distinguished Professor Advising Committee, composed of 4 faculty and 3 deans, appointed by the provost for three-year staggered terms. Qualifications: "Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach." Below is the link to the relevant policy  
FSH 1565-D-8: <https://www.uidaho.edu/governance/policy/policies/fsh/1/1565#d> Submit nomination for the committee through the form at: <https://forms.office.com/r/ridZTrQB97>
- 11:59pm, November 1 is the deadline for completing the All Employee Required Training.
- Update on the UOPX Working Groups (Chandra Ford).  
There was great interest in participating. The invite went out to the initial group, but we will also communicate with the rest of the group to let them know that they will still be engaged.

**Discussion:**

Back to the University Distinguished Professors, Dean Parrella pointed out that an extension specialist has never received this award. Teaching excellence is an important part of the process, but extension specialists don't teach. Perhaps we could consider some changes to open the criteria.

A senator inquired about the candle vigil to be held on November 13 to remember the four students who died a year ago. There will be an event led by students and everyone is welcome. It will take place on the Administration Building lawn at 6:00 pm on Monday, Nov. 13.

#### **Committee Reports (vote):**

- UCC 434 Child Development M.S. – Trevor White  
The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus on either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel an M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one's resume/curriculum vitae; thus, it may affect future job prospects. The purpose of creating an M.S. degree in Child Development is to specifically delineate a specialization in Child Development as a graduate degree while maintaining the rigor of the current program. Additionally, having a more specific degree title will optimize their career opportunities.  
Discussion:  
Vote: 19/19 yes. Motion passes.
- UCC 529: Sustainability Academic Certificate – Karen Humes, Earth and Spatial Sciences and Erin James, English Department  
Erin James provided a brief history of the certificate. On 09/05/2023, Senate appointed the existing interdisciplinary faculty-led committee as an ad-hoc program committee to serve as the "relevant unit and college" authorized to submit curricular proposals per FSH 4120-E. This committee shall be empowered to propose the UG Academic Certificate in Sustainability to the University Curriculum Committee as a University-Wide Program, and to set its initial curriculum. The program was approved by UCC, and the committee is now back to the Senate to seek approval for the program content. Karen Humes added that the UCC vote was unanimous.  
Discussion:  
Friendly amendment: It must be stated explicitly that a grade of C or better is required.  
Vote: 19/20 yes; 1/20 no. The motion passes.

#### **Announcements and Communications:**

- Magic Valley Working Group White Paper - Torrey Lawrence, Provost & Executive Vice President, Chandra Ford, Center Executive Officer Southwest Idaho, Sean Quinlan, Dean, College of Letters, Arts and Social Sciences, Michael Parrella, Dean, College of Agricultural and Live Sciences.  
Chandra Ford gave an introduction. President Green established the Magic Valley working group and tasked it to explore strategic opportunities for the University of Idaho in the Magic Valley. The working group was divided into three subgroups. The first subgroup, directed by Associate Dean and Director of UI Extension Barbara Petty, focused on outreach and tourism and took a critical look at the Jerome site and the potential return on investment (ROI) associated with the development. The second, led by Dean Michael Parrella, investigated potential research connections associated with CAFE. The third, headed by Dean Sean Quinlan, was charged with exploring expanded educational opportunities, such as undergraduate degrees, graduate degrees and 2+2 programs that pair with CSI.  
Some key points: There are multiple opportunities for the University of Idaho to serve the workforce in the Magic Valley. We can help them meet their needs by expanding existing U of I

academic programs in partnership with CSI. Programs most suitable for expansion include undergraduate programs in aquaculture, natural resources, and agriculture with a focus on food production. Our expertise in the meat science area (e.g. Vandal Brand Meats program) is an excellent opportunity for the Magic Valley.

There are important areas where CSI and the U of I can collaborate in instruction delivery across various disciplines and develop hybrid programs that combine two-year face-to-face instruction and online course delivery to complete the four-year degree. These programs would have U of I faculty on the CSI campus to provide experiential learning opportunities. Hybrid programs would meet curricular requirements while providing greater flexibility in course delivery and a clear pathway to four-year degree completion.

The many impactful research opportunities are focused on Aquaculture, Food Science/Processing and Water.

After a visit to the Jerome site and to CSI, the group concluded that the most strategic location is in proximity to the CSI campus. A site close to our academic partners is ideal for reaching out to the potential students we want to enroll in our programs. One recommendation is to grow programs specifically in the College of Ag and Life Sciences and build out a second location for CALS. CSI is very supportive of a collaborative expansion of their ATI Center that involves U of I. (For a complete description, please see the White Paper attached to this meeting binder.)

Discussion:

**Q.** Why this particular region?

**A.** It's a place with potential for significant growth. Twin Falls is growing fast and offers many opportunities to serve unmet needs. It is existential for the U of I to increase its presence at CSI, in proximity to students who want to complete a 4-year degree.

**Q.** Was any thought given to including INBRE in these plans?

**A.** We have not. We are concentrating on developing food-processing connections.

**Q.** Do you plan to connect with specific farms/industries, or do you mainly want to increase the U of I presence in the region?

**A.** As a land grant university we connect broadly, with a focus on serving the food-processing industry. There are many opportunities for students with a variety of backgrounds, such as computer science, engineering, and more.

Contact Dean Michael Parrella if you wish to participate in these connections.

- Spread Pay Task Force Recommendations – Kristin Haltinner

The task force was charged with investigating the possibility of offering spread pay as a benefit for all faculty currently on 9-month appointments at U of I.

In the process of doing this, we first sought to verify that this was, in fact, desired by the faculty. We conducted a survey of faculty on 9-month contracts last year. At that time, 570 faculty were on academic contracts and received the survey. 329 completed the survey leading to a response rate of 61%. 127 faculty were on spread pay, 443 on standard pay. Of those faculty currently on standard pay, 63% indicate that they would immediately switch to spread pay if given the option. Regardless of whether they would go on spread pay, 94% of surveyed faculty supported implementing it as an option for others.

We then worked with the provost's office and Brian Foisy's office to determine whether or not it was even possible to offer the benefit. As you may remember, U of I incentivized faculty switching to standard pay in 2017 due to incompatibilities between the Banner 8 system used by HR and the form of spread pay we were using at the time.

In the process of this investigation, we learned that the system we were using was different than Banner (our current system). We also learned about an alternative model for payment over 12 months, used by many universities and compatible with Banner 9.

There are three possible systems of payment. The first is what we are calling “standard pay” this is a system in which 9-month faculty are paid at the time of their work, over a 9-month period. It is what most faculty are currently using. The second is called “spread pay.” This system “spreads” people’s pay from the academic year to the fiscal year. In effect, we currently pay the 122 faculty on spread pay in advance of their work in July and August and then we defer a part of their paycheck to pay them in May and June. The part of this practice in which we pay people in advance of their work in July and August is incompatible with the Banner system. The third is called “deferred pay.” This is a system in which a portion of faculty’s paychecks are held and then paid out over the summer. This calendar pays people on a schedule from September (or two weeks after contracts start – August 30<sup>th</sup> next year) through the following August. This is the system used at most schools and is compatible with the Banner system.

The University of Idaho can begin to offer the deferred pay option to faculty on 9-month contracts beginning next academic year. Faculty would need to opt into this payment plan – the details of that opting are still being figured out – and a portion of their 9-month pay would be held and paid out over the summer of 2025, so they are paid over 12 months.

So, this is a very exciting possibility for the faculty who struggle to make ends meet in the summers as single parents or primary income earners.

There are two challenges that were unearthed by this process. The first is that we need to move the 122 faculty currently on the noncompliant spread pay system onto either the deferred pay or spread pay system – whichever they choose. In so doing, they will be paid for the current academic year as planned – until the end of June. Then they will need to switch to the deferred pay (or standard pay) system. Regardless of which they choose, there will be a pause in their payment for three pay periods in July and August as this switch occurs. They are not missing out on salary! We are finishing the spread pay system (July through June calendar), pausing, and then switching to the deferred pay (September to August) calendar.

Something should be very clear: the 122 faculty currently on spread pay will need to switch to the standard pay or – if deferred pay is offered – choose between standard pay or deferred pay system. To ease the transition from spread pay to deferred pay, the provost’s office has set up an option for faculty on spread pay to have a portion of their salaries withheld in the Spring semester and paid out in July and August. There is one other challenge that was unearthed in this process. That is that the Banner system expects and is built for faculty to be on 20 pay period contracts, but UI’s faculty are on 19.5 pay period contracts. This is another change that will need to be made. Faculty will not be expected to work an additional week, but this will slightly lower hourly salary rates for academic year faculty on full time contracts for the entire summer – something significant to people on external grants.

The recommendation of the task force that we open the option for deferred pay to all eligible faculty – that is, fulltime faculty on 9-month contracts.

#### Discussion:

##### Concern about the delayed payments next summer

To alleviate people’s concerns about having to get by for two months without paychecks, Payroll has set up a system to withhold money (starting in January) to be paid in summer 2024 to the 122 faculty currently on spread pay. Or people can do it on their own.

##### Incentive?

There will not be an incentive to switch. This transition is something that we have to do. But the provost office and Payroll will help make it less painful. Once again, it was emphasized that there will be no loss of wages – people are getting paid at a different time. This is about moving to a system where we can incorporate everyone.

#### Impact on summer salaries from grants

The discussion moved to how summer salaries from grants are impacted. There is a maximum salary (due to various regulations) based on what one's salary would be if it were extended to 12 months and keep the salary at that level. A change in the contract period will alter this calculation, as the summer maximum salary will impact faculty who receive 3 months of summer salary from their sponsoring agency. There are still several moving parts. If this recommendation goes forward, it will be useful to provide actual examples covering several scenarios.

#### Hourly rate reduction

Linda Campos: the hourly rate reduction arose from the need to have 20 pay periods, which presents some system challenges. However, deferred pay can move forward independently. Back to the change in hourly rate, a senator noted that it can be easily calculated from the total salary divided by the total number of hours in the 20-pay period system (compared to the corresponding ratio in the 19.5 system).

Faculty need to choose the deferred pay option every year. So, if a faculty expects to receive 3 months of summer salary from a grant, they may decide not to opt for deferred pay on that particular summer.

The recommendations of the task force will be an action item at the next meeting.

- UOPX – Draft Survey, Chair Gauthier  
Just a quick note to remind everyone that the attached survey is a draft. The modalities of distribution are being worked out.

#### **New Business:**

There was none.

#### **Adjournment:**

The agenda being completed, Chair Gauthier adjourned at 4:42pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2023 – 2024 Faculty Senate Agenda

Meeting # 11

Tuesday, October 31, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes
  - Minutes of the 2023-24 Faculty Senate Meeting #10 October 24, 2023 **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Committee Reports (vote)
  - UCC 434: Child Development M.S. - Trevor White, Academic Advisor/Administrative Assistant, School of Family and Consumer Sciences **Attach. #2**
  - UCC 529: Sustainability Academic Certificate – Karen Humes, Earth and Spatial Sciences and Erin James, English Department **Attach. #3**
- VI. Announcements and Communications
  - Magic Valley Working Group White Paper - Torrey Lawrence, Provost & Executive Vice President, Chandra Ford, Center Executive Officer Southwest Idaho, Sean Quinlan, Dean, College of Letters, Arts & Social Sciences, Michael Parrella, Dean, College of Agricultural & Life Sciences **Attach. #4**
  - Spread Pay Task Force – Recommendations
  - University of Phoenix – Draft Survey **Attach. #5**
- VII. New Business
- VIII. Adjournment

Attachments

- **Attach. #1** Minutes of the 2023-24 Faculty Senate Meeting #10 October 24, 2023
- **Attach. #2** UCC 434
- **Attach. #3** UCC 529
- **Attach. #4** Magic Valley Working Group White Paper
- **Attach. #5** University of Phoenix – Draft Survey

**2023 – 2024 Faculty Senate – Pending Approval**

Meeting # 10

Tuesday, October 24, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Barannyk, Blevins, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Long, McKenna, Mischel, Mittelstaedt, Murphy, Ramirez, Raney, Rode, Rinker, Rode, Sammarruca (w/o vote), Schiele, Shook, Tibbals.

**Absent:** Haltinner (excused), Miller, Roberson, Schwarzlaender (excused), Strickland (excused)

**Guests/Speakers:** Ken Udas

**Call to Order:** Chair Gauthier called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2023-24 Meeting #9, October 17, 2023, were approved as distributed.

**Chair's Report:**

- The UOPX survey is likely to attract a significant amount of interest. It's important to exercise caution. Please remind your constituents not to include any identifying information about themselves, their units, or others. Responses containing personal information may be discarded. The survey should be constructive and usable.
- During the New Business phase of this meeting, we'll hear from Steve Mills, Director of Parking and Transportation Services, and Tao Xing, Chair of the Parking Committee, concerning on-campus parking issues.

**Provost's Report:**

- The October Faculty Gathering will be held on October 25, 2023, from 4:30-6:30 PM on the first floor of the Education, Health and Human Sciences building (open area on the first floor), hosted by Dean Blevins.
- Leadership Weekend is coming up. Many of our Advisory Boards will be on campus Thursday, Friday and Saturday. The game against Montana State is on Saturday at 1PM.
- November 1 is the deadline for completing the All Employee Required Training.

**Committee Reports (vote):**

- UCC 519: Aerospace Certificate - Vibhav Durgesh, Mechanical Engineering  
The undergraduate aerospace certificate is intended to provide students with a foundational understanding of the principles and practices of aerospace engineering. The certificate program is designed to enhance students' knowledge and skills in aerospace engineering and to prepare them for careers in the aerospace industry or for advanced studies in the field. It may also be helpful for students who are interested in pursuing related fields such as mechanical engineering, electrical engineering, or computer science. There has been a growing interest from engineering students in specializing in aerospace engineering, and thus we expect this certificate to enhance the recruitment of students into the engineering programs at the University of Idaho. Furthermore, the certificate will help meet the employment needs of our industry partners.

Discussion:

There were no questions.

Vote: 100% in favor. Motion passes.

**Other Voting Items**

- University of Phoenix Revised Survey

Chair Jean-Marc asked the senators to place in the Zoom chat the numbers corresponding to those questions which they would like to see discussed, amended, or removed.

Discussion:

Questions # 5, 6, 7, 10 were placed in the chat.

Questions #6, 7: They ask about expected impact on units. Provost Lawrence argued that there will be no impact on units, thus those questions are unnecessary. Some of the task force members explained the rationale for including them. For instance, some units that teach classes also offered by UOPX worry that the affiliation may negatively impact their classes.

At this point, task force members wondered whether the on-going discussion suggests that we should revisit the purpose of the survey. The Secretary noted that the purpose is provided in the paragraph heading the survey.

The discussion moved to Question #5, which asks whether university employees believe they *were appropriately involved in the decision to affiliate with the University of Phoenix, as determined by existing University of Idaho policies*. A senator worries that the presence of the links to the policies makes the question appear “leading.” A task force member explained that the inclusion of the policies resulted from additional feedback received after last week’s meeting. Also, it may increase employee’s awareness of university policies and processes. Some senators felt strongly that Question #5 is very important and is part of the reasons why the survey was developed. The Secretary disagrees. While the question is indeed very important and goes to the core of shared governance at U of I, it does not fall under the goals stated in the headings. In the interest of the survey, she suggested avoiding questions the answers to which may be influenced by, for instance, feelings of resentment.

Motion by Long, seconded by Tibbals: *Move to accept Question #5 as submitted.*

Vote: 14/18 yes; 4/18 no. Motion passes.

Motion by Mittelstadt, seconded by Long: *Move to accept the survey as submitted. (Possibly with some minor rewording.)*

Vote: 17/20 yes; 3/20 no. Motion passes.

**Announcements and Communications:**

- CAPE – Ken Udas, Vice Provost for Digital Learning

CAPE (Continuing Adult and Professional Education) is an entity or function that provides services to non-traditional education programs providers, including basic capacity for infrastructure such as information systems for administrative support, promotion and marketing of the CAPE portfolio, and also for new programs market analyses and forecasting. These services are generally available for traditional programs, but not for non-traditional programs. Along with his team and with the help of other colleagues, such as Barb Kirchmeier, Erin Doty, and Brook’s team in EHHS, they have worked to provide support. The goal is to offer a three-year pilot program starting in early 2024, with 30 courses mostly from EHHS, and eventually open it to colleges and units interested in these services. The financial model covers 3 years. For the first year, the offerings will be supported by P3 funds, to get things off the ground. For the second and third years, it should be a self-sustained effort. For the second year, we’ll cap the fee at 10% of revenue. After that, the fee may go above or below 10%, depending on cost and



revenue. Hopefully, by year #3 there is enough activity to keep the fee low relative to the services. This effort will make U of I competitive with BSU, ISU, Utah State, Arizona, and more. Vice Provost Udas is happy to share the full version of today's presentation through Faculty Senate distribution.

Discussion:

A discussion followed about possible overlap with UOPX and why not wait until we can work in partnership with UOPX. Waiting for UOPX is not a viable option because there is an immediate need for these services. In the college of EHHS they are already working on initiatives such as those that Ken Udas talked about, but we need a more robust system soon. CETL is involved.

**New Business:**

- Chair Gauthier introduced Steve Mills Director, Parking and Transportation Services and Tao Xing, Chair of Parking Committee.

Below is a list of talking points, to be expanded at a later time:

- Budget model for parking permit charges
- Equity of permit cost. Should it be salary-based?
- Availability of and cost of parking for part-time lecturers/adjuncts
- Status of station on-campus to charge electric bikes and cars
- Parking permit cost:
  1. Regarding questions about parking permit costs, here is a link to the survey Parking and Transportation Services conducted in 2020 of peer-institution parking permit pricing: <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/infrastructure/Parking/future-plans/peer-institution-permit-prices-fy18.pdf>
  2. The link below will take the reader to the Budget Books pages for Auxiliary Services; Parking and Transportation Services begins on page 56.  
[FY2024 Auxiliary Enterprise Budget Book Excluding Athletics \(uidaho.edu\)](https://www.uidaho.edu/infrastructure/parking/future-plans/peer-institution-permit-prices-fy18.pdf)

There was a brief discussion about reciprocal parking agreement with WSU. The WSU & UI Reciprocal Parking Agreement can be found at: <https://transportation.wsu.edu/wsu-ui-permits>  
Additional options: There are visitor parking permits, daily or for ten (consecutive or non-consecutive) days. With those, one can park anywhere on campus.  
<https://www.uidaho.edu/infrastructure/parking/visitors-community/visitors>

**Adjournment:**

The agenda being completed, Chair Gauthier adjourned at 4:58pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

# 434: CHILD DEVELOPMENT M.S.

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## In Workflow

1. 063 Chair (smcguire@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
6. Assessment (panttaja@uidaho.edu)
7. Curriculum Review (Curriculum Review@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu)
9. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu)
10. Registrar's Office (none)
11. Ready for UCC (disable)
12. UCC (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
14. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; linalundgren@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; linalundgren@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu)
16. NWCCU (panttaja@uidaho.edu; mstout@uidaho.edu; cari@uidaho.edu)
17. Catalog Update (sbeal@uidaho.edu)

## Approval Path

1. Thu, 05 Nov 2020 19:22:14 GMT  
Joana Espinoza (joanae): Approved for 063 Chair
2. Thu, 05 Nov 2020 19:22:23 GMT  
Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
3. Thu, 05 Nov 2020 19:22:33 GMT  
Joana Espinoza (joanae): Approved for 07 Dean
4. Thu, 05 Nov 2020 19:22:43 GMT  
Joana Espinoza (joanae): Approved for Provost's Office
5. Mon, 16 Nov 2020 18:58:53 GMT  
Rebecca Frost (rfrost): Approved for Curriculum Review
6. Fri, 15 Jan 2021 23:55:07 GMT  
Lauren Perkinson (V00763280): Rollback to 063 Chair for Graduate Council Chair
7. Thu, 21 Jan 2021 17:13:22 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
8. Wed, 03 Feb 2021 16:59:33 GMT  
Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
9. Wed, 03 Feb 2021 17:06:14 GMT  
Joana Espinoza (joanae): Approved for 07 Dean
10. Wed, 03 Feb 2021 17:10:18 GMT  
Joana Espinoza (joanae): Approved for Provost's Office
11. Wed, 10 Feb 2021 23:28:47 GMT  
Sara Mahuron (sara): Approved for Assessment
12. Wed, 17 Mar 2021 15:30:54 GMT  
Rebecca Frost (rfrost): Rollback to Provost's Office for Curriculum Review
13. Wed, 25 Aug 2021 23:46:45 GMT  
Amy Kingston (amykingston): Approved for Provost's Office
14. Wed, 25 Aug 2021 23:46:58 GMT  
Amy Kingston (amykingston): Approved for Assessment
15. Wed, 25 Aug 2021 23:47:09 GMT  
Amy Kingston (amykingston): Approved for Curriculum Review
16. Thu, 16 Sep 2021 17:23:28 GMT  
Lauren Perkinson (V00763280): Approved for Graduate Council Chair
17. Wed, 22 Sep 2021 16:22:41 GMT  
Amy Kingston (amykingston): Approved for Registrar's Office
18. Tue, 09 Nov 2021 19:20:41 GMT

- V00814390: Approved for Ready for UCC
- 19. Tue, 09 Nov 2021 21:18:42 GMT  
V00814390: Rollback to Ready for UCC for UCC
- 20. Wed, 17 Nov 2021 17:54:03 GMT  
V00814390: Approved for Ready for UCC
- 21. Wed, 01 Dec 2021 17:41:15 GMT  
V00814390: Rollback to Initiator
- 22. Fri, 01 Apr 2022 17:51:43 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
- 23. Tue, 30 Aug 2022 20:09:56 GMT  
Beth Ropski (eropski): Approved for CALS Review
- 24. Wed, 31 Aug 2022 23:04:26 GMT  
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
- 25. Tue, 06 Sep 2022 19:30:46 GMT  
Matthew Doumit (mdoumit): Approved for 07 Dean
- 26. Mon, 03 Oct 2022 20:29:30 GMT  
Gwen Gorzelsky (gwen): Rollback to Initiator
- 27. Tue, 25 Oct 2022 22:08:41 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
- 28. Sat, 29 Oct 2022 08:51:20 GMT  
Brenda Schroeder (bschroeder): Approved for CALS Review
- 29. Sat, 29 Oct 2022 08:51:51 GMT  
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
- 30. Fri, 03 Mar 2023 22:46:44 GMT  
Matthew Doumit (mdoumit): Approved for 07 Dean
- 31. Tue, 14 Mar 2023 18:39:15 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
- 32. Thu, 23 Mar 2023 19:11:28 GMT  
Sara Mahuron (sara): Approved for Assessment
- 33. Thu, 21 Sep 2023 21:20:13 GMT  
Theodore Unzicker (tunzicker): Approved for Curriculum Review
- 34. Tue, 03 Oct 2023 18:04:03 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
- 35. Fri, 13 Oct 2023 17:45:55 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
- 36. Tue, 17 Oct 2023 22:15:10 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
- 37. Wed, 18 Oct 2023 16:05:04 GMT  
Sydney Beal (sbeal): Approved for Ready for UCC
- 38. Tue, 24 Oct 2023 21:41:22 GMT  
Sydney Beal (sbeal): Approved for UCC

**New Program Proposal**

Date Submitted: Tue, 25 Oct 2022 19:02:14 GMT

**Viewing: 434 : Child Development M.S.**

**Last edit: Wed, 18 Oct 2023 16:04:54 GMT**

Changes proposed by: Trevor White

**Faculty Contact**

Faculty Name	Faculty Email
Trevor white	trevorw@uidaho.edu
Shiyi Chen	Shiyic@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Agricultural & Life Sciences

**Department/Unit:**

Family and Consumer Sciences

**Effective Catalog Year**

2024-2025

**Program Title**

Child Development M.S.

**Degree Type**

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

**Program Credits**

30

**Attach Program Change**

SBOE MS Child Development Oct Update.doc

**CIP Code**

19.0706 - Child Development.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

**Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form**

**Discribe the financial impact**

The Margaret Ritchie School of Family and Consumer Sciences has all classroom, instructional, and administrative resources needed to implement this program. Our core graduate faculties Dr. Tsao and Dr. Chen specialize in early education, education research methods, intervention, and educational psychology. They will be fully capable to support future graduate students of M.S. Child Development.

**Curriculum:**

Code	Title	Hours
FCS 501	Seminar	2
FCS 500 or FCS 599	Master's Research and Thesis Non-thesis Master's Research	3
ECDE 540	Parent-Child Relationships	3
ECDE 530	Cognitive and Motivation in Human Learning	3
FCS 504	Special Topics (Applied Teaching in FCS Professions)	3
STAT 431	Statistical Analysis	3
PSYC 512	Research Methods	3

Select 6 credits of 500-level FCS courses	6
Select 4 credits of 500-level courses	4
Additional 4 credits of 500-level courses for non-thesis students	
<b>Total Hours</b>	<b>30</b>

**Courses to total 30 credits for this degree if thesis track.**

**Courses to total 34 credits for this degree is non-thesis track.**

## Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

## Geographical Area Availability

**In which of the following geographical areas can this program be completed in person?**

Moscow

## Student Learning Outcomes

**List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.**

**Learn and Integrate/ Think and Create:** Students will be able to understand children's physical, cognitive, and social-emotional development. Students will achieve this learning outcome by successfully passing graduate-level classes related to child development such as FCS 530 Learning and motivation in Learning and FCS 540 Parent-Child Relationships and completing their thesis or non-thesis projects (e.g., designing a curriculum, an action research project, a childcare center business plan). By completing their thesis project, students will be able to design, execute, interpret, and defend their research project. By completing their non-thesis project, students will be able to integrate their subject expertise directly to real-world practices.

**Communicate:** Students will be able to interpret, apply, and communicate theories and research. Students will achieve this via graduate-level classes related to research methods, statistics, and scientific communication (e.g., FCS 501, a seminar class where graduate students present up to date research studies as well as their thesis and non-thesis projects.

**Practice Citizenship:** Students will be able to understand the value of and advocate for child development. Students will achieve this learning outcome by presenting their research and projects at conferences and/or classes, and by successfully passing graduate-level classes related to child development such as FCS 540 Parent-Child Relationships.

**Clarify Purpose and Perspective:** Students will be able to develop delineated research interests and content area expertise. Students will achieve this learning outcome by successfully passing classes related to their research interests, working closely with faculty members, and completing their thesis and non-thesis projects.

**Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.**

**Learn and Integrate, Think and Create.**

This learning outcome will be assessed by students' thesis or non-thesis project. By completing their thesis project, students will be able to design, execute, interpret, and defend their research project. By completing their non-thesis project, students will be able to integrate their subject expertise directly into real-world practices. The quality of students' written documents and oral defense will be evaluated by the major professor and two other committee members. The committee member will provide feedback on the content of the written documents (i.e., thesis or non-thesis), the design of the project, and the final oral defense. The quality of students' work will be evaluated based on a rubric. Rubric criteria are such as the thoroughness of the literature review, the quality of the project design, and result interpretation.

**Communicate.**

This learning outcome will be assessed by the research paper presentation assignment in ECDE 530 Cognition and Motivation in Learning and FCS 501 Graduate Seminar. Students will be able to orally present research papers of their interest for 20 minutes, using PowerPoint as a visual aid. The quality of student presentations will be graded using rubrics. Evaluation criteria are such as students' understanding and critique of the research study and their ability to lead an in-depth discussion.

**Practice Citizenship.**

This learning outcome will be assessed by the literature review assignment in ECDE 540 Parent-Child Relationships. To complete this assignment, students will be able to identify a critical issue that impacts the quality of parent-child relationships (e.g., child behavior, parental stress) and write a thorough literature review on this topic. Students' work will be graded using a rubric. Evaluation criteria

are such as the thoroughness of the review and the coherence of their argument. Additionally, students in ECDE 540 are required to complete family relationship training (e.g., Strengthening Families Professional Development Program).

**Clarify Purpose and Perspective.**

This learning outcome will be assessed by the teaching philosophy assignment in ECDE530 Cognition and Motivation in Learning. To complete this assignment, students will be able to identify their core beliefs related to teaching and learning as future educators, and use research and real-life example to justify their beliefs. This assignment will be graded using a rubric. Rubric criteria are such as the appropriateness of core beliefs and the interpretation of research and theories.

#### **How will you ensure that the assessment findings will be used to improve the program?**

To improve the proposed program, the instructors will review students' assessment results under each learning outcome at the end of every semester and adjust their course design accordingly. Assessment results will also be compared across several years annually to ensure the consistency and quality of the proposed graduate program.

#### **What direct and indirect measures will be used to assess student learning?**

Measures explained above under the assessment process used to evaluate outcomes.

Direct, summative measures include the students' thesis defense (or non-thesis exit requirement) will be used to assess students' learning. During the defense, the students' committee members will ask high-level research and application questions related and unrelated to the thesis project to comprehensively assess the students' knowledge, critical thinking skills, integrative skills, perspective, and communication skills. Additionally, graduate students will be evaluated after the first year during their annual evaluation meeting.

Indirect, formative measures including routing meetings with mentor professors will also be used to assess students' learning. Mentor professors will monitor and assess students' progress during those meetings.

#### **When will assessment activities occur and at what frequency?**

Meetings with mentors will happen bi-weekly or as needed, final class grades will be reviewed at the end of every semester, the annual evaluation will take place by the end of their first year, the thesis defense or non-thesis exit presentation will happen at the end of students' programs of study.

## **Student Learning Outcomes**

### **Learning Objectives**

1. Learn and Integrate: Students will understand the mental, physical, cognitive, and affective growth infancy through adolescence with special foci on learning, instruction, and family dynamics.
2. Think and Create; Communicate; Practice Citizenship: Students will learn how to interpret and apply theories and research into practice.
3. Clarify Purpose and Perspective: Students will integrate knowledge in the context of social, economic, and environmental factors affecting children's developmental trajectory.

**A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.**

The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus on either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel an M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one's resume/curriculum vitae; thus, it may affect future job prospects. The purpose of creating an M.S. degree in Child Development is to specifically delineate a specialization in Child Development as a graduate degree while maintaining the rigor of the current program. Additionally, having a more specific degree title will optimize their career opportunities.

### **Reviewer Comments**

**Lauren Perkinson (V00763280) (Fri, 15 Jan 2021 23:55:07 GMT):** Rollback: Graduate Council is requesting more information about program specifics. Please include more information about credit requirements for nonthesis students and specific differences between this program and Curriculum and Instruction programs. Members also suggested considering an online science degree and showing areas of concentration in the curriculum (curriculum build out). Please contact Jerry McMurtry or Lauren Perkinson with questions.

**Joana Espinoza (joanae) (Wed, 03 Feb 2021 16:59:23 GMT):** Dept. resubmitted the state form but not sure if it aligns with the CIM form. Please review to make sure that the requested changes have been made. Please see new state form attached. If CIM needs updating, please return to dept via the workflow for them to provide updates.

**Rebecca Frost (rfrost) (Wed, 17 Mar 2021 15:30:54 GMT):** Rollback: Learning Outcomes must be entered before the proposal can move forward. Curriculum review is fine.

**Lauren Perkinson (V00763280) (Thu, 16 Sep 2021 17:23:07 GMT):** Votes: 4 approved, 3 denied, 3 abstained. 1. Limited faculty to deliver both an UG and GR/masters program – 2 tenure line faculty are not believed to be sufficient 2. Reliance on courses outside the unit and no attempt was made to coordinate with those units on delivery or rotation of courses – or if there is room to absorb additional students

**Gwen Gorzelsky (gwen) (Mon, 03 Oct 2022 20:29:30 GMT):** Rollback: Please see 10.3.22 email re: adding market data (to be provided) and using updated SBOE form.

**Sara Mahuron (sara) (Tue, 14 Mar 2023 20:07:21 GMT):** Emailed Shiyi and Trevor requesting more detail on the direct measures that will be used to evaluate the PLOs.

**Sara Mahuron (sara) (Thu, 23 Mar 2023 19:11:25 GMT):** added assessment information about measures received by email from Shiyi. Assessment section complete.

**Theodore Unzicker (tunzicker) (Tue, 17 Oct 2023 22:02:27 GMT):** FCS 530 is listed under curriculum. That course was in activated in Spring 2021.

**Theodore Unzicker (tunzicker) (Tue, 17 Oct 2023 22:03:46 GMT):** ...FCS 530 was INactivated in Spring 2021. Sent email to Trevor.

Key: 434

# 529: SUSTAINABILITY ACADEMIC CERTIFICATE

## In Workflow

1. 470 Chair (sdawson@uidaho.edu)
2. Sustainability Certificate Committee Chair (ejames@uidaho.edu)
3. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
4. Curriculum Review (Curriculum Review@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu; csparker@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
11. Catalog Update (sbeal@uidaho.edu)

## Approval Path

1. Mon, 18 Sep 2023 20:59:38 GMT  
Sarah Dawson (sdawson): Approved for 470 Chair
2. Tue, 19 Sep 2023 23:45:17 GMT  
Erin James (ejames): Approved for Sustainability Certificate Committee Chair
3. Wed, 20 Sep 2023 00:30:44 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Thu, 21 Sep 2023 21:08:47 GMT  
Theodore Unzicker (tunzicker): Approved for Curriculum Review
5. Tue, 03 Oct 2023 18:34:57 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
6. Tue, 03 Oct 2023 21:29:41 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
7. Tue, 10 Oct 2023 23:17:05 GMT  
Sydney Beal (sbeal): Approved for Ready for UCC
8. Tue, 24 Oct 2023 22:49:40 GMT  
Sydney Beal (sbeal): Approved for UCC

## New Program Proposal

Date Submitted: Mon, 18 Sep 2023 17:10:37 GMT

**Viewing: 529 : Sustainability Academic Certificate**

**Last edit: Tue, 24 Oct 2023 18:46:50 GMT**

Changes proposed by: Sydney Beal

### Faculty Contact

Faculty Name	Faculty Email
Sarah Dawson	sdawson@uidaho.edu
Gwen Gorzelsky	gwen@uidaho.edu
Erin James	ejames@uidaho.edu
Karen Humes	khumes@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

### Academic Level

Undergraduate

### College

University-Wide Program Administration

### Department/Unit:

Sustainability Certificate Committee



**Effective Catalog Year**

2024-2025

**Program Title**

Sustainability Academic Certificate

**Degree Type**

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

**Program Credits**

12

**CIP Code**

30.3301 - Sustainability Studies.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

**Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form**

**Describe the financial impact**

None. The certificate will be comprised of existing courses and staffed with existing instructors.

**Curriculum:**

The 12-credit multidisciplinary Sustainability Certificate can be completed by students in any program across the university and is comprised of classes from all nine academic colleges. Sustainability is an interdisciplinary topic relevant to nearly every area of work and life. Certificate completion will allow students to contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond, and to cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations. Students are required to take at least three credits in the integrative core course category and at least three credits from each of the following three categories: ecological, social, and economic. A minimum of 12 credits must be achieved for certificate completion. Integrative core courses introduce students to the breadth of sustainability as a concept involving ecological, social, and economic processes. Courses centered around ecological sustainability focus on protecting and restoring the integrity of Earth's ecological systems, with special concern for biological diversity and the natural processes that sustain life. Courses centered on social sustainability focus on meeting the needs of communities without compromising the ability of future generations to meet their own needs. Courses centered on economic sustainability focus on long-term economic prosperity without negative impacts on the environment, society, or culture.

Code	Title	Hours
<b>Core Integrative Course</b>		
<i>Select at least one of the following:</i>		
FSP 201	Forest and Sustainable Products for a Green Planet	3
GEOG 435	Climate Change Mitigation	
LARC 150	Landscape, Culture and the Environment	

PSYC 319	Environmental Psychology
SOIL 436	Principles of Sustainability
MHR 315	Corporate Social Responsibility and Sustainability

**Ecological Course**

Select at least one of the following: 3

BIOL 102	Biology and Society
FOR 460	Mountain Ecology
EPPN 100	Human, Plant, Animal and Insect Epidemics: Drivers of Societ
SOIL 448	Drinking Water and Human Health
GEOG 313	Global Climate Change
GEOG 430	Climate Change Ecology
GEOL 309	Ground Water Hydrology
GEOL 474	Stable Isotopes in the Environment
LARC 288	Plant Materials & Design 1
REM 440	Restoration Ecology

**Economic Course**

Select at least one of the following: 3

AGEC 451	Applied Environmental and Natural Resource Economics
or ECON 451	Applied Environmental and Natural Resource Economics
AGEC 452	Water Economics and Policy Analysis
ARCH 463	Principles of Environmental Building Design
ECE 487	Sustainable and Renewable Energy
ECON 447	International Development Economics
or AGECE 447	International Development Economics
ENVS 423	Planning Sustainable Places
FIN 435	Sustainable Finance and Investments
SOIL 444	Water Quality in the Pacific Northwest
IAD 368	Interior Materials and Specifications <sup>1</sup>
INDT 419	Industrial Sustainability Analysis
LAW 407	Agriculture and Environmental Law
ME 436	Sustainable Energy Sources and Systems

**Social Course**

Select at least one of the following: 3

ENGL 316	Environmental Writing
ENGL 322	Climate Change Fiction
HIST 424	American Environmental History
IAD 151	Introduction to Interior Architecture and Design
IAD 443	Universal Design
LAW 406	Foundations of Natural Resources Law
RSTM 380	Principles of Travel and Tourism
SOC 340	Environmental Sociology and Globalization
SOC 344	Understanding Communities
SOC 465	Environmental Justice
SOC 466	Climate Change and Society

---

**Total Hours** 12

1

IAD 368 is being renamed "Materials for Health and Sustainability."

**Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

Yes

**If Yes, can 100% of the curricular requirements of this program be completed via distance education?**

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group B change and must complete the program proposal formwork before these changes will be processed.

**Geographical Area Availability****In which of the following geographical areas can this program be completed in person?**

Moscow

**Student Learning Outcomes**

**List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.**

1. Students will be able to define sustainability and identify major local, national, and global sustainability challenges.
2. Students will be able to explain how natural, economic, and social systems interact to create or prevent sustainability.
3. Students will be able to reflect critically on the global implications of their personal and professional actions.

**Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.**

Faculty must apply to the Sustainability Certificate Committee to have their course included in the certificate. That application asks the faculty member to consent to administering a sustainability literacy survey based on an Association for the Advancement of Sustainability in Higher Education (AASHE)-accepted instrument developed by the University of Seattle. The survey is integrated with the learning objectives and will be used to gauge student knowledge. Based on discussion of the outcomes and survey responses, the Sustainability Certificate Committee will develop recommendations, share those with instructors teaching the certificate courses, and ask those instructors to attend an annual workshop on implementing changes based on the recommendations.

**How will you ensure that the assessment findings will be used to improve the program?**

Each year, the University Sustainability Director and Sustainability Certificate Committee will 1.) meet to discuss assessment findings and develop recommendations, 2.) share the recommendations with instructors, and 3.) offer a workshop for current and potential certificate faculty on using the findings to improve course and curriculum design and instructional delivery.

**What direct and indirect measures will be used to assess student learning?**

Direct measure: Sustainability Literacy Assessment Survey

Indirect measure: Survey soliciting students' feedback on their certificate experience

**When will assessment activities occur and at what frequency?**

Annually, as explained above.

**Student Learning Outcomes****Learning Objectives**

1. Students will be able to define sustainability and identify major local, national, and global sustainability challenges.
2. Students will be able to explain how natural, economic, and social systems interact to create or prevent sustainability.
3. Students will be able to reflect critically on the global implications of their personal and professional actions.

**A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rationale should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.**

The 12-credit multidisciplinary Sustainability Certificate can be completed by students in any program across the university and will be comprised of classes from all nine academic colleges. Sustainability is an interdisciplinary topic that has relevance in nearly every area of work and life. Certificate completion will allow students to contribute to an informed citizenry and cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations. According to the Princeton Review's annual College Hopes & Worries Survey, an overwhelming majority of college applicants each year – often more than 75% - say that a university's commitment to sustainability and the environment affected their decision to apply to or attend the school. Therefore, participation in the certificate program is expected to grow over the next several years. The certificate complements many majors and minors and is not anticipated to compete with any existing programs. Courses for the certificate are chosen based on established criteria (see below) that will help students meet the learning outcomes. Since these are existing courses, there will be no added workload related to teaching. Assessment workload will be managed by the University Sustainability Director and Sustainability Certificate Committee stated above.

**Supporting Documents**

Course\_Criteria (1).pdf

529 Program Description Sustainability Certificate.pdf

#### Reviewer Comments

**Linda Lundgren (lindalundgren) (Wed, 20 Sep 2023 21:20:41 GMT):** Program Description received on 9/20/23: The 12-credit multidisciplinary Sustainability Certificate can be completed by students in any program across the university and is comprised of classes from all nine academic colleges. Sustainability is an interdisciplinary topic relevant to nearly every area of work and life. Certificate completion will allow students to contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond, and to cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations. Students are required to take at least one integrative core course and one course from each of the following three categories: ecological, social, and economic. A minimum of 12 credits must be achieved for certificate completion.

**Rebecca Frost (rfrost) (Tue, 03 Oct 2023 18:34:42 GMT):** Adjusted to catalog standards

**Linda Lundgren (lindalundgren) (Wed, 04 Oct 2023 19:06:38 GMT):** Program description uploaded by LL.

**Sydney Beal (sbeal) (Tue, 24 Oct 2023 18:46:50 GMT):** Removed BIOL 404 per UCC request and permission of Erin James

Key: 529

## SUSTAINABILITY & SUSTAINABILITY CHALLENGES

AASHE (Advancement of Sustainability in Higher Education) defines **sustainability** in a “pluralistic and inclusive way, encompassing human and ecological health, social justice, secure livelihoods, and a better world for all generations. Major sustainability challenges include (but are not limited to) climate change, global poverty and inequality, natural resource depletion, and **environmental degradation.**” **The solutions for many sustainability challenges are enumerated in the UN’s [Sustainable Development Goals](#).**

Sustainability of courses is determined through alignment with the criteria enumerated below. Course descriptions must include the listed criteria for consideration of inclusion. Courses in the Ecological, Economic, and Social Sustainability categories must include at least 50% criteria concepts.

## COURSE CATEGORIES

### 1. Integrative Core

Integrative Core courses have a primary and explicit focus on sustainability. Thematic courses may qualify as foundational if social, environmental, and economic dimensions are addressed with sufficient balance and depth to confer foundational knowledge that is transferable to other themes or issues.

### 2. General Courses:

a. **Ecological Sustainability:** Courses centered on ecological sustainability focus on protecting and restoring the integrity of Earth’s ecological systems, with special concern for biological diversity and the natural processes that sustain life. Such courses may include the following themes:

- The interdependence of species
- Local biomes, watersheds, and natural history
- Ecosystem services
- Soil conservation and management
- Biodiversity loss and protection
- Invasive species
- Plant and wildlife disease
- Habitat loss and fragmentation
- Habitat connectivity and remediation
- Impacts of pollution on natural systems and mitigating pollution
- Impacts of over-harvesting of plants or wildlife

- Impacts of climate change on natural systems
- Ecosystem degradation
- Restoration ecology
- Ecological impacts of sea-level rise
- Natural disasters

b. **Economic Sustainability:** Courses centered on economic sustainability focus on long-term economic prosperity without negative impacts on the environment, society, or culture. They examine patterns of production and consumption that safeguard Earth's regenerative capacities. Such courses may include themes such as:

- The economics of population growth
- Human consumption patterns or impacts
- Impacts of biodiversity loss on local markets
- Food, water, and energy resource availability
- Fisheries collapse or recovery
- Sustainable resource consumption
- Sustainable agriculture
- Food waste
- Organic farming
- Permaculture
- Biodynamic farming
- Agroforestry
- Sustainable food systems
- Environmental impacts of poverty and inequity
- Sustainable materials production
- Economic impacts of climate change
- Prosperity without growth
- "Green" chemistry
- Cradle-to-cradle production/manufacturing
- Degrowth
- Circular economy
- Waste management
- Carbon sequestration
- Sustainable business
- Sustainable architecture or landscape design
- Renewable energy (solar, wind, water, tidal, biofuel)
- Geothermal energy
- Centralized vs decentralized energy production
- Oil dependence

- Subsidies
- Energy efficiency
- Technological solutions to sustainability challenges
- Greenwashing
- Marketing for sustainability
- Energy systems
- Energy conservation
- Pollution prevention
- Water conservation
- Sustainable innovation
- Designing climate-resilient communities
- Ecotourism
- Sustainable textiles, fashion, or materials design
- Desalination
- Wastewater treatment
- Recycling/reducing/reusing
- Carbon footprint
- Water footprint
- Environmental/human health impacts of supply chains
- Environmental certifications (MSC, FSC, B Corp, 1% for the Planet, etc.)
- Global commons
- Management for sustainability
- Sustainable economic growth
- Sustainable development
- Corporate environmental responsibility
- Natural resource scarcity and/or management
- Other concepts of energy, water, and waste
- Climate change adaptation
- Sanitation

c. **Social Sustainability:** Courses centered on social sustainability focus on the interactions between society and nature. Topics may include themes such as:

- The impact of social systems on ecological systems
- Cultural comparisons of sustainability
- Indigenous environmental issues
- The relationships between poverty, social justice, and environmental degradation
- Impacts of the built environment on ecology and society
- Humanity's place and limits within ecological systems
- Environmental ethics

- Environmental law and policy
- Food insecurity
- Fresh water availability
- Impacts of resource scarcity
- Climate refugees and societal impacts of climate change
- Impacts of climate change on healthcare
- Environmental justice
- Sense of place
- Impacts of nature on mental health
- Impact of nature on physical health
- Gender equality and equity as prerequisites to sustainable development
- Access to green space
- Environmental history
- Sounds of nature
- Environmental poetry
- Environmental literature
- Environmental philosophy
- Environmental history
- Environmental psychology
- Art or design with reclaimed materials
- Migration



## 529 Program Description

The 12-credit multidisciplinary Sustainability Certificate can be completed by students in any program across the university and is comprised of classes from all nine academic colleges. Sustainability is an interdisciplinary topic relevant to nearly every area of work and life. Certificate completion will allow students to contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond, and to cultivate an ecologically sound, economically prosperous, and equitable society for current and future generations. Students are required to take at least one integrative core course and one course from each of the following three categories: ecological, social, and economic. A minimum of 12 credits must be achieved for certificate completion.

# MAGIC VALLEY WORKING GROUP:

*Serving a growing region of our State*



*The Snake River runs through the hills in southern Idaho*

# MAGIC VALLEY WORKING GROUP:

*Serving a growing region of our State*



**University of Idaho**

Introduction & Charge from President Green..... 2  
 Overview..... 3  
 Outreach and Tourism..... 5  
 Research Opportunities ..... 8  
 Academic Opportunities in the Magic Valley ..... 15  
 Summary Observations and Recommendations ..... 19  
 Recommendations for Magic Valley Execution..... 20

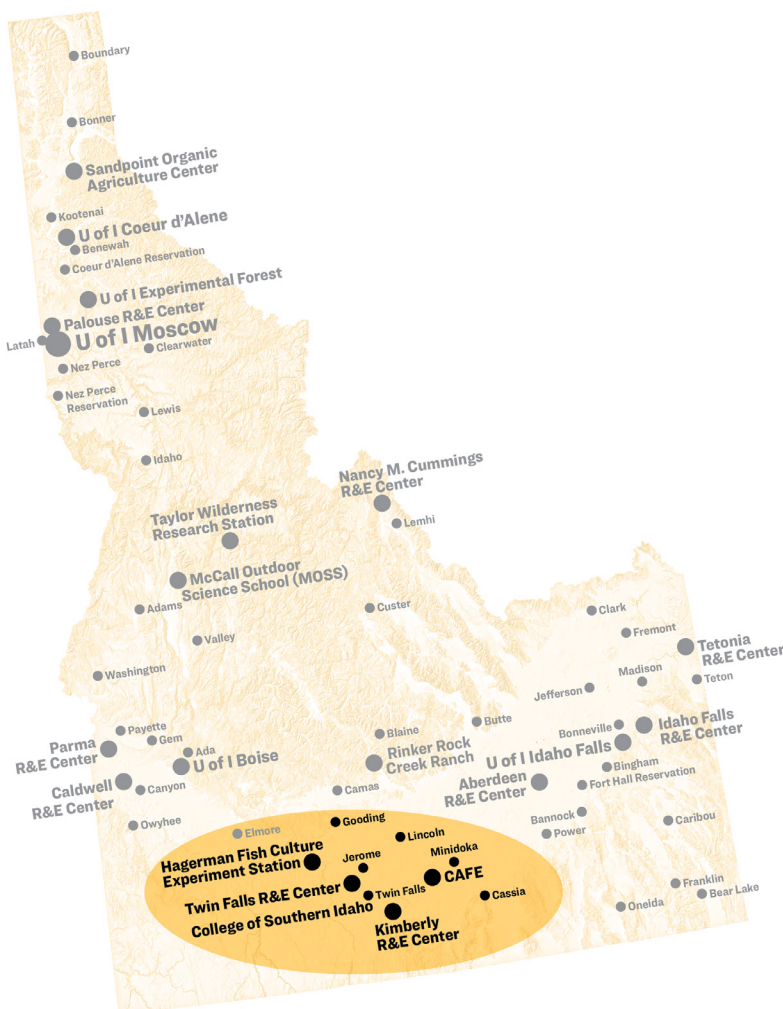
## INTRODUCTION & CHARGE FROM PRESIDENT GREEN

President Green established the Magic Valley working group and tasked it to explore strategic opportunities for the University of Idaho in the Magic Valley.

While the initial impetus for the working group was to explore a real estate opportunity and partnership at the Crossroads site in Jerome, ultimately the three subgroups took a deeper look at a long list of opportunities for the University of Idaho to serve our statewide mission and support the economy in the region. The groups took a critical look at how the U of I could have greater visibility and presence in the Magic Valley.

The timing of this process was driven by a number of factors. First, the urgency to make a decision about the feasibility of building a facility at the Crossroads site in partnership with the Charter Equities development (Discovery Center). Second, a number of opportunities currently exist to forge stronger and more expansive partnerships with College of Southern Idaho (CSI). The working group traveled to Twin Falls and Jerome to see the Crossroads site and visit CSI. The conversations focused on (1) exploring ways to expand educational programming and research associated with CAFE, (2) identifying facility needs to accommodate the fulfillment of the University’s land-grant mission, (3) the development of companion programming associated with CAFE, and (4) additionally, the group evaluated how the University of Idaho could develop the appropriate strategies to expand participation from colleges other than the College of Agricultural & Life Sciences (CALs) to serve the needs of this growing market.

The working group was divided into three subgroups. The first subgroup, directed by Associate Dean and Director of UI Extension Barbara Petty focused on outreach and tourism



and took a critical look at the Jerome site and the potential return on investment (ROI) associated with the development. The second, led by Dean Michael Parrella, was tasked with investigating potential research connections associated with CAFE. The third, headed by Dean Sean Quinlan, focused on exploring expanded educational opportunities – both undergraduate degrees, graduate degrees and 2+2 programs that pair with CSI. The report generated by each group has been incorporated into this white paper.

## OVERVIEW

For almost 15 years, the University of Idaho (through a partnership with stakeholders and the legislature) has been developing the Idaho Center for Agriculture, Food and the Environment (CAFE), the heart of which will be a research dairy and demonstration farm located in Minidoka County. CAFE will provide the university with a modern and unique research facility consistent with the scale of agricultural production in the Magic Valley - a major agricultural area in the state. Although the dairy and demonstration farm have an obvious agricultural connection, the industries in the area need expertise in multiple disciplines. By working collaboratively with two-year institutions U of I can create other educational opportunities, including 2+2 degrees and 4-year degrees which align with our expertise and statewide mission in Southern Idaho.

As a 2-year school, CSI has an interest in research from a student experiential learning perspective, but their faculty do not have a research mandate. CAFE affords the opportunity to enhance student training to engage with industries in the Magic Valley, in partnership with CSI. The extension/outreach component is a focus of the Discovery Center vision and its connection to the burgeoning area of Agri-Tourism was a piece of the original CAFE concept and is further detailed in this document. Ultimately, the recommendations from this process focus on what we can do in the immediate future to launch programming to serve the needs of this region and point to the most strategic path forward given our mission and financial position. As originally conceived in 2008 and updated in 2017, CAFE encompasses 4 overlapping areas: a 2000 cow dairy, an adjacent 600+ acre demonstration farm in Minidoka County, the Discovery Center at the Crossroads of U. S. Highway 93 and Interstate Highway 84 in Jerome County focused on outreach and education, and a Food Processing Research and Educational component in conjunction with CSI on their campus in Twin Falls County.

CALS faculty have been actively collecting baseline data at the demonstration farm for over one year and bids for dairy construction were received on February 23, 2023. The food processing component is under discussion with CSI and is still in a preliminary stage.

## JEROME & CROSSROADS LOCATION

### **An examination of the Discovery Center (DC) location: History and Concept**

The Points Consulting Feasibility Study recommended co-locating with the Southern Idaho Legacy Center (Rick Ryerson development) as the ideal site for the CAFE Discovery Center. Mr. Ryerson joined the working group's session on the CSI campus in November. He presented highlights of his vision for the site and stood for questions.

Mr. Ryerson clarified the difference between the Discovery Center and his Western Heritage Museum. He explained that the museum will be focused on settlers up to 1900's and that there is a strong partnership with the Native American population. Exhibit space will be available for a travelling museum. Rick doesn't think that the content will overlap since U of I will focus on agriculture. He suggested that the two entities need to be connected for greater overall success. Mr. Ryerson has indicated he has a Plan B should the Discovery Center not go forward.

An MOU has been signed between U of I and Rick Ryerson. In February 2022, UI and Charter Equities (Rick Ryerson) entered into a non-binding MOU to possibly exchange properties the parties separately own near Jerome ID. Based on a subsequently completed property value appraisal, UI would convey its current parcel near Jerome and \$400,000 to Mr. Ryerson in exchange for his nearby parcel. It was the conclusion of UI administration that Mr Ryerson's parcel was superior for the development of UI's proposed "Discovery Center" because of its more prominent location and the parcel's adjacency to a planned development Mr. Ryerson has proposed. The MOU anticipated that any subsequent binding exchange agreement between UI and Charter Equities would include a condition that before exchange both parties would have approved the other party's development plans.

As originally envisioned, the facility was intended to educate school children (K-12), the public, legislators, and tourists visiting Idaho on their route to Sun Valley about food production in Idaho. Through a series of

changing interactive displays, the DC as proposed, would provide the avenue for many of our commodities to tell their story – highlighting the positive aspects of their production with respect to impact on the economy, nutritional benefits, sustainable production practices, etc. The Agri-Tourism piece of this concept pointed the working group to look at tourism data and expertise to provide input to the deliberations. (See attached tourism data provided by Idaho Department of Commerce – Addendum B)

The facility would allow the University to sell Idaho products and would provide a multi-functional meeting space. Finally, the design would include animal pens and areas that could be used by 4-H, FFA and high school educators in the area.

The acreage U of I acquired along U.S. 93 was purchased in 2019 from Arlen Crouch at a discount with a considerable ‘in kind’ contribution. While many in the Magic Valley are extremely positive and quite vocal in their support of the DC, to date the University has been unable to generate additional external financial support. At this point the U of I would need to either borrow money to build the facility or work out a ‘built to suit’ with a developer where we rent the facility with an eye toward eventual ownership.

A thorough feasibility study of the DC was conducted in 2021 that examined the cost of the building and operations (among other variables) vs. a potential revenue stream. See Full Points Consulting Report – Addendum A. Proponents of the DC suggest this project provides U of I a chance to have a greater presence in a critical area of the state. They argue that gains would result from partnerships with CSI and expanding our educational programming in the Magic Valley. That being the case for a return on any investment in facilities, the group took a look at what is the best location for us to begin launching these programs.

According to Points Consulting Feasibility Study, the Discovery Center is likely to come close to covering its costs once fully stabilized (between years three and five of operation). It was noted that the University would need to provide considerable support during start-up, amounting to an estimated \$2.13 million in the first five years. Additionally, it is estimated the U of I would also have to pay ongoing costs after this point, in the range of \$282K/year. To subsidize these costs, it has been suggested U of I could commit resources to develop popular and recognized products at the Food Technology Center in Caldwell that develop a strong

retail and e-commerce following. If the University could align programming, location and financial investment, the Discovery Center could provide a significant boost to the Jerome County economy and a vital home for agribusiness and agricultural activity in South Central Idaho.

## TWIN FALLS LOCATION

### **Expansion of the Applied Technology and Innovation Center (ATI) on the CSI campus**

In CSI’s preliminary planning, there are accommodations for a broad sharing of the new space in support of Food Science/Processing and CAFE partnerships as well as classrooms, labs and dedicated office space for U of I faculty. This original project was funded primarily with federal (EDA) money. It is important to note that it is the current home of their Food Processing Technology program and Automation Engineering Technology that serves local food processing industry partners.

The intent of the addition is almost entirely around food, including meat science. Other components may include (CSI):

- Office space for Region IV Development Association, Southern Idaho Economic Development, CSI Workforce and Economic Development, and the Small Business Development Center.
- Relocation of Culinary Arts including Baking and Pastry as well as Hospitality Management. It is CSI’s intent to incorporate a rooftop event space that will serve these (and other) programs.
- Various industry training activities including meat cutting.

The project is not 100% scoped yet, but preliminary estimates put the building at around 32,000 sf. A white paper has been prepared in addition to a programming spreadsheet that was used in support of a BBB grant submitted a few years ago.

There have been lower-level discussions around CSI and the U of I possibly connecting on a joint fundraising campaign for expansion of the ATI Center. Much of what has been discussed focuses on food science/processing at the Discovery Center that could be achieved at the expanded ATI center. As stated earlier, this was part of the original CAFE plan.

Todd Schwarz, Provost at CSI and a member of the working group has re-started meetings with leadership about the ATI Center and focused on applying for a promising federal grant that would result in a significant investment in this partnership.

## OUTREACH AND TOURISM

### **Chair, Barbara Petty**

*Associate Dean, CALS and Director of Extension*

### **MEMBERS:**

#### **Shawn Barigar**

*Magic Valley Economic Development Director/former Mayor of Twin Falls*

#### **Gerard Billington**

*Real Estate Officer, Division of Finance & Administration*

#### **Yolanda Bisbee**

*Chief Diversity Officer & Executive Director, Tribal Relations*

#### **Elissa Clark**

*Working Training Director, Idaho Dairyman's Association*

#### **Larry Hall**

*Executive Director, Jerome 2020*

#### **Diane Norton**

*Tourism Manager, Idaho Department of Commerce*

#### **Brent Olmstead**

*Director of Governmental & External Relations, CALS*

#### **Julie Stafford Son**

*Professor of Recreation, Sport & Tourism Management*

#### **Mark Warner**

*Professor, College of Letters, Arts & Social Sciences*

### **SCRIBE:**

#### **Amy Calabretta**

*Marketing & Communications Manager, CALS*

This subcommittee focused our attention on the potential for non-credit educational offerings and tourism. It was understood that the mission is to increase the presence of University of Idaho in southern Idaho, specifically the Magic Valley area in the areas of teaching, research and outreach in a way that it can be sustainable.

As a companion to the research dairy, the original vision of the Discovery Center was to be a hub for educational activities with a two-fold mission of educating the public about where their food comes from and promoting the agriculture industry in Idaho. The following describes the original vision for the Discovery Center.

The educational activities at the Discovery Center would vary from large group producer meetings to school classroom field trips to individual self-guided tours for all ages through interactive displays telling the story of Idaho agriculture. The Points Consulting Feasibility Study warned against a museum type facility – it will need to be a fully interactive, constantly changing educational experience.

The proposed design of the Discovery Center includes a total square footage of 23,000 with 10,000 square feet of the building dedicated to an area for interactive displays. It would also include meeting space to accommodate 150 people for educational classes, workshops and seminars, retail space and an outdoor animal pavilion. The meeting/classroom space would be designed with flexibility to be divided into small spaces to accommodate multiple smaller classes or breakout groups on site. A warming kitchen was included in the design so food service could be included in the educational offerings. The meeting/classroom space would include technology to facilitate distance educational class offerings from the various University of Idaho campuses and extension offices located throughout the state and a direct live stream feed from the CAFE Research Dairy in Minidoka County. The meeting/classroom space could be accessed separately from the rest of the facility to accommodate evening activities for Extension and University of Idaho classes as well as events hosted by the community.

As proposed, the display area would be the size of approximately two basketball courts. Interactive displays using gamification to teach concepts would be incorporated throughout the display areas. The displays would be rotated to avoid stagnation and apathy to encourage return visits by patrons. The displays representing the different commodity groups could include a visual tractor simulator, the introduction of water and power on agricultural land, a simulation of milking a cow, a model of ruminant digestion, etc. The outdoor animal pavilion would allow 4-H clubs and FFA students a place to conduct livestock judging contests and shows. In addition, there could be opportunities to educate and provide experiences for elementary students in a petting zoo context, and demonstrations on milking a cow as well as animal care highlighting careers associated with animal agriculture.

A retail component would promote the sales of Idaho products, provide a reason for drive-by tourists to stop, and support the operations of the DC. To enhance the tourist experience retail local entrepreneurs could market their products for retail sale. The sub-group concluded that ice cream sales would promote the connection to the dairy and appeal to locals as well as tourists. Idaho Milk Products have expressed an interest in selling more retail products and could be a good partner. True West Beef Snake River Farms American Wagyu jerky could be a partner as well. Local branded apparel was also an item that was identified as a possible revenue source for the retail side of the DC.

The subcommittee supports the vision of the major design aspects of the facility but also recognizes the sizeable investment needed to bring this vision into reality. The following is a compilation of the many ideas that surfaced during our deliberations around programming for the Discovery Center site.

### **EDUCATIONAL OFFERINGS: 4-H FOCUS**

University of Idaho Extension has hired a 4-H STEM Extension educator, Matt Fisher to specifically deliver agricultural STEM programming to youth in the Magic Valley Area. Partners that Matt has visited with or is in the process of meeting in the Magic Valley include Chobani, Agropur, McCain, Simplot, True West Beef; statewide partners are DairyWest, Amalgamated Sugar and Commodities/Bureaus include Farm Bureau, Snake River Sugar Beets, Idaho Wheat Commission, Idaho Forest Products Commission, Idaho Potato Commission.

Matt's vision is that the Discovery Center's goal would be to educate school groups/public in three areas (with the help of Extension employees):

- a. Nutrition and Sustainability
- b. Youth and Adult Education and Awareness
- c. Social and Environmental Impact

### **Nutrition and Sustainability**

Interactive displays, AG STEM Challenge (youth designing programming robots to accomplish tasks in agriculture—testing soil samples, growing mediums, transferring seedlings, etc.), ePotato multidisciplinary and multimedia program, Family and Consumer Science curriculum.

### **Youth Education and Awareness**

Opportunities for schools, out of school network, day camps to come to the Discovery Center for teaching and hands-on experiences. 4-H would play a big role here using 4-H national curriculum and Idaho created curriculum: Ag Innovator Challenge, Maker Space STEM modules, plant and animal science, etc.

### **Social and Environmental Impact**

What is being done within Extension and agriculture? An example: How is a county affected by dairy farmers? How is your life affected? A cow can eat what humans cannot and still make high-protein food for human consumption. How many humans can be fed with high quality food? A tie into the dairy since operations may be live streamed.

### **CONNECTING WITH CSI**

In addition to calling out the many opportunities to support the education offerings from our 4-H and extension team, the outreach subgroup also spent time brainstorming other ideas which intersect with the focus of the other two subgroups: academic programs and research. Below is a partial list of some of the areas where we see University of Idaho's expertise that could serve the Magic Valley and strengthen our partnerships with CSI. **It is important to note, we did not debate how some of the programs would fit into current SBOE policy or conflict with current regional restrictions for programming.**

1. Current workforce shortages are driving an interest in internship programs. This usually takes the form of students attending school part time and working in a corporate environment part time. This can be done at the high school, CSI or, college level with U of I.
2. STRAP – School to Registered Apprenticeship Program is another apprenticeship / internship program where students have worked with Agropur, Automated Dairy, AA Dairy, etc. with a path to employment by the sponsor company upon graduation.
3. Cesar Perez from the Jerome CSI Center indicated that CSI has many Hispanic adult learners who would be referred to the Discovery Center and engage with the programming and destination services offered. The U of I Juntos 4-H program would be a great student peer resource to incorporate in the Discovery Center and help serve students of color as they navigate relationships with the Discovery Center.

4. Agricultural Technology, which includes Robotics, is becoming more and more popular with the efficiencies and lack of qualified and committed employees. Robotics are used in various dairy operations, farming irrigation insight, of planting and cultivating, maneuvering tractors, and more. Robotics are also used with crop management in using drones for monitoring crops and smart pivots, satellite imagery, and artificial detection that communicates with the farmer. Again, courses can be established at the high school, CSI or, college level with U of I.
5. The Veterinary Technology (Vet Tech) program at the College of Southern Idaho is thriving. This program allows for individuals to be a small animal Veterinarian or Vet for dairies. A little-known fact is that we have 500,000 head of dairy cattle in the Magic Valley. Each cow is milked with automated milking equipment three times daily producing 90lbs of milk per day, per cow. This totals 45 million pounds per day of milk that is processed by approximately 12 processors in the greater Magic Valley. With this cow count, there is great demand. There are also thousands of beef cattle in the Magic Valley needing veterinary services, although not to the extent of the dairy cattle.
6. Logistics which includes warehousing and trucking, is also a huge area where U of I can be involved in education. This is a much more sophisticated business than one would think. Many trucking firms have over 100 trucks in their fleet that have to be monitored, loaded and repaired constantly. Our operations and supply chain management expertise could serve the large dairy operations.
7. Lab work for the U of I research dairy, processing companies and private dairies could be an important service and course offering for University of Idaho. In addition to a Lab operated by U of I, other labs could be part of a consortium for practical experiential learning focused on research.
8. Paving the way for students to start their own Ag Business could be a great course offering for CSI and U of I to join forces and support entrepreneurship education. Succession Planning is another benefit of educating our students to pursue careers in agriculture. It will help to keep the industry alive for the future.
9. In education, STEM stands for Science, Technology, Engineering, and Mathematics. In Ag, it might stand for Science (Research & Development), Technology (Agricultural Technology), Engineering (Crop Management), and Mathematics (Logistics).
10. Events like the Food Fest planned for Jerome with U of I, Kimberly Good Neighbor Days, Dairy Days in Wendell, etc. are ways for U of I to gain exposure for the Discovery Center and the educational programs.

## OTHER EDUCATIONAL OPPORTUNITIES:

- A festival similar to the Trailing of the Sheep Festival held in Ketchum. Look to celebrate the animal that produces these great products; have vendors that sell products made from cows; etc.
- Take visitors out to a farm to see cows or something through virtual reality. Partner with processing plants and local dairies for tours. Maybe something in June during Dairy Month.
- During harvest, a festival highlighting all the foods produced in Idaho; cooking classes using Idaho products.
- Adventure sport events are a huge draw – could draw in educational information related to different water issues. Bike tours through agricultural areas is also popular. Tying in outdoor recreation and great food options. Could also gamify that by having a passport for different tours, food locations and outdoor activities.
- Educational programs could be in conjunction with agricultural businesses in the area. A Farm to School approach. For example, Millenkamp Dairy is located in Jerome and offers tours to the public. Youth and adults could see in action what they have learned at the Discovery Center.



## TARGET AUDIENCE

For the Discovery Center to be successful, it would need to be supported by local people and tourists to the area. Local people would need to view the Discovery Center as a place where they could learn something new each time they visit. It would be the local place for educational meetings and a place where they could bring their out-of-town family and friends. The Discovery Center would not be successful in accomplishing the land grant mission of the University of Idaho without buy-in from the local population.

## TOURISM

### **See Addendum B – Visit Idaho: Department of Commerce Tourism Data**

Income from tourism would be critical for the sustainability of the Discovery Center as indicated by the Points Consulting Feasibility Study. Research indicated that there are over 56,000 cars that stop at the I-84 exit daily. For the Discovery Center to attract the drive-by tourist, it would need to offer an experience that is quick and meaningful.

## OUTREACH AND TOURISM RECOMMENDATIONS AND OBSERVATIONS

1. Refine our scope. We cannot sustain a high level of excellence in what we do if we try to meet too many needs all at once. This white paper addresses all of the following: for credit and non-credit education, research opportunities, supporting the food processing industry, providing a tourism experience for the area, and meeting the community needs for meeting space. These efforts need to be prioritized in alignment with the University's current strategic plan.
2. Further define the project with a more robust business plan. With the additional information from the other subcommittees on the financial return on investment, how much ongoing institutional resources would be needed to support the Discovery Center project? The largest population base is in Twin Falls and the probability of this population driving 4.5 miles from Twin Falls

to the Crossroads was questioned. The Crossroads has been the main location discussion because of traffic, but other factors should be considered.

3. There are other facilities in the area being planned that could accommodate programming or be in competition with the vision of DC. CSI is planning a new 20,000 square foot facility in downtown Jerome. They plan to start building this facility in late 2023. A Children's Museum in Twin Falls has a partnership proposal in the works with only 7% of their fundraising completed to date.
4. If the capital project at the Crossroads is developed further, a different name should be considered from Discovery Center to something that more accurately describes the project. While CAFE (Center for Agriculture Food and the Environment) would reflect the entire project and the dairy located in Minidoka County, the CAFE brand could be confused for a restaurant.

## RESEARCH OPPORTUNITIES

### **Michael Parrella**

*Chair & Dean of College of Letters Arts & Social Sciences*

### **MEMBERS:**

### **Todd Schwarz**

*Provost, College of Southern Idaho*

### **Barrie Robison**

*Professor & Director, Institute for Interdisciplinary Data Sciences*

### **Brian Small**

*Professor & Director of Hagerman Fish Culture & Experiment Station*

### **Daniele Tonina**

*Professor & co-Director, Center for Ecohydraulics Research*

### **Suzie Long**

*Dean, College of Engineering*

### **SCRIBE:**

### **Carly Schoepflin**

*Director, CALS Communications & Strategic Initiatives*

*The following information is a compilation of the research opportunities that intersect with expertise on the ground in the Magic Valley and compatible with the CAFE project.*

## **AQUACULTURE**

The global aquaculture market was valued at \$204 billion in 2020 and is expected to reach \$262 billion by the end of 2026, growing at a compound annual growth rate (CAGR) of 3.6% from 2021-2026. The U.S. faces a significant and growing seafood trade deficit with nearly 90% of consumed seafood and over 50% of aqua-cultured products imported from foreign countries. Further, many exporting countries do not possess regulatory frameworks that meet U.S. health, environmental, and safety standards.

In the US, Idaho leads the way in trout production, with more than 70% of trout produced in the US coming from the Magic Valley. In the past two years, the industry has seen consolidation and substantial investment from outside of Idaho. With this, there has been an adoption of new technologies and research-based management being emphasized, and the industry is expected to more than double over the next decade. These trends will not only lead to greater interactions between Idaho producers and researchers but also require a more technically trained workforce. Both the U of I Aquaculture Research Institute (with faculty in CALS, CNR, COS, and COE) and CSI are active partners with the Magic Valley aquaculture industry. These collaborations can be expanded by engaging additional faculty across the U of I, especially those working on sustainability, water, food science, biosensors, engineering, and data science. Through working with CSI, these research efforts can be integrated in aquaculture workforce development, extension, and course offerings.

## **RESEARCH AREAS FOR IMPROVED SUSTAINABILITY OF THE AQUACULTURE INDUSTRY IN IDAHO**

Aquaculture is a highly diverse activity involving food production, but in the state of Idaho also supports fisheries enhancement and fisheries stock restoration. Like all animal production, aquaculture involves the application of an array of scientific disciplines, including fish nutrition, genetics, physiology, immunology, water quality, food science, engineering and data science. The U of I Aquaculture

Research Institute (ARI) has served the Magic Valley aquaculture industry for nearly three decades, through both extension support and research based at the Hagerman Fish Culture Experiment Station. The CSI aquaculture program dates back to the 1970's, providing aquaculture students hands-on experience at the Priebe Hatchery in Twin Falls. The program offers an intermediate technical certificate and an associate degree.

Recent changes to the CSI program have resulted in CSI moving its fish hatchery to the Jerome side of the canyon at Pristine Springs, closer to the proposed Discovery Center. They also have seen turnover in the program, hiring of a new aquaculture instructor this year. Together with the hiring of a new Aquaculture Extension faculty by U of I, this has led to renewed collaboration and discussions of developing a 2+2 program and joint workforce development activities. Furthermore, the largest trout producer, Riverence, has been engaged with CSI and U of I regarding aquaculture education and workforce development, expressing a willingness to support such efforts. These fortuitous events have created the perfect opportunity for a comprehensive aquaculture education and research program involving multiple colleges, institutes, and programs at both U of I and CSI.

The areas addressed below represent potential educational, outreach and research opportunities that highlight existing strengths at both U of I and CSI. This information can also be used as ARI builds a stronger, more collaborative aquaculture program with CSI. This can also serve to encourage faculty working on sustainability, water, food science, biosensors, engineering, and data science to collaborate in this area. Finally, the ROI will come from addressing the needs of a critical industry in the Magic Valley and state that should be able to generate support from the local industry, the USDA-ARS and NIFA programs, and the United Nations Sustainability Development Fund.

## **AQUACULTURE - TROUT NUTRITION AND FEEDS**

U of I ranks #1 in fish nutrition research programs in North America and is globally recognized for its fundamental and applied research to support sustainable feed development. ARI research and extension faculty contributed to nearly \$2M in federally funded research to improve water quality, through optimized nutrition and feeds, of effluent

coming from aquaculture facilities in the Magic Valley. Furthermore, ARI research and extension efforts, where industry contributed both in-kind matches and estimated direct expenditures of \$30M, led to a 40% reduction on total phosphorus discharged. However, increasingly stringent phosphorus discharge limits require innovative research and feed technologies, especially in light of industry goals to more than double production.

Another big component of feed sustainability is the transition away from high fishmeal/fish oil feeds. ARI faculty lead the nation in this area of research while working with national and regional commodity groups, ingredient, and feed companies. U of I and the USDA-ARS Trout Grains Lab with researchers in Hagerman, Aberdeen, and Bozeman have recently focused on protein concentrates from barley, corn, alfalfa, soy and insect proteins, and well as oils from oilseed crops, such as high omega-3 canola. Novel utilization and processing of row and oilseed crops provide alternative markets and profitability. This area of research has obvious intersections across crops, nutrition, engineering, cows and fish.

## **AQUACULTURE - WATER QUALITY AND QUANTITY**

U of I Extension faculty have served on the Middle Snake River Watershed Advisory Group and Technical Committee since its inception in 1996, providing an interface for the Idaho state government, DEQ, EPA, and aquaculture facilities and provide educational and on-farm visits to implement BMPs and ensure NPDES compliance for state aquaculture facilities. New research by U of I ARI faculty and USDA-ARS partners at the HFCES are engaged in characterizing water quality and the microbial ecosystem on fish farms. However, with higher production, lower P discharge allowance, and lower water flows in the Magic Valley, there is a critical need for alternative production methodologies. The past few years have seen inland recirculating aquaculture systems (RAS) popping up in the US and across the globe. Thought leaders in the aquaculture industry see RAS as the solution to sustainability and global fish demand. The Idaho trout industry is interested in adopting partial water reuse. To be successful, they will need new technologies and a technically trained workforce. This is where the U of I and CSI can collaborate to create a small-scale

RAS system for training skilled professionals to enter the Idaho aquaculture workforce. It also presents opportunities for greater engagement across colleges, institutes, and programs to develop new water technologies, sensors, and water quality remediation, as well as support data management. Further industry support might be provided through a water quality service lab.

## **AQUACULTURE – DISEASE AND ANIMAL HEALTH**

The Idaho aquaculture industry lacks a diagnostic service center and access to veterinary services specifically for fish. Currently, to test for diseases, samples must be sent to Washington State University and results are not timely enough to be effective. Furthermore, any disease treatment requires a veterinary relationship and prescription. Research in fish health and immunology is also critically lacking in the Magic Valley. While the research at the Hagerman Fish Culture Experiment Station on microbial ecology and water quality applies to fish health, it does not directly address pathogens, disease mitigation or epidemiology. This is an area for expansion and collaboration with CALS and could be an added strength for training at CSI through fish health-tech training.

## **FOOD PROCESSING – INCLUDING MEAT SCIENCE**

Several trends are driving the demand for animal-based foods in the US and globally. These trends have science and technology components that CALS and CSI faculty can help to address. This can be expanded by engaging other colleges at U of I in the food science/processing area. Since Food Processing has a strong engineering component, there are real opportunities to involve faculty from the U of I College of Engineering as well as the Engineering Program at CSI.

Research areas for improved sustainability of the Food Industry in Idaho Food Science is a cross-disciplinary field involving chemistry, physics, nutrition, dietetics, microbiology and engineering. Food processing is a widely applicable area designed to provide the scientific knowledge to solve practical problems associated with food production. It is defined as any procedure that enables the improvement of texture, nutrition, and safety of food products, including but

not limited to heating, mixing, canning, freezing, drying, milling, and fermenting. Given these extremely broad definitions, building a comprehensive food science/food processing program will involve multiple colleges/programs at both U of I and CSI.

The areas addressed below represent potential educational, outreach and research opportunities that highlight existing strengths in the food and animal science programs at both U of I and CSI. This information can also be used as AVFS builds its Food Science program going forward while CSI considers what will be the focus in an expanded ATI center. This can also serve as a guidepost if COE is interested in investing more in this area. Finally, the ROI will come from addressing the needs of a critical industry in the state - via support from the food processing industry throughout Idaho as well as support aligned with selected USDA programs.

## **FOOD PROCESSING – FOOD SAFETY**

Microbial food safety – Dairy and meat products are high risk foods and susceptible to vegetative pathogens such as *Listeria monocytogenes* and pathogenic *Escherichia coli*. This can even be a concern in pasteurized refrigerated and frozen foods (e.g., Blue Bell Ice Cream).

Another ongoing concern is with thermostable bacterial spores (*Bacillus* species) that are opportunistic pathogens that can survive in milk powder and *Cronobacter sakasakii* a heat tolerant microbe that also survives in powdered milk and poses a risk of illness from infant formula. Moreover, *Clostridia* species pose risks to processed meat products and the use of natural or chemically derived nitrates and nitrites are important to aid in maintaining cured meat safety and quality.

Online retailing of perishable foods such as dairy and meat products will force the industry to reevaluate current processing, packaging, and distribution systems for these foods. The growth of pre-packaged ready-to-heat, ready-to-eat meals has created new food safety challenges in both the consumer and restaurant environment (e.g., see the episodes with Chipotle food borne illnesses). Addressing these demands will require new technological solutions, particularly at a time when food additives and preservatives are being frowned upon from a marketing standpoint.

Other considerations are that foods developed to meet the nutritional, portioning, packaging and preparation

needs for children and the elderly must be designed in such a way to be safe for these vulnerable individuals. Furthermore, some locally sourced, natural, simply made and additive free foods are not inherently safer than conventional foods and can pose their own unique food safety risks (e.g., raw milk cheese) which needs to be researched as well as taught and discussed.

The University of Idaho have faculty both on and off campus in the Department of AVFS that focus on food safety microbiology research (Drs. Unlu, Bohach, Minnich, Ryu, and Hamlett) as well as teaching and outreach (Drs. Colle and Bass) who can provide feedback and technical assistance with microbial growth parameters, survival, inactivation strategies, and risk assessment. Furthermore, the USDA certified meat laboratory on the Moscow campus provides hands-on learning of the use of meat processing equipment and ingredients as well as an expert meat processor (James Nasados) who can lead technical training of students in the meat processing arts.

Chemical contaminants – Milk and meat are routinely screened for drug and agricultural chemical residues, mold toxins (from milk and feed) and unapproved additives (e.g., melamine). Dr Ryu is an expert in chemical food safety with a focus on mycotoxins in milk and dairy products. His work also includes the effects of processing on the chemical and toxicological properties of contaminants and toxicants. Furthermore, Dr. Hamlett focuses on chemical and physical contaminants in food during her food safety training workshops.

## **FOOD PROCESSING – FOOD QUALITY**

### **Microbial quality**

Microbial quality for dairy and meat involves both beneficial microbes and spoilage microflora. New foods such as dairy based beverages, high protein foods, and ready-to-eat or ready-to-cook prepared meals or snacks will pose stability challenges for food producers.

Dr. Unlu studies food spoilage microorganisms and has developed methods for their control in foods. Dr. Janna Verburg-Hamlett works with TechHelp and the U of I to provide HACCEP training for employees of food processing companies in Idaho and performs inspections for companies when requested. Dr. Bohach and Minnich have background knowledge of microbial contamination of milk as related to production practices and may be able to contribute to this area as

well. Moreover, Dr. Phil Bass investigates the impact of microflora and the microbiome on dry-aged beef. Dry-aged beef and other meat products, continue to gain in popularity throughout the United States and the world. The University of Idaho has conducted numerous studies on dry-aged beef and the microbes that interact with the product.

### **Appearance**

Dairy and meat foods have very specific and often difficult to quantify appearance characteristics. Defects are easy to define (bleeding of color, cracking, syneresis, two toning, browning, etc.) but are often difficult to control. The scientific term for this area of science in dairy processing is microstructure, and Dr. Da Chen has research expertise in characterizing the appearance of dairy foods at multiple structural levels. Microbial impact on fresh meat is also a concern with shelf-life appearance and stability. At the University of Idaho Dr. Michael Colle is a leader in retail meat shelf-life and color.

### **Flavor retention**

Flavor in dairy and meat foods is often impacted by lipid oxidation, protein-polysaccharides interactions, lipid content and microbial fermentation, which can change with formulation, processing and storage conditions. Development of desirable flavor and reduction of off-flavor is essential for the quality attributes of desirable dairy and meat products.

Dr. Da Chen has years of experience on characterization of volatile compounds from different types of food products using GC-MS by combination of solid-phase extraction. His experience could be extended to dairy foods around impact of food ingredients and processing on the flavor of milk, yoghurt and cheese. Drs. Phil Bass and Michael Colle regularly evaluate the flavor of meat products using trained sensory panels, consumer sensory panels, and food chemistry assessments (TBARS, volatile compounds, etc.) and train students on these assessment practices.

### **Texture and tenderness**

Texture and rheological properties of dairy foods associate closely with their mouthful feelings, which are more critical to their overall acceptability and quality perception compared to appearance and flavor. Varying the fat and protein content of the milk, the types of cultures, the amount of rennet

prior to production of cheese or yogurt could affect final product texture. Dr. Da Chen has experience on measuring the texture and rheological properties of foods with respect to dairy and dairy ingredients. Drs. Phil Bass and Michael Colle utilize Warner-Bratzler shear force analysis to investigate tenderness of meat products.

### **Nutrient retention**

Stability of probiotics, vitamins, minerals (calcium) and protein components are important features of specific dairy foods, particularly those that have undergone thermal processing (pasteurization or dehydration) or have been exposed to UV light (dehydration, packaging). Faculty from CALS (Ryu, Unlu,) and the College of Engineering (Wu) have analytical skills to monitor loss of key nutrients by chromatographic methods or other appropriate tests such as loss of microbial viability. Drs. Phil Bass and Michael Colle collaborate with research colleagues to assess proximate analysis, volatile compounds, and metabolomics of meat products.

### **Protein**

The increasing demands of high protein foods drives food industries to incorporate more proteins (mainly dairy proteins) during food production. Due to the highly reactive characters of proteins, their addition is most likely to change the texture, taste and nutrition of food products. A challenge is the optimization of protein content and modifying their structure by processing so that high protein foods with desirable quality can be achieved. Dr. Da Chen (AVFS) has a strong background in protein isolation, modification, physicochemical and functional properties characterization, as well as evaluation of their structures on the effects of food product quality.

### **Sensory evaluation**

Sensory characteristics of dairy and meat foods are very complex. Trained and consumer panels are commonly used for evaluation of animal food products. Further, instrumental methods including gas chromatography-mass spectroscopy (GC-MS) and electronic tongue can also be used to assess the sensory experience of foods. Dr. Phil Bass and Dr. Michael Colle at the University of Idaho have extensive experience in sensory evaluation in meat products, whereas Dr. Chen enables to conduct flavor compound analysis using GC-MS in dairy foods.

## FOOD PROCESSING

### Process Modeling

Processors are always looking for ways to increase efficiency, reduce energy, and develop ways to reuse wastewater. Drs. McKellar and Mirkouei (COE) and Dr. Wu (COS) have thermal and chemical process modeling skills that can assist large processing operations in these critical areas.

### Fermentation technology

Fermentation is the critical process for the manufacture of soft and hard cheeses and yogurt. Fermented dairy beverages such as kefir are growing in popularity at a rapid pace.

Dr. Unlu is an expert in various aspects of fermentation technology and has a BS degree in biochemical engineering. Moreover, Dr. Phil Bass and James Nasados have experience in meat fermentation and regularly train students on the art of fermenting meat products.

### Fermentation cultures/probiotics

Selection and use of fermentation cultures is critical to the production of food. Probiotics such as Lactobacillus strains can be added to various foods for their digestive health promoting properties. Dr. Unlu has substantial expertise in fermentation microbiology, particularly with Lactobacillus and probiotic strains. Dr. Phil Bass and James Nasados regularly train students and professionals on the use of Lactobacillus strains in meat products for both safety and flavor development.

### Milk processing (filtration)

These are critical unit operations for recovering milk and whey protein components, concentrating milk proteins, and removing lactose.

Dr. Wu (COE) is familiar with these technologies because of her background in engineering and protein processing.

### Pasteurization

Thermal and non-thermal – These technologies include conventional pasteurization, aseptic processing and packaging, commercial sterilization, and high-pressure processing (non-thermal

pasteurization). All these techniques are used to make milk safer, or as is the case with high pressure processing to reduce microbial load while also modifying protein functionality.

Drs. Unlu and Wu have expertise in this area.

### Packaging

Unique packaging design has been shown to reduce quality defects such as cracking and weeping in dairy gels. Active packaging involves technologies to improve nutrient retention, maintain quality and extend shelf-life of dairy and other perishable foods. This can include sensors that monitor microbial quality. Dr. Michael Colle has practical industry experience in meat product packaging technologies as well as having great interest in pursuing more meat packaging technology research.

### Dehydration and encapsulation

Dehydration is required to produce milk powder and is an important ingredient in dry mix beverages including infant formula as well as an ingredient in many other foods. Whey protein and other milk fractions are commonly dehydrated and sold in a powder form. Encapsulation commonly involves the formation of a protective chemical shell around a heat labile component with dehydration being part of the production process. Nutrients (lipid soluble vitamins), probiotics, and flavors are components in dairy foods that could be present in a microencapsulated form. Drs. Unlu and Chen have expertise in dehydrated dairy products. Dr. Phil Bass and James Nasados regularly discuss and train on the value of dehydrated meat products for adding value, extending shelf-life, and maintaining meat product safety.

## FOOD PROCESSING – FACILITIES

Issues at production facilities include the use and reuse of water, and modeling processes to improve efficiency. Dr. Moller (Department of Soil and Water Systems) has considerable experience in water treatment using Biochar. Dr. Mirkouei (COE) has experience with biochar and Dr. McKellar (COE) has experience with basic milk processing models. The University of Idaho also has a small-scale food processing pilot plant at the Food Technology Center in Caldwell, Idaho. The Food Technology Center is available to private entities needing access to food processing and to learn about creating and marketing new products.

The University of Idaho also has a very active USDA meat processing facility on campus. The meat processing facility allows for training and research for all aspects of animal processing from harvest to further processed and ready-to-eat meat products. Beef, pork, lamb, and some goats are processed at the meat facility on the Moscow campus.

Additionally, CSI's Jerome Center plans include dedicated meat processing space and the preliminary plans for the ATI Center expansion do as well. The University of Idaho is committed to collaborating with CSI to provide food processing training including faculty participation from the U of I when needed. Finally, the CAFE project includes construction of dairy/food processing facility and the U of I will collaborate with CSI in the construction and use of that facility.

### **Overview: Center for Ecohydraulics Research (CER)**

The Center for Ecohydraulics Research (CER) is an internationally recognized organization dedicated to the study of critical water resource issues, located in the Idaho Water Center in Boise, Idaho's Capital. CER conducts research and graduate education and provides expertise related to preserving, restoring, and holistically managing river systems in a sustainable manner.

CER conducts interdisciplinary research, both fundamental and applied, on water-related issues involving hydrology, fluid mechanics, geomorphology, stream and floodplain ecology, and water resource management. Research is conducted through a combination of laboratory studies, utilizing the state-of-the-art CER Stream Laboratory, field programs, cyberinfrastructure development, advanced computer simulation, microsensor development, and data mining. Research findings are disseminated to policy makers, academic peer groups, management agencies, students, relevant business communities and the public through journal articles, reports, workshops, and presentations.

CER provides a unique and focused educational, professional, and life experience for our PhD and MS students, faculty, staff and undergraduate students interested in a research experience. The quality and diversity of students define the research center. CER strives to offer a recognized high quality program through interdisciplinary classes, problem-based courses, and innovative research, frequently distinguished by the scale of the research and scope of collaboration with agencies, national and international research institutions.

CER provides value-added academic expertise to support policy makers, agencies, local government, NGOs, the consulting community, and industry to address state and regional problems. CER was originally established to address needs identified by local agencies and consultants in the State of Idaho. Its activities are undertaken to add value to existing programs through expertise and collaboration, knowledge discovery, equipment, and newly developed computer simulation and modeling tools. Typically, these activities involve graduate students, many of whom subsequently join agencies and consulting firms in a related field, thus contributing to the intellectual capacity of the region.

CER supports international research and education activities for the benefit of our students and the host countries. International experiences foster global cultural understanding and extend scientific knowledge of diverse river systems.

### **CER AND THE IDAHO CENTER FOR AGRICULTURE, FOOD AND THE ENVIRONMENT**

The mission of CAFE is to develop science-based answers to address key challenges faced by agriculture and food production, as well as provide solutions and increase the economic viability and sustainability of agriculture (especially dairy systems in Idaho). One of CAFE's top priorities is to manage water resources sustainably. In such context, CER is uniquely positioned to provide scientific and technical support for the development of holistic and synergistic water resources management approaches specifically tailored to local needs and regulatory requirements. CER can assess and predict the effects of water removal from, and discharge to, inland waters on ecosystems and aquatic habitat quality across scales, from the scale of single structures to entire watersheds.

CER's expertise can support research related to watershed restoration, riverine dynamics, as well as nutrient and sediment management, all focused on identifying sustainable water use. CER can quantify nutrient transport and sediment erosion from agricultural areas and their interactions with river morphology, water quality and aquatic organisms. CER's expertise could be used to examine the impact of different grazing, irrigation, and fertilizer deployment strategies, as well as their effects on nutrient and sediment loads, receiving water quality, and potential green-house gas emissions. CER can provide support in developing predictive models and in

designing, building, and implementing environmental monitoring systems for constituents of concern, such as water temperature, dissolved oxygen, sediment, electrical conductivity, nitrates and phosphorous.

In summary, the key elements of CER research that are closely aligned with CAFE mission are:

1. Water resources monitoring (including surface and subsurface water bodies as well as examining their mutual and dynamic interactions)
2. Nutrient fate from fields to the broader environment and water re-use strategies
3. Field erosion, soils losses, sediment transport and deposition
4. Reduce detrimental impacts on aquatic species
5. Impacts of flood and drought on receiving waters

## ACADEMIC OPPORTUNITIES IN THE MAGIC VALLEY

### PARTNERSHIPS FOR THE FUTURE

**Sean Quinlan**

*Chair & Dean, College of Letters Arts & Social Sciences*

**Miranda Anderson**

*Associate Clinical Professor, Interior Design, CAA*

**Traci Craig**

*Associate Dean, CLASS*

**Gwen Gorzelski**

*Vice Provost, Academic Initiatives*

**Jerrold Long**

*Professor, College of Law*

**Caroline Nilsson Troy**

*Director of Governmental Relations*

**Barry Pate**

*Dean, Career & Technical Education, College of Southern Idaho*

**Taylor Raney**

*Associate Chair, Director of Teacher Education & Clinical Associate Professor, EHHS*

### SCRIBE:

**Waageeshaa Roshni Prakash**

*University of Idaho Junior | English & Pre-Medicine*

The Magic Valley offers critical opportunities for the University of Idaho to expand its academic offerings in this region of the state through a partnership with the College of Southern Idaho and the potential building of the Discovery Center. These opportunities involve growing distance programs, partnering and collaborating with our two-year sister institutions, expanding student services and experiential learning, rekindling previous transfer articulations and pathway programs, and building the University of Idaho's on-site presence at the College of Southern Idaho. Some of these opportunities already exist and could expand further, particularly given the state-wide responsibility afforded the Colleges of Agriculture and Life Sciences, Natural Resources, and Law — the latter of which could provide much needed legal services and outreach in the region.

However, further opportunities exist for more significant partnerships with other entities at the University of Idaho, notably the Colleges of Education, Art & Architecture, Engineering, Business and Economics and Letters, Arts & Social Sciences. By cultivating these relationships with the College of Southern Idaho, we could rethink regional responsibilities and provide more excellent educational offerings to our state citizens. We hope this white paper will provide a roadmap for institutional collaboration and programming with the College of Southern Idaho that we could duplicate across the University of Idaho centers with our two-year partners.

We are overwhelmingly concerned with how to provide Idaho citizens with a clear pathway to completing a four-year college degree and making higher education more affordable and accessible across the board. The University of Idaho is well prepared to address this need. We offer an exceptional quality student experience and emphasize disciplinary excellence in all academic programs. Regrettably, several factors limit students from attending our campus. Geographical distance, financial constraints, work and family responsibilities: all of them prohibit students from a traditional residential experience. Therefore, the University must meet students where they are, directly bringing academic programming to them across the state. We can engage more fully in our online distance programs, extension offices, and educational centers in Boise, Coeur d'Alene, Idaho Falls, and McCall. To achieve this objective, however, we must reconsider how we partner with our two-year sister institutions and work together to deliver four-year degree programming and beyond.



**We identified five (5) possibilities regarding collaborating in the Magic Valley with the College of Southern Idaho and the potential Discovery Center.**

- 1.** The most far-ranging suggestion is that we work to deliver a four-year curriculum directly at the College of Southern Idaho. This curriculum would constitute hybrid programs in which we would combine a two-year residential experience with a four-year online degree option with full-time faculty from the University of Idaho situated on the CSI campus. Students would co-enroll at both institutions, completing their Associates Degree at CSI and finishing their four-year degree online with the University of Idaho. The presence of full-time faculty for these four-year degrees would facilitate high-impact experiential learning – undergraduate research and collaboration, internships, professional development, etc. – and allow in-person faculty advising and mentorship, thereby elevating possibilities for student success. There would be logistical challenges – such as faculty position descriptions, attribution of enrollment and credit hour production, and financial aid assessment – but we can readily imagine reasonable solutions.
- 2.** In tandem with on-site programs, the University of Idaho could explore expanding the student service hub at the College of Southern Idaho or the potential Discovery Center itself. The hub would help provide students with easy access to four-year advising and mentoring, counseling and testing resources, CDAR services, distance/online help, career services, and opportunities for faculty-led experiential learning, notably with service learning, internships and co-ops, and undergraduate research/creative collaboration. It could complement the planned expansion of the Applied Technology and Innovation Center. These services allow Moscow-based students to return home to the south, saving time and reducing debt.
- 3.** As part of the on-site services, there are fantastic opportunities to collaborate with the College of Law. The immediate academic connection is with the 3 + 3 program, which allows undergraduates to transfer seamlessly from their degree program and enter law school, thereby shaving an entire year of cost for their legal education. Similarly, we see possibilities with providing an immigration clinic (as seen on other campus sites) and

offering extensions for law students. The Magic Valley offers the opportunity to expand the Idaho Heritage Project, which creates externships to provide legal services in state counties lacking such resources—potentially opening synergies with law school alums.

- 4.** The potential Discovery Center also offers unique academic opportunities. The museum center could offer a space for a full-time public historian, for example, who would work at both the Center and the CSI campus. This faculty member would have a digital humanities/public history component built into their position description and could connect service learning, internships, and research possibilities at the Discovery Center. Other areas of collaboration include agricultural history, rural sociology, and American Indian Studies. Alternatively, Moscow-based students could benefit from the professional experience afforded by a semester in the Magic Valley and the opportunities afforded by the CSI–UI partnership.
- 5.** Lastly, by expanding into the Magic Valley, the University of Idaho could reinvigorate more traditional partnerships with the College of Southern Idaho. These ideas include strengthening statewide co-admit and co-enrollment opportunities for undergraduate programs in fields such as aquaculture and natural resources; 4 +1 programs in landscape architecture and public administration; the 3 + 3 program in law; MA-level programs in teaching certification and teaching endorsements; as well as new programs regarding specialized certificates (such as the University of Idaho's new sustainability certificate) and other forms of micro-credentialing.

**The following is a compilation of the degree programs this group considers to have the most promise in terms of serving the community and launching with investment in targeted faculty and staff to support. In addition, an investment in marketing is needed to promote the opportunities.**

# DEGREE PROGRAMS FOR MAGIC VALLEY

*Degrees noted with an asterisk could be first to launch based on maturity of program and online availability.*

## College of Agricultural & Life Sciences:

- \*1. Current faculty expertise position us to offer a joint CALS/CNR degree in Sustainability & Environment Quality
- \*2. Current UI faculty housed at CSI Evergreen Building have expertise to work with Moscow faculty to develop a degree in dairy management & dairy nutrition.
3. Groundwork is set for a meats training program that would start with entry level certificate all the way up to a 4-year degree. This would require a meat science hire on the CSI campus.
- \*4. Currently CALS is facilitating the following 2+2 program at CSI and CWI: Agricultural Science, Communication and Leadership which builds upon an associate of arts degree in agriculture.

## Graduate Degrees:

Adult Organizational Learning and Leadership (MS)  
Human Factors (MS)  
Music (M Mus)  
Public Administration (MPA)  
Movement and Leisure Sciences (MS)  
All of the Engineering online degrees  
Masters in Natural Resources (MNR)  
Environmental Science Masters (online MS)

## 4-year Majors:

History  
Psychology\*  
Criminology\*  
General Studies\*  
Interdisciplinary Studies  
Organizational Science

## Architecture degree (already in Boise)

### Additional Offerings

All of the Business online degrees (Management and HR, Marketing)

Recreation, Sport, and Tourism Management

Anything for which we have statewide responsibility

Existing 2+2 programs with CSI that would benefit from stronger Twin Falls presence/courses:

- Rangeland Ecology and Management (BS)
- Fisheries Sciences with emphasis in Aquaculture and Hatchery Management (BS)

### Associates of Science:

Wildland Fuel and Fire Technology (online)

### Certificates:

Corporate Social Responsibility  
Applied Finance  
Fire Ecology, Management and Technology  
Human and Community Engagement  
Natural and Resource Management  
Precision Agriculture  
Promotions and Digital Marketing  
Technical Program Management  
Technology Integration Specialist  
Sales Management  
Virtual Technologies

### Minors:

Spanish  
Psychology  
Addictions (Psychology)

In addition, we have many programs with 2+2 or Transfer Pathways that we have had for years with CSI and CWI. Here's the link and data:

<https://www.uidaho.edu/registrar/transfer/transfer-pathways>

## COLLEGE OF SOUTHERN IDAHO

CSI Degree/Major	UI Degree/Major	2020 Catalog	2021 Catalog
A.A. Agriculture	B.S. Ag.Econ. Agricultural Economics Agribusiness Emphasis	Curriculum Plan	Curriculum Plan
A.A. Agriculture	B.S. Ag.L.S. Agricultural Science, Communication & Leadership	Curriculum Plan	Curriculum Plan
A.S. Biology	B.S. Biology	Curriculum Plan	Curriculum Plan
A.Engr. Civil Engineering	B.S.C.E. Civil Engineering	Curriculum Plan	Curriculum Plan
A.S. Computer Science	A.S. Cybersecurity	Curriculum Plan	Curriculum Plan
A.A. Criminal Justice	B.S. Criminology	Curriculum Plan	Curriculum Plan
A.Engr. Electrical Engineering	B.S.E.E. Electrical Engineering	Curriculum Plan	Curriculum Plan
A.Engr. Mechanical Engineering	B.S.E.E. Mechanical Engineering	Curriculum Plan	Curriculum Plan
A.S. Natural Resource Mgmt	B.S. Wildl.Res. Wildlife Resources	Curriculum Plan	Curriculum Plan
A.A. Psychology	B.A. Psychology	Curriculum Plan	Curriculum Plan
A.A. Psychology	B.S. Psychology	Curriculum Plan	Curriculum Plan



University  
of Idaho

## SUMMARY OBSERVATIONS AND RECOMMENDATIONS

1. It is clear, there is huge opportunity for the University of Idaho to serve the workforce needs in the Magic Valley. These needs could be served by expanding existing U of I academic programs in partnership with CSI. Obvious areas that could be expanded include undergraduate programs in aquaculture, natural resources and agriculture with a focus on food production. Our expertise in the meat science area, and the successful and well-known Vandal Brand Meats program, makes this a natural fit for the Magic Valley. The working group suggests the expanded programming proposals for the area are prioritized and evaluated for best early implementation.
2. There are substantive areas where CSI and the U of I can collaborate specifically in curricular delivery across various disciplines (beyond the agricultural sciences) and develop hybrid programs that combine two-year face-to-face instruction and online course delivery to complete the four-year degree. These hybrid programs would have U of I faculty on the CSI campus who could also provide experiential learning opportunities, notably with undergraduate research, creative activity, internships, and other forms of professional development. These programs would meet curricular demands where the students are, providing greater flexibility in course delivery and a clear pathway to four-year degree completion.
3. The research opportunities comprise a very long and impactful list and are focused on Aquaculture, Food Science/Processing and Water. It will be important to identify a list of priority research endeavors going forward.
4. The ability to deliver on these mission-driven educational programs and research activities will require the right facility to serve our faculty and students in the area.
5. The working group made a visit to the Jerome site and to CSI. The conclusion of that activity helped the group identify our most strategic location in the Magic Valley. There is strong support to join in a collaboration with CSI to expand the ATI Center on the CSI campus. In general, if the University of Idaho is to invest in more programming in the Magic Valley – a location in proximity to the CSI campus shows more promise in terms of stakeholder funding and in service to our student population.
6. Expanding collaboration with CSI (and other 2-year schools) is a priority for the SBOE and the state legislature. As already stated, this collaboration brings us into closer contacts with potential students, provides a facility for research in food/meat science, and will potentially garner support from many of the larger food processors in the area. In addition, there is much less financial risk associated with this collaboration. A partnership with CSI has more potential for external stakeholder and federal funding than a stand alone facility in Jerome.
7. The working group determined that the Jerome site and partnership with Rick Ryerson comes with challenges in terms of fit within our University of Idaho mission but even more concerning is the cost and ROI calculation. One subgroup identified some good ideas for extension programming and tourism for this site. But even then – the costs are prohibitive. It is unclear how much ongoing institutional budget will be required and there was some skepticism about the location's draw to the groups we would be targeting. There is no question that this is a phenomenal location that will be unrecognizable in 20 years – considerable development is already visible at the Crossroads site. However, the short term costs associated with building the DC together with ongoing initial operational expenses without a clear ROI (at least for the next 5 years) makes this an enormous challenge for the U of I. All of the subgroups expressed concerns about the project's financial model and long term viability.
8. An advantage to the site on the CSI campus is the close proximity to our academic partners and to the potential students we would want to enroll in our programs. One recommendation suggested we grow programs specifically in the College of Ag and Life Sciences and build out a second location for CALS similar to the “two locations/one college” model under which we are operating the College of Law.
9. CSI is very supportive of a collaborative expansion of their ATI Center with U of I in mind, and has developed renderings with equivalent square footage in place for this partnership to move forward. CSI remains supportive of all elements of the CAFE project, but is reluctant to have a physical presence or activity in the proposed Discovery Center location due to their current Jerome Center development and the proximity to the CSI campus in Twin Falls.
10. The Development unit within the College of Ag & Life Sciences has endeavored to raise funds for the DC over the past 5 years without success. The proposed project in Jerome has not attracted the same industry interest or investment as the dairy/demonstration farm in Minidoka County.

## RECOMMENDATIONS FOR MAGIC VALLEY EXECUTION

It is recommended an execution team is put together at the discretion of President Green and Provost Lawrence to begin mapping the path forward to cement our commitment to the ATI Center and partnership with CSI. The following tasks should be undertaken and issues should be addressed:

1. A lead/project manager for the efforts in Magic Valley should be assigned.
2. The facility needs of the U of I in the Magic Valley area and specifically at the ATI expansion site need to be identified.
3. Finalize the scope and cost for an ATI expansion. A campaign plan should be developed to identify private partners, available University resources, state funding opportunities with PBF, and federal grants that may be applied for in collaboration with CSI.
4. We recommend that a team is assigned to pull together information for the EDA Tech Hub grant which shows promise for significant funding for ATI partnership and vision for expanding our capability in the region.
5. The top four-year viable degree programs should be identified and prepared to launch (preferably soon) and a correlated faculty hiring plan should be developed along with a curriculum mapping and marketing plan for identified programs.
6. A strategic plan to recruit and hire faculty and staff for the Magic Valley should be developed in conjunction with CAFE hiring.
7. In coordination with ORED and with consideration of faculty expertise and interest, map out research focus areas and priorities.

In response to requests by faculty, the Faculty Senate charged a task force to assess employee perspectives regarding the upcoming affiliation with the University of Phoenix. The task force developed the following survey for the purpose of evaluating current levels of understanding with regards to the affiliation and to collect related feedback from employees. The questions are designed to gather employee perceptions and constructive suggestions, which will be informative and helpful to the Faculty Senate in our conversations with administration as we move forward.

All questions are optional.

There will be no identifying information collected in survey questions.

### **Draft Survey Questions**

- 1. In your opinion, how knowledgeable are you about the University of Phoenix and its programs?***

Not at all knowledgeable  
Not very knowledgeable  
Fairly knowledgeable  
Very knowledgeable  
Prefer not to answer

- 2. In your opinion, how knowledgeable are you about the details of the affiliation with the University of Phoenix?***

Not at all knowledgeable  
Not very knowledgeable  
Fairly knowledgeable  
Very knowledgeable  
Prefer not to answer

- 3. What sources of information have you used to learn about the University of Phoenix affiliation? [Choose all that Apply]***

Local/state news reports (Moscow-Pullman Daily News, Lewiston Tribune, Idaho Statesman, Idaho Ed News, etc.)

National news reports (Chronicle of Higher Education, Inside Higher Ed, etc.)

University of Idaho colleagues  
University of Idaho's FAQ and resource website  
University of Idaho's written communications  
University of Idaho's town halls  
University of Idaho's informational sessions with University of Phoenix administrators  
Provost Lawrence's meetings with units in October  
[NOTE: WE ARE WAITING ON A COMPREHENSIVE LIST FROM UCM OF ALL UI SPONSORED EVENTS PERTAINING TO AFFILIATION - INSERT DATES HERE]  
Other (please specify)

**4. To what degree do you support the University of Idaho affiliation with the University of Phoenix?**

Strongly Oppose  
Somewhat Oppose  
Neutral  
Somewhat Support  
Strongly Support  
Unsure

**Please rate the degree to which you agree with the following statements**

**5. Based on my understanding of the Constitution of University Faculty (<https://www.uidaho.edu/governance/policy/policies/fsh/1/1520>), APM 60.21 (<https://www.uidaho.edu/governance/policy/policies/apm/60/21>), the role of Staff Council (<https://www.uidaho.edu/governance/policy/policies/fsh/1/1800>), and the role of shared governance at the University of Idaho (<https://www.uidaho.edu/governance>), I believe that university employees were appropriately involved in the decision to affiliate with the University of Phoenix as determined by existing University of Idaho policies.**

Strongly Disagree  
Somewhat Disagree  
Neutral  
Somewhat Agree  
Strongly Agree  
Unsure

[TEXT BOXES FOR ADDITIONAL COMMENT]

6. ***Based on my current understanding, I believe that the affiliation with the University of Phoenix will positively impact my unit.***

Strongly Disagree  
Somewhat Disagree  
Neutral  
Somewhat Agree  
Strongly Agree  
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

7. ***Based on my current understanding, I believe the affiliation with the University of Phoenix will negatively impact my unit.***

Strongly Disagree  
Somewhat Disagree  
Neutral  
Somewhat Agree  
Strongly Agree  
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

8. ***What information or explanation would be helpful to you in understanding the implications of the University of Phoenix affiliation for your unit?***

9. ***The University of Idaho's affiliation with the University of Phoenix will protect the University of Idaho as we approach the projected decreases in enrollment based on demographic shifts (i.e., the "enrollment cliff").***

Strongly Disagree  
Somewhat Disagree  
Neutral  
Somewhat Agree  
Strongly Agree  
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]



**10. Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix will have a positive impact on the University of Idaho.**

Strongly Disagree  
Somewhat Disagree  
Neutral  
Somewhat Agree  
Strongly Agree  
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

**11. Based on my current understanding, I believe the University of Idaho's affiliation with the University of Phoenix will have a negative impact on the University of Idaho.**

Strongly Disagree  
Somewhat Disagree  
Neutral  
Somewhat Agree  
Strongly Agree  
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

**12. The [FAQ](#) was helpful in answering my questions about the affiliation.**

Strongly Disagree  
Somewhat Disagree  
Neutral  
Somewhat Agree  
Strongly Agree  
I did not read the FAQ

**13. What recommendations do you have for improving the FAQ?**

**14. Moving forward, on which topics related to the affiliation would you like to give input?**

**15. I see the following as potential benefits of this affiliation (please specify if selected):**

- Financial (TEXT BOX FOR ADDITIONAL COMMENTS)
- Student (TEXT BOX FOR ADDITIONAL COMMENTS)
- Faculty (TEXT BOX FOR ADDITIONAL COMMENTS)
- Staff (TEXT BOX FOR ADDITIONAL COMMENTS)
- Outreach (TEXT BOX FOR ADDITIONAL COMMENTS)
- Institutional (TEXT BOX FOR ADDITIONAL COMMENTS)
- Other (TEXT BOX FOR ADDITIONAL COMMENTS)

**16. I see the following as potential concerns of this affiliation:**

- Financial (TEXT BOX FOR ADDITIONAL COMMENTS)
- Student (TEXT BOX FOR ADDITIONAL COMMENTS)
- Faculty (TEXT BOX FOR ADDITIONAL COMMENTS)
- Staff (TEXT BOX FOR ADDITIONAL COMMENTS)
- Outreach (TEXT BOX FOR ADDITIONAL COMMENTS)
- Institutional (TEXT BOX FOR ADDITIONAL COMMENTS)
- Other (TEXT BOX FOR ADDITIONAL COMMENTS)

**17. What else would you like to share with Faculty Senate about your thoughts regarding the University of Idaho and University of Phoenix affiliation?**

**18. What remaining questions do you have about the University of Phoenix affiliation?**

**19. What is your primary role at the University of Idaho?**

Staff

Faculty

Other \_\_\_\_\_

Choose not to answer

**20. What is your primary campus location?**

Moscow

Coeur d'Alene

Boise

Idaho Falls

Twin Falls

Extension center

Choose not to answer

DRAFT